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IEP Prompt Pack

15 Ready-to-Use AI Prompts for Writing SMART IEP Goals, PLAAFP Statements, Accommodations & Parent Communication

How to use this pack: Copy any prompt below and paste it into ChatGPT, Claude, MagicSchool AI, or any AI chatbot. Replace the **[BRACKETED SECTIONS]** with your student's actual data. Always review and personalize the AI output before including it in an official IEP document. **Never enter personally identifiable student information** into non-approved AI tools.

■ SMART IEP Goals

These prompts generate measurable, IDEA-compliant goals with conditions, criteria, and timeframes. Always review and personalize the output before including it in an official IEP.

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1 Academic SMART Goal

COPY & PASTE THIS PROMPT:

```
Write a SMART IEP goal for a [GRADE LEVEL] student with [DISABILITY TYPE] who is currently performing at [BASELINE LEVEL] in [SUBJECT AREA]. The goal should be specific, measurable, attainable, relevant, and time-bound (by end of IEP year). Include the condition, behavior, and criteria for mastery.
```

■ *Tip: Replace all [BRACKETS] with real student data. The more specific your baseline, the better the output.*

2 Behavioral SMART Goal

COPY & PASTE THIS PROMPT:

```
Write a measurable behavioral IEP goal for a [GRADE LEVEL] student who currently [DESCRIBE CHALLENGING BEHAVIOR] an average of [FREQUENCY] times per [TIME PERIOD]. The goal should target [REPLACEMENT BEHAVIOR] and include a realistic criterion for mastery over consecutive data collection sessions.
```

■ *Tip: Include frequency data from observations to get goals with accurate baselines.*

3 Social-Emotional SMART Goal

COPY & PASTE THIS PROMPT:

```
Create a SMART IEP goal for social-emotional learning. The student is in [GRADE LEVEL], has [DISABILITY TYPE], and currently struggles with [SPECIFIC SOCIAL SKILL — e.g., initiating peer interactions, self-regulation, turn-taking]. Include a measurable criterion and data collection method.
```

■ *Tip: Works well for students with autism, ADHD, or anxiety-related challenges.*

4 Transition Planning Goal (Ages 14+)

COPY & PASTE THIS PROMPT:

```
Write a transition IEP goal for a [AGE]-year-old student with [DISABILITY TYPE] who wants to [POST-SCHOOL GOAL — e.g., attend community college, obtain employment in retail]. The goal should address [TRANSITION DOMAIN: education, employment, or independent living] with measurable criteria.
```

■ *Tip: IDEA requires transition goals starting at age 16 (some states at 14).*

5 Multi-Domain Goal Set

COPY & PASTE THIS PROMPT:

```
Generate 3 SMART IEP goals for a [GRADE LEVEL] student with [DISABILITY TYPE]. Create one goal each for: (1) [ACADEMIC AREA], (2) [FUNCTIONAL/BEHAVIORAL AREA], and (3) [COMMUNICATION OR SOCIAL AREA]. Current performance levels: [DESCRIBE BRIEFLY FOR EACH]. All goals should be achievable within one IEP year.
```

■ *Tip: Great for annual IEP reviews when you need a complete goal set drafted quickly.*

■ Present Levels (PLAAFP)

Present Levels of Academic Achievement and Functional Performance are the foundation of every IEP. These prompts help you draft clear, objective, and strengths-based PLAAFP narratives.

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6 Academic PLAAFP Statement

COPY & PASTE THIS PROMPT:

```
Write a Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement for a [GRADE LEVEL] student with [DISABILITY TYPE]. Strengths: [LIST STRENGTHS]. Challenges: [LIST CHALLENGES]. Current performance data: [INCLUDE TEST SCORES, GRADES, OR OBSERVATIONS]. The statement should describe how the disability impacts access to the general education curriculum.
```

■ *Tip: Always lead with strengths before challenges — this is best practice and parent-friendly.*

7 Functional/Behavioral PLAAFP

COPY & PASTE THIS PROMPT:

```
Draft a PLAAFP statement focused on functional behavior for a [GRADE LEVEL] student who [DESCRIBE BEHAVIORAL OBSERVATIONS]. Include: (1) what the student does well, (2) specific behavioral data, (3) how behavior impacts learning, and (4) what supports are currently in place.
```

■ *Tip: Pair this with Prompt #2 (Behavioral SMART Goal) for a complete behavioral section.*

8 PLAAFP Quality Reviewer

COPY & PASTE THIS PROMPT:

```
Review the following PLAAFP statement and suggest improvements for clarity, objectivity, measurability, and parent-friendliness. Flag any vague language, missing baseline data, or subjective statements. Here is the PLAAFP: [PASTE YOUR DRAFT]
```

■ *Tip: Use this after writing your own draft — the AI acts as a second pair of eyes.*

■■ Accommodations & Modifications

These prompts generate tailored accommodations and modifications based on the student's specific disability and learning profile. Always cross-reference with your state's approved accommodation lists.

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9 Accommodation Generator

COPY & PASTE THIS PROMPT:

```
Suggest 8-10 classroom accommodations for a [GRADE LEVEL] student with [DISABILITY TYPE] who struggles with [SPECIFIC CHALLENGES]. Organize them into categories: (1) Instructional, (2) Environmental, (3) Assessment, and (4) Behavioral. Only include accommodations that are practical for a general education classroom.
```

■ *Tip: Ask the AI to also explain WHY each accommodation helps — useful for IEP meetings.*

10 Testing Accommodations

COPY & PASTE THIS PROMPT:

```
List appropriate standardized testing accommodations for a [GRADE LEVEL] student with [DISABILITY TYPE] in [STATE]. The student currently receives [LIST CURRENT CLASSROOM ACCOMMODATIONS]. Distinguish between accommodations (do not change what is measured) and modifications (change what is measured).
```

■ *Tip: Testing accommodations vary by state — always verify against your state's approved list.*

11 Modification vs. Accommodation Clarifier

COPY & PASTE THIS PROMPT:

```
I need to support a [GRADE LEVEL] student with [DISABILITY TYPE] in [SUBJECT]. Explain the difference between an accommodation and a modification for this specific context, then provide 3 examples of each that would be appropriate for this student.
```

■ *Tip: Perfect for explaining the difference to parents during IEP meetings.*

■ Parent Communication & Meeting Prep

IEPs work best when parents understand them. These prompts help translate complex educational jargon into clear, accessible language that empowers families.

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12 Parent-Friendly IEP Summary

COPY & PASTE THIS PROMPT:

```
Rewrite the following IEP section in plain, parent-friendly language. Avoid jargon and acronyms. Use a warm, supportive tone that emphasizes the student's strengths and the team's plan to help them grow. Here is the IEP text: [PASTE IEP SECTION]
```

■ *Tip: Use this to create take-home summaries parents actually read and understand.*

13 IEP Meeting Agenda Generator

COPY & PASTE THIS PROMPT:

```
Create a structured IEP meeting agenda for a [MEETING TYPE: annual review / initial / amendment] for a [GRADE LEVEL] student with [DISABILITY TYPE]. Include: welcome and introductions, review of current performance, proposed goals discussion, services and accommodations review, placement discussion, parent input time, and next steps. Estimate time for each section (total: 60 minutes).
```

■ *Tip: Share the agenda with parents 3-5 days before the meeting to reduce anxiety.*

14 Progress Report Narrative

COPY & PASTE THIS PROMPT:

```
Write a quarterly progress report narrative for a student working on the following IEP goal: [PASTE GOAL]. Current data shows [DESCRIBE PROGRESS DATA]. The report should state whether the student is making sufficient progress, describe what strategies are working, and outline next steps. Use a positive, factual tone.
```

■ *Tip: Parents respond best when progress reports start with what IS working before concerns.*

15 Multilingual IEP Summary

COPY & PASTE THIS PROMPT:

```
Translate the following IEP summary into [LANGUAGE] using simple, everyday vocabulary (not formal/literary). Keep the supportive tone. Ensure specialized terms like "accommodation," "modification," and "related services" are explained rather than just translated. Here is the summary: [PASTE TEXT]
```

■ *Tip: Works with ChatGPT and Claude for Spanish, Mandarin, Vietnamese, Arabic, and more.*

Important Reminders

1. **AI is a drafting assistant, not an IEP developer.** The educational team is always responsible for the final document.
2. **Never enter student names or personally identifiable information** into non-district-approved AI tools. Use generic descriptions instead.
3. **Always verify compliance** with your state's IDEA requirements and your district's AI usage policies.
4. **Disclose AI use** to parents and IEP team members. Transparency builds trust.
5. **Use AI to save time on paperwork** so you can spend more time on what matters — your students.

Want the full guide?

Read our complete review of the **Best AI IEP Goal Generators for Teachers & Parents** at:

aidigitalspace.com/ai-iep-goal-generator

For more AI tools that support students with learning disabilities:
aidigitalspace.com/ai-tools-for-students-with-learning-disabilities

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