



The Role of Generative AI in Learning Support Joint Position Statement

Generative AI such as ChatGPT has the potential to support the learning of individuals with neurodiverse learning profiles and those who serve them. It can enhance engagement through its ability to generate personalized responses, organize and redraft ideas to account for interest and skill level, and provide immediate feedback. These same capabilities offer opportunities for practice, motivation, processing and learning of complex topics. At this time, some teachers are already using ChatGPT to differentiate instruction, enhance critical thinking and problem solving skills; and develop student metacognition.

While ChatGPT can assist with task completion by synthesizing and generating information, it is not a replacement for the cognitive processes of learning. As the “use cases” or potential applications for generative AI grow exponentially, the value of higher order thinking skills such as evaluating, problem-solving, and creating becomes more significant. As with any educational technology, both students and teachers need to develop an understanding of any associated limitations and biases. For example, ChatGPT can sometimes construct plausible misinformation. This underscores the importance of applying critical thinking and healthy skepticism when using ChatGPT.

Ethical issues and implications must also be taken into account, as tools such as ChatGPT and other AI-based writing tools are subject to misuse. Specifically, users need to consider the value of original work, the meaning of plagiarism, and, as mentioned earlier, possible bias and inaccuracy in AI generated text. Use of such digital tools need to be in line with the school’s curriculum, mission and values. Privacy concerns should also be addressed: Given that all ChatGPT account holders are required to provide a telephone number, schools will want to be sure that national data protection laws are observed. The Center for Humane Technology notes: *“When you invent a new technology, you uncover a new class of responsibilities.”* We support efforts to ensure the transparent, ethical and responsible development of generative AI.

As such, information literacy for students and teachers is critical. Professional learning in this area is needed to support teachers in developing an appreciation for the many possibilities that ChatGPT offers, while simultaneously understanding the challenges it raises. With responsible and informed use, ChatGPT can serve as a thinking partner to enhance collaboration, innovation, growth and learning.

There is still much to learn, and the potential is there to promote this tool for the good of students with neurodivergent profiles. It is an awesome responsibility and calls upon us all to be flexible and responsive in our approach. Join us in finding a way.

Ochan Kusuma-Powell
Cindy Warner-Dobrowski
Anthony Copeland
Charlotte Diller
John M. Mikton

Kristen Pelletier
Kristel Solomon
Matthew Kelsey
Becca Leech

April 23, 2023

This document will be updated as and when new and relevant information becomes available.