



USING AI IN SCHOOL-BASED SPEECH THERAPY

0.1 ASHA ETHICS CEU and 1 Act 48 PDH

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EMILY LARCY HAS NO RELEVANT RELATIONSHIPS TO DISCLOSE.

Learning Objectives

- Demonstrate effective prompting and application of AI tools (e.g., ChatGPT, MagicSchool AI) to support therapy planning, documentation, and material creation.
- Identify ethical considerations and professional standards related to the use of artificial intelligence (AI) in school-based speech-language pathology practice.
- Apply evidence-informed strategies to ethically and efficiently integrate AI technology into daily workflows while maintaining clinician judgment and data security.



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Artificial intelligence (AI) tools like ChatGPT and others are rapidly transforming clinical practice—but with innovation comes ethical responsibility. SLPs may feel curious, skeptical, overwhelmed, and a host of other emotions about the idea of using AI to enhance their practice. This session explores how school-based SLPs can effectively and ethically integrate AI into everyday workflows for tasks such as material creation, session activities, data collection, goal writing, and professional communication. Participants will be introduced to several current AI programs that are available to support school-based speech therapy. Through guided demonstrations and hands-on practice, attendees will learn how to use and prompt AI technology to get the best results and explore real-world applications that streamline documentation and enhance therapy planning. Opportunities for attendees to share how they are currently using AI in everyday practice, as well as resources for additional exploration and time for questions will be provided. Attendees will leave equipped to apply AI tools confidently and ethically in alignment with ASHA's standards of professional practice.

Speaker Bio: Emily R. Laracy, M.A., M.S., CCC-SLP is a school-based speech-language pathologist who works with elementary, middle, and high school students in regular education, learning support, emotional support, partial hospitalization, autistic support, homebound, and teletherapy settings. She is also an adjunct professor and guest lecturer at two universities. She has taken part in research projects in project design, data collection, data analysis, writing and publication, and training and supervision roles. Her current research interests include the effects of psychological factors, such as anxiety, on children's speech and language skills, and the efficacy of co-teaching programs in school settings. She is the author of "Treating Selective Mutism as a Speech-Language Pathologist" and serves as the secretary and speech pathologist representative on the Selective Mutism Association Board of Directors.