

AI for School Social Workers: Ethical and Responsible Use

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Learning Objectives

By the end of this PD:

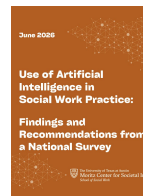
- Participants will comprehend and describe specific applications of artificial intelligence that can enhance intervention strategies and administrative efficiency in school social work.
- Participants will demonstrate proficiency in navigating and utilizing Generic AI tools and Magic School AI by completing tasks that simulate real-world scenarios in school social work.
- Participants will critically analyze and discuss the ethical implications of using artificial intelligence in social work, with a particular focus on maintaining confidentiality, ensuring transparency, and safeguarding data security.



Trends of AI in School Social Work: AI Literacy

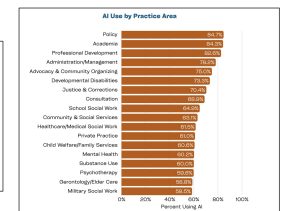
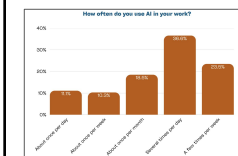
Research on AI use in SW

- Nearly two-thirds (63.5%) of respondents reported using AI in their current role, with many engaging with AI tools several times per week or daily.
- The most common applications include correspondence and reporting, clinical documentation, administrative support, data analysis, research, and information gathering.
- Respondents rated documentation, reporting, administrative tasks, and data analysis as highly useful applications of AI.
- While AI use is high, many social workers reported feeling underprepared to use AI ethically and effectively.



[Link to Report](#)

Trends of AI in Social Work

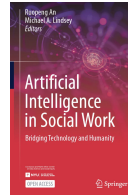


Trends of AI in Social Work

AI Application Use in Social Work

- Writing & Documentation Support**
 - Correspondence / reporting (32.5%)
 - Clinical documentation (29.1%)
 - Other writing support (profiles, presentations, treatment goals) (2%)
- Administrative & Systems Support**
 - Virtual assistants for administrative tasks (15.4%)
 - Case management software with AI integration (4.9%)
- Education, Outreach & Development**
 - Education assistance (course planning, curriculum development) (1%)
 - Fundraising and marketing (1%)
- Data, Research & Analytics**
 - Data analysis and reporting tools (11.7%)
 - Tools to conduct research on effective practices (1.6%)
 - Research / general inquiry (1.7%)
 - Predictive analytics for risk assessment (4.2%)
- Clinical & Client-Facing Support**
 - Tools for generating new client interventions (12.2%)
 - Assessing client mental health (4.7%)
 - Tools for client engagement (e.g., chatbots, virtual therapy assistants) (5.7%)

AI in School Social Work



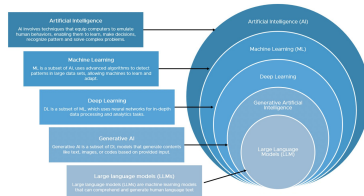
[School Social Work](#)

What is Artificial Intelligence

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines that are programmed to think like humans. The term may also be applied to any machine that exhibits traits associated with a human mind, such as learning and problem-solving.

The content on this slide was created with the assistance of Artificial Intelligence (AI) and reviewed by Dr. Marina Basilio-Diaz

Types of AI



Chatbots

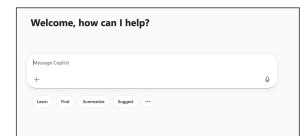
Uses artificial intelligence (**natural language processing** and **generative AI**) to simulate human conversation. They can understand, process, and respond to text (and sometimes voice) in a way that feels conversational and human-like.



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Generic AI Chatbot Tools

- [Gemini](#)
- [Claude](#)
- [Perplexity](#)
- [Co-Pilot](#)
- [ChatGPT](#)



It is Important to Know: Generative AI Chatbots are Not

- Free from biases or inaccuracies
- Secure with data and privacy
- A replacement of professional expertise

You are still the Human Expert using AI. You Must Review, Analyze, and Edit the content generated from AI when Appropriate.

How Chatbots Work: Prompting

Entering a prompt is giving a **starting point** or a question to kick off a **conversation** with your chatbot. The prompt is what you type in to tell the AI what you **want it to do** or what kind of **information you're looking for**.

You can follow up your chatbot's responses with **iteration** prompts to refine your initial request or question to **improve the accuracy** of your chatbot's responses.

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Co-Star Method For Prompting

- **Co-star** is an acronym for the words Context, Objective, Style, Task, Actor, and Result.
- You and the AI are **co-stars** together generating content
- **Be Specific:** give chatgpt a role (you are a school social worker...)
- **Provide Context:** provide relevant information
- **Give Instructions:** tell your Chatbot what you would like it to do

Prompt Examples Live Demo

"You are a school social work expert. I currently provide play therapy to 8 year old who is working on emotion regulation and distress tolerance. The 8 year old really enjoys the disney movie Frozen. Can you suggest play therapy application using Frozen to help teach emotion regulation skills"

"You are a school social work expert. I am meeting with a 15 year old who struggles with attending school on time. Can you develop for me 10 to 15 assessment questions to assess their inconsistent attendance?"

"You are a community resources expert. I am supporting an unhoused family in Newark, New Jersey. What are some family resources for housing can I connect them with. include Website Links"

[Gemini Co-Pilot](#)

Prompt Examples: Magic School AI

[School Magic AI: IEP Case Scenarios](#)

Turn and Talk

What do you think of AI technology in school social work?
Do you see any benefits? What are your concerns?



Ethics & AI

SW Technology & Ethics

- *Standard 2.07: Confidentiality and the Use of Technology
- *Standard 2.11: Use of Personal Technology for Work Purposes
- *Standard 2.23: Current Knowledge and Competence
- *Standard 2.05: Assessing Clients' Relationships with Technology



NASW Tech Code of Ethics

Social Work Ethics & Technology

Standard 8. Use of Technology
School social workers shall use technology to enhance communication, to design and deliver services, to obtain, manage, and store information, and to demonstrate accountability to students and families in the school setting.

Interpretation
School social workers shall stay up to date with and use available technological tools to help conduct needs assessments, facilitate communication, and demonstrate accountability. School social workers shall ensure responsible use of technology to fulfill their obligations to students and families. The purpose and extent of technology use in school social work practice is to promote student achievement and personal well-being, to enhance the provision of services, and to efficiently manage the workload. Every effort shall be taken to ensure that the use of technology reflects the ethics, values, and mission of the profession. School workers shall consult relevant standards in the NASW (2021) Code of Ethics and the NASW ASWB CSWE A CSWE Standard for Technology in Social Work Practice (NASW et al., 2017) for guidance (especially related to competence, informed consent, conflicts of interest, privacy and confidentiality, respect, dishonesty, fraud, deception, misrepresentation, solicitation, private contact, and acknowledging credit).

Equitable access to technology is critical to preparing students to develop key skills such as critical thinking, communication, collaboration, and creativity to thrive in a complex and rapidly changing world. School social workers shall work to address barriers to student access to technology. The use of every aspect of school social workers may support future readiness for all students. Technology is evolving. School social workers may gain valuable insights from (renewed artificial intelligence (AI) experts to understand the transformative potential of AI on students.



School Social Work Ethics

SSWAA AI Guidance

AI GUIDANCE TOOL KIT FOR SCHOOL SOCIAL WORK PRACTICE

British Social Work Association of America (11/202021)

Statement of Intent
The British Social Work Association of America (SSWAA) is introducing this initial guidance on the ethical and professional use of artificial intelligence (AI) in school social work practice. This guidance is intended to provide a framework for school social workers to use AI in their practice. It is not intended to replace professional judgment or to provide a definitive answer to all ethical questions. It is intended to provide a framework for school social workers to use AI in their practice. It is not intended to replace professional judgment or to provide a definitive answer to all ethical questions. It is intended to provide a framework for school social workers to use AI in their practice. It is not intended to replace professional judgment or to provide a definitive answer to all ethical questions.

SSWAA Members

Ethical & Responsible Use of AI for School Social Workers

- **Confidentiality and Privacy:** Student and family information should never be entered into AI systems that do not comply with district, state, or federal privacy protections (e.g. FERPA). AI-generated drafts, notes, or communications must be reviewed carefully to ensure no sensitive data is shared or stored improperly.
- **Informed Consent:** Students and families have the right to know when AI is being used in the context of their care or educational planning. Consent should be sought whenever AI is introduced in ways that affect their data, communication, or interventions.
- **Equity and Access:** Ethical practice requires school social workers to consider how AI may reinforce or reduce inequities. Tools must be evaluated for cultural responsiveness, bias in training data, and accessibility across diverse student populations.
- **Professional Boundaries:** AI should enhance, not replace, human relationships. Practitioners must remain clear that AI is a tool, not a therapeutic substitute, and ensure that students understand this distinction.

Ethical & Responsible Use of AI for School Social Workers

- **Due Diligence** - Evaluate AI tools for reliability, bias, and profit motives before use. Recognize that many AI systems are developed by companies whose business models may prioritize data collection and monetization. Consider how these profit motives might influence product design, accessibility, and ethical safeguards. Adopt platforms that meet district approval and established security standards.
- **Transparency** - Clearly disclose to students, families, and colleagues when AI tools are being used, including their purpose, limitations, and safeguards.
- **Confidentiality Safeguards** - Never input personally identifiable or sensitive information into AI systems. Use de-identified or anonymized data whenever possible.
- **Informed Consent Processes** - Integrate conversations about AI use into existing consent protocols (e.g., IEP/504 meetings, parent communication). Ensure that families understand their rights and options.
- **Critical Review** - Treat AI outputs as drafts. School workers must carefully review, edit, and contextualize all AI-generated content to ensure accuracy, cultural competence, and appropriateness. Keep the human in the loop.

AI & Environmental Impact

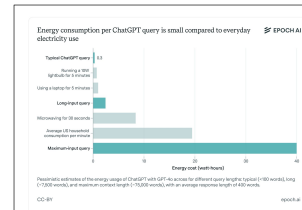
A bottle of water per email: the hidden environmental costs of using AI chatbots - Washington Post



AI & Environmental Impact

For most people, individual use of gen AI is a very small part of your carbon footprint

How much energy does ChatGPT use?
What's the carbon footprint of using ChatGPT or Gemini?



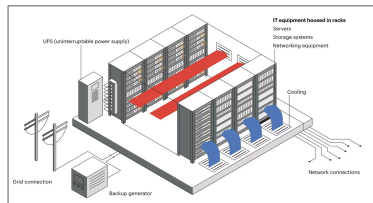
Data Centers Located

4,000+ data centers in the USA



<https://www.datacentermap.com/usa/>

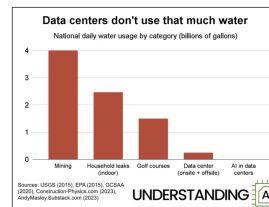
Data Centers



Energy demand from AI - IEA

Backup generators often have terrible fumes.

Data Centers & AI



about 15% of their data center use is used for AI

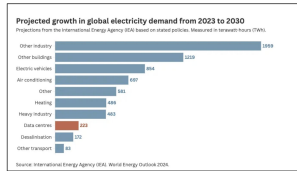
What runs in Data Centers

- Streaming media, like Netflix
- Email
- Your health records
- Debit & credit card payments
- Online gaming
- Zoom
- Slack
- Google Drive
- Social media
- Photo storage

(Pretty much all of modern society)

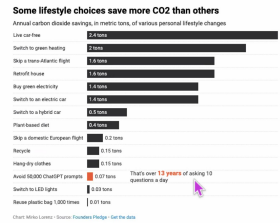
Global Usage of Electricity

- Large-scale AI operations still represent only a fraction of national or global electricity use (often less than 0.2% of U.S. demand)
- Data centres use around 1 to 2% of the world's electricity. When cryptocurrency is included, it's around 2%.



[Impact of Data Centers](#)

AI & Environmental Impact



AI & Environmental Impact

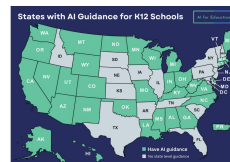
- We need more transparency and more research
- As a whole, we should examine our tech usage and consumption (not just AI) and find ways to offset our carbon footprint
- The field as a whole needs to advocate environmental justice and sustainability
- Individually, we need to do our part to reduce our carbon footprint

Always in Practice...

- AI is the tool, it is not the answer or a replacement
- Rely on human intelligent not, Artificial Intelligence. You (the human) are the expert
- You must analyze and validate responses using your expertise and never enter identifiable information
- Continue learning to build your professional competence
- Follow your state & district's AI Policies

New York: No AI State Policy

33 states (and Puerto Rico) now have official guidance or policy on the use of AI in K-12 schools. We've compiled them in this handy resource which includes summaries and links to the full guidance for each.



(Updated 10/26/2023)

School's Policy on AI

What is your school's policy on AI? What is the guidance?



Close Out & Resources

AI Social Worker Resources

- [AI Prompt Library for Social Workers](#)
- [AI Literacy \(EPIC Model\)](#) & [EPAS AI Literacy](#)
- [The AI Social Worker Blog](#)
- [AI Tools for Practice](#)
- [How Social Workers Use AI](#)

AI for Education Resources

AI for Education

[Link Here](#)

Let's Stay Connected



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