# Using Sophia as Your AI Thought Partner

## A Practitioner's Guide to Cognitive & Social-Emotional Report Writing

You've got a stack of protocols on your desk and a deadline looming. The real work isn't just scoring the assessments; it's connecting the dots. It's about building a story that makes sense of the numbers and provides a clear path forward for a student. This is where AI can become a powerful thinking partner, but only if you know how to use it effectively.

This guide gives you practical, specific prompts you can use today. We'll move from simple tasks to complex clinical reasoning to show how you can use this tool to sharpen your analysis, generate hypotheses, and save valuable time without ever sacrificing your clinical judgment.

### Getting Started with School Psych AI

First things first, let's get you logged in and ready to go.

1. Login to **app.schoolpsych.ai**
2. Go to **Conversations**
3. Click the **"New Thread +"** button located in the left-hand panel.
4. Name your thread, ideally by the student's initials (e.g., B.M.).
5. Type or paste your prompt into the conversation chatbot and submit it.

For example, you can enter a prompt like this to start:

> *"[WISC-V scores: FSIQ - 95, VCI - 88, VSI - 102, FRI - 91, WMI - 85, PSI - 90]*
> *use the results from this WISC-V] score report to create a test purpose and description, table of scores, and narrative interpretation of the scores I can use for my psychological evaluation. remember, you are an expert in supporting school psychologists and writing psychological evaluations."*

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## Part 1: WISC-V – AI Prompts for Cognitive Interpretation

The WISC-V gives us a detailed picture of a student's cognitive abilities. The challenge is translating that picture into clear, useful information. These prompts show how AI can help.

### Level 1: Simple Prompt (Generating Parent-Friendly Language)

*Task: Translate complex scores into a clear, conversational summary for reports and meetings.*

**Prompt:**

> Write a parent-friendly paragraph explaining these WISC-V results for my psychological evaluation:
>
> FSIQ - 95
> VCI - 88
> VSI - 102
> FRI - 91
> WMI - 85
> PSI - 90
> Student is Maria, 9 years old, 3rd grade. Keep it conversational and avoid jargon.

### Level 2: Moderate Prompt (Pattern Analysis & Intervention Ideas)

*Task: Use AI to analyze a profile for strengths, weaknesses, and potential intervention strategies.*

**Prompt:**

> Analyze this WISC-V profile and identify the cognitive pattern:
>
> FSIQ 89, VCI 95, VSI 98, FRI 85, WMI 78, PSI 72
>
> Student is 10 years old with suspected learning disability in math and reading. What cognitive weaknesses might be contributing to the academic struggles? What specific interventions would target these

processing deficits?

### Level 3: Complex Prompt (Deep Clinical Analysis & Hypothesis Generation)

*Task: Partner with AI to explore a complex profile, generate clinical hypotheses, and formulate targeted questions for your analysis.*

**Prompt:**

Help me understand this complex WISC-V profile:

FSIQ 103, VCI 118, VSI 95, FRI 89, WMI 85, PSI 76

**Significant subtest scatter:**

- **Verbal:** Similarities 14, Vocabulary 13, Information 11, Comprehension 10
- **Visual:** Block Design 9, Visual Puzzles 8
- **Fluid:** Matrix Reasoning 10, Figure Weights 7
- **Working Memory:** Digit Span 6, Picture Span 9, Arithmetic 8, Letter-Number 7
- **Processing Speed:** Coding 5, Symbol Search 8, Cancellation 9

Student is 12 years old with suspected ADHD. Teacher reports: bright in discussions, struggles with written work, loses focus during independent tasks, disorganized.

**Questions:**

1. Why is there such a gap between verbal strengths and processing speed?
2. Is the working memory weakness consistent with ADHD, or could something else be going on?
3. The FSIQ doesn't capture this student's true ability: how do I explain this to parents and the team?
4. What's the relationship between the PSI weakness and the academic/behavioral concerns?

5. What accommodations would specifically address this processing profile?

**WISC-V Discussion Questions:**

- "What patterns did the AI identify that might have taken you longer to articulate?"
- "The AI provided analysis, but **YOU** still make the diagnostic decision. How does this tool support rather than replace your clinical judgment?"

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## Part 2: BASC-3 – AI Prompts for Behavior Assessment

The BASC-3 helps make sense of a student's behavior from multiple viewpoints. In my work, I've seen how discrepancies between raters can be the key to understanding the full picture. AI can be a powerful tool for interpreting these differences and thinking through diagnostic possibilities.

### Level 1: Simple Prompt (Interpreting Multi-Rater Perspectives)

*Task: Generate explanations for why teachers see one thing and parents see another.*

**Prompt:**

> Help me interpret why there are differences between raters:
>
> **Teacher BASC-3:**
>
> - Attention Problems
> - Hyperactivity
> - Learning Problems
>
> **Parent BASC-3:**
>
> - Attention Problems
> - Hyperactivity
> - Anxiety
>
> Student is 14 years old. Why would teachers see more attention/hyperactivity issues while parents see more anxiety? What

does this tell me?

### Level 2: Moderate Prompt (Reasoning for Differential Diagnosis)

*Task: Use AI to structure your thinking around competing diagnoses and identify what information you still need.*

**Prompt:**

> Help me think through the differential diagnosis:
>
> BASC-3 Teacher Ratings: Attention Problems T=72, Anxiety T=75, Learning Problems T=68
> BASC-3 Parent Ratings: Attention Problems T=68, Anxiety T=78, Depression T=70
> Student Self-Report: Anxiety T=80, Social Stress T=75, Sense of Inadequacy T=74
> Student is 13 years old, 7th grade, struggling after the transition to middle school. Grades dropped, school avoidance, and somatic complaints.
>
> **Question:** Is this ADHD with comorbid anxiety, or is anxiety driving the attention problems? How do I tease this apart? What additional information would help clarify the diagnosis?

### Level 3: Complex Prompt (Synthesizing Contradictory Data)

*Task: Develop a case conceptualization that accounts for conflicting data, like seeing externalizing behaviors at school and internalizing symptoms at home.*

**Prompt:**

> Help me understand this complex BASC-3 pattern: I need support thinking through what's really going on:
>
> Teacher Ratings: Attention Problems T=70, Hyperactivity T=75, Aggression T=65, Social Skills T=40
> Parent Ratings: Anxiety T=72, Depression T=66, Withdrawal T=68

Student Self-Report: Social Stress T=75, Anxiety T=78, Depression T=70, Sense of Inadequacy T=74
**Context:** 14-year-old boy. Teachers see "defiance." Parents see a "miserable" child with no friends. Student reports social distress and denies attention problems.

**Help me think through:**

1. Why do teachers see externalizing behaviors while parents and the student report internalizing symptoms?
2. Could the aggression be masking underlying depression or anxiety?
3. What hypotheses should I consider: ODD, depression, ADHD, or something else?
4. How do I conceptualize this for the IEP team to lead to supports, not just consequences?
5. What's the developmental story here: what changed in 6th grade?

**BASC-3 Discussion Questions:**

- "Notice the prompt says 'help me think through' not 'diagnose this student.' Why is that distinction critical?"
- **MOST IMPORTANT:** "How would you explain to parents, teachers, or administrators that you used AI to help write the evaluation? What would you say? What wouldn't you say?"

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## Part 3: ABAS-3 – AI Prompts for Adaptive Behavior

The ABAS-3 grounds our work in the real world by focusing on a student's day-to-day functional skills. AI can help turn these results into meaningful goals and guide us through tricky eligibility questions.

### Level 1: Simple Prompt (Developing Data-Driven IEP Goals)

*Task: Quickly generate specific, measurable, and relevant goals based on assessment data.*

**Prompt:**

Help me interpret these ABAS-3 results and suggest IEP goals:

> Conceptual 75, Social 68, Practical 72. Student is 17 years old. What are the priority areas for transition planning? Give me 3 specific, measurable IEP goals that address the biggest adaptive needs based on these scores: Communication 78, Social Skills 65, Self-Direction 74, Community Use 70, Home/School Living 68.

**Level 2: Moderate Prompt (Analyzing Ability-Adaptive Discrepancies)**

*Task: Explore the relationship between cognitive and adaptive functioning to inform interventions.*

**Prompt:**

> Help me understand the relationship between a WISC-V FSIQ of 88 and these ABAS-3 scores: Parent (Conceptual 78, Social 72, Practical 80) and Teacher (Conceptual 75, Social 68, Practical 76). Is this profile consistent? What does this mean for intervention: should we focus on building skills or on compensatory strategies?

**Level 3: Complex Prompt (Navigating Eligibility Determination)**

*Task: Use AI to think through the nuances of diagnostic criteria, confidence intervals, and the application of eligibility rules in gray areas.*

**Prompt:**

> Help me analyze whether this profile meets criteria for Intellectual Disability:
>
> WISC-V: FSIQ 72 (95% CI: 68-77)
> ABAS-3 Parent: Conceptual 76, Social 72, Practical 80
> ABAS-3 Teacher: Conceptual 72, Social 68, Practical 76
> Student is 15 years old. The FSIQ is above 70 but within the margin of error, and adaptive scores are mostly above 70.
> Help me think through:
> 1. How do I apply the '2 standard deviations below the mean' rule in this gray area?
> 2. What clinical factors explain the parent/teacher rating differences?
> 3. How do I write this up to capture the student's true needs, whether

they qualify for ID or not?
4. If not ID, what other eligibilities might fit?

**ABAS-3 Discussion Questions:**

- "AI provided several considerations for eligibility. Who makes the final eligibility determination?"
- "What student-specific context would you need to add that AI can't know?"

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**Part 4: Advanced Synthesis – Multi-Assessment Integration**

This is where the real work happens: bringing all the pieces of data together into a single, cohesive story. This prompt shows how AI can act as a partner in synthesizing data across multiple instruments to build a comprehensive case formulation.

**Complex Integration Prompt: From Data to Case Formulation**

*Task: Integrate cognitive, academic, and social-emotional data to create a unified clinical picture and intervention plan.*

**Prompt:**

> Help me integrate this data and develop a comprehensive case formulation:
>
> WISC-V: FSIQ 96, VCI 108, WMI 75, PSI 68
> WIAT-4: Oral Expression 105, Written Expression 68
> BASC-3/Conners 4/BRIEF-2: All show clinical elevations in Attention, Executive Functioning, and Anxiety.
> **Context:** 12-year-old with excellent verbal skills but significant struggles with written work, organization, and task initiation. Parents report he's "so smart but can't seem to get it together."
>
> **Help me think through:**
>
> 1. What's the core deficit: ADHD, executive dysfunction, or a learning disability?
> 2. How do the WMI/PSI weaknesses explain the severe written

expression deficit?
3. Is the anxiety primary or secondary to the academic struggles?
4. How do I explain to parents why their verbally bright child isn't lazy?

**Integration Discussion Questions:**

- "Did AI help you see connections across assessments that might be easy to miss?"
- "AI is a thinking partner. What clinical judgment do **YOU** still need to apply to finalize your formulation?"

## Appendix: Prompt Templates for Your Caseload

This appendix is designed for you to use directly in your practice. Copy and paste these templates into the School Psych AI platform and replace the bracketed `[text]` with your student's specific information. The goal is to give you a reliable starting point for leveraging AI as your clinical thought partner.

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**General**

"[input your assessment scores]
use the results from this [name of your assessment] score report to create a test purpose and description, table of scores, and narrative interpretation of the scores I can use for my psychological evaluation. remember, you are an expert in supporting school psychologists and writing psychological evaluations.

**Part 1: WISC-V – Templated Prompts**

**Level 1: Parent-Friendly Summary**

Write a parent-friendly paragraph explaining these WISC-V results for my psychological evaluation:

FSIQ - [Insert FSIQ]

VCI - [Insert VCI]

VSI - [Insert VSI]

FRI - [Insert FRI]

WMI - [Insert WMI]

PSI - [Insert PSI]

Student is [Student Name], [Age] years old, in [Grade]. Keep it conversational and avoid jargon.

### Level 2: Pattern Analysis & Interventions

Analyze this WISC-V profile and identify the cognitive pattern:

FSIQ [Insert FSIQ], VCI [Insert VCI], VSI [Insert VSI], FRI [Insert FRI], WMI [Insert WMI], PSI [Insert PSI].

Student is [Age] years old with suspected [Specify area of academic concern, e.g., learning disability in reading]. What cognitive weaknesses might be contributing to the academic struggles? What specific interventions would target these processing deficits?

**Level 3: Deep Clinical Analysis**

Help me understand this complex WISC-V profile:

FSIQ [Insert FSIQ], VCI [Insert VCI], VSI [Insert VSI], FRI [Insert FRI], WMI [Insert WMI], PSI [Insert PSI].

If relevant, add significant subtest scatter:

Verbal: [List subtests/scores]

Visual: [List subtests/scores]

Fluid: [List subtests/scores]

Working Memory: [List subtests/scores]

Processing Speed: [List subtests/scores]

Student is [Age] years old with suspected [Specify suspected disability, e.g., ADHD].

Teacher reports: [Insert teacher observations].

[Add any other relevant context].

Based on this, help me think through the following questions:

1. Why is there such a gap between [Relative Strength] and [Relative Weakness]?

2. Is the [Specific Weakness, e.g., working memory] consistent with [Hypothesized Disability, e.g., ADHD], or could something else be going on?

3. How do I explain to the team why the FSIQ may not capture this student's true ability?

4. What accommodations would specifically address this processing profile?

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**Part 2: BASC-3 – Templated Prompts**

**Level 1: Interpreting Rater Differences**

Help me interpret why there are differences between raters on the BASC-3:

Teacher Ratings: [Scale Name] T=[Score], [Scale Name] T=[Score], [Scale Name] T=[Score].

Parent Ratings: [Scale Name] T=[Score], [Scale Name] T=[Score], [Scale Name] T=[Score].

Student is [Age] years old. Why would teachers see more [Observed Behavior, e.g., hyperactivity] issues while parents see more [Observed Behavior, e.g., anxiety]? What does this tell me?

## Level 2: Differential Diagnosis

Help me think through the differential diagnosis based on these BASC-3 ratings:

Teacher Ratings: [List elevated scales and T-scores].

Parent Ratings: [List elevated scales and T-scores].

Student Self-Report: [List elevated scales and T-scores].

Student is [Age] years old, in [Grade].

Context: [Provide brief, relevant context, e.g., struggling after transition to

middle school, grades dropped, etc.].

Question: Is this [Hypothesis 1, e.g., ADHD with comorbid anxiety], or is it [Hypothesis 2, e.g., anxiety driving the attention problems]? How do I tease this apart? What additional information would help clarify the diagnosis?

### Level 3: Synthesizing Contradictory Data

Help me understand this complex BASC-3 pattern and develop a case conceptualization:

Teacher Ratings: [List relevant T-scores, especially externalizing scales].

Parent Ratings: [List relevant T-scores, especially internalizing scales].

Student Self-Report: [List relevant T-scores, especially internalizing scales].

Context: [Provide key context, e.g., teacher descriptions of behavior, parent reports of emotions, student's statements, relevant history or recent events].

Help me think through:

1. Why do teachers see externalizing behaviors while parents and the student report internalizing symptoms?

2. Could the [Observed Behavior, e.g., aggression] be masking underlying [Internalizing Symptom, e.g., depression or anxiety]?

3. What hypotheses should I consider: [Hypothesis 1], [Hypothesis 2], or [Hypothesis 3]?

4. How do I conceptualize this for the IEP team to lead to appropriate supports rather than just behavioral consequences?

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**Part 3: ABAS-3 – Templated Prompts**

**Level 1: Data-Driven IEP Goals**

Help me interpret these ABAS-3 results and suggest IEP goals:

Conceptual [Score], Social [Score], Practical [Score].

GAC Score: [Insert GAC]

Student is [Age] years old. What are the priority areas for [IEP focus, e.g., transition planning]? Give me 3 specific, measurable IEP goals that address the biggest adaptive needs based on these scores: [List specific skill area scores that are most relevant].

## Level 2: Ability-Adaptive Discrepancies

Help me understand the relationship between a WISC-V FSIQ of [Insert FSIQ] and these ABAS-3 scores:

Parent Ratings: Conceptual [Score], Social [Score], Practical [Score].

Teacher Ratings: Conceptual [Score], Social [Score], Practical [Score].

Is this profile consistent? What does this mean for intervention: should we focus on building skills or on compensatory strategies?

## Level 3: Navigating Eligibility

Help me analyze whether this profile meets criteria for Intellectual Disability:

WISC-V: FSIQ [Score] (95% CI: [Lower Bound]-[Upper Bound]).

ABAS-3 Parent: Conceptual [Score], Social [Score], Practical [Score].

ABAS-3 Teacher: Conceptual [Score], Social [Score], Practical [Score].

Student is [Age] years old.

Context: [Provide relevant history, e.g., early developmental delays, previous services, rate of progress].

Help me think through:

1. How do I apply the '2 standard deviations below the mean' rule in this gray area?

2. How do I write this up to capture the student's true needs, whether or not they technically qualify for ID?

3. If this does not meet ID criteria, what other educational disabilities might fit this profile?

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**Part 4: Advanced Synthesis – Templated Prompt**

**Complex Integration for Case Formulation**

Help me integrate this data and develop a comprehensive case formulation:

WISC-V: [List key index scores, especially noting strengths and weaknesses, e.g., VCI 108, PSI 68].

WIAT-4 (or other achievement test): [List key scores, especially noting discrepancies with cognitive ability, e.g., Oral Expression 105, Written Expression 68].

BASC-3/Conners 4/BRIEF-2: [Summarize key findings from rating scales, e.g., All show clinical elevations in Attention, Executive Functioning, and Anxiety].

Context: [Provide essential background information, presenting concerns, and key quotes from parents/teachers, e.g., 12-year-old with excellent verbal skills but significant struggles with written work, organization, and task initiation. Parents report he's "so smart but can't seem to get it together."].

Help me think through:

1. What is the core deficit here: [Hypothesis 1], [Hypothesis 2], or multiple factors?

2. How do the cognitive weaknesses in [e.g., WMI and PSI] relate to the academic deficit in [e.g., Written Expression]?

3. Is the [Co-occurring Concern, e.g., anxiety] primary or secondary to the academic and executive functioning struggles?

4. How do I explain this profile to parents in a way that helps them understand their bright kid isn't lazy?

**AI Literacy + Implementation Resources**

Here are a few resources we've created (and constantly update) to support you and your AI journey. Bookmark and be sure to save these resources so you can take full advantage of these free resources:

- Ask Sophia: How to Get Started Guidance Doc
- Ask Sophia Prompting Guide
- NEW: School Psych AI Updated Playlists
    - Ask Sophia Playlist
    - Studio Writer Playlist
- NEW Article: Meet our In-House Counsel
- Ask Sophia Intro & How To Video
- Why School Psych AI? My Brutally Honest Take
- The Most Comprehensive AI Prompt Playbook for School Psychologists
- AI Golden Rules for Educators (Free Download)
- SPAI Guiding Ethics Document
- 12 Must-Have AI Literacy Resources
- How Special Education Teachers Can Use AI: The Complete Practical Guide
- Steps to Write a Strength-Based Psych Eval
- 10 Use Cases for AI in Schools
- 7 Ways School Psychologists Can Use AI
- School Psych AI is FERPA Certified
- School Psych AI YouTube Channel
- Learn More About the Studio Writer