

## Explaining Educators' Behavioral Intentions to Use Assistive Technology While Teaching Students with Disabilities: The Perspective of the Theory of Planned Behavior

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### Abstract

Students with disabilities (SWD) need a variety of accessibility strategies to maximize their potential and thrive in the education system. These strategies include assistive technology (AT) devices, i.e., items or systems that are used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Despite the numerous benefits of AT, educators often inconsistently implement AT while teaching SWD or even abandoned it. To better understand the disconnect between the positive impact of AT and its insufficient implementation, this study espouses the theory of planned behavior, that posits that behavioral intentions can be explained by three factors, namely, attitudes, subjective norms and perceived behavioral control. Data were collected from 723 educators. Results indicated that educators' behavioral intention to use AT is successfully predicted through three mediating constructs: attitudes toward AT, subjective norms, and perceived behavioral control. Implications and recommendations are discussed.