

## Using Assistive Technologies in Teaching Children with Disabilities in Jordan: Teachers' Perceptions

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**Abstract :** This study aimed at investigating teachers' perceptions of using assistive technologies in teaching children with disabilities in Jordan. The researcher developed a study instrument (questionnaire) to examine teachers' perceptions regarding the use of assistive technologies in teaching children with disabilities. The validity and reliability of the research instrument were checked. A random sample of 260 teachers who teach children with disabilities participated in the study by completing the questionnaire; fifteen teachers were later interviewed. Results revealed that the use of assistive technology by teachers in teaching children with disabilities was high. The results also revealed that there are statistically significant differences at ( $\alpha=.05$ ) according to the type of disability in favor of teachers of children with specific learning disabilities (SLD), according to educational settings in favor of local public schools (inclusion settings). The results revealed that there were no statistically significant differences attributed to the teacher's level of education and teachers' gender. In light of the study results, the researcher addressed several recommendations and future implications.

**Keywords :** assistive technologies, children with disabilities, Jordan, teachers

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