



## **Special Educator Readiness for AI-Generated IEP/BIP Implementation A Multidimensional Integrated Theoretical Framework**

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### **Abstract**

The integration of artificial intelligence AI into special education practice presents opportunities and challenges for educators responsible for developing Individualized Education Programs IEPs and Behavior Intervention Plans BIPs. This theoretical paper introduces a framework for understanding special educator readiness to implement AI-generated educational plans. Drawing on Theory of Planned Behaviour, Social Cognitive Theory, and Technology Readiness Theory, the model includes four hierarchical levels. The first level covers individual-level factors such as knowledge, self-efficacy in three areas, attitudes, and professional judgment. The second level focuses on organizational factors, including institutional support, culture, and leadership. The third level addresses systemic factors, such as policy frameworks, professional standards, and legal requirements. The fourth level deals with implementation quality outcomes, incorporating continuous feedback loops. The framework goes beyond technical competence models by placing professional judgment and ethical orientation at its core. It recognizes that successful AI implementation requires combining technical knowledge with teaching skills and ethical decision-making. Eight distinct educator readiness profiles are identified, each requiring differentiated professional development approaches. The model offers practical applications for professional development design, organizational implementation planning, and policy development. This framework contributes to educational technology theory by providing a context-specific, values-aligned model that respects the complexity of special education practice while incorporating technological innovation.