

Inclusion for students who are deaf and hard of hearing in general education in Saudi Arabia

Mohammed Abushaira, Faisal Albalawi and Mohamed Alsalaq
Department of Special Education- Faculty of Education and Arts
Tabuk University

M_abushaira@hotmail.com

Abstract

The study *aimed* to identify the inclusion for students who are deaf and hard of hearing (D/HoH) in general education in Saudi Arabia. It tried to answer two questions: What are the process to include (D/HoH) students in general education in Saudi Arabia?. What is the output of the inclusion of (D/HoH) students in Saudi Arabia. An *analytical approach* used for documents, data and researches results about (D/HoH) inclusion was used to answer questions. The *results* indicated that there is a clear and specific inclusion process for (D/HoH) students in Saudi Arabia. The results also indicated the effectiveness of the inclusion, that, showed increasing in (D/HoH) students and programs numbers in general education, the inclusion has a positive effect on the linguistic development of (D/HoH) students. while the results indicated the need to develop curricula to take into account to cover the gap between (D/HoH) students with hearing peers. Finally, the study recommended further studies on the integration of the effects of integration on the emotional and behavioral aspects and personality traits of people with hearing disabilities.

Keywords: *Inclusion, (D/HoH), and education.*