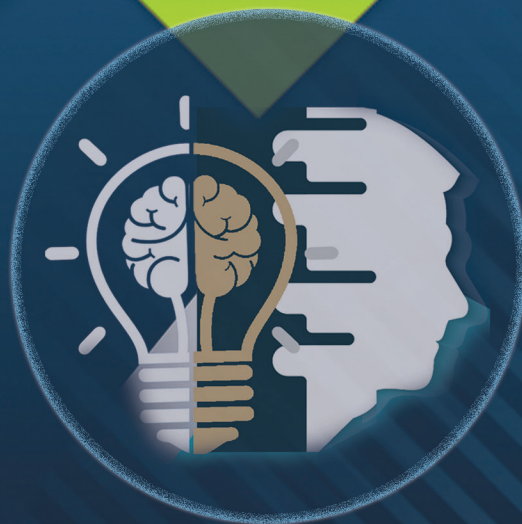




مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل



السنة الثامنة، العدد 26
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



جامعة حائل
University of Ha'il

مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

للتواصل:

مركز النشر العلمي والترجمة

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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نُحِتَت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "آر سيف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أُطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، ووفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة النشر

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

أولاً: شروط النشر

أولاً: شروط النشر

1. أن يتسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يزود الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه .
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجاز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

رابعاً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
 - أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
 - ب. البحث الذي تقدمت به ليس مستلماً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلماً من الرسائل العلمية للماستير أو الدكتوراة.
 - ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
 - د. مراعاة منهج البحث العلمي وقواعده.
- هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين لكتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداها بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000 ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغياً.
9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
 - أ. قبول البحث للنشر مباشرة.
 - ب. قبول البحث للنشر؛ بعد التعديل.
 - ج. تعديل البحث، ثم إعادة تحكيمه.
 - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولاً منه عن النشر، ما لم يقدم عذراً تقبله هيئة تحرير المجلة.
12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.
15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
16. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
17. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
19. هيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.

المشرف العام

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Inclusive Education for Students Who are Deaf and Hard of Hearing in Saudi Arabia: A Literature Review

التعليم الشامل للطلاب الصم وضعاف السمع في المملكة العربية السعودية: مراجعة للأدبيات

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Abstract

In 2006, the United Nations UN ratified the Convention on the Rights of Persons with Disabilities CRPD, and Saudi Arabia acceded to the convention two years later. Although the concept of Inclusive Education (IE) predates this convention, the convention has given impetus to this approach to education. Saudi Arabia has a relatively new and limited experience in IE for Students who are Deaf and Hard of Hearing (SDHH). This study attempts to evaluate this experience through a survey of the studies that have addressed this topic, and review their objectives, the main results, recommendations. In addition, key issues addressed by the studies, including trends, challenges, opportunities and reinforcers, were derived. Six databases were searched for studies that addressed IE for SDHH in Saudi Arabia for the period 2008-2024. The review discussed the objectives, findings, and recommendations of the studies, and extracted the most important themes addressed by those studies; namely, attitudes, concepts, challenges, opportunities, and reinforcers.

Keywords: Inclusive Education, Deaf, Hard of Hearing, Saudi.

المستخلص

في عام 2006 أقرت الأمم المتحدة اتفاقية حقوق الأشخاص ذوي الإعاقة، وانضمت المملكة إلى الاتفاقية بعد عامين. وبالرغم من أن مفهوم التعليم الشامل بدأ قبل هذه الاتفاقية، إلا أن الاتفاقية أعطت زخمًا لهذه النهج في التعليم. تمتلك السعودية تجربة جديدة ومحدودة في التعليم الشامل للطلاب الصم وضعاف السمع، والتي تحاول هذه الدراسة تقييم هذه التجربة من خلال الدراسات التي تناولت هذا الموضوع، وذلك لفهم القضايا الرئيسية التي تطرقت لها هذه الدراسات، بما في ذلك الاتجاهات، والفرص، والتحديات، وأهم التوصيات. اعتمدت الدراسة على ست قواعد بيانات للبحث عن دراسات تناولت التعليم الشامل للصم وضعاف السمع في السعودية للفترة من 2008 وحتى 2024. ناقشت هذه الدراسة ما تم التوصل له من دراسات، من حيث الأهداف والنتائج والتوصيات، كم استخلصت أهم المواضيع التي تطرقت لها الدراسات، والتي تمثلت في الاتجاهات والمفاهيم، التحديات، والفرص والمعززات.

الكلمات المفتاحية: التعليم الشامل، الصم، ضعاف السمع، السعودية.

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التمويل: لا يوجد تمويل لهذا البحث

Introduction:

Although inclusive education (IE) has become a global trend, its definition, meaning, and practices remain hotly debated. However, determining its practical applications is not an easy task (Slee, 2001). The lack of clarity surrounding the concept of IE and its conflation with other concepts such as integration, inclusive schools, universal design for learning, and education for all make tracing its philosophical and historical roots difficult. The shift to IE is not merely a technical or organizational change; it is also a movement with a clear philosophy rooted in human rights ideology (Winter & O'Raw, 2010). In contrast to the well-known sequence of developments in special education services that emerged from court cases and the parental movement against racism, the IE movement focused primarily on persons with disabilities and learning difficulties. The concept has since expanded to include those at risk of marginalization and exclusion for any reason (Ainscow et al., 2006). In this context, Soriano et al. (2017) emphasized that IE was originally used in relation to disability. This was the case in the 1990s when the term was used to talk about combating discrimination or segregation among learners with disabilities who faced difficulties in fully accessing education. According to Hornby (2014), IE is a relatively recent development. Its first features began to appear in the 1960s when Dunn (1968) questioned the effectiveness of special education classes in regular schools for children with mild learning disabilities. It is worth noting that some researchers have argued that IE and special education are based on different philosophies, were developed for different reasons, and have conflicting visions for providing education to children with disabilities. This situation is undoubtedly confusing for education professionals and parents of students with disabilities (Hornby, 2015).

However, it can be said that the beginnings of IE as a term date back to the Salamanca Conference in Spain in 1994, which called for the creation of a global framework for IE for persons with disabilities. One of the provisions of this conference states that regular schools with an inclusive approach are the most effective means of combating and preventing discriminatory attitudes and building an inclusive society for all (UNESCO, 1994). Since then, the shift to IE as a standard educational option for students with dis-

abilities alongside their regular peers has been a goal of IE advocates (Dela, 2021; Hornby, 2015; Lewis & Norwich, 2004; Vayrynen, 2000). However, the strongest push in this direction was the adoption of the United Nations CRPD in 2006, which recognized IE as a typical and presumed educational option for individuals with disabilities.

Definition of Inclusive Education

IE has multiple definitions. Stubbs (2008) defines it as a comprehensive and diverse set of processes, activities and strategies aimed at providing appropriate and quality education for all, which guarantees the universal right to education. Parveen and Qounsar (2018) define it as an educational system that allows all students to attend school regardless of their social, physical, intellectual, linguistic, emotional, or other conditions. Many educational officials and policy-makers view IE as a multifaceted concept that encompasses aspects such as student placement in schools, building design, pedagogy, curriculum modifications, learning environments, and assessment (Levesque & Duncan, 2024). In general, the CRPD (2006) provides a more detailed description of inclusive education, stating that it requires removing barriers to inclusive education, such as physical access to school buildings, as well as creating child-centered environments in public schools that include representation of all individuals in society, not just those with disabilities. Therefore, we can say that IE is a system based on providing equal educational opportunities for all children, regardless of their differences, with individualized support services to facilitate their integration.

Skidmore (2004) emphasizes that the success of IE requires focusing on key principles: open education for every student, reforming curricula and teaching methods, active student participation in the learning process, providing a common curriculum for all based on individualization and differentiation, and preparing teachers capable of implementing inclusive education. UNESCO (2015) summarizes the essential elements of inclusive education: teacher preparedness, knowledge provision, and teaching practices. IE aims to integrate students with disabilities into a flexible learning environment to provide quality education that enhances their potential for comprehensive development. Despite the above, there are still strong views that consider special edu-

cation settings for persons with disabilities to be the most inclusive model, as it provides the most barrier-free learning environment and focuses all efforts on supporting the individual needs of this group of students (Levesque & Duncan, 2024).

Inclusive Education in Saudi Arabia

In 2008, the Kingdom of Saudi Arabia ratified the CRPD, which clearly stipulated that IE is the natural environment for the education of students with disabilities. Prior to that, Saudi Arabia signed the Salamanca Statement of 1994 (Arishi, 2019). Saudi Arabia's signing of the Salamanca Statement and the CRPD demonstrates Saudi's openness to IE as an educational option and model for its students with disabilities. In 2016, the Saudi Ministry of Education began implementing the Comprehensive Education Initiative with the aim of transforming the segregation and partial integration systems into an educational system based on comprehensive education (Alrudayni, 2023).

While the language of education policy in Saudi Arabia has changed somewhat in line with the global push for inclusive education, practice in schools appears to be far less robust and still faces numerous legal, bureaucratic, and cultural obstacles (Alrudayni, 2023). Madhesh (2022) notes that some challenges hinder proper implementation of inclusive education. In this context, Aldrees (2021) points to obstacles preventing the effective implementation of IE policies in Saudi Arabia, including poor professional development of school staff, parent-school relationships, human resources, curricula, teaching strategies, evaluation, legislation, administration, the number of students per classroom, and school infrastructure. Alzemaia (2019) adds to the above ineffective school leadership, staff shortages, and misdiagnosis of the type of disability a student suffers from.

Among the most significant challenges to the successful implementation of IE are the lack of a school environment that applies universal accessibility standards and adapts the space to meet the needs of students with disabilities; the insufficient adaptation and modification of the prevailing curricula to accommodate the capabilities of students with disabilities; the limited availability of assistive technology; the scarcity of training courses for educational staff to train them and enhance their skills in dealing with individuals with

disabilities; and the lack of support services such as physical, occupational, speech, and communication therapy in inclusive schools (Almontashri et al., 2024).

Inclusive Education for SDHH

SDHH possess abilities that qualify them to integrate into the educational process alongside their hearing peers, which necessitates attention to their inclusion at various educational levels (Al-Anzi & Turkistani, 2019). However, IE for SDHH is no exception to the general situation of IE for students with disabilities in Saudi Arabia. Despite increased national and international focus on IE for SDHH, and the support of Saudi education policy for this philosophy, IE for SDHH in Saudi Arabia remains a significant challenge and is progressing slowly (Alasim, 2020). There are no recent statistics on the percentage of SDHH who receive their education in IE settings. However, available statistics are not encouraging. Alasim (2021) quotes the Ministry of Education (2012) that 8% of students with severe hearing loss are educated in IE settings, while 71% are educated in separate classrooms in public schools, and the remaining percentages are in special schools for students with disabilities. In contrast, 91% of Saudi students with mild to moderate hearing loss are educated in separate classrooms. Although these statistics are more than a decade old, they depict a belated picture of the implementation of IE in Saudi Arabia. Overall, there are few Saudi studies that have discussed IE for SDHH, and the results of these studies are mixed (Alzahrani & Alkadi, 2024). Moreover, despite the local and global trend towards closing schools for the SDHH, as they represent a form of segregation, supporters of this type of school see it as the most inclusive and ideal environment for SDHH, as it is designed without barriers, has a prevailing culture of acceptance, and provides a common language between all students, teachers, and staff in the school, thus providing greater understanding and consideration for the special and individual needs of this group of students (Levesque & Duncan, 2024).

On the other hand, proponents of the IE philosophy believe that inclusive schools can be developed to a level appropriate for SDHH. Alothman (2014) there is a need to provide more funding and support for inclusive schools, provide the necessary equipment and facilities, and develop training programs for teachers and par-

ents in order to improve the chances of success of IE for SDHH.. Many appropriate conditions must be created for the success of this experiment, which must begin with spreading a positive culture that accepts diversity, training teachers and stakeholders in inclusive education, ensuring their ongoing professional development, equipping schools with the necessary material and human resources to receive and educate SDHH, and supporting the provision of diverse communication options for these students (Almulhem, 2019). In addition, the chances of success in IE for SDHH are influenced by these students' interactions with various factors that are not constant in all circumstances, such as their prior education, personality, speaking skills, teacher support, and acceptance by hearing students (Almulhem, 2019). Overall, a significant amount of research is needed to provide a greater understanding of this experience if IE for SDHH is to be implemented (Allothman, 2014). Levesque and Duncan (2024) assert that a bilingual approach, which combines sign language and cultural immersion, can create an inclusive learning environment that addresses the language and communication challenges, isolation, and exclusion that deaf children frequently face in their school settings.

The current study attempts to provide a clear vision of IE experience for SDHH in Saudi Arabia. Studies addressing this topic were reviewed and analyzed, and their most important findings, including experiences, trends, challenges, opportunities and reinforcers, were extracted. The study aims to identify areas of progress and shortcomings, and to provide recommendations

that may help improve IE for SDHH in Saudi Arabia.

Method

This study aims to review studies addressing IE for SDHH in the Kingdom of Saudi Arabia, covering the period from 2008 to 2024. The year 2008 was chosen as the start date because it was the year in which Saudi Arabia signed the CRPD, which recognized IE as an educational option for students with disabilities. Six databases were used in this study: the Saudi Digital Library (SDL), the Saudi Digital Repository, Web of Science, ProQuest, Emerald, and EBSCO. Literature review studies were excluded.

Several keywords were used, including inclusive education, deaf and hard of hearing, hearing impairment, and Saudi Arabia. To identify the most relevant studies, a search was conducted using the keywords "inclusive education" and "deaf and hard of hearing." The initial search yielded (153) studies, distributed as follows: Saudi Digital Library (SDL) (39), the Saudi Digital Repository (14), Web of Science (28), ProQuest (38), Emerald (24), and EBSCO (10). Studies relevant to the study selection criteria— that a study must be related to IE for the deaf and hard of hearing in Saudi Arabia during the period covered by the study (2008-2024)— were then sorted. Studies that did not meet the four criteria were excluded. A total of (21) studies were identified. Duplicate studies and literature review studies were then excluded. The final list consisted of (15) studies, as shown in Table (1).

Table 1
Results of the studies' inventory.

| No. | Database | Initial research | After filtration | Results |
|--------------|-----------------------------|------------------|------------------|---------|
| 1 | Saudi Digital Library (SDL) | 39 | 8 | 7 |
| 2 | Saudi Digital Repository | 14 | 4 | 2 |
| 3 | Web of Science | 28 | 1 | 0 |
| 4 | ProQuest | 38 | 4 | 4 |
| 5 | Emerald | 24 | 0 | 0 |
| 6 | EBSCO | 10 | 4 | 2 |
| Total | | 153 | 21 | 15 |

Selected studies were then arranged in order of recentness, and details of each study design, materials, materials, participants, and city in which it was conducted were provided. The objectives of these studies, and the main results and recommendations were reviewed. In addition, key issues addressed by the studies, including trends, challenges, opportunities and reinforcers, were derived.

Results

Table (2) presents a summary of the studies addressed in this study in terms of authors, design, materials, participants, and city. The objectives and findings of each study will be reviewed individually. The broad outlines of these studies and their most important recommendations will also be extracted.

Table 2
Summary of study data

| No. | Authors | Design | Materials | Participants | City |
|-------|--------------------------------|--|---|--|------------------|
| _____ | (Albalhareth & Saleem, 2023) | The descriptive approach | Survey | (40) Male and female teachers of SDHH | Najran |
| _____ | (Alsalem & Alzahrani, 2023) | qualitative analysis | Content analysis, open discussion, the focus group | (11) teachers of SDHH, school principals, and parents of SDHH. | indefinite |
| _____ | (Binammar, 2023) | The descriptive approach | Survey | (345), including (45) specialists in teaching SDHH | Riyadh |
| _____ | (Alshehri, 2023) | mixed methods | survey + interviews | (372) teachers. | Taif |
| _____ | (Alanazi, 2022) | Descriptive Analytical Method | Survey | (107), including (31) specialists in teaching SDHH | indefinite |
| _____ | (Al-Qahtani & Al-Maliki, 2021) | Descriptive Analytical Method | Survey | (151) teachers of SDHH | Jeddah |
| _____ | (Alanazi, 2021) | The qualitative approach (single case design) | semi-structured interviews | (10) Faculty members specialized in the field of deaf education | indefinite |
| _____ | (Alajaji, 2021) | quantitative study | Survey | (352) faculty members | indefinite |
| _____ | (Alasim, 2020) | a qualitative research design | Survey + semi-structured interviews | teachers and employees (120) Survey. | indefinite |
| _____ | (Alanazi, 2020) | The qualitative approach | semi-structured interviews | (15) Interviews. | Riyadh |
| _____ | (Arishi, 2019) | mixed methods | Survey + Interviews | (24) SDHH, teachers, and parents. | Riyadh and Jazan |
| _____ | (Al-Muzayri & Hanafi, 2019) | Descriptive Analytical Method | Survey | (148) Teachers: Questionnaire. (8) Teachers + (6) Parents + (5) Students: Interview. | Riyadh |
| _____ | (Aljumaie & Al-Zahrani, 2019) | Descriptive Analytical Method | Survey | (217) Male and female teachers in IE schools | Riyadh |
| _____ | (Alshahrani, 2014) | quantitative and qualitative phases | Survey + semi-structured interviews | (69) teacher of SDHH | Jeddah |
| _____ | (Allothman, 2014) | The qualitative approach (interpretive paradigm) | focus-group interviews + individual interviews, observations + documentary data | (120) teachers and employees | Riyadh |
| _____ | | | | (61) Teachers, school principals, and parents of deaf students. | |

Objectives and Results

Alshehri (2024) explored the attitudes of elementary school teachers toward IE for students with hearing disabilities in Taif, Saudi Arabia, by identifying teachers' attitudes, influencing factors, strategies used, and availability of support. The study concluded that teachers held negative attitudes toward the inclusive inclusion of SDHH in mainstream classrooms. The most influential factors on teachers' attitudes were age, training, and experience working in inclusive settings. Role-playing, the paper strategy, learning schedule, and cooperative learning were the strategies most frequently used by teachers. However, they may not be suitable for SDHH. Teachers expressed a feeling of insufficient support when implementing inclusive education, manifested in a lack of training on inclusive education, a lack of guidelines for implementing inclusive education, and unprepared school environments. Teachers also indicated that schools needed greater central support from the Ministry of Education to facilitate IE for SDHH in mainstream schools.

Albalhareth and Saleem (2023) aimed to determine teachers' satisfaction with the assistive technology available for students with sensory disabilities in IE schools. Teachers reported that

schools need modern assistive technology to better support SDHH and to train teachers on how to use this technology in classrooms.

Alsalem and Alzahrani (2023) conducted a study aimed at providing a critical analysis of the role of institutional practice in promoting IE for SDHH in Saudi schools. The study highlighted crucial issues for effective inclusive education: including providing an appropriate learning environment for inclusive education, the presence of an inclusive environment and services, support services, utilization of individualized education programs, and the role of parents. Study findings also emphasized the importance of having IE regulations for relevant laws.

Binammar (2023) examined the level of competencies required for IE from the perspective of special education teachers in the Kingdom of Saudi Arabia. Participants demonstrated high levels of competencies required for inclusive education, with personal competencies being the highest, followed by teaching competencies, and finally academic competencies. The study also noted a relationship between the level of competencies and the academic degree held by teachers, as well as among teachers working in a special education institute or center.

Alanazi (2022) attempted to identify the importance of certain competencies required for teachers in IE from the perspective of special education specialists. The results showed that participants identified the professional and personal competencies of IE teachers as the most important and that awareness of the importance of these competencies increased with the higher academic level held by the study participants.

Al-Qahtani and Al-Maliki (2021) conducted a study aimed at identifying the most prominent roles of teachers of SDHH in IE programs and the requirements that must be met to assist teachers in fulfilling their roles in these programs. The study identified the most important of these roles; namely, using appropriate communication methods with SDHH, building positive relationships with the families of these students, raising awareness of the importance of inclusive education, and using diverse teaching models and strategies appropriate for SDHH. The study also emphasized the need to provide requirements to assist teachers in fulfilling their roles in IE programs. These requirements revolve around the teacher and the school environment, including awareness of the importance of inclusive education, modern teaching strategies, professional development, a legislative framework, a mechanism for selecting teachers for IE programs, support services, and field research. The study also proposed a vision for implementing these requirements by teachers of SDHH in IE programs. The study recommended reconsidering teacher preparation programs at universities to ensure they are consistent with IE principles and developing a reference guide that clarifies the roles of teachers in IE settings.

Alanazi (2021) attempted to explore the communication styles that promote IE for deaf students, what makes these styles effective, and how to apply them. The study concluded that there are multiple communication styles, such as sign language, spoken and written Arabic, bilingual communication philosophies, bicultural communication, and inclusive communication. Sign language was the most common approach used by the study participants, who were faculty members specializing in deaf education. They justified this by stating that sign language was the

preferred communication style for deaf students. The study found that early intervention, type of deafness, parental hearing status, and the time an individual became deaf were important factors influencing the choice of communication style in a specific inclusive setting.

Alajaji (2021) conducted a study to identify faculty members' attitudes toward providing inclusive teaching strategies related to universal design for SDHH at a higher education institution in the Kingdom of Saudi Arabia. Results indicated that faculty members demonstrated positive attitudes toward providing inclusive strategies for SDHH. These attitudes were influenced by several variables, including academic discipline, teaching experience, and previous training. Participants in the study also showed slight variations in their confidence in their knowledge of disability-related concepts and laws, and these differences were influenced by the variables.

Alasim (2020) discussed the status of SDHH education in Saudi Arabia, with the aim of identifying weaknesses and improving services. The author also attempted to determine the appropriate educational setting for SDHH within the general classroom environment. The study concluded that self-contained classrooms provide better education for SDHH, and that IE can be gradually transitioned to. The study also concluded that SDHH can be integrated into certain classes, such as arts and social sciences, as well as into extracurricular activities. Study participants' justification for successful IE for these students required factors that are currently unavailable. Current educational environments suffer from a lack of resources and services related to enhancing teaching and learning for SDHH. Furthermore, the majority of students, teachers, and school staff lack an adequate understanding of the characteristics, skills, and needs of SDHH. Teachers also demonstrated a lack of knowledge of the necessary practices in an IE environment, such as implementing individualized education plans and teaching strategies appropriate for SDHH. Consequently, teachers have shown that they are not prepared to teach SDHH in regular classrooms.

Alanazi (2020) conducted a study to explore the perceptions of SDHH and specialist about in-

clusive education, its associated barriers, and the level of support at the primary level. The results showed that education practices in mainstream schools for people with disabilities revolve around integration rather than inclusion or inclusive education. Therefore, it can be argued that there is a delay in implementing inclusive education. Teachers demonstrated diverse understandings of the term inclusive education. Human and physical factors were the main barriers, making it difficult to support SDHH in mainstream schools.

In a qualitative study, Arishi (2019) explored the current status of IE for SDHH in primary schools, the major barriers, and facilitators to this experience, and analyzed and linked these barriers to IE practices. Participants included teachers, parents, and SDHH, whose responses indicated that they did not fully understand inclusive education. SDHH expressed a desire to learn from their hearing peers but were only given the opportunity to interact with them during recess and mealtimes, while at all other times, they were in separate classrooms. The study also concluded that schools treated SDHH as an additional social interaction component to their hearing students. The main barriers identified in the study included a lack of specialists and services to support communication among students, and negative attitudes toward the concept of inclusive education. The study also identified sub-barriers, including insufficient professional knowledge among general education teachers to teach SDHH, workload issues, and a lack of technological resources essential to meeting the needs of all students. The most important levers for supporting IE for SDHH were effective communication between teachers and parents, clear guidelines for inclusive education, availability of specialists, and teacher training to teach and support students in IE settings. The study concluded that full participation of SDHH in IE settings is a complex task that requires the support and concerted effort of a range of stakeholders.

Al-Muzayri and Hanafi (2019) conducted a study to identify teachers' expectations regarding the implementation of IE for SDHH in mainstream schools. Findings indicated that teachers' expectations regarding the implementation of IE

for SDHH were generally positive and were positively influenced by variables such as educational qualifications, experience, and specialization.

Aljumaie and Al-Zahrani (2019) attempted to identify teachers' perceptions of deaf students regarding inclusive education. The study results showed that teachers had positive perceptions of IE for deaf students, and that it greatly helped increase opportunities for interaction between deaf and hearing students, which supports social skills and full participation. The study also showed strong support from participants for the right of deaf students to receive education in a regular environment, with appropriate communication methods provided for them. The study also emphasized the importance of teachers receiving adequate in-service training on IE practices.

Alshahrani (2014) aimed to identify the perceptions and attitudes of teachers and administrators toward IE for SDHH. Results showed that there was a positive attitude toward the inclusion of hearing-impaired students. However, the situation is different when it comes to deaf students, as participants believed that private institutes for the deaf were the appropriate place to educate deaf students. Negative attitudes toward the inclusion of the deaf were linked to several factors, including lack of expertise in sign language, poor training, and the lack of necessary facilities in regular schools. Participants also mentioned weaknesses in the procedures for referring students and teachers from general to special education. Participants believed there was an urgent need for rigorous student assessments and curriculum adaptations in regular schools to suit students with disabilities.

Alothman (2014) explored the factors influencing theories and practices of IE for deaf students in elementary schools from the perspectives of school principals, teachers, and parents. Knowledge and understanding of IE were lower among school principals, which was reflected in their negative attitudes toward IE for deaf students in their schools. On the other hand, most teachers of deaf students demonstrated good knowledge and attitudes toward IE and attempted to adapt and modify the equipment and activities inside the classroom to accommodate deaf stu-

dents. However, the lack of support from school principals negatively impacted their attitudes. Parents also showed a decline in knowledge of IE and its benefits, which contributed to their decreased support for their children in inclusive schools. The study identified several barriers that hinder IE for deaf students, such as unpreparedness of school facilities, lack of training, lack of cooperation and communication between school staff and parents..

Trends and concepts

The studies reviewed revealed that approximately two-thirds of the studies attempted to identify the perspectives of teachers, students, parents, or specialists on IE or related aspects. On the other hand, empirical studies were completely absent. This can be attributed to the novelty of IE and its lack of established roots in the Saudi educational environment. Overall, the studies demonstrated a real problem in understanding inclusive education, its practices, and attitudes toward it. This requires further efforts to create mechanisms and channels to enhance knowledge of and attitudes toward IE (Alothman, 2014). This can also be attributed to the absence of regulations or executive guidelines for IE practices. Alshehri (2024) identified the absence of regulations and guidelines on IE as one of the obstacles hindering IE in Saudi Arabia. In this direction, studies (Alsalem & Alzahrani, 2023; Al-Qahtani and Al-Maliki, 2021; Arishi, 2019) recommended providing a guide or guidelines for inclusive education, which in turn would clarify to teachers the concept and practices of inclusive education, and the most important teaching strategies appropriate for SDHH. Developing correct concepts and practices for IE will influence attitudes toward it, and that will contribute to its improvement in the Saudi environment.

Challenges

Studies have identified a number of obstacles and challenges hindering the successful implementation of IE for SDHH in Saudi Arabia. These challenges can be summarized in three main factors: human, material, and organizational. First, human factors include a lack of adequate knowledge of IE by stakeholders, as well as a

lack of knowledge about the characteristics and needs of SDHH. It was also noted that a number of teachers demonstrated insufficient knowledge of appropriate teaching strategies for SDHH. The lack of specialists was also cited as one of the problems hindering the successful implementation of inclusive education. All of the above challenges have snowballed into the most prominent challenge: negative attitudes toward IE for SDHH.

Regarding material obstacles, educational environments are not prepared to accommodate SDHH due to a lack of facilities, educational and technological equipment, and support services. There is also a lack of support provided to teachers when implementing inclusive education, which should come from school leaders and the Ministry of Education. Moreover, there is a lack of adequate communication support services for students, both among themselves and with their teachers. This may reinforce weak educational and social communication between SDHH and their peers on the one hand, and between them and their teachers on the other, leading to their education in separate, isolated classrooms.

Organizational obstacles include the lack of evidence and guidelines for IE and its practices. This is reflected in the lack of sufficient knowledge of IE among stakeholders, making it difficult for teachers, schools, and parents to properly understand and implement inclusive education. This can be considered a primary cause for adopting a negative attitude toward IE by a broad segment of stakeholders, as previously noted. Furthermore, studies have shown a lack of training and qualification of teachers and stakeholders in inclusive education. This is part of a larger problem, represented by the lack of sufficient support from the Ministry of Education to facilitate the implementation of IE for SDHH. Another organizational issue that may hinder IE is the lack of cooperation among school staff, which results in problems, such as workload, overlapping responsibilities, and the recruitment of IE teachers, etc. Studies have also shown a lack of communication between schools and SDHH parents, who can play a vital role in facilitating the implementation and success of inclusive education.

It is worth noting that Article (24) of the CRPD clearly emphasizes the need to remove obstacles that hinder effective implementation of inclusive education.

Opportunities and Reinforcers

The study identified several factors that contribute to the success of IE for SDHH in Saudi Arabia. These can be summarized in the following points. First, there is a need for a comprehensive guide to principles of and best practices in inclusive education, as well as related legislations. Second, teachers and stakeholders should receive training on the principles of IE and best practices in this field, with a focus on the teaching strategies appropriate for SDHH and their hearing peers. Teachers and stakeholders shall also be provided with support during the implementation of inclusive education. This can also be included in teacher training programs at universities and colleges. These two steps are sufficient to correct negative perceptions of inclusive education, and thus increase awareness and positive expectations of IE (Alzemaia, 2019). Third, an inclusive and suitable environment should be provided for the reception and education of SDHH, ensuring a smooth and easy implementation of IE and greater opportunities for its success. This inclusive environment should include specialists, support services, curriculum adaptations, and special equipment to meet SDHH needs. The special situation of SDHH should not be overlooked, as they sometimes need individual support (Alsalem & Alzahrani, 2023; CRPD, 2006; Farkas, 2014). Fourth, promoting effective communication patterns with SDHH to ensure their integration into the school educational and social environment through providing two or more options for communicating with this group of students. Doherty (2012) noted that positive attitudes toward the inclusion of SDHH are influenced by learners' understanding of sign language and the presence of a classroom assistant to assist in communication between deaf students, teachers, and other students. Fifth, building a positive relationship with the families of SDHH and activating their role in supporting their children in IE environments. Sixth, Evaluation of the IE experience through studies and conferences, focusing on strengths and weaknesses, and sharing experiences.

Discussion

Undoubtedly, IE for SDHH is a complex task that requires the support and concerted efforts of all stakeholders (Arishi, 2019). Therefore,

there is an urgent need to establish mechanisms to change the knowledge, attitudes, and qualifications of administrators, teachers, and parents (Allothman, 2014). In the Saudi context, from an organizational perspective, there is a need to increase funding for schools that embrace inclusive education, and to provide a comprehensive infrastructure and support environment. It is also important to focus on training for stakeholders such as school principals, teachers, parents, and even hearing students, which will contribute to creating a mature and successful IE for deaf students in Saudi Arabia (Alasim, 2020).

The barriers mentioned in the above studies conform to the prevalent situation in the field. Al-Anzi and Turkistani (2019) identified five areas of barriers to the inclusion of SDHH: faculty-related barriers, barriers to inclusion of SDHH, barriers related to the teaching strategies used, barriers related to course requirements, and barriers related to sign language interpreters. Alqahtani (2023) also noted that teachers have a limited understanding of the principles of inclusive education, which impacts both SDHH and their hearing peers. General education teachers are pivotal to the overall success of IE for students with disabilities, ; so, understanding and adjusting their attitudes is crucial (Almedlij, 2021; Alasim & Paul, 2018). Haimour (2013) noted a positive association between positive attitudes toward IE and increased teacher educational attainment, as demonstrated in studies (Al-Muzayri and Hanafi, 2019; Alanazi, 2022).

The studies reviewed in this study focus on teachers as an essential factor in tracking and assessing the success of IE in Saudi Arabia. This agrees with Dela's (2021) argument that teacher adoption of positive values toward and comprehensive knowledge of IE are important factors that contribute to the success of inclusive education. UNESCO (2015) also considered teacher preparedness a fundamental pillar of inclusive education. Critical factors for the success of IE include supporting teacher and school staff readiness, improving teacher practice in inclusive classrooms, enhancing school culture, and improving environmental factors for implementing inclusion professionally (Aldrees, 2021).

Studies largely agree on the factors that enhance chances of the success of IE in the Kingdom, such as providing extensive teacher training programs, enacting and enforcing laws and policies that require educational institutions to implement inclusive education, increasing fi-

nancial allocations for inclusive education, raising awareness among teachers and the society at large about the importance of inclusive education, encouraging collaboration between teachers and various educational institutions, providing assistive technologies and tools for students with disabilities, and conducting further studies and research to develop solutions to address the challenges of inclusive education. Levesque and Duncan (2024) note that IE policies should revolve around a set of mandatory classroom modifications, including levels of intervention, assistive technologies, development of individual education plans, and funding and support.

Conclusions

It can be said that IE for SDHH is a global approach and an experiment worthy of study and reflection. Despite the limited Saudi experience in this field, it is imperative to evaluate this local experience more deeply and benefit from other global experiences. IE is a comprehensive process that must address all social, cultural, and economic factors and leverage them to enhance the success of IE (Alanazi, 2020). The success of IE in Saudi Arabia depends on a clear vision of this concept on the one hand, and addressing challenges to its practical application (Madhesh, 2022). A deep understanding of the principles and best practices of IE for SDHH and those with disabilities and an assessment of opportunities and barriers, coupled with a legislative framework, constitute the most reliable path to a successful and distinctive experience of inclusive and equitable education that impacts both regular students and students with disabilities, as well as the broader Saudi society.

Limitations and future directions

Although this study was limited to a small number of studies, including master's and doctoral theses, it revealed a significant research gap in the field of IE for SDHH in the Kingdom of Saudi Arabia. While studies have revealed challenges related to school facilities and stakeholders' attitudes toward inclusive education, there is a lack of empirical studies evaluating this experience within the classroom. Therefore, the study strongly recommends conducting empirical studies in different regions of Saudi Arabia, at all educational levels, to measure the impact of IE on the academic, social, and behavioral skills of SDHH. It also recommends examining classroom teaching strategies, curricula, and assessment tools for this group of students. All of this will provide us with a better understanding of the

Saudi experience and the best possible options for ensuring efficient and productive inclusive education.

Disclosure statement

No potential conflict of interest was reported by the authors.

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