

ATTITUDES OF SAUDI FAMILIES IN JORDAN TOWARD INTEGRATING THEIR CHILDREN IN REGULAR SCHOOL

NAYEF ABED ALZARAA
King Abdelaziz University

***Abstract** _ The present study aimed at identify the attitudes of Saudi parents of children with disabilities living in Jordan towards integrating their children in regular schools, the study followed the descriptive survey approach to measure attitudes, and to achieve the goals, the researcher prepared a measurement of attitudes that contains (30) paragraphs with an estimated ladder consists of five degrees against each paragraph after review, this study was conducted on a random sample of parents of students with disabilities reached to (48) parents of fathers and mothers of Saudi children with disabilities living in Jordan. The results showed positive attitudes towards inclusion among parents, and also the results indicated that there are statistically significant differences in the attitudes of parents towards the inclusion due to the variables of father's qualification for Graduate Studies and the type of the disability for mental disability to autism and other disabilities, also the results indicated that there are statistical significant differences due to the age of the child variable for the age group (6-12 years) compared with the age group (13-18 years) . While the results indicated that there are no statistical significant differences due to the sex of the child variable. The study recommended the need to reconsider the educational environments that deal with individuals with disabilities, to be compatible with the requirements of the inclusion to ensure that the inclusion process is implemented smoothly without complications. And the need to educate public school teachers through special brochures or short courses about the benefits of the inclusion and the successful activation strategies.*

***Keywords** : Attitudes, Integration, Regular Schools.*