

# COMMUNICATION OBSTACLES BETWEEN TEACHERS OF STUDENTS WITH INTELLECTUAL DISABILITY AND THEIR PARENTS IN SCHOOLS AND EDUCATION PROGRAMS IN RIYADH CITY

ALI MOHAMAD BAKER HAWSAWI  
King Saud University

SAIF ABDALLAH AL-QAHTANI  
Ministry of Education-Riyadh

**Abstract\_** *The aim of this study was to explore the obstacles facing the process of communication between teachers of students with intellectual disability and their parents in the intellectual institutes and programs in Riyadh city. To achieve this goal, a study sample was selected which consisted of (187) teachers and (224) parents of students with intellectual disability; the obstacles measure for communication was applied to all the study sample, the design of this measurement scale was prepared by the researcher based on previous studies and their findings, this measure consisted of three dimensions which are: (the family dimension, the education dimension, and the administrative dimension).*

*After data collection and analysis, the researcher reached the following results: the most important obstacles to communication between teachers of students with intellectual disability and parents is the family dimension, then the administrative dimension, and at last came the educational dimension. and the existence of statistically significant differences in the response of teachers of students with intellectual disability and parents on the dimensions of the obstacles scale for communication, the results were for the benefit of students of pupils on two of the three dimensions of the scale: the administrative dimension and the educational dimension, while the family dimension was in favor of the parents. and no statistically significant differences were found in the response of teachers of students with intellectual disabilities of all dimensions due to the study variables, and no statistically significant differences were found in the response of parents of students with intellectual disability on all dimensions due to the study variables, while there were differences only on the administrative dimension due to the variable of the academic qualification, and it was in favor of parents who had the secondary education or less.*

**Key words:** *Communication Obstacles, Teachers of Students with Intellectual Disability, Parents, Education Programs.*