

BARRIERS OF INCLUDING STUDENTS WITH MULTIPLE DISABILITIES IN GENERAL EDUCATION SCHOOLS FROM THE PERSPECTIVE OF TEACHERS AT SPECIAL EDUCATION INSTITUTIONS

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***ABSTRACT:** This study aimed to Identify Barriers of including students with multiple disabilities in general education schools from the perspective of teachers at special education institutes in Riyadh. To achieve the objectives of the study, a questionnaire prepared were applied on (108) of male and female teachers who work in multiple disabilities programs at special education institutes. Participants were divided as 57 male teachers and 51 female teachers. Findings of the study revealed that related services dimension which came in the first rank followed by barriers related to the educational environment than the one related to the work place. There were no statistical significant differences in regard to domains related to educational environment, services, and place that are due to differences in type of sample and specialization of participants. In addition, there were no statistical significant differences in regard to domains of related services and place that are due to years of experience of participants. Also there were significant differences in regard to in the domains related to educational environment that are due to difference in years of experience.*

***KEYWORDS** (Barriers, Inclusion, Multiple disabilities, Intellectual disabilities institutions)*