

# STATUS OF SPECIAL EDUCATION SERVICES FOR STUDENTS WITH DOWN SYNDROM IN SAUDI ARABIA FROM THE PERSPECTIVE OF THEIR TEACHERS

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***Abstract\_** The study aimed to identify the status of special education services for students with Down syndrome in Saudi Arabia and how it is perceived by their teachers. The sample consisted of (83) teachers from elementary and middle schools. Descriptive analytical methodology was used for this study. Results showed the propriety on the inclusion of students with Down syndrome in public schools, which can helps acquire new skills that can be generalized with their normal peers, in addition to prepare them to gradually transition to normal life in the community. The sample experience between (11-15 years) significantly, more consent on the inclusion option. Findings showed that the sample agreed on the effectiveness of special education services for students with Down syndrome, with statistically significant differences in favor of teachers who hold a bachelor degree. In terms of the characteristics of the educational services provided, results showed that the most important characteristic is the opportunity for people with Down syndrome to gain the proper communication skills and social interaction, in addition to adopting individual educational plan. It found that the sample who hold a bachelor degree, is statistically greater in consent of the characteristics of the services provided.*

**Key Words:** Down syndrome, Special education, Teachers of Special Education, Inclusion.