

## **Disablism in Saudi Mainstream Schools: Disabled Teachers' Experiences and Perspectives**

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**Abstract :** This paper explores the many faces of the barriers and exclusionary attitudes and practices that disabled teachers and students experience in a school where they teach or attend. Critical disability studies and inclusive education theory were used to conceptualise this inquiry and ground it in the literature. These theories were used because they magnify and expose the problems of disability/disablism as within-society instead of within-individual. Similarly, disability-first language was used in this study because it seeks to expose the social oppression and discrimination of disabled. Data were generated through conducting in-depth semi-structured interviews with six disabled teachers who teach disabled children in a Saudi mainstream school. Thematic analysis of data concludes that the school is fettered by disabling barriers, attitudes, and practices, which reflect the dominant culture of disablism that disabled people encounter in the Saudi society on a daily basis. This leads to the conclusion that overall deconstruction and reformation of Saudi mainstream schools are needed, including non-disabled people's attitudes, policy, spaces, and overall arrangements of teaching and learning.

**Keywords :** disablism, disability studies, mainstream schools, Saudi Arabia

**Conference Title :** ICDD 2019 : International Conference on Disability and Diversity

**Conference Location :** London, United Kingdom

**Conference Dates :** February 14-15, 2019