

Evidence-Based Practices (EBP) in Teaching Students with Intellectual Disabilities in Saudi Arabia: Obstacles and Solutions

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ABSTRACT The current research examines obstacles to applying Evidence-Based Practices (EBP) when teaching students with Intellectual Disabilities (ID) from the perspective of teachers working in Saudi Arabia. The study employed the qualitative approach, with data collected primarily through semi-structured interviews with eight female teachers with knowledge of EBP, and who had been working with pupils with ID for over a year. This study recommends that a key policy priority should consist of long-term planning, not only to spread awareness of the concept of EBP, but also the enactment of strict laws compelling special education schools and centres to apply criterion-referenced tests to ensure teachers are familiar with such practices.