Teachers are the architects of students’ learning experiences as they help decide classroom-type placement, interpret curriculum, choose classroom practices and strategies, and manage the school day. The teachers' role is even more pronounced when students have learning disabilities and demands special intervention measures. This mixed method study explored the perspectives of general and special education teachers in Saudi Arabia regarding special education services provided to students with learning disabilities, identified what general and special education teachers prefer as the best suitable placement for educating students with learning disabilities, explored challenges that hinder the provision of appropriate education to these learners, and define whether there are significant differences in their perspectives. Survey data were collected from 150 general and special education teachers and 10 teachers were interviewed. Descriptive statistics were used to analyze the responses and convert the raw data into actionable information. An independent sample t-test and One-way ANOVA were also employed to
determine the relationship between the variables and the given responses. The result of the study indicated that the majority of the teachers found special education services to be beneficial. The study also found that most teachers supported the use of general education classrooms with resource rooms as the best placement for students with learning disabilities. The results also indicated that the lack of an appropriate curriculum, lack of parent-teacher relationship, administrator support, and proper training for teachers were key challenges that teachers of students with learning disabilities faced in Saudi Arabia. Teachers recommended some strategies to improve the instructional delivery and effectiveness of teaching students with learning disabilities. Based on the study findings, a comprehensive discussion about the implications for practice from this study, and overall recommendations for future research are offered.