This study investigated teachers' attitudes toward including Deaf and hard of hearing (D/hh) students in regular education classrooms in Saudi Arabia. In addition, the study analyzed how the teachers' attitudes toward inclusion were influenced by the following variables: teaching position, training on inclusion the teachers had received, years of teaching experience, the teachers' gender, prior work with students with disabilities, and having a family member with disabilities. The study utilized the “Opinion Relative to Integration of Students with Disabilities” (ORI) online survey to collect responses from 196 teachers. Overall, teachers in Saudi Arabia showed slight negative attitude toward teaching D/hh students in regular education classrooms. The independent variables of prior training about inclusion and previous experience teaching students with disabilities were significant variables that influenced the teachers’ attitudes. Other variables, including the area of education, gender, years of teaching experience, and having a family member with disability, did not seem to influence the teachers’ attitudes toward teaching D/hh students in regular education classrooms in Saudi Arabia.