

Investigation and Research on Current Cooperation Between Family and School in Special Education Schools

Taking Sichuan Province as an Example

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Abstract—A questionnaire survey was conducted to investigate the current cooperation between family and school in 12 special education schools in Sichuan Province, and the results show that the cooperation between family and school in special schools in Sichuan Province is at the upper-middle level, and the willingness of parents for cooperation is significantly higher than that of teachers. The main content of the cooperation is the character, health and learning of special children, and the network has become a new platform in the cooperation between family and school. In addition, the study found that different professional backgrounds and whether the teacher is the head teacher make teachers have significantly different cognition of cooperation; different permanent residence of family, different grades of students, and the age of the main caregivers have a significant impact on parents' participation in family-school cooperation. This study puts forward corresponding suggestions for schools, teachers and parents on the existing problems in the cooperation.

Keywords—family-school cooperation; special education; investigation and research

I. INTRODUCTION

Modern education advocates the provision of quality education for educates, and such a high-quality education as a resource needs the common participation of schools, parents, and society, but is not completed only by one of the three parties. It can be said that the cooperation between family and school has become a global research project of education reform today [1], and the United Nations also pointed out in the "Special Needs Education Action Plan": "Education for special children is a common task for parents and professional educators." [2] For the definition of family-school cooperation, different scholars have different interpretations, and this paper adopts the domestic definition that most scholars agree with: a two-way interactive activity that is hosted by school and participated by family and society to improve the education of schools and promote students' all-round development[3].

The researches on family-school cooperation are mostly related to the cooperation between family and school in

intelligence training school or deaf school, and the cooperation between family and school in comprehensive special schools generally has three types: the first is the study on the status quo and countermeasures of family-school cooperation. [4][5][6], the second is to theoretically explore the cooperation between family and school on special education [7][8][9][10][11], and the third is to discuss the cooperation between family and school in other regions or countries and give suggestion on the family-school cooperation in this region or in China [12][13][14].

These existing studies mainly use literature method to find out the problems and by analyzing the literature, and propose solution or countermeasures for these problems, and they few use questionnaires survey method to make investigated on the status quo of family-school cooperation in comprehensive special education schools. The existing research explores the overall situation of family-school cooperation for special children mainly according to the attitude of teachers and parents for participation in the family-school cooperation, the degree of their participation in family-school cooperation, the way and content of participation, but excluding the differences of teachers and parents on the participation in cooperation. Therefore, this study makes a questionnaire survey on the cognition of teachers and parents in cooperation, the content and methods of cooperation and their willingness of cooperation, and makes a comparison of current participation of teachers and parents in family-school cooperation, and based on this, makes a comprehensive analysis on the reasons for the current situation, provide a reference for the further development of cooperation between family and school in special education schools.

II. RESEARCH METHODS

A. Research Objects

This study conducted a questionnaire survey on teachers and student parents of 12 special education schools in 9 cities and 1 autonomous prefecture in Sichuan Province and the selected schools are located respectively in the northeastern

Sichuan, Chengdu plain, Chuannan, and Panxi areas, giving consideration to the regional differences. 130 teacher questionnaires were given, 119 valid questionnaires were collected, and the effective rate was 91.58%; 210 parent questionnaires were distributed, 185 valid questionnaires were collected, and the effective rate was 93.8%.

B. Research Tools

The questionnaires in this study are the “Questionnaire for Teachers on Family-school Cooperation for Children with Mental Disabilities” and the “Questionnaire for Parents on Family-school Cooperation for Children with Mental Disabilities” compiled by Wang Miaomiao [15], of which there are 28 questions in the teacher questionnaire and 33 questions in the parent questionnaire. The questionnaire is divided into two parts: the first part is the basic information of teachers and parents; the second part is the content of family-school cooperation; the questionnaires for teacher and for parent both have four dimensions, that is, cooperation cognition, cooperation content, cooperation methods, and cooperation willingness. This part is of positive questions, with 5-point integration method, of which 1 means “completely unconformable”, 2 means “relatively unconformable”, 3 means “not clear”, 4 means “relatively conformable”, 5 means “completely conformable”. The higher the scores of teachers and parents in the questionnaire, the more their participation is.

C. Data Processing

The results of the survey data were processed by SPSS19.0 statistical software.

III. RESEARCH RESULTS

A. The Overall Status of Teachers and Parents Participating in Family-school Cooperation

The data in “Table I” shows that the average value of teachers and parents participating in family-school cooperation is 3.88 and 3.89 respectively, which has 3 points higher than the critical value, indicating that the cooperation between teachers and parents in special schools in Sichuan is at a medium-to-high level. An independent sample t-test on the total dimensions and dimensions of the questionnaires of teachers and of parents, shows that there is a significant difference in the willingness of teachers and of parents to make a family-school cooperation, and parents have a stronger willingness to make a cooperation than teachers.

In general, teachers and parents all have the best and most intense cognition and willingness to make a family-school cooperation. From the cooperative cognition, the average values of teachers and of parents both are greater than 4 points, indicating that the cooperative cognition of teachers and of parents both is at a high level; from the cooperative content, cooperative mode and cooperative willingness, the average values of teachers and of parents both are 3 points greater than the critical value, indicating that teachers and parents both have a medium-to-high level

in cooperative content, cooperative methods, and cooperative willingness.

TABLE I. COMPARATIVE ANALYSIS OF THE OVERALL STATUS OF TEACHERS AND PARENTS PARTICIPATING IN FAMILY-SCHOOL COOPERATION

Dimension	M±SD		t
	Teachers (N=119)	Parents (N=185)	
Cooperative cognition	4.43±1.15	4.31±0.96	0.96
Cooperative content	3.65±0.93	3.63±0.80	0.21
Cooperative methods	3.58±0.58	3.64±0.54	-0.79
Cooperative willingness	3.74±0.60	4.69±0.61	-13.46***
Total questionnaires	3.88±0.54	3.89±0.44	-0.26

^a Note: *P<0.05,** P<0.01, *** P<0.001

B. The Dimension Status of Teachers and Parents Participating in the Cooperation between Home and School

1) *Cooperative cognition*: In cooperative cognition, teachers and parents both have a relatively good cognition of cooperation and a high degree of consistency. They all agree that “the communication between teachers and parents are necessary”, “Parents and teachers have an equally cooperative relationship in family-school cooperation” and “Education of students/ children are the responsibility of both parents and schools.”

2) *Cooperative content*: The exchange of teachers and parents on the family-school cooperation is more involved to students' character, physical and mental health as well as learning, but less to students' career development, because the survey is mainly related to the development needs of the students in the middle and low ages.

3) *Cooperative methods*: In cooperative methods, both teachers and parents are more willing to choose face-to-face communication for children, second they make communication through the network and the family committee, and the method used least is the text message.

4) *Cooperative willingness*: From “Table II”, we can see that the willingness of teachers and of parents ranking top third all are “I am very enthusiastic and like to cooperate with parents/teachers, and I will actively contact parents/teachers to learn about students”, indicating the cognition of teachers and of parents are highly consistent in the cooperative willingness.

Through the independent sample T test, significant differences are found between teachers and parents on some items such as “I am willing to visit family/school to understand the situation of students/children” and “I am willing to keep in touch with parents/teachers at all times”. Parents have stronger willingness than teachers, which show parents are more willing to go to school for communication with their teachers, and they are more willing to keep in

touch with teachers to get information about children's performance at school.

TABLE II. THE WILLINGNESS OF TEACHERS AND PARENTS TO MAKE A FAMILY-SCHOOL COOPERATION

Items	M±SD		t
	Teachers (N=119)	Parents (N=185)	
I like to work with parents/teachers	3.87±0.73	3.94±0.64	-0.83
I will actively contact parents/teachers to know the situation of students/children.	3.79±0.83	3.95±0.77	-1.67
I am very enthusiastic when parents/teachers visit us	3.95±0.65	3.94±0.65	0.19
I am willing to visit family/school to learn about the situation of students/children	3.41±0.85	3.72±0.85	-3.08**
I am willing to keep in touch with parents/teachers all the time	3.66±0.93	3.88±0.91	-2.05*

a. Note: *P<0.05, **P<0.01, ***P<0.001

C. Analysis of the Influence of Teachers' Background Variables on Family-school Cooperation

Through the one-way variance test and the independent sample T test, such items have significant influence on teachers' participation in family-school cooperation as the school location, teacher gender, age, teaching age, study stage taught, educational background, and the experience of special education training, but there is a significant difference of participation in the family-school cooperation for teachers according to different background and whether he/she is the head teacher.

1) *Differences in family-school cooperation among teachers with different professional backgrounds:* According to the one-way analysis of variance (see "Table III"), we can find there are significant differences in the total questionnaire and cooperative cognition of teachers with different professional backgrounds, and after the back testing, we found that in the total questionnaire and cooperative cognition, the special education teachers have a significantly higher score the general education teachers, which indicates that special education teachers have a significantly higher total level and cognition of the family-school cooperation than the general education teachers.

TABLE III. DIFFERENCES IN FAMILY-SCHOOL COOPERATION AMONG TEACHERS WITH DIFFERENT PROFESSIONAL BACKGROUNDS

Items	M±SD			F	P
	General education teachers (N=44)	Special education teachers (N=60)	Non-pedagogical (N=15)		
Cooperative cognition	4.10±0.70	4.69±1.43	4.35±0.67	3.54	0.032<0.05
Cooperative content	3.63±0.72	3.71±1.07	3.43±0.86	0.55	
Cooperative methods	3.39±0.79	3.46±0.52	3.06±0.79	2.07	
Cooperative illingness	3.66±0.65	3.90±0.45	3.84±0.65	2.36	
Total questionnaires	3.73±0.50	4.01±0.55	3.77±0.49	3.83	0.025<0.05

2) *Difference in family-school cooperation between the teachers who is a head teacher and who is not:* By an independent sample t-test, we can find whether the teacher is a head teacher has a significant influence on the overall level of participation in cooperation as well as the cooperation content and cooperation method, indicating that

a head teacher has a significantly higher overall level of participation in cooperation that a teacher who is not a head teacher, and the fore is better than the later in the cognition of cooperation content, and they also have a significant differences in the method of cooperation.

TABLE IV. DIFFERENCE IN FAMILY-SCHOOL COOPERATION BETWEEN THE TEACHERS WHO IS A HEAD TEACHER AND WHO IS NOT

Item	M±SD		t	p
	Yes	No		
Cooperative cognition	4.43±0.49	4.42±0.49	-0.07	0.947
Cooperative content	3.87±1.07	3.40±0.68	-2.83	0.006<0.01
Cooperative methods	3.55±0.71	3.21±0.59	-2.79	0.006<0.01
Cooperative willingness	3.87±0.55	3.74±0.57	-1.29	0.198
Total questionnaires	3.97±0.63	3.77±0.39	-2.15	0.034<0.05

D. Analysis of the Influence of Parental Background Variables on Family-school Cooperation

In the study, from the independent sample T test and one-way analysis of variance, we did not find significant difference of participation in family-school cooperation among the parents with different education and occupation, educational level and family structure, but the family's place of residence, the child's study grade, the main caregiver and his/her age have a significant impact on parents' participation in family-school cooperation.

1) *Differences in family-school cooperation among the parents with different place of residence:* According to the independent sample T test (see "Table V"), we can find there are significant differences in the total questionnaires and the willingness of the parents who have different residence place for family-school cooperation, and the urban families have better cooperation level and cooperation willingness than the rural families.

TABLE V. DIFFERENCES IN FAMILY-SCHOOL COOPERATION AMONG PARENTS IN DIFFERENT RESIDENCE PLACE

Item	M±SD		t
	City (N=133)	Village (N=51)	
Cooperative cognition	4.22±0.48	3.92±0.80	3.09*
Cooperative content	3.51±0.55	3.52±0.63	-0.14
Cooperative methods	3.37±0.80	3.47±0.79	-0.79
Cooperative willingness	4.12±0.54	3.86±0.69	2.65**
Total questionnaires	3.50±0.35	3.36±0.53	2.0*

a. Note: *P<0.05, ** P<0.01, *** P<0.001

2) *The influence of different genders of children on the parents' participation in family-school cooperation:* By the independent sample T test, we find that the gender of a child has a significant influence on the parents' cognition of family-school cooperation, the willingness of cooperation and the overall level of cooperation. The parents of boys have better cognition, willingness and overall level of cooperation than that of girls.

TABLE VI. DIFFERENCES IN FAMILY-SCHOOL COOPERATION AMONG THE PARENTS OF CHILDREN OF DIFFERENT GENDERS

Item	M±SD		t
	Boy (N=101)	Girl (N=83)	
Cooperative cognition	4.22±0.51	4.03±0.69	2.07*
Cooperative content	3.56±0.56	3.45±0.58	1.24
Cooperative methods	3.43±0.79	3.35±0.81	0.60
Cooperative willingness	4.14±0.47	3.93±0.71	2.26*
Total questionnaires	3.52±0.33	3.38±0.48	2.28*

a. Note: *P<0.05, ** P<0.01, *** P<0.001

3) *The influence of the age of the main caregiver on their participation in family-school cooperation:* By the one-way analysis of variance, it can find that the main caregivers of different ages have significant differences in

cooperative cognition, cooperation content and cooperation methods, and after back testing, we find the caregivers under the age of 45 have better cognition of cooperation and of cooperative content than that over 45 years old; and in the cooperative method, younger caregivers are more willing to choose modern communication methods for communicate with teachers.

TABLE VII. DIFFERENCES IN FAMILY-SCHOOL COOPERATION AMONG THE MAIN CAREGIVERS OF DIFFERENT AGES

Item	M±SD		F	p
	Inter-group	Intra-group		
Cooperative cognition	3.57±1.19	62.87±0.35	3.42	0.018
Cooperative content	3.25±1.08	56.68±0.31	3.46	0.018
Cooperative methods	6.94±2.31	110.2±0.61	3.78	0.012

IV. ANALYSIS AND DISCUSSION

A. Overall Status of Family-school Cooperation

1) *Overall status analysis of family-school cooperation:* According to the research results, the overall level of teachers and parents participating in family-school cooperation in Sichuan special schools is above the middle level, and there are significant differences in the willingness of teachers and parents to cooperate in family-school cooperation. Compared with teachers, the willingness of parents to participate in family-school cooperation is stronger.

From the perspective of cooperative cognition, cooperative cognition of teachers and parents is at a high level, but parents' awareness of the issue that educating children is the responsibility of parents and schools needs to be improved. The reason for this may be that some parents still have the idea that education is a school affair in their minds [16], which explains that the parents' sense of responsibility is still insufficient.

From the perspective of cooperation content, teachers and parents are in the middle-to-upper level of cooperation content, but teachers and parents pay relatively low attention to the learning and career development of special children. This is quite different from the general education in which teachers and parents are most concerned about the learning situation of their children, followed by the situation of morality and physical health[17]. Since special children are very different from ordinary children in terms of physical and mental development, some of the attention of teachers and parents to the learning of special children has been transferred to physical and mental development and conduct. Parents and teachers have less communication about career development of their children, which may be due to the fact that most of the children are 4-6 years old and have not yet touched on the issue of career development.

From the perspective of cooperation, the Internet is the main way of communication between teachers and parents.

The reason for the analysis may be that with the progress and development of society, the information technology construction based on network technique and electronic technology has begun to expand rapidly in the world. Because of its globality, timeliness and interaction, the network just makes up for the limitation of traditional family-school cooperation by region and time, which leads to the absence of family-school cooperation participation[18].

From the perspective of willingness to cooperate, teachers prefer parents to visit schools on the issues of parents' visits and teachers' visits. The reason for this difference may be due to the time of home visits and the lack of support from school resources[19]. Compared with home visits, parents are more willing to go to the school to understand the situation of their children. The reason may be that parents are not very satisfied with the results of home visits conducted in previous schools, indicating that the home visit work of school needs to be improved.

2) *Comparative analysis of the current situation of family-school cooperation between teachers and parents:* The survey found that there were no significant differences between teachers and parents in the perception, content, mode and overall level of cooperation, but there were significant differences in willingness to cooperate, and parents had stronger desire to cooperate than teachers.

The willingness of parents to cooperate is higher than that of teachers. The willingness of parents to cooperate is higher than that of teachers in projects that actively contact teachers/parents, schools/home visits, and maintain contact with teachers/parents. This may be due to the fact that some parents are unable to cope with problems of their children because of their low level of education and lack of special education expertise. Therefore, they are more likely to receive guidance from teachers in educating their children.

B. Analysis of the Influence of Different Factors on family-school Cooperation

1) Influence of different factors on teachers' participation in family-school cooperation

a) *Differences in the participation of teachers from different professional backgrounds in family-school cooperation:* According to the analysis of the impact of teachers with different professional backgrounds on family-school cooperation, teachers with different professional backgrounds show significant differences in the overall level and cognition of cooperation, and teachers with special education professional background are superior to those with ordinary teachers. Teachers with special education background have systematically studied the relevant theories of special education before entering the work. They have more chances to contact special children and parents than teachers with other professional backgrounds during the study, and have a deeper understanding of family-school cooperation in special education schools. Therefore, teachers with special education background have a better understanding of family-school cooperation and a stronger willingness to cooperate. They also use different ways of

cooperation and parents to communicate with students in all aspects.

b) *Differential analysis of whether the class teacher is involved in family-school cooperation:* The results show that the teacher as a class teacher is significantly better than the non-class teacher in terms of cooperation content and overall level. The class teacher is the main character of the family-school cooperation process and is the bridge between the school and the family. The class teacher is the most familiar with the situation of each student in the class. They can communicate with parents from the perspective of student development. The non-class teacher cannot understand the students like the class teacher because of the nature of the work. Therefore, when communicating with parents, they can only focus on the performance of students in their own school. The communication between the class teacher and the parents is multifaceted, including the performance of the students in the school, the needs of student development and so on, so the content of the cooperation is more scientific and reasonable, and the overall level of cooperation is also significantly higher than that of the non-class teacher.

2) Impact of different factors on parents' participation in family-school cooperation

a) *Impact of different families' permanent residence on family-school cooperation:* According to the results of the study, there is a significant difference in the cognition and willingness of family-school cooperation among different families, which shows that the overall level of cooperative cognition and cooperation in urban families is higher than that in rural families. This may be due to the fact that urban families have higher access to education resources and information than rural families. Parents have access to many special education resources and pay more attention to their children than rural families. In terms of the cognition of family-school cooperation, parents have higher awareness than rural families. However, due to the low educational level of the parents and the relatively weak economic conditions of the families of rural students [20], the degree of family-school cooperation is lower than that of urban families.

b) *Analysis of the differences of parents' participation in family school cooperation among different gender students:* The research shows that the parents of boys are better than the parents of girls in terms of cooperative cognition, cooperative willingness and overall level of cooperation, that is, the parents of boys are more active in cooperation cognition, cooperation willingness is stronger, the overall situation of cooperation is better. This may be due to the traditional patriarchal ideology in China, which has caused some parents to have different attitudes towards the education of boys and girls.

c) *Effect of age of primary caregiver on family-school cooperation:* The study shows that the age of primary caregivers has a significant impact on the cognition, content and style of family-school cooperation. The younger the

primary caregivers, the better their cognition and understanding of the content of cooperation are. There are more modern communication choices in the way of cooperation. This is mainly because young caregivers are generally more educated, they have a deeper understanding of the need for close cooperation between family and school in their children's education, and they have more access to modern scientific and technological means, and that they are more likely to learn and master more modern means of communication. The older caregivers were influenced by traditional educational ideas and communication styles, and there were significant differences in cognition, cooperation content and style with the younger caregivers.

V. SUGGESTIONS

A. Schools

1) *Strengthening teacher training:* The survey results show that teachers with special education backgrounds have a higher understanding of family-school cooperation than teachers with professional backgrounds in general education. Therefore, in the school, it is necessary to pay attention to the training of teachers in the general education teacher professional background in post-employment family-school cooperation, and the teachers with special education professional background should also continuously improve their self-cultivation and participate in the cooperative training of home and school. The school can regularly organize systematic study on family-school cooperation, so that teachers can apply the learned family-school cooperation theory to the actual situation and promote the family-school cooperation in their own schools. In addition, the school can send teachers to study in the schools with good family-school cooperation and learn from the excellent experience of other schools in the family-school cooperation activities.

2) *Strengthening parental training:* The survey found that the willingness of parents to cooperate is higher than that of teachers. This may be due to the fact that some parents are unable to cope with problems of their children because of their low level of education and lack of special education expertise. Therefore, they are more likely to receive guidance from teachers in educating their children. Parental attitudes and qualities are important factors affecting effective in the family-school cooperation[4]. Therefore, schools should use educational resources to train parents on the knowledge of family-school cooperation, adopt various forms of publicity to teach parents basic knowledge and practical skills in special education, and provide long-term guidance and counseling for parents.

B. Teachers

1) *Promoting cooperation proactively and taking full account of needs:* Bai Xue and Wan Yi found that parents were in a passive position in participating in family-school cooperation[11], and this problem was also found in this

study. Therefore, as one of the main partners of family and school cooperation, teachers should take the initiative to promote parents to participate in family-school cooperation activities. First of all, teachers should take the initiative to put forward problems that parents have not found or have not raised, timely point out the mistakes in family-school cooperation, and guide them to correct. Secondly, in the planning of family-school cooperation activities, teachers should take into account the needs of parents, different obstacles types, different grades students of parents have different needs for family-school cooperation, in the design of content to fully consider the students as the main body, taking into account the requirements of parents, and mobilize the enthusiasm of parents to participate. At the same time, it is necessary to take into account the free time of different families and parents, reasonable arrangements, so that family-school cooperation effectively. Provide single parents and low-income families with the necessary professional assistance in cases where there is a strong willingness to cooperate.

2) *Increased level of cooperation through networking:* In the previous study, it was found that teachers and parents use the Internet as the main means of communication. Because this interactive form is not one-way communication like the traditional form, and is not limited by time and space, it just meets the needs of teachers and parents[21]. Therefore, teachers should make good use of the network method and actively carry out network family-school cooperation methods, such as establishing WeChat and QQ parent groups, and inform parents about the situation of the students and related matters of the school at the first time, so that teachers and parents closer contact.

C. Parents

1) *Clarity of responsibilities and cooperate with school education:* The results show that the awareness of cooperation between teachers and parents is at a high level, but the awareness of parents on the issue of educating their children is still to be improved. The reason for this situation may be that some parents still have the idea that education is a school matter. Therefore, parents should clearly define their responsibilities, change their attitudes, and realize that educating their children is a joint responsibility of parents and schools. At the same time, parents should try to help teachers, supervise the children to complete the home exercises assigned by the teacher, and discuss with the teacher the problems of the children in the home exercises. Only when the family and the school form a joint force in education, complementary functions, and create a high-quality educational environment, can they promote the complete and healthy development of students.

2) *Believing in your ability to participate in family-school cooperation:* The results of the study found that parents' awareness of self-cooperation can improve the quality of education still needs to be improved. The reason may be that

parents are not confident about themselves and often think that their ability is limited and they cannot cooperate well with teachers. Therefore, first of all, parents should improve their self-confidence and believe that their cooperation can improve the quality of education; Secondly, parents can participate in the family-school cooperation knowledge lectures set up by the school for parents, understand the places that need attention and the knowledge principles used in family-school cooperation, increase professional knowledge, and improve their own literacy; In addition, parents participate in home school activities, cooperation is the core and key. Parents can participate in the teaching activities of some classes within the permission of the teacher, actively interact with family-school cooperation, and communicate with the teacher about the problems displayed by the children.

VI. CONCLUSION

Teachers and parents of special schools in Sichuan Province are at a medium level of cooperation in home and school. The best is cooperative cognition, followed by the understanding of cooperation content and willingness to cooperate. Teachers and parents have significant differences in their willingness to cooperate, and parents have a stronger willingness to cooperate than teachers.

The different professional backgrounds of teachers in special education schools in Sichuan Province and whether they are class teachers have a significant impact on the overall level of participation and cooperation in family-school cooperation. The remaining background variables have no significant impact on participation of teachers in family-school cooperation.

The level of participating in home-schools between parents of special schools in Sichuan Province at the upper-middle level. Permanent residence, children's gender, school grades and the age of the primary caregivers had significant effects on the cognition, content, willingness, manner and overall level of parental involvement in family-school cooperation, while other background variables had no significant effect on parental involvement in family-school cooperation.

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