

# The Study on Issues and Countermeasures of Home-School Collaboration in Pre-school Integrated Education



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**Abstract:** Pre-school integrated education is an important form of providing common educational opportunities for children with special needs and ordinary children, and one of its cores is ensuring that children with special needs have access to equal and individualized academic support through home and family cooperation. This paper discusses the role of home-home cooperation in pre-school integrated education and the problems that need to be solved, including differences in parents' understanding of integrated education, poor home-home communication, insufficient teacher professionalism, and a lack of support resources. In response to these problems, solutions are proposed to strengthen parents' awareness and guidance of integrated education, establish an efficient home-home communication mechanism, enhance teachers' professionalism, and increase support resources for special education. Strengthening home and family cooperation will not only improve the quality of learning and life of children with special needs but also create a more diversified environment for the comprehensive development of ordinary children.

**Keywords:** preschool integrated education; home cooperation; teacher professionalism; support resources; integrated education development

## Introduction:

Pre-school integrated education is a form of integrating children with special needs into ordinary kindergartens to receive care and education together with ordinary children. It not only provides special children with equal educational opportunities but also promotes their social development and self-knowledge. In an integrated environment, special children can improve their self-control, emotional expression, and interpersonal skills through imitation and peer interaction, and are allowed to integrate with mainstream society. At the same time, ordinary children also enhance tolerance, empathy, and diverse understanding through interaction with special children. In preschool integrated education, home and family cooperation plays a key role. Close cooperation between families

and kindergartens can not only provide individualized support and care but also help children with special needs adapt more smoothly to group life. The active participation of parents can promote teachers' in-depth understanding of children's behavior and family background, thus laying the foundation for the smooth implementation of integrated education. Therefore, home and family cooperation has an irreplaceable significance in enhancing the effectiveness of preschool-integrated education.

## 1. Current Situation of Preschool-integrated Education

The goal of preschool-integrated education is to provide fair and quality educational opportunities for children with special needs, to promote their social and cognitive development, and to lay the foundation for their integration into mainstream society. By placing children with special needs in the same

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educational environment as ordinary children, integrated education aims to enhance their key abilities such as self-control and peer interaction, and to help them better adapt to collective life and achieve personal growth in early childhood and subsequent compulsory education. On November 30, 2023, jointly organized by the School of Preschool Education of the Beijing Institute of Education and other institutions, the "Seminar on High-Quality Development of Pre-school Integrated Education in the Capital City", organized by the Beijing Institute of Education and other organizations, clearly put forward the need to comprehensively promote integrated education, improve the mechanism for the development of special education, and strengthen the construction of the support system. Research data from 18 districts in Beijing shows that the number of children with special needs is rising, and kindergarten teachers have an increasing need for knowledge about integrated education. In the future, preschool-integrated education needs to continue to make deeper efforts in research and training to help more kindergartens and teachers summarize and promote successful practical experiences, and provide high-quality educational support for more children with special needs and their families.

## **2. The Importance and Necessity of Home-home Cooperation for Preschool Integrated Education**

Home-home cooperation plays a crucial role in preschool-integrated education, which is not only a key link to ensure that children with special needs receive comprehensive support but also an important way to improve the quality of integrated education. First of all, home-home cooperation helps to enhance the social interaction and integration of children with special needs. In an integrated education setting, parents and teachers work together to provide children with consistent support to help them better adapt to peer interactions and group activities in both home and kindergarten settings (Zhang & Zhang, 2022). This synergy promotes children's social development and makes it easier for them to integrate into the mainstream educational environment.

Second, home-home collaboration provides important support for the successful implementation of Individualized Education Programs (IEPs). The situation of each special needs child is different, and individualized education goals and strategies are crucial. Parents' knowledge of their children's personalities, needs, and family backgrounds can provide kindergarten teachers with valuable information to ensure that the effectiveness of the educational program is greatly enhanced. Finally, home-home cooperation helps to strengthen communication and understanding between teachers and parents, forming a closer partnership. With the active participation of parents, teachers are not only able to better grasp the individual needs of children but also to face and solve the various challenges in integrated education through the interaction of both parties. It can be seen that home and family cooperation in preschool integrated education provides a solid guarantee for the comprehensive development of children with special needs and lays the foundation for the smooth implementation of integrated education.

## **3. Problems to be Solved in Home-to-home Cooperation in Preschool Integrated Education**

### **3.1 Unevenness in parents' understanding and acceptance of integrated education**

In the process of promoting pre-school integrated education, parents' awareness and acceptance of integrated education show an obvious imbalance. Most parents of children with special needs recognize the positive effects of integrated education, believing that this form of education helps their children's social interaction and learning development. However, some parents are still skeptical about the actual effects of integrated education, especially whether it can fully meet the individual needs of children with special needs. Parents of ordinary children are less receptive to integrated education, and some of them feel uneasy about their children studying in the same class as children with special needs, worrying that children with special needs may affect their children's

learning and development. As parents of ordinary children have a more limited understanding of integrated education, many of them passively support or even oppose the arrangement of studying in the same class. This uneven acceptance not only affects the effectiveness of home and family cooperation but also poses an obstacle to the smooth progress of integrated education.

### **3.2 Poor communication and information asymmetry between home and family**

In the actual operation of preschool-integrated education, due to the complexity of the educational needs of children with special needs, parents and teachers are prone to lagging or insufficient information transfer. Teachers are unable to understand the performance and special needs of children at home in a timely and comprehensive manner, while parents are not fully aware of the kindergarten's educational program and implementation, which leads to deviations in educational concepts and specific practices between the two sides. Moreover, some parents do not participate in kindergarten's educational activities, which makes it difficult for teachers to effectively obtain parents' feedback on children's individualized needs, and affects the development and implementation of individualized education plans (Liu et al., 2024). This lack of communication hinders the effective development of home-home cooperation, which in turn affects the quality and effectiveness of preschool-integrated education.

### **3.3 Insufficient teacher literacy and competence in integrated education**

In the process of promoting preschool integrated education, although many teachers agree with the concept of integrated education, in concrete practice, teachers often lack the specialized knowledge and skills in the education of children with special needs and are unable to effectively cope with diverse special needs. Some teachers are intimidated when dealing with children with exceptionalities and feel overwhelmed, especially when developing and implementing Individualized Education Programs (IEPs). In addition, there are limited resources for

teachers' professional training and many kindergartens have insufficient teacher training, which results in teachers' practical skills in IE not being able to meet the actual needs (Luo, 2024). It is difficult for teachers to provide targeted professional guidance in home and family communication, which not only affects the educational effect of children with special needs but also restricts the depth and breadth of home and family cooperation.

### **3.4 Insufficient support resources affect the promotion of integrated education**

In the process of advancing preschool-integrated education, many kindergartens have obvious deficiencies in special education resources, facilities and equipment, and teachers, making it difficult to provide adequate individualized support for children with special needs. There is a shortage of special education teachers, resulting in each teacher having to take care of more special children, making it difficult to ensure that each child receives sufficient attention and counseling. Kindergartens lack specialized aids and resources to provide special children with the necessary rehabilitation, counseling, and psychological support, which restricts the actual effect of integrated education (Sun & Deng, 2023). At the same time, community resources are less supportive of kindergartens, and there is insufficient participation of community and social forces, resulting in a lack of effective external support for families and kindergartens in promoting integrated education. These resource shortages not only increase parents' concerns about the effectiveness of integrated education but also further affect the depth and breadth of home-home cooperation.

## **4. Development Strategies for Home and Family Cooperation in Pre-school Integrated Education**

### **4.1 Strengthening publicity and guidance for parents on integrated education and enhancing their acceptance of it**

To enhance parents' acceptance of preschool-integrated education, publicity, and guidance should first be strengthened to help ordinary parents and parents of children with special

needs understand the meaning and value of integrated education. For ordinary parents, the focus should be on eliminating their prejudices and misunderstandings about children with special needs through special lectures, parent meetings, and parent-child activities. Schools can invite education experts, special educators, and parents of successful cases of integrated education to share their experience and effectiveness, and help ordinary parents understand that integrated education is not only conducive to the growth of children with special needs but also helps to cultivate empathy and inclusiveness among ordinary children. For parents of children with special needs, apart from popularizing the basic concepts of integrated education, the confidence and ability of parents should also be strengthened through individualized guidance and counseling. Kindergartens can set up regular parent counseling courses to help parents of children with special needs master relevant educational methods and skills, and to let parents understand the process of developing and implementing individualized education plans (IEPs) (Weng, 2023). At the same time, parents can be arranged to participate in classroom activities and observe their children's performance in the group, so as to enhance their intuitive feelings about the effects of integrated education. In addition, with the help of modern information technology, the regular release of relevant information, successful cases, and policy interpretations on integrated education will ensure that parents can access the latest educational information at any time, thus increasing their participation and support and promoting the smooth implementation of preschool integrated education.

#### **4.2 Establishing an efficient home-home communication mechanism to eliminate information asymmetry**

The establishment of an efficient home and family communication mechanism is the key to the successful implementation of preschool-integrated education. Kindergartens can make use of modern information technology to set up home and family communication platforms, such as using

home-school communication, WeChat groups, or specialized education management APPs, so that parents and teachers can communicate at any time and any place, and share the learning progress of children with special needs and their performance at school. Regular online parent-teacher conferences or one-on-one video conferences can also help eliminate information asymmetry and ensure that parents can keep abreast of teachers' education programs and their children's performance. At the same time, teachers should actively encourage parents to participate in every aspect of the education process by providing feedback and suggestions to ensure the smooth implementation of the Individualized Education Program (IEP). Kindergartens can also invite parents to participate in their children's daily learning and life by carrying out diversified home-school interaction activities. For example, integrated education parent-child activity days can be organized to enhance parents' sense of recognition and participation in integrated education. Through face-to-face communication, parents and teachers can discuss their children's needs and progress in greater depth and establish a closer partnership. Teachers should send detailed progress reports to parents regularly, setting out their children's learning effectiveness, emotional state and areas for improvement, to help parents better support their children's learning and growth (Lu, 2024).

In the case of Meilin Primary School in Futian District, Shenzhen, which is a "Model School of Integrated Education in Guangdong Province", the Meilin Primary School held a Parents' Meeting on Integrated Education with Parents with the theme of "Promoting Integration and Growing Together" on September 13, 2024, with the aim of communicating to parents the integrated education plan for the current term and collecting feedback from parents. The purpose of the meeting was to inform parents of the integrated education program for this semester and to collect feedback from parents. Through this meeting, the school not only demonstrated the teachers and support system for students studying with their classes but also clarified the process and

requirements of home-school cooperation. At the end of the meeting, the person in charge of integrated education explained in detail the process of various types of placements and curriculum arrangements, emphasizing the importance of consistent home-school cooperation for students' integration into the school environment and personal growth. This practice effectively promotes communication between home and school, eliminates the problem of information asymmetry, and lays a solid foundation for students' all-round development.

#### **4.3 Enhancing teachers' professionalism in integrated education and strengthening their educational competence**

To improve teachers' professionalism and enhance their educational ability in integrated education, it is necessary to strengthen teachers' professional training and practical guidance. Kindergartens can regularly organize training courses, seminars, and experience exchanges related to integrated education, and invite experts in the field of integrated education to give lectures to help teachers gain an in-depth understanding of the concepts and practices of integrated education, especially the development and implementation of Individualized Education Programs (IEPs). Through training that combines theory and practice, teachers can master how to cope with the needs of different children with special needs and effectively integrate the concept of integrated education into their daily teaching activities. Kindergartens can provide more practical opportunities for teachers to explore and apply what they have learned in actual teaching, to gradually improve their ability to cope with the educational needs of children with special needs. Teachers should also learn how to work closely with parents and the community to build a multi-party support system. Through home and family cooperation, teachers can gain a more comprehensive understanding of the individual needs of children with special needs, develop a more targeted education plan, and maintain effective communication with parents to jointly promote the implementation of integrated education (Wang, 2024).

The integrated education training in Shenzhen Luohu District provides excellent support to enhance teachers' professionalism. Luohu District invited Prof. Xu Jiacheng to explain the evolution of IE policy and the application of support models to help teachers gain a comprehensive understanding of the development background and practice path of IE. Through field visits and learning, teachers also got a first-hand understanding of the construction and operation modes of resource classrooms and special education guidance centers. This training not only enhanced teachers' understanding of the concept of IE but also provided them with the theoretical basis and practical guidance on the Individualized Education Program (IEP). The site visits and case sharing gave teachers more confidence in solving practical teaching problems, especially in providing strong support on how to implement individualized education goals for children with special needs. This mode of training, which combines theory and practice, has effectively enhanced teachers' professionalism and capacity in integrated education.

#### **4.4 Increasing special education support resources and building an all-round support system**

In order to increase special education support resources and build an all-around support system, kindergartens, the government, and society need to work together. First of all, the government should increase financial support for special education and provide kindergartens with more professional special education resources and facilities, such as professional rehabilitation equipment, resource classrooms, and auxiliary learning tools. The government can encourage the participation of community and social forces through policies to provide more support services for special children and their families, including psychological counseling, rehabilitation training, and social adaptation activities (Zhao, 2023). Secondly, kindergartens should actively introduce and cultivate more specialized teachers for special education and provide continuing education and professional training for existing teachers on a regular basis. By strengthening the construction of the teaching staff, it

is ensured that every special child can receive high-quality individualized educational support. Finally, kindergartens can establish cooperation mechanisms with communities, hospitals, and other professional organizations to form a trinity of support networks among families, kindergartens, and communities. Through the provision of various services such as family education guidance, psychological support, and health monitoring, special children and their families can be helped to better integrate into society, and the quality and effectiveness of preschool-integrated education can be enhanced.

### Conclusion:

Home-home cooperation plays a crucial role in preschool integrated education, which not only provides all-round support for special children but also creates an inclusive and harmonious learning environment for ordinary children. Through the close cooperation between parents and kindergartens, children with special needs are able to obtain education more suitable for their development with the help of Individualized Education Programs (IEPs), while ordinary children develop tolerance and empathy through interaction with children with special needs. The successful implementation of home-home cooperation has greatly promoted the high-quality development of preschool-integrated education. Looking ahead, home-home cooperation should be further strengthened in several areas. This includes building a more efficient communication mechanism, increasing investment in special education resources, upgrading the professional capacity of teachers, fully utilizing the power of the community, and so on. The multi-party collaborative network formed by families, kindergartens and the community will work together to provide a more solid guarantee for children's growth and development. Through these efforts, the future of preschool-integrated education will be more hopeful and dynamic.

### Conflict of Interest

The authors declare that they have no conflicts

of interest to this work.

### Acknowledgement

This research was funded by: Shenzhen Education Bureau's 2023 annual project on the "14th Five-Year Plan" of Shenzhen Education Science (Grant No. yb23011)

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**How to Cite:** Chang, J. & Yuan, M. (2025). The Study on Issues and Countermeasures of Home-School Collaboration in Pre-school Integrated Education. *Contemporary Education and Teaching Research*, 06(2), 33-38.  
<https://doi.org/10.61360/BoniCETR252017230201>