Systematic Review of the Literature on Parents' Perceptions toward Collaboration with Professionals in Early Childhood Special Education

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Abstract: **Collaboration between service providers is an essential competency for high quality services for children with special needs. Children with special needs face more struggles than their peers regarding to their needs and that might affect their outcomes. This systemic review explores the perceptions of parents toward collaboration with professionals in early childhood special education. The analysis results provided a wide picture of parents' perception toward working with professionals to deliver services for young children. The results are organized in four themes: leadership and decision-making, communication, attitudes of parents and teachers, and roles of parents and teachers. Finally, there are several recommendations from the findings such as develop synergy and teaching, develop culturally responsive teaching, and promote evidence-based practices and programs.**

Keywords: **Early Childhood Special Education, Family, Professionals, Parents' perceptions, Collaboration.**

I. INTRODUCTION

The purpose of this systematic review is to analyze the existing literature, which includes the work of researchers that have explored the perceptions of parents toward collaboration with professionals in early childhood special education, and to summarize the findings. The data obtained for this analysis were retrieved from peer-reviewed journals related to the study topic. Broadly, this review was designed to understand the extent that existing literature on collaboration in early childhood special education outlines parents' perspectives of the practices that are currently in use.

II. METHODS AND DATA SOURCES

The systematic review focused on research articles from four databases: Sage Journals, Google Scholar, ERIC, and EBSCO. The development of the inclusion and exclusion criteria was undertaken in a two-stage process defined by the need to obtain the most relevant and updated information about the perceptions of parents toward collaboration with professionals in early childhood special education. Figure 1 below presents an outline of the steps taken by the researcher to come up with the final list of articles for the systematic review.
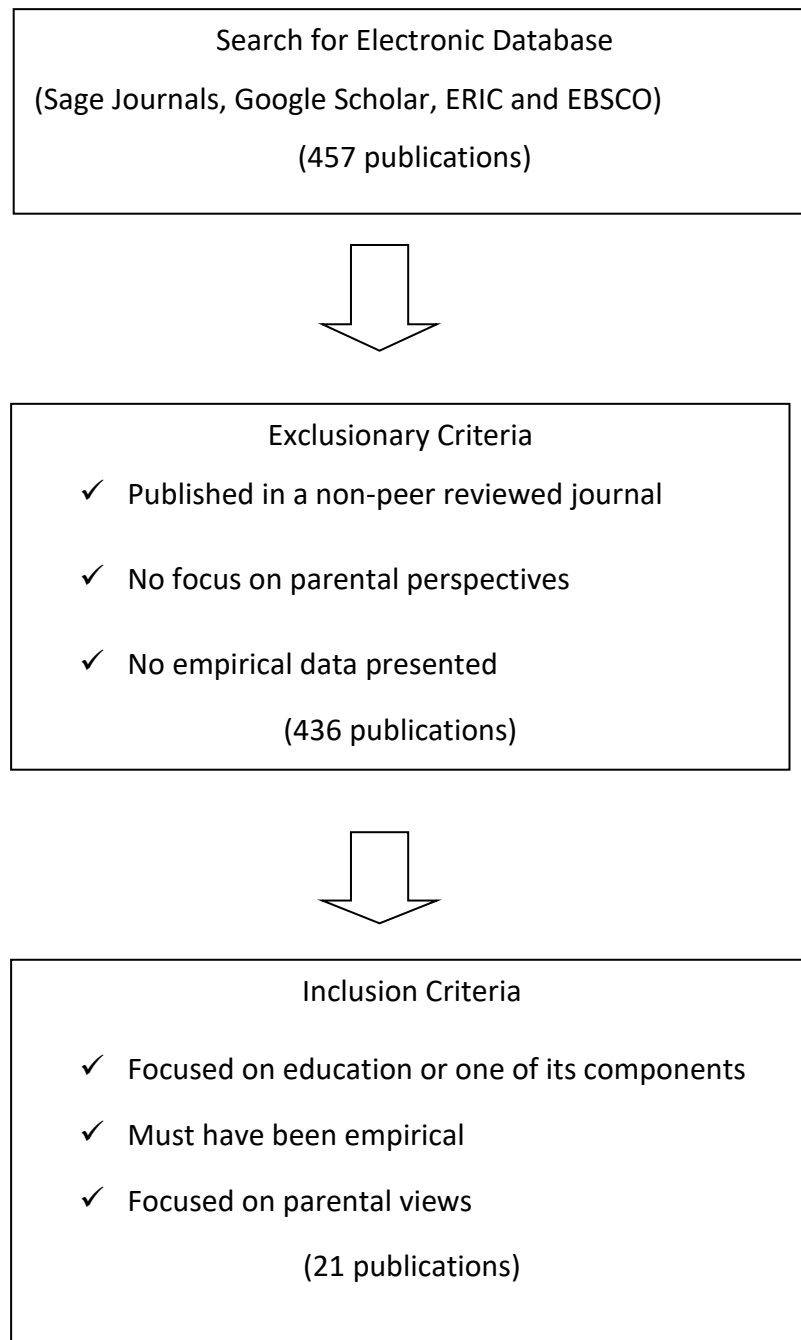
Search for Electronic Database

(Sage Journals, Google Scholar, ERIC and EBSCO)

(457 publications)

Exclusionary Criteria

✓ Published in a non-peer reviewed journal

✓ No focus on parental perspectives

✓ No empirical data presented

(436 publications)

Inclusion Criteria

✓ Focused on education or one of its components

✓ Must have been empirical

✓ Focused on parental views

(21 publications)

Figure 1: The used systematic review process

A. Database Search

The main descriptors used in the search process were "*parents' perceptions*" and "*early childhood special education*" which were searched together; and, "*education*" and "*collaboration*" and "*Saudi Arabia*" which were searched together. The search process yielded 457 publications. Of these, 121 publications were omitted from the final list because their focus was not education. Additionally, of the original articles retrieved, there were 56 that were similarly excluded from the review because they were not empirical studies.

B. Inclusion and Exclusion Criteria

Publications that focused only on the examination and exploration of general parental perceptions about collaboration in education and early childhood special education were given first priority for review. This criterion was formulated to only

Page | 33

obtain information that would be relevant to the views of parents or guardians of children who received educational services at a young age. Secondly, the information obtained was relevant to collaboration in the early childhood setting. The third criterion related to the selection of research articles was that they had an educational focus. The aim of using this measure of analysis was to maintain the focus of the study on the desired discipline – education.

The fourth criterion for inclusion adopted in this review was the focus on empirical studies. The main objective of following this strategy was to obtain credible pieces of information for analysis. No date range was used during the search in order to find articles about parents' perceptions in Saudi Arabia. The fifth criterion used to find empirical studies was entering the keywords using the Arabic and English languages. This criterion was used to review a variety of literature regarding Saudi parents in particular or Arab countries in general.

Lastly, the articles used in this review had to be from peer-reviewed journals, because these are considered credible sources of primary research data in the area of study. As highlighted in Figure 2, the initial assessment process yielded 457 publications using the descriptors: parents, perceptions, collaboration, early childhood special education, education, teachers, and Saudi Arabia. Please see the table in Appendix A for a list of the characteristics of these articles, based on the type of participants sampled, journal name, methods, study design, variables, findings, and implications.

C. Synthesis of the Findings and Results

As highlighted in the sections above, 21 articles were selected for analysis based on the selection criterion identified previously. This number was equivalent to about 6% of the total sample of articles obtained from the initial research. In sum, the studies investigated the views of 1,721 parents, 81 pre-school workers, 134 professionals, 18 early intervention providers, and 95 teachers. Fifteen of the publications were designed to expand academic knowledge concerning collaboration in early childhood education, while 10 extended the literature on collaboration. Three of the studies used the mixed methods framework, five used quantitative approaches, and 14 employed qualitative techniques. However, none of the studies focused on investigating the views of Saudi Arabian parents regarding collaboration across all levels of analysis, including in early childhood, elementary, or even the secondary level. This means that most of the literature was Western.

Generally, the findings assessed in this document suggest that parental views regarding collaboration form an important tenet of the provision of early childhood services. This focus departs from past research, which has typically concentrated on understanding teachers' views regarding collaboration (Cameron, 2018; Mngarah, 2017). In addition, there is a need to understand cultural competence and progress monitoring of educational programs, which should foster collaboration between parents and educators (Popa, Gliga, & Michel, 2012). These issues are partly explored in the section below, which highlights key themes that emerged from an analysis of the above-mentioned articles.

III. THEMES OF THE LITERATURE REVIEW

Four key themes emerged from the literature review. These included leadership and decision-making, attitudes of parents and teachers in collaboration, communication, and parent/teacher roles in collaboration. These themes are discussed below.

A. Leadership and decision-making.

Discussions about leadership and decision-making were present in five of the 21 journals examined. Aaron et al. (2014), Vuorinen (2018), Park et al. (2001), Singh and Zhang (2018), and Ingber and Dromi (2010), authored articles that discussed this theme. The researchers argued that effective collaboration between parents and teachers hinged on sound leadership and good decision-making processes. The need for proper leadership in bridging the gap between actual vs. desired types of collaboration between families and teachers was also discussed by the researchers vis-à-vis the need for proper leadership in collaboration (Ingber & Dromi, 2010; Park et al., 2001). The discussions were made through a review of the norms and values affecting partnerships forged between parents and teachers. The article by Singh and Zhang (2018) was particularly pivotal to this review because it addressed the need for effective leadership and expedited decision-making in providing families with support to collaborate with teachers in the preschool education setting. Leadership and decision-making were also presented as essential concepts in integrating the social, political, and economic aspects of collaboration to improve early childhood education outcomes. Broadly, although the five articles

discussed in this review highlighted leadership and decision-making as core themes of collaboration in early childhood education, the researchers did not explain the main components that contribute to successful leadership.

B. Communication.

Communication is another key theme that emerged from the review. This was developed from a review of the following articles: Bang (2018); Blue-Banning et al. (2004); Wanat (2010); Mereoiu et al. (2016); Mautone, Marcelle, Tresco, and Power (2015); Hebel and Persitz (2014); and Petrakos and Lehrer (2011). The researchers suggest that communicative practices characterized by passive behaviors and unreasonable demands from parents and/or teachers inhibit collaboration between the parties. Therefore, the need to establish proper meaning and context when fostering communication between parents and teachers was emphasized. In addition, the role of effective communication in collaboration was examined by investigating parents' views on factors that impede them from partnering with teachers to improve early childhood learning outcomes. Researchers suggested that both teachers and parents valued proper communication while providing and receiving services. However, parents often found it difficult to identify the best communication skills to use in the school setting (Blue-Banning et al., 2004; Wanat, 2010). Relevant to this assertion, the research review highlighted the need to use communication to improve home and school collaborative practices. Lastly, a comprehensive review of their findings emphasized the need to have a reliable construct for assessing the quality of communication between parents and teachers in early childhood development. Although the seven articles highlighted above presented communication as a tool for improving collaborative practices between teachers and parents, they did not provide specifics tips regarding how communication can be implemented based on the contexts or the setting.

C. Attitudes of parents and teachers.

The attitudes of parents and teachers toward collaboration also emerged as a core theme in the review. It was discussed in seven articles authored by Iversen, Shimmel, Ciacera, and Prabhakar (2003); Adams et al. (2016); Cui et al. (2016); Miller, Hilgendorf, and Dilworth-Bart (2014); Huang and Mason (2008); Cameron and Kovac (2017); and, Fallon and Zhang (2013). The researchers suggested that the views of teachers and parents toward collaboration in the inclusive classroom environment affect student outcomes. After exploring the attitudes of parents and teachers toward collaboration, the findings suggest that attitudes were often critical of parental involvement in collaboration. The researchers also shared the belief that "respect" and "love" were the two most important attitudes parents and teachers needed to promote to achieve successful collaboration in the early childhood education setting (Adams et al., 2016). These studies also attempted to delink conceptual and theoretical foundations of collaboration to inform education practices by examining the role of parents and teachers in adopting evidence-based collaboration practices in early childhood education (Cui et al., 2016). Alternatively, they examined the attitudes of both parties toward collaboration and found that they were rooted in the belief that collaboration was beneficial in promoting the educational development of children. Although the above-mentioned studies highlighted the importance of having a positive attitude when promoting collaboration between parents and teachers, they did not estimate the extent of the impact that these attitudes could have on collaboration.

D. Roles of parents and teachers.

The role of parents and teachers in collaboration emerged as the least discussed theme among the studies sampled. It was present in only two of the articles reviewed. Cameron (2018) authored one of these and suggested that parents prefer to cede control to professionals during collaboration because they believe that teachers can steer collaborative education programs better than they themselves can or make a better balance in roles. Therefore, most parents considered their role as secondary to that of teachers' when implementing education programs (Cameron, 2018). This finding has significant implications for practice because it increases the visibility of teachers in collaboration. Sormunen, Tossavainen, and Turunen (2013) authored the other article, which discussed the roles of parents and teachers in collaboration by examining the need to separate the tasks accorded to parents and teachers during the process. Indeed, the researchers found that some educational roles were the preserve of parents, while others required them to collaborate with other stakeholders to realize desired objectives. Although the research sampled in this review highlighted the need to distinguish parents' and teachers' roles in collaboration, they failed to account for context-specific factors that affect the practice.

IV. RECOMMENDATIONS FROM THE FINDINGS

A. Develop synergy.

Understanding the views of parents regarding collaboration is instrumental to making educational programs successful because it helps policymakers to better align linked programs with parents' needs (Aaron et al., 2014). This area of discussion touches on the need to develop synergy between parents and teachers because an improved alignment of program outcomes with teacher/parent input increases the efficiency of collaboration between both parties (Popa et al., 2012). This area of cooperation is important to the improvement of early childhood education outcomes, which has been highlighted by several studies on the difficulties associated with creating good relationships between parents and teachers (Cameron, 2018; Mngarah, 2017). In other words, policymakers have an easier time developing effective regulations on early childhood education -- and collaboration, in particular -- by understanding the quality of collaboration between parents and teachers, as the key stakeholders, in early childhood education.

Enhanced synergistic cooperation can be achieved if policymakers focus on the above-mentioned key area of educational performance, because parents and teachers will also better manage the expectations they have of each other if they have a common vision of what learning processes should entail (Aaron et al., 2014). This challenge underscores a key problem associated with teacher-parent relationships – mismatched expectations (Popa et al., 2012). Stated differently, the views of parents toward teachers' roles in the inclusive learning environment are often dissimilar from the expectations that teachers have of parents regarding collaboration. According to Cameron (2018), parents often expect teachers to guide or instruct their children in the learning process to achieve educational success. Alternatively, teachers expect parents to be supportive of the learning process by supplementing learning activities in the home environment (Aaron et al., 2014). Both parties may have different perceptions of the same problem but there is little doubt that they both want to foster the educational success of the children based on their individual needs. Consequently, both groups may have common expectations of academic performance, discipline, student behavior, and similar attributes, which are often linked with good performance in early childhood education. The similarities in expectations of teachers and parents are a positive factor in the goal of achieving synergy between the parties.

Improved performance should come from decreased resistance and improved cooperation from parents toward their children's education as educational programs should accommodate their views. The findings highlighted in the documents reviewed in this study could expand the volume of literature regarding parental participation in early childhood education, especially considering that parents' input is critical to the educational development of children in their formative years (Bang, 2018). Relative to this assertion, Aaron et al. (2014) and Wanat (2010) pointed out the need to equip educators with the knowledge required to manage the power of parental involvement in early childhood education, as such expertise supports the design of culturally appropriate teaching.

B. Develop culturally responsive teaching.

As highlighted by Huang and Mason (2008), undertaking a culturally responsive teaching plan is pivotal to securing the participation of families and other stakeholders in early childhood education. In addition, Miller et al. (2014) recommended the use of culturally responsive collaborative programs to secure the input of families and guardians in the implementation of teaching curriculum in special education settings. These views are instrumental to developing culturally responsive teaching plans. They also have implications for the context-specific nature of the study focus because educators in non-western countries, such as Saudi Arabia, can be better informed about the need to develop culturally responsive teaching practices.

C. Promote evidence-based practices and programs.

Early childhood development coursework and curriculum should be adapted to the unique needs of parents and teachers (Blue-Banning et al., 2004). Stated differently, there should be a heightened level of sensitivity to the needs of each stakeholder group (mostly parents in this case) during curriculum development. Notably, the relevance of experience and case-based applications in this review need to be considered when developing educational programs that require parental involvement, because the process of modifying these programs should be based on evidence-based practices (Hebel & Persitz, 2014). The inclusion of parents in the analysis is important in monitoring the progress of children in early

childhood education as they spend more time with their children than do their children's teachers (Blue-Banning et al., 2004). Therefore, educators should be conversant with the development of culturally responsive assessment processes.

V. DISCUSSION

Most of the literature presented here suggests that both parents and teachers have positive attitudes toward collaboration (Mngarah, 2017; Park et al., 2001). However, most of the discussions reviewed in this study are from a western-based perspective on collaborative practices for parents and teachers. This exclusivity in interpretation of findings may have significant implications on practice because it may be difficult to implement the recommendations obtained from western-based educational or collaborative systems in countries that do not share the same cultural and other characteristics (Cameron, 2018; Mngarah, 2017). For example, most Western education systems are student-focused, while Eastern countries tend to support a teacher-focused education model (Mngarah, 2017; Park et al., 2001). Furthermore, western education systems are relatively liberal in the implementation of new education policies and practices, while Eastern countries are cautious about embracing change (Mngarah, 2017; Park et al., 2001). This is particularly true for Saudi Arabia, which is a largely conservative society. Consequently, the mismatch in implementation between Western and non-Western countries may influence how early childhood education practices are implemented in Saudi Arabia and other Middle Eastern countries (Cameron, 2018; Mngarah, 2017).

Affecting these discussions is a renewed interest in understanding the roles of parents in promoting collaborative practices in early childhood education because of the expanding body of literature, which highlights their importance during the formative years of learning (Cameron & Kovac, 2017; Petrakos & Lehrer, 2011). The shift in focus has created the need to merge both parents' and teachers' perceptions of collaboration to create a holistic framework for providing learning support to children. Therefore, there should be an expanded assessment of the views of parents regarding collaboration in early childhood education.

Overall, this systematic review of the literature demonstrates a gap in the research since no Saudi-based studies emerged in the analysis. Furthermore, no Middle Eastern studies were located that investigated the views of parents toward collaboration with professionals in the early childhood special education settings. Based on this outcome, there is a need to undertake a deeper analysis of the views of Saudi Arabian parents regarding collaboration. Thereafter, educators should prepare teachers to adopt the findings and create fruitful partnerships with parents with the aim of creating synchrony (or harmony) in the provision of education support to children with special needs. Moreover, additional discussions should occur to investigate the cultural differences that exist among Saudi and western parents and how this may impact collaboration. Such investigations will increase the focus of peer-reviewed journals to include an analysis of parents' views regarding collaboration from a non-western perspective.

VI. LIMITATIONS

This systematic review was limited to parental views regarding collaboration. For example, all the publications listed in Figure 2 had to have included the views of parents regarding partnerships with different stakeholders in early childhood special education. The analysis was also limited to collaborative techniques between parents and other stakeholders in the education sector (Soodak & Erwin, 2000; Starr, Foy, & Cramer, 2001). Lastly, the researcher confined the data analysis process to a select group of descriptors (e.g., parents' perceptions, parents' attitudes, early childhood special education, early intervention, education, collaboration, and Saudi Arabia) to get in-depth information on the topic.

The lack of reliable and available data on collaboration between parents and teachers in Saudi Arabia was also a significant limitation. Indeed, as described in this report, most of the articles sampled were based on empirical investigations conducted in western countries. There were few studies presented from a non-western perspective when investigating the research topic, and virtually no studies investigated the same topic in Saudi Arabia. This limitation may influence the efficacy of what is known about parents and teachers toward collaboration in Saudi Arabia because it erodes the context-specific nature of the study findings. In other words, the findings may not represent the cultural-specific issues related to Saudi Arabia, which may affect collaboration between parents and teachers in early childhood education.

A. Implications for Practice

Based on the findings synthesized in this review, there is little doubt that teachers and parents play a vital role in improving the educational outcomes of children in their formative years of learning. However, there is little understanding regarding the nature of collaboration between both parties, in terms of how it is subject to various social, economic, and political characteristics of different countries and education systems. These variables highlight an important part of collaboration, which is the quality of engagement between teachers and parents. The quality of collaboration between both parties is partly explored through the analysis of interpersonal relationships between parents-professionals regarding their cultural backgrounds and overriding education systems. For example, several studies sampled in this review highlighted the role of culture in influencing the attitudes of teachers and parents toward collaboration (Huang & Mason, 2008; Miller, Hilgendorf, & Dilworth-Bart, 2014). Nonetheless, the same research demonstrated the difficulty associated with creating synergy between parents and teachers. Particularly, they draw attention to the need to prepare education professionals to take a proactive role in shaping educational programs of a collaborative nature (Huang & Mason, 2008; Miller et al., 2014). This issue emphasizes the need for teachers to prepare for collaboration, not only with other professionals but with parents as well. There is a significant level of versatility required of educational programs when managing collaborative educational programs. This idea is buoyed by studies that suggest parents tend to adopt a reticent stance when taking part in educational programs by ceding a lot of power and control to teachers (Huang & Mason, 2008; Miller et al., 2014). In other words, they intentionally or unintentionally take a secondary role in implementing collaborative educational programs.

The adequacy of teacher preparation in this field to collaborate with parents is an ongoing concern. Indeed, some instructors are not ready to work with outside parties to achieve specific learning goals (Vuorinen, 2018). Therefore, enhancing the quality of collaboration between parents and teachers should not only be deemed a good practice for enhancing productive communication but also a strategy for improving the educational outcomes of children with special needs. In addition, conducting periodic reviews of the progress made in this regard should improve the quality of collaboration in early childhood education by allowing educators to connect field knowledge with their classroom experiences to be implemented in other environments, such as those under parental supervision. Relevant to this discussion, Soodak and Erwin (2000) suggested that the practice of collaboration should be aided with administrative support because specific educational tools, such as curriculum development, need to be redesigned to accommodate the possibilities of improved outcomes through parent-teacher collaboration.

Overall, there is a need to understand how differences in political, social, or economic institutions affect how parents and teachers collaborate in early childhood education given that different countries have unique systems that could differently influence the same process. For example, the pervasiveness of Islamic principles in the Saudi Arabian education system could affect how parents and teachers collaborate. Alternatively, it could influence how the recommendations adopted from Western studies are implemented in a religious society. Therefore, there is need to undertake a context-specific analysis of collaboration among parents and teachers in the early childhood education setting.

VII. SUMMARY

The findings reviewed in this chapter, which investigated collaboration between parents and professionals in early childhood special education, are based mostly on findings regarding practices and observations in the United States. There is not much, if any, research on the experiences and perceptions of parents in non-western countries, such as Saudi Arabia, regarding collaboration in early childhood education. Indeed, the previous studies are almost silent on how parents or families in non-western countries perceive collaboration in the inclusive learning environment or how their cultures influence the quality of partnerships among education stakeholders in early childhood special education. The systematic review was conducted to investigate parents' perceptions. In particular, there has been no empirical studies investigating the perceptions of family members regarding collaboration within service provision for young children with special needs (birth to six years old) in Saudi Arabia. Therefore, this study aimed to address this gap and provide details on collaboration in early childhood special education in Saudi Arabia. This study investigated the perceptions of parents toward collaboration in early childhood special education in Saudi Arabia.

TABLE I: SUMMARY OF LITERATURE REVIEW ARTICLES

Table A

Selected Articles and Their Characteristics

Author(s) (year)	Journal	Participants	Purpose of Study	Type of Study	Variables	Focus	Recommendations
Park, Turnbull, and Park (2001)	*Research and Practice for Persons with Severe Disabilities*	10 Parents	Exploratory	Qualitative (Interviews)	IV: Collaboration between parents and teachers DV: Perspectives on collaboration	Collaboration between parents and teachers influenced perspectives on collaboration	There should be more interaction between parents and teachers in early education settings to improve their quality of engagement
Blue-Banning, Summers, Frankland, Nelson, and Beegle (2004)	*Exceptional Children*	32 Parents	Exploratory	Qualitative inquiry (Interviews and focus group discussions)	IV: Family and professional partnerships DV: Development of constructive guidelines for collaboration	Family and professional partnerships influenced the development of constructive guidelines for collaboration	Common sense and ordinary human decency nurture positive partnerships
Fallon and Zhang (2013)	*The Journal of Educational Thought*	16 Parents	Exploratory	Qualitative (Interviews)	IV: Perceptions of families, pre-service and in-service teachers DV: Quality of inclusive collaboration	Pre-service, in-service professionals and families have different perspectives about collaboration	There is a need for continued development of collaboration skills among educators and families of children with special needs
Singh and Zhang (2018)	*Australasian Journal of Early Childhood*	6 Parents	Interpretive	Mixed methods (Survey questionnaire and interviews)	IV: Parents' perspectives on collaboration DV: Quality of early childhood education	Families play an important role in influencing their children's lives, including their education performance	Understanding parents' views regarding collaboration in early childhood education improves the quality of family support for collaboration
Miller, Hilgendorf, and Dilworth-Bart (2014)	*Contemporary Issues in Early Childhood*	47 Parents	Exploratory	Qualitative (Semi-structured interviews)	IV: Families' perceptions of collaboration DV: Family engagement with schools	Parents have preconceived notions of collaboration, which influence how they engage with teachers	There should be more emphasis on family perspective as opposed to school perspective on collaboration
Adams, Harris, and Jones (2016)	*Malaysian Online Journal of Educational Sciences*	104 Parents and 95 teachers	Exploratory	Mixed methods (Surveys-Questionnaires and semi-structured interviews)	IV: Parent-teacher collaboration standards DV: Success in inclusive education	Parent-teacher collaboration affected the success of inclusive education	Everyone who has a stake in a child's life, needs to collaborate with the other stakeholder parties to improve educational outcomes
Mautone, Marcelle, Tresco, and Power (2015)	*Psychology School*	260 parents	Exploratory	Quantitative (Surveys – Question-naire)	IV: Family involvement in education DV: Quality of parent-teacher relationships	Family involvement in education improves the quality of parent-teacher relationships	Parent-teacher relationships should be periodically reviewed
Mereoiu, Abercrom-bie, and Murray (2016)	*Cogent Education*	47 Parents	Exploratory	Qualitative (Focus-group discussion)	IV: Professional learning interventions DV: Parents and special educators' perceptions of collaboration	Professional learning interventions influenced the perspectives of parents and special educators' perceptions of collaboration	There should be more training to help teachers and parents gain critical insight over each other's perspectives on collaboration
Vuorinen (2018)	*European Early Childhood Education Journal*	10 Parents	Exploratory	Qualitative (Interviews)	IV: Parents' perspectives and experiences of collaboration	Parents' experiences on collaboration make them	There is a need to discuss the norms and values that shape parents' perspectives on collaboration

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					DV: Parents' approach to collaboration	approach collaboration in different ways	
Iversen, Shimmel, Ciacera, and Prabhakar (2003)	Pediatric Physical Therapy	11 Parents and 18 early intervention (EI) providers	Program review	Quantitative (Survey questionnaire)	IV: Attitudes of parents and EI providers toward collaboration DV: Effectiveness of family-centered services	Parents and EI providers were satisfied with the effectiveness of their EI programs	EI providers need more resources to build parent-teacher collaborative networks
Huang and Mason (2008)	Multicultural Education	15 Parents	Program review	Qualitative (Interviews)	IV: Parents' attitudes, behaviors, and activities DV: Motivation to get involved in children's education	Parents' attitudes, behaviors, and activities affect their motivation to get involved in their children's education	Parents should be incentivized to participate in their children's education
Ingber and Dromi (2010)	The Journal of Deaf Studies and Deaf Education	120 Parents and 60 Professionals	Exploratory	Quantitative (Surveys)	IV: Characteristics of parents and professionals DV: Perceptions of early intervention programs	Characteristics of parents and professionals influence their perceptions of early intervention programs	Parents should be offered a wide range of services in early intervention programs to respond to the diverse needs of their children
Petrakos and Lehrer (2011)	Exceptionality Education International	31 Parents	Exploratory	Qualitative (Focus Groups)	IV: Parent's perception of collaboration DV: Quality of transition practices	Parents' perceptions of collaboration affect the quality of transition practices	There is a need to improve collaboration channels between parents and teachers
Sormunen, Tossa-vainen, and Turunen (2013)	Health Promotion International	348 Parents	Exploratory	Quantitative (Survey-Questionnaire)	IV: Influence of home and school environments DV: Success of collaboration between parents and schools	Home and school environments influence the success of collaboration between parents and schools	There should be more emphasis on the role of home and school environments in promoting collaboration
Aaron et al. (2014)	Physical & Occupational Therapy in Pediatrics	63 Parents and 74 professionals	Recom-mendation	Mixed Methods (Survey-questionnaire and Interviews)	IV: Parents' participation and team support DV: Intensity of early intervention services	Parents' participation and team support are not significant determinants of intensity of EI services	Factors other than parents' participation and team support influence intensity of EI services
Hebel and Persizt (2014)	International Journal of Special Education	20 Parents	Exploratory	Qualitative (Interviews)	IV: Perceptions of parents DV: Involvement in individual education programs	Positive parent-teacher collaboration increases involvement in individual education programs	Parent-teacher relationships should be nurtured often
Wanat (2010)	The School Community Journal	12 Parents	Exploratory	Qualitative (Semi-structured interviews)	IV: Parents' perspectives DV: Balance in parent-teacher relationships	Parents who have a positive view of collaboration have a better balance when forging parent-teacher relationships	Schools should make an effort to ensure parents are satisfied with collaboration

Cameron and Kovac (2017)	*Child Care in Practice*	141 Parents and 81 pre-school workers	Exploratory	Quantitative (Surveys - Questionnaires)	IV: Barriers to parental empowerment DV: Intensity of multidiscipli-nary collaboration	Barriers to parental empowerment influenced intensity of multidisciplinary collaboration	There needs to be effective and comprehensive change across support systems and professional practice to improve educational outcomes
Bang (2018)	*Social Behavior and Personality*	5 Parents	Exploratory	Qualitative (Interviews)	IV: Parents' behaviors DV: Parent-teacher collaboration standards	Passive and unreasonable parent behaviors inhibit parent-teacher collaboration	Parents and teachers should develop a common understanding during collaboration
Cui, Valcke, and Vanderlinde (2016)	*Journal of Social Sciences*	423 Parents	Exploratory	Quantitative (Survey - Questionnaires)	IV: Parents' perceptions DV: Quality of teaching competencies	Parents' perceptions affect the quality of teaching competencies	Parents' expectations and perceptions impact their cognition and assessment of teacher competencies

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