Education plays an important role in a child's life. The success of Children with Special Needs (CSN) in education greatly depends on the Teacher-Parent Collaboration (TPC) in their schools. This factor is highlighted in the Malaysia Education Blueprint 2013-2025. The purpose of this study was to explore to what extent TPC was practiced during the implementation of activities and to what extent the elements, parenting, communicating, volunteering, learning at home, decision making and, community collaboration were advocated in Epstein's Framework evident in the Special Education Integrated Program (SEIP) in two primary schools. Qualitative case study methodology was used and semi-structured interviews were carried out with 10 participants consisting of 2 administrators, 4 teachers, and 4 parents from 2 SEIP. Besides that, activities were observed and documents were analyzed to retrieve past records. The trustworthiness of data was determined through prolonged engagement, member checks and audit trail. The implementation stage of the TPC involved the teachers, the parents and teacher aides, who assisted the CSN. The activities implemented were based on the administrative portfolios, namely curriculum, co-curriculum and student affairs. Analysis of the interview and observation data showed that before implementing a scheduled activity the teachers and the SEPTA committee in MPS met for discussion. The teachers planned the agenda and after discussion they slotted the parents into the sub-committees based on the parental request. The working paper was prepared by the teacher in-charge and presented to the relevant authorities for approval. Then the sub-committees were responsible for implementing the activity with the cooperation of all and a final report was written based on the post-activity feedback. The implementation stage is very crucial as it needs to ensure that all agenda planned were well-executed. The parents need to be informed so that they can schedule their other programs. The implementation of teacher-parent collaboration in school activities will ensure quality education for children as envisioned in the Malaysia Education Blueprint.

Keywords: Teacher-parent collaboration, Epstein's framework, children with special needs, Malaysia Education Blueprint


