

Study on the Acceptance Attitude of Children with Special Needs in the Integrated Class

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Abstract

Integrated education is a special form of preschool education. By placing special children and ordinary children in the same teaching scene, it is expected to integrate ordinary education and special education into one. By fusion education idea as the background, this study from normal children for acceptance of special children, through the kindergarten 48 research analysis of 4 ~ 5 years old preschool children, establish a regression model is generated by the children's behavior, found that the fusion normal children in the class of special needs children in general and tend not to accept the cognitive level, But you can provide assistance to exceptional children at the behavioral level; There is a significant positive correlation between general attitude and cognition, emotion and behavior, while there is little correlation between behavior pattern and cognition. Therefore, it is necessary to formulate policies and regulations for preschool integrated education, open up pilot kindergartens for preschool integrated education, establish a touring mechanism for preschool integrated education, improve the professional level of teachers, and build a home-based cooperation platform, so as to promote the theoretical and practical development of integrated education.

Keywords

Pre-school Integrated Education; Special Education; Toddler; Acceptance of Attitude.

1. Introduction

Buysse, V., & Bailey, D. B. define preschool integrated education as: Special children aged 3 to 6 with developmental disabilities are placed in ordinary classes, study and live together with ordinary children, and special education services suitable for their development are provided for these special children, so that ordinary education and special education are integrated into one educational activity. Special education related to preschool integrated education is an important part of education and an indispensable part of high-quality education system. The Central Committee of the Party and The State Council attach great importance to special education [1]. The state requires that the quality of special education should be comprehensively improved, so as to promote the self-esteem, confidence, self-reliance and self-reliance of children and adolescents with disabilities and achieve their maximum development [2]. In the process of developing special education, popularizing the concept of special education and promoting the pilot of special education can guarantee the realization of more measures for the personality rights and interests of special children, and achieve the vision of special children smoothly integrating into ordinary children.

In this paper, ordinary children refer to children who are 4 to 5 years old and have sound physical and mental development in ordinary kindergartens. Children with special needs refer to all kinds of children who are significantly different from normal children in all aspects, including those with unilateral or multiple special needs in vision, hearing, speech, body, intelligence, spirit and so on. According to Zhang's Psychological Dictionary, acceptance attitude

refers to a persistent and consistent tendency held by individuals towards people, events and the world around them [10]. It is a mixture of feelings and impressions of individuals. Attitude can make individuals respond to the environment they are in, including cognitive, emotional and behavioral tendencies. The acceptance attitude of ordinary children to children with special needs refers to the persistent and consistent choice tendency of children with sound physical and mental development to those who have physical and mental development disorders and need to receive special education services.

Liu Zilin pointed out that the acceptance attitude of ordinary children to children with special needs is generally negative in the cognitive and emotional dimensions, but positive in the behavioral dimension. Ning Yafei pointed out that the effects of integration on the cognitive, emotional and behavioral tendencies of acceptance attitude were not consistent. Integration can promote the positive emotion and behavior tendency of ordinary children to children with special needs, and increase the attention of ordinary children to children with special needs, but it does not promote the knowledge and understanding of ordinary children to children with special needs. And in view of the integration of normal children in the education and research of special children existing data is less, about ordinary children for attitude research is lack of special children, only a small amount of literature points out the importance and necessity of integration education, still need further research, exploration, and on how to better carry out fusion education some Suggestions are given.

Therefore, in order to better study preschool education, promote the common understanding of the special children and children respect and accept the differences and diversity of human, at the same time fusion of pre-school education put forward some reference Suggestions, we aiming at 4 ~ 5 years old in fusion class ordinary children for special children in cognition, emotion, and behavior of three dimensions to accept attitude characteristics and correlation analysis, And provide relevant suggestions.

2. Research Design

2.1. Research Purpose

2.1.1. Sub-section Headings

Through investigation and research, this paper describes the cognition and peer acceptance attitude of ordinary children to children with special needs, discusses the differences and characteristics of the cognition, emotion and behavior of ordinary children to children with special needs, and compares whether there is a certain difference in the research results according to the gender of children. Based on this, the existing factors affecting the research results are speculated, and some reference suggestions are put forward for the better implementation of preschool integrated education, so that ordinary children can respect the differences and diversity of human beings, and promote the understanding of ordinary children to special children.

2.2. Research Object

In this study, 48 ordinary preschool children aged 4 to 5 from a kindergarten in Hangzhou City, Zhejiang Province were selected by random sampling survey method as the research objects. The distribution of the samples in this questionnaire is relatively even in terms of gender attributes: there are 25 girls (52.1%) and 23 boys (47.9%) in the sample. The age distribution of the sample population showed little difference, with a mean of 54.5 months and a standard deviation of 0.120. Based on this, it can be generally considered that this study does not have statistical significance under the condition of age distinction, and gender-based demographic differences analysis can be carried out.

2.3. Research Tools

This study mainly uses the scale survey method, supplemented by the necessary interview survey method to ask questions related to young children. The survey scale uses the "Peer Acceptance Attitude Scale of Ordinary Children to Children with Special Needs" produced by Liu Zilin, including cognitive dimension (9 items), emotional dimension (9 items), and behavioral dimension (16 items). According to the participants' acceptance of special children, the questionnaire is given in the form of a three-point scale, and according to the specific question content of the question, a score of 0, 1 and 2 points is given to the response (0 points mean that choosing this option tends not to accept special children, 1 point means that they do not know, and 2 points means that they choose this option to accept special children).

2.4. Data Processing

Spss statistical analysis tool is used for data analysis and processing, Cronbach's α coefficient method is used for reliability analysis, and then KMOs and Bartlett validity test analysis are used to obtain the credibility of the questionnaire survey results and the reasonableness of the questionnaire question setting. Based on the adoption of the first two data, this study further conducts descriptive statistical analysis, gender-based demographic analysis and correlation analysis.

3. Research Results and Analysis

3.1. Descriptive Statistical Analysis

Table 1. Statistic of description

description module	M	SD
total	0.990	0.250
cognitive dimension	0.980	0.180
emotional dimension	0.970	0.360
behavior dimension	1.020	0.370
Cognitive dimension_classroom situation	1.020	0.260
Cognitive dimension_Integrated life situation	0.930	0.250
Emotional dimension_Classroom or outdoor activities	1.010	0.330
Affective dimension_contact response	0.940	0.490
Behavioral dimension_classroom situation	1.040	0.330
Behavioral dimensions _ extracurricular situations	1.000	0.550
Behavioral dimension _ Integrated life situation	1.000	0.300
Effective N	48	

The results of descriptive statistical analysis of the data are shown in Table 1. The mean can reflect the level of inclination of participants, with a score below 1 tending to reject, and a score above 1 tending to accept. To a certain extent, the standard deviation reflects the degree of dispersion of respondents' response scores. Based on the results, the following conclusions can be drawn:

1. Participants tend not to accept special children at the general and cognitive level, and show an uncertain attitude at the cognitive level.

The average overall score was 0.990; Meanwhile, the average score of the participants in cognitive dimension was 0.977 with a standard deviation of 0.184, which was low compared with other aspects. The above results show that participants tend to reject exceptional children at the overall and cognitive levels, and their attitudes at the cognitive level are more uncertain (standard deviation represents the range of data fluctuation, and a small standard

deviation can be considered as less data distributed on both sides of the average;At the same time, in this study, a score of 1 is interpreted as "don't know". Therefore, in the case that many participants choose a score of 1, it can be concluded that although participants tend to reject it in this aspect, more participants tend to unify their cognition to "not sure").

2. Participants tend to recognize the personality rights and interests of special children as natural persons and can provide assistance for special children at the behavioral level.

Behavior measurement mainly examines the performance of participants in the face of unexpected situations of special children, reflecting the awareness of protecting the personality rights and interests of special children as natural persons.In this respect, the average score of the participants was 1.015, which was higher than the median value of 1 point: it showed that the participants were inclined to recognize the personality rights of special children as natural persons and could provide assistance to special children at the behavioral level.

3. The specific psychological and behavioral performance of the participant group may vary greatly.

The standard deviation of participants' scores in contact response in the affective dimension and extracurricular situation in the behavioral dimension was larger than that of other items, indicating that their measured scores fluctuated significantly. In other words, the scores of contact response in the affective dimension and extracurricular situation in the behavioral dimension were significantly different among participants (SD=0.492 and SD=0.546).The specific psychological and behavioral performance of the participant groups in these aspects may be quite different.

3.2. Demographic Difference Analysis

Table 2. Demographic Difference Analysis (by Gender)

Independent sample test (equal variance)	T-test of the mean equation	
	Sig.(Bilateral)	Standard deviation
total	0.961	0.072
cognitive dimension	0.559	0.054
emotional dimension	0.812	0.104
behavior dimension	0.670	0.107
Cognitive dimension_classroom situation	0.982	0.075
Cognitive dimension_Integrated life situation	0.393	0.071
Emotional dimension_Classroom or outdoor activities	0.506	0.095
Affective dimension_contact response	0.925	0.144
Behavioral dimension_classroom situation	0.513	0.096
Behavioral dimensions _ extracurricular situations	0.602	0.159
Behavioral dimension _ Integrated life situation	0.914	0.089
df		46

Demographic analysis was conducted on the data based on gender differences, and the results are shown in Table 2.The results confirmed that there was no significant difference in the acceptance degree of children with special children based on gender (P>0.05).It is believed that the acceptance of special children is not affected by the child's gender.

3.3. Analysis of Correlation

Table 3. Spearman correlation coefficients in subdivision dimension

variable	2	3	4	5	6	7	8	9	10	11
Cognitive dimension_classroom situation	0.23	-0.22	-0.12	0.14	-0.11	-0.05	0.82***	-0.17	-0.17	0.11
Cognitive dimension _integrated life situation	-	0.4	0.26	0.32	0.38	0.47*	0.75***	0.35	0.42*	0.56**
Emotional dimension_Classroom or outdoor activities	-	-	0.58**	0.51*	0.55**	0.67***	0.09	0.83***	0.61**	0.72***
Emotional dimension_contact response	-	-	-	0.77***	0.84***	0.74***	0.07	0.94***	0.85***	0.88***
Behavior Dimension_Classroom Scenario	-	-	-	-	0.78***	0.72***	0.28	0.75***	0.89***	0.86***
Behavior Dimension_Extracurricular Scenarios	-	-	-	-	-	0.84***	0.15	0.81***	0.96***	0.9***
Behavior Dimension_Integrated Life Scenario	-	-	-	-	-	-	0.25	0.8***	0.91***	0.89***
Cognitive dimensions	-	-	-	-	-	-	-	0.09	0.23	0.41*
Emotional dimensions	-	-	-	-	-	-	-	-	0.85***	0.91***
Behavioral dimensions	-	-	-	-	-	-	-	-	-	0.95***
Total	-	-	-	-	-	-	-	-	-	-

Correlation analysis was conducted on the relationship between data and dimension, and the results were shown in Table 3. The subscript "*" can be considered as high correlation between modules, "***" can be considered as high correlation between modules, and "****" can be considered as the highest correlation. Based on the results, the following conclusions can be drawn:

1. There is little correlation between participants' behavior patterns and cognition, especially with the performance in the classroom situation of cognitive dimension.

The data showed that the correlation between cognitive dimension and behavioral dimension in the questionnaire was low (significance $P=0.28$), and it could be considered that the correlation between participants' behavior patterns and cognition was small, especially in the classroom context of cognitive dimension.

2. The overall attitude of the participants towards the special children group has significant positive correlation with cognitive, emotional and behavioral dimensions.

The significance index P of the population and cognition, emotion and behavior all reached 0.000 ($P < 0.001$), which was extremely significant, indicating that there was a correlation between the population and the three, and the Pearson correlation index was positive, so there was a significant positive correlation between the population and the three. In other words, the overall attitude of the participants towards the special children group was positively correlated with the cognitive, emotional and behavioral dimensions.

3. There is no statistically significant relationship between the classroom situation and the participants' orientation towards special children.

The significance coefficient of classroom situation in cognitive dimension was generally low for other items ($P > 0.05$), and only had significant positive correlation for cognitive dimension ($P = 0.000$). This data indicates that classroom situations do not have a statistically significant relationship with participants' various tendencies toward special children.

3.4. Linear Regression Analysis

Linear regression analysis was conducted to explore the influence of cognition and emotion on behavior, and the degree of influence was quantitatively analyzed. See Table 4 for details.

Table 4. Model Summary Table (B)

R	The square of R	Adjust R2	Standard Estimated Error
0.856a	0.733	0.721	0.193

a. Predictors: (constant), affective dimension, cognitive dimension.

b. Dependent variable: behavior dimension.

Based on the results, it can be concluded that cognition and emotion have a great influence on behavior. The fitting degree of regression model was adjusted R2=0.721, and the fitting degree was good. It means that the independent variable can explain 72.1% of the reason for the change of the dependent variable, that is, 72.1% of the behavioral tendency of the participants towards special children is caused by the cognitive and emotional dimensions.

Table 5. Table of coefficients (a)

	B	standard error	Beta	t	P	VIF
(constant)	-0.113	0.166		-0.677	0.502	
Cognitive dimensions	0.304	0.154	0.153	1.980	0.054	1.004
emotional dimension	0.853	0.079	0.832	10.772	0.000***	1.004

c. Dependent variable: behavior dimension.

d. Note: * means $p < 0.05$, ** means $p < 0.01$, *** means $p < 0.001$.

The affective dimension had a significant effect on the behavioral dimension ($p < 0.001$). Looking further, the regression coefficient of the emotional dimension is a positive number, that is, the more positive the participant's emotional dimension is, the more positive the behavioral dimension is, and vice versa. The influence of emotion on behavior is beyond doubt, including the aforementioned studies, many studies have confirmed the significant influence of individual emotion and emotion on behavior [12][13].

When considering the influence of sentiment dimension on behavior, it can be seen that the VIF of sentiment dimension is lower than 5, which means that there is no multicollinearity among variables. And for this study, the independent variables have only emotional dimension. As shown in Figure 1, the residuals generally follow a normal distribution, and the residuals of the regression model pass the diagnosis. The above proves that the model obtained by analysis has credibility.

The cognitive dimension has a marginal significant effect on the behavioral dimension ($0.05 < P < 0.1$), which means that the cognitive dimension has the possibility to affect the individual behavioral tendency. See Table 5 for details. For this marginal significance, this study believes that if the survey sample is expanded, the influence of cognitive dimension on behavioral dimension may become significant. However, there are few researches on the influence of cognition on behavior. Based on the current research results, it can be inferred that

cognition may further influence individual behavior on the premise of affecting emotion and emotion, leading to the tendency of individual behavior. Taking learning as an example, a positive mental state in learning may eventually lead to the enthusiasm of learning behavior by influencing emotions [14].

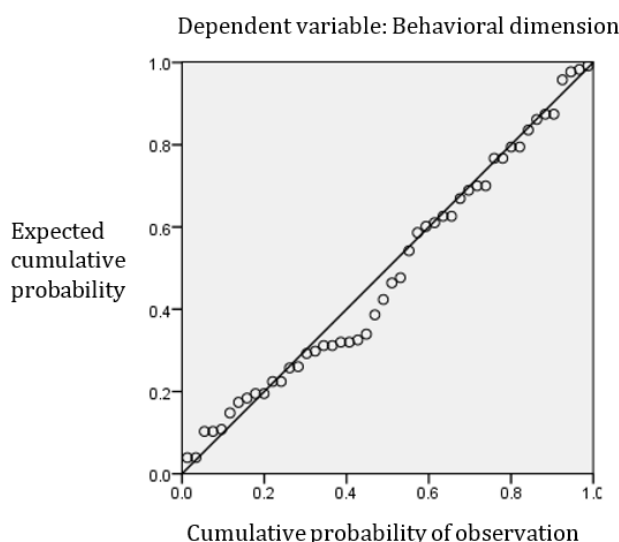


Figure 1. Standard P·P plots of the regression normalized residuals.

Based on the above analysis, the quantitative relationship (regression equation) between the emotion dimension and the behavior dimension is obtained as:

$$a = -0.113 + 0.853 * b \tag{1}$$

(a = behavioral dimension, b = emotional loudness)

4. Discussion and Suggestions

4.1. The Reason Analysis of the Result of Acceptance Attitude

4.1.1. Ordinary Children have Not Yet Formed Externalized Empathy in Empathy

From the appearance, special children often have facial expression dull, lack of rich expression, poor coordination of body movements, frequent noise in collective teaching, serious stereotypical behavior characteristics. These external manifestations have given other ordinary children some negative impression, so that they have the feeling of "hate this person", so they will take the attitude of ignoring and ignoring these special children, and isolate the special children. At the same time, when treating these special children, they use verbal slander or use violent actions.

The reason for this may be that although young children in this period have the ability to empathize [15], they have not formed externalized empathy and do not have the ability to consider problems from the perspective of others. Their cognition is constantly assimilating, adapting and balancing, but it has not yet reached a mature level.

4.1.2. Ordinary Young Children are Emotionally Fluctuated and Easily Affected by Internal and External Environments

Emotion will affect children's interactive behavior and cause substantial explicit behavior. However, children's emotions are impulsive, unstable and exposed, and their emotions are not rich and their ability to regulate emotions is weak. In reality, it is difficult to

control the emotional changes of children, so it is necessary to analyze the factors affecting the formation of children's emotions.

Ordinary young children with special needs children emotional basically has the following several factors: young children's biological and physical characteristics, individual differences between children's temperament, family environment and family relations, the kindergarten education of campus, violence on TV and TV advertisements, children are influenced by the culture, their abilities in all areas of development (e.g., cognitive, language, etc.). Biological characteristic is children's individual temperament is the root cause of formation, and determinants of individual differences, family environment, social environment result in children's education is different, the day after tomorrow their abilities in various areas of development is not balanced, young children's emotional volatility will lead to their treatment of special children's attitude and behavior is not stable, would be help for teachers' positive guidance of special children, Also because of TV violence and other factors will produce the psychological rejection of special children.

4.1.3. Ordinary Children Tend to Accept Special Children in Behavior, But Their Values Still Need to be Guided

In terms of behavioral dimension, ordinary children think that helping vulnerable groups is taken for granted and can be praised. Therefore, in the measurement of the scale, ordinary children generally score very high in behavioral dimension. It can be said that in the aspect of behavior, the class of ordinary children are accepted and concerned about special children.

But behavioral acceptance is not enough. The interaction behavior of acceptance is short, and its influencing factors are complex. According to the research results, this kind of behavior is directly affected by emotional factors. More extensive studies believe that the influencing factors of children's behavior dimension mainly include family education, education in nursery institutions, activity materials and activity nature, and children's own characteristics (behavioral characteristics, social skills and strategies).

If we only analyze the emotional driving factors that lead ordinary children in this class to have a better attitude towards the peers of children with special needs, the possible explanations include: children's value tendency contributes to their behavior tendency, and children's behavior serves to satisfy their value tendency. Specifically, when children take "being praised" as the value tendency of behavior, it will tend to make the action conform to the standard of "being praised". Other studies have confirmed this tendency. Children's angry behavior pattern under specific situational reasons seems to be to meet their needs -- value satisfaction, which is also in line with the functionalist view of emotional expression [16].

4.2. Countermeasures

4.2.1. Ordinary Children Tend to Accept Special Children in Behavior, but Their Values Still Need to be Guided

Policies and regulations on preschool integrated education have been formulated to safeguard children's rights and interests.

Taking the United States as an example, as early as 2004, the United States proposed the Education Improvement Act for the Disabled, which gave policy guidance for preschool integration education in the United States, emphasizing the improvement of teachers' integrated education literacy in the pre-vocational training stage [18], and achieved good results. The current situation of domestic preschool education laws and regulations is still imperfect and incomplete compared with other industry regulations and foreign laws [17]. Integrated education is another study in preschool education, and only sound laws can promote the protection of young children, safeguard the legitimate rights and interests of young children, and promote the effective integration of ordinary children and special children. For example,

the United States' 2004 Amendment Act on the Education of Persons with Disabilities has improved the transfer program for pre-school children with special needs; New rules of the 2011 Law on the Education of Persons with Disabilities introduce the necessary curricula to enable children with special needs to master the tools to succeed both inside and outside school.

4.2.2. Pilot Kindergartens for Integrated Preschool Education Will be Opened to Improve Relevant Theories and Practices

Although more than 60% of kindergarten teachers find that there are children with special needs in the class, and 30% of the preschool education classes in the actual survey have enrolled special children [18], it is not common in the current integrated education kindergartens. At the same time, the quality of integrated education in kindergartens is also uneven. Only by truly popularizing the practice of integrated education and the emergence of specialized kindergartens can we produce a new cognition in practice, so as to support, improve and test theories and models. For example, pilot kindergartens are opened, and 2-4 special children are integrated in each class (ordinary teaching class), and feedback records such as early childhood teaching and rehabilitation are carried out regularly.

4.2.3. Establish a Tour Mechanism for Pre-School Integrated Education to Provide Timely Feedback on Relevant Issues

The development of any educational activities needs a certain test feedback mechanism, and further adjustment and modification should be made according to the feedback situation, so as to promote the better development of educational activities. At present, integrated education still needs to be improved and improved. We have established a tour visit mechanism for preschool integrated education, which is aimed at ordinary children and special children in it, as well as teachers and other participants who carry out in-depth practice courses twice a month. Targeted case study and judgment should be carried out in the aspects of early childhood education and teaching and rehabilitation of special children, and reasonable individualized education and rehabilitation plans and continuous case management should be made to ensure the quality of education and provide corresponding help.

4.2.4. To Enhance the Professional Level of Teachers, Improve Their Educational Level and Cognition of Integrated Education

According to the characteristics of children group and research, children's acceptance attitude is often affected by many factors. The professional ability of teachers determines the intensity and quality of educational activities. Teachers play a key role in the process of children's education, and the promotion of teacher professionalism can give positive guidance to children. For example, children's behavior tends to meet the standard of "being praised", so teachers can use this characteristic to set relevant behavioral standards and give children rewards or verbal encouragement that meet the requirements. At present, teachers' understanding and practical operation degree of preschool integrated education are low, so it is particularly important for teachers to carry out effective learning and professional promotion in this aspect.

4.2.5. Promote the Active Cooperation of Parents and Build a Homeland Cooperation Platform

In the process of children's growth, they not only need the guidance of teachers, but also need the subtle influence of parents. Good value guidance and appropriate external environment stimulation can affect young children's acceptance attitude. The active cooperation of parents is not only a positive attitude, but also a scientific and effective education system to maximize the educational benefits for young children. In particular, parents of special children may be in a knowledge blind area in educating their children, and they need to cooperate with relevant personnel in a timely manner to better promote the physical and mental development of children.

Children's education activities are a full range of subtle, parents, teachers and other people around children can not be isolated, they play a role together. Therefore, it is necessary to build an effective communication platform, contact parents and teachers, so that both sides can exchange information. In order to better highlight the utility of the platform and create and maintain a positive home communication environment, the platform can add relevant agreements of equal and friendly communication, and remind or punish users who do not follow the rules.

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