

Reading Intervention for Struggling Readers: Supporting Diversity of Learners

Claridel V. Bijis¹

¹Graduate School, Master of Arts in Educational Management the Rizal Memorial Colleges, Inc. Davao City, Philippines

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Abstract: This qualitative research study examined the reading intervention practices and coping mechanisms of primary grade teachers in addressing the needs of struggling readers in Mati Central District, Division of Mati City. Grounded in a phenomenological approach, the study explored the lived experiences of ten teacher-participants through in-depth interviews and focus group discussions. The participants were selected based on their extensive teaching experience and consistent performance in literacy instruction. The analysis revealed three key themes related to reading intervention strategies: recognizing diverse learner needs, utilizing culturally responsive and inclusive practices, and employing multi-sensory and adaptive instructional techniques. In terms of coping mechanisms for challenges encountered, teachers demonstrated resilience by creating professional collaboration, adapting flexible use of instructional materials and schedules, fostering emotional resilience and reflective practices. Additionally, educational management insights emerged from the study, highlighting the need for data-driven decision-making, flexibility in scheduling and curriculum pacing, and sustainable intervention frameworks. The study offers meaningful implications for improving literacy instruction among struggling readers by providing practical, teacher-informed insights that can inform policy development, teacher training, and school-based reading programs.

Keywords: Reading Intervention; Struggling Readers; Diversity of Learners.

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I. INTRODUCTION

➤ Background of the Study

Struggling readers come from diverse backgrounds and may face literacy difficulties influenced by cognitive abilities, language differences, cultural experiences, and socioeconomic conditions. These factors affect their academic performance and highlight the need for responsive and inclusive reading interventions. This study focused on examining effective approaches that address the unique needs of struggling readers, promote equity, and improve literacy outcomes. Reading interventions play an important role in reducing achievement gaps, supporting learners with special needs, and enhancing teachers' ability to provide individualized instruction. These programs also contribute to improved teacher training, the integration of technology in literacy development, support for multilingual learners, and the creation of opportunities for students to achieve academic and lifelong success.

International studies emphasize the importance of culturally and linguistically responsive reading interventions. In Kenya, multilingual structured pedagogy helped support children at risk of reading failure by addressing diverse language backgrounds (Goldenberg, 2020). However,

challenges remain in adapting interventions across different cultural and linguistic settings, particularly in developing countries (Kim, 2020). In the United States and Canada, research shows that bilingual approaches and cross-language strategies are more effective in supporting English language learners compared to traditional English-only interventions (Gersten, 2020; Gottardo, 2021).

In the Philippines, reading difficulties remain a significant concern, as many students continue to perform below expected reading proficiency levels. The PISA 2018 results revealed that a large percentage of Filipino learners failed to reach basic reading proficiency, influenced by socioeconomic challenges, limited resources, and learning environment factors (Besa, 2019). Programs such as the Philippine Informal Reading Inventory (Phil-IRI) and "Hamon: Bawat Bata Bumabasa" have attempted to address these concerns, but issues related to resources, teacher preparation, monitoring, and community involvement continue to affect their implementation (Adapon & Mangila, 2020; Department of Education, 2020).

Another challenge in Philippine reading interventions is the limited availability of culturally relevant materials. Many programs rely on standardized Filipino and English texts that

do not reflect the experiences, languages, and cultural backgrounds of indigenous and rural learners. As a result, students may struggle to connect with reading materials, reducing engagement and motivation (De Castro & Miranda, 2021).

In Mati, Davao Oriental, the lack of age-appropriate and culturally responsive reading resources remains a concern, particularly among indigenous and rural learners. Existing intervention materials often fail to represent learners' cultural contexts, limiting their effectiveness in developing reading skills. Addressing this gap requires the creation of localized reading materials and interventions that recognize learners' diverse backgrounds and promote meaningful literacy development (Ramos & Del Rosario, 2021).

➤ Research Questions

In line with the purpose of exploring the strategies of teachers in reading intervention for struggling readers including the coping mechanisms with the challenges that they encountered, this study specifically sought answers to the following research questions:

- What are the reading interventions of teachers for struggling readers?
- How do teachers cope with the challenges encountered in reading intervention for struggling readers?
- What insights can be drawn from reading intervention of struggling readers?

➤ Theoretical Lens

This study is grounded in Vygotsky's Sociocultural Theory, which explains that reading skills develop through social interaction, collaboration, and guidance from teachers or more capable peers. According to Vygotsky (1978), learning occurs within the Zone of Proximal Development (ZPD), where appropriate scaffolding helps learners achieve higher levels of understanding. This perspective supports reading interventions that incorporate peer-assisted learning and teacher guidance, which have been shown to improve reading comprehension and motivation among struggling readers from diverse backgrounds (Anderson & Johnson, 2021). The study is also anchored in the Response to Intervention (RTI) framework, a multi-tiered approach that emphasizes early intervention, continuous progress monitoring, and data-driven instruction to provide individualized support for learners with varying reading needs (Kwon & Santos, 2022).

In addition, the study is based on the Simple View of Reading (Gough & Tunmer, 1986), which states that reading comprehension depends on two essential skills: decoding and language comprehension. Weakness in either component limits overall reading ability, making balanced instruction necessary. Reading interventions therefore combine phonics and decoding activities with vocabulary development and comprehension strategies to strengthen both skills. Together, these theoretical foundations provide a comprehensive framework for designing effective reading interventions that address the diverse needs of struggling readers while promoting meaningful literacy development.

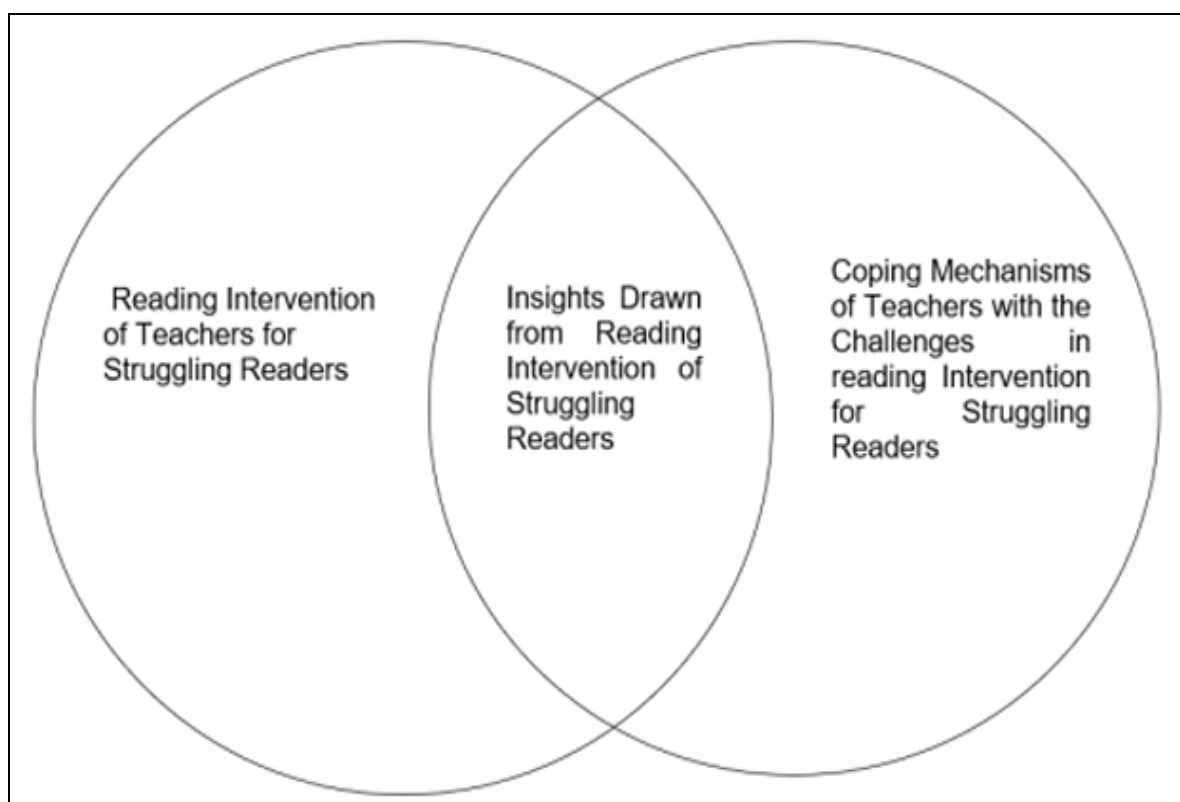


Fig 1 Conceptual Framework of the Study

II. METHODOLOGY

➤ *Design and Procedure*

This study employed a qualitative phenomenological research design to explore the lived experiences of elementary grade teachers in implementing reading interventions for struggling readers. Phenomenology focuses on understanding participants' experiences from their own perspectives while setting aside the researcher's assumptions (Lester, 1999, as cited in Bhandari, 2020). This approach is appropriate for examining how teachers perceive, interpret, and respond to the challenges of supporting struggling readers, providing deeper insights into their experiences and coping strategies (Qutoshi, 2021).

Data were primarily collected through in-depth interviews, complemented by structured questionnaires with open-ended questions to include teachers who were difficult to interview individually (Delve & Limpaecher, 2022). The qualitative approach emphasized rich, descriptive narratives and considered both verbal and nonverbal responses to better understand participants' experiences. The collected data were systematically coded and analyzed to identify recurring themes, providing a meaningful interpretation of teachers' reading interventions and coping mechanisms.

➤ *Research Participants*

This study involved ten (10) primary grade teachers from the Mati Central District, Division of Mati City, who were purposively selected as participants. Five teachers participated in in-depth interviews (IDI), while the remaining five joined focus group discussions (FGD). The participants met the following criteria: at least five years of teaching experience in the Department of Education (DepEd), a plantilla position from Teacher I to Teacher III, and a Very Satisfactory performance rating for the past three consecutive years, regardless of gender.

All participants had firsthand experience in implementing reading interventions for struggling readers, enabling them to provide rich and relevant insights into the challenges and coping strategies involved in improving learners' reading skills. Purposive sampling ensured that the selected teachers possessed the knowledge and experience necessary to generate meaningful and credible findings aligned with the objectives of the study.

➤ *Research Instruments*

To ensure the trustworthiness of the study, multiple qualitative data collection methods were employed to capture the authentic experiences of primary grade teachers in implementing reading interventions for struggling readers. Data were gathered through audiotaped in-depth interviews, focus group discussions (FGDs), peer debriefing, and field notes. Five teachers participated in individual in-depth interviews, while the other five joined FGDs. Each interview lasted approximately 1 hour and 15 minutes and was conducted over four days. Open-ended interview questions were designed to elicit detailed accounts of teachers' experiences, intervention practices, and coping strategies.

In-depth interviews allowed participants to share their personal experiences and interpretations of teaching struggling readers (Fuster-Guillen, 2019), while participant observation provided additional insights into the instructional context. Focus group discussions encouraged participants to exchange ideas and reflect on shared experiences, generating richer and more comprehensive data through group interaction (Stewart & Shamdasani, 2019; Krueger & Casey, 2020). The integration of these methods strengthened the credibility and depth of the study's findings.

➤ *Data Analysis*

This study employed thematic analysis following Creswell's (2012, as cited in Chali, Eshete, & Debela, 2022) approach to analyze data from in-depth interviews and focus group discussions with primary grade teachers. The process involved familiarizing with the data, coding significant responses, grouping related codes into categories, and developing, reviewing, and refining themes that reflected teachers' experiences and coping strategies in implementing reading interventions for struggling readers. The identified themes were then clearly defined, named, and presented in a narrative supported by participant quotations and relevant literature, providing a meaningful interpretation of the teachers' lived experiences (Fuchs, 2023).

➤ *Framework of Analysis*

This study utilized framework analysis to systematically examine the qualitative data gathered from primary grade teachers regarding their experiences in implementing reading interventions and addressing the needs of struggling readers. This method is well-suited for applied educational research because it provides a structured process for organizing, coding, and interpreting qualitative data (Fuchs, 2023; Goldsmith, 2021). Interview transcripts, audio recordings, and field notes were organized, coded, and grouped into categories, from which broader themes were developed to capture the teachers' shared experiences and coping strategies.

To ensure the trustworthiness of the findings, the study employed triangulation by comparing data from in-depth interviews, focus group discussions, and field notes. Peer debriefing and adviser consultations further strengthened the credibility of the interpretations. The findings were then presented thematically, integrating participants' narratives with relevant literature to provide meaningful insights into the challenges and resilience of primary grade teachers in supporting struggling readers.

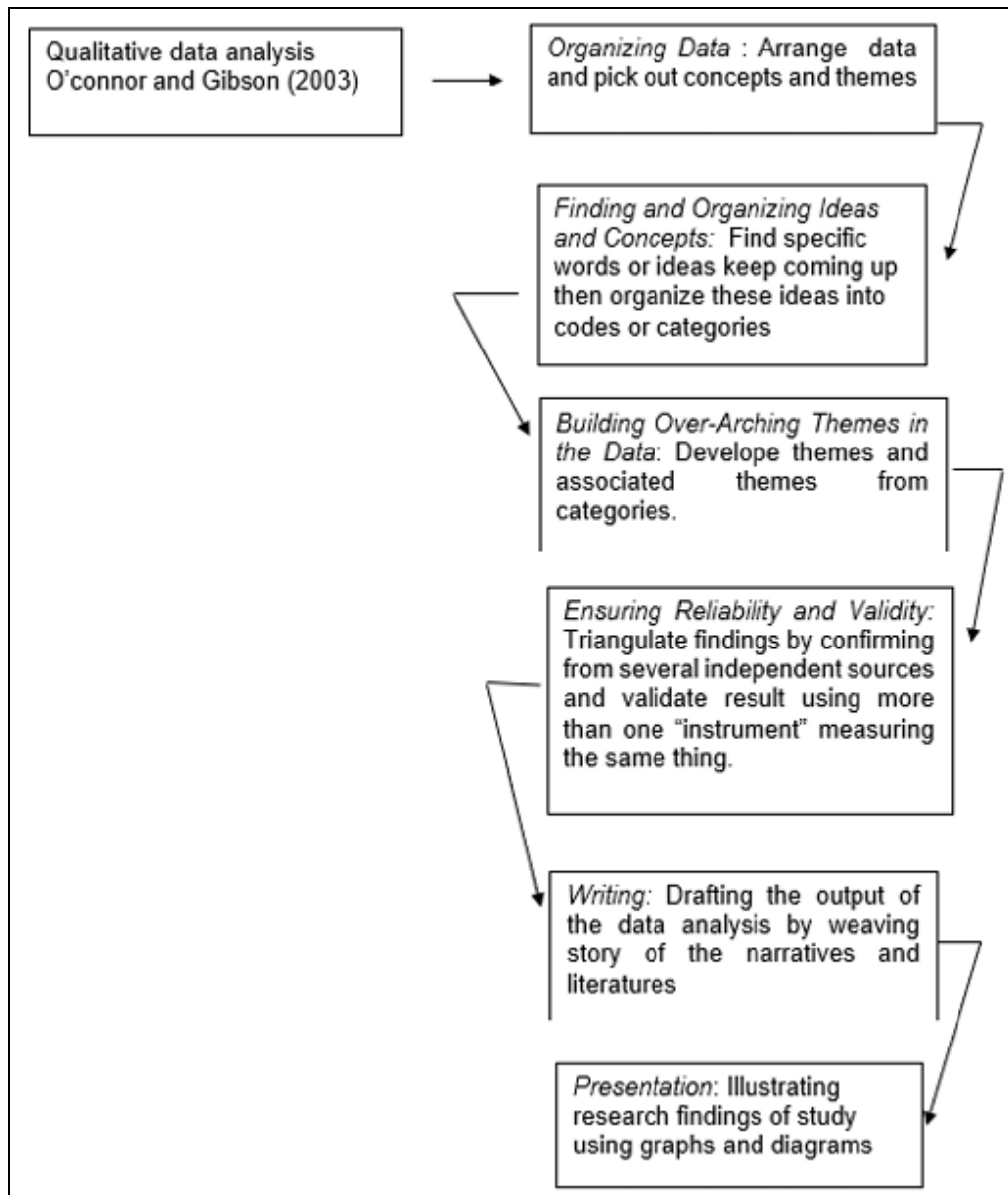


Fig 2 Analytical Framework of the Study

III. RESULTS AND DISCUSSIONS

➤ Reading Interventions of Teachers for Struggling Readers

Effective reading interventions for struggling readers should be inclusive, equitable, and responsive to individual needs. Teachers play a vital role in addressing learning gaps through culturally relevant practices, multisensory instruction, and data-driven teaching strategies that promote literacy success for all learners. To implement these interventions effectively, teachers need continuous professional development and training in evidence-based practices (McLeskey et al., 2020). Moreover, collaboration among general education teachers, special education teachers, and language specialists strengthens intervention efforts by providing coordinated and consistent support for struggling readers within an effective Response to Intervention (RTI) framework (Vaughn & Fletcher, 2022).

• Recognizing Diverse Needs

Reading intervention should be flexible, differentiated, and responsive to the diverse needs of learners experiencing reading difficulties. Effective support considers factors such as language background, cognitive abilities, prior knowledge, and socio-emotional development to provide meaningful and targeted instruction (Gay, 2020). Culturally responsive teaching further strengthens reading interventions by incorporating learners' cultural experiences into instruction, improving engagement and comprehension (Ladson-Billings, 2021). These principles are reflected in the teachers' narratives on addressing learners' individual needs.

"Bilang guro, ang una kong ginagawa ay kilalanin ang bawat estudyante ko. Tinitignan ko kung saan sila nahihirapan sa pagbabasa – kung sa pagkilala ba ng letra, sa pagbuo ng salita, o sa pag-unawa sa binabasa. Para sa reading intervention, ang madalas kong gamitin ay ang 'explicit phonics instruction' kung saan tinuturo ko nang

sunud-sunod ang tunog ng bawat letra at kung paano ito pagsamahin para makabuo ng salita. Ang karanasan ko dito ay nakakatuwang makita yung unti-unting pag-unlad nila mula sa hindi makabasa ng simpleng salita hanggang sa kaya na nilang bumasa ng maikling kwento." ("As a teacher, the first thing I do is get to know each of my students. I look at where they are struggling in reading – whether it's in letter recognition, word formation, or reading comprehension. For reading intervention, what I often use is 'explicit phonics instruction' where I teach the sound of each letter sequentially and how to combine them to form words. My experience with this is rewarding because I see their gradual progress from not being able to read simple words to being able to read short stories.") (P1)

"Para matulungan ang iba't ibang learners, gumagamit ako ng iba't ibang paraan ng pagtuturo. May visual aids ako para sa mga biswal na mag-aaral, audio recordings para sa auditory learners, at hands-on activities para sa mga kinesthetic learners. Sa reading intervention naman, importante ang 'repeated reading' kung saan paulit-ulit naming binabasa ang isang teksto para masanay sila sa mga salita at bumilis ang kanilang pagbabasa. Minsan, nakaka-frustrate din kasi hindi lahat ay mabilis ang pag-unlad, pero kapag nakita mo yung kahit maliit na improvement, sobrang nakakataba ng puso." ("To help diverse learners, I use different teaching methods. I have visual aids for visual learners, audio recordings for auditory learners, and hands-on activities for kinesthetic learners.¹ For reading intervention, 'repeated reading' is important, where we read a text repeatedly, so they get used to the words and their reading speed increases. Sometimes, it can be frustrating because not everyone progresses quickly, but when you see even a small improvement, it's very heartwarming.") (P9)

Analysis of the teachers' narratives revealed a strong emphasis on addressing learners' individual needs. Participant 1 (P1) highlighted the importance of assessing each learner's reading difficulties and using explicit phonics instruction to support gradual reading improvement. Likewise, Participant 9 (P9) used varied strategies, including visual aids, audio materials, hands-on activities, and repeated reading, to meet diverse learning needs. Although progress was sometimes slow, both teachers found students' steady improvement highly rewarding. Similar insights emerged from the focus group discussions, reinforcing this common theme.

"Ang mahalaga sa reading intervention ay ang pagiging patient at consistent. Gumagawa ako ng individual reading plans para sa bawat struggling reader base sa kanilang pangangailangan. Gumagamit din ako ng 'decodable texts' – mga babasahin na puro mga salitang may simpleng phonetic patterns para hindi sila masyadong mahirapan. Ang naging karanasan ko ay kung minsan, kailangan talagang mag-adjust ng strategy depende sa bata. Kung hindi gumagana ang isang paraan, kailangan humanap ng iba. Ang susi talaga ay yung hindi susuko at patuloy na maghanap ng paraan para matulungan sila." ("What's important in reading intervention is being patient and consistent. I create individual reading plans for each

struggling reader based on their needs. I also use 'decodable texts' – reading materials that only contain words with simple phonetic patterns, so they don't struggle too much. My experience has been that sometimes, you really need to adjust your strategy depending on the child. If one method doesn't work, you need to find another. The key is to not give up and to keep looking for ways to help them.") (P10)

The teachers' responses highlighted that patience, consistency, and flexibility are essential in implementing effective reading interventions. They emphasized developing individualized reading plans, using decodable and culturally relevant texts, and adapting instructional strategies to meet learners' changing needs. Participant 10 stressed the importance of remaining persistent and adjusting teaching approaches to better support struggling readers.

These findings align with studies emphasizing that effective reading interventions should recognize learners' diverse backgrounds, abilities, and learning preferences while using equitable assessment and culturally responsive teaching practices (Au, 2023; Ortiz, 2021).

• Utilizing Culturally Responsive and Inclusive Practices

Reading interventions should extend beyond phonics and fluency exercises by incorporating meaningful and culturally relevant texts that reflect students' experiences. When learners see their identities and realities represented in reading materials, their engagement, motivation, and sense of belonging are strengthened. This supports the importance of culturally responsive teaching, which values students' backgrounds and uses their cultural knowledge as an asset in the learning process (Hammond, 2020; Gay, 2019). The participants' responses further emphasized the role of inclusive practices in creating effective and equitable reading environments.

"Importante talaga na isipin ko yung iba't ibang kultura ng mga bata sa loob ng klase. May mga galing sa probinsya, may mga lumaki sa siyudad, at iba't iba rin ang kanilang mga paniniwala at karanasan. Sa pagtuturo ng pagbabasa, sinisigurado kong yung mga kwento at halimbawa na ginagamit ko ay makaka-relate silang lahat. Sa reading intervention, kung may estudyanteng nahihirapan, kinukuha ko yung interes niya. Kung mahilig siya sa mga kwento tungkol sa kanilang tribo o sa mga bayani nila, yun ang ginagamit kong material para mas ganahan siyang magbasa. Ang karanasan ko dito ay mas nagiging interesado sila at mas mabilis silang natututo kapag yung binabasa namin ay konektado sa kanilang buhay." ("It's really important for me to consider the different cultures of the children inside the classroom. Some come from the provinces, some grew up in the city, and they also have different beliefs and experiences. When teaching reading, I make sure that the stories and examples I use are something they can all relate to. In reading intervention, if a student is struggling, I tap into their interests. If they like stories about their tribe or their heroes, that's what I use as material so they're more motivated to read. My experience with this is that they become more interested and learn faster when what we're reading is connected to their lives.") (P2)

"Para masigurong inclusive ang reading intervention ko, iniwasan ko yung mga materyales na may bias o kaya nagpapakita lang ng isang uri ng pamumuhay. Naghahanap ako ng mga kwentong nagpapakita ng iba't ibang pamilya, iba't ibang trabaho, at iba't ibang kultura sa Pilipinas, hindi lang dito sa Davao. Kung may estudyanteng may special needs, ina-adjust ko yung paraan ng pagtuturo ko. Kung mas natututo siya sa pamamagitan ng mga larawan o kaya mas maikli na mga sentences, yun ang ginagamit ko. Ang karanasan ko ay mas nagiging confident sila at mas nakakasali sila sa klase kapag nararamdaman nilang tanggap sila at yung kanilang pangangailangan ay pinapakinggan." ("To ensure my reading intervention is inclusive, I avoid materials that have bias or only show one way of life. I look for stories that show different families, different jobs, and different cultures in the Philippines, not just here in Davao. If a student has special needs, I adjust my teaching method. If they learn better through pictures or shorter sentences, that's what I use. My experience is that they become more confident and participate more in class when they feel accepted, and their needs are listened to.") (P6)

The teachers' narratives revealed the importance of cultural sensitivity and inclusivity in reading interventions. Participant 2 (P2) emphasized the use of relatable stories and learners' cultural backgrounds, such as tribal heritage and local heroes, to increase engagement and support learning. Similarly, Participant 6 (P6) highlighted the need for bias-free materials and adaptive teaching strategies to accommodate diverse learners, including those with special needs. These practices help students feel valued, accepted, and motivated to participate actively in learning (Ladson-Billings, 2021; Waitoller & Artiles, 2023). One participant shared a similar perspective during the discussion.

"Sa pagtulong sa mga struggling readers, mahalagang tingnan ko yung buong pagkatao nila, hindi lang yung kahinaan nila sa pagbabasa. Minsan, may mga personal silang pinagdadaanan na nakakaapekto sa kanilang pag-aaral. Kaya nakikipag-usap ako sa kanila at sa kanilang pamilya para mas maintindihan ko kung ano yung mga hamon na kinakaharap nila. Sa reading intervention, binibigyan ko sila ng choice sa mga babasahin kung kaya nila. Pinaparamdam ko sa kanila na kaya nila at nandito ako para suportahan sila. Ang karanasan ko ay mas nagiging motivated sila kapag nararamdaman nilang may nagtitiwala sa kanila at pinapahalagahan sila bilang indibidwal." ("When helping struggling readers, it's important that I look at their whole being, not just their weakness in reading. Sometimes, they are going through personal challenges that affect their learning. That's why I talk to them and their families so I can better understand the challenges they are facing. In reading intervention, I give them choices in what they read if they can. I make them feel that they can do it and that I am here to support them. My experience is that they become more motivated when they feel that someone believes in them and values them as individuals.") (P8)

Participant 8 (P8) emphasized the importance of a holistic approach in supporting struggling readers by

considering their emotional well-being, personal challenges, and individual needs. Through communication with learners and families, providing reading choices, and building trust in students' abilities, P8 observed improved motivation and engagement. This reflects the value of creating inclusive classrooms where learner differences are recognized and supported through individualized approaches (Tomlinson & Jarvis, 2022). It also aligns with Florian and Black-Hawkins' (2019) view that education should move beyond deficit-based perspectives and promote a collaborative learning environment where all students can participate and succeed.

• *Using Multisensory and Adaptive Instruction*

Effective literacy instruction requires multisensory and adaptive approaches that address learners' varied needs and learning styles. By integrating visual, auditory, kinesthetic, and tactile activities, teachers can improve students' memory, comprehension, and engagement, particularly among learners with reading difficulties such as dyslexia (Birsh, 2019). For example, combining visual letter cards, sound practice, tracing activities, and hands-on materials strengthens learning connections and supports deeper understanding (Sousa & Tomlinson, 2019). The participants' in-depth interview responses further supported the importance of multisensory strategies in enhancing reading development.

"Naniniwala ako na iba-iba ang paraan ng pagkatuto ng bawat bata. Kaya sa pagtuturo ng pagbabasa, hindi lang ako nakadepende sa isang paraan. Gumagamit ako ng iba't ibang senses para matulungan sila. Halimbawa, sa pagtuturo ng mga letra, pinapahawak ko sa kanila yung mga letter cut-outs (tactile), pinapakinggan ko sa kanila yung tunog ng letra (auditory), at pinapakita ko yung itsura nito (visual). Sa reading intervention, ina-adapt ko yung lesson ko base sa kung ano yung mas epektibo sa isang bata. Kung mas natututo siya pag gumagalaw, pinapalakpak ko sa kanila yung syllables ng salita. Ang karanasan ko ay mas nagiging engaged sila at mas natatandaan nila yung lesson kapag maraming senses ang involved." ("I believe that each child learns differently. That's why in teaching reading; I don't just depend on one method. I use different senses to help them. For example, when teaching letters, I let them hold letter cut-outs (tactile), I let them listen to the sound of the letter (auditory), and I show them what it looks like (visual). In reading intervention, I adapt my lesson based on what's more effective for a child. If they learn better by moving, I have them clap the syllables of a word. My experience is that they become more engaged and remember the lesson better when many senses are involved.") (P3)

"Para matulungan ang iba't ibang learners, mahalagang maging flexible ako sa aking pagtuturo. May mga estudyante akong mas mabilis matuto kapag nakikita ang larawan, yung iba mas naiintindihan pag naririnig, at yung iba kailangan talagang hawakan o gawin yung activity. Sa reading intervention, gumagamit ako ng 'VAKT' approach (Visual, Auditory, Kinesthetic, Tactile). Halimbawa, pag tinuturo ko yung salitang 'aso', pinapakita ko yung picture ng aso (visual), binibigkas ko yung salita (auditory), pinapagalaw ko sila na parang aso (kinesthetic), at

pinapasulat ko sa hangin yung letra ng 'aso' (tactile). Ang karanasan ko ay mas maraming bata ang nakakasabay sa lesson kapag iba-iba yung ginagamit kong paraan." ("To help diverse learners, it's important for me to be flexible in my teaching. I have students who learn faster when they see a picture, others understand better when they hear, and others really need to touch or do the activity. In reading intervention, I use the 'VAKT' approach (Visual, Auditory, Kinesthetic, Tactile). For example, when I teach the word 'aso' (dog), I show a picture of a dog (visual), I pronounce the word (auditory), I have them move like a dog (kinesthetic), and I have them write the letters of 'aso' in the air (tactile). My experience is that more children can keep up with the lesson when I use different methods.") (P4)

The teachers' narratives emphasized the importance of differentiated and adaptive instruction in supporting diverse reading learners. They highlighted the use of multisensory strategies, such as tactile, auditory, visual, and kinesthetic activities, to improve engagement and retention. One example was the use of the VAKT approach in teaching words through multiple modalities, allowing more learners to understand and participate effectively. Adaptive teaching further supports this approach by adjusting strategies, materials, and levels of assistance based on learners' needs and progress (Tomlinson, 2020; CAST, 2020). The participants' responses reflected the same theme.

"Ang reading intervention ay hindi one-size-fits-all. Kaya ang ginagawa ko, regular akong nag-o-observe sa aking mga estudyante para malaman ko kung ano yung learning style nila at kung saan sila nahihirapan. Base dito, ina-adjust ko yung materials at yung paraan ng pagtuturo ko. Kung nahihirapan siya sa phonics, baka mas tutukan ko muna yung pagkilala sa sight words gamit ang flashcards (visual). Kung mas gusto niyang gumalaw, baka gamitan ko ng mga action songs na may kinalaman sa pagbabasa. Ang karanasan ko ay mas nagiging positive yung attitude nila sa pagbabasa kapag nararamdaman nilang naiintindihan ko yung pangangailangan nila." ("Reading intervention isn't one-size-fits-all. So what I do is, I regularly observe my students to know their learning style and where they are struggling. Based on this, I adjust my materials and my teaching method. If they are having difficulty with phonics, I might focus more on recognizing sight words using flashcards (visual). If they prefer to move, I might use action songs related to reading. My experience is that their attitude towards reading becomes more positive when they feel that I understand their needs.") (P5)

"Sa pagtuturo ng pagbabasa, lalo na sa mga nahihirapan, importante yung paulit-ulit na practice pero hindi dapat nakakasawa. Kaya gumagamit ako ng iba't ibang multisensory activities para gawing mas enjoyable yung pag-aaral. Halimbawa, pwede kaming gumamit ng playdough para buuin yung mga letra (tactile), maglaro ng 'I Spy' na may mga bagay na nagsisimula sa isang tunog (auditory at visual), o kaya tumalon habang binibigkas yung mga syllables ng salita (kinesthetic). Sa reading intervention, tinitignan ko kung ano yung hilig ng bata. Kung mahilig siya

sa musika, baka gumawa kami ng rap tungkol sa mga tunog ng letra. Ang karanasan ko ay mas tumataas yung motivation nila at mas nagiging aktibo sila sa pag-aaral kapag masaya yung learning environment." ("In teaching reading, especially to those who are struggling, repeated practice is important, but it shouldn't be boring. That's why I use different multisensory activities to make learning more enjoyable. For example, we can use playdough to form letters (tactile), play 'I Spy' with things that start with a certain sound (auditory and visual) or jump while saying the syllables of a word (kinesthetic). In reading intervention, I look at what the child is interested in. If they like music, we might create a rap about letter sounds. My experience is that their motivation increases, and they become more active in learning when the learning environment is fun.") (P7)

The teachers' narratives emphasized the importance of continuous observation, personalized instruction, and engaging multisensory activities in supporting struggling readers. By identifying learners' strengths, difficulties, and preferred learning styles, teachers can adjust strategies and materials, such as using visual aids, action songs, manipulatives, and creative activities that increase motivation and participation. Multisensory instruction that combines visual, auditory, kinesthetic, and tactile approaches has been shown to improve reading skills and engagement, particularly among learners with reading difficulties (Birsh & Carreker, 2020; Ehri & McCormick, 2021).

The findings revealed three major themes in teachers' reading intervention practices: recognizing diverse needs, applying culturally responsive and inclusive practices, and using multisensory and adaptive instruction. Teachers acknowledged that struggling readers have varied linguistic, cognitive, and experiential backgrounds, requiring flexible and individualized interventions. They also emphasized the use of culturally relevant materials and inclusive classroom practices to strengthen learners' motivation, comprehension, and sense of belonging (Murphy & Torres, 2022; Santos & Kim, 2021; Gay, 2020).

Furthermore, teachers highlighted the value of adaptive strategies, including visual materials, technology, movement-based activities, and differentiated instruction to address learners' changing needs. These approaches support effective literacy development by combining decoding skills, comprehension strategies, and continuous assessment of student progress (Ramirez & Torres, 2021; Bennett et al., 2024). Overall, the findings demonstrate that recognizing learner diversity, integrating meaningful content, and applying flexible instructional methods create more equitable and effective reading interventions for struggling readers.

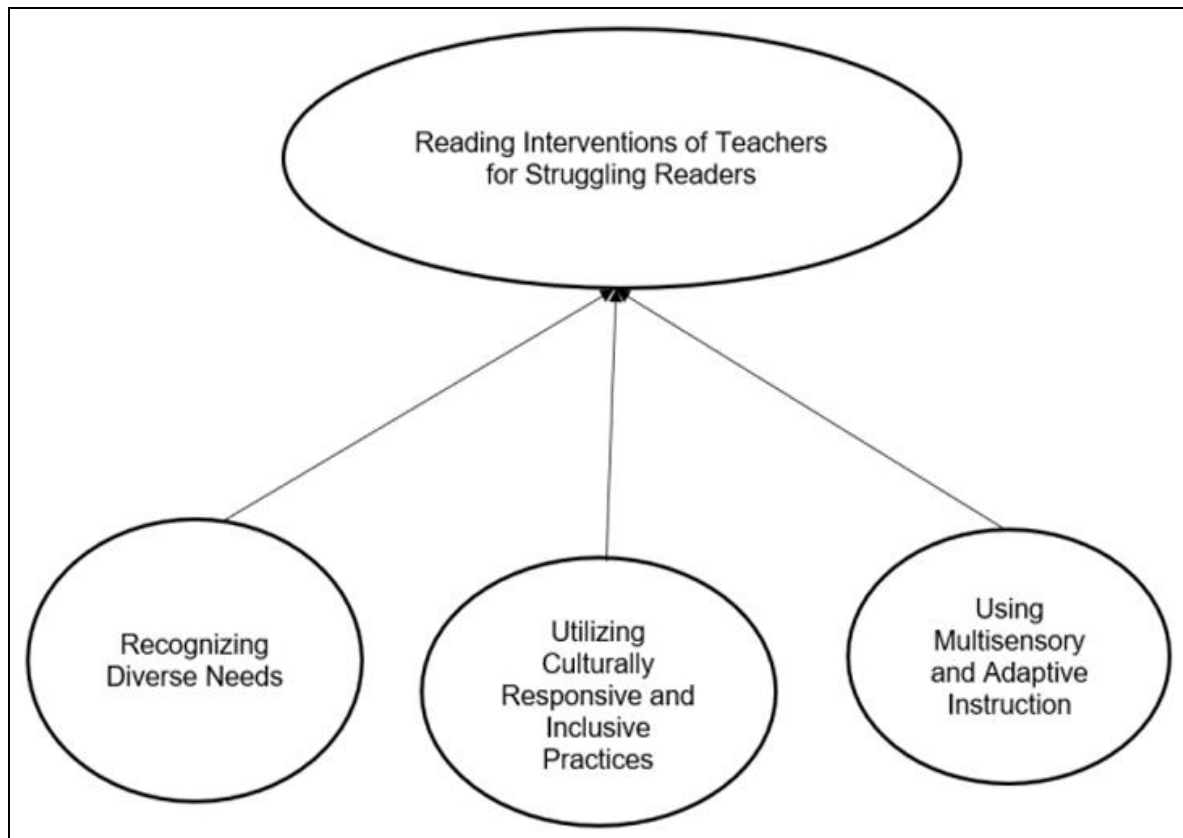


Fig 3 Emerging Themes on Reading Interventions of Teachers for Struggling Readers

➤ *Coping Mechanism with the Challenges Encountered in Reading Intervention for Struggling Readers*

Reading intervention programs often face significant challenges, particularly in addressing the wide range of learner needs, insufficient instructional time, and limited resources. Teachers, therefore, adopt various coping mechanisms to manage these difficulties and still provide effective literacy support.

• *Creating Professional Collaboration*

Professional collaboration serves as a vital coping mechanism that helps teachers address the challenges of implementing reading interventions. Through co-planning, team teaching, data sharing, and mentoring, educators can exchange strategies, share responsibilities, and develop effective approaches for diverse learners, including those with learning difficulties and language barriers (Denton et al., 2021). Collaboration also promotes consistency in delivering interventions by allowing teachers to use student data, refine instructional practices, and adapt strategies based on learners' needs (Vaughn & Fletcher, 2022). The participants' responses highlighted the importance of teamwork and shared support in overcoming challenges in reading intervention.

"Sa pagharap sa mga hamon sa reading intervention, natutunan ko na hindi ako dapat mag-isa. Ang ginawa ko, nakipag-ugnayan ako sa ibang mga guro dito sa aming paaralan na mayroon ding karanasan sa pagtuturo ng pagbabasa. Nagkakaroon kami ng regular na pagpupulong kung saan nagbabahagi kami ng aming mga estratehiya,

mga materyales na epektibo, at mga problema na kinakaharap namin. Ang reading intervention ko ay mas naging epektibo dahil sa mga bagong ideya at suporta na nakukuha ko sa kanila. Ang isang challenge ay kung minsan ay mahirap maghanap ng parehong oras para sa lahat, kaya sinisikap naming mag-schedule kahit online meetings o kaya magbahagi ng resources sa isang shared drive." ("In facing the challenges in reading intervention, I've learned that I shouldn't be alone. What I did was connect with other teachers here in our school who also have experience in teaching reading. We have regular meetings where we share our strategies, effective materials, and the problems we are facing. My reading intervention has become more effective because of the new ideas and support I get from them. One challenge is that sometimes it's hard to find a common time for everyone, so we try to schedule even online meetings or share resources on a shared drive.") (P1)

"Ang aking reading intervention ay binubuo ng iba't ibang activities, mula sa phonics drills hanggang sa story reading, depende sa pangangailangan ng bata. Ang isang malaking hamon na kinaharap ko ay kung paano tutugunan yung iba't ibang reading levels sa loob ng isang klase. Ang ginawa ko para dito ay humingi ako ng tulong sa aming school principal para makapag-attend ng mga seminars o workshops tungkol sa differentiated instruction sa reading. Nakatulong ito para magkaroon ako ng mas maraming ideya kung paano i-group ang mga bata base sa kanilang reading levels at kung anong mga activities ang pwede kong ibigay sa bawat grupo. Ang professional collaboration at continuous learning talaga ang susi." ("My reading

intervention consists of different activities, from phonics drills to story reading, depending on the child's needs. One big challenge I faced was how to address the different reading levels within one class. What I did for this was ask for help from our school principal to attend seminars or workshops on differentiated instruction in reading. This helped me get more ideas on how to group children based on their reading levels and what activities I could give to each group. Professional collaboration and continuous learning are really the key.") (P2)

The teachers' narratives emphasized the importance of peer collaboration and continuous professional learning in addressing reading intervention challenges. Sharing strategies, resources, and experiences enables teachers to develop effective approaches for diverse learners, despite challenges in coordinating schedules. Teachers also highlighted the need for professional development, particularly in differentiated instruction, to better address varying reading levels within the classroom.

Collaborative practices, including interdisciplinary teamwork and data analysis, strengthen intervention planning and instructional decision-making. Working with reading specialists, special education teachers, and fellow educators allows teachers to adjust strategies based on learners' needs while reducing professional isolation and burnout (Wanzek et al., 2020). Similarly, collaborative inquiry helps identify effective interventions for specific reading difficulties through shared analysis of student progress (Brownell et al., 2021). The participants' remarks reflected the value of collaboration in improving reading support.

"Sa pagtuturo ng reading intervention, minsan nakaka-frustrate kapag parang hindi umuunlad yung bata kahit anong gawin ko. Ang natutunan ko ay mahalagang humingi ng second opinion o kaya makipag-collaborate sa aming school psychologist o guidance counselor. Maaaring may iba silang pwedeng makitang dahilan kung bakit nahihirapan yung bata at makapagbigay sila ng ibang strategies na pwede kong subukan. Ang reading intervention ay hindi lang tungkol sa pagtuturo ng skills sa pagbabasa, kundi pati na rin sa pag-unawa sa buong sitwasyon ng bata. Ang pagtutulongan ng iba't ibang professionals sa paaralan ay nakakatulong para mas holistic yung approach namin." ("In teaching reading intervention, sometimes it's frustrating when a child doesn't seem to progress no matter what I do. What I've learned is that it's important to ask for a second opinion or collaborate with our school psychologist or guidance counselor. They might see other reasons why the child is struggling and can provide other strategies I can try. Reading intervention isn't just about teaching reading skills, but also about understanding the child's whole situation. The collaboration of different professionals in the school helps us have a more holistic approach.") (P5)

"Ang conduct ng reading intervention ko ay laging evolving base sa feedback ng mga estudyante ko at sa mga natutunan ko sa pakikipag-usap sa ibang guro. Ang isang challenge na madalas kong makita ay yung kawalan ng suporta mula sa bahay. Kaya ang ginawa ko, sinubukan

kong makipag-ugnayan sa mga magulang. Nagkaroon kami ng mga meeting kung saan ipinaliwanag ko sa kanila kung gaano kahalaga ang kanilang papel sa pagtulong sa kanilang anak sa pagbabasa sa bahay. Nagbigay din ako ng mga simpleng activities na pwede nilang gawin kasama ang kanilang anak. Ang professional collaboration ay hindi lang sa mga kapwa guro, kundi pati na rin sa mga magulang. Kapag nagtutulungan ang paaralan at ang pamilya, mas malaki ang tsansa ng tagumpay sa reading intervention." ("The conduct of my reading intervention is always evolving based on the feedback of my students and what I learn from talking to other teachers. One challenge I often see is the lack of support from home. So what I did was try to connect with the parents. We had meetings where I explained to them how important their role is in helping their child with reading at home. I also gave them simple activities they could do with their child. Professional collaboration isn't just with fellow teachers, but also with parents. When the school and the family work together, the chances of success in reading intervention are greater.") (P8)

The participants emphasized that collaboration extends beyond teachers to include school specialists, guidance counselors, and parents in supporting struggling readers. Seeking multidisciplinary perspectives, engaging families, and adapting interventions based on student needs promote a holistic approach to literacy support. Professional learning communities, coaching, peer observation, and digital platforms further enhance collaboration by allowing educators to share strategies, strengthen teaching practices, and improve intervention outcomes (Bean & Dole, 2020; Pyle et al., 2021).

• Adapting Flexible Use of Instructional Materials and Schedules

Flexible use of instructional materials and schedules is an essential coping strategy for teachers supporting struggling readers. By adjusting lesson pacing, grouping, assessment methods, and intervention materials, teachers can better address learners' diverse needs, including those with learning difficulties, language barriers, and delayed development. This adaptive approach allows educators to provide targeted, student-centered instruction that strengthens engagement, confidence, and reading progress (Denton et al., 2020; Vaughn & Hughes, 2021).

"Hindi palaging swak ang isang schedule o isang set ng materials sa lahat ng bata. Ang ginawa ko, nagkaroon ako ng iba't ibang oras para sa reading intervention. May mga bata na mas okay sa umaga, bago pa sila mapagod, at may iba naman na mas nakakapag-focus sa hapon. Pagdating sa materials, kung yung isang libro ay masyadong mahirap o hindi interesado yung bata, agad akong naghahanap ng ibang mas akma sa kanilang reading level at interes. Minsan, ang challenge ay yung limitado lang yung resources, kaya ang ginagawa ko, gumagawa ako mismo ng mga simpleng reading materials gamit ang mga kwento o bagay na pamilyar sa kanila dito sa Davao. Para masolusyunan ito, mahalagang magkaroon ng mas maraming training at resources para sa mga guro sa reading intervention." ("One schedule or one set of materials doesn't

always fit all children. What I did was have different times for reading intervention. Some children are better in the morning, before they get tired, and others can focus better in the afternoon. When it comes to materials, if one book is too difficult or the child isn't interested, I immediately look for another one that's more appropriate for their reading level and interest. Sometimes, the challenge is the limited resources, so what I do is create my own simple reading materials using stories or things that are familiar to them here in Davao. To solve this, it's important to have more training and resources for teachers in reading intervention.”) (P3)

"Ang reading intervention ko ay hindi laging individual. Minsan, kung magkakapareho yung pangangailangan ng ilang bata, pinagsasama ko sila sa isang maliit na grupo para sa focused instruction. Pero kung talagang nahihirapan yung isang bata, binibigyan ko siya ng one-on-one na atensyon. Ang challenge ko dito ay kung paano ko hahatiin nang maayos yung oras ko para matugunan ko yung pangangailangan ng bawat isa. Ang ginagawa ko, gumagawa ako ng flexible schedule na pwedeng magbago depende sa progreso ng mga bata. Gumagamit din ako ng mga learning stations kung saan may iba't ibang reading activities na pwede nilang gawin nang independent habang tinuturuan ko yung iba sa mas maliit na grupo o isa-isa." ("My reading intervention isn't always individual. Sometimes, if several children have similar needs, I put them in a small group for focused instruction. But if a child is really struggling, I give them one-on-one attention. My challenge here is how to divide my time properly so I can address the needs of each one. What I do is create a flexible schedule that can change depending on the children's progress. I also use learning stations where there are different reading activities they can do independently while I teach others in a smaller group or one-on-one.”) (P6)

The participants highlighted the importance of flexible instructional materials and scheduling in addressing diverse learner needs. P3 emphasized adapting materials, creating localized resources, and adjusting schedules to accommodate different reading levels and learning preferences. Similarly, P6 described using small-group and individualized instruction, flexible time arrangements, and learning stations to provide targeted support while encouraging independent practice.

Flexible teaching allows educators to use culturally relevant and personalized materials that improve learner engagement and comprehension, especially among diverse and multilingual students (Ferlazzo, 2023). Supportive school policies, such as designated intervention time, also help maximize reading outcomes while reducing teacher workload and stress (Brownell et al., 2022). The participants' statements reflected the value of adaptability in reading intervention.

"Madalas kong makita na yung interest ng bata ay malaking factor sa kanilang pag-unlad sa pagbabasa. Kaya sa reading intervention ko, sinisigurado kong yung mga materials na ginagamit namin ay related sa kung ano yung gusto nila – kung mahilig sila sa dinosaurs, humanap ako ng

simpleng libro tungkol sa dinosaurs. Kung mahilig sila sa mga kwentong bayan dito sa Mindanao, yun ang gagamitin ko. Ang challenge minsan ay kung paano makahanap ng sapat na materials na tugma sa iba't ibang interes ng mga bata. Ang ginagawa ko, nakikipag-tulungan ako sa ibang guro at nanghihiram kami ng mga libro o kaya sama-sama kaming gumagawa ng mga reading materials. Mahalaga rin ang suporta mula sa school library at local community para sa mas maraming reading resources." ("I often see that a child's interest is a big factor in their reading progress. So in my reading intervention, I make sure that the materials we use are related to what they like – if they like dinosaurs, I look for a simple book about dinosaurs. If they like local folktales from Mindanao, that's what I'll use. The challenge sometimes is how to find enough materials that match the different interests of the children. What I do is collaborate with other teachers and we borrow books or create reading materials together. Support from the school library and the local community is also important for more reading resources.”) (P7)

Teachers emphasized the importance of using student-centered and engaging reading materials that match learners' interests, such as topics about dinosaurs or local folktales, to improve reading motivation. However, they also recognized challenges in accessing diverse resources, highlighting the need for collaboration among teachers, school libraries, and the community. Digital tools and learning platforms further support personalized instruction by providing adaptable materials and real-time information about learners' progress (Pyle et al., 2021). Continuous reflection and collaboration also help teachers develop flexible strategies and improve their effectiveness in addressing diverse reading needs (Bean & Dole, 2020).

• *Fostering Emotional Resilience and Reflective Practices*

Reading intervention can be emotionally challenging for teachers as they address slow progress, varied learner needs, and behavioral concerns. To sustain their effectiveness, educators develop emotional resilience and reflective practices that help them manage stress, adapt strategies, and remain committed to supporting struggling readers. Resilient teachers demonstrate persistence, optimism, and problem-solving skills, strengthened by professional support and collaboration (Beltman et al., 2020). Reflective activities such as journaling, coaching, and professional discussions also enhance teachers' self-awareness and ability to improve instructional practices (Farrell, 2021). The participants' responses highlighted the importance of resilience and reflection in implementing reading interventions.

"Ang conduct ng reading intervention ko ay naka-sentro sa pagbibigay ng positive reinforcement sa mga bata. Alam kong mahirap para sa kanila yung magbasa kung nahihirapan sila, kaya lagi akong nagbibigay ng papuri sa kanilang effort, kahit maliit lang. Kung hindi sila makasagot, sinasabi ko na okay lang at susubukan namin ulit. Ang isang challenge ay yung makita silang nawawalan ng kumpiyansa sa sarili. Ang ginagawa ko para dito ay ibinabahagi ko sa kanila yung mga kwento ng ibang bata na nahirapan din sa

simula pero natutong magbasa kalaunan. Ipinapakita ko sa kanila na hindi sila nag-iisa at may pag-asa. Mahalagang palakasin yung emotional resilience nila para hindi sila agad sumuko." ("The conduct of my reading intervention is centered on giving positive reinforcement to the children. I know it's difficult for them to read if they're struggling, so I always give praise for their effort, even if it's small. If they can't answer, I tell them it's okay and we'll try again. One challenge is seeing them lose self-confidence. What I do for this is share stories of other children who also struggled at first but learned to read later on. I show them that they are not alone and there is hope. It's important to strengthen their emotional resilience so they don't give up easily.") (P4)

"Sa aking karanasan sa reading intervention, madalas kong makita yung frustration sa mga mata ng mga bata. Ang ginagawa ko para matulungan sila, tinuturuan ko silang huminga nang malalim kapag nahihirapan sila. Ipinapaliwanag ko sa kanila na normal lang na mahirapan sa simula at ang mahalaga ay hindi sila tumitigil sa pagsubok. Pagkatapos ng bawat activity, tinatanong ko sila kung ano yung naramdaman nila at kung ano yung natutunan nila, hindi lang sa pagbabasa kundi pati na rin sa kanilang sarili. Ang reading intervention ay hindi lang tungkol sa academic skills, kundi pati na rin sa pag-develop ng kanilang emotional at mental well-being." ("In my experience with reading intervention, I often see the frustration in the children's eyes. What I do to help them is teach them to take deep breaths when they're having difficulty. I explain to them that it's normal to struggle at the beginning and what's important is that they don't stop trying. After each activity, I ask them how they felt and what they learned, not just in reading but also about themselves. Reading intervention isn't just about academic skills, but also about developing their emotional and mental well-being.") (P9)

The teachers' narratives emphasized the importance of positive reinforcement, emotional support, and resilience-building strategies in reading intervention. P4 highlighted the use of praise, acceptance of mistakes, and success stories to rebuild learners' confidence and motivation, while P9 focused on teaching coping strategies, such as deep breathing and self-reflection, to support students' emotional well-being alongside reading development. Mindfulness practices also help teachers manage stress and prevent burnout, while supportive school environments strengthen resilience through mentoring, counseling, and collaborative support systems (Jennings et al., 2021; Collie et al., 2022). The participants' responses reflected the value of emotional resilience in sustaining effective reading interventions.

"Para sa akin, ang pagiging reflective practitioner ay mahalaga sa pagtuturo ng reading intervention. Pagkatapos ng bawat araw, tinatanong ko ang sarili ko kung ano yung nagwork at kung ano yung hindi. May journal ako kung saan sinusulat ko yung mga obserbasyon ko sa bawat bata, yung kanilang progreso, at yung mga estratehiya na sinubukan ko. Kung may hindi magandang nangyari, hindi ako nagmumukmok. Tinitignan ko ito bilang isang pagkakataon para matuto at mag-improve. Ang reading intervention ay

isang dynamic na field, at kailangan kong maging open sa mga bagong ideya at handang baguhin yung paraan ng pagtuturo ko kung kinakailangan. Ang emotional resilience ko bilang guro ay nakakaapekto rin sa resilience ng aking mga estudyante." ("For me, being a reflective practitioner is important in teaching reading intervention. After each day, I ask myself what worked and what didn't. I have a journal where I write down my observations on each child, their progress, and the strategies I've tried. If something didn't go well, I don't dwell on it. I see it as an opportunity to learn and improve. Reading intervention is a dynamic field, and I need to be open to new ideas and willing to change my teaching methods if needed. My emotional resilience as a teacher also affects the resilience of my students.") (P10)

Teachers' reflective practices play an important role in sustaining effective reading interventions. Through self-assessment, journaling, and professional discussions, educators evaluate their strategies, learn from challenges, and continuously improve their instruction. Sharing experiences with colleagues also strengthens teacher identity, emotional support, and commitment to struggling readers (Day & Gu, 2020). Setting achievable goals and recognizing small improvements further promotes motivation and resilience (McLeskey et al., 2021).

The study identified three major coping mechanisms used by teachers in addressing reading intervention challenges: professional collaboration, flexible use of instructional materials and schedules, and emotional resilience with reflective practices. Collaboration allows teachers to exchange strategies, access resources, and receive support through professional learning communities, improving intervention practices and student outcomes (Santiago & Reyes, 2024; Martinez et al., 2022).

Flexibility in adapting materials, schedules, and teaching approaches helps teachers respond to learners' diverse needs. Personalized resources, digital tools, and responsive instructional strategies support more effective reading interventions (Castillo & Mendez, 2020; Bennett et al., 2024). Meanwhile, emotional resilience and reflection enable teachers to manage challenges, maintain motivation, and make informed adjustments based on student progress, strengthening their commitment to literacy development (Almendras & Torres, 2022; De Leon & Santos, 2021).

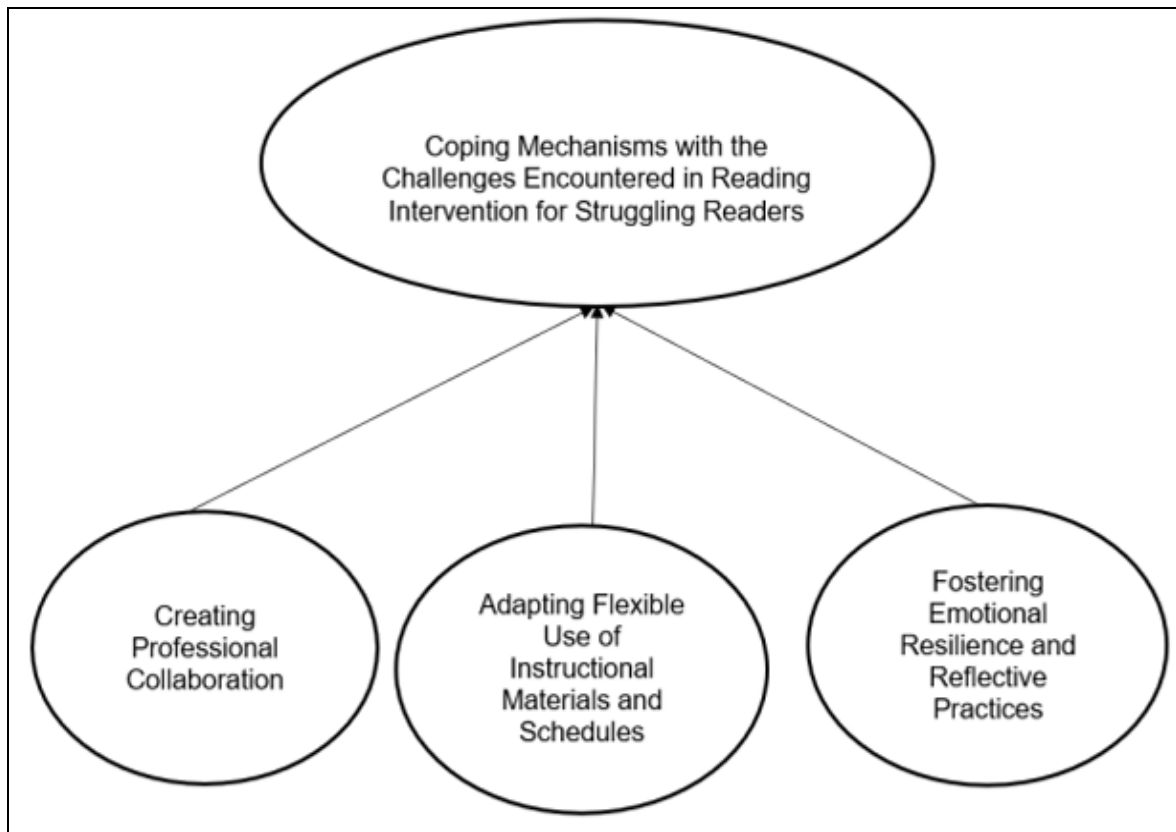


Fig 4 Emerging Themes on the Coping Mechanisms with the Challenges Encountered in Reading Intervention for Struggling Readers

➤ *Educational Management Insights Drawn from the Findings of the Study on Reading Intervention of Struggling Readers*

Effective educational management plays a crucial role in the successful implementation of reading interventions for struggling readers. The findings from recent studies underscore the importance of school leadership, strategic planning, resource allocation, and inclusive policies in addressing literacy challenges. One of the most prominent insights is the need for instructional leadership that prioritizes reading intervention as a core strategy for school improvement. Principals and school heads must lead with vision, ensuring that reading support is integrated into the school's curriculum and continuously monitored. The subthemes are shown below:

- *Data-Driven Decision-Making*

Educational leaders play a vital role in promoting the use of assessment tools and literacy tracking systems to identify struggling readers and provide appropriate interventions. Data-driven decision-making (DDDM) enables teachers and school leaders to use assessment results, progress monitoring, and classroom observations to design responsive strategies and track learners' growth (Hamilton et al., 2020). Effective data use goes beyond test scores by integrating multiple sources of evidence to guide continuous improvement and informed instructional decisions (Marsh, Pane, & Hamilton, 2021). Participants highlighted the importance of data-driven practices in supporting reading interventions.

"Sinusubaybayan ko talaga ang progreso ng bawat bata sa aming reading intervention program. Sa pamamagitan ng mga regular na assessment, nakikita ko kung sino ang mas nangangailangan ng dagdag na suporta at kung anong specific skills ang kanilang pinakahihirapan. Halimbawa, noong nakaraang semester, napansin ko sa data na maraming bata ang nahihirapan sa pagkilala ng mga salitang may maraming pantig. Kaya, nag-focus kami sa mga activities na tutulong sa kanila dito, tulad ng syllable clapping at word building. Nakakatuwang makita na tumaas ang kanilang scores sa sumunod na assessment. Para sa akin, ang reading intervention na ito ay parang personalized na tulong para sa bawat bata base sa kanilang pangangailangan. Bukod dito, siguro makakatulong din kung magkakaroon ng mas maraming reading materials na akma sa kanilang interest para mas ganahan silang magbasa." ("I really monitor the progress of each child in our reading intervention program. Through regular assessments, I can see who needs more support and what specific skills they are struggling with the most. For example, last semester, I noticed in the data that many children were having difficulty recognizing words with multiple syllables. So, we focused on activities that would help them with this, such as syllable clapping and word building. It's rewarding to see their scores increase in the next assessment. For me, this reading intervention is like personalized help for each child based on their needs. Aside from this, I think it would also help if there were more reading materials that match their interests so they would be more motivated to read.") (P1)

"Bilang isang reading coordinator, ang data ang aking pangunahing tool. Tinitingnan ko ang iba't ibang metrics tulad ng reading fluency rate, comprehension scores, at kahit ang bilang ng mga batang regular na sumasali sa ating reading clubs. Sa pamamagitan nito, natutukoy ko kung aling mga intervention strategies ang pinaka-epektibo. Halimbawa, napansin namin na mas mataas ang reading comprehension scores ng mga batang sumali sa small group reading sessions kumpara sa mga hindi. Kaya, mas binigyan namin ito ng diin sa aming programa. Ang reading intervention namin ay nagbibigay ng targeted support base sa kung ano talaga ang ipinapakita ng data. Dagdag pa rito, maaaring makatulong kung magkakaroon ng mas maraming professional development opportunities para sa mga guro tungkol sa latest reading instruction techniques." ("As a reading coordinator, data is my primary tool. I look at different metrics such as reading fluency rate, comprehension scores, and even the number of children who regularly join our reading clubs. Through this, I can determine which intervention strategies are most effective. For example, we noticed that the reading comprehension scores of children who joined small group reading sessions were higher compared to those who didn't. So, we put more emphasis on this in our program. Our reading intervention provides targeted support based on what the data actually shows. Furthermore, it might help if there were more professional development opportunities for teachers about the latest reading instruction techniques.") (P6)

The participants emphasized the importance of data-driven decision-making in improving reading interventions. P1 highlighted the value of regular assessments in identifying learners' specific difficulties and designing targeted strategies, such as activities for word recognition and decoding. P2, a reading coordinator, stressed the use of reading data, including fluency, comprehension results, and participation records, to evaluate and improve intervention programs. Educational leaders support this process by developing teachers' data literacy skills and strengthening systems that align interventions with learners' needs (Datnow & Park, 2021; Coyne et al., 2022). The participants' remarks reflected the importance of using data to guide effective reading support.

"Naniniwala ako na mahalagang tingnan natin ang overall impact ng ating reading program. Sa pamamagitan ng school-wide reading assessments, nakikita natin kung aling grade levels o grupo ng mga bata ang nangangailangan ng mas maraming atensyon. Base sa datos na ito, naglaan kami ng mas maraming resources para sa Grade 3 dahil doon namin nakita ang pinakamababang average reading scores. Nagdagdag kami ng mga trained reading specialists at bumili ng mas maraming leveled readers. Nakita namin ang positibong pagbabago sa kanilang performance sa sumunod na taon. Ang data talaga ang nagtuturo sa atin kung saan natin dapat itaon ang ating efforts at budget. Sa tingin ko, malaking tulong din kung magkakaroon ng mas matibay na partnership sa pagitan ng paaralan at ng mga magulang para suportahan ang pagbabasa ng mga bata sa bahay." ("I believe it's important to look at the overall impact of our reading program.

Through school-wide reading assessments, we can see which grade levels or groups of children need more attention. Based on this data, we allocated more resources for Grade 3 because that's where we saw the lowest average reading scores. We added trained reading specialists and bought more leveled readers. We saw a positive change in their performance the following year. The data really guides us on where we should focus our efforts and budget. I think it would also be a great help if there was a stronger partnership between the school and the parents to support the children's reading at home.") (P8)

The participants highlighted the importance of analyzing school-wide reading data to identify learners who need additional support and allocate appropriate resources, such as reading specialists and leveled materials. Using assessment results allows teachers to group learners based on reading levels, skill gaps, and language needs, leading to more targeted instruction (Fuchs et al., 2020). Educational leaders further strengthen data-driven practices by providing tools, time, and collaborative spaces through professional learning communities where teachers can evaluate interventions and make informed adjustments (DuFour & Fullan, 2020).

• Flexibility in Scheduling and Curriculum Pacing

The study highlights the importance of flexible scheduling and curriculum pacing in supporting struggling readers. Educational leaders should provide dedicated time and opportunities for targeted interventions without disrupting students' access to core learning. Flexible learning structures allow individualized and intensive literacy support while promoting inclusion and reducing stigma (Reutzel & Cooter, 2021). Allocating intervention blocks within the regular school day also ensures more equitable and sustainable reading support (Wanzek et al., 2020). Participants emphasized the value of flexibility in managing schedules and instructional pacing.

"Bilang guro, natutunan ko na hindi lahat ng bata ay pareho ang bilis ng pagkatuto. Sa aming reading intervention, hindi kami mahigpit sa iisang schedule o pacing. Kung nakikita kong mas kailangan ng isang bata ng mas maraming oras sa isang particular na skill, binibigyan ko siya ng dagdag na panahon. Halimbawa, may isang estudyante ako na nahihirapan talaga sa phonics. Imbes na pilitin siyang sumunod sa lesson plan na para sa lahat, binagalan ko ang pagtuturo sa kanya at gumamit ako ng iba't ibang activities hanggang sa maintindihan niya. Nakita ko na mas naging kumpiyansa siya at mas bumuti ang kanyang pagbabasa. Para sa akin, ang flexibility sa pagtuturo ay susi para matulungan ang bawat bata. Bukod dito, siguro makakatulong din kung magkakaroon ng mas maraming individualized learning plans na talaga namang nakaayon sa pangangailangan ng bawat estudyante." ("As a teacher, I've learned that not all children learn at the same pace. In our reading intervention, we're not strict with a single schedule or pacing. If I see that a child needs more time on a particular skill, I give them extra time. For example, I have a student who really struggled with phonics. Instead of forcing him to follow the lesson plan for everyone,

I slowed down my teaching for him and used different activities until he understood. I saw that he became more confident, and his reading improved. For me, flexibility in teaching is key to helping each child. Aside from this, I think it would also help if there were more individualized learning plans that are really tailored to the needs of each student.") (P2)

"Ang flexibility sa pag-schedule ng aming intervention sessions ay nakatulong nang malaki. May mga batang mas magaling matuto sa umaga, at mayroon din namang mas okay sa hapon. Sinusubukan naming i-accommodate ang kanilang preferred learning times hangga't maaari. Bukod pa dito, hindi rin kami strikto sa kung gaano katagal ang bawat session. Kung nakikita naming pagod na ang mga bata o hindi na sila masyadong nakakapag-focus, pinapaikli namin ang session. Ang mahalaga ay quality over quantity. Ang aming reading intervention ay umaayon sa pangangailangan ng mga bata sa iba't ibang paraan. Dagdag pa rito, maaaring makatulong kung magkakaroon ng mas malawak na suporta para sa mga guro para makapag-develop sila ng mas maraming flexible learning materials." ("The flexibility in scheduling our intervention sessions has helped a lot. Some children learn better in the morning, and others are better in the afternoon. We try to accommodate their preferred learning times as much as possible. In addition to this, we are also not strict about how long each session lasts. If we see that the children are tired or they can no longer focus well, we shorten the session. What's important is quality over quantity. Our reading intervention adapts to the needs of the children in different ways. Furthermore, it might help if there was broader support for teachers so they can develop more flexible learning materials.") (P3)

The participants emphasized the importance of flexible pacing and scheduling in reading interventions. P2 highlighted the need to provide additional time and varied activities for learners who struggle with specific skills, such as phonics, while using individualized plans to build confidence and improve reading ability. P3 stressed the value of adjusting intervention schedules and session lengths based on students' preferred learning times and attention levels, focusing on quality instruction rather than duration. Both participants emphasized the need for greater support in developing flexible and responsive learning materials.

"Naiintindihan namin na may mga bata na mas mabilis matuto at mayroon din namang nangangailangan ng mas maraming oras. Ang mahalaga ay matulungan namin ang bawat bata na maabot ang kanilang potential. Kaya, kung may guro na gustong gumamit ng ibang activities o baguhin ang sequence ng mga topics para mas makatulong sa kanyang mga estudyante, pinapayagan namin ito. Nakita namin na mas motivated ang mga guro at mas engaged ang mga bata dahil dito. Sa tingin ko, malaking tulong din kung magkakaroon ng mas maraming resources na pwedeng gamitin ang mga guro para ma-differentiate ang kanilang pagtuturo base sa pangangailangan ng mga bata." ("We understand that some children learn faster, and others need more time. What's important is that we help each child reach

their potential. So, if a teacher wants to use different activities or change the sequence of topics to better help their students, we allow it. We've seen that the teachers are more motivated, and the children are more engaged because of this. I think it would also be a great help if there were more resources that teachers could use to differentiate their teaching based on the needs of the children.") (P7)

"Natutunan ko na hindi lahat ng bata ay pareho ang bilis ng pagkatuto. Sa aming reading intervention, hindi kami mahigpit sa iisang schedule o pacing. Kung nakikita kong mas kailangan ng isang bata ng mas maraming oras sa isang particular na skill, binibigyan ko siya ng dagdag na panahon. Halimbawa, may isang estudyante ako na nahihirapan talaga sa phonics. Imbes na pilitin siyang sumunod sa lesson plan na para sa lahat, binagalan ko ang pagtuturo sa kanya at gumamit ako ng iba't ibang activities hanggang sa maintindihan niya. Nakita ko na mas naging kumpiyansa siya at mas bumuti ang kanyang pagbabasa. Para sa akin, ang flexibility sa pagtuturo ay susi para matulungan ang bawat bata. Bukod dito, siguro makakatulong din kung magkakaroon ng mas maraming individualized learning plans na talaga namang nakaayon sa pangangailangan ng bawat estudyante." ("As a teacher, I've learned that not all children learn at the same pace. In our reading intervention, we're not strict with a single schedule or pacing. If I see that a child needs more time on a particular skill, I give them extra time. For example, I have a student who really struggled with phonics. Instead of forcing him to follow the lesson plan for everyone, I slowed down my teaching for him and used different activities until he understood. I saw that he became more confident, and his reading improved. For me, flexibility in teaching is key to helping each child. Aside from this, I think it would also help if there were more individualized learning plans that are really tailored to the needs of each student.") (P9)

The participants highlighted the importance of flexible instruction and pacing in addressing learners' varying reading needs. P7 emphasized allowing teachers to adjust activities and lesson sequences to match students' learning progress, which improved engagement and motivation. Similarly, P9 stressed providing additional time and varied activities for learners struggling with skills such as phonics, supported by individualized learning plans. These findings align with the view that literacy interventions should prioritize learners' developmental needs rather than strict pacing, as sufficient time for mastering foundational skills improves reading outcomes (Vaughn & Fletcher, 2022; Allington, 2021).

• Sustainable Intervention Frameworks

School administrators play a crucial role in developing sustainable reading intervention frameworks that extend beyond short-term programs. Long-term literacy improvement requires continuous planning, policy support, and capacity building to ensure interventions remain effective and responsive to learners' needs. Implementing frameworks such as Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) promotes early identification, targeted instruction, and ongoing progress

monitoring for struggling readers (Vaughn & Fletcher, 2022; Wanzek et al., 2020). Participants emphasized the importance of establishing sustainable systems for effective literacy support.

"Bilang isang dedikadong guro, ang aming reading intervention ay binuo namin nang may pag-iisip sa pangmatagalang epekto. Hindi lang ito quick fix. Tinitiyak namin na ang mga skills na itinuturo namin ay pundasyon na magagamit nila sa iba't ibang subject at sa kanilang buong pag-aaral. Halimbawa, tinuturuan namin sila ng mga decoding strategies na hindi lang para sa mga simpleng salita kundi pati na rin sa mas complex na vocabulary sa science o history. Nakikita ko na mas nagiging independent readers sila at hindi lang umaasa sa tulong namin. Para sa akin, ang sustainable na interbensyon ay pagbibigay sa kanila ng tools para sa habambuhay na pagkatuto. Bukod dito, siguro makakatulong kung magkakaroon ng regular na training para sa mga guro tungkol sa latest research-based reading instruction para tuloy-tuloy ang aming kaalaman." ("As a dedicated teacher, we built our reading intervention with long-term impact in mind. It's not just a quick fix. We ensure that the skills we teach are foundational and can be used in different subjects and throughout their learning. For example, we teach them decoding strategies that are not just for simple words but also for more complex vocabulary in science or history. I see that they are becoming more independent readers and not just relying on our help. For me, a sustainable intervention is giving them the tools for lifelong learning. Aside from this, I think it would help if there were regular training for teachers about the latest research-based reading instruction, so our knowledge is continuous.") (P4)

"Ang aming intervention framework ay nakadesenyo para magamit ng mga susunod na henerasyon ng mga guro at estudyante. Gumawa kami ng detailed manuals, training modules, at readily available resources na pwedeng gamitin kahit sino ang humalili sa akin. Tinitiyak din namin na ang aming mga assessment tools ay simple at madaling gamitin para masubaybayan ang progreso ng mga bata sa paglipas ng panahon. Ang layunin namin ay magkaroon ng isang sistema na tuloy-tuloy na makakatulong sa mga nahihirapang bumasa. Dagdag pa rito, maaaring makatulong kung magkakaroon ng network ng mga paaralan na nagtutulungan sa pagbabahagi ng best practices sa reading intervention para mas mapalawak pa ang aming kaalaman." ("Our intervention framework is designed to be used by future generations of teachers and students. We've created detailed manuals, training modules, and readily available resources that anyone can use even if someone else takes over from me. We also ensure that our assessment tools are simple and easy to use to monitor the children's progress over time. Our goal is to have a system that will continuously help struggling readers. Furthermore, it might help if there was a network of schools that collaborate in sharing best practices in reading intervention to further expand our knowledge.") (P5)

The participants emphasized that professional development and structured support systems are essential for sustainable reading interventions. P4 highlighted the

importance of strengthening foundational skills, such as decoding strategies, while providing teachers with continuous training on research-based literacy practices. P5 stressed the value of developing manuals, training materials, and assessment tools to ensure the program's continuity and effectiveness for future educators and learners.

Sustainable interventions require integration into the school's instructional system rather than being treated as temporary programs. Regular evaluation, teacher training, and professional learning communities help educators improve their practices and adapt strategies based on learners' needs (Fuchs, Fuchs, & Compton, 2021). Providing teachers with ongoing support and autonomy also ensures responsive and effective literacy instruction for diverse learners (Snow & Matthews, 2021).

"Ang aming reading intervention ay binuo namin nang may pag-iisip sa pangmatagalang epekto. Hindi lang ito quick fix. Tinitiyak namin na ang mga skills na itinuturo namin ay pundasyon na magagamit nila sa iba't ibang subject at sa kanilang buong pag-aaral. Halimbawa, tinuturuan namin sila ng mga decoding strategies na hindi lang para sa mga simpleng salita kundi pati na rin sa mas complex na vocabulary sa science o history. Nakikita ko na mas nagiging independent readers sila at hindi lang umaasa sa tulong namin. Para sa akin, ang sustainable na interbensyon ay pagbibigay sa kanila ng tools para sa habambuhay na pagkatuto. Bukod dito, siguro makakatulong kung magkakaroon ng regular na training para sa mga guro tungkol sa latest research-based reading instruction para tuloy-tuloy ang aming kaalaman." ("As a dedicated teacher, we built our reading intervention with long-term impact in mind. It's not just a quick fix. We ensure that the skills we teach are foundational and can be used in different subjects and throughout their learning. For example, we teach them decoding strategies that are not just for simple words but also for more complex vocabulary in science or history. I see that they are becoming more independent readers and not just relying on our help. For me, a sustainable intervention is giving them the tools for lifelong learning. Aside from this, I think it would help if there were regular training for teachers about the latest research-based reading instruction, so our knowledge is continuous.") (P10)

The study highlights the importance of long-term planning in reading interventions by strengthening foundational skills, such as decoding, to develop independent readers and lifelong learners. Continuous teacher training on evidence-based literacy practices, along with administrative support, is essential to sustain effective interventions. School leaders play a key role in providing resources, allocating intervention time, and integrating literacy goals into school improvement plans (Desimone & Pak, 2022).

The findings revealed three major themes in managing reading interventions: data-driven decision-making, flexible scheduling and curriculum pacing, and sustainable intervention frameworks. Data-based practices allow teachers to identify learner needs, monitor progress, and provide appropriate support through assessment results and

classroom observations. Flexible instructional structures, including adjusted pacing, small-group instruction, and personalized learning pathways, help address the varied needs of struggling readers (Gonzales & Reyes, 2023; Martinez et al., 2022).

Sustainable intervention frameworks require long-term commitment through continuous professional development, adequate resources, collaboration, and strong leadership support. Technology integration, professional learning communities, and effective systems for monitoring progress further strengthen intervention programs (Pyle et al., 2021; Santiago & Reyes, 2024). Overall, these approaches emphasize the role of educational management in creating inclusive, responsive, and lasting literacy support for struggling readers.

IV. IMPLICATIONS AND FUTURE DIRECTIONS

➤ Implications

The study revealed three major themes in reading interventions: recognizing diverse needs, applying culturally responsive and inclusive practices, and using multisensory and adaptive instruction. These themes highlight the importance of individualized support that considers learners' linguistic, cognitive, and cultural backgrounds. Guided by Vygotsky's Sociocultural Theory, the RTI model, and the Simple View of Reading, effective interventions require scaffolding, data-informed support, and balanced instruction in decoding and comprehension.

The study also identified three teacher coping mechanisms: professional collaboration, flexibility in materials and scheduling, and emotional resilience with reflective practices. Collaboration strengthens shared problem-solving, while flexible strategies allow teachers to adjust instruction based on learners' progress and needs. Emotional resilience and reflection help teachers sustain their commitment and improve their practices when addressing reading challenges.

From an educational management perspective, the findings emphasized the importance of data-driven decision-making, flexible instructional structures, and sustainable intervention frameworks. These approaches require strong assessment systems, responsive scheduling, continuous teacher development, and long-term institutional support. Overall, the findings demonstrate that effective reading interventions depend on coordinated efforts among teachers, school leaders, and support systems to create inclusive and lasting literacy programs.

➤ Future Directions

Based on the findings, sustained improvement in reading interventions requires the active participation of various stakeholders. Learners should be encouraged to develop self-awareness, goal-setting, and ownership of their reading progress. Teachers need continuous professional development in culturally responsive teaching, differentiated instruction, data-based strategies, and multisensory

approaches. Parents should be engaged through home literacy activities and stronger school partnerships to support reading development beyond the classroom.

School administrators and DepEd should establish sustainable, inclusive, and evidence-based reading programs by providing resources, flexible intervention schedules, teacher support, and effective monitoring systems. Future researchers should further investigate the long-term effects of culturally responsive and multisensory interventions across diverse learner groups and educational contexts to strengthen literacy practices and policies.

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