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**EFFECTIVENESS OF TEACHERS' READING
STRATEGIES AND THE
READING PERFORMANCE AND CAUSES OF FAILURES
IN READING OF GRADE IV-VI LEARNERS**

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The Graduate School**

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Requirements for the Degree**

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Major in Special Education**

BY

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ABSTRACT**EFFECTIVENESS OF TEACHER'S READING STRATEGIES AND THE READING PERFORMANCE AND CAUSES OF FAILURES IN READING OF GRADE IV-VI LEARNERS****EVANGELINE TALLO BUGTAI****CATHYLEEN MENDEZ BALDWIN****SHANE PADILLA SENOC**evangelinebugtai33@gmail.commendezcathyleen@gmail.comshanesenoc17@gmail.com**Cebu Technological University – Main Campus**

This study determined the teachers' teaching strategies and the reading performance and causes of failures in reading of the Grade 4 to 6 learners in an inclusive education of selected schools in Central District of Mandaue City for the school year 2022-2023. The descriptive-correlational design was used with 154 receiving teachers in the identified schools. The purposive sampling techniques was employed in the selection of the respondents. An adapted standardized questionnaire was used to gather data. The data gathered were treated using the frequency count, weighted mean, percentage, Pearson's Chi-Square test accompanied by p-value to determine the acceptance/rejection of the null hypothesis, and One-way analysis of variance (ANOVA). In terms of the implementation of reading strategies, findings revealed **Moderately Effective**. The three schools had **Strongly Agree** on, 'there is not enough reading materials at school' as one of the causes of reading failure. It was also revealed that the performance of the Learners with Special Educational Needs (LSEN) was mostly at the **Frustration** and **Instructional** level. As to the relationship between the profile and reading strategies, schools were commonly **Significant** on subject handled and types of learners' disabilities handled. In the assessment of level of effectiveness of reading strategies and performance, results showed commonly Significant on Oral **Recitation**, and **Assisted Reading** strategies. In terms of the significant difference of the reading performance of the Learners with Special Educational Needs (LSEN) learners when grouped according to disabilities, the three schools showed **Significant relationship**. Based on the results presented in the study, Action Plans were formulated to intensify the reading interventions of teachers to address the needs of every Learners with Special Educational Needs (LSEN) learner.

Keywords: Special education, Descriptive-correlational design, Reading Strategies of sped teachers, Mandaue City division, Philippines

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Respondents from SPED centers of Mandaue City Division namely: **Cesar M. Cabahug Elementary School**, **Mandaue City Central Elementary School** and **A.S. Fortuna Elementary School** for their sincere cooperation in accomplishing the questionnaires.

Above all, the researchers would like to thank the Almighty God for His divine grace showered to the researchers in all aspects. They cannot do anything without Him, the researchers glorify His name.

Thank You for sharing yourself in this humble craft. We are more than grateful!

EVANGELINE BUGTAI
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DEDICATION

This humble undertaking is dedicated to the family and friends of the researchers who supported this journey without any hesitations. Above all, this craft is also dedicated to the Almighty God for His divine grace which was truly felt by the researchers during the entire process of the journey.

**EVANGELINE BUGTAI
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SHANE PADILLA SENOC**

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Chapter 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Reading is an essential skill needed to survive in today's world. In every aspect of one's activities in life, such as reading traffic signs, bus schedules, text messages, or a job application, reading is required to function effectively in society. It is the foundation of learning and knowledge. Since reading is the cornerstone of all school-based learning, one of the goals of basic education is to ensure that all students can read. Teaching how to read is not the only concern of teachers, but ensuring that diversity of the students is also considered, especially in inclusive education. The Department of Education posted Memorandum no. 173, s.2019, emphasizing strengthening the "Every Child A Reader Program (ECARP) with the following aims: equip learners with reading skills, capacitate teachers, and nurture the culture of reading. The implementation includes profiling learners and establishments of Reading Centers/Clinic in every school to provide reading interventions to struggling readers and non-readers, including LSEs.

Inclusive education aims to mainstream learners with special educational needs (LSEs) in a flexible learning environment for acquiring quality education

that optimizes their potential for holistic development. In an inclusive classroom setting, teachers teach students with different levels of reading proficiency. Meeting these diverse learners' reading needs is the most challenging task for teachers. Educators cannot take a one-size-fits-all approach when teaching reading strategies. Students with learning disabilities are often incapable to master reading comprehension and often fail to acquire reading comprehension skills at basic levels. Dyslexia, for instance, is a language-based learning disability, resulting in the individual student having difficulty learning to read or understand words, letters, and other symbols, but do not affect general intelligence (Paul, 2013).

Teaching reading to LSEs is not easy. The observed challenges teachers encounter in teaching reading to LSEs are behavior issues, teaching materials and curriculum structure, lack of time, parent expectations and issues, student absenteeism, lack of interest of students, and lack of teachers' professional experiences. This suggests that teachers must find ways to engage these learners while giving support in their areas of difficulty. This is why addressing reading strategies across skills is vital.

In the Central District of Mandaue, specifically the Mandaue City Central School, Cesar Cabahug Elementary School, and Mayor AS Fortuna Memorial Elementary School, have been implementing inclusive education where LSEs and learners without learning differences learn together. However, despite all the efforts of implementing the 3Bs initiative by creating contextualized reading curricula, and designing and conducting relevant capacity-building activities, the

schools didn't achieve the targeted outputs. There are still students who are struggling readers and non-readers.

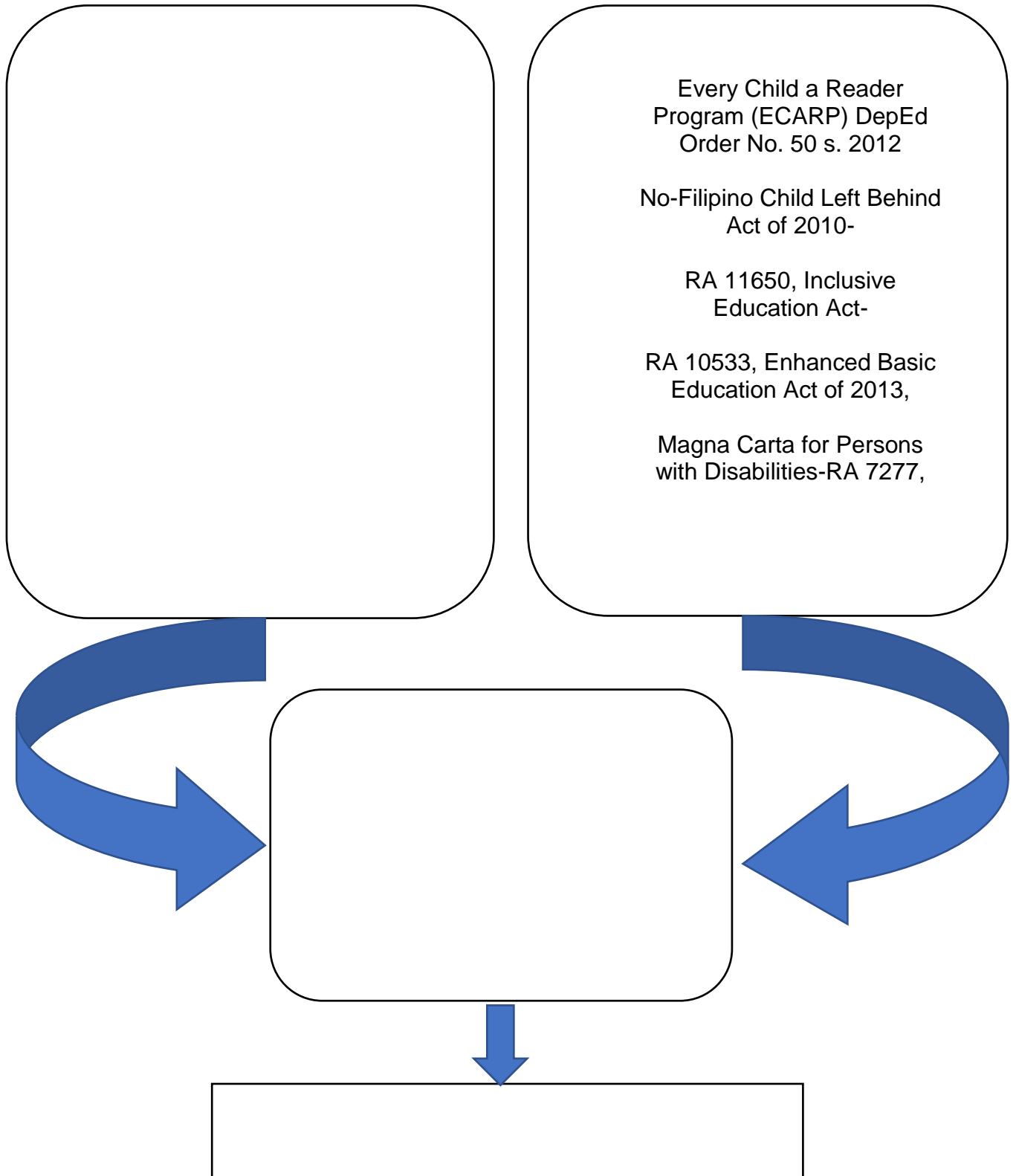
Along this premise, this study determined the teachers' teaching strategies and reading performance and the causes of failures of Grade 4 to 6 learners in inclusive education of the selected schools in the Central District of Mandaue, School Year 2022-2023. From the findings of the study, action plans were formulated to improve the teaching reading strategies of the teachers not only in the above-mentioned schools but in Mandaue City Division in general.

Theoretical Background

This study was anchored on the Schema theory of Rumelhart (Rumelhart, 1996), who gave an account of the reading skills of learners, Piaget's Theory of Cognitive Development, and Vygotsky's Socio-Cultural Theory of Scaffolding. These theories are supported by DepEd Order No. 50 s. 2012 known as Every Child a Reader Program (ECARP), No Filipino Child Left Behind Act of 2010, RA 1165 - Inclusive Education Act, RA 10533 - Enhanced Basic Education Act of 2013, RA 7277 - Magna Carta for Persons with Disabilities.

Schema Theory (Rumelhart, 1966) explains how readers use prior knowledge to understand and learn from text. The term "schema" is an active organization of past reactions or experiences. The fundamental principle of the schema theory undertakes that written text does not transmit meaning by the

situation. Rather, a text-only directs readers on how they should recover or construct meaning from their own previously acquired knowledge (An, 2013).



Piaget's theory was that children begin the procedure of reading and language learning by first gathering sensory and motor information. This is information about how things feel, taste, smell, and look. By using soft and board books and having books around a lot, the child will understand that reading is important. In the pre-operational stage of life, the child is starting to understand the ideas of a past and a future but needs repetition to grasp the sequence concept. Reviewing the same story over and over helps her to learn this. In the concrete operations stage of cognitive development, the child gains the capacity for sound and abstract thought. These skills form the essential basis for reading understanding. The child needs to be able to read something and conceive of what it means. (Friedman, 2019).

Vygotsky's scaffolding is a method of teaching that helps learners understand educational content by working with an educator or someone who better understands the material. The concept states students learn more when working with people with a broader knowledge scope than the student learning the content. The educators or students teaching the learners scaffold the material in smaller chunks so the learner can expand their understanding of the material more than they would on their own.

Vygotsky (1978) has stressed that children learn best when what is to be learned is functional and relevant, indicating that learning to read would be better approached as a whole-to-part or whole-language process which encourages understanding and pleasure in the written word (Weaver, 1988).

According to schema theory, comprehending a text is a collaborative process between the reader's background knowledge and the text. Efficient comprehension requires relating textual material to one's own knowledge.

As Anderson (An, 2013) pointed out that every act of comprehension involves one's knowledge of the world as well. Reading comprehension operates in two directions, from the bottom up to the top and the top down to the bottom of the hierarchy. Bottom-up processing is activated by specific data from the text, while top-down processing starts with general to confirm these predictions. These two kinds of processing occur simultaneously and interactively, adding to the interaction or comprehension between bottom-up and top-down processes (Carrell and Eiserhold, 2013).

Schema theory provides an understanding of the nature of reading and how it is enhanced. The theory elucidates that background knowledge is very significant to read successfully for a reader to read and comprehend the text effectively. Other than this, the ability of the child to read depends upon how reading operates in his mind in different processes. Thus, in relation to the present study conducted, the reading performance of the Grade one to six learners will be further understood and their difficulty will be provided with the necessary interventions to overcome their reading problems.

On the other hand, the study takes into account the profile of the teachers focusing on their age, gender, civil status, highest educational attainment, specialization, number of years in teaching, relevant training and seminars

attended, the impact of these variables on the learners' reading performance, reading strategies variables, their effectiveness towards the improvement of task performance of the students and reading intervention plan for the learners.

In determining the reading performance of regular and learning with special needs learners, particularly learners with specific learning disabilities, the Oral Reading Verification tool will be used. In the case of Dyslexia, for example, is associated with poor reading abilities and generally refers to difficulties that children face with literacy acquisition (Alt et al., 2017). In addition, dyscalculia is related to core deficits in numerical processing (Stanford et al., 2019). It should be taken into account also that disorders associated with reading and mathematics often co-occur, and evidence shows that deficits in reading and numbers are inherited (Moll et al., 2016). This tool categorizes the learners' reading performance as independent, instructional, frustrated, and non-reader. Every Child A Reader Program (ECARP) is a national program that focuses the thrust of the Department of Education to make every child a reader at their grade level. It is intended to equip elementary pupils with strategic reading and writing skills, making them independent young readers and writers. It provides a year-long apprenticeship training to teachers to make them independent problem solvers of literacy problems in their schools. ECARP also provides an assessment tool that will help schools determine the children's reading level and reading profile at the division, regional and national levels.

In an inclusive classroom, learners with special educational needs are integrated with regular students. Most of the time, teachers in this setting provide

“one-size fits-all” instruction leaving behind learners with special educational needs. The legal bases are DepEd Order No. 69, s. 2011 and DepEd Order No. 72, s.2009. These two Department Orders are essential to strengthen the No child left behind the vision of the Education Department to allow the entry of special education and institutionalize the importance of education for all. The basic concept of this DepEd orders lies on equity and not equality, and equity requires that the same standard be applied yet in reality special education students cannot be marked using the same criteria of those without this exceptional gift; it necessitated relaxing a few metrics in education on account of autism yet these orders on the measurement doesn’t give a blanket of automatic passing grade as this measurement has to be constantly refined and evaluated by the teacher and the educational district making the no child left behind policy an important policy law in the Philippine education. Another strong basis for the inclusive classroom setting is RA 11650 which was inked by former President Duterte on March 11, 2022. These department orders will deliver learners with disabilities with supplementary learning materials to sustenance their complete education desires that contain, among others, inclusive learning materials center highlighting multidisciplinary teams of specialists, manageable resources, child find systems, public knowledge raising, consultative mechanisms, family education, pre- and in-service professional development for teachers and child development workers, and an advisory council (Save the Children, 2022).

In concordance with the program of the Department of Education, Every Child a Reader, which aims to make every Filipino child a reader and writer at

his/her grade level, this office, through the Curriculum and Learning Management Division, announces the timetable and the contextualized guidelines in the administration of the Informal Reading Inventory for School Year 2021-2022 in this pandemic driven situation through various flexible modalities. This undertaking aims to: gather relevant and authentic data on the reading performance of learners, guide every reading teacher on the differentiation of reading instruction during class hours and implementation of the after-class- hour and needs-based class reading remediation, and facilitate school reading coordinators in crafting school reading remediation program in collaboration with the school head, PSDS, and Division Education Program Supervisors.

One of the goals of basic education is to ensure that all students can read on grade level by third grade. The Philippines shared a significant rate of low performers among all PISA-participating countries and economies. According to the Philippine National Report on the 2018 cycle of the Program for International Student Assessment (PISA), Filipino students gained an average score of 340 points in Overall Reading Literacy, meaningfully below than the OECD average of 487 points. Only 1 out of 5 Filipino pupils (19.4%) reached at least the minimum proficiency level (Level 2) in Overall Reading Literacy. The National Capital Region (NCR), Region 7 (Central Visayas), and Region 11 (Southern Mindanao) achieved the highest Overall Reading Literacy average performance for their individual island groups. The average Reading Literacy score of students living in urban communities (355 points) was significantly higher than the mean score of those living in rural communities (313 points).

This being the case, the Department of Education (DepEd) has launched “Sulong EduKalidad” to address the challenge of quality education. As part of the larger campaign, DepEd also launched the “Bawat Bata Bumabasa” (3Bs) initiative to strengthen advocacies for reading to make every learner a reader at their grade level and equip teachers to become effective reading instructors. Profiling of learners using the results of national assessments for students’ learning is one of the implementation components.

One of the most common difficulties encountered by students in reading is the issue with decoding. It is common for beginner readers to struggle when they meet new, unfamiliar terms, but typically, decoding becomes easier with phonetic instructions and repeated practice with reading aloud. However, poor comprehension arises when a lot is going on in reading, from letter and word acknowledgement to understanding the meaning of the phrase, sentence, and paragraph level. When beginner readers encounter a vocabulary problem, they do not know or recognize; they are likely to skip ahead. The more blanks in the line of text, the tougher it is to make meaning and the more cognitively difficult and frustrating the reading task becomes. That is why poor comprehension results when a student struggles with decoding and has a partial vocabulary or attempts to read a text that is too high of a level.

As educators, the ultimate goal should be closing the reading gap with good instruction and motivation. The reading gap is the difference between the target reading level and the actual proficiency level. Different factors influence the reading gap. However, only some of them can be addressed within the

classroom. Therefore, print concepts should be taught in kindergarten by modeling them while teaching writing and reading (Mesmer, 2020). Teachers can teach researched-based methods, employ different teaching strategies to help students struggling to read and create a supportive classroom environment. However, teachers cannot improve the family and economic situation at home. Getting students off to a successful start for a lifetime of reading is the job. The challenge teachers must overcome is bringing all students, including disadvantaged, vulnerable, reluctant and learning-impaired students, to a higher standard of literacy. This can be achieved better if parents play actively in their role in helping their children learn how to read. Instruction should be designed depending on the learners' interests and level of abilities. Proper modification and accommodation should be provided, making students their advocates with support from teachers and family members. Moreover, students should be aware of their strengths and weaknesses in their reading performance to better understand the areas they need to improve. Studies show that if students are involved in planning and implementing instruction, they are more engaged and successful.

The critical factor correlated with future success in school and careers is ensuring that students read on grade level by third grade. Learners at this grade level transition from learning to read to learn. However, recent ORV results show that only 26% of grade III students in Boljoon District are fluent readers and 70% have reading difficulties, and the remaining 3% are nonreaders, which poses concern among parents, teachers, and administrators.

According to the study (Mohammed and Amponsah, 2018), some factors have contributed to the low reading abilities of pupils. These are lack of confidence in how to practice reading in class, poor motivation from teachers and parents to help develop the interest of the pupils in reading, lack of pre-reader books in school and at home, lack of library, teachers' inadequate knowledge on phonemic awareness strategy of teaching reading, lack of reading clubs and lack of reading competition among the pupils in the school.

To ensure the improvement of the reading skills of the pupils in school, some recommendations were made: teachers need to build the confidence level of the pupils in reading by making them read cooperatively, the school authority has to supply adequate pre-reader books to facilitate the teaching and learning of reading in the school, parents should ensure adequate supply of pre-reader books at home, parents have to give incentives and complement their children for improved reading abilities, the school may organize reading competitions among pupils, and the school management seeks partnership with the Ghana Education Service to organize in-service training for all language teachers on phonemic awareness strategy in teaching reading skills.

The study of Albdour (2015) showed the absence of statistically significant differences in study sample answers on difficulties that seventh-grade students face in reading comprehension skills for English language curricula due to gender difference.

According to the results of this study, the researcher recommends the following: Conduct training courses for teachers of seventh grade and provide

them with modern trends in teaching English language and Reading Comprehension to students; provide linguistic laboratories that will allow students to practically apply English as it's the language of communication and contact; and to encourage students to use English as a means of communication among each other and between them and their teachers instead of excessive use of Arabic language (Albdour, 2015).

The study by, Ampofo (2019), investigated the reading difficulties among pupils in general and class six pupils of the Wa Basic School Complex in the Wa Municipality in particular. The study found out that lack in reading by pupils, laziness in reading books such as novels, newspapers, and magazines by pupils, lack of enjoyment of reading tests outside classroom work, playing by pupils rather than reading during leisure time, and lack of provision of reading materials by parents, lack of guidance by parents on pupils reading, no proper method of reading by teachers in teaching, lack of guidance by teachers on pupils reading, lack of instructional materials for teaching reading in school and lack of encouragement to develop the habit of reading at an early age, parents negative attitude toward reading, and illiteracy of parents are factors causing reading difficulties among class six pupils of Wa Basic School Complex.

Moreover, the study also found that comprehension errors, word recognition errors, problems relating to reading habits, appropriate word grouping, and ignored or misinterpreted punctuations are common reading difficulties found on class six pupils in Wa Basic School Complex. Based on the study's findings, the researcher recommends that Wa Municipal Education

Directorate provide more English teaching and learning materials to Wa Basic School Complex. The study also recommends to parents have their children in Wa Basic School Complex to encourage pupils to learn to read as this would enhance their understanding of other subjects at school and life in general. The study also recommended that the headteacher and teachers of Wa Basic School Complex enforce English Language speaking in Wa Basic School Complex and encourage pupils to develop good reading habits (Ampofo, 2019).

In connection to this, the purpose of the study is to assess the reading performance and causes of reading failures of the Grades IV-VI learners in the Central District of Mandaue City. This intention is to provide an empirical basis for their reading performance to ascertain the observations of the researchers. This is done so these learners can be trained to read very well at the earliest time possible. When reading performance and causes of reading failures are identified, it is easier to find appropriate reading interventions to enhance best learners' reading performance best suited to their reading needs. The different factors affecting learners' reading ability could serve as a basis for planning and outlining research-based programs to address the reading gap. Therefore, this study is proposed to assess the teacher's profile and identify causes of reading failures among grade III learners to serve as a basis for schools' initiatives to enrich reading interventions.

Guided by the theory and the legal basis stated above and its application to the study, the researchers of the study can further understand the nature of its purpose. Schema theory plays an important role in the process of reading. This theory is useful in helping the improvement of students' reading performance which is supported by the DepEd Order No. 50 s. 2012 Every Child a Reader Program.

THE PROBLEM

Statement of the Problem

This research determined the teachers' teaching strategies and the reading performance and causes of failures in the reading of Grade 4 to 6 learners in inclusive education of selected schools in Central District of Mandaue, the school year 2022-2023, as the basis for action plans.

Specifically, it aimed to answer the following questions.

1. What is the profile of the teacher-respondents as to
 - 1.1 Age and Gender;
 - 1.2 Civil Status;
 - 1.3 Highest Educational Attainment;
 - 1.4 Specialization;
 - 1.5 Years of teaching in inclusive education;
 - 1.6 Relevant training and seminars attended;
 - 1.7 Subjects handled; and
 - 1.8 Type of learners' disabilities handled?
2. What is the level of effectiveness of reading strategies utilized by the respondents to improve the reading abilities of the LSEN learners?
3. As perceived by the respondents, what causes the LSEN learners' reading failure?

4. What is the reading performance of the LSEN learners based on the Oral Reading Verification Test Results as to:

4.1 Independent;

4.2 Instructional;

4.3 Frustration; and

5. Is there a significant relationship between the profile of the respondents and their level of effectiveness of reading strategies to improve the reading abilities of the LSEN learners?

6. Is there a significant relationship between the level of effectiveness of reading strategies and the reading performance of Sped learners?

7. When grouped by the type of learners' disabilities, is there a significant difference in the reading performance of the Sped learners based on their Oral Reading Verification Test Results?

8. Based on the findings, what action plans may be crafted?

Statement of Null Hypothesis

The following null hypotheses were tested at the 0.05 level of significance.

Ho1: There is no significant relationship between the profile of the respondents and their level of effectiveness of reading strategies to improve the reading abilities of Sped learners.

Ho2: There is no significant relationship between the level of effectiveness of reading strategies and the reading performance of Sped learners.

Ho3: When grouped by the type of learners' disabilities, there is no significant difference in the reading performance of the Sped learners based on their Oral Reading Verification Test Results.

Significance of the Study

Understanding the sources of reading failures of the learners will be useful to serve as a basis for developing effective interventions that allow them to improve their reading performance. With the primary goal of this study, several sectors and individuals are indicated to be directly or indirectly benefited from the study.

Department of Education. The findings of this study will help the Department of Education to excavate, explore and learn a new, innovative, and creative style to enhance the teaching and learning procedures based on the latest educational needs and developments. It will provide teachers with valued information about how students learn best so they can be more effective. It also helps develop new methods and techniques for teaching and permits educators to explore different topics and ideas in more detail.

School Administrators. The result of this action research will be the basis for the formulation of an appropriate reading intervention for grade three learners. By determining effective interventions for the class, they will be able to overcome upcoming challenges and improve the school's competitive edge.

Guidance Counselors. The study findings will greatly help guidance counselors in counseling learners with special needs and assessing their abilities and potential in reading skills.

Regular Teachers. This will help teachers understand the factors affecting students' reading failure. This will help them determine different instructional strategies and approaches to enhance their learners' reading skills.

SPED Teachers. This will help teachers address the needs of learners with reading difficulties. It will guide them in differentiating instruction in an inclusive classroom setting.

Learners. This will help them gain awareness of their reading abilities, improving their reading skills or performance. This will help them realize how important and useful reading is in their future career and daily lives.

Learners with Special Educational Needs. This study is beneficial to them so that both Regular and SPED Teachers will be guided in addressing their needs to improve their reading skills or performance.

Community. The study will be an eye-opener for them as it awakens their minds to the real situations happening in the classroom. It gives them feedback on the reading performances of the learners. Through this, they will also be responsible for helping them study.

Parents. The study will encourage them to be more involved in their role in their children's education. Their participation in the school will benefit their children's learning development and school achievement in general.

Researchers. This will teach them how important and valuable reading is, and they will realize the value of cooperation, time, hard work, and perseverance. This will help them understand the students' reading failure sources and identify appropriate reading interventions. This will strengthen their knowledge and skills in their teaching profession.

Future Researchers. The findings of this study will prepare them for their future career. This will serve as their guide or reference when conducting future studies of the subject matter.

Scope and Limitation of the Study

This study involved three (3) public elementary schools within the Central District of Mandaue. The public elementary schools are 1) Mandaue Central School 2) Cesar Cabahug Elementary School and 3) Mayor A.S. Fortuna Elementary School.

The researchers chose General Education Teachers who teach grade four to six classes in an inclusive classroom setting as respondents; the cumulated results of this study do not represent the entire public elementary schools in the whole district of Mandaue.

THE RESEARCH METHODOLOGY

A step-by-step procedure for gathering data is discussed in this section. It includes the design, locale of the study, respondents, data gathering procedures, and data analysis tools.

Design

The descriptive correlational method was the design used in the study. As Calmorin (2012) cited, this method seeks the actual facts in relation to a current situation. Furthermore, this also involved describing, comparing, contrasting, and interpreting existing conditions. In addition, the descriptive method finds new truths in the form of increased knowledge, a new generalization or new “law” and increased insight into factors that are operating, the discovery of new causal relationships, a more accurate formulation of the problem to be solved, and many others. This method was useful in assessing the significant relationship between the profile and the level of reading difficulties of the Grade III learners.

Flow of the Study

This study commenced from the input by determining the demographic profile of the respondents, determining the reading performance of the learners through their oral reading verification tool based on oral reading verification test results, the reading strategy employed by the teachers, and the causes of reading failures.

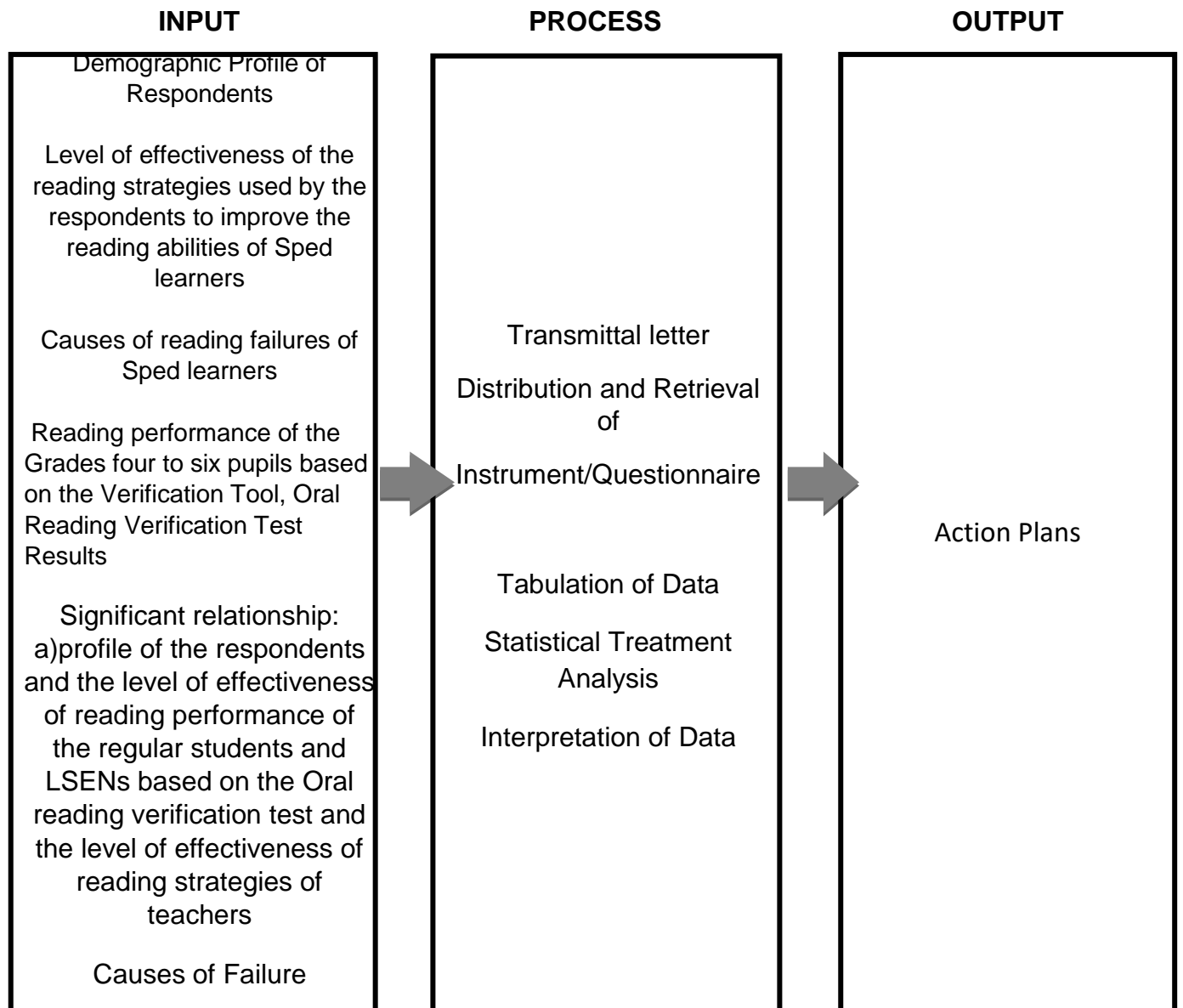


Figure 2. The Flow of the Study

The last step to complete the input was to determine the significant relationship between the teacher's profile and the reading performance of grade four to six learners based on oral reading verification test results and reading

strategies utilized by the teacher-respondents. All of these led to the conceptualization of the Result of Reading Failure, which was specifically designed for the selected schools of the Central District of Mandaue City, which have been chosen to participate in this study. The following steps were taken to complete the process of this study: requested approval through the transmittal letter, followed by the distribution and retrieval of instruments/questionnaires, which were answered through a Google form. After the first two steps, tabulation of data, statistical treatment analysis, and interpretation of data was accomplished.

The output aimed to help the learners through the action plan in reading that was formulated based on the findings of the study

Environment

This study was conducted in the selected schools of the Central District of Mandaue City Division, namely, Cesar M. Cabahug Elementary School, Mandaue City Central School, and Mayor A.S. Fortuna Elementary School.

Mandaue City Central School is the oldest public school in Mandaue and the only left Gabaldon building in the Philippines. It has 169 LSEN from Grade 4 to Grade 6. It is the most prominent school in the city in terms of land area and population. It is an educational institution devoted dedicated to promoting active participation among learners, cleanliness, and encouraging students to be more



Figure 3. Location Map of the Research Environment

confident. The school values the importance of recognizing achievements and good values. It has an approximate land area of 22 000 square meters along Catalino Ll. Ouano St., Centro Mandaue City and it cater to more or less 4 000 learners from Kindergarten to Grade six. It is a complete elementary with an enrolment of 3,876 in the school year 2019-2020. The Learner Classroom ratio is 40:1. The school is headed by a principal and currently served by 119 teachers. For several decades, Mandaue City Central School was the only school in the Central District until three schools were built in the 1990s. The oldest building, Gabaldon Building, was built in 1904. The existing means of transportation to reach the school is a public vehicle, trisikad or motorcad.

Mandaue City Central School has different facilities that have contributed to the teaching and learning process. It has a covered court that serves as the area for school and other DepEd-related activities. The school library has been refurbished and provided with a voluminous and updated teaching-learning process. It has an e- classroom furnished with computers and ICT equipment. Its internet connection has been upgraded and regularly enhanced by a generous stakeholder. The school caters to many professional development activities through its fully air-conditioned and well-lighted conference room that is provided with audio-visual facilities. The communication dissemination of the school is made easier and more effective through its paging system. Other academic centers support the teaching-learning instructions, such as the Guidance Center, Science Laboratory Room, Home Economics, LRMS Center, Madrasah Room, Industrial Arts, and Gulayan sa Paaralan. The health

and wellness of the school clientele are taken off by the services of the school clinic and school canteen. The school conducts different activities that promote and develop the learners physical and spiritual well-being, including sports and athletic activities, nutritional status monitoring and feeding, deworming, immunization and dental check-up, catechetical program, and monthly mass.

The learners can also enhance and exhibit their competence by participating in inco-curricular activities such as MTAP – DepED Math Challenge, Science Investigatory Project, Campus Journalism, Festival of Talents, Technolympics, and others. The school implements the SSES program from Grade One to Grade Six. The learners in this special science curriculum have undergone screening processes like qualifying examinations, interviews, and Raven’s Test. These learners excel in the field of Science and Mathematics.

The school’s Muslim learners are given ALIVE classes handled by six regular – permanent Muslim and two Asatids. The Division Madrasah focal person closely and regularly monitors them. The Muslim learner’s performance for each school year is highlighted by participating in the annual Regional Musabaqah Festival. The school was awarded as the Best Gulayan sa Paaralan Implementer 2018-2019, Commendable Achievements as School DRRM Implementer 2018-2019, and Commendable Achievement WinS Program Implementer 2018- 219 in the division level.

Cesar M. Cabahug Elementary School has 45 teachers supervised by a school principal and operated by the national government. It has 85 LSEN

learners from Grades 4 to 6. It is a complete elementary school starting Kindergarten to Grade Six under the K to 12 Basic Education Curriculum, with an enrolment of 1381 as of June 2019, this last school year. The Learner Classroom ratio is 40:1, and it has different useful facilities that contribute to the teaching and learning process. The school has thirty (30) classrooms, including the new building donated by the DPWH and PETRON. The school's Gymnasium will serve as the academic and physical activity area and other DepEd-related activities. The school library has been provided with various materials to ensure that learning will take place. It also has a computer laboratory with updated computers for the learners to manipulate.

The school conducts different activities that promote and develop the learners physical and spiritual well-being, including sports and athletic activities, nutritional status monitoring and feeding, deworming, immunization, dental check-up, and a catechetical program. The health and wellness of the school clientele are taken off by the services of the school clinic and school canteen. The learners can also enhance and exhibit their competence through their participation in co-curricular activities such as MTAP – DepED Math Challenge, Campus Journalism, and others.

Mayor A.S Fortuna Elementary School regards every child as a unique individual with different abilities or intelligence. It believes that the highest goal of education is to help students attain their highest potential. It has 133 LSEN learners from Grades 4 to 6.

Respondents

The respondents of the research were the randomly selected teachers who handled grade four to six LSENS in an inclusive classroom setting of the indicated schools of Mandaue City Central District. The learners under them were included to assess their performance in reading. Sites were selected based on the predetermined sampling criteria. Preselected criteria relevant to the research question (Wilson, 2017) were set out beforehand, ensuring that relevant data could be collected. The indicated criteria were; teachers handling learners with reading difficulties and must be within the mentioned research locale.

Table 1 shows the distribution of the respondents.

Table 1
Distribution of the Respondents

Name of School	Number of Teachers	Number of LSENS
1. Cesar Cabahug Elem School	30	85
2. Mandaue City Central School	93	169
3. Mayor AS Fortuna Memorial Elementary School	31	133
TOTAL	154	387

Instruments

The researchers utilized a validated survey questionnaire to assess the teachers' teaching strategies and their level of effectiveness. There are four (4) parts of the survey questionnaire intended for the teachers:

Part I- is the gathered data on the demographic profile of the teachers, such as age, gender, civil status, highest educational attainment, specialization, number of years in teaching, relevant training and seminars attended, and subjects handled. **Part II.** This part gathered data on the level of effectiveness of reading strategies employed by the teachers. This consists of 10 reading strategies to assess with. **Part III.** Data on the causes of the reading failure of the Learners was gathered in this portion. Teachers will rank the causes from 1 (lowest) to 4 (highest). **Part 1V.** This is the Oral Reading Verification test results derived from the General Education-Inclusive setting, which indicated the performances of Grade IV - V learners based on the reading test conducted. It consisted of: a) quadrant 1- independent; reads fluently with comprehension or excellent reader, excellent comprehension, b) quadrant 2- instructional; reads haltingly with comprehension or slow reader, good comprehension, c) quadrant 3 - frustration; reads fluently with little or no comprehension, fast reader slow comprehension, and d) quadrant 4 reads haltingly with little or no comprehension, slow reader, poor comprehension, e) quadrant - 5 non-readers; cannot read the words or texts in the passage.

Data Gathering Procedure

The researcher strictly observed formality of gathering data. In connection with this, a transmittal letter was sent to the concerned personnel for approval. One letter was addressed to the office of the Dean of the College of Education. Another transmittal letter was addressed to the District Supervisor of the Central District of Mandaue to ask for approval to conduct the study in Mandaue City Central School, Cesar Cabahug Elementary School, and Mayor A.S Fortuna Memorial Elementary School. Afterwards, a transmittal letter was addressed to the principals of the selected schools to ask permission to conduct the study of the teachers and learners in the school district. After the approval, the researchers sent a notice letter to be signed by the parents of the Grade III learners informing them that their children were part of the study as subjects. Conditions and their rights as respondents were disclosed to them as specified in the notice letter.

The approval of the letters signaled the formal gathering of data. The researchers' assistants conducted the data gathering with the learners in coordination with the class advisers of the respondents in each section. The respondents were briefed regarding the intention of achieving the study. After the short briefing, the researchers distributed and administered the questionnaire to the teachers.

The next step was to ask about the result of the Oral Reading Verification test conducted by the teachers that assessed the learners' reading performance.

The results contained the learners' performance indicated as Non-reader, Frustration, Instructional, and Independent.

The data to be collected was tallied and computed using statistical formulas, and the results were presented in tables for analysis and interpretation. Likewise, the data that the researchers gathered were placed in an envelope. For security purposes, the cabinet was locked. The data that was stored in the computer was secured by using a password so that no one could access the information. After a lapse of a year, the stored data was deleted.

Treatment of Data

The following were the statistical tools used in computing the data gathered.

Frequency Distribution was used to show the distribution of the responses of the respondents.

Percentage. This was used to calculate the profile of the learners and their reading abilities based on the oral reading verification test results.

Mean. This was used to calculate the average of a student's reading abilities based on the oral reading verification test results, the level of effectiveness of teachers' teaching strategies, and the causes of failures in reading.

Chi-square Test. This was used in determining the significant relationship between the profiles of the respondents and reading performance.

One-way ANOVA. Used to get the significant difference of the learners' reading performance when grouped according to disabilities.

Scoring Procedures

The reading abilities of the learners were interpreted using the indicators categorized as follows as used in the oral verification test:

Reading Indicators of the Learners

Levels of Reading Proficiency	Computed Value of Comprehension	No. of mistakes in the 6-item test as a follow-up question
Independent Level	90 – 100%	no mistake
Instructional Level	75 – 89%	1 mistake
Frustration Level	74 % and below	1 to 4 mistakes

For the level of effectiveness of the strategies used by the teachers, the 4-point Likert scale was utilized:

Scale	Rating	Verbal description	Interpretation
3.25-4.00	4 –	Very Effective –	When 100 % of the indicators are perceived to be effective
2.50-3.24	3 -	Moderately Effective –	When 75% of the indicators are Perceived to be effective
1.75-2.49	2 –	Less Effective –	When only 50% of the indicators are perceived to be effective
1.0-1.74	1 –	Not Effective -	When only 25% of the indicators

are perceived as effective

Likewise, the 4-point Likert scale was employed for the Causes of failures in reading.

Scale	Rating	Verbal description	Interpretation
3.25-4.00	4 –	Strongly Agree –	When respondents agree 100% Of the identified Causes of failures in reading
2.50-3.24	3 -	Agree	When respondents agree 75% of the identified causes of failures in reading
1.75-2.49	2 –	Disagree	When respondents agree only 50% of the identified causes of failures in reading
1.0-1.74	1 –	Strongly disagree	When respondents agree only 25% of the identified causes of failures in reading

Ethical Consideration

This section presents the ethical consideration of the study, which the researchers took into account to preserve the dignity, reputation, and protection of the respondents and the credibility of the research. The ethical principles

putting emphasis on justice, beneficence, respect, and transparency were comprehensively discussed.

One of the main concerns of the study was to adhere to the principle of respect. The researchers considered that the respondents' rights were acknowledged and respected. They were free to choose, especially in answering the questionnaire at their most convenient time and availability. Therefore, the researchers sought their free time and informed them before their participation in the study. A parent's consent was presented to them, which contained the protection of the confidentiality of information. The consent letter stressed that the study was voluntary and the respondents had the right to withdraw from their participation.

The researchers ensured that the study was beneficial for the participants. They took into account the respondent's well-being which includes physical, mental, economic, and social aspects that cannot be harmed in the participation of the study. It was emphasized in the informed consent that the study was used to improve the reading abilities of the grade III learners of selected schools in Mandaue City District and aimed to address the reading difficulties they have encountered in reading. Through this, they will not hesitate to participate and will be more motivated as they will be aware of the study's benefits.

Another important aspect that the study adheres to is the principle of justice. The researchers considered that all respondents were given equal opportunity to participate in the study regardless of their socio-economic status. Additionally, all the participants benefited equally from the study, and no certain

respondents bore the risk. Instead, as stipulated in the consent letter, their rights and benefits were adhered to in the study.

Lastly, the study gave importance to the principle of privacy. All the information the respondents provided was held with the utmost confidentiality. Authorization in the gathering of data as stated in formal letters of consent and all the private information was utilized for the purpose of the study. The disclosure of private information that compromised the integrity of the participants was held confidential. Only the researchers had the authority to access private information. All the information from them was not publicized and was not open to others.

DEFINITION OF TERMS

For the purpose of giving an explicit understanding of the terms used in the study to the readers, the following terms are defined conceptually and operationally.

Assisted Reading. It is a fluency intervention in which a proficient reader supports a struggling reader. The teacher also models fluent reading of the passage, including vocabulary and content discussion after the reading. The class then practices the text chorally as a whole group.

Buddy reading. It is incredibly popular in the book community. They allow you and a friend to share in the experience of reading the same book together

and discussing it. Essentially, they're mini-book clubs with the flexibility of being one-off occurrences or regular activities.

Choral reading. It is a reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Computer-Assisted Reading. They allow students to progress at their own pace and work individually or problem-solve in a group. Computers provide immediate feedback, letting students know whether their answer is correct. A preliminary study shows all participating students increased their fluency and comprehension when using CAI.

Guided Oral Reading. It is a generic term for various techniques in which one person helps another read. It is one of the few ways NRP has been found to improve fluency. One guided oral reading technique is echoing, in which the teacher reads a passage aloud, and the student re-reads it aloud immediately afterward.

Intervention Program. It interferes with the outcome or course, especially of a condition or process, to improve performance. The study is a set of activities with strategies that are designed based on the findings of the study.

Grade IV and V Learners. These learners were the subject of the study which is composed of regular learners and learners with special educational needs.

Oral Reading Verification (ORV) Test. It is an assessment mandated by the Department of Education through DepEd order no. 14 s. 2018 to assess the reading abilities of the learners. In the study, the results of the test conducted by the Grade III Teachers in an inclusive classroom setting are utilized to reveal the reading performance categorized as Non-reader, Frustration, Instructional, and Independent based on the scores obtained by the selected Grade I-VI learners of Mandaue Central District.

Inclusive Education. This refers to the four to six-grade classroom setting where learners with special needs learn alongside regular learners.

Model fluent reading. By listening to good models of fluent reading, students learn how a reader's voice can help written text make sense. Read aloud daily to your students. By reading effortlessly and with expression, you are modeling for your students how a fluent reader sounds during reading.

Oral recitation method. It is a method of teaching that requires students to make resumes with their own sentences verbally and in written activities. With this method of recitation, students will dare to write in their own way, be responsible for the results of their writing, and will always remember the material that is taught.

Reader's theater. It is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. In using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills.

Reading Performance. The reading ability of the learners. According to the Oral Reading Verification (ORV) tool, there are five levels of reading performance:

Independent. Reads fluently with comprehension/excellent reader, excellent comprehension.

Instructional. Reads haltingly with comprehension/slow reader, good comprehension, and Reads fluently with little or no comprehension/fast reader slow comprehension.

Frustration. Reads haltingly with little or no comprehension, slow reader, poor comprehension.

Non-reader. Cannot read the words/texts in the passage.

Reading Failures. It pertains to non-readers or frustration reading level performance of the learners.

Repeated reading. It is an academic practice that aims to increase oral reading fluency. Repeated reading can be used with students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level.

Shared Reading. It is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.

Special Education. It is the practice of educating students in a way that accommodates their individual differences, disabilities, and special needs.

Chapter 2

PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter involves the presentation of the data with their corresponding interpretations. It comprises of six (6) parts namely, the profile of the teacher-respondents, the level of effectiveness of reading strategies utilized by the respondents to improve the reading abilities of the Sped learners, the causes of reading failure of the Sped learners, the reading performance of the Sped learners based on the Oral Reading Verification Test Results, significant relationship concerning the profile of the respondents and their level of effectiveness of reading strategies to improve the reading abilities of the Sped learners, significant relationship between the level of effectiveness of reading strategies and the reading performance of Sped learners, and the significant difference on the reading performance of the Sped learners based on their Oral Reading Verification Test Results when grouped by type of learners' disabilities.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

This part summarizes the relevant information of the teacher respondents in the three identified schools as to their age and gender, civil status, highest educational attainment, specialization, years of teaching in inclusive education, relevant training and seminars attended, subject handled, and the type of learners' disabilities handled.

SCHOOL A- CESAR M. CABAUG ELEMENTARY SCHOOL**Age and Gender**

Age and gender are essential data needed in the research to assess further if these variables can affect the performance of the Sped learners toward reading. Table 2 summarizes the data obtained.

Table 2
Age and Gender

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
41 and above	11	36.67	0	0	11	36.67
36 – 40	5	16.67	4	13.33	9	30.00
31 – 35	5	16.67	0	0	5	16.67
26 – 30	3	10.00	1	3.33	4	13.33
26 and below	1	3.33	0	0	1	3.33
total	25	83.34	5	16.66	30	100.00
Mean (Age)	40.57		Mean	1.83		
StDev (Age)	9.930		(Gender)			
			StDev.	.379		

As shown in Table 2, a total of 66.67 % are in the age bracket of 36 years and above. Only 10 or 33.33 % of the respondents are in the age bracket 31-35 and below. This implies that most respondents belong to the Midlife stage of life, which is 35 – 50 or the Contemplation stage. According to Dr. Armstrong(2019), after several years in young adulthood of following society's script to create life,

people in the midlife stage often take a break from their responsibilities to reflect upon the deeper meaning of their lives, the better to forge ahead with new understanding. This element of contemplation represents a vital resource that people can all draw upon to deepen and enrich their lives at any age. About the respondents' teaching strategies, they must have experienced enough of these and are now trying to reflect or contemplate upon the best strategies they can utilize in teaching reading to improve the quality of the reading performance of their learners.

Furthermore, checking on their teaching experience, most respondents earned 10 years and above. These findings suggest that they must have gone through several strategies for teaching reading.

Civil Status

The teachers' civil status is also relevant data needed in the research, which might affect the learner's reading performance. Highlighted on the research choices about this demographic are single or married.

Table 3
Civil Status

Civil Status	f	%
Single	5	16.70
Married	25	83.30
Total	30	100.00

Table 3 shows that 25 out of 30, or 83.30% of the teacher respondents, were married, while the remaining five (5) or 16.70% were single. This finding on the civil status of the respondents supports the findings on their ages. Most of them are 31 years and above; hence it is implied that upon reaching these age brackets, they settled to have a family. Moreover, their responsibilities at home have made them more responsible in their teaching job. It is said that married teachers can put more effort into their work in the school and be more efficient. According to Adu et al. (2012), Klassen and Chiu (2010), and Protheroe (2008), teachers with self-efficacy are better at planning, innovation, resilience, and persistence to achieve set objectives; hence, in their task as reading teachers more effort has been made.

Highest Educational Attainment

Highest Educational attainment is also another important data needed in this research. The data is shown in Table 4.

Table 4
Highest Educational Attainment

Highest Educational Attainment	f	%
Master's degree graduate	3	10.00
With units in Master's degree	19	63.30
Bachelor's degree graduate	8	26.70
Total	30	100.00

Table 4 shows that 19, or 63.30%, of the teachers were with units at the master's level, eight (8), or 26.70%, were bachelor's degree graduates, while the rest of the three (3), or 10.0% were Master's degree graduates. The result manifests that the respondents desire to grow professionally, having the majority of them already took the master's degree courses. They must have realized that in teaching, the more fit individuals are also more likely to be capable and effective in meeting various instructional needs.

Teachers equipped themselves by updating their education by enrolling in graduate studies. Although many scholars question the usefulness of policies pointing to an increase in teachers' educational attainment, findings of the present study conducted by Ji Liu entitled *Cognitive Returns to Have Better Educated Teachers: Evidence from the China Education Panel Survey* refute such doubts by revealing the significant and substantive cognitive returns related with having better-educated teachers(Loeb et al., 2014).

Specialization

The specialization is another important data on teachers' demographic profile, which might be a factor to consider in assessing the Sped learners' reading performance. Table 5 shows the teachers' specialization.

From the data in Table 5, it is clear that 13 or 43.30% of the teachers specialized in other subject areas not mentioned in the choices, such as MAPEH, Social Studies, Filipino, Values Education, and TLE. If 43.30% is divided by the

number of subjects included in the specialization classified as others, it can have an estimated average of 8.67 % each which is the lowest among all.

Table 5
Specialization

Specialization	f	%
English	5	16.70
Science	4	13.30
Mathematics	3	10.00
Early Childhood Education	5	16.70
Others	13	43.30
Total	30	100.00

The next lowest in rank is Mathematics with three respondents or 10%, Science ranked 2nd from the top with 4 or 13.30%, while English and Early Childhood Education have the highest percentage at 16.70% each. The findings further reveal that these 13 other respondents may have a Special education major, which is very appropriate for the group of students included in this study. Hence, they must have contributed to the instruction the learners received.

The data indicate that teachers' specialization is a relevant factor affecting learners' reading performance. With data for Sweden, Johansson et al. (2015) estimated substantial effects of teacher education pertinent to subject and grade on third graders' reading achievement levels. They found important effects of

teacher specialization on fourth graders' reading achievement levels (Myrberg et al. 2018).

It is, therefore, the policy and practice of most institutions to hire teachers with the appropriate preparation based on their needs.

Number of Years in Teaching

Table 6 shows the teaching experience of the teachers. This is helpful information since it is always associated with the idea that the more teachers have experience, the more they know how to deal with their learners.

Table 6
Number of Years in Teaching

Number of Years in Teaching	f	%
25 – 29	5	16.70
20 – 24	2	6.70
15 – 19	2	6.70
10 – 14	8	26.70
9 years and below	13	43.30
Total	30	100.00
Mean	2.27	
St.Dev.	1.507	

As shown in Table 6, 13 or 43.3 percent of the teachers had 9 years and below, eight or 26.7% had 10-14 years of teaching experience, five (5) or 16.7% had 25-29 years, two (2) or 6.7% had 20-24 years and 15-19 years of teaching

experience. However, based on the findings from the research of Graham et al. (2020) titled "*Do Teachers' Years of experience Make a Difference in the excellence of Teaching*" suggest that neophyte teachers can perform well or better than those with years of experience. This may be a sweeping general statement. Neophyte teachers, new in the service, are still fresh in their learnings; hence motivation is still at its peak.

New teachers are always defined in terms of their struggles, and those are real. Anyone who has been a new educator knows that significant struggles, embarrassing missteps, and violently long days are a big part of the first few years (Johnson, 2018). Therefore, it is the responsibility of the school administrators to provide more support and professional development for teachers to improve their teaching quality.

Relevant Trainings and Seminars Attended

Another significant data needed in this research about the teachers' profiles is their relevant training and seminars attended. Seminars and training make the teacher more skillful in handling the SPED learners, especially in their reading class.

Data in Table 7 revealed that 11 or 36.7% of teacher respondents had 40-49 hours of training/seminars attended; the rest had fewer hours of relevant training and seminars. However, though they have a limited number of training and seminars attended, it is safe to say that these teachers had been immersed in

training. They must have learned how to deal with the learners they have in their respective classes.

Table 7
Relevant Trainings and Seminars Attended

Relevant Trainings and Seminars Attended	f	%
50 hours and above	3	10.00
40 – 49 hours	11	36.70
30 – 39 hours	6	20.00
20 – 29 hours	2	6.70
10 – 19 hours	3	10.00
9 hours and below	5	16.70
Total	30	100.00
Mean	3.80	
St.Dev.	1.669	

According to the research study on the classroom impact of trained Special Needs Education Teachers in selected schools, as conducted by Okech et al. (2021), there was a definite emphasis and importance placed on the classroom development of children with intellectual disabilities. It was stated in the findings that about an environmental factor, there were always adequate preparations to provide a conducive learning environment for inclusive education settings. This implies that with the knowledge and skills gained from the training

and seminars, the teachers strived hard to apply these even with limited exposure to grow professionally.

Subject Handled

The subject handled by the teacher is also essential data needed for this research which might affect the SPED learners' performance in reading. From the results of table 8, 13, or 43.4% of the teachers had handled all subjects; seven (7), or 23.3%, had handled Math; four (4), or 13.3%, had Science, three (3) or 10.0% had handled English and Other not mentioned subjects such Mapeh

Table 8
Subject Handled

Subjects Handled	f	%
All Subjects	13	43.40
English	3	10.00
Math	7	23.30
Science	4	13.30
Others	3	10.00
Total	30	100.00

The findings in Table 8, where 13 or 43.40 percent handle all class subjects, imply that the teachers involved have to do a lot of preparations. This situation might pose a problem to the teachers and may affect their performance in the delivery of instruction.

Of course, several factors contribute to ineffective teaching and learning in primary schools. According to the study of Mupa and Chinooneka (2015), factors such as the inability of teachers to employ different teaching strategies, non-preparation of instructional materials to be used in the delivery of lessons, lack of variety of media for instruction, unconducive learning environment, no provision of homework, lack of parents' assistance to guide their children and the like affected the quality of learning of the students.

Along with these findings, if teachers handle all subjects, it may be construed that they may not have enough time to do these. Hence, teachers must be made to handle subjects in their field of specialization.

Type of Learners' Disabilities

The common learners' disabilities that were handled with teachers in the respective school were Dyslexia (Difficulty in Reading), Dyscalculia (Difficulty In Math), Dyscalculia (Difficulty In Math), Dysphasia (Difficulty in Language), Dysphasia (difficulty in Language), Visual Processing Disorder (Difficulty interpreting visual information), Auditory Processing Disorder (Difficulty in Hearing Difference Between Sounds), and ADHD/ADD.

Table 9
Type of Learners' Disabilities

Types of Learners' Disability	f	%
Dyslexia (Difficulty in Reading)	18	60.00
Dyscalculia (Difficulty in Math)	3	10.00

Dysphasia (Difficulty in Language)	3	10.00
Auditory Processing Disorder (Difficulty in Hearing the Difference Between Sounds)	3	10.00
Visual Processing Disorder (Difficulty interpreting visual information)	1	3.30
Total	30	100.0

From the table, 18 or 60% of the teachers had learners with Dyslexia (Difficulty in Reading). This finding is very alarming. Reading is a tool for learning other subjects; hence, this may affect the learner's performance in all other subjects.

To understand LDs fully, it is necessary to examine the problem in black and white with all the practical and experiential difficulties when dealing with these children (Indian J Psycho Med 2018). Another study concluded that having a specific learning disability or anxiety creates several hurdles to success in physiotherapy education (Norris et al., 2019). Thus, this table shows essential data to understand learners' reading difficulty, which requires appropriate strategies to deal with them. Training and seminars for teachers to handle learners with dyslexia are of high importance. Learners need enough preparation before they are promoted to the next level of education. And all of the competencies in every subject need reading skills.

LEVEL OF EFFECTIVENESS OF READING STRATEGIES UTILIZED TO IMPROVE THE READING ABILITIES OF THE SPED LEARNERS

This part summarizes the level of effectiveness of reading strategies utilized by the respondents. These strategies include model fluent reading, shared reading, repeated reading, buddy reading, computer reading, readers theatre, oral recitation, assisted reading, guided oral reading, and choral reading. Table 10 shows the effectiveness of the reading strategies used by the teachers to address reading gaps.

Table 10 shows that all the reading strategies were ***Moderately Effective***, with an overall weighted mean of **2.74**. However, looking closely at the highest mean, guided oral reading had the highest mean of 3.10, while the readers' theatre and choral reading had the lowest mean of **2.47**. This result indicates that guided oral reading is a lot effective strategy for addressing the difficulties of Sped learners in reading.

When choosing instructional practices for teaching reading skills to students with LD, teachers need to adopt methods that are sufficiently demonstrated to be effective

Table 10
Level of Effectiveness of Reading Strategies

S/N	Strategies	Weighted Mean	Std.Dev.	Verbal Description
1	Model fluent reading	2.77	.61696	Moderately Effective
2	Shared reading	2.67	.71116	Moderately Effective
3	Repeated readings	2.87	.56225	Moderately Effective
4	Buddy reading	2.70	.69251	Moderately Effective

5	Computer reading	2.63	.60819	Moderately Effective
6	Readers' theatre	2.47	.62562	Effective
7	Oral Recitation	2.70	.65746	Moderately Effective
8	Assisted reading	3.03	.70023	Moderately Effective
9	Guided oral reading	3.10	.65746	Moderately Effective
10	Oral reading	2.47	.81121	Effective
	Aggregate Weighted Mean	2.74		Moderately Effective

Range:

1.00-1.75 Less Effective [LE]; 1.76-2.50 Effective [E];

2.51-3.25 Moderately Effective [ME]; 3.26-4.00 Very Highly Effective [VHE]

(Chitiyo, 2022). Sustained interventions and support were determined to be essential to the success of struggling readers, especially those with reading disabilities (Vaughn & Wanzek, 2014). Researchers have found that the best practice is individualizing student learning and supporting differentiation using varying reading intervention types (Roskos & Neuman, 2014).

While the findings of the aforementioned study are valid, however, in some instances, individualized student learning may not also work in some learners. The learner may still be motivated when they study with their peers.

CAUSES OF READING FAILURE OF SPED LEARNERS

This portion focuses on the causes of reading failure in SPED Learners. Among those that were cited in this research are the learner's disabilities affect their reading performance, the teachers' responses/ attitudes towards learners with disabilities during reading, the environment is not conducive to learning, the skill of reading was not reinforced in learners during the lower grades, there

are not enough reading materials at home, there are not enough reading materials at school, learners have a negative attitude towards reading, learners do not practice reading as a habit, lack of family support about the reading of the learners, teacher's lack of training, mismatch of grade level assignment of the teacher, learners are not motivated by the teacher's instructional strategies, and lack of support of the school supervisor and public school district supervisor.

The highest mean among the causes which ***Strongly agreed*** by the teachers was "There are not enough reading materials at school," with a mean of **3.40**, while they ***Disagree*** the least with "Learners have a negative attitude towards reading," with a mean of **1.93**. This further implies that the teachers need help appropriately addressing the learners' reading needs, knowing that most of the learners they deal with have difficulties in reading.

Table 11

Causes of Reading Failure of SPED Learners

S/N	Indicators	Mean	Std. Dev.	Verbal Interpretation
1	The learner's disabilities affect his/her reading performance.	3.00	.69481	Agree
2	The teachers' responses/ attitudes towards learners with disabilities during reading.	3.27	.52083	Strongly Agree
3	The environment is not conducive to learning.	2.50	.82001	Disagree
4	The skill of reading was not reinforced in learners during the	2.87	.62881	Agree

	lower grades.			
5	There are not enough reading materials at home.	3.23	.56832	Agree
6	There are not enough reading materials at school.	3.40	.49827	Strongly Agree
7	Learners have a negative attitude towards reading.	1.93	.73968	Disagree
8	Learners do not practice reading as a habit.	2.13	.73030	Disagree
9	Lack of family support in relation to the reading of the learners.	2.13	.68145	Disagree
10	Teacher's lack of training.	2.10	.73030	Disagree
11	Mismatch of grade level assignment of the teacher.	3.07	.68145	Agree
12	Learners are not motivated by the teacher's instructional strategies.	2.63	.75886	Agree
13	Lack of support from the school supervisor and public school district supervisor.	2.43	.52083	Disagree
	Aggregate Weighted Mean	2.67		Agree

Range:

1.00-1.75 Strongly Disagree [SD]; 1.76-2.50 Disagree [DA];
2.51-3.25 Agree [A]; 3.26-4.00 Strongly Agree [SA]

Reading comprehension is a critical learning skill for all students (Clarke et al., 2013; Wong, 2011), as it is “the process of simultaneously extracting and constructing meaning through interaction and participation with written language” (the Rand Reading Study Group, 2002, p. 11). Academic success also requires students to understand, analyze, and apply the information they gathered through their reading (Clarke, Truelove, Hulme, & Snowling, 2013). Understanding written materials increase significantly in all academic areas as students move from one grade to another (Clarke et al., 2013; Wong, 2011).

According to Mohammed and Amponsah (2018), their study found some factors that contribute to the low reading abilities of pupils. These are lack of confidence in how to practice reading in class, poor motivation from teachers and parents to help develop the attention of the pupils in reading, lack of pre-reader books in school and at home, lack of library, teachers’ insufficient knowledge on phonemic awareness approach of teaching reading, lack of reading clubs and lack of reading competition among the pupils in the school.

To ensure the improvement of the reading skills of the pupils in school, some recommendations were made: teachers need to build the confidence level of the pupils in reading by making them read cooperatively, the school authority has to supply adequate pre-reader books to facilitate the teaching and learning of reading in the school, parents should ensure the proper supply of pre-reader books at home, parents have to give incentives and complement their children for

improved reading abilities, the school may organize reading competitions among pupils, and the school management seeks partnership with the Ghana Education Service to organize in-service training for all language teachers on phonemic awareness strategy in teaching reading skills (Amponsah, 2018).

Thus, there is a need to prioritize acquiring enough reading materials in school to aid the advancement of efforts in addressing reading failure in SPED learners.

READING PERFORMANCE OF SPED LEARNERS BASED ON ORAL VERIFICATION TEST RESULTS

The tables below summarize the reading performance of the Sped Learners as to independent, instructional, and frustration reading performance.

Independent Reading Performance

Table 12 shows the grades 4-6 independent reading performance. Of the two independent readers, one is from grade 4, and the other is from grade 6 when assessed using the Phil-IRI procedures or 50% from grade 4 and 50% also from grade 6.

Table 12
Independent Reading Performance

Grade Level	Frequency	Percentage
Grade 4	1	50.00
Grade 5	0	0
Grade 6	1	50.00
Total	2	100

This result denotes a need to strengthen reading remediation, especially for learners with reading difficulties.

Encouraging students to read for pleasure and providing them with interesting reading materials may not guarantee that every child will become a dedicated, highly literate reader, but it's clearly a necessary step in the right direction" (Krashen, 2006). Students are social beings in nature, and the proposition of doing an independent reading as a social practice makes sense for today's students (Daina, 2018). Since learners today are in the digital atmosphere, it should be taken into consideration the use of technology in enhancing independent reading performance.

Instructional reading performance

Table 13 shows the number of instructional readers. From the data, 29 students were at the instructional level comprising 8, or 27.59%, from grades 5 and 21, or 72.41% from grade 6. It summarizes that most learners need support and guidance from teachers.

Table 13
Instructional Reading Performance

Grade Level	Frequency	Percentage
Grade 4	0	0
Grade 5	8	27.59
Grade 6	21	72.41
Total	29	100

In early reading instruction, the student's skills in a classroom may have an impact on the extent of instructional support that teachers provide to the whole group and individual students (Ruotsalainen et al., 2022). However, teachers must also be aware of the learners' capability to adapt instructions based on their skills and should be supported to adjust to their learning needs.

Frustration reading performance

Meanwhile, Table 14 shows the number of frustrations with reading performance learners. From the table, 54 learners are currently at this level. 27 or 50% from grade 5, and the other 50% is from grade 6.

Table 14
Frustration Reading Performance

Grade Level	Frequency	Percentage
Grade 4	0	0
Grade 5	27	50.00
Grade 6	27	50.00
Total	54	100

According to Halladay, to gather a whole approach to students' reading behaviors, teachers must obtain various opportunities to assess students both orally and silently (Halladay, 2012). A holistic approach is required to resolve this reading performance issue.

Summary of the reading performance of the learners

Table 15 summarizes the reading performance of the learners in School A.

Table 15
Summary of the reading performance of the learners

Grade Level	Frequency	Percentage
Independent	2	2.35
Instructional	29	34.12
Frustration	54	63.53
Total	85	100

Table 15 shows that the majority, or 63.53 percent, of the SpEd learners from grade were at the Frustration level. Rank second is the Instructional level, with 34.12 percent of the learners in this category. This is considered the lowest reading performance. Thus, there is a need for teachers to provide reading intervention to address this reading performance.

RELATIONSHIP BETWEEN THE PROFILE AND THE LEVEL OF EFFECTIVENESS OF THE READING STRATEGIES TO IMPROVE THE READING ABILITIES OF LSEN LEARNERS

This part discusses the relationship between the respondents' profile and the effectiveness of teaching strategies to improve the reading abilities of LSEN learners. The different strategies are again enumerated: model fluent strategy, shared reading, repeated reading, buddy reading, computer reading, reader's theater, oral recitation, assisted reading, guided oral reading, and choral reading.

Profile and Model Fluent Strategy

Table 16 shows the significant relationship between the profile and model fluent reading strategy. From the table, the model fluent strategy is significant to age and subject handled with a p-value of .000 and .024, respectively, while the rest of the indicated profiles are Not Significant to the model fluent strategy.

This implies that the age of the teacher and the subject handled have a significant relationship with the strategy. If the teacher is handling the right subject according to their specialization, they can surely impart and will reflect on the student's performance.

Table 16
Profile and Model fluent strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.000	Reject Ho	Significant
Gender	.614	Failed to Reject	Not Significant
Civil Status	.071	Failed to Reject	Not Significant
Highest Educational Attainment	.735	Failed to Reject	Not Significant
Specialization	.468	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.226	Failed to Reject	Not Significant
Relevant trainings and seminars attended.	.316	Failed to Reject	Not Significant
Subjects handled	.024	Reject Ho	Significant
Types of learners Disabilities' Handled in the current classroom.	.484	Failed to Reject	Not Significant

According to a study, fluent reading is an outcome of the efficient reading processes that lead to the fast acquisition of thousands of words that are recognized instantly on sight (Paige, 2020). In order for students to become proficient in reading comprehension, they must work toward automatic (fluent)

word recognition(LaBerge & Samuels, 1974). The teacher, therefore, has to help the learners form the habit of reading. In addition, parents have to cooperate with the school by giving time to their children to read materials appropriate to their level.

Profile and Shared reading strategy

Table 17 shows the significant relationship between the shared reading strategy to the profile. From the table, age and civil status have a significant relationship with the strategy. This entails that the gender and the civil status of the teacher are factors to consider in implementing this strategy.

Table 17
Profile and Shared Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.000	Reject Ho	Significant
Gender	.056	Failed to Reject Ho	Not Significant
Civil Status	.032	Reject Ho	Significant
Highest Educational Attainment	.980	Failed to Reject	Not Significant
Specialization	.438	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.290	Failed to Reject	Not Significant
Relevant trainings and seminars attended	.080	Failed to Reject	Not Significant

Subjects handled	.109	Failed to Reject	Not Significant
Types of learners Disabilities Handled in the current classroom	.249	Failed to Reject	Not Significant

Shared reading is a method of teaching reading that allows the students to be supported while reading a leveled text just above their reading level. It makes a unique contribution because it emerges from classroom literacy activities that require the teachers to know about effective early literacy operations and the behavior that provides evidence of children's growing knowledge (Button and Johnson,1997). Brenda Parkes says that “shared reading is to provide children with an enjoyable reading experience, to introduce them to a variety of authors and illustrators...and to entice them to want to be readers themselves.” Thus, the relationship between profile and shared reading strategy has to be taken into account.

Profile and Repeated Reading strategy

In this study, understanding the relationship between teachers' profile and repeated reading strategy has to be analyzed to find out the interest also of the teacher in applying the strategy.

Table 18 shows the relationship between the profile and the reading strategy. From the data, age and civil status also have a significant relationship

on the repeated reading strategy. This also implies that age and civil status vary in the implementation of the strategy.

One of the reading strategies found to be fluency, according to extensive research, is repeated reading. It directly targets oral reading fluency and can easily be interwoven into an existing reading program (Therrien & Kubina, 2006). Not only is fluency improved, but word recognition and reading comprehension are also enhanced when used in an overall reading program (NICHD, 2000, as cited in Staudt, 2009).

Table 18
Profile and Repeated Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.000	Reject Ho	Significant
Gender	.674	Failed to Reject Ho	Not Significant
Civil Status	.013	Reject Ho	Significant
Highest Educational Attainment	.898	Failed to Reject	Not Significant
Specialization	.431	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.583	Failed to Reject	Not Significant
Relevant trainings and seminars attended	.445	Failed to Reject	Not Significant
Subjects handled	.386	Failed to Reject	Not Significant

Types of learners Disabilities Handled in the current classroom	.866	Failed to Reject	Not Significant
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It is understood by teachers that there will be more learning from most students when they work with their peers. Lev Vygotsky's (1986) conceptual underpinning theory of Social Development states that when children work with others in a social setting, they can fully develop the Zone of Proximal Development (ZPD). The theory emphasizes that when students read together with others, reading achievement is higher than reading independently. Buddy's reading strategy has proven to be an impressive way to improve students' oral reading fluency. Therefore, since the buddy reading strategy is considerably effective in achieving success, it is also reasonable to recognize teachers' profile with a significant relationship to the buddy reading strategy.

Profile and Buddy Strategy

Table 19 shows the significant relationship between the profile and the buddy strategy. Data revealed that age and gender have a significant relationship with the strategy, and the rest are Not Significant.

Table 19
Profile and Buddy Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.000	Reject Ho	Significant
Gender	0.43	Reject Ho	Significant
Civil Status	.075	Failed to Reject	Not Significant
Highest Educational Attainment	.981	Failed to Reject	Not Significant

Specialization	.468	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.427	Failed to Reject	Not Significant
Relevant trainings and seminars attended	.116	Failed to Reject	Not Significant
Subjects handled	.152	Failed to Reject	Not Significant
Types of learners Disabilities Handled in the current classroom	.318	Failed to Reject	Not Significant

Teachers and students are the most significant groups in integrating technology into schools; their convictions and views must be understood entirely before any initiative takes place (Quing, 2007).

Profile and Computer Reading

Table 20 shows the significant relationship between the profile and computer reading strategy. Results show that age and civil status have a significant relationship with the computer reading strategy, while the other profile variables cannot indicate the inclination of teachers to use a computer.

Table 20
Profile and Computer Reading
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.001	Reject Ho	Significant
Gender	.923	Failed to Reject	Not Significant

Civil Status	.043	Reject Ho	Significant
Highest Educational Attainment	.506	Failed to Reject	Not Significant
Specialization	.254	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.576	Failed to Reject	Not Significant
Relevant trainings and seminars attended	.241	Failed to Reject	Not Significant
Subjects handled	.279	Failed to Reject	Not Significant
Types of learners Disabilities Handled in the current classroom	.406	Failed to Reject	Not Significant

Reading is regarded as a process where readers strive to comprehend and react to ideas expressed in written text. It is a complex, interactive process consisting of multiple interactions between variables such as the reader's background, reading materials, developmental levels, learning context, and learning goals (Author, 2007). Mostly, teachers provide systematic instruction to address initial reading problems experienced by struggling readers. Often, these students become accurate decoders but fail to reach the level of fluency needed to become efficient readers (Allington, 1983). Readers Theatre is a highly motivational reading strategy that provides a context for authentic reading. Students read using their voices, facial expressions, and gestures to convey meaning. Additionally, Readers Theatre is purported to be an effective strategy providing practice in oral reading for struggling readers in a non-threatening environment (an environment in which they can gain confidence and self-efficacy for oral reading (Tyler & Chard, 2000).

Profile and Reader's theater strategy

Table 21 shows the significant relationship between the profile and readers' theatre strategy. Results show that age significantly correlates with the readers' theatre strategy, while the other profile variables are insignificant. This finding implies that the younger the teacher is, the more she utilizes the reader's theater strategy, and the older teacher may not be interested anymore in this particular strategy. This strategy entails more preparation as the learners are expected to appear as if they are in the theater. Though this needs a lot of preparation for teachers, however, this is very interesting to the learners.

Table 21
Profile and Readers' Theatre Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.000	Reject Ho	Significant
Gender	.525	Failed to Reject	Not Significant
Civil Status	.076	Failed to Reject	Significant
Highest Educational Attainment	.593	Failed to Reject	Not Significant
Specialization	.401	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.096	Failed to Reject	Not Significant
Relevant trainings and seminars attended	.367	Failed to Reject	Not Significant
Subjects handled	.058	Failed to Reject	Not Significant
Types of learners Disabilities Handled in	.343	Failed to	Not Significant

the current classroom

Reject

Understanding words' meanings, analyzing the author's points of view, and aiming to write and gain knowledge of new words are all critical reading skills that support reading comprehension (Ruiz, 2015). It is essential to help students with reading difficulties overcome the reading problems that may prevent them from literacy success before they reach the fourth grade. It is, therefore, essential to introduce multiple reading strategies to the students to overcome reading difficulties that may prevent them from achieving literacy.

Profile and multiple strategies

Table 22 shows the significant relationship between the profile and multiple strategies.

Table 22
Profile and Multiple Strategies
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.000	Reject Ho	Significant
Gender	.408	Failed to Reject	Not Significant
Civil Status	.019	Reject Ho	Significant
Highest Educational Attainment	.508	Failed to Reject	Not Significant
Specialization	.525	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.512	Failed to Reject	Not Significant
Relevant trainings and	.155	Failed to	Not Significant

seminars attended		Reject	
Subjects handled	.511	Failed to Reject	Not Significant
Types of learners			
Disabilities Handled in the current classroom	.765	Failed to Reject	Not Significant

Results show that age and civil status have a significant relationship with the multiple strategies, while the other profile variables are not significant.

Several studies have evaluated the varying effects of reading. It is found that reading is a crucial mode of learning, and oral reading is one of the effective methods for students learning, one of the most significant markers of proficiency in learning a language, and also benefits other listeners. Reading out loud for one's use, for better comprehension, is a form of intrapersonal communication (Suwanna Klomjit 2013).

Profile and Oral recitation strategy

Table 23 shows the significant relationship between the profile and oral recitation strategy. Data reveal that age and civil status have a significant relationship with the oral recitation strategy, while the other profile variables are not significant.

This implies that age and civil status influence teachers to employ oral recitation strategy. By practice, teachers in the old days used the oral recitation strategy and found this effective. However, the younger generation of teachers are creative and innovative; hence they employ strategies that are more challenging to the learners. On the contrary, the findings may not be true for all teachers.

In the study of Valentin (2019), results revealed that age has a significant relationship with the pupils' oral reading performance, with younger children having better scores than older ones in reading fluency, reading comprehension, and total reading performance. Hence, it is also the practice of the teacher participants to employ the oral recitation strategy.

Table 23
Profile and Oral Recitation Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.000	Reject Ho	Significant
Gender	.980	Failed to Reject	Not Significant
Civil Status	.067	Reject Ho	Significant
Highest Educational Attainment	.622	Failed to Reject	Not Significant
Specialization	.659	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.155	Failed to Reject	Not Significant
Relevant training and seminars attended	.515	Failed to Reject	Not Significant
Subjects handled	.370	Failed to Reject	Not Significant
Types of learners Disabilities Handled in the current classroom	.903	Failed to Reject	Not Significant

However, the effect of age on the total reading performance was relatively small, as well as the effect on reading fluency and reading comprehension.

Nevertheless, it could still be suggested that teachers should be aware that the older or over-aged pupils in class might require additional support in their reading compared to the younger ones and take appropriate action to effectively meet their needs, no matter how small these might be (Valentin, 2019)

Reading fluency is reading text smoothly and effortlessly with correct phrasing and intonation as if the reader is speaking. His or her reading is fluid and accurate, with adequate speed, appropriate phrasing, and correct intonation” (Birsch 1999, p. 175; Carreker, 1999). Kuhn and Stahl (2003) found three primary areas of fluency: “(a) accuracy in decoding, (b) automaticity in word recognition, and (c) the appropriate use of prosodic features such as stress, pitch, and appropriate text phrasing” (Kuhn and Stahl, 2003). Contrary to this, a disfluent reader can be characterized by their inability to read smoothly with intonation (Jo-Ann Hapstak and Dr. Diane Tracey 2006). Disfluent reading also affects the student’s comprehension (O’Shea & Sindelar, 1983; Levy, Abello, & Lysynchuk, 1997; Lefly & Pennington, 1991). Several strategies have been introduced to address this disfluency, one of which is assisted reading strategy; thus, there is a need to emphasize the relationship between teachers’ profile and the assisted reading strategy.

Profile and Assisted reading strategy

Table 24 summarizes the significant relationship between the profile and assisted reading strategy. Data reveals that age and gender have a significant relationship with the indicated strategy, while the rest were found to have no significant relationship with assisted reading strategy.

The findings imply that young or old teachers may employ this type of reading strategy. Assisting the learners in reading is the first and foremost responsibility of the teacher in order for the learners to be able to read. Therefore, learners who cannot read may be attributed to teacher factors.

Table 24
Profile and Assisted Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.209	Reject Ho	Significant
Gender	.210	Failed to Reject	Not Significant
Civil Status	.893	Reject Ho	Significant
Highest Educational Attainment	.296	Failed to Reject	Not Significant
Specialization	.471	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.523	Failed to Reject	Not Significant
Relevant trainings and seminars attended	.232	Failed to Reject	Not Significant
Subjects handled	.622	Failed to Reject	Not Significant
Types of learners Disabilities Handled in the current classroom	.605	Failed to Reject	Not Significant

Profile and Guided Choral Reading Strategy

Guided choral reading is a strategy that can help students improve various reading skills. Choral reading is a reading instruction technique that is very useful

to educators to help students improve their reading fluency. The study of Kodan and Akyol (2018) showed that the combined implementation of choral repeated and assisted reading strategies has developed poor readers' fluent reading and reading comprehension skills.

Table 25 reveals the significant relationship between the profile and oral reading strategy. Data reveals that the profile has no significant relationship with the indicated strategy.

Table 25
Profile and Guided Choral Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.593	Reject Ho	Significant
Gender	.110	Failed to Reject	Not Significant
Civil Status	.202	Reject Ho	Significant
Highest Educational Attainment	.271	Failed to Reject	Not Significant
Specialization	.451	Failed to Reject	Not Significant
Number of years in teaching in an inclusive education	.383	Failed to Reject	Not Significant
Relevant trainings and seminars attended	.569	Failed to Reject	Not Significant
Subjects handled	.420	Failed to Reject	Not Significant
Types of learners Disabilities Handled in the current classroom	.730	Failed to Reject	Not Significant

SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF EFFECTIVENESS OF READING STRATEGIES AND THE READING PERFORMANCE OF SPED LEARNERS

Table 26 reveals the significant relationship between the level of effectiveness of the reading strategies and the reading performance of the Sped learners.

Results reveal that independent reading performance, instruction, and frustration significantly correlated with oral recitation and assisted reading strategy. This means to say that these strategies work well with Sped Learners. Thus,

Table 26

Relationship Between the Level of Effectiveness of the Reading Strategies and
Performance

(alpha = 0.05)

Variables	p-value	Decision	Result
Independent			
Model Fluent	.667	Failed to Reject Ho	Not Significant
Shared Reading	1.000	Failed to Reject Ho	Not Significant
Repeated Reading	1.000	Failed to Reject Ho	Not Significant
Buddy Reading	1.000	Failed to Reject Ho	Not Significant
Computer Reading	.121	Failed to Reject Ho	Not Significant
Readers' Theatre	.121	Failed to Reject Ho	Not Significant
Multiple Strategies	1.000	Failed to Reject Ho	Not Significant
Oral Recitation	.000	Reject Ho	Significant
Assisted Reading	.000	Reject Ho	Significant
Choral Reading	.333	Failed to Reject Ho	Not Significant
Instructional			
Model Fluent	.121	Failed to Reject Ho	Not Significant
Shared Reading	.454	Failed to Reject Ho	Not Significant
Repeated Reading	.454	Failed to Reject Ho	Not Significant
Buddy Reading	.454	Failed to Reject Ho	Not Significant
Computer Reading	.667	Failed to Reject Ho	Not Significant
Readers' Theatre	.667	Failed to Reject Ho	Not Significant

Multiple Strategies	.454	Failed to Reject Ho	Not Significant
Oral Recitation Assisted Reading	.000	Reject Ho	Significant
Choral Reading	.212	Failed to Reject Ho	Not Significant
Frustration			
Model Fluent	.512	Failed to Reject Ho	Not Significant
Shared Reading	.179	Failed to Reject Ho	Not Significant
Repeated Reading	.179	Failed to Reject Ho	Not Significant
Buddy Reading	.179	Failed to Reject Ho	Not Significant
Computer Reading	.700	Failed to Reject Ho	Not Significant
Readers' Theatre	.700	Failed to Reject Ho	Not Significant
Multiple Strategies	.179	Failed to Reject Ho	Not Significant
Oral Recitation Assisted Reading	.000	Reject Ho	Significant
Choral Reading	.846	Failed to Reject Ho	Not Significant

teachers should strengthen the strategies to help learners improve their performance.

Several studies have been conducted to verify the effectiveness of reading strategies in improving reading performance. One is the study by Nouf Rashdan Almutairi, Ed.D., which focuses on effective reading strategies to increase the reading comprehension level of students with learning disabilities. Banditvilai (2016) conducted another study on the effectiveness of reading strategies on reading comprehension. Results of both studies reveal that reading strategies effectively improve reading skills, fluency, and comprehension.

SIGNIFICANT DIFFERENCE ON THE READING PERFORMANCE OF SPED LEARNERS BASED ON THEIR ORAL VERIFICATION TEST RESULTS, WHEN GROUPED ACCORDING TO TYPE OF LEARNERS' DISABILITIES

Table 27 shows that there is a significant difference in the reading performance of SpEd learners when grouped according to the following reading disorders Dyslexia, Dyspraxia, Auditory Processing, and Dyscalculia.

Table 27
Significant Difference on the Reading Performance of SpEd Learners
(alpha = 0.05)

Grouped By	N	Mean	F- Valu e	P- Valu e	Significance	Result
Disability						
Dyslexia	53	1.11				
Dyspraxia	30	1.43	10.32	.000		Ho Rejected
Auditory	1	2.0	8		Significant	
Processing	1	3.0				
Dyscalculia						

With the findings revealed in Table 27, it is necessary for teachers to have to identify different strategies for the different disabilities of the learners. It should not be a "one-fits-all." Thus, a proper inventory of reading performance must be properly performed to administer an appropriate remedy for the learners.

Although dyslexia is primarily a decoding difficulty, many children also experience reading comprehension problems associated with co-occurring language difficulties; therefore, screening for language difficulties should be conducted at school entry to identify children who are at risk of difficulties in learning to read (Hulme, Charles; Snowling, Margaret J., 2016).

SCHOOL B- MANDAUE CITY CENTRAL SCHOOL**Age and Gender**

Age and gender are essential data needed in the research to assess further if these variables can affect the performance of the Sped learners toward reading. Table 28 summarizes the data obtained. From it, 38, or 40.86%, of the teachers were from the age bracket of 41 and above, while 20, or 21.51%, were from 26-30 years old.

Table 28
Age and Gender

Age (in years)	Female		Male		Total	
	F	%	f	%	f	%
41 and above	38	43.20	0	0	38	40.86
36-40	15	17.00	4	80.00	19	20.43
31-35	15	17.00	1	20.00	16	17.20
26-30	20	22.70	0	0	20	21.51
Total	88	100	5	100	93	100
Mean (Age)	3.81		Mean		1.191	
St.Dev. (Age)	1.191		(Gender)			
			St.Dev.		.227	
			(Gender)			

Reflecting on the results in Table 28, it entails that most of the teachers were mature, which ensures experience in handling the students. Zafer and Aslihan (2012) found older teachers of age 41 years old and above are more

effective in teaching and have good classroom management skills than younger teachers, which is an advantage in this study. In dealing with Sped learners, classroom management is essential. Furthermore, 19 or 20.43% of the respondents were 36-40 years old and considered middle-aged teachers. Supported by the study of Alufohai and Ibhafidon (2015), middle-aged teachers were more effective in producing higher student scores than younger and older teachers. The data of this research impact the result since the teacher respondents are distributed in different age brackets. With this, they must have varied ideas on the reading strategies to improve learners' reading skills.

Civil Status

The teachers' civil status is also relevant data needed in the research, which might affect the learner's reading performance. Highlighted on the research choices about this demographic is single or married.

Table 29 summarizes the civil status of the teacher respondents in School B. Data revealed that 88 or 94.6% of the teachers were married, while the remaining five (5) of 5.4% were single.

Table 29
Civil Status

Civil Status	F	%
Single	5	5.4
Married	88	94.6

Total	93	100.0
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In looking closely at Table 29 on how these two differ in their management style, which can affect learning, Roussanov and Savor's (2013) study found differences in the management styles of married and unmarried managers in favor of single managers. However, regarding the delivery of instruction, Pianta et al. (2012) found a significant influence of marital status on teachers' self-efficacy in instructional strategies in favor of married teachers. The results of the classroom management and the delivery of instruction can be associated with how the teachers are effective in the reading abilities of the Sped learners.

Highest Educational Attainment

Table 30 describes the teachers' highest educational attainment in school B, which is said to be one of those factors that might affect the learners' reading performance.

Out of 93 teacher respondents of the School, 65 or 69.9% of the teachers were Masters' level master's level, while one (1) or 1.1% was at the doctoral level. The results indicate that most teachers had updated their educational credentials to impart practical approaches to teaching. However, it could be noted that there are

Table 30
Highest Educational Attainment

Highest Educational Attainment	f	%
Doctoral Graduate	2	2.2
Doctoral Level	1	1.1
Masters Graduate	11	11.8
Masters Level	65	69.9
College Graduate	14	15.1
Total	93	100

still 14 or 15.1% of the teachers who remained in their bachelor's educational qualification. This group of teachers may not have the opportunity yet to take the master's degree course, or probably these are the teachers who are yet in the early stage of the teaching profession.

Scholars contend that a teacher's educational background captures a wide range of accumulated human capital types, including academic proficiency, pedagogical knowledge, content, and curriculum training (Kennedy et al. 2008), all of which are reasonably expected to positively influence teacher preparedness and instructional effectiveness, which act as key mediators influencing student learning.

Specialization

Specialization in the field of teaching is one important factor considered by school administrators in hiring teachers. Table 31 shows the teacher respondents' specialization.

Table 31
Specialization

Specialization	f	%
English	11	11.8
Science	4	4.3
Mathematics	7	7.5
Special Education	8	8.6
Early Childhood Education	9	9.7
Others	54	58.1
Total	93	100

It can be gleaned from Table 31 that 54 or 58.1% of the respondents were of other specializations not mentioned among the choices, 11 or 11.8% were English majors, nine (9) or 9.7% were Early Childhood Education, eight (8) or 8.6% were Special Education majors, seven (7) of 7.5% of the teaches were Mathematics major. In comparison, the remaining four, or 4.3%, were Science majors. While evidence of differential effectiveness across subjects supports subject-area teacher specialization (Condie et al., 2011; Jacob & Rockoff, 2011), recent research suggests that specialization can lead to lower teaching effectiveness (Fryer, 2018; Bastian & Fortner, 2018). This means that when

teachers teach their field, they are effective in their subject matter. Thus, it will reflect on the performance of the students. Hence, school administrators must strengthen their policy on hiring teachers in accordance with their needs.

Number of Years in Teaching

The number of years in teaching may have a great influence on the performance of the learners. Table 32 presents the findings on this.

Table 32
Number of Years in Teaching

Number of Years in Teaching	f	%
25-29 years	6	6.50
20-24 years	6	6.50
15-19 years	6	6.50
10-14 years	16	17.20
9 years and below	55	59.10
Total	93	100
Mean	1.97	
St. Dev.	1.485	

Data from the table shows out of 93 teachers, 55, or 59.10%, had 9 years and below teaching experience; 16, or 17.20%, had 10-14 years of teaching experience; six (6), or 6.50%, had 15-19 years, 20-24 years, and 25-29 years. The results imply that most respondents had nine years and below of teaching experience, and for sure, they are new in the teaching profession. Checking on some teacher-respondents, the rest of the 41 percent have experienced more than ten years. In fact, 12 or 13 percent have more than 20 years. This must be a

great factor in the delivery of instruction and contribute to their teaching performance. According to Podolsky (2016), as teachers gain experience, their students not only learn more, as measured by standardized tests, but are also more likely to do better on other measures of success, such as school attendance. Moreover, she added that teachers' effectiveness increases significantly when teaching in a supportive and collegial working environment and accumulating experience in the same grade level, subject, or district.

Relevant Trainings and Seminars Attended

The relevant training and Seminars attended by the teachers are presented in Table 33. This has been included in determining if these variables affect the reading performance of the SpEd learners.

It can be gleaned from Table 33 that out of 93 respondents, the majority, or 31 of them, which comprises 33.30%, had attended 40-49 hours of relevant trainings, 16, or 17.20% had attended 9 hours, and below, 14 or 15.10% had attended 50 hours and above, 13 or 12.90% had attended 10-19 hours, 12 or 12.90% had 30-39 hours, and seven (7) or 7.50% had attended 30-39 hours.

Table 33
Relevant Trainings and Seminars Attended

Relevant Trainings and Seminars Attended	f	%
50 hours and above	14	15.10
40-49 hours	31	33.30

30-39 hours	12	12.90
20-29 hours	7	7.50
10-19 hours	13	12.90
9 hours and below	16	17.20
Total	93	100
Mean	3.78	
St. Dev.	1.759	

Training teachers is also necessary, especially in today's environment, to cope with the profession's changing demands (UKEssays, 2018). Trained teachers are in a better position to educate the learners. Training can improve a teacher's knowledge of the subject matter, teaching method, etc.

Teachers should have more training to be able to gain more knowledge and skills, especially in giving intervention to these learners who feel difficulties in reading. They are expected to make learning meaningful; hence professional growth is of utmost importance.

Subject Handled

Table 34 shows the data needed in the research about the subject handled by the teacher respondents in school C. From it, 44 or 47.3% of the teachers handled all subjects, which is the usual one in elementary, 21 or 22.6% handled other subjects in not the options, 12 or 12.9% handed Math, nine (9) or 9.7% handled English, while seven (7) or 7.5% handled Science. The results

entail that most teachers were handling other subjects like MAPEH, and those subjects were not mentioned in the options.

Table 34
Subject Handled

Subject Handled	f	%
All Subjects	44	47.3
English	9	9.7
Math	12	12.9
Science	7	7.5
Others	21	22.6
Total	93	100

According to Visible Learning for Teachers (2011), expert teachers can use their subject knowledge to organize and use content knowledge more effectively for their students to understand. In addition, expert teachers are more likely to respond to any particular classroom's needs, recognize struggling students, and change how the information is presented to make it more understandable. Looking back on the teachers' specialization, most were also in the same specialization of the subject they were handling. They indeed can impart what is expected of them in this research.

On the contrary, teaching all subjects may also affect the teaching performance of the teachers. While elementary teachers are trained to teach all

subjects, this is not a guarantee that they will be effective in their performance. However, seminars and training in this aspect will help a lot.

Type of Learners' Disabilities

Table 35 depicts the types of students' disabilities handled by the respondents. From it, the majority of the teachers, or 57 or 61.30%, had students with Dyslexia or difficulty in reading.

These data imply that handling these learners is challenging and requires a knowledgeable and experienced enough to deal with them.

Table 35
Type of Learners' Disabilities

Type of Learners' Disabilities	f	%
Dyslexia (Difficulty in Reading)	57	61.30
Dyscalculia (Difficulty in Math)	6	6.50
Dyspraxia (Difficulty in Motor Skills)	2	2.20
Dysphasia (Difficulty in Language)	3	3.20
Visual Processing Disorder (Difficulty interpreting visual information)	6	6.50
Auditory Processing Disorder (Difficulty in Hearing the Difference Between Sounds)	1	1.10
Autism	5	5.40
ADHD/ADD	13	14.00
Total	93	100

The data in Table 35 is very alarming. It takes a diligent and experienced teacher to find ways to improve these students' reading skills. The teacher factor is highly needed on top of adequate reading materials needed for the students to motivate them to love reading.

According to Stanborough (2019), anyone handling a dyslexic child must also be able to identify if the child has Dyslexia. Preschool children may reverse sounds when they say words. They may also have difficulty with rhymes or with naming or recognizing letters. They may not understand what they read and may have a hard time answering questions about texts. They may be slow to process or summarize what they read. This array of characteristics of a child with dyslexia is a great challenge for teachers. Hence, the characteristics of teachers to handle this group of students is a big factor too.

LEVEL OF EFFECTIVENESS OF READING STRATEGIES UTILIZED BY THE TEACHERS TO IMPROVE THE READING ABILITIES OF THE SPED LEARNERS

This part summarizes the level of effectiveness of reading strategies utilized by the respondents. These strategies include model fluent reading, shared reading, repeated reading, buddy reading, computer reading, readers theatre, oral recitation, assisted reading, guided oral reading, and choral reading. Table 36 displays the result of this.

From the result in Table 36, most teachers answered ***Moderately Effective*** in almost all strategies except for computer reading and readers' theatre, where they answered ***Effective***. Nonetheless, the overall mean of

2.80 entails a **Moderately Effective** level of effectiveness of the reading strategies. At another glance at Table 34, it can be noted that Guided oral reading got the highest mean of 3.20 or **Moderately Effective**.

Table 36
Level of Effectiveness of Reading Strategies

S/N	Strategies	Weighted Mean	St.Dev.	Verbal Description
1	Model fluent reading	2.83	.86717	Moderately Effective
2	Shared reading	2.78	.78199	Moderately Effective
3	Repeated readings	3.14	.80205	Moderately Effective
4	Buddy reading	2.85	.69072	Moderately Effective
5	Computer reading	2.48	.74588	Effective
6	Readers' theatre	2.23	.83574	Effective
		2.77	.81291	Moderately Effective
7	Oral Recitation			
8	Assisted reading	3.18	.81291	Moderately Effective
				Moderately Effective
9	Guided oral reading	3.20	.85905	
10	Choral reading	2.51	.75985	Moderately Effective
	Aggregate Weighted Mean	2.80		Moderately Effective

Range:

1.00-1.75 Less Effective [LE]; 1.76-2.50 Effective [E];
2.51-3.25 Moderately Effective [ME]; 3.26-4.00 Very Highly Effective [VHE]

This implies that they can perform better when the students are guided in their reading activities. As mentioned earlier, it is important for the teacher to understand the characteristics of a child with dyslexia so she can also think of strategies that will suit his needs. Dyslexia can look different in different children, so it is important for the parents to keep in touch with the child's teacher to guide the child in reading activities (Stanborough, 2019).

CAUSES OF READING FAILURE OF SPED LEARNERS

This section focuses on the causes of reading failure in SPED Learners. Among these learner's disabilities that affect their reading performance are the

teachers' responses/ attitudes towards learners with disabilities during reading, the environment is not conducive to learning, the skill of reading was not reinforced in learners during the lower grades, there are not enough reading materials at home, there are not enough reading materials at school, learners have a negative attitude towards reading, learners do not practice reading as a habit, lack of family support about the reading of the learners, teacher's lack of training, mismatch of grade level assignment of the teacher, learners are not motivated by the teacher's instructional strategies, and lack of support of the school supervisor and public school district supervisor.

Results revealed that the teachers of School B Strongly Agreed with the indicators "*there are not enough reading materials at home*" and "*there are not enough reading materials at school,*" with a mean of **3.55** or **Strongly agree**, respectively. However, they Disagree the least on the indicator "*teacher's lack of training,*" with a mean of **1.93**. Nonetheless, looking at the overall mean of **2.80**, they **Agree** on the overall causes of learners' difficulty cited.

Table 37
Causes of Reading Failure of SPED Learners

S/N	Indicators	Mean	St. Dev.	Verbal Interpretation
1	The learner's disabilities affect his/her reading performance.	3.21	.73136	Agree
2	The teachers' responses/ attitudes towards learners with	3.18	.74722	Agree

	disabilities during reading.			
3	The environment is not conducive to learning.	2.05	.67787	Disagree
4	The skill of reading was not reinforced in learners during the lower grades.	3.03	.64678	Agree
5	There are not enough reading materials at home.	3.55	.54115	Strongly Agree
6	There are not enough reading materials at school.	3.55	.56066	Strongly Agree
7	Learners have a negative attitude towards reading.	2.06	.78711	Disagree
8	Learners do not practice reading as a habit.	2.32	.76746	Disagree
9	Lack of family support in relation to the reading of the learners.	2.16	.69256	Disagree
10	Teacher's lack of training.	1.93	.63599	Disagree
11	Mismatch of grade-level assignments of the teacher.	2.90	.65696	Agree
12	Learners are not motivated by the teacher's instructional strategies.	2.39	.76489	Disagree
13	Lack of support from the school supervisor	2.34	.81720	Disagree

and public school district supervisor.

Aggregate Mean

2.80

Agree

Range: 1.00-1.75 Strongly Disagree [SD]; 1.76-2.50 Disagree [DA];
2.51-3.25 Agree [A]; 3.26-4.00 Strongly Agree [SA]

The “*lack of reading material both in school*” which got same weighted mean of 3.55, seem to be the most attributing factor to the reading failures of the students. And this is supported with the finding that “*learners do not practice reading as a habit*” with a weighted mean of 2,32. This finding is valid, there is lack of reading materials at home and in school, hence learners are not expected to practice reading.

“*Teachers disagree they lack training*”. They have the training but probably these are not used due to other factors. But for the sake of the learners which is the number one concern why school exist, teachers are expected to give their best efforts for the children to be able to read.

According to the result of the study conducted by I. Mohammed and Ofori Amponsah (2018), the additional factors that do contribute to the pupils’ low reading ability in the school include: inadequate confidence level of pupils to read in class, inadequate motivation from teachers and parents to inspire pupils to read and the lack of pre-reader books and other reading materials in the school.

READING PERFORMANCE OF SPED LEARNERS BASED ON ORAL VERIFICATION TEST RESULTS

The succeeding tables summarize the reading performance of the Sped Learners as to independent reading, instructional, and frustration reading performance.

Independent Reading Performance

Table 38 presents the result for independent readers of School B. From it, Grade 5 LSEN learners got the most Independent Reading performance, which is 44.64%, while only seven (7) of 12.50% were from Grade 6. This further reveal that there is a need to strengthen the reading intervention of the schools to address the LSEN learners' need to reach this reading performance level. Based on an analysis that Children are motivated by having the opportunity to share books with their peers and adults alike (Knoester, 2009), evidence suggesting that independent reading is intimately connected to various social practices despite commonly held views that independent had been found (Diana Mitchell, 2018).

Table 38
Independent Reading Performance

Grade Level	Frequency	Percentage
Grade 4	24	42.86
Grade 5	25	44.64
Grade 6	7	12.50
Total	56	100

Instructional Reading Performance

Table 39 shows the instructional reading performance of the indicated level. From it, the Grade 5 learners got the greatest number of this reading performance level with 45.88% of the overall population, while Grade 6 got the least in number with a percentage of 14.12%.

Table 39
Instructional Reading Performance

Grade Level	Frequency	Percentage
Grade 4	34	40.00
Grade 5	39	45.88
Grade 6	12	14.12
Total	85	100

%. With this data in Table 39, there is still a need to intensify the enhancement of the learners' reading skills for them to be able to achieve what is expected of them.

In classrooms with more students having already acquired basic decoding skills, teachers provided more classroom time for independent practice and individual support, which is likely to support consolidation of students' literacy skills (Ruotsalainen,J, Pakarinen, E, Poikkeus, A, Lerkkanen, MK, 2022).

Frustration Reading Performance

Table 40 presents the number of LSEN learners who were at the frustration reading performance. Data shows that most of the learners who are in

this level of performance were the Grade 6, which is 96.43% of the population, while the Grade 5 LSENs have no frustration level learners. A more rigid strategy to lessen the percentage of learners at this level is advised to be enforced.

Table 40

Frustration Reading Performance

Grade Level	Frequency	Percentage
Grade 4	1	3.57
Grade 5	0	0
Grade 6	27	96.43
Total	28	100

Reading Recovery is a short-term intervention that provides one-on-one tutoring to students who struggle in reading (Lipp, 2016). Close reading should not be the only answer in developing reading. Yet when there is a strong development in the reading foundational skills then students can use those skills to help them close read complex text. (Fisher & Frey, 2015).

Summary of the reading performance of the learners

Table 41 summarizes the reading performance of the learners in School B.

Table 41

Summary of the reading performance of the learners

Grade Level	Frequency	Percentage
Independent	56	33.13
Instructional	85	50.30
Frustration	28	16.57
Total	169	100

Table 41 shows that majority of SpEd learners are at the Instructional level which is 50.30 % of the total number. Rank second is the Independent level with 33.13 percent. This is considered the lowest reading performance. Thus, there is a need for the teachers to provide reading intervention to address this problem considering the total number of learners with reading difficulties which is 169 .

RELATIONSHIP BETWEEN THE PROFILE AND THE LEVEL OF EFFECTIVENESS OF THE READING STRATEGIES TO IMPROVE THE READING ABILITIES OF THE SPED LEARNERS

This part discusses the relationship between the respondents' profile and the effectiveness of different reading strategies.

Profile and Model fluent strategy

Table 42 shows the relationship between the profile and the model fluent reading strategy. From it, most of the profile variables were Not Significant to the strategy except for gender, subject handled, and the type of learners' disabilities. This denotes that gender matters in this strategy, so if one teacher employs this strategy, the result may be positive or negative. In other words, the use of this strategy still suggest that appropriate lesson shall also be considered.

Table 42

Profile and Model Fluent Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.888	Failed to Reject Ho	Not Significant
Gender	.038	Reject Ho	Significant
Civil Status	.290	Failed to	Not Significant

Highest Educational Attainment	.988	Reject Ho Failed to Reject Ho	Not Significant
Specialization	.945	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.937	Failed to Reject Ho	Not Significant
Relevant training and seminars attended	.658	Failed to Reject Ho	Not Significant
Subjects handled	.014	Reject Ho	Significant
Types of learners Disabilities' Handled in the current classroom	.024	Reject Ho	Significant

Although, it is believed that there are many important components and processes exist in learning to read, research places reading fluency at the foundation of proficient reading (Young et al., 2015).

Profile and shared reading strategy

Table 43 shows the relationship between the profile and the shared reading strategy. From the table, the rest of the profile variables were Not Significant except for the highest educational attainment, relevant training, and seminars attended by subjects handled, where results showed Significantly. This entails that the teachers' highest educational attainment affects this reading strategy, with their subject handled, and relevant training attended.

Table 43
Profile and Shared Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.719	Failed to Reject Ho	Not Significant

Gender	.071	Failed to Reject Ho	Not Significant
Civil Status	.721	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.048	Reject Ho	Significant
Specialization	.723	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.786	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.028	Reject Ho	Significant
Subjects handled	.000	Reject Ho	Significant
Types of learners Disabilities' Handled in the current classroom	.891	Failed to Reject Ho	Not Significant

The findings imply that the academic preparation of the teacher or his highest educational attainment has influence on the strategies he utilized in teaching reading. The same is true with trainings and seminars attended which also have bearing to the performance of the learners. Subjects handled have something to do on how the teacher handles the class during reading sessions. Based on the study conducted by Novi Gusneli, Muhammad Kristiawan, Nova Asvio and Hafulyon (2016), shared reading strategy gave significant effect on students' reading comprehension

Profile and repeated reading strategy

Table 44 shows the relationship between profile and repeated reading strategy. Results revealed that the gender and relevant training attended were the only Significant relationship with the indicated Strategy.

Table 44
Profile and Repeated Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.577	Failed to Reject Ho	Not Significant
Gender	.027	Reject Ho	Significant
Civil Status	.576	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.477	Failed to Reject Ho	Not Significant
Specialization	.586	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.498	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.028	Reject Ho	Significant
Subjects handled	.085	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.351	Failed to Reject Ho	Not Significant

Table 44 indicates that gender and relevant trainings have significant relationship to the kind of strategies used such as repeated reading strategy. Therefore, male teachers may be comfortable in using this reading strategy than their female counterpart or vice versa.

According to *Kate Berg* and *Catherine Lyke*, repeated reading strategy was indeed very effective way to level up both the speed and accuracy of reading for general educational and for students' special needs, when they conducted their research on using repeated reading as a strategy to improve reading fluency at the elementary.

Profile and buddy strategy

Table 45 presents the relationship between the profile and the buddy strategy. Results revealed that the highest educational attainment, subject handles, and gender have a Significant relationship with buddy strategy.

Table 45
Profile and Buddy Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.534	Failed to Reject Ho	Not Significant
Gender	.024	Reject Ho	Significant
Civil Status	.547	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.043	Reject Ho	Significant
Specialization	.800	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.308	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.371	Failed to Reject Ho	Not Significant
Subjects handled	.000	Reject Ho	Significant
Types of learners Disabilities' Handled in the current classroom	.045	Reject Ho	Significant

The findings imply that depending on the subjects handled by the teacher that he may seemed effective using the buddy strategy.

Computers make teaching-learning activities more meaningful for learners if connected to real life. It is regarded as the upgraded instrumental tool that empowers teachers to enhance their teaching methods to strengthen the students' interest (Chandini, 2016).

Profile and Computer Reading

Table 46 exhibits the significant relationship between the profile and the computer reading strategy. From the results, gender and subjects handled showed Significant relationship with computer reading strategy.

Table 46
Profile and Computer Reading
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.285	Failed to Reject Ho	Not Significant
Gender	.000	Reject Ho	Significant
Civil Status	.715	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.665	Failed to Reject Ho	Not Significant
Specialization	.827	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.173	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.911	Failed to Reject Ho	Not Significant
Subjects handled	.014	Reject Ho	Significant
Types of learners Disabilities' Handled in the current classroom	.719	Failed to Reject Ho	Not Significant

Profile and reader's theatre strategy.

Another approach being incorporated to help the struggling readers is readers theater. According to the study of Maryann Mraz, William Nichols, Safronia Caldwell, Rene Beisley, and Stephan Sargent on "Improving Oral Reading Fluency through Readers Theater allows teachers to employ a

meaningful and purposeful context for incorporating repeated reading. Readers Theater is one effective way to authentically involve readers in repeated readings.

Table 47
Profile and Readers' Theatre Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.215	Failed to Reject Ho	Not Significant
Gender	.000	Reject Ho	Significant
Civil Status	.465	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.523	Failed to Reject Ho	Not Significant
Specialization	.238	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.620	Failed to Reject Ho	Not Significant
Relevant training and seminars attended	.133	Failed to Reject Ho	Not Significant
Subjects handled	.000	Reject Ho	Significant
Types of learners Disabilities' Handled in the current classroom	.336	Failed to Reject Ho	Not Significant

Table 47 below shows the significant relationship between the profile and the readers' theater reading strategy. From the results, gender and subjects handled showed Significant relationship with reader's theatre reading strategy.

Reading comprehension is a critical learning skill for all students (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011), as it is "the process of

simultaneously extracting and constructing meaning through interaction and involvement with written language” (the Rand Reading Study Group, 2002).

Profile and multiple strategies

The table below shows the significant relationship between the profile and the readers’ multiple reading strategies. From the results, gender, subjects handled, and the types of learners Disabilities’ Handled in the current classroom showed a significant relationship in the indicated reading strategy.

Table 48
Profile and Multiple Strategies
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.921	Failed to Reject Ho	Not Significant
Gender	.005	Reject Ho	Significant
Civil Status	.438	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.586	Failed to Reject Ho	Not Significant
Specialization	.632	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.681	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.396	Failed to Reject Ho	Not Significant
Subjects handled	.001	Reject Ho	Significant
Types of learners Disabilities’ Handled in the current classroom	.013	Reject Ho	Significant

The findings imply that in terms of gender, it may be construed that male teachers may not be interested to use multiple strategy. This entails a lot of preparation and may be expensive for the instructional materials. However, for the learners' benefit, teachers have to consider using this strategy for optimum learning in reading. In terms of subjects handled, the teachers handling reading may not be his specialization, hence this matters most. Skill of teachers in teaching reading is of vital importance. On the kinds of disabilities handled, the more that competencies of teachers in teaching reading is needed. The type of learner's disability calls also for appropriate reading strategy.

Profile and Oral Recitation Strategy

The table shows the significant relationship between the profile and the oral recitation strategy. From the results, gender, subjects handled, and the types of learners Disabilities' Handled in the current classroom showed a Significant relationship in the indicated reading strategy.

Table 49
Profile and Oral Recitation Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.921	Failed to Reject Ho	Not Significant
Gender	.005	Reject Ho	Significant
Civil Status	.438	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.586	Failed to Reject Ho	Not Significant
Specialization	.632	Failed to Reject Ho	Not Significant

Number of years in teaching in an inclusive education	.681	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.396	Failed to Reject Ho	Not Significant
Subjects handled	.001	Reject Ho	Significant
Types of learners Disabilities' Handled in the current classroom	.013	Reject Ho	Significant

It can be easily characterized a reader as a disfluent reader through his/her inability to read smoothly with intonation. Unlike a fluent reader that sounds as if he or she is speaking. Students' inability to decode at a normal rate is the main reason for the disfluency (Jo-Ann Hapstak and Diane Tracey 2016).

Profile and Assisted Reading Strategy

The table shows the significant relationship between the profile and the assisted reading strategy. From the results, the subjects handled showed a Significant relationship in the indicated reading strategy.

Table 50 shows the result of this.

Table 50
Profile and Assisted Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.588	Failed to Reject Ho	Not Significant
Gender	.082	Failed to Reject Ho	Not Significant

Civil Status	.110	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.621	Failed to Reject Ho	Not Significant
Specialization	.837	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.540	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.326	Failed to Reject Ho	Not Significant
Subjects handled	.006	Reject Ho	Significant
Types of learners Disabilities' Handled in the current classroom	.540	Failed to Reject Ho	Not Significant

Guided Oral Reading is considered a generic term for a variety of techniques in which one person helps another one to read. It is found to be the best method of teaching fluency in reading based to the result of the major study conducted by the US National Institute of Literacy. "Guided oral reading procedures such as repeated reading ... tended to improve word recognition, fluency (speed and accuracy of oral reading), and comprehension with most groups" (NRP, 2000, p. 3.38).

Profile and Guided Choral Reading Strategy

Table 51 presents the significant relationship between the profile and the guided- oral reading strategy. From the results, the teachers' age, gender, and the types of learners Disabilities' Handled in the current classroom showed a Significant relationship in the indicated reading strategy.

Choral reading strategy is an instructional strategy for incorporating fluency training into the general education setting (Gay and Airasian, 2000). Further, Rasinski (2017) posits that, along with modeling fluent reading, choral reading can guide the development of appropriate fluency instruction in the classroom, particularly for those with exceptionalities.

Table 51
Profile and Guided Choral Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.013	Reject Ho	Significant
Gender	.046	Reject Ho	Significant
Civil Status	.265	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.379	Failed to Reject Ho	Not Significant
Specialization	.901	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.970	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.214	Failed to Reject Ho	Not Significant
Subjects handled	.112	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.012	Reject Ho	Significant

The finding implies that teachers regardless of age, or either male or female may not have the utmost interest in giving oral reading strategy which may be needed for the kinds of learners they have in the classroom. It may be noted that the kind of disabilities also showed a significant relationship, hence

reading skills of the students must have been affected by the kinds of strategies used by the Sped teachers. It is therefore incumbent upon the school administrators to provide trainings to teachers in terms of these kinds of strategies.

SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF EFFECTIVENESS OF READING STRATEGIES AND THE READING PERFORMANCE OF SPED LEARNERS

This part presents the significant relationship between the level of effectiveness of reading strategies and the reading performance. Table 52 shows the Pearson r results of the indicated variables.

Table 52
Relationship Between the Level of Effectiveness of the Reading Strategies and Performance
(alpha = 0.05)

Variables Independent	p-value	Decision	Result
Model Fluent	.000	Reject Ho	Significant
Shared Reading	.000	Reject Ho	Significant
Repeated Reading	.000	Reject Ho	Significant
Buddy Reading	.000	Reject Ho	Significant
Computer Reading	.000	Reject Ho	Significant
Readers' Theatre	.000	Reject Ho	Significant
Multiple Strategies	.000	Reject Ho	Significant
Oral Recitation	.000	Reject Ho	Significant
Assisted Reading	.000	Reject Ho	Significant
Choral Reading	.000	Reject Ho	Significant
Instructional			
Model Fluent	.000	Reject Ho	Significant
Shared Reading	.000	Reject Ho	Significant

Repeated Reading	.000	Reject Ho	Significant
Buddy Reading	.000	Reject Ho	Significant
Computer Reading	.000	Reject Ho	Significant
Readers' Theatre	.000	Reject Ho	Significant
Multiple Strategies	.000	Reject Ho	Significant
Oral Recitation	.000	Reject Ho	Significant
Assisted Reading	.000	Reject Ho	Significant
Choral Reading	.000	Reject Ho	Significant
Frustration			
Model Fluent	.000	Reject Ho	Significant
Shared Reading	.000	Reject Ho	Significant
Repeated Reading	.000	Reject Ho	Significant
Buddy Reading	.000	Reject Ho	Significant
Computer Reading	.000	Reject Ho	Significant
Readers' Theatre	.000	Reject Ho	Significant
Multiple Strategies	.000	Reject Ho	Significant
Oral Recitation	.000	Reject Ho	Significant
Assisted Reading	.000	Reject Ho	Significant
Choral Reading	.000	Reject Ho	Significant

From the findings in Table 52, the reading strategies highlighted in the study have Significant relationship with the performance of the learners. This proved to say that, the reading strategy of the teachers matter in the reading performance of the learners.

With these findings, it is necessary that teachers have to be very patient and motivated in using these different teaching strategies in reading to produce fluent readers who can also comprehend what they read. Learners are also motivated when they are immersed to different activities in their daily lessons.

SIGNIFICANT DIFFERENCE ON THE READING PERFORMANCE OF SPED LEARNERS ACCORDING TO THE VERIFICATION TEST RESULTS WHEN GROUPED ACCORDING TO LEARNERS' DISABILITIES

Table 53 shows that there is significant difference in the reading performance of SpEd learners in the following reading disability Dyslexia, Dyscalculia, Visual Processing Disorder, Difficulty in Language, Auditory Processing, ADHD/ADD and Dyspraxia. Profiling of learners as learning difficulty is encouraged

Table 53
Significant Difference on the Reading Performance of Sped Learners
(alpha = 0.05)

Grouped By	N	Mean	F-Value	P-Value	Significance	Result
Disability						
Dyslexia	84	1.81				
Dyscalculia	62	2.68				
Visual Processing Disorder	10	2.40	23.106	.000	Significant	Ho Rejected
Difficulty in Language	1	2.00				
Auditory Processing Disorder	9	2.22				
ADHD/ADD	2	2.50				
Dyspraxia						

Even though RD at the factor level is principally due to genetic influences, this should not deter the interests to consider environment and its prevention and intervention strategies as a way to, at least, partially compensate for genetic constraints (Erbeli, F., Hart, S., Wagner, R. and Taylor, J, 2018).

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Age and Gender

Age and gender are essential data needed in the research to further evaluate if these variables can affect the performance of the SPED learners towards reading. Table 54 summarizes the data obtained.

Table 54
Age and Gender

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
41 and above	12	44.40	4	100.00	16	51.61
36-40	1	3.70	0	0	1	3.23
31-35	6	22.20	0	0	6	19.35
26-30	7	25.90	0	0	7	22.58
25 and Below	1	3.70	0	0	1	3.23
Total	27	100.00	4	100.00	31	100
Mean (Age)	3.77		Mean (Gender)		1.87	
St. Dev (Age)	1.383		St. Dev.		.341	

As shown in Table 2, a total of 16 respondents or 51.61 % are in the age bracket of 41 years and above. Only 6 or 19.35 % of the respondents in the age bracket 31 – 35, while there are 7 or 22.58 % of respondents belong to the age bracket of 26-30. On the other hand, age bracket of 36 – 40 and 25 years and

below has 1 or 3.23 % of respondents each. This implies that most of the respondents belong to not earlier than the Early Middle Adulthood Stage of Psychosocial Protective Development of life which is 40 and above. According to Dingyu Chung (2018), with several years of experiences the certainty in understanding is expressed as tacit knowledge based on “professional instinct.” While according to Confucius’ fourth milestone, “at fifty, I knew the mandate of Heaven”, in this stage, adults start to take the roles of leaders-mentors to guide younger people.

On the other hand, upon checking on their years of teaching experience, majority of the respondents have already earned not less than 10 years which emphasizes that teaching experience is an enough tool to improve the quality of teaching. These findings suggest that they must already have gone through several strategies used in teaching reading.

Civil Status

The civil status of teachers is also a relevant data needed in the research which might be a factor affecting the learner’s performance in reading. Emphasized on the choices of the research pertaining to this demographic are single, or married.

Table 55 shows that 16 out of 31 or 51.61% of the teacher respondents were married, while the remaining 15 or 48.39% were single. This implies that civil status of teachers is also a factor that affects the efficiency and effectiveness in their work in the school.

According to the results of the study conducted by Khurshid, Qasmi and Ashuraf (2012) on the relationship between teacher self-efficacy and their perceived job performance in Islamabad, with the population of the study which

Table 55
Civil Status

Civil Status	f	%
Single	15	48.39
Married	16	51.61
Total	31	100

was comprised of all secondary level teachers and students of the government schools working under the Federal Directorate of Education, Islamabad showed that marital status affects the self-efficacy of teachers and that married male and female teachers have high self-efficacy which will lead to high job performance.

Highest Educational Attainment

Another important data needed in this research is the Highest Educational Attainment of the teachers. In an effort to improve student achievement, some educational research has inclined on the development of highly qualified teachers (Greenwald, Hedges, & Lain, 1996; Hedge, Lain, & Greenwald, 1994). There are three factors that show influence to student achievement and these can be categorized as: school-related factors, student-related factors and teacher-related factors (Dossett & Munoz, 2003).

Table 56 shows that 1 or 3.20% of the teachers was doctoral graduate, three (3) or 9.70% were doctoral level, four (4) or 12.90% were masters' graduate while teachers that are in masteral level have the most number of respondents with 17

Table 56
Highest Educational Attainment

Highest Educational Attainment	f	%
Doctoral Graduate	1	3.20
Doctoral Level	3	9.70
Master's degree graduate	4	12.90
With Master's degree units	17	54.80
Bachelor's degree graduate	6	19.40
Total	31	100

or 54.80%, however, there are also 6 or 19.40% teacher respondents. The results indicate that most of the qualified teachers have at least graduate studies units.

In the recently conducted study, findings confirmed that students benefited cognitively from having better educated teachers (Ji Liu, 2021). According to that study, a teacher's better state of their own human capital development may reflect more effective instructional craft, higher efficiency in classroom management, and greater creativity to bolster learning.

Specialization

The specialization is another important data on teachers' demographic profile which might be a factor to consider in the assessment of the Sped learners' reading performance.

Table 57 shows that 23 or 74.20% of the respondents have specialization under others category which has the highest rate of respondents among all specializations. Next in the rank is Mathematics which has only three (3) respondents or 9.70%, followed by English and Early Childhood with 2 respondents or 6.50% each while in the last rank is Science with 1 respondent or 3.20%.

Table 57
Specialization

Specialization	f	%
English	2	6.50
Science	1	3.20
Mathematics	3	9.70
Early Childhood Education	2	6.50
Others	23	74.20
Total	31	100

The findings in Table 57 indicates that teacher's specialization cannot fully affect the reading performance of students. This information suggests that the 74.20% of respondents may have the appropriate specialization to address the need of the learners which is in the special education field.

While specialization is conceptually alluring because it can capitalize the teachers' comparative advantages, but the result of the study conducted by Na Young Hwang and Brian Kisida "Spread Too Thin: The Effects of Teacher Specialization on Student Achievements" shows that it does not seem to benefit students. Because strong student-teacher relationships are an important ingredient in positive student growth (Hegde & Cassiday, 2004), the advantages

of learning from a general classroom teacher may not be outweighed by the benefits of specialization.

Number of Years in Teaching

Table 58 shows that teachers with 9 years and below teaching experience have the most number of respondents which is 16 out of 31 or 51.60% while 30 years and above has only 1 respondent or 3.20 %, the least number among the group. It implies that teachers with less teaching experience are also capable of teaching reading for SPED students.

Table 58
Number of Years in Teaching

Number of Years in Teaching	f	%
30 years and above	1	3.20
25-29 years	6	19.40
20-24 years	3	9.70
15-19 years	3	9.70
10-14 years	2	6.50
9 years and below	16	51.60
Total	31	100
Mean	2.48	
St.Dev.	1.768	

This can be related to the result of Imam Yuwono and John Baptist Okech (2021) research which reflected similar views, as well as divergent views expressed by most of the participants, as well as the issues noted through observations. Findings suggested the importance of teachers' experience. Furthermore, based on the findings from the research of Graham, LJ et. al, with

title “Do teachers’ years of experience make a difference in the quality of teaching?” suggest that neophyte teachers can perform well or better than those with years of experience.

Relevant Trainings and Seminars Attended

Another significant data needed in this research pertaining to the teachers’ profile is their relevant trainings and seminars attended.

Table 59
Relevant Trainings and Seminars Attended

Relevant Trainings and Seminars Attended	f	%
50 hours and above	8	25.8
40-49 hours	15	48.4
30-39 hours	1	3.2
20-29 hours	1	3.2
10-19 hours	5	16.1
9 hours and below	1	3.2
Total	31	100
Mean	4.55	
St.Dev.	1.502	

Data in Table 59 revealed that, 8 or 25.8% of teacher respondents who had 50 and above hours of training/seminars attended and fifteen (15) or 48.4% had 40-49 hours, but it does not mean that although some had only attended lesser number of hours in training and seminars, they already lack or have insufficient knowledge and skills in transferring learnings to the students effectively. They surely have also acquired from their trainings enough skills as

effective tool to deal with their respective classes. However, the data suggests that teachers who have attended several hours of relevant training and seminars with special educational needs may have a high-level of academic commitment.

According to the study of Imam Yuwono and John Baptist Okech (2021), that teachers' continuous training and retraining are crucial factors for effective roles to play in fostering successful provision of education for LwDs and OSNs, also for ordinary learners. It is concluded in this study that the manner in which teachers deliver curriculum content to learners is crucial and that where there is weakness, a correction must be done without delay.

Subject Handled

Another essential data needed for this research which might have an effect on the SPED learners' performance in reading is the subject handled. From the results of table 8, 16 or 51.6% of the teachers had handled all subjects, seven (7) or 22.6% had handled others, three (3) or 9.7% each had Science and English, and lastly, two (2) or 6.5% had handled Math.

Table 60
Subject Handled

Subjects Handled	f	%
All Subjects	16	51.6
English	3	9.7
Math	2	6.5
Science	3	9.7
Others	7	22.6
Total	31	100

Data in table 60 shows that majority of the teacher respondents are handling all subjects in their respective classes, it implies that most of the teachers involved will double their time in making lot of preparations that can make them less effective which will result to low performance of learners .

Although several factors affect the effectiveness of teachers but number of preparations in teaching along-side with the length of service and annual salary can't affect the performance of teachers in teaching (Abarro, 2018). The result of his study is in contrast to the findings of Nadeem, Rana, Lone, Maqbool, Naz, and Ali (2011) which reveals that over workload affects the performance of female teachers.

Type of Learners' Disabilities

Identifying the type of disability that learners have is a significant factor needed to be understood for it might have an effect to the SPED learner's performance in reading. Table 21 presents the findings on this.

Table 61
Type of Learners' Disabilities

Types of Learners' Disability	f	%
Dyslexia (Difficulty in Reading)	25	80.60
Dyscalculia (Difficulty in Math)	2	6.50
Visual Processing Disorder (Difficulty interpreting visual information)	1	3.20
Auditory Processing Disorder (Difficulty in Hearing Difference Between Sounds)	1	3.20
Autism	1	3.20
ADHD/ADD	1	3.20
Total	31	100

Table 61 illustrates that common learners' disabilities that were handled by the teachers was Dyslexia (Difficulty in Reading) with 25 respondents or 80.60%. Reading is considered as the most vital tool in learning in all subjects, thus, learners' performance will greatly be affected if not given much attention and addressed well.

"Heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia." defines the Specific learning disabilities (SLDs) Kohli, Sharma and Padhy, 2018). The academic deficits in SLD relate to other cognitive skills has always been recognized, but the diagnostic and treatment relevance of this connection has remained unclear. The earliest reports of reading difficulties have been assumed that the loss of function (i.e., acquired reading disability) or challenges in the acquisition of function (i.e., congenital reading disability) are associated with the brain. Patterns of activation in response to cognitive stimuli show prominent differences in degrees of activation between typically developing children. Thus, data in this table are essential in order to understand learners with dyslexia which shall be the important basis for the appropriate design of trainings and seminars in handling learners with this issue.

LEVEL OF EFFECTIVENESS OF READING STRATEGIES UTILIZED TO IMPROVE THE READING ABILITIES OF THE SPED LEARNERS

This part gives emphasis on the level of effectiveness of reading strategies utilized by the respondents. The strategies include model fluent reading, shared reading, repeated reading, buddy reading, computer reading, readers theatre, oral recitation, assisted reading, guided oral reading, and choral reading.

Table 62 shows how effective the reading strategies have been applied by the teachers in dealing with the reading gaps

Table 62

Level of Effectiveness of Reading Strategies

S/N	Strategies	Weighted Mean	Std. Dev.	Verbal Description
1	Model fluent reading	3.00	.78972	Moderately Effective
2	Shared reading	3.04	.60464	Moderately Effective
3	Repeated readings	3.46	.56985	Very Highly Effective
4	Buddy reading	3.18	.63754	Moderately Effective
5	Computer reading	2.89	.59749	Moderately Effective
6	Readers' theatre	2.46	.81121	Effective
7	Oral Recitation	3.11	.66176	Moderately effective
8	Assisted reading	3.54	.50855	Very Highly Effective
9	Multiple Strategies	3.57	.65089	Very Highly Effective
10	Choral reading	2.86	.86037	Moderately Effective
	Aggregate Weighted Mean	3.11		Moderately Effective

Range:

1.00-1.75 Less Effective [LE]; 1.76-2.50 Effective [E];
2.51-3.25 Moderately Effective [ME]; 3.26-4.00 Very Highly Effective [VHE]

As shown in Table 62, data reveal that, all the reading strategies were **Moderately Effective** with an overall weighted mean of **3.11**. However, looking closely at the highest mean, guided oral reading had a highest mean of **3.57** or **Very Highly Effective**, while the readers' theatre and choral reading had the

lowest mean of **2.46**. These results indicate that the guided oral reading is a lot effective strategy to address the difficulties of the Sped learners in reading.

Based from the findings of Vaughn and Wanzek (2014) that students with learning disabilities (LD) in reading generally have low academic growth in their reading performances despite receiving interventions. It is recommended by researchers that interventions for 2 students with LD must be tailored to their individual needs to ensure they are fully benefiting from it (Moreau, 2014; Spencer, Quinn, & Wagner, 2014; Vaughn & Wagner, 2014). Therefore, it is important to identify the best reading strategy that's suits to a particular learning style of SPED learner.

CAUSES OF READING FAILURE OF SPED LEARNERS

This part centers to the failure of SPED learners in reading. The factors being observed that affect the learning skill are the following: learner's disabilities affect their reading performance, the teachers' responses/ attitudes towards learners with disabilities during reading, the environment is not conducive to learning, the skill of reading was not reinforced in learners during the lower grades, there are not enough reading materials at home, there are not enough reading materials at school, learners have a negative attitude towards reading, learners do not practice reading as a habit, lack of family support in relation to the reading of the learners, teacher's lack of training, mismatch of grade level assignment of the

Table 63

Causes of Reading Failure of SPED Learners

S/N	Indicators	Mean	Std. Dev.	Verbal Interpretation
1	The learner's disabilities affects his/her reading performance.	3.03	.90565	Agree
2	The teachers' responses/ attitudes towards learners with disabilities during reading.	3.21	.77364	Agree
3	The environment is not conducive to learning.	2.07	.96106	Disagree
4	The skill of reading was not reinforced in learners during the lower grades.	3.03	.68048	Agree
5	There is not enough reading materials at home.	3.66	.55265	Strongly Agree
6	There is not enough reading materials at school.	3.76	.43549	Strongly Agree
7	Learners have a negative attitude towards reading.	1.59	.62776	Strongly Disagree
8	Learners do not practice reading as a habit.	2.24	.87240	Disagree
9	Lack of family support in relation to reading of the learners.	2.31	.80638	Disagree
10	Teacher's lack of training.	2.07	.75266	Disagree
11	Mismatch of grade level assignment of the teacher.	3.28	.52757	Strongly Agree
12	Learners are not motivated by the teacher's instructional	2.52	.72168	Agree

strategies.

13	Lack of support of the school supervisor and public school district supervisor.	2.48	.75567	Disagree
Aggregate Weighted Mean		3.11		Agree

Range:

1.00-1.75 Strongly Disagree [SD]; 1.76-2.50 Disagree [DA];
2.51-3.25 Agree [A]; 3.26-4.00 Strongly Agree [SA]

teacher, learners are not motivated by the teacher's instructional strategies, and lack of support of the school supervisor and public school district supervisor.

Table 63 shows, the highest mean among the causes which **Strongly agreed** by the teachers was “There is not enough reading materials at school” with a mean of **3.76**, while they **Disagree** the least on “Learners have a negative attitude towards reading” with a mean of **1.59**. This further implies that the teachers need help in appropriately addressing these needs of the learners in reading knowing the fact that most of learners they deal with have difficulties in reading.

Common key areas of deficit in academic performance among children with LD lies in reading. Research shows that wider portion of learning disabilities are always associated by reading deficits (Dumdum K. 2020). The deficits in reading skills among children with LD demonstrated several problems in some areas including low performance in other subjects, poor academic grades, behavioral issues and inattentive attitude (CortiellaC., Horowitz, SH. 2014). Worse more, poor reading outcomes have been shown to be associated with numerous lifelong problems to include dropouts, and high probability to enter juvenile justice

system (O'Cummings M., Bardack S., Gonsoulin S. 2010). According to the findings of the study conducted by Mubashir Iqbal, Mehwish Noor, Fakhrah Muhabat, Bahram Kazemian, that no habit of reading the newspapers, articles, novels and other books is one of the obvious factors which affect reading comprehension.

Furthermore, to prioritize acquiring enough reading materials in school to enhance the reading skill and address the reading comprehension deficits in SPED learners.

READING PERFORMANCE OF SPED LEARNERS BASED ON THE ORAL VERIFICATION TEST RESULTS

The tables below illustrate the reading performance of the SPED Learners as to independent, instructional, and frustration reading performance.

Independent Reading Performance

Table 64 shows the grades 4-6 independent reading performance in which there were only 52 learners out of 354 who were at the independent reading performance when assessed according to Phil-IRI procedures. 19 or 36.54% from grade 4, 11 or 21.15% from grade 5, and the 22 or 42.31% from grade 6. These results suggest that there is really a need to strengthen the reading remediation to the learners with reading difficulties.

Table 64
Independent Reading Performance

Grade Level	Frequency	Percentage
Grade 4	24	75.00
Grade 5	0	0
Grade 6	8	25
Total	32	100

Krashen (2006) explains that through his research, he has found that it is suggested that in developing students' vocabulary, spelling, comprehension, and literacy competencies free reading is important. He states, "The secret of its effectiveness is simple: children become better readers by reading" (Krashen, 2006, p. 43). Allowing students' choice with regards to what to read, where, in what format, and how they respond to reading is also very important. Students nowadays need to feel empowered to maintain motivation and engagement with reading. Allowing them choose in their independent reading reinforces this notion, and helps to keep students interested (Diana Mitchell 2018).

Instructional reading performance

Table 65 shows the number of instructional readers. From the data, 117 students were at the instructional level comprising of 26 or 22.22% grade 4, 33 or 28.21% grade 5, and 58 or 49.57% from grade 6. It denotes that learners are in need of support and guide from the teachers to enhance their learning skills.

Table 65
Instructional Reading Performance

Grade Level	Frequency	Percentage
Grade 4	9	20.93
Grade 5	12	27.91
Grade 6	22	51.16
Total	43	100

Struggling readers are more likely to learn essential reading skills and strategies if the direct or explicit model of instruction is part of the teacher's repertoire of teaching methods (William H. Rupley, Timothy R. Blair, William D. Nichols 2009). It has been shown to be effective in learning and teaching the phonemic awareness, phonics, fluency, vocabulary, and comprehension which are the major components of the reading process. (National Institute of Child Health and Human Development, 2000). However, teachers must also be aware of the capability of the learners to adapt instructional reading style to adjust to their learning needs.

Frustration reading performance

On the other hand, Table 66 shows the number of frustrations reading performance learners. There were 185 learners who are currently at this level. Seventy-five (75) or 40.54% from grade 4, 47 or 25.41% from grade 5, while the 63 or 34.05% from grade 6. "Frustration level" readers can recognize some words

Table 66
Frustration Reading Performance

Grade Level	Frequency	Percentage
Grade 4	32	55.17
Grade 5	18	31.04
Grade 6	8	13.79
Total	58	100

but they lack comprehension, according to Dr. Roel Bermejo, superintendent of the Iloilo Schools Division. However, reading interventions that give more emphasis on cognitive skills shall be enhanced to avoid struggling readers to become frustrated readers.

Summary of the reading performance of the learners

Table 67 summarizes the reading performance of the learners in School A.

Table 67
Summary of the reading performance of the learners

Grade Level	Frequency	Percentage
Independent	32	24.06
Instructional	43	32.33
Frustration	58	43.61
Total	133	100

Table 67 shows that majority or 43.61 percent of the SpEd learners were at Frustration level followed by Instructional level with 32.33 percent of SpEd learners while Independent level ranked third with percentage of 24.06. As the data indicated in table 67, which is considered a low reading performance, there

is a need for the teachers to double the efforts to apply appropriate strategies to address the reading difficulties.

RELATIONSHIP BETWEEN THE PROFILE AND THE LEVEL OF EFFECTIVENESS OF THE READING STRATEGIES TO IMPROVE THE READING ABILITIES OF THE SPED LEARNERS

This part discusses the relationship between the profile of the respondents and the level of effectiveness of teaching strategies.

While there is extensive study on reading fluency as an independent reading process, it is better thought of as an outcome of multiple, lower-level reading skills that when functioning in a synchronous and efficient manner the results are in smooth and expressive reading that's critical to understanding text. It is more likely beneficial to a fluent reader from both the vocabulary acquisition through reading and the growth in global knowledge which will lead to reading comprehension (David D. Paige 2020).

Profile and Model fluent Strategy

Table 68 shows the significant relationship between profile and model fluent reading strategy. From the table the model fluent strategy is significant to types of learners' disabilities handled in the current classroom with a p-value of .000, while the rest of the indicated profile are Not Significant to the model fluent strategy.

Table 68
Profile and Model fluent strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.683	Failed to Reject Ho	Not Significant
Gender	.111	Failed to Reject Ho	Not Significant
Civil Status	.420	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.355	Failed to Reject Ho	Not Significant
Specialization	.010		
Number of years in teaching in an inclusive education	.205	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.200	Failed to Reject Ho	Not Significant
Subjects handled	.096	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.000	Reject Ho	Significant

This illustrates that the types of learners' disabilities handled in the current classroom of the teacher have a significant relationship with the strategy. If the teachers have properly identified the type of LDs in the classroom, they can surely transfer learning and will uplift the students' reading performance.

Shared reading is well supported by research and theory in the area of emergent literacy. Holdaway (1979) described it as "the unison situation properly controlled in a lively and meaningful spirit, allows for massive individual practice by every pupil in the teaching context" (p. 129). On the other hand, shared reading is a form of "reading along" (McGill-Franzen, 2006) that helps children move from the emergent status of reading to conventional reading of text. From

both definition of shared reading, it is emphasized as a method of teaching reading that allows learners to be supported while reading text beyond their reading level.

Profile and Shared reading strategy

The relationship between profile of the respondents and shared reading strategy has also been taken into account for this research, table 69 shows that there is no significant relationship between the two variables.

Table 69
Profile and Shared Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.858	Failed to Reject Ho	Not Significant
Gender	.283	Failed to Reject Ho	Not Significant
Civil Status	.596	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.484	Failed to Reject Ho	Not Significant
Specialization	.821	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.874	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.982	Failed to Reject Ho	Not Significant
Subjects handled	.799	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in	.943	Failed to Reject	Not Significant

 the current classroom

Ho

Another reading fluency strategy that has an extensive research base is repeated reading. Repeated Reading is a particular method proposed by S. Jay Samuels to develop decoding automaticity with struggling readers. It is an academic practice that aims to **increase oral reading fluency**. It is a reading supplemental program that consists of re-reading a short passage until a satisfactory level of fluency is obtained (Samuels, 1979, as cited in Therrien, 2004). Two recent literature reviews concluded that repeated reading potentially positive to improve students' fluency (Meyer & Felton, 1999, & National Institute, 2000, as cited in Therrien, 2004). It can help readers to attain fluency in reading through training and such training improves their oral reading ability (Blum & Koskinen, 1991). Repeated reading is one of the best strategies that is flexible and adaptive for classroom use, the reason why many teachers and researchers continue to explore approaches to integrate the practice more extensively into classroom (Blum & Koskinen, 1991).

Profile and Repeated Reading strategy

Understanding the relationship between teachers' profile and repeated reading strategy has to be analyzed to find out the interest also of the teacher in applying the strategy.

Table 70 does not show any significant the relationship between the profile of the respondents and the repeated reading strategy.

Table 70
Profile and Repeated Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.858	Failed to Reject Ho	Not Significant
Gender	.669	Failed to Reject Ho	Not Significant
Civil Status	.209	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.882	Failed to Reject Ho	Not Significant
Specialization	.900	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.523	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.660	Failed to Reject Ho	Not Significant
Subjects handled	.594	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.817	Failed to Reject Ho	Not Significant

Many instructional approaches have been introduced to help improve students' oral reading fluency including: Reader's Theater, Poetry Stations, Recording Oral Readings of a Passage, and Buddy Reading Programs. Most performing teachers understand that several students learn best when they work with their peers. When students work together, they gain learning from one another. When they are allowed to explain their own thinking, they fluently discuss on the topic. Dr. Lev Vygotsky emphasized the same idea in his theory of Social Development which states that when children work with others in a social setting, they are able to fully develop the Zone of Proximal Development (ZPD). Thus, buddy reading

strategy has proven to be potential way to level – up students' fluency in oral reading.

Profile and Buddy Strategy

Table 71 reveals significant relationship between the profile of respondents particularly in the age, civil status and highest educational attainment with p-value of .008, .006 and .047 respectively against the buddy reading strategy while the rest of the indicators does not show any significant relationship.

Table 71
Profile and Buddy Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.008	Reject Ho	Significant
Gender	.190	Failed to Reject Ho	Not Significant
Civil Status	.006	Reject Ho	Significant
Highest Educational Attainment	.047	Reject Ho	Significant
Specialization	.526	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.128	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.090	Failed to Reject Ho	Not Significant
Subjects handled	.063	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.361	Failed to Reject Ho	Not Significant

In the study conducted by Jack Mostow, Jessica Nelson-Taylor, and Joseph E. Beck, when they compared the effectiveness of Computer-Guided Oral Reading versus Independent Practice using two groups of students, the result revealed that the group tested using computer reading tutor outperformed the group engaged in sustained silent reading.

Although technological advances continue to grow possibilities for using computers to expand reading instruction. But it should not be forgotten that teachers and students are still the vital groups in any effort to integrate technology into schools; their convictions and views must be completely understood before any initiative takes place (Quing, 2007).

Profile and Computer Reading

Table 72 shows the relationship between the profile and computer reading strategy. Results show that number of years in teaching in an inclusive education have significant relationship with the computer reading strategy with p-value of .047 while the other profile variables cannot relate any indication of significant relationship.

Table 72

Profile and Computer Reading
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.061	Failed to Reject Ho	Not Significant
Gender	.283	Failed to Reject Ho	Not Significant
Civil Status	.093	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.052	Failed to Reject Ho	Not Significant

Specialization	.464	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.047	Reject Ho	Significant
Relevant trainings and seminars attended	.293	Failed to Reject Ho	Not Significant
Subjects handled	.218	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.258	Failed to Reject Ho	Not Significant

While children's skills in reading develop, they are expected to read words in print effortlessly and quickly. They can automatically recognize word: something that happens both instantly and independently in order to free up cognitive processes for higher level comprehension and connections with texts (LaBerge & Samuels, 1974). Lot of teachers provide systematic and synthetic phonics instruction to address initial reading problems experienced by struggling readers. Mostly, these students become accurate decoders, but fail to achieve the level of fluency needed to become efficient readers (Allington, 1983). Fluency in reading can be viewed as initial step to comprehension, and it has been found to impact comprehension in the primary grades and beyond (Rasinski, Rikli, & Johnson, 2009).

Profile and Reader's theater strategy

Table 73 shows the relationship between the profile of respondents and readers' theatre strategy. Results summarize that age, gender, civil status, highest educational attainment, specialization, number of years in teaching in an

inclusive education, relevant trainings and seminars attended, subjects handled, types of learners' disabilities handled in the current classroom have no significant relationship with the readers' theatre strategy.

Table 73
Profile and Readers' Theatre Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.474	Failed to Reject Ho	Not Significant
Gender	.407	Failed to Reject Ho	Not Significant
Civil Status	.420	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.514	Failed to Reject Ho	Not Significant
Specialization	.189	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.118	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.355	Failed to Reject Ho	Not Significant
Subjects handled	.589	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.934	Failed to Reject Ho	Not Significant

To successfully accomplish the educational goals and expectations, students' need reading comprehension skills which are required in classroom setting. Thinking about the negative consequences if cannot read in critical situations made the need for reading comprehension very critical. The reading

problems that have negative impact to students' comprehension include one or more of the following: inappropriately use of prior knowledge, lack of vocabulary, difficulty of reading fluency, limited knowledge of common text structures (Gersten, Fuchs, Williams, & Baker, 2001; Graham & Bellert, 2005), difficulty making inferences (Hall, & Barnes, 2017; Jiménez-Fernández, 2015; Sencibaugh, 2007), for being not familiar with the appropriate strategy needed to gain meaning from a text (Woolley, 2008). To address these numerous negative impacts that may lead to poor comprehension of the students It is suggested to introduce multiple reading strategy to the students.

Profile and multiple strategies

Table 74 does not show the significant relationship between the profile of respondents and multiple strategies.

Table 74
Profile and Multiple Strategies
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.663	Failed to Reject Ho	Not Significant
Gender	.190	Failed to Reject Ho	Not Significant
Civil Status	.823	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.759	Failed to Reject Ho	Not Significant
Specialization	.337	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.721	Failed to Reject Ho	Not Significant

Relevant trainings and seminars attended	.471	Failed to Reject Ho	Not Significant
Subjects handled	.369	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.540	Failed to Reject Ho	Not Significant

Oral reading defined as oral translation of printed or written material, often used as measure of a student's overall reading performance to examine aspects of reading accuracy, fluency, and comprehension that cannot be observed directly from the act of silent reading. It is one of the effective methods in helping students learn, it also benefits other listeners. Reading out loud for better comprehension, is a form of intrapersonal communication (Suwanna Klomjit 2013).

Profile and Oral recitation strategy

Table 75 shows no significant relationship between the profile of respondents and oral recitation strategy.

Table 75
Profile and Oral Recitation Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.659	Failed to Reject Ho	Not Significant
Gender	.280	Failed to Reject Ho	Not Significant
Civil Status	.879	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.770	Failed to Reject Ho	Not Significant

Specialization	.228	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.741	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.364	Failed to Reject Ho	Not Significant
Subjects handled	.451	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.431	Failed to Reject Ho	Not Significant

In the study of "The Effects of Assisted Repeated Reading on Students" by Jo-Ann Hapstak and Diane Tracey, the results indicate that practice reading had an effect on the increase of words correct per minute. The studies conducted by Allington, (1983), Anderson (1981), Herman (1985), Homan, Klesius, and Hite (1993), Kuhn (2005), Kuhn and Stahl (2003), O'Shea, Sindelar and O'Shea (1985), Rashotte and Torgensen (1985), Rasinski and Zutell (1990), Stoddard, Valcante, Sindelar, O'Shea, and Algozzine (1993) and Dowhower (1987) also supported this method of repeated reading. Thus, assisted reading strategy is geared to address reading disfluency.

In the study of Valentin (2019), results revealed that age has significant relationship of the oral reading performance of the pupils with younger children having better scores than the older ones in reading fluency, reading comprehension, and the total reading performance. Hence, it is also the practice of the teacher participants to employ the oral recitation strategy.

Profile and Assisted reading strategy

Table 76 summarizes the relationship between the profile of respondents and assisted reading strategy. However, data reveals that the profile has no significant relationship with the indicated strategy.

Table 76

Profile and Assisted Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.697	Failed to Reject Ho	Not Significant
Gender	.068	Failed to Reject Ho	Not Significant
Civil Status	.715	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.263	Failed to Reject Ho	Not Significant
Specialization	.436	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.424	Failed to Reject Ho	Not Significant

Profile and Guided Choral reading

Choral reading, a reading strategy that involves two or more students reading a passage in unison, where striving readers following the reading model provided by more proficient readers in a group, has long been recognized as a vehicle for improving fluency among students with exceptionalities (Kodal, & Akyol, 2018). This portion of the study evaluates the connection between profile of the respondents to the guided oral reading. Choral reading has been found to

be an effective method to improve reading fluency of learners with exceptionalities (Kodal & Akyol, 2018; Mutia, 2018; Paige, 2011; Rohmah, 2019).

Table 77 reveals that the profile of the respondents has no significant relationship with the guided oral reading strategy.

Table 77
Profile and Guided Choral Reading Strategy
(alpha = 0.05)

Profile	p-value	Decision	Result
Age	.392	Failed to Reject Ho	Not Significant
Gender	.466	Failed to Reject Ho	Not Significant
Civil Status	.675	Failed to Reject Ho	Not Significant
Highest Educational Attainment	.484	Failed to Reject Ho	Not Significant
Specialization	.145	Failed to Reject Ho	Not Significant
Number of years in teaching in an inclusive education	.359	Failed to Reject Ho	Not Significant
Relevant trainings and seminars attended	.769	Failed to Reject Ho	Not Significant
Subjects handled	.713	Failed to Reject Ho	Not Significant
Types of learners Disabilities' Handled in the current classroom	.185	Failed to Reject Ho	Not Significant

SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF EFFECTIVENESS OF READING STRATEGIES AND THE READING PERFORMANCE OF SPED LEARNERS

Reading is considered in school as a lifelong skill for academic learning and success. It is a basic life skill according to Anderson (R. Anderson, E. Hiebert, J. Scott, and I. Wilkinson 1985). Based from the definition by Goodman (K. S. Goodman 1996) reading is an active process in which readers use effective strategies to extract meaning from a text. In the process of reading, reading strategies are needed by the readers to understand the meaning from the text. Reading strategies are key elements in developing reading comprehension of the students. The findings of the study by Choosri Banditvilai on "The Effectiveness of Reading Strategies on Reading Comprehension" revealed that reading strategies have a great impact on the reading comprehension ability of the students. Therefore, students needed to be guided on the use of different reading strategies for the proper application (Choosri Banditvilai 2020). In several research, reading strategies are regarded as effective and scientific method in improving reading skills, fluency and comprehension. Thus, there is a need to understand in this study if a significant relationship between the level of effectiveness of reading strategies and the reading performance is evident.

Table 78 reveals that the independent reading performance, instructional, and frustration have significant relationship to model fluent and readers' theatre which mean that that these strategies are very applicable to SPED learners.

Table 78

Relationship Between the Level of Effectiveness of the Reading Strategies and Performance
(alpha = 0.05)

Variables	p-value	Decision	Result
Independent			
Model Fluent	.000	Reject Ho	Significant
Shared Reading	.837	Failed to Reject Ho	Not Significant
Repeated Reading	.497	Failed to Reject Ho	Not Significant
Buddy Reading	.837	Failed to Reject Ho	Not Significant
Computer Reading	.170	Failed to Reject Ho	Not Significant
Readers' Theatre	.000	Reject Ho	Significant
Multiple Strategies	.170	Failed to Reject Ho	Not Significant
Oral Recitation	.497	Failed to Reject Ho	Not Significant
Assisted Reading	.208	Failed to Reject Ho	Not Significant
Choral Reading	.830	Failed to Reject Ho	Not Significant
Instructional			
Model Fluent	.000	Reject Ho	Significant
Shared Reading	.533	Failed to Reject Ho	Not Significant
Repeated Reading	.133	Failed to Reject Ho	Not Significant
Buddy Reading	.533	Failed to Reject Ho	Not Significant
Computer Reading	.800	Failed to Reject Ho	Not Significant
Readers' Théâtre	.000	Reject Ho	Significant
Multiple Strategies	.800	Failed to Reject Ho	Not Significant
Oral Recitation	.800	Failed to Reject Ho	Not Significant
Assisted Reading	.133	Failed to Reject Ho	Not Significant
Choral Reading	.200	Failed to Reject Ho	Not Significant
Frustration			
Model Fluent	.000	Reject Ho	Significant
Shared Reading	.533	Failed to Reject Ho	Not Significant
Repeated Reading	.133	Failed to Reject Ho	Not Significant
Buddy Reading	.533	Failed to Reject Ho	Not Significant
Computer Reading	.800	Failed to Reject Ho	Not Significant
Readers' Théâtre	.000	Reject Ho	Significant
Multiple Strategies	.800	Failed to Reject Ho	Not Significant
Oral Recitation	.800	Failed to Reject Ho	Not Significant
Assisted Reading	.133	Failed to Reject Ho	Not Significant
Choral Reading	.200	Failed to Reject Ho	Not Significant

Reading is considered a lifelong skill for academic learning and success in school. It is an essential life skill according to Anderson (R. Anderson, E. Hiebert, J. Scott, and I. Wilkinson 1985). Based on the definition by Goodman (K. S. Goodman 1996), reading is an active process in which readers use effective strategies to extract meaning from a text. In the process of reading, reading strategies are needed by the readers to understand the meaning of the text. Reading strategies are critical elements in developing reading comprehension among students. The study by Choosri Banditvilai on “The Effectiveness of Reading Strategies on Reading Comprehension” revealed that reading strategies greatly impact students' reading comprehension ability. Therefore, students need to be guided on using different reading strategies for the proper application (Banditvilai, 2020). In several research studies, reading strategies are regarded as effective and scientific in improving reading skills, fluency, and comprehension. Thus, this study needs to understand if a significant relationship between the level of effectiveness of reading strategies and reading performance is evident.

**SIGNIFICANT DIFFERENCE ON THE READING PERFORMANCE OF SPED
LEARNERS BASED ON THEIR VERIFICATION TEST RESULTS
WHEN GROUPED ACCORDING TO LEARNERS'
DISABILITIES**

Table 79 shows that there is significant difference in the reading performance of SpEd learners with regards to Dyslexia, Visual Processing Disorder and Dyscalculia. Profiling of learners for the purpose of identifying the different

reading disorders is highly necessary to employ appropriate strategy to address such problem.

Table 79
Significant Difference on the Reading Performance of Sped Learners
(alpha = 0.05)

Grouped By	N	Mean	F-Value	P-Value	Significance	Result
Disability						
Dyslexia	92	1.47				
Dyscalculia	39	2.69	21.230	.000	Significant	Ho Rejected
Visual Processing Disorder	2	1.00				

The findings in Table 79 manifested a significant difference, hence different disabilities showed different result in learners' capability to read.

Poor readers display different reading behaviors, in which each one reading behavior has multiple proximal and distal causes, that some poor readers have concomitant problems in other areas of their cognition and emotional health, and that interventions that focus on proximal causes of poor reading behaviors may be more effective than those that focus on distal causes (McArthur, G and Castles, A., 2017).

Chapter 3

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary, findings, conclusion, and recommendation.

SUMMARY

This research determined the teachers' teaching strategies and the reading performance and causes of failures in reading of the Grade 4 to 6 learners in an inclusive education of selected schools in Central District of Mandaue City for the school year 2022-2023. The descriptive-correlational designed was used with 154 teachers in the identified Sped centers who served as respondents of the study. An adopted standardized questionnaire was used to gather data. The data gathered were treated using the frequency count, weighted mean, percentage, and Chi-Square test accompanied by p-value and the One-way ANOVA to determine the acceptance/rejection of the null hypothesis. In terms of the level of the level of effectiveness of the teachers' utilized reading strategies to improve the Sped learners reading performance, findings revealed *Moderately Effective* in all the indicated strategies. They all **Strongly Agree** that the causes of reading failure of SpEd learners were, *there is not enough reading materials at home, there is not enough reading materials at school, and learners have a negative attitude towards reading*. It was revealed that there was a significant relationship between the respondents' gender, relevant trainings attended and subjects handled to the implementation of the reading strategies. Moreover, it was revealed that there is a varied responses on the Significant

relationship between the reading performance of the learners and the reading strategies.

FINDINGS

On the demographic profile of the respondents in the three identified SpEd centers of Mandaue City Division, most were females, 41 years old and above, married, master's degree holders, specializing other fields such as MAPEH, nine years below in teaching, attended 40-49 hours relevant trainings, handled all subjects, and had Difficulty in Reading learners.

As to the level of effectiveness of reading strategies, the teacher-respondents of the three SpEd centers responded ***Moderately effective*** to the learners.

In terms of the causes of reading failure of SpEd learners, School A, B, and C, ***Strongly Agree*** that there is not is not enough reading materials both in school and at school.

In terms of the reading performance of the Sped learners from Grades 4 to 6, most of the learners in School A and C were at the ***Frustration level***, while most of the School B were at the ***Instructional*** level.

As to the relationship between profile and the reading strategies, School A recorded a *Significant relationship* between some identified reading strategies with age, subject handled; for School B *there was Significant relationship between some profile and the rest was found to have no significant relationship*. As to School C, results revealed *Significant relationship* between

some identified profile and some reading strategies, while Not significant between some profile and the rest of the reading strategies.

As to Significant relationship between the level of effectiveness of the respondents' reading strategies and performance of Sped learners based on Oral Verification test results, School A showed *Significant result* on recitation, assisted reading strategy. For School B, results revealed Significant in all the reading strategies and learners' reading performance. In addition to that, School C findings showed Significant result on model fluent, and readers' theatre in all the reading performance of the learners.

In terms of the significant difference of the reading performance of the LSEN learners when grouped according to disabilities, the three schools showed ***Significant result.***

CONCLUSION

Based on the findings of the study, a conclusion is drawn:

The level of the effectiveness of the reading strategies in the four schools was "Moderate". The causes of the learners' reading difficulty in general was found not enough reading materials at home and in school. The attitudes towards learners with disabilities during reading, and mismatch of grade level assignment of the teacher were also some of the factors that affected the reading performance of the Sped learners. Hence, it can be concluded, that despite the factors that affect the implementation of reading strategies, teachers have been supportive to the students. Yet, other factors have to be considered like support

from other stakeholders to improve the reading performance of the Sped learners.

RECOMMENDATION

In the light of the findings, the Implementation of Action Plans is hereby recommended:

Chapter 4

OUTPUT OF THE STUDY

ACTION PLANS

Rationale

Reading is a fundamental skill necessary to ensure success for every learner in language subjects and other subject areas (Teets, 2017). It is an essential skill that each learner must enhance as they progress every year. It is the foundation of every subject to be understood. When learners fail to read, they will have difficulty comprehending the rest of the subject areas. To ensure that the learners continue to enhance their reading comprehension, teachers are bound to find strategies to address learners' difficulties in reading.

Multiple reading intervention and remediation programs had been conducted by teachers to address the call of DepEd to foster effective readers and enhance high literacy in the country. Programs have been initiated to

address the reading problem of children. DepEd Order No. 45 s. 2002 or Every Child A Reader Program (ECARP) is the DepEd intervention to ensure that all children from Grades 1 to 3 are reading at their level. However, the outcome of the study showed that most of the learners in Grades IV-VI still have difficulties in their reading skills. It is even more challenging for teachers to enhance the reading performance of the SpEd learners knowing their learners' disabilities.

The output of this research which is an action plan focuses on intensifying teachers' remediation activities in reading and the training they have to undertake for them to address the reading gap of the learners.

Objectives:

1. To improve the level of reading proficiency of the SpEd learners based on the Phil-IRI results.
2. To improve the teachers' implementation of the reading strategies through trainings.
3. To intensify the reading remediation activities of the indicated schools.

Scheme of Implementation

This Action Plan will be presented to the principals of the indicated schools as well as to the teachers for them to be aware of the purpose of these undertakings. This will be facilitated by school, Parent-teachers organization and other stakeholders. Following approval by the school principal, the implementation process will begin with pre-implementation such as

communicating to the special education instructors. Details of the activities shall be clearly communicated and prepared by the persons involved. Stakeholders will play an essential part in the success of the program.

Table 80

ACTION PLAN OF SCHOOL A

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. Conceptualization of Remedial Reading and Selection of the Remedial Reading Class.	To provide entrance examination which includes various Reading Strategies and Reading Comprehension Test.	Selection and classification of students who will undergo on the one-week Remedial Reading Class.	School Heads, SPED Teachers	PhP 3000 - PhP 5000	MOOE funds allotted for teachers training and development.	August – September 2023	Training matrix.		
2. Training Reading and Reading Comprehension Remedial Class.	To increase skills in Reading and Reading Comprehension.	Teachers will attend trainings and seminars in conducting Reading and Reading Comprehension.	SPED Teacher,	PhP 3000 - PhP 5000	MOOE funds allotted for teachers training and development	September- November 2023	Level of Acceptability		
3. Implementation Proper.	To assess the reading level of the students through giving <u>Pre-Test</u> .	Assessment of students reading level by giving Pre-Test	SPED Teachers and Students	PhP 10000	MOOE funds allotted for teachers training and development	December–April 2023	Accomplishment Report		
4. <u>Post-Implementation</u>	To evaluate the improvement of the students' reading proficiency	Evaluation of students' reading level.	SPED Teachers and Students	PhP 3000	MOOE funds allotted for teachers training and development	May 2023	Evaluation on Students' Progress		

ACTION PLAN OF SCHOOL B



Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishments	Remarks
A. Teachers' Training	To build teachers' confidence in dealing with the reading related matters of SpEd learners	<ol style="list-style-type: none"> 1. Constant schedule of LAC sessions, to benchmark other teachers' implementation procedure of the reading strategies. 2. Identify teachers' training priority needs to address what they have to enhance. 	Teachers, School Head, stakeholders	25,000	School MOOE	Whole Year	Teachers will be more knowledgeable on how to handle their learners		
B. Remediation Program	To provide a definite remediation program activities that will fit the type of learners they are handling	<ol style="list-style-type: none"> 1. Create a remediation plan and have it approved by the school authorities. 2. Implement the plan. 3. Evaluate the plan. 4. Modify, when necessary, retain those that show progress of learners' reading performance. 	Teachers, School Head, stakeholders	25,000	School MOOE	Whole Year	Remediation Report/ Learners' progress report		
C. Action Research	To assess the implementation of some reading strategies for continuous improvement.	<ol style="list-style-type: none"> 1. Proposal of action research. 2. Conduct action research. 3. Disseminate the results. 4. Roll-out of output 	Teachers, School Head, stakeholders	35,000	Personal Funds	Whole Year	Action Plan		
D. Intensify the learners' accommodations as stated on their IEP	To provide appropriate accommodations on learners with varying disabilities	<ol style="list-style-type: none"> 1. Review IEP 2. Orient teachers about accommodations. 3. Implement accordingly the accommodations. 	Teachers, School Head, stakeholders	10,000	School MOOE	Whole Year	IEP report		

ACTION PLAN OF SCHOOL C

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. Teachers' Training on Reading Strategies and Reading Comprehension Remedial Class.	To upgrade teachers' skills in conducting remedial classes.	Teachers will attend trainings and seminars in conducting Reading and Reading Comprehension.	SPED Teachers	PhP 3000 - PhP 5000	MOOE funds allotted for teachers training and development.	August – September 2023	Level of Acceptability		
2. Remediation	To provide a definite remediation program activities that will fit the type of learners they are handling	1. Create a remediate plan 2. implement the plan 3. evaluate the plan 4. modify if necessary	School Head, SPED Teachers and Stakeholders	PhP 10,000	MOOE funds allotted for teachers training and development.	October – December 2023	Remediation Report		
3. Action Plan	To assess the implementation of some reading strategies for continuous improvement	1. Proposal of action research 2. conduct action research 3. disseminate the result	School Head, SPED Teachers and Stakeholders	PhP 15000	MOOE funds allotted for teachers training and development.	Whole Year round	Action Plan		
4. <u>Post-Implementation</u>	To evaluate the improvement of the students' reading proficiency	Evaluation of students' reading level.	SPED Teachers and Students	PhP 3000	MOOE funds allotted for teachers training and development	May 2023	Evaluation on Students' Progress		

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APPENDICES

APPENDIX A

Transmittal Letter Addressed to the Public Schools Division
Superintendent of Mandaue City

NIMFA D. BONGO EdD, CESO V
Schools Division Superintendent
Division of Mandaue City, Cebu

Madame:

Greetings!

We are seeking permission from your good office to conduct our research entitled "TEACHING STRATEGIES AND READING PERFORMANCE OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN SELECTED SCHOOLS OF CENTRAL DISTRICT, MANDAUE CITY CEBU namely Mandaue City Central School, Cesar M. Cabahug Elementary School and Mayor AS Fortuna Memorial Elementary School" in partial fulfillment of the degree, Master of Arts in Education Major in Special Education. In our study, the teachers will be the respondents during data gathering.

Your approval will help a lot in the success of this undertaking. We are looking forward to your positive response.

Rest assured that responses given by respondents will be treated with utmost confidentiality. Attached is the sample of our survey form.

Thank you and God bless!


Sincerely yours,


EVANGELINE T. BUGTAI


CATHYLEEN M. BALDWIN


SHANE P. SENOC

Noted by:


CECILIA ELENA P. DE LOS REYES, Ed.
Research Adviser

Noted by:


RAUL M. LLEGO PhD
PSDS, Central District Elementary

Approved by:


NIMFA D. BONGO EdD, CESO V
Schools Division Superintendent
Division of Mandaue City, Cebu

APPENDIX B**Transmittal Letter Addressed to the Principal of Mandaue City Central School**

ALMA J. BARDOQUILLO, Ed. D
Principal IV
Mandaue City Central School

Madame:

Greetings!

We are seeking permission from your good office to conduct our research entitled **“EFFECTIVENESS OF TEACHERS’ READING STRATEGIES AND THE READING PERFORMANCE AND CAUSES OF FAILURES IN READING”** in partial fulfillment of the degree, Master of Arts in Education Major in Special Education. In our study, the teachers will be the respondents during data gathering.

Your approval will help a lot in the success of this undertaking. We are looking forward to your positive response.

Thank you and God bless!

Sincerely yours,

EVANGELINE T. BUGTAI
CATHYLEEN M. BALDWIN
SHANE P. SENOC

Noted by:


CECILIA ELENA P. DE LOS REYES, Ed.
Research Adviser

Approved by:


ALMA J. BARDOQUILLO, Ed.D
Principal IV

APPENDIX C
**Transmittal Letter Addressed to the Principal of Cesar M. Cabahug
Elementary School**

ROSA ROSSINI E. COMEDIA

School Principal
Cesar M. Cabahug Elementary School
V.B Cabahug, Mandaue City, Cebu

Madame:

Greetings!

We are seeking permission from your good office to conduct our research entitled **“EFFECTIVENESS OF TEACHERS’ READING STRATEGIES AND THE READING PERFORMANCE AND CAUSES OF FAILURES IN READING”** in partial fulfillment of the degree, Master of Arts in Education Major in Special Education. In our study, the teachers will be the respondents during data gathering.

Your approval will help a lot in the success of this undertaking. We are looking forward to your positive response.

Thank you and God bless!

Sincerely yours,


EVANGELINE T. BUGTAI
CATHYLEEN M. BALDWIN
SHANE P. SENOC



Noted by:


CECILIA ELENA P. DE LOS REYES, Ed.
Research Adviser

Approved by:


ROSA ROSSINI E. COMEDIA
School Principal

APPENDIX D
**Transmittal Letter Addressed to the Principal of Mayor A.S. Fortuna
Memorial Elementary School**

MA. ELENA K. SENTASAS

School Principal
Mayor A.S. Fortuna Memorial Elementary School
L. Espina, Mandaue City, Cebu

Madam:




Greetings!

We are seeking permission from your good office to conduct our research entitled **“EFFECTIVENESS OF TEACHERS’ READING STRATEGIES AND THE READING PERFORMANCE AND CAUSES OF FAILURES IN READING”** in partial fulfillment of the degree, Master of Arts in Education Major in Special Education. In our study, the teachers will be the respondents during data gathering.

Your approval will help a lot in the success of this undertaking. We are looking forward to your positive response.

Thank you and God bless!


Sincerely yours,

EVANGELINE T. BUGTAI 
CATHYLEEN M. BALDWIN 
SHANE P. SENOC 

Noted by:


CECILIA ELENA P. DE LOS REYES, Ed.
Research Adviser

Approved by:


MA. ELENA K. SENTASAS
School Principal

APPENDIX E

THE SURVEY QUESTIONNAIRE FOR TEACHERS

Part 1 – Demographic Profile

- a) Age _____ Gender: Male ___ Female ___
- b) Civil Status (Please check)
- Married
 - Single
 - Widow/widower
- c) Highest Educational Attainment (Please check)
- Doctorate degree
 - With Units in Doctorate degree
 - Master of Education
 - With Units in Master of Education
 - Baccalaureate degree
- d) Specialization (Please check)
- English
 - Science
 - Mathematics
 - Special Education
 - Early childhood Education
 - others, please specify _____
- e) Number of years in teaching
- 30 years and above
 - 25 – 29 years
 - 20 – 24 years
 - 15 – 19 years
 - 10 – 14 years
 - 9 years and below
- f) Relevant trainings and seminars attended
- 50 hours and above
 - 40 – 49 hours
 - 30 – 39 hours
 - 20 – 29 hours
 - 10 – 19 hours
 - 9 hours and below

- g) Subjects handled (Please check)
- All Subjects in Grade three
 - English
 - Math
 - Science
 - Others, please specify _____, _____,
- h) Types of Learners' disabilities handled.
- Dyslexia (Difficulty in Reading)
 - Dyscalculia (Difficulty in Math)
 - Dysphasia (Difficulty in Language)
 - Auditory Processing Disorder (Difficulty in Hearing Difference Between Sounds)
 - Visual Processing Disorder (Difficulty interpreting visual information)
 - Dyspraxia (Difficulty in Motor Skills)
 - Autism
 - ADHD/ADD

PART II - Teachers' Teaching Strategies and its Level of Effectiveness

Please rate using the rating below:

4 – Highly effective

3 – Moderately Effective

2 – Effective

1 – Less Effective

Strategies	4	3	2	1
Model fluent reading				
Shared reading				
Repeated readings				
Buddy reading				
Computer reading				
Readers theatre				
Multiple Strategies				
Oral recitation				
Assisted reading				

Guided oral reading				
Repeated readings				
Choral reading				
Guided oral reading				

What other reading strategies do you use to use improve the reading performance of the learners?

PART III - Causes of Reading Failure

Please rate using the rating below:

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

Causes of reading failure perceived by the teachers:	4	3	2	1
The skill of reading was not reinforced in learners during the lower grades.				
There is not enough reading materials at home.				
There is not enough reading materials at school.				
Learners have a negative attitude towards reading.				
Learners do not practice reading as a habit.				
Lack of family support in relation to reading of the learners.				
Teacher's lack of training.				
Mismatch of grade level assignment of the teacher.				
Learners are not motivated by the teacher's instructional strategies.				
Lack of support of the school supervisor and public school district supervisor.				

What are the other causes of reading failure of the learners?

IV. Reading performance of the Sped Learners based on the Oral Reading Verification Test Result

Reading Performance	Frequency
Independent	
Instructional	
Frustration	
Total	

APPENDIX F
Oral Reading Verification Tool
English Passages Post-Test

Grade Level 2

THE BIB

Bim-bim has a bib.
It is from Tina.
The bib is red.
It is pretty.
But the bib is big.
Will this fit?
“I will get a pin,” says Dad.
“There. It fits!”

Questions

- 1) Who has a bib?
 - A. Den-den
 - B. Bim-bim
 - C. Tin-tin

- 2) What is the color of the bib?
 - A. red
 - B. pink
 - C. yellow

- 3) Who gave the bib?
 - A. Dad
 - B. Mama
 - C. Tina

- 4) What is the problem with the bib?
 - A. It is big.
 - B. It is wet.
 - C. It has a rip.

- 5) How did the bib fit Bim-bim?
 A. Mama cut it.
 B. Grandma fixed it.
 C. Dad put a pin on it.

Grade Level 3

THE EGG ON THE GRASS

Duck, Hen, and Bird are in the garden.

“I see a big, round egg on the grass,” says Bird.

“It is not my egg,” says Hen.

“My egg is in the nest.”

“It is not my egg,” says Duck.

“My eggs just hatched.”

“It is not an egg,” says Ben.

“It’s my rubber ball.”

Questions

- 1) Where are Bird, Hen, and Duck?
 A. in the nest B. in the garden C. in the farmhouse
- 2) Who saw the egg first?
 A. the hen B. the duck C. the bird
- 3) What word tells about the egg?
 A. big and round B. white and shiny C. tiny and colorful
- 4) Who among the animals has a new baby?
 A. the hen B. the bird C. the duck
- 5) What was the “egg” that the animals saw?

A. a large top B. a rubber ball C. a plastic cup

6) Why did the animals think that the rubber ball is an egg?

A. It is tiny. B. It is white. C. It is round.

Grade Level 4

THE TRICYCLE MAN

Nick is a tricycle man. He waits for riders every morning.

“Please take me to the bus station,” says Mr. Perez.

“Please take me to the market,” says Mrs. Pardo.

“Please take us to school,” say Mike and Kris.

“But I can take only one of you,” says Nick to the children.

“Oh, I can sit behind you Nick,” says Mr. Perez.

“Kris or Mike can take my seat.”

“Thank you, Mr. Perez,” say Mike and Kris.

Questions

1) Who is the tricycle man?

A. Mike B. Nick C. Mr. Perez

2) What was Nick’s problem?

A. There was a lot of traffic.
B. He could not take the children to school.
C. There was only one seat for either Kris or Mike.

3) How many riders did the tricycle man have?

A. two B. four C. three

- 4) Who helped solve Nick's problem?
A. Mr. Perez driver B. Mrs. Pardo C. another tricycle
- 5) Which word describes Mr. Perez?
A. kind B. strict C. proud
- 6) Which happened last?
A. Mr. Perez told Nick to take him to the bus station.
B. Mrs. Pardo told Nick to take her to the market.
C. Kris and Mike told Nick to take them to school.

Grade 5

THE SNAIL WITH THE BIGGEST HOUSE

A little snail told his father, "I want to have the biggest house."

"Keep your house light and easy to carry," said his father.

But, the snail ate a lot until his house grew enormous.

"You now have the biggest house," said the snails.

After a while, the snails have eaten all the grass in the farm.

They decided to move to another place.

"Help! I cannot move," said the snail with the biggest house.

The snails tried to help but the house was too heavy.

So the snail with the biggest house was left behind.

Reference: The Biggest House in the World

Leo Lionni

Questions

- 1) What kind of house did the father snail want the little snail to have?
 - A. big and tidy
 - B. hard and durable
 - C. large and colorful
 - D. light and easy to carry

- 2) The house grew enormous. A synonym of enormous is
 - A. huge
 - B. lovely
 - C. different
 - D. expensive

- 3) Why will the snails move to another place?
 - A. Their enemies bother them
 - B. They want to see other places.
 - C. They have eaten all the grass in the farm.
 - D. They don't want to be with the snail with the biggest house.

- 4) What was the little snail's problem when they were about to move?
 - A. "Will I build another house?"
 - B. "How can I carry my very big house?"
 - C. "What will happen to my biggest house?"
 - D. "What if another snail will have a house bigger than mine?"

- 5) Why did the other snails leave the little snail behind?
 - A. He eats too much grass.
 - B. They did not want to be with him.
 - C. They could not move his very big house.
 - D. The little snail did not want to leave its house.

- 6) Which of the following did the little snail think at the end?
 - A. "My friends did not help me at all."
 - B. "I should have stored more grass and leaves in my house."
 - C. "Father was right. I should have a house that is easy to carry."
 - D. "Never mind if I stay behind. I have the biggest house anyway."

- 7) Which of the following will most likely happen to the little snail?
 - A. It will die of hunger.
 - B. It will destroy its house.
 - C. It will follow the other snails.
 - D. It will live happily in the farm.

Grade 6**ROCKS FROM OUTER SPACE**

The pieces of rocks that come from outer space have three names: meteor, meteorite, and meteoroid.

A meteoroid is a piece of matter moving in space. It moves as fast as 40 miles a second. It may be large or small. Most meteoroids are smaller than a grain of sand.

As a meteoroid comes into the air near the earth, it catches fire. Most meteoroids burn up before they hit the earth. The flash of light from the burning meteoroid is called a meteor. If a piece of meteoroid falls to the ground, it is called a meteorite.

People have studied these rocks for many years. They wanted to research ways to keep meteoroids from making holes in space crafts. Thick walls may help. Or perhaps space crafts can be covered with a metal skin that will seal itself.

Questions

- 1) Where do the meteoroids originate?
 - A. from the outer layer of the earth
 - B. from the other planets
 - C. from the outer space
 - D. from the moon

- 2) A meteoroid catches fire when
 - A. it hits the earth.
 - C. it collides with a spacecraft.

B. it falls to the ground.
near the earth.

D. it comes into the air

3) When is a meteoroid dangerous?

- A. when it falls to earth and burns down houses
- B. when it makes holes in a spacecraft
- C. when it hits the airplanes
- D. when it catches fire

4) The rocks from outer space are studied to find out _____.

- A. the time that they fall on earth.
- B. how these rocks could be used
- C. how to avoid their fall on earth
- D. how to keep them from making holes in spacecraft

5) What is true of meteoroids, meteorites, and meteors?

- A. They are all small.
- B. They are all rocks.
- C. They all fall to the earth.
- D. They all turn into balls of fire.

6) When one sees a flash of light in space, he may exclaim _____.

- A. "That's a meteor."
- B. "There's a meteorite."
spacecraft."
- C. "That's a meteoroid."
- D. "A meteoroid hit a

7) Which is the best definition of a meteorite?

- A. a flash of light from a burning meteoroid
- B. a piece of meteoroid that falls to the ground
- C. a piece of rock from outer space that hit a spacecraft
- D. a piece of rock from outer space that burn up before hitting the ground

8) In the sentence, "They research ways to keep meteoroids from making holes in the spacecraft," another word for research is _____.

- A. study
- B. solve
- C. conclude
- D. experiment

APPENDIX G
Oral Reading Verification Tool
Filipino Passages Post-Test

Grade 1

LARO TAYO!

May manikasi Nina.
Madumi ang manikani Nina.
May lobo si Tina.
Asul ang lobo ni Tina.
“Tara, laro tayo,” sabini Nina.
Naku! Nasa taasna ang lobo!
Hala! Nasa punona ang lobo ni Tina!

Mga Tanong:

1. Ano ang madumi?
 - A. lobo
 - B. manika
 - C. puno

2. Sino ang nagsabi ng “Laro tayo!”?
 - A. si Dina
 - B. si Nina
 - C. si Tina

3. Saannaganap ang kuwento?
 - A. sa sala
 - B. sa kusina
 - C. sa bakuran

4. Ano ang naramdamanni Tina sa katapusan ng kuwento?
 - A. galit
 - B. masaya
 - C. malungkot

5. Bakit kaya nasapunona ang lobo?
 A. Nilipad ang lobo.
 B. Tinali ni Tina ang lobo.
 C. Tinagoni Nina ang lobo.

Grade 2

ANG PUNONG NARRA

Naglalaro sa bakuranang mgabata.
 “Kilalamoba ang punongito?
 Ito ang puno ng narra.” wikani Dan.

“Oo, matigas ang kahoydito,” sabini Ana.
 “Hindi madalingmatumba ang mgapunongnarra.
 Iyan ang sabini Tatay,” wikani Dan.

“Ginagawa pang mga mesa ang kahoy ng narra.
 “Sabiyanni Nanay,” dagdagni Ana.
 “Tara, akyat tayo sa puno”, sabini Dan.

“O, baka kayo mahulog!”

Mga Tanong:

- Ano ang ginagawa ng mgabata sa kuwento?
 A. umaakyat sa puno
 B. naglalaro sa bakuran
 C. naglalaro ng kahoy ng puno
- Sino and nagsabing, “Matigas ang kahoydito”?
 A. si Ana
 B. si Dan
 C. si Tatay
- Bakit kaya hindimadalingmatumba ang punongnarra?
 A. Hindi malakas ang hangin.
 B. Matandana ang puno ng narra.
 C. Matibay ang kahoy ng punongnarra.

4. Ano pa kaya ang ibangbagaynagawa sa narra?

- A. bintana
- B. kama
- C. lutuan

5. Ilan ang nag-uusap sa kuwento?

- A. apat
- B. dalawa
- C. tatlo

Grade 3

MAGTULUNGAN TAYO

Papasokna ng paaralan ang tatlong mag-aaral. Nakita nila ang nagkalatnamgasanga ng puno sa mahabangdaan.

Katatapos lang ng malakasnabagyo at di pa nalilinis ang ilangkalsada.

Pagdating sa paaralan, gayundin ang kanilangnakita. Maputik ang silid at madungis ang pader. Nagkalat ang mgadahon sa buongpaligid.

“Hali kayo,” tawag sa kanila ng mgakaklase. “Tulungan natin siGng. Ramos sa paglilinis.”

Mabilisnakumilos ang mga mag-aaral. TahimiksilangtinitingnanniGng. Ramos.

“Maraming salamat mgabata. Natataposagad ang gawain kung nagtutulungan,” sabiniya.

Mga Tanong:

1. Ano ang nakita ng tatlong mag-aaral papunta sa paaralan? Nakita nila ang _____.
 - A. malakas na bagyo
 - B. makalat na paligid
 - C. magantumbana poste

2. Bakit marumi ang silid-aralan na natatnan ng mga mag-aaral?
 - A. Matagal na walang pasok.
 - B. Katatapos lang dumaan ng bagyo.
 - C. Walang tigil ang pagkakatat ng mga mag-aaral.

3. Maputik ang silid at "madungis" ang pader. Ang ibigsabihin ng "madungis" ay _____.
 - A. madilim
 - B. madumi
 - C. makalat

4. Anong katangian ang ipinakita ng mga mag-aaral? Pinakita ng mag-aaral ang pagiging _____.
 - A. matalino
 - B. magalang
 - C. matulungin

5. Ano kaya ang naramdaman ng guro sa ginawa ng mga mag-aaral? _____ ang guro.
 - A. Masaya
 - B. Nagulat
 - C. Nalungkot

6. Alin sa sumusunod ang magandang pamagat ng kuwento?
 - A. Makalat na Paligid
 - B. Ang Masayang Guro
 - C. Pagkatapos ng Bagyo

Grade 4

BOTE DYARYO

Kapagbakasyon, maraming bata ang nag-iisip kung paanokikita ng pera.

Nagtitinda ng dyaryosi Luis tuwingumaga. Nilagangmais at saging naman ang itinitindani Karen.

“Luis, magkano ang kinikitamo sa pagtitinda ng dyaryo?” tanongni Karen.

“Humigit-kumulang sa isandaangpisoaraw-araw,” sagotni Luis. “Ibinibigay ko kay Nanay ang kalahati at inihuhulog ko sa alkansya ang natitira,” dugtong pa niya. “Ikaw, magkano ang kinikitamo?” tanongni Luis kay Karen.

“Katuladmorin. Nakapagbibigay din ako kay Inay at nakapag-iipon pa ako,” sagotni Karen.

“Dyaryoooo! Boteee!” ang sigaw ng isangbinatilyona may tulak ng kariton.

“Malaki rinsiguro ang kinikita ng namimili ng bote at lumangdyaryo, ano?” tanongni Karen. “Tiyakiyon,” sagotni Luis.

Para sa mgabatangito, ang marangalnagawain ay dapatipagmalaki.

Mga Tanong:

1. Ano ang ginagawa ng mgabata sa kuwento?
 - A. Kumakainsila ng masarapnamais at saging.
 - B. Naglalarosila ng inipongmgabote at dyaryo.
 - C. Naghahanapsila ng pagkakakitaan ng pera.
2. Ano ang ibigsabihin ng “humigit-kumulang sa isandaangpiso”?
 - A. tiyak ang halaga ng pera
 - B. kulang ang halaga ng pera
 - C. hinditiyak ang halaga ng pera

3. Ano kaya ang nararamdaman ng mgamagulangnina Luis at Karen?
- A. Nahihiyasila.
 - B. Natutuwasila.
 - C. Nagugulatsila.
4. Ano-anongmgasalita ang masasabitungkol kina Luis at Karen? Sila ay _____.
- A. malinis at matipid
 - B. masipag at matipid
 - C. magalang at matulungin
5. Alin sa sumusunod ang nagpapakitangmarangal ang ginagawanina Karen at Luis?
- A. Pinag-uusapannila ang kitanila.
 - B. Ipinagmamalakinila ang pera sa alkansya.
 - C. Naisnilanggumawa ng paraan para kumita ng pera.
6. Ano ang mensahengnaisiparating ng kuwento?
- A. Mainamkapagnakatutulong at nakaiipon.
 - B. Mainamkapagnagtatrabahohabangbata pa.
 - C. Malaki ang kita ng namimili ng bote at dyaryo.

Grade 5

KAPALIGIRAN

Dumaan ang habagat sa Luzon. Nagdulotito ng pinsala sa tao. Maraming lugar sa Maynila, Pampanga, Quezon, at Aurora ang lumubog sa baha. Nagmistulangmalakingkaragatan ang mgaito. Lumutang din at natangay ng baha ang tambaknabasura. Malakinghalaga ang nawala sa libo-libongmamamayan. Maraming pananim ang nasirasani ng malakas at patuloynapag-ulan. Marami ring buhay ang nakitil. Nasira ang mgabahay, tulay, at malalakinggusali. Isang dahilannito ay ang pagguho ng lupa o landslide.

Maiiwasansana ang pagguho ng lupa sa mgakabundukan kung isasagawa ng mgatao ang programa ng Kagawaran ng Pangangalaga sa Kapaligiran at LikasnaYaman. Ang mulingpagtanim ng puno sa gubat o reforestation sa mganakalbongkabundukan ay makatutulong sa pag-iwas ng pagguho ng lupa.

Malaki ang magagawanatingmgakabataan. Iwasan natin ang paggamit ng mgaplastik at ang pagtatapon ng basura kung saan – saan. Mag-umpisatayongmaglinis ng paligid at magtanim ng mgapuno sa mgabakantenglupa ng atingbakuran. Gawinitongluntianupangmagingmaganda ang kapaligiran.

Mga Tanong:

- Ano ang sanhi ng paglubog ang mgabahay at pananim?
 - Natumba ang mgapuno.
 - Malakas ang hanging habagat.
 - Dumaan ang habagat sa maraming lugar.
 - Nagmistulangdagat ang maraming lugar.
- Alin sa sumusunod ang kahulugan ng pangungusap sa kahon?

Nagmistulangmalakingkaragatan ang maraming lugar.

 - Maraming lugar ang lumubog sa karagatan.
 - Nagingbahagi ng karagatan ang maraming lugar.
 - Malapit sa malawaknakaragatan ang lugarnanabanggit.
 - Maihahambing sa karagatan ang nangyari sa maraming lugar.
- Ano ang kasingkahulugan ng salitangnakitil sa binasangseleksyon?

A. naalanganin	C. nagulo
B. nagkasakit	D. nawala
- Ano kaya ang sanhi ng pagguho ng lupa?
 - Walang bakod ang mgalupain.
 - Maraming mgapuno ang pinuputol.
 - Kulang sa paghahanda ang mgatao.
 - Hindi agadnasabi ang pagdating ng habagat.
- Bakit kailangangalagaan ang kapaligiran? Kailangangalagaan ang kapaligiranupang _____.

A. maiwasan ang habagat	C. makatulong sa komunidad
B. maiwasan ang pagbabaha	D. maitayo ang nasirangmgabahay

6. Ano ang pangunahing ideyanatinalakay sa seleksyon? Tinalakay sa seleksyon ang _____.
- A. sanhi ng habagat
 B. mgatinamaan ng habagat
 C. pangangalaga sa habagat
 D. habagat at ang mgadulotnito
7. Ano ang ginamit ng may-akda upang ipaabot ang mensahenito?
- A. Tinalakay ang bunga at solusyon ng paksa.
 B. Ibinigay ang mgaproblematungkol sa paksa.
 C. Inilahad ang pagkakasunud-sunod ng mgapangyayari.
 D. Gumamit ng maraming halimbawa sa buong seleksyon.

Grade 6

SI JOSE RIZAL SA DAPITAN

Si Jose Rizal ay ipinatapon sa Dapitan noong Hulyo 17, 1892. Ginugol niya ang kanyang oras sa mgamakabuluhang gawain. Ginamot niya ang mgamaysakit. Matiyagasiyang nagsaka at maingat nang plano ng patubigan para sa mgatanim. Nagtutorin siya ng mgasamahang sibiko. Gumawasiya ng ilang eskultura at mgadrowing. Sumulat din siya ng mgatula. Lubosiyang hinangaan at iginalang ng mgataga-Dapitan, patinarin ng kanilang gobernador silyo.

Isang araw, nagulatsi Rizal nang biglang dumating sa Dapitan si Pio Valenzuela. Ibinalitanito ang pagkakatag ng Katipunan at ang isang balak napaghihimagsik sa pamahalaan. Binanggit din niya ang alok na ibibigay ni Bonifacio kay Rizal, ang liderato ng Katipunan kung sakaling aanib ang doktor sa kilusang ito.

Biglang tumayosi Rizal at sinabing hindi pa panahon upang maghimagsik. “Ang binabalak ninyo ay isang kabaliwan. Kung ako ang tatanungin, dapat itigil agad ang inyong balak habang maaga. Sabihin mo kay Bonifacio na dinaramdam kong hindi tanggapin ang kanyang iniaalok.” Nagpasalamat siya at sinabing, “Mayroon pang ibang mapayapang paraan upang makamit ang minimithinang pagbabago para sa ating bayan.”

Malungkot na malis sa bahay ni Rizal si Pio Valenzuela. Kinabukasan, naglakbay siyang pabalik patungo sa Maynila.

Mga Tanong:

1. Alin sa sumusunod ang unangnaganap sa seleksyon?
 - A. Naglakbaysi Valenzuela papunta sa Dapitan.
 - B. Nalamanni Rizal ang balaknapaghihimagsik.
 - C. Hindi sang-ayonsi Rizal namaginglidersiya.
 - D. Hinangaan at iginalangsi Rizal ng mgatao sa Dapitan.

2. Alin sa sumusunod ang HINDI nasasaad sa seleksyon?
 - A. May nagdala ng balitatungkol sa Katipunan kay Rizal.
 - B. Napabalita sa Dapitan ang magaganapnapaghihimagsik.
 - C. Hindi sang-ayonsi Rizal sa balakni Bonifacio para sa bayan.
 - D. Nagingmabuti ang buhay sa Dapitan nangdumatingsi Rizal.

3. Ano ang kahulugan ng salitangginugol sa pangungusap sa kahon?

Ginugolniya ang kanyangoras sa mgamakabuluhanggawain

 - A. ibinuhos
 - B. inayos
 - C. iningatan
 - D. plinano

4. Ano ang kahulugan ng salitangaanib sa pangungusap sa kahon?

Ang liderato ng Katipunan ay ibibigay kay Rizal kung sakalingaanib ang doktor sa kilusan.

 - A. magsisilbi
 - B. sasali
 - C. sasang-ayon
 - D. susuporta

5. Ano kaya ang magigingreaksyonni Bonifacio sa desisyonni Rizal?
 - A. Magagalitsiya sa tagadala ng balita.
 - B. Ipagdiriwangnila ang desisyonni Rizal.
 - C. Aayon ang Katipunan sa paniniwalani Rizal.
 - D. Hindi ikatutuwani Bonifacio ang maririnignabalita.

6. Alin ang ibigipakahuluganni Rizal sa “Mayroon pang ibangmapayapangparaanupangmakamit ang minimithinatingpagbabago para sa ating bayan.”?
 - A. Pangarap pa rin ang minimithingpagbabago sa bayan.
 - B. Makakamit din ang kapayapaanpagdating ng panahon.
 - C. Himagsikan ang daan para makamit ang pagbabago ng bayan.
 - D. Hindi lang sa himagsikanmagkakaroon ng pagbabago sa bayan.

7. Ano ang ginamit ng sumulat ng seleksyonupangipaabot ang mensahenito?
 - A. Maingatnaisinalaysay ang mgapangyayari.
 - B. Maliwanag ang solusyongnakasaad sa seleksyon.

- C. Tinalakay ang mgasanhi at bunga ng himagsikan.
 - D. Nailarawan ang mgatauhan at ang tagpuan sa seleksyon.
8. Alin sa sumusunod ang isa pang magandangpamagat para sa seleksyon?
- A. Ang Balita kay Rizal
 - B. Balita ng Katipunan
 - C. Ang Buhayni Rizal sa Dapitan
 - D. Magandang Pagbabago sa Dapitan

CURRICULUM VITAE

CURRICULUM VITAE



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PERSONAL INFORMATION

Gender : Female
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Place of Birth : Consolacion Cebu
Occupation : Preschool Special Ed. Teacher
Husband's Name : Carlos Renato C. Bugtai Jr.

EDUCATIONAL BACKGROUND

Graduate Studies : Cebu Technological University-Main Campus
Master of Arts in Education
Major in Special Education
January 2023

	: Cebu Technological University-Main Campus Master of Arts in Education Major in Administration and Supervision 30 units with Complete Academic Requirements Alumni Scholar May 2012
Tertiary	: Cebu Technological University-Main Campus Bachelor of Elementary Education Major in Content Education NGO Scholar 2005-2009
Secondary	: Abellana National School Osmena Boulevard, Cebu City NGO Scholar 2001-2005
Elementary	: Mabolo Elementary School M.J. CuencoAve.Mabolo Cebu City NGO Scholar 1997-2001

CIVIL SERVICE ELIGIBILITY

Passed Licensure Examination for Teachers in the Philippines

State of Arizona Certificate of Standard Professional Early Childhood Special Ed, Birth-Age 8/Gr 3

State of Arizona Certificate of Standard Professional Mild/ Moderate Spec. Ed, K-12

State of New Mexico License Level Three A- Instructional Leader Prek-12 Special Ed with TESOL Endorsement

State of New Mexico License Level Three A- Instructional Leader K-8 Elementary with TESOL Endorsement

EMPLOYMENT HISTORY

Preschool, Special Education Teacher, Alhambra Elementary School District
4730 W Campbell Avenue, Phoenix, AZ 85301, USA
2020-Present

Resource Special Education Teacher, Empower College Prep Highschool
2411 W Colter St.,Phoenix, AZ 85015, USA
September 2019-2020

Inclusion Fifth Grade Teacher III, Mandaue City Central School
098 P. Burgos St., Alang-Alang Mandaue City, Cebu 6014, Philippines
2013-August 16, 2019

Multi-grade Special Education Teacher, Basak Elementary SPED Center
Basak Mandaue City, Cebu 6014,Philippines
2012-2013

Substitute Special Education Teacher, Mandaue City SPED School
Catalino LI, Ouano Avenue, Mandaue City, Cebu 6014, Philippines
June-October 2012

Sign Language Interpreter for the Deaf, Mandaue City College
A Soriano St., Corner Ouano Wharf, Mandaue City, Cebu 6014, Philippines
2011- October 2015

Substitute Elementary Teacher, Mabolo Elementary School
M.J. CuencoAve.,Mabolo City, Cebu 6000, Philippines
August 2011- February 2012

Multi-grade Elementary Teacher, Schildknecht School, Inc.
Nangka Consolacion, Cebu 6001, Philippines
2010-2011

Classroom Tutorial and Substitute Teacher, San Roque College de Cebu
Lilo-an, Cebu 6002, Philippines
2009-2010

TRAININGS ATTENDED

SUPPORTING YOUNG CHILDREN WITH AUTISM

Up Learning Virtual Training Series
December 11, 2021

DISTRICT EARLY RELEASE PROFESSIONAL DEVELOPMENT PLANNING FOR IMPACT: ESS-INTELLECTUAL DISABILITIES SESSION

Alhambra Elementary School District
November 17, 2021

PLEASE DON'T HIT HIM! TURNING CHALLENGING BEHAVIOR INTO APPROPRIATE BEHAVIOR FOR PRESCHOOLERS WITH SPECIAL NEEDS

AZ Early Childhood Workforce Registry
November 14, 2021

IT TAKES A TEAM! TRUSTING FAMILY-TEACHER PARTNERSHIPS FOR SUCCESSFUL INCLUSION OF CHILDREN WITH SPECIAL NEEDS

AZ Early Childhood Workforce Registry
February 20, 2021

SUPPORTING CHILDREN WITH AUTISM AND OTHER DEVELOPMENTAL DELAYS IN PRESCHOOL

Star Autism Support, Inc.
January 6-8, 2021

DISTRICT EARLY RELEASE PROFESSIONAL DEVELOPMENT IN-HOME SUPPORT FOR ESS SELF-CONTAINED, PRESCHOOL SENSORY COMMUNICATION CLASS

Alhambra Elementary School District
November 04, 2020

SENSORY PROCESSING: PREVENTING EXPULSION THROUGH INCREASED UNDERSTANDING OF SENSORY PROCESSING AND CHILD DEVELOPMENT

AZ Early Childhood Workforce Registry

October 21, 2020



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PERSONAL INFORMATION

Gender : Female
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EDUCATIONAL BACKGROUND

Graduate Studies : Cebu Technological University-Main Campus
Master of Arts in Education
Major in Special Education
January 2023

Tertiary : Cebu Institute of Technology- University
Bachelor of Elementary Education
Major in General education

Non-Academic Scholar
2011-2016

Secondary : Divino Amore Academy
Lower Mohon, Talisay City, Cebu
Award-Student with Distinction
2007-2011

Elementary : Vicenta A. Elementary School
: Pooc, Talisay City, Cebu
: Award-Student with Distinction
: 2001-2007

CIVIL SERVICE ELIGIBILITY

Passed Licensure Examination for Teachers in the Philippines
Held Reciprocal Teaching Certificate of North Dakota

EMPLOYMENT HISTORY

Classroom Teacher, New Town Public School District

206 2nd Avenue East, New Tow, North Dakota

August 2019- present

Classroom Teacher, Cebu Institute of Technology- University

N. Bacalso Ave., Cebu City 6000, Philippines

June 2017- March 2019

Classroom Teacher, Talisay Mind Power Creativity Center

Sitio Cabutoy, Pooc, Talisay City, Cebu 6045, Philippines

June 2016- March 2017

Elementary Teacher Intern, Punta Prinsesa Elementary School

Punta, Cebu City 6000, Philippines

January 2016

Elementary Teacher Intern, Cebu Institute of Technology- University

N. Bacalso Ave., Cebu City 6000, Philippines

November 2015

TRAININGS ATTENDED

SEMINAR ON WIDENING THE NEED FOR SPECIAL EDUCATION SERVICE

University of Visayas
October 2018

WORKSHOP SEMINAR ON SPECIAL EDUCATION IN TODAY'S SETTING

Mandaue City Central School, Cebu, Philippines
September 2018

LEARNING THROUGH FINGERTIPS: EQUIPPING SPED TEACHERS IN VISUAL IMPAIRMENTS SKILLS

Mandaue City Central School, Cebu, Philippines
September 2018

ENGLISH ENHANCEMENT SEMINAR

ePerformax Contact Centers Corporation, Lahug, Cebu City
December 2015

RESEARCH AND ORGANIZING SCHOOL

Cebu Institute of Technology- University Mass Comm Theater
September 2015

EFFECTIVE READING SEMINAR

Community Extension Services Program- CIT University
June 2011



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EDUCATIONAL BACKGROUND

Graduate Studies : Cebu Technological University-Main Campus
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 January 2023

: Cebu Technological University-Main Campus
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 Major in Guidance and Counseling (MED.-GC)
 12 units
 Summer 2014

Tertiary : Cebu Normal University-Main Campus
Bachelor of Elementary Education
Major in Special Education
March 2011

Secondary : Boljoon National High School
N. Bacalso Avenue, Boljoon, Cebu
2006-2007

Elementary : Boljoon Central School
N. Bacalso Avenue, Boljoon, Cebu
NGO Scholar
2002-2003

CIVIL SERVICE ELIGIBILITY

Passed Licensure Examination for Teachers in the Philippines

State of Nevada Provisional - Special Education Generalist License, K-12

State of Nevada Alternative - Special Education Autism License, 3-21 yrs. old

EMPLOYMENT HISTORY

Autism Program Teacher, Canyon Springs High School
350 E Alexander Rd, North Las Vegas, NV 89032, USA
June 2020-Present

Autism Program Teacher, Clifford O. Findlay Middle School
333 W Tropical Pkwy, North Las Vegas, NV 89031, USA
June 2019 - May 2020

Inclusion Second Grade Teacher I, Boljoon Central School
N. Bacalso Avenue, Poblacion, Boljoon, Cebu 6024, Philippines
March 2017- June 2019

Inclusion Elementary School Teacher, El Pardo Elementary School
El Pardo, Boljoon, Cebu 6024, Philippines
January 2016 - March 2017

Multi-grade Elementary School Teacher, Becerril Elementary School

Upper Becerril, Boljoon, Cebu 6024, Philippines
November 2012 - January 2016

Kindergarten Inclusion Teacher, Boljoon Central School
N. Bacalso Avenue, Poblacion, Boljoon, Cebu 6024, Philippines
June 2012 - November 2012

TRAININGS ATTENDED

UNIQUE LEARNING SYSTEM - CURRICULUM FOR AUTISM PROGRAM

Clark County School District
May 15, 2022

UNDERSTANDING LEARNING DESIGN - SESSION 1-4

Clark County School District
May 31, 2022

RETHINK ED: CREATING PROGRESS REPORTS USING RETHINK ED STUDENTS DATA

Clark County School District
April 25, 2022

CROSSWALK: ATTAINMENT, RETHINK, AND UNIQUE LEARNING SYSTEM

Clark County School District
February 23, 2022

LINKS Writing Measureable Goals & Benchmarks/Short-Term Objectives for IEP

Clark County School District
December 14, 2021

TRANSITION PROGRAMS

Clark County School District
March 24, 2021

INDIVIDUALIZED EDUCATION PROGRAM (IEP) BEST PRACTICES AGES 3-22

Clark County School District
February 20, 2021

