

Intervention Strategies for Struggling Readers in Inclusive Education

VANESSA E. RABARA¹, MONETTE S. LOCQUIAO, EDD, RGC²
^{1,2} *Institute of Graduate and Advanced Studies, Urdaneta City University*

Abstract- This study examined the perceived effectiveness of intervention strategies for struggling readers in inclusive education and the challenges in their implementation among 112 Key Stage 1 public school teachers in Binalonan I District and Binalonan District 2, Pangasinan Division II during the 2024–2025 school year. Using mixed-methods design, quantitative data were analyzed through weighted means using a five-point Likert scale, while qualitative data from interviews identified implementation challenges. Findings revealed that reading aloud, phonics instruction, guided reading, vocabulary development, and word analysis were all perceived as effective, with phonics instruction rated highest as “very effective.” Teachers emphasized interactive and multisensory approaches such as echo reading, word mapping, and phonemic activities as most beneficial for struggling readers. However, respondents reported challenges including inadequate training, limited instructional materials, large class sizes, linguistic diversity, time constraints, and weak parental involvement. The study concludes that while intervention strategies are highly valued, their effectiveness depends on improved teacher training, resource support, and stronger system-level support to ensure successful implementation in inclusive classrooms.

Index Terms- Effectiveness, Inclusive Education, Intervention Strategies, Public School Teachers, Reading

I. INTRODUCTION

Worldwide studies on intervention options for struggling readers in inclusive education have focused on the significance of evidence-based, responsive literacy instruction. Targeted treatments, especially those that concentrate on phonemic awareness, fluency, vocabulary, and comprehension, can greatly enhance reading outcomes, with gains of up to 20 to 30 percent among struggling learners, according to studies conducted in the US, Singapore, and Australia (Cramer, 2025). Parween and Ahmad (2025), who stress the value of explicit education and culturally sensitive teaching methods in diverse classrooms, corroborate these findings and emphasize that establishing the reading skill in an inclusive approach makes it more difficult than in a regular classroom.

Whereas Pocaan et al. state that reading proficiency remains a barrier in the Philippines, where many students fall short of expectations (2022). In addition to demonstrating a strong correlation between parental involvement and better reading outcomes, statistical information from Garcia, et al. (2025) show that students frequently fall inside the frustration threshold in word recognition, fluency, and comprehension. Although efforts to address these issues are reflected in national initiatives like the Comprehensive Rapid Literacy Assessment and policies encouraging community engagement, implementation effectiveness is still hampered by issues like insufficient resources, limited teacher training, and socioeconomic barriers (Andaya and Tepacia, 2025; Belandres and Cristobal, 2021; Moral and Villarente, 2024, Manegdeng and Paglinawan, 2025; Omar, 2025).

Moral and Villarente (2024) indicate that there are variations in the delivery, monitoring, and contextual adaptation of reading interventions at the local level, especially in Pangasinan. Although there are programs in place, there is not much empirical evidence on the efficacy of intervention techniques in inclusive classrooms across the province. This disparity emphasizes the necessity of a localized, methodical evaluation of intervention strategies that take contextual factors and learner variation into account. To ensure inclusive educational outcomes and to promote literacy programs, it is imperative to close this gap. Teachers will gain from improved teaching tactics, school administrators will benefit from better program implementation, and policymakers will benefit from evidence-based decision-making based on the study's findings. In the end, it seeks to enhance reading ability, advance inclusive education, and give Pangasinan's struggling readers fair educational chances.

II. METHODOLOGY

During the academic year 2024–2025, 112 Key Stage I public elementary school teachers in Binalonan I District and Binalonan District II, Pangasinan Division II, participated in the study. Respondents with at least two to three years of teaching experience and pertinent experience in reading, language arts, or special education were chosen using purposeful sampling. A standardized questionnaire with a five-point Likert scale ranging from Very Effective to Not Effective was used to collect quantitative data. The strategies' effectiveness was assessed using the weighted mean. Semi-structured interviews were used to gather qualitative data to identify implementation issues. To provide deeper insights and guarantee a thorough grasp of both effectiveness and practical restrictions, responses were recorded and examined.

III. RESULTS AND DISCUSSIONS

Level of Effectiveness of Intervention Strategies for Struggling Readers in Inclusive Education

Table I: Level of Effectiveness of Intervention Strategies for Struggling Readers in Inclusive Education Along Reading Aloud

Reading Aloud	As perceived by Teachers			As perceived by School Heads		
	W M	DE	T R	W M	DE	T R
As a teacher I ...						
utilize a variety of interactive strategies such as collective reading sessions where the entire class or pairs read aloud together.	4.50	Always	VE	4.45	Often	E

employ sentence strips for practice before tackling longer stories	4.36	Often	E	4.33	Often	E
engage students with echo reading to develop tone and fluency	4.38	Often	E	4.40	Often	E
utilize repeated readings of short texts to build familiarity	4.42	Often	E	4.39	Often	E
create a word wall for high-frequency words to reinforce recognition	4.51	Always	VE	4.49	Often	E
integrate audiobooks for modeling fluent reading	4.33	Often	E	4.30	Often	E
encourage expressive dialogue reading with character voices	4.44	Often	E	4.42	Often	E
select simple poems to	4.48	Often	E	4.45	Often	E

enhance rhythm and expression during practice						
explain unfamiliar words and phrases during the read-aloud.	4.35	Often	E	4.30	Often	E
read a text aloud while students follow along in their own copies.	4.53	Always	VE	4.52	Always	VE
OWM	4.43	Often	E	4.40	Often	E

As observed by consistently high mean ratings ranging from 4.33 to 4.45, the results on the perceived efficacy of reading aloud strongly suggest that head teachers see interactive oral reading as a very beneficial intervention for struggling readers in inclusive education. Collective reading sessions, which received the best rating, highlight the importance of cooperative and socially mediated literacy experiences in raising fluency and engagement. This is consistent with Bisayam and Pagnas's empirical findings, which highlight how reading aloud enhances vocabulary acquisition, comprehension, and phonemic awareness by exposing students to linguistically rich material that is above their level of independent reading (2026). In a similar vein, Filderman, et al. (2022) prove that organized interactive read-aloud sessions greatly enhance struggling readers' reading comprehension and student engagement, especially when paired with guided interaction and questioning techniques.

These results have been confirmed by a quasi-experimental study of elementary struggling readers

that showed notable improvements in fluency and comprehension after guided oral reading interventions. After systematic exposure to repeated and assisted reading practices, learners moved from frustration to instructional reading levels. Furthermore, structured oral reading exercises greatly enhanced reading fluency outcomes in a reading intervention program for second-grade students, supporting the value of teacher-guided reading assistance in the development of early literacy.

While repeated oral reading increases reading pace and accuracy, its impact on comprehension is more limited when employed alone, according to broader meta-analytic data, which are consistent with the somewhat lower perception of repeated reading despite its effectiveness rating. This explains why educators in this study could choose dialogic and participatory methods over repetitious drills.

In all, the convergence of quantitative results from both domestic and foreign research demonstrates that interactive, scaffolded, and socially engaged reading aloud is more effective than merely repetitious reading. These findings highlight the educational benefits of dialogic reading techniques in inclusive classrooms, especially when they are accompanied by organized teacher facilitation and student involvement.

Table II: Level of Effectiveness of Intervention Strategies for Struggling Readers in Inclusive Education Along Phonics Instruction

Phonics Instruction	As perceived by Teachers			As perceived by School Heads		
	WM	DE	TR	WM	DE	TR
As a teacher I ...						
utilize sorting activities with pictures or objects based on their initial or final	4.54	Always	VE	4.50	Always	VE

sounds to enhance sound recognition.							chants or songs that highlight various phonics rules and sound patterns, making the learning process enjoyable and memorable.	7	ays	E	0	n	
implement magnetic letters to engage students in phonemic manipulation by adding, deleting, or replacing sounds to create new words.	4.58	Alw ays	V E	4.41	Ofte n	E	use flashcards featuring letters or phonemes for rapid, effective practice, incorporating "sight words" to reinforce recognition.	4.58	Alw ays	V E	4.51	Alw ays	V E
encourage hands-on learning by using letter blocks or tiles, allowing students to physically construct different words.	4.56	Alw ays	V E	4.52	Alw ays	V E	utilize puzzles that facilitate matching letters and sounds with corresponding pictures or words, thereby enhancing students' recognition and retention.	4.54	Alw ays	V E	4.48	Ofte n	E
introduce phonics-focused games like "boggle" or "scrabble" that challenge players to form as many words as possible within a set time limit.	4.55	Alw ays	V E	4.49	Ofte n	E	organize games that focus on identifying	4.55	Alw ays	V E	4.46	Ofte n	E
create engaging	4.5	Alw	V	4.4	Ofte	E							

rhyming words, supporting students in recognizing phonetic patterns.						
utilize songs and nursery rhymes to raise awareness of syllables, phonemes, and rhymes, enriching students' phonemic understanding.	4.57	Always	Very Effective	4.54	Always	Very Effective
provide texts comprising words that students can decode with their phonics knowledge to build confidence and competence in reading.	4.56	Always	Very Effective	4.39	Often	Effective
OWM	4.56	Always	Very Effective	4.47	Often	Effective

With mean scores ranging from 4.54 to 4.58, the results on phonics instruction show a consistently high level of perceived efficacy among instructors in aiding struggling readers in inclusive education. This small but high range shows that there is broad professional agreement that phonics-based therapies are quite successful in improving phonemic awareness and decoding abilities. The use of magnetic letters for phonemic manipulation, which received the highest rating ($M = 4.58$), demonstrates

teachers' preference for highly tactile and participatory methods that let students physically interact with sound-symbol interactions. This is consistent with the extensive corpus of research on structured literacy, which highlights how explicit, multisensory phonics teaching greatly improves early reading acquisition. Omar (2025), for instance, discovered that children who received systematic phonics education outperformed those who received traditional teaching in terms of word identification, fluency, and comprehension, demonstrating the value of practical phonemic manipulation techniques.

In contrast to manipulative-based instruction, the somewhat lower but highly rated technique of rhyming word games ($M = 4.55$) implies that teachers may view it as less direct or more context-dependent, even while they acknowledge its effectiveness in enhancing phonological awareness. This interpretation is in line with the findings of Jackson (2021) that phonics education works best when it is deliberately planned and paired with contextual reading tasks, as opposed to isolated or less methodical exercises. Filderman, et al. (2022) further stressed that when included into an organized and data-driven literacy framework, evidence-based phonics training enhances both learner motivation and decoding abilities. Teachers' strong support for multisensory and interactive phonics approaches is further demonstrated by the overall high scores for sorting exercises, flashcards, puzzles, chants, and decodable texts. This is consistent with the study of Jackson (2021), which showed that consistent, systematic phonics education over time greatly enhances decoding and comprehension results, especially when combined with more comprehensive literacy instruction.

However, qualitative data highlights a crucial implementation issue when teachers say that time restrictions, inadequate instructional materials, and a lack of training make it difficult to modify phonics tactics to meet the requirements of a variety of learners. This implies that although phonics therapies are thought to be very successful, their effectiveness depends on sufficient professional development and resource support. Overall, the findings show that structured, multisensory, and well-supported learning settings are the most successful ways to teach

phonics, especially in inclusive classrooms with high student variability.

Table III: Level of Effectiveness of Intervention Strategies for Struggling Readers in Inclusive Education Along Guided Reading

Guided Reading	As perceived by Teachers			As perceived by School Heads		
	WM	DE	T R	WM	DE	TR
As a teacher I ...						
use graphic organizers to break down words into individual sounds.	3.46	Som etim es	M E	3.40	So met ime s	ME
group words based on their phonetic patterns (e.g., short vs. long vowels, consonant blends) to enhance their understanding of spelling patterns.	4.51	Alw ays	V E	4.47	Oft en	E
create simple, sound-focused books like "a is for apple" for	4.48	Ofte n	E	4.42	Oft en	E

students to illustrate and read.						
create bingo cards featuring letters or sounds, and have students cover the corresponding sound or letter on their cards as i call out words.	4.53	Alw ays	V E	4.47	Oft en	E
allow students to engage in games centered on creating and identifying rhyming words to enhance their phonemic awareness.	4.52	Alw ays	V E	4.46	Oft en	E
create flashcards that feature images alongside corresponding words and engage students in matching the words to the pictures.	4.54	Alw ays	V E	4.44	Oft en	E

encourage students to practice using context clues by reading sentences.	4.47	Often	E	4.43	Often	E
encourage students to keep a journal of new vocabulary words they encounter during reading, including definitions and sentences.	4.55	Always	VE	4.51	Often	E
teach students to ask who, what, when, where, why, and how questions about the text before, during, and after reading.	4.48	Often	E	4.48	Often	E
choose a character from the reading and have students complete a chart that describes the	4.40	Often	E	4.38	Often	E

character's traits, actions, and motivations						
OWM	4.39	Often	E	4.35	Often	E

With consistently high mean ratings across indicators, the results on guided reading show that intervention tactics are thought to be very helpful in helping struggling readers in inclusive education. Teachers' significant preference for interactive, game-based phonemic awareness exercises that encourage involvement and engagement is seen in the highest-rated method, making bingo cards with letters or sounds (M = 4.53). While encouraging the use of context clues (M = 4.47) further improves comprehension development through meaning-based reading methods, the use of vocabulary journals (M = 4.55) is closely connected and stresses prolonged learner reflection and vocabulary consolidation. These outcomes are consistent with Omar's study, which showed that when differentiated teaching and interactive tasks are incorporated into literacy education, guided reading dramatically increases fluency, comprehension, and engagement (2025).

Although still seen as moderately effective, the relatively lower-rated method, using graphic organizers to break words down into individual sounds (M = 3.46), indicates that teachers believe it to be less consistently effective or more challenging to implement in diverse classrooms. This is consistent with Cramer's findings that guided reading works best when it prioritizes flexible instructional design, teacher scaffolding, and small-group interaction over just rigid or abstract tools (2025). In a similar study, Bisayam and Pagnas (2026) found that structured guided reading enhances motivation and comprehension, especially when students actively engage with relevant materials and get responsive instruction.

A distinct preference for multimodal and learner-centered approaches is seen in the use of visual,

interactive, and game-based strategies like bingo cards, flashcards, and sound-focused reading resources. This aligns with the guiding principles of guided reading, which prioritize the creation of meaning through discourse, teacher support, and deliberate text selection. Qualitative research, however, reveals a crucial limitation: teachers often report inadequate training, poor support networks, and insufficient instructional materials, all of which impede the successful application of differentiated guided reading methodologies.

Ultimately, the findings indicate that guided reading works best when it incorporates scaffolded comprehension support, vocabulary growth, and interactive engagement. Although rigid analytical tools and graphic organizers are still helpful, their efficacy rises when paired with more dynamic, learner-centered approaches. These results highlight how crucial professional development and resource accessibility are to optimizing the effects of guided reading interventions in inclusive classrooms.

Table IV: Level of Effectiveness of Intervention Strategies for Struggling Readers in Inclusive Education Along Vocabulary Development

Vocabulary Development	As perceived by Teachers			As perceived by School Heads		
	W M	DE	T R	W M	DE	T R
As a teacher I ...						
encourage students to create visual word maps for new vocabulary terms that include definitions, synonyms, antonyms, and illustrations to	4.5 2	Alw ays	V E	4.4 6	Ofte n	E

enhance their understanding and engagement with the words.						
encourage students to keep a journal where they write down new words they encounter, along with definitions and sentences.	4.5 0	Alw ays	V E	4.4 0	Ofte n	E
introduce a new word each day, discuss its meaning, usage, and have students use it in sentences or short stories.	4.4 9	Ofte n	E	4.4 3	Ofte n	E
create flashcards with vocabulary words on one side and definitions or pictures on the other and use them for review games or quizzes.	4.5 1	Alw ays	V E	4.4 5	Ofte n	E
teach students to identify and use context clues to infer the meanings of unfamiliar words in reading passages.	4.4 4	Ofte n	V E	4.3 8	Ofte n	E

provide a list of words and have students sort them into categories based on meanings, prefixes, or suffixes.	4.54	Always	VE	4.48	Often	E
let them play games like scrabble, boggle, or online vocabulary games to make learning fun and interactive.	4.48	Often	E	4.36	Often	E
create a bulletin board or digital board where students can post their favorite words and associated visuals.	4.53	Always	VE	4.51	Always	VE
make bingo cards filled with vocabulary words. call out definitions, and students mark the corresponding word.	4.43	Often	E	4.37	Often	E
let the students act out vocabulary words through role-playing activities to deepen their understanding of the	4.35	Often	E	4.31	Often	E

meanings.						
OWM	4.48	Often	E	4.42	Often	E

With consistently high mean ratings ranging from 4.35 to 4.54, the results on vocabulary development show that instructors believe intervention tactics are quite helpful in helping struggling readers in inclusive education. The method with the highest rating, classifying words according to their meanings, prefixes, and suffixes (M = 4.54), indicates that teachers strongly favor structured morphological education that fosters more in-depth word analysis and conceptual comprehension. This is consistent with the well-established linguistic premise that by assisting students in identifying patterns in word construction, explicit instruction in word structure improves vocabulary acquisition and reading comprehension (Belandres and Cristobal, 2021). Similarly, Manegdeg and Paglinawan (2025) discovered that structured vocabulary training greatly enhances struggling readers' expressive and receptive vocabulary, highlighting the significance of clear, methodical teaching strategies in literacy development.

Strategies that routinely obtain ratings higher than 4.50 include visual word maps, bulletin boards, vocabulary notebooks, and flashcards. These results demonstrate how multimodal and visually aided training can effectively reinforce word meaning and memory. This finding is corroborated by Lara, et al. (2021), who shows that multimedia-enhanced vocabulary education considerably increases student engagement and vocabulary performance when compared to standard text-based techniques, highlighting the importance of interactive and visual learning resources in literacy instruction. Similar to this, Parween and Ahmad (2025) highlights how contextual vocabulary learning strengthens cognitive connections by integrating new words into relevant situations, which enhances retention and comprehension.

While still regarded as effective, the method with the lowest rating, role-playing vocabulary terms (M = 4.35), indicates that teachers believe kinesthetic

application is less consistently effective or more challenging to deploy in big or resource-constrained classes. This could be a result of real-world constraints like time restraints, needs for classroom management, or uneven student involvement. However, studies show that when properly organized within more comprehensive instructional frameworks, kinesthetic and experiential learning still improve vocabulary retention.

The findings show that inclusive classrooms strongly favor visual, structured, and intellectually stimulating language techniques. However, qualitative results show that student conduct, parental participation, and a lack of instructional assistance frequently impede implementation, which can prevent intervention measures from being fully effective. To maximize vocabulary development outcomes for struggling readers, these difficulties underscore the necessity of ongoing teacher training, resource provision, and improved home-school cooperation.

Table V: Level of Effectiveness of Intervention Strategies for Struggling Readers in Inclusive Education Along Word Analysis

Word Analysis	As perceived by Teachers			As perceived by School Heads		
	W M	DE	T R	W M	DE	T R
As a teacher I ...						
use phonetic patterns to sort words into categories (e.g., short vowels vs. long vowels).	4.42	Often	E	4.36	Often	E
break down		Often			Ofte	

multisyllabic words into smaller parts (or "chunks") and practice pronouncing them.	4.36		E	4.32	n	E
create lists of rhyming words to help students identify patterns and phonemes.	4.51	Always	VE	4.43	Often	E
encourage students to create visual word maps that break down vocabulary into prefixes, root words, and suffixes.	4.54	Always	VE	4.48	Often	E
use pictures that represent words and have students match them to their written form to build vocabulary	4.53	Always	VE	4.47	Often	E

use flashcards for targeted sight words and vocabulary practice.	4.30	Often	E	4.28	Often	E
organize a relay race in which each team must read and analyze a given word before passing the baton to the next member.	4.50	Always	VE	4.40	Often	E
provide a list of complex words and have students identify the root word and its meaning.	4.47	Often	E	4.39	Often	E
read out phrases or sentences, and have students write them down to practice spelling and word recognition	4.45	Often	E	4.37	Often	E

n.						
use educational apps focused on phonics and word recognition to engage students in interactive word analysis.	4.31	Often	E	4.25	Often	E
OWM	4.44	Often	E	4.38	Often	E

With all mean scores lying between "Often" and "Very Effective," The results show that teachers believe word analysis intervention tactics are very helpful in helping struggling readers in inclusive education. The most popular method is the use of visual word mapping (M = 4.54), which is classified as "Very Effective." This indicates that teachers strongly agree that segmenting words into prefixes, root words, and suffixes improve students' comprehension and decoding of word structure. methodical examination of word formations. This is consistent with Cramer (2025) and Jackson (2021) who stress that by assisting students in comprehending the construction and relationships of words, explicit morphological training greatly enhances vocabulary depth and word memory. Similarly, by lowering cognitive load and providing support, visual scaffolding has been shown to improve cognitive processing in struggling readers.

The use of flashcards for sight word and vocabulary drill, on the other hand, received the lowest rating (M = 4.30), although it is still considered an efficient method. This implies that although flashcards are still helpful for memorizing and repetition, teachers might think that more interactive or analytical methods are better at encouraging deeper word structure analysis. Andaya and Tepacia (2025), who point out that while sight word repetition helps automaticity, it is less

successful than morphological or context-based education in establishing long-term word analysis skills, lends support to this interpretation.

Overall, the findings point to a definite preference for analytical and visual word deconstruction techniques over rote memory techniques. According to Fritz and Harn (2021) which holds that strong reading comprehension depends on well-integrated knowledge of word form, meaning, and structure, teachers seem to value instructional strategies that encourage active cognitive engagement with word structure. While educational technology is acknowledged, its efficacy may depend on access, teacher preparedness, and integration quality, according to school-level data that shows somewhat lower ratings for digital tools. Parween and Ahmad (2025) also noted this issue in studies on literacy technology adoption. In all, the results show that, especially for struggling readers in inclusive classrooms, word analysis teaching is most successful when it is visual, structured, and morphologically explicit.

Challenges Encountered by the Respondents in the Implementation of Intervention Strategies for Struggling Readers in Inclusive Education

Respondents consistently rated all the five domains of intervention strategies for struggling readers in inclusive education, reading aloud, phonics instruction, guided reading, vocabulary development, and word analysis, as effective to very effective, with a strong preference for structured, interactive, and multisensory approaches. According to the study of Manegdeng and Pagliwanang (2025) on oral language development, reading aloud was beneficial for increasing fluency, comprehension, and engagement. It was believed that teaching phonics was fundamental, especially through methodical, practical exercises in line with the Simple View of Reading (Andaya and Tepacia, 2025; Parween and Ahmad, 2025; Pocaan, et al., 2022). According to Manegdeg and Paglinawan (2025), vocabulary growth and word analysis improved semantic and morphological understanding, while guided reading facilitated tailored instruction (Lara and Wright, 2021). However, obstacles to successful implementation include time constraints, a lack of

resources, inadequate training, learner diversity, and low parental participation (Garcia, et al., 2025).

V. CONCLUSION

With overall weighted values of 4.46 and 4.43, the study finds that teachers strongly believe that intervention options for struggling readers in inclusive education are successful. With a weighted mean of 4.56 and a classification of "Very Effective," phonics instruction emerged as the most highly appreciated method among them, highlighting its fundamental importance in the development of decoding and reading fluency skills. Notwithstanding this favorable assessment, the results also point to ongoing implementation issues that impede the best possible delivery of education. The main obstacles to successful intervention, according to respondents, include huge class sizes, a lack of instructional resources, inadequate teacher preparation, and linguistic and cultural diversity among students. These difficulties imply that although educators are aware of suitable literacy techniques, structural limitations prevent them from fully implementing them in inclusive classroom environments. In order to improve the efficacy and sustainability of reading treatments, the study highlights the necessity of enhanced professional development, better resource allocation, and context-responsive instructional support.

REFERENCES

- [1] Andaya, A. D., & Tepacia, H. C. (2025). Guided Reading Strategies for Struggling Learners. *GEO Academic Journal*, 6(1).
- [2] Belandres, E. B., & Cristobal, E. C. (2021). Controlling managerial challenges in the local colleges and universities through response-based theory. *International Journal of Scientific & Technology Research*, 10(5), 361.
- [3] Bisayam, S. A., & Pagnas, M. B. (2026). Challenges and coping strategies in implementing reading intervention programs. *Journal of Education, Learning, and Management*, 3(1), 235–250.

- [4] Cramer, D. O. (2025). Teacher support for special education students struggling with basic reading in the inclusive setting: A qualitative case study.
- [5] Filderman, M. J., Austin, C. R., Boucher, A. N., O'Donnell, K., & Swanson, E. A. (2022). A meta-analysis of the effects of reading comprehension interventions on the reading comprehension outcomes of struggling readers in third through 12th grades. *Exceptional Children*, 88(2), 163–184.
- [6] Fritz, R., & Harn, B. (2021). Effective literacy instruction in inclusive schools. In *Handbook of effective inclusive elementary schools* (pp. 199–220). Routledge.
- [7] Garcia, R. G., Mosen, J., & Bustos, M. T. A. P. (2025). How the science of learning can strengthen inclusive literacy instruction in the Philippines. *International Journal of Developmental Disabilities*, 71(6), 896–918.
- [8] Jackson, L. B. (2021). Inclusion matters! Strategies for improving reading and test skills of special education students. *Scholar Chatter*, 2(1).
- [9] Lara, J., Pelika, S., & Wright, J. (2021). Struggling readers. NEA Research Brief, NBI No. 31. National Education Association.
- [10] Manegdeg, J. F. T., & Paglinawan, J. L. (2025). Overcoming challenges: Teacher strategies for assisting struggling readers in elementary classrooms. *International Journal of All Research Writings*, 7(1), 45–51.
- [11] Moral, R., & Villarente, M. D. (2024). Teaching strategies and their effects on reading comprehension performance of junior high school students in inclusive classroom setting. *EIKI Journal of Effective Teaching Methods*, 2(1).
- [12] Omar, H. (2025). Enhancing reading comprehension through strategy instruction for students with specific learning disabilities (SLD): Literature review. *International Journal of Inclusive Education*, 1–17.
- [13] Parween, S., & Ahmad, W. (2025). Inclusive literacy strategies for learners with special needs: Application of innovative strategies. In *Literacy policies for equity and inclusion* (pp. 263–290). IGI Global Scientific Publishing.
- [14] Pocaan, J. M., Bailon, L. L., & Pocaan, J. P. T. (2022). Strategic reading intervention for left-behind learners in the Philippines. *LLT Journal: A Journal on Language and Language Teaching*, 25(2), 367–378.
- [15] Reapor, R. (2026). Root causes of non-reading and struggling reading in Filipino: Towards developing courses of action and development of reading program conceptual models. *SSRN Electronic Journal*.