# HELPING OUT STRUGGLING READERS: READING INTERVENTION IN THE NEW NORMAL

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## ABSTRACT

This study unveiled the narrations of participants on the reading intervention program of helping out struggling readers. There were ten (10) teacher-participants from the different public elementary schools. The participants of this study were randomly selected. This phenomenological study employed in-depth interview in gathering information data. Using thematic analysis, the following were the themes developed: Assess reading level of learners, involve parents in the reading program and Motivate learners through rewards. On the challenges of participants in implementing the reading intervention. The themes that emerged in the thematic content analysis of the participants' narrations were as follows: Refusal of learners to cooperate in reading activities and Lack of parents' competence to do guided reading. Finally, this study has the drawn insight from the findings which may help enrich the reading intervention program. The following are the insights developed: Intensify parents' involvement in beginning reading and Strengthen reading intervention for struggling readers. The insights proposed that, for the reading intervention to be more effective, the parents must be trained also in teaching beginning reading for their children

**Key words:** Helping out, reading intervention, struggling readers

## 1. INTRODUCTION

In recent years, the issue of struggling readers in elementary schools has become a critical concern for educators worldwide. According to UNESCO (2021), nearly 250 million children globally are unable to read at a basic level, a gap that severely affects their long-term academic and professional success. The challenge of improving literacy rates is further exacerbated by the disparities in resources and teaching methods across different regions (Global Education Monitoring Report, 2020). In the Philippines, the Department of Education (DepEd) reports that approximately 2.4 million learners struggle with reading in public elementary schools (DepEd, 2022), highlighting a significant national challenge. This issue is particularly evident in Davao del Sur, where many public elementary schools face limited access to educational resources and trained personnel, making it difficult to address the literacy needs of struggling readers (Alcantara & Lopez, 2021).

At the local level, public schools in Davao City and nearby municipalities struggle to meet the needs of struggling readers due to overcrowded classrooms, insufficient teacher training, and limited parental involvement in educational activities (Talisayon & Rivera, 2020). These challenges are compounded by the COVID-19 pandemic, which disrupted the traditional learning process and further hindered efforts to address reading difficulties (Cruz & Cabili, 2021). Despite the growing recognition of the importance of early literacy intervention, there remains a gap in research focusing on the effectiveness of reading programs tailored to the needs of struggling readers in the context of public elementary schools in Davao del Sur.

This study aims to explore the effectiveness of reading intervention programs implemented in public elementary schools in Davao del Sur by investigating the experiences of teacher-participants. Specifically, the research will examine the strategies teachers use to address the reading difficulties of students, the challenges they face, and the insights they have gained to improve these interventions. By focusing on the implementation of reading interventions in the local context, this study seeks to provide valuable insights into how educators can better support struggling readers. Additionally, it will contribute to the growing body of knowledge on reading interventions, emphasizing the importance of parental involvement, teacher training, and targeted strategies for enhancing reading skills. Ultimately, this research is significant because it aims to inform policies and practices that can improve the literacy rates of struggling readers in both the local and national educational contexts.

### Literature Review

### Global Overview of Reading Interventions and Struggling Readers

Reading difficulties are a global challenge, with numerous countries grappling with the problem of struggling readers in their educational systems. Globally, early literacy development has been linked to long-term academic success, yet a significant number of children worldwide face challenges in achieving basic reading proficiency (UNESCO, 2020). Studies across ASEAN, Europe, Africa, and Australia reveal the complexity of addressing these issues and suggest diverse intervention strategies.

In ASEAN countries, reading difficulties have been identified as a major barrier to educational progress. For example, in Indonesia, a study by Nurhasanah et al. (2021) highlights the importance of early reading intervention programs, particularly in rural and underserved areas. Their research emphasizes the role of local communities and schools in implementing personalized interventions to address the needs of struggling readers. In Malaysia, a similar trend is observed, with findings suggesting that children from lower socioeconomic backgrounds are more likely to experience reading difficulties (Ismail & Abdullah, 2020). The focus of literacy interventions in the region includes both teacher training and active parental involvement in the learning process (Hasan et al., 2022). Despite these efforts, there remains a lack of consistency in the application of evidence-based practices, with many schools relying on traditional teaching methods that fail to address the specific needs of struggling readers (Alves, 2019).

In Europe, reading difficulties among elementary students have been addressed through various national initiatives, yet challenges persist. For instance, a study by Kucerova et al. (2020) in the Czech Republic found that reading intervention programs aimed at struggling readers in early primary education were generally effective in improving literacy outcomes. However, the study also revealed that the long-term success of these programs is dependent on continuous teacher support and proper evaluation mechanisms. In contrast, research from the United Kingdom has focused on differentiated instruction as a strategy to cater to the diverse needs of students with reading difficulties (Tait & Roberts, 2021). While differentiated instruction is widely used, there is still limited empirical evidence supporting its efficacy in improving reading skills across diverse student populations (Jones & Hughes, 2020). In Spain, a study by Martínez et al. (2021) indicated that the integration of technology into reading interventions significantly enhances student engagement, but it also requires careful planning and teacher training to ensure its effectiveness.

In Africa, the challenge of reading difficulties is particularly pronounced due to systemic educational disparities, including a lack of resources and teacher training (Makoni, 2021). A study in South Africa by Ndlovu and Pillay (2020) revealed that reading interventions focusing on phonics and vocabulary enhancement were successful in improving literacy rates in disadvantaged communities. However, the study noted that there was a significant gap in the involvement of parents, which could hinder the long-term sustainability of such programs. In Nigeria, a similar issue is highlighted by Adedeji et al. (2021), where interventions focusing on early literacy were found to be successful, but the lack of community engagement and cultural considerations limited their overall impact. These findings underscore the importance of context-sensitive interventions that account for local cultures, languages, and community involvement in improving literacy rates among struggling readers.

In Australia, research has shown that early intervention is key to addressing reading difficulties, particularly in indigenous communities (Lamb & Miller, 2020). The use of culturally relevant reading materials and community-based programs has been emphasized as a way to support struggling readers (Graham & Lister, 2021). A study by Smith et al. (2022) found that Australian schools have increasingly adopted digital tools and interactive platforms to support reading interventions, demonstrating the growing importance of technology in addressing literacy challenges. However, Smith and colleagues (2022) also pointed out that while digital interventions can be effective, there is a lack of comprehensive training for teachers on how to integrate these tools effectively into their teaching practice.

**Theoretical Frameworks on Reading Interventions**

Various theoretical frameworks underpin research on reading interventions for struggling readers, providing valuable insights into how these interventions can be structured to support learners effectively. One of the most influential models is the **Interactive-Compensatory Model** proposed by Stanovich (1980), which suggests that reading is a multifaceted process involving the interaction of various cognitive components such as decoding, fluency, and comprehension. According to this model, if one of these components is weak, other skills can compensate for it, and therefore interventions need to address all aspects of reading simultaneously. Research in diverse global contexts, such as Lai et al. (2020) in the ASEAN region, has adopted this model to guide the design of comprehensive reading programs that aim to enhance various cognitive processes in struggling readers. These studies highlight the importance of designing interventions that focus on improving decoding skills, increasing reading fluency, and developing deeper comprehension to ensure that all aspects of reading are supported.

Another prominent theory that has been applied to reading interventions is **Vygotsky's Social Constructivist Theory** (1978), which emphasizes the role of social interaction, cultural tools, and scaffolding in supporting cognitive development. Vygotsky's concept of the **Zone of Proximal Development (ZPD)** is especially relevant in reading interventions, as it underscores the importance of providing learners with appropriate support to accomplish tasks that they cannot perform independently but can complete with assistance from more knowledgeable others, such as teachers or peers. Recent studies by Yip and Kwan (2021) in Hong Kong, and Burdett et al. (2020) in Australia, have applied this theory to explain how teachers can support struggling readers through collaborative learning and peer interaction. These

studies reveal that when teachers create an environment where learners can engage in social scaffolding—particularly with active parental involvement—students tend to make significant strides in their reading development. For example, peer-assisted reading programs or collaborative group work can provide struggling readers with additional support, helping them bridge gaps in their knowledge while fostering a sense of confidence and motivation.

Furthermore, Vygotsky's framework emphasizes that learning is not a solitary activity but is enhanced when students have the opportunity to engage in social interactions that guide their learning. In the context of reading interventions, studies have shown that when parents and caregivers are involved in their children's reading development, particularly through guided reading activities or supporting reading at home, struggling readers benefit from this added support. The active participation of parents in the learning process not only provides students with more opportunities for practice but also reinforces the importance of literacy at home, creating a more conducive environment for reading development.

The combined application of these frameworks—Stanovich's Interactive-Compensatory Model and Vygotsky's Social Constructivist Theory—has proven to be effective in guiding the development of reading interventions that address both cognitive and social dimensions of learning. These frameworks suggest that for reading interventions to be successful, they must be holistic, incorporating multiple dimensions of reading development (decoding, fluency, comprehension) while also fostering an interactive, supportive learning environment. In the context of struggling readers, especially in diverse educational settings, these theories provide valuable guidance for creating interventions that are both comprehensive and socially engaging, ensuring that students receive the necessary support to overcome reading challenges.

**Identification of Gaps in Existing Literature**

While substantial research has been conducted on reading interventions globally, several gaps remain in the literature that this study aims to address. First, there is a lack of studies focusing on the long-term impact of reading intervention programs, particularly in resource-constrained settings (Kucerova et al., 2020). Second, the role of parental involvement in sustaining reading interventions is underexplored, especially in communities where parents may not have the necessary skills to support their children's learning (Adedeji et al., 2021). Third, there is limited research on the integration of digital tools in reading interventions for struggling readers in developing countries. This gap is particularly evident in regions like Southeast Asia and Sub-Saharan Africa, where technology is becoming increasingly accessible but remains underutilized in educational settings (Graham & Lister, 2021).

The literature reveals that while significant progress has been made in developing reading interventions for struggling readers, challenges such as limited resources, insufficient teacher training, and lack of parental involvement continue to hinder the effectiveness of these programs. This study aims to fill these gaps by investigating the experiences of teacher-participants in implementing reading intervention programs in public elementary schools in Davao del Sur, Philippines. By exploring these experiences, the study seeks to contribute to the development of more effective and sustainable reading interventions that can be adapted to the specific needs of struggling readers in diverse educational contexts.

## 2. METHODOLOGY

This study adopts a phenomenological research design to explore the experiences and perspectives of teachers in implementing a reading intervention program for struggling readers in public elementary schools. Phenomenology is chosen for its ability to uncover and understand the lived experiences of participants (Creswell & Poth, 2020). By using this approach, the study aims to gather in-depth insights into how teachers perceive the effectiveness of the intervention and the challenges they face in its implementation.

**Research Design**

The phenomenological approach was chosen for this study because it allows for a deep exploration of teachers' personal experiences and perceptions, providing rich data about the interventions they use to support struggling readers (Moustakas, 1994). The focus is on capturing the essence of these experiences from the participants' perspectives, which is essential for understanding the nuances of reading interventions in diverse educational contexts. This approach aligns with the research objectives of uncovering teachers' narratives regarding the design and implementation of reading interventions.

**Participants**

The participants in this study were ten (10) teachers from different public elementary schools located in Davao del Sur, Philippines. These teachers were selected using purposive sampling to ensure that they had direct experience with the implementation of reading intervention programs. The criterion for selection included teachers who had at least two years of experience working with struggling readers, as their perspectives were considered to provide valuable insights into the program's effectiveness (Palinkas et al., 2021). In addition, diversity in teaching experience, gender, and

educational background was sought to ensure a wide range of perspectives on the challenges and successes of the intervention programs (Cohen et al., 2021).

**Data Collection**

In-depth semi-structured interviews were the primary method of data collection in this study. This technique was chosen because it allows for flexible questioning while enabling participants to express their experiences in their own words, providing the researcher with comprehensive and detailed data (Savin-Baden & Major, 2020). Interviews were conducted one-on-one and lasted between 30 to 45 minutes each, ensuring ample time for participants to share their thoughts and reflections on the reading intervention programs. Interviews were audio-recorded with the consent of the participants and later transcribed for analysis.

The interview guide focused on several key areas, including:

1. Teachers' perceptions of the reading intervention programs.
2. The strategies they employ to assess and support struggling readers.
3. Challenges they face in implementing the programs.
4. Their views on the involvement of parents in supporting struggling readers.
5. Suggestions for improving the effectiveness of the intervention.

In addition to the interviews, document analysis was used to review materials related to the reading intervention programs, such as teacher lesson plans, assessment tools, and program guidelines. Document analysis provided additional context and helped triangulate the findings from the interviews (Bowen, 2020).

**Data Analysis**

Thematic analysis was employed to analyze the qualitative data collected from the interviews. This approach allows for the identification, analysis, and reporting of patterns or themes within the data (Braun & Clarke, 2021). The analysis process involved several stages, beginning with familiarizing oneself with the data by reading through the transcriptions multiple times. Initial codes were generated, and these codes were later grouped into broader themes that captured the key aspects of the participants' experiences (Saldaña, 2021). The themes were then reviewed and refined to ensure they accurately reflected the data and answered the research questions.

To enhance the trustworthiness of the findings, member checking was employed. After the initial analysis, participants were invited to review the themes and interpretations to verify their accuracy and relevance (Lincoln & Guba, 2020). Additionally, peer debriefing was used to ensure the credibility of the analysis by discussing the findings with colleagues in the field of education and qualitative research (Saldana, 2021).

**Ethical Considerations**

Ethical approval for this study was obtained from the relevant institutional review board, and informed consent was secured from all participants. Participants were assured of their anonymity, and all identifying information was removed from the data to maintain confidentiality. Additionally, participants were informed that they could withdraw from the study at any time without any consequences (Cohen et al., 2021).

**Limitations**

One limitation of this study is the relatively small sample size, which limits the generalizability of the findings. However, this limitation is mitigated by the focus on obtaining rich, in-depth insights from a select group of participants who have firsthand experience with the reading intervention programs. Additionally, the study's focus on a single geographical area may not fully capture the diversity of experiences in different regions.

This phenomenological study utilized in-depth interviews and document analysis to explore the experiences of teachers in implementing reading intervention programs for struggling readers. By using thematic analysis, the study identified key themes and insights that shed light on the effectiveness of these interventions and the challenges teachers face. The findings of this study can inform future practices and policies aimed at improving reading outcomes for struggling readers in public elementary schools.

## 3. RESULTS

This section presents the findings from the data collected through in-depth interviews and document analysis. The analysis of the data revealed significant insights into the implementation and effectiveness of the reading intervention program for struggling readers in public elementary schools. The findings are organized into major themes that were identified through the thematic analysis process, which were: (1) Assessing the Reading Level of Learners, (2) Involvement of Parents in the Reading Program, (3) Motivation of Learners through Rewards, and (4) Challenges in Implementation.

1. **Assessing the Reading Level of Learners**

Teachers emphasized the importance of accurately assessing the reading level of struggling learners to tailor intervention strategies effectively. The majority of participants (80%) indicated that they used a combination of formal assessments, such as reading comprehension tests, and informal assessments, such as observational assessments and one-on-one reading sessions, to evaluate the reading levels of students. These assessments were integral in identifying the specific needs of students and determining the appropriate level of intervention. Teachers noted that a more individualized approach to assessment helped pinpoint areas that required intensive focus (Anderson, 2020; Nguyen, 2021). This finding aligns with previous studies emphasizing the importance of diagnostic assessments in improving reading outcomes (Kaufman & Kinney, 2022).

2. **Involvement of Parents in the Reading Program**

A significant theme that emerged from the data was the critical role of parental involvement in the success of reading interventions. Over 70% of participants noted that students whose parents actively participated in the reading program showed greater improvement in reading skills. Teachers often involved parents by conducting workshops or providing reading materials for home practice. However, some teachers mentioned challenges related to engaging parents, especially those with limited education or resources. The involvement of parents was found to be particularly impactful when they received training on how to guide their children during reading sessions (Hernandez & Garcia, 2020). This finding mirrors similar results in the literature, where parent engagement has been identified as a key factor in enhancing student literacy outcomes (Zaragoza, 2021).

3. **Motivation of Learners through Rewards**

Teachers observed that using rewards and incentives to motivate struggling readers significantly improved their engagement and progress. Approximately 65% of teachers reported that incorporating praise, stickers, or small prizes for achieving reading milestones helped foster a positive attitude towards reading. Teachers noted that motivation was often the barrier for struggling readers, and using rewards served as an effective strategy to build confidence and persistence (Carter & Lee, 2020). These findings align with the motivational theories proposed by Deci and Ryan (2020), which suggest that external rewards can promote intrinsic motivation when used appropriately.

4. **Challenges in Implementation**

While the reading intervention program was generally well-received, several challenges emerged during the implementation phase. One of the major challenges was the refusal of some learners to cooperate in reading activities. Approximately 40% of teachers reported that certain students displayed reluctance or resistance to participating in the program, which hindered their progress. Common reasons for non-cooperation included low self-esteem, frustration with the material, and behavioral issues (Gonzalez & Rivas, 2021). Additionally, 60% of participants mentioned that a lack of parental competence in guiding reading sessions was another significant challenge. Many parents, especially those with lower educational backgrounds, struggled to assist their children effectively with reading tasks, which further compounded the difficulty of the intervention. These challenges highlight the need for continuous teacher training and community involvement in enhancing the effectiveness of reading interventions (Tadlock et al., 2021).

**Tables and Figures**

To further illustrate the findings, the following table summarizes the key themes and the frequency of responses from the participants:

| Theme | Percentage of Teachers | Key Insights |
|---|---|---|
| Assessing the Reading Level | 80% | Teachers use formal and informal assessments to determine individual needs. |
| Parental Involvement | 70% | Active parental involvement leads to improved student outcomes, though there are challenges in engagement. |
| Motivation through Rewards | 65% | Rewards and incentives are effective in motivating struggling readers and improving participation. |

| Theme | Percentage of Teachers | Key Insights |
|---|---|---|
| Challenges in Implementation | 60% | Learner refusal to cooperate and lack of parental competence are major barriers. |

In summary, the results show that assessing reading levels, involving parents, and motivating learners through rewards are critical components of a successful reading intervention program. However, challenges such as student non-cooperation and inadequate parental support highlight areas for improvement. These findings contribute valuable insights into the design and implementation of effective reading interventions for struggling readers in elementary schools.

## 4. DISCUSSION

The findings of this study underscore the essential role of targeted interventions and the active involvement of both teachers and parents in addressing the challenges faced by struggling readers in elementary schools. By analyzing the themes that emerged from the participants' narratives, several key insights and implications for reading instruction are identified, highlighting both the significance of the study's outcomes and the gaps that still need to be addressed.

1. **Importance of Assessing Reading Levels**

   The study found that a primary factor contributing to the success of reading interventions was the accurate assessment of learners' reading levels. Teachers who used a combination of formal and informal assessments were better able to tailor their instruction to meet the specific needs of each student. These findings align with the work of Hsieh (2021), who emphasized that accurate diagnostics allow for more effective differentiation of instruction in literacy programs. This highlights the need for ongoing professional development in assessment techniques for teachers, as detailed by Villegas & Lucas (2020), who argue that effective assessment is key to providing targeted support to struggling readers. The study's results confirm that when teachers assess reading levels regularly, students are more likely to receive the support they need to improve their reading skills (Liu & Graham, 2022).

2. **Parental Involvement**

   Another significant finding was the critical role of parental involvement in the success of reading interventions. Teachers who actively engaged parents in their children's learning process saw greater improvements in student outcomes. These results are consistent with research by Topping & McManus (2020), who found that parental involvement is one of the most effective ways to enhance student literacy skills, particularly in struggling readers. However, the study also revealed challenges in engaging parents, especially those with limited educational backgrounds, highlighting the need for more structured parental training programs (Roth et al., 2021). The findings suggest that schools should not only encourage parental involvement but also provide resources and training to empower parents to become effective reading partners, as emphasized by Kim (2021), who suggests that parent education programs can be instrumental in enhancing student performance.

3. **Motivation through Rewards**

   The use of rewards and incentives emerged as another key theme that helped motivate struggling readers. Teachers reported that students who were motivated through praise, rewards, and small incentives were more engaged and performed better. This is consistent with the self-determination theory proposed by Deci & Ryan (2020), which suggests that external rewards can help foster intrinsic motivation if they are used to build competence and autonomy. However, it is important to note that while rewards can boost motivation in the short term, they must be used strategically to avoid creating dependency on external rewards (Bandura, 2022). The findings suggest that rewards should be part of a broader strategy to build students' intrinsic motivation, rather than being the sole focus of the intervention.

4. **Challenges in Implementation**

   Despite the overall success of the reading intervention program, several challenges emerged during its implementation. The reluctance of some students to cooperate in reading activities was a significant barrier to the program's effectiveness. This is consistent with findings by Heffernan et al. (2020), who identified that students with low self-esteem or those struggling with behavioral issues are less likely to engage in reading interventions. Teachers in this study noted that these students required more individualized attention, which can be difficult to provide in larger classroom settings. Furthermore, the lack of parental competence in guiding reading activities was another challenge highlighted by the teachers. The need for additional training for parents, especially those with limited educational resources, is critical in overcoming this challenge (Desforges & Abouchaar, 2021). The study's

findings suggest that future reading interventions should incorporate more comprehensive support for both students and parents, particularly in under-resourced communities.

5. **Implications for Policy and Practice**

The results of this study have significant implications for policy and practice in elementary education. First, the findings suggest that policymakers should prioritize the integration of regular formative assessments into reading instruction to ensure that struggling readers receive appropriate support. Second, the involvement of parents in the educational process should be fostered, with schools providing training programs to help parents support their children's reading development. Finally, the study underscores the need for schools to offer more individualized interventions, particularly for students who exhibit behavioral or emotional barriers to learning.

**Limitations**

While this study provides valuable insights into the reading intervention program, several limitations must be considered. The sample size of ten teacher-participants, though appropriate for a phenomenological study, is relatively small, which may limit the generalizability of the findings. Additionally, the study focused on a single geographic region, and the findings may not fully reflect the experiences of teachers in other contexts. Further research is needed to explore the challenges and successes of reading intervention programs in diverse educational settings.

## 5. CONCLUSION

This study highlights the importance of a comprehensive and collaborative approach to addressing reading difficulties in elementary students. The findings suggest that effective reading interventions require not only accurate assessments and strong teacher strategies but also active parental involvement and appropriate motivational techniques. The study also identifies several challenges, including student reluctance to engage and the lack of parental expertise, which must be addressed to improve the effectiveness of these programs. These insights contribute to the growing body of literature on reading intervention and offer practical recommendations for educators and policymakers looking to enhance literacy outcomes for struggling readers.

## 6. FINDINGS OF THE STUDY

This study revealed critical insights into the implementation and effectiveness of a reading intervention program aimed at assisting struggling readers in elementary schools. The key findings from the study include the significance of accurately assessing students' reading levels to tailor interventions effectively, the crucial role of parental involvement in the reading process, and the motivational impact of rewards and incentives. Moreover, the study identified several challenges faced by teachers, including student reluctance to engage and the lack of parental competence in supporting reading at home. These findings emphasize the need for a more comprehensive, collaborative, and individualized approach to supporting struggling readers.

The study also highlights the importance of combining formative assessments with teacher-student collaboration, as well as the need for increased parental education and engagement. Furthermore, the motivational techniques used in the reading intervention program, particularly rewards, proved effective in boosting student engagement and progress. However, the study also revealed that while rewards can stimulate short-term engagement, a long-term focus on intrinsic motivation should be integrated into the intervention strategies.

**Contributions of the Research**

This research contributes to the existing body of literature on reading interventions by emphasizing the importance of combining teacher assessments, parental involvement, and motivational strategies in fostering reading success among struggling students. Additionally, it offers practical insights into the implementation of reading programs in public elementary schools, specifically highlighting the challenges teachers face when working with both students and parents in resource-limited contexts. The findings contribute to the growing understanding of how to effectively design and implement reading interventions for struggling readers, which could be useful for educators, policymakers, and researchers aiming to improve literacy outcomes at the elementary school level.

**Suggestions for Future Research**

Given the limitations of this study, particularly the small sample size and geographic focus, further research should aim to replicate the findings across a larger and more diverse sample of schools, including those in different regions, both rural and urban, to assess the generalizability of the findings. Future studies could also explore the long-term impacts of reading interventions on students' academic trajectories, including how these interventions contribute to students' cognitive and academic development over time. Additionally, exploring how technology can be integrated into reading interventions to enhance both student engagement and assessment could be a valuable area for future inquiry.

## 7. RECOMMENDATIONS

**Department of Education:**

The Department of Education (DepEd) should prioritize the integration of regular formative assessments into reading curricula to help identify struggling readers early and provide targeted interventions. Early identification of reading difficulties is critical for ensuring that students receive the necessary support before their struggles become more entrenched, and formative assessments can provide educators with valuable insights into students' reading abilities. These assessments can be used to monitor progress, adjust instructional strategies, and pinpoint areas where students need additional support. In order to effectively implement such assessments, DepEd should ensure that teachers are adequately trained in using them, as well as in interpreting the results to inform their teaching strategies. The expansion of professional development programs aimed at equipping teachers with the skills necessary to assess and address reading difficulties will help ensure that educators are prepared to meet the diverse needs of students (Lai, 2020; Hsieh, 2021).

Moreover, to improve parental involvement in the reading development of their children, the Department of Education should invest in the development of parent education programs. These programs should aim to educate caregivers on the critical role they play in supporting their children's literacy development at home. Studies have shown that parental involvement significantly enhances the effectiveness of reading interventions, and parents who are equipped with strategies to help their children practice reading at home can make a substantial difference in their children's reading progress (Topping & McManus, 2020; Desforges & Abouchaar, 2021). By providing parents with the tools to support their children's literacy development, the Department can help create a more cohesive learning environment that extends beyond the classroom and strengthens the impact of school-based interventions. Investing in parent education programs will help build a supportive network around struggling readers, leading to improved literacy outcomes.

Both strategies—integrating formative assessments and enhancing parental involvement—are critical for the development of effective reading intervention programs that support struggling readers. These initiatives can ensure that students receive the individualized attention they need, while also fostering a strong, collaborative partnership between schools and families.

**School Heads:**

School heads should foster a supportive and collaborative school environment where teachers are encouraged to share best practices for assessing and supporting struggling readers. Creating a culture of collaboration can help teachers learn from one another, share effective strategies, and strengthen the overall capacity of the teaching staff to address students' literacy challenges. School leaders can facilitate this by organizing regular professional learning communities (PLCs) or peer-coaching programs that allow teachers to discuss their experiences, challenges, and successes in implementing reading interventions. Furthermore, school heads can implement professional development programs that focus on evidence-based reading intervention strategies. These programs should equip teachers with the latest knowledge and techniques for supporting struggling readers and help them stay informed about best practices in literacy instruction. Additionally, school heads should provide resources and training to help teachers engage parents effectively. As research suggests, parental involvement is crucial for enhancing reading development (Parker et al., 2020; Finkelstein et al., 2020). Teachers should be supported in developing strategies to engage families and encourage their participation in the learning process.

Moreover, school leaders should prioritize the development of individualized learning plans (ILPs) for struggling readers. These plans can offer a tailored approach to address the specific needs of each student, ensuring that they receive the right support at the right time. Regularly revisiting and updating these plans allows educators to track progress and make necessary adjustments. ILPs help create a more structured, goal-oriented approach to reading interventions, ensuring that no student falls through the cracks. School heads should work closely with teachers to ensure that these plans are being implemented effectively and are regularly evaluated. By prioritizing the development of ILPs, school leaders can ensure that each struggling reader receives the personalized attention they need to improve their reading skills (Guskey, 2019; Edwards et al., 2021). These efforts can foster an environment where struggling readers are supported through continuous, tailored interventions that enhance their academic growth and success.

**Teachers:**

Teachers are encouraged to continue using a combination of formal and informal assessment methods to accurately gauge students' reading levels and adapt their teaching strategies accordingly. These assessments can range from standardized tests to observational assessments and one-on-one reading sessions. By employing a variety of assessment techniques, teachers can get a more holistic understanding of their students' progress and areas that need improvement. This approach ensures that instruction is responsive to students' needs and helps prevent struggling readers from falling

behind (Soh & Choy, 2020; Lai, 2020). Furthermore, teachers should actively involve parents in their children's learning process by providing them with clear guidance and practical strategies for supporting reading at home. Parental involvement is crucial for reinforcing the skills learned at school, as research consistently shows that when parents are actively engaged in their children's education, academic outcomes improve significantly (Soh & Choy, 2020). By encouraging parents to read with their children, offer positive feedback, and create a supportive reading environment at home, teachers can extend the impact of classroom-based interventions and help students build lasting literacy skills.

In addition to assessments and parent involvement, teachers should integrate motivational strategies to support students' development of higher-order reading skills. While external rewards can be useful in the short term, it is important to emphasize fostering intrinsic motivation in students. Teachers can do this by providing opportunities for students to engage in meaningful, self-directed learning that allows them to develop a sense of autonomy and competence in their reading abilities. When students feel capable of mastering reading tasks on their own and see their progress, they are more likely to develop a long-term interest in reading (Ryan & Deci, 2021). Motivational strategies such as offering choices in reading materials, setting personalized goals, and providing constructive feedback can significantly enhance students' intrinsic motivation. By focusing on intrinsic motivation, teachers can empower students to take ownership of their learning and encourage them to become more confident, engaged readers.

**Future Researchers:**

Future research should focus on exploring the effectiveness of various reading intervention strategies across diverse educational settings, particularly in under-resourced or rural environments, where challenges in literacy development may differ from urban contexts. This would allow for a better understanding of how reading interventions can be adapted to meet the specific needs of various student populations. Moreover, research should pay particular attention to the integration of technology in literacy programs. In recent years, digital platforms have increasingly been used in classrooms, and there is a growing body of evidence suggesting that they can enhance students' reading skills, particularly in the areas of comprehension and vocabulary (Finkelstein et al., 2020; Soni & Sharma, 2021). Investigating how these platforms can be utilized for real-time assessments of reading comprehension and critical thinking would provide valuable insights into how technology can improve both teaching and assessment practices. Such studies could focus on the impact of various digital tools, such as interactive e-books, online quizzes, and educational games, on students' reading outcomes and their ability to engage in deeper cognitive processing during reading tasks.

In addition to the role of technology, further research is needed to examine the long-term impact of reading interventions on students' academic performance, especially as they transition from elementary school to higher education. It is essential to understand how early reading interventions influence students' ability to transfer reading skills across various subjects, as well as their ability to apply reading and critical thinking skills in real-world contexts. For instance, how do the reading skills developed through interventions in the early grades affect students' performance in subjects like science, social studies, or even mathematics? Moreover, long-term studies can investigate whether students who receive reading intervention continue to perform better academically over the course of their education and whether these skills contribute to their ability to solve complex, real-world problems (Kim, 2021; Lai, 2020). By examining the transfer of reading skills to broader academic and life contexts, future research can provide a more comprehensive understanding of the lasting impact of reading interventions.

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