

AN INTRINSIC CASE STUDY ON LANGUAGE LEARNING OF STUDENTS WITH SPECIAL NEEDS

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ABSTRACT

The thesis explored an in-depth exploration of the reading experiences and challenges faced by students with special needs. Through a thorough investigation of their lived experiences, the study provides a comprehensive understanding of the significant instants, difficulties, and insights that shape their reading journeys. Employing an intrinsic case study research methodology involving five students, valuable insights into the reading experiences and challenges of students with special needs were gained. The findings reveal that the majority of students with special needs encounter numerous difficulties when engaging in reading activities. These findings contribute to the existing understanding of the reading difficulties faced by students with special needs and offer valuable insights for educators, administrators, and policymakers seeking to enhance the effectiveness of reading programs tailored to this demographic. Additionally, the study sheds light on the perspectives of teachers towards the reading process for students with special needs, providing a new and insightful viewpoint. Recommendations based on the findings highlight the importance of implementing effective programs and policies, garnering support from school administrators, and organizing training sessions for teachers who may lack understanding with special needs education. Furthermore, recognizing the unique needs of students, the recommendations emphasize the necessity of implementing specific interventions tailored to address these challenges. Ensuring the sustainability of these programs and activities is also underscored as a crucial aspect. Moreover, the study emphasizes the vital significance of fostering deep collaboration between teachers and parents to support students in realizing their complete reading capabilities despite their special needs. This collaborative effort is seen as essential in providing comprehensive support and assistance to students on their reading journeys.

Keyword: reading programs, challenges, experiences, coping mechanism, intrinsic case study

1. INTRODUCTION

Students with special disabilities encounter distinct hurdles in their educational path, especially when it comes to reading. These challenges not only limit their understanding, but they may also have an influence on their confidence and enthusiasm to read. Thus, students with learning disabilities struggled to grasp what they are reading due to their inability to read strategically and to deliberately verify their knowledge as they read (Bellert & Graham, 2019).

In Turkey, research of Ergul (2012) looked at the students who had not mastered reading skills and assessed their reading abilities in terms of the likelihood of having learning difficulties. The identification of underlying learning deficits as a potential cause of reading challenges could inform the development of targeted interventions and instructional approaches that address the specific needs of students with learning difficulties in the Turkish context.

In the Philippines, a study conducted in the Schools Division of Aurora, Department of Education, Baler, Aurora revealed there are reading challenges all across the globe with special needs as investigated by Galman et al. (2021) in their study. According to the Programme for International Student Assessment (PISA) 2018 results, reading is one of the subjects in which fifteen-year-old students in the Philippines performed worse than students from the majority of the nations and economies that took part in PISA 2018. Factors were considered in reading difficulty was found as the leading denominator.

In Maragusan West District where this conundrum was observed, Maragusan National High School, on the other hand, stood out as the secondary school that was most affected by this case. Several students were assessed during PHIL-IRI assessment and it was found out that students who got the frustrated scores revealed to be students with special needs. Exhaustive information accumulated by the school's assigned personnel for SNED revealed that Maragusan National High School has a significant number of students with special needs, either manifested, observed, or diagnosed with a total of 105. In addition, the school carried out Pusong Sikolohikal Program for almost 4 years now where students with special needs, either case were given individualized instruction and assistance. In order to assist these students in overcoming their reading difficulties and improving their academic performance, it is emphasized that specialized training, targeted interventions, and inclusive learning environments were needed.

1.1 Research Questions

This study's primary goal was to explore the lived experiences of students with special needs towards reading.

Specifically, it sought to answer the following questions:

1. How do students with special needs perceive their reading experiences in a secondary school setting?
2. What challenges do participants encounter in reading comprehension, vocabulary development, and overall reading skills?
3. What coping mechanisms, strategies, interventions, or instructional approaches effectively address the reading challenges faced by students with special needs?

2. METHODS

2.1 Research Design

The research employed a qualitative design known as phenomenology to investigate the experiences of individuals. Phenomenology seeks to understand the meaningful aspects of a situation based on the perspectives of those being studied (Neubauer, 2019). This study aimed to contribute to existing literature by filling a research gap in an unexplored area, specifically focusing on the reading experiences of students with special needs. Thereby, the study utilized the qualitative method and phenomenological approach, which were deemed appropriate for this research.

2.2 Role of the Researcher

The researcher took on multiple roles in this study, including thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. Initially, the researcher embarked on a search for potential research topics that would address the experiences, challenges, insights, and coping mechanisms of students with special needs in reading. The primary aim is to gain a deeper understanding of how these students navigate and manage reading difficulties. To achieve this, the researcher adopted a qualitative phenomenological research approach, which allowed for an in-depth exploration of the chosen case.

Given the nature of the study, in-depth interviews (IDIs) were employed as data collection methods. These approaches facilitated rich and detailed conversations with the participants, enabling the researcher to delve into their personal experiences, challenges, insights, and coping strategies. The IDIs were conducted following an approved research protocol and utilizing a validated interview guide. Once the study questionnaire was approved, researcher proceeded to gather data through face-to-face interviews and group discussions with the participants. These interactions aimed to elicit meaningful narratives and perspectives from the students with special needs, allowing them to openly share their experiences and insights. The researcher ensured a supportive and comfortable environment during the interviews and discussions, fostering trust and encouraging participants to express themselves freely. Following data collection, the researcher transcribed the recorded interviews and discussions, preserving the participants' responses in written form. Subsequently, a thorough analysis of the data took place, involving the identification of themes, patterns, and key findings that emerged from the participants' accounts. The researcher verified the analysis to ensure accuracy and reliability. Finally, the researcher compiled the findings which offered a better understanding of the experiences, challenges, insights, and coping mechanisms of students with special needs, shedding light on their unique perspectives and providing valuable insights for further research and practical applications in the field of special education.

2.3 Research Participants

This study chose a total of 5 participants with a 2.94% from a total population of 170, diagnosed and manifested students with special needs from Maragusan National High School in Maragusan, Davao de Oro. Purposive sampling was employed to select the participants, focusing on those who were available and willing to take part in the

study, irrespective of their age or gender. Prior to their involvement, official approval is obtained from the Department of Education to ensure ethical compliance and safeguard the well-being of the participants. This process ensured that the participants' rights and privacy were respected throughout the study, and that their involvement is conducted with the necessary permissions and consent.

The key informants of this study had varied special cases. Special needs like Attention Deficit Hyperactivity Disorder (ADHD), difficulties in learning and reading, and intellectual disability were common among them. While difficulties in learning and reading were manifestations of special needs, ADHD and intellectual disability were a diagnosed condition.

2.4 Data Collection Procedure

In conducting data collection, the researcher followed procedures in conducting the study:

The researcher waited for the approval letter from the Superintendent of the Division of Davao de Oro through Dr. Cristy C. Epe, CESO VI, to ensure that the study abides by specific ethnic measures. Also, the researcher sent a letter to the School Principal III, Dr. Paciano M. Resuena Jr., EdD of Maragusan National High School, asking permission to conduct the study.

The researcher distributed consent from the study respondents to obtain their authorized cooperation. With the respondents' approval, the researcher let them answer the questions honestly and sincerely. The participants were given time to answer the questionnaire after the distribution and retrieval of the instrument. Moreover, ethical standards were adhered to throughout the study. The researcher obtained first-hand information by utilizing interviews and focus group discussions, ensuring that participants' perspectives were directly captured. By personally collecting the data, the researcher maintained the integrity and authenticity of the primary source.

To ensure ethical practices, the structured interviews were conducted physically at the school, providing a familiar and comfortable environment for the participants. They were invited to join the interview voluntarily, and their informed consent was obtained prior to the data collection process. The scheduled duration of 45-60 minutes allowed for a reasonable amount of time for participants to share their experiences without undue burden.

In line with ethical guidelines, a semi-structured approach was employed during the interviews, which followed a framework presented in the existing literature. This approach respected the participants' autonomy, allowing them to express their thoughts and experiences freely. The researcher prepared open-ended interview questions with prompts, facilitating an in-depth understanding of the participants' perspectives.

The set of structured questions asked during the interviews were carefully crafted to gather the most useful information while respecting the privacy and dignity of the participants. Ethical considerations were prioritized to ensure that the research questions were addressed effectively, while safeguarding the rights and well-being of the participants throughout the data collection process.

2.5 Data Analysis

To maintain consistency with the phenomenological nature of the study, the researcher employed the interpretive approach to analyze the collected data. After transcribing the responses from the interviews, the researcher systematically categorized them based on emerging themes. This process allowed for the development of an organized and comprehensive summary of the research questions, highlighting the key findings and insights obtained from the participants' perspectives. By applying the interpretive approach, the researcher aims to capture the essence of the participants' experiences and provide a rich and meaningful interpretation of the data collected.

3. THE ENTHRALLED AND LOVING CHILD

Sunshine (not her real name) lives in her aunt's house. Her mother left her when she was young, and up until now, she hasn't seen or heard any words from her mother or even from her father, and she never knows who he really is. Her aunt's house is simple. Her aunt is an on-call laundry worker and does other jobs. Her uncle on the other hand is a Dole laborer. Her aunt and uncle understand her situation and never let her suffer, giving her the unconditional love and care she deserves. She has cousins in the house, and although she is a foster child, her cousins never treat her differently. Instead, they treat her as a true family member.

Interested but having Difficulty with Words

Sunshine was being asked about Factors that contribute to engagement with reading. She shared that she is interested but barely cannot understand what she is reading all about. She could hardly understand the words being

used and for her, it seemed like everything that was being read, was a difficult task to do. She further shared also that one reason that she couldn't understand thoroughly was the lack of vocabulary and reading can be a challenging task. All throughout her reading experience, her English subject teacher who handled the Eighth grade, observed Sunshine and already talked the adviser about her reading difficulty. Based on observation, she rarely participated in discussions and other classroom activities, when she was tasked to read, she was sweating and fidgeting her hands, and couldn't deliver her answers and even read the questions well.

Difficulty with Vocabulary or Words

This finding clearly navigated the challenges on the reading experiences of the participants, the students with special needs. Moreover, the repertoire of the participants' vocabulary could affect the reading skill of the participants. Henceforth, this would affect their understanding and critical analysis of the reading material. This is true to the reading experience of Sunshine as she shared her responses during the interview. It could clearly ponder that vocabulary really affected her reading understanding and comprehension. Sadly, her teacher also shared that when Sunshine was tasked to read, she struggled to share her understanding.

Likes Reading but Having Difficulty with Words

Reading effectively necessitates a solid vocabulary understanding. When students with special needs come across unfamiliar words in a text, it can make it harder for them to understand the material. As a result, improving reading comprehension necessitates constantly expanding one's lexicon. This notable finding was observed by the teacher and the adviser. In fact, Sunshine was included in the reading programs where she could enjoy reading and at the same time her vocabulary will be improved.

Reading Stories

Reading short stories not only encourages students to read more, but it also helps them develop a deeper appreciation for literature. Additionally, exposure to a wide range of vocabulary and sentence structures in those different stories can help to improve language skills and reading literacy. However, in the case of Sunshine, she really loved to read, but her limited vocabulary made it difficult for her to comprehend what she had read. For students with special needs like Sunshine, reading can be especially beneficial. That is why, during spare time, the adviser exerted an extra - mile efforts to giving Sunshine a Reading Material like story books and whenever she could ask some questions, the teacher was there to answer those queries. In this way, she was building vocabularies and even improving her vocabulary skills.

View Pictures while Reading

While the interview was going on, Sunshine manifested an answer that she would only love to read if pictures were there in the reading materials. This finding suggested that students with special needs could have strong motivation to reading if only supplemented with visual representations such as in story books. Clearly to say, during observations in the classroom as shared by their teacher, Sunshine could only participate if it is reading using story books. She sometimes scanned and skimmed it first to look forward if the materials contain pictures and representations.

Difficulty with Vocabulary

During the interview, Sunshine was being asked about the varied challenges across different types of special needs. She responded that she had really struggled in reading because she had poor vocabulary. Oftentimes, she made herself quiet and waited patiently if the teacher would translate the questions into vernacular or even making the whole text in her context. Sunshine's eighth-grade English teacher observed her Sunshine throughout her reading experience. When she was assigned to read, she rarely participated in discussions or other reading activities, but when the teacher asked her to because she couldn't really understand what the texts were about, she would remain silent.

Problem with Comprehension

Sunshine emphasized in the interview about her reading endeavors that she also struggled with reading comprehension due to her difficulties with vocabulary or the words in the texts. She found it extremely challenging to comprehend the majority of her reading experiences. Because she could hardly analyze what the texts were all about, she would simply go outside or even have reasons to go to the canteen in order to protect herself from the questions that would be thrown at her. This quandary to a student with special needs, necessitates grandeur supports. According to her adviser, she offered reading interventions or even her English teacher, an extra time and efforts were given in order for her to improve her reading skills.

Difficulty Comprehending

Students sometimes have reading difficulties not just with word recognition but also with comprehending the information they read in its whole. This was true to the case of Sunshine. Because she had difficulties in vocabulary and at the same time, the fluency of her reading ability, it led to reading comprehension problem. Sometimes, she would sometimes ask her classmates and teachers. This problem was already put into a consideration. The adviser provided Sunshine with ample reading intervention, and the parents were informed of Sunshine's reading level and problem with comprehension so they could provide her with additional reading activities and supports at home.

Wary about Asking Classmates

When it comes to acquiring vocabulary skills, one of the most frequent challenges that students with special needs face is their reluctance to get guidance from their peers. These students may be reluctant to request assistance from their classmates because they are concerned about being judged or because they feel different from their classmates, which hinders their ability to learn in a collaborative setting. Since Sunshine was noticed by the adviser, she gave differentiated reading instructions to her. She had often made some reading deals with Sunshine, that if ever she could answer it well, she had additional points and whoever classmates would help her, also given additional points. This intervention became effective because according to the teacher when got asked weeks after the interview, Sunshine became motivated and her reading skills slightly improved.

Vocabulary

Students often cite vocabulary as one of the specific subject areas that they perceive to be the most challenging. This is because vocabulary is one of the most difficult topics. It is possible that this difficulty is the consequence of a number of different factors, such as the fact that the language is difficult to understand and the need to remember information. This is true to Sunshine who had struggled in reading because according to her, she has poor vocabulary. Significantly, vocabulary plays a vital role in reading endeavors. For this reason, it was observed by the subject teachers, if they were given unlocking of vocabulary learning activities. Sunshine as one of the students became motivated and raising her hands directly.

Visit Library

When Sunshine was asked about specific strategies found helpful in improving reading skills, she answered that visiting library was one her strategy to improve her vocabulary and asking a support from a teacher at the same time, it significantly improved her reading ability also. When she visited the library and with the support of the teachers there, it has shown great success for students with special needs in reading. Since the library is a vibrant resource center, it provided Sunshine and the rest of the students with a wide range of materials to accommodate various learning preferences.

Learn to Read Words

Vocabulary instruction to individualized needs involves employing diverse strategies from the teachers to help students with special needs learn to read words. According to Sunshine, this strategy which used by her English Teacher who helped her to personalize phonics instruction, sight word recognition, and vocabulary improvement. Learning to read words necessitates teachers' supports to facilitate students. In cases like students with special needs, it significantly helps them. For example, Sunshine, one of these students, receives personalized vocabulary approaches, which is a great strategy for improving their reading ability.

4. THE WHIMSICAL CHILD

Earl (not her real name) is the eldest in her family. She has a younger sister. Her mother is a plain housewife, and her father is a Dole laborer. She is helpful. Indeed, at home, she constantly helps her younger sister and with whatever household chores and errands are available. She never let her parents said that she needs to work with the dishes and other works. Thus, she did it immediately. They live in a simple house and have a simple family setup, but her parents always support all their needs and wants. She is happy and highly spirited in her family. There are times when she makes everyone laugh and puts smiles on her parents' faces, especially during difficult times. She always believes that being sad is not the key to a fulfilled life.

Interested to Read with Pictures

This finding basically describes Earl inside the classroom. During reading sessions, she was motivated when the reading texts were presented with pictures and illustrations. Accordingly, she said that the illustrations were fun and energizing, which inspired her to read and helped him develop her creative imagination and critical thinking skills. Students with special needs simply, with picture while reading can help them better comprehend and retain the information presented in the text.

Difficulty with Vocabulary or Words

This finding clearly navigated the challenges on the reading experiences of the participants, the students with special needs. Moreover, the repertoire of the participants' vocabulary could affect the reading skill of the participants. Henceforth, this would affect their understanding and critical analysis of the reading material. This is also true to the reading experience of Earl as she shared his responses during the interview. It could clearly reflect that vocabulary really affected his reading understanding and comprehension. Sadly, her teacher also shared that when Earl, similar to Sunshine's dilemma, the first informant was tasked to read, she struggled to share his understanding because she didn't understand what she was reading.

Remembers and Forgets Words Quickly

Earl, as the second informant of this study shared her reading experience during the interview. According to her, it is possible that she had problems with reading as a result of this particular aspect of less reading exposure. Always when she read, he often had loved to navigate with the words and the contents of the reading materials. But she added that when she read it was more difficult for him to comprehend because he had forgotten what the texts were all about. This quandary was also observed and seen inside the classroom according to her adviser. When she had given a reading tasks, she had always forgotten what were the tasks given. Reasons were laid that might be, since she was not exposed to reading activities or because she had no interest at all, this problem became even worse that also turned into a long-term repercussion.

When in the Mood to Read

For students with special needs, reading like Earl, reading can be especially beneficial, but when she found a book that they are interested in, it can help her to focus and concentrate, improving her literacy and reading skills. Consequently, she concluded that being in the mood to read is one of the aspects of reading that became engaging or enjoyable. Additionally, reading can be a way for students with special needs like Earl to connect with others and build their social skills. Whether it is a classic novel or a comic book and stories, there is something out there for everyone to enjoy as long as they have the interest and mood to read.

Having Difficulty with Forgotten Words

When it comes to reading, students who have special needs like Earl, found this task challenging since they are required to recognize written words. As a result, she found it difficult to understand the text or even comprehend it since she did not have enough vocabulary and she often forgot what she had read already. Earl as student with special needs in the classroom struggled a lot in reading exercises. According to her teacher, Earl is positive student with optimism who always faced every activity with smiles on her face. Unfortunately, when she was tasked to narrate what she had been read, she could hardly narrate it because she already had forgotten everything, and she found it really difficult.

Easily Forgets how to Read Words

This finding shows that students with special needs like Earl, during interview revealed that recalling words in the reading texts or even comprehending the texts were challenging. As she mentioned and added, she faced difficulties beyond simple forgetfulness, such as having trouble recalling terms she had previously mastered. This kind of problem is distinct and calls for extra intervention in instruction as what her adviser shared everything about Earl. Since it was identified and assessed already, the adviser together with the teachers understood to heighten their strategies that enhance word recall and memory among students with special needs.

Problem Remembering Words being Read

According to her teacher, it is common for Earl who has special needs to report having trouble remembering and holding onto words she had read. This problem affects memory retention and goes beyond simple word recognition. Earl response shows a variety of challenges; she had trouble remembering certain phrases and at the same

time a trouble remembering the entire context. This word memory problem has a big impact on her reading comprehension and the reading experience as a whole. For Earl, she badly needed ample time to understand and comprehend the texts and it was always granted by her teacher and even her teacher tried to transcribe everything what was in the texts into vernacular or even in his dialect.

Do mental Reading

During the interview which I also tried to ask her adviser and teacher, they frequently reported Earl difficulty in reading and specifically mentioning problems with understanding material using mental processes alone. This is not only a word recognition problem; it also affects comprehension and general reading interest. The finding shows that there are differences in the ways that students manage mental reading; some have trouble deciphering words, while others have trouble remembering information. It is essential for educators and support staff to comprehend the subtleties of these cognitive processes in order to create interventions that are specifically designed to improve the reading experiences of students with special needs.

Not Quick to Know how to Read

Students with special need experience challenges in quickly grasping the mechanics of reading. Distractions and difficulties in sustaining focus can impede the learning process. Implementing personalized, multisensory learning approaches and providing structured reading environments can be effective in supporting individuals with these challenges. This finding rooted to her special needs. Since she easily forgot words and even had limited vocabulary, this impedes her reading comprehension and the worst thing is, it affected her learning performance.

Easily Forgets

Another difficulty for Earl is that she who has special needs has a propensity to lose newly acquired terminology very quickly with little effort. Due to the fact that this might be a barrier to her special needs. Thus, teachers strategized approaches that are repetitious and reinforce prior knowledge in order to improve retention and recall. During the interview, Earl could scarcely answer it, she attempted to make a delay, could express it well, however she attempted to respond to it. According to her, she forgot easily what she read.

Reading Stories

When Earl was asked about the Specific Strategies Found Helpful in Improving Reading Skills, she confidently answered that by reading stories, she was exposed to a wide range of vocabulary and sentence structures that she might not encounter in her everyday lives. She added; This exposure can help them better understand the nuances of language and improve her own reading skills. Additionally, reading stories can help Earl develop empathy and critical thinking skills as they analyze characters and her motivations. Through discussions and activities related to the stories, she can also learn to express her thoughts and ideas more effectively. In short, reading stories is a valuable tool for promoting literacy and fostering academic growth.

Read and Comprehend

Understanding and grasping information is crucial for Earl who has special needs, as the focus is on developing her reading and comprehension skills. She said that she could hardly read and comprehend because of the words were not common and they seemed difficult for her. Sometimes, during reading she would remain quiet as if she knew what she read were all about. When student like Earl, given that she has special needs, she was motivated to read and trying to comprehend was the texts were all about. With the of the teachers, through the use of effective strategies, educators enable these students like Earl to effectively navigate and comprehend complex information, leading to a deeper and more nuanced understanding of the content they come across.

Write Words for Quick Recall

Individualized approaches can incorporate writing exercises as a means for quick word recall. For students with special needs like Earl, engaging in the act of writing not only reinforces spelling but also aids in memory retention. This approach allows Earl to actively participate in the learning process, creating a personalized connection between the written word and its recall, fostering a sense of ownership over her progress.

5. THE MEEK CHILD

Wally (not his real name) belongs to a simple family with a simple house situated in Poblacion, Maragusan, Davao de Oro. He has younger brother that he takes care of during weekends. His parents are Dole Laborer workers. At home, eating is his hobby, and he remains quiet when upset instead of throwing tantrums. Moreover, his family is very supportive and understanding, providing for not only his personal needs, but also his studies. Earl (not her real name) is the eldest in her family. She has a younger sister. Her mother is a plain housewife, and her father is a Dole laborer. She is helpful. Indeed, at home, she constantly helps her younger sister and with whatever household chores and errands are available. She never let her parents said that she needs to work with the dishes and other works. Thus, she did it immediately. They live in a simple house and have a simple family setup, but her parents always support all their needs and wants. She is happy and highly spirited in her family. There are times when she makes everyone laugh and puts smiles on her parents' faces, especially during difficult times. She always believes that being sad is not the key to a fulfilled life.

Having Difficulty with Words

Wally was very behaved at all during interview. Instead, when I got to ask him questions, he had just nodded and made some short responses. When he was asked about factors that contribute to engagement with reading, then he simply said that he was interested, but he had difficulty with words. He also explained why he was having trouble with reading comprehension because of his problem with words. It seemed according to him, the words in the reading texts were not known and very difficult to fathom. Vocabulary is vital to reading. When students with special needs are unfamiliar with the words present in the text, it can prove challenging for them to understand the content. Therefore, it is essential to continually expand one's vocabulary to improve reading comprehension. Also, it poses a great challenge to the students with special needs to practice using new words in everyday conversations and writing. By regularly incorporating new vocabulary into daily life, they can enhance their reading comprehension skills and better understand the world around them.

Difficulty with Vocabulary or Words

This finding clearly navigated the challenges on the reading experiences of the participants, the students with special needs. Moreover, the repertoire of the participants' vocabulary could affect the reading skill of the participants. Henceforth, this would affect their understanding and critical analysis of the reading material. This is also true to the reading experience of Wally as he shared his responses during the interview. It could clearly reflect that vocabulary really affected his reading understanding and comprehension. Sadly, her teacher also shared that when Wally, similar to Sunshine's and Earl's dilemma, the first and second informants was tasked to read, he similarly struggled to share his understanding because he didn't understand what he was reading.

Having Difficulty Identifying Words

Wally, when he compared the words that he had used to learn and understand, he simply shared that words in high school were challenging. Most importantly, he differentiated how texts were written now, had structured with so many unfamiliar words. That's why, he just resorted to remain quiet when he was asked. This can be a difficult for students who have special needs like Wally, because they have to identify words in reading. Disorders of visual processing, attention deficiencies, or cognitive impairments are some of the possible reasons or factors of this problem. Other possible causes include attention deficits. Thus, it is critical for educators, specifically the English and Reading teachers to have a thorough understanding of the specific interventions for these students and to offer them the required support and adjustments in order to facilitate their reading success.

Loves Reading

Wally, even though he was meek and even nonchalant during the interview, but he had never left this question related to "aspects of reading engaging or enjoyable" unanswered. He was certain that he did love to read. Most cases of books that he used to read were story books in Filipino, seldom in English comics, and books in Filipino that contained illustrations. When he returned home, he tried to look into books and enjoyed his free time in reading, even though he struggled to understand the words oftentimes. He just loved to enjoy it. Significantly, reading is an essential skill that can help students with special needs to build their confidence and enhance their cognitive abilities. It can also be a great source of entertainment and enjoyment for them. Providing students with special needs access to books that are appropriate for their reading level and interests can make a significant difference in their learning journey.

Dislikes Reading English

Wally, during the interview, he revealed that reading for him was his pastime hobby. But he further added, he didn't like books that contained English as its language. He forthrightly stated that he had really difficulties in understanding the words being used and he couldn't comprehend well. There were cases once when he read English books, he left the books unscanned and unskimmed, even himself, had fallen asleep on their couch. Students with special needs may dislike reading English for various reasons. It could be linked to challenges such as dyslexia, attention disorders, or difficulties in processing information. The visual and cognitive demands of reading may overwhelm some students, leading to frustration and disinterest. Additionally, language barriers and the complexity of English can pose significant hurdles, making the reading experience less enjoyable for these students. Negative past experiences, such as struggling with comprehension or feeling stigmatized, may contribute to a dislike for English reading.

Problem with Comprehension

Wally emphasized how difficult for him to comprehend and make sense of what he read. This problem he added that was more complex than just word recognition; when he read, it indicated a larger problem that certainly had affected his reading understanding abilities as a whole. He laid possible reasons such as, unfamiliarity of the words, dislikes of English, low critical thinking skills, and his special needs alone, might affected his reading comprehension. The finding shows how important it is to design focused interventions that improve readers' comprehension and interpretation skills in addition to their decoding skills. To Wally, this component of reading difficulty highlights the complexity of the difficulties that he who has special needs confront and proposes that instructional reading strategies should include extensive understanding help.

Problem Remembering Words being Read

During the interview, it is common for Wally who had similar case to Earl, to report having trouble remembering and holding onto words he had read. This problem affects memory retention and goes beyond simple word recognition. It led, according to him, his ability to comprehend and understand what the texts were all about. Wally who had similar case to Earl's response, shows a variety of challenges; he had trouble remembering certain phrases and at the same time a trouble remembering the entirety of the whole context. This word memory problem has a big impact on her reading comprehension and the reading experience as a whole. For Wally, he badly needed ample time to understand and comprehend the texts and it was always granted by his teacher and even his teacher tried to transcribe everything what was in the texts into vernacular or even in Wally's dialect.

Do Practice Reading

Wally, as unique student in his class, didn't deprive himself to learn more about reading. Even though he had problems with Reading, he persevered to love reading by practicing, reading books, and asking some help from his teachers. This manifestation connoted that Wally was determined to improved and enhance his reading difficulty. In fact, during classes, his teachers applauded him because he had developed a strong sense of reading participation and could answer some of the reading questions thrown by his teachers. Then, the teachers really did their best in helping Wally. During spare times, Wally would go to his teachers for reading sessions and reading activities. Thus, according to Wally, when he got home, he directly some of his books and did reading practice over and over again. When engaging in practice reading sessions with students who have special needs, it is crucial to address the prevalent issue of recognizing words, as many participants often encounter difficulties in correctly identifying and understanding words while reading aloud. This challenge extends beyond basic word decoding and encompasses specific hurdles related to word recognition.

Study and Ask for Help

Wally shared during interview on how he could cope with his reading difficulty. He shared that by asking some help from his classmates and teachers, then his reading problem would eventually improve. Students who have special needs like Wally, had difficulties in arranging and beginning reading activities and asking for assistance was his resorts. Sometimes, he remained shy about asking some help, but his teachers provided extra help and advice in order to enable improved reading habits and encourage proactive involvement in reading process.

Difficulty Reading Words

There were some students who had special needs related to visual impairments or conditions like dysgraphia that could have led to difficulties in reading individual words. But, for the case of Wally, he had difficulty reading

words because according to him, he was not familiar to it. He added that he didn't like sometimes reading with English language. He just couldn't understand why. Yet, he tried to improve his reading skill by asking some help and by practicing reading regularly. Implementing suited and differentiated interventions to the specific nature of special needs just like in the case of Wally is crucial. If not given with interventions, Wally's special needs might get deteriorated.

Difficulty with Words

A sizeable proportion of students who have special needs have reported experiencing challenges that are more directly connected to the process of working with words. Wally, the third informant of this study revealed that he had difficulties with spelling, pronunciation, and understanding the meanings of words. According to him, he found it challenging to take part in a wide range of activities that required the use of language due to these challenges. Students with special needs faced problems when they would be in high school. Wally shared the same case that in high school, the words were mostly difficult and challenging. Sometimes, he couldn't understand because he had not enough vocabulary to critically comprehend the reading texts.

Ask Questions from Teachers

Asking questions is an important part of the learning process and can help students deepen their understanding of a subject. Consequently, when Wally asked questions, he was actively engaged in the material and was more likely to remember and retain what he had learned. Additionally, asking questions can help students with special needs like Wally identify areas where they may be struggling or need more clarification. By addressing these challenges, teachers could provide more targeted instruction and support to help students overcome obstacles and succeed academically. Thereby, promoting a culture of questioning in the classroom could lead to a more interactive and effective learning environment for all students.

Asking Help from Teachers

Reaching out to teachers is an essential instructional strategy that promotes a nurturing learning environment for students with special needs. This helped Wally to improve and enhance his reading problems. There were cases also that he was provided reading supports during free time and this actually motivated him to improve his reading ability. This approach emphasizes the importance of teachers being able to provide personalized reading support, address specific reading challenges, and adjust reading methods to meet the needs of students with different learning styles and needs. The open communication fostered by this approach promotes a strong reading supports between students and teachers, ultimately enriching the reading experience.

Practice Reading

Recognizing the unique and special needs of students like Wally's, personalized reading practice is essential. In Maragusan National High School where Project CESAR or known as Creative and Enthusiastic Students are Readers was implemented, students with special needs together with nonreaders and frustrated readers, were given ample reading interventions and reading support. Through this, Wally could practice reading and improved his reading ability. Also, in the classroom Wally revealed that he could understand if he could memorize and listen carefully the teachers during the discussions. If students with special needs like Wally, could understand if he could have been memorized and listened carefully the teachers, then the teachers must target reading materials that align with individual reading levels and interests. On the other hand, allowing students to practice reading at their own pace, teachers could focus on specific challenges and gradually introduce more complex texts as students' progress in reading.

6. THE SMALL BUT TERRIBLE CHILD

Jose lived with his parents. His mother knew about his situation. Because her house is situated in a remote area somewhere in Barangay Magcagong, when he didn't want to go to school, his mother immediately contacted the school and even visited the adviser to inform them that he wouldn't be coming. When he was absent, he liked to go to their farm with his parents. Farming is their primary means of living. Oftentimes, he helped them to sustain their livelihood. On the other hand, Jose was not alone; in fact, he had siblings who also studied at Maragusan National High School. Because their place is in a far-flung area, their parents managed to send them to and fetch them from school.

Know a Bit about Reading

Jose admitted during the interview that he knew about reading. He could read, but when he was to critically analyze it, he purposely asked some help from his classmates and when it got worse, he asked from his teachers. Sadly, because of his special needs, he couldn't be able to perform well. On the hand, his teachers were helping him to improve and enhance his reading ability. Reading is a complex process that goes beyond by simply recognizing the sounds of letters and words. Consequently, the students with special needs like Jose often struggled to understand a text because he must be able to engage in critical thinking and analysis. Developing these skills to students with special needs takes time and practice, but with strong supports from the educators, strategizing approaches that are suited to them, then they can become a more effective reader and critical thinker.

Difficulty with Vocabulary or Words

This finding clearly navigated the challenges on the reading experiences of the participants, the students with special needs. Moreover, the repertoire of the participants' vocabulary could affect the reading skill of the participants. Henceforth, this would affect their understanding and critical analysis of the reading material. This is also true to the reading experience of Jose as he shared his responses during the interview. It could clearly reflect that vocabulary really affected his reading understanding and comprehension. Sadly, her teacher also shared that when Jose, similar to Sunshine, Earl's, and Wally's dilemma, the first three informants were tasked to read, he similarly struggled to share his understanding because he didn't understand what he was reading.

Words Getting more Difficult

This finding substantiates the necessity for the students with special needs like Jose to acquire more vocabulary words so that he can have no difficulties in reading. As he progresses through his education, the complexity of the vocabulary in the reading material increases. This can pose a challenge for students with special needs, who have difficulty understanding words that are not part of their everyday vocabulary. In the interview conducted, Jose confidently shared about this finding. He expounds that in High School, the words are more difficult. He should have to work in a multitude of reading practices and activities. Sometimes, he didn't want to study more and read more because he was demotivated with the words in the reading texts. Words became more difficult once he didn't know the meaning.

Reading with Picture

This finding basically describes Jose inside the classroom. During reading sessions, he was motivated when the reading texts were presented with pictures and illustrations and he added he would love to read if it another subjects like MAPEH were illustrations are enticing. He revealed also that the illustrations were fun and energizing, which inspired him to read and helped him develop his creative imagination and critical thinking skills. This finding suggests that Jose demonstrated a strong inclination towards reading when the text is supplemented with visual representations. Moreover, reading with illustrations could offer a gratifying and enriching encounter for him as it triggers ingenuity, nurtures a wide-ranging imagination, and improves analytical reasoning abilities.

Asked Help from Teachers

When Jose was confronted with challenges, he often sought support from his teachers. For him to be successful in his reading endeavors, the collaborative character of this support system is very necessary. Jose shared during interview on how he could cope with his reading difficulty. He shared that by asking some help from his teachers and advisers, then his reading problem would eventually improve because he would eventually know the meaning of the words or even the pronunciation of those words and their usage. Teachers, on the other hand, play a crucial part in the process of establishing a supportive atmosphere in which students with special needs like Jose are at ease approaching them for assistance. In the case of Jose, this coloration and communication help him to cultivate a favorable connection between Jose and the teacher which in turn contributed to an educational and reading experience that was more inclusive and productive.

Difficulty with Reading and Comprehension

Reading words and deciphering textual meaning might be difficult for students with special needs like Jose. This problem was seen already in many students with special needs and Jose was one of those who had no exemption. In the classroom according to her teachers, he had really the problems of reading and comprehension alone. He could barely read fluently and analyze the texts critically. But, he was improving himself. He helped himself to continue making a difference every day in our reading sessions. With the help of the teachers and classmates, Jose was becoming an improved reader. The finding emphasized the widespread occurrence of these special needs and the connection

between vocabulary, reading and comprehension. In order to address these two difficulties more comprehensively, support systems from educators are crucial.

Participation Affected due to Reading Problem

Agreeably, Jose in the classroom had less participation in learning endeavors. This might be because their reading problem do not fully cooperate. Miserably, Jose was one those students who loved to engage himself, but sometimes he lost his confidence because of his reading problem. On the other hand, he was helping himself and the support system coming from his teachers and classmates. He was not treated less, but squarely and fairly. This indicated that Jose who struggled with reading frequently encounter obstacles that prevent him from participating in different activities. This participation restriction includes barriers to understanding in addition to word recognition. It resulted to the wider effects of reading challenges on Jose's general involvement in social, intellectual, and everyday situations. However, through the support system from his classmates, educators, and reading program, this had created an inclusive solution that alleviated reading difficulties and comprehension problems as well.

Problem Recognizing Words

When reading aloud, Jose usually reported having trouble correctly identifying and recognizing words. According to him this problem went beyond simple word decoding and reflected particular difficulties with word recognition. Factors were laid off and Jose's with word recognition were varied, including problems with phonetics, word transcription and correct pronunciation, and word form retention. Understanding these problems could help the educators and teachers to create focused interventions. Jose's word recognition problems, eventually, would improve and his reading experiences would enhance too.

Hard to Comprehend and Confusing

Jose had challenges with comprehension and confusion, which made it difficult for him to understand the meanings of the words he was reading. Sometimes, his answers were different from what were meant to be. Also oftentimes, he struggled to blend in to his classmates in reading sessions because of this problem. But he tried to cope himself up. By asking help to his teachers and classmates. Helping Jose by his classmates and teachers were not only the determiners of Jose's reading improvement. It is necessary that the school must implement to use a variety of instructional strategies in order to improve students' comprehension and make vocabulary development more accessible to Jose as one of those students who have special needs .

Problem with reading

Jose emphasized in the interview about his problem with reading. He directly stated that factors amid his problem were due to his difficulties with vocabulary or the words in the texts. He found it very challenging because he could read but couldn't understand. Because of this, he would simply remain quiet and have some reasons to not participate. Reading difficulties are a significant area of difficulty for the students who have special needs like Jose who are experiencing it. Hence, this resulted in issues with reading comprehension, analysis, and maintaining attention when engaging in activities designed to improve reading comprehension.

Difficulty Reading Words

There were some students who had special needs related to visual impairments or conditions like dysgraphia that could have led to difficulties in reading individual words. But, for the case of Jose like Wally, he had difficulty reading words because according to him, he was not familiar to it. He added that he didn't like sometimes reading with English language. He just couldn't understand why. Yet, he tried to improve his reading skill by asking some help and by practicing reading regularly. Implementing suited and differentiated interventions to the specific nature of special needs just like in the case of Wally and Jose are crucial. If not given with interventions, Wally's special needs might get deteriorated.

Memorize Words

Memorization techniques have been used for centuries as an effective way to retain information for a longer period of time. By using these techniques, students with special needs like Jose could easily memorize commonly used words and improve their vocabulary. Memorization is particularly important in developing reading comprehension and fluency, as a strong foundational vocabulary is essential for understanding texts and communicating effectively. Thus, it helps improving reading comprehension and fluency. For Jose, memorizing words meant a lot. He could actively participate in the class discussion if he had words retention. In the interview, he revealed that in his house, he let his sibling to read words for him or they would exchange words in order for him to memorize

it directly and correctly. They engaged in exchanging of ideas and using those words in creating sentences. Memorization played a crucial role in word recognition. Jose revealed that through involving companions or asking support system were his ways to learn and have words retention directly. Thereby, this Jose's personalized approach recognizes his learning preference to strengthen his memory and at the same time mastering his vocabulary

Ask Help in Memorizing Words

When Jose struggles to memorize words, he sought companions or classmates to help him memorize those words. From doing it, he actively participated the reading endeavors. Well, different students had different learning approaches. For Jose, it was the best method for him to determine, understand, and apply the words in classroom learning activities. Seeking assistance in memorizing words is a valuable instructional strategy that can enhance students with special needs' vocabulary skills. This approach acknowledges the fundamental importance of a strong vocabulary in achieving reading proficiency. Teachers must provide targeted assistance to help students utilize mnemonic devices, other techniques to resulting in enhanced word recognition and retention.

7. THE MEEK CHILD

Christian (not his real name) is the second child in his family. He has an elder brother and a younger sister living in a gargantuan house. His mother is an Overseas Filipino Worker (OFW) and his father is venturing into business. He lived in a strict environment, possibly because his parents couldn't fully accept that he has special needs. He is not fond of staying at home and prefers to stay at his grandma's house. Playing, having fun, and wandering around the house are his hobbies. It seems like he is not fond of being quiet and prefers not to stay idle at home. He is his grandma's favorite. Whenever someone fought with him, his grandma was his confidante. His hyperactive behavior is also seen in his younger sister.

Find Joy in Reading

The research informant in this theme perceived and stated that he enjoys reading despite having reading difficulties and limitations. This supports the idea that reading should always be enjoyable because it may provide a wealth of information, delight, and personal improvement. During the interview, Christian revealed that in reading he found joy aside from the learning he got. Sometimes when got bored he simply picked a book, though, he could hardly understand since he had low vocabulary, but he manged it. He also interestingly shared that during free time, he loved to share what he had learned to his classmates through reading.

Tired of Reading sometimes

Because Christian had poor vocabulary, he sometimes was tired of reading. He said it to the interview that when he was tired, he was not interested to read at all. The difficulty of the students with special needs like Christian to understand, analyze, comprehend, and evaluate the text in reading has disinterested them to become tired of reading. Hence, this is a serious matter that needs to be addressed in school. Students with special needs require additional support and resources to help them overcome these reading challenges. If coped up by the students, they would be interested with reading and there would be an improvement and enhancement of their reading capability.

Words Getting more Difficult

This finding substantiates the necessity for the students with special needs like Jose and Christian to acquire more vocabulary words so that they could have no difficulties in reading. As Christian, like Jose progresses through his education, the complexity of the vocabulary in the reading material increases. This could pose a challenge for students with special needs, who have difficulty understanding words that are not part of their everyday vocabulary. In the interview conducted, Christian like Jose confidently shared about this result. He expounds that in High School, the words are more difficult. He should have to work in a multitude of reading practices and activities. Sometimes, he didn't want to study more and read more because he was demotivated with the words in the reading texts. Words became more difficult once he didn't know the meaning.

Reading with Picture

This finding basically describes Jose and Christian inside the classroom. During reading sessions, Christian like Jose also was motivated when the reading texts were presented with pictures and illustrations, and he added he would love to read if it another subjects were illustrations are enticing. He revealed also that the illustrations were fun and energizing, which inspired him to read and helped him develop his creative imagination and critical thinking skills. This finding suggests that Christian demonstrated a strong inclination towards reading when the text is supplemented with visual representations. Moreover, reading with illustrations could offer a gratifying and enriching

encounter for him as it triggers ingenuity, nurtures a wide-ranging imagination, and improves analytical reasoning abilities.

Visit Library

Christian in the school loved to learn. Even though he had special needs, he was able to participate in any learning endeavors like in reading. But it posed several problems for him to actively participate with his classmates. In fact, cases like reading a texts assignment, he tended to visit the library in order for him to learn more. Of course, with the help of the teacher librarians, he was given opportunities to read books and at the same time to enjoy learning with different instructional reading materials. Encouraging students with special needs to visit the library may be an effective technique for overcoming reading challenges. The library provides a wide variety of resources and exploring these resources help the students identify things that are relevant to their interests and reading skills, making the learning process more pleasurable and engaging and at the same, accessing library resources like what Christian did, help him to improve his reading comprehension, fluency, and learning literacy.

Difficulty with Reading and Comprehension

Reading words and deciphering textual meaning might be difficult for students with special needs like Jose and Christian. This problem was seen already in many students with special needs and Jose and Christian were ones of those who had no exemption. In the classroom according to her teachers, he had really the problems of reading and comprehension alone. He could barely read fluently and analyze the texts critically. But he was improving himself. He helped himself to continue making a difference every day in our reading sessions. With the hel of the teachers and classmates, Jose was becoming an improved reader. The finding emphasized the widespread occurrence of these special needs and the connection between vocabulary, reading and comprehension. In order to address these two difficulties more comprehensively, support systems from educators are crucial.

Difficulty with Reading without Pictures

Christian shared in the interview that he had difficulty of reading without pictures. He critical thinking and even his creative imagination would not be activated if there would no illustrations in the texts. Teachers also shared that Christian would only participate sometimes if there were pictures in the texts. He added that not seeing graphics makes it harder for them to comprehend and remember information. For educators, it is imperative to acknowledge and address this difficulty or even help the students with special needs like Christian as it informs the the implementation of creative ways to improve the reading experiences of students who struggle with text that lacks supporting pictures.

Having Difficulty to Focus

According to Christian, he had difficulty focusing and paying attention. When he read, this concentration dilemma affected his reading skills and oftentimes it impacted more than just the text itself and it also detracted from the whole reading experience. The results highlighted in the case of Christian how critical it is to comprehend how attention problems affect the reading process and, consequently, reading competency as a whole. As students with special need like Christian faced this problem, it also delved into the possibility of acknowledging another complex effect. Thus, educators must acknowledge that difficulties and guide the creation of focused solutions to improve and give intervention to reading experiences for students with special needs who has struggles to maintain focus throughout reading activities.

Hard to Comprehend and Confusing

Christian just like Jose had challenges with comprehension and confusion, which made it difficult for him to understand the meanings of the words he was reading. Sometimes, his answers were different from what were meant to be. Also oftentimes, he struggled to blend into his classmates in reading sessions because of this problem. But he tried to cope himself up. By asking help to his teachers and classmates. Helping Christian by his classmates and teachers were not only the determiners of his reading improvement. It is necessary that the school must implement to use a variety of instructional strategies in order to improve students' comprehension and make vocabulary development more accessible to Christian and Jose as ones of those students who have special needs.

Difficulty Reading Words

There were some students who had special needs related to visual impairments or conditions like dysgraphia that could have led to difficulties in reading individual words. But, for the case of Christian just like Wally and Jose, he had difficulty reading words because according to him, he was not familiar to it. He added that he didn't like

sometimes reading with English language. He just couldn't understand why. Yet, he tried to improve his reading skill by asking some help and by practicing reading regularly. Implementing suited and differentiated interventions to the specific nature of special needs just like in the case of Wally, Jose, and Christian are crucial. If not given with interventions, Wally's special needs might get deteriorated.

Problem with reading

Christian emphasized in the interview about his problem with reading. He directly stated that factors amid his problem were due to his difficulties with vocabulary or the words in the texts. He found it very challenging because he could read but couldn't understand. Because of this, he would simply remain quiet and have some reasons to not participate. Reading difficulties are a significant area of difficulty for the students who have special needs like Jose and Christian who are experiencing it. Hence, this resulted in issues with reading comprehension, analysis, and maintaining attention when engaging in activities designed to improve reading comprehension.

Play Before Reading

Incorporating play into reading activities can help make the learning process more enjoyable and engaging for students with special needs. According to Christian's teachers, this helped him to increase his interest in reading and encouraged him to read more frequently inside and even outside of the classroom. Playing as means of motivation really had significant effects to Christian. After playing some reading activities, this reinforced and motivated Christian to read and also learned reading concepts, such as phonics and vocabulary, in a fun and interactive way. Thereby, Christian's teachers incorporated playing into reading sessions because it was proven that had a positive impact on Christian as well as the students in the classroom.

Go to the Library with Companions

The instructional strategy of going to the library with companions emphasizes the importance of social interaction in the learning process, particularly for students with special needs. Collaborating with peers to explore library resources can greatly enhance the joy of reading and create a supportive and inclusive atmosphere. This intervention fostered a collaborative atmosphere, where Christian had learned from one another and support each other, resulting in a positive and enjoyable reading experience that ultimately leads to success.

Aid in Learning how to Read

Christian admitted during the interview that there were methods and approaches that helped him to improve his reading ability. He stated that through differentiated reading approaches given by his teachers, this had significantly improved his way to understand and comprehend the texts. There were cases that his teacher gave contextualized story about Maragusan and he really enjoyed it a lot. It seemed like he was part of the story. Also, during catch up Fridays, Christian and other students were given tasks to write their very significant life stories and after that, they would be able to read it in front of their classmates. Interestingly, this motivated him to persevere and determine to read. This mirrors on how educators could give suited and interesting reading strategies to students with special needs like Christian. Educators can address these reading challenges and can provide the necessary assistance for successful reading development. Their gradual reading improvement could change their reading perspective that they will do more and more for a greater reading difference.

8. DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, implications for practice, implications for future research and conclusion of the study which sought understanding of the intrinsic case of students with special needs in reading. This study was conducted in Maragusan National High School, Poblacion, Maragusan, Davao de Oro.

There were five students coming from the different grade levels who served as the research informants. They were identified by the English teachers, subject teachers, class advisers, and SNED coordinator who were identified as students with special needs in the school. In-depth Interview was utilized as method in this intrinsic case study in order to gather the necessary details for the study to be valid and reliable.

Since the study required a thorough investigation and in compliance with reliability and transferability concern in qualitative studies, the research employed the intrinsic case study research design. In so doing, the researcher would be able to undergo in-depth investigation through one-on-one interviews with the research informants.

The first part of this chapter is the discussion of the individual cases of the research informants and the second part is the presentation of the results based on the order of the research questions in the interview guide. Moreover,

the second part in the discussion section highlighted the themes, which were the results in the study, and corroborated with related literature and studies.

8.1 Discussions

8.1.1 Case 1 – The Enthralled and Loving Child

During in the interview, Sunshine was profoundly reflecting and pondering, squirming her hands and continued holding her skirt and perspiring and taking a gander at some place at her eyes were not contact with mine, and I continued to pose her the inquiries generally, she replied yet she couldn't grasp, she did profound thought. Collapsing her garments over and over, it generally liked it and the way the way in which she did her characteristic, at the earliest reference point for the rest of the conversation. I helped her to understand profoundly the inquiry by making into basic vernacular words for her to understand in easiest way.

I chose Sunshine as the respondent aside from she was recommended by SNED coordinator, because of the following reasons: low academic performance, frustrated reader status, and inability to engage herself with her classmates. Additionally, her adviser also listed reasons why she recommended Sunshine as one of the informants. Firstly, disengagement of Sunshine in the classroom with her classmates and also with the class activities. Secondly, her absenteeism had worsened because she helped her aunt in earning a living. Lastly, her special needs sometimes were the factor why she could not proactively participate in the reading engagements that barricaded her to improve and enhance her ability in her reading endeavors.

8.1.2 Case 2 – The Whimsical Child

During the interview process, moreover Earl couldn't get the questions easily. It seemed like she was imagining other things. She had a couple of eye contacts however keeping her hands continuously placing it in her lap. She was continuously grinning and cautious. Thus, I attempted to make the inquiries in simplest manner. She could scarcely answer it, she attempted to make a delay, could express it well, however she attempted to respond to it. She was modest and smiling yet she was not sulking. I gave her the choices what may be the potential responses. She possibly nodded, kept on smiling when she thought it was her most appropriate responses.

Earl had particular difficulties that made it difficult for her to comprehend information and led to poor reading performance, so I decided to use her as my source of information as recommended by the SNED coordinator. Through the interview and a number of classroom observations, I discovered that Earl exhibited a number of traits. These qualities made me further considered her such as difficulty on understanding questions, limited communication skills, behavioral signs of discomfort, need for simplified communication, but she was modest and compliant nature. Thus, Earl is a well-known in class due to her low academic performance particularly in reading. She showed willingness to learn but due to her special needs and characteristics, she tried to engage herself in the reading sessions.

8.1.3 Case 3 – The Meek Child

The youngster in the corner. Wally was very much like a loner, making himself perceptive towards what were the activities in the homeroom. During the interview, he frequently responded to the inquiries in yes and no reactions. He had his own usual range of familiarity. He was unable to make some of the time since he was excessively engrossed and scattered. I attempted to make an interpretation of the inquiries into the most straightforward ones and making it in yes and no inquiries. He was not moving and occupied however he was not mindful. It appeared as though he was meandering in different domains. I gave him chances in the interview so he could get it well.

Wally was chosen as my informant in this study for several reasons that qualified him to participate. Most importantly, our SNED coordinator recommended him as one of the informants. Additionally, his adviser evaluated his grades and found his academic performance to be poor. His Phil-IRI results also revealed a low level of reading ability.

8.1.4 Case 4 – The Small but Terrible Child

During the meeting, this Jose was making himself timid. He was honest, yet amicable. Amid the meeting, in light of the fact that few classmates were cruising by, he continued to wink and making a sign motion to his cohorts. He could adjust effectively the into the rapport of the meeting. At the middle of the meeting, he made himself excused because he needed to pee, or no really great explanations were given. Yet, when he got outside his persona was unique.

He was hyperactive and as if he had several avid fans waiting for him. He had numerous companions outside and he kept in making some time signal. It appeared he was the boss of the group. When he entered the interview room because he was done peeing in the comfort room, he became again uncomfortable. Additionally, his reactions were great, yet I really want to decipher or translate the inquiries into the easiest ones. Since break time was reality drawing closer, he made to complete the inquiries and respond to it in couple of words conceivable.

Jose as one of the informants was also a student with special needs. Apparently, this was not the only problem why he had poor learning performance. Because of his great deal in the farm, helping his parents, his absenteeism worsened. This also made him poor in reading ability because he was not able to attend series of reading intervention. Consequently, his adviser revealed that because of his special needs that disengaged him to the different activities, thus he would just love to get absent and help his parents.

8.1.4 Case 5 – The Meek Child

On one hand, Christian is a hyper kid. He kept in meandering and keeping in mind that he could finish it before recess time. While I kept in addressing him, he continued to look outside on the ground during the time because it was moving toward break time. In mid of the it, he willfully halted it and got a few foods to buy at the canteen. Whilst he was finished purchasing, he went in the meeting room and proceeded with it. He just continued to grin and kept moving and made some mannerisms while the interview process was on going. He could address the inquiries, but I needed to make the inquiries into its simplest interpretations so he could reply and understand the questions and he could answer right away.

Christian, my last informant also is a student with special needs. His unique educational needs made his reading and academic performance poor. He sometimes would love to answer queries and questions but having been translated and transcribed in a simplest way.

9. IMPLICATIONS FOR FUTURE RESEARCH

Although the study focused on the responses of students from Maragusan National High School, Maragusan West District, Division of Davao de Oro, it is important to consider the following implications for future research:

In order to further enhance future research, it may be utile to consider selecting participants from a broader range of schools within Maragusan West District. Furthermore, it may be beneficial to conduct also another phenomenological research in a different location to further explore the understanding of students with special needs. Additionally, it may be timely to conduct a follow-up interview with the research participants and informants to explore any potential shifts in their perspectives on their lived experiences and challenges.

Additionally, this study is conducted in a public secondary school. Thereby, additional research could be conducted to explore the same phenomenon within private secondary schools.

Ultimately, the study's findings are analyzed through the perspective of the chosen students, given that it is an intrinsic case study. Another research study shall be conducted to determine the effectiveness of different interventions in improving reading difficulties among students with special needs using a true experimental quantitative research design.

10. CONCLUDING REMARKS

With reading challenges and the lived experiences of students with special needs serving as the primary focus of the inquiry, the knowledge of how these issues might be bypassed via interventions and tactics that are implemented by the students was also emphasized. The knowledge that the children with special needs have about reading, which is derived from the many experiences that they have already had in school, has the potential to support the teacher's grasp of the subject.

It is important for teachers to understand and acknowledge the diverse needs of their students, especially those who require special attention and care in reading. By recognizing and addressing these needs, teachers can help create a safe and inclusive learning environment where all students feel valued and supported. Additionally, teachers can work with parents and other professionals to develop effective strategies and interventions that can help students overcome challenges and achieve their full potential. Ultimately, by working together, teachers can help create a brighter future for all students, regardless of their individual needs and abilities. The research conducted by Vaughn, Roberts, and Miciak (2012) investigated the most effective methods of teaching for children who have learning

difficulties. In order to improve the academic results for these kids, they stressed the use of many instructional strategies, including explicit teaching, scaffolding, differentiated instruction, and the provision of chances for practice and feedback.

Moreover, improving reading skills for students with special needs through appropriate resources is necessary. It is important to ensure that students with special needs have access to enhanced resources when it comes to reading activities in schools. This can serve as a foundation for developing effective programs and policies, gaining support from school administrators, organizing training for teachers who may not be familiar with SNED, recognizing special needs, implementing specific interventions, and ensuring that these programs and activities are sustainable. Ultimately, this approach will enable students to improve their reading skills in a way that has a long-lasting impact.

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