International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 8 Issue 11 November - 2024, Pages: 231-254

Lived Experiences of Parents on School-Aged Children with Developmental Delays:' A Proposed Home Intervention Program

Allysandra G. Bautista

National University, Philippines

Abstract: *The primary objective of this study is to explore and provide an in-depth understanding of the lived experiences of parents when teaching their school-aged children with developmental delays at home. This study utilized a qualitative research approach to generate comprehensive information on the different perspectives, diverse contexts, and appropriate strategies that may be used, particularly within special education domains. The study was done in two different private schools in the District II of Plaridel, Bulacan. Through convenience sampling, a total of six parents, specifically mothers who have school-aged children with developmental delays, participated in the study. Data were gathered through one-on-one interviews, focus group discussions, and observations. This study revealed the different manifestations of developmental delays in school-aged children. These delays may be manifest in several domains such as socio-emotional, speech and communication, sensorimotor, and cognitive. On the other hand, this study highlighted the challenges that parents faced in teaching their school-aged children with developmental delays, as well as the support systems that they employed to promote the development of their children. Through the data gathered, the researcher was able to develop and propose a home intervention*

program that is anchored on the challenges faced by such individuals. The proposed home intervention program focused mainly on the literacy skills of the school-aged children including (1) word knowledge and fluency, (2) reading comprehension, (3) and writing skills.

Keywords: school-aged children, developmental delays, parental challenges

Introduction

Access to education was considered a fundamental right for every child. Building a solid foundation for the child's social, emotional, and general well-being begins with early childhood education. Likhar et al. (2022) asserted that the earliest years of a person's life were the most crucial developmental stages, during which a child's physical, emotional, cognitive, and social development were significantly influenced by their early experiences. Zabeli and Gjelaj (2020) explained that early childhood education was a critical period, especially for young children, as their brains and skills developed rapidly. To enhance a child's overall well-being, it is important to understand the environment that young children need for healthy development.

Primary education is essential to someone's life. Adults who had healthy development during childhood were encouraged to be active citizens and were motivated to strive for an improved quality of life. Education was essential for solving the world's most significant problems because it raised awareness of vital social issues worldwide. Because of this, The Sustainable Development Agenda recognized the value of primary education, emphasizing that by 2030, the world should have inclusive and equitable quality education and promote opportunities for continuous development for everyone. In the Philippines, kindergarten entry was expected for children five years old and above. Filipino children were provided an equal opportunity to get a kindergarten education to prepare them for their first year of school. Children who received this type of education were expected to be more equipped for the following grade levels in terms of their physical, social, cognitive, emotional, and moral growth.

The age of a child who enters the school for the first time plays a crucial role in how it will manage the demands and requirements of the continuing fast academic phasing of the school. Since most schools offer a structured and formal education, children developing normally may find it manageable, especially around peers of the same age, as they try to adapt to their environment (Şahbaz & Yüce, 2021). However, the development of a child differs from one to another. If there is a huge gap between the development of one child to another, general educational services offered by a school may not be enough to support the needs of every child. To maintain the development of every child, inclusive education is being practiced in schools, starting from preschool education.

This study focused mainly on discovering the challenges faced by the parents. It explored the different approaches and strategies that parents employed to support the needs of their children to gain a comprehensive understanding of the lived experiences of parents in teaching their school-age children at home. The result of this study was used to develop a home intervention program that is beneficial for parents with children experiencing delays in their academic matters.

Research Questions

This study explored the lived experiences of parents of school-aged children with developmental delays directed toward developing a home intervention program. This study answered the following questions:

1. What were the domains of school-aged children's developmental delays?
2. What were the challenges of parents in supporting school-aged children with developmental delays in terms of:
   2.1 Listening and Speaking Skills
   2.2 Reading with Comprehension Skills
   2.3 Writing Skills
3. What were the key support systems that parents used in aiding the development of school-aged children with developmental delays?
4. What home intervention program was proposed to support parents in teaching school-aged children with developmental delays?

Theoretical Framework

This research was anchored on two well-known theories: Interpretivism and Constructivism. According to Vico, who pioneered interpretivism in the 18th century, truth and knowledge were subjective and dependent on people's experiences and understanding (Blackwell, 2018). People's conceptions of reality and truth were shaped by their social experiences. On the other hand, Golder (2018) defined constructivism as a learning theory found in psychology that explains how people develop their knowledge through their active participation and personal experiences with learning during the learning process.

This research was interpretivism/constructivist in nature, as it provided a framework for explaining each parent's life's questions, such as perspectives, assumptions, beliefs, principles, perceptions, and experiences while assuming that reality and human behavior were constantly changing depending on their experiences. Furthermore, Walt (2020) stated that humans constructed reality based on their perspectives and experiences. The notion was that each parent had distinct feelings and experiences of their school-aged children with developmental delays and that these matters might differ among other parents. Each piece of information provided by the parents was viewed as truth, without expectations and judgments, and had great value in understanding their experiences toward their school-aged children with developmental delays that helped develop a home intervention program.

Conceptual Framework

This study revolved around three variables, including (1) the lived experiences of parents, (2) school-aged children experiencing developmental delays, and (3) the proposed home intervention program.

The role of parents in a family is crucial, particularly when it comes to their children's development, as they are responsible for their children's overall well-being. In terms of academics, parents are the primary educators of children in their early years. The feelings and experiences of parents may vary according to the challenges they face in handling their school-aged children with developmental delays.

Developmental delays can be observed when a child does not meet the developmental milestone compared to their peers of the same age. Developmental delays can affect a child's physical, cognitive, communication, social, emotional, or behavioral skills. A delay in children may manifest in more than one area of a child's development. The cause of delays can be easily traceable, especially if a developmental and behavioral pediatrician formally diagnoses the child. However, the cause of delays is still unclear in some cases, especially if the child has not been diagnosed with any specific disability.

The Diagnostic and Statistical Manual of Mental Disorders 5th edition (DSM-5) defines neurodevelopmental disorders as conditions that start early in a person's life and manifest as impairment in the developmental phases (Morris-Rosendahl & Crocq, 2020). In relation, neurodevelopmental disorders, as mentioned, are a group of conditions that comprise intellectual disability (ID), Communication Disorders, Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), Motor Disorders, and Specific Learning Disorders.

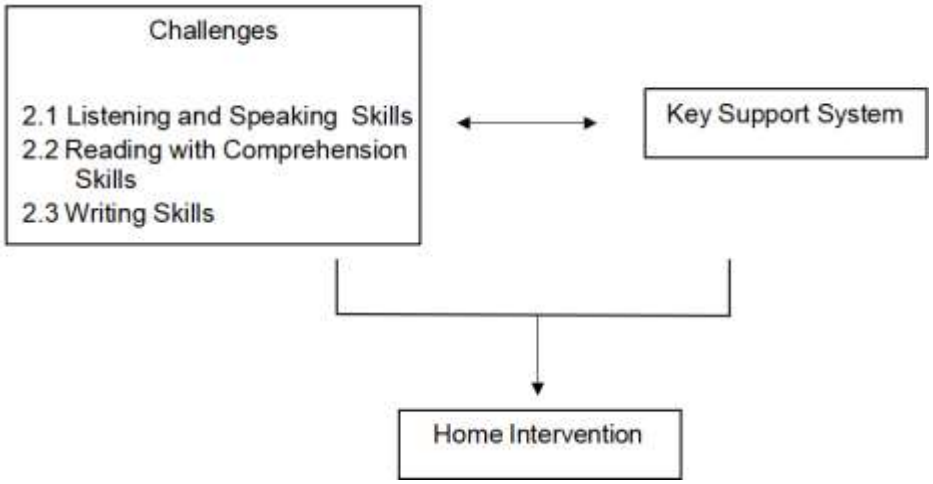


Figure 1. Conceptual Framework

Figure 1 shows the conceptual framework used in the study. As school-aged children with developmental delays may have difficulties in many formal school settings, children experiencing delays in their development may need help to thrive in terms of academics because formal education requires a structured and systematic form of learning. To provide their needs, many support systems are essential for a child's skills to develop. These skills include (1) listening and speaking skills, (2) reading with comprehension skills, and (3) writing skills. Despite this, children with developmental delays may be challenging to handle for some parents as they show unfavorable behaviors, especially if they find it difficult to understand the lesson taught at home. To handle the different demands and requirements of a child experiencing developmental delays, several parents seek professional help and support to meet the needs of their children.

The lived experiences of parents of school-aged children with developmental delays were unveiled, and several different approaches were utilized in this study to gain a comprehensive understanding and propose a home intervention program that could be helpful for parents teaching their children at home. One-on-one interviews with the parents were done to gather comprehensive data about their feelings and experiences as parents when teaching their school-aged children with developmental delays. To describe the developmental delays experienced by school-aged children in a classroom set-up, observation was an essential part of the study (Cresswell & Cresswell, 2018). Through observation, the researcher noted particular behaviors and the different manifestations of delays in each student in their classroom. Observations of school-aged children with developmental delays highlighted the different challenges faced by students experiencing delays in their development. Lastly, a focus group discussion was utilized at the end to have an in-depth examination of the data gathered to develop a home intervention program.

Methods

This study aimed to understand and investigate various parental feelings and experiences on teaching school-aged children with developmental delays at home to develop and propose a home intervention program to support the academic needs of a child experiencing delays in its developmental phases. Children with disabilities commonly experience developmental delays, and the effects of this vary depending on each individual having the disability. Special education requires careful consideration of various needs and requirements, mainly when teaching such students.

A qualitative phenomenological research design was carefully selected as the study method. According to Alnaim (2018), the qualitative approach generates comprehensive information on numerous perspectives, diverse contexts, and appropriate strategies that may be used, particularly within special education domains.

Sampling Technique

The District II of Plaridel, Bulacan, comprised twenty private schools. During the beginning of the data-gathering procedure, the researcher inquired to each school about the number of school-aged children formally diagnosed with any disability and experiencing developmental delays enrolled in the said school for the school year 2023-2024. Twelve private schools reported having at least one school-aged children exhibit delays in their development, especially in academics. However, even though the delays were evident and manifested through their schooling, most students did not have a formal assessment from a doctor. The main factor in this matter was the parents' acceptance of their children's developmental milestones. Although twelve out of twenty schools reported having students with developmental delays, the researcher continued the study by having two private schools formally participate in the study.

Participants of the Study

The informants of this study were composed of six (6) parents with school-aged children experiencing developmental delays. The selection of each informant was based on five (5) criteria that include (1) being the biological parent of the child, (2) the child should be formally enrolled in a formal school, (3) the child should be enrolled in any private school in District II of Plaridel, Bulacan during school year 2023-2024, (4) the child should have a developmental and behavioral pediatrician's assessment report that indicated that the child had any neurodevelopmental disorder and experienced delays in its developmental stages, and that (5) the selected parent was the one teaching the child at home regarding academic matters. Table 1 illustrates the targeted informants in each school used for the study.

Table 1. Participants of the Study

School	Parents
A	5
B	1
Total	6

The study's six (6) informants were divided into two groups. Parents in school A represented Group 1, and the parent in school B was assigned to Group 2.

Demographic Data

Table 2: Demographic of the Participants

Pseudonym	Age	Gender	Highest Educational Attainment	Occupation	Age of the Child	Grade Level of the Child
IP001	30	Female	College Graduate	Seller	6	Nursery
IP002	34	Female	College Graduate	Seller	7	Kinder
IP003	32	Female	College Graduate	Housewife	5	Nursery
IP004	44	Female	College Graduate	Housewife	7	Nursery
IP005	39	Female	College Graduate	Housewife	5	Nursery
IP006	28	Female	Vocational Graduate	Seller	10	Kinder

All six informants of the study were mothers of school-aged children with developmental delays. Five informants were college graduates, and only one informant had a degree in vocational courses. Three informants were reported as sellers, and the other three were housewives. Their ages ranged from twenty-eight to forty-four.

Instrument of the Study

The researcher formulated five questions for each one-on-one interview, which
three validators from the National University - Baliwag validated. Each questions were focused mainly on the lived experiences of parents when teaching their school-aged children experiencing delays in their development. The first question explored how developmental delays affected the different domains a child needs to fully develop. It was followed by the question that aimed to explain how the affected domains influence the different skills a child needs for them to learn and what challenges did the parents face because of the developmental gaps. Furthermore, to fully understand how did the parents support and promote the developmental growth of their school-aged children with developmental delays, different key support systems were also considered to be part of the guide questions that were asked during the one-on-one interviews with the parents. Lastly, data coming from each parents were highly valued and studied to design and propose a home intervention program.

As mentioned above, unstructured interview, also known as an informal interview, was utilized in order to explore the parents' feelings, experiences, beliefs, and opinions. An unstructured interview can be defined as a flexible type of approach because it helps to provide in-depth information based on the informant's personal experiences. Moreover, an unstructured interview resembles a conversation between the interviewer and interviewee, so all responses highly rely on open-ended questions (Eze, 2023). The focus of each unstructured one-on-one interview was on the lived experiences of each parent when teaching their school-aged children who were having delays in their development.

Data Gathering Procedure

The researcher went among the twenty private schools in the District II of Plaridel, Bulacan to gather information on the number of students exhibiting developmental delays enrolled for the school year 2023-2024 in terms of academics. It was found that among the twenty private schools, twelve private schools were handling school-aged children with developmental delays in their general classrooms. However, only two schools agreed to participate in the study due to the

school's policy on confidentiality and the study's criteria that a developmental pediatrician must clinically diagnose the student.

Before the researcher proceeds to data collection, the researcher submitted all the necessary documents to the National University - Baliwag Research Ethical Committee and got an endorsement for the data gathering procedure. After obtaining the National University - Baliwag Research Ethical Committee's approval, the researcher began the collection of data by visiting the two selected private schools and asked for permission from the authorities to conduct the study.

The researcher provided a school letter together with the informed consent for informants of the study and the guide questions that were used during the one-on-one informal interviews with each informant. This was done to secure a permit so the parents teaching school-aged children with developmental delays at home and the students enrolled in the institution can participate in the study.

The private schools formally selected a total of six parents in both schools to be part of the study. The informants of the study were grouped into two. Due to the different availability of the informants, the researcher grouped them based on the school where their children were enrolled.

For the researcher to thoroughly understand and describe the parental feelings and experiences, several data-gathering procedures were selected as the data collection technique of the study, such as one-on-one interviews with the parents, group discussion for Group 1, and class observation for school-aged children with developmental delays.

The data collection process started with one-on-one informal interview with each informant. Informed consents were given, and the data gathering procedure was discussed by the researcher. The researcher informed the informants involved about the purpose and significance of the study and assured them that their responses were highly confidential and their right to withdraw from the study at any moment. After each informant agreed to the data collection terms and conditions, the informant signed the informed consent to formally start the data collection process. The informed consent form was adapted from the research ethics of the World Health Organization.

In the first part of the data collection, the researcher gathered the demographic profile of each informant in terms of (a) age, (b) gender, (c) highest educational attainment, (d) occupation, (e) age of the child with developmental delays, and (f) grade level of the child enrolled in a formal school. The researcher provided the interview questions after collecting the demographic profile of each informant. Each question was translated into English and Filipino to provide coherent communication between the interviewer and interviewee.

One-on-one interviews started with the informants of Group 1. Each one-on-one informal interview lasted for about 15 minutes. The researcher recorded each informant's responses. Aside from recordings, the researcher also took some notes especially on the important insights and sharing of each informant.

After all the one-on-one interviews for Group 1, class observations followed. Each class observation lasted for about 30 minutes of class hours in order to describe how school-aged children with developmental delays function in a class. Several observations were noted.

The last part of data collection process is the group discussion. It was agreed by the researcher and each informants of Group 1 to meet again on a different schedule to discuss the data gathered from each one-on-one interviews and class observations. Group discussion lasted for about 30 minutes. During the discussion, the researcher assigned a simple code name for each informant to protect their information. The researcher also reminded the informants that sharing information outside the group is out of the researcher's control but is highly encouraged to keep what was said in the group confidential.

At the end of the data collection for Group 1, each informant who participated in the study and the school that selected and provided the study's participants received a small token of appreciation.

The researcher proceeded to School B. Similar to School A, the informant in School B was also provided with informed consent adapted from the World Health Organization. Data gathering procedures were discussed before signing the consent, highlighting the purpose and benefits of the study and the informant's right to withdraw at any time. After signing the informed consent, the researcher gathered the demographic profile of the participant in terms of (a) age, (b) gender, (c) highest educational attainment, (d) occupation, (e) age of the child with developmental delays, and (f) grade level of the child enrolled in a formal school. The researcher also provided the interview questions translated into English and Filipino language to ensure easy and smooth communication.

One-on-one interview lasted for about twenty minutes with the approval of the informant. As group discussion is not possible for Group 2, the researcher maximized the collection of data by understanding and analyzing the personal experiences of the informant from Group 2. The researcher recorded the informant's responses. It was also noted, especially regarding the important insights and sharing of the informant.

One-on-one interview was followed by class observation. The student had an examination during class observation but different behaviors and delays were noted. The informant from Group 2, who participated in the study and the school, received a small token of appreciation at the end of the study.

Data Processing

The researcher transcribed and evaluated the interview recordings. Each response was translated from Filipino to English. The researcher examined the interview materials, summarized and extracted relevant statements, and addressed emerging themes. As thematic analysis helps researchers to develop themes by finding similar patterns in a large set of data (Jnanathapaswi, 2021), the researcher utilized manual thematic analysis to assess data coming from one-on-one interviews, group discussion and class observation and inductively uncover text themes by evaluating word meaning and sentence structure.

All informants' responses were collected into a single Word document, and the emerging answers in each topic were subjected to open coding. The researcher looked for commonalities in the open coding that generated the salient codes or themes.

Ethical Consideration

The researcher submitted all the necessary documents including the research protocol application form, inform consent form checklist, and protocol review assessment form to the National University - Baliwag Research Ethics Committee to obtain ethical clearance before conducting the study. After the researcher received the certification from National University - Baliwag Research Ethics Committee and got the approval of the Chairperson from the Research Ethics Committee, the researcher began to conduct the study to the selected schools.

The ethical considerations were observed starting from the beginning of the study until the end. In accordance to the Republic Act no. 10173, also known as the Data Privacy Act of 2012, several considerations were followed and given importance throughout the study. Data Privacy Act of 2012 is a state policy protecting the human right privacy of individuals residing in and out of the country. To observe the relevance of Data Privacy Act of 2012, securing a permit from the school authorities and also informing each informants and having their permission were significant during the process of data collection.

The data collection took place after securing a permit from the school authorities so the parents and their children enrolled in the institution could join the data collection process. Each informant's participation was purely voluntary, and they were given an informed consent form before participating in the research study. The researcher discussed the content of the informed consent form with each informant before they signed it. The informed consent form that was adapted from World Health Organization Research Ethics higlighted the (1) purpose and benefit of the study, (2) the selection of the informants, (3) the right of each informant to participate and withdraw from the study at any time, (4) the right of each informant to refuse to answer questions that they feel too sensitive or personal for them, (5) the data collection procedures, (6) the duration of data gathering, (7) the reimbursement after the data collection process, and (8) the contact information of the interviewer in case of any questions or concerns related to the discussion.

Additionally, the informants were assured that their privacy would not be invaded even after the end of the study. Permission to record the interviews was obtained from the informants before each one-on-one interview and group discussion started. Each interview and the group discussion were tape-recorded, and the researcher took notes to describe further the elements essential for the study. At the end of the data gathering, each informant was given a token to show appreciation for the effort they spent during the interview.

To implement confidentiality, the researcher assured the informants that all the information gathered relevant to their identity was kept in a safe and secure place inside the researcher's residence and would be only utilized strictly for this study. Pseudonyms were used to protect the confidentiality and anonymity of the informants.

THE DOMAINS THAT DEVELOPMENTAL DELAYS AFFECTED IN SCHOOL-AGED CHILDREN

Child's Level of Functioning

Through an in-depth interview with the parents of school-aged children with developmental delays, child's level of functioning was the first theme that emerged from the data collected. In this study, the researcher explored how developmental delays affected school-aged children. Figure 3 showed how developmental delays affect four major domains of a child's functioning, especially when studying at home. This includes the aspects of (1) socio-emotional, (2) speech and communication, (3) sensorimotor, and (4) cognitive.

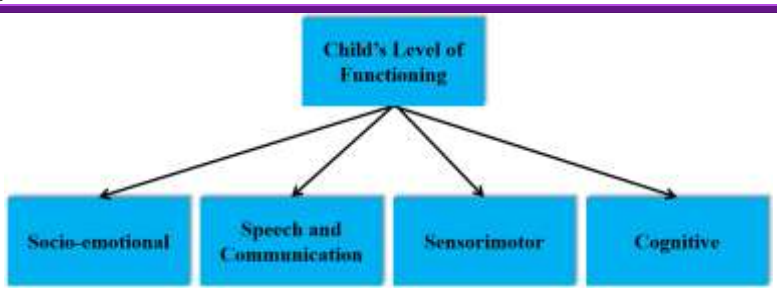


Figure 3. Findings regarding on how the child's level of functioning affected the domains of a child's development

Socio-emotional

Each parent who had school-aged children with developmental delays living with them stated that their children manifested delays in the socio-emotional domain. The socio-emotional domain can be observed when a child has difficulties comprehending social cues. Children who had this kind of delay in their developmental milestones had challenges in coping with sudden changes and had low frustration tolerance. In addition, they struggled to cope with demanding situations that required their social and emotional skills.

(IP001: 006-013) *"Mahirap siyang turuan dahil hindi siya napipirmi sa isang lugar. Napakahilig niyang umikot-ikot sa bahay lalo kapag nag-aaral siya."*

(IP005: 1960-1964) *"Kapag magtuturuan kami sa bahay, uupo saglit sa upuan tapos tatayo na yan at aalis na."*

IP001 and IP003 reported that their child exhibits hyperactivity, especially during studying. IP001 stated, *"It is difficult to teach him as he cannot stay in one place. He likes roaming around the house, especially when studying."* At the same time, IP005 reported that *"He stays and sits down for a short period of time when we are studying"*

(IP001: 013-016, 841-849, 858-867) *"Hirap din siyang mag focus sa kung ano ang inaaral namin…Pero yung focus talaga, gagawin niya 'yung simula tapos aalis na naman siya kaya wala siyang natatapos. Kapag okay na siya, babalik siya at gagawin niya ulit yung kasunod…Talagang yung atensyon niya ay challenging para sa amin kasi talagang nahihirapan siya d'yan. Gagawin niya muna kung anong gusto niya bago ka niya sundin. Kaya talagang matagal."*

(IP003: 971-979, 2441-2445) *"Gagawin niya naman yung instruction pero aalis muna yan at babalikan maya-maya. Yung process ng pag-aaral namin sa bahay ay matagal talaga… Nakikinig naman siya kapag tinuturuan siya, yun nga lang talagang distracted."*

Moreover, both informants also observed that their child manifested inattentiveness. As IP001 said, "*He had difficulties in focusing on what we are studying. He will do what it wants first, then leave. That's why he does not finish what he is doing. When the he is okay, he will go back to continue what is next. His attention is really challenging for us because hereally has difficulties in paying attention. He will do what he wants first before it follows. That's why it took a long time."* IP003 also mentioned that *"He will do the instructions but he will leave first then come back later. Our study process takes a really long time. He listens when being taught, but disctracted."*

(IP002: 307-312) *"Napansin ko na hindi niya kaya magkaroon ng eye-to-eye contact. Kapag tinawag siya ay hindi lumilingon."*

(IP005: 1845-1849) *"Noong two years old ay wala siyang eye contact. Kapag tinatawag ay hindi siya lumilingon."*

IP002 and IP005 said that their child has difficulties with social cues, as both mentioned, *"He cannot elicit eye contact. He does not respond when being called."*

(IP002: 315-328) *"Lagi niya inililinya yung mga sasakyan, pero 'di naman niya nilalaro. Although kung nilalaro man niya ay binabaliktad niya yung sasakyan tapos paiikutin yung gulong nang paulit-ulit. Hindi niya rin alam pa noon kung paano talaga mag laro ng laruan."*

(IP005: 1850-1852) *"Tapos mahilig lang siya sa gulong nung mga cars niya."*

In terms of interests, IP002 and IP005 had the same impression that their child showed fixation on the things they liked, stating, *"He lines up his toy cars but does not play with them. If he played with his toy cars, he would repeatedly flip them over and turn the wheels."*

(IP003: 916-923) *"Madali yan ma-distract, yung temper niya talagang maiksi. Kunwari hindi mo naibigay yung gusto niya, nagagalit siya kaagad."*

(IP006: 2343-2346, 2390-2401) *"Minsan hindi rin sumusunod kapag may iniuutos kami… Sa behavior naman, minsan hindi sumusunod. Sa una kapag sinabihan na huwag gawin ay susunod naman. Kaya lang maya-maya ginagawa rin. Parang sa una lang siya sumusunod talaga."*

According to IP003, her child manifested dysregulation in behavior: *"He just does what he wants before he complies with what you ask. He will get angry if you do not give him what he wants."* IP006 also shared that *"Sometimes, he does not comply. In terms of his behavior, sometimes he does not follow. At first when you ask him to do something, he will follow but eventually do the opposite of what you asked. It's like he only follows at first."*

Speech and Communication

Based on the data collected, all school-aged children involved in this study manifested delays in speech and communication. Speech and communication delays affect the child's ability to clearly verbalize their needs and effectively communicate with others around them. Delays in speech and communication were evident as either the child was unable to use words to communicate or the child was able but might only use limited words.

(IP002: 328-338) *"Sa speech therapy naman, "mama" at "papa" lang yung nasasabi niya. Pero ngayon na ten* years old *na siya, kahit papaano may mga nasasabi na siya'ng mga salita kahit limitado."*

(IP005: 1898-1905) *"Hindi pa niya kaya makipag-usap. Kaya niya mag-imitate ng words pero yung pakikipag-usap hindi pa. Minsan kung anong sinabi ko ay sasabihin niya."*

As IP002 could communicate with her child through words, IP002 reported that her child still exhibited developmental delays, stating, *"He only said "mama" and "papa". But now that he is seven years old, he can speak even with limited words."* IP005 also said *"He still cannot communicate. He can imitate words but cannot communicate. Sometimes, he only say the words that I said."*

(IP001: 016-020) *"Hindi rin siya nakakapag salita pa sa ngayon kahit limang taon'g gulang na siya."*

(IP004: 020-024, 1448-1454) *"Hindi klaro yung sinasabi niya, limitado rin yung mga salitang nasasabi niya… Nakakapag salita na siya kahit papaano, pero bulol pa rin ngayon. Kaya naman niya makipag-usap pero baka kami pa lang nakakaintindi."*

(IP005: 1863-1868) *"Five years old na siya ngayon pero may delays pa rin sa speech, pero may mga nasasabi na kahit konti."*

(IP006: 2326-2328) *"Sa speech, kaya na kahit papaano pero bulol. Minsan napagbabaliktad niya rin yung mga salita niya kahit ten years old na siya."*

IP001, IP004, IP005, and IP006 noticed that their children could use words, but their speech was difficult to understand. IP001 said that *"He still cannot talk even he is five years old."* IP004 mentioned that *"His speech is unclear, he can only say limited words. He can talk but stutters. He can communicate but maybe we are the only ones who understands."* IP005 reported, *"He is five years old but still has speech delays, but he can say limited words."* IP006 stated, *"In terms of speech, he can speak but stutters. His phrasing is all mixed up, even though he is already ten years old."*

Sensorimotor

Delays in the sensorimotor domain can be observed when a child has difficulties in their fine and gross motor skills. Problems in fine motor skills mainly affect the muscles in the human fingers, while problems in gross motor skills affect the functioning of large muscles in the body. This study found that children involved only had difficulties with their fine motor skills as gestural prompting, especially when writing, was still required, and some exhibited stimming. Stimming can be defined as repetitive body movements or sounds.

(IP002: 313-315) *"Mayroon din siya na hand flapping at tiptoeing."*

(IP005: 1861-1863) *"Meron din pala siyang hand flapping."*

IP002 and IP005 observed that their child both have stimming. IP002 reported *"He has hand flapping and tiptoeing."* while IP005 said *"He has handflapping."*

Cognitive

Cognitive delays mostly affect the child's intellectual skills. A child experiencing delays in this domain could have difficulties thinking and reasoning. Based on the data collected, it was shown that all children involved in this study manifested delays in their cognitive area of development.

(IP006: 2333-2337, 2388-2390) *"Sa school, hirap siya intindihin 'yong mga lessons. Lalo na sa math at science… Sa academics hindi talaga siya makasabay."*

As research question 2 tackled a more comprehensive review of how delays affected the academic performance of school-aged children with developmental delays, only one parent specifically said that her child fell behind the class in terms of coping with the school phasing. IP006 mentioned, *"At school, he has difficulties in understanding the lessons. Especially in math and science subjects. He really cannot cope with academics."*

THE CHALLENGES OF PARENTS IN SUPPORTING SCHOOL-AGED CHILDREN WITH DEVELOPMENTAL DELAYS

Manifestation of the Delays in Terms of Academics

To answer research question two, the researcher explored several skills a child needs to learn. Among the data gathered, the manifestation of the delays in terms of academics emerged as the second theme. This theme was categorized into two sub-themes, including the challenges of parents in the receptive skills and the productive skills of their school-aged child with developmental delays.

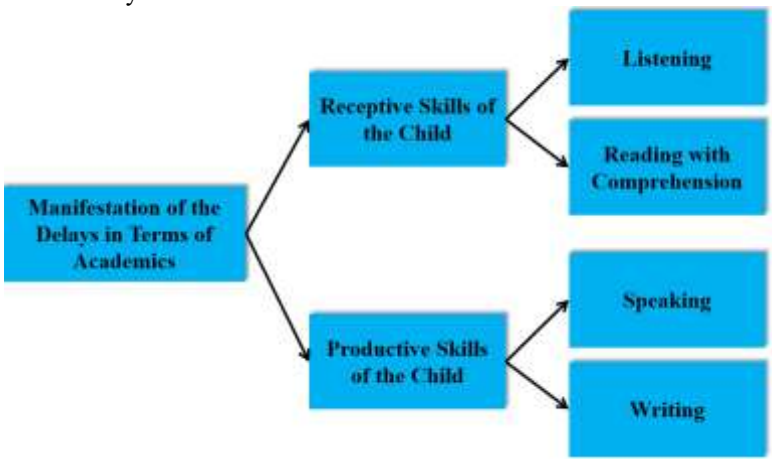


Figure 4. Findings on how the delays manifested in school-aged children's academics

Parental Challenges Due to the Child's Receptive Skills

According to Nuraeningsih (2022), teaching and assessment are important matters in learning. Through this, teachers can consider and decide on the target lesson to teach the next day. Children are required to receive and comprehend the subject being taught before they can apply it daily. The ability to receive information is called receptive skills. Receptive skills are the capabilities of a child to receive and process information (Zulfugarova, 2018). Although they are the necessary skills that can be used to measure a child's learning, these skills do not require producing a product such as speaking and making. Based on the interviews with parents of school-aged children with developmental delays, it was reported that all of them had challenges teaching their child at home due to difficulties of the child in terms of their receptive skills.

(IP001: 074-089) *"Nakikinig siya pero kailangan may nakikita siya na ipang-bribe sa kanya katulad ng candy. Tatawagin 'yon, ikukulong sa kwarto, tuturuan. Pero kung minsan kahit pa may candy, hindi rin talaga nakikinig. Ilang beses mo uulitin muna hanggang makinig kapag tinuturuan. Nakikinig naman siya kapag tinuturuan, hindi lang siguro talaga tuloy-tuloy."*

(IP005: 1925-1932) *"Sa listening, kahit paano minsan naman nakikinig na kapag tinuturuan. 'Yon nga lang kapag wala sa mood e talagang hindi ka niya pakikinggan."*

In the area of listening skills, children with developmental delays had trouble paying attention, especially when being taught at home; IP001 had given what she had to do in order to get the attention of her child, stating, *"He listens if he sees a bribe like a candy. He will be called, stay in the room to study. But sometimes even there is a candy, he still doe not listen. You have to repeat over and over until he listen. He listens, but maybe not continuously."* IP005 also expressed her dilemma in supporting her child's academic needs, saying, *"In terms of listening, he listens, but he will refuse to listen if he is not in the mood."*

(IP001: 126-127) *"Sa pagbasa, hindi pa niya kaya."*

(IP003: 1031-1033) *"Sa reading, hindi pa siya marunong magbasa."*

(IP006: 2502-2504) *"Sa pagbasa naman, talagang wala pa. Hindi pa talaga kaya."*

All parents involved in this study faced challenges in their children's reading skills. IP001, IP003, and IP006 revealed that *"[The child] still cannot read."*

(IP002: 493-499) *"Sa pagbabasa ay marunong na. Pero siguro kapag mahahaba na words na hindi familiar, baka hindi pa niya kaya basahin."*

(IP004: 1511-1527) *"Hindi pa niya kayang magbasa. Sa ngayon ang pinag-aaralan namin ay vowels. Yung huli consonant-vowel blends. Parang 'ba', 'be', 'bi', 'bo', 'bu'. Kapag pinag didikit namin yung tunog ng b at a, nalilito pa siya. Kaya niya i-recognize yung sound ng letters, pero kapag pinag dikit ay hindi pa kaya."*

(IP005: 2011-2013) *"Nakakabasa na siya. Pero yung mga simple words lang."*

The school-aged children with developmental delays are observed to be lacking of skill on reading lengthy and complicated words. IP002 stated *"In terms of reading, he can read. But if words are lengthy and not familiar, he may not be able to read them."* IP004 said that *"He still cannot ready. As of, we are learning about vowels. Our preveious lesson was consonant-vowel blends. Like 'ba', 'be', 'bi', 'bo', 'bu'. He is still confused when we put together b and a. he can recognize the sound of letters, but he cannot blend if put together."* IP005 mentioned that *"He can read, but only simple words."*

(IP002: 499-511) *"Sa pag-unawa naman, naiintindihan na niya. Kasi kapag tinatanong ko siya tungkol doon sa sentence na binasa niya ay nasasagot niya. Pero sentence pa lang ang kaya niya sagutin, hindi pa kaya ng short stories."*

(IP003: 1033-1048) *"Sa comprehension, sa speech therapy niya nasa storytelling na sila. Sabi naman ni speech therapist niya, nasasagot naman niya. Basta raw dapat per scenario muna, masasagot niya 'yon nang maayos. Pero kapag buong story mo binasa sa kanya ay maguguluhan siya."*

(IP004: 1536-1544) *"Pero kung babasahan mo siya ng story at tatanungin pagkatapos ay hindi pa kaya. Hindi pa niya natatandaan yung nangyari sa kwento."*

(IP005: 2022-2035) *"Pero yung comprehension, parang alam lang niya yung word pero hindi yung ibig sabihin. Parang alam niya ano 'yong salita na 'yon pero di niya alam para saan. Sa story reading naman namin sa bahay, hindi pa niya nasasagot yung questions."*

As reading words and comprehending are two different skills, the researcher also examined if school-aged children with developmental delays could understand what they read or what had been read to them. The results of the interviews revealed that school-aged children involved in the study had difficulties understanding words or still had limited ability to understand. IP002 said *"In terms of comprehension, he can understand. Cause if I ask him a question about the sentence that he read, he can answer. But he can only answer in sentences, not in short stories."* IP003 expressed her dilemma and reported *"In speech therapy, they are in storytelling. His speech therapist said that he can answer. As long as it is only about certain scenarios, he can answer properly. But when you read him the whole story, he will get confused."* Moreover, IP004 stated *" If you were to read him a story and ask questions right after, he cannot remember what has been read."* IP005 said that *"He only knows the word, but not what it means. He knows the word but does not know what it is for. In story reading, he still cannot answer questions."*

Parental Challenges Due to the Child's Productive Skills

According to Sreena and Ilankumaran (2018), productive skills, also known as active skills, are mainly based on a person's speaking and writing ability. A child who possesses sufficient productive skills is undoubtedly able to produce a product from it. Speaking and writing skills are essential in measuring the learning of a person. The productive skills of a child can be measured through formative and summative assessments (Hatİpoğlu, 2021). Speaking and writing are necessary for children to learn in order to express themselves clearly and effectively. However, parents of school-aged children with developmental delays showed difficulties in supporting their children's academic needs as the children demonstrated inadequate skills in terms of speaking and writing.

(IP001: 091-097) *"Sa pagsasalita, hindi pa kaya. Sounds pa lang nagagawa niya pero 'yong talagang mga salita ay wala pa."*

(IP002: 398-406, 466-472) *"Pero ngayon seven years old na siya, nakakapag-communicate na minsan na may salita na talaga, kapag tinanong namin ay naiintindihan na niya… Pero limitado yung mga salitang nagagamit niya pa lang sa ngayon. Yung mga familiar lang sa kanya."*

(IP004: 1486-1489) *"Although bulol pa rin pero nakakasalita na siya ng words talaga."*

(IP005: 1932-1939, 1944-1951) *"Sa speaking ay ginagaya pa rin niya yung sinasabi nung kausap niya. Hindi pa niya kaya makipag-usap na talagang may salita… Kapag may kailangan siya ay nasasabi naman niya kahit two to three words. Pero minsan ay hand leading pa rin kapag hindi niya masabi."*

(IP006: 2449-2468) *"Sa pagsasalita, kaya naman pero talagang limitado pa yung mga kaya niya sabihin pa. Minsan yung salita rin niya ay kulang. May mga salita rin siya na binabaliktad. Halimbawa 'gatas', ang sasabihin niya ay 'tagas'. Pero kapag naman inunti-unti ay nasasabi naman niya ng tama, kapag lang inulit niya ay talagang napagbabaliktad niya."*

Although all parents had different challenges with the speaking skills of their child, three similar problems were found based on their responses. IP001 and IP005 admitted that their children were unable to produce verbal language. IP001 said, "*He still cannot speak. He can only make sounds but not words."* In addition, IP005 also noticed that her child mimics what had heard, stating that *"In terms of speaking, he mimics what the other person is telling him. He still cannot communicate through words. If he needs something, he can say at least two to three words. But he still sometimes use hand leading if he cannot communicate through words."* IP002 and IP006 expressed that their children can only say limited familiar words. IP002 reavealed that *"Since he is seven years old, he can now communicate using words. When we ask questions, he understands. But he can only use limited words. Those only familiar of him."* IP006 stated *"He can converse in his speech, but his vocabulary is still limited. Sometimes, his phrases are not complete. There are words he sometimes says from the opposite, like 'gatas.' He says 'tagas.' He gets them right if he says them slowly, but when he tells them repeatedly, he gets them jumbled again."* Moreveover IP004 stated *" Although stutters, he can say words."*

Aside from speaking, writing skills were another challenge parents experienced in teaching their children at home. It was found in the study that even though the children could hold a pencil either on a tripod or palmar grip, they still struggled to perform the actual skill of writing.

(IP001: 152-160, 164-168) *"Sa writing, nakakapag-trace siya. Gumagamit siya ng dots para makapag-trace. Pero kapag wala ng gano'n, hindi na niya kaya sumulat nang maayos… Kailangan din namin hawakan ang kamay niya para makasulat kasi wala pa gaanong kontrol."*

(IP002: 342-348, 540-550) *"Ang challenge namin sa kanya ngayon ay yung motor skills niya kasi hindi pa rin siya makapagsulat na walang tulong. Kapag nagsusulat siya ay kaya niya 'yong mga letters na may straight lines. Nasusunod niya yung tamang pagsusulat ng mga letra. Pero ang problema niya, kapag pa-curve na, hindi na niya kaya. Dati talaga yung sulat niya light na light, 'di mo na mabasa."*

(IP005: 2085-2102) *"Hindi pa rin masyadong maayos yung sulat niya. Masyadong magaan, hindi ko na makita yung sulat niya. Kaya ang pinapagamit ko sa kanyang pencil ay graphite pencil kasi mas darker iyon kesa sa normal pencil. Kailangan mo rin talaga kasing hawakan yung kamay niya para makapag sulat siya ng maayos."*

(IP006: 2319-2325) *"Madiin naman siya sumulat. 'Yun nga lang kasi masyadong malaki. Lumalampas sa linya. Hindi pa niya nakokontrol."*

IP001, IP002, IP005, and IP006 shared the same struggle as their children lacked hand muscle control and were still required supporting materials such as tracing dots to enable their children to write. IP001 mentioned *"He can trace when it comes to writing. He uses dots to trace. But if there are no dots, he cannot write properly. We must also hold his hands when writing as he still lacks control."* IP002 said that *"The challenge that we are facing now is his motor skills, as he still cannot write without assistance. He can write letters with straight lines. He can follow the correct formation of letters. The problem is he cannot write curves. Before, his writing was so light that you could not read it anymore."* IP005 reported that *"He still does not write properly. His writing is so light that I cannot see what he wrote. That's why I urge him to use a graphite pencil, which is darker than usual. You also need to hold his hands when writing so he can write properly."* Lastly, IP006 revealed that *"He can write but writes too big and doesn't follow the lines. He can't control it yet."*

(IP002: 765-767) *"Kapag nakakita na ng lapis, aalis na 'yan."*

(IP003: 1077-1086) *"Kaya niya isulat yung simula pero yung mga kasunod, ayaw na niya. Sa tingin ko max na niya yung apat na letra. Ayaw niya kapag paulit-ulit yung sinusulat niyang letters."*

(IP004: 1595-1605) *"Medyo ayaw niya lang sa mga book nagsusulat. Tulad ng halimbawa magsusulat o mag te-trace ng maraming A, maraming B. Ang mai-trace niya lang don ay isa lang."*

IP002, IP003, and IP004 struggled as their children expressed disinterest in writing. IP002 mentioned that *"If he sees a pencil, he will turn away from the activity."* IP003 said that *"He can write the first part but refuses to do what follows. I think he can write four letters at a maximum. He does not like writing the same letters over and over."* IP004 stated "H*e doesn't like writing or tracing on books. If he were to trace lots of A or B, he could only trace one letter."*

(IP006: 2567-2589) *"Okay siya magsulat. Lagpas nga lang, wala sa linya. Kaso may mga letters lang na hindi niya kayang isulat. Baliktad. Sa ibaba siya nagsisimula kung minsan. Kaya lagi ko siya tinuturuan kung paano magsulat. Kapag tracing kaya niya. Pero kung wala, yung ibang letra hindi niya alam kung paano isusulat. Kapag may mga curve hindi kaya, pero kapag linya-linya lang 'yong letra ay natatandaan niya."*

On the other hand, IP006 struggled differently than the rest as her child can write but showed reversals when writing. IP006 reported, *"He can write; he is okay with that. But he can't follow the lines when he writes; his strokes get out of line. He also has letters he can not write properly because they are reversed when he writes them. He also sometimes starts writing at the bottom. That is why I always try to teach him how to write. He can trace, but he does not know what*

to write if there is no tracing guide. When there are curves on the letter, he cannot write them, but if it's only lines, he remembers how to write them."

THE KEY SUPPORT SYSTEMS THAT PARENTS USED IN AIDING THE DEVELOPMENT OF SCHOOL-AGED CHILDREN WITH DEVELOPMENTAL DELAYS

Based on the interviews, acknowledging that a child needs help was the first step the parents did to help their children who exhibited delays in their development at an early age. Parents who noticed that their children's development was comparably different from other children of the same age were the first reason for them to seek a doctor's evaluation and confirmation.

Developmental and behavioral pediatricians are doctors who specialize in providing expert care for children and adolescents experiencing developmental delays and difficulties in learning (Brennan, 2022). Moreover, these doctors are also allowed to identify and label the disability of a child and adolescents and provide treatment for such problems. Developmental and behavioral pediatricians are the ones who refer children and adolescents to further interventions to supplement their needs.

(IP001: 213-227) *"Ang sabi ng devped niya meron daw siya'ng autism with speech impairment. Hindi ko pa alam kung may nabago sa diagnosis niya kasi ang huling check-up namin ay parang December 2022 pa. Last year kasi ay hindi kami nakakuha ng schedule, ngayon ay waiting pa rin kami."*

According to IP001, due to the number of cases of children being diagnosed with a disability, getting an assessment schedule with a developmental and behavioral pediatrician is difficult as it could take a long time. Despite this, she believed that an annual check-up was necessary for them to know what kind of support they could avail to help their child. IP001 stated in this study that *"His devped said that he has austism with speech impairment. I am not sure if there are any changes in his diagnosis, as he had his last check-up last December 2022. We could not get a schedule last year and are still waiting."*

(IP002: 574-594) *"Noong three years old pa lang siya ay napansin na namin 'yong iilang symptoms nga na parang may delays. Kaya nagpa-assess na kami sa devped at nalaman nga namin na may autism siya at GDD, yung global developmental delay. Pero 'yong huling check-up namin noong March 2023, nabago na ang diagnosis niya. Sabi ni doctor ay autism with speech impairment na raw."*

(IP003: 1133-1141) *"Maaga namin napansin yung delays kaya maaga rin namin siya nai-consult sa devped. Mga one year and eight months ay naipa-assess na namin siya."*

(IP005: 2136-2143) *"Ang last assessment namin sa devped ay noong February 2024, autism with speech impairment and GDD and diagnosis niya ngayon."*

Although the children of IP002, IP003, and IP005 had different diagnoses, their children manifested developmental delays. IP002 stated during the interview, "*"When he was three years old, we noticed some symptoms of delays. We consulted a devped for assessment, and we found out that he has autism and GDD, global developmental delay. Our last check-up was last March 2023, and his diagnosis changed to autism with speech impairment, as per the doctor."* while IP003 shared that "*We noticed her delays early; that's why she had an early consultation with her devped. About one year and eight months, she was assessed already."* IP005 also admitted that her child is formally diagnosed, saying that *"His last devped assessment was on February 2024; his current diagnosis is autism with speech impairment and GDD."*

(IP006: 2661-2673) *"Noong baby pa yan sabi ng mga kapit-bahay ko ay late bloomer lang yan. Pero no'ng mismong doktor na ang nagpaliwanag sa akin na 'yong kakayanan niya ay hindi akma sa edad niya, doon ko naintindihan na may delays pala siya."*

IP006 had a different experience as initially, she did not have an idea of developmental delays. Only after she brought her child to a developmental and behavioral pediatrician could she understand why her child was comparably different from its peers. During the interview, IP006 shared that, *"When he was still a baby, our neighbors would say he was just a "late bloomer," but when the doctor explained to me that his skills were not that developed for his age, that's the time when I finally understood that he had delays."*

Therapeutic Services

Healthcare providers who are trained and specialized in children with temporary or permanent disabilities are the ones responsible for referring the children to occupational therapy, speech therapy, and physical therapy to monitor their developmental progress. Based on the clinical report of the American Academy of Pediatrics in 2023, occupational therapists address the problems and issues related to physical, cognitive, socio-emotional, and sensory aspects of a person in order for them to be able to perform their daily tasks in day-to-day living (Houtrow, 2019). During the interviews, it

was discovered that all parents who had school-aged children with developmental delays provided occupational therapy services for their children.

(IP001: 195-198) *"Uma-attend siya ng OT, speech therapy, at SPED tutorials weekly."*

(IP002: 595-601) *"Ngayon para suportahan yung needs niya ay pinag-attend namin siya ng OT, speech therapy, at SPED tutorials weekly."*

(IP005: 2143-2149) *"May mga delays pa rin siya kaya sa ngayon ay uma-attend siya ng mga OT, speech therapy at SPED tutorials."*

IP001, IP002, and IP005 stated, *"[The child] attends OT, speech therapy, and SPED tutorials consistently."*

(IP001: 200-211) *"Medyo matagal lang ang improvement pero nakikita ko na meron'g nababago kumpara sa level niya noon. Ngayon kasi nauutusan na namin siya, kahit papaano ay natuturuan na rin siya. Napapaupo na rin namin siya."*

According to IP001, during the interview, her child's improvement took a lot of time, but they could see the child's improvement in comparison to its previous development level. IP001 saw how his child improved by sharing, "*His improvement takes a lot of time, but we can see his improvement if we compare his level with before. As of now, we can ask him to do tasks, and we can also teach him. We can also ask him to sit down."*

(IP002: 611-648) *"Sa ngayon nakikita naman namin na kaya na kapag tinawag siya ay lumilingon na rin siya. Kaya na niya makipag-usap na may words na talaga kahit limitado, nakakapaglaro na rin 'yan katulad ng Lego o lutu-lutuan. Kapag may utos kami ay nasusunod na niya. Tinuturuan na nga namin siya ng mga gawaing bahay. Nag-improve rin ang motor skills niya, writing na lang talaga ang hirap. Dati talaga yung sulat niya light na light, 'di mo na mabasa. Pero ngayon kahit paano ay may guhit na. Kaya na rin niya bumasa at sumagot ng questions. Dati kasi no'ng nagsimula pa lang kami sa mga therapy ay wala pa siya alam na kahit ano'ng concept kahit shapes o colors."*

IP002 reported that her child did not know concepts such as shapes, colors, letters, or numbers even when she was already three years old. IP002 expressed her satisfaction by saying, "*When he was three years old, we noticed some symptoms of delays. We consulted a devped for assessment, and we found out that he has autism and GDD, global developmental delay. Our last check-up was last March 2023, and his diagnosis changed to autism with speech impairment, as per the doctor. He attends OT, speech therapy, and special education tutorials to support his needs. He also attends tutorials at school. Our attendance is consistent, and if we cannot attend our scheduled session, we request make-up classes from the therapist. Currently, we can see that he now responds when called. He can now communicate using limited words and play with toys such as Legos and cooking toys. He can now follow when we ask him to do stuff. We also teach him house chores. His motor skills improved, but he has difficulties in writing. Before, his writing was so light that you could not read it anymore. He can now draw lines. He can also read and answer questions. Before when we started his therapies, he did not know any concepts such as shapes or colors."*

(IP003: 1167-1174) *"Sa OT lang siya medyo nag-regress. Kasi dati okay na 'yong temper niya pero parang bumabalik na naman sa pagiging magagalitin."*

IP003 shared that her child started attending occupational therapy before the child turned two. However, the child showed inconsistent progress as IP003 revealed that *"In OT, she slightly regresses. Her temper is getting back to being easily angry."*

(IP004: 1694-1702) *"Sa fine motor, kaya na niya magsulat. Mahilig kasi 'yan magsalin-salin. Halimbawa yung tubig sa jug ay isasalin niya sa baso. Mahilig siya sa ganon."*

IP004 discussed how the therapist's guidance was helpful as they did everything they could for the child. IP004 described how the child progressed by saying, *"Regarding her fine motor, she can write. She likes transferring. For example, she transfers the water from the jug to the glass. She prefers things like that."*

(IP006: 2801-2817) *"Dati noong may OT pa siya, kapag nagbibigay ka sa kanya ng mga laruan ay sumusunod siya. Kaso sabi naman ng therapist ay hindi naman pwede palaging gano'n. Kapag kasi minsan hindi nabigay, nag-iiyak talaga siya. Pero kapag naman nabigay mo na, umo-okay naman na agad."*

IP006, on the other hand, did not give a specific improvement that she observed from the child's occupational therapy but instead conveyed how the therapists guided them on what they could do for the child, explaining that *"When he still had OT, he follow when you give him toys, but his therapist said that should not always be done. Cause sometimes, there are moments when if we do not give him toys, he cries and makes a scene, but if we give him what he wants, he calms down quickly."*

American Speech-Language-Hearing Association discussed that speech and language pathologists, also known as speech therapists, are concerned in the speech and communication skills and even on swallowing problems of a person (American Speech-Language-Hearing Association, 2007 as cited in Houtrow, 2019). Similar to occupational therapy, all parents reported that their children attended speech therapy sessions consistently.

(IP003: 1152-1165) *"Pero sa ngayon napansin namin na konti nalang ang delays niya sa speech, kasi nakakasagot na siya ng buong sentence. Nakakausap na namin siya. Sa speech therapy, nakakasagot na siya ng questions after stories pero may support."*

IP003 reported how speech therapy helped her child to develop speech and communication skills. IP003 said that *"However, we noticed that she now has slight speech delays, as she can now answer questions in a complete sentence. We can communicate with her. In speech therapy, she can answer questions after the story with support."*

(IP004: 1448-1456) *"Nakakapag salita na siya kahit papaano, pero bulol pa rin ngayon. Kaya naman niya makipag-usap pero baka kami pa lang nakakaintindi. Kasi kami palagi mag kasama."*

IP004 explained that although her child still stuttered, the child could communicate explaining that, *"She can talk but still stutters. She can communicate, but we may be the only ones who understand as we are the ones who are always with her."*

(IP005: 2153-2171) *"Sa ngayon kasi sa speech talaga siya pinakanahihirapan. Pero nakakapagsalita na siya ng mga words paunti-unti. Kaya na rin niya mag-imitate kung ano ang mga salitang naririnig niya. Minsan nakikinig na siya, pero minsan hindi pa rin. Unti-unti nakakaya naman pero kailangan pa niya siguro sa ngayon ng support."*

Even though the child of IP005 still showed an inability to communicate through words, IP005 observed slight progress as she mentioned, *"As of now, he has the most difficulty in speech. However, he can now speak some words. He can also imitate words what he hears. Sometimes, he listens, but sometimes, he does not. Slowly, he can do stuff but still needs support."*

(IP006: 2678-2693) *"Sabi ng speech therapist niya, kaya rin daw baka hindi agad nakapag salita dahil sa dila niya. Kasi napansin lang namin yung tongue tied niya noong three years old siya kaya noon lang din naipaayos sa doktor. Napansin din namin no'ng four years old naman siya ay may cleft pala siya."*

Similar to IP004, IP006 said that even though the child can speak now, the child still stutters. IP006 revealed that her child had to go through a lot, and only the speech therapist explained the possibilities of the delays in their child discussing that, *"His speech therapist said that maybe his delays in speaking were due to his tongue. We only noticed that he got tongue-tied when he was just three years old, thus the delay in seeing a doctor. Then, when he was four years old, we noticed he had a cleft."*

Individualized Tutorials

The school-aged children in this study had developmental delays, individualized tutorials were suggested by the parents to help support the academic needs of their children. These kinds of tutorials were designed to allow the students to understand and master a topic in a way that was developmentally appropriate for them. Most parents who had school-aged children with developmental delays included their children in special education tutorials offered by therapy centers and school tutorials that were usually done after school hours.

Although it could be beneficial for the study, the parents involved did not disclose information on the topics tackled in individualized tutorials. Moreover, the parents said the school did not always provide homework or follow-up activities at home, so they depended on the child's therapists. Despite this, IP001, IP002, IP004, and IP005 reported that their children attended special education tutorials at therapy centers while IP002 and IP006 said that their children attended school tutorials after class.

HOME INTERVENTION PROGRAM THAT WAS PROPOSED TO SUPPORT PARENTS IN TEACHING SCHOOL-AGED CHILDREN WITH DEVELOPMENTAL DELAYS

Table 6. Strategies and Approaches that Parents Employed at Home that Led to the Design and Proposal of Sustained Home Intervention Program

Based on the lived experiences of parents of school-aged children with developmental delays, the last theme emerged, entitled Sustained Intervention Plan. This theme was proposed to develop a home intervention program to bridge the gap of parental challenges regarding their child's academic progress and how they could cope with their situations. To provide an in-depth understanding on the lived experiences of parents, approaches and strategies used were categorized into four sub-themes. The sub-themes included (1) the child's involvement, (2) the conducive learning environment, (3) the positive social support, and (4) the reinforcement.

To answer the last research questions, several parental intervention progams were proposed. Such intervention programs were divided into three including (1) Word Knowledge and Fluency, (2) Reading Comprehension, and (3) Writing.

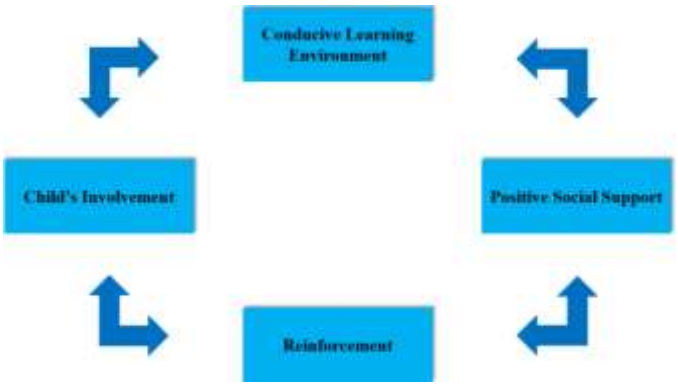


Table 6. Findings on the strategies and approaches that parents employed at home that led to the design and proposal of Sustained Home Intervention Program

Child's Involvement

Based on the interviews, child involvement in different tasks was important for their developmental phasing. As the child was being required to use their current skills, such as their cognitive and motor skills, to follow the given tasks, their abilities were observed to be continuously progressing gradually. During the data gathering, some parents revealed that even though their child lacks in many things, they still encourage their children to participate in different tasks at home.

(IP001: 266-267) *"Inuutusan namin siya."*

(IP002: 716-713) *"Inuutusan namin siya sa bahay. Para makita ko kung kaya i-process ng utak niya, kung naintindihan niya ba 'yong tinanong o sinabi sa kanya. Sinusubukan namin mag-utos ng dalawa. Parang kunin mo ito, tapos iyan naman ang sunod. Pag hindi, ine-explain ko sa kanya isa-isa."*

(IP005: 2206-2210) *"Inuutusan, pero kasi may time na kapag nawala sa lagayan e nahihirapan na siya."*

IP001, IP002, and IP005 revealed that they requested their child to do certain house chores, saying, *"We asked him to do chores."*

IP002 expounded her reason behind this by explaining, *"We asked him to do chores at home to see if his brain could process what we asked or said. We give two-step directions. For example, we ask him to get an object first, followed by another object. If he cannot understand, I explain it to him one by one."*

IP005, as she was aware of her child's level of functioning, she knew that some things were still difficult for her child to perform, and her child still needed help and guidance for some tasks. To help the child comply, IP005 mentioned that she needed to observe first, and if the child still had difficulties, she would then help. IP005 said *"We asked him to do chores, but if he cannot find it in its place, he will have difficulties."*

Conducive Learning Environment

A conducive learning environment refers to the type of learning environment that has less distraction and promotes learning in many different ways. A conducive learning environment also encourages the students to learn without putting pressure on them. Based on the data collected, most parents used this type of strategy and approach to help their children learn at home.

(IP001: 277-286) *"Tapos nagkukulong kami sa kwarto. Kasi kapag nagtuturuan kami dapat talaga nakakulong kami sa kwarto. Kasi kapag may ibang bagay, nawawala talaga siya agad sa focus."*

(IP006: 2786-2791) *"Lalo na kapag nakalipat na kami ng house, magkaroon siya ng isang kwarto kung saan siya pwedeng mag-aral."*

Since children with developmental delays were described as easily distracted, parents in this study suggested that a quiet and less distractive room is required so the child could pay attention for a longer time. IP001 mentioned, *"If we must study, we need to be inside the bedroom. Cause if there are other things around him, he will get distracted."* While IP006 still could not provide a room for his child during the study, IP006 also considered a study room to be effective in lengthening the attention of the child, saying that *"If we moved house, he will have a single room to study."*

According to a study, observational learning stressed that people could learn many things just by observing (Grusec, 1992; Burdick, 2014, as cited in Abdullah et al., 2020). To elaborate further on how children learn, Bandura explained in his Social Learning Theory that children mimic the behaviors of people around them (Abdullah et al., 2020). Humeijia (2021) suggested that people can learn new sets of knowledge and skills through the repetition of actions, which were learned from imitating other people. In relation to this, some parents in this study proposed that having an older child benefited their child with developmental delays, as their child modeled the behavior of their brother or sister.

(IP003: 1298-1307) *"Minsan mas effective talaga kapag may kapatid. Kasi kapag nakikita niya na gumagawa yung "model", feeling niya guilty siya na ganito ginagawa niya, so gagawa na rin siya."*

IP003 said that her child often feels guilt when the child's brother is performing well. Because of this, the child's tendency to strive was observed when they studied at home. IP003 explained, *"Sometimes, it is better if thery have siblings. She feels guilty when she sees the "model" doing something, so she will do what she must do."*

(IP004: 1774-1787) *"Tapos napansin kasi namin na parang idol niya 'yun ganun. Parang lahat ng gagawin ng kuya niya ay gagayahin din niya. Kaya ine-encourage namin yung kuya niya na siya ang gumabay, kasi kapag siya ang kumausap ay nagrerespond talaga siya."*

On the other hand, IP004noticed that her child liked to imitate her brother, so they asked the child's brother to guide the child with developmental delays. IP004 said, *"We noticed that she idolized her brother. He imitates anything his brother does. That is why we encourage his brother to guide him, cause if his brother talks to him then he responds."*

As observational learning focused on the child's interest to observe and mimic the behavior of their peers, explorative learning focused on experiences of the child. According to Zhao et al (2020), learning through exploration emphasizes learning in creative ways through experimenting with their environment. Based on the interviews, some parents reported that they let their children learn on their own by manipulating the child's environment in a way that would not cause any pressure on the child to study.

(IP004: 1787-1795) *"Sa amin naman ay hindi naman pinepressure yung bata na mag-aral. Pero nakakalat lahat ng gamit niya pang-aral doon katulad nung mga flashcards."*

(IP005: 2239-2253) *"Sa bahay ay hinahayaan ko lang siya maglaro. May binili ako sa kanyang mga flashcards ng letters, numbers. Parang imamatch niya. Nakikita ko naman na gumagawa naman siya, alam naman niya. Kaya hinahayaan nalang namin siya mag-explore."*

IP004 and IP005 admitted that they did not pressure the child to study, but tried to manipulate the environment by scattering all the learning materials around the house. IP004 mentioned, *"We do not pressure our kids to study at home. But all the things for study, such as flashcards, are scattered."* IP005 said, *"We let him play at home. I bought him letters and number flashcards that are meant to match. I can see that she uses it, as he knows how to use it. That's why we just let him explore."*

Aside from the approaches and strategies employed by the parents at home, they also emphasized the importance of providing additional learning materials aside from the books from the school and the activities done in the therapy centers where their children attended.

(IP001: 272-277) *"Nagpi-print kami ng materials. Gumagawa talaga kami ng kung anu-anong activity sa bahay."*

(IP002: 752-760) *"Nagpi-print din kami. Lalo na sa tracing. Kasi writing talaga ang tina-target ko sa kanya. May binili pa ako sa Tiktok na mga kung anu-ano para lang sa kamay niya."*

IP001 and IP002 said that they print learning materials at home. IP001 mentioned, *"We also print the materials. We do different activities at home."* while IP002 focused on supporting the writing skills of her child by saying, *"We print out materials, especially for tracing, to target his writing. I bought various objects from Tiktok to support his hand when writing."*.

(IP003: 1243-1253) *"Sa bahay, ako yung nanay na ginagaya kung anong ginagawa ng therapists. 'Yong kailangan mo pa gumawa ng mga materials. Magpi-print ka, mag la-laminate ka."*

On the other hand, IP003 disclosed that she was the type of parent who supported learning by continuously giving similar activities to her child at home. P3 said, *"At home, I am the mother who imitates what the therapists do. I prepare materials and do print and laminate activities."*

(IP005: 2241-2246) *"May binili ako sa kanyang mga flashcards ng letters, numbers. Parang imamatch niya."*

Like IP002, who bought various objects from TikTok, an online store, IP005 also reported doing the same. IP005 said, *"I bought him letters and number flashcards that are meant to match."*

Positive Social Support

All parents provided several early intervention programs to aid the delays in the development of their children. In this section, the parents discussed how a positive social support system benefited the development of their children. Social support was not limited only to therapy services and other tutorials provided for the child; instead, it also included the experiences of the child with their parents and the support coming from the other members of the family.

(IP002: 740-752) *"Kung minsan ine-encourage namin siya na mag approach sa amin para mag tanong at mag kwento sa amin mismo. Tina-try pa lang namin kasi hindi pa niya kaya mismo na siya ang magsimula ng pag-uusap."*

IP002, without requiring the child to perform, still does her part in teaching the child by encouraging the child to talk to them. IP002 mentioned, *"Sometimes, we encourage him to approach us, ask questions, or tell stories. We still try because he still cannot initiate a conversation."*

(IP003: 1220-1229, 1274-1285) *"Challenge talaga sa amin kapag inilalabas namin siya noon kasama sa mga travel. Pero kahit na nahihirapan kami, inilalabas namin talaga siya kahit na kaiba siya sa ibang bata….'Yong mga therapy supports tapos yung family members namin na tinutulungan siya paano mag communicate. Tulong tulong talaga dapat lahat. Siguro working talaga kapag may support ng buong family.*"

During the interview with P3, she explained how it was challenging for them to have a child different from other children. Despite this, IP003still strived to let her child belong in their community. IP003 said *"It was challenging for us whenever we went for travel with her. But despite the challenges, we still choose to go together even if she is different from other kids."* In addition, IP003 highlighted how support from different people improved her child's development by saying, *"Support comes from therapies, and our family allows her to communicate. Everyone helps together. I think it would really work if the family supported her development."*

(IP004: 1770-1773) *"Meron kasi siyang kapatid sa grade three. Tinutulungan siya ng kuya niya."*

IP004 mentioned that her child has a brother. As the child of IP004 was observed imitating the child's brother, IP004 encouraged the child's brother to assist her child with developmental delays. IP004 mentioned, *"He has a brother in grade three, and his brother helps him."*

Reinforcement

According to Taylor (2022), reinforcement is the relationship between a behavior and the following consequence. Reinforcement is also said to increase, maintain, or decrease a behavior (Alberto & Troutman, 2013, as cited in Taylor, 2022). One approach or strategy that parents use in aiding the development of their child is to provide reinforcement. The parents disclosed that they were either given rewards for positive behavior or punishment for negative behavior of their children.

(IP001: 267-271) *"Kapag may gusto kami ipagawa, binibigyan namin siya ng reward para sumunod siya."*

IP001 reported having difficulties with her child as the child manifested inattentiveness and hyperactivity. IP001 strengthened the positive behavior of her child by giving rewards to encourage the child to comply with particular instructions. IP001 mentioned, *"We give rewards, so he follows."*

(IP005: 2217-2224) *"Minsan kapag ayaw niya sumunod ay iiyakan ka talaga niya. Pero kahit umiyak ka d'yan, halika gawin mo. Hindi pwedeng siya ang masusunod."*

IP005 did not give a specific reward or punishment, but instead, IP005 strengthened the child's compliance by not allowing the child to do what the child only prefers to do. IP005 explained, *"Sometimes, he tends to cry if he does not want to comply. But even if he is crying, we still ask him to do the tasks. We do not allow his noncompliance."*

(IP002: 767-774) *"Ay minsan nilalabasan ko na talaga ng stick kapag ayaw sumunod. Kaso kahit may stick may whining pa rin talaga. Pero sumusunod na."*

(IP006: 2820-2826) *"O kunwari, kapag hindi talaga siya mapatahan, minsan hindi ko talaga maiwasan na mapalo ganyan."*

Lastly, IP002 said that punishing the child is effective but might result in whining and further crying. She stated, *"Sometimes, I use a stick if he does not comply. But even if there is a stick, he still whines while complying."* Moreover, IP006 admitted to punishing the child if the child was difficult to calm. IP006 said, *"There are times, though, that if I am not able to make him calm down, there are moments where I spank him."*

After the researcher learned the different parental challenges in teaching school-aged children with developmental delays, and compiled the strategies and approaches applied during teaching and learning process, the researcher was able to proposed a home intervention program that is suitable for the informant's needs.

Summary of Findings

The findings of the study were summarized according to the statement of the problems stated in Chapter 1.

1. Forms of developmental delays in school-aged children

According to parents of school-aged children with developmental delays, children who experienced delays in their developmental milestones could have problems with different domains of their development. As developmental milestones differed by each person, the problems encountered by parents also depended on the child's level of functioning. To answer the first research question, the researcher found that four domains were the areas most affected by delays in the development of a school-aged child.

The first domain that was identified was the socio-emotional of the child. It was found that children who had problems with socio-emotional domains exhibited hyperactivity, inattentiveness, difficulties in understanding social cues, and dysregulated emotions. It emphasized that because of the problems in this domain, the parents teaching their children had a hard time as they could not stay still and just focus on studying.

The second domain refers to the speech and communication of the child. Children with developmental delays could communicate and use words later than typically developing children. The parents observed that their children with developmental delays had difficulties expressing themselves effectively and effectively.

Parents who had school-aged children with developmental delays also observed delays in sensorimotor skills. According to the parents, a child with delays in sensorimotor could have problems with fine motor or gross motor skills, thus requiring the parents' maximal support, especially when writing.

Lastly, the cognitive domain was recognized as the last domain affected by development delays. Children who experienced developmental delays could fall behind their peers in terms of academics as they exhibited difficulties in understanding the lesson or were able to read at a later age.

2. The challenges of parents in supporting school-aged children with developmental delays in terms of:

Listening and Speaking Skills

Children with developmental delays had difficulties in paying attention. In terms of listening, children did not respond when being called. Because of this, parents had challenges as the children were difficult to teach, and they were very inattentive.

In the area of speaking, school-aged children with developmental delays had difficulties in communicating. As a result, the parents needed to adjust to understand what their children were trying to say. Moreover, two parents also reported that their children still stuttered, and one parent reported that her child exhibited echolalia as the child tended to just repeat what the other person said.

Reading with Comprehension Skills

Reading and comprehension were different skills that a child needed to perform well in school. However, four parents had challenges as their children could still not read words. Two parents reported that although their children could read, their reading skills were limited to familiar words, and they had difficulties reading lengthy words. On the other hand, five out of six parents had difficulties in teaching their children as they admitted that their children could not even answer questions from the text that the parents had read.

Writing Skills

In terms of writing, all parents had the same dilemma about the writing ability of their children. Five parents disclosed that their children had poor hand-motor reflexes. Because of this, parents were worried as they could not assist them when their children were already at school. Parents reported that their children either could not hold the pencil in a tripod position or they could not follow the lines when tracing or writing. Two parents also revealed that their children showed disinterest in writing, and one parent mentioned that her child still had reversals when writing.

3. The key support systems that parents use in aiding the development of school-aged children with developmental delays.

The study showed that parents with school-aged children with developmental delays started with consultation with developmental and behavioral pediatricians. According to them, the assessment result was used to confirm whether their children had delays in developmental milestones. After confirming and understanding the needs of their children, the parents availed therapy services such as Occupational Therapy, Speech Therapy, and Physical Therapy to bridge the gap in their children's developmental phases. Furthermore, five out of six parents included their children in individualized tutorials offered by therapy services and schools.

4. Home intervention program that waas proposed to support parents in teaching school-aged children with developmental delays.

Initially, this study aimed to develop and propose a home intervention program to help parents with challenges in teaching their children with developmental delays at home. To answer the final research question, this study proposed the Sustained Intervention Plan, which could also be called "SIP: AN EXPERIENTIAL-BASED INTERVENTION PROGRAM FOR PARENTS OF CHILDREN WITH DEVELOPMENTAL DELAYS."

Through the study, parental challenges and experiences were given high importance as the basis of this proposed home intervention program. It encapsulated the four major approaches and strategies that should be utilized, especially in teaching school-aged children with developmental delays at home.

As the parents of school-aged children with developmental delays at home were regarded as the ones who experienced the challenges and learned different approaches and strategies that were effective in teaching their children, the plans for this home-intervention program depended on their experiences.

Conclusions

Based on the findings of the study, the following conclusions were made:

1. School-aged children with developmental delays exhibit delays in different domains at different levels. Developmental delays manifested in the domains of (1) socio-emotional, (2) speech and communication, (3) sensorimotor, and (4) cognitive.
2. School-aged children with socio-emotional delays are seen to be having most difficulties in understanding social cues and managing their emotions and impulses. When studying, they are observed to be inattentive and hyperactive as they cannot stay seated for a long time and pay attention to what is being taught.
3. Speech and communication delays are the most common manifestation of developmental gaps in the developmental phase of a child with special needs. Based on the data gathered, most school-aged children who were part of the study still cannot verbalize themselves even when they are schooling already, and some of them still have limited verbal communication skills.
4. Writing is the most common challenge that parents face when teaching their children at home. It was reported that some school-aged children with developmental delays that were part of the study cannot hold a writing material with proper grip, thus the need for moderate to maximal assistance from their parents and teachers.
5. School-aged children with developmental delays all manifested delays in terms of cognitive skills as it was reported that such children could take longer time to understand the lesson being taught as children with developmental delays are inattentive.
6. Due to the delays in a child's development, academic progress is affected, thus the need for professional help and social support.
7. Developmental and behavioral pediatrician's assessment reports are highly valued by the parents of school-aged children with developmental delays, as such assessment reports serve as the parents' direction on the support systems that they have to provide for their school-aged children with developmental delays.
8. Parents of school-aged children with developmental delays experience challenges different from those of other parents. Because of this, different strategies and approaches are employed at home depending on the condition level and support required of the child.
9. Finally, the researcher concluded that sustained plans for a home intervention program are necessary to help all struggling parents teach and support diverse learners even at home.

Recommendations

As the study's aim to proposed a home intervention program has been met, several recommendations are hereby presented:

1. For the parents of school-aged children with developmental delays, it is suggested that different approaches and strategies be explored in this study to find the best practice suitable for the child having developmental delays. As children with special needs are different from one another, some strategies could be beneficial for the child, and some could not.
2. For school-aged children with developmental delays, it is essential to try different approaches and strategies mentioned in this study to find the best way for you to learn in your own developmental phases. Continuation of the program inside or outside your house is essential to promote the learning.
3. For the teachers handling school-aged children with developmental delays in their classroom, it is beneficial to have a parent-teacher conference to talk about the approaches and strategies being implemented at home for the consistency of the program.

4. For future researches, it is recommended to have more participants participate in the study to further explore the lived experiences of parents of school-aged children with developmental delays. Involving five or more schools offering special education classes is also suggested to gather supplementary data in group discussions. This study was done at private schools, so the researcher encourages future researchers to gather data in public schools. Furthermore, as the study utilized one-on-one interviews with parents of school-aged children with developmental delays, focus group discussion with the parents who were the informants of the study, and observation on the school-aged children in a classroom set-up to collect and provide a comprehensive data on the challenges faced by the parents with school-aged children with developmental delays; it is recommended to incorporate Special Education experts, Special Education teachers, and parents of Special Education learners for future researche

References:

Allam, F. C., & Martin, M. M. (2021). Issues and Challenges in Special Education: A Qualitative Analysis From Teacher's Perspective

Alnaim, M. (2018). Qualitative Research and Special Education. In: Education Quarterly Reviews, Vol.1, No.2

Annam, S., Fleming, M. F., Gulraiz, A., Zafar, M.T., Khan, S., Oghomitse-Omene, P.T., Saleemuddin, S., Patel, P., Ahsan, Z., Qavi, M. S. S. (2022). The Impact of COVID-19 on the Behaviors and Attitudes of Children and Adolescents: A Cross-Sectional Study

Antwi, T. (2023). The Unplanned Journey: Challenges of Parents of Children Living with Disabilities in Ghana

Araújo, L. A., Veloso, C. F., Souza, M. C., Azevedo, J. M. C., Tarro, G. (2020). The Potential Impact of the Covid-19 Pandemic on Child Growth and Development: A Systematic Review

Blackwell, G. R. (2018). Introduction to Positivism, Interpretivism and Critical Theory

Brennan, D. (2022). What Is a Developmental-Behavioral Pediatrician?

Choo, Y. Y, Agarwal, P., How, C. H., Yeleswarapu, S. P. (2019). Developmental Delay: Identification and Management at Primary Care Level

Creswell, J.W. And Creswell, J.D. (2018). Research Design: Qualitative, Quantitative, And Mixed Methods Approaches

Ferber, L. C. (2021). Lived Experiences of Parents Regarding Their Elementary-Age Child's Exclusion From School Due to Behavioral Problems

Golder, J. (2018). A Paradigm for Teaching and Learning

Golzar, J., Tajik, O. (2022). Convenience Sampling

Hatipoglu, C. (2021). Assessment of Language Skills: Productive Skills (Formative Assessment Of Writing & Speaking)

Hinds, H., Newby, L. D. T., Korman, H. T. N. (2022). Ignored, Punished, and Underserved p. 10-15

Houtrow, A., Murphy, N. (2019). Prescribing Physical, Occupational, and Speech Therapy Services for Children With Disabilities

Huey, L. W., Nordin, M. N. (2023). Readiness Level of Parents for Students with Special Educational Needs in Early Intervention Programme Services

Humeijia, X., (2021). The Functions of Observational Learning in the Learning Processes -Take Two Experiments of Modeling Learning as Examples

Jnanathapaswi, S. G. (2020). Thematic Analysis & Coding: An Overview of the Qualitative Paradigm

Junaidi, A. R., Dewantoro, D. A. (2020). Parents' Perceptions of Children with Disabilities

Lasco, G., Nuevo, C. E., Nolasco, M. L., Famaloan, F. R. A., Bundoc, J., Capili, D. I., Bermejo, R. (2022). "It's As If I'm The One Suffering": Narratives Of Parents Of Children With Disability In The Philippines

Likhar, A. Baghel, P., Patil, M. (2022). Early Childhood Development and Social Determinants

Manyara, N. K, Mwarari, C. N. (2020). Exploring the Lived Experiences of Mothers of Children with Intellectual Disabilities in Rural Kenya

Mipanga, Y. (2022). Experiences of Parents in handling Children with Special Educational Needs

Morris-Rosendahl, D. J., Crocq, M. A. (2020). Neurodevelopmental Disorders—The History and Future of a Diagnostic Concept

Nagaratnam, N., Yeo, K. J. (2018). Exploring the Effect of Expulsion on Student's Psycho-Social Development

Nair, M. K. C., Radhakrishnan, R., Olusanya, B. O. (2023). Promoting School Readiness in Children with Developmental Disabilities in LMIs

Norillah, A., Hassan, S. S. S., Abdelmagid, S., Ali, S. N. M. (2020). Learning from the Perspectives of Albert Bandura and Abdullah Nashih Ulwan: Implications Towards the 21st Century Education

Nuraeningsih, N. (2022). Assessing Receptive Skills

Şahbaz, U., Yüce, G. (2021). Levels of Peer Relationships of Atypically and Typically Developing Children in Preschool Education

Salinas, Q. E., Tiamzon, B. I. (2022). Beyond Abilities: Understanding the Lived – Experiences of Parents of Learners with Intellectual Disability

Sapiets, S. J., Totsika, V., Hastings, R. P. (2020). Factors influencing access to early intervention for families of children with developmental disabilities: A narrative review Social Sciences – More to It Than Meets the Eye

Soma, A., Kissiedu, K., Nyame, I. (2023). Barriers to Early Identification and Intervention for Children with Special Education Needs (SEN) in Public Kindergartens (KGs) in the Sagnarigu District of the Northern Region, Ghana

Sreena, S., Ilankumaran, M. (2018). Developing Productive Skills Through Receptive Skills - A Cognitive Approach

Taylor, S. (2022). Reinforcement

Tekola, B., Kinfe, M., Bayouh, F. G., Hanlon, C., Hoekstr, R. (2023). The Experiences of Parents Raising Children with Developmental Disabilities in Ethiopia

Ugwu, C. N., Eze V. H. U. (2023). Qualitative Research

United Nations Children's Fund. (2021). Filipino Children Continue Missing Education Opportunities In Another Year Of School Closure. Retrieved by: https://www.unicef.org/philippines/press-releases/filipino-children-continue-missing-education-opportunities-another-year-school

United Nations Children's Fund. (2021). Seen, Counted, Included: Using Data To Shed Light On The Well-Being Of Children With Disabilities. Retrieved by: https://data.unicef.org/resources/children-with-disabilities-report-2021/

Walt, J. (2020). Interpretivism-Constructivism as a Research Method in the Humanities

Williams, P. G., Lerner, M. A. (2019). School Readiness

Yalçın, H. (2020). Developmentally Focused and Home-Based Early Intervention Program: A Case Report

Yesil, A. M., Sencan, B., Omercioglu, E., Ozmert, E. N. (2022). The Impact of the COVID-19 Pandemic on Children with Special Needs: A Descriptive Study

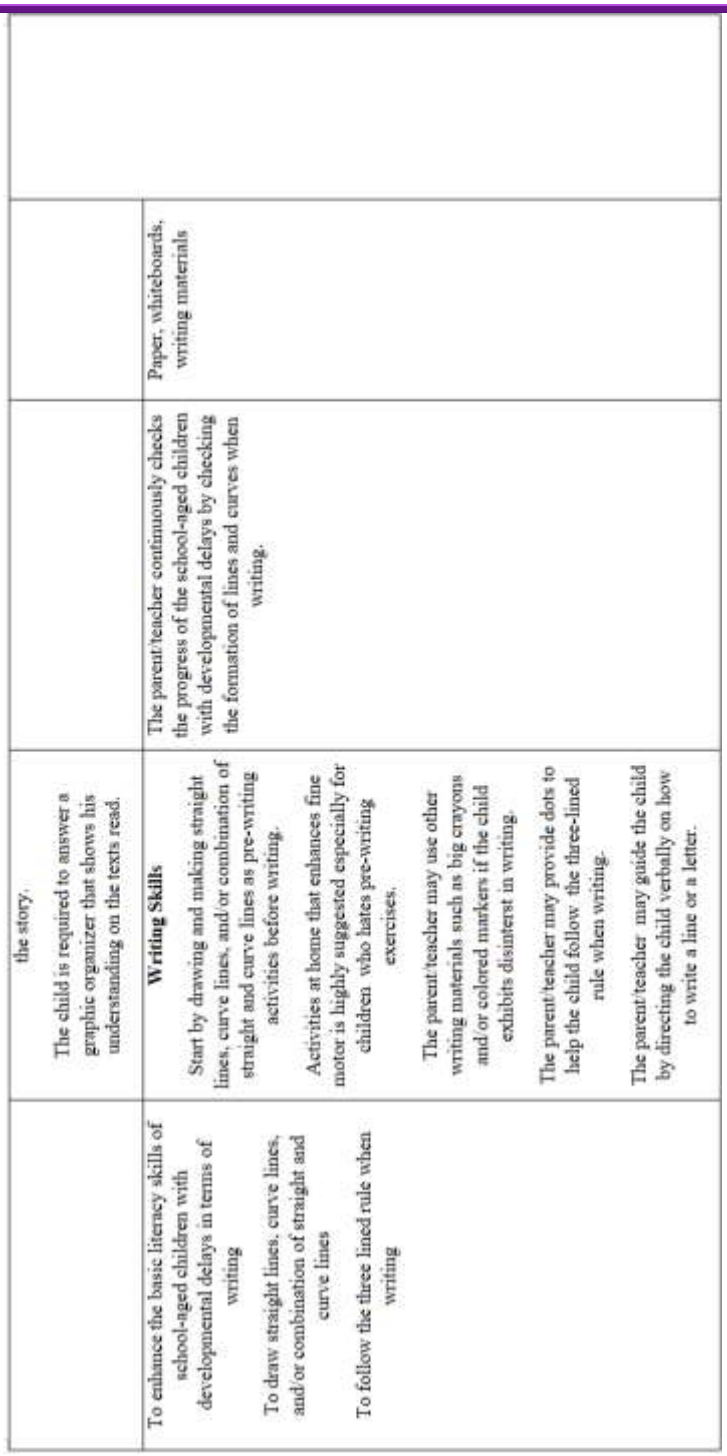
Zhao, K., Zong, B., Zhang, L. (2020). Explorative and Exploitative Learning in Teams: Unpacking the Antecedents and Consequences

International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 8 Issue 11 November - 2024, Pages: 231-254

APPENDIX A
SUSTAINED INTERVENTION PLAN: AN EXPERIENTIAL-BASED INTERVENTION PROGRAM

SUSTAINED INTERVENTION PLAN: AN EXPERIENTIAL-BASED INTERVENTION PROGRAM
S.Y. 2024-2025
JUNE 2024 - DECEMBER 2024

Objective	Activities	Teacher/Researcher	Materials	Duration
To broaden word knowledge and fluency on different vocabulary words To use various vocabulary words to express one's needs To create an output that shows the vocabulary word learned To start blending letter sounds until reading fluency has been reached	**Word Knowledge and Fluency** Use letter cards to master the letter sounds until the child is able to give a letter for the corresponding letter. Encourage the child to show a picture of the word that has been read. Showing the picture of the word may include through drawing, artworks, or even pointing the actual object. When mastery for each letter has been met, start by blending a vowel + consonant letters repeatedly.	The parent/teacher continuously checks the progress of the school-aged children with developmental delays by encouraging them to to give the sound of letters, and to blend the letters together during reading activities.	Letter flashcards, different art materials	June 2024 - December 2024
To improve attention and memory through answering comprehension questions related to the story To answer comprehension questions orally To create a graphic organizer based on the child's understanding on the story	**Reading Comprehension** Pre-reading questions will be asked before the story reading. The child may read the story by himself, if the child still lacks the skill to read, the parent may read the story for the child. The facilitator will have to explain part by part the details in the story. The parent will ask post-reading comprehension questions at the end of	The parent/teacher continuously checks the progress of the school-aged children with developmental delays by asking pre-reading and post-reading comprehension questions about the story provided.	Pictured and colored leveled books, graphic organizers	



	To enhance the basic literacy skills of school-aged children with developmental delays in terms of writing To draw straight lines, curve lines, and/or combination of straight and curve lines To follow the three lined rule when writing	the story. The child is required to answer a graphic organizer that shows his understanding on the texts read.	**Writing Skills** Start by drawing and making straight lines, curve lines, and/or combination of straight and curve lines as pre-writing activities before writing. Activities at home that enhances fine motor is highly suggested especially for children who hates pre-writing exercises. The parent/teacher may use other writing materials such as big crayons and/or colored markers if the child exhibits disinterst in writing. The parent/teacher may provide dots to help the child follow the three-lined rule when writing. The parent/teacher may guide the child by directing the child verbally on how to write a line or a letter.
			The parent/teacher continuously checks the progress of the school-aged children with developmental delays by checking the formation of lines and curves when writing.
			Paper, whiteboards, writing materials

APPENDIX B
Rubrics for the Intervention Program

Criterion	Good (3pts.)	Adequate (2pts.)	Poor (1pt.)
Enhancing Word Knowledge and Fluency			
Letter Knowledge	Provided the letter name, the letter sound, and more than 5	Provided the letter name, the letter sound, and at least 3 keywords for 17 letters.	Provided the letter name and the letter sound for at least 8 letters.

	keywords for 26 letters.		
Personal Understanding of the Keyword Given	Shown a picture of the keywords provided with accurate details.	Shown a simple picture of the keywords provided without details.	Unable to show a picture of the keywords provided.
Letter Sound Blending	Blended a vowel + consonant sound in first try.	Blended a vowel + consonant sound in second to third tries.	Unable to blend a vowel + consonant sound.
Improving Reading Comprehension			
Text Reading	The child read sentences.	The child read words to phrases.	The child was unable to read.
Comprehension questions	Answered 6-8 questions correctly.	Answered 3-5 questions correctly.	Answered 0-2 questions correctly.
Text Understanding	Answered the provided graphic organizer with accurate details.	Answered the provided graphic organizer without details.	Unable to answer the graphic organizer provided.
Enhancing Writing Skills			
Pre-writing Activities	Drawn combination of straight and curve lines.	Drawn straight lines.	Unable to hold the writing material.
Following the three-lined rule	Followed the blue-red-blue pattern when writing.	Wrote lines and curves as too big or too small.	Unable to follow the blue-red-blue pattern when writing.
Letter Writing	Wrote letters that have combination of straight and curve lines.	Wrote letters that only have straight lines.	Unable to write any letter.