

TEACHERS RESPONSE TO INTERVENTION FOR STUDENTS-AT-RISK: BASIS FOR A PROPOSED ACTION PLAN

Joseph R. Carreon

General Emilio Aguinaldo National High School, Imus City, Cavite, Philippines
josephcarreon1982@gmail.com

Abstract

The study aimed to determine the common problems encountered by students-at-risk; the prevalent teachers' response to intervention and teachers' level of practice in response to intervention for students-at-risk which will serve as a basis for identifying strength and weaknesses of the teachers' response to intervention leading to a proposed action plan using a descriptive research design. A modified self-made questionnaire consisting a five-point Likert scale was used to gather data, analyzed using frequency percentage and mean. The study involved 37 teachers in Technology and Livelihood Education Department of General Emilio Aguinaldo National High School. The study revealed that the top 3 common problems of students-at-risk were family problems, absenteeism, and difficulty in understanding the lessons. Teachers' mentoring remedial, activity sheets and laboratory activities were the prevalent response to intervention. Results also showed that fairness in the conduct of intervention perceived as very high practice. And the present practices of the teachers is high with a mean ranging from 3.41-3.40 on the following indicators: providing appropriate intervention strategies and activities; performance monitoring and feedbacking; utilizing available technology and creating the engaging environment; showing patience to students and aligning lessons based on the curriculum. It was suggested, however, to increase the level of practice on conducting home visitation and the used of various available community resources and enrich pedagogical instruction.

Keywords: *Action Plan, Capacity Building, Intervention, Learners-at-risk, Response to Intervention*