

## Adaptive Storytelling as a Teaching Strategy with Specific Learning Disability

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### Abstract

This study presented the use of adaptive storytelling as a teaching strategy in a reading class to learners with Specific Learning Disability. The study was conducted at one of the elementary schools in Williston, North Dakota, USA, school year 2020-2021. The participants of this study were Grade 4 learners with Specific Learning Disability. The study collected data about the learners' oral reading profile, learners' performance on the pretest and the post-test, learners' feelings in the reading class, and learners' behavior during the reading class. During the implementation of the study, lesson plans were presented with a lesson plan that does not use adaptive storytelling as a teaching strategy to the control group while the lesson plan that was using adaptive storytelling as a teaching strategy was presented to the experimental group. Five lessons were presented to each reading class. With the gathered data, the study determined the significant relationship between the reading profile and behavior during reading class as well as it determined the significant difference between the pretest and the post-test scores in reading. The findings show the need for an action plan to use an adaptive storytelling as a teaching strategy with specific objectives that has to be implemented in a one on one setting for students to improve their reading behaviors and achieve a more interactive reading sessions.

**Keywords:** *adaptive storytelling, oral reading special education, specific learning disability, teaching strategy*

## Introduction

In an era where English is identified as the global language, proficiency in oral skill becomes an essential aspect of daily living – whether at home, in school, or the workplace. Considered the most widely researched and the "most enigmatic of the so-called language skills" (Alderson, 2005), reading is a complex process where there is an interaction between the reader and the text. In order to develop the learners' reading comprehension skills, there is a need to motivate them to read then slowly lead them to understand what they are reading. Comprehending a text is quickly absorbed once the learner is interested in what he/she is reading. This scenario is even more challenging when handling learners with special needs. Reading is the most common learning disability which affects approximately 80 to 90 percent of all learning disabilities in the United States of America (Lauren, 2009). In this age of technology, literacy skills, particularly language skills development, are challenged by media and information technology. There are five basic language skills: listening, speaking, reading, writing, and visualizing, all need to be taught explicitly in all curriculum. Reading proficiency can only be achieved if one's reading comprehension is fully developed. Hudson et al. (2005) asserted that being fluent in reading is a good reader's characteristic.

Learners with learning disabilities often encounter issues with their academic instruction due to the disability in reading and writing and encounter the following issues like auditory and visual memory problem, motor coordination, sustaining attention and focus, auditory and visual perception, and inhibiting impulse. Storytelling as an approach help learners with specific learning disabilities to help them to understand themselves and their problems. In the process, learners gain skills with modeling story's characters in encountering similar issues, stories can make the learners to changes their attitudes towards themselves because of knowing of pleasant and unpleasant experiences through storytelling. Children learn effective strategies through assimilating a fictional character. Storytelling can be used as a tool to help learners with specific learning disability.

Storytelling is the oldest and most popular way of teaching, especially among children. From the creation stories to legends, myths, folk tales, and fables, every culture has its own stories to tell, act as entertainment, education, cultural preservation, and instilling moral values. Through these stories, children learn to develop their listening and speaking skills. Storytelling is the oldest form of education based on the reasons.

The National Storytelling Network defines storytelling as an ancient art form and a valuable form of human expression. It is an effective educational tool that can quickly get the learner's attention. Because the story is essential to so many art forms, however, the word "storytelling" is often used in many ways. The most notable definition of storytelling is that *storytelling is the interactive style of using words and actions to depict the elements and images while encouraging the listener's imagination*. Learners with specific learning disabilities need interactive and exciting activities in class. They have a lesser attention span and have difficulty responding to certain tasks. Learners with a specific learning disability are capable of learning but may be slower than regular children. With this regard, stories allow individuals to think, feel, and interact. The study documents the achievement of adaptive storytelling as a learning tool to help learners with a specific learning disability develop and improve their reading comprehension skills.

Using storytelling in the classroom is a way to help literacy development by improving oral reading, reading comprehension, and writing. With the interrelated nature of reading and writing processes, storytelling is an effective pedagogical strategy that can improve instruction to increase learners' competencies in all areas (Miller & Pennycuff, 2008). Huss and Magnuson (2006) assert that stories should "fit" the child's reading level. With the stages of reading development, by six years old, adults are encouraged to scaffold a child's language because he/she can understand more words but can read a few. At 7 or 8 years old, the child learns the essential decoding elements, sight vocabulary, and meaning context in reading common topics. The learner's skills are extended through guided read-aloud, repeated, and monitored oral reading with the adult's assistance to model. Moreover, during reading, adults need to engage in conversations with children to learn new vocabulary (Westberg et al., 2006). At the end of this

period, the learner transitions out of the learning-to-read phase and into the reading-to-learn phase (Snow, 2004).

This study determined the achievement in adaptive storytelling as a teaching strategy with specific learning disabilities amongst 4<sup>th</sup>-grade learners with specific learning disabilities in one of the elementary school in North Dakota, USA, the school year 2020 – 2021 as basis in making an action plan to address the need of accommodating students with special needs to improve their reading ability in class.

### **Literature Review**

In Federal law, under the Individuals with Disabilities Education Act (IDEA), the term "specific learning disability" is one of 13 categories of disability. This law leads to provision of providing appropriate program and support to learners with Specific Learning Disability. In providing Free Appropriate Public Education, an Individualized Education Plan has to be in place. The IDEA maintains that parents and teachers who qualify for special education must develop an Individualized Education Program, or IEP, to establish specific education for a child's explicit needs. This requires the team to meet initially to determine a child's eligibility for an IEP and come together annually to assess the educational plan. The learner's educational strategy should focus on skill. Focusing on learners' academic performance that will lead to progress. This affirmation that storytelling as an interactive social activity in the classroom can help children learn better. Jean Piaget's progressively more sophisticated cognitive skills, from primitive thinking to advanced cognitive ability, proposes specific cognitive achievements fundamental to linguistic development. Linkages exist between children's motor ability, play behavior, and language development.

Researches focus on reading comprehension, and reading strategies vary in nature and context. The role of reading comprehension as a component of learning to address reading gaps has been explained in several studies ( Fuenmayor et.al., 2008; Luckner & Handley, 2008; Dalton & Proctor, 2007). These studies confirm that reading comprehension is necessary for making learners learn. Reading is the most difficult to teach in a natural classroom setting because learners have a different reading background. Likewise, the role of the learner's mother

tongue affects how a learner reads. Thus, learning to read is a prerequisite to learning other content areas. As a result, learning to read leads to language learning, which is instrumental in understanding.

Children at risk of reading failure especially require direct and systematic instruction in these skills, and that instruction should be provided as early as possible. Children in kindergarten and the first grade respond well to instruction in phonemic awareness and phonics, provided the instruction is delivered in a vibrant, imaginative, and entertaining fashion. Children who experience early difficulty in reading respond well to phonics instruction through the late elementary school years. The Panel also concluded that guided oral reading had been clearly documented by research to be important for developing reading fluency — reading with efficiency and ease. In guided oral reading, learners read aloud to a parent, teacher, or other learners, who corrects their mistakes and provides them with other feedback. Specifically, guided oral reading helped learners across a wide range of grade levels learn to recognize new words, read accurately and easily, and comprehend what they read (Langenburg, 2000).

The study of Jaca et al. (2018) describes how *Pag-asoy* (storytelling in Cebuano language) served as a tool in developing the learners' oral fluency in their mother tongue. During the study period, the learners were introduced to local Cebuano stories to determine their oral language fluency during classroom interaction. The study found out positive effects of using Cebuano folktales in promoting the Cebuano language during the study of *Pag-asoy*. Using Cebuano stories provided an unequal impact on children because they can relate to the stories based on their experiences. The ability to use their first language confidently when they express themselves in a conversation. *Pag-asoy* (Storytelling) in the dialect was found to solicit more class participation and oral interaction than stories told in a different language. As a result, they develop reading fluency in their dialect (Cebuano) as they become expressive and participative. *Pag-asoy* children also enhanced the receptive skill of listening when they focused on the elements of the stories presented and actively asked and answered questions during the *Pag-asoy*.

In storytelling, the listener imagines the story. In most traditional theatre or a typical dramatic film; on the other hand, the listener enjoys the illusion that the listener is actually

witnessing the character or events described in the story. The storytelling listener's role is to create the vivid, multi-sensory images actively, actions, characters, and events—the reality—of the story in his or her mind, based on the teller's performance and the listener's own past experiences, beliefs, and understandings. The completed story happens in the mind of the listener, a unique and personalized individual. The listener becomes, therefore, a co-creator of the story as experienced (Niemi, et.al., 2014).

From the cognitive perspective of learning to read, reading comprehension (or, simply, reading) can construct linguistic meaning from written representations of language. This ability is based upon two equally important competencies. One is language comprehension—the ability to construct meaning from spoken representations of language; the second is decoding—the ability to recognize written representations of words. These two main foundations of reading are represented by the two supporting legs in this cognitive framework's graphic depiction. Both of these are complex abilities themselves, each based on other abilities. In this simple view of reading, both language comprehension and decoding are necessary for reading comprehension success. Neither is sufficient in itself. On the one hand, being fully competent in a language but having no ability to recognize its written words will not allow successful reading comprehension. On the other hand, neither will have the ability to recognize a language's written words but not have the ability to understand their meaning. In this view, the only route to successful reading comprehension is success at both language comprehension and decoding. Weakness in either ability will result in weak reading comprehension. Thus, knowing where obstacles to reading and its acquisition exist requires assessing language comprehension and decoding abilities. Let's consider the abilities needed for success in these two broad domains (Hoover & Gough, 2019).

Reading is process and that it starts with word recognition. Dahan and Magnuson (2006) espoused that spoken word recognition is a distinct subsystem providing the interface among low-level perception and cognitive processes of retrieval, parsing, and interpretation. The narrowest conception of the process of recognizing a spoken word is that it starts from a string of phonemes, establishes how these phonemes should be grouped to form words, and passes these words onto the next level of processing. Thus, there is value in providing reading opportunities to students as affirmed by the study of Kahsay (2020) that based on his findings it is

recommended that English teachers of high schools should teach their students to use explicit reading strategies and help them practice and employ these strategies in their class.

The goal of many recent intervention studies has been to examine the conditions that must be in place for all children to acquire adequate reading skills. Although the ultimate goal of reading instruction is to help children acquire the skills necessary to comprehend text, an important sub-goal for early reading instruction is to teach children to identify words accurately on the printed page (Torgesen, 2010).

In this present study, adaptive storytelling is used as a teaching strategy among students with specific learning disability in order to help and support them in the students' reading ability.

### **Methodology and Methods**

This study was conducted in one of the elementary schools in Williston, North Dakota, USA. The school was built in the year 1981. This school caters to 450 learners in Kindergarten through 4<sup>th</sup> grade using K-12 Content Standards of North Dakota under the Department of Public Education. The school's vision is to welcome and celebrate the learners, staff, parents, and the community's individuality. The school aims to educate with passion in a safe and respectful environment. Moreover, strive to educate with the highest level of technology. Furthermore, pledge to prepare learners to graduate and achieve personal success. The school's mission is to prepare learners to be successful at the next level of education, work, and life. The subject of the study was a total of sixteen 4<sup>th</sup> grade learners with Specific Learning Disability. Eight (8) learners belonged to the experimental group while another eight (8) learners belong to the control group. Each subject's demographics included the subjects' reading profiles based on North West Evaluation Association (NWEA) and the subjects' reading fluency based on word count per minute. Based on NWEA, the experimental group has three (3) subjects that is in the Kindergarten level, one (1) first-grade level, three (3) second-grade level, and one (1) first-grade level. While the control group has one (1) Kindergarten level, one (1) first- grade level, three (3) second-grade level, and three (3) third-grade level. Based on reading fluency (words per minute), the experimental group has one (1) Kindergarten level, three (3) first-grade level, two (2) second-grade level, one (1) third-grade level, and one (1) fourth-grade level. While the control

group has one (1) Kindergarten level, three (3) first grade level, two (2) second-grade level, two (2) third-grade level.

This study employed the quasi-experimental research design, which looked into the effects of storytelling on learners' reading comprehension with a Specific Learning Disability. This study used the group design method, which utilized survey questionnaires, a behavior checklist, a pre-test, and a post-test for the data analysis in comparing both groups.

A descriptive research design was used in this study, employed both quantitative and qualitative techniques. A researcher-made questionnaire on learners' reading profile which is used to determine the learner's reading ability regarding reading books they read, frequency of reading, and oral reading ability, classroom observation which was used as a tool to determine learner participation, a pre-test and a posttest was used to compare data, and reading participation behavior checklist which was used to assess the learners' participation during instruction was utilized to gather needed data and information regarding the research subjects to triangulate all data gathered to ensure validity and reliability of the findings.

This study used the Input-Process-Output (IPO) approach in handling information. The input stage included the subject's reading profile, pre-test, posttest performance, feelings about reading, subject's behavior in reading, the significant relationship between the reading profile and behavior in reading, and significant differences in pre-test and posttest scores in reading performance. In the process stage, the researcher acquired the transmittal letter and the task commission from the head of the institution. The data gathered will be classified, tabulated, computed, and treated statistically following the research objectives. After this, the data will be interpreted and analyzed. In the output process, the study's findings was the basis for creating the proposed action plan to help teachers, parents, learners, administrators, and future researchers use adaptive storytelling as a teaching strategy.

Appropriate permission was secured before administering the instrument to the intended research subjects. The data gathering activities obtained the approval of concerned offices through official communication duly endorsed by the research adviser and college dean before administering the research instruments.



During this phase, the researcher adhered to the confidentiality clause to protect the research subjects' privacy and the participating institutions. The researcher obtained a transmittal letter from the elementary school's principal. Once granted, the survey questionnaire was distributed.

All sixteen (16) grade 4 subjects with Specific Learning Disabilities were divided into two groups based on their reading class. One reading class was chosen to be the experimental group which consists of 8 subjects, while the control group consists of 8 subjects. The survey questionnaires, pre-test, post-test, and the use of adaptive storytelling implementation as a teaching strategy and classroom observation were done in each reading class.

In facilitating the analysis of gathered data, a T-test was used in determining if there was a significant discrepancy between the means of the two groups in this study. This includes the discrepancy between the mean values from each data set, the group's standard deviation, and the number of data values.

To facilitate the analysis of the gathered data, the researcher used a 5 point scale to score. The use of frequency, mean, rank, standard deviation, and t-test as statistical treatment was used in this study.

## **Results and Discussion**

This research determined the achievement in adaptive storytelling as a teaching strategy amongst 4<sup>th</sup>-grade learners with specific learning disabilities in an elementary school in North Dakota, USA, the school year 2020 - 2021. The study had sixteen (16) subjects who are grade 4 learners with Specific Learning Disabilities. In gathering data, survey questionnaires, a behavior checklist, and a pretest and a posttest were used. This study employed the quasi-experimental research design that looked into the effects of adaptive storytelling on learners' reading comprehension with a Specific Learning Disability. This study used the group design method. All the data is presented, analyzed, and interpreted showed no significant relationship between the participant's oral reading ability and reading class behavior. The study also achieved and showed that there was no significant relationship between the correct word count with the pretest and the post-test. It also revealed no significant difference in comprehension questions between the pretest score and the post-test score. This study's participants are grade 4 learners with

Specific Learning Disabilities. More rigorous and consistent use of teaching strategies that work for them has to be implemented before making some changes. More time is needed to implement adaptive storytelling as a teaching strategy to progress each participant.

The learner's profile from both groups revealed that most learners read books in the control group (six (6) or 75%) on storybooks (ten (2) or 33.33%). They read the books every day (two (2) or 33.33%) or once or twice a week (two (2) or 33.33%). The Grade 4 learners' reading ability is classified as first graders (three (3) or 37.50%) based on the gathered data. Furthermore, the data showed that 50% of the learners read books in the experimental group, and 50 % do not read books. However, it was textbooks (two (2) or 50.00%) that learners love to read every day (two (2) or 50.00%) to those who read books. The Grade 4 learners' reading ability is classified as first graders (three (3) or 37.50%) based on the gathered data. Based on the gathered data, the participants' oral reading profile/ability in both groups was classified as first-grade readers.

The performance of both groups in their pre-test and post-test showed that in the control group, specifically in participants' performance incorrect word count, most of them fell under the Very Good category (three (3) or 37.50%). The participants scored poor or fair in the comprehension question (three (3) or 37.50%). Also, the data showed the results of the pre-test performance of the experimental group in reading. It showed that participants' performance incorrect word count fell under categories of Poor, Fair, and Very Good (two (2) or 25.00%). The participants scored either Poor or Fair (three (3) or 37.50%). These data implied that even if learners can read based on the correct word count, writing skills also significantly impacted their performance. The learners writing skills were poor or fair based on their comprehension answers. The comprehension answers were not in complete sentences and had incorrect spellings. It also implied that developing reading skills in Grade 4 learners is one of every early education program's key goals. Through reading, learners expand their vocabulary and learn about the world, contributing to success in spelling and writing. Sometimes there may be a not diagnosed learning difficulty to blame for learners who struggle with dyslexia. In these situations, parents and teachers should discuss and provide children with appropriate coping strategies to make sure they continue to progress and achieve reading proficiency.

The data showed the results of the post-test performance of the participants in reading. It showed that in the control group, specifically in the performance of participants incorrect word count, many fell under the Good, Very Good, and Excellent categories. While in the comprehension question, half of the participants scored Fair (four (4) or 50.00%). Also, the data showed the results of the post-test performance of the experimental group in reading. It shows that participants' performance incorrect word count fell under the Good and Excellent categories (three (3) or 37.50%). The participants scored Fair (four (4) or 50.00%). These data implied that it made very little to no difference with the post-test results in both groups compared to the learner's pre-test results. These elementary school learners substantially define themselves as readers, which significantly influences their development as learners. Those who succeed in becoming a fluent, strategic, and joyful reader is not guaranteed success in school or life. Thus, those who do not succeed in reading or become reluctant readers face long odds of achieving success in school and life. Every educator, parent, and policymaker knows the critical importance of reading in the elementary grades. Given the importance of success in reading for millions of children and our society as a unit, one would imagine that there would be a deal of research on how teachers can most effectively teach children to read.

The feelings of the participants of both groups in reading exhibit that most participants say that they pick up their books (eight (8) or 100.00%). Only two (2) of them (25.00%) say that they read challenging books. About 75.00% of them read books for fun. Fifty percent of the participants read books wherein they can. However, the participants said that it was not easy for them to read the books (five (5) or 62.50%) of the books they read. It was difficult for them to read the books (five (5) or 62.50%), and a few participants (three (3) or 37.50%) says that they need help with their reading difficulty. Moreover, the table shows that only a few of them (two (2) or 25.00%) acknowledge that they can read well. The data also showed that most participants say that they pick up their books (eight (8) or 100.00%). Only one participant (12.50%) says that they read challenging books. About 37.50% of them read books for fun. Fifty percent of the participants read books wherein they can. Nevertheless, the participants said that it was not easy for them to read the books (three (3) or 37.50%) of the books they read. It was difficult for them to read the books (five (5) or 62.50%), and a few participants (3, 37.50%) says that they need

help with their reading difficulty. Moreover, the table shows that only a few of them (2, 25.00%) acknowledge that they can read well.

The data implied that the majority of these learners pick their books to read. Most of them read books for fun but would somehow or never try to read challenging books. Some of them needed help in reading, and most of the need have difficulty in reading. These learners get frustrated when they get to read a challenging book or even words to read. They get overwhelmed with lengthy words or sentences per page and struggle with reading most of their school life. These data implied that these learners liked to read for fun but struggled and had difficulty reading challenging words.

The level of the participants' behavior of both groups in reading as to each of the lessons as adaptive storytelling was used in five lesson plans namely: identifying the living and the non-living things, all about nouns, common and proper noun, verb tenses: past, present, future, and all about me indicate a positive feedback. The data showed the participants' behavior in identifying the living and non-living things of the control group. It showed that the indicator, participates actively during the question-and-answer portion of the storytelling, got the highest mean of 3.88 (Often), followed by the indicators, Talks with a classmate, and Eyes on the teacher, got a mean of 3.63 (Often) respectively. While the indicator, It persistent when having difficulty got the lowest mean of 1.75 (Never). The data also showed the participants' behavior in identifying the experimental group's living and non-living things. The study shows that the indicator, Comprehends the reading material, got the highest mean of 4.63 (Always), followed by the indicators, Pays attention during class, Listens well with other learners around, and Sitting correctly during the lesson, got the mean of 4.00 (Often). While the indicator, Does not listen to the story, got the lowest mean of 1.00 (Mean). The data implied that the experimental group participants were actively listening during the lesson compared to the control group. The use of adaptive storytelling was more interesting in presenting a story than the plain storytelling that the control group had. Grade 4 learners love to listen to stories. There is hardly anyone among us who has not heard a story during our childhood. In contrast, stories keep these Grade 4 learners engaged and let them feel that they are also participating in the process of storytelling. Language learning and learning, for that matter, happens when learners are engaged in meaning-making activities. Suppose storytelling is made into an exciting experience and fun-filled activity. The

listeners also participate in the telling, guessing, manipulating. In that case, it could be a joyous learning experience.

The data showed the participant's behavior in the lesson All About Nouns that in the control group, the data show that the indicator, Participates actively during the question-and-answer portion of the storytelling, got the highest mean of 3.88 (Often), followed by the indicator, Talks with a classmate (3.75, Often), and Eyes of the teacher (3.63, Often). While the indicator, Annoys, or distracts other learners, got the lowest mean of 1.75 (Never). Also, the data showed the results of All About Nouns in the experimental group. It shows that the indicator, Comprehends the reading material, got the highest mean of 4.63 (Always), followed by the indicators, Listen well with other learners around, and Sitting correctly during the lesson with a mean of 4.00 (Often) respectively. While the indicator, Does not listen to the story with the lowest mean of 1.00 (Never). The data implied that the experimental group paid more attention than the control group when presented with the lesson. The participants in the experimental group were actively listening during the lesson compared to the control group. The use of adaptive storytelling was more interesting in presenting a story than the plain storytelling that the control group had. The Grade 4 learners have an inborn love of stories. The stories create magic and a sense of wonder. It teaches them about life and the people around them. The storytelling is a unique way for students to understand, respect, and appreciate other cultures and reflect a positive attitude to people from different lands, races, and religions.

The data showed the participant's behavior in the lesson Common and Proper Noun that in the control group, the data show that the indicator, Participates actively during the question-and-answer portion of the storytelling, got the highest mean of 3.88 (Often), followed by the indicator, Talks with a classmate, and Eyes of the teacher (3.63, Often) respectively. While the indicator, Persistent when having difficulty, got the lowest mean of 1.75 (Never). Also, the data showed the results on Common and Proper Noun Scavenger Hunt in the experimental group. It shows that the indicator, Comprehends the reading materials, got the highest mean of 4.63 (Always), followed by the indicators, Listens well with other learners around, and Sitting correctly during the lesson, with a mean of 4.00 (Often) respectively. While the indicator, Does not listen to the story, got the lowest mean of 1.00 (Never). The data implied that the experimental group paid more attention than the control group when presented with the lesson. It

made no difference with the participant's behavior in the lesson Identifying Living and Non-Living Nouns and All About Nouns in both groups. The participants in the experimental group were actively listening during the lesson compared to the control group. For this implication, schools need to improve the literacy learning of Grade 4 learners; different strategies need to be employed. Using storytelling in the classroom is a way to address literacy development by improving the oral language, reading comprehension, and writing. These are interrelated nature of the processes part in reading and writing. Storytelling is an effective strategy that can be woven into instruction to increase students' competencies in all areas that address how storytelling can be used as a strategy in the classroom to improve literacy learning in reading and writing.

The data showed the participant's behavior in the lesson Verb Tenses that in the control group, the data show that the indicator, Participates actively during the question-and-answer portion of the storytelling, got the highest mean of 3.88 (Often), followed by the indicators, Talks with a classmate, Eyes of the teacher, and Fidgety during reading (3.63, Often) respectively. While the indicator, Persistent when having difficulty, got the lowest mean of 2.00 (Rarely). Also, the data showed the results of Verb tenses in the experimental group. It shows that the indicator, Comprehends the reading materials, got the highest mean of 4.63 (Always), followed by the indicators, Listens well with other learners around, and Sitting correctly during the lesson, with a mean of 4.00 (Often) respectively. While the indicator, Does not listen to the story, got the lowest mean of 1.00 (Never). The data implied that the experimental group paid more attention than the control group when presented with the lesson. It made no difference with the participant's behavior in the lesson Identifying Living and Non-Living Nouns, All About Nouns, and Common and Proper Noun in both groups. The participants in the experimental group were actively listening during the lesson compared to the control group. The data implied that comprehension, or extracting meaning from what you read, is the ultimate reading goal. Experienced readers like the Grade 4 learners take this for granted and may not appreciate the required reading comprehension skills. The process of comprehension is interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it, and make it their own. To read with comprehension, developing readers must read with some proficiency and then receive explicit instruction in reading comprehension strategies.

The data showed the participant's behavior in the lesson All About Me that in the control group, the data show that the indicators, Participates actively during the question-and-answer portion of the storytelling. The eyes of the teacher got the highest mean of 3.88 (Often) respectively. The indicators follow this, Talks with a classmate, Expresses ideas on the topic, and Comprehends the reading material (3.63, Often). While the indicator, Persistent when having difficulty, got the lowest mean of 1.75 (Never). Also, the data showed the results of Verb tenses in the experimental group. It shows that the indicator, Comprehends the reading materials, got the highest mean of 4.63 (Always), followed by the indicator, Sitting correctly during the lesson with a mean of 4.00 (Often). While the indicator, Does not listen to the story, got the lowest mean of 1.00 (Never). The data implied that the experimental group paid more attention than the control group when presented with the lesson. It made no difference with the participant's behavior in the lesson Identifying Living and Non-Living Nouns, All About Nouns, Common and Proper Noun, Verb Tenses, and All About Me in both groups. The participants in the experimental group were actively listening during the lesson compared to the control group. These data implied that stories could be appealing educational tools because they engage Grade 4 learners, believable and entertaining, and easily recall facts from the story. Most learners should agree on the stories' contents as exciting and informative to engage learners in storytelling. Listening to the stories helped them learn.

In summary, the data implied that the participants in the experimental group were actively listening during the lesson compared to the control group. The use of adaptive storytelling was more interesting in presenting a story than the plain storytelling that the control group had. The results from the behavioral observations during the implementation of the five lessons that were in both groups had the same results.

Based on this study's research findings, an action plan on was proposed. The proposed action plan is intended to improve Grade 4 learners with Specific Learning Disability's reading comprehension. It aims to address the reading difficulty patterns using adaptive storytelling as a teaching strategy that will also increase student participation in the reading class. In this action plan, the adaptive storytelling will be used as a teaching strategy in a one-on-one setting. In this regard, this plan specifies objectives with corresponding specific learning goals that target a



reading disability pattern. Educators will utilize adaptive storytelling as a teaching strategy and use interventions and differentiation reflected in their IEP.

Objectives:

1. Determine the learner's reading ability:
2. Improve the learners with Specific Learning Disability reading comprehension by increasing learner's reading difficulty patterns, namely: reading fluency, vocabulary acquisition, and written expression skills; and
3. Use adaptive storytelling as a teaching strategy in a one-on-one setting in the resource room.

The action plan has three learning goals and professional practice:

**Learning goal number 1:** When given a first-grade level reading probe, the learner will increase his/her reading with 50% accuracy based on counting the correct words in 4 out of five consecutive sessions data collected and observed by the special education teacher resource room. This goal's characteristic will be carried through the special education services in a one-on-one setting and will be reported every end of the quarter this school year 2020-2021.

**Professional Practice:** To achieve this goal, a special education teacher will provide the learner with teaching decoding skills and word recognition skills using adaptive storytelling to increase the learner's reading fluency in one-on-one instruction. Special education teacher will monitor instruction by the correct word read and progress monitoring using a first-grade reading probe.

**Learning goal number 2:** When given synonym/antonym probe, the learner will increase his/her vocabulary acquisition with 80% accuracy based on his/her answer and using the words given in a sentence in 4 out of five consecutive sessions data collected and observed by the special education teacher in the resource room. This goal's characteristic will be carried through the special education services in a one-on-one setting and will be reported every end of the quarter this school year 2020-2021.



**Professional Practice:** To achieve this goal, a special education teacher will provide the learner with first-grade vocabulary words using adaptive storytelling to increase the learner's vocabulary acquisition in a one-on-one instruction. Special education teachers will monitor instruction based on learner progress.

**Learning goal number 3:** When given comprehension questions based on the adaptive storytelling presentation, the learner will increase his/her writing skills by 50% based on his/her written answers with correct sentence construction, spelling, correct capitalization, and punctuation in 4 out five consecutive sessions data collected and observed by the special education teacher in the resource room. This goal's characteristic will be carried through the special education services in a one-on-one setting and will be reported every end of the quarter this school year 2020-2021.

**Professional Practice:** To achieve this goal, a special education teacher will teach the learner the parts of speech and write correct sentence patterns using adaptive storytelling to increase the learners' written comprehension skills in a one-on-one instruction. The special education teacher will monitor instruction by checking correct sentence construction, spelling, punctuation, and progress monitoring using a first-grade reading comprehension questions probe.

## Findings

The findings of this study include that the grade 4 learners had a wide range of reading needs. A pattern of reading difficulty was evident in the study as reading fluency, vocabulary acquisition, and written expression skills. In order to improve the participant's reading comprehension, the reading difficulties have to be addressed first on a one-on-one basis. The reading group that the participants participated in was not enough support based on the data presented in chapter 2 of this study. The need for one-on-one reading service minutes support will help for each of the participants considering that the study results did not make any significant change with their reading skills. With each lesson, though, the participants could comprehend the story presented but answering comprehension questions in writing was the most challenging part. Thus, giving appropriate individual interventions and differentiation that targets each specific reading difficulty pattern would be beneficial. With the participant's behavior in the reading class,

engaging learners in the choice of story and content that are interesting and informative would make the participants involved. Collected data indicated that half of the experimental group had reading problems that would significantly impact their learning performance in the classroom context that involves reading. Furthermore, given that the control group learners demonstrated their willingness to read, children in the experimental group demonstrated their inability to read, depicting a scenario that affects individuals' thought processes in their immediate environment. The research findings portrayed a unique realization that will enable teachers to make informed decisions that benefit the children's learning process with Specific Learning Disabilities and their ability to overcome issues, which hinder their comprehension.

### **Conclusion**

This study responded to six research questions to establish adaptive storytelling as a teaching strategy, which will help modify learning challenges among learners with Specific Learning Disabilities. Adaptive storytelling proved to be an exciting teaching strategy that made the experimental group familiar with the words in the story, which made them more attentive at the first attempt during the lesson Identifying Living and Non-Living Thing. Although it made the reading material exciting and they comprehend the story when asked comprehension questions orally during the lesson, they never made any difference in their behavior towards reading. Each learner's self-concept to succeed in tests issued in the learning environment plays an essential role in shaping their perspectives even in later life stages. Notably, many students described themselves as readers, which enabled them to overcome different scenarios that influenced their ability to overcome reading problems. However, individuals who fail in the tests may be discouraged from attempting different approaches to improve their grades and change their perspectives towards life; even though most students love to read textbooks, individuals' ability to overcome different reading problems inspired by their willingness to select their reading materials.

Adaptive storytelling is an exciting approach that enables learners to comprehend different aspects, which would not have accomplished because of the different challenges that emerge during the learning process and our data. However, teachers contribute mainly towards the learner's ability to overcome the challenges that interfere with their learning process.

## Recommendations

Based on the findings of the study, the following are the recommendations:

1. Use adaptive storytelling as a teaching strategy in developing learner's reading difficulty patterns in a one-on-one setting.
2. Target each learner's reading difficulty pattern to improve reading comprehension by teaching the skills. The reading difficulty pattern identified was reading fluency, vocabulary acquisition, and written expression skills. The out of the study will work on those skills.
3. It is recommended that learners with Specific Learning Disabilities will be taught the skills in a one-on-one setting in the resource room with the special education teacher.
4. Specific learning goals will be needed to address specific learning deficits.
5. Engage learners in the selection of stories to improve the interest and create a sense of belongingness.
6. Provide interventions and differentiation that will accommodate each Grade 4 learner with Specific Learning Disability. Update each IEP to reflect the needed accommodations and modifications.

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