

A Multiple Case Study on Teaching Strategies Promoting Functional Literacy of Learners with Atypical Language Development

Marilou D. Junsay, Teresita Q. Adriano

marilou.junsay@dncs.edu.ph

<https://orcid.org/0000-0003-1706-2163>

University of Immaculate Conception Davao City, Philippines

Abstract

Effective teaching for learners with atypical language development requires adaptive strategies that meet individual needs. This study explored teaching strategies that promote functional literacy in children with autism spectrum disorder (ASD), Down Syndrome (DS), and Intellectual Disability (ID) through a qualitative multiple-case study of three special education teachers triangulated with another three master teachers in self-contained classrooms in the Davao Region. Data were collected via in-depth, semi-structured interviews and analyzed using Braun and Clarke's thematic approach to identify patterns and distinctive instructional practices. Findings show that teaching strategies for promoting functional literacy among learners with ASD integrate manipulatives and repetition to develop vocabulary and object recognition; sorting, tracing, and coloring activities to enhance reading and writing skills; morning greetings and question-and-answer routines to foster social communication; alphabet and conversational practice to improve listening and speaking skills, and physical; and, vocal cues to maintain attention during lessons. Teaching strategies for promoting functional literacy among learners with DS encompass learner-centered and individualized instruction, developmental skill-building for literacy and numeracy, multisensory and visual-based teaching approaches, structured and scaffolded learning support, and a supportive learning environment with motivational reinforcement. Teaching strategies for promoting functional literacy among learners with ID involve one-on-one guided instruction with physical prompting, task breakdown and stepwise lesson sequencing, visual and manipulative supports for conceptual learning, functional life skills and environmental adaptation, repetition with review and positive reinforcement, and language simplification with adaptive instruction. These findings provide practical insights for evidence-based teaching, professional development, and inclusive education policies aimed at enhancing functional literacy among learners with atypical language development.

Keywords: teaching strategies, functional literacy, atypical language development, autism spectrum disorder, down syndrome, intellectual disability