

**INTERVENTION STRATEGIES USED IN READING TO DISABLED  
LEARNERS IN PUBLIC MAINSTREAM SECONDARY SCHOOLS**

**BY**

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## ABSTRACT

Learning disabilities seem to be a roadblock to learning and motivation. The purpose of this study was to investigate current intervention strategies that disabled learners in public mainstream secondary schools use in reading. The study focused on the importance of teaching learners with learning disabilities how to effectively learn by teaching them how to use various learning strategies and reading skills strategies. A quantitative research design was employed and research tools used for data collection were a pretested and approved questionnaire. Data collected was analyzed using descriptive statistics and results were presented by themes as well as in tables and figures.

Results showed that educators need continuous workshops to enable them to handle learners with learning disabilities. Resources should meet the needs of disabled learners to increase accessibility and easier use by learners with special needs. Schools should be adequately funded to improve their resources provision. The partially sighted and the low vision learner should be placed in front to enable him/her to better see the chalkboard.

Using these strategies helps learners to be more effective, purposeful and independent learners. It helped teachers to select what strategies might be more useful to their learners; giving the types of classroom tasks they encounter or have difficulties with. Programme should be designed to cater for the needs of special of learners with reading disabilities.

**KEY WORDS:** reading strategies, learning disabilities, mainstream school, teaching, learners