

**A MULTISENSORY APPROACH TO TEACHING LETTER RECOGNITION
IN BARANGAY STA. CRUZ CHILD DEVELOPMENT CENTER**

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This is to certify that this research paper was originally constructed by the researchers, with the guidance of the professionals who helped to acknowledge, review, and approve this research. This research paper does not contain any material previously published or written by another person nor material that has been accepted for the award of any degree or diploma in Our Lady of Fatima University - Antipolo and other higher educational institutions.

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Abstract

The process of reading begins with letter recognition, a fundamental skill that every young learner must acquire. This study examined the effectiveness of a multisensory approach in enhancing the letter recognition skills of daycare students at Brgy. Sta. Cruz Child Development Center in Antipolo City. Using the VAKT (Visual, Auditory, Kinesthetic, and Tactile) method, the researchers implemented a five-week intervention featuring interactive, play-based, and hands-on activities designed to make learning more engaging and meaningful. Sixty-three (63) children participated in the study, which included profiling, pre-testing, intervention sessions, and post-testing. An observation checklist was utilized to assess the learners' responsiveness and engagement throughout the intervention process.

Findings revealed a significant improvement between the pre-test and post-test results. After the intervention, students demonstrated notable progress, particularly the 11 participants who were initially classified as "Not Recognized" and later advanced to higher reading levels. The average score increased from 14.98 (77.20%) to 22.65 (90.60%), indicating a substantial enhancement in letter recognition ability. Additionally, learners became more focused, confident, and participative as the sessions progressed.

The findings affirmed that the multisensory approach effectively supported young learners in developing their foundational reading skills. Consistent with Gillingham and Stillman's (1956) theory, the integration of multiple senses enhanced engagement and retention. The study concludes that VAKT-based strategies offer a practical and enjoyable pathway for children embarking on their literacy journey.

Keywords: *multisensory, reading, letter recognition, daycare students, teaching strategies*

1.0 Introduction

Multisensory approaches consist of engaging and creative activities, which accommodate a range of learning styles and offer a structured method for teaching young children who struggle with reading. Parra (2021) notes that a multisensory approach is also known as the visual-auditory-kinesthetic-tactile (VAKT) method. The idea behind this method is that using multiple senses enhances the ability to recall and think more effectively. Similar studies have found that the VAKT technique can be valuable for enhancing cognitive development and helping children who

experience reading difficulties. Bandala (2024) notes that a child's early literacy development begins the moment they are born. Parents and caregivers lay the foundation for children's reading success in infancy, as babies learn to recognize the sounds in their language and identify words within the stream of speech. Practices such as reading books with babies, singing songs, drawing, and pointing out letters are essential beginning steps in literacy development.

Many young students enter school with little to no exposure to letter recognition, making it difficult for them to recognize letters and associate them with their corresponding sounds. In early childhood settings, this can be difficult because some students struggle with even the most basic reading tasks. Before young children can read with comprehension and fluency, they must first learn to identify letters and recognize their sounds. Letter recognition is crucial for literacy and language development, but many children develop it at different rates due to variations in learning styles and instructional methods.

This study aimed to determine the effectiveness of using multisensory approaches in teaching letter recognition using the VAKT method (visual, auditory, tactile, kinesthetic) among daycare students in Brgy. Sta. Cruz Child Development Center. It was expected to assist learners in utilizing their most effective learning strategies based on their respective areas of strength. The intervention introduced hands-on and play-based activities designed to enhance children's learning of letters and sounds.

While the multisensory approach has been recognized for its potential to support diverse learners, it remains underutilized in many early childhood classrooms. Recognizing this gap, the researchers saw the need to investigate how this approach could benefit struggling young readers at the "not recognized" and "frustration" levels. Strengthening letter recognition at a young age helps to prevent future reading difficulties and increases confidence in reading.

The results of this study aim to guide teachers, parents, and future researchers in identifying developmentally appropriate strategies to support the early literacy development of young learners. By observing how young students engage in multisensory approach instruction and analyzing improvements in their reading levels, this study provides insights into how sensory-based learning can positively impact memory retention, classroom engagement, and overall reading readiness in young learners.

1.1 Literature Review

This chapter presents a synthesis of related literature and studies that support the foundation of the present study. The literature review highlights key concepts, including the use of multisensory approaches in literacy instruction, early reading performance, letter recognition, and reading level classification among young students. The central focus of this study is the application of the Multisensory Approach, or the Visual-Auditory-Kinesthetic-Tactile (VAKT) method. This multisensorial teaching strategy is designed to improve the foundational reading skills of daycare students. The researchers reviewed existing literature related to the tools used in this study, including the profiling test, pre-test, post-test, and observation checklist. The literature review integrates local and international research to provide relevant information on the impact of the Multisensory Approach in Early Childhood Education in the Philippines.

A multisensory approach utilizes more than one sensory device simultaneously to implement engaging activities that can help address students' reading difficulties. Moreover, according to Main (2021), students learn through a multisensory approach, engaging their senses through hearing, touch, sight, and physical activity, which utilizes their motor skills. It has been reported that using a multisensory approach enables learners to enhance their comprehension, interpretation, and synthesis of learning, while also increasing their motivation to learn.

According to Mathias and Kriegstein (2022), students who receive a multisensory approach to reading instruction develop their literacy skills more effectively. Vestal et al. (2023) stated that a multisensory approach to literacy instruction has a positive effect and is a unique, powerful tool for improving reading and literacy skills among learners. These also significantly impact their accurate reading of texts, phonological awareness, and spelling of words (p. 161-162).

From Faunillan's cognitive perspective (2023), it is essential to explore various teaching strategies and approaches for addressing reading difficulties among young learners. Her study's findings suggest that the implementation of multisensory learning approaches and activities is very effective in enriching and engaging kindergarten students' reading skills and academic performance.

According to Syahputri (2019), reading is a crucial component of language learning and should be taught with care. To understand and comprehend, students must have a wide range of vocabulary. She discovered that using a multisensory approach can significantly improve each student's reading comprehension and academic ability, as well as engage multiple senses at the same time. Traditional learning methods require students to rely solely on their visual and auditory senses. However,

incorporating a multisensory method/approach can cater to each student's unique learning and developmental needs.

1.2 Variable Discussion

1.2.1 Multisensory

The Multisensory Approach uses the Visual-Auditory-Kinesthetic-Tactile (V.A.K.T) method to enhance and improve daycare students' reading development and letter recognition skills. It is the independent variable applied throughout the 5-week intervention program, which consists of engaging reading activities using multiple senses simultaneously. These included visual stimuli, auditory input, kinesthetic movement, and tactile engagement.

1.2.2 Letter Recognition

The ability to recognize and distinguish between individual alphabetic letters is known as letter recognition. It involves identifying the visual characteristics of each letter and associating them with their names and sounds. Mastering this fundamental ability is crucial to learning to read and write, particularly for young students. Among the early indicators of reading achievement, recognizing letter-sound relationships consistently shows the strongest predictive power and plays a crucial role in the future reading development of young learners (Guaraldo et al., 2020).

Learning to decode words and read fluently requires the ability to recognize letters. Phonics, the study of the correspondence between letters and sounds, is related to letter recognition. Reading proficiency also requires an understanding of letters and the sounds that go with them. In this study, the performance of daycare students was measured using pre-tests and post-tests designed to assess their ability to recognize letters and sounds.

1.2.3 Teaching Reading to Students

Teaching Reading is the instructional process designed to help learners recognize letters and sounds and develop reading skills through structured activities. This study employs a multisensory approach, engaging students in a range of visual, auditory, tactile, and kinesthetic activities. This method was implemented during a 5-week intervention program, where play-based and motor-skill development, as well as reading activities, were used to enhance student participation and memory retention. As Maizarah & Purwanti (2023) state, tailored reading strategies are essential because each student has a different learning style and instructional approach that is engaging and enjoyable for them to learn. Early reading experience can not only broaden learners' perspectives but also help them

excel in a variety of academic subjects.

1.2.4 Reading Levels

Reading levels are an effective tool used to assess a young student's reading abilities with texts, determining the extent to which a child can read and comprehend the material successfully. Through this tool, parents and teachers can identify which domains of literacy the child finds difficult, which can be solved through an intervention or action (Crowe, 2022).

The University of Utah (2022) has classified the three (3) most common reading levels to assess the student's reading performance. First is the Independent Reading Level. The independent reading level is the highest, indicating that a reader has sufficient knowledge and background for the topic and can understand the content quickly, with few to no errors. At this level, it is expected that the student can read without assistance. Second is the Instructional Reading Level. It is still considered the highest level for reading performance, but in this case, the student is not independent; however, they have adequate background knowledge for reading. It is common at this level for a child to ask for assistance in small amounts. Finally, the Frustration Reading Level. It states that the student lacks sufficient background knowledge in reading and/or fails to meet instructional proficiency and accuracy rate criteria. The Frustration level occurs when a student requires extensive accommodations, help, and support from an educator.

1.2.5 Non-Reader Reading Level

Non-readers typically struggle with basic reading, phonemic awareness, and decoding skills. In this study, students whose reading performance was below 75% in both the pre-test and post-test were classified as being in the Non-Reader level category. This category refers to students who demonstrate minimal to no ability to recognize letters and their associated sounds. The classification was based on the 26-item letter recognition test developed by the researchers. Students categorized under the Non-Reader level require extensive support and accommodation to improve. A multisensory approach was employed to address the reading difficulties among daycare students. Studies by Adapon & Mangila (2020) and Pocaan et al. (2022) support the use of multisensory approach interventions to aid students who struggle with letter recognition, particularly in Philippine Early Childhood settings.

1.2.6 Frustration Reading Level

The Frustration Level in this study refers to the students who scored between 75% and 79%. These students show partial ability in identifying letters and sounds but require significant assistance

from teachers and educators. Students at this level also exhibit little confidence in independent reading tasks. This classification helped the researchers target the appropriate multisensory approach strategies during the intervention weeks.

The multisensory approach aimed to improve students' reading level, especially for students under the Frustration level, by incorporating stimulating activities through a visual, auditory, kinesthetic, and tactile approach. Studies by Gomwalk & Bok (2024) showed that such an approach, like the multisensory approach, helps reduce the percentage of readers under the Frustration level by offering alternative yet engaging strategies. Likewise, Faunillan (2023) stated that the multisensory activities can enhance phonological awareness and contribute to a more conducive and motivating learning environment for young students in the Philippines.

1.2.7 Instructional Reading Level

Several learners were taught at the level where they could recognize sounds and letters with some support. This level signifies the beginning of guided instruction, where learners are in a state of progress but cannot sustain their learning independently. The application of VAKT-based multisensory intervention strategies also proved effective for these students, as they attended to the visual, auditory, kinesthetic, and tactile aspects associated with the reading material. The improvement in their scores from the post-test assessment of letter recognition and decoding skills showcases the potency of motivational teaching strategies geared towards instruction-level interventions and how these motivational approaches enhance the outcomes of instruction-level intervention frameworks.

These findings are also complemented by Ibo & Mangarin (2023), whose results in the 'Take Time to Read' (TaTiToRe) program were similar, with students in the instructional level making considerable progress due to the repetitive nature of the literacy tasks. This confirms the alignment of the effective instructional strategies with learners' needs, which are purposely crafted to attain a well-balanced and optimal learning environment.

1.2.8 Independent Reading Level

The definition of an independent reading level for a learner refers to being able to read a text with little to no aid, a stage that is relatively easily achieved for many students after multisensory intervention. Previously, many learners were nowhere close to this level, as their pre-test results showed. However, the application of the VAKT multisensory method enabled learners to improve

their phonemic awareness, letter-sound association, and decoding skills to the point where they could read more fluently and confidently. This result is crucial because students at this level of reading are likely to engage in self-reading, thus improving their literacy skills.

It is well understood that proficiency in independent reading, as supported by Melecio and Dicen (2024), is a critical milestone for fostering enduring reading practices. In their study, struggling readers who engaged in daily structured reading activities through the Contextualized Reading Exercises (CoRE) program showed improvement in decoding, fluency, and comprehension. Furthermore, Ibo & Mangarin (2023) demonstrated that students could consistently advance from frustration or instructional levels to independence with systematic and daily reinforced instruction through targeted literacy programs. The changes reported in this research were consistent with those conclusions, showing that young learners develop independent reading skills through increased guided strategies, structured and rich sensory interventions, and the VAKT method.

1.3 Problem Statement

Letter recognition is a fundamental skill that forms the foundation of reading and writing. It can be challenging for a student to learn how to read and write without prior knowledge, such as not introducing letter structure before reading practice. The use of multisensory teaching strategies can help young students learn to recognize letters and sound out both easy and difficult words by engaging through multiple senses.

The problem this study sought to address was the effectiveness of a multisensory approach in teaching and improving the letter recognition skills of daycare learners in Barangay Sta. Cruz Child Development Center. This research study sought to answer the following questions:

1. What is the reading level of letter recognition (Independent, Instructional, Frustration, and Not recognized) of students before the application of the multisensory approach?
2. What is the reading level of letter recognition (Independent, Instructional, Frustration, and Not recognized) of students after the application of the multisensory approach?
3. Is there a significant difference between the pre-test and post-test of the multisensory approach in teaching the student?

1.4 Purpose Statement

The purpose of this study was to determine the effectiveness of multisensory approaches in teaching reading, specifically letter recognition, among daycare students at Brgy. Sta. Cruz Child Development Center. This approach integrated the VAKT method (visual, auditory, kinesthetic, tactile) to examine how a multisensory approach affects a student's ability to recognize, decode, and sound out letters properly. The findings from this study aimed to help every learner receive instruction tailored to their needs and to support future researchers in enhancing reading skills among daycare students.

1.5 Hypothesis

H_0 : There is no significant difference in the reading level of letter recognition between the students' pretest and post-test scores.

1.6 Theoretical Framework

This research was grounded in Gillingham's theory, which posits that learners facing reading challenges gain from a systematic, multisensory method of reading instruction (Gillingham & Stillman, 1956). Gillingham's approach emphasized the methodical instruction of phonics and decoding skills through clear, orderly, and progressive teaching. By strengthening their associations between letters and sounds using a variety of senses, such as sight, hearing, touch, and movement, young learners can increase their pattern recognition.

This approach benefited daycare students at Brgy. Sta. Cruz Child Development Center in Antipolo City, which helps children who struggle with letter recognition. Students efficiently grasped literacy principles through multimodal methods, including visual, auditory, tactile, and kinesthetic exercises, which improved their understanding of basic reading skills. This study aimed to address initial literacy challenges by implementing Gillingham's multimodal strategies to improve sound-letter identification and decoding skills, thereby supporting beginner readers who are experiencing difficulty with reading.

1.7 Simulacrum

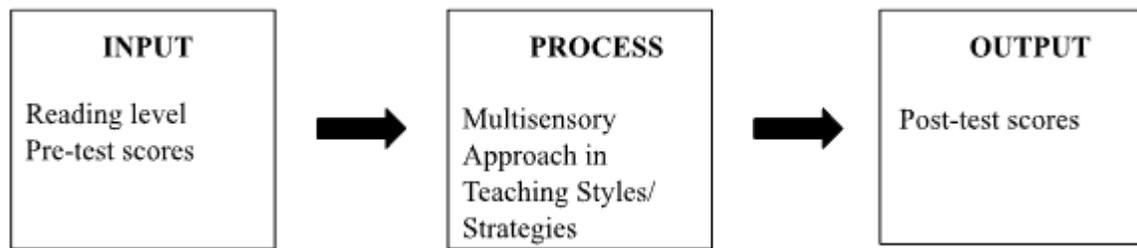


Figure 1. IPO Framework of the Multisensory Approach in Teaching Letter Recognition

The conceptual framework of this study is based on the Input–Process–Output (IPO) model. The Input refers to the student’s reading levels and letter recognition skills as determined by the pre-test before the two-week intervention. The process involves implementing the VAKT-based multisensory reading intervention, which incorporates visual, auditory, kinesthetic, and tactile activities. The Output reflects the student’s post-test reading levels after the two-week intervention. This framework guided the study in assessing how targeted, sensory-rich instruction can improve early reading outcomes.

2.0 Research Method

2.1 Design

A quantitative research focuses on collecting and analyzing numerical data to identify patterns, test relationships, and determine cause-and-effect outcomes (Apuke, 2023). The multisensory approach, which utilized quantitative methods, was implemented at Barangay Sta. Cruz Child Development Center. The researchers employed this method to measure students’ reading levels before and after the intervention, using pre-test and post-test scores. An experimental design was employed to test the hypothesis and assess the difference between the learners’ performance before and after the multisensory intervention.

2.2 Site and Sampling

The sample for this study consisted of daycare students aged 2 to 6 years old, with a total of seventy-eight (78) enrolled children in Barangay Sta. Cruz Child Development Center. The selection process involved random sampling of the six (6) enrolled student sessions. Only those students whose parents had signed the informed consent form and those who regularly attended the weekly sessions one day a week for the duration of the five-week program were included in this study. This attendance criterion ensured that participants were sufficiently exposed to multisensory approach reading

sessions to assess their effects. Students with irregular attendance were excluded from the final data analysis to maintain the reliability of the results of this study. Only sixty-three (63) students with consistent attendance were chosen as participants in the study.

2.3 Research Instruments

This study utilized four (4) research instruments to assess the effectiveness of the multisensory approach to teaching reading, focusing on letter recognition. A profiling or reading screening test focusing on letter recognition was administered as a diagnostic tool to determine each student's initial reading level. The profiling test provided the researchers with information about the students' starting points before formal assessment. Following the profiling test, students took a pre-test to establish their baseline reading performance and a post-test two weeks after the multisensory approach intervention to measure improvements. The pre- and post-tests served as the primary basis for evaluating the effectiveness of the intervention. Additionally, the Observation Checklist was used as a supplementary tool throughout the 2-week intervention period to observe and document each student's level of behavior, participation, and engagement during the multisensory reading sessions. It provided a behavioral context to support the quantitative findings from the pre-test and post-test.

2.4 Data Collection

The researchers began data gathering by submitting official authorization papers to Barangay Sta. Cruz Child Development Center and the student's guardians are to seek approval for the study. The correspondence included information about the research aims, procedures, and a request for informed consent. The initial stage of data collection was profiling, also called the reading screening test. This involved evaluating learners through a letter recognition test to assess their early reading abilities, including identifying big and small letters and their corresponding sounds. Students then took a pre-test to evaluate their reading abilities. The results of the pre-test indicated each child's reading level. Following the pre-test, the students participated in a two-week intervention using a multisensory teaching program developed and implemented by the researchers. After the intervention, each student took a post-test to assess their reading development, with their scores compared to those from the pre-test. Throughout the process, all data acquired from checklists, pre-tests, interventions, and post-tests were methodically structured and securely stored for analysis.

Additionally, supplementary data were collected through the Observational Checklist. This

served to support and contextualize the quantitative findings. It provided information about the students' behavior, engagement, and responsiveness to instructions during the multisensory approach intervention, which helped researchers interpret the approach's impact more holistically.

2.5 Data Analysis

The researchers employed numerical statistics to describe the primary features of the collected data. To interpret the performance of daycare students in the pre-test and post-test reading assessments, this study employed statistical treatment using paired sample t-tests and frequency distributions. Additionally, the researchers used descriptive statistics ratings according to the standard grading system of the Department of Education (DepEd). The percentage descriptors, such as Outstanding (90-100%), Very Satisfactory (85-89%), Satisfactory (80-84%), and Fairly Satisfactory (75-79%), are commonly used across educational institutions to provide a consistent and clear understanding of the learner's academic performance. By aligning the reading level outcomes (Independent, Instructional, Frustration, Not recognized) with these descriptors, the researchers aimed to make the results more meaningful to the field of education. This classification supported the study's interpretation of the effectiveness of the Multisensory Approach intervention in improving early literacy skills among young daycare students.

2.6 Data Management Plan

This research study aimed to investigate the effectiveness of multisensory approaches in assessing reading difficulties among students. The study employed a quantitative method to collect the data required for this study. According to DepEd Memorandum No. 137, in 2019, learning to read was identified as one of the most fundamental educational outcomes in primary education. It also provides guidance on effective teaching, including the provision of differentiated instruction, explicit instruction, and opportunities for students to apply their skills.

With this study, the researchers explored the effectiveness of the multisensory approach. As stated in Republic Act 10173, officially known as the Data Privacy Act of 2012 (DPA), every piece of data gathered by the researchers was kept protected and confidential.

2.7 Ethical Consideration

Ethical considerations were a crucial aspect of any research study, particularly given the involvement of human participants. In this study, several ethical guidelines were followed to ensure the protection, rights, and well-being of all participants involved. Before participating in the survey, all respondents were fully informed about the nature, purpose, and objectives of the research. They were provided with a detailed consent form outlining the scope of the study, including the voluntary nature of participation and their right to withdraw at any time without any negative consequences.

The consent form also explained how their responses were used, ensuring transparency and the protection of their privacy. Participants' identities and responses were treated with the utmost confidentiality. Personal information was kept secure, and data was kept with utmost confidentiality. Personal information was kept secure, and data were anonymized to ensure that individual identities could not be traced back to the data collected.

The information collected was solely for academic purposes and not to be shared with unauthorized individuals. Results were presented in aggregate form, ensuring that individual responses could not be identified or linked to specific individuals. Additionally, the study adhered to ethical guidelines regarding the proper reporting of data, ensuring that the results were presented honestly and without manipulation. The frequency and percentage distribution were utilized to describe the profile of the respondents based on their demographic and professional characteristics.

3.0 Results

Table 1. Reading Level Descriptors Based on DepEd Percentage Standards

Score Range	Reading Level	Percentage	Description
22-26	Independent	90-100%	Outstanding
18-21	Instructional	80-89%	Very Satisfactory
12-17	Frustration	75-79%	Satisfactory
0-11	Not Recognized	Below 75%	Needs Improvement

Table 1 shows the reading level descriptors adapted from the DepEd percentage standards.

The table categorizes students' reading performance into four levels: Independent, Instructional, Frustration, and Not Recognized. Each level corresponds to a specific score range,

percentage bracket, and descriptive rating. Students were classified according to their test scores in both the pre-test and post-test. Learners who scored 22–26 points (90–100%) fall under the Independent level, which indicates an Outstanding performance. These learners are capable of reading and comprehending texts on their own with minimal or no assistance. Learners who obtained 18–21 points (80–89%) belong to the Instructional level, rated as Very Satisfactory. Learners in this group can read and understand texts but may still need some guidance from teachers or peers to achieve complete comprehension.

Meanwhile, learners with 12–17 points (75–79%) are classified under the Frustration level, which is described as Satisfactory. These learners may struggle with fluency and comprehension, requiring significant support to process reading materials effectively. Lastly, learners who scored 0–11 points (below 75%) are categorized as Not Recognized, corresponding to Needs Improvement. This indicates difficulty in basic reading skills, signaling a strong need for targeted intervention and remedial instruction.

Table 2. Reading Level of Letter Recognition of Pupils Before Intervention

Letter Recognition	Mean Score	f	Percentage	Description
Independent	24.52	32	96.30%	Outstanding
Instructional	19.27	10	84.10%	Very Satisfactory
Frustration	14.33	10	76.90%	Satisfactory
Not Recognized	6.61	11	45.00%	Needs Improvement
Overall	14.98	63	77.20%	Satisfactory

The findings shown in Table 2 show the reading level of the students in letter recognition before the multisensory intervention. A significant number of the learners ($n = 32$) were classified as Independent with a very high average score of 24.52 and a related percentage of 96.30%, reflecting an Outstanding level of recognition. At the same time, 10 students fell under the Instructional level with a mean score of 19.27 or 84.10%, indicating a Very Satisfactory level. A further 10 students were in the Frustration level with a mean score of 14.33 and 76.90%, implying a Satisfactory skill in identifying letters. Finally, 11 learners were found to be in the Not Recognized level with an average score of 6.61, which equates to a 45.00% performance and reflects the Need for Improvement. The overall mean score for all 63 participants combined was 14.98, which corresponds to a 77.20% rating and thus puts the group below the Satisfactory criterion before the intervention.

The results indicate that although most students reached Independent levels of reading, some were in Frustration and Not Recognized levels, revealing diverse literacy achievement. This reaffirms

the requirement for a multisensory instruction to compensate for learning deficiencies and enhance reading improvement. Adapon & Mangila (2020), who highlighted the value of multisensory approaches in assisting non-readers, acknowledge these findings. Furthermore, Faunillan (2023) showed that these methods improve phonological awareness and lessen learning frustration. This emphasizes the importance of using the multisensory approach intervention to address the reading needs noted before the intervention for young students.

Table 3. Reading Level of Letter Recognition of Pupils After Intervention

Letter Recognition	Mean Score	f	Percentage	Description
Independent	25.25	42	96.30%	Outstanding
Instructional	19.91	12	84.10%	Very Satisfactory
Frustration	13.70	9	76.30%	Satisfactory
Not Recognized	0.00	0	0.00%	-
Overall	22.65	63	90.60%	Outstanding

Table 3 intervention outcomes reveal a marked improvement in the letter recognition skills of pupils. Most of the learners (n = 42) reached the Independent level with an average score of 25.25, translating to a 96.30% performance, indicating an Outstanding outcome. Twelve (12) students fell under the Instructional level with an average of 19.91 or 84.10%, interpreted as Very Satisfactory. Nine (9) students fell under the Frustration range, with a mean of 13.70 and a percentage equivalent of 76.30%, indicating a Satisfactory level of performance. Significantly, no student fell under the Not Recognized category after the intervention. The mean total score increased to 22.65, with a 90.60% performance rating, placing the collective outcome as Outstanding.

During the two-week intervention, the researchers used a variety of multisensory approaches to activities, such as flashcards for visual, videophonic songs for auditory, letter blocks and letter popsicles for both visual and tactile, and letter hopscotch for kinesthetic. Because of these activities used during the intervention weeks, many students showed improvement in the results of their post-test scores, which helped them improve their reading levels.

This indicates that the multisensory instructional approach positively impacted students' basic reading skills, allowing more students to progress to higher levels of letter recognition and decreasing the number of students who had difficulties with basic literacy skills. The post-test results showed a significant increase in the number of students who passed the independent reading level. This finding supports Gillingham and Stillman's Theory (1956), which states that multisensory instructions improve letter-sound recognition skills by using a multisensory approach intervention.

Table 4. Comparison of Pre-Test and Post-Test Scores

Test Condition	Mean	SD	n	t-value	df	p-value	Decision	Interpretation
Pre-test	14.98	6.82	63	12.34	62	<0.001	Failed to reject	There is a significant difference
Post-test	22.65	3.80	63					

Note: <0.01 level of significance

The data revealed in Table 4 shows a significant difference between the pre-test and post-test scores. The pre-test had a mean score of 14.98 (SD = 6.82), while the post-test had a considerably higher mean of 22.65 (SD = 3.80). A paired sample t-test gave a value of 12.34 with 62 degrees of freedom, and with a p-value less than the 0.01 level of significance. This indicates that the null hypothesis was rejected, and there was indeed a statistically significant difference between the two sets of scores. The findings are such that multisensory intervention had a substantial and positive influence on the development of letter recognition in the pupils.

These findings are in accordance with what other studies have reported. For instance, Mathias and Kriegstein (2022), as well as Vestal et al. (2023), noted that multisensory methods aid in improving reading skills. Faunillan (2023) also stated that employing different senses enhances the reading experience for younger learners. The participants in this study may have been achieving these results because the students were using more than one sense at a time, making it easier for them to remember and understand the letters.

Observational Checklist

According to the observation checklist used during the 2-week intervention, most students demonstrated increased engagement, displayed appropriate use of multisensory materials, and greater responsiveness to teacher instructions starting in the second week. This improvement was attributed to the more engaging, play-based activities introduced during the second week, which promoted interests and motor skills among daycare students. These observed behaviors support the positive post-test results and suggest that the multisensory approach fostered a more effective and stimulating learning environment for young students.

4.0 Discussion

The study's findings indicated that the multisensory approach enhanced the reading abilities of

daycare students. Before the intervention, 21 of the students were at the Frustration and Not recognized Level, which indicated that they had trouble with letter and sound recognition. After two weeks of intervention based on the VAKT (visual, auditory, kinesthetic, tactile) method, students performed significantly better in their post-tests. A few students advanced in reading level; for instance, out of eleven (11) students who were at the Not recognized Level in the pre-test, zero (0) students remained at the Not recognized Level in the post-test. The method appeared to provide significant advantages to visual learners, where pictures, letters, and hands-on learning materials were incorporated into the lesson. It was also noted that the use of multisensory materials captured the students' attention, making them more active and interested in the lesson.

The success of the multisensory approach may be attributed to its multisensory design, which engaged students in visual, auditory, kinesthetic, and tactile learning activities. Visual aids such as pictures, flashcards, and video presentation materials helped visual and auditory learners, while movement-based and hands-on learning activities supported motor development, memory retention, and engagement. These observations are consistent with the theory of Gillingham & Stillman (1956), which emphasizes that learners with reading difficulties benefit from a systematic, multisensory instruction. Similar results were also stated by Faunillan (2023), who found that multisensory learning activities enhance reading performance and classroom management among young learners.

The improvement in reading levels suggests that incorporating multisensory instruction into early childhood education can be an effective strategy to address foundational reading difficulties. However, the short duration of the intervention and lack of long-term follow-up may limit the generalizability of the results. Future studies may explore the effects of extended implementation or compare results with other strategies.

5.0 Conclusion

The purpose of this study was to see how effective the multisensory approach was at improving letter recognition among daycare students. The results and findings revealed that the students' reading levels improved significantly, as shown by their post-test scores compared to pre-test scores. This directly addressed the third objective of the study, which was to determine the difference in students' reading levels before and after the multisensory approach intervention.

The second objective, which was to demonstrate how the multisensory approach supported learner engagement after the intervention, was also accomplished. After five (5) weeks of hands-on

and play-based sessions using the VAKT method (visual, auditory, kinesthetic, and tactile), the researchers noticed significant improvement in the students' performance based on their post-test scores. Many students who initially struggled with letter and sound recognition improved on the post-test. Most importantly, no student remained in the "Not Recognized" reading level category at the conclusion of the 5-week program. It was also discovered that children became more engaged, confident, and responsive during class activities, particularly when their learning needs were met properly.

In conclusion, the findings of this study showed that the multisensory approach to teaching letter recognition was an effective and developmentally appropriate teaching strategy for young learners, particularly daycare students. This approach aided students' cognitive and sensory learning, allowing them to grasp concepts better. As a result, incorporating this approach into early literacy instruction could help lay a solid foundation for students' reading readiness and future academic success.

6.0 Recommendations

Based on the findings and the conclusions drawn from the results, the researchers ought to contribute a body of knowledge through practical and educational implications. The researchers recommend the following suggestions:

Teachers

1. To increase student engagement in reading and letter recognition, teachers must incorporate the Multisensory approach into their instruction.
2. Teachers are encouraged to continue monitoring each student through regular evaluations and observations to determine what needs to be developed.
3. Teachers should create a learning environment that supports each student's unique learning style.

Parents

1. Parents are encouraged to support and supervise their child's education to determine the child's strengths and weaknesses in reading and letter recognition.
2. Parents should establish house rules that incorporate regular reading practice to build their children's sense of responsibility as well as their reading abilities.
3. Parents should form a strong connection or partnership with teachers to plan and organize the learning environment and ensure that each approach for teaching reading is done correctly and accurately.

Future Researchers

1. Future researchers may use this study as a basis to explore the study of a multisensory approach in reading.
2. Future researchers are encouraged to look into additional techniques that enhance the effectiveness of multisensory approaches.

Acknowledgement

The researchers express their gratitude to the Lord and Savior, Jesus Christ, for generously providing all the necessary resources that enabled the commencement and completion of this study. This research would not have been successful without the support of individuals who guided them throughout the process. Special thanks are extended to the research advisers, Mr. Joseph Earnest V. Tiempo and Dr. Hansel Hope A. Perez, for their invaluable guidance and unwavering support throughout this study.

Furthermore, sincere gratitude and heartfelt appreciation are extended to the Brgy. Sta. Cruz Child Development Center, including the dedicated parents, for their participation and cooperation in this study. The researchers also extend their gratitude to the partnering community and workers of Barangay Sta. Cruz, the daycare center teachers—especially Ms. Lucymarie Alonso—Brgy. Secretary Ms. Armas, and Hon. Brgy. Captain Tenorio, for their assistance and generosity in making this research possible.

Lastly, the researchers express their heartfelt gratitude to the daycare students at Brgy. Sta. Cruz Child Development Center for their mutual learning, shared support, and contribution to this study. May God bless and guide them all.

F. C.

A. A.

S. N.

C. S.

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OUR LADY OF FATIMA UNIVERSITY COLLEGE OF EDUCATION

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APPENDIX A

Letter of Permission to Conduct the Study



OUR LADY OF FATIMA UNIVERSITY

Request for Approval to Conduct A Research Study

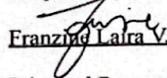
To Whom It May Concern,

Greetings! We hope this message finds you well. We are third-year students from the department of College of Education at Our Lady of Fatima University—Antipolo Campus, pursuing a Bachelor's degree in Early Childhood Education. We are conducting a quantitative research study as part of our RECE311 coursework.

We're writing to request your permission to conduct our research study at this daycare/school located in Upper Sto. Niño, Brgy. Sta. Cruz, City of Antipolo. Our research study, entitled '*A Multisensory Approach to Teaching Reading in Barangay Sta. Cruz Child Development Center.*' this study aims to explore the effectiveness of using multisensory approaches in assessing reading development in daycare students enrolled in Brgy. Sta. Cruz Child Development Center.

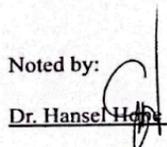
We would greatly appreciate your willingness to participate in our research. If you have any concerns, please do not hesitate to contact us using the email addresses below or by reaching out to [Franzine Laira Centeno at 09662991893]. Your support and approval on this matter is greatly appreciated. Have a wonderful day, and God bless.

Respectfully yours,

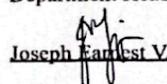

Franzine Laira V. Centeno

Principal Researcher

Noted by:

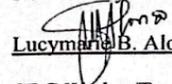

Dr. Hansel Hope A. Perez

Department Head – College of Education

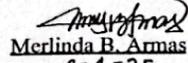

Joseph Ernest V. Tiempo, MAEd, LPT

Research Adviser

Received by:


Lucymarie B. Alonso

CDC Worker/Teacher


Merlinda B. Armas

9-4-25
Brgy. Secretary – Brgy. Sta. Cruz

APPENDIX B**Informed Consent Form****Informed Assent Form for Daycare Students (Ages 2-6)**

Principal Investigator: Franzine Laira V. Centeno

Organization: Our Lady of Fatima University, College of Education

Project Title: A Multisensory Approach to Teaching Reading in Barangay Sta. Cruz Child Development Center

Version: 1.0

Part 1: Information Sheet**Introduction**

Hello! I am Franzine Laira Centeno, and I am a researcher and student from Our Lady of Fatima University. I am doing a research study together with my fellow researchers about teaching and helping children learn how to read letters using fun and interactive ways like looking at colorful pictures, listening to sounds, moving around, and touching the letters. My fellow researchers have already spoken with your parents, and they already know about the nature of this study. We also need to ask for your permission if you are willing to be part of this study.

Purpose: Why are you doing this research?

Why are we doing this study? We are doing this study to help understand if learning by seeing, hearing, moving, and touching can make reading easier and more entertaining for children like you.

Choice of participants: Why are you asking me?

We are asking you because you are learning to read, and we believe that this entertaining way of learning might be more helpful for children like you.

Participation is voluntary: Do I have to do this?

No, you do not have to join if you do not want to. You can say yes now and change your mind later. Nothing bad will happen if you say no.

Procedures: What is going to happen to me?

Our reading study will happen over 5 weeks.

1. Profiling Test: You will start with a test to check how well you can recognize letters and sounds.
2. Pre-Test: You'll take another test to see your current reading level.
3. Intervention (2 weeks): You will join fun activities to help you learn better, such as looking at pictures, listening to sounds, moving around, and playing with letters.
4. Post-Test: At the end, you will take another test to see how much you've learned.

Discomforts: Will it hurt or be scary?

No, the activities are safe and will feel like playing games. You can stop anytime if you feel uncomfortable.

APPENDIX B, Continued**Benefits: What good things can happen?**

You might find it easier and more fun to learn to read. Also, you'll help us learn the best ways to help other children learn, too.

Do I get anything for joining?

You will get small gifts from teachers like stickers and stamps by doing fun activities with your friends!

Can I stop if I don't want to continue?

Yes, you can stop at any time. Just tell your teacher or me.

Who can I ask if I have questions?

You can talk to me (Franzine Laira Centeno) or any of your teachers. Your parents can also ask questions anytime.

If you choose to be part of this research, I will also give you a copy of this paper to keep for yourself. You can ask your parents to look after it if you want.

You can ask me any more questions about any part of the research study, if you wish to. Do you have any questions?

PART 2: Certificate of Assent

- I have listened to the explanation about the study, and I understand what will happen.
- I know that I can say yes or no and can stop anytime.
- I know I can ask questions anytime.

I have read this information (or had the information read to me) I have had my questions answered and know that I can ask questions later if I have them.

I agree to take part in the research.

OR

I do not wish to take part in the research, and I have not signed the assent below.

(initialled by child/minor)

Only if child assents:

Print name of child: _____

Signature of child: _____

Date: _____

day/month/year

APPENDIX B, Continued***If illiterate:***

A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) _____ AND Thumb print of participant

Signature of witness _____

Date _____

Day/month/year



APPENDIX B, Continued

Only if child assents:
 Print name of child: YANNA B. BULAWAN
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCIMARIE HORSBAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: WILBAUX CELINE V. ABUE
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCIMARIE HORSBAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: JAYN LOUISE S. VUW
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCIMARIE HORSBAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: ASHLEY SHYNE C. YAOI
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCIMARIE HORSBAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

(initialled by child/maier)

Only if child assents:
 Print name of child: TRENTIZ JAY N. DGAIZ
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCIMARIE HORSBAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: JEAN GABRIEL B. BILBANI
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCIMARIE HORSBAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

APPENDIX B, Continued

Only if child assents:
 Print name of child: JEREMIAH D. CARMIGNTO
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
 I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO RUIZ AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: CHEMIE TSHALI G. CIMD
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
 I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO RUIZ AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: JAMES THOMAS MANTUARD
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
 I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO RUIZ AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: KEANNAH MARIE A. GARCIA
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
 I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO RUIZ AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

(initialed by child/minor)

Only if child assents:
 Print name of child: NIJANA T. TUNACAO
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
 I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO RUIZ AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

(initialed by child/minor)

Only if child assents:
 Print name of child: ZAHRA SADIYA B. JALIL
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
 I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO RUIZ AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

APPENDIX B, Continued

Print name of child: PRINCE AL-JAN P. YEMALO
 Signature of child: _____
 Date: 26/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE BONDAND Thumb print of participant
 Signature of witness _____
 Date: 26/03/25
 Day/month/year



Print name of child: CHRISTOPHER H. TUA
 Signature of child: _____
 Date: 26/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE BONDAND Thumb print of participant
 Signature of witness _____
 Date: 26/03/25
 Day/month/year



Print name of child: MICHAELA JON S. BALSIM
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE BONDAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Print name of child: JERRY ARZEN S. AMPUAN
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE BONDAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Print name of child: IAYN GABRIEL J. TORRES
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE BONDAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Print name of child: ROCK NED-ICE COMET T. QUIROS
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE BONDAND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



APPENDIX B, Continued

Only if child assents:
 Print name of child: EYUE NOAH A. PARASO
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCMARIE RONGD AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: VEAS GERARDO G. LAJON
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCMARIE RONGD AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: EYDAN C. PRONITEZ
 Signature of child: _____
 Date: 26/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCMARIE RONGD AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: ZOE A. AQUIN
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCMARIE RONGD AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: JAMES AMARON S. DE LOS SANTOS
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCMARIE RONGD AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: DALEEN C. MADRANG
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCMARIE RONGD AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



APPENDIX B, Continued

Only if child assents:
 Print name of child: JCA V. CELLADORES
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCHMISE ALONSO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

(initialed by researcher)

Only if child assents:
 Print name of child: CHIX BANLE H. PUSAN DEZ
 Signature of child: _____
 Date: 26/03/26
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCHMISE ALONSO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: JAMES KALLEN S. CAPAS TRAND
 Signature of child: _____
 Date: 26/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCHMISE ALONSO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: LUCAS ETHAN AGTAGUEM
 Signature of child: _____
 Date: 26/03/26
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCHMISE ALONSO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: BATRINA NICHOL C. CMABLE
 Signature of child: _____
 Date: 26/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCHMISE ALONSO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

(initialed by researcher)

Only if child assents:
 Print name of child: GUMMBA DANIELS LAMES
 Signature of child: _____
 Date: 25/03/26
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCHMISE ALONSO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year 

APPENDIX B, Continued

I do not wish to take part in the research, and I have signed this form (initialled by child/minor)

Only if child assents:
Print name of child: RAHMA ANGLIA W. MUNTASALLO
Signature of child:
Date: 25/03/25
day/month/year

If illiterate:
A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCY MARIE MONROE AND Thumb print of participant
Signature of witness:
Date: 25/03/25
Day/month/year



(initialled by child/minor)

Only if child assents:
Print name of child: KICHA T. DISEBISO
Signature of child:
Date: 25/03/25
day/month/year

If illiterate:
A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCY MARIE MONROE AND Thumb print of participant
Signature of witness:
Date: 25/03/25
Day/month/year



Only if child assents:
Print name of child: NASHA CUMMIE G. VANISA
Signature of child:
Date: 25/03/25
day/month/year

If illiterate:
A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCY MARIE MONROE AND Thumb print of participant
Signature of witness:
Date: 25/03/25
Day/month/year



(initialled by child/minor)

Only if child assents:
Print name of child: ARIANE SHYNE C. YBOT
Signature of child:
Date: 25/03/25
day/month/year

If illiterate:
A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCY MARIE MONROE AND Thumb print of participant
Signature of witness:
Date: 25/03/25
Day/month/year



(initialled by child/minor)

Only if child assents:
Print name of child: NATALIA ANGLIA C. TAMAYAD
Signature of child:
Date: 25/03/25
day/month/year

If illiterate:
A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCY MARIE MONROE AND Thumb print of participant
Signature of witness:
Date: 25/03/25
Day/month/year



Only if child assents:
Print name of child: HUSSAIN N. TATAAN
Signature of child:
Date: 26/03/25
day/month/year

If illiterate:
A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.
I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCY MARIE MONROE AND Thumb print of participant
Signature of witness:
Date: 26/03/25
Day/month/year



APPENDIX B, Continued

Only if child assents:
 Print name of child: SUHELIA BANCILO KARDEN P. MILLANAYABE
 Signature of child: _____
 Date: 24/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) JACIMBE MORLO AND Thumb print of participant
 Signature of witness [Signature]
 Date: 26/03/25
 Day/month/year



Only if child assents:
 Print name of child: CATHINA GWYNETH S. TENDUGAN
 Signature of child: _____
 Date: 24/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) JACIMBE MORLO AND Thumb print of participant
 Signature of witness [Signature]
 Date: 24/03/25
 Day/month/year



Only if child assents:
 Print name of child: PRINCESS ABABILA R. PORTIATA
 Signature of child: _____
 Date: 03/26/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) JACIMBE MORLO AND Thumb print of participant
 Signature of witness [Signature]
 Date: 03/26/25
 Day/month/year



Only if child assents:
 Print name of child: MARINA R. ANTIYATA
 Signature of child: _____
 Date: 24/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) JACIMBE MORLO AND Thumb print of participant
 Signature of witness [Signature]
 Date: 26/03/25
 Day/month/year



Only if child assents:
 Print name of child: DAME KESTOFF P. BAMBIA
 Signature of child: _____
 Date: 24/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) JACIMBE MORLO AND Thumb print of participant
 Signature of witness [Signature]
 Date: 26/03/25
 Day/month/year



Only if child assents:
 Print name of child: VINCUE C. ARCONED
 Signature of child: _____
 Date: 24/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) JACIMBE MORLO AND Thumb print of participant
 Signature of witness [Signature]
 Date: 24/03/25
 Day/month/year



APPENDIX B, Continued

Only if child assents:

Print name of child: LYNEL T. DYS TRAZO
Signature of child:
Date: 24/03/25
day/month/year

If illiterate:

A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE HUNTER AND Thumb print of participant
Signature of witness
Date: 24/03/25
Day/month/year



Print name of child: KAYSON FRITH D. DACLES
Signature of child:
Date: 25/03/25
day/month/year

If illiterate:

A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE HUNTER AND Thumb print of participant
Signature of witness
Date: 25/03/25
Day/month/year



Only if child assents:

Print name of child: WILLA M. CABALIDA
Signature of child:
Date: 26/03/25
day/month/year

If illiterate:

A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE HUNTER AND Thumb print of participant
Signature of witness
Date: 26/03/25
Day/month/year



Only if child assents:

Print name of child: JIYEDA B. WAFARAH
Signature of child:
Date: 25/03/25
day/month/year

If illiterate:

A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE HUNTER AND Thumb print of participant
Signature of witness
Date: 25/03/25
Day/month/year



Only if child assents:

Print name of child: JOSHUA G. FRENCH
Signature of child:
Date: 25/03/25
day/month/year

If illiterate:

A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE HUNTER AND Thumb print of participant
Signature of witness
Date: 25/03/25
Day/month/year



Only if child assents:

Print name of child: DANYEL M. CHAPIN
Signature of child:
Date: 25/03/25
day/month/year

If illiterate:

A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LUCYMARIE HUNTER AND Thumb print of participant
Signature of witness
Date: 25/03/25
Day/month/year



APPENDIX B, Continued

Only if child assents:
 Print name of child: BOUL M. V. ABUSANDD
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) WIMARIE RANZO AND Thumb print of participant
 Signature of witness _____
 Date 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: TELLANA ELLIE M. VIDAL
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) WIMARIE RANZO AND Thumb print of participant
 Signature of witness _____
 Date 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: MEN CATE S. WANGGONDON
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) WIMARIE RANZO AND Thumb print of participant
 Signature of witness _____
 Date 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: THYLONE MARITIL B. VEREL
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) WIMARIE RANZO AND Thumb print of participant
 Signature of witness _____
 Date 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: CHRISTEN C. CORREY
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) WIMARIE RANZO AND Thumb print of participant
 Signature of witness _____
 Date 25/03/25
 Day/month/year 

Only if child assents:
 Print name of child: KRYANORA V. MIJARES
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) WIMARIE RANZO AND Thumb print of participant
 Signature of witness _____
 Date 25/03/25
 Day/month/year 

APPENDIX B, Continued

Only if child assents:
 Print name of child: IM DON V. SURELEDA
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: LEONARDO D. TIMTIM
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: DYONEL WYNN S. BILLOD
 Signature of child: _____
 Date: 26/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO AND Thumb print of participant
 Signature of witness _____
 Date: 26/03/25
 Day/month/year



Only if child assents:
 Print name of child: MARLUZ SALVE T. PEILA
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: MARC REZSEL S. ACLA
 Signature of child: _____
 Date: 03/25/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: ASTER EMMANUEL F. BARBADO
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDO AND Thumb print of participant
 Signature of witness _____
 Date: 25/03/25
 Day/month/year



APPENDIX B, Continued

Only if child assents:
 Print name of child: MARTIN B. ISORINA
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDE AYOLO AND Thumb print of participant
 Signature of witness: [Signature]
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: AMBERLYN KYLE TOBITAS
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDE AYOLO AND Thumb print of participant
 Signature of witness: [Signature]
 Date: 25/03/25
 Day/month/year



Only if child assents:
 Print name of child: ISAAC LOPEZ G. MANUJAO
 Signature of child: _____
 Date: 25/03/25
 day/month/year

If illiterate:
 A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) LEONARDE AYOLO AND Thumb print of participant
 Signature of witness: [Signature]
 Date: 25/03/25
 Day/month/year



APPENDIX B, Continued**Informed Assent Form for Parents & Guardians**

Principal Investigator: Franzine Laira V. Centeno

Organization: Our Lady of Fatima University, College of Education

Project Title: A Multisensory Approach to Teaching Letter Recognition in Barangay Sta. Cruz Child Development Center

Version: 2.0

Part 1: Information Sheet

Introduction

Hello! I am Franzine Laira Centeno, and I am a researcher and student from Our Lady of Fatima University. We are conducting a research study at your child's daycare center to investigate and explore how the multisensory approach can help children recognize and sound out letters. Before we begin, we would like to get your permission to include your child to participate in this study. We will also get your child's permission through a separate informed assent consent form. Please do not hesitate to ask me questions about or concerns you may have.

Research Intervention

The research intervention involves a multisensory teaching approach that utilizes the Visual, Auditory, Kinesthetic, and Tactile (VAKT) methods to help children recognize letters and sounds. The intervention will take place over a five-week period and includes profiling, a pre-test, two weeks of multisensory activities, and a post-test to measure the progress of the learners.

Purpose of the Study

The purpose of this study is to see if a multisensory approach of teaching, which involves the VAKT (visual, auditory, kinesthetic, tactile), helps improve young learners' letter recognition skills. We want to utilize this approach during class hours to support and improve reading and language development.

Selection of Participants

This study is being conducted at the daycare center where your child is currently enrolled, and the class and age range are appropriate for the learning activities involved. We invite all eligible students to participate in this study whose parents or guardians have agreed to get involved.

Voluntary Participation

Participating in this study is strictly voluntary. Deciding whether to allow your child to take part in this study is entirely up to you. Not participating won't have any effect on your child's classes or academic records. You may also skip questions or withdraw at any time with no penalties.

Procedures

If you agree, your child will:

1. Take a brief profiling test to assess their initial knowledge of letters and sounds.
2. Answer the pre-test to assess their letter recognition skills before starting the intervention.
3. Participate in two (2) weeks of multisensory approach reading activities.
4. Take a post-test to measure their letter recognition progress

Duration

The entire program will last for five (5) weeks, with one (1) session per week. Each session will take around 1-2 hours, that will be conducted during class hours.

APPENDIX B, Continued**Risks and Discomforts**

There are no expected physical risks, all activities will be under surveillance by the researchers to avoid accidents. Some children may feel shy or scared trying out new activities, but they will not be forced to participate if they feel uncomfortable.

Benefits

The multisensory reading activities will help your child learn letters and sounds in a fun and engaging way, which may benefit their reading and language development.

Reimbursements

There is no payment or financial compensation for participating in this study. All materials are provided by the researchers.

Confidentiality

All records will be kept strictly confidential. Your child's personal details such as their name, age, and grade level will not appear in any report. Data will be identified by number only and will be stored securely by the researchers. All data will be retained for one (1) year after the completion of the study and will be permanently disposed of using a paper shredder.

Sharing of Research Findings

At the end of this study, results may be shared in class presentations or academic publications, but no personally identifiable information about your child will be disclosed.

Right to Refuse or Withdraw

You may decide to withdraw your participation with no penalties at any time. Your child can also discontinue their participation.

Who can I ask if I have questions?

If you have any questions, you may ask them now or later, even after the study has started. If you wish to ask questions later, you may contact any of the following:

Mrs. Lucymarie B. Alonso – CDC Worker (09163134890)

Ms. Franzine Laira V. Centeno – Principal Researcher (09662991893)

Ms. Jenica Ana A. Rivero MAN, RN, PGDipHS; Contact number: 281-7664 or 283-9754 local 1204;
Email address: ierc@fatima.edu.ph

Institutional Ethics Review Committee (IERC) of Our Lady of Fatima University

PART 2: Certificate of Assent

- I have read the foregoing information, or it has been read to me.
- I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction.
- I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: _____

Signature of Parent or Guardian: _____

Date: _____

(day/month/year)

APPENDIX B, Continued***If illiterate:***

A literate witness must sign (if possible, this person should be selected by the participant, not be a parent, and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the assent form to the child, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness (not a parent) _____ AND Thumb print of participant

Signature of witness _____

Date _____

Day/month/year



APPENDIX B, Continued

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: CHARLYN VALDIVIA

Signature of Parent or Guardian: 

Date: 19 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Charina Bravo

Signature of Parent or Guardian: 

Date: 19 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Joyce Tobias

Signature of Parent or Guardian: 

Date: 05 03 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: MARILYN TIBIAS

Signature of Parent or Guardian: 

Date: 19 02 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Melchyn Cuervo

Signature of Parent or Guardian: 

Date: 19 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Cindy D. Samonte

Signature of Parent or Guardian: 

Date: 03 09 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Althea Sings

Signature of Parent or Guardian: 

Date: 19 02 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: MARICEL G. GUNIA

Signature of Parent or Guardian: 

Date: 05 03 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Mayla C. Pernitez

Signature of Parent or Guardian: 

Date: 03 03 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Regine Benaga

Signature of Parent or Guardian: 

Date: 19 02 25
day/month/year

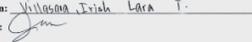
APPENDIX B, Continued

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Vilasmara Irish Lara T.

Signature of Parent or Guardian: 

Date: 02 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: CAROLINA C. ABAL-ESPERA

Signature of Parent or Guardian: 

Date: 02 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: CHETA B. URGEL

Signature of Parent or Guardian: 

Date: 02 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: ANILYN R. VALAYUELA

Signature of Parent or Guardian: 

Date: 02 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: TERESA B. CORRES

Signature of Parent or Guardian: 

Date: 02 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: ANNEE LAM DIZO

Signature of Parent or Guardian: 

Date: 02 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: ANITA S. BILIDA

Signature of Parent or Guardian: 

Date: 02 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: IRISH MAPO

Signature of Parent or Guardian: 

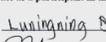
Date: 02 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

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Print Name of Parent or Guardian: LUNING BUDAWAT

Signature of Parent or Guardian: 

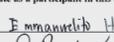
Date: 19 07 25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: EMMANUEL H. PARBADO

Signature of Parent or Guardian: 

Date: 05 03 25
day/month/year

APPENDIX B, Continued

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Melchor Castro

Signature of Parent or Guardian: [Signature]

Date: 06/18/25
day/month/year

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: MARISOL ESTE F. CABILES

Signature of Parent or Guardian: [Signature]

Date: 10/19/25
day/month/year

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Maria Victoria Morales

Signature of Parent or Guardian: [Signature]

Date: 02/14/25
day/month/year

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Le Phonnat James

Signature of Parent or Guardian: [Signature]

Date: 07/18/25
day/month/year

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Conan Cruz

Signature of Parent or Guardian: [Signature]

Date: 11/13/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Miriam Lou Cabanelo

Signature of Parent or Guardian: [Signature]

Date: 03/03/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

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Print Name of Parent or Guardian: Emily V. Panerwan

Signature of Parent or Guardian: [Signature]

Date: 03/03/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

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Print Name of Parent or Guardian: Maria M. Genec

Signature of Parent or Guardian: [Signature]

Date: 02/19/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Amelica Rubio

Signature of Parent or Guardian: [Signature]

Date: _____
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: JELYV V ANPUAN

Signature of Parent or Guardian: [Signature]

Date: 02/19/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: _____

Signature of Parent or Guardian: [Signature]

Date: _____
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Jefine Tocabo

Signature of Parent or Guardian: [Signature]

Date: 02/19/25
day/month/year

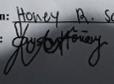
APPENDIX B, Continued

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Honey A. Soyson

Signature of Parent or Guardian: 

Date: 02/19/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Ira Davian

Signature of Parent or Guardian: 

Date: _____
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Karen Ho

Signature of Parent or Guardian: 

Date: _____
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Ira Colladarez

Signature of Parent or Guardian: 

Date: 03/03/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Camille C. Angul

Signature of Parent or Guardian: 

Date: 02/19/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Imogen Ann Torrey

Signature of Parent or Guardian: 

Date: 02/19/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Luize Torres

Signature of Parent or Guardian: 

Date: 02/19/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: JONAMEL M. SAULE

Signature of Parent or Guardian: 

Date: 03/03/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Nasha G. Marcile

Signature of Parent or Guardian: 

Date: 03/03/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Mathaniel Orhag

Signature of Parent or Guardian: _____

Date: 03/03/25
day/month/year

APPENDIX B, Continued

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: JELYN V. AMPUAN

Signature of Parent or Guardian: 

Date: 02/10/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: _____

Signature of Parent or Guardian: 

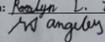
Date: 03/25/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: Rosalyn L. Debarcelos

Signature of Parent or Guardian: 

Date: 03/03/25
day/month/year

 **OUR LADY OF FATIMA UNIVERSITY**

PART 2: Certificate of Assent

I have read the foregoing information, or it has been read to me. I understand what the research is about and what my child will be doing. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian: SAMANDIN TATAM

Signature of Parent or Guardian: 

Date: 03/09/25
day/month/year

APPENDIX C

Research Instrument

Reading Screening Test

Reading Screening Test

Name:

Date:

Total Score:

Letter Recognition:

Time Limit: 7 minutes

Directions: Listen carefully to the teacher as he/she points at the letter. Repeat the letter.

1.		A	14.		P	27.		x	40.		f
2.		e	15.		s	28.		E	41.		Y
3.		L	16.		a	29.		Q	42.		z
4.		D	17.		C	30.		Z	43.		R
5.		p	18.		F	31.		U	44.		t
6.		W	19.		j	32.		r	45.		X
7.		o	20.		l	33.		v	46.		c
8.		I	21.		O	34.		T	47.		i
9.		V	22.		q	35.		K	48.		k
10.		w	23.		d	36.		b	49.		J
11.		S	24.		M	37.		H	50.		B
12.		u	25.		h	38.		G	51.		m
13.		y	26.		n	39.		N	52.		g

APPENDIX C, Continued

PRE-TEST

Name: _____ Date: _____ Score: _____

A. I can color () the things that begin with the letters inside the boxes.

1. Aa	8. Hh
Flower Apple	Hat Soap
2. Bb	9. Ii
Book Jug	Ink Hand
3. Cc	10. Jj
Cat Dog	Jar Cake
4. Dd	11. Kk
Duck Berry	Pot Kite
5. Ee	12. Ll
Pan Egg	Leaf Foot
6. Ff	13. Mm
Squid Frog	Donut Moon
7. Gg	14. Nn
Goat Ant	Nose Pear

PRE-TEST

Name: _____ Date: _____ Score: _____

B. I can check (✓) the things that begin with the letters inside the boxes.

15. Oo	22. Vv
Orange Bug	Vase Key
16. Pp	23. Ww
Pig Basket	Chest Wand
17. Qq	24. Xx
Snail Queen	Box Sock
18. Rr	25. Yy
Ring Bee	Bird Yarn
19. Ss	26. Zz
Snake Rain	Zipper Burger
20. Tt	
Nut Table	
21. Uu	
Umbrella Coat	

POST-TEST

Name: _____ Date: _____ Score: _____

A. I can color () the things that begin with the letters inside the boxes.

1. Aa	8. Hh
Flower Apple	Hat Soap
2. Bb	9. Ii
Book Jug	Ink Hand
3. Cc	10. Jj
Cat Dog	Jar Cake
4. Dd	11. Kk
Duck Berry	Pot Kite
5. Ee	12. Ll
Pan Egg	Leaf Foot
6. Ff	13. Mm
Squid Frog	Donut Moon
7. Gg	14. Nn
Goat Ant	Nose Pear

POST-TEST

Name: _____ Date: _____ Score: _____

B. I can check (✓) the things that begin with the letters inside the boxes.

15. Oo	22. Vv
Orange Bug	Vase Key
16. Pp	23. Ww
Pig Basket	Chest Wand
17. Qq	24. Xx
Snail Queen	Box Sock
18. Rr	25. Yy
Ring Bee	Bird Yarn
19. Ss	26. Zz
Snake Rain	Zipper Burger
20. Tt	
Nut Table	
21. Uu	
Umbrella Coat	

APPENDIX C, Continued



OUR LADY OF FATIMA
UNIVERSITY

Observational Checklist for Multisensory Reading Intervention

Study Title: A Multisensory Approach to Teaching Reading in Barangay Sta. Cruz Child Development Center

Student's Name:

Observer's Name:

Date:

Week No.:

Directions: Mark each behavior with Yes (✓), No (X), or Sometimes (/). Provide remarks if necessary.

Behavior	Yes	No	Sometimes	Remarks
1. Listens carefully to instructions.				
2. Actively engages in multisensory activities.				
3. Uses multisensory materials properly (e.g., flashcards, video presentation, charts, blocks)				
4. Demonstrates interest in the activities.				
5. Responds properly to teacher prompts or questions.				
6. Attempts to identify letters and sounds accurately.				
7. Demonstrates confidence in reading tasks.				
8. Stays focused and avoids distractions.				
9. Asks for help when needed.				

Additional Remarks: _____

APPENDIX D
Research Budget

Item	Total Price
School Supplies Token for Students	Php. 785.00
Appreciation Token for Teachers	Php. 300.00
Food	Php. 1,000.00
Transportation	Php 2,000.00
Bond Paper (3 reams)	Php. 567.00
Canon Printer Ink Set	Php. 1,700.00
Proposal Defense Fee	Php. 1,500.00
Final Defense Fee	Php. 1,500.00
Statistician Fee	Php. 3,000.00
Tarpaulin	Php. 150.00
Art Supplies for Instructional Materials	Php. 241.00
	Total = Php. 12,743.00

APPENDIX E

Research Tally**Table 1. Pre-test and Post-test Scores with Corresponding Reading Levels of Students**

STUDEN T NO.	PRE-TEST SCORE	READING LEVEL (PRE)	POST-TEST SCORE	READING LEVEL (POST)
1. S1	26	Independent	26	Independent
2. S2	16	Frustration	23	Independent
3. S3	14	Frustration	12	Frustration
4. S4	26	Independent	26	Independent
5. S5	26	Independent	26	Independent
6. S6	7	Not Recognized	22	Independent
7. S7	24	Independent	26	Independent
8. S8	24	Independent	26	Independent
9. S9	14	Frustration	25	Independent
10. S10	13	Frustration	25	Independent
11. S11	13	Frustration	18	Instructional
12. S12	14	Frustration	21	Instructional
13. S13	26	Independent	26	Independent
14. S14	2	Not Recognized	26	Independent
15. S15	7	Not Recognized	21	Instructional
16. S16	24	Independent	26	Independent
17. S17	20	Instructional	26	Independent

18. S18	0	Not Recognized	25	Independent
19. S19	5	Not Recognized	26	Independent
20. S20	18	Instructional	24	Independent
21. S21	13	Frustration	18	Instructional
22. S22	8	Not Recognized	23	Independent
23. S23	26	Independent	26	Independent
24. S24	14	Frustration	26	Independent
25. S25	24	Independent	25	Independent
26. S26	22	Independent	24	Independent
27. S27	15	Frustration	23	Independent
28. S28	14	Frustration	25	Independent
29. S29	26	Independent	26	Independent
30. S30	24	Independent	26	Independent
31. S31	10	Not Recognized	21	Instructional
32. S32	20	Instructional	26	Independent
33. S33	11	Not Recognized	20	Instructional
34. S34	17	Frustration	14	Frustration
35. S35	19	Instructional	25	Independent
36. S36	13	Frustration	19	Instructional
37. S37	2	Not Recognized	25	Independent
38. S38	9	Not Recognized	25	Independent

39. S39	14	Frustration	26	Independent
40. S40	3	Not Recognized	26	Independent
41. S41	6	Not Recognized	26	Independent
42. S42	26	Independent	26	Independent
43. S43	26	Independent	26	Independent
44. S44	19	Instructional	18	Instructional
45. S45	17	Frustration	20	Instructional
46. S46	23	Independent	26	Independent
47. S47	14	Frustration	22	Independent
48. S48	19	Instructional	26	Independent
49. S49	21	Instructional	24	Independent
50. S50	18	Instructional	25	Independent
51. S51	12	Frustration	19	Instructional
52. S52	26	Independent	25	Independent
53. S53	9	Not Recognized	21	Instructional
54. S54	12	Frustration	25	Independent
55. S55	23	Independent	25	Independent
56. S56	1	Not Recognized	17	Frustration
57. S57	8	Not Recognized	16	Frustration
58. S58	8	Not Recognized	22	Independent
59. S59	0	Not Recognized	14	Frustration

60. S60	6	Not Recognized	17	Frustration
61. S61	4	Not Recognized	12	Frustration
62. S62	24	Independent	24	Independent
63. S63	10	Not Recognized	21	Instructional

APPENDIX G**Research Plates**

Plate 1: Reading Screening Test

During the first week of the study, the researchers conducted an initial reading screening test for each learner to determine their ability to recognize letters. This assessment aimed to identify which learners demonstrated letter recognition skills and which learners required further support.

Plate 2: Pre-Test

In the second week of the study, the researchers administered a pre-test to each learner to assess their ability to read short words and identify corresponding objects. This assessment served as a baseline for measuring reading comprehension and word-object recognition prior to the implementation of the multisensory approach.

APPENDIX G, Continued

Plate 3: First Intervention

During the third week, the first intervention was implemented using multisensory strategies. These included the use of flashcards, matching-type activities on the board, and picture presentations displayed on a TV screen. The intervention aimed to reinforce letter recognition and enhance word-object association through visual and interactive learning methods.

Plate 4: Second Intervention

In the fourth week, the second intervention was carried out using a combination of interactive and multisensory materials. The activities included an alphabet-themed hopscotch game using a tarpaulin, letter blocks for hands-on manipulation, and a phonics video featuring the researchers teaching letter names and corresponding sounds. Additionally, the intervention incorporated a teaching style from the partnered teacher, where objects beginning with the target letter were drawn to visually reinforce the letter-sound connection. These strategies aimed to engage learners through movement, play, and visual-auditory input while also leveraging the teacher's personalized approach to letter instruction.

APPENDIX H

Certifications

Statistician Certification**CERTIFICATION**

This is to formally certify that I conducted the statistical treatment and analysis of the data for the research entitled: **“A MULTISENSORY APPROACH TO TEACHING READING IN BARANGAY STA. CRUZ CHILD DEVELOPMENT CENTER”**. All computations were performed using appropriate and accepted statistical procedures, and the interpretations were thoroughly reviewed to ensure accuracy and validity.

This certification is issued upon the request of the researcher for academic purposes.

Given this day of May 6, *2025* at Our Lady of Fatima University-Antipolo Campus Branch.



ELDON S. AQUINO, Ph.D.
Statistician

APPENDIX H, Continued

Ethical Consideration Certificate of Approval



R.I.S.E. Tower, Fatima Avenue
Marulas, Valenzuela City
283 9754 loc 1204
ierc@fatima.edu.ph

July 14, 2025

CENTENO, FRANZINE LAIRA V.
College of Education
Our Lady of Fatima University
Reference Number: 2025-IERC3-20215#2
Study Title: A MULTISENSORY APPROACH TO TEACHING READING IN BARANGAY STA. CRUZ CHILD DEVELOPMENT CENTER

Dear Mr./Ms. CENTENO:

I am pleased to inform you that the research protocol for your research **A MULTISENSORY APPROACH TO TEACHING READING IN BARANGAY STA. CRUZ CHILD DEVELOPMENT CENTER** has been **APPROVED** by the Institutional Ethics Review Committee of the Our Lady of Fatima University. This means that your research protocol has passed the ethical standards imposed by the Philippine Health Research Ethics Board (PHREB).

The effectivity period of this approval is from **July 14, 2025 to July 14, 2026**.

The following are the standard guidelines for you to follow:

1. This approval will take effect for a period of twelve (12) months. At the end of this period, if the project has not been completed, you are required to accomplish an **Application for Continuing Review Form**, on six (6) weeks before the period ends, in order to renew the approval for another term.
2. Once the study has been completed, or if for any instance terminated at an earlier time, you are required to submit an accomplished **Final Report Form**, so that the committee can officially close the protocol.
3. The approved research protocol must be followed at all times in order to protect the integrity of your human subjects. Changes in the protocol and materials utilized in the study necessitate you to submit a **Protocol Amendment Form**, to be approved by the committee once received.
4. In such occurrence when the protocol was not followed, you are required to accomplish a **Protocol Deviation/Noncompliance Form** within seven (7) working days after the occurrence in order to document the event.
5. For studies that require longer periods of investigation, a Progress Report Form must be accomplished every semester. The research site may be visited by IERC for inspection. You will receive a notice once this will occur.
6. Failure to comply with the standard guidelines can lead to disapproval, or termination of the research protocol.

I, together with the ethics committee, am very much excited for the completion of your investigation.

Sincerely,



Jenica Ann Rivero, MAN, RN, PGDipHS
Chair, Institutional Ethics Review Committee
Our Lady of Fatima University

Form 2.3

APPENDIX I, Routing Sheet

APPENDIX J
Correspondence

Parental Consent



Parental Consent

Dear Respected Parents/Guardians,

I hope this letter finds you in good health. We are writing to seek your permission and consent for your child, _____, to participate in an upcoming research study entitled "A Multisensory Approach to Teaching Reading in Barangay Sta. Cruz Child Development Center". This study is designed to span over a period of five (5) weeks and is a crucial component of the final requirements for our RECE311, and will take place within the classroom premises.

We want to assure you that any information gathered during this assessment will be handled with the highest level of confidentiality and in full compliance with the "Data Privacy Act of 2012" (RA 10173). Our group is committed to following all relevant ethical standards and regulations to ensure the protection of your child's data. You can trust that the results and specifics of the assessment will solely be used for educational purposes.

The primary goal of this assessment is to gain a comprehensive understanding of your child's reading development, focusing on their cognitive, affective, and psychomotor growth. The data collected will help us tailor whether the multisensory approach teacher is a great approach to support your child's needs. Additionally, it will contribute to the enhancement of our teaching methods and curriculum to benefit all students in the future.

By signing the Consent Form, you grant your permission for your child to participate in this assessment. We understand the importance of your child's development, and we are committed to working collaboratively with you to ensure their success.

If you have any questions or concerns, feel free to reach out to me at my email account, fvcenteno5253ant@student.fatima.edu.ph.

We appreciate your trust in our educational institution, and we look forward to your positive response. Your support is invaluable in ensuring that we can provide the best possible education and support for your child.

Respectfully yours,


Francisca Laine V. Centeno
Principal Researcher

Noted by:


Dr. Hansel Hope A. Perez
Department Head - College of Education


Joseph Hanast V. Tiempo, MAEd, LPT
Research Adviser


Lucymaria B. Alonso
CDC Worker/Teacher


Merlinda B. Armas
Brgy. Secretary - Brgy. Sta. Cruz
2-4-25

Parent/Guardian's Name and Signature

APPENDIX J, Continued

Request for Approval to Conduct A Research Study



OUR LADY OF FATIMA UNIVERSITY

Request for Approval to Conduct A Research Study

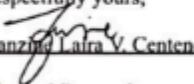
To Whom It May Concern,

Greetings! We hope this message finds you well. We are third-year students from the department of College of Education at Our Lady of Fatima University—Antipolo Campus, pursuing a Bachelor's degree in Early Childhood Education. We are conducting a quantitative research study as part of our RECE311 coursework.

We're writing to request your permission to conduct our research study at this daycare/school located in Upper Sto. Niño, Brgy. Sta. Cruz, City of Antipolo. Our research study, entitled '*A Multisensory Approach to Teaching Reading in Barangay Sta. Cruz Child Development Center,*' this study aims to explore the effectiveness of using multisensory approaches in assessing reading development in daycare students enrolled in Brgy. Sta. Cruz Child Development Center.

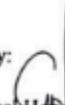
We would greatly appreciate your willingness to participate in our research. If you have any concerns, please do not hesitate to contact us using the email addresses below or by reaching out to [Franzine Laura Centeno at 09662991893]. Your support and approval on this matter is greatly appreciated. Have a wonderful day, and God bless.

Respectfully yours,


Franzine Laura V. Centeno

Principal Researcher

Noted by:


Dr. Hansel Webb A. Perez

Department Head – College of Education

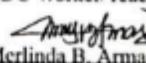

Joseph Earl Est. V. Tiempo, MAEd, LPT

Research Adviser

Received by:


Lucymaria B. Alonso

CDC Worker/Teacher


Merlinda B. Armas

3-4-25
Brgy. Secretary – Brgy. Sta. Cruz

APPENDIX J, Continued

Ethical Considerations Initial Submission



FRANZINE LAIRA VILLAGANAS CENTENO <fvcenteno5253ant@student.fatima.edu.ph>
to RIDIC

Jul 8, 2025, 10:04 AM

Good day M'am/Sir, Thank you so much for your response and for reviewing our study. My groupmates and I have worked together to complete and revise all the needed documents based on the comments and suggestions given. Attached to this email are the following files for our resubmission including the 2nd version of our study;

- Updated Accomplished Application Form
- Revised Study Protocol
- Completed Track Changes Form
- My Curriculum Vitae
- Research Receipt
- English and Filipino Versions of the Informed Consent Form for Parents
- English and Filipino Versions of the Informed Assent Form for Children/Minors
- Approval To Conduct Research Study (supplementary file)

We also changed our research title as suggested by our research adviser to make it more specific. Also, we added a variable discussion to strengthen the foundation of our study.

We hope that everything we submitted is complete as per your revisions. If there's anything else we need to revise or add, we're willing to comply. Thank you po for your time and guidance. God bless us all.

Respectfully yours,
Franzine Laira V. Centeno
Principal Researcher
3rd Year BECE Student

xxx

10 Attachments • Scanned by Gmail



APPENDIX K

About The Researchers



Franzine Laira V. Centeno. Principal Researcher. She is a Bachelor of Early Childhood Education student at Our Lady of Fatima University – Antipolo Campus. She completed her Senior High School education at the same institution under the Humanities and Social Sciences (HUMSS) strand. With a deepening interest in developmental education and psychology, she aspires to further her studies in education, with a particular focus on how life experiences influence a child’s growth and learning. Her enthusiasm for supporting early childhood development has been

APPENDIX K, Continued



Ayessa A, Angchangco. Researcher. Completed her secondary education at Gardner College Cainta and is now pursuing a Bachelor of Early Childhood Education at Our Lady of Fatima University- Antipolo Campus. Due to the interest in further studies about education and how education contributes to everyone. She is planning to pursue a master's degree in education after earning her degree. To broaden her knowledge about education and to see how this education can develop individual growth.

APPENDIX K, Continued



Sunshine D. Naig. Researcher. She is a Bachelor of Early Childhood Education student at Our Lady of Fatima University-Antipolo Campus. She is an undergraduate of Business Administration and since she has a strong passion for working with children, she decided to pursue her studies and take a course in Education. Her dream is to establish a learning tutorial center where she can create a nurturing and effective learning environment for young learners.

APPENDIX K, Continued



VERSITY

COLLEGE OF EDUCATION

Charish A. Santillan. Researcher. She is a student of bachelor's in early childhood education at Our Lady of Fatima University—Antipolo Campus. She finished her senior high school at Tierra Monte Integrated School under the General Academic Strand (GAS). She has a strong interest in improving foundational learning skills as a pathway to holistic child development. She dreams of becoming an educator who supports each child's full potential through effective, developmentally appropriate practices.