



**EFFICACY OF MATHEMATICS SCREENING AND EARLY INTERVENTION
STRATEGIES ON NUMERACY SKILLS OF GRADE 6 LEARNERS**

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ABSTRACT

This study examined the efficacy of mathematics screening and early intervention strategies in enhancing the numeracy skills of Grade 6 learners in the Lemery Sub-Office. Using a quantitative research approach and a quasi-experimental design, the investigation assessed learners' demographic profiles, performance levels, and the effectiveness of instructional strategies. Data were collected from Grade 6 Mathematics teachers through a structured questionnaire administered via Google Forms, allowing efficient and accurate gathering of responses. Findings revealed that learners exhibited a relatively homogenous profile in terms of age and nutritional status, with variations only in sex distribution and family income. Despite these differences, learners demonstrated high proficiency in mathematics, particularly in problem-solving and fundamental operations. Results further indicated that strategies such as manipulatives, visual aids, scaffolding, differentiated instruction, contextualized problem-solving, and regular feedback were highly effective in supporting mathematical understanding and engagement.

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Additionally, the effectiveness of these strategies did not significantly differ when grouped according to sex or family income, suggesting their consistent impact across diverse learner backgrounds. A significant positive relationship was also established between the use of intervention strategies and learners' overall performance. Although teachers encountered moderate challenges, particularly in managing resources, time, and diverse learning needs, the strategies remained beneficial in addressing numeracy difficulties. Furthermore, the study put emphasis on the importance of thoroughly studying the proposed strategic plan designed based on the result of the study.

Keywords: *Mathematics Intervention, Grade 6 Learners, Instructional Strategies, Mathematics Achievement*

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