World Bulletin Publishing
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World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | **Volume 2, Issue 2, February 2026**

https://worldbulletin.org/index.php/1

USE OF INTERACTIVE METHODS TO IMPROVE STUDENTS' READING LITERACY IN HOME-BASED INDIVIDUAL INSTRUCTION

Sodiqova N. T.
Teacher-Speech Therapist (Logopedist)
General Secondary School No. 22, Parkent District, Tashkent Region
Phone: +998 94 216 40 02
Republic of Uzbekistan

Mahamtolimova S. M.
Tashkent International University of Chemistry
Faculty of Special Pedagogy 2nd-Year Student, Group SPD-33
Republic of Uzbekistan
Phone: +998 93 684 06 18

Abstract

This article examines how interactive methods can be used to raise reading literacy among students who receive home-based individual instruction, with a focus on special education contexts. Home instruction often occurs when a learner's health condition, disability, or psychosocial needs prevent regular school attendance, and it therefore requires a pedagogical design that compensates for reduced peer interaction, limited classroom routines, and constrained instructional time. The study conceptualizes reading literacy as a complex capacity that includes decoding, fluency, vocabulary growth, comprehension, metacognitive monitoring, and motivation to read for meaning. Interactive methods are defined as learner-centered techniques that activate continuous dialogue between teacher and student through structured tasks, feedback loops, and co-construction of meaning, even when instruction is one-to-one. The article proposes a practice-oriented framework in which interactive reading activities are aligned with the learner's functional profile, assistive needs, and individualized education plan goals. Key interactive approaches discussed include dialogic reading, reciprocal teaching, guided questioning,

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Online Publishing Hub

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ISSN (E): 3072-175X | Volume 2, Issue 2, February 2026

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think-aloud modeling, graphic organizers used collaboratively, game-based microtasks, and multimodal support for phonological awareness and vocabulary. Special attention is paid to how these methods can be adapted for learners with speech and language difficulties, intellectual disabilities, autism spectrum conditions, and specific learning disorders, considering attention regulation and fatigue in home environments. The article also outlines implementation principles for teachers and speech therapists working in home settings, such as micro-structuring lessons, using formative assessment during interaction, and engaging caregivers as supportive partners without shifting professional responsibility. Expected outcomes include improved accuracy and rate of reading, stronger text comprehension, more stable self-regulation during reading, and more positive reading engagement. The findings support the view that interactive methods, when systematically integrated into home-based instruction, can function as a compensatory pedagogy that mitigates isolation risks and provides intensive, responsive scaffolding for reading development.

Keywords: Interactive methods, home-based individual instruction, reading literacy, special education, dialogic reading, reciprocal teaching, formative assessment, individualized education plan, scaffolding, assistive technology, reading fluency, comprehension monitoring, vocabulary development, phonological awareness, caregiver involvement.

Introduction

UYDA YAKKA TARTIBDAGI TA'LIMDA O'QUVCHILARNING O'QISH SAVODXONLIGINI OSHIRISHDA INTERFAOL METODLARDAN FOYDALANISH.

Sodiqova Nurgul Tursunboyevna
Toshkent viloyati Parkent tumani
22-sonli umumiy o'rta talim maktabi o'qituvchi-logopedi
Tel: 94-216-40-02 O'zbekiston Respublikasi

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Online Publishing Hub

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Mahamtolimova Sabina Muhammadsaid qizi
Toshkent kimyo xalqaro unversiteti
Maxsus pedagogika fakulteti 2-bosqich SPD-33-guruh talabasi
Tel: 93-684-06-18 O'zbekiston Respublikasi

Annotatsiya

Ushbu maqolada maxsus ta'lim sharoitida uyda yakka tartibdagi ta'lim olayotgan o'quvchilarning o'qish savodxonligini oshirishda interfaol metodlardan foydalanish imkoniyatlari yoritiladi. Uyda ta'lim ko'pincha o'quvchining sog'lig'i, nogironlik bilan bog'liq ehtiyojlari yoki psixososial omillar tufayli maktabga muntazam qatnasha olmasligi holatlarida tashkil etiladi; shu bois u tengdoshlar bilan muloqotning kamayishi, sinf jarayoniga xos odatiy tartiblarning cheklanishi va o'qitish vaqtining qisqarishini kompensatsiya qiluvchi pedagogik dizaynni talab qiladi. Tadqiqotda o'qish savodxonligi dekodlash, ravon o'qish, lug'at boyligini kengaytirish, matnni tushunish, metakognitiv nazorat hamda mazmunni anglab o'qishga bo'lgan motivatsiyani qamrab oluvchi murakkab kompetensiya sifatida talqin qilinadi. Interfaol metodlar esa o'qituvchi va o'quvchi o'rtasida strukturalangan topshiriqlar, teskari aloqa mexanizmlari va ma'no birgalikda qurilishi orqali doimiy dialogni faollashtiradigan, o'quvchiga yo'naltirilgan yondashuvlar sifatida izohlanadi, hatto ta'lim bir nafar o'quvchi bilan olib borilganda ham. Maqolada amaliy yo'naltirilgan konseptual model taklif etilib, unda interfaol o'qish faoliyatlari o'quvchining funksional profili, yordamchi vositalarga ehtiyoji hamda individual ta'lim rejasidagi maqsadlar bilan uyg'unlashtiriladi. Asosiy yondashuvlar sifatida dialogik o'qish, o'zaro o'qitish, yo'naltiruvchi savol-javob, o'ylab ovoz chiqarib model qilish, birgalikda qo'llaniladigan grafik tashkilotchilar, o'yin asosidagi mikro-topshiriqlar, shuningdek fonologik anglash va lug'atni qo'llab-quvvatlovchi multimodal yordamlar ko'rsatiladi. Nutq va til rivojlanishidagi qiyinchiliklar, intellektual cheklanishlar, autizm spektri holatlari hamda maxsus o'qish buzilishlari bo'lgan o'quvchilar uchun metodlarni moslashtirish masalasi, uy sharoitida diqqatni boshqarish va tez charchash omillari inobatga olingan holda yoritiladi. Shuningdek, uyda

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ishlovchi o‘qituvchi va logopedlar uchun darsni mikro-tuzish, interaksiya jarayonida formativ baholashdan foydalanish hamda kasbiy mas’uliyatni o‘zgartirmagan holda ota-ona yoki vasiylarni qo‘llab-quvvatlovchi hamkor sifatida jalb etish bo‘yicha amaliy tamoyillar bayon etiladi. Kutilayotgan natijalar qatoriga o‘qishning aniqligi va tezligining oshishi, matnni tushunishning mustahkamlanishi, o‘qish jarayonida o‘zini boshqarish barqarorlashuvi hamda o‘qishga ijobiy munosabatning kuchayishi kiradi. Xulosada interfaol metodlar uyda yakka tartibdagi ta’limga tizimli integratsiya qilinganda, izolyatsiya xavflarini kamaytiruvchi va o‘qish rivojlanishini intensiv, moslashuvchan qo‘llab-quvvatlashni ta’minlovchi kompensator pedagogika sifatida samarali ishlashi asoslanadi.

Kalit so‘zlar. interfaol metodlar, uyda yakka tartibdagi ta’lim, o‘qish savodxonligi, maxsus ta’lim, dialogik o‘qish, o‘zaro o‘qitish, formativ baholash, individual ta’lim rejasi, skaffolding, yordamchi texnologiyalar, o‘qish ravonligi, tushunishni nazorat qilish, lug‘at boyligini rivojlantirish, fonologik anglash, ota-ona ishtiroki

Introduction

Home-based individual instruction is an essential educational format for learners who cannot consistently attend school due to health limitations, disability-related needs, mobility barriers, or psychosocial conditions that make full participation in mainstream classroom routines difficult. In special education, this format is not merely a logistical alternative; it is a distinct pedagogical environment with its own constraints and opportunities. The teacher typically works one-to-one with the learner, lesson time is often shorter than in school, and instructional resources may be limited to what can be transported or accessed digitally. At the same time, individualized instruction can provide intensive support, immediate feedback, and close monitoring of progress, which are particularly valuable for learners with speech and language impairments, autism spectrum conditions, intellectual disabilities, and specific learning disorders. The central challenge is to ensure that such instruction remains

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developmentally rich rather than reduced to mechanical drill or passive worksheet completion.

Reading literacy is a foundational competence in special education because it determines access to the broader curriculum and shapes long-term participation in education and social life. Contemporary views treat reading literacy as a multidimensional construct that includes accurate decoding, automatic word recognition, fluent reading, vocabulary knowledge, and text comprehension, as well as metacognitive skills such as monitoring understanding, repairing breakdowns, and selecting strategies suited to text type and purpose. For many learners receiving home-based instruction, difficulties in reading are intertwined with deficits in oral language, working memory, attention regulation, or sensory processing. These factors may cause slow progress when teaching relies on linear explanation and independent practice without sustained interaction. Consequently, pedagogical approaches that intensify engagement, scaffold thinking, and support self-regulation are especially relevant.

Interactive methods refer to teaching techniques that organize learning through active participation and continuous exchange between teacher and learner. In a one-to-one setting, interaction is not automatically guaranteed; instruction may still become teacher-dominated if the learner is positioned as a passive responder. Interactive methods deliberately distribute cognitive work by inviting the learner to predict, question, explain, summarize, justify choices, and reflect on comprehension. Such methods are grounded in sociocultural theories of learning that emphasize mediated activity, dialogic construction of meaning, and the role of scaffolding within the learner's zone of proximal development. They are also supported by cognitive perspectives showing that comprehension improves when learners actively generate inferences, connect ideas across sentences, and verbalize strategies.

In home-based contexts, interactivity has additional value because it compensates for the absence of peer discourse and classroom-based collaborative routines. Properly designed interactive reading activities can simulate aspects of dialogue, feedback, and shared attention that are normally provided by group instruction. They can also leverage the home environment by

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using personally relevant texts, everyday objects, and familiar experiences to deepen comprehension and motivation. However, implementing interactive methods at home requires careful planning. Teachers must manage fatigue, distractions, and variable caregiver involvement while maintaining professional instructional standards. The selection of strategies must also align with the learner's functional profile and individualized education plan goals, ensuring accessibility for learners with limited speech, alternative communication needs, or low tolerance for extended tasks.

This article addresses the problem of how to use interactive methods systematically to improve reading literacy in home-based individual instruction at pedagogical universities and school practice settings, particularly within special education. The purpose is to present a structured approach to selecting, adapting, and evaluating interactive methods for diverse learners, and to articulate expected outcomes that can guide practice and research. The article emphasizes that interactivity is not an optional enrichment but a core design principle that can transform home-based instruction into an intensive, responsive learning process that supports meaningful reading development.

Methods

The methodological approach integrates a practice-based design perspective with instructional diagnostics commonly used in special education. The intervention model is structured around an individualized reading plan implemented in home-based one-to-one sessions. The plan assumes that reading literacy grows through repeated cycles of interactive engagement with texts, targeted micro-skills instruction, and continuous formative assessment. The methodological logic includes four components: baseline profiling, interactive lesson design, monitoring and adjustment, and outcome verification. This approach can be used both as a classroom-based action research model for teacher education and as an applied framework for practitioners in schools.

Baseline profiling begins with collecting educational and functional information from existing documentation, including the individualized education plan, clinical recommendations if available, and teacher observation notes. A short

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diagnostic battery is then administered to identify the learner's starting level across key reading literacy dimensions. Decoding is evaluated through letter-sound knowledge checks, syllable blending tasks, and word reading accuracy. Fluency is assessed via timed oral reading using short grade-appropriate passages, noting rate, accuracy, and prosody indicators. Vocabulary is measured through receptive and expressive tasks focusing on high-frequency words and academic vocabulary relevant to the learner's curriculum. Comprehension is evaluated using literal and inferential questions, retelling tasks, and simple graphic organizer completion. Metacognitive monitoring is estimated by observing whether the learner notices errors, asks for clarification, or uses repair strategies during reading. For learners with speech and language limitations, comprehension tasks are adapted with alternative response modes such as pointing, picture selection, or augmentative and alternative communication supports.

Interactive lesson design follows a consistent micro-structure to ensure predictability and reduce cognitive load in the home environment. Each session is organized into an engagement phase, guided reading interaction, strategy practice, and consolidation with feedback. The engagement phase uses short, motivating prompts such as picture-based discussion, activating prior knowledge, or selecting a text from a small curated set. Guided reading interaction is the core component, implemented through dialogic reading and teacher questioning that progressively shifts responsibility to the learner. The teacher uses think-aloud modeling to demonstrate strategy use, such as predicting from headings, monitoring meaning, and summarizing key points. Reciprocal teaching routines are adapted for one-to-one use by rotating roles, where the learner becomes the "teacher" for brief moments by asking a prepared question, explaining a paragraph in their own words, or choosing the best title for a section. Strategy practice targets a single priority skill per session, such as decoding a specific grapheme pattern, building vocabulary through semantic mapping, or improving comprehension via sentence combining and inference prompts.

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Interactive methods are selected according to learner needs and grouped into five operational clusters. The first cluster is dialogic comprehension support, including open-ended questions, prompts for justification, and guided retell with sequencing cards. The second cluster is metacognitive scaffolding, including think-aloud, self-questioning stems, and error-detection routines. The third cluster is multimodal support, including gesture, visual cues, graphic organizers, and simplified text layouts. The fourth cluster is game-based microtasks, such as rapid word recognition games, matching vocabulary to pictures, or short digital quizzes with immediate feedback. The fifth cluster is caregiver-mediated reinforcement, where caregivers are trained to support short practice routines between sessions, using clear instructions and boundaries to avoid over-assistance.

Monitoring and adjustment occur continuously through formative assessment embedded in interaction. The teacher records brief session notes on accuracy, prompt levels, time on task, and types of errors. A simple prompting hierarchy is used to standardize scaffolding: independent attempt, minimal cue, guided cue, model, and shared completion. Progress is reviewed weekly by comparing performance indicators, and the plan is modified by changing text difficulty, adjusting task duration, or introducing additional supports such as assistive technology for text-to-speech or symbol-supported reading.

Outcome verification is conducted at the end of a cycle, typically 6 to 10 weeks, using the same diagnostic tools applied at baseline. Quantitative indicators include changes in word reading accuracy, oral reading rate, and comprehension scores. Qualitative indicators include improved strategy talk, increased persistence during challenging tasks, and reduced dependence on teacher prompts. This methodological structure enables systematic implementation in home instruction while preserving the flexibility required for diverse special education learners.

Results

Implementation of the interactive-methods model in home-based individual instruction typically produces measurable gains across multiple components of reading literacy when the intervention is delivered with consistent lesson

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structure, appropriate text selection, and disciplined formative feedback. The most stable improvements are usually observed in reading engagement, decoding accuracy, and comprehension behaviors during guided interaction. Results can be grouped around four domains: observable instructional process changes, literacy skill outcomes, self-regulation and communication outcomes, and caregiver-supported transfer.

At the level of instructional process, one of the clearest results is the shift from a teacher-dominated format to a dialogic format in which the learner contributes a larger share of verbal or alternative-communication output. Over time, learners respond more quickly to prompts, initiate questions more frequently, and sustain joint attention for longer periods during text work. Teachers also report reduced reliance on repeated explanation because interactive routines externalize thinking and reveal misunderstandings early. The prompting hierarchy tends to show an overall downward trend, with learners requiring fewer maximal prompts and more often completing tasks independently or with minimal cues. This process change is significant because it indicates not only skill growth but also improved instructional efficiency in a setting where time is limited.

In decoding and word recognition, learners commonly demonstrate increased accuracy in reading high-frequency words and improved performance on targeted grapheme-phoneme patterns. Interactive microtasks, especially those embedded in meaningful reading rather than isolated drill, support faster consolidation of letter-sound correspondences and more stable blending. When game-based recognition tasks are paired with immediate corrective feedback and brief repetition, learners show fewer substitution errors and reduced guessing. For learners with speech and language difficulties, gains are especially visible in phonological awareness tasks that use multisensory cues, such as segmenting with tokens, tapping syllables, or matching sounds to visual symbols. These gains often translate to smoother oral reading, even when fluency rate improvements are modest.

Reading fluency outcomes are typically moderate but meaningful. Learners may increase oral reading rate and reduce long pauses, particularly when repeated reading is implemented interactively through shared reading, echo reading, and

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performance-based reading of short passages. Improvements in prosody are often a qualitative indicator: learners begin to use more appropriate phrasing and intonation when they understand the text structure and meaning. In special education home instruction, fluency growth is sensitive to fatigue and attention regulation, so the most reliable results occur when tasks are short and the lesson includes planned micro-breaks without losing instructional momentum.

Comprehension outcomes are often the most educationally significant. Interactive questioning and dialogic reading tend to increase learners' ability to answer literal questions and, with systematic scaffolding, to provide simple inferential responses. Retelling quality improves as learners include more key events, maintain sequence, and use basic connective language. Graphic organizers used collaboratively support comprehension for learners who struggle with working memory by making relationships explicit, such as cause-effect, problem-solution, and character-goal links. A frequent result is improved comprehension monitoring: learners begin to notice when something "does not make sense," ask for clarification, or use a repair strategy such as rereading a sentence. Even when comprehension test scores rise gradually, the emergence of these behaviors indicates deeper cognitive engagement and predicts longer-term reading development.

Vocabulary outcomes show growth when interactive instruction repeatedly links new words to contexts, visuals, and student-generated examples. Learners improve receptive recognition of instructional vocabulary and increasingly use target words in oral responses or alternative communication selections. Semantic mapping and category games support more robust word knowledge than single-definition teaching. For learners with autism spectrum conditions, vocabulary growth is often paired with improved pragmatic use, such as answering "why" and "how" questions with clearer reference to the text.

Self-regulation results include increased persistence, longer time on task, and reduced avoidance behaviors during reading. Interactive methods distribute difficulty across small steps and provide immediate success experiences, which can reduce anxiety linked to reading failure. Learners also show improved turn-taking and communicative reciprocity, important in special education because

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reading lessons can simultaneously function as language and social-communication practice. In cases of limited expressive speech, interactive routines that allow pointing, picture selection, or AAC responses increase participation and reduce frustration, leading to more stable engagement.

Transfer results are strongest when caregivers are involved in a structured, low-burden way. Short home routines, such as five-minute shared reading with prepared prompts, support retention of targeted skills and increase reading exposure. When caregivers follow guidance to encourage independence rather than supplying answers, learners show better maintenance of gains between sessions. Overall, the results indicate that interactive methods, implemented as a coherent system rather than as isolated techniques, enhance both the measurable outcomes and the learning quality of home-based individual instruction in reading literacy.

Discussion

The results support the proposition that interactive methods are not merely motivational add-ons but a core mechanism for improving reading literacy in home-based individual instruction, especially for learners with special educational needs. The observed gains in decoding accuracy, comprehension behaviors, and engagement can be explained through converging theoretical and practical perspectives: scaffolding within mediated dialogue, reduction of cognitive load through structured routines, and the increased diagnostic visibility that interaction provides to the teacher. In home-based settings, where peer discourse and classroom norms are absent, interactive pedagogy functions as a compensatory environment that recreates essential conditions for literacy development, namely sustained shared attention, guided practice, and iterative feedback.

A key issue is why comprehension improvements emerge reliably even when fluency gains are moderate. Home instruction often occurs under constraints of fatigue, medical routines, and limited session duration, which can cap the amount of high-volume reading practice needed for rapid fluency growth. Interactive methods, however, can strengthen comprehension by deepening

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processing of smaller text amounts. Dialogic reading and reciprocal teaching adaptations encourage learners to make predictions, explain relationships, and justify answers, which promotes inference generation and integration of ideas across sentences. From a cognitive standpoint, these behaviors increase the likelihood that information will be encoded in long-term memory and that comprehension will be monitored actively rather than assumed. For many special education learners, comprehension difficulties are linked less to lack of interest and more to limited strategy knowledge and weak language representations; interactive scaffolding makes strategies explicit and repeatedly rehearsed in context.

The downward trend in prompting intensity is pedagogically important. It indicates that learners are internalizing routines and moving toward self-regulation. In special education, over-prompting is a frequent risk that can produce learned dependence, particularly in one-to-one instruction where the teacher naturally fills silence or anticipates errors. A structured prompting hierarchy counters this by formalizing wait time and supporting graduated assistance. The result is a shift in agency: the learner becomes an active problem solver rather than a passive responder. This aligns with inclusive pedagogy principles that prioritize autonomy and functional competence, even when tasks are adapted.

Another discussion point concerns the role of multimodal and assistive supports. Interactive methods in home instruction often succeed because they integrate visual cues, graphic organizers, and alternative response modes that reduce expressive language barriers. For learners with speech and language impairments, the capacity to demonstrate comprehension through pointing, selecting symbols, or using AAC prevents underestimation of cognitive ability and maintains the integrity of reading assessment. At the same time, multimodal supports must be used strategically. If supports replace reading rather than scaffold it, learners may become reliant on pictures and avoid textual processing. Effective practice therefore requires a fading plan in which supports are gradually reduced as competence increases, while still respecting accessibility needs.

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Caregiver involvement is a double-edged factor. The results suggest that brief, structured caregiver-mediated routines can improve retention and increase reading exposure, which is critical when instructional time is limited. However, caregivers may unintentionally provide excessive help, turning practice into answer-giving and weakening independence. This highlights the need for explicit caregiver guidance: caregivers should be coached to use prompts that encourage the child to attempt, to praise effort and strategy use, and to keep practice short and predictable. Importantly, the professional responsibility for instructional decisions remains with the teacher; caregiver involvement is supportive and bounded.

From the perspective of teacher education in pedagogical universities, the findings imply that pre-service teachers and specialists should be trained to design interactive one-to-one lessons with the same rigor used for classroom instruction. Competence in interactive methods includes selecting texts at an appropriate difficulty level, planning question sequences that move from literal to inferential understanding, and recording formative data in a way that informs next-session decisions. This is particularly relevant in contexts where home instruction is widely used and where special education services may depend on mobile specialists such as teacher-logopedists.

Limitations should be considered. Home-based instruction varies widely in environmental conditions, access to materials, and learner health stability, which can affect outcomes and make standardization difficult. Additionally, short intervention cycles may capture initial gains in engagement and strategy use but may not fully reflect longer-term reading trajectory changes. Future work should compare interactive-methods models with more traditional individualized instruction, explore which method clusters are most effective for specific disability profiles, and examine how digital tools can enhance interaction without increasing cognitive load. Nevertheless, the evidence from practice indicates that interactive methods provide a robust, adaptable pathway for raising reading literacy in home-based individual instruction, with particular relevance to special education.

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Conclusion

Home-based individual instruction can either narrow or widen educational opportunity for learners with special educational needs, depending on the pedagogical quality of the sessions. The analysis presented in this article indicates that interactive methods provide a practical and theoretically grounded route to improving reading literacy in this format because they transform one-to-one teaching from a delivery model into a co-constructed learning process. When interactive routines are systematically embedded, the learner's reading development is supported not only through skill practice but also through sustained meaning-making, immediate corrective feedback, and gradual transfer of responsibility for comprehension. This is particularly important for learners whose reading difficulties are compounded by language impairments, attention regulation challenges, limited working memory, or reduced opportunities for social learning.

The most defensible conclusion is that interactivity functions as a compensatory pedagogy in home instruction. It compensates for the reduced peer discourse and limited classroom routines by building structured dialogue, predictable participation roles, and frequent opportunities for the learner to explain, justify, and reflect. Through dialogic reading, reciprocal teaching adaptations, think-aloud modeling, and collaborative use of graphic organizers, learners begin to engage with texts as purposeful readers rather than as passive decoders. In practical terms, this means that reading literacy outcomes are observed not only in accuracy and comprehension scores but also in the quality of reading behaviors: learners monitor meaning more often, repair misunderstandings, and use strategies with decreasing reliance on prompts. These behavior-level changes matter because they predict longer-term progress and greater independence.

For special education practice, the conclusion also emphasizes individualization without fragmentation. Interactive methods are most effective when they form a coherent system aligned with the learner's functional profile and individualized education plan goals, rather than a set of isolated techniques applied inconsistently. The instructional micro-structure described in the methods

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section supports this coherence by stabilizing lesson flow and reducing cognitive load in the home environment. At the same time, the system remains flexible: texts can be selected for relevance and accessibility, supports can be adjusted or faded, and response modes can be adapted for learners who use alternative communication. This balance between structure and adaptability is central in home-based instruction, where fatigue, distraction, and variable resources can otherwise undermine instructional intensity.

A further conclusion concerns professional competence and accountability. Effective interactive instruction requires teachers and specialists to plan question sequences, manage prompting hierarchies, and use formative assessment to guide weekly adjustments. In pedagogical university settings, preparing future special educators therefore includes training in interactive one-to-one lesson design, data-informed scaffolding, and ethical caregiver engagement. Caregivers can strengthen transfer when they follow brief, bounded routines that encourage independence rather than provide answers, but the responsibility for instructional decisions should remain with the professional educator.

Overall, the article concludes that interactive methods, implemented systematically, can raise reading literacy in home-based individual instruction by strengthening engagement, improving comprehension processes, and supporting self-regulation. The approach is feasible within common constraints of home teaching and is compatible with inclusive principles because it increases learner agency and functional participation in reading. Continued research and practice development should refine disability-specific adaptations and clarify the most efficient combinations of interactive strategies, but the core implication is stable: in home instruction for special education learners, interactivity is not optional; it is instructional infrastructure for meaningful literacy growth.

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