This study surveyed the interventions coming from family members and peers of 120 quota-sampled intermediate pupils from two public (Hilario Valdez Elementary School and Baay Elementary School) and two private (Immaculate Conception Academy and Graceland Saviour’s Institution, Inc.) schools in the City of Batac, Ilocos Norte. Likewise, it identified the practices of eight intermediate teachers in integrating the intervention outputs in their science classes during the first grading period in School Year 2012-13. Likewise, it determined the teacher-respondents’ assessment of the strengths and limitations of their intervention-integration practices, which prompted them to identify their needs in enhancing their intervention-integration practices.

Interview sessions were done with each of the four groups of respondents using separate sets of interview guide. All sessions were documented and transcribed before processing them. The tabulated data were analyzed descriptively and interpreted narratively.

Most of the pupil-respondents from both grade levels received interventions from their family members, specifically from their mothers, on their science lessons. Nevertheless, there were more Grade VI pupils who had interventions from their peers than their Grade V counterparts.

All knowledge learned by the pupils had their corresponding skills and values, collectively referred to as set of intervention outputs. Such knowledge reflected the contents of the intermediate science lessons. The skills emphasized on the application of study techniques leading to mastery. Meanwhile, the values acquired underpinned the pupils’ personal and relational development. The younger group of pupil-respondents learned five sets of intervention outputs from their family members and three sets from their peers. The older group, on the other hand, acquired four sets of intervention outputs from their family members and two sets from their peers.
The intervention outputs Grade V pupil-respondents were predominately integrated by their teachers in the engagement and exploratory phases. In contrast, those intervention outputs from both sources of the Grade VI pupil-respondents were primarily integrated by their teachers in the explanatory phase. In both groups, however, intervention outputs were least integrated in the evaluation phase.

The strengths of the teachers’ practices, which confirmed their reasons for integrating intervention outputs, imply their openness and accommodating response to the contributions of family members and peers in concretizing the dynamics of learning scientific phenomena. However, due to the volume and variety of intervention outputs brought by intermediate pupils into the science classroom, their teachers struggled in balancing their available time and in maximizing the interventions’ potentials. That dilemma prompted them to verbalize their interests and needs in learning competencies that will enable them to manage their intervention-integration practices more effectively and efficiently in the future. Those served as anchor in proposing for an in-service training on intervention-integration management.