



Research Article

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Supporting students with special needs: Motivation and assessment through supplementary activities in action research

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Abstract

Children with special needs are increasingly being enrolled in regular classes, placing additional pressure on school staff and teachers, particularly those working in lower grades, to accommodate a growing range of abilities and needs. This includes managing students with highly challenging behaviors. The purpose of this research is to motivate students to engage actively in class and to ensure fair assessment by understanding their individual capabilities. The research was conducted in the 5th and 2nd grades at "ILIRIA" Elementary School in Pristina. It is focused on supporting classrooms with large student numbers, including those with special needs and the students with difficulties on learning. Both qualitative and quantitative methods were utilized in this study.

Interviews were conducted with the parents of students to gather insights into their perspectives. Additionally, classroom observations were carried out to evaluate student behavior and engagement across different subjects. Surveys with teachers were conducted to understand their viewpoints on the challenges they face, including the difficulties in addressing the wide variety of student needs. Expert collaboration, both direct and indirect, was a key part of the research process. Teachers emphasized the importance of a supportive, inclusive classroom culture, while parents stressed the need for tailored interventions that recognize each child's unique challenges and strengths. Both groups highlighted the necessity of strong leadership and adequate resources to foster an environment where all students can thrive. The findings underscore the significant effort required to plan, prepare resources, and participate in ongoing professional development to ensure the successful inclusion of students with special needs. These changes demand a sustained commitment from both educators and parents, with a shared focus on student well-being and achievement.

Keywords: action research, motivation, focus, assessment, students with special needs.

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