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Research Article

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.

Introduction

The Convention on the Rights of the Child emphasizes that every child has the right to succeed, affirming their identity as individuals entitled to all rights, regardless of their physical or mental characteristics. Physical attributes and psychological challenges can significantly impact the academic progress and development of positive behaviors in children with special needs. Despite the obstacles these characteristics may present, these children deserve the same opportunities as their peers. Various factors, including the roles of educators and parents, play a crucial part in supporting these children's academic success and fostering a sense of equality among them.

Working with children with special needs requires both artistry and dedication. Educators face unique challenges because each child is an individual with distinct personality traits and needs. These children crave motivation, respect, and appreciation for their unique qualities and continuously seek the attention and support of their educators. Special needs children require tailored care and support, particularly in their health care, emotional development, social skills, and intellectual growth. Educators are instrumental in providing the confidence and encouragement necessary for these children to navigate their educational journeys, which can often be long and challenging.

Many students with special needs adapt well to their environments and are fully capable of learning in regular classrooms, interacting successfully with their peers without special needs. Today, advancements in medical treatment and educational approaches facilitate the regular attendance of children with special needs in mainstream schools. The integration or inclusion of these students can be implemented through various organizational systems, such as special schools, resource centers, special classes, and regular classrooms.

True inclusion means the total acceptance of children with special needs into the broader educational landscape. Integrating a child with special needs involves immersing them in the daily life of the school and enabling them to engage with their peers meaningfully. This process liberates them from isolated experiences and places them in educational environments that align with their age, personality, and needs for self-identification and autonomy (Cheng, Shu-Chen & Lai, Chiu-Lin, 2019).

However, inclusive education is not merely about allowing children with special needs to occupy space in regular classrooms. It involves ensuring that their presence contributes to a rich, interactive educational experience rather than serving as a superficial gesture. The essence of inclusive education lies in the active involvement of children with special needs alongside their peers in all academic activities. This engagement is vital for children with learning difficulties, as it helps them develop their full potential and fosters their motivation and interest in school.

To achieve successful outcomes, educators must design and implement tailored plans and programs that not only motivate these students but also help them feel valued and included. Additionally, the collaboration of parents is essential in this process. Parents can provide invaluable insights into their children's strengths and challenges,

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helping teachers develop effective strategies that cater to individual needs.

The partnership between educators and parents plays a critical role in the success of inclusive education. Together, they can create a supportive environment where children with special needs can thrive academically and socially, fostering a sense of belonging and achievement. By working collaboratively, teachers and parents can ensure that all children, regardless of their needs, have the opportunity to succeed in their educational journeys.

1. **Literature review**

Research studies investigating the impact of supplementary activities on the motivation and assessment of students with special needs have consistently demonstrated positive outcomes. These activities, which are specifically tailored to meet the unique needs and interests of students, significantly enhance motivation, boost self-efficacy, and improve academic performance.

In addition to academic benefits, supplementary activities often incorporate alternative assessment methods that offer a more comprehensive understanding of students' knowledge and abilities. These alternative assessments move beyond traditional testing formats, providing a richer evaluation of students' skills and competencies. Furthermore, supplementary activities contribute to the social and emotional development of students, fostering essential social skills, building relationships with peers, and enhancing overall well-being (Zakharov, 2019).

To effectively implement supplementary activities, it is crucial to provide teachers with professional development opportunities that focus on inclusive teaching practices, differentiation strategies, and effective assessment methods. By equipping educators with these tools, they can create engaging and supportive learning environments that promote the success of all students, including those with special needs. Professional development not only helps teachers adapt their instructional approaches but also empowers them to cultivate a classroom atmosphere that encourages participation and collaboration among all learners.

Ultimately, the successful integration of supplementary activities relies on the commitment of educators to foster an inclusive educational environment. By recognizing and addressing the diverse needs of students with special needs, teachers can help them achieve their full potential, paving the way for their academic and social success.

Assessment refers to the process of gathering and evaluating information about a student's performance, skills, knowledge, or understanding in a particular subject area. It involves systematically collecting data to make informed judgments about a student's progress, strengths, areas for improvement, and overall achievement. Assessment serves multiple purposes, including informing instruction, guiding learning, monitoring progress, diagnosing learning difficulties, and evaluating outcomes.

Assessment can take various forms, such as tests, quizzes, assignments, projects,

observations, interviews, portfolios, and performance-based assessments. These methods allow educators to assess different aspects of student learning, including factual knowledge, critical thinking skills, problem-solving abilities, creativity, communication skills, and social-emotional development.

Effective assessment practices are characterized by fairness, reliability, validity, and relevance to the learning goals and objectives. Assessments should provide meaningful feedback to students, enabling them to understand their strengths and areas for growth and to set learning goals. Additionally, assessments should be used formatively to guide instruction and support student learning in real-time, as well as summatively to evaluate student achievement at the end of a learning period or unit (Cheng & Lai, 2019; Imaniah et al., 2018).

Overall, assessment plays a crucial role in supporting student learning and informing instructional decision-making, helping educators tailor their teaching approaches to effectively meet the diverse needs of students.

Motivation is a multifaceted concept that drives human behavior and influences goal-directed actions. The term originates from the Latin word "movere," which means "to move" or "to encourage," highlighting its fundamental role in prompting action (Gkora et al., 2023). Motivation is closely tied to human needs and desires, serving as a driving force that guides individuals towards certain actions or goals.

The art of motivation involves understanding and leveraging various factors to encourage desired behaviors. These factors may include personal desires, external incentives, enthusiasm, and perceived benefits, all of which can vary in intensity and impact the way individuals pursue their goals. The purpose of motivation is to provide reasons, incentives, or interests that lead to specific actions, ultimately aimed at achieving desired outcomes, such as goal attainment, positive perspectives, effecting change, and building self-confidence.

Moreover, motivation is characterized by an individual's willingness to exert energy and effort toward achieving organizational objectives. This willingness is contingent upon the belief that such efforts will lead to the fulfillment of individual goals and objectives (Martin, 2021).

Motivation is essential for individuals to strive toward their goals with enthusiasm and effort, encompassing various factors that influence behavior and ultimately contribute to achieving desired outcomes.

2. Research Problem

The integration of students with special needs and those experiencing learning difficulties into mainstream education remains a persistent challenge across educational systems, particularly when it comes to maintaining their motivation and accurately assessing their learning progress. In the context of primary education, particularly in the early stages of learning foreign languages such as English, these students often struggle to keep pace with their peers due to varied cognitive, behavioral, and emotional barriers. Traditional teaching methods and assessment

practices, which are typically standardized and rigid, do not always address the diverse needs of these learners. Consequently, this gap in instructional support often results in disengagement, reduced self-confidence, and misrepresentation of actual learning progress in formal evaluations.

This research, implemented at "Illyria" Elementary School in Pristina, addresses the core problem: How can supplementary activities improve motivation and provide more inclusive assessment practices for students with special needs and those with learning difficulties? The challenge lies in designing and applying complementary activities that not only support learning but also foster engagement, enhance social and emotional skills, and allow for a more accurate understanding of each student's abilities and progress. By tailoring activities to individual learning profiles through techniques such as role-playing, drawing, and coloring—the study seeks to examine whether these approaches lead to observable changes in motivation, participation, and academic evaluation outcomes.

Through a mixed-method, action research approach that includes observation, interviews, and surveys with teachers, parents, and specialists, the study aims to explore not only the effectiveness of these supplementary activities but also the institutional and pedagogical readiness to adopt such inclusive strategies. The problem is further compounded by the lack of systemic collaboration between educators and external support professionals (psychologists, therapists, doctors), which often undermines the coherence and sustainability of inclusive educational interventions. The need to re-evaluate current teaching practices and embed supplementary activities as part of everyday instruction is urgent—particularly in settings where foreign language acquisition poses an additional cognitive load for already vulnerable learners.

This research investigates a critical issue in inclusive education: the potential of supplementary, personalized learning activities to enhance motivation and support fairer assessment for students who otherwise risk marginalization in standard teaching environments. It seeks to offer practical, evidence-based recommendations for educators and policymakers to reframe how inclusivity is implemented and sustained at the classroom level.

Purpose of the Study: This study aims to enhance inclusive education practices by exploring how targeted supplementary activities can positively impact motivation, self-confidence, and assessment outcomes among students with special needs.

Main research questions are:

- What changes in student motivation are observed after the implementation of supplementary activities?
- How do these activities impact students' self-esteem and sense of belonging?
- In what ways do supplementary activities offer more inclusive and effective forms of assessment?
- How do teachers perceive the effectiveness of these activities in addressing diverse student needs?
- What challenges arise during the planning and implementation of these supplementary activities?

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3. **Methodology**

This study employs a **mixed-methods action research** approach to explore the effectiveness of supplementary activities in enhancing motivation and assessment practices for students with special needs and learning difficulties. The cyclical nature of action research planning, acting, observing, and reflecting allows for iterative improvements based on ongoing feedback within the classroom context.

The study was conducted at "Iliria" Primary School in Pristina, Kosovo. It was initiated in response to observed challenges faced by students in mastering foundational English vocabulary and maintaining engagement during regular instruction.

3.1 Research Objectives

The primary aim of this study is to explore the significance and impact of implementing supplementary activities in enhancing the motivation, self-confidence, and assessment of students with special needs. The study also seeks to examine how teacher practices and institutional support influence the effectiveness of inclusive education. The specific objectives are:

- Assess the impact of supplementary activities on student motivation;
- Explore the role of these activities in fostering self-confidence;
- Understand current teaching practices related to inclusive education;
- Generate recommendations for improved integration and academic outcomes for students with special needs;

3.2 Population and Sample

The population of interest included students integrated into mainstream classes at "Iliria" Primary School who required differentiated instruction and additional support.

- Sample Size: Twelve students were purposively selected based on teacher observations and academic performance.
  - o Five students had formally identified special needs;
  - o Seven students exhibited general learning difficulties;
- The sample also included 12 teachers working with these students and their parents also 12 who provided qualitative insights.

3.3 Data collection methods and instruments

A combination of quantitative and qualitative data collection methods was used to obtain a comprehensive understanding of student needs and teacher perceptions:

- Direct Classroom Observations: To record student behavior, engagement, and responses to supplementary activities.
- Semi-Structured Interviews: Conducted with parents and specialists (school psychologists, speech therapists, medical professionals) to gather perspectives on student needs and developmental progress.
- Teacher Surveys: To collect data on current teaching strategies, challenges, and

perceptions regarding inclusive education and supplementary activities.

3.4 Intervention and Action Plan

An action plan was collaboratively developed and implemented, focusing on adapting the English curriculum to better meet student needs. Key features included:

- Student involvement in selecting the thematic topic "summer" as a basis for vocabulary learning.
- Use of diverse supplementary activities such as drawing, storytelling, role-playing, and small group projects.
- Continuous observation and reflection to monitor student engagement, behavioral changes, and learning outcomes.

3.5 Sampling Method

Purposeful sampling was used to select a diverse group of learners exhibiting a range of academic, behavioral, and social-emotional needs. This method ensured focus on students who would most benefit from supplementary activities within an inclusive classroom setting.

3.6 Data Analysis

Data were analyzed through:

- Thematic analysis of interview transcripts and survey responses to identify common themes related to motivation, assessment, and teaching practices.
- Descriptive analysis of observational data to track changes in student engagement and behavior.
- Triangulation of qualitative and quantitative data sources to enhance validity and reliability.

3.7 Hypotheses Tested

The study tested several hypotheses, including:

- H_0: Motivation and assessment of students with special needs are often inadequately addressed.
- H_1, H_2, H_6: Teachers may lack sufficient training and awareness to implement inclusive practices effectively.
- H_3: Poor collaboration among professionals reduces support effectiveness.
- H_4: Underutilization of external expertise limits comprehensive support.
- H_5: Insufficient emphasis on life skills development for students with special needs.

3.8. Ethical Considerations

The study adhered to ethical standards by obtaining informed consent from parents, ensuring confidentiality, and respecting the rights and dignity of all participants throughout the research process.

3.9 Expected Outcomes

The integration of supplementary activities is anticipated to yield:

- Improved academic engagement and motivation among students.
- Enhanced behavioral regulation and social interaction.
- Increased self-esteem and confidence in learners.
- Greater teacher satisfaction and parental involvement.
- Informative insights to guide classroom practices and school policies on inclusive education in Kosovo.

4. Findings from observed and implemented suplememtary activities with students

The research was conducted in the 5th and 2nd grades at "ILIRIA" Elementary School in Pristina, focusing on classrooms with large student populations, including students with special needs and those experiencing learning difficulties. Too effectively support these diverse learners, a range of carefully designed supplementary activities were introduced, aimed at enhancing motivation, engagement, and providing more inclusive assessment opportunities. The offered activities include:

- Individualized Learning Tasks: Assignments tailored to each student's unique learning profile, allowing them to work at their own pace and according to their specific needs. This personalization helped address varied ability levels within the classroom.
- Hands-On and Creative Engagement: Activities such as arts and crafts, drawing, role-playing, and interactive games were integrated to foster active participation and make learning more concrete and enjoyable for students with diverse learning styles.
- Collaborative Group Work: Structured group projects encouraged peer interaction, cooperation, and social skill development, helping students build relationships and learn from one another in a supportive environment.
- Multisensory Instructional Approaches: Lessons incorporated visual, auditory, and kinesthetic elements to engage multiple senses, which proved especially beneficial for students with special needs by reinforcing concepts through varied modalities.
- Positive Reinforcement and Structured Routines: Consistent use of praise, rewards, and clear classroom routines created a predictable and motivating environment that supported emotional regulation and behavioral improvements.
- Alternative Assessment Methods: Portfolios, project presentations, and performance-based assessments were used to capture a fuller picture of student learning and competencies beyond traditional testing formats.
- Observed Results include:
- Enhanced Motivation: Observations revealed that students demonstrated increased enthusiasm and willingness to participate during lessons that included these supplementary activities. Their interest in learning tasks was notably higher,

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leading to more active engagement.

- Improved Engagement and Attention: Students with special needs and learning difficulties showed greater focus and persistence, particularly during hands-on and collaborative activities. This increased engagement was evident in their sustained participation and reduced off-task behavior.
- Strengthened Social Skills: Collaborative activities fostered improved communication and peer relationships, helping reduce social isolation and promoting a sense of belonging within the classroom community.
- Positive Behavioral Outcomes: The implementation of structured routines and positive reinforcement contributed to better classroom behavior, with fewer disruptions and greater self-regulation among students.
- Increased Self-Confidence: Success in personalized and creative tasks boosted students' self-esteem, encouraging them to take on new challenges and engage more confidently in learning activities.
- More Comprehensive Assessment: Alternative assessment approaches provided educators with richer, more authentic insights into each student's progress, highlighting strengths that traditional assessments might overlook.
- In conclusion, the integration of these supplementary activities within large, diverse classrooms at "ILIRIA" Elementary School significantly contributed to improved motivation, engagement, social interaction, and academic performance among students with special needs and learning difficulties. These findings underscore the importance of adopting inclusive, flexible instructional strategies and assessment methods to support diverse learners effectively.

5. Findings from teacher interviews

Teachers emphasized the importance of developing tailored strategies to motivate students with special needs. Among the most frequently mentioned techniques were positive reinforcement, hands-on learning, and peer support. According to one teacher (N8), "Visual cues and encouragement go a long way—sometimes a sticker and a smile mean more than a grade for these students." Another participant (N5) added, "Routine and predictability help my students feel safe and more willing to participate."
Despite these efforts, teachers encountered persistent challenges in maintaining student motivation. These included emotional instability, low academic confidence, and limited attention spans. "Some of my students withdraw when they're asked to do tasks they've struggled with before," said N1. "It's not laziness; it's fear of failure."
Most participants strongly supported the use of supplementary activities as an effective way to engage students. These activities included group work, role-playing, creative projects, and real-life simulations. Teachers noted that such approaches made learning more accessible and enjoyable for students with learning differences. "When we do science experiments or role-plays, my students with special needs are the first to raise their hands. They finally feel like they belong," explained Mr. N4.

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June, 2025

Assessment methods varied widely, with teachers relying on a combination of observational notes, portfolios, project-based tasks, and modified tests. While acknowledging the utility of these tools, several teachers felt that standardized assessments did not adequately reflect the abilities of students with special needs. "I can't assess a child who has difficulty writing using the same test I give to others. It's unfair," said N3. "I rely more on how they perform in real-life activities."

Teachers also pointed out that supplementary activities offered richer evidence of student progress in areas like problem-solving, social skills, and emotional regulation. "I've seen more growth during a two-week group project than during an entire grading period of textbook work," stated N6.

Some educators used the results of these activities to inform formal evaluations, especially for individualized learning plans. "After group projects, I write notes about how students worked together or solved problems. That's more helpful to me than just test scores," explained N4.

Challenges and Support Needs- Despite their commitment, teachers voiced frustration with systemic limitations. These included a lack of specialized training, limited classroom resources, and minimal collaboration with school psychologists or special educators. "I often feel alone in this. We need regular meetings with specialists who know these children better than we do," said N2.

Another major barrier was time. "I would love to plan more supplementary tasks, but with overcrowded classrooms and no assistant, it's just not realistic," N2, admitted. Teachers expressed a strong desire for professional development focused on inclusive practices and differentiated assessment tools.

Teachers made a number of practical suggestions to enhance motivation and assessment practices:

- Incorporate more multisensory learning activities
- Establish formal collaborative support teams for each student with special needs
- Recognize supplementary activities as valid forms of assessment in grading systems
- Offer parent training on how to reinforce learning at home

As N1 put it, "These children have enormous potential. We just need to give them the right environment to thrive—and that takes teamwork."

6. Findings from parent interviews

Most parents described their children with special needs as facing variable levels of motivation, often influenced by the type of activity or the teacher's approach. Several parents observed that their children were more enthusiastic about learning when engaged in creative or hands-on tasks.

"My son gets excited about art projects or when he gets to build something in class," shared one parent (N4). "But when it's just reading or worksheets, he shuts down." Another parent (N6) explained, "Group activities help my daughter feel more included. When she works with others, she feels like part of the class, not different."

Supplementary activities—such as team games, role-playing, or crafts—were widely appreciated by parents as tools for boosting motivation and self-esteem. One mother (Mrs. Arta) said, "After participating in a class project on healthy eating, my child started talking more at home about what he learned. He even volunteered to present it to our family."

While parents generally noted improvements in their child's progress, many felt that standard assessment practices did not reflect their child's true abilities. "My son knows the material but freezes during tests," explained N7. "He's much better when the teacher talks to him or lets him show what he knows through drawings."

Some parents were unclear about how their children were being assessed. "I get report cards, but I don't know what's behind the grades," said N5. "Is he being compared to others or just to himself?" There was a recurring request for more individualized feedback that accounts for the student's development, not just academic outcomes.

Nearly all parents reported making efforts to support their child's motivation at home through positive reinforcement, daily routines, and rewards. However, several mentioned feeling unequipped to assist with learning beyond basic homework help. "Sometimes I don't know how to explain things in a way my child understands," said N1. "I wish I had more guidance from the school."

Many parents stressed the importance of collaboration with teachers, but the degree of communication varied. "Some teachers are great—they call or message us with updates," said N8. "But others don't involve us unless there's a problem."

Parents provided valuable suggestions for improving student motivation and assessment:

• Include more activity-based learning and projects;
• Use alternative forms of assessment (like oral presentations or portfolios);
• Offer parent workshops on supporting learning at home;
• Ensure more regular communication between teachers and parents;

One parent (N5) summed it up best: "These kids are capable, but they need different kinds of opportunities. The school should focus less on marks and more on helping them grow in their own way."

Parents consistently expressed a desire for a more inclusive, supportive, and personalized approach to education. They acknowledged the positive effects of supplementary activities on their children's confidence, motivation, and willingness to participate.

As N3 stated, "Since they started doing more creative work in class, my child has started to believe in herself again. That's worth more than any grade."

7. Discussion

The study conducted at "ILIRIA" School in Pristina demonstrates that supplementary activities significantly improve the motivation, engagement, and educational outcomes of students with special needs. Teachers reported that individualized and hands-on activities, such as group projects and creative tasks, not only increased

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student participation but also fostered a sense of belonging and improved social skills. These observations are consistent with Tomlinson's (2001) advocacy for differentiated instruction, which emphasizes adapting teaching strategies to meet diverse learner needs. Furthermore, the positive effects of structured peer interactions observed in this study support Vygotsky's (1978) social constructivist theory, which highlights the crucial role of social interaction in cognitive and emotional development.

Both teachers and parents in the study noted that traditional assessment methods often failed to capture the true abilities of students with special needs, echoing the findings of previous research that calls for more individualized and performance-based assessment approaches (Tomlinson, 2001). The use of portfolios, project-based evaluations, and observational notes provided richer and more authentic evidence of student progress, aligning with recommendations for alternative assessment practices in special education (Cochran-Smith & Lytle, 2009).

Behavioral improvements attributed to structured routines and positive reinforcement in the classroom further validate behaviorist principles, particularly those outlined by Skinner (1953), who emphasized the importance of reinforcement in shaping student behavior. The emotional and psychological benefits, such as increased self-esteem and confidence, observed in this study also reflect Maslow's (1943) hierarchy of needs, which posits that fulfilling psychological needs is foundational to personal growth and learning.

Despite these positive outcomes, the research also identified ongoing challenges, including a lack of specialized training for teachers, limited resources, and insufficient collaboration with specialists. These barriers are consistent with Epstein's (2011) assertion that parental involvement and professional support are critical for effective special education interventions. The desire for more professional development and collaborative support, expressed by teachers and parents alike, mirrors findings from DuFour & Eaker (1998), who advocate for professional learning communities as a means of improving educational practice.

In summary, the findings at "ILIRIA" align closely with established educational theories and the broader literature, confirming that supplementary activities are essential for creating inclusive, supportive, and effective learning environments for students with special needs. By integrating differentiated instruction, alternative assessment, and collaborative support, schools can better address the diverse needs of their students and foster both academic and personal growth (Tomlinson, 2001; Vygotsky, 1978; Skinner, 1953; Maslow, 1943; Epstein, 2011; DuFour & Eaker, 1998; Cochran-Smith & Lytle, 2009).

8. Conclusion and Recommendations

The study conducted at "ILIRIA" in Pristina clearly demonstrates that complementary activities have a significant positive impact on students with special needs. These activities enhance student motivation, engagement, and overall educational outcomes by providing personalized learning experiences, fostering inclusive environments,

and offering structured routines coupled with emotional support. The findings align with established educational theories and practices, confirming that complementary activities are essential for supporting the academic, social, emotional, and behavioral development of students with diverse abilities.

Moreover, complementary activities provide alternative and more authentic assessment methods that better capture the unique skills and progress of students with special needs. By incorporating performance-based assessments, portfolios, and collaborative projects, educators can more accurately evaluate student learning in ways that traditional assessments often fail to do. The successful implementation of these activities promotes equity and inclusion, encouraging collaboration, mutual respect, and a strong sense of belonging within the classroom.

Overall, the research highlights that complementary activities are not merely beneficial but necessary for creating supportive and effective learning environments that empower students with special needs to reach their full potential.

Recommendations

1. Educators should prioritize the systematic inclusion of diverse complementary activities that cater to the varied needs, interests, and learning styles of students with special needs. This integration will foster engagement, motivation, and deeper learning.

2. Schools should implement flexible and authentic assessment strategies such as portfolios, project-based evaluations, and performance tasks to better reflect the true abilities and progress of students with special needs.

3. Continuous training and capacity-building opportunities for teachers are essential to equip them with the skills and knowledge necessary to design and implement effective complementary activities and inclusive assessment practices.

4. Strengthen partnerships among educators, parents, specialists, and other stakeholders to ensure a coordinated and holistic approach to supporting students with special needs.

5. Schools should foster an environment that values diversity, encourages social interaction, and supports emotional well-being, thereby enhancing the sense of belonging for all students.

6. Educational authorities should ensure adequate resources, materials, and institutional support are available to implement complementary activities effectively and sustainably.

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