REFLECTIVE ACTIVITIES OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND TEACHERS IN THE SELF-EDUCATIONAL PROCESS

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Abstract

The article considers reflective activities of pupils with special educational needs and teachers, analyzing experiences and meaningfulness of reflective activities. Data of the analysis of special educational needs pupils' and teachers' diaries are presented, emphasizing qualitative changes in teachers' and pupils' reflective activities.

Key words: *teacher's and pupil's reflective activity, pupil with special educational needs.*

The necessity of reflective activities in pedagogical practice is emphasized by numerous Lithuanian and foreign researchers. Researchers emphasize adult learners' reflective learning, characterized by contemplation (search for causal links, considering, formulation of conclusions), learning reflective skills (relating theory and practice, perception of activity), experimental learning (trying out the theory in practice, development of practical knowledge), when the person records reflections about things that happened during the learning process, about sensations acquiring experience, and meta-reflection as an opportunity of further researches and discussions (Bubnys, 2007ab, 2009; Teresevičienė, Gedvilienė, Zuzevičiūtė, 2006). The teacher's reflective activity is analyzed (Ghaye, Ghaye, 1998; Moore, 2004, 2007; Taggart, Wilson, 2005), the teacher's diary writing method, helping to realize personal experience and personally important discoveries, is presented (Buehl, 2004; Campbell, McNamara, Gilroy, 2004; Lepeškienė et al., 2001; Pollard, 2006). In philosophy reflection is treated as thinking about thinking (Aristotle, Hegel), self-reflection, perception of the social system. Reflection encompasses realization of one's activity, personal abilities and analysis of behaviour in certain situations as one of the essential mechanisms for improvement of social competency. The process of reflection is directed towards analyzing and thinking over one's activity, inner self-feeling, feelings, and empathies. This is not just knowledge and self-perception but also finding out how others see you. Inner reflection is perception of personal activity, ideas and feelings. Outer reflection is perception of processes, events related to external world.

According to Moore (2004, 2007), who relates reflective activities to reflection in action, reflective practitioner does not devalue practical skills, techniques and knowledge but employs

them for constructive reflection and this helps to make the activity more efficient through the following:

- perception of "the whole picture", analyzing a lesson or a series of lessons, when one is not contented just with usage of tools as a way of testing but seeks to evaluate who learned what and how the educational process can be changed in the future;
- careful evaluation, planning and consolidation of one's as teacher's activity in the class, related to evaluation of one's and pupils' behaviour and attainments;
- perception of the teacher's contribution to the educational theory and research activities, orientating not only to what and when but also to how and why something is efficient;
- not only through choice and absorption of strategies but also through strategic thinking, creative, constantly considered activities, analyzing how the teacher's activity is related to chosen measures and to what is taking place in the class.

Having analyzed dynamics of the teacher's reflective activity, Moore (2004) emphasizes that reflective activities vary from perfunctory ritualistic reflection (the activity that has very little influence on professional pedagogical practice) to constructively critical reflection: the teacher's reflective activity that promotes changes in existing assumptions and conceptions, considering alternative practices or perspectives and personally contributing to activity development or change. The author distinguishes himself by teachers' activities grounded on ritualistic reflection, which is obliged by external factors and orientation to a competent professional who complies with standards (e.g., formal filling in the portfolio of competences); pseudo-reflection, when other people's (colleagues', parents', pupils', etc) activities are seen and emphasized rather that one's own activities; and productive, constructive or critical reflection, which is described as reflective activities, when situations, existing approaches, perspectives and expectations, seeking to change daily conceptions and activities, are analyzed.

Relevance of the research, presented in the article, is reasoned by a complex need to disclose what manifestation of features of theoretical concept of reflective activities in daily reality of the teacher and the pupil with special educational needs is like.

Research subject: reflective activities of the teacher and the pupil with special educational needs.

Research aim: to describe reflective activities and experiences of teachers and pupils with special educational needs.

Seeking this aim, the following data collection methods were applied: analysis of scientific literature, semi-structured interview, applying elements of in-depth interview; teachers' and pupils' diaries; and data analysis methods: qualitative content analysis (of interviews and diaries).

Research methodology and procedures
Research was carried out in two stages:
Stage 1. During the qualitative research, applying semi-structured interview method and in-depth interview elements, 76 (N=76) teachers and specialists from general education schools of Vilnius (1), Kaunas (2), Klaipėda (1), Panevėžys (1) cities and Akmenė (1), Kelmė (1), Pakruojis (1), Radviliškis (2) and Šiauliai (2) districts (in total 12 schools: basic (N=5), secondary (N=5), gymnasiums (N=2)) were interviewed. Research sample is non-probability, purposive sample. During the research it was sought to find out how teachers plan, implement, observe and reflect on their activities, what interactions they develop with pupils having special educational needs, their parents, colleagues, initiating changes in the educational process. Teachers were interviewed following good-will and ethical research principles (Bitinas, Rupšienė, Žydžiūnaitė, 2008); i.e., all participants of the survey were informed about the

research aim, confidentiality of data, and they verbally approved of recording the conversation on a dictaphone. The duration of one interview ranged from 20 to 40 minutes. Processing data, employing content analysis method, every respondent was given a code. Validity of research results was sought collecting data from descriptions of different cases, given by teachers and specialists from various Lithuanian schools. Reliability of results is reasoned by usage of model of semi-structured interview for different research participants. Given codes contain a number of the pupil's case (36 cases) and a respondent's position.

In stage 2 the diary analysis of the participants of the national pupils' creative works contest "I Can, You Can too" (teachers' and pupils') was carried out. Diaries (submitted for the contest in 2008 and 2009) were analyzed carrying out content analysis and applying phenomenological analysis principles (Bitinas, Rupšienė, Žydžiūnaitė, 2008a, 2008b): collection and analysis of information about participants' experience in creative activities, developed interactions and carried out activities in a different environment, and about meanings developed by participants of the educational process in objective reality, seeking to find what is common and unique. Data were obtained analyzing 15 teachers' and pupils' diaries, submitted in 2008 and 53 teachers' and pupils' diaries, submitted for the contest in 2009.

Teachers' Reflective Activities in Real Contexts

Character of teachers' reflective practice in the general education school, educating pupils with special educational needs (SEN), is reflected in two qualitative categories. These are **lack of need of reflective partnership:** problem-in-the-capsule: *actually there is a class and this is the very teacher's problem. We don't want to interfere in other people's matters [2 prad.][1];* lack and need of reflective environments: *but we, I don't think we have much of such orientated, continuous in our experience. Maybe such solitary or two-three times prevail? [36 soc.];* formal pseudo-reflection: *we discuss in our own company what is wrong, that they behave like this, but as to changing this behaviour, I don't think that is possible. We also can't give any practical advice to change these actions. [3 spec.].* Research data pertain to teachers' isolation, withdrawal, emphasized by Rogers, Rogers (2003), when it is stated: "your class, your problem" or "I don't have problems when he/she is in my class". Authors also underline teachers' natural fear to share their problems with colleagues or administration (particularly administration), so that they do not appear as fearful or incompetent. **Elements of reflective practice in teachers' activities are described**, based on Moore's (2004, p. 105) described positions of reflection: conception of reflection in action, presented by D. A. Schön (qtd. in A. Moore, ibid); this is reflection in action, in practice, which is carried out purposively, seeking to correct one's activity: *we impart, we talk. We also speak about other people's successes. They tell what has to be done [13 liet.]; and you think, how to find the way out of the situation, having talked, you adjust to a concrete case. Maybe nobody gives the recipe [34 pav.];* silent reflection of the solitary, which takes place in the "head", retrospective reflection, when lessons or events are considered: *sometimes I think over in the evening and can't get asleep and think [17 prad.];* evaluations: most often written, after individual lessons, limited to individual lessons, focusing on pupils' and teachers' roles: *I think over best when before the New Year I get ready to write something in assessment record books two weeks before, you have it with you before the parents' meeting and record and also when I write letters to my mum I review all these notes and this makes you stop [3 prad.];* inner reflection of the professional,

[1] Here and further text in italics signifies respondents' authentic speakings, language is uncorrected. Given codes indicate case number of the pupils with SEN and the respondent's position. Explanations of codes: *prad.* – primary class teacher, *soc.* – social educator, *spec.* – special educator*, liet.* – Lithuanian teacher, *pav.* – deputy head teacher, *psich.* – psychologist, *aukl.-dail.* – class tutor-Art teacher, *liet.-aukl.* – class tutor-Lithuanian teacher, *angl.* – English teacher

conveyed to other members of the same practitioners' community (not necessarily of the same school): *actually teachers encounter such tough problems, we can hear in the teachers' room, they share experiences a lot, look for various methods. They also come here and we talk, search. We talk and analyze the situation quite in depth. [27 psich.].*

According to A. Ghaye and K. Ghaye (1998), reflective practice encourages people to analyse what we they doing, their teaching and learning activities, and the context, in which teaching and learning takes place. Educating pupils with SEN, developing interactions with other participants of the educational process, teachers undergo various emotional experiences, ranging from pride of their activities: *last year I had the fifth form, it was this 5a form, other teachers did not want, avoided. I was offered. I knew what class it was. I accepted this challenge because all children belong to our school and somebody has to manage them. Because all 18 kids are from the village, you won't show yourself with them somewhere... [16 aukl.-dail.];* belief in success: *I as a teacher still believe. I say that hope is the last to die. I think that anyway education gives something. A steady drop will wear a hole in the rock. That we are anyway somewhat going forward, that everything will be all right [31 liet.-aukl.];* to anxiety: *worried what will be. You are not sure what person will grow up. God forbid, will he/she not get involved anywhere. If he/she doesn't think, a friend can involve him/her, he/she can do it himself/herself without thinking. And every day you expect that something of that sort of thing can happen [31 liet.-aukl.];* feeling of shame: *I used to fell very bad myself and felt ashamed before children [4 liet.];* helplessness: *and then you feel completely helpless. You think that you need a psychiatrist's help yourself because you can't do anything either as a specialist either goodwillingly or not [27 angl.];* insecurity: *I feel very unsafe in this pupil's home. Very unsafe [21 angl.].*

Describing reflective practice, teachers emphasize lack and need of reflective environment and reticence of solving problems; i.e., teachers are most often inclined to solve arising problems, conflict situations "in their room", "at the social educator's, deputy head teacher's, head teacher's) or calling parents and asking them to come to school. In their daily practice teachers are more often inclined to use instructions and orders, whilst, solving problems of pupils with special educational needs, they orientate to changing, disciplining pupils and not to their own activity analysis and developed interaction between participants of the educational process.

Reflective Activities: Diary Analysis of Participants (Teachers) of the Contest "I Can, You Can too"

National pupils' creative works contest "I Can, You Can too" (carried out in 2008 and 2009) initiated development of teachers' and pupils' reflective activities. The necessity to write diaries about pupils' and teachers' activities, emphasized in the regulations of the contest, received various responses ranging from protest (when teachers refused), information search (particularly in the first year of the contest, calling, writing letters and asking for explanations), silent acceptance *(if necessary, we'll do)* to admiration and perception of meaningfulness of the diary writing activity and creativity (this is demonstrated by various forms of diaries, aesthetic typography and openness, analyzing emotional self-feeling, outlining meaningfulness of the activity).

Diary writing encourages pupils and teachers to plan, carry out their activities and, having considered that, freely describe. Buehl (2004) emphasizes diary writing as an efficient strategy, promoting pupils to think what and how they learn and helping teachers to receive direct feedback. Pollard (2006) describes diary writing as a wonderful way to record impressions, feelings and opinions experienced in the class or at school and, analyzing notes, both review opinions, activities that were dominating in the past and relate them to current

events, foreseeing activity trends for the future. Campbell, McNamara, Gilroy (2004) relate diaries to deeper analysis of the situation, reviewing one's feelings, sensations and experiences, which helps to understand the existing reality better. Diary writing initiates development of reflective environments when the process of reflection becomes natural and encompasses both personal reflection on action (teacher's, pupil's, his/her parents') and reflection for action. Personal reflection on action dominates in teachers' (specialists') diaries; it is a kind of reflection of the carried out activity writing, taking minutes when and what happened. It is an announcement to the reader about pupils, particularly with special needs, (paying more attention to the analysis of disorders, sometimes minimally discussing abilities), the process of creative works, and succession of activities. This is announced in the titles of diaries "Mental Disability and Meaningful Activity" [G.7/09][2]; open integrated event for speech therapists, special educators of the district "100 Days at School" [V.M.3/08], etc.

Development of reflective environment is strongly influenced by teachers' reorientation from discussion and reflection of activities to analysis of the activity process and results during reflective activities; organization of reflective activities for various age pupils during lessons and after-school events and during social interaction (socialization processes); organization of reflective activities, orientating to development of teachers' and pupils' cognitive, functional, personal competencies, considering peculiarities of pupils' age periods. The teacher's abilities of reflective activities pertain to activeness in professional activities (feedback from other teachers during conferences, seminars, methodical meetings, cooperation and support during creative activities); the teacher's active position (the need to improve); sharing experiences, its analysis, openness for new experience and change (self-directed learning, self-cognition and self-actualization). Observation of personal activities and data interpretation provide teachers with the opportunity "to go deep into data and experiences creatively and analyze all non-correspondences between "how it is" and "how it should be" (Polard, 2006, p. 61).

From the pedagogical standpoint reflection is valuable as a means of self-education and purposive self-development and as a condition relating the person to the educational environment too. Learning is not one-sided dominance of the teacher's activity but reciprocal, equal activities of the teacher and pupil. The purpose of faculties and skills is treated as teaching activity ways and actions. Researchers who represent the social constructivist approach (Coe, 1999; Biesta, 2007; Petty, 2008; Pollard, 2006), actualizing the teacher's learning in action, emphasize close link with value and moral education, when it is thought not about what is possible (factual solution) but about what is pedagogically desirable (value solution). Emphasizing complexity and situativeness of the educational process, the authors note that no universal strategies and methods that suit all educational situations exist: what was efficient in one educational situation when certain participants of the educational process took part can become less efficient or inefficient, trying to adjust to other participants or situations of the educational process. Hence, in the commonness of the educational process every teacher has both to use "somebody's" experience, apply innovative teaching methods and strategies and collect proofs about their efficacy namely in a certain educational situation and namely to certain participants of the educational process. Teachers' speakings, describing processes of learning in action, are presented in Table 1.

[2] Processing data, employing the content analysis method, every diary was given a code, which indicates the type of the educational institution: primary school [Prad.], basic [Pag.], secondary [V.], gymnasium [G.] or special school [S.]; the number of the institution in the table of codes and the year of submitting the diary [Pag.3/09]. If there were more than one application from the institution, the number of the application is additionally indicated [Pag.3.1./09].

Table 1. Teachers' Learning, Acting together with Pupils with SEN and Colleagues: Categorization of Statements

Category	Subcategory	Typical examples of features (of statements)
Learning, acting together with pupils and colleagues	Manifestation of creative ideas	*What have we learned? A bit of friendliness, sympathy or support to one another, we were learning to express ideas and feelings...* [Pag.12/09].
	Cognition of pupils with SEN	*The project helped me to have a closer look at children with special needs, to know the class better, individuality of each of these children* [Pag. 3/09].
	Cooperation with colleagues and their support	*Because I didn't know pupils very well, I discussed pupils' abilities with teachers* [Prad M 3/08].
	Closer communication with pupils	*It is joyful that communication and cooperation abilities and skills were improving all the time as well as tolerance to one another…* [G.4/09].
	Learning to act together	*It is most important that we have learned to communicate and work in a group* [S.2/09].
	Meaningfulness of joint activities	*It was joyful to observe that girls worked because they wanted and not because it was necessary* [S.4/09].
	Difference as a value	*The most valuable gift of participation in the project is perception that people are unique, different...* [G.6.2/09].

Based on Kolb's (1984) experiential teaching/learning process, the individual who has concrete experience, has observed it and is reflecting on experience develops abstract theories and generalizations about observations and reflections. These theories can be tried out in new situations or in another environment, which in turn will lead to new experiences.

Experiential learning also emerges through learning in action. Pupils and teachers learn through experiences of their activities, their observations, reflections and conceptualization and develop, acquire bravery and accept challenges, being supported by the group, which also helps to try out new understanding, developed in these discussions.

Table 2. Personal Experience of Teachers, Educating the Pupil with SEN: Categorization of Statements

Category	Subcategory	Typical examples of features (of statements)
Personal experience	Evaluation of one's own experience, seeking to improve activities	*What does the concept "happiness" mean to me at this moment?* (After the project) *Now it is perception that every "flower bed" is nice in a peculiar way, you just need an ingenious "gardener" who knows what to take care of, when and how* [Pag.3/09].
	Meaningfulness of new experiences	*Working with children, whose possibilities of life and of orientation in life due to various reasons are limited, activity is specific* [S.4/09].
	Evaluation of one's self-feeling and activity	*After winter holidays <...> we are trying to write diaries with the pupil ..having been caught by the rush of poetry, I have not finished my diary ...* [VM3/09].

Personal experience	Acknowledgement of worth of pupils with SEN	*I've been working with five pupils of this class for two years already but I still have a feeling that I am still being explored, evaluated* [Pag M3/09]. *Fate has given a gift for her – intellectual disorder – with which she travels through life.* [Pag.5/08].
	Pupil with SEN is an active participant of the community	*The pupil with special needs is an active participant of school community life* [V.9.2/09]. *The role of close cooperation of all community is important, we, all participants of the educational process, actively cooperate so that all feel equal team members* [Prad.3/08].
	Doubts regarding abilities of pupils with SEN	*One thought itched in me: "Will these pupils feel the depth of the idea..."* [Pag. 3/09].
	Expression of feelings (joy) in joint activities	*We are happy that D. worked and did his best, he was very pleased with the obtained result* [Pag.14/09]. *It was joyful to see how children work sincerely, emote into the role, learn words, rehearse...* [Pag. M.19.2/09].
	Expression of feelings (quiver) in joint activities	*During the event I was worried together with them* [pupils] [G.1/09]. *Before the performance we were worried like children, empathized with them so that everything went as planned ...* [Pag.19.2/09].

In their diaries teachers actualize macro-socialization factors of contest activities (participation in life of the institution, society, trying out more diverse roles in creative activities, and acquiring experience of their performance) and micro-socialization factors (interpersonal): reciprocal tolerance, developing communication and cooperation abilities and skills, actualizing personal experience and reflections in creative activities, which influence teaching and learning processes of pupils with SEN.

Evaluation of activities, described in teachers' diaries, demonstrates qualitative shift of approaches and attitudes of school communities towards inclusion, educating pupils with special educational needs in the general education school: activating pupils and foreseeing new activities, forming culture of reciprocal understanding, tolerance and empowerment.

Reflective Activities: Diary Analysis of Participants (Pupils) of the Contest "I Can, You Can too"

Diaries of various formats (A4, A5, album type, virtual, etc.), different typography (pupils' ideas were written by the teacher, employing IT, by the very pupil's hand; diaries were formatted using photographs, pupils' drawings, using IT) and different contents (pupils filled in answering questions, writing essays, announcing their activities and emotions) were submitted to the contest. Pupils' diaries disclosed stages of reflective activities: preparation, planning, activity, results and conclusions, presentations, evaluation of process and results, and participation of participants of the educational process in them. In the diaries pupils emphasize initiativeness of teachers, form tutors, leaders of informal clubs, special educators, giving information about the contest and encouraging to participate: *the teacher encouraged to take part. [Prad. 3/08 No.]*[3]; they underline teachers' imparted clear instructions to continue contest activities and carry out commitments: *Leader V. said that it was necessary to describe activities and that's it. We are in torments... no ideas... [Pag.4/09 Ne.];* and personal interest

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[3] Explanations of codes: prad. – type of institution; 3 – row of institution in the table of codes; /08 – year of submitting the diary; No. – first two-three letters of the name of the participant.

to take part in the contest, seeking cognition: *I wanted to help, get to know other pupils better. [Pag.4/09 Br.].*

Developing interaction with pupils with SEN, teachers seek to help participants of the educational process to understand and evaluate one another, develop empowerment relationships in the class and at school, (self-)involve in meaningful activities, encouraging to carry out new roles successfully, and emphasize contribution to joint activities.

In the empowerment category SEN pupils' equal communication with participants of the educational process unfolded: *We talked like two adults. [Pag.4/09 Ei.];* as well as classmates' initiativeness, support provided in joint activities: *Classmates and the teacher helped me to go there. [Pag.4/09 Sp. Er.]; M. writes very slowly that is why I, V., write for M. [Pag.9/09 Vaiv.]* and evaluating activity results: *Classmates helped me. My classmates enjoyed the performance very much. [Prad. 3/08 Sp. M.].* In their diaries pupils emphasize development of competencies, acquiring new abilities in the art of photography: *I am really into this work and photographing. I learned to make effects and upload photos onto the computer. [Pag.4/09 Sp. Er.];* in art: *Attending art lessons I learned a lot... [Prad. M4.1/09 Sp. A.];* in music: *...taught to play. [Prad. 3/08 Bea.]...taught to sing. [Prad. 3/08 G.];* in moulding from clay: *...was teaching to mould from clay. [Prad. M4.1/09 Sp. A.];* in crocheting: *although the crochet still does not listen to my little fingers very well but I'll try hard [V16/09 Be.];* in the area of professional readiness: *I've tried out a waitress's profession [V.14/09 Ale.]; we were cooks together with my friend at the event [V.14/09 Eim.]; I think that I'd also like to be a model because I enjoyed it a lot. [V17/09 Jul.]; And when I grow up I'd like to be a naturalist. [Prad. 4/09 Sam.].*

Cooperative teaching/learning is not only one of the teaching/learning models but also the attitude towards teaching, grounded on cooperation promotion in small groups, seeking that every learner better learns certain things through active communication, cooperation with others and jointly doing tasks. Learning in small groups, usually better results are achieved because learners are more encouraged to clarify and understand. Such form of teaching/learning provides with a possibility to talk more, compare one's and others' understanding: efficiently develop critical thinking abilities. Cooperative teaching/learning encourages friendliness, tolerance, respect and self-respect of participants from different social layers. It is likely that cooperative teaching/learning promotes higher learning motivation, more favourable attitude to joint activities, positive impact on formation of pupils' empowerment approaches and values. Arends (1998) states that cooperative teaching/learning meets at least three goals: increases the value of academic teaching/learning, is beneficial to both gifted and weaker learners; creates conditions to learn and understand and acknowledge one another; and helps to learn social abilities. The author notes (ibid) that activities are more fruitful when people work together, seeking common group goals. Activities that are particularly significant to the learners' personal development and socialization are very important to cooperative teaching/ learning. In submitted reflections pupils:

- Analyze procedure issues, discussing their efficacy;
- Focus attention on development of cooperative relationships;
- Provide support to one another, improving group work abilities;
- Discuss group activity attainments and its every member's personal contribution;
- Raise positive tendencies of group work and joint activities.

The ability to communicate and cooperate, listen to another person's opinion, understand arguments behind it, seek agreement, responsibility both for oneself and another person are the key aspects, characterizing cooperative teaching/learning, which have unfolded in pupils' diaries.

In their diaries pupils emphasize the importance of the family, close people in their life: they are happy for their parents' support and evaluation of their activities: *Mother was proud of me and father because mother liked very very much [V.11.2/09 Reg.];...a piece of clay in my hands would turn into an interesting piece of art, which I admired and my parents and sister [Prad.4.1/09 Sp. A.];* and impart their love for parents, grandparents: *I love my dad so much, that is why I drew his portrait. [Prad.4.1/09 A.] It is good to be at my grandmother's, that is why I drew her house. [Prad.4.1/09 A].*

The diary of learning encourages pupils and teachers to plan, implement and observe their activities and, having considered that, to describe freely. Strategy "The diary of learning":

- develops cognitive processes;
- activates pupils' activity and focus, integration and application of attention;
- teaches pupils to use various text structures: of reason and consequence, concept and definition, problem and solution, comparison and contraposition, statement and confirmation, aim, action and result.

Generalizations and Discussion

The analysis of interview data has disclosed quite an ambiguous situation of teachers' reflective practice: on one hand, teachers emphasize lack and need of reflective environment but on the other hand at the same time they describe the developed practice when processes of teaching/learning of pupils with special educational needs are passed on to a concrete teacher in a concrete class in concrete time (*Your pupil, your problem*). Teachers kind of would like to develop reflective practice activities but so far actually do not envisage the necessity and meaningfulness of this activity in the daily educational process.

In their diaries teachers describe process of educating pupils with special educational needs, which acquires progressively diverse forms:

- teachers' reciprocal communication and cooperation, which helps to ensure better activity and education results, is activated;
- formal and informal activities of the educational process are planned setting goals, seeking improvement of existing abilities and skills of pupils with special educational needs;
- critical evaluation of one's activity is initiated;
- all pupils' communication and cooperation, tolerance, hearing and empowerment processes in heterogenic groups are developed.

The analysis of teachers' diaries disclosed a broad spectrum of reflections: from reflections about pupils, announcing their creative activities (reflective practice), to reflexive activities, analyzing one's professional identity, ethics, dominant approaches and moral values or to activities based on critical thinking, when personal case, professional practice and/or socially developed problems are critically analyzed. However, still part of the country's teachers understand diary writing as a direct description of activity; i.e., they submit activity reports, which contain minimal analysis of efficient and improvable activity aspects, successes and failures, actualizing personal experience.

Teachers' and pupils' reflective activities, seeking reflexiveness, is quite a new experience at the Lithuanian educational institution, educating pupils with SEN. Personal experiences, grounded on reflexive, reflective or critical thinking, are quite scarce and are minimally analyzed in the institutional space and scientific researches. The importance of both teachers' and pupils' reflections is devalued, equating it to talks, "having met", "in the teachers' room" or "having called parents to put out the fire". Those who have tried out reflections in their daily activities, actualize their importance for teaching and learning processes not only on the plane of the educational institution but also in the manifestation of lifelong learning

in the knowledge society. Reflections help "to rise" and view one's approaches, activities, their efficacy in the teaching/learning process, perceiving and internalizing changes both in personal activities and in the activities of participants of the educational process, foreseeing and critically analyzing possible activity trends and foreseeing their efficacy. Constructive reflection develops and expands meaning; process reflection, grounded on meta-cognitive strategies, helps to understand how we think and cognize, how we seek and give a sense to our solutions; critical reflection encompasses meaning and doubts of ideas.

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