

СУЧАСНІ ДОСЛІДЖЕННЯ В ГАЛУЗІ СПЕЦІАЛЬНОЇ ПСИХОЛОГІЇ.

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THE RESOURCE POTENTIAL OF THE PERSONALITY OF A CHILD WITH SPECIAL EDUCATIONAL NEEDS IN THE FORMATION OF SURVIVAL DURING WAR TIME

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Annotation. *This scientific article provides a theoretical analysis of the resource potential of a child with special educational needs as an important factor in the formation of resilience in wartime. **The relevance** of the study is due to the increase in the psycho-traumatic effects of the war environment on children, especially with special educational needs and characterized by increased vulnerability to stress factors. It is determined that resilience is an integrative property of the individual, which provides the ability to adapt, self-regulation processes, maintain psycho-emotional balance and constructively overcome crisis situations.*

*It is substantiated that the child's resource potential has a multi-level structure and includes internal, social and cultural-value resources. **Internal resources** include emotional stability, cognitive flexibility, positive self-esteem, self-regulation skills and a basic sense of security. **Social resources** are represented by the support of family, teachers, peers and an inclusive educational environment. **Cultural and value resources** include a system of life meanings, moral guidelines, a sense of belonging to a community and cultural practices of support. Specific features of the resource potential of children with special educational needs have been*

established, including uneven development of mental functions, increased dependence on external support, vulnerability to stress influences and the presence of compensatory mechanisms. It has been proven that effective formation of resilience is possible under the conditions of creating a safe educational environment, individualization of learning, development of self-regulation skills, emotional stabilization and partnership interaction with the family. Practical strategies for supporting the resilience of children with OOP have been identified, in particular the use of art therapy, fairy tale therapy, emotional-resource exercises and group forms of interaction. The conclusion is made about the importance of purposeful actualization of the child's resource potential as the basis for his adaptation, preservation of mental health and successful development in wartime conditions.

Keywords: *resource potential, resilience, children with special educational needs, martial law, adaptation, psychological resilience, self-regulation, emotional stability, inclusive environment, psychological and pedagogical support.*

Problem statement.

The current stage of social development in Ukraine is characterized by profound social transformations caused by martial law conditions, which significantly affect all spheres of human life, in particular the system of child development and socialization. War as a powerful psychotraumatic factor creates new challenges for the mental health of children, disrupting the usual rhythm of life, limiting the

basic sense of security and stability, which are fundamental conditions for harmonious personal development.

Children with special educational needs require special attention in these difficult conditions, because they belong to the category of increased psychological risk due to the specifics of cognitive, emotional, behavioral and social development. Military realities significantly

complicate the process of their adaptation to the environment, increase emotional tension, disorganize established support mechanisms and can provoke regression in development, increased anxiety, fears, behavioral disorders and difficulties in interpersonal interaction in particular. In this context, the problem of forming resilience as an important psychological phenomenon that determines the ability of a person to function effectively in conditions of instability, uncertainty and chronic stress is of particular importance in modern conditions and realities. **Resilience** is considered as a complex integrative formation that combines emotional balance, adaptability, flexibility of behavior, the ability to self-regulation, maintaining internal integrity and actively overcoming difficulties.

The formation of resilience of a child with SEN is directly related to his resource potential, which serves as the basis for the internal mobilization of the

individual in crisis situations. Resource potential encompasses a set of internal and external factors that ensure the maintenance of psychological balance, adaptation to new conditions and the preservation of personal development. Internal resources include the individual psychological characteristics of the child, the level of development of emotional self-regulation, self-esteem, motivation, cognitive flexibility and the ability to find meaning. At the same time, external resources are represented by a system of family support, educational environment, professional support of specialists, social contacts and a safe communicative space.

Scientific understanding of the resource potential of the personality of a child with special educational needs in war conditions is extremely important for the development of effective psychological and pedagogical support strategies aimed at preserving mental health, increasing adaptive

capabilities and developing resilience to traumatic influences. It is the actualization of the child's resources that allows not only to minimize the negative consequences of war experience, but also creates the prerequisites for further personal growth, self development of autonomy and formation of positive life experience even in crisis circumstances.

Analysis of modern scientific research shows that the problem of resilience of children with special educational needs is actively studied both in foreign and Ukrainian science. In the works of Ann S. Masten, Michael Ungar, Guido Veronese, Elizabeth S. M. Chan, Vanessa Fong, Emma G. Duerden, resilience is considered as the result of the interaction of the child's internal resources and the supportive environment. Among Ukrainian scientists, a significant contribution belongs to S. Sysoeva, V. Amelina, and I. Omelchenko, who focus on the development

of children's adaptive capabilities in war conditions. At the same time, analysis of scientific works shows that the issue of the resource potential of children with SEN as the basis for the formation of resilience in martial law requires further comprehensive research.

The aim of the article is theoretically substantiate and characterize the resource potential of the personality of a child with special educational needs as the basis for the formation of resilience in war conditions.

Presentation of the main material of the study. Resilience is considered in modern psychological and pedagogical science as a dynamic system of personal qualities and strategies that ensure the effective functioning of a person in conditions of stress and uncertainty [10]. In the context of war, resilience acquires special importance, since the child is faced with traumatic events, forced displacement, disruption of social ties, information

pressure. For children with SEN, these factors are complicated by existing cognitive, emotional or physical limitations, which reduces their ability to independently overcome difficulties. At the same time, it is the development of resilience that allows such children to maintain a basic sense of security, stability and prospects. Resilience in modern psychological and pedagogical discourse is considered as a complex multidimensional phenomenon that integrates individual qualities, social resources and adaptive strategies of the personality. In classical studies of child development, resilience is defined as positive adaptation in conditions of significant difficulties or traumatic

influences [9]. It is this particular ability to maintain functioning and development despite adverse circumstances that constitutes the essential core of the phenomenon.

One of the most influential research positions belongs to Ann S. Masten, who characterizes resilience as an “ordinary miracle” of development, emphasizing that it is not an exceptional property of individual individuals, but is formed due to the action of basic adaptive systems: attachment, self-regulation, cognitive competence and social support. This approach is of fundamental importance for pedagogy, since it emphasizes not only overcoming risks, but also activating the child’s development potential [9].



<https://thumbs.dreamstime.com/b/resilience-capacity-to-recover-quickly-difficulties-word-cloud-concept-background-resilience-capacity-to-recover-301426280.jpg>

Among Ukrainian researchers of the problem of resilience, a significant scientific contribution in the modern period belongs to Svitlana Sysoeva and Viktoria Amelina. In the works of S. Sysoeva, resilience is considered as a multidimensional phenomenon that is formed in conditions of social instability, military challenges and crisis transformations of

society. The researcher emphasizes that in modern realities, not only the ability of an individual to resist stress factors, but also the ability to transform crisis experience into a resource for further development, self-preservation and personal growth is of particular importance. In her concept, resilience is interpreted as an integrative characteristic that combines psychological

stability, adaptability, reflexivity and the ability to create meaning in conditions of uncertainty [15;16]. At the same time, in the studies of V. Amelina, attention is focused on the socio-pedagogical support for the development of resilience of children and youth who have suffered as a result of the war. The author emphasizes that the formation of resilience is impossible without the purposeful creation of a supportive educational environment, the development of emotional competence, social interaction and activation of the child's internal resources. Of

particular importance is her approach to understanding resilience as a process that develops in the interaction of personal, family and social factors [14].

Thus, modern Ukrainian research confirms that resilience is a key mechanism for children's adaptation to war conditions and is an important prerequisite for maintaining their mental health, especially in the case of children with special educational needs. A comparative analysis of the approaches is presented on Picture 1.

Ukrainian Researchers on Resilience: Insights from S. Sysoieva and V. Amelina (2025)



Resilience is a key factor in helping children and youth adapt to the challenges of war. Ukrainian researchers S. Sysoieva and V. Amelina (2025) make a significant contribution to understanding and supporting resilience in modern educational and social contexts.

S. Sysoieva (2025)



Resilience as a multidimensional phenomenon

S. Sysoieva (2025) views resilience as a multidimensional phenomenon formed in conditions of social instability, war challenges, and crisis transformations of society.

Key ideas



Resilience is not only the ability to withstand stressful factors, but also the ability to transform crisis experience into a resource.



It promotes further development, self-preservation, and personal growth.



It is understood as an integrative characteristic that combines psychological stability, adaptability, reflectiveness, and the ability to create meaning in uncertainty.



This approach highlights the internal potential of the individual as a source of resilience.

V. Amelina (2025)



Socio-pedagogical support for resilience development

V. Amelina (2025) focuses on the socio-pedagogical support of resilience development in children and youth affected by war.

Key ideas



Resilience cannot be formed without a supportive educational environment.



The development of emotional competence is a crucial component of resilience.



Social interaction and positive relationships strengthen resilience.



It is important to activate the child's internal resources.

Resilience is a dynamic process shaped by the interaction of personal, family, and social factors.

Pic.1. Ukrainian Scientific Approaches to the Formation of Resilience of Children during War Time
(was created by Chat GPT based on the theoretical material of the article)

Within the framework of the development of the theory of resilience, an important contribution was also made by Michael Rutter, Norman Garmezy and Emmy Werner, who substantiated the role of protective factors in

overcoming adverse conditions [6;10;11]. In particular, a long-term longitudinal study by E. Werner showed that even in high-risk groups, a significant proportion of children demonstrate successful

adaptation due to the presence of supportive social ties and positive experience of interaction with adults [13]. This confirms the thesis that resilience is not a static characteristic, but is formed in the interaction of the individual with the environment. Modern approaches, in particular the social-ecological theory of Michael Ungar, expand the understanding of resilience, emphasizing its dependence on the cultural context, access to resources and the quality of social institutions. In this perspective, resilience is defined as the ability not only of an individual to adapt, but also to access resources that support well-being in a socially acceptable way [12]. For children with special educational needs, this position is especially significant, since their adaptation largely depends on the inclusiveness of the educational environment.

In the context of military conflicts, the concept of resilience acquires additional semantic depth.

Research in the field of child psychology of war shows that children face not only one-time traumatic events, but also chronic stress, which includes loss of security, forced displacement, disruption of the educational process, rupture of social ties and information overload. According to modern empirical research conducted on Ukrainian material, the key components of resilience of young people in war conditions are:

- positive thinking;
- a sense of control over the situation;
- awareness and regulation of emotions;
- the presence of close interpersonal relationships;
- community support [8].

These components correlate with classical models of resilience, but at the same time acquire a specific meaning in the conditions of war reality, which emphasizes the contextual nature of this phenomenon.

Special attention is required to analyze the

resilience of children with special educational needs. Their development takes place under conditions of double load: on the one hand, specific educational difficulties, on the other, extreme factors of war. The problem of forming resilience of children with special educational needs is actively studied in modern foreign science, in particular in the context of neurodevelopmental disorders, family adaptation and psychosocial support. Special attention is paid to this issue by researchers who consider resilience as a multi-level resource for overcoming stress, adapting to crisis conditions and maintaining psychological well-being. A significant contribution to the study of resilience in children with attention deficit hyperactivity disorder was made by Yves Cho Ho Cheung, Man Ying Kang, and Daniel Fu Keung Wong, who in 2026 conducted a large-scale meta-analysis of multisystem resilience factors in children with ADHD. In their study, the scientists

proved that the key predictors of resilience are cognitive functioning, emotional regulation, social skills, positive parenting strategies, and a supportive social environment. Their findings are important for understanding the resource potential of children with ADHD in general [3]. Also significant are the works of Elizabeth S. M. Chan and her colleagues, who in 2021–2024 investigated the mechanisms of resilience in children and adolescents with ADHD. In their works, resilience is considered as the result of the interaction of individual abilities, academic adaptation, and social support. Particular emphasis is placed on the role of executive functions, self-regulation, and the family environment as basic resources for resilience [1;2].

In the field of research of children with autism spectrum disorders, the works of Vanessa Fong, Emily Gardiner, and Grace Iarocci, who studied the relationship between informal social support and family resilience

in families of children with autism, are important. Their results showed that the quality of social relationships directly affects the adaptive potential of the child and his family [5]. The modern direction of family resilience in the context of autism is continued by Elizabeth Kuenzel and Emma G. Duerden, who focused on the role of early adverse experiences and protective family factors in the development of resilience in children with SEN. The authors emphasize that family cohesion, emotional support, and environmental stability are decisive resources for the mental well-being of such children [7]. The studies of Xiaolu Dai and colleagues, who analyze socioecological factors of resilience in families of children with neurodevelopmental disorders, deserve special attention. Scientists prove that resilience is formed through the interaction of individual, family and cultural resources, and therefore has a complex and systemic nature [4].

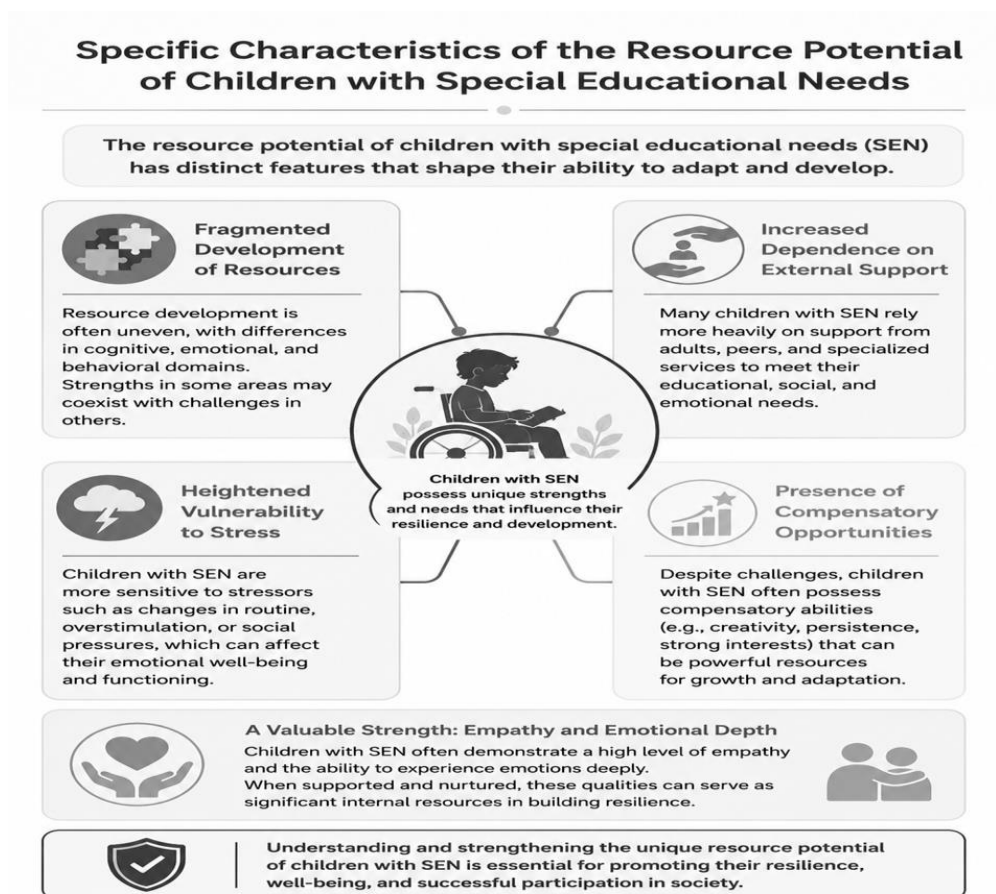
Thus, modern foreign studies show that the resilience of children with special educational needs is formed under the influence of a wide range of internal and external resources. The focus of scientists is on the mechanisms of emotional regulation, family support, social ties, cognitive flexibility and adaptability. This allows us to consider the resource potential of the child's personality as the fundamental basis of its psychological resilience in conditions of crises, in particular military challenges.

The resource potential of the child's personality should be considered as a holistic multi-level system that combines internal, social and cultural-value components that ensure its ability to adapt, self-preservation and constructively overcome life's difficulties. The internal level of resource potential encompasses the individual psychological characteristics of the child, which serve as the basis for his or her resistance

to stressful influences. These include emotional stability, a developed sense of security, positive self-esteem, self-confidence, self-regulation skills and cognitive flexibility, which allow the child to adapt to changing environmental conditions and maintain internal balance. It is these resources that form the basis of personal autonomy and the ability to overcome crisis situations. At the same time, social resources that provide external support and create conditions for the harmonious development of the child are no less important. These include emotional support from the family, constructive interaction with teachers, positive relationships with peers and inclusion in an inclusive educational environment.

Social support is an important factor in stabilizing the psycho-emotional state of the child, contributes to the formation of a sense of acceptance, security and social significance. Cultural and value resources that provide internal semantic support for the individual are of particular importance in modern conditions. These resources include the formation of life meanings, moral guidelines, a sense of belonging to a certain community, as well as cultural practices of support, including traditions, language, symbols and shared social rituals.

These components help the child maintain identity, internal integrity and a sense of stability even in crisis circumstances are presented on Picture 2.



Pic.2. Specific Characteristics of the Resource Potential of Children with Special Educational Needs (SEN)
(was created by Chat GPT based on the theoretical material of the article)

Taken together, all of these resources create the basis for the formation of resilience as an integral ability of an individual to effectively adapt to difficult life conditions, maintain mental well-being and continue

personal development. At the same time, the resource potential of children with special educational needs has its own specifics, due to the peculiarities of their psychophysical development. First of all, this is manifested

in the uneven formation of individual resources, when the cognitive, emotional and behavioral spheres can develop fragmentarily or disharmoniously. Such children often demonstrate increased dependence on external adult support, are more vulnerable to stressful situations, environmental changes and disruption of the usual routine of life. At the same time, it is in this category of children that pronounced compensatory mechanisms are often observed, which can become a powerful resource for development and adaptation.

It is especially important to emphasize that many children with special educational needs are characterized by a high level of emotional sensitivity, the ability to empathize, deeply experience interpersonal relationships and an increased need for emotional interaction. These qualities, provided that they receive proper psychological and pedagogical support, can be transformed into a significant

resource for the formation of resilience, the development of social competence and the ability to overcome crisis situations.

Thus, understanding the structure of the resource potential of children with special educational needs creates a theoretical basis for building an effective system of psychological support aimed at strengthening their adaptive capabilities and strengthening resilience in conditions of war and social instability. That is why the definition and implementation of such psychological and pedagogical conditions that provide targeted support for the child's resource potential and contribute to the development of their ability to overcome crisis situations is of particular importance.

One of the key conditions for this process is the creation of a safe educational environment in which the child feels psychological comfort, stability, predictability and support. The feeling of security is the basic

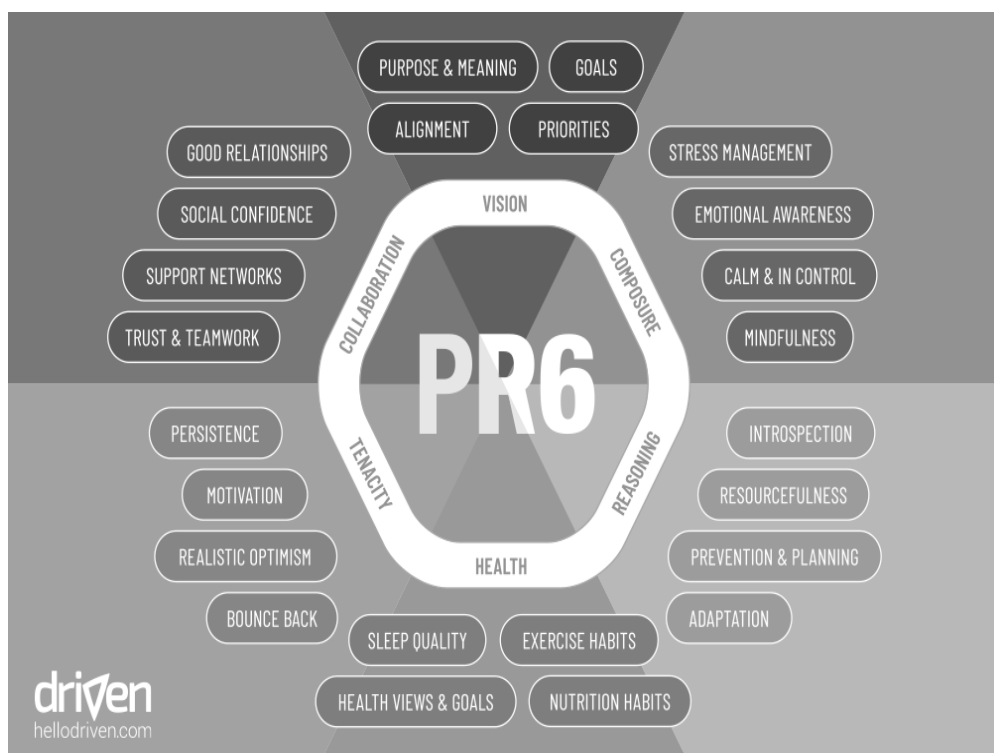
prerequisite for reducing anxiety, building trust in the environment and activating the internal resources of the individual. An important place is occupied by emotional support and psycho-emotional stabilization, which is implemented through the use of special emotional regulation practices, in particular breathing exercises, art therapy techniques, fairy tale therapy and other methods aimed at reducing tension and processing traumatic experiences. An equally important condition is the individualization of the educational process, which involves taking into account the peculiarities of the psychophysical development of each child, adapting the content, pace and methods of learning in accordance with their capabilities and needs. This approach helps to maintain motivation, increase self-esteem and form a sense of success. An important area of work is the development of self-regulation skills, which allows the child to gradually master basic methods of

overcoming stress, controlling their own emotions and behavior in crisis situations. The formation of such skills is the basis for increasing the level of psychological autonomy and resilience to external challenges.

A special role in the process of forming resilience belongs to the family, since we speak about the parents who are the primary source of emotional support, stability and security for the child. Effective interaction between teachers, psychologists and the family creates a single supportive space that contributes to the preservation and development of the child's resource potential. The practical implementation of this process involves the use of a set of strategies aimed at developing emotional awareness, self-reflection and positive experience. Among the most effective approaches, it is worth highlighting exercises for awareness of one's own emotions, creating individual resource maps, keeping diaries of positive events, organizing group

forms of support in an inclusive environment, as well as the active use of artistic practices as a means of emotional recovery. The use of such strategies contributes to the mobilization of the child's internal resources,

strengthening his adaptive potential and forming the ability to constructively overcome difficulties, maintaining mental well-being even in difficult wartime conditions.



Pic. 3 The 6 Domains Of Resilience
(<https://home.hellodriven.com/articles/6-domains-of-resilience/>)

Conclusions. In modern war conditions, the problem of forming resilience

in children with special educational needs becomes particularly relevant, since it is

this category of children that is most vulnerable to the effects of stressogenic, psycho-traumatic and socially destabilizing factors. The theoretical analysis showed that resilience is a complex integrative formation of the personality, which ensures the child's ability to adapt to crisis circumstances, maintain psycho-emotional balance and mobilize internal resources to overcome difficulties.

It has been established that the key role in the formation of resilience is played by the resource potential of the individual, which includes internal, social and cultural-value resources. Internal resources include emotional stability, self-regulation skills, cognitive flexibility, positive self-esteem and a basic sense of security; social resources are represented by the support of family, teachers, peers and an inclusive educational environment; cultural and value resources provide semantic support for the individual, contributing to the

preservation of identity and internal integrity.

It has been proven that the resource potential of children with special educational needs has specific features, in particular, uneven development of individual mental functions, increased need for external support, vulnerability to stress and at the same time the presence of compensatory mechanisms, which can act as an important resource for personal development. Of particular importance are such qualities as empathy, emotional sensitivity and the ability to deeply experience, which, with proper psychological and pedagogical support, can become the basis for the development of resilience.

It is substantiated that the effective formation of resilience of children with special educational needs is possible provided that a safe educational environment is created, learning is individualized, self-regulation skills are developed, emotional stabilization is developed, and the family is

actively involved in the process of supporting the child. The practical use of resource-oriented methods, in particular art therapy, exercises for awareness of emotions, keeping diaries of positive events, and group forms of support, contributes to strengthening the adaptive potential and psychological resilience of children. Prospects for further research are seen in the development

and testing of comprehensive psychological and pedagogical programs for the development of the resource potential of children with special educational needs, taking into account the specifics of the military environment, which will allow increasing the effectiveness of their adaptation, socialization, and preservation of mental health.

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РЕСУРСНИЙ ПОТЕНЦІАЛ ОСОБИСТОСТІ ДИТИНИ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ У ФОРМУВАННІ ЖИТТЄСТІЙКОСТІ ПІД ЧАС ВІЙНИ

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Анотація. У статті здійснено теоретичний аналіз ресурсного потенціалу особистості дитини з особливими освітніми потребами як важливого чинника формування життєстійкості в умовах війни. Актуальність дослідження зумовлена зростанням психотравмувальних впливів воєнного середовища на дітей, особливо тих, які мають особливі освітні потреби та характеризуються підвищеною вразливістю до стресових факторів. Визначено, що життєстійкість є інтегративною властивістю особистості, яка забезпечує здатність до адаптації, саморегуляції, збереження психоемоційної рівноваги та конструктивного подолання кризових ситуацій.

Обґрунтовано, що ресурсний потенціал дитини має багаторівневу структуру та охоплює внутрішні, соціальні й культурно-ціннісні ресурси. До внутрішніх ресурсів віднесено емоційну стабільність, когнітивну гнучкість, позитивну самооцінку, навички саморегуляції та базове відчуття безпеки. Соціальні ресурси представлені підтримкою сім'ї, педагогів, однолітків та інклюзивного освітнього середовища. Культурно-ціннісні ресурси включають систему життєвих смислів, моральні орієнтири, відчуття приналежності до спільноти та культурні практики підтримки. Встановлено специфічні особливості ресурсного потенціалу дітей з особливими освітніми потребами, серед яких нерівномірність розвитку психічних функцій, підвищена залежність від зовнішньої підтримки, вразливість до стресових впливів та наявність компенсаторних механізмів. Доведено, що ефективне формування життєстійкості можливе за умов створення безпечного освітнього середовища, індивідуалізації навчання, розвитку навичок саморегуляції, емоційної стабілізації та партнерської взаємодії із сім'єю. Визначено практичні стратегії підтримки життєстійкості дітей з

ООП, зокрема використання арттерапії, казкотерапії, емоційно-ресурсних вправ та групових форм взаємодії. Зроблено висновок про важливість цілеспрямованої актуалізації ресурсного потенціалу дитини як основи її адаптації, збереження психічного здоров'я та успішного розвитку в умовах воєнного часу.

Ключові слова: ресурсний потенціал, життєстійкість, діти з особливими освітніми потребами, воєнний стан, адаптація, психологічна стійкість, саморегуляція, емоційна стабільність, інклюзивне середовище, психолого-педагогічний супровід.

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ПСИХОЛОГІЧНІ ДЕТЕРМІНАНТИ ТА ОСОБИСТІСНІ ПЕРЕДУМОВИ СХИЛЬНОСТІ ДО ДЕВІАНТНОЇ ПОВЕДІНКИ СТУДЕНТСЬКОЇ МОЛОДІ

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