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Psychological well-being of children with special educational needs under martial law

Психологічне благополуччя дітей з особливими освітніми потребами в умовах воєнного стану

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Abstract

Purpose is to examine psychological features of the impact of military actions on the emotional-volitional sphere of children with special educational needs; obtain scientific facts which will allow developing a system of support for parents and professionals working with such children. Two significant correlations were established: psychological well-being (PWB) with emotional state and mood (ES&M) ($r_s = -.289$; $p \leq .01$) and with the measurement "unchangeable" (U) ($r_s = .084$; $p \leq .05$). The study explains that significant differences in the emotional-volitional sphere have a negative effect on children's psychological well-being. The second correlation signalizes the protection of children with special educational needs from psychological traumatic experience and creation of a favorable inclusive space. The research substantiates that psychological aid for sufferers of the war aggression is a permanent resource support, that can be provided for a long time. It

Анотація

Метою є з'ясування психологічних особливостей впливу воєнних дій на емоційно-вольову сферу дітей з особливими освітніми потребами; отримання наукових фактів, які допоможуть розробити систему підтримки для допомоги батькам та фахівцям у роботі з такими дітьми. З'ясовано два достовірних кореляційних зв'язки: psychological well-being (PWB) з емоційним станом і настроєм (ES&M) ($r_s = -.289$; $p \leq .01$) і з виміром "без змін" (U) ($r_s = .084$; $p \leq .05$). Пояснено, що достовірні відмінності у емоційно-вольовій сфері, негативно позначаються на психологічному благополуччі дітей. Другий зв'язок сигналізує про забезпечення дітей з особливими освітніми потребами від психотравмувального досвіду, створення сприятливого інклюзивного простору. Обгрунтовано, що психологічна допомога постраждалим у воєнній агресії є перманентним ресурсним супроводом, який може тривати значний проміжок часу, має свій

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has its favorable period and is capable of preventing serious complications.

Key words: autism, attention deficit hyperactivity disorder, inclusive space, emotional-volitional state, special educational institution.

Introduction

War is the biggest disaster ever experienced by people. War makes children and adults victims and witnesses of different horrible events damaging psyche. They can see long-lasting war events such as air, artillery and mortar attacks, destruction of their native settlements, homes, locations and terrains precious for them. It can cause such consequences as intrusion, flashbacks, post-traumatic stress disorders etc. Injured or dead people, tortures and murders, large-scale death of people seen by children can stay in memories to the end of life. Eventually, children can be wounded or experience different psychological traumas which are able to damage their psyche.

Children with special educational needs continuously experience indefiniteness under martial law. Permanent sounds of air raid alerts and explosions, continuous displacement and search of safe locations and unfamiliar space in case of evacuation – all these cause fear, bewilderment and excessive anxiety. Since children with special educational needs have limited abilities to react quickly and process information from the surrounding, it makes the situation more difficult, sometimes causes despair in children and adults accompanying them.

Hypothesis. The research results will be of scientific interest and they should be operationalized into recommendations on psychological aid for children with special educational needs, their families and for people working with them.

Research purpose. To examine psychological features of the impact of military actions on the emotional-volitional sphere of children with special educational needs which will allow developing a system of support for parents and professionals working with such children.

Literature Review

Researchers have been paying more and more attention to solving problems of psychological well-being of children with special educational

сприятливий період і запобігатиме суттєвим ускладненням.

Ключові слова: аутизм, синдром дефіциту уваги і гіперактивність, інклюзивний простір, емоційно-вольовий стан, спеціальний заклад освіти.

needs under martial law taking into consideration their educational needs (Griban et al., 2022; Hnoievska et al., 2022).

The problem of vital activity of children with special educational needs is considered in the research (Afuzova et al., 2022; Dovgopola, 2022). There are also scientific studies examining the impact of stress on personality of a child with special educational needs. The scientists state that under conditions of developmental disorders there are problems with processing and perceiving the content of information materials by children, therefore organization of educational process requires additional special equipment and digitalization (Sosnich et al., 2022).

Psychological support under martial law is based on a complex of theoretical and methodological foundations about development and education of children with special needs. Application of information technologies under conditions of special and inclusive education is discussed in the studies by A. Hudimova (2021), A. Hudimova et al., (2021); possibilities to increase efficiency of teaching children with special educational needs using electronic game resources at a primary school are examined in another study (Kobylchenko et al., 2022); specificity of classification of the objects of information field by children with developmental delay is also analyzed (Prokhorenko & Kostenko, 2020; Romanenko, 2020).

Retrospective analysis allows making a conclusion that the emotional-volitional sphere is damaged in children with special educational needs. A prevailing share of the differentiated forms of intellectual delay is inherited genetically. Feelings and emotions develop slowly, with a great number of specificities and defects. This nuclear symptom affects all mental development. The things immediately perceived by healthy children are perceived gradually by children with intellectual disabilities. The cannot see connections and relationships between objects, they can hardly recognize facial expressions on pictures, do not perceive light and

shade, perspective. They find it very difficult to recognize subjects specifically. Children with special educational needs have problems with perception of space and time that prevents them from orienting themselves in the surrounding. Children with intellectual disabilities start to differentiate between colors and hues much later than normal children. Activeness in perception manifests itself in the lack of attempts to look at, figure out the details and characteristics of pictures, toys or other objects (Bazyra et al., 2022; Prokhorenko, 2022).

Imagination of children with special educational needs is superficial, inaccurate and schematic. A decline in concentration characteristic of children with intellectual disabilities causes a reduction in its stability, making cognitive activity more difficult. Scientists prove that checking texts on their own children work slowly and do not notice mistakes (Kostenko et al., 2022).

Children with intellectual disabilities usually have speech disorders. Intellectual disabilities are accompanied by delays in speech development caused by weakness of functions of brain cortex, slow creation of differentiated conditional connections in all the sensory receptors, disruptions in the dynamics of neural processes which make it difficult to restore connections between sensory receptors and formation of stereotypes. The speech of children with intellectual disabilities is characterized by phonetical distortions, limited vocabulary and insufficient understanding of lexical meanings. Active vocabulary is overloaded with clichés, grammatical constructions are irregular, phrases are poor, with few words. Mental activity of a child with special educational needs can be corrected to a certain extent but it is necessary to work systematically with professionals. Psychologists emphasize the necessity of correcting disorders from an early age, supporting and maintaining a child's abilities, paying special attention to the development of their higher mental functions (Omelchenko & Kobylchenko, 2022; Romanenko, 2020).

We can summarize that, despite different approaches to examination of this issue, scientists agree that currently psychological support for children with special educational needs and also for their parents is one of the important tasks of our educational and psychological systems. There are few scientific studies examining the issue of psychological well-being of children with special educational needs under martial law.

In this context it is the research on psychological well-being of children with special educational needs under martial law that will allow further development of a system of support for their parents and professionals working with them.

Materials and methods

Methodological foundation of the study on psychological well-being of children with special educational needs under martial law are principles, fundamental concepts and modern empirical-theoretical statements. Children with special educational needs are an extremely vulnerable category of people requiring protection and appropriate psychological-pedagogical conditions in order not to provoke secondary deviations resulting from traumas caused by military actions in their country. In order to create an empirical picture of the research and search for relevant psychodiagnostic instruments meeting the requirements and allowing us to determine reliability of the obtained data, we considered the modern approaches to empirical psychological-pedagogical research. The approaches to empirical research used to develop our verifying strategy with application of expert evaluation, questionnaire and survey are as follows: the research on respondents' psychological well-being (Hudimova et al., 2021; Semenov et al., 2021); psychophysiological regularities of research participants with special educational needs (Milevska et al., 2022; Prokhorenko & Kostenko, 2020); regularities of taking into consideration the aspect of age in empirical research (Kononenko et al., 2020; Popovych et al., 2021a); the research on a psycho-emotional resource, value-meaningful component and stress resistance (Halian et al., 2021; Halias & Karpenko, 2022; Popovych et al., 2020b; 2021c); adaptive potential of personality (Blynova et al., 2020a; Nosov et al., 2020a; 2020b; Plokhikh et al., 2021; Popovych et al., 2021b; 2020c); specificity of creation of inclusive, distant, mixed, innovative and safe educational spaces (Blynova et al., 2020b; Halian et al., 2020a; 2020b; Popovych et al., 2020a; Tsiuniak et al., 2020).

Organization of research and participants. The research on psychological well-being of children with special educational needs under martial law was organized and conducted using a verifying strategy. The verifying cross-section was organized in April–May, 2022. The respondents were in Ukraine and abroad, in the temporarily occupied territories, the territories controlled by Ukraine and deoccupied territories. A

considerable share of the research participants had a status of internally displaced people.

Procedures and instruments. The following psycho-diagnostic instruments were used for the empirical research: analytical-statistical analysis, the method “Expert evaluation of the emotional-volitional sphere of children with special educational needs” (Prokhorenko & Kostenko, 2020), the questionnaire “The scales of psychological well-being” (Ryff, 1989); purposeful observation with using standard forms of observation reports; survey of the subjects of educational space: teachers, parents, individuals with special educational needs and those who accompanied them. Google-Forms were created for the parents to respond anonymously about the development, education and available psychological support under conditions of war. The total number of all the participants’ responses recorded in forms, reports and Google-Forms was 338. Gender distribution of the research participants was the following: the boys (n=220; 65.09%) and the girls (n=118; 34.91%). The main aim was to find out specificity of psychological state of children with special educational needs and their families; to identify the most urgent problems in order to provide effective psychological aid for them, taking into consideration the modern approaches and current needs. The research was agreed by the ethics committees and administrations of special educational institutions and all the subjects of educational process.

Statistical analysis. Mathematical-statistical processing of the empirical data was performed by means of standard Google-instruments, the statistical programs “SPSS” v. 24.0 and MS “Excel”; Spearman’s correlation coefficient (r_s).

Results and discussion

The results of analytical-statistical examination were given in combination with other psycho-diagnostic instruments. The reaction of a child with special educational needs to a traumatic event depends on a number of factors: age, character, the degree of seriousness and nearness of a child to a traumatic event and also the level of support provided by their family and friends. Most children with special educational needs may not recover on their own after a traumatic event. In this case they require professional aid of psychologists. Children with special educational needs differ in perceiving crisis situations from children with normal development (Kononenko et al., 2020). Children with special educational needs are more susceptible to negative consequences due to their individual psychophysiological features (Prokhorenko, 2022).

We found out that 242 special educational institutions started educational process at the beginning of 2022/2023 academic year. 33 173 pupils continue their education at special schools and centers for education and rehabilitation. 36 institutions of special and sanatorium education and orphanages have been damaged and destroyed to a different level as a result of military actions since the beginning of Russia’s military aggression. These institutions are located in the following regions of Ukraine: Donetsk (n=10), Zaporizhzhia (n=3), Luhansk (n=5), Mykolaiv (n=4), Odesa (n=1), Kharkiv (n=6) regions and in Kyiv (n=7). Therefore, children with special educational needs are the most unprotected and vulnerable part of population and entirely depend on adults, require systematic psychological support under martial law from their parents and people who replace them or accompany. Tabl. 1 contains an age component of the research problem.

Table 1.
An age component of children with special educational needs (n=338)

Age, years	Number	%	M	SD
0 – 3	10	2.96	2.22	.37
4 – 6	101	29.88	5.12	.85
7 – 10	135	39.94	8.78	1.46
11 – 14	70	20.71	12.96	2.16
15 – 17	20	5.91	16.01	2.67
17 – 18	1	.30	17.43	2.91
18*	1	.30	18.12	3.04

Source: Personal elaboration, 2022.

Note: * – a child of 18 years old, but the level of development corresponds to children of primary school age (6 – 10 years); M – arithmetic mean; SD – mean-square deviation.

Tabl. 2 presents the sphere of manifestation of special educational needs of the research sample.

Table 2.

Descriptive frequency characteristics of children with special educational needs by the spheres of manifestation (n=338)

Sphere of manifestation	Number	%	M	SD
Vision disorders	11	3.25	14.12	2.32
Hearing disorders	9	2.66	15.68	2.49
Locomotor disorders	23	6.80	13.67	2.29
Speech disorders	93	27.52	14.22	2.45
Intellectual disabilities	42	12.43	17.22	2.72
Social adaptive problems (autism, attention deficit hyperactivity disorder)	79	23.37	17.39	2.89
Social adaptive problems (a child with a foreign language)	6	1.78	17.44	2.92
Combined disorders	75	22.19	16.89	2.56

Source: Personal elaboration, 2022.

Note: M – arithmetic mean of the value of manifestation; SD – mean-square deviation of the value of manifestation.

It was found out that many of them are regularly examined at the inclusive-resource center (IRC). The share of those who are examined equals n=286 (84.62%). Respectively, the rest of the research participants (n=52; 15.38%) ignore it or have no possibility to receive assistance from the

IRC regularly. Such institutions provide psychological support that is differentiated by the levels of support. Tabl. 3 contains percentage distribution of the research participants by the levels of support received from the IRC.

Table 3.

Distribution of the research participants by the levels of support received from the IRC (n=338)

Level of support	Number	%
First	11	3.25
Second	30	8.88
Third	46	13.61
Fourth	45	13.31
Fifth	9	2.66
Do not remember	119	35.21
Not established	78	23.08

Source: Personal elaboration, 2022.

The percentage of individuals who do not remember the level of support received from the IRC (n=119; 35.21%) and those whose level was not established (n=78; 23.08%) is impressive. It can be caused by irresponsibility of the parents and people who accompany children with special educational needs since the level of the IRC and awareness of their differences are the basics of effective psychological aid which can contribute to efficient adaptation in socio-cultural space. The respondents have the following place of residence according the percentage distribution: at home (n=230; 68.05%); at home but in the temporarily occupied territory (n=3; .89%); temporarily stay in other regions of Ukraine (n=50; 14.79%); abroad (n=55; 16.27%).

The percentage distribution according to the responses of the questionnaire concerning the time spent in the zone of military actions or in the temporarily occupied territory: did not stay (n=236; 69.82%); 1–7 days (n=37; 10.95%); from a week to a month (n=45; 13.31%); more than a month (n=20; 5.92%). Changes in behavior and general state since the beginning of war were registered in 60.65% (n=205) out of all the research participants and no changes were registered in 39.35% (n=133). Tabl. 4 contains the sphere in which there were changes in behavior and general state of children with special educational needs of the research sample.

Table 4.

Descriptive frequency characteristics of changes in behavior and general state of children with special educational needs (n=338)

Sphere of manifestation	Number	%	M	SD
Behavior	52	15.39	13.44	2.29
Emotional state and mood	147	43.49	14.89	2.38
Changes in communication	24	7.10	14.21	2.32
Changes in the cognitive sphere	36	10.65	13.11	2.17
Unchanged	79	23.37	18.02	3.23

Source: Personal elaboration, 2022.

Note: M – arithmetic mean of the value of manifestation; SD – mean-square deviation of the value of manifestation.

Most respondents have changes in their emotional state and mood (n=147; 43.49%). It indicates that the emotional-volitional sphere is very sensitive to the current events and can have the greatest impact on psychological well-being of the research participants, but it must be proved. There are studies which substantiate theoretically and prove empirically that there is a significant correlation of the emotional-volitional sphere of a child with special

educational needs with their parents or a person who spends much time with such a child (Omelchenko & Kobylchenko, 2022; Prokhorenko & Kostenko, 2020). Psycho-emotional state of an adult can be transmitted to a child (Popovych et al., 2022). Tabl. 5 contains emotional states of adults communicating with children. The measurements were obtained during a month before the verifying cross-section.

Table 5.

Descriptive frequency characteristics of emotional states of adults (n=338)

Emotional state	Кількість	%	M	SD
Shocked	10	2.96	13.44	2.29
Frightened	21	6.21	14.89	2.38
Worried	87	25.73	15.21	2.32
Calm	36	10.64	13.03	2.17
Underemotional	18	5.32	18.02	3.83
Angry	20	5.92	15.09	2.98
Lively	13	3.85	13.21	2.31
Troubled	47	13.90	14.92	2.42
Tired	54	15.97	16.68	2.48
Tearful	20	5.91	13.27	2.59
Changeable	2	.59	15.22	2.48
Usual	1	.30	17.20	2.22
Everything is good	1	.30	17.49	2.69
Mixture of different emotions	1	.30	18.44	3.94
Normal	1	.30	14.72	2.32
Indifferent	1	.30	15.38	2.49
Integration of all states	1	.30	13.67	2.79
Anxious	1	.30	14.92	2.45
Overly emotional	1	.30	16.22	2.92
Hyperactive	1	.30	17.11	3.29
Latent	1	.30	18.00	3.92

Source: Personal elaboration, 2022.

Note: M – arithmetic mean of the value of manifestation; SD – mean-square deviation of the value of manifestation.

The following answers were given to the question what problem concerning psychological state of their children worries them most of all: fear, isolation, fright, aggression, irritation, nervousness, worriedness, speech disorders, poor

communication, loss of contact, anxiety, excitation, impatience, developmental delay, unwillingness to communicate, emotional-psychological overload bordering on insanity, hysterics, psycho-emotional disorders,

aggression and worse essential life skills, tension, biting nails, panic, stress, willingness to leave Ukraine because of permanent sirens (air raid alerts), psychological state, capriciousness, annoyance, unclear speech, frequent changes in mood, anxiety caused by air raid alerts, emotional-psychological state, permanent stress, strong reactions to loud sounds, fear of the dark, nervousness, increased nervousness, crying.

Using Spearman’s correlation coefficient (r_s) we should establish significant correlations of the parameter “psychological well-being” (PWB) by the questionnaire “The scales of psychological well-being” (Ryff, 1989) with changes in the spheres of manifestations in behavior and in general state of children with special educational needs (Tabl. 6).

Table 6.
Matrix of correlations of psychological well-being with changes in the spheres of manifestations in behavior and general state (n=338)

Sphere of manifestation	Psychological well-being
Behavior	-.063
Emotional state and mood	-.289**
Changes in communication	-.044
Changes in the cognitive sphere	.023
Unchanged	.084*

Source: Personal elaboration, 2022.

Note: * – $p \leq .05$ – significant correlation; ** – $p \leq .01$ – significant correlation.

The correlation pleiade visualizes the correlations of psychological well-being with the research parameters (Fig. 1).

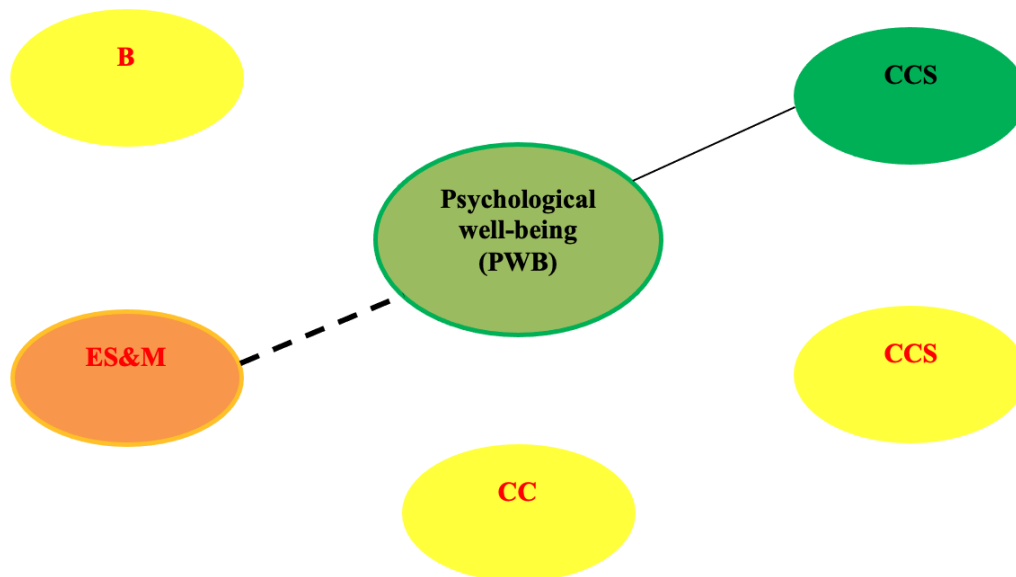


Figure 1. Pleiade of the correlations under study

Source: Personal elaboration, 2022.

Note: — — — — negative correlations with $p \leq .01$; ————— positive correlations with $p \leq .05$; PWB – psychological well-being; B – behavior; ES&M – emotional state and mood; CC – changes in communication; CCS – changes in the cognitive sphere; U – unchanged.

We established two significant correlations (see Tabl. 6 and Fig. 1) in the correlation of psychological well-being with emotional state and mood (ES&M) ($r_s = -.289$; $p \leq .01$) and in the measurement “unchanged” (U), which showed

that no changes occurred and there is a significant positive correlation ($r_s = .084$; $p \leq .05$). In the first measurement there is a negative correlation, caused by significant differences in the emotional-volitional sphere which had a

negative impact on the research participants' psychological well-being. The second correlation is considered to be positive and indicates that the adults managed to prevent the children with special educational needs from psychological traumas, creating a favorable inclusive space. We think that efficient work of the IRC also contributed to it. Therefore, it is very important for parents and people who replace them and accompany children with special educational needs to be aware of the activity and the levels of support provided by the IRC.

We can summarize that it is also important to understand the specificity of traumatic experience of each child and examine this experience thoroughly to provide effective psychological aid. Some researchers state that an individual, who experiences a certain mental state voluntarily or involuntarily for a long time, is able to maintain, transform or develop characteristics of this mental state. It is known that characteristics, mental states and mental processes make the content of a traumatic psychological phenomenon (Popovych et al., 2022). These characteristics can be either positive or extremely negative. Psychological aid for war sufferers is a permanent resource support which can be provided for a long time. It has its favorable period and is capable of preventing serious complications.

Conclusions

The study substantiates that the research on psychological well-being of children with special educational needs under martial law will allow developing a system of support for their parents and professionals working with them.

Two significant correlations were established: psychological well-being (PWB) with emotional state and mood (ES&M) ($r_s = -.289$; $p \leq .01$) and in the measurement "unchanged" (U) ($r_s = .084$; $p \leq .05$). We explained that significant correlations in the emotional-volitional sphere have a negative impact on children's psychological well-being. Availability of the second correlation is considered to be positive, since it signalizes that the adults managed to prevent the children with special educational needs from psychological traumas, creating a favorable inclusive space.

We emphasize that it is important for parents and people who replace them and accompany children with special educational needs to be

aware of the activity and the levels of support provided by the IRC.

We substantiated that psychological aid for war sufferers is a permanent resource support which can be provided for a long time. It has its favorable period and is capable of preventing serious complications.

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