

PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR STUDENTS IN
WAR: CHARACTERISTICS AND SIGNIFICANCE FOR CHILDREN WHO
HAVE SUFFERED LOSSES

Danko Antonina Yurievna

Researcher at the Department of Economics and Management

general secondary education

Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine

м. Kyiv, Ukraine

<https://orcid.org/0000-0001-9551-4327>

antoninadanko@gmail.com

Research interests: educational partnerships, public-private partnerships in education, psychosocial support for participants in the educational process.

Abstract. Harmonious personality development, the ability to adapt to stressful situations, successful socialization, and educational activities - are all elements of training the future generation. Psychological and pedagogical support of students plays a significant role in these processes, as it is at the stage of secondary education that a child does not have a formed psyche, or a clear worldview and is only at the beginning of his or her personal development trajectory. The teacher plays the role of an assistant in this process. The war conditions pose serious challenges for children in Ukraine, many of whom have already faced losses, either material or the loss of a loved one. Schools are one of the most stable social institutions, and psychological and pedagogical support for students in war is a fundamental element of the educational process in today's realities, it is of great practical importance in working

with children in Ukraine and their psychological and emotional recovery, which emphasizes the importance of studying the issue.

The scientific article is an original study of the essence and significance, characteristic features, tools of psychological and pedagogical support for students developing in the context of armed conflict and suffering losses from the war in Ukraine. The methods of analysis, comparison, abstraction, and generalization were used to implement the study.

The paper determines the essence of psychological and pedagogical support for students, which can be implemented by general secondary education institutions represented by teachers, psychologists, and social workers, the characteristic features of such support and its importance for children whose worldview is only being formed and is particularly vulnerable to the impact of war and the losses that accompany armed conflict. The authors studied psychological and pedagogical support in two contexts: as a process of searching for and identifying psychological problems in children who have suffered losses from the war in Ukraine, as well as a set of measures aimed at working out the child's issues, correcting his or her behaviour and preventing the impact of the shock on personal growth, physical and intellectual development, communication skills, etc. Based on the study of these aspects, the authors focused on the applied role of psychological and pedagogical support at school and analyzed several practical ways to ensure psychological and pedagogical work with students who suffered losses during the war.

Key words: *psychological and pedagogical support; general secondary education institutions; children of Ukraine; war; personal formation; development; pedagogical methods; losses caused by war.*

Problem statement. In the context of the war, children in Ukraine are experiencing unprecedented stress, which is of great importance for their development and overall personal formation. General secondary education institutions (GSEIs) play a central role in the processes of education and upbringing, but supporting children is also one of the school's functions. Through the means of psychological and pedagogical influence, a teacher is able to create safe and comfortable conditions for students, as

well as provide fundamental support to those who have suffered losses and are therefore limited in their ability to receive care and attention. Psychological and pedagogical support involves not only actual assistance to students who have suffered losses from the war but also restoring their social ties, helping them to establish interaction with society, which may be disrupted as a result of shock or unprecedented shock. Achieving such an effect is important from a practical point of view, but it is a real challenge for a modern teacher because, in this context, his or her role is not only to implement the educational process but also to find effective and appropriate psychological and pedagogical tools for working with a child with psychological trauma.

Analysis of recent research and publications. The issue of psychological and pedagogical support for children is broad in nature, and its individual aspects are studied by various contemporary scholars. For example, the role of psychology, the importance of supporting children in general and in war, in particular, is studied by V. Panok (Panok, 2023), the place of GSEI in psychological and pedagogical support for students is analyzed by O. Topuzov (Topuzov, 2021), O. Onats, B. Chyzhevskiy, L. Popovych (Onats, Chyzhevskiy & Popovych, 2024), the risks of post-traumatic disorders in children and prerequisites for behavioural correction (in the context of a negative experience) are studied by O. Fushtei, O. Ranarod, O. Fushtei, I. Sarancha (Fushtei & Sarancha, 2023), I. Pyholenko, Y. Pyholenko, K. Kuksa (Pyholenko, Pyholenko & Kuksa, 2023), and some foreign researchers (Bodha & Sheikh, 2016). For example, V. Panok notes that modern Ukrainian psychology has no experience of functioning in war conditions, and therefore the psychological tools used to provide psychological support to citizens and work through their psychological traumas caused by the impact of hostilities are only developing and changing by the needs of society; "psychological and pedagogical science can no longer be the same as it was before the war, it must be different, updated, modernized, and closer to practice." Emotional support for children is necessary in today's realities, as more and more often they have difficulty concentrating, working and short-term memory, a growing sense of unrealism about what is happening around them, difficulty reproducing the material they have already learned, and difficulty learning new knowledge. "The

decline in the level of intelligence and creativity is only a small part of the psychological phenomena of war that are observed in practice in children, youth, and adults," notes V. Panko (2023), and such trends are destroying the future generation. As noted by I. Pyholenko, Y. Pyholenko, and K. Kuksa (2023), the loss caused by a large-scale negative event (such as war, the Holocaust, etc.) is a shock for a child, which can manifest itself even after a significant period - 40-50 years after the traumatic event (Pyholenko, Pyholenko & Kuksa, 2023, p. 246). Also, some researchers suggest that shocks of this magnitude can "make a society vulnerable to the recurrence of violence" (Bodha & Sheikh, 2016). Against the backdrop of current events, researchers are increasingly turning to the study and improvement of psychological and pedagogical methods of supporting children. For example, O. Topuzov studies the role and methods of implementing psychological and pedagogical support for children, and develops the concept of "educational partnership" in secondary education, which is part of the actual support of students. The scientist notes that support is realized through the prism of a teacher-student partnership, which creates "unequal equality" between them (Topuzov, 2021, p. 107). The lack of partnership leads to negative educational and social consequences (Topuzov, 2021, p. 110), which is exacerbated when the teacher neglects a negative experience or event that the student has had. O. Onats, B. Chyzhevskyi, L. Popovych place important emphasis on the importance of the GSES in the person of management and teachers and note that it is these subjects who "are entrusted with the task of using their managerial, controlling, guiding, organizational, coordinating, consolidating, stimulating capabilities and powers in order to create appropriate conditions and a system for preserving and strengthening the physical, mental, social and spiritual health of students" (Onats, Chyzhevskyi & Popovych, 2024). O. Fushtey and I. Sarancha study the real consequences of the impact of war and loss on children's behaviour and disorders, and identify a set of methods that can be applied within the school and will be effective in group or individual work: art therapy, game-based methods of emotional and mental correction of children's development, empathic listening, phobia relief, project activities (solving interesting tasks), group work with parents, etc. 43-44).

The aspects outlined in the works of modern researchers emphasize the importance of psychological and pedagogical support for students, as it is not just a part of students' education. It is the basis for restoring their mental health, finding psycho-emotional balance, restoring interest in life and social interaction, and the key to forming a healthy and resilient future generation. This work is aimed at studying the tools and implementation of psychological and pedagogical support in the context of its practical significance for students who suffered losses during the war.

The purpose of the article is to study the essence and significance, characteristic features, tools of psychological and pedagogical support for students developing in the context of armed conflict and suffering losses from the war in Ukraine. To achieve this goal, the authors used the methods of analysis (to study the essence, and characteristics of psychological and pedagogical support, interpretation of its various manifestations - at the stage of identifying problems and on the way to their processing), comparison (in the context of studying psychological and pedagogical tools and techniques for supporting children), abstraction (to form a comprehensive understanding of the role played by specialists of the GSEE in accompanying a child who has suffered losses from war and in his or her adaptation to social life, taking into account the experience), generalization Summary of the main material. Psychological and pedagogical support for students in general education institutions is multifaceted and multifunctional due to its nature of origin, as it covers both the field of pedagogy and the direction of psychological work of an individual with a highly specialized specialist:

- is the identification of problems, disorders, deviations in the development or behavior of children at the early stages of their occurrence, after experiencing negative experiences, shocks, such as losses caused by war;
- is a set of measures aimed at creating educational conditions for the psychological and emotional well-being of students, where each of them will have the opportunity to feel their value and belonging, which will partially compensate for the loss of a loved one;

– is the process of ensuring the student's adaptation to life circumstances, the harsh realities of potential and real losses that the child's weak psyche is not ready to perceive correctly.

Psychological and pedagogical support begins with the recognition of psychological disorders in students caused by losses during the war at the early stages of their occurrence and the search for personalized ways to effectively correct the child's behavior and general condition through pedagogical education, which can significantly affect their development and future life.

School-age children are particularly reactive to stress and shocks, which in most cases manifests itself in isolation and closeness of the personality, which complicates the process of recognizing the problem. The main signs that emphasize the fact that a person needs psychological and pedagogical support are emotional, behavioral, and physiological (Voznitsyna & Lytvynenko, 2023). Figure 1 shows the classification of manifestations of psycho-physical and emotional disorders in students, which is based on the practical experience of modern child psychologists and social educators. It includes a description of the signs that should be paid attention to in children's behavior and perceived as confirmation of the presence of disorders that occur and are especially pronounced in the post-traumatic period (in particular, after a loss).

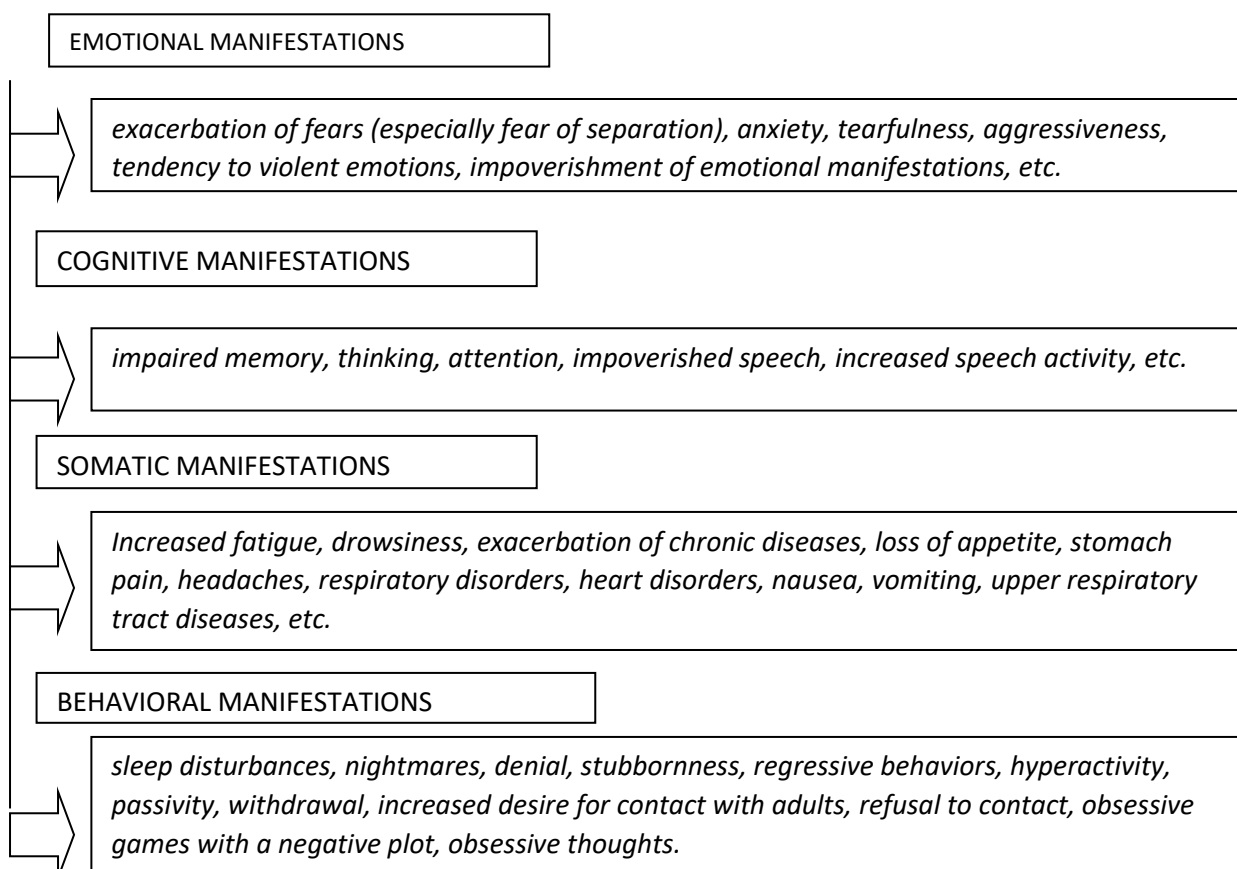


Fig. 1. *Classification of manifestations of psycho-physical and emotional disorders in children.*

Source: compiled by the author according to (Voznitsyna & Lytvynenko, 2023, pp. 122-123).

The modern practice of educating school-age children increasingly includes more and more measures of their psychological and pedagogical support, as the number of mentally and emotionally traumatized children who have suffered losses from war continues to grow. According to the results of the survey "Protecting Childhood: Dimensions of Security for the Younger Generation" (Catalyse Research, 2024), which was implemented in 15 countries to highlight global issues and local challenges at the level of the international community, 75% of parental respondents said that their children face more threats to their safety and well-being than they did when they were children. Ukraine's figure in this survey is 73% - this is the share of parents who say that there are "significantly more threats" (in particular, to the physical and mental development of children) (the corresponding figure for Turkey is 65%, Brazil - 65%, Kenya - 69%, and 43% for the world as a whole). In addition, the survey shows that 23% of children in the surveyed countries were directly affected by the war (67% indirectly); Ukraine's figures signal the terrible impact of the war on the lives of children, of whom 99% were directly affected and only 1% indirectly (Catalyse Research, 2024). In addition, a significant number of respondents (across all countries participating in the study) noted that the GSEI plays a significant role in supporting children after a loss - 87% of children surveyed say they feel safe within the educational institution (which includes social, physical, moral, psychological, legal and other subtypes). Ukraine's figure in this part of the survey was the lowest - 71% of respondents - but it confirms that the vast majority of children feel safe and comfortable in GSEIs (Catalyse Research, 2024); this indicates that the school environment plays a crucial role in psychological and pedagogical support for children in the post-traumatic period.

The above data indicate that the majority of Ukrainian children are traumatized by war (even if they are not yet aware of it) and the losses that accompany it.

Accordingly, given the significant involvement of children in school life, their development and education in GSEI should be accompanied by psychological and pedagogical tools, methods and ways of support and assistance. This is a prerequisite for maintaining their mental health now and in the future.

Children of military personnel are a particularly vulnerable category of schoolchildren, as the risk of a negative event in their lives is excessively high. In particular, cases of actual bereavement are much more frequent than in families who are not involved in military service and combat operations. The organization of their childhood depends on a significant number of factors, each of which can cause unprecedented shocks to the unformed psyche of the individual; this indicates the need to work on the following aspects with a psychologist or social educator, as they are already signals that the child needs psychological and pedagogical support:

- Stresses arising from the family's direct or indirect involvement in military events and service;
- forced and non-alternative acceptance of the values and norms of a closed social system by family members;
- limited choice of life strategies, and organization of life and leisure activities because family interests are secondary to the needs, conditions and requirements of the service (which is a very difficult aspect for a school-age child to understand and accept);
- problems of adaptation of family members (especially children) to the living conditions, society and environment, which may change permanently as a result of moving;
- prolonged separation of the child from his or her parent;
- death of a parent while performing combat missions;
- loss of emotional closeness with a father/mother or even two parents at the same time (Voznitsyna & Litvinenko, 2023, p. 124).

An effective way to correct behaviour and conduct therapy with students is for a specialist (social educator, psychologist, teacher) to use a set of psychological and pedagogical tools that are successfully combined and effectively complement each

other. Personality formation, which begins in childhood, lasts throughout life and can be disrupted by the loss of war, involves a set of activities, each of which makes a unique contribution to the formation of a person; such activities include play, learning, work and communication (Branitska, Matokhniuk & Shportun, 2022, p. 80). The psychological component of the support process is successfully provided by communication, while the pedagogical component is provided by the student's learning and work.

Communication with a child who has suffered losses from war in the context of supporting him or her can be defined as one of the psychological tools. The professional organization of the communication process is the responsibility of a psychologist or social worker. The basis of their therapy is conversations, individual counselling, classes devoted to the study of personality psychology, analysis of feelings, and development of the ability to manage feelings and overcome difficult emotions; these are the forms that allow to eliminate barriers between the specialist and the student, to create a safe space for processing and analyzing the emotions, grief and consequences of loss experienced by the child.

In the process of communication, the specialist, guided by the basic ethical principles (impartiality, confidentiality, respect for the decisions of the opponent, and consideration of cultural characteristics) (Kalinina, 2022, p. 105), forms a general idea of the child's psychological and emotional state. Interaction with a child in difficult life circumstances and familiarity with the severity of the loss allows the psychologist to draw a conclusion about his or her readiness to interact with the outside world and socialize, which includes social and communicative components. During the conversation, the specialist helps to activate children's readiness for life in society (after experiencing negative experiences), build their social potential and understanding of the importance of adequacy in communication, supports the development of communication skills, and helps in self-realization and self-affirmation in general (Kalinina, 2021).

According to contemporary scholars, a child changes his or her view of human death and attitude toward this event over a long period of time. The main components that a child should realize when a tragic event occurs are the following: the loss is

irreversible, permanent (in the sense of final), and death, in general, is universal (i.e., it will happen to everyone) and inevitable (Brown & Goodman, 2005). Due to their immaturity, children cannot understand and accept the above aspects on their own. The transformation of awareness covers the period from birth to adolescence when a child already consciously perceives death and understands the irreversibility of this event. At the age of 6 to 9 years, the individual begins to determine the loss as a terrible and final tragedy (Zlyvkov et al., 2023, p. 106), and it is during this period that psychological support is mandatory. At this stage, the teacher and psychologist should communicate to the student the well-known things about the loss of a person, which will potentially help the student not only survive the shock but also develop emotional stability, feel their value and adapt to new life realities. When using communication as a way of psychological and pedagogical support, it is important to speak in real words, to remain sincere in your phrases (in particular, using the word "died" will be more accurate than confusing phrases that will only increase the child's confusion) (Zlyvkov et al., 2023, p. 107).

Modern tools of self-regulation and relaxation are ways to correct cognitive, somatic and behavioural manifestations of psycho-emotional disorders in children (Branitska, Matokhniuk & Shportun, 2022, p. 92). If such a need arises, the teacher (psychologist) can turn to the practice of mindfulness - a set of techniques aimed at awareness and concentration on the present moment of life; their goal is to "restore normal social, psychophysiological, and value-motivational functioning of the individual" (Moroz, 2020, p. 142). Mindfulness techniques include breathing exercises, meditation (Paskevych & Tserkovna, 2024), mental activity (focusing on the current moment while doing a certain job), and sound exercises.

Methods that involve a combination of communication and learning are effectively interpreted in the form of play or art therapy. From a psychological and pedagogical point of view, play is one of the few effective ways for a child to express his or her real emotions (which may lead a psychologist to believe that a student has hidden problems and worries). Play therapy in the context of psychological and pedagogical support has the following tasks:

- activates feelings of joy, satisfaction, self-confidence and self-reliance, mitigates the effects of negative experiences and failures;
- play is a space for the manifestation of fantasies and individuality, which restores a child's sense of self-worth and promotes inclusion in education;
- play is about variability, a process in which children understand that there are different ways of developing events and the possibility of changing their own opinions, decisions, etc;
- play therapy transmits certain cultural values, and traditions that are characteristic of a particular society and are important for the child's awareness in the process of socialization and, elimination of barriers in communication processes (Branitska, Matokhniuk & Shportun, 2022, pp. 80-81).

Among the games that can be used in the psychological and pedagogical support of children who have experienced bereavement during the war, the following should be highlighted (Table 1):

Table 1

Some examples of psychotherapeutic games that can be used in pedagogical practice to support students who have suffered losses from war

The bottom line.	Therapeutic effect
<i>"Emotional ball"</i>	
Children in the group pass the ball to each other. The participant who receives the ball answers a question or performs a task related to emotions. The development of the game continues with the participation of a psychologist, who can ask additional questions to the participants and be sure to provide positive support after the student's statement.	Calming (elimination of tension), recovery (reduction of fatigue), activation (increase of psychophysiological reactivity).
<i>"Magical things"</i>	
The child chooses one object from the basket that evokes certain associations. After that, the child is asked to imagine that this object is magic and to tell about its special properties. This process turns into a group discussion with the participation of a psychologist, who corrects the children's ideas and opinions with questions, focusing on important psychological aspects and problems.	Receiving support, protection, developing the ability to control the situation, restoring the ability to freely express their feelings and fantasies, which helps to experience difficult emotions more easily.
<i>"Paper Snowballs"</i>	
Each participant receives a piece of paper on which to express his or her feelings, and then crumples it into a snowball. When all participants have prepared their snowballs, the snowball	Relieving emotional stress and aggression, safe expression of emotions, emotional regulation, building effective

fight begins. The game ends with a discussion, where a student randomly chooses a snowball, opens it and reads the situation or emotion written on it. In this way, the discussion of emotions can be spontaneous or adjusted by a psychologist or teacher. It is important to give each student the opportunity to express their feelings and discuss what they are worried about.	communication in society, emotional stabilization, obtaining social support and gradual healing from traumatic experiences
<i>"Tree of Life"</i>	
The children draw a symbolic "tree of life" on which they depict their strengths, important events (in positive and negative contexts), dreams, and people who support them (or whom the child has lost). Each part of the tree (roots, trunk, branches, leaves) symbolizes different aspects of their life, which is discussed with a psychologist.	Searching for positive aspects of life even in the face of bereavement, searching for inner strength and hidden resources to survive negative experiences.
<i>"My Compass"</i>	
The students are asked to draw a conditional compass, where instead of the cardinal points there will be aspects that are important to them - values, goals, guidelines, losses. Children can discuss what "north" is for them (the main goal), which sides of the "world" lead them or distract them, or traumatize them. They can describe how and where they see the bereaved person in this conditional "compass" and how they can orient their lives in the light of such a loss. The game is designed for teenage children.	Acceptance of the irreversibility of the loss, search for guidelines for further life, taking into account the absence of the person who died.

Source: compiled by the author based on data from (Branitska, Matokhniuk & Shportun, 2022).

Thus, the main purpose of games in psychological and pedagogical support for students is to work through negative emotions in a comfortable, entertaining way, in conditions where the child cannot openly talk about it. The game allows not only to "find" problems but also to analyze them effectively - to indirectly discuss traumatic experiences, to organize the symbiosis of emotions that have been controlling the child since the onset of the loss. Play therapy is one of the most effective in the context of building emotional resilience, skills of healthy, adequate response to stressful situations, finding guidelines for further life and returning to society, as well as "unlocking" hidden resources necessary to overcome difficulties that may occur again in a child's life.

Conclusions. This paper analyzes the concept of psychological and pedagogical support for children who have suffered losses as a complex category that has important practical potential in the realities of war. It was determined that the concept provides for different interpretations: it is the process of identifying problems,

disorders, deviations in the development or behaviour of children at the early stages of their occurrence; it is a set of measures aimed at creating educational conditions for the psychological and emotional well-being of students, as well as supporting inclusion in school, which is necessary for the child to realize his or her role, value, restore communication with others and regain interest in life (taking into account individual traumatic experience); it is the promotion of adaptation of educational and The authors summarize that the signs that signal the need to provide urgent psychological and pedagogical support to a child are a combination of the following manifestations (emotional, cognitive, behavioural, somatic). Given the large number of children in Ukraine who have experienced the negative experience of loss from war, it is advisable to turn to effective practical support measures based on a combination of psychological and pedagogical tools. The most effective, according to the authors, are conversations, counselling and individual sessions, modern tools of self-regulation and relaxation, game forms and art therapy.

Prospects for further research may include studying ways to modernize and modify psychological and pedagogical methods in view of the digitalization of school education. In particular, the issue of integrating digital tools into psychological and pedagogical practice (for example, the use of virtual reality technologies to create a safe and effective environment in the context of therapeutic and educational functions).

References

1. Panok, V. G. (2023). Psychological development in the minds of children: problems and solutions. *Visnyk of the National Academy of Pedagogical Sciences of Ukraine*, 5(1), 1-12. <https://doi.org/10.37472/v.naes.2023.5133> (in Ukrainian).
2. Topuzov, O.M. (2021). Educational partnerships in the system of secondary education: theory and methodology. Kyiv: Instytut pedagogiky: Pedagogichna dumka. <https://doi.org/10.32405/978-966-603-2-2021-160> (in Ukrainian).

3. Onac', O. M., Chyzhevs'kyj, B. G., & Popovych, L. M. (2024). Priorytetni naprjamy formuvannja zdorov'ja ditej i uchnivs'koi' molodi v umovah transformacijnyh procesiv u osviti. In V. P. Andrushhenko, O. V. Tymoshenko, V. G. Bilyk (Red.), *Osvita i zdorov'ja pidrostajuchogo pokolinnja* (pp. 150-152). Ukrainian State University is named after Myhajla Dragomanova. <https://enpuir.npu.edu.ua/bitstream/handle/123456789/45616/Osvita%20i%20zdorovia%20pidrostaiuchoho%20pokolinnia.pdf?sequence=1&isAllowed=y> (accessed at 14.10.2024) (in Ukrainian).
4. Fushtej, O., & Sarancha, I. (2023). Psychological rehabilitation of children, who are not able to travel regularly due to their age. *Scientific papers of the Interregional Academy of Personal Development. Psychologija*, 1(57), 41-45. <https://doi.org/10.32689/maup.psych.2023.1.7> (in Ukrainian).
5. Pygolenko, I. V., Pygolenko, Ju. A., & Kuksa, K. M. (2023). Vplyv vojennoho konfliktu na psyhichne zdorov'ja ukrai'nciv. *Scientific journal "Gabitus"*, 45, 243-248. <https://doi.org/10.32782/2663-5208.2023.45.40> (in Ukrainian).
6. Bodha, I. J., & Sheikh, Sh. A. (2016). Conflict and psychological health of people: A study of Jammu and Kashmir. *International Journal on Arts, Management and Humanities*, 5 (2), 20-25. https://www.researchgate.net/publication/330831634_Conflict_and_Psychological_health_of_people_A_study_of_Jammu_and_Kashmir (accessed at 14.10.2024) (in Ukrainian).
7. Voznicyna, K., & Lytvynenko, L. (2023). Nevydymi naslidky vijny. Jak rozpiznaty? Jak spilkuvatys'? How to deal with them? Guide for young people with disabilities: Ministry of Veterans' Affairs of Ukraine. <https://mva.gov.ua/storage/app/sites/1/uploaded-files/160137358572968.pdf> (accessed at 14.10.2024) (in Ukrainian).
8. Zahyst dytynstva: vymiry bezpeky dlja molodogo pokolinnja: sociologichne opytuvannja / Catalyse Research, Brand Ukraine, Dytjachyj fond OON (UNICEF), 2024. <https://summitflg.org/study/zahyst-dytynstva-vymirybezpeky-dlya-molodogo-pokolinnja/> (accessed at 14.10.2024) (in Ukrainian).

9. Branic'ka, T. R., Matohnjuk, L. O., & Shportun, O. M. (2022). Psychological pidtrymka ta suprovid doroslyh i ditej u kryzovyh sytuacijah. Vinnycja: Komunal'nyj zaklad vyshhoi' osvity "Vinnyc'ka akademija bezperervnoi' osvity". <https://files.znu.edu.ua/files/Bibliobooks/Inshi75/0055788.pdf> (accessed at 14.10.2024) (in Ukrainian).
10. Kalinina, T. S. (2022). Psychologichna dopomoga bat'kam ditej z osoblyvymy osvithnimy potrebamy v umovah vijs'kovykh dij. Dniprovs'kyj naukovyj chasopys publichnogo upravlinnja, psihologii', prava, 3, 103-107. <https://doi.org/10.51547/ppp.dp.ua/2022.3.17> (in Ukrainian).
11. Kalinina, T. S. (2021). The development and formation of socially responsible behaviour of children, which is caused by skladnyh zhyttjevyh obstacles. Scientific journal "Gabitus". Tematychna rubryka: Social'na psihologija; psihologija social'noi' roboty, 21, 124-128. http://repository.khpa.edu.ua:8080/jspui/bitstream/123456789/2875/1/Kalinina_st.1.pdf (accessed at 14.10.2024) (in Ukrainian).
12. Brown, E. J., Goodman, R. F. (2005). Childhood traumatic grief: An exploration of the construct in children bereaved on September 11. Journal of Clinical Child and Adolescent Psychology, 34(2), 248-259. [10.1207/s15374424jccp3402_4](https://doi.org/10.1207/s15374424jccp3402_4) (in English).
13. Zlyvkov, V., Lukoms'ka, S., Jevdokymova, N., & Lipins'ka, S. (2023). Dity i vijna: monografija. Kyi'v.-Nizhyn: Vydavec' PP Lysenko M.M. https://opac.kpi.ua/estorage/i/Dity_i_viina_2022_VL_Zlyvkov.pdf (accessed at 14.10.2024) (in Ukrainian).
14. Paskevych, V., & Cerkovna, O. (2024). Netradycijni metody ozdorovlennja. UNIVERSUM, 10, 146-149. <https://archive.liga.science/index.php/universum/article/view/1182> (accessed on 14.10.2024) (in Ukrainian)
15. Moroz, R. A. (2020). Programa psihokorekcii' emocijnyh perezhyvan' ditej ta pidlitkiv, jaki zaznaly travmatychnoho dosvidu. Scientific journal "Gabitus". Psihologija osobystosti, 20, 141-145. I <https://doi.org/10.32843/2663-5208.2020.20.25> (in Ukrainian).