

**Оксана Протас,**

доктор педагогічних наук, професор, професор кафедри соціальної педагогіки і соціальної роботи, Прикарпатський національний університет імені Василя Стефаника» (м. Івано-Франківськ, Україна)

Oksana Protas,

Doctor of Pedagogical Sciences, Professor, professor of the Department of Social Pedagogy and Social Work, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
oksana.protas@pnu.edu.ua
ORCID 0000-0002-4176-8353

УДК 376.6

СОЦІАЛЬНО-ПЕДАГОГІЧНИЙ СУПРОВІД ДІТЕЙ ІЗ СІМЕЙ, ЯКІ ПЕРЕБУВАЮТЬ У СКЛАДНИХ ЖИТТЄВИХ ОБСТАВИНАХ

Анотація. Сучасні умови війни в країні, що за своїми впливами відповідають складним життєвим обставинам? та зміни, які при цьому відбуваються в політичній, соціальній та економічній сферах? позначаються на погіршенні благополуччя, психічного та фізичного здоров'я, соціальної адаптованості та фінансовому становищі сімей, зменшенні виховного потенціалу батьків, що призвело до різкого зростання сімей, які перебувають у складних життєвих обставинах. У зв'язку з цим ітотно підвищується значення професійної діяльності фахівців, які б надавали допомогу вразливим категоріям населення. Особливо необхідною і актуальною така діяльність є для дітей із сімей, які перебувають у складних життєвих обставинах. Діти є найвразливішою групою населення, а обставини, у які вони потрапляють, позначаються на їхньому стані та розвитку. Постає необхідність їх соціально-психологічного захисту та надання їм комплексної підтримки відповідно до потреб та проблем. А це, своєю чергою, потребує супроводу дітей із сімей, які перебувають у складних життєвих обставинах. У статті розглянуто особливості здійснення соціально-педагогічного супроводу дітей із сімей, які перебувають у складних життєвих обставинах. Виявлено причини складних життєвих обставин, серед яких: соціально-економічні; соціально-психологічні. Визначено потреби та проблеми дітей із сімей, які перебувають у складних життєвих обставинах, їхні емоційні стани та соціально-психологічну адаптованість. Ефективною технологією соціально-педагогічної допомоги дітям із сімей, які перебувають у складних життєвих обставинах, є соціально-педагогічний супровід. З'ясовано, що соціально-педагогічний супровід – вид/ технологія діяльності соціального педагога з дитиною і сім'єю, які опинилися в складних життєвих обставинах, наслідки яких вони не можуть самостійно подолати, що виявляється в комплексній системі підтримки сім'ї. Виокремлено ознаки соціально-педагогічного супроводу, розкрито мету, завдання, етапи його здійснення з дітьми із сімей, які перебувають у складних життєвих обставинах. Визначено й обгрунтовано умови ефективного соціально-педагогічного супроводу таких дітей.

Ключові слова: складні життєві обставини; сім'ї, які перебувають у складних життєвих обставинах, діти із сімей, які перебувають у складних життєвих обставинах, соціально-педагогічний супровід, ефективні умови соціального супроводу дітей із сімей, які перебувають у складних життєвих обставинах.

SOCIAL AND PEDAGOGICAL SUPPORT OF CHILDREN FROM FAMILIES IN DIFFICULT LIFE CIRCUMSTANCES

Abstract. The current conditions of the war in the country, which correspond to difficult life circumstances in their effects and the changes in the political, social and economic spheres affect the deterioration of the financial position of families, the reduction of the educational potential of parents, which has led to a sharp increase in families in difficult life circumstances. Due to this, the importance of the professional activity of specialists who would provide assistance to vulnerable categories of persons increases significantly. Such activity is especially necessary and relevant for children from families in difficult life circumstances.

Children are the most vulnerable group of the population, and the circumstances they fall into affect their condition and development. There is a need for their social and psychological protection and providing them with comprehensive support according to the needs and problems of such children. And this, in turn, requires accompanying children from families in difficult life circumstances.

The article describes the peculiarities of social and pedagogical support for children and their families in difficult life circumstances.

We have found out that a family that is in difficult life circumstances is a family that has lost educational opportunities due to the occurrence of conditions that disrupt the normal life of one or more family members and cannot overcome the consequences independently. We have revealed the causes of difficult life circumstances, which include: social and economic; social and psychological. The article also determines the needs and problems of children from families in difficult life circumstances, their emotional states, as well as social and psychological adaptability.



An effective technology of social and pedagogical support to children from families in difficult life circumstances is a social and pedagogical support. It was found out that social and pedagogical support is a type / technology of activity of a social care teacher with a child and a family who find themselves in difficult life circumstances, the consequences of which they cannot overcome by their own efforts, which is manifested in a complex system of family support.

The article highlights the signs of social and pedagogical support, and reveals the purpose, tasks and stages of its implementation with children from families in difficult life circumstances. We have defined and substantiated the conditions of effective social and pedagogical support of such children: providing comprehensive support, depending on the individual needs and resources of children and families.

Keywords: difficult life circumstances; families in difficult life circumstances; children from families in difficult life circumstances, social and pedagogical support; effective social support conditions for children from families in difficult life circumstances.

INTRODUCTION

The problem formulation. The current conditions of martial law in Ukraine cause many factors that lead to the difficult life circumstances of many families. There is a need for social and psychological protection and social and pedagogical support for both whole families and individuals. Due to this, the importance of professional activity of psychological service specialists, in particular social teachers, especially with children from families in difficult life circumstances, increases significantly.

It is important in such cases to protect the fundamental rights and freedoms of children from families in difficult life circumstances, determine their basic needs and find resources for their satisfaction, support in experiencing traumatic events, as well as mediation.

At the legislative level, the support of children from families in difficult life circumstances is regulated by: Laws of Ukraine "On Social Work with Families, Children and Youth" (2001), "On Social Services" (2019); the Order of the Ministry of Social Policy of Ukraine "On Approving the Forms of Accounting for Social Work with Families/Persons in Difficult Life Circumstances" (2018), the Regulation on Psychological Service in the Education System of Ukraine (2018), Procedure for Ensuring Social Protection of Children in Difficult Life Circumstances, including Children Who Have Suffered from Cruel Treatment" (2020), Resolutions of the Cabinet of Ministers of Ukraine: "Issues of the Activities of Custody and Guardianship Agencies Related to the Protection of the Child's Rights" (2008), "On Organizing the Provision of Social Services" (2020).

Analysis of recent research and publications. Domestic and foreign psychological and pedagogical science has amassed considerable theoretical groundwork and empirical experience in providing aid to children and youth who were in extreme conditions and traumatic situations, which is covered in the works of such scientists as: in the field of psychology – N. Bochkor, M. Korolchuk, I. Malkina-Pykh, V. Panok, N. Tarabrina, in the field of pedagogy – O. Bezpalko, O. Kalashnyk, L. Kovalchuk, I. Trubavina et. al.

The problems of the legal status of internally displaced persons are addressed in the research of T. Anisimov, N. Hrabar, I. Kovalyshyn, O. Kuzmenko, V. Steshenko et. al. Issues of social work with internally displaced persons are covered in the works of I. Ivanov, M. Lukashevych, O. A. Malynovska, I. Myhovych, L. Tiuptia et. al. Existing works relate only to specific aspects of social protection for refugees and internally displaced persons. However, the issue of social and pedagogical support for internally displaced children under martial law has not been adequately considered in the scientific literature.

AIM AND TASKS RESEARCH

The purpose of the article is to substantiate the conditions of effective social and pedagogical support for children from families in difficult life circumstances.

RESEARCH METHODS: studying regulations on solving the problem of social support for children from families in difficult life circumstances, analysis of philosophical, psychological and pedagogical literature, analysis and synthesis, generalization, abstraction – to characterize the theoretical principals of the study; testing, observation, conversations with children from families in difficult life circumstances, surveys, special methods – to identify the needs and problems of children; statistical: quantitative and qualitative data processing.

RESULTS OF THE RESEARCH

A family as a social institution of society implements the most important social functions, plays an important role in the life of an individual, protects him/her, ensures socialization, as well as satisfies vital needs.

Families with children who experience difficult life circumstances are the most socially vulnerable.

The Law of Ukraine "On Social Services" defines difficult life circumstances as those that disrupt the normal life activities of an individual, the consequences of which he/she cannot overcome on his/her own (Law of Ukraine «On Social Services», 2019).

A family with children that is in difficult life circumstances is a family that has lost educational opportunities due to the occurrence of conditions that disrupt the normal life of one or more family members and cannot overcome the consequences independently (Kapska A., 2004, p.27).

According to the order "On Approval of the Procedure of Interaction of Subjects of Social Work with Families in Difficult Circumstances" (2006), these include families: with children with disabilities of parents or children; with forced migration; with violence in the family; with drug or alcohol addiction of one of the family members; which members are HIV-infected; which members are in prisons; homeless families; with orphanhood; where there is a risk of taking a child to institutions for orphans and who are deprived of parental care; minor single mothers (fathers) who need support; with unemployed one of the family members, if registered with the state employment service; which members are on the state maintenance



(Order of the Ministry of Family, Youth and Sports, Ministry of Health, Ministry of Education and Science, Ministry of Labor, Ministry of Transportation, Ministry of Internal Affairs and State Department of Corrections «On Approval of the Procedure of Interaction of Subjects of Social Work with Families in Difficult Circumstances»).

However, according to the Law of Ukraine "On Social Services", the concept of "difficult life circumstances" contains a much larger list of circumstances that disrupt the normal life activities of an individual, in particular: disability, orphanhood, homelessness, lack of housing or job, poverty, violence, psychological or mental disorder, loss of motor activity due to health, old age, loneliness, unfavorable family relationships, act of God, disaster, etc. (Law of Ukraine «On Social Services», 2019).

Global approach to the classification of the reasons for which families fall into difficult life circumstances: macro-level and macro-level reasons. The first reasons are caused by social and political, economic and cultural processes of the state system, as well as a family policy. These include: changes in the political, economic, cultural development of the state; economic crises; unsystematic implementation of the state family policy. Macro-level reasons are determined by the conditions of family functioning and the immediate social environment of the family (Analytical report, 2018).

M. Solianyk, studying the problems of families in difficult life circumstances, divides them as follows: material and economic, social and pedagogical, social and psychological, legal problems (Solianyk M., 2014, p. 61).

O. Bezpalko identifies the following as the reasons of difficult life circumstances at the macro level: social and economic: poverty, lack of housing, forced migration, unemployment; social and psychological: antisocial behavior of parents, cruel attitude to raising children, crisis in the relations between parents and children, unpreparedness of young people for married life; organizational: the imperfection of the social security system and quality medical care for families with children (Bezpalko O., 2010, p. 96).

Children who find themselves in difficult life circumstances and are active participants in the events that are taking place, react emotionally to them, which causes them stress reactions and disorders, fear or confusion, anxiety, aggressiveness. Children's reaction to crises depends on their age and level of development. They have stress reactions, as well as they can have the following reactions:

- regressive behavior that was typical for an earlier age (sucking a finger, clinging to parents);
- school-aged children may feel guilty for situations that have occurred, they can feel fear, loneliness or concern about saving people;
- in adolescence, children can isolate themselves from their peers, or show risky behavior, negativism (Tytarenko T., 2014, p. 69).

The main reactions of children who have experienced stress are: sleep disturbances, night terrors; unreasonable anxiety, fear or depression; social isolation, isolation; problems with concentration; crying, emotional vulnerability; "stuck" on negative experiences; psychological protection (regression, avoidance, etc.) (Bochkor N., 2014, p. 52).

Children who have experienced psychotraumatic effects may have different adaptation disorders: the desire to isolate themselves, low activity, low mood, causeless irritability, intrusive memories, loss of interest, aggression. We can observe disturbances in the somatic sphere: decreased appetite, muscle tension, rapid heartbeat; etc. They show: disorganization, irritability, tearfulness, anxiety, mistrust, reproduction of traumatic events, for example, in night terrors, games or drawings (Adaptation Disorders, 2012, p. 22).

Adaptation disorders are the states of distress and emotional disturbance that harm social functioning and arise due to a stressful event during the period of adaptation to a significant change in life (Tytarenko T., 2014, p. 59).

Adaptation disorders and post-traumatic stress disorders (PTSD) are the adverse forms of mental disorders in those who have experienced extreme, life-threatening situations. Due to psychotraumatic influence, they are manifested as emotional and affective disorders, protective and adaptive reactions (Post-Traumatic Stress Disorders, 2017, p. 49).

The severity of adaptation disorders depends on the child's age, involvement in a stressful event, as well as the nature of the parents' response.

A child who has experienced a psychotraumatic situation can show both: internalized and externalized behavior. The first one is manifested in the following characteristics: avoidance of contact with others; low mood, depression; obedience and compliance; fearfulness; phobias; frequent headaches; addictive behavior; possible threats of suicide; self harm. With externalized behavior, children put their emotions and feelings outward, towards others. They can show aggressiveness, hostility; behave defiantly, provoke or attack others; abuse animals; destructive forms of behavior (arson) (Levchenko K., 2015, p. 90).

So, the main problems we can observe in children from families in difficult life circumstances are: impaired cognitive processes; neurotic reactions; functional disorders (behavioral regression, psychosomatic disorders); emotional and behavioral reactions (protest, increased tearfulness, frequent mood changes); adaptation problems and communication problems (inadequacy of communication skills, fear, mistrust or aggression in relation to the surrounding people, or excessive dependence on the opinions of others); disruption of family relationship.

Children from families who belong to the vulnerable groups of the population or are in difficult life circumstances need support according to their needs and problems. Due to this, the diagnostic (detection of these needs), protective and mediating areas of the specialist's activity with the satisfaction of needs through cooperation with various specialists should become the leading ones.

In order to determine the needs and problems of children from families in difficult life circumstances, their emotional state and social and psychological adaptability, we have conducted survey and testing based on Ivano-Frankivsk Regional



Center for Social and Psychological Rehabilitation of Children. Based on the survey results, we have found out that the most pronounced needs of children from families in difficult life circumstances were: safety – 100 %; health – 100 %; emotional comfort – 100 %; material support – 96.15 %, social contacts – 50 %, communication – 40.4 %. The detection of levels of mental stress or low mood according to the test results showed that: a fifth of children have an excessively pronounced level of mental stress or low mood, which indicates that the difficult life circumstances and the situation in our state affect children and their mental stress. As a result of the application of the "Anxiety Scale" Method by Ch. Spielberger (adaptation by Yu. Khanin), it was found out that more than half of the children in the group show a high level of reactive anxiety, which indicates that the difficult life circumstances of families and the war events in our country affect children. The study results using the "Social and Psychological Adaptability" Method by K. Rogers and R. Diamond showed that high indicators of maladaptation – 22.2 % of children – were caused by: emotional discomfort (74 %), avoidance of problems (37 %); level of external control (37 %), level of subordination (37 %), rejection of others (37%); rejection of oneself (14.8%). The revealed indicators of social and psychological maladaptation cause children's emotional discomfort, rejection of others, dependence on external control and circumstances (Protas O., 2022, p. 509).

Thus, the study results indicated the need to provide social and pedagogical, and psychological support to children for their successful adaptation in the surrounding environment and increasing their vitality.

According to the Regulation on Psychological Service in the Education System of Ukraine, a social care teacher of an educational institution provides: social and pedagogical support of students, groups, individuals in difficult life circumstances, as well as provides them with the necessary social and pedagogical support (Regulation on Psychological Service in the Education System of Ukraine, 2018).

Social and pedagogical work with a family in difficult life circumstances is a system of interconnection and interaction of social care teachers, state bodies, society and a family, which is aimed at improving the material and living conditions of the family, ensuring its rights and freedoms, promoting the physical and spiritual development of family members, involving them in the social process (Bochkor N., 2014).

Taking into account the peculiarities of children from such families, we will outline the following main directions and tasks of social and pedagogical work with children from such families:

- 1) timely identification of children of the above category who need targeted social and pedagogical support for protection of the child's rights and legitimate interests, provision of the child's vital needs, study of the child's social status;
- 2) visiting the child at home / at the place of residence and studying the conditions of his/her life, upbringing and development;
- 3) creating a favorable social and psychological climate, an atmosphere of attention, compassion and cooperation;
- 4) forming the safe behavior skills in risk situations;
- 5) identifying and activating the child's personal resources, promoting the formation of more flexible socially adaptive forms of behavior;
- 6) conducting individual and group educational and preventive work with both children and parents, implementation of special courses, preventive programs to combat bullying, prevention of abuse and violence (in the family, society, educational institution);
- 7) forming skills to cope with a loss, models of safe behavior in a risk situation, formation and development of important life skills, critical thinking in children and adults;
- 8) promoting adaptation of children in new conditions;
- 9) optimization of the content and forms of social, pedagogical and legal education of parents, the social environment that takes care of children;
- 10) providing consultations and recommendations to teachers, organization of professional supervision, methodical support in the form of booklets, teaching materials, educational seminars and seminars on exchange of experience;
- 11) studying the possibilities of the community to provide the necessary assistance to children, parents or teachers who need it;
- 12) mediation between the educational institution, families and territorial communities, using intersectoral interaction and a multidisciplinary approach to solving current issues of social and pedagogical work with children who have experienced the loss of parents as a result of warfare, etc.

We believe that the most effective technology for supporting families in difficult life circumstances is social and pedagogical support.

The social and pedagogical support is a type / technology of activity of a social work specialist with a child and a family who find themselves in difficult life circumstances, the consequences of which they cannot overcome by their own efforts, which is manifested in a complex system of family support [Levchenko K., 2015]. The comprehensive system of family support includes: diagnostic, preventive, social and rehabilitation measures, creation of optimal conditions for the functioning of the family and children in difficult life circumstances.

Signs of social and pedagogical support are: comprehensiveness of the services provided; their duration; involvement of other specialists in the implementation of support; use of community potential; consent of a child and a family to support and its active position regarding changes for the better.

The goal of social and pedagogical support for children from families in difficult life circumstances is to create appropriate conditions for the child and his/her family to get out of difficult life circumstances.

The following tasks are solved when implementing the support: social support of a child and a family in solving problems; activation of self-help; use of external and internal resources of a child and a family. Support tasks require the selection



and definition of its functions, the means of its implementation, the definition of the rights of children and other family members in the family and society, life skills and abilities.

Social and pedagogical support must be carried out in stages.

At the 1st – preparatory stage: it is necessary to study the social situation of the child, his/her environment, to conduct a diagnosis of the psychosocial features of the child and the environment.

At the 2nd stage – implementation: to ensure the solution of the set tasks (get out of the crisis, implement social protection, etc.).

At the 3rd stage – the final stage – to analyse and evaluate the results of support.

Social and pedagogical support of children from families in difficult life circumstances should include: their registration and diagnosis; complex systematic measures to overcome life difficulties, increase the social status of children; provision of an educational and rehabilitation environment; protection of the rights and interests of the child.

Social and pedagogical support requires the provision of comprehensive support, depending on the individual needs and resources of children and families.

The content of social and pedagogical support may include the following components: studying information on a child and a family, which is the basis for further work with it; evaluating the life circumstances; informing; planning activities to realize needs and overcome problems, monitoring their implementation; assistance in receiving social benefits, benefits, privileges, providing treatment, rehabilitation, recovery of children and family members; formation of social skills; social and pedagogical, psychological support and correction; accompanying to services or institutions; representing the child's interests.

Taking into account the research results, we have determined the following basic conditions for effective social and pedagogical support of children from families in difficult life circumstances: providing comprehensive social assistance, depending on the individual needs and resources of children and families; using effective forms and methods of social and pedagogical support for children from families in difficult life circumstances; ensuring the cooperation of different institutions in providing support to children from families in difficult life circumstances.

Social and pedagogical support of children from families in difficult life circumstances has a systemic nature and requires a set of activities: studying information on a child and a family, evaluating the needs, determining ways to solve problems, visiting a child in order to monitor the performance of tasks, assistance in obtaining other services, developing skills to overcome or minimize difficult life circumstances.

Studying the family requires gathering information about the child and the family. During the visit to the family, it is necessary to evaluate the needs, examine the material and living conditions, reasons and factors that led to the difficult life circumstances, investigate the family's living conditions, the level of family education, analysis of the needs, the type of necessary support and means of overcoming them; recommendations for further work with them. The social care teacher, together with form masters and the deputy principal for educational work, organizes the work on social passporting of pupils and a public review of their living conditions, based on which a data bank of children from such families is created.

Based on the joint discussion of ways to solve difficult life circumstances by a specialist and family members, tasks are formed, a plan of social and pedagogical support is drawn up, which defines: tasks, expected results in overcoming difficult life circumstances, measures to achieve the result, their executors, deadlines.

An important direction of the work of a social care teacher is to provide assistance to teachers, educators, parents, students in creating favorable conditions for children from families in difficult life circumstances, their adaptation in the environment, establishing relations, finding ways to meet their needs and overcome their problems.

Social and pedagogical support requires: provision of comprehensive support according to the needs and problems of children; social education; psychological, social and legal support; counseling on overcoming difficult life circumstances; preserving, supporting and protecting the health of a family or a person, representation of interests in executive bodies, local self-government, institutions and organizations of different forms of ownership regarding support in overcoming difficult life circumstances.

When working with a family, the social care teacher provides individual, family, legal counseling, mediation in the resolution of family conflicts, establishing relations, monitoring the conditions of the child's development, etc.

The effective forms and methods of social support for children from families in difficult life circumstances include: group forms of work: classes according to preventive, corrective and developmental programs, role-playing games and exercises, psychotherapeutic techniques; breathing exercises; art therapeutic methods; relaxation; visualization; meditation; individual forms of work: creation of individual support programs, games, methods of self-regulation of behavior, self-analysis.

We believe that the most effective form of work is correctional programs for removing excessive emotional stress, overcoming maladaptation, developing stress resistance, communication skills, self-regulation and self-control, as well as the ability to resist the negative effects of the external environment. The following methods are effective when providing social and therapeutic support: games, art therapy, psychodrama, sand therapy, doll therapy, bibliotherapy, fairy tale therapy, music therapy, psychogymnastics, etc.

For the effective implementation of social and pedagogical support of children from families in difficult life circumstances, interaction with various organizations and institutions is necessary according to the needs and problems of such families, due to which interdisciplinary interaction and multidisciplinary approach are used (health care institutions, legal institutions, units of the emergency services, the police are involved to the support) and specialists of different fields (psychologists, lawyers, psychotherapists, rehabilitators, etc.).



CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, when implementing the social and pedagogical support of children from families in difficult life circumstances, it is necessary to provide the comprehensive social assistance, according to the needs and problems of children, to involve (if necessary) specialists, institutions and facilities, as well as to ensure effective conditions for its implementation. We see prospects for further research in the implementation of effective models of social and pedagogical support for children from families in difficult life circumstances.

REFERENCES

- Analitychnyj zvit: monitorynh sotsial'noho suprovodu simej, iaki opynylysia v skladnykh zhyttievykh obstavynakh [Analytical report: monitoring of social support for families in difficult life circumstances]. (2018). Kyiv: Derzhsozsluzhba.
- Bezpal'ko, O. (2010). Kompleksna dopomoha bezdohliadnym ta bezpnytul'nym ditiam [Comprehensive Assistance to Neglected and Homeless Children: methodological guide] : metod. posib. / [O. Bezpal'ko, L. Hurkovs'ka, T. Zhuravel' ta in.]; za red.: I. Zvierivoi, Zh. Petrochko. Kyiv : Vydavnychyj dim „KALYTA”.
- Bochkor, N. (2014). Sotsial'no–pedahohichna robota z dit'my u konfliktnyj ta post konfliktnyj period [Social and Pedagogical Work with Children in the Conflict and Post-Conflict Period] : metod. rek. / N. Bochkor, Ye. Dubrovs'ka, O. Zales'ka ta in. Kyiv: MZhPTs “La Strada–Ukraina”.
- Kaps'ka, A. (2004). Sotsial'na robota: tekhnolohichnyj aspekt [Social Work: Technological Aspect] / [Za red. A. Kaps'koi]. Kyiv : DTsSSM.
- Levchenko, K. (2015). Sotsial'no–pedahohichna ta psykholohichna dopomoha sim'iam z dit'my v period vijs'kovoho konfliktu [Social, Pedagogical and Psychological Assistance to Families with Children during the Military Conflict]: navchal'no–metodychnyj posibnyk. Kyiv: Ahentstvo “Ukraina”. 174 s.
- Polozhennia pro psykholohichnu sluzhbu u systemi osvity Ukrainy [Regulation on Psychological Service in the Education System of Ukraine] vid 22 travnia 2018 roku № 509. (2018). URL: <https://zakon.rada.gov.ua/laws/show/z0885-18#Text>
- «Pro zatverdzhennia poriadku vzaiemodii sub'ektiv sotsial'noi roboty iz sim'iamy, iaki opynylysia u skladnykh zhyttievykh obstavynakh» [«On Approval of the Procedure of Interaction of Subjects of Social Work with Families in Difficult Circumstances»] (2006) / Nakaz Minsim'iamolod'sportu, MOZ, MON, Minpratsi, Mintransportu, MVS ta Derzhdepartamentu z pytan' vykonannia pokaran' vid 14.06.2006 № 1983/388/452/221/556/596/106. URL: <http://zakon1.rada.gov.ua/laws/show/z0824-06>
- «Pro sotsial'ni posluhy» [«On Social Services»]. (2019). Zakon Ukrainy vid 17.01.2019 № 2671-VIII.. URL <https://zakon.rada.gov.ua/laws/show/2671-19#Text>
- Protas, O. (2022). Osoblyvosti sotsial'no-pedahohichnoi dial'nosti z dit'my, iaki opynylysia v skladnykh zhyttievykh obstavynakh [Peculiarities of socio-pedagogical activities with children in difficult life circumstances]. Innovations and prospects of world science. Proceedings of the 10th International scientific and practical conference. Perfect Publishing. Vancouver, Canada, 508-513.
- Rozlady adaptatsii: diahnostyka, likuvannia, reabilitatsiia: metodychni rekomendatsii [Adaptation Disorders: Diagnosis, Treatment, Rehabilitation]. (2012). / [uklad.:Voloshyn P., Maruta N., Shestopalova L ta in.] Kharkiv.
- Solianyuk, M. (2014). Sotsial'no–pedahohichna pidtrymka simej u skladnykh zhyttievykh obstavynakh ta shliakhy ii zdzijsnennia [Social and Pedagogical Support of Families in Difficult Life Circumstances and Ways of its Implementation]. Naukovyj chasopys NPU imeni M.P.Drahomanova. Serii №11 Sotsial'na robota. Sotsial'na pedahohika : zb. nauk. prats', 18. Kyiv: NPU imeni M. Drahomanova, 59–65.
- Profilaktyka porushen' adaptatsii molodi do povsiakdennykh stresiv i kryzovykh zhyttievykh sytuatsij [Prevention of Adaptation Disorders of Young People to Everyday Stresses and Crisis Life Situations] (2014): navch. posib. Kyiv : Milenium.

Received 14.08.2022
Accepted 27.08.2022