



**QUALITY OF LIFE
IN THE GLOBAL UNCERTAINTY
DIMENSIONS**



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Quality of Life in the Global Uncertainty Dimensions

Monograph

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2.2. Theoretical and methodological foundations of providing psychological assistance to families raising children with special needs

The contemporary socio-pedagogical reality of Ukraine demonstrates a significant increase in the number of families raising children with special educational needs, which necessitates the development of new approaches to organizing a system of psychological support for such families. The inclusive transformation of education, which has been intensively unfolding over the past decade, has revealed a range of issues, including the unaddressed needs of families, insufficient levels of socio-psychological support, a shortage of specialists capable of professionally assisting parents of children with developmental disorders, and difficulties associated with integrating the child into the mainstream educational environment. In this context, psychological assistance is no longer viewed as an auxiliary service but rather as a critically important instrument for safeguarding mental health, family well-being, and successful child socialization.

Current research indicates that families raising a child with special needs experience not only typical challenges of parenthood but also specific psychological states, such as chronic stress, despair, ambivalence of feelings, anxiety regarding the future, marital tension, social isolation, and stigmatization (Tkalich, 2021).

The reaction to a child's diagnosis is often accompanied by shock, denial, guilt, shame, the experience of losing the "expected child," and the need to reorganize the entire family life system. Family crisis theory emphasizes that the presence of developmental disorders in a child leads to transformations in family dynamics, disruptions of role structures, changes in the distribution of parental responsibilities, and increased complexity in interpersonal communication (Karamushka, 2019).

Psychological assistance in such circumstances must fulfill the functions of stabilizing intrapersonal states, restoring parents' emotional balance, forming adaptive coping strategies, preventing emotional burnout, and promoting positive

parenthood. Supporting parents of children with special needs is a complex professional activity requiring a high level of competence, empathy, tolerance, and the ability to work effectively under crisis conditions. The essence of psychological support lies not only in providing information or developing interaction skills with the child but primarily in helping the family reorient toward new life patterns, ensuring a sense of psychological safety, and fostering family cohesion (Komar, 2023).

Contemporary scientific literature presents several conceptual approaches to understanding families raising children with special needs, which influences the choice of methods used in psychological practice. According to U. Bronfenbrenner's ecological model, the family is influenced by multilevel systems of interaction—from the microsystem to the macrosystem – and therefore the psychologist must take into account individual, interpersonal, institutional, and sociocultural factors (Tkalic, 2021).

The family stress model highlights the dependence of parents' psychological well-being on the availability of resources, social support, and personal resilience. Meanwhile, family systems theory conceives the family as an integrated self-regulating structure, implying that psychological assistance should target not only the individual but the entire family system.

Given the complexity of this client population, the quality of psychologists' professional training becomes a critical issue. As noted by T. Komar (Komar, 2023), students often demonstrate insufficiently developed emotional-regulatory and counseling skills, experience uncertainty and internal tension when interacting with parents of children with special needs, which significantly reduces the effectiveness of psychological assistance.

These findings align with the work of Blikhar, Kashchuk, and Marchuk (Blikhar, et al., 2018), who observed that the operational-activity component of students' readiness remains underdeveloped, whereas the motivational-value component

requires additional pedagogical reinforcement. Therefore, the preparation of future psychologists must focus not only on the accumulation of theoretical knowledge but on the formation of integrated professional readiness.

One of the leading theoretical-methodological approaches is the competence-based approach, which conceptualizes a psychologist's professional activity as an integration of knowledge, skills, values, and personal qualities (Karamushka, 2019). Within this framework, the key competencies required for working with parents of children with special needs include counseling, communication, psychotherapeutic, diagnostic, ethical, crisis-intervention, and interdisciplinary collaboration competencies. The effectiveness of psychological assistance depends on the specialist's ability to establish trust, create a safe space, apply active listening techniques, provide reflective feedback, facilitate family meetings, and work with parents' often implicit requests.

The activity-based approach constitutes another essential methodological foundation, directing the psychologist toward analyzing specific problem situations, identifying family needs, and selecting optimal forms of support. This approach emphasizes the importance of practical work, case-based training, supervision, internships in educational and rehabilitation institutions, all of which are mandatory components of professional development for specialists (Komar, 2023). A psychologist must be capable of addressing diverse family needs – from managing post-stress reactions to supporting parental resources, teaching effective caregiving skills, fostering adaptive child behavior, and improving family relationships.

A person-centered approach is of particular significance, as it underscores the uniqueness of each family and the distinctiveness of parents' experiences in responding to their child's diagnosis. Psychological assistance in this paradigm relies on principles of unconditional acceptance, respect, trust, and humanism. Establishing a therapeutic alliance is a prerequisite for effective intervention.

The psychologist must be able to identify the family's internal resources, activate constructive coping strategies, and support parents' emotional stability.

Systemic family therapy also plays a crucial role in work with such families. This approach involves analyzing family structure, identifying dysfunctional interaction patterns, determining sources of distress, and seeking pathways to system stabilization. Psychological intervention aims to modify destructive communication styles, enhance family cohesion, strengthen parental collaboration, develop adequate parenting practices, and improve communication between the family and educational institutions.

Theoretical-methodological foundations of psychological assistance likewise include the crisis-intervention approach, applied when a family is experiencing acute emotional disorganization or crisis events related to the child's treatment, deterioration of the child's condition, unexpected diagnostic changes, or exacerbation of behavioral difficulties. Crisis intervention focuses on rapid stabilization, reduction of tension, restoration of basic safety, reinforcement of simple coping strategies, and support of parental functioning. The effectiveness of this approach has been demonstrated in the work of Ihnatovych, Hubanova, and Latysheva (Ihnatovych, et al., 2022), who found that high stress levels among psychologists decrease their ability to provide effective crisis support.

A significant theoretical construct is the notion of "family resourcefulness," which emphasizes that psychological assistance should not only compensate for difficulties but also activate family strengths, adaptive behavior patterns, and resilience-enhancing factors. Resource-oriented methods increase family autonomy, strengthen psychological resilience, and promote constructive future-orientation. Within this context, the psychologist's role involves guiding the family through adaptation, supporting their search for new opportunities, enhancing intrinsic motivation, and fostering positive parenthood.

The psychodynamic approach enables deeper exploration of parents' intrapersonal experiences, including unresolved childhood conflicts, projections, and transferences emerging in their relationship with the child. Feelings of guilt may reflect latent images of the "inadequate mother" or "weak father," whereas avoidant behavior often stems from psychological defense mechanisms. Work in this modality requires advanced professional competence, ethical responsibility, and supervision.

Cognitive-behavioral principles have made a substantial contribution to the methodology of assisting families with children with special needs. These approaches have proven effective in reducing parental anxiety, enhancing self-regulation skills, and restructuring dysfunctional beliefs about the child. Cognitive techniques help parents identify irrational thoughts ("I cannot cope," "My life is ruined because of the diagnosis"), replace them with more realistic interpretations, and develop adaptive emotional responses.

An essential methodological principle is interdisciplinarity, as comprehensive family support is possible only when psychologists collaborate with teachers, speech therapists, special educators, social workers, medical professionals, and school administrators. Interdisciplinary cooperation ensures coordinated development of the child's individualized education plan, timely response to changes in the child's condition, and systemic family support.

Parent psychoeducation is another cornerstone of psychological assistance. Psychoeducational programs provide knowledge about the child's developmental characteristics, potential behavioral challenges, effective communication strategies, methods for sensory and cognitive stimulation, and techniques for strengthening parent – child interaction. These programs enhance parental competence, reduce anxiety, and increase the sense of control.

A family-oriented approach expands psychological support beyond parents to include siblings, who may also experience jealousy, perceived injustice,

or emotional isolation. Work with siblings focuses on fostering empathy, reducing family tension, and preventing interpersonal conflicts.

Preventing parental burnout constitutes a vital element of psychological assistance. Given the long-term emotional and physical burden, psychologists help parents recognize early signs of exhaustion, develop self-care strategies, set healthy boundaries, and organize personal resource spaces. Even minimal external support, regular rest, and emotional relief significantly reduce the risk of family crisis.

Another important methodological principle involves cultivating a partnership culture between the psychologist and the family. Partnership means that the psychologist does not position themselves above the family as an “expert” but engages in collaborative decision-making, where parents are active participants in shaping the child’s developmental trajectory. This approach reduces resistance, fosters trust, and increases the effectiveness of psychological interventions.

Finally, adherence to ethical principles – confidentiality, non-judgment, cultural sensitivity, respect for diversity, fairness, and professional boundaries – is indispensable in work with families. Psychologists must recognize the limits of their competence and involve other specialists when necessary.

In summary, the theoretical and methodological foundations of psychological assistance to families raising children with special needs are comprehensive and rely on the integration of competence-based, activity-oriented, systemic, person-centered, crisis-intervention, cognitive-behavioral, and resource-oriented approaches. The effectiveness of psychological support depends on the specialist’s professional preparedness, empathy, reflexivity, emotional resilience, and communicative flexibility. Therefore, the development of these competencies among students must become a priority in the professional education of future psychologists. A modern training system should incorporate not only theoretical instruction but also practical counseling skills, competence in working with children with special needs and their families, implementation of training programs, supervision, and modeling of complex

counseling situations. Only the integrated combination of theory and practice can form holistic professional readiness capable of meeting the challenges of inclusive society and effectively ensuring the psychological well-being of families raising children with special needs.

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2.2. Iryna Ostopolets, Vadym Zavatskyi. Theoretical and methodological foundations of providing psychological assistance to families raising children with special needs. The article provides a concise theoretical and methodological analysis of psychological assistance for families raising children with special educational needs. It highlights the psychological challenges these families face, including chronic stress, emotional exhaustion, and social isolation. The paper outlines key approaches to psychological support – competence-based, activity-oriented, systemic, person-centered, crisis-oriented, and resource-oriented. Essential professional competencies of psychologists are identified, such as empathy, emotional self-regulation, and effective interdisciplinary collaboration. Emphasis is placed on preparing future psychologists to work with such families and developing their counseling and emotional-regulatory skills. The article concludes that integrating diverse scientific approaches improves the quality of psychological support and promotes the psychological well-being of families.

2.3. Yulia Ilina, Yuliia Sidenko, Tetiana Mostova, Olena Doroganova. The relationship between meaning in life orientations and the leadership potential of future psychologists. This article presents the findings of a comprehensive theoretical and empirical study examining key psychological determinants of the professional development of future psychologists in the context of contemporary societal challenges. The study emphasizes the importance of meaning-in-life orientations, personal growth initiative, self-actualization, and socio-communicative competencies as foundational components of leadership potential in psychology students. The empirical research involved 80 undergraduate psychology students and employed validated instruments, including the MLQ, PGIS-II, SSI, SAQ-SF, and MLQ-5X. The results demonstrated that the presence of meaning, intentional personal growth, and social skills positively correlate with transformational leadership indicators. Higher levels of self-actualization were associated with increased professional motivation and leadership activity. These findings highlight the necessity of integrating the development of personal and social resources into the system of professional psychological education to strengthen the leadership readiness of future practitioners.

2.4. Vladyslav Pyurko, Olga Pyurko, Liudmyla Arabadzhy-Tipenko. Interdisciplinary approach to ensuring and optimizing the quality of life in the modern world in the context of training specialists in medical-biology and natural sciences. The article considers an interdisciplinary approach as a key factor in solving the problem of improving the quality of life in the conditions of global transformations of the modern world. The content and significance of knowledge integration in the training of future specialists in the medical, biological and natural sciences is analyzed. The need for the formation of complex competencies for an effective response to modern challenges related to health, ecology, biotechnology and social development is substantiated.

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Chapter 2. Educational strategies, professional development and the role of technology in ensuring quality of life

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