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FEATURES OF SOCIAL WORK ON INTERPERSONAL INTERACTION OF ADOLESCENTS WITH CEREBRAL PALSY IN AN INCLUSIVE ENVIRONMENT UNDER MARTIAL LAW

Проведено теоретичний аналіз сучасних підходів у психологічній літературі до поняття міжособистісної взаємодії серед підлітків з опорно-руховими розладами. У статті розглядаються особливості міжособистісної взаємодії у дітей з церебральним паралічем та відповідні форми соціальної роботи. Підкреслено практичну цінність соціальної взаємодії, а також вплив воєнного стану на взаємодію цієї категорії дітей з навколишнім середовищем. Розуміння відмінностей між дітьми з інвалідністю та їхніми однолітками допомагає покращити підтримку та допомогу, що надаються суспільством. З кожним роком зростає важливість інклюзивного середовища через збільшення кількості людей з інвалідністю, багато з яких не мають доступу до тих самих переваг, що й інші, через свої фізичні обмеження. В умовах воєнного стану в Україні це питання стало ще більш актуальним, оскільки багато людей зараз отримують інвалідність через травми, а необхідні умови для створення інклюзивного середовища часто недоступні через різні обставини. Тому, крім основних методів, що використовуються фахівцями з соціальної роботи, з'являються нові, які можуть функціонувати незалежно від місцезнаходження клієнта. Була обрана система методів і психодіагностичних технік для вивчення міжособистісної взаємодії серед підлітків з опорно-руховими розладами в інклюзивному середовищі. Результати свідчать про адаптивний характер розвитку міжособистісних відносин серед підлітків з церебральним паралічем. Однак важливо врахувати, що значний відсоток респондентів демонструє схильність до дезадаптивної поведінки. Дослідження показало, що майже всі діти зазнали негативних наслідків війни, які вплинули на всі сфери життя: здоров'я, освіту, дозвілля, сім'ю та дружні стосунки. Проте міжособистісна взаємодія з близькими родичами та найближчим оточенням є однією з сфер, яка зазнала найбільших змін.

На основі результатів дослідження було розроблено соціальний проект для підлітків з опорно-руховими розладами, що включає методи арт-терапії та соціодрами. Отримані дані надали важливу інформацію про потреби, проблеми та очікування цієї вразливої групи молоді, що дозволило визначити ключові напрямки та заходи для реалізації соціального проекту.

Ключові слова: соціальна робота, міжособистісна взаємодія, підлітки з церебральним паралічем, інклюзивне середовище, умови воєнного стану.

A theoretical analysis of modern approaches in psychological literature to the concept of interpersonal interaction among adolescents with musculoskeletal disorders has been carried out. This paper examines the specific features of interpersonal interaction in children with cerebral palsy and the relevant forms of social work. The practical value of social interaction has been highlighted, as well as the impact of martial law on the interaction of this category of children with their environment. Understanding the differences between children with disabilities and their peers helps enhance the support and assistance provided by society. The growing importance of an inclusive environment is emphasized each year due to the increasing number of people with disabilities, many of whom lack access to the same benefits as others due to their physical limitations. Under martial law in Ukraine, this issue has become even more pressing, as many individuals are now acquiring disabilities due to injuries, while the necessary conditions for creating an inclusive environment are often unavailable due to various circumstances. Therefore, in addition to the basic methods used by social work professionals, new ones are emerging that can function regardless of the client's location.

A system of methods and psychodiagnostic techniques was selected to study interpersonal interaction among adolescents with musculoskeletal disorders in an inclusive environment. The results indicate an adaptive pattern in the development of interpersonal relationships among adolescents with cerebral palsy. However, it is important to consider that a significant percentage of respondents demonstrate a tendency toward maladaptive behavior. The study found that almost all children have experienced the negative effects of war, which have affected all areas of life: health, education, leisure, family, and friendships. Nonetheless, interpersonal interaction with close family and immediate surroundings is one of the areas that has undergone the greatest changes.

Based on the research results, a social project was developed for adolescents with musculoskeletal disorders, incorporating art therapy methods and sociodrama. The data obtained provided important insights into the needs, problems, and expectations of this vulnerable group of young people, which allowed for the identification of key directions and measures for implementation in the social project.

Keywords: *social work, interpersonal interaction, adolescents with cerebral palsy, inclusive environment, martial law conditions.*

Introduction. In today's world, the number of people with disabilities continues to grow each year, as confirmed by statistics and the increasing attention society pays to the issues faced by this category of individuals. People with disabilities encounter many barriers to full societal participation, with children — especially those with cerebral palsy — facing even greater difficulties.

Cerebral palsy (CP) is a group of neurological disorders caused by abnormal brain development or damage to parts of the brain that control muscle tone and motor activity, resulting in impaired movement, balance, and posture. This category of children faces numerous challenges that affect not only their physical health but also other areas of life, complicating their socialization. However, in social work, there are many methods of assistance and support designed to help mitigate the negative effects of the condition on a child's development. These methods continue to evolve and are applied in various institutions that serve children with CP [1].

As mentioned, the range of available assistance is quite broad; however, it is largely focused on helping the child and their immediate family, while comprehensive work with the broader society is often lacking. As a result, children with cerebral palsy (CP) mainly receive only tolerant and patient treatment from others, rather than genuine interaction. This negatively affects the development and socialization of children with CP, who require not only kindness from others but also simple interpersonal communication, just like any other person, regardless of their specific needs. This issue arises from stereotypes about people with CP, leading to stigmatization, exclusion, and social isolation.

To improve adaptation and socialization, it is essential to understand the situation, respond constructively, foster empathy, and build a supportive environment. Today, the interaction of children with CP and their environment is a serious issue. Even before the war, it was a significant challenge due to

society's unpreparedness, and under current wartime conditions, organizing interpersonal communication has become nearly impossible for various reasons. Children with CP often lose not only friendships but also close contact with family due to the war, which only exacerbates the problem. Therefore, it is essential to study the characteristics of interpersonal interaction in children with CP and the forms of social work with them, as well as to practically establish the importance of interaction with others, determine the impact of martial law on these children's social connections, and identify how they differ from others to improve support and assistance from society.

Theoretical and methodological foundations of interpersonal interaction in children with CP have been explored by researchers such as S. A. Bortfeld, O. V. Bezpalko, A. Y. Kapska, S. V. Sytnyk, I. V. Chukhriy, A. H. Shevtsov, and others.

Theoretical and Methodological Foundations of the Study. There is no unified definition of interpersonal relationships in science due to the multifaceted nature of the term and differing scholarly perspectives. Interpersonal relationships can be interpreted as subjective connections and attitudes between individuals in social groups. They form a system of interpersonal orientations, expectations, and value orientations that shape the content of people's joint activities [3, p.6].

Researchers note that interpersonal relationships arise from emotions and attitudes toward others but are also guided by social norms and patterns established by society [5; 7; 10]. In other words, interpersonal relationships are connections between individuals that emerge based on emotional perceptions and feelings toward others, shaping the nature and form of interaction and are experienced subjectively.

The impairments caused by CP affect not only the child but also their surroundings, as the condition presents specific challenges to daily life. Typically, children with CP have poor social contacts with peers and even family members, leading to isolation and withdrawal. This is often the result of underdeveloped communication skills and a lack of trust in others. These factors adversely affect both the child and their ability to build interpersonal relationships.

When examining the specifics of interpersonal interaction in children with CP, certain traits of these children must be considered as they may cause difficulties. These children are often passive, hesitant, emotionally unstable, and have low activity levels, which leads to their detachment from others.

Isolation and withdrawal are the result of a lack of communication with both peers and family members, negatively impacting the child's functioning in society. This is expressed through social maladaptation, inability to form emotional bonds, failure to perform social roles, and the emergence of stress and anxiety.

These factors hinder the child's normal functioning in society and, consequently, their socialization, without which they cannot live a full life, as humans are inherently social beings who require daily interaction with others.

Children with CP often exhibit low self-awareness and self-confidence, which can negatively impact their peer relationships due to a distorted self-concept [13–15]. In social settings — with both peers and adults — they often remain passive and depend on adult guidance and encouragement. This group is also prone to distancing and avoiding contact with others due to fears and preconceived notions, often stemming from how society treats them.

When a child with CP attempts to initiate conversation, they often face misunderstanding from others due to their mannerisms, movements, or speech, which are difficult for them. After repeated failures in establishing contact, the child may lose the desire to try again, leading to further isolation. Nevertheless, some children with CP strive to connect with others out of a desire for support and to feel "normal," which can sometimes be exploited by others and lead to manipulation. Such experiences are particularly distressing for these sensitive children, often causing anxiety, stress, and further withdrawal.

A key factor in interpersonal interaction is society itself, which has the capacity to meet the needs of children with musculoskeletal disorders, but at the same time, due to unpreparedness and lack of awareness, often fails to provide even basic necessities [8–11].

There are many stereotypes and societal attitudes toward people with CP that hinder their interaction and negatively affect their overall life trajectory. For children with CP, these effects are even

more harmful. Social stereotypes and misconceptions about CP influence how others relate to these children, and this, in turn, affects interpersonal interaction, without which it is extremely difficult for them to adapt and socialize [4].

While society often shows tolerance toward children with CP and tries to improve their living conditions, they need more than just special accommodations—they also need simple interaction. Children with motor impairments share the same fundamental needs as their peers. However, society tends to remain distant, considering ordinary interaction insufficient or even unsafe for children with CP, which worsens their development and labels them as “outsiders,” furthering their isolation.

Peer rejection is a common phenomenon in society, driven by visible differences and the lack of educational support within families. This not only causes withdrawal among children with disabilities but also leads to bullying and mistreatment from peers. Such experiences cause deep emotional pain and can foster additional negative traits that further hinder interpersonal interaction.

Therefore, as we can see, interpersonal interaction is a crucial element in the development of children with CP. Interaction with others, based on various motivations and biases, helps these children socialize and develop essential life skills. However, the specifics of such interaction are shaped not only by the child's physical and psychological characteristics, which differentiate them from others, but also by society's attitude toward them – often laden with stereotypes and prejudice.

Inclusion is the process of integrating people with special needs into active social life, regardless of their physical, psychological, or social abilities, encompassing political, educational, civic, and other areas.

An inclusive environment is a space where everyone, regardless of their differences, has equal access to all activities[6].

The relevance of an inclusive environment continues to grow each year due to the increasing number of people with disabilities, many of whom, because of their limitations, do not have access to the same benefits as others. Under martial law in Ukraine, this relevance has become even more urgent, as many individuals have sustained injuries resulting in disabilities, while the conditions required to create an inclusive environment are often inadequate due to various circumstances. As a result, in addition to the basic methods used by social work professionals, new approaches have emerged that can function independently of the client's location [7, pp. 2–11].

Among the areas of social work related to interpersonal interaction of children with CP in an inclusive environment, direct work with the children is emphasized to mitigate and reduce the impact of negative phenomena and to help them acquire necessary qualities and skills. Work is also conducted with the child's surroundings to inform them about the specific needs of these children and provide clear guidance on interacting with them.

When addressing interpersonal interaction in children with CP, the work includes various methods that differ in direction, nature, and their place within the overall stages of intervention. Generally, three main stages can be identified: diagnostic, development of an individual program and direct assistance, and evaluation and adjustment of actions.

At the diagnostic stage, different groups of methods are used to identify and assess specific characteristics of a child with CP, which are later used to form an individual program. These include: statistical and structural analysis methods; measurement methods; modeling (constructing); and forecasting.

Specific methods used in these categories include:

- Observation, aimed at identifying behavioral characteristics of the child with CP during interpersonal interaction and assessing their interest in engaging with others;
- Biographical method, which allows the social work specialist to trace the child's interpersonal development through significant life events and determine the cause of social isolation;
- Interview, which helps gather both verbal and non-verbal information regarding aspects of interpersonal interaction through simple and leading questions;

- Survey, which allows children with CP to express their opinions without direct verbal interaction, which is especially useful for those who struggle with speech or are highly withdrawn;
- And others [12].

All these methods provide the specialist with a clear understanding of the challenges the child with CP faces, and help to develop a personalized plan aimed at ensuring the child's comfort within the inclusive environment and building necessary interpersonal skills.

After diagnosing the state of interpersonal relationships in a child with CP, an individual program is developed. This includes comprehensive rehabilitation involving medical, social, and psychological support, utilizing both general and specific methods.

Depending on the direction and nature of the work, the social work specialist uses pedagogical, psychological, and social methods. Common approaches include both individual and group methods, as well as psychotherapy focused on helping the child with CP on emotional, cognitive, and behavioral levels to address interpersonal difficulties.

In addition to the aforementioned methods, other techniques frequently used by social workers with children with CP include:

- Psychodrama – a role-playing activity in which the client acts out a problem relevant to them and seeks a resolution through the play;
- Art therapy – a form of psychotherapy based on artistic expression (e.g., sculpting, drawing, creating collages, etc.);
- Play therapy – a form of psychotherapy where the client receives support through play [9].

Regarding work with society, efforts are aimed at assessing public awareness of the interpersonal needs of children with CP, informing the public on ways to improve these children's conditions, and conducting various activities, such as:

- Trainings, where participants gain the necessary skills and qualities for effective interaction with children with CP;
- Round tables, where issues faced by children with CP are discussed and solutions are explored;
- Consultations, which help individuals manage their concerns about interpersonal interaction with children with CP;
- And others [1].

Under martial law, all activities and technologies related to social work undergo a series of changes caused by various factors, the most significant being the threat to life. As a result, phone consultations and meetings via various platforms and applications have become increasingly popular. The use of technology to help clients solve certain issues is a relatively new method that enables professionals to offer support remotely whenever needed. Additionally, in wartime conditions, children with CP and their surroundings experience stress caused by fear for their lives and the situation in the country. Therefore, specialists have started using gadgets in their work to alleviate client anxiety by allowing sessions to take place in environments that are comfortable for the individual.

Thus, social work aimed at interpersonal interaction in an inclusive environment is conducted with both the child with musculoskeletal impairments and their social environment. In working with the child, various methods are employed, classified and applied at different stages. These may include basic consultations, psychodrama, art therapy, training sessions, or roundtable discussions. In addition, specialists use phone consultations and online meetings and workshops, a necessity under Ukraine's martial law.

Following a detailed review and analysis of theoretical materials on interpersonal interaction among children with CP in an inclusive environment under martial law in Ukraine, an empirical study was conducted to examine the topic in greater depth.

Experimental Section. The experimental study was carried out at the State Rehabilitation Institution "Promin" Center for Comprehensive Rehabilitation for Children with Disabilities. A total of 52 individuals with musculoskeletal disorders participated in the study.

The psychodiagnostic toolkit included: a questionnaire titled "Interpersonal Relationships in an Inclusive Environment," a focus group interview on the topic "Problems of Interpersonal Interaction of

Children with CP under Martial Law,” the T. Leary Interpersonal Relationship Diagnostic Method, the Self-Esteem Quantification Test by S.A. Budass, the “Tree” Self-Evaluation Method (by D. Lampem, adapted by L.P. Ponomarenko), and the Anxiety Level Assessment Method developed by C.D. Spielberger and adapted by Yu.A. Khanin.

The questionnaire on interpersonal relationships in an inclusive environment yielded insightful data, largely confirming the theoretical analysis. Regarding the comfort level of children with CP in inclusive environments, 75% of respondents reported feeling comfortable, 3% found it difficult to answer, and 22% noted some level of discomfort.

Among those who found the inclusive environment uncomfortable, the reasons given included: 42% felt like “outsiders,” 25% indicated that activities were too difficult, and 17% cited difficulties in establishing relationships with others.

We also examined how frequently children with CP initiated conversations. The most common responses were “Rarely” (35%) and “Sometimes” (31%), while “Quite often” and “Never” received 18% and 16%, respectively.

Regarding how children with CP felt during interpersonal interaction, the most common responses were “Difficult to answer” (33%) and “I don’t feel very well” (29%). The reasons for these responses included: lack of common topics (14%), tactlessness of conversation partners (30%), interactions motivated by pity (24%), negative past experiences (16%), personal characteristics of the children (11%), and other reasons (5%).

Additionally, the study revealed that 49% of children with CP require adult support in establishing interpersonal relationships.

Thus, this method allowed us to determine that the inclusive environment is not yet ideal and requires improvement. A significant number of children with CP – 42%-reported feeling like “outsiders,” which contradicts the very concept of inclusion. Moreover, 25% struggled with the difficulty of the activities, and 17% noted challenges in building relationships. Furthermore, most children initiated interactions only “Rarely” or “Sometimes,” which is a concerning indicator. The study also showed that 33% found it difficult to describe their emotional state during interaction, while 29% reported not feeling well. These feelings were most often caused by the tactlessness or pity of others, which served as the basis for interaction with children who have musculoskeletal impairments.

The focus group interview revealed that nearly all children had experienced the negative effects of the war, which affected every aspect of their lives – health, education, leisure, family, and friends. However, interpersonal relationships with close relatives and immediate surroundings were among the most significantly affected areas.

In response to the question about changes in interpersonal interaction with others caused by the war, 37% of respondents reported negative changes, including increased isolation and emotional withdrawal from close relatives. In contrast, 11% of the children noted positive shifts, such as improved relationships.

Among the most common reasons cited by children with CP for deteriorating interpersonal relationships were: lack of time from family members and others due to the war, stress and emotional tension experienced by both the children and those around them, and disruptions to daily routines and familiar lifestyles. Some challenges were linked to changes in residence and the process of adapting to a new environment, particularly among internally displaced families with children with CP.

Participants in the interview indicated that during martial law in Ukraine, 31% of respondents had attended events aimed at fostering interpersonal relationships. Additionally, 45% expressed a desire to participate in similar activities, while 24% reported not attending any events and had no interest in doing so.

The final question aimed to identify helpful forms of support for interpersonal interaction among children with CP during martial law in Ukraine. Suggestions included organizing creative clubs and various practical training sessions focused on developing interpersonal communication skills. Children with CP also emphasized the need for adult support to help them cope with stress and negative emotions caused by

the war. To examine the communication sphere of adolescents with musculoskeletal disorders, we applied the T. Leary Interpersonal Relationship Diagnostic Method.

The results indicate an adaptive pattern of interpersonal relationship development among adolescents with CP. However, it should be noted that a significant portion of respondents exhibited a tendency toward maladaptive behavior. This was most pronounced in the following octants: egocentrism, aggressiveness, authoritarianism, and dependency. Lower scores were recorded in octants indicating tendencies toward pathological interpersonal behavior, including egocentrism, aggressiveness, and submissiveness. These patterns characterize the respondents as prone to conflict, unwilling to compromise, and uninterested in aligning with the views of others or the goals of their peer groups. It can be assumed that these developmental deviations are influenced by adolescence, improper upbringing, physical disabilities, and the negative impact of the war in Ukraine.

To assess self-esteem among adolescents with musculoskeletal disorders, we also used the “Quantitative Assessment of Self-Esteem” test by S.A. Budass.

Based on the results, the majority of adolescents with such impairments – 25% of respondents – had low self-esteem, while 14% had below-average levels. These children tend to be highly sensitive to criticism, strive to accommodate the opinions of others, and often suffer from an “inferiority complex.” This is also linked to their orientation toward communication, peer acceptance, and reference groups. Consequently, adolescents with CP are particularly vulnerable to group pressure and manipulation. 17% of respondents demonstrated average self-esteem. These individuals generally displayed non-confrontational behavior and tended to behave constructively in conflict situations.

High self-esteem was reported in 20% of respondents. This could be attributed to an idealized self-image, overestimation of their abilities, and a tendency to view reality through an emotional lens. They often interpret failures as the result of external factors rather than their own shortcomings. These individuals may perceive justified criticism as fault-finding and are typically more prone to conflict, often taking an assertive stance in disputes and striving for dominance. In cases of inappropriately high self-esteem, this behavior may be attributed to poor parenting practices such as overprotection, which in turn can be linked to the child’s physical impairments and the negative influence of martial law.

Thus, both excessively high and low self-esteem make adolescents with CP less communicative. They may either feel no need for interaction due to a sense of self-sufficiency or struggle to build relationships because of low self-esteem and emotional insecurity.

The study also used the projective self-evaluation method “The Tree” (by D. Lampem, adapted by L.P. Ponomarenko) among adolescents with musculoskeletal disorders. It revealed that most respondents had low self-esteem. In the “Real Self” column, the most frequently chosen characteristics were: orientation toward overcoming obstacles, crisis state, “falling into an abyss,” detachment, introversion, and anxiety-indicating internal problems and low self-esteem. However, characteristics like sociability, friendly support, stable status, comfortable state, and normal adaptation were also chosen by a significant number of adolescents, indicating aspects of balanced development and self-acceptance.

The least selected characteristic was “leadership orientation,” indicating that exaggerated self-esteem was uncommon. Other frequently chosen traits included fatigue, general weakness, limited energy, and shyness, which can be attributed to physical disabilities and the negative effects of the war.

In the “Ideal Self” column, the most common traits chosen by adolescents with CP were: a comfortable state, normal adaptation, leadership orientation, sociability, friendly support, orientation toward overcoming obstacles, and a desire for fun – indicating their aspiration to improve and move toward a more comfortable and fulfilling life.

According to the results of the anxiety assessment conducted using the methodology by C. Spielberger and Yu. Khanin, the level of trait anxiety was found to be at a moderate level in 36% of respondents, low in 12%, and high in 52%. A high level of trait anxiety may be associated with neurotic conflicts, emotional breakdowns, and psychosomatic disorders..

The level of state anxiety was moderate in 39% of respondents, low in 7%, and high in 54%. The elevated state anxiety scores suggest a heightened emotional response to extreme situations, which is an important indicator

Thus, the war negatively impacts all areas of life for children with CP, and interpersonal relationships are among the most affected. As reported by children with musculoskeletal disorders, the most common causes include relocation and the need to adapt to new environments, lack of time and attention from family members, and increased stress and anxiety – all of which impair their psychological state and ability to engage in interpersonal communication.

However, many children with CP need support in the form of organized activities such as creative workshops, training sessions, and meetings with psychologists and other professionals to help facilitate their interpersonal interactions.

In summary, the communication skills of children with CP are complicated by personal, psychological, and physical developmental characteristics, which are determined by their condition and the negative effects of martial law. Often, communication difficulties in children with motor disorders result from social maladaptation or lead to a decline in their adaptability within society. Disrupted social contact can result in various personality development issues in these children. Without timely and professional psychological and pedagogical correction, or without the prevention and constructive resolution of interpersonal conflicts, such difficulties may even lead to the formation of negative character traits.

The challenges faced by people with disabilities have always existed and have negatively affected all aspects of life, especially interpersonal relationships, which are vital for development. This issue is particularly acute for children with disabilities, who often experience isolation both due to their unique needs and societal attitudes.

In our case, the focus is on children with CP, for whom establishing interpersonal relationships is particularly difficult for several reasons identified in our research: tactlessness from others, feelings of being an “outsider,” individual traits, negative past experiences, excessive pity, and more. During martial law in Ukraine, these problems have intensified, adding stress, emotional strain, deteriorating relationships, disrupted routines, lack of time, and the inability to attend essential developmental events.

Therefore, a wide range of working methods—both with children and adults – are being improved, making it possible to provide remote assistance at any time.

The results of this study significantly influenced the development of a social project for adolescents with musculoskeletal disorders. The data gathered offered valuable insights into the needs, problems, and expectations of this vulnerable group, enabling the design of effective directions and activities for inclusion in the social project.

In our view, one of the most effective ways to support the development of interpersonal interaction in children with CP is through the creation and implementation of social projects based on art therapy and sociodrama. From this perspective, we developed a targeted social project called “Art Heals.” This initiative aligns with the needs of modern society, which increasingly emphasizes inclusion, equal opportunities, and support for people with disabilities.

Creating a supportive inclusive environment in which adolescents with motor impairments receive the help they need can positively influence their self-identity, self-esteem, and overall quality of life.

As a result of our “Art Heals” project, we expect to see improvements in interpersonal interaction - both among children with CP and within society at large. This includes children acquiring communication skills, greater social awareness about this group’s needs, and the potential for similar projects to be launched in the future.

Conclusions. A theoretical analysis of modern approaches in psychological literature concerning interpersonal interaction among adolescents with musculoskeletal disorders has been conducted. Interpersonal relationships in adolescents with cerebral palsy are a highly complex process shaped by numerous factors that undoubtedly influence their interactions with others.

The study revealed that nearly all children have experienced the negative impact of war, which has affected all areas of their lives - health, education, leisure, family, and friendships. However, interpersonal

interaction with close relatives and immediate surroundings is one of the areas that has undergone the most significant changes.

The research results significantly influenced the development of a social project for adolescents with musculoskeletal impairments. The collected data provided valuable insights into the needs, challenges, and expectations of this vulnerable group of young people, which helped to identify the key areas and activities for implementation within the project.

In our view, an effective way to support the development of interpersonal interaction in children with CP is through the creation of a social project based on art therapy and sociodrama techniques. Guided by this approach, we developed a targeted social project.

Prospects for Further Research. Future research should include studies that take into account gender and age aspects.

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