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## PROGRAM FOR PROMOTING POST-TRAUMATIC GROWTH OF TEENAGERS INJURED AS A RESULT OF RUSSIA'S MILITARY AGGRESSION AGAINST UKRAINE

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**Abstract.** This article focuses on a program that aims to create a rehabilitative environment to assist adolescents in dealing with the aftermath of traumatic experiences caused by armed conflicts and to facilitate their post-traumatic growth.

The paper offers theoretical support for a program that centers on establishing a specialized rehabilitation environment. The main objective is to notably diminish the adverse effects of psychological trauma on children and activate positive transformations in their personalities, serving as indicators of post-traumatic growth.

The purpose of this article is to acquaint the psychological community with the main outcomes of implementing this program in the practical work of an extracurricular child institution. The program was designed for a specific target group, underwent practical testing, and demonstrated positive advancements in the psychological rehabilitation process of adolescents affected by armed conflicts.

**Key words:** rehabilitation environment, psychotraumatic events, post-traumatic growth, psychosocial support, psychological exercises, psychocorrective intervention, psychological development.

**Introduction.** In the context of the full-scale war in Ukraine, the negative consequences have led to a significant increase in the number of children facing extremely challenging life circumstances, experiencing psychotraumatic events, and becoming victims of war. This situation urgently calls upon psychologists to find and apply effective methods, tools, and approaches in their practical work with such children. The primary aim of all these efforts is to improve the psychological well-being of children affected by the war, prevent and mitigate post-traumatic effects, and promote post-traumatic growth.

Among the potential negative consequences of psychotraumatic experiences, researchers identify the following: anxiety disorders, panic disorders, depression, impaired self-control, outbursts of aggression, substance abuse, and post-traumatic stress disorder (PTSD) (Breslau, Peterson, Kessler, Schultz, 1999: 908-911).

However, in addition to the negative changes, researchers have recently been increasingly focusing on the phenomenon of post-traumatic growth (PTG), defining it as significant positive changes that occur as a result of encountering a powerful psychotraumatic event (Solomon, Dekel, 2007: 303-312), (Schaefer, Moos, 1992: 149-170), (Zhang, Xu, Yuan, An, 2018: 474).

The authors of the concept of post-traumatic growth, R. Tedeschi, L. Calhoun, and other researchers, consider this phenomenon to go beyond the mainstream of psychological thought, including coping strategies and overcoming behavior concepts. They emphasize that post-traumatic growth is not merely a restoration of the disturbed psychological state of the affected individual but rather an experience of profound personal transformation (Tedeschi, Shakespeare-Finch, Taku, Calhoun 2018), (Tedeschi, Park, Calhoun, 1998: 1-22), (Taku, McDiarmid, 2015: 224-231). This experience fundamentally alters a person's worldview and core beliefs, making them more mature, adaptable, creative, and content. Post-traumatic growth is a relatively widespread phenomenon, with estimates suggesting that anywhere from one-third to over two-thirds of individuals

who have undergone significant psychotraumatic events experience it (Mattson, James, Engdahl, 2018: 475-480), (Linley, Joseph, 2004: 11-21).

It is essential to recognize that negative and positive consequences of psychotraumatic stress are not mutually exclusive – challenging experiences and disruptions coexist alongside positive personality transformations, the discovery of new meanings, and shifts in life priorities. Researchers note that the affected individual requires not only a reduction in stress levels (as seen in PTSD therapy) but also assistance in fundamentally reevaluating their core beliefs about the world, life, and trauma, in order to stimulate processes of post-traumatic growth (Zoellner, Rabe, Karl, Maercker, 2008: 245-263), (Prati, 2009: 363-388).

**Methods.** The main purpose of the research presented in this article is to identify the factors contributing to post-traumatic growth in adolescents who have been affected by armed conflicts. Accordingly, the following objectives have been outlined: 1. Develop and implement a psychosocial rehabilitation program for children affected by armed conflicts. 2. Investigate the dynamics of post-traumatic growth processes in children based on the developed program.

The program aimed at fostering post-traumatic growth in adolescents was developed as a result of practical work carried out by psychologists with children who experienced the impact of psychotraumatic events during the armed conflict in Eastern Ukraine in 2014. The program's trial group consisted of children who suffered from physical, sexual, and psychological abuse and witnessed military actions directly, such as shelling, mine explosions, and other traumatic events, resulting in symptoms of post-traumatic stress disorder. The program was implemented at the "Lisova Zastava" children's recreation and wellness facility in Dimer village, Kyiv Oblast, as a psychological rehabilitation format from 2015 to 2019.

The main goal of the program is to prevent the emergence and overcome the consequences of post-traumatic stress while promoting the process of post-traumatic personal development in children with traumatic experiences.

The program's objectives include the following:

- 1) Stabilizing the child's psycho-emotional state and creating conditions for their post-traumatic growth through a specially designed rehabilitation environment.
- 2) Providing opportunities for processing traumatic experiences.
- 3) Restoring the damaged psychological integrity of the individual and fostering a sense of belonging to the larger society.
- 4) Cultivating mental skills for reevaluating one's life script, restoring a sense of psychological stability, safety, balance, and activating personal resources.
- 5) Activating the ability to receive support from others and developing the capacity to provide support to others in return.
- 6) Strengthening constructive coping reactions, fostering the development of a new cognitive self-perception schema in the face of altered realities.

The intended beneficiaries of the proposed program are children and adolescents who have been exposed to traumatic events arising from difficult life circumstances, distressing incidents, and highly stressful situations. This encompasses children from families of internally displaced individuals, those who have resided in regions of armed conflict or proximity to conflict zones, children living in occupied territories, offspring of military personnel, and children impacted by diverse adverse conditions (orphans and "social orphans," those in foster families and family-style children's homes, as well as those with special needs and disabilities).

The program is designed to run for a duration of two weeks, with each day featuring specific content for sessions, objectives, practical exercises, and expected outcomes. Structurally, this program comprises 14 steps, as each day represents a specific step in achieving the predetermined goals and objectives of the program.

The program utilizes a comprehensive set of practical methods and therapeutic approaches that are interconnected within the framework of this program. These methods include coaching, elements of cognitive-behavioral psychotherapy, play therapy, body-oriented therapy, dance-movement therapy, storytelling therapy, art therapy, psychodrama, as well as canine therapy, equine-assisted therapy, metaphorical card association method, and the BASICPh model of flexible stress management. As auxiliary methods for the rehabilitation and wellness of children, the following were employed: phytotherapy, rhythmic and choreography, fly-yoga, decorative-applied arts sessions, music sessions, reading books, watching films and cartoons, movement games, and journaling.

An individualized rehabilitation trajectory is tailored for each participant in the program, encompassing a diverse array of activities and engagements aimed at facilitating the child's recovery and personal growth. The program places considerable emphasis on cultivating and reinforcing a positive self-image. Several integral components of the program are devoted to nurturing the capacity to maintain a harmonious balance between personal boundaries and openness to new experiences, fostering personal resilience, and cultivating empathy towards others.

**Results.** A study was carried out with a total of 308 participants to assess the effectiveness of the developed program. Among them, 203 individuals formed the experimental group (105 girls and 98 boys aged 15–17 years, with an average age of 16 years), while the control group consisted of 105 participants (57 girls and 48 boys, with an average age of 16 years). The study involved three measurements for both the experimental and control groups of adolescents: the first measurement was conducted before the program implementation (baseline assessment), the second measurement immediately after the program (short-term effect), and the third measurement after 6 months of program completion (long-term effect).

The study of post-traumatic growth (PTG) utilized the Posttraumatic Growth Inventory by R. Tedeschi and L. Calhoun, adapted by M. Sh. Magomed-Eminov. Additionally, measurements were taken for personal identity, which represents an integrative form of self-perception, the ability to see oneself from an external perspective, and reliance on self-image as reality. For this purpose, the L.B. Schneider test, the V.B. Nikishina test, and the K.A. Petrush test were selected.

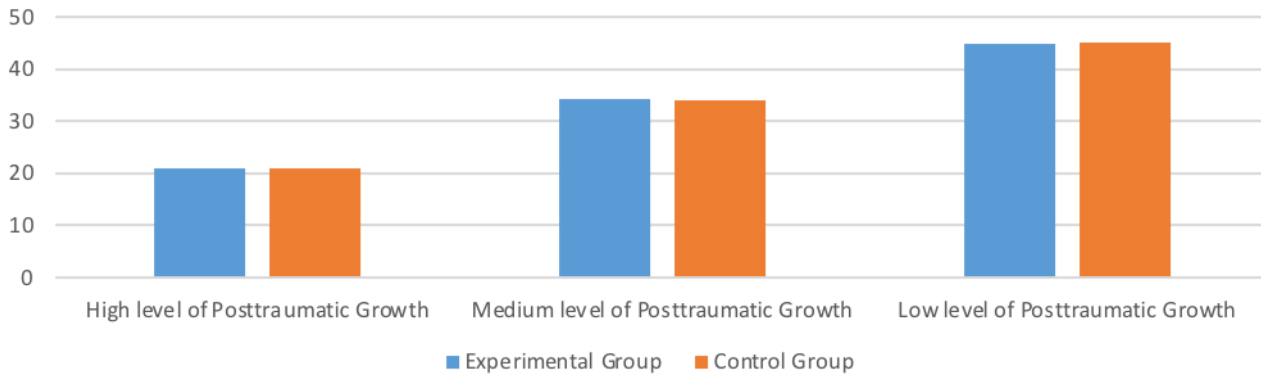
**Analysis.** Table 1 displays the quantitative levels of post-traumatic growth (PTG) prior to implementing the Program, while Figure 1 provides a visual representation of the data.

The section covering the entire range of the Posttraumatic Growth Inventory (from 0 to 105 points) was divided into three categories: from 0 to 32 points, from 33 to 63 points, and from 64 to 105 points. The findings revealed that only about 21% of all participants reported a "high level" of post-traumatic growth ( $\leq 32$  points). Approximately 34% of respondents showed a "moderate level" of post-traumatic growth, while 45% demonstrated a "high level" of post-traumatic growth. The distribution trends of PTG levels were similar in both groups and were statistically confirmed. These data indicate that nearly half of the adolescents did not display positive personality changes related to their traumatic experiences, did not integrate traumatic events into their life experiences, and did not perceive it as a source of strength and value.

Table 1

**Levels of post-traumatic growth measured by the "Posttraumatic Growth Inventory" prior to the implementation of the Program**

Level of Posttraumatic Growth	Experimental Group		Control Group		Fisher's criterion $\phi$ $1,64 \leq \phi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
High	43	21,01	22	20,87	2,33	$p > 0,1$
Medium	69	34,26	36	33,99	1,66	$p > 0,1$
Low	91	44,73	47	45,14	0,63	$p > 0,1$



**Figure 1. Levels of post-traumatic growth measured by the "Posttraumatic Growth Inventory" prior to the implementation of the Program**

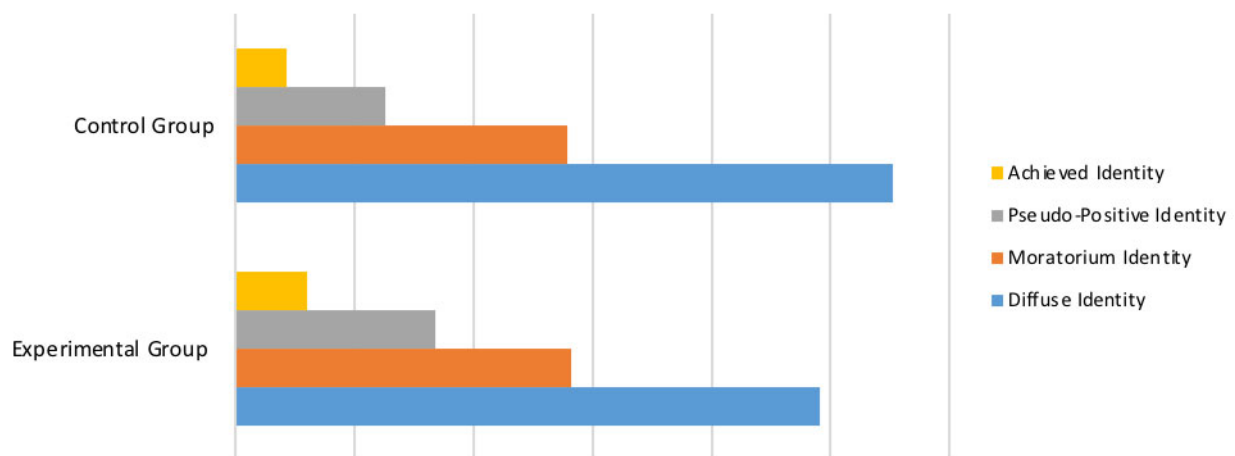
The study of personality identity types using L.B. Schneider's test before the program implementation is presented in Table 2 and visually represented in Figure 2.

Table 2

**The distribution of personality identity types according to L. Schneider's test before the program implementation**

Type of Identity	Experimental Group		Control Group		Fisher's criterion $\phi$ $1,64 \leq \phi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
Diffuse	100	49,13	58	55,27	2,33	0,05
Moratorium	57	28,14	29	27,84	1,66	$p > 0,1$
Pseudo-positive	34	16,75	13	12,59	0,63	$p > 0,1$
Achieved	12	5,98	5	4,30	0,54	$p > 0,1$

The research results indicated non-significant differences in the distribution of personality identity types and similar trends in both the experimental and control groups. The differences between the experimental and control groups were found to be statistically insignificant, except for the level of diffuse identity, which was slightly higher in the control group at a significance level of  $p=0.05$ .



**Figure 2. The distribution of personality identity types according to L. Schneider's test before the program implementation**

As we can see, the majority of adolescents in both the experimental and control groups exhibit a diffuse type of personality identity. This suggests that these individuals lack strong goals, values, and beliefs and do not actively try to form them. Such adolescents may experience dissatisfaction with themselves and their abilities, doubts about their ability to earn respect from others, and uncertainty about the value of their own personality, bordering on indifference towards their own self. There might be a loss of interest in their inner world and rigidity in their self-concept, meaning a reluctance to change despite a generally positive attitude towards themselves. They may imagine that their personality, character, and actions could be met with contempt, misunderstanding, or criticism from others. The presence of internal conflicts, doubts, and disagreements with oneself can lead to low self-esteem. All of this often leads to doubts about their ability to make changes or take action. Additionally, self-blame and the readiness to hold themselves responsible for their failures and shortcomings might be observed.

In both groups of participants, the moratorium identity status emerged in the second position. A moratorium is a status of identity in which an individual experiences an identity crisis and actively seeks to resolve it by exploring various potential solutions. The moratorium status is typically associated with high levels of anxiety.

The pseudo-identity, or premature identity, ranked third in the quantitative dimension among the studied adolescents in both the experimental and control groups. Premature identity is often combined with high levels of authoritarianism and low levels of independence. It usually arises when a person has not made independent life choices, and their identity is not consciously acknowledged; rather, it may be an imposed identity.

Thus, the overall picture of personal identity in both the experimental and control groups appeared to be similar and, at the same time, problematic. The issue of identity diffusion in adolescence can become a persistent state that may negatively impact the individual's overall personality development in the future. It can also have adverse effects on specific aspects of the personality, such as self-perception, self-esteem, and self-regard. Addressing and resolving identity diffusion is crucial for fostering healthy personal growth and positive self-concept in adolescents.

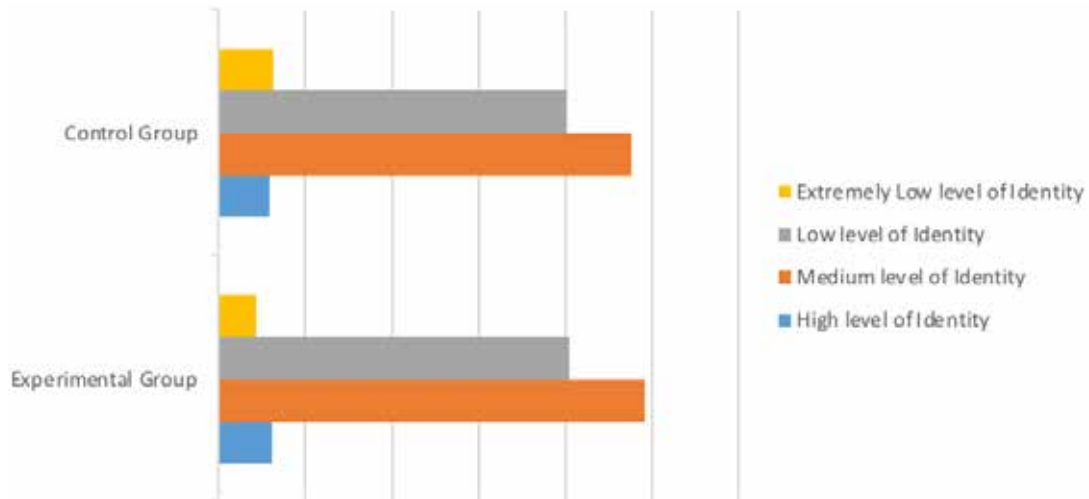
The study of levels of personal identity before the implementation of the Program using the test by V.B. Nikishina and K.A. Petrashevsky is presented in Table 3 and visually depicted in Figure 3.

Before the implementation of the Program, the experimental and control groups showed practically similar levels of personal identity, with average and low levels being predominant. The average level is characterized by moderate expression of socio-psychological adaptation, positive self-concept, a stable system of values, as well as moderate levels of reflexivity and authoritarianism. The low level of personal identity is characterized by a low expression of socio-psychological adaptation, instability in self-concept and value system, and moderate levels of reflexivity and authoritarianism combined with high independence. The high and very low levels of personal identity were signifi-

Table 3

**Distribution of levels of personal identity according to the test by V.B. Nikishina and K.A. Petrashevsky before the implementation of the Program**

Level of Identity	Experimental Group		Control Group		Fisher's criterion $\varphi$ $1,64 \leq \varphi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
High	12	6,11	6	5,91	0,25	$p > 0,1$
Medium	100	49,14	50	47,54	0,33	$p > 0,1$
Low	82	40,47	42	40,19	0,31	$p > 0,1$
Extremely Low	9	4,28	7	6,36	0,26	$p > 0,1$



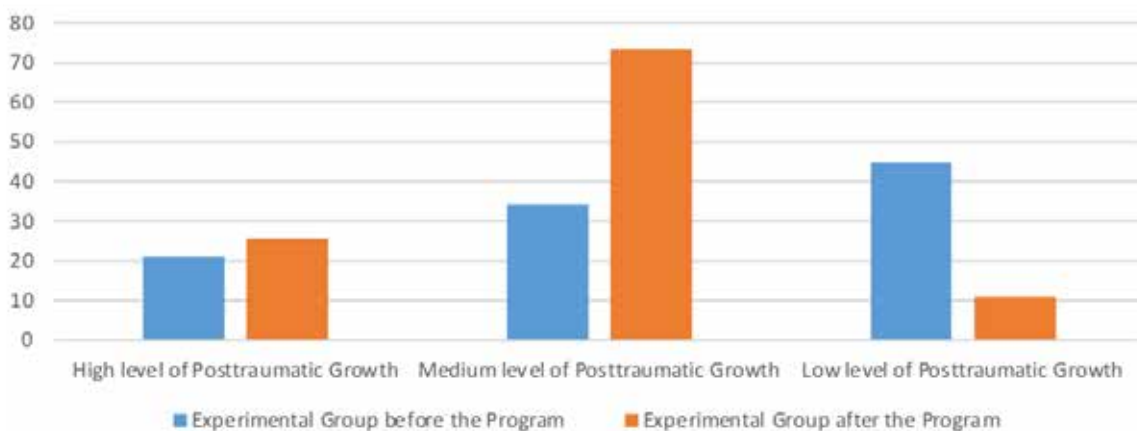
**Figure 3. Distribution of levels of personal identity according to the test by V.B. Nikishina and K.A. Petrasch before the implementation of the Program**

cantly lower. Despite some differences, all distribution trends in both groups were similar, and the differences did not reach statistical significance. Thus, it can be concluded that the experimental and control groups had similar characteristics in terms of the level of personal identity at the beginning of the experiment.

Table 4

**The levels of post-traumatic growth, as measured by the "Posttraumatic Growth Inventory", increased in the experimental group after the implementation of the Program**

Level of Posttraumatic Growth	Experimental Group before the implementation of the Program		Experimental Group after the implementation of the Program		Fisher's criterion $\varphi$ $1,64 \leq \varphi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
High	43	21,01	52	25,79	1,56	$p = 0,6$
Medium	69	34,26	128	63,35	3,29	$p < 0,01$
Low	91	44,73	23	10,86	3,25	$p < 0,01$



**Figure 4. The levels of post-traumatic growth measured using the "Posttraumatic Growth Inventory" after the implementation of the Program**

Right after the Program was introduced in the health facility, there were noticeable positive improvements in both the indicators of post-traumatic growth and levels of personal identity. Table 4 illustrates the quantitative changes in post-traumatic growth levels within the experimental group, while Figure 4 provides a visual representation of these shifts.

Therefore, after the implementation of the Program, the majority of adolescents in the experimental group noted significant positive psychological changes in their personalities as a result of experiencing challenging life circumstances related to military actions. Under the influence of the Program, there was a significant shift in their initial life schema, and post-traumatic growth emerged as a potential consequence of a cognitive attempt to reassess the individual's beliefs about themselves and the world.

The positive shifts in the system of adolescents' personal identity under the influence of the Program are presented in Tables 5 and 6, and visually represented in Figures 5 and 6.

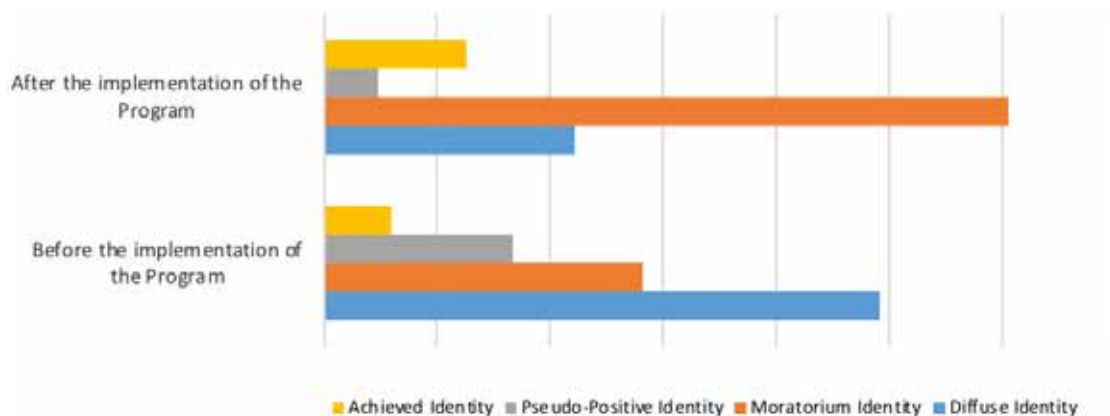
The results of data processing from the testing show that significant shifts occurred in the structure of adolescents' identity in the experimental group after completing the Program. The most notable change is the decrease in pseudo-positive identity, indicating a greater awareness, increased independence in setting their own goals, and a stronger focus on their own opinions, self-concept, and personal prospects.

Additionally, there was a considerable reduction in the level of diffuse identity. This result indicates that adolescents have developed greater confidence in their abilities, self-worth, and self-perception. A significant increase was observed in the moratorium score, indicating that after undergoing the Program, adolescents started to contemplate more about their life prospects, searching for their own identity, and seeking role models to emulate.

Table 5

**The distribution of types of personal identity according to L. Schneider's test after the implementation of the Program in the experimental group**

Type of Identity	Experimental Group before the implementation of the Program		Experimental Group after the implementation of the Program		Fisher's criterion $\phi$ $1,64 \leq \phi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
Diffuse	100	49,13	45	22,14	3,71	$p < 0,01$
Moratorium	57	28,14	123	60,52	4,26	$p < 0,01$
Pseudo-positive	34	16,75	10	4,78	5,21	$p < 0,01$
Achieved	12	5,98	25	12,56	4,29	$p < 0,01$

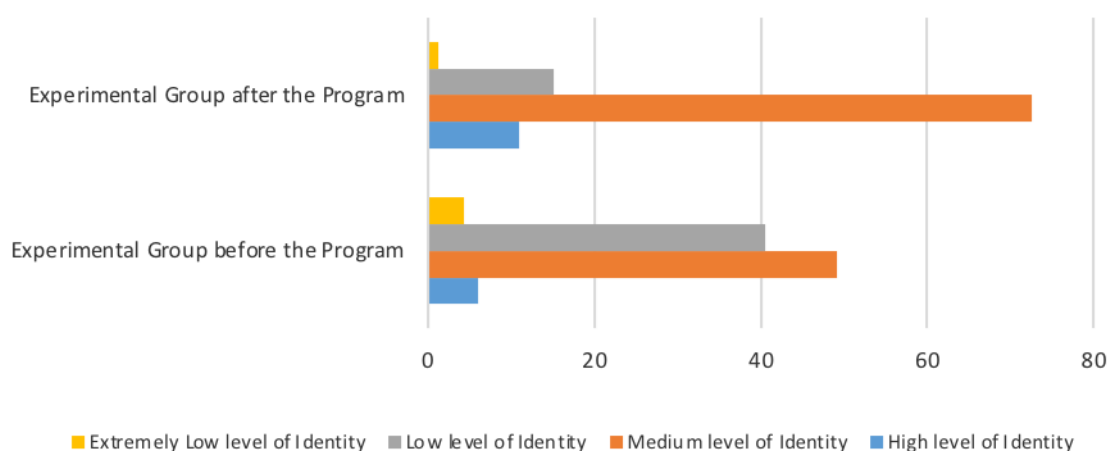


**Figure 5. Distribution of types of personal identity according to the method of L. Schneider after the implementation of the Program in the experimental group**

Table 6

**The distribution of types of personal identity according to the test developed by V.B. Nikishina and K.A. Petrush was assessed after the implementation of the Program in the experimental group**

Level of Identity	Experimental Group before the implementation of the Program		Experimental Group after the implementation of the Program		Fisher's criterion $\phi$ $1,64 \leq \phi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
High	12	6,11	22	11,01	4,10	$p < 0,01$
Medium	100	49,14	147	72,54	2,35	$p < 0,01$
Low	82	40,47	31	15,19	4,62	$p < 0,01$
Extremely Low	9	4,28	2	1,26	4,79	$p < 0,01$



**Figure 6. The distribution of types of personal identity according to the test developed by V.B. Nikishina and K.A. Petrush was evaluated after the implementation of the Program**

The moratorium often indicates an identity crisis, which is common during adolescence. However, this crisis also provides an opportunity for transition towards positive identity or, at least, the possibility of such an attempt. Moreover, there has been a significant increase in the number of adolescents with positive personal identity.

Attained identity implies that adolescents have formed a specific set of personally meaningful goals, values, and beliefs. They perceive them as personally significant, which provides a sense of direction and self-awareness in life. Representation of achieved identity involves having a positive self-regard, which is associated with a positive evaluation of one's qualities and a stable connection with society, as well as a complete coordination of identification with the group and differentiation from the group.

The obtained results from measuring the levels of personal identity indicate that the implementation of the Program led to a significant increase in the high level of personal identity. A high level of personal identity is characterized by a strong socio-psychological adaptation, positive self-regard, a stable system of values, high levels of reflexivity and independence, and low levels of authoritarianism.

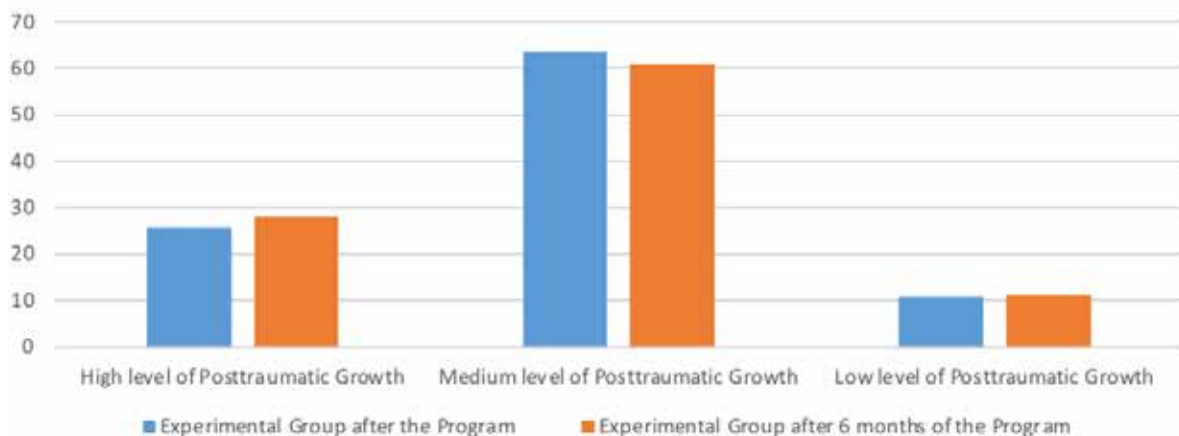
Thanks to the Program, there was also a significant reduction in the very low level of identity. This level is characterized by a low degree of socio-psychological adaptation, instability in self-regard and value system, and low levels of reflexivity and independence.



Table 7

**Levels of posttraumatic growth at 6 months after implementing the Program  
in the experimental group according to the posttraumatic growth inventory**

Level of Posttraumatic Growth	Experimental Group after the implementation of the Program		Experimental Group six months after the implementation of the Program		Fisher's criterion $\varphi$ $1,64 \leq \varphi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
High	52	25,79	57	28,13	1,56	$p > 0,1$
Medium	128	63,35	122	60,75	1,28	$p > 0,1$
Low	23	10,86	24	11,12	1,24	$p > 0,1$



**Figure 7. Levels of posttraumatic growth using the posttraumatic growth inventory at 6 months after Program implementation**

The predominant level of identity both before and after the implementation of the Program in the experimental group was the average level. However, there were statistically significant quantitative shifts towards an increase in the average level at the expense of the low and very low levels. Thus, the overall changes in the structure of personal identity in the investigated adolescents from the experimental group were positive, and the effectiveness of the Program was proven.

The findings revealed a favorable short-term impact of Program implementation on fostering post-traumatic growth among adolescents who had encountered traumatic events. Subsequent testing conducted six months after the Program in both the experimental and control groups allowed for the identification of its positive long-term effects.

Table 7 presents the quantitative indicators of post-traumatic growth levels in the experimental group after six months, depicted visually in Figure 7, while Table 8 provides the results for the control group, illustrated in Figure 8.

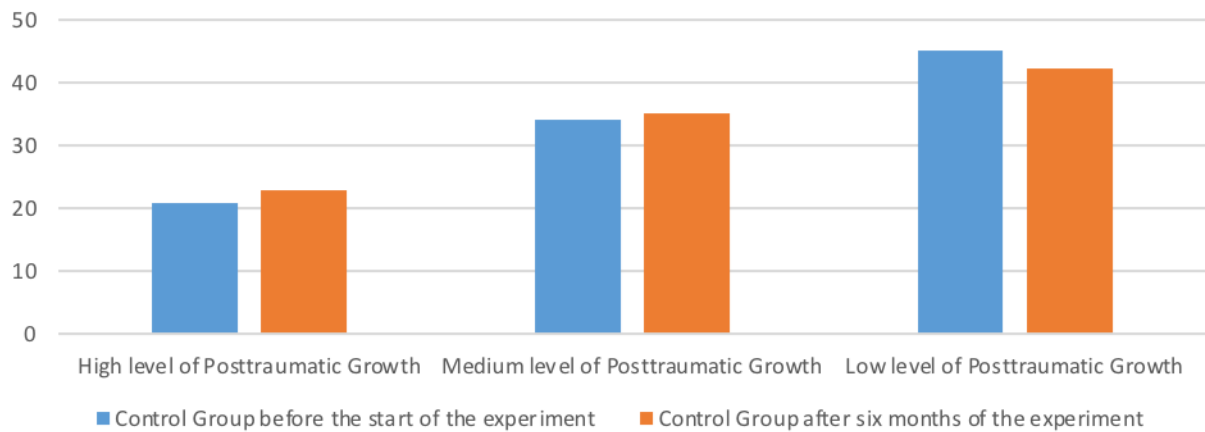
As measurements of posttraumatic growth levels in the experimental group at 6 months after completing the Program show, significant shifts did not occur. Positive changes after undergoing the Program remained stable, indicating evidence of the Program's enduring effects over time. Although a slight increase in individuals with high and low levels can be noted, along with a simultaneous decrease in those with moderate levels, this may suggest further strengthening of the personality for those who progressed from moderate to high levels and unfortunately, a decline to low levels for individuals who did not sustain their position at the moderate level over time.

The measurements in the control group show that there were no significant shifts in posttraumatic growth levels, although certain positive changes in the distribution of these levels were observed. The

Table 8

**Levels of posttraumatic growth using the posttraumatic growth inventory 6 months after the experiment in the control group**

Level of Posttraumatic Growth	Control Group before the start of the experiment		Control Group six months after the implementation of the Program		Fisher's criterion $\phi$ $1,64 \leq \phi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
High	22	20,87	23	22,79	1,58	$p > 0,1$
Medium	36	33,99	37	35,03	1,29	$p > 0,1$
Low	47	45,14	45	42,18	1,63	$p > 0,1$



**Figure 8. Levels of posttraumatic growth using the posttraumatic growth inventory 6 months after Program implementation**

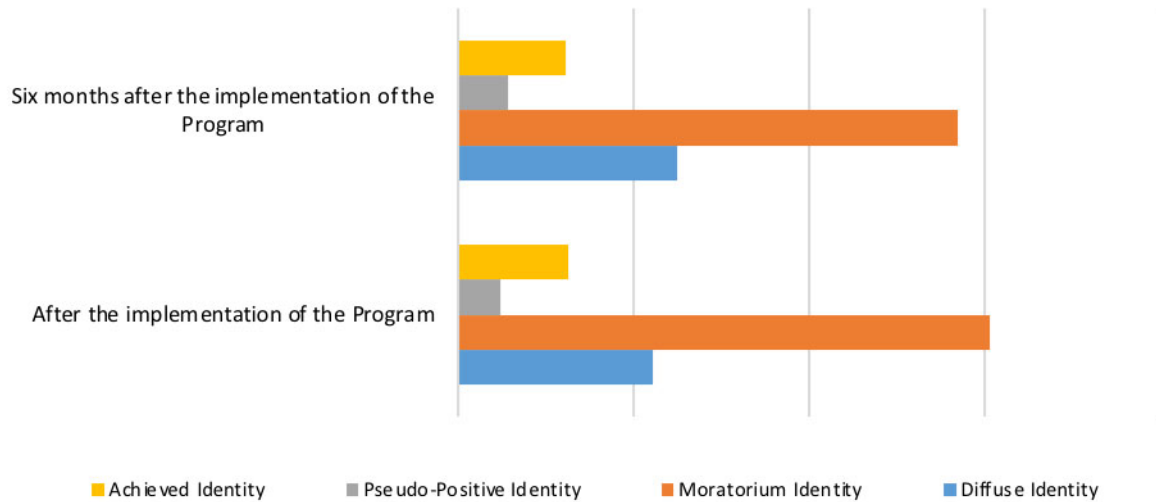
increase in the number of individuals with high and moderate levels, along with a decrease in those with low levels, though not substantial, suggests that over the 6-month period, the psychological state of several participants stabilized, their personality strengthened, and their attitudes towards their own experiences, life, others, and the world as a whole may have changed. However, these shifts did not alter the existing state within the control group.

Quantitative shifts in the types of adolescent personal identity after 6 months of Program implementation in the experimental group are presented in Table 9 and visually illustrated in Figure 9. Similarly, for the control group, these shifts are documented in Table 10 and visually depicted in Figure 10.

Table 9

**Distribution of types of personal identity in the experimental group using I. Schneider's methodology six months after Program implementation**

Type of Identity	Experimental Group after the implementation of the Program		Experimental Group six months after the implementation of the Program		Fisher's criterion $\phi$ $1,64 \leq \phi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
Diffuse	45	22,14	50	24,98	0,23	$p > 0,1$
Moratorium	123	60,52	116	56,90	0,64	$p > 0,1$
Pseudo-positive	10	4,78	12	5,78	0,37	$p > 0,1$
Achieved	25	12,56	25	12,56	0,06	$p > 0,1$



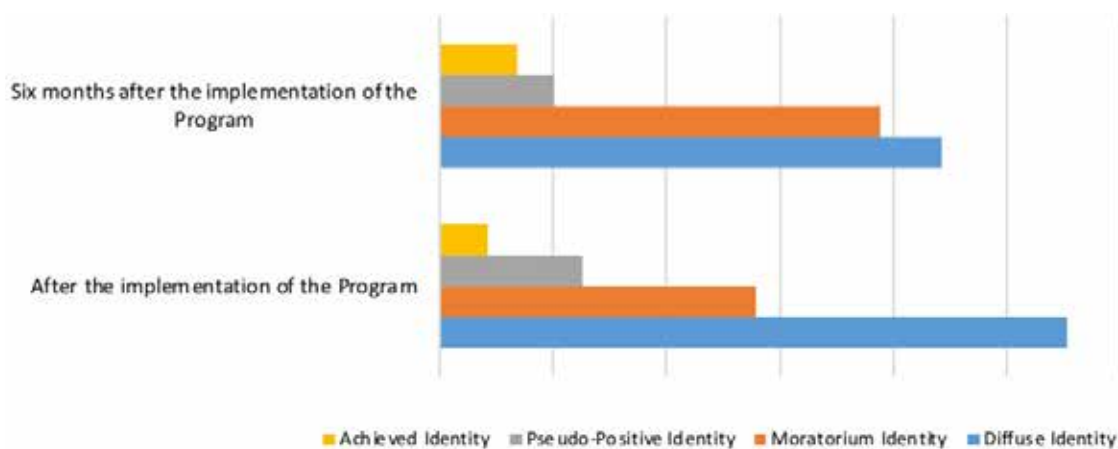
**Figure 9. Distribution of types of personal identity in the experimental group using L. Schneider's methodology six months after Program implementation**

As indicated by the results, the shifts in indicators of personal identity types in the experimental group after 6 months of completing the Program were statistically non-significant. Although some changes occurred, they did not impact the achieved effect of the Program. Specifically, diffuse identity

Table 10

**Distribution of types of personal identity in the control group using L. Schneider's methodology six months after Program implementation**

Type of Identity	Control Group before the implementation of the Program		Control Group six months after the implementation of the Program		Fisher's criterion $\phi$ $1,64 \leq \phi \leq 2,31$	Level of statistical significance $p$
	Number	(%)	number	(%)		
Diffuse	58	55,27	57	54,17	1,29	$p > 0,1$
Moratorium	29	27,84	30	28,84	1,27	$p > 0,1$
Pseudo-positive	13	12,59	11	11,09	0,39	$p > 0,1$
Achieved	5	4,30	7	5,90	0,85	$p > 0,1$



**Figure 10. Distribution of types of personal identity in the control group using L. Schneider's methodology six months after Program implementation**

and pseudo-identity increased, while the indicator of attained positive identity remained unchanged. This may suggest that there were sufficiently strong positive changes resulting from the completion of the proposed Program.

As indicated by the results, the shifts in indicators of personal identity types in the control group after 6 months of completing the Program were statistically non-significant. Minor changes occurred, where diffuse identity and pseudo-identity decreased, while moratorium and positive identity, on the contrary, increased. This can be considered as generally positive dynamics. However, since these shifts were not significant, it can be asserted that the Program for promoting posttraumatic growth in adolescents proved to be a more effective and efficient factor than other measures implemented in the control group.

Quantitative shifts in the levels of adolescent personal identity after 6 months of Program implementation in the experimental group are presented in Table 11 and visually illustrated in Figure 11. Similarly, for the control group, these shifts are documented in Table 12 and visually depicted in Figure 12.

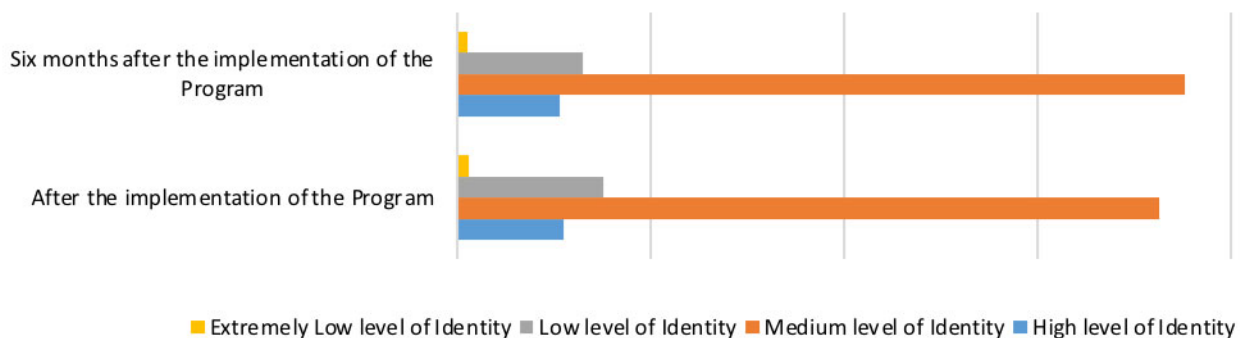
According to the results of measurements in the experimental group, positive shifts induced by the Program continued even after its completion. There was a decrease in the proportion of very low and low levels of personal identity, an increase in the moderate level, and a decrease in the high level. However, all these shifts were statistically non-significant, indicating a sustained influence of the Program on the personality of the adolescents who underwent it.

The research results indicate that certain positive shifts in adolescents from the control group occurred within 6 months after the experiment. These shifts may have been facilitated by the psychological support and work conducted by psychologists in the school. Additionally, various specialized

Table 11

**Distribution of types of personal identity in the experimental group using V.B. Nikishina and K.A. Petrasch's methodology six months after Program implementation**

Type of Identity	Experimental Group after the implementation of the Program		Experimental Group six months after the implementation of the Program		Fisher's criterion $\phi$ $1,64 \leq \phi \leq 2,31$	Level of statistical significance $p$
	number	(%)	number	(%)		
High	22	11,01	21	10,67	0,13	$p > 0,1$
Medium	147	72,54	152	75,19	0,34	$p > 0,1$
Low	31	15,19	26	13,06	0,37	$p > 0,1$
Extremely Low	2	1,26	2	1,28	0,04	$p > 0,1$

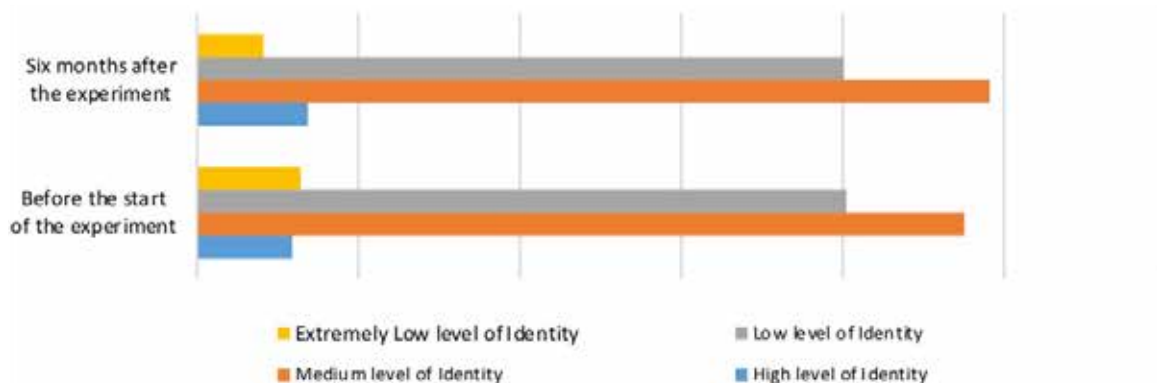


**Figure 11. Distribution of types of personal identity in the experimental group using V.B. Nikishina and K.A. Petrasch's methodology six months after Program implementation**

Table 12

**Distribution of types of personal identity in the control group using V.B. Nikishina and K.A. Petrasch's methodology six months after Program implementation**

Type of Identity	Control Group before the start of the experiment		Control Group six months after the experiment		Fisher's criterion $\phi$ $1,64 \leq \phi \leq 2,31$	Level of statistical significance $p$
	number	(%)	Number	(%)		
High	6	5,91	7	6,87	1,24	$p > 0,1$
Medium	50	47,54	51	49,05	1,31	$p > 0,1$
Low	42	40,19	42	40,19	0,12	$p > 0,1$
Extremely Low	7	6,36	5	4,05	1,05	$p > 0,1$



**Figure 12. Distribution of types of personal identity in the control group using V.B. Nikishina and K.A. Petrasch's methodology six months after Program implementation**

psychological support programs conducted by charitable foundations and organizations working with adolescents might have contributed to these shifts. However, despite the positive changes observed in the measurements, they were not statistically significant in terms of personal identity. Therefore, it can be concluded that the isolated positive influences, although detected by measurements, did not yield statistically significant results, possibly due to the absence of a comprehensive format and a specially organized safe environment during the interventions.

**Conclusions.** The proposed Program for promoting posttraumatic growth in adolescents successfully influenced the participants' personal identity in a positive way. It managed to decrease the proportion of individuals with very low identity levels and significantly increase the proportion of those with high identity levels. The majority of adolescents who underwent the Program developed and strengthened their social-psychological adaptation skills, acquired more stable value orientations, and enhanced their positive self-attitude, reflectiveness, and independence.

After implementing the Program in the experimental group, the indicator of diffuse identity, while increasing over time, remained significantly lower than in the control group. Additionally, pseudo-positive identity, which may be imposed and not aligned with one's true self-concept, was significantly less present in the experimental group. This suggests that the adolescents who completed the Program possess a more self-aware attitude towards themselves, their beliefs, and values, and have a clearer personal stance compared to the participants in the control group.

Although positive shifts and a decrease in prematurely imposed identity levels occurred in the control group over time, the achieved positive identity somewhat decreased in the experimental group but remained significantly higher than in the control group. Moratorium, as a transitional state and manifestation of identity crisis, was the dominant type in the experimental group and significantly

higher than in the control group. This indicates that the adolescents who underwent the Program are more inclined to seek their own personal position, construct a positive self-image, find ways to build their perspective, establish constructive relationships with others and the world, and approach their limitations and mistakes without prejudice, attempting to integrate events into their own experience.

As a result, the overall dynamics and structure of personal identity in the experimental group differed significantly from the control group, and the statistical significance of these differences was confirmed. The Program contributed to an increase in positive identity and moratorium, which is a likely transition to positive achieved identity in the future, while the diffuse and prematurely imposed pseudo-identity significantly decreased. In contrast, the control group predominantly exhibited diffuse identity, with positive identity being the least prevalent.

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