

INTERRELATION OF SOCIO-COMMUNICATIVE SKILLS AND COPING STRATEGIES OF TEENAGERS WITH COMPENSATED DIFFICULTIES OF PSYCHOLOGICAL DEVELOPMENT

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The article discusses the results of the research of socio-communicative skills and coping strategies of teenagers with compensated difficulties of psychological development. These regulatory formations are interpreted correspondingly as operational-behavioral and resource-mobilization components of the teenagers' under consideration socio-communicative competence. The difficulty of psychological development in childhood with the following compensation are shown to significantly, functionally and polysemantically influence the named subsystems of regulating interpersonal communication and social behavior in late teenager age. A set of reciprocal predictory interrelations between socio-communicative skills and coping strategies is registered for teenagers with difficulties of psychological development.

Teenager boys with compensated difficulties of psychological development in communication are a bit more aggressive, less competent in conversation situations and are more inclined to react at requests from the other people and less inclined to dependent behavior.

The girls of the group are a bit more competent in conversation than "normal" girls of the same age, more often take dependent position in conversation and requests addressed to them, but more aggressive being negatively evaluated by the envioning people. In difficult situations the boys and the girls with compensated development delay more actively apply adaptive coping strategies, the girls of the group use emotional strategies rather often.

Generally, the teenagers of psychological development delays more often and more actively apply their communicative skills in the situations of overcoming life difficulties. For the teenagers of this group the considered components of socio-communicative competence are closely connected and actively interact unlike for the "normative" teenagers of the same age, whose regulatory formations under consideration function about autonomously.

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In two last decades a number of children suffering from different difficulties in their psychological development has increased. The majority of them after being correspondingly corrected continue studying in general schools more or less successfully integrated in study process and educational sphere. But the very fact of the experienced and often not completely overcome difficulty in psychological development cannot stop affecting the qualitative level and structural organization of the mechanisms of psychological regulation of interpersonal communication and social behavior on the following steps of the lives. But such “temporal-delayed effects” of psychological development difficulties are rather weakly researched in contemporary domestic psychology as the above named category of teenagers literally founds itself on “a neutral territory” between special psychology, developmental psychology, personal psychology and general psychology, each of the mentioned not considering the teenagers as “its own”. The opportunities to help such people with necessary psychological assistance are limited as the result.

The topic of our research is socio-communicative skills and coping strategies of senior teenagers in the experience of who there was a fact of difficulty of psychological development with the following compensation. These regulatory formations are interpreted as operational-behavioral and resource-mobilization components of socio-communicative competence of the teenager category under consideration. Socio-communicative competence in its turn is understood as integral psychological formation uniting and harmonizing internal means of regulating human social behavior and interpersonal communication [Kalinina 2006; Kounitzyna, Kazarinova, Pogolsha 2002; Petrovskaya 2007; Children’s and Social...; Kanning 2005; Rubin & Rose-Krasnor 1992; Semrud-Clikeman 2007; Schneider 1993].

Choosing socio-communicative skills and coping strategies as “focus” objects of psychological analysis for teenagers experienced developmental delays in childhood was based on the following considerations.

Formation of social and communicative competence is considered as one of the most important tasks of personal development during teenager age [Kalinina 2006; *Prakticheskaya Psikhologiya... (Practical Psychology)*, p. 418–429]. All the so as interpersonal communication namely is qualified by many domestic psychologists as leading activity at the given stage of a personal life trajectory [Lishin 2007; Elkonin 1989].

At that communication sphere and social behavior are traditionally qualified as a space of compensatory activity of a person, experiencing deficit of cognitive-intellectual resources. As Ye. Komkova marks "...the mechanism of psychological regulation in the process of social interaction consists in the fact that children with high intellect socialize by means of cognitive structures, and children with low and lower intellect by means of socio-personal characteristics" [Komkova 2008, c. 113]. In connection with this the results of classical researches by Wallach and Kogan are characteristic [Wallach & Kogan 1965], who have registered high level of social adaptation and satisfaction with life for junior teenagers with limited intellectual and creative potential (which is characteristic also for the most part of the teenagers under consideration of our work, though elder). Subjective comfort of the teenager category was achieved by means of using by them three principal strategies of solving problem situations: preferences of wait-and-see position (in the hope that the situation resolves without intervention), moderatism of aspirations and keeping good relations with the circle. The results of our researches are symptomatic, too [Filipidi, Florovsky, 2011], which demonstrated high attractiveness for teenagers with compensated difficulties of psychological development for of socio-economic type professions. In the space of socio-professional relations they tend to not only "unconditional domination" (connected with official positioning high) but also to positioning at professional niches and positions referring to depending upon them positions of other people in the situations of immediate interpersonal interaction.

Combination socio-communicative skills and coping strategies in the frames of the same research allows for producing more panoramic psychological portrait of teenagers with compensated difficulties of psychological development as subjects of communication and social behavior. This is achieved by means of considering the teenagers under

our interest in at least two connected contexts of their being. The first of them can be denoted as everyday routine being ontologizing as social and age-typical communication situations. Socio-communicative skills of teenagers reflect the degree of mastering by them certain behavioral modules (establishing contact, listening, expressing own point of view, etc.), on the base of which it turns to be possible to construct schemes and scenarios of the teenager's own behavior in such situations. The second "being context" is connected with facing the teenagers with circumstances perceived and experienced by them as "deviating the habitual way of life", "provoking efforts", "claiming resources to cope with them more than existing", denoting in the consciousness of the acting subject as "difficult situations" [Kriukova 2004; Kuftiak 2012; Nartova-Bochaver 1997; Lazarus & Folkman; Wrubel, Benner & Lazarus 1981]. The ways of coping a human with such life situations serve as reliable and proved indices of general level of personal maturity achieved by the teenager as well as the degree of forming partial mechanisms of psychological regulations of behavior, activity and communication.

Worth mentioning that experiencing of the significant part of living situations as "difficult" comprises "a psychological norm" for teenager age, the experiencing having mostly "endogenous" causality: transformations of personal self-perceptions actively occurring in this period of life reflect in the ways of perception and interpretation of reality, rising characteristic to teenagers inclination to problematize life impressions. Rather routine (from the point of view of an adult person) "external influences" are perceived and experienced by teenagers as "stress" and "over limit" due to the fact that they pass through problematizing/ aggravation filter of "inner conditions" (the crisis of discovering identity, conceptual "ruptures" and contradictions of conceptual sphere, etc.) [Lishin 2007; A teenager at a crossroad ...; Streltsova 2003].

Addressing to such resource-mobilization aspect of socio-communicative competence of the teenagers experienced in their childhood the developmental delays is actualized by the following: the very fact of the existed developmental delay compensated later can be considered as an experience of being in a prolonged life situation and its successful resolution. Such a composition of "inferiority experience"

and “overcoming experience” is understandingly absent for teenagers of their age, whose psychological development proceeded according to normative trajectory.

The above said in our opinion makes it possible to forward a search **hypothesis**, which includes supposition that the structure of socio-communicative competence (particularly its operational-behavioral and resource-mobilization components) three categories of characteristic features present, according to which developmental delay teenagers do not differ from normative teenagers of their age (1), give them in (2) and dominate them (3). Worth mentioning that the hypothesis earlier demonstrated its productivity when considering cognitive-representational, value-idea and и personal-regulatory components of socio-communicative competence of teenager category under consideration [Filipidi 2012; Filipidi, Florovsky 2011; Filipidi, Florovsky 2012].

Organization and research methods. The empirical base of the investigation consisted of 9-year schoolchildren of Anapa and Krasnodar general schools. They were 99 (54 boys and 45 girls) who were found to have psychological development delay. The reference group consisted of 118 schoolchildren (62 boys and 56 girls), whose psychological development occurred according to age-normative trajectory. Hereinafter the compared groups are correspondingly denoted as “special/specialized” and “normal/normative”.

Socio-communicative skill and coping strategies of the named categories of schoolchildren were compared. Socio-communicative skills were estimated by means of *questionnaire test of communicative skills for teenagers and senior schoolchildren* by L. Michelson et al [Michelson, Sugai, Wood & Kazdin 1983], adapted for Russian-speaking sampling by Yu. Guilbuch and modified by S. Krivtsova and M. Dostanova [A teenager at crossroad..., p. 87–105]. Three basic variations of socio-communicative teenager behavior were tested as the degree of expression like 1) competence (C), assuming building communication with a partner on the principles of equality of psychological positions and parity coordination of efforts for resolving a problematic situation; 2) aggression (Ag), assuming pressing a partner from a “superior” psychological position; 3) dependency (D), connected with psychological annexation to the partner “from below” (bottom-dog)

and infirm following him. General (transsituational) expression profile was analyzed in the behavior of the teenagers of the three described variations of its building and partial action profiles of the teenagers in five types of socio-communicative situations: a) reacting at positive utterances of a partner; b) reacting at negative utterances; c) responds at the surrounding public's requests; d) conversations; e) empathy manifestations. E. Heim's test was used to extract the teenagers' coping strategies adapted by the Laboratory of Clinical Psychology of Bekhteherv's Psychoneurological Institute under L/ Wasserman's supervision [Vodopyanova 2009, p. 282–286]. According to the logic of our research the structure of the coping strategies used by the teenagers differentiated by the criteria of functionality and adaptivity. The first case extracted the interrelation of the strategies differing by their psychological nature due to their connection with a certain sphere of psychological functioning – cognitive (Cog), emotional (E) and behavioral (B). The second case extracted the representativeness of coping strategies of different level of adaptivity in individual patterns for the teenagers – adaptive (A), relatively adaptive (R) and non-adaptive (N). A random questioning of the respondents was used to clarify the test results. Math-stat processing of the empirical results included the calculation of the mean-value indicators, index of variability, estimation of statistical reliability of intergroup differences by Student's t-criterion for independent series, frequency and correlation analysis according to Spearman. Applied statistical software pack Excel for Windows XP/7 и SPSS 13.0 were used.

Socio-communicative skills of the teenagers with delayed and normative trajectories of psychological development. The structure of socio-communicative skills of the teenagers with delayed and normative psychological development when seen from integral transinstitutional level shows more similarity features than difference.

Independently of sex and ontogenetic trajectory of psychological development the frequency of applying *competence* and *dependence* behavioral strategies by them is practically equal. Competent reacting on the events in the sphere of everyday communication and social interaction by different categories of our respondents ranges from 49,7 p.c. to 57,8 p.c. cases, dependent – from 20,3 p.c. to 26,9 p.c.

(intergroup differences by ϕ -criterion do not achieve the level of statistical accuracy).

Significant differences between the “special” and “normative” teenagers are detected in the frequency of applying *aggressive* strategies of resolving communicative situations. The teenagers experienced development delays in their childhood found themselves to be more aggressive compared with the “normal” children of the same age.

As a result, communicative behavior patterns of the teenagers differ for the compared trajectories of psychological development. If the teenagers with the normative variation of the psychological development have the following pattern: competent \rightarrow dependent \rightarrow aggressive communicative strategies, the teenagers with compensated development delay the sequence looks like competent \rightarrow aggressive \rightarrow dependent (according to decrease of the “gravity” in a behavior).

A deeper analysis of communicative skills of the teenagers from the point of view of their manifestation in local situation-event contexts of interpersonal communication shows that the described patterns maintain in more “specific” variations of interpersonal communication.

“Special” teenager boys compared to “normative” boys of the same age really show statistically reliable less *competence* when reacting at directed at them positive utterances from the environment ($p < 0,017$), and also in the situations of conversation ($p < 0,038$). As far as the “special” teenager girls are concerned, no statistically significant evidence of their less communication competence is registered compared with the “normative” girls of the same age. Only trendy decrease of their competent reacting in the situations of responding at affectively charged utterances (both of positive and negative modality) from the environment is displayed, as well as in the situations assuming empathic outpouring ($0,053 < p < 0,062$), in conversational situations the girls with compensated development delays turning vice versa to be a bit more competent than the “normative” girls of the same age ($p < 0,069$).

The less inclination to *dependent* communicative behavior turns to be prerogative for “special” teenager girls and never for boys, whose psychological development was flowing through a similar handicapped trajectory. “Special” girls oftener than the “normal” girls of their age choose dependent position in everyday talks ($p < 0,012$) and in the situation of responding at the requests addressed at them ($p < 0,007$). The

degree of the expression of dependent behavioral trends for “special” and “normal” teenager boys is equal in all the analyzed situation-event contexts of communication but for reacting at positive utterances from the environment addressed to them. The less dependence in the named type of the situation has incidentally only trendy expression for the teenager boys ($p < 0,068$).

The most differences between the “special” and “normative” teenagers is concentrated in the field of *aggressive* variations of behavior in communicative situations. The teenagers with compensated psychological delay (both boys and girls) demonstrate reliably higher level of aggression in talks with the environment ($p < 0,0004/p < 0,036$) and when reacting at positive utterances ($p < 0,010/p < 0,034$). Besides, compared with “normal” boys, the “special” ones display the trend to more aggressively react at the requests from the other people, while girls to respond at negative utterances about them sent by the environment (in both cases the significance of the differences is rather close to the threshold of statistic accuracy but does not achieve it). Also, the teenager girls with development delays are significantly more aggressive in communicative situation supposing empathic displays ($p < 0,018$).

It is possible to state that the profile of socio-communicative skills of senior teenagers is peculiar for the teenagers in whose life experience developmental delay occurred with the following compensation. So, compared with the teenagers of the same age, whose development occurred according to age-normative trajectories, “special” boys can be characterized as equally unsusceptible to dependent behavior, while “special” girls can be described as more aggressive and less dependent but at the same time equally competent in their everyday interaction with the environment.

Coping strategies of the teenagers with delayed and normative trajectories of psychological development. The generalized characteristics of coping strategies of teenage boys with delayed and normative trajectories of psychological development are mostly equal. “Special” and “normal” teenagers display similar character of reacting at difficult situations: facing difficulties, they first of all address to behavioral and cognitive resources, rather rarely involving the resources of emotional nature. The profile of coping strategies is identical differentiated by the criterion of the more or the less adaptivity.

Adaptive strategies certainly prevail, independently of the peculiarities of ontogenetic psychological development trajectory in the structure of coping behavior of the questioned teenage boys; most often relatively adaptive variations of coping behavior are used; non-adaptive strategies occupy intermediate position. In other words, speaking about the frequency of use (from “the most often” to “the least often”), coping strategies of teenage boys constitute the following sequence: adaptive → no-adaptive → relatively adaptive.

Differences manifest only at conjugating of the described criteria. A range of specific peculiarities occurs for coping with difficult situations by “special” and “normal” teenage boys. The peculiarities involve two clusters of coping strategies like emotional and behavioral. Addressing to emotional ways of coping with difficult situations, “special” teenagers more actively than the teenagers of the same age use relatively adaptive ($p < 0,016$) and non-adaptive ($p < 0,031$) strategies (with the same frequency of using adaptive variations of reacting at life difficulties). In behavioral clusters reliable differences involve the category of relatively adaptive coping strategies. The direction of the differences turns to be opposite: “special” teenage boys practice these strategies less actively than “normal” teenagers of the same years of school ($p < 0,023$). Besides, they display the more rare susceptibility (compared to age-normative teenagers) to use non-adaptive behavioral strategies ($p < 0,048$) and more often adaptive ($p < 0,049$).

For teenage girls with different trajectories of ontogenetic psychological development the strategies of coping with difficult life situations on the contrary characterized by expressed peculiarity. Much significant differences are found both in the psychological nature of the preferred coping strategies and the degree of their adaptivity, the most prominent difference belonging to emotional strategies of reacting at the difficulties faced as teenager girls who experienced developmental delay in their childhood use them more often than the girls of the same age whose development occurred without problems ($p < 0,024$). Such a way of coping for “special” girls is of priority but for “normal” ones is minimally used (compared with behavioral and cognitive copings). Mechanisms of cognitive level are used by “special” girls more often ($p < 0,049$) at coping with difficult life situations. The degree of actualizing behavioral mechanisms is equal for all the included in the

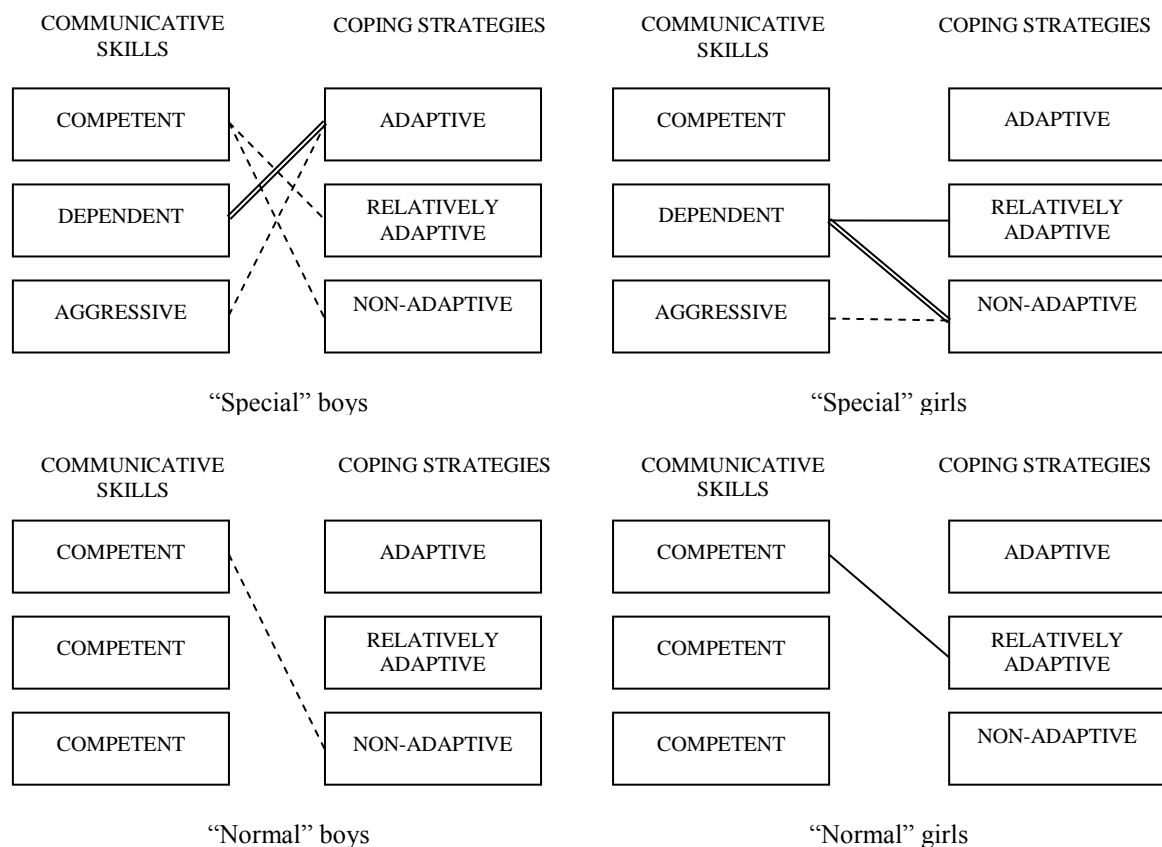
series senior schoolgirls irrelevantly of their character and psychological ontogenesis.

As far as coping strategy differentiation according to the criterion of their adaptivity goes, here the “frequency” priority belongs to “special” teenager girls. Compared with “normal” girls of the same age they more actively use all the spectrum of possible coping behavior facing difficult life situations, namely its adaptive ($p < 0,045$), non-adaptive ($p < 0,028$) and relatively adaptive ($p < 0,039$) sets. The trend is clearly traced at cognitive and emotional level of reacting by teenage girls at difficult life situations (the only exception comprising cognitive strategies of relatively adaptive type, used equally by “special” and “normal” girls). At behavioral level of resolving life difficulties no differences is registered between girls of different trajectories of psychological development.

So, significant differences are registered of psychoregulation of difficult situations by teenagers with different trajectories of ontogenetic psychological development, mediated in addition by their sex. “Special” and “normal” boys display different behavior and emotional reactions with similarity of perception and apprehension (cognitive processing) of a situation. Behind apparently identical behavior of “special” and “normal” girls differences hide if informational modeling of a situation and emotional reacting at it. Besides, significant feature is registered of “responding” at difficult situations of girls with their childhood developmental delay, which is in the fact that they react at such situations more actively than “normal” girls of the same age. But this activity is of weakly differentiated character (by the criterion of a coping strategy adaptivity): in reality they, applying this strategy, use in fact the strategy of “uninterrupted alternative casting”, “using all” in hope that this or that coping way yields the desired result.

Interrelation of sociocommunicative skills and coping strategies of teenagers with delayed and normative trajectories of psychological development. The character of these interrelations is crucially differs for teenagers with the compared trajectories of psychological development. The main difference belongs to intensity of connections between the considered regulatory subsystems. If for the age-normative teenagers these subsystems function practically independently, then for the teenagers with compensated developmental

delay they are enough intensely connected with each other. This may be the evidence of the fact that everyday communicative situations bring for the “special” teenagers more difficulty than for the “normative” teenagers of the same age (which yields more active engaging of coping resources for building everyday contacts). “Reverse dependence” is also valid expressed in the fact that “special” teenagers more often and active apply their communicative skills in the situations of coping with difficult life situations. It turns that in their understanding the “communicative” sphere of difficult life situations is represented more distinctly than for “normal” teenagers of the same age. Resolution of life difficulties correspondingly appears to be more communicatively mediated (“it is necessary to talk”, “to call for assistance”, etc.) (see fig. 1).



Legend: positive interrelations are marked by solid line, negative – by dashed; single line denote the level of relation significance $p < 0,05$; double – the level of $p < 0,01$

Fig. 1 – Interrelation of sociocommunicative skills and coping strategies of teenagers with delayed and normative trajectories of psychological development

In connection with this the correlations registered for age-normative teenagers are characteristic: the only cluster connected with coping resources being the field of competent communicative behavior. This is probably because building such behavioral policy in social interaction occurs to be most difficult for them, and this requires “additional efforts” of “operationalizing” coping resources, the character of the additional resources depending upon the sex of a teenager. The probability of building competent socio-communicative behavior for boys is connected with decreasing the frequency of addressing to copings of non-adaptive type (N-) ($r=-0,26$, $p<0,047$), for girls – with activating copings of relatively adaptive direction (R+) ($r=0,27$, $p<0,046$).

It is necessary to mention that significant inter-sex differences are registered for the teenagers experienced developmental delay in their childhoods rather bigger conjugation is characteristic (compared with the age-normative teenagers) of everyday socio-communicative behavior with coping resources.

Interrelationship of regulatory subsystems under consideration is much bigger for the boys than for the girls. General adaptivity of coping behavior of the boys is connected with all the range of the variations of their everyday communication uniting the fields of the competent, dependent and aggressive variations of communicative behavior. Everyday communicative behavior in its turn one way or another corresponds with all the types of coping with difficult situations – adaptive, non-adaptive, relatively adaptive. The field of competent behavior disappears for the girls from inter-component interaction at the pole of everyday communication, and on the pole of coping resources – the cluster of adaptive strategies.

It seems to be possible to register a number of interpredictory connection of the two subsystems due to characteristic for the “special” teenagers high functional intercorrelation of the two subsystems of behavioral regulation, – in the context of everyday communication (1) and in the case of being involved in difficult life circumstances (2). In other words, at the sample of teenagers with compensated development delay it turns possible to reliably forecast their choice of a way to cope with difficult life situations (expressed in addressing to a definite type of coping strategies like adaptive, non-adaptive and relatively adaptive),

which is possible due to the knowledge of peculiar behavior of the teenagers in typical situations of everyday communication (expressed in a definite combination of competent, dependent and aggressive actions). The inversion is also possible in forecasting profiles of the teenager's everyday communication behavior on the base of evaluating their coping behavior adaptivity.

It is worth mentioning that the forecast must be carried out taking into account the sex of "special" teenagers, as the interrelationships between the regulative subsystems under consideration crucially differ for boys and girls.

For "special" teenage boys the following is peculiar.

Socio-communicative skills as a predictor of the ways of coping with difficult life situations. In the case of prevailing in everyday communicative behavior competent actions (K+) addressing seems to be hardly possible to apply the strategies of coping with non-adaptive (N-) ($r=-0,28$, $p<0,047$) and relatively adaptive (R-) ($r=-0,26$, $p<0,049$) types under difficult life circumstances.

Predisposition to dependent behavior in everyday communication (D+) is combined with applying in difficult situations strategies with predominantly adaptive direction (A+) ($r=0,59$, $p<0,005$).

Predisposition to aggressive interaction with the environment in the "context of everyday life" (Ag+), vice versa minimizes the probability of choosing "coping strategies" of adaptive type (A-) ($r=-0,32$, $p<0,031$) when facing with difficult life situations. Such correspondence seems to be rather inherent and moreover to have the shape of "regulatory ring" ("vicious cycle" in common parlance). The "habit to be aggressive" serves as an intrapersonal block which hinders building an adaptive strategy of coping with a difficult situation, which impedes its productive resolution. In its turn, the "frustration tail" of relevantly unresolved difficult situations propagates in everyday communication making the teenager stronger in his aggressive mood to the environment.

The ways of coping difficult life situations as a predictor of behavior in everyday communication. Active use of adaptive strategies (A) in difficult situations comprises a factor of predisposition of such teenagers to occupy mostly dependent positions in everyday communication (D+) ($r=0,59$, $p<0,005$). Alternatively, the absence of

small quantity of such coping strategies in a teenager's "coping stock of plays" (A-) makes us to wait from him a higher level of aggression in everyday interaction with the envioning (Ag+) ($r=-0,32$, $p<0,031$).

The inclination to use in difficult life situations non-adaptive (N+) ($r=-0,28$, $p<0,047$) and /or relatively adaptive (R+) ($r=-0,26$, $p<0,049$) strategies indicates limited competence of the teenagers in the context of everyday (typical) socio-communicative situations (K-). Repression of the named coping strategies from a teenager's "coping stock of plays" (N-, O-) substantially increases the probability of his enough competent communicative behavior in everyday communication (K+).

"Special" girls possess the following features.

Socio-communicative skills as a predictor of the ways to cope with difficult life situations. Teenager girls' predisposition to occupy in communication with the envioning dependent position (D+) indicates high probability of using by them a strategy of non-adaptive (N+) ($r=0,63$, $p<0,007$) and/or relatively adaptive (R+) direction ($r=0,36$, $p<0,047$).

The intensity of aggressive trends (A+) in the structure of everyday communicative behavior is the sign of the fact that facing life difficulties, the girls are not in disposition to use non-adaptive strategies (N-) ($r=-0,36$, $p<0,049$) to cope with the situations.

The ways to cope with difficult life situations as a predictor of behavior in everyday communication. Addressing to coping strategies of non-adaptive type (H+) when facing difficult life situations corresponds with the disposition to accentuate dependent (D+) ($r=0,63$, $p<0,007$) trends in everyday communication with the environment together with suppressing aggressive (A-) ($r=-0,36$, $p<0,049$) ones. Rare use of non-adaptive strategies (N-) for coping with difficult life situations correspondingly demonstrates that the girls are predisposed to be in everyday communication more aggressive (A+) ($r=-0,36$, $p<0,049$) and less dependent (D-) ($r=0,63$, $p<0,007$) compared to the partners of interaction.

Active use in difficult situations of the strategies of relatively adaptive type (R+) combines with the disposition to occupy dependent positions compared to the partners of everyday communication (D+) ($r=0,36$, $p<0,047$).

The analysis of the research results give us the ground to conclude that the delay of psychological development in childhood and the following compensation of the delay sufficiently impact operational-behavioral (socio-communicative skills) and resource-mobilization (coping strategies) components of personal communicative competence in senior teenage years. The most obviously the influence is manifested not so much at the level of a component as in the character of their interrelation and interaction between them. The teenagers with compensated psychological development delay possess the components considered closely connected and actively interact compared to “normative” teenagers of the same age, whose such regulatory formations function about autonomously.

This can be considered as the evidence of the fact that everyday communication situations are more difficult for the “special” teenagers than for the “normative” teenagers of the same age (which makes coping resources to be more actively engaged in building everyday contacts). “Special” teenagers more actively and often use their communicative skills in coping with difficult life situations, too. The very difficult situations are seen by the teenagers as communicatively mediated and potentially solvable by means of communication with the others involved to an extent in the situation.

The discovered peculiarities of socio-communicative skills and coping strategies specify existing in modern psychological science imaginations of phenomenology, regularities and mechanisms of childhood psychological development delay influence on regulation of social contacts and personal interaction on the later periods of a life trajectory. The data obtained allow for substantially clarify landmark base for developing and applying the programs of psychological support and development for teenagers with developmental delays as subjects of competent social behavior and interpersonal communication.

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