

Subject card

Subject name and code	Supporting the social development of persons from the autism spectrum, PG_00150022						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2028/2029		
Education level	uniform Master's studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	5	Language of instruction			Polish		
Semester of study	9	ECTS credits			2.0		
Learning profile	academic	Assessment form			exam		
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Agnieszka Wojnarowska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		0.0		20.0	50
Subject objectives	To familiarize students with ways and forms of supporting social development in working with people with autism spectrum disorders.						
Learning outcomes	Course outcome		Subject outcome			Method of verification	
	[PEDSPECJ5_W08] He/she has in-depth knowledge and understanding of the specificity of functioning of disabled persons, including students with special educational needs; he/she knows their potential, needs and limitations in the field of education, upbringing, rehabilitation, therapy and resocialisation					[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion	
	[PEDSPECJ5_W05] He/she knows and understands in an in-depth way theories of human development in the life cycle both in a biological, biomedical, psychological and social aspect, and in the context of a person's subjectivity in the educational, social and cultural area					[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion	
Subject contents	Social development, what is it? Social competence, what is it? (emotions, social norms, communication, theory of mind, self-knowledge and self-awareness, assertiveness, coping in difficult situations, cooperation). Social development in the autism spectrum. Triad (disorders of development of social interactions; disorders of development of social communication; disorders of development of imagination and understanding of social situations) Differences/disorders/otherness Neurotypical/neurodiverse Deficit of theory of mind, disorders of central coherence, chain of fears. Support strategies: Strategies used during transfer of skills Social Skills Training Working with the triad, Taking someone's perspective and developing empathy, recognizing emotions Using non-verbal communication Conversational skills, coping with frustration and anxiety Building and maintaining friendships, self-knowledge and self-awareness.						
Prerequisites and co-requisites							

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		51.0%	100.0%
Recommended reading	Basic literature	Greenpan S.I., Wieder S. (2014), Reaching a Child with Autism. How to Help Children Establish Relationships, Communicate, and Think. The Floortime Method, Jagiellonian University Publishing House, Kraków. Kaufman R.K. (2016), Autism. A Breakthrough in Approach, Vivante, Białystok. Silberman S., (2017), "Neurotribes. The Legacy of Autism and the Future of Neurodiversity, Vivante, Białystok. Leaf R., McEachin J. (ed.) (2017), Work on Development, LTW, Warsaw. McKernan T., Mortlock J., (1995), Autism in the Spotlight. A Manual with Exercises for Professionals, Community of Hope Foundation. A. Schenk, C. Hellingman, (2015), Strategy for Dealing with Children with Autism, JAK Publishing House. E. Notbohm, V. Zysk, (2016), 1001 tips for parents and therapists of children with autism and Asperger's syndrome, Jagiellonian University Publishing House. Griffin S., Sandler D., (2018), Motivate to communicate! 300 exercises, games and activities for children with autism, Harmonia Publishing House.	
	Supplementary literature	Baron Cohen S. (2015), Theory of evil. On empathy and the genesis of cruelty., Smak Słowa, Sopot. Sacks O., (1995), Anthropologist on Mars, Zysk i S-ka, Ponań. Smogrzewska J., (2019), School environment and the development of theory of mind in children of early school age. Longitudinal study of students with and without disabilities, PWN Publishing House.	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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