

**Subject card**

<b>Subject name and code</b>	Diagnosis and assessment of the functioning of people with intellectual disabilities, PG_00150034						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2027/2028		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	4	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	7	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Agnieszka Woynarowska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		0.0		20.0	50
<b>Subject objectives</b>	Preparing students for independent programming of supporting the development of people with intellectual disabilities based on the diagnosis of their functioning (functional diagnosis). Familiarizing students with available functional diagnosis sheets						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDSPECJ5_K01] The graduate is ready to critically evaluate their own actions and those of the teams he/she manages, understands the need for continuous education and personal development	K_K01 is ready to critically evaluate his/her own actions and those of the teams he/she manages, understands the need for continuous education and personal development in the context of taking action in the field of functional diagnosis of a person with a disability	[SK5] implementation of a problem task
	[PEDSPECJ5_K06] The graduate is ready to formulate moral problems and ethical dilemmas related to his/her own and other people's work as a special educator;		[SK5] implementation of a problem task
	[PEDSPECJ5_U13] The graduate can use theoretical approaches in an in-depth way in order to analyse, interpret and design strategies of pedagogical actions; he/she can generate solutions to particular pedagogical problems and forecast the course of their solution and predict the consequences of planned actions.		[SU5] implementation of a problem task
	[PEDSPECJ5_W20] He/she knows the methodology of tasks, norms, procedures and good practices used in institutions related to the sphere of activity of pedagogy and special pedagogy		[SW5] implementation of a problem task
	[PEDSPECJ5_W15] Has in-depth knowledge of methods, techniques and data acquisition tools indispensable in designing and conducting research in pedagogy and special pedagogy; knows basic paradigmatic traditions of social and humanistic research from which particular methods originate; knows the specificity of research on persons with disabilities and persons from their environment		[SW5] implementation of a problem task
	[PEDSPECJ5_U12] The graduate can evaluate, to a deeper extent, the usefulness of typical methods, techniques, procedures and good practices for the implementation of tasks and solutions to problems related to the selected sphere of pedagogical activity, including tasks related to rehabilitation, resocialisation and therapy		[SU5] implementation of a problem task
	[PEDSPECJ5_W12] He/she knows and understands how to identify, diagnose and document (using information processing tools) the special needs of people with disabilities		[SW5] implementation of a problem task
Subject contents	Methods of assessing the level of functioning of people with profound, significant, moderate and mild intellectual disabilities (analysis of selected methods and construction of observation sheets - PAC, PAS, PEP-R, J. Kielin Student Achievement Profile, TTAP, ICF). Designing diagnostic tasks for assessing the level of functioning of a student in a selected area. Principles of interpreting diagnostic results and formulating conclusions for education and rehabilitation/therapy		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		100.0%	100.0%

Recommended reading	Basic literature	Marcinkowska B., Wołowicz A. (2010): Multidisciplinary assessment of the level of functioning and construction of individual programs for persons with more profound intellectual disabilities.(Chapter I, II, IV). Głodkowska J. (1999). Getting to know the student of a special school Kielin J.(2008) Profile of student achievement Witkowski T. (1996) Manual for the PAC-1 INVENTORY BY H.C. GUNZBURG FOR ASSESSMENT OF PROGRESS IN SOCIAL DEVELOPMENT OF PERSONS WITH MENTAL RESTRICTED. Lublin. Witkowski T. (1996) Manual for the PAC-2 INVENTORY BY H.C. GUNZBURG FOR ASSESSMENT OF PROGRESS IN SOCIAL DEVELOPMENT OF PERSONS WITH MENTAL RESTRICTED. Lublin. Witkowski T. (1996) Manual for the PPAC H.C. GUNZBURG INVENTORY FOR ASSESSING THE PROGRESS IN THE SOCIAL DEVELOPMENT OF PERSONS WITH MENTAL RESTRICTED. Lublin. Marcinkowska B. (2004). Diagnosis of functional skills of children with intellectual disability. (in:) Personality, self-fulfilment, responsibility, safety, autonomy; theory, empirics and practice in the rehabilitation of persons with intellectual disability from childhood to late adulthood. Eds.: J. Głodkowska, A. Giryński, APS, Warsaw Marcinkowska B.(2009). Diagnosis for the quality of life of persons with intellectual disability. (in:) SPECIAL PEDAGOGY. Different searches common mission. Marcinkowska B. (2013). Model of communicative competences of persons with more profound intellectual disability - in search of reciprocity and cooperation Warsaw: APS. Schopler E. (and co.): Psychoeducational profile. SPOA, Gdańsk 1995
	Supplementary literature	Schopler E., Lansing M., Reichler R., (1995), Individualized assessment and therapy of autistic children and children with developmental disorders, vol. 2:Teaching techniques for parents and professionals, SPOA, Gdańsk.Kostrzewski J., (2006), Intellectual disability: views, methods of diagnosis and support [in:] ed. A. Czapiga, Psychological support of the child's mental development, Wrocław.K.Bobińska, T.Pietras, P.Gałecki(2012), Intellectual disability - etiopathogenesis, epidemiology, diagnosis, therapy, Wrocław
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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