

Subject card

Subject name and code	Early support of child development from the autism spectrum, PG_00150018						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2028/2029		
Education level	uniform Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	4		Language of instruction		Polish		
Semester of study	8		ECTS credits		2.0		
Learning profile	academic		Assessment form				
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Małgorzata Moszyńska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	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	Nie dotyczy.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.1A.W.1] Knows and understands the medical basis of autism spectrum disorders; anatomy and physiology of the nervous system in the context of developmental deficits and abnormalities in the autism spectrum and psychosocial conditions for the functioning of people with autism spectrum disorders; issues of genetic disorders and multiple disabilities; basics of psychiatry, psychopathology and neurology; childhood diseases and selected medical problems concerning children with autism spectrum disorders, including diets, supplementation, pharmacotherapy; tools for monitoring the health of children; diagnostic criteria for autism spectrum disorders, their conditions and epidemiology; the place of autistic disorders in medical nosological classifications (ICD, DSM) and functional classification (ICF); principles of differential diagnosis; the issue of autism spectrum disorders in the context of hearing loss, intellectual development disorders and other disorders and disabilities; school functioning of students with autism spectrum disorders and its conditions	Has knowledge of the medical basis of autism spectrum disorders, including the anatomy and physiology of the nervous system in the context of developmental deficits. Understands the psychosocial determinants of functioning in people with autism and issues of genetic disorders and associated disabilities. Knows the basics of psychiatry, psychopathology, neurology, as well as health issues of children with autism, including diet, supplementation and pharmacotherapy. They are able to use health monitoring tools, know the diagnostic criteria and nosological classifications (ICD, DSM) and the principles of differential diagnosis. They understand the context of autism in the case of other disorders and disabilities and know the specifics of school functioning of students with autism.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[E.1A.W.2] Knows and understands the psychological and pedagogical foundations of knowledge about autism spectrum disorders and preventive and supportive activities; basics of neuropsychology; the issue of autism spectrum disorders in the context of other neurodevelopmental disorders, including aphasia, cerebral palsy and ADHD; psychological characteristics of people with autism spectrum disorders in various developmental periods; early symptoms of autism; the importance of the physical environment, stimulation and sensory integration in autism; the specificity of cognitive, emotional and social functioning in autism spectrum disorders; the issue of speech, language and communication of people with autism spectrum disorders; principles of psychopedagogical diagnosis of students with autism spectrum disorders, including functional profiles; diagnostic methods and tools, with particular emphasis on the international "gold diagnostic standard" ADI-R (Autism Diagnostic Interview-Revised) and ADOS (Autism Diagnostic Observation Schedule); methods of augmentative and alternative communication (AAC); the role of the computer, media and new technologies in the therapy of people with autism spectrum disorders; psychological and pedagogical methods used in autism therapy in the context of evidence-based practice, including ESDM (The Early Start Denver Model); principles of behavior correction and methods for solving educational problems in children or students with autism spectrum disorders; different approaches to education and therapy of children or students with autism spectrum disorders, including educational and therapeutic models, selected methods and forms of work and therapy; issues of working with parents or guardians of a child or student with autism spectrum disorders, therapeutic support and psychosocial help for the family, support for a person with autism spectrum disorders in adult life; issues of employment of adults with autism spectrum disorders	The student knows and understands the psychological, pedagogical and neuropsychological basis of autism spectrum disorders and methods of early child development support. They are able to diagnose early symptoms of autism, plan and implement therapeutic activities, adapting them to the individual needs of the child. Knows methods of supportive communication, sensory integration and evidence-based therapy, including ESDM. Understands the role of cooperation with parents and specialists and the importance of social and professional support for people with autism. Is prepared to work in institutions dealing with early intervention and therapy for children with ASD.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion

	Course outcome	Subject outcome	Method of verification
	[E.1A.U.2] Is able to analyze the psychological and pedagogical bases of knowledge about autism spectrum disorders and preventive and supportive activities; analyze the basics of neuropsychology; identify autism spectrum disorders and other neurodevelopmental disorders, including aphasia, cerebral palsy and ADHD; make a psychological characterization of people with autism spectrum disorders in different developmental periods; recognize early symptoms of autism; determine the physical environment, stimulation and sensory integration in autism; analyze the specificity of cognitive, emotional and social functioning in autism spectrum disorders; analyze the speech, language and communication of people with autism spectrum disorders; carry out a psychopedagogical diagnosis of students with autism spectrum disorders, including functional profiles; use diagnostic methods and tools, with particular emphasis on the international "gold diagnostic standard" ADI-R (Autism Diagnostic Interview-Revised) and ADOS (Autism Diagnostic Observation Schedule); use methods of augmentative and alternative communication (AAC); define the role of the computer, media and new technologies in the therapy of people with autism spectrum disorders; analyze the psychological and pedagogical methods used in autism therapy in the context of evidence-based practice, including ESDM (The Early Start Denver Model); solve educational problems and apply behavior correction in children or students with autism spectrum disorders and present different approaches to the education and therapy of these children and students; describe educational and therapeutic models, selected methods and forms of work and therapy; plan and implement work with parents or guardians of a child or student with autism spectrum disorders, therapeutic support and psychosocial help for the family; define and implement support for a person with autism spectrum disorders in adult life and identify employment problems for these people	They are able to analyze autism spectrum disorders in a psychological-pedagogical and neuropsychological context, recognize their early symptoms, and differentiate them from other neurodevelopmental disorders. They use diagnostic tools (ADI-R, ADOS), augmentative and alternative communication (AAC) methods, and evidence-based therapeutic approaches (ESDM). It implements educational and therapeutic strategies, supports families and helps people with ASD in adult life, including in terms of employment.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[E.1A.K.2] is ready to use the acquired knowledge to analyze pedagogical events	They are prepared to apply their knowledge in the analysis of pedagogical situations.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
Subject contents	Nie dotyczy.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	51.0%	50.0%
	nie dotyczy	51.0%	50.0%
Recommended reading	Basic literature	Nie dotyczy.	
	Supplementary literature	Nie dotyczy.	
	eResources addresses	Adresy na platformie eNauczanie:	

Example issues/ example questions/ tasks being completed	
Work placement	Not applicable

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