

Subject card

Subject name and code	Early pedagogical therapy, PG_00150058						
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	7		ECTS credits			3.0	
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		mgr Dagmara Kubiak-Kazula				
	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		50.0	80
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.2WW.W.1] Knows and understands functional diagnosis in early support of child development, multi-specialist assessment of the child's development and the sphere of its proximal development; the idea of designing comprehensive therapeutic support for the child, their family or caregivers, supportive interaction programs and their evaluation, the methodology of multi-profile improvement and organization of cooperation in an interdisciplinary team; the role of the specialist's workshop in the field of early support of child development; the methodology of basic education, stimulation and sensory integration; the methodology of training interactions between a small child and parents or caregivers; the methodology of early education.	As part of the course, the student acquires knowledge about functional diagnosis in preschool-aged children and the importance of a multidisciplinary assessment of their development and potential. The course introduces the core principles of designing comprehensive therapeutic support tailored to the needs of the child and their family or caregivers. The student becomes familiar with creating and evaluating individualized support programs that foster development and respond to both the child's capabilities and the educational expectations of school settings. The course also covers the methodology of early education based on a holistic approach that integrates various developmental domains. Special emphasis is placed on basal education, sensory stimulation and integration, as well as training in parent-child interaction as foundational for building school readiness. The student understands the value of interdisciplinary cooperation and is aware of the role of early intervention specialists, their methods, tools, and professional responsibilities in supporting the development of young children.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[E.2WW.U.1] Is able to plan, conduct and analyze functional diagnosis in early support of child development; plan, implement and interpret multi-specialist assessment of the child's development and the sphere of its closest development; design comprehensive therapeutic support for the child and its family; plan, implement and evaluate programs of supporting activities; implement the methodology of multi-profile improvement and organization of cooperation in an interdisciplinary team; define the role of the specialist's workshop in the field of early support of child development; plan and implement the methodology of basic education, stimulation and sensory integration; plan and implement the methodology of training interactions between a small child and its parents or guardians; plan and implement the methodology of early education	Within the course, the student develops practical skills in planning, conducting, and analyzing functional diagnosis in early childhood, with a focus on assessing the child's developmental potential. The student is able to plan and implement a multidisciplinary developmental assessment, taking into account the child's zone of proximal development and their individual educational and therapeutic needs. This knowledge and experience enable the student to design comprehensive therapeutic support plans for the child and their family, as well as to create, implement, and evaluate developmental support programs. The student learns to apply the methodology of multiprofile stimulation and to coordinate collaboration within an interdisciplinary team, which is essential in early intervention. Throughout the course, the student gains the ability to plan and conduct activities based on basal education, sensory stimulation and integration, and interaction training between the child and their caregivers. Additionally, the student learns to apply early education strategies that support the child's readiness for school. These skills prepare the student to carry out intentional and developmentally appropriate interventions tailored to the individual needs of the child.	[SU1] oral statement/conversation/discussion [SU2] 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%	70.0%
	nie dotyczy	51.0%	30.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed	nie dotyczy		
Work placement	Not applicable		

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