

## Subject card

|                                             |                                                                                                                                                                                                                                                             |                                                          |                                         |                                     |                                                                          |            |     |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------|-------------------------------------|--------------------------------------------------------------------------|------------|-----|
| Subject name and code                       | Diagnosis and assessment of the functioning of people with intellectual disabilities, PG_00150034                                                                                                                                                           |                                                          |                                         |                                     |                                                                          |            |     |
| 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<br>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                            |                                     | 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 hab. Agnieszka Woynarowska           |                                     |                                                                          |            |     |
|                                             | 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                          | 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                                                            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                                 | [E.2I.W.1] Knows and understands the methodology of teaching students with mild intellectual disabilities in early school education; the core curriculum of general education in primary school (grades I–III), adaptation of teaching content and its implementation in relation to a child with mild intellectual disabilities; constructivist paradigm; methodology of early school teaching in various areas of education; specialized solutions, with particular emphasis on learning to read and write and mathematical education; the work center method as a proposal for working with students with mild intellectual disabilities at the first stage of education; constructing and evaluating individual educational and therapeutic programs at the first stage of education                                                             | [15561] [E.2I.W.1] Knows and understands the methodology of teaching pupils with mild intellectual disabilities in early school education; core curriculum for general education in primary school (grades 1-3), adaptation of teaching content and its implementation in relation to a child with a mild intellectual disability; constructivist paradigm; early school teaching methodology in various areas of education; specialised solutions, with a particular focus on reading and writing and mathematics education; the method of work centres as a proposal for working with pupils with mild intellectual disabilities in the first stage of education; constructing and evaluating individual educational and therapeutic programmes in the first stage of education. Knows the diagnostic tools for intellectual disabilities.                                         | [SW3] text preparation/written work<br>[SW5] implementation of a problem task     |
|                                 | [E.2I.K.4] Is ready to cooperate with teachers and specialists in order to improve his/her work skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | [15752] [E.2I.K.4] Is willing to work with teachers and specialists to improve their work methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | [SK1] oral statement/conversation/discussion                                      |
|                                 | [E.2I.U.1] Is able to analyze the methodology of teaching students with mild intellectual disabilities in early school education; analyze and implement the core curriculum of general education in primary school (grades I–III), adapt the content of teaching and their implementation in relation to a child with mild intellectual disabilities; analyze the constructivist paradigm; analyze the methodology of early school teaching in various areas of education; analyze and apply specialized solutions, with particular emphasis on learning to read and write and mathematics education; use the work center method as a proposal for working with students with mild intellectual disabilities at the first stage of education; construct and evaluate individual educational and therapeutic programs at the first stage of education | [15673] [E.2I.U.1] Can analyse the methodology of teaching pupils with mild intellectual disabilities in early school education; analyse and implement the core curriculum for general education in primary school (grades I–III), adapt the teaching content and its implementation for children with mild intellectual disabilities; analyse the constructivist paradigm; analyse early school teaching methods in various areas of education; analyse and apply specialised solutions, with a particular focus on reading, writing and mathematics; apply the work centre method as a proposal for working with pupils with mild intellectual disabilities in the first stage of education; construct and evaluate individual educational and therapeutic programmes in the first stage of education. Can make a functional diagnosis of a person with intellectual disabilities. | [SU5] implementation of a problem task<br>[SU6] demonstration of practical skills |
| 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%                                                                            |

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| 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     | Adresy na platformie eNauczanie:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Example issues/<br>example questions/<br>tasks being completed |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Work placement                                                 | Not applicable           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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