

**Subject card**

|  |   |  |                       |                                     |  |            |     |
|--|---|--|-----------------------|-------------------------------------|--|------------|-----|
| <b>Subject name and code</b>                       | Diagnosis and evaluation of the functioning of people from the autism spectrum, PG_00202488   |  |                       |                                     |  |            |     |
| <b>Field of study</b>                              | Special Pedagogy  |  |                       |                                     |  |            |     |
| <b>Date of commencement of studies</b>             | October 2026  | <b>Academic year of realisation of subject</b>           |                       |                                     | 2029/2030  |            |     |
| <b>Education level</b>                             | uniform Master's studies  | <b>Subject group</b>                                     |                       |                                     | Obligatory subject group in the field of study<br>Optional subject group<br>Subject group related to scientific research 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>                             |   |  |                       |                                     |  |            |     |
| <b>Name and surname of lecturer (lecturers)</b>    | <b>Subject supervisor</b>   |  | mgr Martyna Olszewska |                                     |  |            |     |
|  | <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   |                       | 5.0                                 |  | 15.0       | 50  |
| <b>Subject objectives</b>                          | Introducing students to the diagnostic criteria for autism;<br>Familiarizing students with diagnostic methods for individuals with autism spectrum disorders, both in terms of developmental and differential diagnosis;<br>Equipping students with practical skills to conduct a functional assessment of a child with autism spectrum disorder. |  |                       |                                     |  |            |     |

| Learning outcomes | Course outcome   | Subject outcome   | Method of verification  |
|-------------------|--|---|---|
|                   | <p>[E.2A.U.1] Is able to analyze the methodology of early development support for a child with autism spectrum disorders; plan, implement and interpret a multi-specialist assessment of the level of functioning; plan didactic, educational and therapeutic work with children and adolescents with autism spectrum disorders; adapt educational requirements to the special educational needs of students with autism spectrum disorders; determine the principles of co-organization of didactic classes by a teacher supporting a student with autism spectrum disorders and other neurodevelopmental disorders; determine the role of specialist classes and comprehensive interdisciplinary rehabilitation and the methodology of individual rehabilitation classes for students with autism spectrum disorders; plan and implement the methodology of social skills training, the methodology of activation classes in a school group; develop the passions and interests of students with autism spectrum disorders; plan and implement career counseling and support the professional development of people with autism spectrum disorders</p> | <p>The student is able to analyze diagnostic documentation and apply appropriate methods to carry out a functional assessment of a child with autism spectrum disorder.</p> <p>The student is able to plan the diagnostic process and interpret its results in the context of creating individualized developmental support programs.</p>   | <p>[SU1] oral statement/conversation/discussion<br/>[SU2] presentation/project/paper/report</p> |
|                   | <p>[E.2A.K.4] is ready to cooperate with teachers and specialists in order to improve his/her work skills</p>  | <p>The student is prepared to collaborate with teachers, specialists, and families in the process of diagnosing and assessing the functioning of individuals with ASD, and to improve their own diagnostic skills.</p>  | <p>[SK1] oral statement/conversation/discussion<br/>[SK2] presentation/project/paper/report</p> |
|                   | <p>[E.2A.W.1] has in-depth knowledge and understanding of the methodology of early support for the development of a child with autism spectrum disorders and the multi-specialist assessment of the level of his/her functioning; principles of planning didactic, educational and therapeutic work with children and adolescents with autism spectrum disorders; the need to adapt educational requirements to the special needs of students with autism spectrum disorders, principles of co-organizing didactic classes by a teacher supporting a student with autism spectrum disorders and other neurodevelopmental disorders; the role of classes</p>  | <p>The student knows and understands the diagnostic criteria for autism spectrum disorders (DSM, ICD) as well as the basics of differential and functional diagnosis in relation to individuals with ASD.</p> <p>The student is familiar with the principles and stages of conducting a multidisciplinary assessment of the functioning level of a child with ASD and with diagnostic tools used in practice.</p> | <p>[SW1] oral statement/conversation/discussion<br/>[SW2] presentation/project/paper/report</p> |

| Subject contents   | <p>Class content:</p> <p>Early detection of autism risk (CHAT questionnaire, Badabada program).</p> <p>Autism diagnosis through direct behavioral observation (CARS scale).</p> <p>Assessment of the functioning of a person with autism spectrum disorder in the areas of:</p> <ol style="list-style-type: none"> <li>1) Psychomotor and language development (PEP-R, ABLLS, VB-MAPP),</li> <li>2) Social maturity (PAC test, TTAP),</li> <li>3) Intelligence (IDS scale, Stanford-Binet 5),</li> <li>4) Sensory integration disorders (SCSIT tests).</li> </ol> |                               |                   |                               |              |       |        |  |  |
|--|---|-------------------------------|-------------------|-------------------------------|--------------|-------|--------|--|--|
| Prerequisites and co-requisites                                | Knowledge of the etiology and epidemiology of autism and procedures in the diagnostic process for a child with developmental disorders.   |                               |                   |                               |              |       |        |  |  |
| Assessment methods and criteria                                | <table border="1"> <thead> <tr> <th>Subject passing criteria</th> <th>Passing threshold</th> <th>Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>Nie dotyczy.</td> <td>51.0%</td> <td>100.0%</td> </tr> </tbody> </table>  | Subject passing criteria      | Passing threshold | Percentage of the final grade | Nie dotyczy. | 51.0% | 100.0% |  |  |
| Subject passing criteria                                       | Passing threshold   | Percentage of the final grade |                   |                               |              |       |        |  |  |
| Nie dotyczy.   | 51.0%   | 100.0%                        |                   |                               |              |       |        |  |  |
| Recommended reading  | Basic literature  | Nie dotyczy.                  |                   |                               |              |       |        |  |  |
|  | Supplementary literature  | Nie dotyczy.                  |                   |                               |              |       |        |  |  |
|  | eResources addresses  |                               |                   |                               |              |       |        |  |  |
| Example issues/<br>example questions/<br>tasks being completed | <p>Substantive preparation for classes;</p> <p>Practical project: formal and content-related accuracy.</p>  |                               |                   |                               |              |       |        |  |  |
| Work placement   | Not applicable  |                               |                   |                               |              |       |        |  |  |

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