

Subject card

Subject name and code	Issues in Speech Therapy with a Person with Intellectual Disability, PG_00208131						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2029/2030		
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		credit		
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		20.0	50
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.21.U.2] Is able to analyze the organization and specificity of education of students with mild intellectual disabilities at the II and III stage of education; carry out the tasks of a teacher - educator at various stages of education; comply with the principles and rules of didactic and educational work; determine the objectives, content of education, teaching resources, teaching methods, forms of organizing classes, plan extracurricular activities, present the teacher's methodological support; analyze and apply strategies for organizing classes in various forms of education of students with mild intellectual disabilities, including those with additional conjugated disorders; analyze the methodological aspects of educational errors; present the methodological aspects of cooperation with parents or guardians of students and specialists	As part of the course, the student develops skills in analyzing the organization and specificity of education for students with mild, moderate, and severe intellectual disabilities, with particular focus on their communicative challenges and speech therapy needs. The student learns how to plan and carry out the tasks of a teacher-educator in the context of supporting the speech and language development of learners, as well as fostering their communicative competences during daily educational and instructional activities. Drawing on speech therapy knowledge, the student is able to define therapeutic goals, select appropriate teaching methods, educational materials, and organizational forms of activities aimed at developing both verbal and non-verbal communication in students with intellectual disabilities—within both formal education and extracurricular support. The student also gains the ability to analyze and apply strategies for conducting classes for learners with co-occurring disorders, recognizing the methodological aspects of working with communicative difficulties. Throughout the course, the student acquires competencies related to collaboration with parents and specialists, understands their role in the therapeutic process, and is able to respond to educational mistakes by analyzing their consequences and selecting appropriate methods to support the child's communication development.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[E.2I.K.4] Is ready to cooperate with teachers and specialists in order to improve his/her work skills	As part of the course, the student develops a readiness to collaborate with teachers, speech therapists, and other specialists, recognizing the importance of joint efforts to ensure effective speech therapy and the development of communication competences in individuals with intellectual disabilities. The student understands that effective speech and language intervention requires a multidisciplinary approach and a continuous improvement of one's professional competencies and practical skills. The course fosters openness to dialogue and the exchange of experiences within the educational-therapeutic team and promotes a sense of shared responsibility for the outcomes of work with students who experience communicative difficulties. The student develops the ability to cooperate with the child's family, understanding their crucial role in supporting speech and language development and maintaining therapeutic progress outside of the school setting. This learning outcome encourages not only an understanding of interprofessional collaboration but also self-reflection and appreciation for lifelong learning in the field of special education and speech therapy.	[SK1] oral statement/conversation/discussion

	<table><tr><th>Course outcome</th><th>Subject outcome</th><th>Method of verification</th></tr><tr><td>[E.2I.W.3] has in-depth knowledge and understanding of the methodology of upbringing and educating students with moderate and severe intellectual disabilities in various types of institutions of the education system, at various stages of education; the core curriculum of general education for students with moderate or significant intellectual disabilities in primary schools and general education for a special school preparing for work; multi-specialist assessment of the level of functioning of a student and development and modification of an individual educational and therapeutic program; specialized methods of developing personal, communication and social competences; principles of organizing the school space and the optimal workstation; the role of cooperation with family, teachers and specialists;</td><td>As part of the course, the student acquires knowledge corresponding to the learning outcome [E.2I.W.3], which concerns the methodology of education and upbringing of students with moderate and severe intellectual disabilities, as well as knowledge of the core curriculum for this group of learners. Through familiarization with basic speech therapy terminology and areas of interest in the field, the student learns about the specifics of communication in children with intellectual disabilities and gains knowledge of oligophasia as a characteristic speech disorder within this population. The course also introduces specialized methods for developing personal, communicative, and social competences, which are an integral part of effective pedagogical and therapeutic work with students with intellectual disabilities. The student acquires knowledge about the importance of a multidisciplinary assessment of the child's functioning, including speech and language diagnosis as one of its elements, and learns the principles of designing individualized educational and therapeutic programs that incorporate speech therapy support. In the context of the course, the principles of organizing educational space to support the communicative development of students with speech and language difficulties are also discussed, along with the importance of collaboration with families and professionals (including speech therapists) in planning and implementing effective therapy. As a result, the student not only understands the methodology of working with students with moderate or severe intellectual disabilities, but also recognizes the role of communicative competence as a key element in the educational and social functioning of these learners.</td><td>[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report</td></tr></table>	Course outcome	Subject outcome	Method of verification	[E.2I.W.3] has in-depth knowledge and understanding of the methodology of upbringing and educating students with moderate and severe intellectual disabilities in various types of institutions of the education system, at various stages of education; the core curriculum of general education for students with moderate or significant intellectual disabilities in primary schools and general education for a special school preparing for work; multi-specialist assessment of the level of functioning of a student and development and modification of an individual educational and therapeutic program; specialized methods of developing personal, communication and social competences; principles of organizing the school space and the optimal workstation; the role of cooperation with family, teachers and specialists;	As part of the course, the student acquires knowledge corresponding to the learning outcome [E.2I.W.3], which concerns the methodology of education and upbringing of students with moderate and severe intellectual disabilities, as well as knowledge of the core curriculum for this group of learners. 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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						
Example issues/ example questions/ tasks being completed							
Work placement	Not applicable						