

Subject card

Subject name and code	Disruptive Behaviours Analysys, PG_00208132						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2026		Academic year of realisation of subject			2030/2031	
Education level	uniform Master's studies		Subject group			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study	
Mode of study	full-time studies		Mode of delivery			at the university	
Year of study	5		Language of instruction			Polish	
Semester of study	9		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		dr Agnieszka Skotnicka				
	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.2I.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	E.2I.U2. Analyzing the organization and specifics of educating students with mild intellectual disabilities at the second and third educational stages; fulfilling the tasks of a teacher-educator at different educational stages; adhering to the principles and rules of didactic and educational work; defining educational goals, content, teaching resources, teaching methods, forms of lesson organization, planning extracurricular activities, and presenting methodological support for teachers; analyzing and applying strategies for organizing lessons in various forms of education for students with mild intellectual disabilities, including those with additional co-occurring disorders; analyzing the methodological aspects of educational errors; presenting methodological aspects of cooperation with parents or guardians of students and specialists.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU6] demonstration of practical skills
	[E.2I.W.2] has in-depth knowledge and understanding of the organization and specificity of educating students with mild intellectual disabilities at the second and third level of education; the tasks of the teacher - educator at various stages of education; the principles and rules of didactic and educational work; objectives, content of education, teaching resources, teaching methods, forms of organizing classes, extracurricular activities, methodological support for the teacher, strategies for organizing classes in various forms of education of students with mild intellectual disabilities, including those with additional conjugated disorders; methodological aspects of educational errors and cooperation with parents or guardians of students and specialists	E.2I.W2. Organization and specifics of educating students with mild intellectual disabilities at the second and third educational stages; tasks of the teacher-educator at various educational stages; principles and rules of didactic and educational work; educational goals, content, teaching resources, teaching methods, forms of organizing lessons, extracurricular activities, methodological support for teachers, strategies for organizing lessons in different forms of education for students with mild intellectual disabilities, including those with additional co-occurring disorders; methodological aspects of educational errors and cooperation with parents or guardians of students and specialists.	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[E.2I.K.2] Is ready to professionally resolve conflicts in the school classroom and educational group	E.2I.K2. Professionally resolving conflicts in the classroom and educational groups.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills
Subject contents	nie dotyczy		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	50.0%	90.0%
	nie dotyczy	75.0%	10.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	brak	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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