

## Subject card

|                                             |                                                                                      |                                                          |                                         |                                     |                                                                                                                                                |            |     |
|---------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----|
| Subject name and code                       | Methods Supporting Development of People with Autism Spectrum [Lecture], PG_00208333 |                                                          |                                         |                                     |                                                                                                                                                |            |     |
| 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<br>Optional subject group<br>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                               | 4                                                                                    |                                                          | Language of instruction                 |                                     | Polish                                                                                                                                         |            |     |
| Semester of study                           | 8                                                                                    |                                                          | ECTS credits                            |                                     | 3.0                                                                                                                                            |            |     |
| Learning profile                            | academic                                                                             |                                                          | Assessment form                         |                                     | exam                                                                                                                                           |            |     |
| Conducting unit                             | Institute of Education -> Faculty of Social Sciences -> Rector                       |                                                          |                                         |                                     |                                                                                                                                                |            |     |
| Name and surname of lecturer (lecturers)    | Subject supervisor                                                                   |                                                          | dr Małgorzata Moszyńska                 |                                     |                                                                                                                                                |            |     |
|                                             | Teachers                                                                             |                                                          |                                         |                                     |                                                                                                                                                |            |     |
| Lesson types                                | Lesson type                                                                          | Lecture                                                  | Tutorial                                | Laboratory                          | Project                                                                                                                                        | Seminar    | SUM |
|                                             | Number of study hours                                                                | 30.0                                                     | 0.0                                     | 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                                 |                                                                                                                                                | 45.0       | 75  |
| Subject objectives                          | nie dotyczy                                                                          |                                                          |                                         |                                     |                                                                                                                                                |            |     |

| Learning outcomes               | Course outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Subject outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Method of verification                                                            |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                                 | [E.2A.K.1] is ready to show empathy to children and students who need support and help                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | is empathetic towards children and pupils, provides support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | [SK1] oral statement/conversation/discussion<br>[SK4] test/exam - oral or written |
|                                 | [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 | The student is able to analyze the methodology of early support for the development of children with autism spectrum disorder (ASD) and plan, conduct, and interpret a multidisciplinary assessment of their functioning. They can design and implement educational, upbringing, and therapeutic programs tailored to the needs of children and adolescents with ASD, as well as adapt educational requirements to their special needs. They are able to define the principles of co-organizing educational activities by a support teacher working with students with ASD and other neurodevelopmental disorders. They understand the role of specialized activities, interdisciplinary rehabilitation, and individualized therapy in the development of individuals with ASD. They can plan and implement social skills training, as well as activation activities in a school group. Additionally, they support the development of students' interests and passions, provide career counseling, and facilitate the professional growth of individuals with ASD.                                                                                                                                                     | [SU1] oral statement/conversation/discussion<br>[SU4] test/exam - oral or written |
|                                 | [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 multi-specialist assessment of the level of their 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 specialist classes and comprehensive interdisciplinary rehabilitation and the methodology of individual rehabilitation classes for students with autism spectrum disorders; methodology of social skills training and activation classes in a school group; the importance of developing passions and interests, as well as the issues of career counseling and supporting the professional development of people with autism spectrum disorders                                                           | The student knows and understands various therapy methods used in working with individuals with autism spectrum disorder (ASD), considering their developmental needs, capabilities, and limitations. They can analyze and apply psychological and social theories of human development in the context of supporting individuals with ASD. They are capable of designing therapeutic tasks and utilizing psychological and pedagogical diagnoses in planning support activities for individuals with ASD. They possess knowledge of the principles of organizing educational, upbringing, and therapeutic work with children and adolescents on the autism spectrum and adapting educational requirements to their needs. They understand the importance of interdisciplinary rehabilitation and specialized activities in the process of supporting the development of individuals with ASD. They can apply the methodology of social skills training and activation activities in a school group. They are familiar with strategies for supporting the professional development of individuals with autism spectrum disorder and the significance of career counseling in their social and professional functioning. | [SW4] test/exam - oral or written<br>[SW1] oral statement/conversation/discussion |
| 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%             | 95.0%                         |
|                                                                | nie dotyczy              | 50.0%             | 5.0%                          |
|                                                                |                          |                   |                               |
| Recommended reading                                            | Basic literature         | nie dotyczy       |                               |
|                                                                | Supplementary literature | nie dotyczy       |                               |
|                                                                | eResources addresses     |                   |                               |
| Example issues/<br>example questions/<br>tasks being completed | nie dotyczy              |                   |                               |
| Work placement                                                 | Not applicable           |                   |                               |

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