

Subject card

Subject name and code	Supporting Social Development of Persons with Autistic Spectrum [Lecture], PG_00208341						
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 hab. Agnieszka Woynarowska				
	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		20.0	50
Subject objectives	To familiarize students with ways and forms of supporting social development in working with people with autism spectrum disorders.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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	[15692] [E.2A.U.1] Is able to analyse the methodology of early support for the development of a child with autism spectrum disorder; plan, implement and interpret a multi-specialist assessment of the level of functioning; plan didactic, educational and therapeutic work with children and young people with autism spectrum disorders; adapt educational requirements to the special educational needs of pupils with autism spectrum disorders; define the principles of co-organising teaching activities by a teacher supporting a pupil with autism spectrum disorder and other neurodevelopmental disorders; define the role of specialist classes and comprehensive interdisciplinary rehabilitation and the methodology of individual rehabilitation classes for a pupil with autism spectrum disorder; plan and implement social skills training methods, methods of activating activities in the school group; develop the passions and interests of students with autism spectrum disorders; plan and implement career counselling and support the professional development of people with autism spectrum disorders	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[E.2A.K.2] is ready to professionally resolve conflicts in the school classroom and educational group	[15778] [E.2A.K.2] is ready to professionally resolve conflicts in the classroom and in the form group	[SK1] oral statement/conversation/discussion
	[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	[15577] [E.2A.W.1] Knows and understands the methodology of early support for the development of a child with autism spectrum disorder and the multi-specialist assessment of the level of their functioning; the principles of planning didactic, educational and therapeutic work with children and young people with autism spectrum disorders; the need to adapt educational requirements to the special needs of pupils with autism spectrum disorders, the principle of co-organising teaching activities by a teacher supporting a student with autism spectrum disorder and other neurodevelopmental disorders; the role of specialist classes and comprehensive interdisciplinary rehabilitation and the methodology of individual rehabilitation classes for a student with autism spectrum disorder; methodology of social skills training and activating activities in the school group; the importance of developing passions and interests, as well as the issue of career counselling and supporting the professional development of people with autism spectrum disorders	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
Subject contents	Social development, what is it? Social competence, what is it? (emotions, social norms, communication, theory of mind, self-knowledge and self-awareness, assertiveness, coping in difficult situations, cooperation). Social development in the autism spectrum. Triad (disorders of development of social interactions; disorders of development of social communication; disorders of development of imagination and understanding of social situations) Differences/disorders/otherness Neurotypical/neurodiverse Deficit of theory of mind, disorders of central coherence, chain of fears. Support strategies: Strategies used during transfer of skills Social Skills Training Working with the triad, Taking someone's perspective and developing empathy, recognizing emotions Using non-verbal communication Conversational skills, coping with frustration and anxiety Building and maintaining friendships, self-knowledge and self-awareness.		

Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	50.0%	5.0%
	nie dotyczy	51.0%	95.0%
Recommended reading	Basic literature	Greenpan S.I., Wieder S. (2014), Reaching a Child with Autism. How to Help Children Establish Relationships, Communicate, and Think. The Floortime Method, Jagiellonian University Publishing House, Kraków.Kaufman R.K. (2016), Autism. A Breakthrough in Approach, Vivante, Białystok.Silberman S., (2017), "Neurotribes. The Legacy of Autism and the Future of Neurodiversity, Vivante, Białystok.Leaf R., McEachin J. (ed.) (2017), Work on Development, LTW, Warsaw.McKernan T., Mortlock J., (1995), Autism in the Spotlight. A Manual with Exercises for Professionals, Community of Hope Foundation.A. Schenk, C. Hellingman, (2015), Strategy for Dealing with Children with Autism, JAK Publishing House.E. Notbohm, V. Zysk, (2016), 1001 tips for parents and therapists of children with autism and Asperger's syndrome, Jagiellonian University Publishing House.Griffin S., Sandler D., (2018), Motivate to communicate! 300 exercises, games and activities for children with autism, Harmonia Publishing House.	
	Supplementary literature	Baron Cohen S. (2015), Theory of evil. On empathy and the genesis of cruelty., Smak Słowa, Sopot.Sacks O., (1995), Anthropologist on Mars, Zysk i S-ka, Ponań.Smogrzewska J., (2019), School environment and the development of theory of mind in children of early school age. Longitudinal study of students with and without disabilities, PWN Publishing House.	
	eResources addresses		
	Example issues/ example questions/ tasks being completed		
Work placement	Not applicable		

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