

Subject card

Subject name and code	Early Developmental Support of a Child with Intellectual Disability [Lecture], PG_00208352						
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 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			credit	
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Karolina Tersa				
	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.11.K.2] Is ready to use the acquired knowledge to analyze pedagogical events	is ready to use knowledge to analyze the process of early development support for a young child with an intellectual disability and his or her family	[SK1] oral statement/conversation/discussion
	[E.11.U.1] Is able to analyze the foundations of education and rehabilitation of people with intellectual disabilities, the goals of pedagogy of these people and its tasks - historical approach, concepts, models and definitions of intellectual disability; determine the place of a student with intellectual disability in the education systems in Poland and other countries; define the personality and competences of a teacher (educator); analyze and determine the developmental needs and tasks of people with intellectual disabilities in different periods of life; justify the role of early support for the development of a child with intellectual disabilities; characterize the role of the family of a person with a disability and analyze and determine social support systems	is able to analyze therapeutic interactions with a small child with intellectual disabilities and his or her family, in terms of selected methods and forms of their implementation	[SU4] test/exam - oral or written
	[E.11.W.1] has in-depth knowledge and understanding of the basics of education and rehabilitation of people with intellectual disabilities; goals, tasks, subject of pedagogy of people with intellectual disabilities - historical approach; concepts, models and definitions of intellectual disability; place of a student with intellectual disability in the education systems in Poland and other countries; the issue of personality and scope of competences of a teacher (educator); developmental needs and tasks of people with intellectual disabilities in different periods of life; issues of early support for the development of a child with intellectual disability, the role of the family of this child and social support systems	understands the basics of early development support as a multidisciplinary activity and as a support program in the education system	[SW4] test/exam - oral or written
Subject contents	nie dotyczy		
Prerequisites and co-requisites	nie dotyczy		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	50.0%	1.0%
	nie dotyczy	50.0%	99.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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