

**Subject card**

<b>Subject name and code</b>	Work with a Young Child's with Developmental Disorders Family [Classes] , PG_00208472						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2030/2031		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	5	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	10	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Agnieszka Skotnicka				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		0.0		20.0	50
<b>Subject objectives</b>	" Nie dotyczy"						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	<p>[E.1WW.U.2] Is able to analyze the psychological and pedagogical foundations of early child development support and early therapeutic intervention, the basics of neuropsychology, developmental psychology, including prenatal psychology; determine the etiopathogenesis of developmental disorders and abnormalities; analyze the clinical psychology and psychopathology of a young child; determine the development factors and the educational environment of a young child, disability and the risk of disability and types of disabilities in children; determine and analyze neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD and language disorders; determine and analyze emotional and behavioral disorders in children; apply psychohygiene, prevention and early recognition of developmental disorders; plan the care and upbringing of a young child; plan psychoeducation and psychopedagogical support for parents and guardians of a child with developmental risks; plan and implement training in upbringing skills; use play and activation methods in working with a young child; determine the role of socialization and socialization of the child; apply developmental psycholinguistics, shape the development of a child's speech and language; determine the role of supporting intellectual development, early learning to read in the norm and pathology, the risk of dyslexia, its diagnosis and therapy; plan and apply pedagogical methods in early support of child development, methods of augmentative and alternative communication (AAC) and the basics of sign language; determine the role of the computer, media and new technologies in supporting child development; analyze the organization of care and upbringing of a young child in Poland; determine the organization, models and standards of early support of child development and early therapeutic intervention</p>	<p>E.1WW.U2. analyzing the psychological and pedagogical foundations of early development support and early therapeutic intervention, fundamentals of neuropsychology, developmental psychology, including prenatal development; identifying etiopathogenesis of developmental disorders and abnormalities; analyzing clinical psychology and psychopathology of young children; identifying factors influencing development and the nurturing environment of young children, disability, and the risk of disability, as well as types of disabilities in children; identifying and analyzing neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD, and language disorders; identifying and analyzing emotional and behavioral disorders in children; applying psychohygiene, prevention, and early identification of developmental disorders; planning care and nurturing for young children; planning psychoeducation and psychopedagogical support for parents and guardians of children at developmental risk; planning and implementing parenting skills training; utilizing play and activating methods in working with young children; identifying the role of socialization and social integration in children's development; applying developmental psycholinguistics, fostering speech and language development in children; identifying the role of supporting intellectual development, early reading instruction in normative and pathological contexts, dyslexia risks, including its diagnosis and therapy; planning and applying pedagogical methods in early development support, methods of augmentative and alternative communication (AAC), and basics of sign language; identifying the role of computers, media, and new technologies in supporting child development; analyzing the organization of care and upbringing for young children in Poland; defining organization, models, and standards of early development support and early therapeutic intervention.</p>	<p>[SU1] oral statement/conversation/discussion  [SU2] presentation/project/paper/report  [SU5] implementation of a problem task</p>

	Course outcome	Subject outcome	Method of verification
	[E.1WW.W.2] has in-depth knowledge and understanding of the psychological and pedagogical foundations of early child development support and early therapeutic intervention; basics of neuropsychology; developmental psychology, including prenatal psychology; etiopathogenesis of developmental disorders and abnormalities; clinical psychology and psychopathology of a young child; development factors and the educational environment of a young child; the issue of disability and the risk of disability; types of disabilities in children and neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD and language disorders; the issues of emotional and behavioral disorders in children, psychohygiene, prevention and early recognition of developmental disorders; principles of care and nurturing of a young child, psychoeducation and psychopedagogical support for parents or guardians of a child with developmental risks; principles of conducting training in educational skills; the role of play and activating methods in working with a young child; the role of socialization and socialization of the child; developmental psycholinguistics; the issue of shaping the child's speech and language, early learning to read in the norm and pathology, the risk of dyslexia, including its diagnosis and therapy; pedagogical methods in early support of child development; the role of supporting intellectual development; methods of augmentative and alternative communication (AAC); basics of sign language; the role of the computer, media and new technologies in supporting child development; principles of organizing care and upbringing of a young child in Poland; principles of organization, models	E.1WW.W2. the psychological and pedagogical foundations of early development support and early therapeutic intervention; fundamentals of neuropsychology; developmental psychology, including prenatal development; etiopathogenesis of developmental disorders and abnormalities; clinical psychology and psychopathology of young children; factors influencing development and the nurturing environment of young children; issues of disability and the risk of disability; types of disabilities in children and neurodevelopmental disorders, including cerebral palsy, autism spectrum disorders, ADHD, and language disorders; issues related to emotional and behavioral disorders in children, psychohygiene, prevention, and early identification of developmental disorders; principles of care and nurturing of young children; psychoeducation and psychopedagogical support for parents or guardians of children at developmental risk; principles of conducting parenting skills training; the role of play and activating methods in working with young children; the role of socialization and social integration in children's development; developmental psycholinguistics; issues related to speech and language development in children, early reading instruction in both normative and pathological contexts, dyslexia risks, including its diagnosis and therapy; pedagogical methods in early development support; the role of supporting intellectual development; methods of augmentative and alternative communication (AAC); basics of sign language; the role of computers, media, and new technologies in supporting child development; principles of organizing care and upbringing for young children in Poland; principles of organization, models, and standards of early development support and early therapeutic intervention.	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[E.1WW.K.2] is ready to use the acquired knowledge to analyze pedagogical events	E.1WW.K2. utilize the acquired knowledge to analyze pedagogical events.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK6] demonstration of practical skills
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	75.0%	20.0%
	"Nie dotyczy"	51.0%	80.0%
Recommended reading	Basic literature	"Nie dotyczy"	
	Supplementary literature	"Nie dotyczy"	
	eResources addresses		

Example issues/ example questions/ tasks being completed	"Nie dotyczy"
Work placement	Not applicable

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