

**Subject card**

<b>Subject name and code</b>	Methods Supporting Development of People with Autism Spectrum [Classes-I] , PG_00208490						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2029/2030		
<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>	4	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	8	<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 Małgorzata Moszyńska				
	<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
	[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	Has knowledge of methods to support the development of children with autism, their multispecialist assessment and planning of didactic and therapeutic activities. Understands the need to adapt educational requirements, the cooperation of the support teacher and the importance of interdisciplinary rehabilitation. Knows methods of social training, group activation, development of interests and professional counselling and support for people with autism.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[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	They are able to assess and apply methods to support the development of children with autism, plan and carry out a multi-specialist diagnosis, and adapt the didactic and therapeutic process to their needs. They know the principles of cooperation between the support teacher, the organization of specialist classes and rehabilitation. They know how to conduct social skills training, activate students, develop their interests, and support the counseling and professional development of people with autism.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
	[E.2A.K.4] is ready to cooperate with teachers and specialists in order to improve his/her work skills	They are happy to work with teachers and specialists to develop their professional skills.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
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%	50.0%
	nie dotyczy	51.0%	50.0%

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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