

Subject card

Subject name and code	Supporting Social Development of Persons with Autistic Spectrum [Classes] , PG_00208494						
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			3.0		
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		mgr Martyna Olszewska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	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	Introducing students to the methods and forms of supporting social development in working with individuals on the autism spectrum.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.2A.K.2] is ready to professionally resolve conflicts in the school classroom and educational group	The student is prepared to professionally support the social development of individuals with ASD and to resolve interpersonal conflicts in the classroom and educational group.	[SK1] oral statement/conversation/discussion [SK2] 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	The student is able to plan and implement activities that support the social development of children and adolescents with ASD, especially through social skills training, group and activating sessions, and by adapting forms of support to the individual needs of students.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[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 the methods of supporting the social development of individuals on the autism spectrum, including the methodology of social skills training, group-based activating classes, as well as the importance of developing interests and providing career guidance.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report

Subject contents	<ul style="list-style-type: none"> - Programs aimed at developing social skills (e.g., enhancing Theory of Mind); - Difficulties arising in peer groups and ways to support relationship-building within the group; - Ways of using abilities, interests, and play as tools rather than rewards for developing social skills. 		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	70.0%	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	<ul style="list-style-type: none"> - Discussion- Project-based method (research project, implementation project, practical project)- Group work- Conversational lecture with multimedia presentation 		
Work placement	Not applicable		

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