

**Subject card**

<b>Subject name and code</b>	Early Develomental Support of a Child with Intellectual Disability [Classes] , PG_00208503						
<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>		mgr Dagmara Kubiak-Kazuła				
	<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.11.K.2] Is ready to use the acquired knowledge to analyze pedagogical events	Through the course, the student develops a readiness to apply theoretical knowledge to the analysis of real-life educational situations involving children with intellectual disabilities. During practical classes, the student learns to identify challenges, interpret pedagogical events, and draw conclusions. The course fosters a reflective attitude and openness to adjusting support strategies according to the child's individual needs.	[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	As part of the course, the student develops the ability to analyze the foundations of education and rehabilitation for children with intellectual disabilities, directly corresponding to learning outcome [E.11.U.1]. The student can interpret the aims and tasks of special education for this group of learners, understand its historical and contemporary context, and analyze various concepts, definitions, and models of intellectual disability. Based on this understanding, the student is able to define the place of a student with intellectual disability within educational systems in Poland and internationally, taking into account the diversity of educational models and their applicability at early developmental stages. The student also gains the ability to define and evaluate the role of the teacher-educator involved in early support, including the personal traits and professional competencies necessary to work effectively with a young child and their family. During the course, the student is trained to analyze and define the developmental needs of children with intellectual disabilities in infancy and early childhood, and to justify the importance of early developmental support as a critical phase of prevention and intervention that significantly impacts the child's long-term functioning. Additionally, the student develops the ability to analyze the role of the family in supporting the child's development and is able to recognize, evaluate, and describe available social support systems that can be utilized in planning therapeutic and educational actions within the child's environment.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[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	As part of the course, the student acquires knowledge in accordance with learning outcome [E.11.W.1], covering the foundations of education and rehabilitation of children with intellectual disabilities in early childhood. The student becomes familiar with the aims and tasks of special education in relation to young children with intellectual disabilities, as well as with its subject matter and scope—both from a historical and contemporary perspective. Throughout the course, various definitions, concepts, and models of intellectual disability are discussed, enabling the student to understand the specific developmental characteristics of the child and their place within educational and support systems in Poland and internationally. The student analyzes the developmental needs of children with intellectual disabilities and learns to identify key developmental tasks at this stage of life. Particular emphasis is placed on the principles and practices of early developmental support—its importance, organization, methods, and approaches. The student gains knowledge about the role of the family in the child's development and the available systems of social support, which are crucial for providing comprehensive care for both the child and their family. In addition, the course includes reflection on the personality and professional competencies of the teacher-educator involved in early educational and therapeutic intervention.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
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	51.0%	30.0%
	nie dotyczy	51.0%	70.0%
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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