

Subject card

Subject name and code	Disruptive behavior - analysis and therapy, PG_00150013						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2028/2029	
Education level	uniform Master's studies		Subject group			Obligatory subject group in the field of study Optional subject group	
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				
Conducting unit	Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Małgorzata Moszyńska				
	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		50.0	80
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.2A.W.1] Knows and understands 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 the methodology of supporting the development of children with autism, assessing their functioning and planning didactic and therapeutic work. They understand the need to adapt educational requirements, the cooperation of the supporting teacher and the importance of interdisciplinary rehabilitation. They are familiar with methods of social training, group activation, development of interests and professional counselling and support for people with autism.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[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 analyze methods of supporting the development of children with autism, assess their functioning, and plan and implement didactic and therapeutic activities. They adapt educational requirements, organize the cooperation of a support teacher, and implement interdisciplinary rehabilitation. They apply methods of social training, group activation, and interest development, and support the counselling and professional development of people with autism.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[E.2A.K.1] is ready to show empathy to children and students who need support and help	He is open to empathically supporting children and students in difficult situations.	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written
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	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	nie dotyczy	
Work placement	Not applicable	

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