

Subject card

Subject name and code	Work with a young child's family with developmental disorders, PG_00150083						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2029/2030		
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	5		Language of instruction		Polish		
Semester of study	10		ECTS credits		3.0		
Learning profile	academic		Assessment form				
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Agnieszka Skotnicka				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	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.1WW.W.2] Knows and understands 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.	[SW1] oral statement/ conversation/discussion [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.	[SK2] presentation/project/paper/ report [SK5] implementation of a problem task [SK6] demonstration of practical skills

	Course outcome	Subject outcome	Method of verification
	[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	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	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task

	Course outcome	Subject outcome	Method of verification
	[E.1WW.W.3] Knows and understands the basics of rehabilitation; principles of rehabilitation of a child with motor function disorders, rehabilitation and auditory education of a child with hearing impairment, rehabilitation and development of vision skills of a child with vision impairment, rehabilitation and speech therapy of a child with speech disorders, rehabilitation of a child with early symptoms of autism spectrum disorders; methods of diagnosing disorders and abnormalities in development; the role of preverbal and non-verbal communication in early support of child development; therapeutic programs	[E.1WW.W.3] Knows and understands the basics of rehabilitation; principles of rehabilitation of a child with motor function disorders, rehabilitation and auditory education of a child with hearing impairment, rehabilitation and development of vision skills of a child with vision impairment, rehabilitation and speech therapy of a child with speech disorders, rehabilitation of a child with early symptoms of autism spectrum disorders; methods of diagnosing disorders and abnormalities in development; the role of preverbal and non-verbal communication in early support of child development; therapeutic programs used in early support of child development and early intervention	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
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"	80.0%	100.0%
Recommended reading	Basic literature	"Nie dotyczy"	
	Supplementary literature	"Nie dotyczy"	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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