

Subject card

Subject name and code	Methods supporting the development of a child with intellectual disability, PG_00150036						
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			2.0		
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		20.0	50
Subject objectives	The aim of the course is to provide students with knowledge about the specifics of working with children at risk of developmental delays or with disabilities, from infancy to school age. It presents existing therapeutic methods and their application in relation to children with specific diagnostic indications. The course focuses on practical knowledge regarding the use of selected methods in working with children with intellectual disabilities.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	<p>[E.2I.W.1] Knows and understands the methodology of teaching students with mild intellectual disabilities in early school education; the core curriculum of general education in primary school (grades I–III), adaptation of teaching content and its implementation in relation to a child with mild intellectual disabilities; constructivist paradigm; methodology of early school teaching in various areas of education; specialized solutions, with particular emphasis on learning to read and write and mathematical education; the work center method as a proposal for working with students with mild intellectual disabilities at the first stage of education; constructing and evaluating individual educational and therapeutic programs at the first stage of education</p>	<p>The student knows methods that support the development of a child with intellectual disability from infancy to school age, including teaching methodology and curriculum adaptation at the early education stage.</p>	<p>[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report</p>
	<p>[E.2I.W.2] Knows and understands the organization and specificity of educating students with mild intellectual disabilities at the second and third level of education; the tasks of the teacher - educator at various stages of education; the principles and rules of didactic and educational work; objectives, content of education, teaching resources, teaching methods, forms of organizing classes, extracurricular activities, methodological support for the teacher, strategies for organizing classes in various forms of education of students with mild intellectual disabilities, including those with additional conjugated disorders; methodological aspects of educational errors and cooperation with parents or guardians of students and specialists</p>	<p>The student is familiar with methods and forms of supporting the development of children with intellectual disabilities at later stages of education and can relate them to specific diagnostic recommendations and the organization of the educational process.</p>	<p>[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report</p>
	<p>[E.2I.U.2] Is able to analyze the organization and specificity of education of students with mild intellectual disabilities at the II and III stage of education; carry out the tasks of a teacher - educator at various stages of education; comply with the principles and rules of didactic and educational work; determine the objectives, content of education, teaching resources, teaching methods, forms of organizing classes, plan extracurricular activities, present the teacher's methodological support; analyze and apply strategies for organizing classes in various forms of education of students with mild intellectual disabilities, including those with additional conjugated disorders; analyze the methodological aspects of educational errors; present the methodological aspects of cooperation with parents or guardians of students and specialists</p>	<p>The student is able to plan educational and therapeutic activities that involve collaboration with families and specialists, and to design and evaluate individualized development support programs.</p>	<p>[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report</p>

	Course outcome	Subject outcome	Method of verification
	[E.2I.U.1] Is able to analyze the methodology of teaching students with mild intellectual disabilities in early school education; analyze and implement the core curriculum of general education in primary school (grades I-III), adapt the content of teaching and their implementation in relation to a child with mild intellectual disabilities; analyze the constructivist paradigm; analyze the methodology of early school teaching in various areas of education; analyze and apply specialized solutions, with particular emphasis on learning to read and write and mathematics education; use the work center method as a proposal for working with students with mild intellectual disabilities at the first stage of education; construct and evaluate individual educational and therapeutic programs at the first stage of education	The student is able to analyze and apply selected therapeutic methods supporting the development of a child with intellectual disability, adapting them to the individual needs and capabilities of the child.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[E.2I.K.2] Is ready to professionally resolve conflicts in the school classroom and educational group	The student is prepared to respond professionally to challenging educational situations and to support children with intellectual disabilities in an ethical and responsible manner.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
Subject contents	<p>The specifics of pedagogical work with a child at risk of developmental delays or with a disability, from infancy to school age.</p> <p>Stages of introducing various methods/forms of activities (in the family setting, individual, group, and activity-based sessions).</p> <p>Areas of pedagogical intervention: supporting cognitive, motor, graphomotor, social, and sensory functions.</p>		
Prerequisites and co-requisites	Passing the classes included in the curriculum.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Nie dotyczy.	51.0%	100.0%
Recommended reading	Basic literature	Nie dotyczy.	
	Supplementary literature	Nie dotyczy.	
	eResources addresses		
Example issues/example questions/tasks being completed	Presentation of a selected working method: content accuracy, appropriateness of the chosen method, level of engagement in preparation and delivery (practical demonstration).		
Work placement	Not applicable		

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