

Subject card

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|--|--|--|-------------------------|-------------------------------------|--|------------|-----|
| Subject name and code | Disruptive behavior - analysis and therapy, PG_00195431 | | | | | | |
| Field of study | Special Pedagogy | | | | | | |
| Date of commencement of studies | October 2026 | 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 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 | 4 | Language of instruction | | | Polish | | |
| Semester of study | 8 | ECTS credits | | | 3.0 | | |
| Learning profile | academic | Assessment form | | | credit | | |
| 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 | | 45.0 | 75 |
| Subject objectives | nie dotyczy | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [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 | 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 | |

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| | Supplementary literature | nie dotyczy |
| | eResources addresses | |
| Example issues/ example questions/ tasks being completed | nie dotyczy | |
| Work placement | Not applicable | |

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