

**Subject card**

|  |   |  |                       |                                     |  |            |     |
|--|---|--|-----------------------|-------------------------------------|--|------------|-----|
| <b>Subject name and code</b>                       | Designing work with a student from the autism spectrum, PG_00195433   |  |                       |                                     |  |            |     |
| <b>Field of study</b>                              | Special Pedagogy  |  |                       |                                     |  |            |     |
| <b>Date of commencement of studies</b>             | October 2026  | <b>Academic year of realisation of subject</b>           |                       |                                     | 2030/2031  |            |     |
| <b>Education level</b>                             | uniform Master's studies  | <b>Subject group</b>                                     |                       |                                     | Obligatory subject group in the field of study<br>Optional subject group |            |     |
| <b>Mode of study</b>                               | full-time studies   | <b>Mode of delivery</b>                                  |                       |                                     | at the university  |            |     |
| <b>Year of study</b>                               | 5   | <b>Language of instruction</b>                           |                       |                                     | Polish   |            |     |
| <b>Semester of study</b>                           | 9   | <b>ECTS credits</b>                                      |                       |                                     | 3.0  |            |     |
| <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 Martyna Olszewska |                                     |  |            |     |
|  | <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                                 |  | 45.0       | 75  |
| <b>Subject objectives</b>                          | Introducing students to the general principles of creating educational and therapeutic programs; equipping students with practical skills in analyzing a child's diagnosis and assessment for the purpose of developing an Individualized Educational and Therapeutic Program; developing the ability to create educational and therapeutic programs based on theoretical knowledge of the functioning of individuals with autism and familiarity with selected developmental concepts. |  |                       |                                     |  |            |     |

| Learning outcomes | Course outcome   | Subject outcome  | Method of verification  |
|-------------------|--|--|---|
|                   | <p>[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</p>   | <p>The student knows and understands the principles of designing educational and therapeutic work with a student on the autism spectrum, including the analysis of diagnostic documents, methods of planning individualized programs, and the importance of an interdisciplinary approach.</p> | <p>[SW1] oral statement/<br/>conversation/discussion<br/>[SW2] presentation/project/paper/<br/>report</p> |
|                   | <p>[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</p> | <p>The student is able to analyze the diagnostic documentation of a student with autism spectrum disorder and design an Individualized Educational and Therapeutic Program that takes into account the student's level of functioning, educational needs, and developmental potential.</p>     | <p>[SU1] oral statement/conversation/<br/>discussion<br/>[SU2] presentation/project/paper/<br/>report</p> |
|                   | <p>[E.2A.K.2] is ready to professionally resolve conflicts in the school classroom and educational group</p>   | <p>The student is prepared to professionally and empathetically plan educational and therapeutic work with a student on the autism spectrum and to resolve difficult situations in classroom and therapeutic group settings.</p>   | <p>[SK1] oral statement/conversation/<br/>discussion<br/>[SK2] presentation/project/paper/<br/>report</p> |

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|--|---|-------------------|-------------------------------|
| Subject contents   | <ul style="list-style-type: none"> <li>- Framework educational and therapeutic program analysis of the legal basis;</li> <li>- Determinants of the educational process in relation to a student with autism;</li> <li>- Multidisciplinary assessment of the functioning level of a student with autism;</li> <li>- Adapting educational requirements to the needs of a student on the autism spectrum;</li> <li>- Forms, methods, and techniques of working with a child with autism;</li> <li>- Planning and designing individualized educational and therapeutic programs;</li> <li>- The role of parents and specialist institutions in the process of creating educational and therapeutic programs;</li> <li>- Implementation of the IETP (Individualized Educational and Therapeutic Program) in working with a student with autism.</li> </ul> |                   |                               |
| Prerequisites and co-requisites                                | <p>Prerequisite: A passing grade in the course Diagnosis and Assessment of Functioning of Individuals on the Autism Spectrum.<br/> Additional requirements: Knowledge of functional diagnosis of individuals on the autism spectrum and of the implementation of special education.</p>   |                   |                               |
| 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/<br>example questions/<br>tasks being completed |   |                   |                               |
| Work placement   | Not applicable  |                   |                               |

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