

**Subject card**

<b>Subject name and code</b>	Methods supporting the development of a child with intellectual disability, PG_00195445						
<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 Optional subject group Subject group related to scientific research in the field of study		
<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>			exam		
<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>		dr hab. Agnieszka Woynarowska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	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>	The subject aims to equip students with knowledge about the specifics of working with children with developmental threats/disabilities from infancy to school age, present existing methods of therapy for these children along with their application to children with specific diagnostic indications. It focuses on practical knowledge regarding the ways of using individual methods in working with children with intellectual disabilities.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.21.W.2] has in-depth knowledge and understanding of 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	[15562] [E.21.W.2] Knows and understands the organisation and specifics of educating students with mild intellectual disabilities in the second and third stages of education; the tasks of a teacher-educator at various educational stages; the principles and rules of didactic and educational work; the objectives, educational content, teaching aids, teaching methods, forms of class organisation, extracurricular activities, methodological support for teachers, strategies for organising classes in various forms of education for pupils with mild intellectual disabilities, including additional combined disorders; methodological aspects of educational errors and cooperation with parents or guardians of pupils and specialists, knows methods supporting the development of children with intellectual disabilities.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[E.21.W.1] has in-depth knowledge and understanding of 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	[15561] [E.21.W.1] Knows and understands the methodology of teaching pupils with mild intellectual disabilities in early school education; core curriculum for general education in primary school (grades 1-3), adaptation of teaching content and its implementation in relation to a child with a mild intellectual disability; constructivist paradigm; early school teaching methodology in various areas of education; specialised solutions, with a particular focus on literacy and numeracy; the workshop method as a proposal for working with pupils with mild intellectual disabilities in the first stage of education; the construction and evaluation of individual educational and therapeutic programmes in the first stage of education	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[E.21.K.2] Is ready to professionally resolve conflicts in the school classroom and educational group	[15750] [E.21.K.2] Is ready to professionally resolve conflicts in the classroom and in the form group	[SK1] oral statement/conversation/ discussion
	[E.21.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	[15674] [E.21.U.2] Is able to analyse the organisation and specifics of teaching pupils with mild intellectual disabilities in the second and third stages of education; perform the tasks of a teacher-educator at various educational stages; comply with the principles and rules of didactic and educational work; define the objectives, educational content, teaching aids, teaching methods, forms of class organisation, plan extracurricular activities, present the teacher's methodological support; analyse and apply strategies for organising activities in various forms of education for pupils with mild intellectual disabilities, including additional combined disorders; analyse the methodological aspects of educational errors; present the methodological aspects of cooperation with parents or guardians of pupils and specialists	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written

	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	[15673] [E.2I.U.1] Is able to analyse the methodology of teaching pupils with mild intellectual disabilities in early school education; analyse and implement the core curriculum for general education in primary school (grades I–III), adapt the teaching content and its implementation for children with mild intellectual disabilities; analyse the constructivist paradigm; analyse early school teaching methods in various areas of education; analyse and apply specialised solutions, with particular emphasis on literacy and numeracy; apply the work centre method as a proposal for working with pupils with mild intellectual disabilities in the first stage of education; construct and evaluate individual educational and therapeutic programmes in the first stage of education	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
Subject contents	Specificity of pedagogical work with a child at risk of development/disabled from infancy to school age. Stages of introducing individual methods/forms of activities (in the family, individual, group, occupational). Areas of pedagogical influence: supporting cognitive, motor, graphomotor, social, sensory functions.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		51.0%	100.0%
Recommended reading	Basic literature	J. Belszyński (ed.), Therapies supporting the development of people with autism, Kraków 2005. J. Cieszyńska, Early therapeutic intervention: stimulation of child development: from newborn to 6 years of age, Kraków 2007. W. Pilecka, J. Pilecki, Stimulation of psychomotor development of children with reduced mental abilities, Kraków 1996. M. Piszczek, Early intervention and assistance for disabled children, Warsaw 1995. W. Sherborne, Developmental movement for children, Warsaw 1997.	
	Supplementary literature	Z. Szot (ed.), Early support for children with development problems, Gdańsk 2004	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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