

Subject card

Subject name and code	Designing Work with a Student with Autistic Spectrum, PG_00208113						
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		
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		3.0		
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		45.0	75
Subject objectives	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
	[E.2A.K.2] is ready to professionally resolve conflicts in the school classroom and educational group	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.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[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	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.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[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	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.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report

Subject contents	- Framework educational and therapeutic program analysis of the legal basis; - Determinants of the educational process in relation to a student with autism; - Multidisciplinary assessment of the functioning level of a student with autism; - Adapting educational requirements to the needs of a student on the autism spectrum; - Forms, methods, and techniques of working with a child with autism; - Planning and designing individualized educational and therapeutic programs; - The role of parents and specialist institutions in the process of creating educational and therapeutic programs; - Implementation of the IETP (Individualized Educational and Therapeutic Program) in working with a student with autism.		
Prerequisites and co-requisites	Prerequisite:A passing grade in the course Diagnosis and Assessment of Functioning of Individuals on the Autism Spectrum. Additional requirements:Knowledge of functional diagnosis of individuals on the autism spectrum and of the implementation of special education.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	51.0%	70.0%
	nie dotyczy	51.0%	30.0%
Recommended reading	Basic literature	Nie dotyczy.	
	Supplementary literature	Nie dotyczy.	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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