

Subject card

Subject name and code	Diagnosis and Assessment of the Functioning of People with Intellectual Disabilities [Lecture], PG_00208345						
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	7		ECTS credits		3.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Agnieszka Woynarowska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	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	Preparing students for independent programming of supporting the development of people with intellectual disabilities based on the diagnosis of their functioning (functional diagnosis). Familiarizing students with available functional diagnosis sheets						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.2I.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.2I.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 reading, writing and mathematics; the centre-based method as a proposal for working with pupils with mild intellectual disabilities in the first stage of education; constructing and evaluating individual educational and therapeutic programmes in the first stage of education. Knows the tools for diagnosing intellectual disabilities.	[SW4] test/exam - oral or written [SW5] implementation of a problem task
	[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] Can 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 a particular focus on reading, writing and mathematics; 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. Can make a functional diagnosis of a person with intellectual disabilities.	[SU4] test/exam - oral or written [SU5] implementation of a problem task
	[E.2I.K.4] Is ready to cooperate with teachers and specialists in order to improve his/her work skills	15752] [E.2I.K.4] Is willing to work with teachers and specialists to improve their work methods	[SK1] oral statement/conversation/discussion
Subject contents	Multifaceted diagnosis (psychological diagnosis, pedagogical diagnosis. Diagnosis of intellectual disability, diagnosis in intellectual disability - determining capabilities - weaknesses - strengths, level of functioning - for support needs. Age-appropriate diagnosis). Intellectual disability. Diagnostic criteria (DSM 5, ICD 10). Ecological model R. Luckasson, R. Schalock). Characteristics of functioning (orientation-cognitive activities; intellectual activities and speech development; emotional-motivational processes; social development). Psychological aspects of diagnosis. Diagnosis of intelligence. Psychological tools. Psychological diagnosis in the process of comprehensive rehabilitation of people with disabilities. Functional diagnosis. From the medical to the biopsychosocial model. ICF - WHO International Classification of Functioning - Health - Disabilities. Principles of creating a functional diagnosis, diagnostic procedure, significance of diagnosis. Multidimensionality in functional diagnosis. Selected diagnostic tools.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		51.0%	95.0%
		50.0%	5.0%

Recommended reading	Basic literature	Marcinkowska B., Wołowicz A. (2010): Multidisciplinary assessment of the level of functioning and construction of individual programs for persons with more profound intellectual disabilities.(Chapter I, II, IV). Głodkowska J. (1999). Getting to know the student of a special school Kielin J.(2008) Profile of student achievement Witkowski T. (1996) Manual for the PAC-1 INVENTORY BY H.C. GUNZBURG FOR ASSESSMENT OF PROGRESS IN SOCIAL DEVELOPMENT OF PERSONS WITH MENTAL RESTRICTED. Lublin. Witkowski T. (1996) Manual for the PAC-2 INVENTORY BY H.C. GUNZBURG FOR ASSESSMENT OF PROGRESS IN SOCIAL DEVELOPMENT OF PERSONS WITH MENTAL RESTRICTED. Lublin.Witkowski T. (1996) Manual for the PPAC INVENTORY H.C. GUNZBURG FOR ASSESSING PROGRESS IN THE SOCIAL DEVELOPMENT OF PERSONS WITH MENTAL RESTRICTED. Lublin. Marcinkowska B. (2004). Diagnosis of functional skills of children with intellectual disability. (in:) Personality, self-fulfilment, responsibility, safety, autonomy; theory, empirics and practice in the rehabilitation of persons with intellectual disability from childhood to late adulthood. Eds.: J. Głodkowska, A. Giryński, APS, Warsaw Marcinkowska B.(2009). Diagnosis for the quality of life of persons with intellectual disability.(in:) SPECIAL PEDAGOGY. Different searches common mission. Marcinkowska B. (2013). Model of communicative competences of persons with more profound intellectual disability - in search of reciprocity and cooperation Warsaw: APS. Schopler E. (and co.): Psychoeducational profile. SPOA, Gdańsk 1995
	Supplementary literature	Schopler E., Lansing M., Reichler R., (1995), Individualized assessment and therapy of autistic children and children with developmental disorders, vol. 2: Teaching techniques for parents and professionals, SPOA, Gdańsk. Kostrzewski J., (2006), Intellectual disability: views, methods of diagnosis and support [in:] ed. A. Czapiga, Psychological support of the child's mental development, Wrocław. K. Bobińska, T. Pietras, P. Gałęcki(2012), Intellectual disability etiopathogenesis, epidemiology, diagnosis, therapy, Wrocław.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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