

**Subject card**

<b>Subject name and code</b>	Methodology of Teaching Children with Mild Intellectual Disability in Inclusive Education [Classes] , PG_00208459						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026		<b>Academic year of realisation of subject</b>		2028/2029		
<b>Education level</b>	uniform Master's studies		<b>Subject group</b>		Obligatory subject group in the field of study 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>	3		<b>Language of instruction</b>		Polish		
<b>Semester of study</b>	6		<b>ECTS credits</b>		2.0		
<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>		dr Marta Jurczyk				
	Teachers						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	50.0	0.0	0.0	0.0	50
	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>	50		0.0		0.0	50
<b>Subject objectives</b>	The aim of the course is to provide material for understanding the specifics of learning of a student with mild intellectual disabilities in inclusive education; the specifics of school work with this student (with attention to the methodology of work at the first educational stage); to inspire students to search for ways of work; to form a reflective attitude towards educational activities with a student with mild intellectual disabilities in inclusive education						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[D.3.K.1] Is ready to take responsibility for decisions made in inclusive education.	is ready to take action to a greater extent for the autonomy and subjectivity of a student with a mild intellectual disability in inclusive education, is ready to present pro-inclusive attitudes,	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[D.3.U.1] Is able to design classes for diverse groups of children and students	is able to use theoretical approaches in an in-depth way in order to analyze the difficulties of students with mild intellectual disabilities and their behaviors, is able to diagnose situations that exclude and integrate these students, is able to analyze normalization and integration activities in the environment	[SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[D.3.U.2] Is able to select and adapt teaching resources to the needs of the child and student; develop teaching materials in accordance with the principles of universal design of classes; adapt the content and forms of tests to the capabilities of students with special educational needs	is able to use in-depth psychological knowledge in solving pedagogical problems of students with mild intellectual disabilities, recognizes various manifestations of difficulties related to the specificity of mild disabilities, uses psychological diagnosis for the purposes of teaching, upbringing and rehabilitation	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[D.3.U.4] Is able to use assessment that supports learning	Is able to use inclusive assessment in early childhood education	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[D.3.W.6] Knows and understands the organizational forms of work in the classroom (collective, group and individual work, student tutoring in inclusive classes); models of teaching in small groups in inclusive classes	Knows and understands the organizational forms of work in the classroom (collective, group and individual work, student tutoring in inclusive classes); models of teaching in small groups in inclusive classes with students with mild intellectual disabilities	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[D.3.W.8] Knows and understands the methods and principles of monitoring progress and assessment in inclusive classes; the importance and methods of providing feedback to students in inclusive classes; assessment supported learning	Knows and understands the methods and principles of progress monitoring and assessment in inclusive classes; inclusive and descriptive assessment; assessment supporting learning	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[D.3.W.4] has in-depth knowledge and understanding of the role of new technologies in adapting teaching to the needs of children and students	Knows and understands the role of new technologies in adapting teaching in inclusive education for students with mild disabilities	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[D.3.W.5] Knows and understands teaching methods (conventional and unconventional teaching methods and their adaptation to the diverse needs of children and students, activating methods, project method, child and student research work), alternative ways of learning and flexible teaching	on and understands the theories of human development and the specifics of functioning of people with mild intellectual disabilities in various spheres (cognitive, social, emotional) in the life cycle, both in biological, biomedical, psychological and social aspects, as well as in the context of their subjectivity in the educational, social and cultural areas	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[D.3.W.3] Knows and understands the concept and principles of universal design for learning	knows and understands the methods of identifying, diagnosing and documenting (using information processing tools) the special educational needs of students with mild intellectual disabilities, taking into account the specificity of functional diagnosis	[SW2] presentation/project/paper/report [SW5] implementation of a problem task

Subject contents	<p>Problems of exercises: 1. Examples of diagnostic tools in teaching work with students with mild intellectual disabilities; technical aids and teaching resources that teachers and students with intellectual disabilities can use; Individual Educational and Therapeutic Program (IPET) for a student with mild intellectual disabilities; operationalization of educational and therapeutic goals as a necessary procedure in designing activities for a student with mild intellectual disabilities. 2. the Method of Work Centers as an example of integrated teaching and as a proposal for organizing work with students with intellectual disabilities at the first stage of their education; the lesson as a solution for work at the second and third educational stages. 3. Detailed aspects of methodological solutions in the area of socio-natural education: excursion in the implementation of the tasks of the first educational stage; activation methods in socio-natural education (the possibility of using the method of projects in working with children). The method of work centers and social-natural education. 4. development of artistic creativity, creative activity of the child in the field of music - the main pedagogical concepts of developing this activity, proposals and examples of creative tasks. Expression in the method of work centers. 5. Detailed aspects of methodological solutions in the field of polonics education: formation of writing, reading and speaking skills - examples and proposals for exercises. Freinet's techniques in working with a student with intellectual disabilities. The Method of Good Start and its applicability in classroom work and individual revalidation. The method of work centers and Polish language education. 6. Detailed aspects of methodical solutions in the area of mathematics education: formation of spatial concepts; size concepts; classification skills, time concepts, the concept of natural number - examples and proposals for exercises depending on the development of student competence. The concept of Children's mathematics and its usefulness in working with a student with mild intellectual disabilities. The method of work centers and the formation of mathematical concepts. 7. Methods of educational work, methods of developing the social competence of a student with mild intellectual disabilities.</p>														
Prerequisites and co-requisites	Course credit: Fundamentals of special pedagogy														
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 887 799 913">Subject passing criteria</th> <th data-bbox="802 887 1139 913">Passing threshold</th> <th data-bbox="1142 887 1485 913">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 918 799 945">Activity in class</td> <td data-bbox="802 918 1139 945">51.0%</td> <td data-bbox="1142 918 1485 945">10.0%</td> </tr> <tr> <td data-bbox="456 949 799 976">Project class MOP</td> <td data-bbox="802 949 1139 976">51.0%</td> <td data-bbox="1142 949 1485 976">20.0%</td> </tr> <tr> <td data-bbox="456 981 799 1008">Project IPET</td> <td data-bbox="802 981 1139 1008">51.0%</td> <td data-bbox="1142 981 1485 1008">70.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Activity in class	51.0%	10.0%	Project class MOP	51.0%	20.0%	Project IPET	51.0%	70.0%
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Activity in class	51.0%	10.0%													
Project class MOP	51.0%	20.0%													
Project IPET	51.0%	70.0%													

Recommended reading	Basic literature	
		<p>A. Literature required for final course credit:A.1. used during the class</p> <p>Sadowska S. (ed.), Teaching students with mild intellectual disabilities. Selected problems of theory and practice. Educational Publishing House, ed. Educational Publishing House Akapit, Toruń 2006, pp. 75-164; 165-252; 253-298, Wyczesany J., Mikrut A., Kształcenie zintegrowane dzieci o specjalnych potrzebach edukacyjnych, Wyd. AP, Kraków 2002. Mikrut A., Elementy metodyki nauczania początkowego dzieci upośledzonych umysłowo. Wyd. Naukowe AP, Kraków 2000. Pasternak E., Selected issues from the methodology of teaching in the higher grades of special elementary school for mentally retarded children in the light degree, Wyd. UMCS, Lublin 1991. Pasternak E., Materials from the methodology of education of mentally retarded in light degree. Wyd. UMCS, Lublin 1994. Kosakowski C. (ed.) Teaching and upbringing of people with mild mental retardation. Torun 2001; pp.139-287, Głodkowska J., Getting to know a special school student. Educational sensitivity of children with mild mental retardation. Diagnosis and interpretation, WSiP Publishing House, Warsaw 1999. Gruszczyk-Kolczyńska E., Children with specific difficulties in learning mathematics. Przyczyna, diagnoza, zajęcia korekcyjno-wyrównawcze, WSiP, Warszawa 1994, p.13-132.</p> <p>Cieszyńska-Rożek J. (2023), Symultaniczno-sekwencyjna nauka czytania 20 lat później, Wydawnictwo Metody Krakowskiej, Kraków. Cichocka-Segiet K., Mostowski P., Rutkowski P. (2019), Uniwersalne projektowanie zajęć jako droga do zaspokajania zróżnicowanych potrzeb edukacyjnych [w:] Chrzanowska I., Szumski G. (red.), Edukacja włączająca w przedszkolu i szkole, Wydawnictwo FRSE, Warszawa. Gruszczyk-Kolczyńska E. (2015), Dziecięca matematyka: dwadzieścia lat później: książka dla rodziców i nauczycieli starszych przedszkolaków, Bliżej Przedszkola, Warszawa. Krause, A. (2020). Paradygmaty dydaktyki i ich implikacje dla pedagogiki specjalnej odstępna druga. Niepełnosprawność. Dyskursy Pedagogiki Specjalnej, (40), 5769. Sadowska S. (2019), Kształcenie na pierwszym etapie edukacyjnym jako problem pedagogiki specjalnej wielość prac pedagogicznych i nauczycielskich koncepcji kształcenia z reformą w tle [w:] Janiszewska-Nieścioruk Z., Mróz A., Gembara U. (red.), (Nie)Nowe problemy rozwoju, edukacji i rehabilitacji osób z niepełnosprawnością intelektualną. Uniwersytet Zielonogórski, Zielona Góra. Skura M., Lisicki M. (2018), 101 zabaw z klockami. Nauka matematyki poprzez zabawę. Podręcznik dla rodziców i nauczycieli, Helion, Gliwice.</p>

	Supplementary literature	<p><b>Supplementary literature</b>Kwas L., IPET for a student with mild handicap in junior high school, (ORE Good Practice Bank).Balachowicz J., Paluszewski J. (ed.), Language skills of children with mental retardation to a light degree, WSPS Publishing House, Warsaw 1995.Bortnowski S., How to teach poetry, Warsaw 1998.Bortnowski S., Zdziwienia polonistyczne czyli o sztuce na lekcjach polskiego, Warsaw 2003.Gruszczuk - Kolczyńska E., Zielińska E., Dziecięca matematyka. Metodyka i scenariusze zajęć z sześciolatkami w przedszkolu, w szkole i w placach integracyjnych, wyd. WSiP, Warszawa 2000.Siwiek H., Activity-based teaching of mathematics. WSiP, Warsaw 1998.Siwiek H., Mathematical abilities of special school students, WSiP publishing house, Warsaw 1996, pp.7-14; 131-152,Sapeta J., Method of automated counting based on the arrangement of numbers on stakes, publisher OW Impuls, Cracow 2003.Gruszczuk-Kolczyńska E., Zielińska E., Wspomaganie rozwoju umysłowego czterolatków i pięciolatków, wyd. WSiP, Warsaw 2004, p.79-279.Klus-Stańska D., Nowicka M., Senses and non-senses of early school education WSiP, Warsaw 2005.Taraszkiewicz M., How to teach even better. School full of people, Wyd. szkolne Arka, Poznań 2001.</p> <p>Borowska, B. (2015). Glottodydaktyka ojczystojęzyczna jako innowacyjna metoda nauki czytania i pisanie. [w:] I. Bundza, J. Kowalewski, A. Krawczuk, O. Śliwiński, Język polski i polonistyka w Europie Wschodniej: przeszłość i współczesność. Inkos, Kijów.Chimicz, D., &amp; Prokopiak, A. (2021). Koncepcja projektowania uniwersalnego w edukacji. Szkoła Specjalna, LXXXII(1), 28-38.Knopik T., Papuda-Dolińska B., Wiejak K., Krasowicz-KupisG. (2021). Projektowanie uniwersalne jako perspektywa metodyczna edukacji włączającej. Niepełnosprawność. Dyskursy pedagogiki specjalnej, 42, s. 5368.Marek-Ruka M. (2010), Metoda ośrodków pracy źródła, założenia realizacja [w:] Głodkowska J. (red.), Dydaktyka specjalna w przygotowaniu do kształcenia uczniów ze specjalnymi potrzebami edukacyjnymi. Wydawnictwo Naukowe PWN, Warszawa.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed	Not applicable	
Work placement	Not applicable	

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