

Subject card

Subject name and code	Supporting Motor Development and Reflex Therapy [Classes] , PG_00208469						
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				2.0	
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		dr Marta Jurczyk				
	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		20.0	50
Subject objectives	The subject is intended to equip students with knowledge about the specificity of working with children with developmental threats due to motor/disabilities from infancy to preschool age, to present existing methods of therapy for these children and their application to children with specific diagnostic indications. It focuses on practical knowledge regarding how to use particular methods when working with a small child. The subject aims to present existing methods of reflex therapy and show their application to children with specific diagnostic indications.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.2WW.U.1] Is able to plan, conduct and analyze functional diagnosis in early support of child development; plan, implement and interpret multi-specialist assessment of the child's development and the sphere of its closest development; design comprehensive therapeutic support for the child and its family; plan, implement and evaluate programs of supporting activities; implement the methodology of multi-profile improvement and organization of cooperation in an interdisciplinary team; define the role of the specialist's workshop in the field of early support of child development; plan and implement the methodology of basic education, stimulation and sensory integration; plan and implement the methodology of training interactions between a small child and its parents or guardians; plan and implement the methodology of early education	is able to assess in depth the usefulness of typical methods, techniques, procedures and good practices for carrying out tasks in the field of supporting motor development	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[E.2WW.K.2] is ready to professionally resolve conflicts in a peer group	is ready to prepare, design and carry out pedagogical activities in a more in-depth manner in the field of supporting motor development and reflex therapy	[SK6] demonstration of practical skills
	[E.2WW.W.1] has in-depth knowledge and understanding of functional diagnosis in early support of child development, multi-specialist assessment of the child's development and the sphere of its proximal development; the idea of designing comprehensive therapeutic support for the child, their family or caregivers, supportive interaction programs and their evaluation, the methodology of multi-profile improvement and organization of cooperation in an interdisciplinary team; the role of the specialist's workshop in the field of early support of child development; the methodology of basic education, stimulation and sensory integration; the methodology of training interactions between a small child and parents or caregivers; the methodology of early education.	is able to adapt activities to deficits in the child's motor development, based on knowledge about their disorders is able to develop educational and rehabilitation needs and tasks for a person with a disability; knows and understands in depth the etiology and symptomatology of reflex disorders and motor disorders	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
Subject contents	Specificity of pedagogical work with a developmentally at-risk/disabled child from infancy to preschool age. Stages of introducing individual methods/forms of classes (in the family, individual, group, classes). Areas of the educator's influence: supporting cognitive, motor and graphomotor functions. Specificity and classification of reflexes. Specificity of pedagogical work with a developmentally at-risk/disabled child from infancy to school age. Specificity of introducing individual methods/forms of classes (in the family, individual, group, classes). The use of individual reflex therapies in working with a child with specific diagnostic indications.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Final project	51.0%	100.0%

Recommended reading	Basic literature	A.1. used during classes 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. W. Sherborne, Development movement for children, Warsaw 1997.
	Supplementary literature	A.2. studied independently by the student Z. Szot (ed.), Early support for children with development problems, Gdańsk 2004. M. Piszczek, Early intervention and help for disabled children, Warsaw 1995
	eResources addresses	
Example issues/ example questions/ tasks being completed	Not applicable	
Work placement	Not applicable	

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