

Basic information about the subject ( independent of the cycle)

<b>Module name</b>	<b>Sensory Integration in education and therapy</b>
Erasmus code	011
ISCED code	
Language of instruction	English
Website	
Prerequisites	
ECTS points hour equivalents	<p><b>Contact hours (work with an academic teacher)</b> 15 (5 hours of lectures and 10 hours of workshops) + 5 (consultations)</p> <p><b>Total number of hours with an academic teacher 20</b></p> <p><b>Number of ECTS points with an academic teacher 0,5</b></p> <p><b>Non-contact hours (students' own work)</b> 25 (preparing for classes) + 25 (preparing for credits) + 20 (studying literature)</p> <p><b>Total number of non-contact hours 70</b></p> <p><b>Number of ECTS points for non-contact hours 2,5</b></p> <p><b>Total number of ECTS points for the module 3</b></p>
Educational outcomes verification methods	<b>project of proper diagnostic and therapeutic programme</b>
Description	The module covers the knowledge in the area of <b>sensory integration and sensory processing disorders</b> . It also gives a practical instructions of <b>diagnostic observation and steps to help children in better functioning in their environment</b> .
Reading list	<ul style="list-style-type: none"> <li>- Ayres J. A., <b>Sensory Integration and the Child</b></li> <li>- Miller J., Fuller D., <b>Sensational Kids: Hope and Help for Children With Sensory Processing Disorder</b></li> <li>- Kranowitz C., <b>The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder</b></li> </ul>
Educational outcomes	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- At the end of the course students will know and understand the terms 'sensory integration ' and 'sensory processing disorder'</li> <li>- Students will know the functions of the main sensory systems</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- Students will be able to recognize indicators of sensory processing disorder in children behavior</li> <li>- Students will also understand how sensory processing disorder impacts on the child's work and behavior</li> <li>- Students will develop a practical understanding of the problems the child encounters</li> </ul>

	<ul style="list-style-type: none"> <li>- Students will develop strategies and programmes to assist the child in school and at home</li> </ul> <b>ATTITUDES</b> <ul style="list-style-type: none"> <li>- Students will be aware of necessity to carry out the diagnostic and therapeutic process in a thorough and comprehensive manner</li> </ul>
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	<b>project of proper therapeutic programme, written test</b>
Comments	
Reading list	<ul style="list-style-type: none"> <li>- Ayres J. A., Sensory Integration and the Child</li> <li>- Miller J., Fuller D., Sensational Kids: Hope and Help for Children With Sensory Processing Disorder</li> <li>- Kranowitz C., The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder</li> </ul>
Educational outcomes	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>- At the end of the course students will know and understand the terms 'sensory integration' and 'sensory processing disorder'</li> <li>- Students will know the functions of the main sensory systems</li> </ul> <b>SKILLS</b> <ul style="list-style-type: none"> <li>- Students will be able to recognize indicators of sensory processing disorder in children behavior</li> <li>- Students will also understand how sensory processing disorder impacts on the child's work and behavior</li> <li>- Students will develop a practical understanding of the problems the child encounters</li> <li>- Students will develop strategies and programmes to assist the child in school and at home</li> </ul> <b>ATTITUDES</b> <ul style="list-style-type: none"> <li>- Students will be aware of necessity to carry out the diagnostic and therapeutic process in a thorough and comprehensive manner</li> </ul>
A list of topics	<ul style="list-style-type: none"> <li>• The functions of the main sensory systems.</li> <li>• Sensory Integration theory and related neurophysiological knowledge.</li> <li>• Classifications of Sensory Processing Disorder.</li> <li>• Signs and symptoms of sensory dysfunctions - recognizing indicators of sensory processing disorder in children.</li> <li>• The meaning of sensory integration treatment for children with learning disabilities.</li> <li>• Early intervention in SPD.</li> </ul>

	<ul style="list-style-type: none"> <li>• Impacts of the sensory processing disorder on the child's work and behavior</li> <li>• Home and school sensory approach - strategies and programmes to assist the child in school and at home</li> <li>• Relations between SPD and other disorders and disabilities.</li> <li>• Principles of applying sensory integration exercises in a classroom.</li> <li>• Connections between Ayres Sensory Integration and other methods based on perceptual and motor skills.</li> </ul>
Teaching methods	lecture, reading, audiovisual, demonstration, discussion, practice by doing
Assessment methods	activity during workshops, preparation and presentation of a therapeutic programme, written test

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