Basic information about the subject ( independent of the cycle)

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| **Module name** | **Sensory Integration in education and therapy** |
| Erasmus code | 011 |
| ISCED code |  |
| Language of instruction | English |
| Website |  |
| Prerequisites |  |
| ECTS points hour equivalents | **Contact hours (work with an academic teacher)** 15 (5 hours of lectures and 10 hours of workshops) + 5 (consultations)**Total number of hours with an academic teacher 20****Number of ECTS points with an academic teacher** 0,5 **Non-contact hours (students' own work)** **25 (preparing for classes) + 25 (preparing for credits) + 20 (studying literature)****Total number of non-contact hours 70****Number of ECTS points for non-contact hours 2,5****Total number of ECTS points for the module 3** |
| Educational outcomes verification methods | **project of proper diagnostic and therapeutic programme** |
| Description | The module covers the knowledge in the area of **sensory integration and sensory processing disorders. It also gives a practical instructions of diagnostic observation and steps to help children in better functioning in their environment.** |
| Reading list | **- Ayres J. A., Sensory Integration and the Child****- Miller J., Fuller D., Sensational Kids: Hope and Help for Children With Sensory Processing Disorder****- Kranowitz C., The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder** |
| Educational outcomes | **KNOWLEDGE** **- At the end of the course students will know and understand the terms ‘sensory integration ’ and ‘sensory processing disorder’****- Students will know the functions of the main sensory systems** **SKILLS** **- Students will be able to recognize indicators of sensory processing disorder in children behavior****- Students will also understand how sensory processing disorder impacts on the child's work and behavior****- Students will develop a practical understanding of the problems the child encounters****- Students will develop strategies and programmes to assist the child in school and at home****ATTITUDES** **- Students will be aware of necessity to carry out the diagnostic and therapeutic process in a thorough and comprehensive manner** |
| Practice |  |

Information about classes in the cycle

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| Website |  |
| Educational outcomes verification methods | **project of proper therapeutic programme, written test** |
| Comments |  |
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| Educational outcomes | **KNOWLEDGE** **- At the end of the course students will know and understand the terms ‘sensory integration ’ and ‘sensory processing disorder’****- Students will know the functions of the main sensory systems** **SKILLS** **- Students will be able to recognize indicators of sensory processing disorder in children behavior****- Students will also understand how sensory processing disorder impacts on the child's work and behavior****- Students will develop a practical understanding of the problems the child encounters****- Students will develop strategies and programmes to assist the child in school and at home****ATTITUDES** **- Students will be aware of necessity to carry out the diagnostic and therapeutic process in a thorough and comprehensive manner** |
| A list of topics | * **The functions of the main sensory systems.**
* **Sensory Integration theory and related neurophysiological knowledge.**
* **Classifications of Sensory Processing Disorder.**
* **Signs and symptoms of sensory dysfunctions - recognizing indicators of sensory processing disorder in children.**
* **The meaning of sensory integration treatment for children with learning disabilities.**
* **Early intervention in SPD.**
* **Impacts of the sensory processing disorder on the child's work and behavior**
* **Home and school sensory approach - strategies and programmes to assist the child in school and at home**
* **Relations between SPD and other disorders and disabilities.**
* **Principles of applying sensory integration exercises in a classroom.**
* **Connections between Ayres Sensory Integration and other methods based on perceptual and motor skills.**
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| Teaching methods | **lecture, reading, audiovisual, demonstration, discussion, practice by doing** |
| Assessment methods | **activity during workshops, preparation and presentation of a therapeutic programme, written test** |

**Name of lecturer:** Magdalena Wójcik PhD

**Contact Person:** Magdalena Wójcik Magdalena\_Wojcik@interia.eu