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40. Ellis Rod. Understanding second language acquisition Oxford UP, 1995.

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42. Erin J., S. J. Spungin [eds.]when you have a visually impaired student with multiple disabilities in your classroom. A guide for teachers. New York: AFB Press, 2010.

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46. Fraiberg Selma. Insights from the blind. Norwich: Fletcher and Son, 1977

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49. Gill John [ed.] Making life easier. How telecommunication services could benefit people with disabilities.

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50. Gill John. Access-Ability. Making technology more usable by people with disabilities.

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51. Gill John. Accessibility for visitors.

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52. See it right. RNiB.

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54. American Foundation for the blind. AFB Videos.

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55. Chen, Deborah, Schachter, Ms. Ed., Haag Pamela: Making the most of early communication. Strategies for supporting communication with infant, toddlers and Preschoolers whose multiple disabilities include vision and hearing loss.

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56. Chen, Deborah, Downing, June E.: Tactile learning strategies. Interacting with children who have visual impairments and multiple disabilities. New York, AFB.

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62. Items C,D,7,9 and 11(ages 9-12).

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63. Items E, F, 13, 15 and 17 (ages 13-17)

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120. Eye contact. RNiB.

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121. Reading for all. Ideas for stories and reading for children and young adults with severe and profound learning disabilities.

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122. Code of practice. On the identification and assessment of special educational needs. Department of education. Crown, 1994.

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123. Ćwiczenia stymulujące wzrok.

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124. Łaszczyk, Jan: Komputer w kształceniu specjalnym. Warszawa, Wsip, 1998.

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125. Understanding retinitis pigmentosa. RNiB.

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126. Royal National Institute for the Blind. Understanding Glaucoma.

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127. Royal National Institute for the Blind. Undertanding Nystagmus.

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128. Royal National Institute for the Blind. What families need now. A report of the needs of families with visually impaired children in Scotland. Edinborough: RNiB, 1996.

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130. Special educational Leeds. A guide for Barents. Department foe education. Crown:1994.

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132. Stillmon Robert, Ch. Bottle. skala Colllier-Azusa.warszawa, polski związek niewidomych, 1995.

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134. Teacher’s guide. Finding out about blindness. RNiB.

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135. The British journal od Visual Impairment Mobility Pack.

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136. The British Journal of Visual Impairment. Low Vision Pack.

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137. The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities. New York: American Foundation for the Blind, 1995.

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138. The National Numeracy Strategy. Framework for teaching mathematics. From reception to year 6. Department for Educational and Employment.

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139. The national numeracy strategy. Mathematical vocabulary.

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143. Underhill, Nic. Testing Spoken Language. A Handbook of Oral Testing Techniques. Cambridge: Cambridge University Press, 1987.

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144. Understanding diabetic retinopathy. London: Royal National Institute for the Blind.

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145. Understanding cataracts. London: Royal National Institute for the Blind.

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148. Understanding retinitis pigmentosa. Royal National Institute for the Blind.

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149. Vale David, Ann Feunleun. Teaching children English. A training cource for teachers of English to children. Cambridge. Cambridge UP, 1986.

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150. Play it my way. Learning through play with your visually impaired child. Royal Institute for the Blind. London, The Stationary Office, 2000.

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151. Visability. Focus on accessible information. Summer 2004. RNiB.

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172. Importance and need for social skills.

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177. Wychowanie I nauczanie integracyjne. Nowe doświadczenia. Centrum metodyczne pomocy psychologiczno-pedagogicznej MEN. Warszawa 1998.

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178. Ze Słońcem w Pejzażu. Krakowska Szkoła dla Niewidomych. 1948-2004.

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179. Ford, M., Heshel, T.: In touch. 10th Edition British Broadcasting Corporation, 1993.

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180. Przegląd tyflodydaktyczny. Polski związek niewidomych nr 1-2/95

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181. Przegląd tyflodydaktyczny. Polski związek niewidomych nr 1-2/94

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182. Przegląd tyflodydaktyczny. Polski związek niewidomych nr 1-2/97

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