



Mathematics Instruction for Students With Disabilities: A Special Issue of exceptionality (Exceptionality S)

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This special issue focuses on mathematics for students with disabilities, particularly on the topic of division. The articles discuss a number of curricula and instructional practices that have direct and meaningful implications for the classroom. They also serve as a foundation for the development of research into effective intervention practices. As a whole this issue provides an opportunity to extract selected features of instruction from the articles found herein and to contrast the effectiveness of two distinct instructional approaches--constructivism and direct/explicit instruction.

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