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Nota di contenuto	Section I: 1. Considerations of equity for learners experiencing mathematics difficulties: At the nexus between mathematics and special education -- 2. Characteristics of the Learners -- 3. Discerning Learning as Conceptual Change: A Vital Reasoning Tool for Teachers -- 4. Commentary on Section I -- Section II: 5. Connecting Theory to Concept Building: Designing Instruction for Learning -- 6. Meaningful Assessments of Students Who Struggle to Learn Mathematics -- 7. Commentary on Section II -- Section III: 8. Supporting Diverse Approaches to Meaningful Mathematics: From Obstacles to Opportunities -- 9.Engaging Multilingual Learners with Disabilities in Mathematical Discourse -- 10: Equitable Co-teaching Practices in Mathematics -- 11. Commentary on Section III -- Section IV: 12. Counting -- 13. Additive Reasoning and Problem Solving -- 14. Nurturing Multiplicative Reasoning with Whole Numbers -- 15.

	Nurturing Fractional Reasoning -- 16 Proportional Reasoning to Move Toward Linearity -- 17. Commentary on Section IV.
Sommario/riassunto	This book provides prospective and practicing teachers with research insights into the mathematical difficulties of students with Learning Disabilities and classroom practices that address these difficulties. This linkage between research and practice celebrates teachers as learners of their own students' mathematical thinking, thus contributing an alternative view of mathematical progression in which students are taught conceptually. The research-based volume presents a unique collaboration among researchers in special education, psychology, and mathematics education from around the world. It reflects an ongoing work by members of the International Group for the Psychology of Mathematics Education (PME) and the North American Chapter of the PME Working Groups. The authors of chapters in this book, who have been collaborating extensively over the past 7 years, are from Australia, Canada, the United Kingdom, and the United States. .