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Hunt, J. H., & Vasquez, E. Effects of ratio strategies intervention on knowledge of ratio equivalence for students with learning disability. *The Journal of Special Education*. Advance online publication. (Original doi:10.1177/0022466912474102)

The above-mentioned article was published online on March 1, 2013, and the authors would like to make a few additions:

- In the first paragraph under the heading “The Current Study,” the authors wish to acknowledge related current work.

A developmental progression of conceptual milestones is illuminated in mathematics education instructional trajectories and is advocated for in national policy guides. Further, such practices are also being explored in other content within cross sectional research in mathematics and special education (Tzur & Lambert, 2011; Zhang, Xin, & Si, 2013).

- In the first paragraph of “Strategy measure,” under the heading “Dependent Measures and Treatment Fidelity,” the authors would like to include a reference to Zhang, Xin, and Si’s 2013 paper.

Zhang and colleagues (2013) first explored the use of students’ strategy frequencies and changes over time within a multiple baseline research design. Their work illustrated the applicability of using students’ problem solving strategies

as a dependent measure across a special education instructional intervention.

- In the third paragraph under the heading “Relation to Theory and Practice,” the authors wish to acknowledge related current work.

The instructional mechanism used in the study encouraged students to independently make sense of the problem and, through their own activity and varied levels of teacher support, move forward in their understandings of ratio equivalency concepts. Such instructional mechanisms are being explored in cross-sectional research in mathematics and special education (Tzur & Lampert, 2011; Zhang et al., 2013) and warrant further validation as possible practice for students in resource and Tier 3 Response to Intervention settings, where supplemental instructional experiences for this population are for the most part undefined (Fuchs, Fuchs, & Compton, 2012).

- The additional references are listed below.

Tzur, R., & Lambert, M. A. (2011). Intermediate participatory stages as Zone of Proximal Development correlate in constructing counting-on: A plausible conceptual source for children’s transitory ‘regress’ to counting-all. *Journal for Research in Mathematics Education*, 42(5), 418-450.

Zhang, D., Xin, Y. P., & Si, L. (2013). Transition from intuitive to advanced strategies in multiplicative reasoning for students with math difficulties. *The Journal of Special Education*, 47(1), 50-64.