

The purpose of this study was to investigate between mathematics learning-disabled students and normal students. The group testing were administered to 223 students who were sampled from 3th of 6th grades in central region of Taiwan. Statistical method was used to analyze the collected data and results obtained show that: 1. In general, the percentage of mathematics learning-disabled students from 3th to 6th grades increased as the grade increased. 2. The number of computational errors of mathematics learning-disabled students from 3th to 6th grades are more than that of normal students. 3. The multiple concept of mathematics learning-disabled students not good, who can't relate with. 4. Mathematics learning-disabled students tend to omit the zero in the quotient during division facts which lead to computational errors. 5. Normal students and mathematics learning-disabled students feel difficult about algorithms procedure in computation process. 6. The number of errors in decimal place of mathematics students are more than that of normal students. 7. Normal student performance in multiplication of fractions is superior to that in addition and subtraction of fractions. Mathematics learning disabled students performance in addition of fraction is superior to that in multiplication and subtraction of fractions. The error percentage of mathematics learning disabled students in addition, subtraction and multiplication of fractions is higher than that of normal students. 8. The common error pattern of mathematics learning-disabled students in omits arrangement of the whole number after borrowing. 9. The percentage of correct answer of mathematics learning-disabled students in addition, subtraction, multiplication, and division of fraction and decimal is lower than that of normal students. Mathematics learning disabled students perform an operation other than the appropriate one. 10. The percentage of correct answer of normal students in fraction computation of unknown number is higher than that of mathematics learning disabled students. The computational error of mathematics learning disabled students is due to opposite computational error.