











Table 1. Frequencies and percentages of respondents (n=120)

No	Items	Agree		Uncertain		Disagree	
		F	%	F	%	F	%
<b>A</b>	<b>Behavioral Engagement:</b>						
1	The model starts by procedures that engage learning-disabled students to work effectively.	62	51.7	41	34.1	17	14.2
2	The model invites disabled students use real materials	71	59.2	26	21.7	23	19.1
3	The model encourages disabled students use available technology in learning situation.	30	25	64	53.3	26	21.7
4	The model encourages students write on work sheets, maps, etc..	59	49.2	32	26.6	29	24.2
5	The model makes disabled students pay more attention to instructional procedures.	66	55.0	28	23.3	26	21.7
6	The model helps students behave according to their individual differences.	34	28.3	65	54.2	21	17.5
7	The model allows disabled students behave individually and cooperatively	71	59.2	19	15.8	30	25.0
8	The model helps disabled students move actively through practicing learning activities.	66	55.0	32	26.6	22	18.4
9	The model helps disabled students take notes during learning situations.	61	50.8	37	30.8	22	18.4
10	The model encourages disabled students use verbal and non-verbal communication skills	33	27.5	57	47.5	30	25.0

Table 2. Frequencies and percentages of respondents (n=120)

No.	Cognitive Engagement:	Agree		Uncertain		Disagree	
		F	%	F	%	F	%
1	The model helps disabled students explore main ideas.	37	30.8	66	55.0	17	14.2
2	The model helps disabled students link knowledge to real life.	63	52.5	33	27.5	24	20.0
3	The model allows disabled students organize materials to overcome memory disability	69	57.5	30	25.0	21	17.5
4	The model helps disabled students develop self-assessment abilities.	44	36.7	60	50.0	16	13.3
5	The model encourages disabled students construct new knowledge.	71	59.2	30	25.0	19	15.8
6	The model helps disabled students integrate ideas and experiences.	61	50.8	35	29.2	24	20.0
7	The model encourages disabled students be involved in problem solving processes.	64	53.3	31	25.8	25	20.9
8	The model helps disabled students outline and summaries accepted information.	60	50.0	38	31.6	22	18.4
9	The model encourages disabled students reflect on knowledge.	33	27.5	78	65.0	9	7.50
10	The model helps disabled students apply what is learned in real life.	45	37.5	56	46.7	19	15.8

perceived using Hedy's 4Cs model as an effective model to engage learning-disabled students behaviorally and cognitively. So, the multiple phases and roles of both teacher and students through the model are beneficial to meet the multiple learning disabilities among high school students. The results here are consistent with results of many previous studies mentioned above regarding models related to the four learning theories and studies used Hedy's 4Cs Model.

### 5. References

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