

A RATIONALE FOR THE BEHAVIORAL MODEL  
FOR TREATMENT OF STUDENTS IN SCHOOLS  
WITH EMOTIONAL AND BEHAVIORAL DISORDERS

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The behavioral model...

- is focused on learning (not a disease) – learning is the business of schools;
- is an optimistic model – everyone learns and can be taught. There is no need to seek a cure;
- is prescriptive (vs. classification) – there is no need for labels.
- is value-free (a process) – it does not legitimate maladaptive behaviors;
- is measurable (direct observation) – assists with treatment plans and making adjustments, reinforces success and provides accountability;
- is efficacious – there may be multiple routes to a treatment goal, but time is an important factor in the remedial development students with EBD;
- is parsimonious – a standard of science;

and,

- can be taught to, and be used effectively by most people (including paraprofessionals and parents) without extensive formal training.