

# **B.A.B.P.**

# **BULLETIN**

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## BRITISH ASSOCIATION FOR BEHAVIOURAL PSYCHOTHERAPY

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The British Association for Behavioural Psychotherapy was founded in 1972. It is a multidisciplinary organisation and full membership is restricted to members of the helping professions – psychiatrists, psychologists, social workers, nurses, probation officers, teachers, etc.

### Objects of the Association

- (a) To promote the advancement of the theory and practice of behavioural psychotherapy, in particular the application of experimental methodology and learning techniques to the assessment and modification of maladaptive behaviour in a wide variety of settings.
- (b) To provide a forum for discussion of matters relevant to behavioural psychotherapy.
- (c) To disseminate information about and provide training for behavioural psychotherapy, by organising conferences, courses, and workshops or by any other means.
- (d) To print, publish and circulate newsletters, reports and other publications containing articles, information and news relating to behavioural psychotherapy.
- (e) To make representation to, and to establish and maintain liaison with, public and professional bodies.
- (f) To foster and promote research into behavioural psychotherapy, and related matters.
- (g) To establish and organise, regional or specialist branches in order to promote the objects of the Association and to provide a service to members.
- (h) To encourage and assist in training in behavioural psychotherapy.
- (i) To study matters of concern to behaviour therapists and to take such action as is consistent with the objects of the Association and in the public interest.

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## SPECIAL ISSUE: BEHAVIOUR MODIFICATION IN EDUCATION

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The B.A.B.P. Bulletin is published in January, April, July and October and copy must be in by the 15th of the month before publication.

### EDITORIAL

It is now eight years since Skinner spoke in Manchester on "Contingency Management in the Classroom". His paper marked the early stages of the serious discussion of applying behaviour modification to classroom problems in British schools. In the early 1970's, it was very necessary to demonstrate that such technology could be adapted to the British educational system. To some extent, we are beyond that stage—but only just. There have been a few demonstration projects, some of which are represented in this special issue, but the case for training teachers to use behaviour modification techniques in ordinary classrooms has still to be accepted by most teacher training colleges.

The papers in this special issue fall into three sections. In the first, there are five papers which describe studies in which teachers in ordinary classrooms have been taught to use behavioural methods. As can be seen, teachers can use the technology successfully, and this now opens up the way to further empirical studies. The second section contains two papers which address themselves to wide-spread problems—reading difficulties and school