

BOOK REVIEW

THE BEHAVIOURIST IN THE CLASSROOM

(2nd ed). Kevin Wheldall. London. Allen & Unwin. 1897. xvii 200. \$27.95.

The major contributors to this text will be well-known names to those of us familiar with the applied behavioural analysis approach to children. As editor, Kevin Wheldall supplies the introductory chapter, bringing us up-to-date on behavioural psychology development in British classrooms in the 1980s. He is also co-author of two further chapters, with his long-standing colleague, Frank Merrett, based on their joint work in Birmingham, which culminated in the development of their Behavioural Approach to Teaching Package (BATPACK). This package is now being trialled by Australian teachers and psychologists. Eddie McNamara contributes a chapter on behavioural approaches in the secondary school. As he points out, much less research, relatively, has been carried out in this more complex instructional environment, but the four case studies presented give some cause for optimism, at least in the short term, as no follow-up data are presented.

Ted Glynn's is another well-known name. Based on the pioneering work he undertook at the Mangere Home and School Project in New Zealand, the author brings us up to date on the 'Pause, Prompt, Praise' technique for remedial reading. Glynn shows that parents can be trained effectively as tutors to their own or other children. This approach has now been used successfully in many countries, including Australia.

Behavioural approaches have been used effectively in residential schools for disturbed children. Roger Burland

discusses just how this is done at Chelfham Mill School. Tokens, sanctions, contracts and social skills training are important aspects of their programme, although no specific data are presented on the longer term results, which is unfortunate.

Berger, Yule and Wigley review the development and progress of the Teacher-Child Interaction Project (TCIP). There are some daunting methodological problems, such as the lack of independent observers, and the dangers of a placebo effect. It is to the authors' credit that these problems are discussed in detail. Two final chapters (Darden, and Hastings and Schwieso) offer wide-ranging conceptual analyses and discussion of ethical issues. Dearden's discussion is particularly interesting, as he makes some trenchant points about the relationship between overt behaviour and covert understanding.

The book is aimed at teachers — "student teachers, probationer teachers, teachers ...heads of department, and college and university teachers." The authors go on to note that educational psychologists, inspectors and administrators will also find it useful and helpful. I agree, with the added comment that the book provides a much needed balance to the flood of material emanating from North America. As a final comment, the book is worth its modest price for Chapter 7 alone.

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