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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 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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RELEVANCE OF ANIMAL LEARNING MODELS TO BEHAVIORAL PSYCHOTHERAPY.

Lyn Y. Abramson - Psychology Department, University of Pennsylvania.

"We have definite experimental neurosis in our animals (dogs) and in the same animals what is analogous to human psychoses and we know their treatment." (Pavlov, 1941, p.39).

Pavlov's words presaged a twentieth century development for study of human behavioural disorders: Animal learning models. In essence, animal modeling involves induction of disorders analogous to naturally occurring human psychopathologies in animal subjects. The goal, of course, is illumination of cause, cure, and prevention of human disorders. Historically, although Pavlov's (1941, 1966) discovery of "experimental neurosis" in dogs generated initial enthusiasm for animal modeling, the approach later fell into disrepute probably because the early animal experimentation was rather poor (McKinney, 1974). The experimental analyses of the apparently maladaptive animal behaviours were reasonably thorough, but the claim that they represented and/or analyzed some form of naturally occurring disorder was usually unconvincing. Currently, however, a resurgence of interest in the method of animal modeling coupled with increased concern by investigators to set down ground rules for evaluation of animal models is apparent in the recent compilation of several books on the subject (two still in press): Experimental psychopathology: Recent research and theory, Psychopathology: Experimental models, and Relevance of the Psychopathological animal model to the human.

This article will delineate criteria for evaluating animal learning models to behavioral psychotherapy. At the outset, however, a useful distinction based on the purposes of the investigation should be made between this approach (modeling human behavioral disorders in animals) and two others potentially relevant to clinical psychology also using animal subjects: 1) general research on animal learning, and 2) animal analogues of behaviour therapy. Whereas general research on animal learning is specifically aimed at delineating clinical issues, both animal analogues of behaviour therapy and animal models of psychopathology are directly concerned with clinical application.

As Broadhurst (1973) noted, to the extent that behavioral disorders are the product of learning and/or subject to "relearning" intervention techniques, all