

Book Review

PLAUD, JOSEPH J., & EIFERT, GEORG H. (Eds.) *From Behavior Theory to Behavior Therapy*. Needham Heights, MA: Allyn & Bacon, 1998. Pp. xxvii + 338. ISBN 0-205-17477-9.

The purpose of this book is to redress what the editors propose is an imbalance in favor of technique over basic science and theory in contemporary behavior therapy. Basic science seems to be taken, not as behavioral rules for discovering and evaluating knowledge claims, but rather as inseparable from the generation of explanatory "theories." One result is that authors' theoretical predilections are featured as opposed to scientific methodology. And theories, at least by name, are abundant: "behavior theory" (Eifert & Plaud; Salzinger); "learning theory" (Salzinger; Gaither, Rosenkranz, & Plaud); "behavior analytic theory" (Lejuez, Schaal, & O'Donnell); "behavior analysis" (Scotti, Mullen, & Hawkins); "paradigmatic behaviorism" (Forsyth & Eifert; Eifert, Beach, & Wilson); "feminist behavioral theory" (Vogeltanz, Sigmon, & Vickers); and "behaviorally based conditioning models" (Plaud & Holm). Despite all the emphasis on theory by name, the book illustrates a need for behavior therapy theorists to take more seriously than they have the entire theory building enterprise. For starters, nowhere is there an examination of the logic or systematics of behavior therapy theorizing. Thus, although the editors reject "cognitive-behavioral" theorizing with assumptions of "hypothesized inner processes," the penultimate chapter, with a purported "visionary perspective of the future," promotes a number of inners: information processing, associations between internal representations, anticipations, and expectancies. Readers are not informed of how these constructs refer to anything other than supposed nonspatiotemporal entities and activities.

It would be misleading to characterize this book as concerned only with explanatory theories. Fortunately, basic science also translates into basic principles of behavior and the development of effective clinical knowledge via scientific research. Few chapters are particularly effective in tracing the evolution of behavior therapy concepts and treatments from the earliest work to the present. Salzinger's coverage of schizophrenia is a noteworthy exception.

This book should prove valuable for students and others interested in a single resource that provides a useful overview of the contemporary status of behavior therapy from the viewpoint of those who are fairly close to the first-generation dictate that clinical behavior therapy is an integrated conceptual and technological affair. I am less sanguine concerning the possibility of the book's contribution to closing the gap between basic science and practice by its strategy of heavily focusing on theory in the absence of careful examination of the implications of scientific methodology, including system building. (*Dennis J. Delprato, Eastern Michigan University*)