EVERYTHING DEPENDS ON LEARNING

Changing how we think about learning can change how we learn about everything.

Adaptive

Maladaptive

The DARK SIDE of Learning

Maladaptive Learning *(THE NOUN)*

unhealthy behaviors caused by and/or reinforced by learning

Addictions:

- Neural Plasticity
- Reinforcing Feelings
- Alcohol
- Cocaine
- Therapies

Disorders:

- Insomnia
- Eating
- Depression
- OCD
- Anxiety
- PTSD

Sex Offenders
Self-Mutilation
Hysteria

In School:

- Goal Orientation
- Strategies
- Learning Theories
- Content Knowledge Acquisition
- Self/Ego
- Motivation
- Negative Behavior

Maladaptive Learning: At School

Beyond IQ: A Model of Academic Competence & Motivation (MACM) - Kevin McGrew, Ph.D.

Kevin S. McGrew, PhD iap@earthlink.net

Maladaptive Learning: At School

Academic ability conception

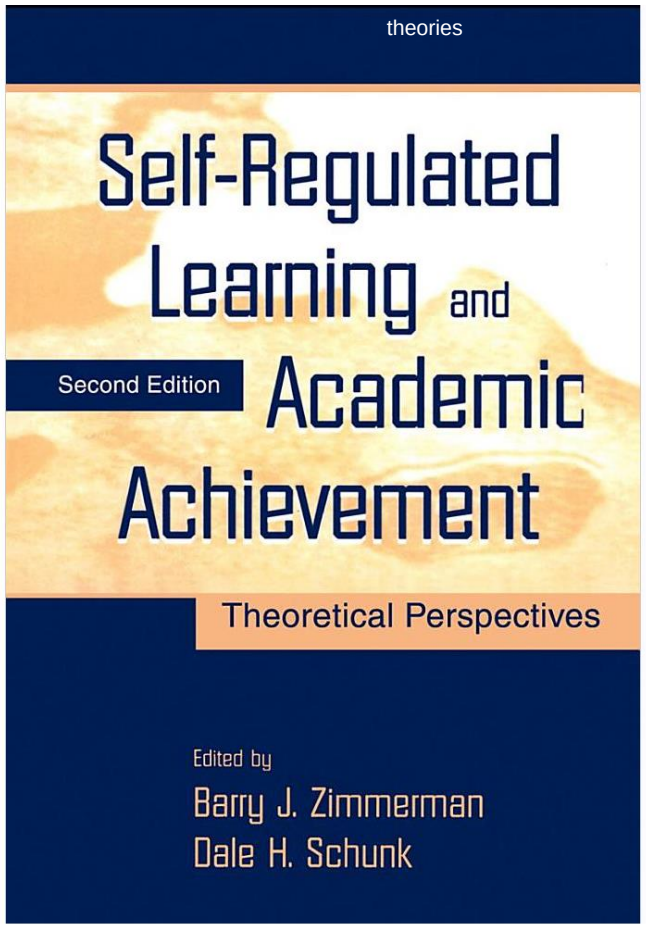
Academic Ability Conception: Definiton and Conceptual Background

A person's beliefs, self-evaluation, and self-awareness regarding their academic-related skills and abilities.

Research suggests that "
invest in a challenging int
suggests that the develo
academic goal orientatic
and abilities (Kaplan &
evaluation regarding t
student's personal viev
Midgley, 1997; Perkins

Although related to acad
personal beliefs about th
the student's conviction
hypothesized to play an
developed a clear and c
determine a great deal about their motivational patterns. It will influence such things as whether they seek and enjoy challenges and how resilient they are in the face of setbacks" (Dweck, 2002, p. 59).

Contemporary goal setting theory suggests that the development of adaptive or **maladaptive learning patterns**, vis-à-vis the adoption of different academic goal orientations, may be mediated by a student's perception and beliefs about their personal skills and abilities (Kaplan & Midgley)



CONCLUSIONS

Earlier in this chapter, we noted that a fundamental goal of education is to promote students who use learning strategies effectively, appropriately, and independently. We showed how constructivist approaches to SRL can be useful for understanding individual and developmental differences in the attainment of this goal. We suggested that children are naturally inclined to construct explanatory frameworks and to make sense of their educational experiences. When things go right (i.e., they are given multiple opportunities to succeed, scaffolded interpretations of their performance, culturally meaningful and challenging tasks, and encouragement to pursue positive possible selves), children construct theories of competence, tasks, and selves that foster the acquisition and use of adaptive learning strategies. When things go wrong, however, we showed that children construct theories that foster the acquisition and use of maladaptive learning strategies and inappropriate goals. In essence, theories are the conceptual and conditional knowledge that are the bases for procedural knowledge. The strategic and regulated features of what children do, especially in school, is largely
themselves and school-related task

…we showed that children construct theories that foster the acquisition and use of **maladaptive learning strategies** and inappropriate goals… the strategic and regulated features of what children do, especially in school, is largely a function of what they understand about themselves and school related tasks.

HIGH-STAKES TESTING, ACHIEVEMENT-GOAL STRUCTURES, ACADEMIC-RELATED PERCEPTIONS, BELIEFS, STRATEGIES, AND SCHOOL BELONGING AMONG SELECTED EIGHTH-GRADE STUDENTS IN A NORTHWEST FLORIDA SCHOOL DISTRICT

by

Lynn Carol Ketter
Ed.S., The University of West Florida, 2001

Students' perception of ability to perform is especially responsive to social comparison. Self-evaluation of ability is decidedly more negative when focused on winning, outperforming others, or surpassing a normative standard than when focused on trying hard and improving performance (Ames, 1992). Emphasis on social comparison negatively affects interest and use of effective learning stra
comparison of ability elicits maladaptive learning strategie
superficial learning strategies, and negative affect toward s
lacking confidence in their ability are particularly at risk fo
motivational perceptions, beliefs, and strategies when perf

Maladaptive Learning: At School

Unfavorable comparison of ability elicits **maladaptive learning strategies** like avoidance of risk taking, superficial learning strategies, and negative affect toward self and learning.

PROMOTING THE POSITIVE ACHIEVEMENT MOTIVATION OF YOUNG CHILDREN IN A REGULAR GRADE 2 CLASSROOM

By Cindy Maria Bell

Research Based Social-Cognitive Model Of Motivation

In the domain of achievement motivation, two different learning responses, adaptive (positive) and maladaptive (negative), have long been identified (Battle, 1965; Tyler, 1958). Moreover, research has identified constellations of different cognitive, affective, and behavioural components that characterize each re

Maladaptive Learning: At School

In the domain of achievement motivation, two different **learning responses, adaptive** (positive) and **maladaptive (negative),** have long been identified (Battle, Tyler)

… These findings suggest that **regular classroom conditions potentially influence maladaptive learning responses.**

ELSEVIER

Early Childhood Research Quarterly 20 (2005) 259–275

Early Childhood Research Quarterly

An investigation of preschool classroom behavioral adjustment problems and social–emotional school readiness competencies

John W. Fantuzzo [a,*], Rebecca Bulotsky-Shearer [b], Rachel A. Fusco [a], Christine McWayne [c]

[a] University of Pennsylvania, Graduate School of E
[b] School Distr
[c] New York University, S

Maladaptive Learning: At School

Abstract

The study examined the unique relationship betv
problems and salient social–emotional competencie
tigated using a hierarchical model that controlled fo
gender, and verbal ability. Classroom behavioral adj
ment Scales for Preschool Intervention (ASPI) acro
assessed at the end of the year included emotion
and approaches to learning. Socially negative beha
learning behaviors, and disruptive social play in th
predicted lower affective engagement in the classro
provide predictive validity for the ASPI. Implicatio

Keywords: Social–emotional: Children: Behavior: Head start: Classroom behavior: School readiness

Socially negative behavior in the classroom predicted emotional lability, **maladaptive learning behaviors**, and disruptive social play in the home at the end of the year.

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Learning Research Summaries | PAGE | DISCUSSION | HISTORY | NOTIFY ME | PROTECTED

Maladaptive Learning:
At School

Experiences of Autonomy and Control Among Chinese Learners : Vitalizing or Immobilizing?
Journal of Educational Psychology Vol. 97(3), August 2005. pp. 468-483.
Publisher: American Psychological Association

Abstract : Various cross-cultural researchers state that autonomy is not valued in Eastern cultures and, hence, is unlikely to predict *optimal* study functioning and well-being. In contrast, self-determina 2000) maintains that autonomous or volitional study motivation is universally and higher well-being, even among Chinese students. Two studies were con issue. Findings from both studies indicated that autonomous study motivation attitudes, academic success, and personal well-being, whereas controlled m drop-out rates, maladaptive *learning* attitudes, and ill-being. In addition, Study versus psychological control is related to more adaptive *learning* strategies an were mediated by students' relative autonomy for studying. The importance phenomenological experience versus an interpersonal, culturally bounded v

Summary: Self determined study motivation is crucial and usually predicts in "higher-being." Autonomous studying habits are often predictive of adaptive personal happiness while controlled motivation is predictive of higher drop-c and a lack of happiness. Also in another study it was discovered that parenta promotes better adaptive learning as well as happiness. Together these effec study.

Findings from both studies indicated that autonomous study motivation positively predicts adaptive learning attitudes, and personal well-being, whereas controlled motivation was associated with higher drop-out rates, **maladaptive learning attitudes**, and ill-being.

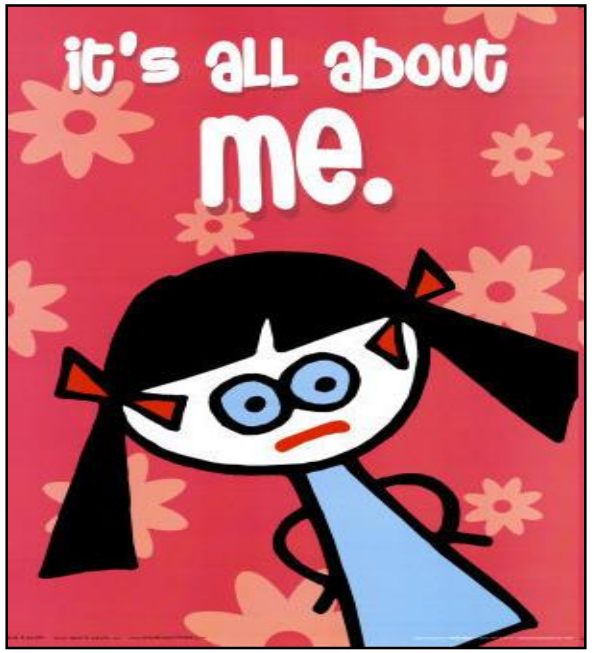
Maladaptive Learning: At School

Task involvement and ego orientation in mathematics achievement: A three year follow-up

Shirley M. Yates
Flinders University

Introduction

Differences between ego oriented and task involved students have been found in the amount of time students spent on learning tasks, persistence in the face of difficulty, quality of engagement in learning, and use of adaptive mental strategies (Butler, 1987; Elliott & Dweck, 1988; Meece Blumenfeld & Hoyle, 1988; Nolen, 1988; Nolen & Haladyna, 1990; Graham & Golan, 1991). Students' endorsement of task involvement learning goals have resulted in adaptive behavioural responses including strategy shifting, increased effort, reanalysing a problem and persistence in the face of difficulty (Meece & Holt, 1993; Pintrich & De Groot, 1990). Students who endorsed ego orientation goals have been found to be more likely to exhibit maladaptive learning behaviours including low task engagement, less persistence, and the adoption of some helpless responses(Ames & Archer, 1988; Elliott & Dweck, 1988; Meece, et al., 1988). Task involved students have responded to impending failure by remaining task focussed (Dweck & Leggett, 1988), while ego oriented students chose simpler tasks, used inefficient strategies, or adopted an attitude of academic alienation so as to preserve their self image (Dweck & Leggett, 1988).



Students who endorsed ego orientation goals have been found to be more likely to exhibit **maladaptive learning behaviors** including low task engagement, less persistence, and the adoption of some helpless responses.

Effects of Self-Correction Strategy Training on Middle School Students' Self-Efficacy, Self-Evaluation, and Mathematics

Volume 20 Number 1 Fall 2008 pp. 18-41

Effects of SelfCorrection Strategy Training on Middle School Students' Self-Efficacy, SelfEvaluation, and Mathematics Division Learning

h

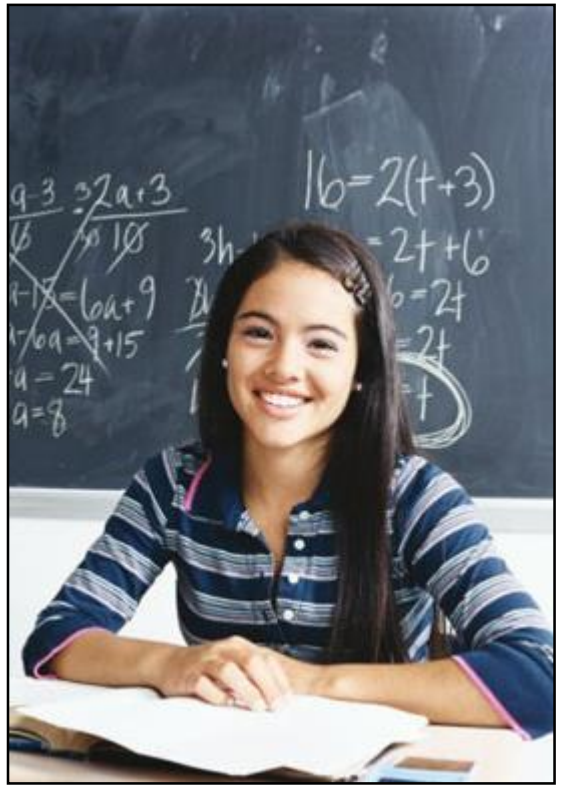
Darshanand Ramdass Barry J. Zimmerman
City University of New York, New York

Historically, mathematics teachers have focused on teaching academic content. However, students continue to use maladaptive learning methods because their effects are not understood or are hard to discern. There is concern about the quality of American students' achievement in mathematics. A recent report by the National Mathematics Advisory Panel (2008) observed that success in mathematics education is of critical importance to individual citizens because it improves their college and career options. Moreover, the growth of jobs in the mathematics-intensive science and engineering workforce has outpaced overall job growth by a 3:1 ratio. However, American employers have had
18

Teachers need to monitor students' self-efficacy judgments, as well as their mathematics learning, to provide optimal instruction. First, inaccuracies in self-judgments appear to be a major liability for elementary and middle school children. Classroom practice must cultivate the knowledge to succeed and should nurture the belief that one can succeed. Second, accuracy training can be incorporated in a curriculum. After students solve the problems, teachers can show them how well they judged their capability to solve the problems. Students who can assess what they know and do not know will become better self-regu

Historically, mathematics teachers have focused on teaching academic content. However, students continue to use **maladaptive learning methods** because their effects are not understood or are hard to discern.

Maladaptive Learning: At School



Maladaptive Learning: Addictions

molecular interventions

Addiction: Making the Connection Between Behavioral Changes and Neuronal Plasticity in Specific Pathways

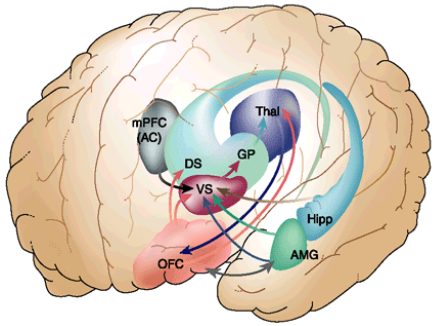
Marina E. Wolf

+ Author Affiliations

Abstract

There is an emerging consensus that drug addiction is a form of maladaptive learning. Drugs of abuse usurp the neuronal circuitry involved in motivation and reward, leading to aberrant engagement of learning processes. As a result, drug-associated cues can trigger craving and compulsive drug-seeking behavior, and voluntary control over drug use is lost. Abused drugs can also modulate long-term potentiation (LTP) and long-term depression (LTD) in neuronal circuits associated with the addiction process, suggesting a way for the behavioral consequences of drug-taking to become reinforced by learning mechanisms. This review will assess progress in correlating these effects on LTP and LTD with behavioral changes in animal models of addiction, particularly behavioral sensitization.

Maladaptive Learning: Addictions



There is an emerging consensus that drug addiction is a form of maladaptive learning.

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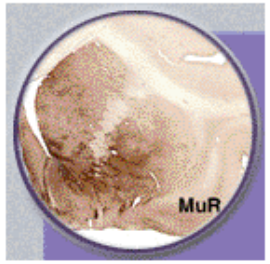

· Motivation is innate but testable
· Are anhedonic people predisposed to drug addiction, making their behaviour a form of self-medication?
· Does motivation, focusing (pathologically) on drug acquisition, or the anhedonic state drive addiction? The consensus was that this is different in different addicts.
· A common cause for addiction may be the need to 'feel better' and addiction is then a maladaptive learning of how to do this.
· In people who do not become addicts there are competing motivations that focus behaviour on other goals or other means to achieve the goals.
· However, once addicted, the hedonic resp ensuing 'down' state provoked by withdrawa withdrawal from a drug.
· Craving is different, being more associated place and the hedonistic response has been

Maladaptive Learning: Addictions

A common cause for addiction may be the need to ‘feel better’ and addiction is then a **maladaptive learning** of how to do this.

Health Care Industry

Cognitive-Behavioral Coping-Skills Therapy for Alcohol Dependence Current Status and Future Directions

Alcohol Research & Health, Spring, 1999 by Richard Longabaugh, Jon Morgenstern

Previous 1 2 3 4 5 6 7 8 9 10 ... 14 Next

CBST has its origins in a branch of academic psychology that focuses on understanding how human learning occurs. This approach views any type of psychopathology; including alcohol dependence, as a maladaptive learning process. Accordingly, the central goal of CBST approaches, which exist for numerous psychiatric disorders, is to design techniques through which maladaptive responses can be "unlearned" and replaced with adaptive respo
desig
For e

This approach views any type of psychopathology; including alcohol dependence, as a **maladaptive learning process.**

Maladaptive Learning: Addictions

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NIDA Home > Newsroom > News Release

A Long Lasting Impression: New Study Finds Persistent Brain Changes in Response to Cocaine Depend on the Expectation of Reward

NIDA Study Sheds Light on why Addiction is a Chronic Disease

Drug addiction dramatically shifts a person's attention, priorities, and behaviors towards a focus almost entirely on seeking out and taking drugs. Now, an animal study funded by the National Institute on Drug Abuse, part of the National Institutes of Health, has identified some of the specific long-term adaptations in the brain's reward system that may contribute to this shift. These long-lasting brain changes may underlie the maladaptive learning that contributes to addiction and to the propensity for relapse, even after years of abstinence from the drug. The study was published in *Neuron* on July 30, 2008.

Investigators from the University of California, San Francisco (UCSF) using an animal model of addiction, were able to distinguish brain changes in rats trained to self-administer cocaine, versus those animals that were trained to self-administer natural rewards such as food, or sucrose for several weeks. The investigators also were able to look at how much the "expectation" of receiving the drug influenced those brain changes by comparing rats trained to self-administer the drug versus animals who received the same amount of cocaine, but received it passively, i.e. they could not control their own drug taking by self-administration.

Maladaptive Learning: Addictions

These long-lasting brain changes may underlie the **maladaptive learning** that contributes to addiction and to the propensity for relapse, even after years of abstinence from the drug.

Drug

UNIVERSITY OF CAMBRIDGE

Understanding science

7: Drugs of Addiction: Biological, Medical, Legal and Ethical Aspects

Neuropsychology of addiction

Whilst the nucleus accumbens is a common neuroanatomical focus for the molecular actions of drugs of abuse in experimental animals, as well as probably humans, addiction can be viewed as an adaptive response of the rest of the brain to the chronic effects of these agents. The nucleus accumbens is at the junction of a number of interacting memory systems in the brain that link emotions to actions.

Drug abuse, and its transitions to addiction and relapse, can be understood as forms of aberrant learning in which drugs have subverted the natural "conditioning" mechanisms we employ to anticipate important events and make plans. Thus, environmental stimuli that predict hedonic drug effects come to exert increasing control over behaviour in the drug-dependent individual. This learning is effected by structures of the brain (eg amygdala, the hippocampus and the prefrontal cortex). These structures communicate directly with themselves and the nucleus accumbens, serving to regulate its output.

Evidence that implicates these brain structures in drug-seeking behaviour will be reviewed from several sources, including effects of brain lesions and several forms of neuroimaging based on the visualization of gene expression in nerve cells, positron emission tomography (PET), and functional magnetic resonance imaging (fMRI). The significance of these findings is that drug addiction cannot be treated simply by targeting the initial molecular targets (or receptors) for drugs of abuse. Therapies will have to take into account the cascade of biochemical events within integrated networks in the brain which are set in train by this maladaptive learning.

Chronic exposure of the brain to drugs of abuse can also adversely affect the functioning of certain neural systems, sometimes by producing permanent effects on nerve cells or chemical neurotransmitter systems.

This neural dysfunction may result in cognitive deficits, for e
the frontal cortex, leading to impulsive behaviour and impai
potentially further drive the addictive process, for example
in humans that may predispose a vulnerability to drug abus
chronic misuse, will be addressed.

Maladaptive Learning: Addictions

Therapies will have to take into account the cascade of biochemical events within integrated networks in the brain which are set in train by this **maladaptive learning.**

Maladaptive Learning: Disorders

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SPECIAL REPORT

Non-Pharmacological Treatment Options

by William B. Dollman, BPharm, MAppSc, FSHP

Geriatric Times • November/December 2004 • Vol. V • Issue 6

erapy replaces these learned negative responses with positive
bed and bedroom positive triggers for sleep, ensuring that when
bed or wakes up during the night, they can expect to fall asleep
ntrol therapy is explained in **Table 3**. Most patients need about
of treatment to undo the maladaptive learning of conditioned

Some changes in behavior can help a person with sleeping problems

PRIMARY INSOMNIA
"PSYCHO - PHYSIOLOGICAL"

- **Predisposing factors**
  personal 'risk' factors
  constitutional, innate, anxiety trait
- **Precipitating factors**
  'trigger' events
  pregnancy, illness, trauma
- **Perpetuating factors**
  maladaptive learning
  acquisition of sleep-disruptive habits

Most patients need about three to four weeks of treatment to undo the **maladaptive learning** of conditioned insomnia.

Learning to overeat: maternal use of restrictive feeding practices promotes girls' eating in the absence of hunger[2]

Leann L Birch, Jennifer Orlet Fisher, and Kirsten Krahnstoever Davison

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Display Settings: Abstract

Psychosocial treatments for eating disorders.

Yager J.

Department of Psychiatry and Biobehavioral Sciences, UCLA School of Medicine.

Biological and developmental vulnerabilities, maladaptive learning experiences, and pathological family patterns may all contribute to the appearance and persistence of eating disorder (Bruch 1973, Crisp 1980, Garfinkel and Garner 1982). Psychosocial treatment approaches are currently the most important and effective intervention methods for anorexia nervosa (American Psychiatric Association 1993, Garner 1985) and are at least equivalent to medication approaches for bulimia nervosa as well.

Biological and developmental vulnerabilities, **maladaptive learning experiences**, and pathological family patterns may all contribute to the appearance and persistence of eating disorders.

nature International weekly journal of science

Insight

Review Article The molecular neurobiology of depression

Vaishnav Krishnan[1,2] & Eric J. Nestler[1,2,3]

Unravelling the pathophysiology of depression is a unique challenge. Not only are depressive syndromes heterogeneous and their aetiologies diverse, but symptoms such as guilt and suicidality are impossible to reproduce in animal models. Nevertheless, other symptoms have been accurately modelled, and these, together with clinical data, are providing insight into the neurobiology of depression. Recent studies combining behavioural, molecular and electrophysiological techniques reveal that certain aspects of depression result from maladaptive stress-induced neuroplastic changes in specific neural circuits. They also show that understanding the mechanisms of resilience to stress offers a crucial new dimension for the development of fundamentally novel antidepressant treatments.

Recent studies combining behavioral, molecular and electrophysiological techniques reveal that certain aspects of depressions result from **maladaptive** stress induced neuroplastic changes (**learning**) in specific neural circuits.

Obsessive Compulsive Disorder

Current Understanding and Future Directions

Consistent with the emerging data from brain imaging studies, this evolutionary perspective suggests that each of the OC symptom dimensions is based on overlapping brain-based alarm systems that have the potential to become dysregulated due to genetic vulnerability, adverse environmental change during the course of developn
brain changes), or brain injury. Viewed
mental states encountered in OCD are
only by the distress they cause, their per
time to the exclusion of more normal ac

National Institute of M
Ba

…each of the OC symptom dimensions is based on overlapping brain-based alarm systems that have the potential to become dysregulated due to genetic variability, adverse environmental change during the course of development (**maladaptive learning** leading to brain changes), or brain injury.

Health Care Industry

Behavioral activation for anxiety disorders

Previous 1 ... 6 7 8 9 10 11 12 13 14 ... 24 Next

To summarize, when biological vulnerabilities combine with maladaptive learning experiences and possible psychological vulnerabilities, environmental contingencies may occur such that individuals experience reduced environmental reward and possibly increased punishment. It is noteworthy that the extent of maladaptive learning will be quite variable across individuals who exhibit negative affect, and feasible that environmental stress may directly elicit negative affect in the absence of any substantial maladaptive learning history (the third pathway).

Maladaptive Learning: Disorders

Unraveling the Mysteries of Anxiety and Its Disorders From the Perspective of Emotion Theory

David H. Barlow
Boston University

The Nature of Fear and Panic: True Alarms, False Alarms, and Learned (Conditioned) Anxiety

Only in the mid-1980s did researchers begin to collect information on the nature of panic. The accumulating evidence points to a complex biopsychosocial process. This process involves the interaction of an ancient alarm system, crucial for survival, with inappropriate and maladaptive learning

This process involves the interaction of an ancient alarm system, crucial for survival, with inappropriate and **maladaptive learning** and subsequent cognitive and affective complications.

CONSCIENCE SENSITIVE PSYCHIATRIC DIAGNOSIS OF MALTREATED CHILDREN AND ADOLESCENTS

A resource and teaching paper periodically updated and revised. Effective date: 03/9/01.

MATTHEW R. GALVIN, M.D., BARBARA STILWELL, M.D.
ANN ADINAMIS, M.D, ARLENE KOHN, B.A.

Incorporating the concepts of ontogeny and biological learning into the definition of developmental psychopathology, development expresses the maximal evolutionary potential for learning while psychopathology defines specific phenomena that interfere with the realization of that potential. Maladaptive learning is particularly implicated in the development and perpetuation of psychopathologic syndromes associated with extreme stress.

Maladaptive Learning: Disorders

PSYCHOPATHOLOGY UNPACKED

Maladaptive learning is particularly implicated in the development and perpetuation of psychopathologic syndromes associated with extreme stress.

Natural Healing Processes of the Mind: I. Acute Schizophrenic Disorganization*

Seymour Epstein

Abstract

It is proposed that there are three fundamental adaptive systems that have developed in the course of evolution. One of these, learning, is the only one that is widely recognized. The other two consist of regulation of the energetic aspect of stimulation, and integration of the data of experience into an organized conceptual system. Corresponding to each of the three basic adaptive systems are three basic types of disorder, namely maladaptive learning, which is by far the most common source of behavioral problems; overstimulation, as in the traumatic neurosis; and collapse of the individual's c
ceptual integrative system, as in
acute schizophrenic disorganizat
Just as relearning is a natural ad
ive process for correcting proble
produced by learning, there are i
herent processes for correcting t
disorders produced by overstimu

tions of an implicit theory of reality, which are to integrate the data of experience, to maintain a favorable pleasure-pain balance, and to maintain self-esteem.

In the course of evolution, complex systems for the prevention of and recovery from physical illness have developed. It would be strange, indeed, if a similar developmental process did not apply to disorders of the mind. With the emergence of higher order animals, whose adjustment depended upon responding to stimuli based on past experience rather than instinct, new possibilities for dis-

Corresponding to each of the three basic adaptive systems are three basic types of disorder, namely **maladaptive learning**, which is by far the most common source of behavioral problems;

CENTRE FOR HEALTH PROGRAM EVALUATION

PARAPHILIC SEX OFFENDERS: A LITERATURE REVIEW AND PROPOSAL FOR PROGRAM DEVELOPMENT IN VICTORIA

Grant Nichol
Research Fellow

Theoretical models

Possibly the most popular and practical theory for the existence of paedophilia is that of the behavioural scientists. These theorists essentially see appropriate sexual behaviour as the result of a learning and conditioning process, and that therefore inappropriate sexual behaviour is the result of maladaptive learning and conditioning from early childhood experience. Accordingly, behaviouralists argue that it is possible to reshape and relearn appropriate sexual responding through various behavioural techniques. These techniques will be reviewed later in this paper.

…inappropriate sexual behavior is the result of **maladaptive learning** and conditioning from early childhood experience.

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Section 15
Learning to Self-Injure

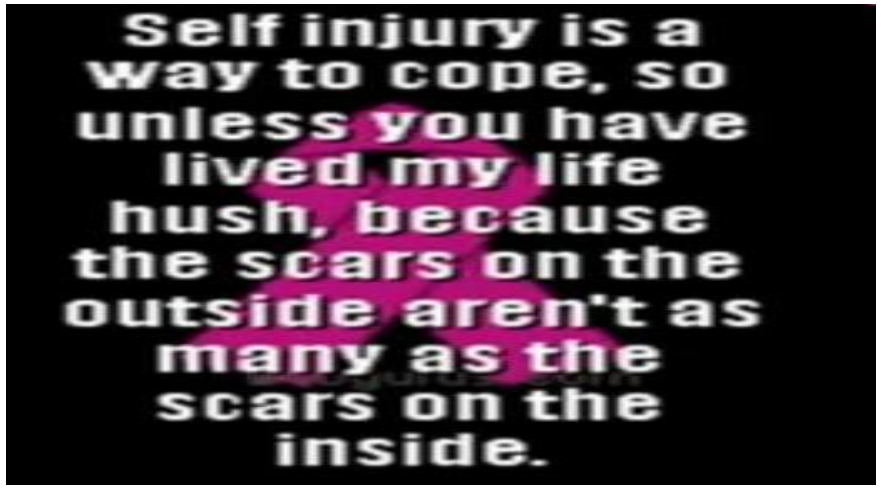
Reconciling Brain and Mind

Today, the chemical nature of the human brain is being understood as never before; yet it is the human mind that we inhabit and experience. We all try out new behaviors haltingly, awkwardly, full of concentration and hypervigilant. As we practice these behaviors repeatedly, we become less halting, less awkward, our need to concentrate is less necessary; and we grow more casual and more efficient at the same time. Whether it is learning to walk, swim, ride a bike, drive a car, or parent a child, the progression of the learning experience usually follows the same pattern.

When these are positive achievements, we call them **learning**. If they are destructive or self-destructive, we call them **disorders**. Though these behaviors are labeled disorders, they are born from the same mechanisms as positive learning. The major difference between the two is that positive, healthy learning is most often taught by one person to another person, instructively.

Maladaptive learning, on the contrary, is inferred and may role model without direct encouragement or instruction. This kin
It is often unconscious as well. When one person is taught by an
or adult remembers the teaching experience as well as the guidel
attempting the new behavior. We usually can easily remember w
But the child who is learning by inference and not by instruction

Maladaptive Learning: Disorders



Maladaptive learning, on the contrary, is inferred and may be need-based, or copied from a role model without direct encouragement or instruction.

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Maladaptive Learning: Disorders

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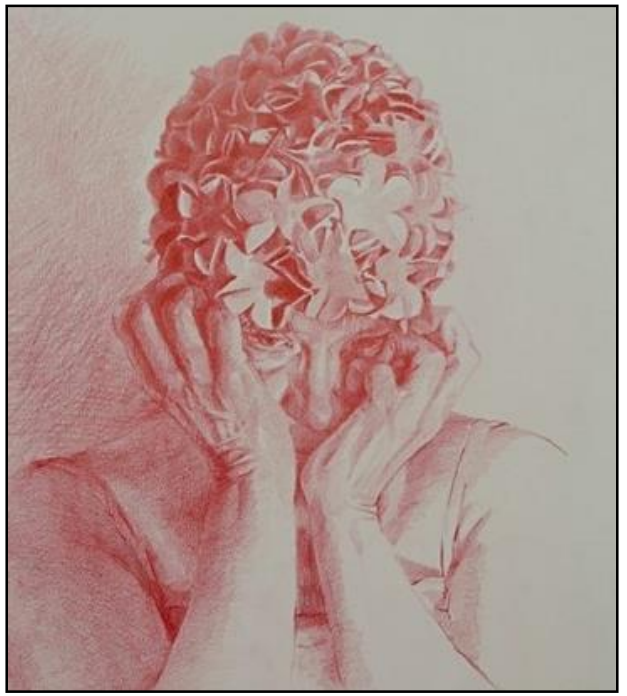
Biology Articles » Psychobiology » The Psychobiology of Hysteria

The Psychobiology of Hysteria

Editorial

This phrase was introduced by Mechanic (1972) to describe the behavior displayed by individuals in reaction to their perception ofsymptoms and health problems. The success of behavior therapy in the treatment of these disorders also suggests that maladaptive learning may have an important role to play in their etiology. Both Murphy (1982) and Goldberg and others (1989) have successfully applied behavior therapy principles to the treatment of these conditions; they are also a central component ofmy own approach (Mai 1995), particularly in chronic syndromes. Similar principles likely contribute to symptom formation in dissociative disorders.



The success of behavior therapy in the treatment of these disorders also suggests that **maladaptive learning** may have an important role to play in their etiology.