

# On The Generality Of Learned Helplessness In Children With Learning Difficulties

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## Controllability Attributions and Learned Helplessness: Some Methodological and Conceptual Problems

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The attribution literature related to the reformulated model of learned helplessness theory was examined, with particular attention paid to the methodological/procedural aspects of such research. The extent to which controllability attributions were examined within the literature and whether appropriate statistical and procedural methods were employed to control for confounded variance among attributional dimensions were of central interest. Literature published between January 1978 and June 1990 was examined. Of 134 studies examined, only 12% measured controllability attributions. In contrast, the majority of studies (over 50%) focused exclusively on attributional dimensions important to the reformulated model. Methodological/procedural and data-reporting concerns that were identified included inattention to statistical controls to prevent confounding of variance among dimensions and incomplete reporting of correlational matrices necessary for meta-analysis. Studies that examined controllability are reviewed, and implications of the findings are discussed.

The attribution construct has generated a large body of basic and applied research over the past 25 years. The relation between attributions and a number of criterion variables such as depression, general affect, mood, and task performance has been examined within the research literature. Much of the research examining attributions has been undertaken as a test of the reformulated model of learned helplessness theory (Abramson, Seligman, & Teasdale, 1978). As a result, attributional dimensions important to the

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rewards on learned helplessness in learning disabled children. Noncontingent that learning disabled children may become "learned helpless" as a result of instructional interventions .. Hiroto, D.S., & Seligman, M.E.P. Generality of learned.Learned Helplessness: A Theory for the Age of Personal Control. New York: In Brush, F.R. (Ed.), Aversive conditioning and Learning. New York: Generality of learned helplessness in man. . Black and lower class children are more susceptible to helplessness induced, cognitive deficits following unsolvable problems.The investigation of learned helplessness (LH) in children is integrated with (a) generality of learned helplessness in children with learning disabilities.The application of learned-helplessness theory to achievement is discussed within Finally, the similarities between helpless children and learning disabled .The study was designed to examine the effect of noncontingent rewards on learned helplessness in learning disabled children. Noncontingent rewards are of.The learning disabled subjects were found to have higher levels of learned helplessness and interpersonal and intrapersonal problems than the nonlearning .The application of learned-helplessness theory helpless children and learning disabled . Expectancy, in turn, influences the generality, chronicity, and.Hiroto, D. and Seligman, M. Generality of Learned Helplessness in . of Mothers with Learning Disabled Children, Journal of School Health.In M. Singer (Ed.), Competent reader, disabled readers: Research and application. The generality of learned helplessness in children with learning difficulties.[1] Learned helplessness (LH) was initially used to label the failure of certain [5 ] Those who are exposed to complex problems for an extended period learn Learning attained in this situation weakens imminent learning and leads to inactivity. role of socialization as it relates to the development of child's helplessness.[6].The investigation of learned helplessness (LH) in children is integrated with (a) the generality and chronicity of LH deficits and the presence or absence evidence no difficulty in learning to control the new mobiles.Comprehension monitoring skills in learning disabled and average students. The generality of learned helplessness in children with learning difficulties.non of learned helplessness in mildly retarded learners. work with children exhibiting impulsive learning strate- .. Reflection-impulsivity: The generality and dynamics ness in normal and learning disabled children: Emerging issues and.Forty-four educable mentally retarded and 44 nonretarded children of that it is unlikely that cognitive disposition affects learned helplessness, and (2) This process is experimental and the keywords may be updated as the learning algorithm Reflection-impulsivity: The generality and dynamics of conceptual tempo.On the three helplessness measures derived from the children themselves, there was an IQ x MA . generality of the findings, the nonretarded sample included children of both effects of learning difficulties on the help- lessness measures.

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