Patterns and Perspectives

Distinguish disorder patterns and approaches to care

SS24.P.16 "Describe major psychological disorders and their treatments and explain how examples of abnormal behavior differ from normal behavior.* 16a Describe various approaches for explaining mental illness, including biological and medical..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the three models used to explain mental illness. Underline clues that distinguish disorder types, then number two treatment or support options.

When Does a Pattern Matter?

1. After a frightening movie, a racing heart is usually a brief, understandable reaction. Clinicians consider duration, distress, and disruption of daily life when deciding whether a pattern may be a disorder. Culture and circumstances also matter: grieving a death is not automatically an illness. The biological or medical model examines genes and brain processes; the cognitive model examines thought patterns; the sociocultural model examines relationships, social pressures, and access to support.

2. Different disorders involve different patterns. Mood disorders, such as depression, can involve lasting low mood and loss of interest. Anxiety disorders involve excessive fear or worry; somatic symptom disorders involve distressing physical symptoms and unusually intense thoughts or behaviors about them. Schizophrenia can involve hallucinations, delusions, and disorganized thinking. Dissociative disorders can disrupt memory or sense of identity. Personality disorders involve enduring, inflexible patterns of relating or behaving that cause significant problems. One symptom alone does not establish a diagnosis.

3. Imagine a student whose persistent fear of ordinary social situations keeps them from attending class. A clinician might assess whether anxiety is involved rather than assume the student is simply shy. Cognitive behavioral therapy can help the student test fearful predictions and practice facing situations gradually. Medication may help some people with anxiety; treatment choices depend on individual needs. Supportive relationships and access to care can also affect recovery. Clinicians choose treatments after assessment, not from a single symptom.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is feeling nervous before one speech not enough to identify an anxiety disorder?

2. How do the passage's clues distinguish a mood disorder from an anxiety disorder?

3. Memory gaps and fixed false beliefs may suggest different disorder types. Which type might each suggest?

4. For the student avoiding class, how could cognitive and sociocultural models suggest different kinds of help?

3 YOUR TURN

Your own words

Invent a fictional case that suggests a disorder type other than the passage's social-fear example. In four sentences, name the possible type, explain why the pattern may need assessment, apply two models, and suggest one treatment or support.

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PART 1 · READ AND MARK

Circle the three models used to explain mental illness. Underline clues that distinguish disorder types, then number two treatment or support options. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is feeling nervous before one speech not enough to identify an anxiety disorder?	**One brief reaction does not establish a disorder. Clinicians also consider duration, distress, and disruption of daily life.**
2	How do the passage's clues distinguish a mood disorder from an anxiety disorder?	**A mood disorder can involve lasting low mood and lost interest; an anxiety disorder involves excessive fear or worry.**
3	Memory gaps and fixed false beliefs may suggest different disorder types. Which type might each suggest?	**Memory gaps may suggest a dissociative disorder; fixed false beliefs may suggest schizophrenia. Neither clue alone establishes a diagnosis.**
4	For the student avoiding class, how could cognitive and sociocultural models suggest different kinds of help?	**A cognitive approach could use therapy to test fearful predictions. A sociocultural approach could strengthen supportive relationships or improve access to care.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For months, Maya worries intensely about ordinary rain and misses school whenever clouds appear, which may suggest an anxiety disorder. Her ongoing fear disrupts school, unlike a brief reaction to dangerous weather, so she may need assessment. A cognitive model might examine her predictions about clouds, while a sociocultural model might examine her support and access to care. After assessment, cognitive behavioral therapy could help her test those predictions and gradually face situations she fears.

Accept reasonable distinctions based on the passage's patterns, not claims of a definite diagnosis. For the open task, accept any plausible disorder type, two correctly applied models, and a suitable treatment or support.