

# Understanding impaired learning with enhanced plasticity

based on work in preparation with: T.D. Barbara Nguyen-Vu, Grace Q. Zhao,  
Han-Mi Lee, Surya Ganguli, Carla J. Shatz, Jennifer L. Raymond

Subhaneil Lahiri

Stanford University, Applied Physics

November 20, 2014

## 1. Acknowledge Barbara and Grace

Learning requires synaptic plasticity.  
Expect enhanced plasticity → enhance learning.

[Tang et al. (1999), Malleret et al. (2001), Guan et al. (2009)]



2014-11-20

## Impaired learning with enhanced plasticity

### └ Introduction

1. It does help in some cases
2. Want to understand when and why
3. Depends on circumstance. Rich pattern of behaviour
4. Develop understanding of when and why learning is enhanced/impaired



Learning requires synaptic plasticity.

Expect enhanced plasticity → enhance learning.

[Tang et al. (1999), Malleret et al. (2001), Guan et al. (2009)]

But often: → impairment.

[Migaud et al. (1998), Uetani et al. (2000), Hayashi et al. (2004)]

[Cox et al. (2003), Rutten et al. (2008), Koekkoek et al. (2005)]



2014-11-20

## Impaired learning with enhanced plasticity

### └ Introduction

1. It does help in some cases
2. Want to understand when and why
3. Depends on circumstance. Rich pattern of behaviour
4. Develop understanding of when and why learning is enhanced/impaired



Learning requires synaptic plasticity.

Expect enhanced plasticity → enhance learning.

[Tang et al. (1999), Malleret et al. (2001), Guan et al. (2009)]



But often: → impairment.

[Migaud et al. (1998), Uetani et al. (2000), Hayashi et al. (2004)]

[Cox et al. (2003), Rutten et al. (2008), Koekkoek et al. (2005)]



Mice with enhanced cerebellar plasticity can show both impaired and enhanced learning.

Simple synapses cannot explain behaviour.

→ Necessary & sufficient conditions on complex synapses to replicate this.

### Introduction

1. It does help in some cases
2. Want to understand when and why
3. Depends on circumstance. Rich pattern of behaviour
4. Develop understanding of when and why learning is enhanced/impaired

Learning requires synaptic plasticity.  
Expect enhanced plasticity → enhance learning.

[Tang et al. (1999), Malleret et al. (2001), Guan et al. (2009)]

But often: → impairment.

[Migaud et al. (1998), Uetani et al. (2000), Hayashi et al. (2004)]

[Cox et al. (2003), Rutten et al. (2008), Koekkoek et al. (2005)]

Mice with enhanced cerebellar plasticity can show both impaired and enhanced learning.

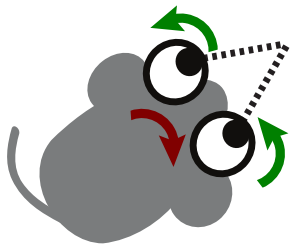
Simple synapses cannot explain behaviour.  
→ Necessary & sufficient conditions on complex synapses to replicate this.



- Motor learning
  - Cerebellar learning of mice with enhanced plasticity
  - Complex synaptic models
- (Memory capacity of complex synapses)

- Motor learning
  - Cerebellar learning of mice with enhanced plasticity
  - Complex synaptic models
- (Memory capacity of complex synapses)

# Vestibulo-Occular Reflex



Eye movements compensate for head movements to maintain fixation.

Requires control of VOR gain =  $\frac{\text{eye velocity}}{\text{head velocity}}$ .

Needs to be adjusted as eye muscles age, etc.

2014-11-20

Impaired learning with enhanced plasticity

└ Vestibulo-Occular Reflex



Eye movements compensate for head movements to maintain fixation.

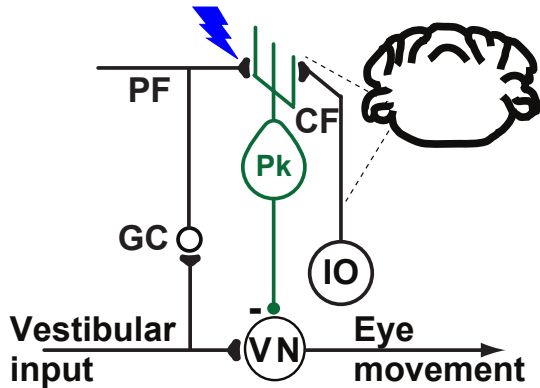
Requires control of VOR gain =  $\frac{\text{eye velocity}}{\text{head velocity}}$ .

Needs to be adjusted as eye muscles age, etc.

## VOR Increase Training



## VOR Decrease Training



Gain increase: LTD in PF-Pk synapses.  
Gain decrease: different mechanism, also reverses LTD in PF-Pk.

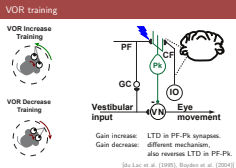
[du Lac et al. (1995), Boyden et al. (2004)]

2014-11-20

## Impaired learning with enhanced plasticity

└ VOR training

1. trick brain into thinking VOR gain needs adjusting my moving visual stimulus
2. anti-phase → increase gain
3. in phase → decrease gain
4. Gain change involves cerebellum
5. If we enhanced plasticity here: expect enhanced learning



# Enhanced plasticity impairs learning

Knockout of MHC-I D<sup>b</sup>K<sup>b</sup> molecules in PF-Pk synapses

[McConnell et al. (2009)]

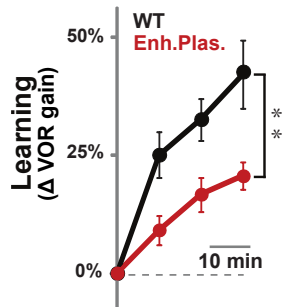
→ lower threshold for LTD → enhanced plasticity

Hypothesis: enhanced learning.

VOR Increase Training



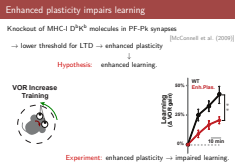
Experiment: enhanced plasticity → impaired learning.



2014-11-20

## Impaired learning with enhanced plasticity

Enhanced plasticity impairs learning

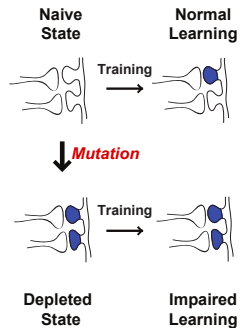


1. Major Histocompatibility Complex - involved in synaptic plasticity (Carla Shatz lab)
2. Easier LTD → expect better learning
3. Impairment of learning
4. Looking at change of VOR gain during gain-up training



# Depletion hypothesis

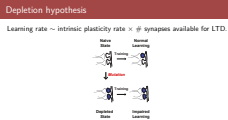
Learning rate  $\sim$  intrinsic plasticity rate  $\times$  # synapses available for LTD.



## Impaired learning with enhanced plasticity

└ Depletion hypothesis

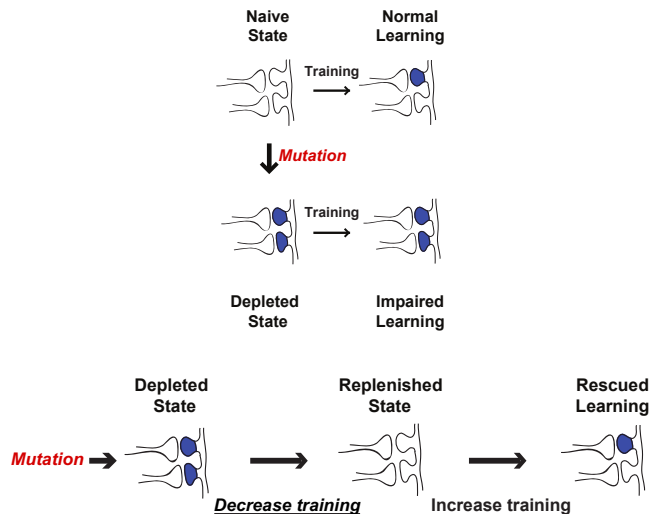
1. Our model: baseline activity  $\rightarrow$  saturation  $\rightarrow$  less depression possible
2. Saturation has to compete with enhanced plasticity. Which will win?



2014-11-20

# Depletion hypothesis

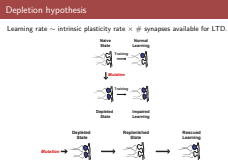
Learning rate  $\sim$  intrinsic plasticity rate  $\times$  # synapses available for LTD.



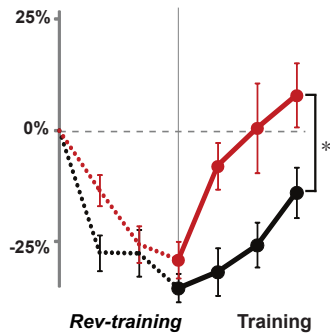
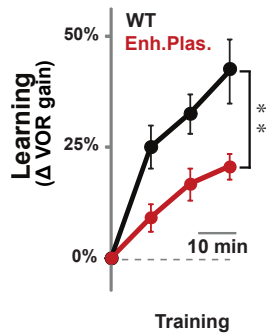
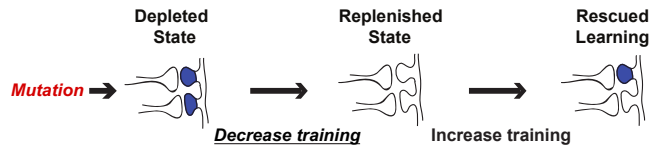
## Impaired learning with enhanced plasticity

└ Depletion hypothesis

1. Our model: baseline activity  $\rightarrow$  saturation  $\rightarrow$  less depression possible
2. Saturation has to compete with enhanced plasticity. Which will win?
3. Prediction: replenish with rev-training  $\rightarrow$  rescue



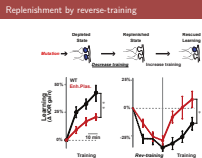
# Replenishment by reverse-training



2014-11-20

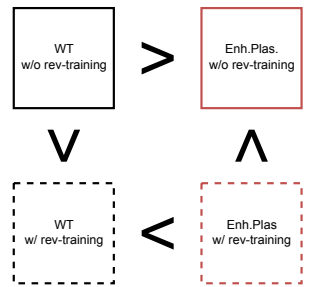
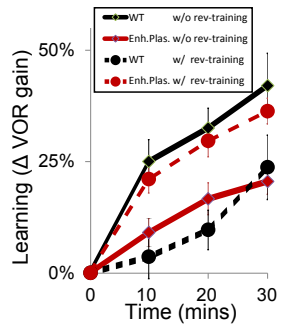
## Impaired learning with enhanced plasticity

└ Replenishment by reverse-training



1. precede gain inc training w/ gain dec rev-training: reverses LTD
2. but behaviour from elsewhere → not modelled
3. Focus on gain inc part

# Summary of training results



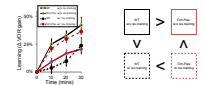
2014-11-20

## Impaired learning with enhanced plasticity

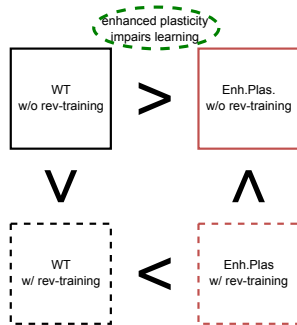
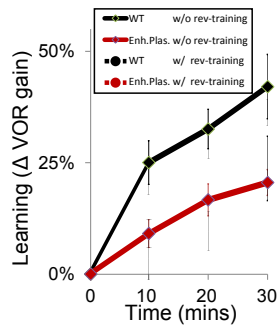
### Summary of training results

1. Restricted to gain inc for comparison
2. Solid: no pre. Dashed: with pre
3. Initial slope only

Summary of training results



# Summary of training results



Questions:

- Can the depletion effect overcome enhanced intrinsic plasticity?

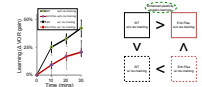
2014-11-20

Impaired learning with enhanced plasticity

Summary of training results

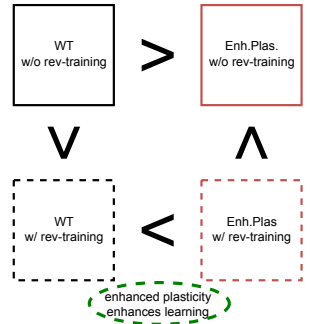
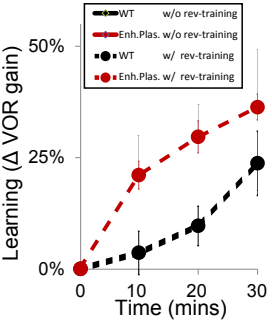
1. Restricted to gain inc for comparison
2. Solid: no pre. Dashed: with pre
3. Initial slope only
4. Enh.Plas. hurts w/o. Competition?

Summary of training results



Questions:  
• Can the depletion effect overcome enhanced intrinsic plasticity?

# Summary of training results



Questions:

- Can the depletion effect overcome enhanced intrinsic plasticity?

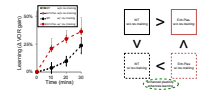
2014-11-20

## Impaired learning with enhanced plasticity

Summary of training results

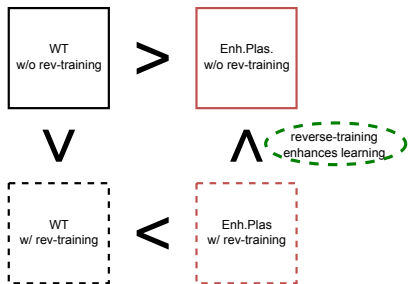
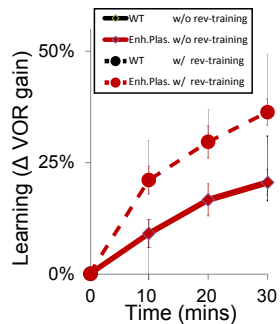
1. Restricted to gain inc for comparison
2. Solid: no pre. Dashed: with pre
3. Initial slope only
4. Enh.Plas. hurts w/o. Competition?
5. Enh.Plas. helps w/. Expected

Summary of training results



Questions:  
• Can the depletion effect overcome enhanced intrinsic plasticity?

# Summary of training results



Questions:

- Can the depletion effect overcome enhanced intrinsic plasticity?

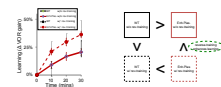
2014-11-20

Impaired learning with enhanced plasticity

Summary of training results

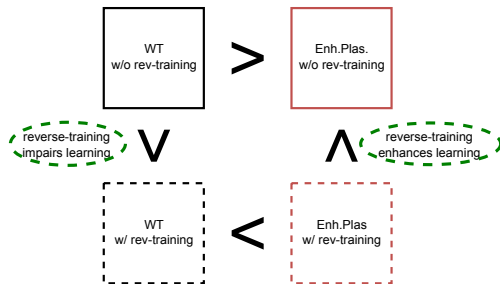
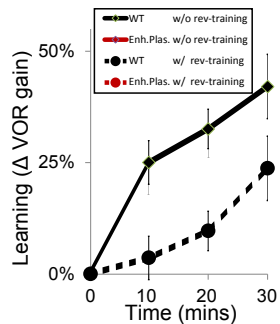
1. Restricted to gain inc for comparison
2. Solid: no pre. Dashed: with pre
3. Initial slope only
4. Enh.Plas. hurts w/o. Competition?
5. Enh.Plas. helps w/. Expected
6. now we can compare w/o,w/ rev
7. rev helps Enh.Plas. as expected

Summary of training results



Questions:  
Can the depletion effect overcome enhanced intrinsic plasticity?

# Summary of training results



## Questions:

- Can the depletion effect overcome enhanced intrinsic plasticity?
- How can a little replenishment help, but too much hurt?

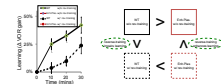
2014-11-20

## Impaired learning with enhanced plasticity

### Summary of training results

1. Restricted to gain inc for comparison
2. Solid: no pre. Dashed: with pre
3. Initial slope only
4. Enh.Plas. hurts w/o. Competition?
5. Enh.Plas. helps w/. Expected
6. now we can compare w/o,w/ rev
7. rev helps Enh.Plas. as expected
8. but rev hurts WT. Question

Summary of training results

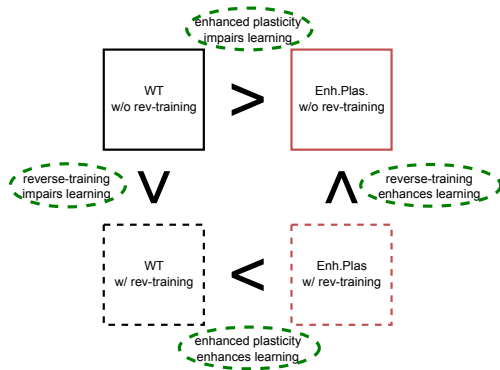
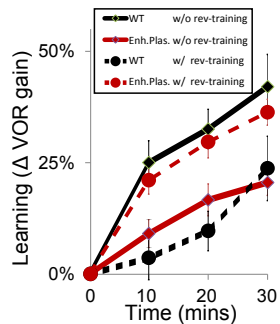


Questions:

- Can the depletion effect overcome enhanced intrinsic plasticity?
- How can a little replenishment help, but too much hurt?



# Summary of training results



Questions:

- Can the depletion effect overcome enhanced intrinsic plasticity?
- How can a little replenishment help, but too much hurt?

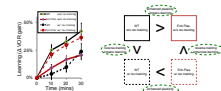
2014-11-20

Impaired learning with enhanced plasticity

Summary of training results

1. Restricted to gain inc for comparison
2. Solid: no pre. Dashed: with pre
3. Initial slope only
4. Enh.Plas. hurts w/o. Competition?
5. Enh.Plas. helps w/. Expected
6. now we can compare w/o,w/ rev
7. rev helps Enh.Plas. as expected
8. but rev hurts WT. Question
9. Summarize: Enh.Plas. can impair/enhance. Rev can impair/enhance
10. Diagonal comparisons: parameter fitting. Depend on size of mut vs. rev

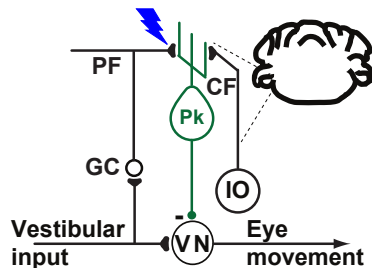
Summary of training results



Questions:

- Can the depletion effect overcome enhanced intrinsic plasticity?
- How can a little replenishment help, but too much hurt?

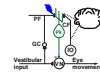
## VOR Increase Training



2014-11-20

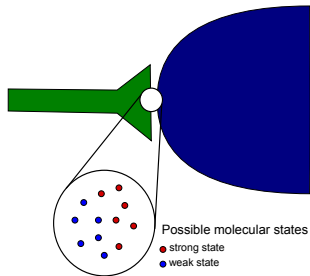
Impaired learning with enhanced plasticity

└ Behaviour to synapses

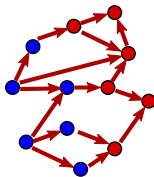


1. Focus on synapses. See if we can understand this behaviour.

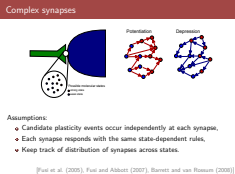
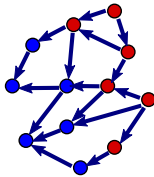
### Complex synapses



Potentiation



Depression

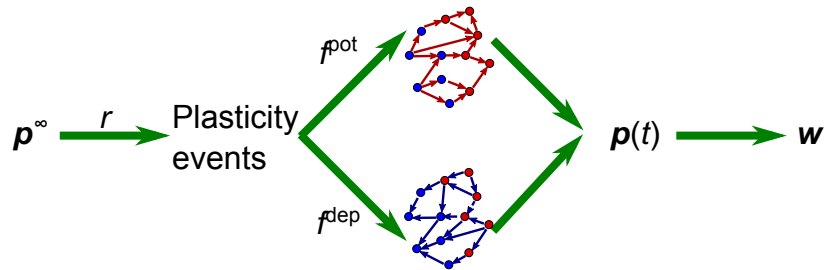


### Assumptions:

- Candidate plasticity events occur independently at each synapse,
- Each synapse responds with the same state-dependent rules,
- Keep track of distribution of synapses across states.

[Fusi et al. (2005), Fusi and Abbott (2007), Barrett and van Rossum (2008)]

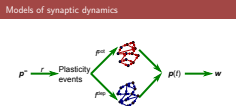
1. Not just synaptic weight, internal dynamical system
2. Important for memory: simple synapses – terrible storage, rescued by complexity
3. Multiple functional states w/ different weights
4. Stochastic transitions between states
5. allows us to concentrate on synapse, not neuron/network
6. This is a question about synaptic populations after all.



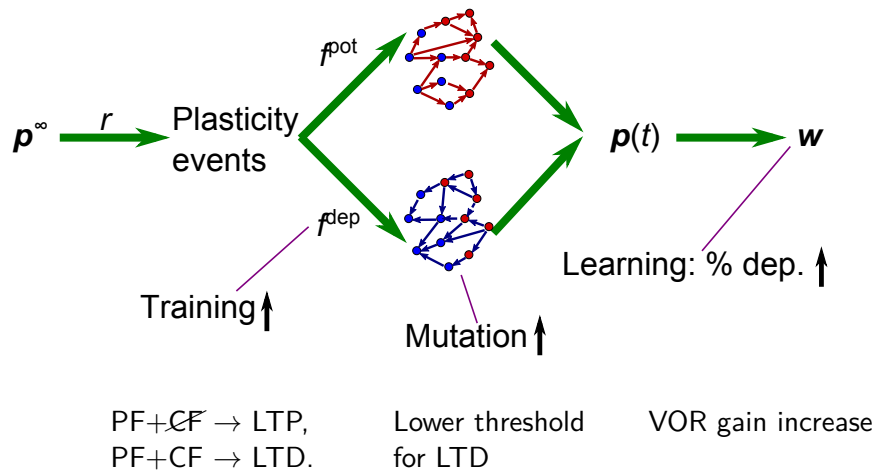
2014-11-20

## Impaired learning with enhanced plasticity

└ Models of synaptic dynamics



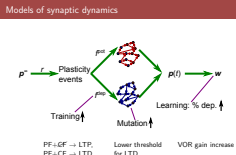
1. stoch process has steady state distribution.
2. Prior activity puts it in this state. row vec.
3. plasticity events at rate  $r$
4. fraction  $f^{\text{pot}}$ / $f^{\text{dep}}$
5. probs changed by Markov matrices, prob  $i \rightarrow j$
6. Readout: synaptic weight vec when in each state.



2014-11-20

## Impaired learning with enhanced plasticity

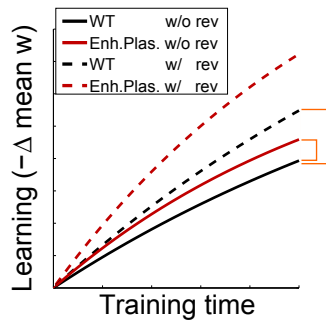
### Models of synaptic dynamics



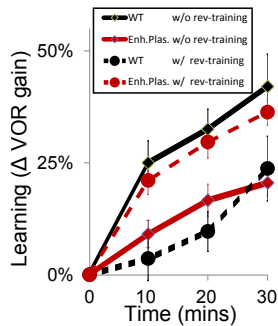
1. stoch process has steady state distribution.
2. Prior activity puts it in this state. row vec.
3. plasticity events at rate  $r$
4. fraction pot/dep
5. probs changed by Markov matrices, prob  $i \rightarrow j$
6. Readout: synaptic weight vec when in each state.
7. Mutation: lower threshold  $\rightarrow$  increase transition probs
8. Training: Changes statistics of LTP/LTD. Only parameters we have. Don't care about  $r$ .
9. Learning: Only output we have. Don't keep track of synaptic identity.

# Simple synapses cannot explain the data

## Binary synapse



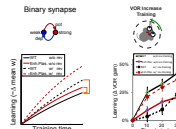
## VOR Increase Training



## Impaired learning with enhanced plasticity

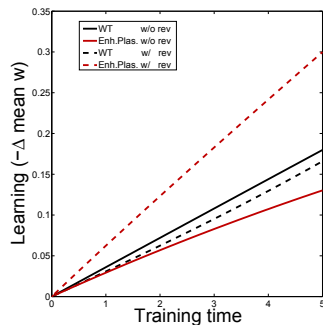
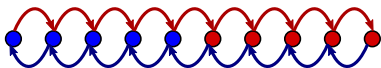
Simple synapses cannot explain the data

1. Binary fails – mathematical proof for any params
2. Enh.Plas: faster depression wins over bias
3. pre: reduces/reverses bias. always helps.

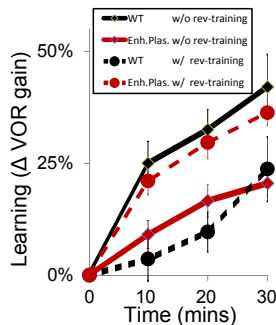


# Complex synapses can explain the data

## Serial synapse



## VOR Increase Training



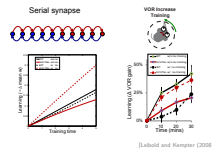
[Leibold and Kempter (2008)]

2014-11-20

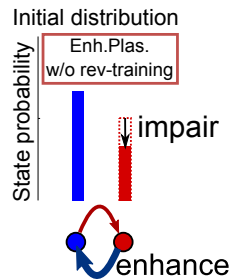
## Impaired learning with enhanced plasticity

Complex synapses can explain the data

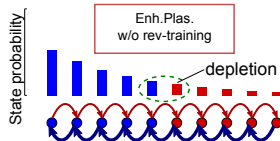
1. Serial: still only two weights. Works.
2. Understand by looking at distributions before training



# Enhanced plasticity can enhance or impair learning



Intrinsic plasticity  
dominates depletion  
↓  
enhanced plasticity  
enhances learning



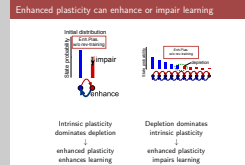
Depletion dominates  
intrinsic plasticity  
↓  
enhanced plasticity  
impairs learning

2014-11-20

## Impaired learning with enhanced plasticity

Enhanced plasticity can enhance or impair learning

1. Binary: enhanced plasticity → bias
2. Not enough to overcome faster depression
3. Serial: Only get signal from boundary
4. Exponential decay depopulates boundary, enhances effect of bias



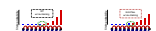


# Reverse-training can impair or enhance learning

2014-11-20

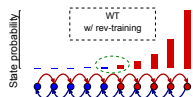
## Impaired learning with enhanced plasticity

└ Reverse-training can impair or enhance learning

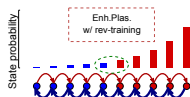


reverse-training  
depopulates boundary  
↓  
impaired learning

reverse-training  
repopulates boundary  
↓  
enhanced learning

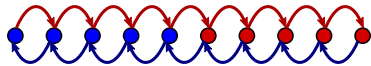


reverse-training  
depopulates boundary  
↓  
impaired learning



reverse-training  
repopulates boundary  
↓  
enhanced learning

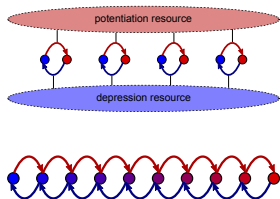
1. rev-training: little repopulates boundary
2. Too much pushes to other side, depopulates boundary
3. this effect is absent in any simple synapse



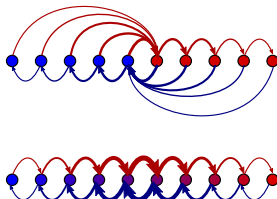
The success of the serial model relies on two features:

- Complexity - needed to amplify the effect of depletion,
- Metaplasticity – repeated potentiation makes subsequent depression harder.

Fail:



Succeed:



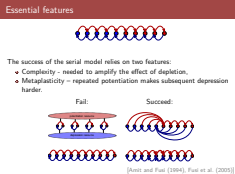
[Amit and Fusi (1994), Fusi et al. (2005)]

2014-11-20

## Impaired learning with enhanced plasticity

└ Essential features

1. due to exponential decay
2. push away from boundary where signal generated
3. borne out by other models that fail/succeed



- We find diverse behavioural patterns in these mutant mice:  
**Enhanced plasticity** → **enhance/impair** learning depending on prior experience.  
**Reverse-training** → **enhance/impair** learning depending on plasticity rates.
- We can explain these behavioural patterns using synaptic models.
- Key required synaptic properties are:  
**Synaptic complexity**: necessary to amplify depletion.  
**Synaptic stubbornness**: repeated potentiation makes subsequent depression harder.
- We used behaviour to constrain the dynamics of synaptic plasticity

2014-11-20

## Impaired learning with enhanced plasticity

### └ Conclusions

Conclusions

- We find diverse behavioural patterns in these mutant mice:  
**Enhanced plasticity** → **enhance/impair** learning depending on prior experience.  
**Reverse-training** → **enhance/impair** learning depending on plasticity rates.
- We can explain these behavioural patterns using synaptic models.
- Key required synaptic properties are:  
**Synaptic complexity**: necessary to amplify depletion.  
**Synaptic stubbornness**: repeated potentiation makes subsequent depression harder.
- We used behaviour to constrain the dynamics of synaptic plasticity

# Tradeoff: learning vs. remembering

## What about memory?

- Simple synapses have poor memory storage capacity.  
Synaptic complexity is needed for rescue.

[Amit and Fusi (1992), Amit and Fusi (1994)]

- Trade-off between learning and remembering:  
Too rigid → difficult to learn new memories.  
Too plastic → new memories quickly overwrite old.

- Exploring the *entire* space of complex synaptic models  
→ upper bounds on their storage ability  
& the models that saturate them.

[Lahiri and Ganguli (submitted)]

2014-11-20

## Impaired learning with enhanced plasticity

### └ Tradeoff: learning vs. remembering

Tradeoff: learning vs. remembering

What about memory?

- Simple synapses have poor memory storage capacity.  
Synaptic complexity is needed for rescue.  
[Amit and Fusi (1992), Amit and Fusi (1994)]
- Trade-off between learning and remembering:  
Too rigid → difficult to learn new memories.  
Too plastic → new memories quickly overwrite old.
- Exploring the entire space of complex synaptic models  
→ upper bounds on their storage ability  
& the models that saturate them.  
[Lahiri and Ganguli (submitted)]

We have  $N$  synapses with  $M$  internal states each.

We study the decay of one memory over time due to corruption by subsequent memories.

We prove that, no matter what the structure, no synaptic model can have:

- initial fidelity (SNR) greater than  $\sqrt{N}$ .
- memory lifetime greater than  $\sim \sqrt{NM}$ .
- fidelity decay slower than  $\sim \sqrt{NM}/t$ .

At late times, fidelity is maximised by a model with a simple chain structure.

## Impaired learning with enhanced plasticity

└ The frontiers of complex synaptic memory

At late times, fidelity is maximised by a model with a simple chain structure.

<b>Surya Ganguli</b>	<b>Jennifer Raymond</b>	<b>Carla Shatz</b>
Madhu Advani	Barbara Nguyen-Vu	Han-Mi Lee
Peiran Gao	Grace Zhao	
Niru Maheswaranathan	Aparna Suvrathan	
Ben Poole		
Jascha Sohl-Dickstein		

**Funding:** Swartz Foundation, Stanford Bio-X Genentech fellowship.



Y. P. Tang, E. Shimizu, G. R. Dube, C. Rampon, G. A. Kerchner, M. Zhuo, G. Liu, and J. Z. Tsien.

“Genetic enhancement of learning and memory in mice”.

*Nature*, 401(6748):63–69, (Sep, 1999) .

3 4 5



Gaël Malleret, Ursula Haditsch, David Genoux, Matthew W. Jones, Tim V.P. Bliss, Amanda M. Vanhose, Carl Weitlauf, Eric R. Kandel, Danny G. Winder, and Isabelle M. Mansuy.

“Inducible and Reversible Enhancement of Learning, Memory, and Long-Term Potentiation by Genetic Inhibition of Calcineurin”.

*Cell*, 104(5):675 – 686, (2001) .

3 4 5

2014-11-20

Impaired learning with enhanced plasticity

References

Y. P. Tang, E. Shimizu, G. R. Dube, C. Rampon, G. A. Kerchner, M. Zhuo, G. Liu, and J. Z. Tsien.  
“Genetic enhancement of learning and memory in mice”.  
*Nature*, 401(6748):63–69, (Sep, 1999) .

Gaël Malleret, Ursula Haditsch, David Genoux, Matthew W. Jones, Tim V.P. Bliss, Amanda M. Vanhose, Carl Weitlauf, Eric R. Kandel, Danny G. Winder, and Isabelle M. Mansuy.  
“Inducible and Reversible Enhancement of Learning, Memory, and Long-Term Potentiation by Genetic Inhibition of Calcineurin”.  
*Cell*, 104(5):675 – 686, (2001) .



J. S. Guan, S. J. Haggarty, E. Giacometti, J. H. Dannenberg, N. Joseph, J. Gao, T. J. Nieland, Y. Zhou, X. Wang, R. Mazitschek, J. E. Bradner, R. A. DePinho, R. Jaenisch, and L. H. Tsai.

“HDAC2 negatively regulates memory formation and synaptic plasticity”.  
*Nature*, 459(7243):55–60, (May, 2009) .

3 4 5



M. Migaud, P. Charlesworth, M. Dempster, L. C. Webster, A. M. Watabe, M. Makhinson, Y. He, M. F. Ramsay, R. G. Morris, J. H. Morrison, T. J. O'Dell, and S. G. Grant.

“Enhanced long-term potentiation and impaired learning in mice with mutant postsynaptic density-95 protein”.  
*Nature*, 396(6710):433–439, (Dec, 1998) .

3 4 5

2014-11-20

Impaired learning with enhanced plasticity

References

J. S. Guan, S. J. Haggarty, E. Giacometti, J. H. Dannenberg, N. Joseph, J. Gao, T. J. Nieland, Y. Zhou, X. Wang, R. Mazitschek, J. E. Bradner, R. A. DePinho, R. Jaenisch, and L. H. Tsai.  
“HDAC2 negatively regulates memory formation and synaptic plasticity”.  
*Nature*, 459(7243):55–60, (May, 2009) .  
M. Migaud, P. Charlesworth, M. Dempster, L. C. Webster, A. M. Watabe, M. Makhinson, Y. He, M. F. Ramsay, R. G. Morris, J. H. Morrison, T. J. O'Dell, and S. G. Grant.  
“Enhanced long-term potentiation and impaired learning in mice with mutant postsynaptic density-95 protein”.  
*Nature*, 396(6710):433–439, (Dec, 1998) .





N. Uetani, K. Kato, H. Ogura, K. Mizuno, K. Kawano, K. Mikoshiba, H. Yakura, M. Asano, and Y. Iwakura.

“Impaired learning with enhanced hippocampal long-term potentiation in PTPdelta-deficient mice”.

*EMBO J.*, 19(12):2775–2785, (Jun, 2000) .

3 4 5



Mansuo L Hayashi, Se-Young Choi, B.S.Shankaranarayana Rao, Hae-Yoon Jung, Hey-Kyoung Lee, Dawei Zhang, Sumantra Chattarji, Alfredo Kirkwood, and Susumu Tonegawa.

“Altered Cortical Synaptic Morphology and Impaired Memory Consolidation in Forebrain- Specific Dominant-Negative {PAK} Transgenic Mice”.

*Neuron*, 42(5):773 – 787, (2004) .

3 4 5

2014-11-20

## Impaired learning with enhanced plasticity

### References

1 N. Uetani, K. Kato, H. Ogura, K. Mizuno, K. Kawano, K. Mikoshiba, H. Yakura, M. Asano, and Y. Iwakura.  
“Impaired learning with enhanced hippocampal long-term potentiation in PTPdelta-deficient mice”.  
*EMBO J.*, 19(12):2775–2785, (Jun, 2000) .

2 Mansuo L Hayashi, Se-Young Choi, B.S.Shankaranarayana Rao, Hae-Yoon Jung, Hey-Kyoung Lee, Dawei Zhang, Sumantra Chattarji, Alfredo Kirkwood, and Susumu Tonegawa.  
“Altered Cortical Synaptic Morphology and Impaired Memory Consolidation in Forebrain- Specific Dominant-Negative {PAK} Transgenic Mice”.  
*Neuron*, 42(5):773 – 787, (2004) .



Patrick R Cox, Velia Fowler, Bisong Xu, J.David Sweatt, Richard Paylor, and Huda Y Zoghbi.

“Mice lacking tropomodulin-2 show enhanced long-term potentiation, hyperactivity, and deficits in learning and memory”.

*Molecular and Cellular Neuroscience*, 23(1):1 – 12, (2003) .

3 4 5



Kris Rutten, Dinah L. Misner, Melissa Works, Arjan Blokland, Thomas J. Novak, Luca Santarelli, and Tanya L. Wallace.

“Enhanced long-term potentiation and impaired learning in phosphodiesterase 4D-knockout (PDE4D-/-) mice”.

*European Journal of Neuroscience*, 28(3):625–632, (2008) .

3 4 5

### References

References IV

Patrick R Cox, Velia Fowler, Bisong Xu, J.David Sweatt, Richard Paylor, and Huda Y Zoghbi.  
“Mice lacking tropomodulin-2 show enhanced long-term potentiation, hyperactivity, and deficits in learning and memory”.  
*Molecular and Cellular Neuroscience*, 23(1):1 – 12, (2003) .

Kris Rutten, Dinah L. Misner, Melissa Works, Arjan Blokland, Thomas J. Novak, Luca Santarelli, and Tanya L. Wallace.  
“Enhanced long-term potentiation and impaired learning in phosphodiesterase 4D-knockout (PDE4D-/-) mice”.  
*European Journal of Neuroscience*, 28(3):625–632, (2008) .



S.K.E. Koekkoek, K. Yamaguchi, B.A. Milojkovic, B.R. Dortland, T.J.H. Ruigrok, R. Maex, W. De Graaf, A.E. Smit, F. VanderWerf, C.E. Bakker, R. Willemsen, T. Ikeda, S. Kakizawa, K. Onodera, D.L. Nelson, E. Mientjes, M. Joosten, E. De Schutter, B.A. Oostra, M. Ito, and C.I. De Zeeuw.

“Deletion of *FMR1* in Purkinje Cells Enhances Parallel Fiber LTD, Enlarges Spines, and Attenuates Cerebellar Eyelid Conditioning in Fragile X Syndrome”.

*Neuron*, 47(3):339 – 352, (2005) .

3 4 5



S du Lac, J L Raymond, T J Sejnowski, and S G Lisberger.

“Learning and Memory in the Vestibulo-Ocular Reflex”.

*Annual Review of Neuroscience*, 18(1):409–441, (1995) .

8

2014-11-20

## Impaired learning with enhanced plasticity

### References

S.K.E. Koekkoek, K. Yamaguchi, B.A. Milojkovic, B.R. Dortland, T.J.H. Ruigrok, R. Maex, W. De Graaf, A.E. Smit, F. VanderWerf, C.E. Bakker, R. Willemsen, T. Ikeda, S. Kakizawa, K. Onodera, D.L. Nelson, E. Mientjes, M. Joosten, E. De Schutter, B.A. Oostra, M. Ito, and C.I. De Zeeuw.  
“Deletion of *FMR1* in Purkinje Cells Enhances Parallel Fiber LTD, Enlarges Spines, and Attenuates Cerebellar Eyelid Conditioning in Fragile X Syndrome”.  
*Neuron*, 47(3):339 – 352, (2005) .

S du Lac, J L Raymond, T J Sejnowski, and S G Lisberger.  
“Learning and Memory in the Vestibulo-Ocular Reflex”.  
*Annual Review of Neuroscience*, 18(1):409–441, (1995) .



Edward S. Boyden, Akira Katoh, and Jennifer L. Raymond.  
“CEREBELLUM-DEPENDENT LEARNING: The Role of Multiple Plasticity Mechanisms”.  
*Annual Review of Neuroscience*, 27(1):581–609, (2004) .

8



Michael J. McConnell, Yanhua H. Huang, Akash Datwani, and Carla J. Shatz.  
“H2-Kb and H2-Db regulate cerebellar long-term depression and limit motor learning”.  
*Proc. Natl. Acad. Sci. U.S.A.*, 106(16):6784–6789, (2009) .

9

2014-11-20

References

References VI

Edward S. Boyden, Akira Katoh, and Jennifer L. Raymond.  
“CEREBELLUM-DEPENDENT LEARNING: The Role of Multiple Plasticity Mechanisms”.  
*Annual Review of Neuroscience*, 27(1):581–609, (2004) .

Michael J. McConnell, Yanhua H. Huang, Akash Datwani, and Carla J. Shatz.  
“H2-Kb and H2-Db regulate cerebellar long-term depression and limit motor learning”.  
*Proc. Natl. Acad. Sci. U.S.A.*, 106(16):6784–6789, (2009) .

## References



“Cascade models of synaptically stored memories”.

*Neuron*, 45(4):599–611, (Feb, 2005) .

20

27



“Limits on the memory storage capacity of bounded synapses”.

*Nat. Neurosci.*, 10(4):485–493, (Apr, 2007) .



“Optimal learning rules for discrete synapses”.

*PLoS Comput. Biol.*, 4(11):e1000230, (Nov, 2008) .



Christian Leibold and Richard Kempster.  
“Sparseness Constrains the Prolongation of Memory Lifetime via Synaptic Metaplasticity”.  
*Cerebral Cortex*, 18(1):67–77, (2008) .

24



D. J. Amit and S. Fusi.  
“Learning in neural networks with material synapses”.  
*Neural Computation*, 6(5):957–982, (1994) .

27

29



D. J. Amit and S. Fusi.  
“Constraints on learning in dynamic synapses”.  
*Network: Computation in Neural Systems*, 3(4):443–464, (1992) .

29

2014-11-20

References

References VIII

Christian Leibold and Richard Kempster.  
“Sparseness Constrains the Prolongation of Memory Lifetime via Synaptic Metaplasticity”.  
*Cerebral Cortex*, 18(1):67–77, (2008) .

D. J. Amit and S. Fusi.  
“Learning in neural networks with material synapses”.  
*Neural Computation*, 6(5):957–982, (1994) .

D. J. Amit and S. Fusi.  
“Constraints on learning in dynamic synapses”.  
*Network: Computation in Neural Systems*, 3(4):443–464, (1992) .