

# Chronic administration of clozapine alleviates reversal-learning impairment in isolation-reared rats

Nanxin Li<sup>a</sup>, Xihong Wu<sup>a</sup> and Liang Li<sup>a,b</sup>

Isolation rearing has been used for inducing schizophrenia-like symptoms in rats. Human schizophrenics have deficits in prefrontal-dysfunction-related cognitive/behavioral flexibility. Rats with lesions of the medial prefrontal cortex perform poorly in reversal learning. It is uncertain whether isolation rearing, however, causes reversal-learning impairment in adult rats. Using the rotating T maze, this study examined the effect of chronic administration of clozapine on visual discrimination learning and reversal learning in isolation-reared and socially reared adult rats. The results show that isolation-reared rats without clozapine injection performed significantly worse than socially reared rats in reversal learning but not in acquisition learning. Chronic injection of clozapine (5 or 10 mg/kg) in isolation-reared rats significantly improved reversal learning but had no effects on acquisition learning. Further data analyses show that in both the inhibition phase and the new-strategy-acquisition phase of reversal learning, isolation-reared rats needed significantly more correct-response trials to reach the criterion than socially reared rats, and clozapine

significantly reduced the isolation-induced impairment of reversal learning only in the new-strategy-acquisition phase. In socially reared rats, clozapine had a dose-related interfering effect on reversal learning but not acquisition learning. This study supports the use of isolation rearing as a model for investigating the neurodevelopmental hypothesis of schizophrenia. *Behavioural Pharmacology* 18:135–145 © 2007 Lippincott Williams & Wilkins.

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**Keywords:** animal model, clozapine, isolation rearing, rat, reversal learning, schizophrenia, T maze

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## Introduction

Isolation rearing has been used for inducing schizophrenia-like symptoms in rats. Human schizophrenics have deficits in prefrontal-dysfunction-related cognitive/behavioral flexibility. Rats with lesions of the medial prefrontal cortex perform poorly in reversal learning. It is uncertain whether isolation rearing, however, causes reversal-learning impairment in adult rats. Using the rotating T maze, this study examined the effect of chronic administration of clozapine on visual discrimination learning and reversal learning in isolation-reared and socially reared adult rats. The results show that isolation-reared rats without clozapine injection performed significantly worse than socially reared rats in reversal learning but not in acquisition learning. Chronic injection of clozapine (5 or 10 mg/kg) in isolation-reared rats significantly improved reversal learning but had no effects on acquisition learning. Further data analyses show that in both the inhibition phase and the new-strategy-acquisition phase of reversal learning, isolation-reared rats needed significantly more correct-response trials to reach the criterion than socially reared rats, and clozapine

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**Methods**

**Participants**

Forty-eight male Sprague-Dawley rats (210–250 g) were used. They were housed in pairs in a temperature-controlled room (24°C) with a 12-h light/dark cycle. Food and water were available *ad libitum*. The rats were divided into four groups: control (n = 12), clozapine (n = 12), amphetamine (n = 12), and amphetamine + clozapine (n = 12). All procedures were approved by the Institutional Animal Care and Use Committee.

The rats were trained in a visual discrimination task. They were first trained to enter the T-tunnel from box C. After 24 sessions, they were trained to discriminate between two visual stimuli (A and B). The rats were trained to enter box A when stimulus A was present and box B when stimulus B was present. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present. The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present. The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present.

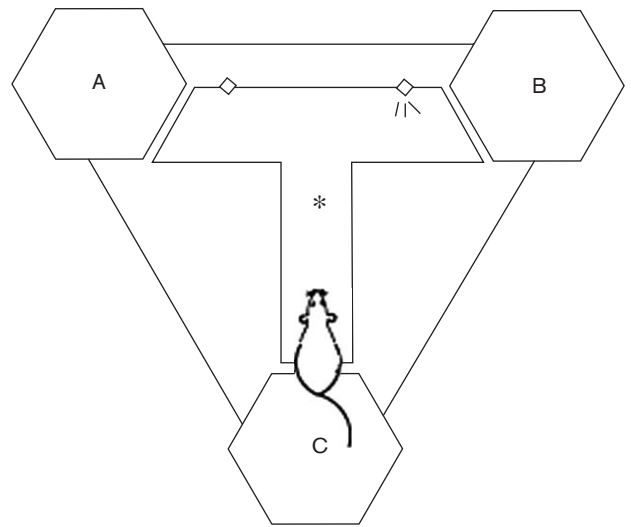
The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present. The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present. The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present.

**Rotating T-maze**

The rotating T-maze was constructed from three hexagonal boxes (A, B, and C) and a T-shaped tunnel. The entrance of the T-tunnel was connected to box C. The position of the axis of the T-tunnel is indicated by the asterisk in Fig. 1. The maze was rotated 180° after each trial. The rats were trained to enter the T-tunnel from box C. After 24 sessions, they were trained to discriminate between two visual stimuli (A and B). The rats were trained to enter box A when stimulus A was present and box B when stimulus B was present. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present. The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present.

The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present. The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present.

**Fig. 1**



Overhead schematic view of the rotating T maze used for visual discrimination tests. The maze has (1) three hexagonal boxes (box A, box B, and box C), and (2) a T tunnel. In this figure, box C represents the start box, and the entrance of the T tunnel is connected to box C. A light spot is on the right side of the front wall of the T tunnel. The position of the axis of the T tunnel is indicated by the asterisk.

The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present. The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present.

**Visual discrimination learning and reversal learning**

The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present. The rats were trained to enter box C when stimulus A was present and stimulus B was absent. The rats were trained to enter box C when stimulus B was present and stimulus A was absent. The rats were trained to enter box C when both stimuli were present. The rats were trained to enter box C when neither stimulus was present.

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**Discussion**

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