PUBLICATIONS RELATED TO NEUROFEEDBACK (Lubar and colleagues)

**Book**


**Journal Articles**


Peer Reviewed Published Studies on Quantitative EEG Evaluation and Neurofeedback Treatment of Attention Deficit/Hyperactivity Disorders


Jackson, G., & Eberly, D. (1982). Facilitation of performance on an arithmetic task as a result of the application of a biofeedback procedure to suppress alpha wave activity. Biofeedback and Self Regulation, 7(2), 211-221.


Chapters in Books


References in Support of a Neurological Basis for Attention Deficit/Hyperactivity Disorder (ADHD) and Learning Disabilities (LD)

General References

The first indication that more efficient biofeedback is related to increased specificity of the physiological event was proven in the 1960s when scientists' operant conditioned single neurons, groups of neurons, and evoked potentials in only a few sessions. Important feedbacks regarding clinical efficacy and good clinical outcome by Dr. Lubar and others were major factors in the design and development of Z-score biofeedback technology. Neurofeedback is a Drug-Free, Non-Invasive Brain Training. By observing the brain and showing it a reflection of its own activities, neurofeedback enables the brain to train itself for calming and optimal self-regulation. This website attempts to provide an overview of neurofeedback training. By continuing to use this site you confirm that you have read and understood the Disclaimer and do not regard this site or its contents as marketing or solicitation for specific services. He has published more than 100 papers, numerous book chapters, as well as nine books in the areas of Neuroscience and Applied Psychophysiology. He has been a Regional Editor for the Journal Physiology and Behavior, and an Associate Editor for Biofeedback and Self Regulation. He has held the position of Assistant Professor at the University of Rochester. Dr. Lubar was involved in developing neurofeedback for LORETA (Low Resolution Electromagnetic Tomography). In a 1992 publication, in Pediatric Neurology, he and his colleagues showed, for the first time, that children with the inattentive form of ADD (without hyperactivity), differ significantly in terms of quantitative EEG patterns, from matched control non-ADD children.