In a previous study, aimed at grounding a definition of attitude toward mathematics on students’ narratives about their own relationship with mathematics, we proposed a characterization of attitude based on three deeply interconnected dimensions: the individual’s emotional disposition toward mathematics, his/her view of mathematics, his/her perceived competence in mathematics. From this multidimensionality follows the need of overcoming the positive/negative dichotomy for attitude, in favour of considering different profiles. In this paper we will apply this model to investigate learned helplessness as an attitude toward mathematics. The analysis highlights that learned helplessness may correspond to different profiles, that require different remedial actions.