CHAPTER VI

THE NERVOUS JUDY (CASE STUDY III)

6.0.0 Introduction

"Compulsive striving for perfectionism is neurotic. It is one thing to want to be perfect and another to make it a condition of your worthwhileness" (Hall and Lindez, 1970). Doing is more important than doing well. Perfectionists are often nervous, tense, worried and ready to feel enormous guilt over an inferior performance. Therefore, they experience the fear of completing it, lest they fall short of their neurotic goals. Perfectionists are humiliated with trial and error, so they avoid errors and avoid distant goals. Judy's great desire to be perfect has probably made her a nervous student. Her nervousness seemed to block and hinder her performance in school, at home, in social gatherings and also cause her emotional stress.

6.1.0 Identification And Selection Of Judy

Judy was referred by her class teacher though she was not a problem to the teacher or classmates. Her withdrawal and sad looks led her teacher to refer her. It took a long time for Judy to share her family problems. Her
problems were that she was shy, withdrawn, slow to respond, and kept away from participating in co-curricular activities in the school. "A good student, very passive, sad, lethargic and does not even smile in the class," said her class teacher. "She showed fear of examinations from class 5 and even got sick on some examination days"; said her mother. Judy was self conscious, uneasy in the presence of a crowd and suffered from stage phobia.

6.1.1 Objective 1

To identify the origin and development of irrational Beliefs (IBs) responsible for Emotionally Disturbed Behaviour (EDB) namely Nervousness, in High School Girl Judy through knowledge of RET.

6.1.2 Home Environment

Physical: It is a small house neat and clean with 2 bed rooms, a drawing room, Kitchen visitor's room and dining room. The toilets are in the compound. The rooms are small and old fashioned. It is away from the main means of transport.

Family: Is unitary, father, mother and Judy stay there. Her unmarried uncle who is slightly retarded also stays with them.

Father: He is a machine mechanic, eldest in his family took up most of the responsibility of bringing up his brothers
and sisters. He had to even borrow money to help them. This caused him tension and his habit of drinking added to this tension at home. He is otherwise gentle, loving and polite even when he drinks.

**Mother:** She is a hardworking lady, senior clerk in Post and Telegraph, talented and brilliant in studies, being the eldest in the family, she too had to help out her brothers and sisters till they were independent. Inspite of hard work, all the money she earned was used to settle her in-laws. So, she does feel upset about their ungrateful attitude now. She too, had the fears of stage, dire need for perfection and shyness. Though externally she did not show her fears. She is fair and intelligent and was first in the class throughout her school life.

**Uncle:** He is slightly retarded and therefore all his needs are to be met by Judy's parents. He too drinks whenever he gets money. He does go sometimes for simple work but does not save

**Economic status:** They belong to lower middle class family. Had Judy's parents used their salaries for them alone they could have made a lot more money. Parents are anxious about their future especially Judy's. They speak of how they had helped others and how they were cheated. These talks arouse feelings of anxiety and even anger. Judy is affected by
these. "I tell my parents I don't want any money. But don't keep talking about the past."

**Emotional climate:** Judy is loved by her family and relatives, she too loves her parents and family members. But she misses her grandparents who showed her much love. When she comes home there is no one to greet her as both her parents are working. She feels lonely and sad. Drinking habit of dad and her uncle causes her tension, anger and anxiety. There are quarrels between her mother and father when he comes drunk. She is often worried about this. Though she is much loved by her parents, she missed a lot of childhood experiences of normal children, as there are no children of her age in her immediate environment. She missed fun and laughter, enthusiasm and curiosity as she is in an adult world she even thinks and behaves like adults.

**Relationship With One Another And Neighbours:** It is cordial, friendly, and respectful. Her mother disapproves of father's drinking habit and too much involvement in social activities that incur debts to the family. Father does not discuss family matters nor plan the future together. Both are generous, kind and loving to family members and neighbours. Communication is not up to the mark. It is poor and does not help one another to speak freely their negative feelings. All of them are friendly loving and accommodating. They live in peace and unity with their neighbours. Judy misses laughter.
and fun, games and competitions and even little quarrels with siblings. She works hard to score high marks and feels guilty when she fails to do so. "Judy does not know how to get angry or quarrel," said her close friend. Judy does not feel very free with her parents. Speaking about her mother she said; "She is forever working. When I want to talk to her, she tells me she has work to do. She is forever cleaning and working. I don't even feel like talking to her."

Religious Beliefs And Values: They belong to Roman Catholic - Anglo - Indian community. They are practising catholics. All have respect and love for God. Judy is active in her church activities. The family cherishes values like honesty, justice, hardwork, manners, hospitality, kindness to poor, sick and needy, and forgiving those who hurt or cause harm to them. They avoid fights and quarrels. Judy also practises these values. She does not carry tales or speak ill of others.

Upbringing Styles: Judy is given freedom along with discipline. Her ideas are respected by her parents when she communicates.

6.1.3 Judy's Achievement

(Table 6.1.1 shows that Judy shows slight progress from term to term, even though she has gone to higher class and has more portion to study. She was a very good student in primary
school. When she entered middle school she started losing confidence and started under rating her abilities.)

Table 6.1.1 Scholastic Achievement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Tests MAX.Marks</th>
<th>1st term 50</th>
<th>2nd 50</th>
<th>3rd 50</th>
<th>1st term 50</th>
<th>2nd 50</th>
<th>3rd 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malayalam I</td>
<td>25</td>
<td>24</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Malayalam II</td>
<td>24</td>
<td>31</td>
<td>26</td>
<td>27</td>
<td>33</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td>38</td>
<td>39</td>
<td>42</td>
<td>41</td>
<td>37</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td>31</td>
<td>34</td>
<td>37</td>
<td>34</td>
<td>33</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>28</td>
<td>30</td>
<td>36</td>
<td>22</td>
<td>25</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>32</td>
<td>31</td>
<td>36</td>
<td>22</td>
<td>28</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>32</td>
<td>31</td>
<td>36</td>
<td>28</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>32</td>
<td>21</td>
<td>29</td>
<td>22</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>32</td>
<td>21</td>
<td>29</td>
<td>28</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Mathematics-I</td>
<td></td>
<td>39</td>
<td>39</td>
<td>42</td>
<td>41</td>
<td>37</td>
<td>41</td>
</tr>
<tr>
<td>Math-II</td>
<td></td>
<td>39</td>
<td>39</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>249</td>
<td>256</td>
<td>258</td>
<td>275</td>
<td>360</td>
<td>372</td>
<td></td>
</tr>
</tbody>
</table>

6.1.4 Co-curricular Activities

She took part when she was in primary school. Once she entered the high school she gave it up totally. She did not exhibit any extraordinary talents, so no one encouraged her to do it. Though she does not volunteer, she does whatever is asked of her to the best of her ability. She is good in
6.1.5 Psychological Data of Judy

Weschler's test of Intelligence shows her I.Q. as 120 a superior child. Bell's Adjustment Inventory - her personality showed the following:

Home - unsatisfactory,
health - Unsatisfactory,
social-average,
emotional - unsatisfactory and
group very satisfactory.

From the Matrix 6.1.1 the areas of SDBs and iBs are clear. She needs help in all these areas. She seems to under rate her ability because of her dire need to be perfect. (Freud 1965, Rogers 1971). We also notice Judy avoiding different tasks by withdrawing. Humans have a tendency to low frustration tolerance (LFT)(Adler 1927, 1929; White hill, De Mayer, Gapin and Scott 1976)

Judy's strongest iB is the dire need for perfection and she shows all the symptoms of a nervous person and a perfectionist.
### Matrix 6.1.1  Identification Of iBs A nd EDBs

<table>
<thead>
<tr>
<th>Name Of Tests</th>
<th>Areas Of Self Defeating Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIBD</strong></td>
<td>iBs</td>
</tr>
<tr>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.</td>
</tr>
<tr>
<td><strong>BIRBQ</strong></td>
<td>iBs according to their intensity in Judy.</td>
</tr>
<tr>
<td></td>
<td>2 - dire need for perfection</td>
</tr>
<tr>
<td></td>
<td>11 - Worry about other's problems.</td>
</tr>
<tr>
<td></td>
<td>1 - dire need for love.</td>
</tr>
<tr>
<td></td>
<td>6 - Others as cause of unhappiness.</td>
</tr>
<tr>
<td></td>
<td>12 - Demanding justice.</td>
</tr>
<tr>
<td></td>
<td>7 - Wanting others' help.</td>
</tr>
<tr>
<td></td>
<td>4 - having one's way</td>
</tr>
<tr>
<td></td>
<td>3 - punishing wickedness.</td>
</tr>
<tr>
<td></td>
<td>9 - looking for perfect solution.</td>
</tr>
<tr>
<td></td>
<td>10 - recalls past pains.</td>
</tr>
<tr>
<td></td>
<td>5 - Fear of the repetition of the past.</td>
</tr>
<tr>
<td><strong>FIRS</strong></td>
<td>Fears: Death, being buried alive, sea and waves, travelling by boat, making mistakes, elders, teachers, principal especially when they scold, floods, afraid of being afraid, of blushing in front of others, the word examination, a big crowd, gathering, the sight of blood, stage fear, strangers, dogs, cats, snakes, frogs, lizards, thunder and lightning</td>
</tr>
<tr>
<td><strong>ARS</strong></td>
<td>Anger: We find Judy is not an angry person. She does not show symptoms of anger in the situations given or express anger. &quot;Judy does not know how to get angry&quot; said one of her close friends.</td>
</tr>
<tr>
<td><strong>ACQ</strong></td>
<td>Anxiety: Restless, often worried, fear of forgetting, trembling for examinations, inability to continue when faced with a difficult situation or forgets an answer, biting nails, cracking knuckles, disturbance in sleep, when can't succeed in a work, while starting a work. It was observed by the investigator that if one answer is not known to Judy she gets stuck there instead of proceeding.</td>
</tr>
<tr>
<td><strong>PSCRS</strong></td>
<td>Perception of self concept: - Considers others better, no participation in co-curricular activities, not volunteering in</td>
</tr>
</tbody>
</table>
1. Dire need for love: ✓ | ✓ | ✓ | Judy shares all the iBs of teachers and parents in addition to theirs she has iB No.-5 also.
2. "perfection": ✓ | ✓ | ✓ |
3. * punish the wicked* ✓ | ✓ | ✓ |
4. Having one's way ✓ | x | ✓ |
5. Fear of the repetition of the past x | x | ✓ |
6. Others as cause of unhappiness ✓ | x | ✓ |
7. Wanting other's help x | ✓ | ✓ |
8. Evading difficulties x | ✓ | ✓ |
9. Looking for perfect solution ✓ | ✓ | ✓ |
10. Recalls past pains ✓ | x | ✓ |
11. Worry about others ✓ | x | ✓ |
12. Demanding justice ✓ | ✓ | ✓ |

Table 6.1.2 gives us the shared iBs of her family, teachers and Judy. Though teachers and parents do not exhibit...
the iBs No.5. Judy exhibits it. Some of her peers too exhibit it. Therefore probably she has picked it from her peers.

6.2.0 Objective 2

To study the relationship between irrational Beliefs (iBs) and Emotionally Disturbed Behaviour (EDB) namely Nervousness in High School Girl Judy.

6.2.1 Relationship Between iBs And EDBs

The nervousness seems to spring up from her strongest iB number - 2 the dire need to be perfect in every thing. The relationship between her iBs and EDBs are clearer in individual counselling sessions (6.2.2).

6.2.2 Treatment Of RET

Treatment of RET was given through individual and group sessions. Since Judy could not come for some group sessions she was given more of individual sessions. She had 35 individual sessions.

a) Group Counselling Sessions: Judy attended 15 group counselling sessions where she learnt part of RET through theory, ABCDE's and progressive relaxation Exercises. In addition to these she also attended all the CBM sessions to overcome stage feer.
b) Glimpses of Individual Sessions: Judy had more individual counselling sessions than others. What she missed in the group sessions were taken up during the individual sessions.


I; "What problem would you like to deal with today Judy?"
J; "Fear of examinations."
I; "What do you tell yourself about exams?"
J; "I will get less marks."
I; "What will happen if you get less marks?"
J; "It is a shame."
I; "Why is it a shame?"
J; "What will others think of me?"
I; "What will others think of you?"
J; "They may think that I am not clever."
I; "If you get less marks you may not be considered clever like mummy and aunts. You may not get their love and appreciation."

1. Judy's two strong IBs are that I must be perfect in every thing (2) and I must be loved and appreciated by all (1).
J: "Yes. I don't want others to think that I am not a clever student."

I: "Do you become clever just because others think you are?"

J: "No."

I: "Do you become stupid just because others think you are?"

J: "No."

J: "Then what are you afraid of? Possibly marks will give you a sense of achievement, a sense of importance, others will look up to you. You might get attention and appreciation. And you need it. You want every one to love you. You can't imagine the rejection from others."

2. Judy hails from a family where her maternal aunts and uncles were brilliant students, so also her mother. She keeps comparing herself with them. She fears rejection if she didn't perform well like them. She was good when she was in lower classes. She feels if she does badly in her exams they may not approve of her. She may be considered less efficient. This is seen in the result of PSCRS where she considers others better than her. This thought of not reaching their expectations seems to cause her anxiety, fears and these result in nervousness. She feels it a dire need for her happiness (high marks). She was shown gradually how these iBs were causing her undue tensions and nervousness. Her fear of examinations can be removed or reduced if she changed her self talk and thinking.

I: (REE) "Can you buy love with marks?"

J: "No"

I: (REE) continues "It is foolish thinking to believe that I will get more love and appreciation if I can score more marks. Whether you get '100' marks or '0' you are precious as a human being. You are much more than all the marks you can possibly get. You are much more than all your achievements. Besides these thoughts are frightening you, making you nervous, sometimes even sick, making you incapable of doing your examinations well. You even forget what you know because of your nervousness. You also make mistakes. The result is that you finally end up with getting less marks. All these happenings in you are self defeating because they are not helping you to be more effective. So what do you think you need to do? Do you
still want to cling on to these?"

J: "No?"

I: "So how would you get out of this habit, you had for some years now?" In order to get out of these fears one needs to accept the reality about self and others. What is more important, your life or examinations and marks?"

J: "I am more important than marks".

I: "Examinations are making your life miserable because of what you say about them. What would you do to change this?"

J: "I will choose the right thinking."

I: "In order to choose right thinking you have to change the wrong into right. How will you change your iBs into rBs?"

J: "I will tell myself, it is okay if I get less marks. It is desirable to get more marks. But it is not a must. It is okay if all didn't love me. Life is more important than examinations and marks. I am precious and beautiful as a person whether I get more marks or less marks."

I: "Yes it is desirable to get good marks. But we do not study only for marks but to gain more knowledge and skills for better living."

[She was allowed to go through REI facing the examinations. She felt better after that experience.] (Keable, Diana 1985; Richard 1988; Singer 1974).

I: "What is education? Is it examination?"

J: "It is getting knowledge, skills and helping us to have good character."

I: "What is more important, marks or character?"

J: "Character is more important."

I: "Is it you or marks that is more important?"

J: "I am more important."

I: "Your life is more important than all the marks you can achieve. But what are you telling yourself during the
examinations?"

J: "If I get less marks, I can't bear it. I cannot face people. How will I tell dad and mum? What will mummy think of me? Poor mummy she is working hard for my sake. I can't make her happy. When I think like this I experience guilt. This makes me sad."

I: "You are sad and therefore you look sad. When you are sad, can you concentrate?"

J: "No."

I: "How can you change sadness? You can do it by changing all the depressing sentences you keep telling yourself."

3. The investigator perceived that Judy's Time-Table could be one of the reasons for her poor performances in spite of so many hours of study.

I: "It is possible that you have a hectic time-table. Please tell me, your time table of the day."

J: "When I go home, I have my bath, then study, after sometime I take my milk then study, then prayer, again study, dinner, again study, sleep, then get up after washing, study, breakfast then school, study the whole day till the school leaves."

4. Even in the class she rarely talks or recreates with others. Even during the interval she is busy studying. The investigator shows the vicious cycle of her learning process.

![Figure 6.2.1 Faulty Study Habits](image)
(REE) See you do not give rest to the brain. Naturally you can't concentrate. You may be sitting with your books. But your mind may be wandering. You need breaks and little distractions for variety.

5. So together they prepared a time table with little breaks in between. She was also given a few tips on effective study habits. Judy is very co-operative does her home work carefully and regularly (Mautlsby 1975). A feedback from her showed that her fear of exams has considerably decreased and her power of concentration has increased considerably. She is also participating in a group dance.

Dealing with iB No.-11. 'I must be upset over the others and other's problems:

Judy gets upset over others and other's problems. Possible she has learnt this iB from her parents.

I: "Why do you get worried about the problems of others. Do you think, your worry will help others in any way?"

J: "No".

I: "Then why do you worry?"

J: "It just happens. When I see and hear about the problems, I feel bad. I keep thinking about them. Then I can't concentrate. I keep wondering what will happen in the future?"

I: "So you also worry about these repeating in the future?"

J: "Yes".

I: "What do you worry about normally?"

J: "Will dad come home drunk? Will there be shouting and confusion? These thoughts upset me."

I: "What sentences do you tell yourself before your get upset?"

J: "Daddy should not drink. It is terrible to drink and get
drunk. I can't stand it?"

I; "Who told you you can't stand it?"

J; "No one."

I; "You have stood it in the past and you will be able to stand in the future as well. Why are you telling these foolish sentences and making your life miserable? So who is really responsible for your misery?"

J; "I".

I; "How?"

J; "By repeating these sentences. Daddy should not drink. It is terrible to drink. I can't stand."

I; "What is the reality?"

J; "I can face it, because I have faced it on a number of occasions:"

I; (REE) By telling yourself you can't face it, you were making the situation beyond your control, you were upsetting yourself, getting disturbed, anxious and sad. "Mood states depend on cognition—what they believe or tell themselves" (Ellis 1958, 1973, 1977, Ellis Harper 1975). You also became nervous. You believe that your dad should be a perfect man. He does not come up to your perfect man when he drinks. And you tell yourself that he should be an ideal man. So you find it difficult to accept this limitation. What are dad's weaknesses?"

J; "Drinking alcohol."

I; "Is this the only weakness?"

J; "Yes. Otherwise he is a very good man."

I; (REE) "Since he is a human being like others he too will have limitations. To expect dad to be perfect and ideal is not real. You yourself said that he is very nice. Even when he drinks he does not create problems. Even when mummy shouts he keeps quiet."

[At this moment Judy opened up herself without any inhibition. She spoke of the things that happen at home].
"Active-directive therapy is helpful" (Adler 1929; Alexander 1946; Ellis 1974).

J: "They are all the same when it comes to drinking. All three brothers have enough and more money to drink. Otherwise they have no money.

[When she was speaking thus there was disgust in her tone. Speaking about mother, she said; "Work, work, work. When I want to speak to her, she tells me she has no time. She is busy cleaning. She finds some work or the other. Then I don't feel like talking"]

I: "You wish mummy had more time to spend with you".

J: "Yes. She looks always busy and has no time for me".

I: "You feel sad about it. You wish, you could spent more time talking about school and other things".

J: "Yes." (Judy's eyes were filled with tears at this juncture and her voice was choked with sorrow. She is the only child and is very lonely. There is no one with whom she can share her opinions and fears. She wishes that her mother explained and expressed what she really felt. Her mother doesn't say words of appreciation nor expresses her disappointments when she scores less marks. This time Judy had shown marked progress with reference to her rank. She has moved up the ladder from 29 to 20 which was commendable. But mother said nothing about it. She was pained even though she knew that mother didn't say any thing because she didn't want to hurt her feelings. She wishes that her mother was more free so that she could talk to her more freely]

Meeting with Judy's mother the next day verified the facts Judy shared with the investigator. Her mother does not know how to help Judy. She too like her daughter suffers from the same iBs.

Judy dreads the rejection of her relatives.
"What happens if your relatives considered you not clever?"

"Nothing".

"If nothing happens why do you get so upset about marks and ranks?"

I: I still experience a desire to please my parents and relatives. Poor performance on my part displeases them and disappoints them, even though they do not tell me so I know they are not happy I tell myself that I can't hurt my parents. It is terrible to cause them pain."

J: "Are you responsible for your parents sorrow or joy?"

I: "Yes."

J: "How?"

I: "When I do well they are happy."

J: "Are you responsible for their lives?"

I: "No."

J: "Then you are also not responsible for their joys or sorrow. Your marks have nothing to do with their joys or sorrows. What they say about your marks are causing them pain or joy. Remember it is not the event but what you are telling about the event."

I: "Do you mean marks are not important?"

J: "I didn't say that. I said your life and your happiness is more important than marks. If so then why make your life so miserable for the sake of marks, for some future destiny which may or may not materialise. So what would be a better way of getting out of this need to be loved. You need to please yourself and make your life meaningful and happy. How would you do that?"

J: "It is okay if I made mistakes. All I need is to learn from my mistakes and not repeat them. I don't have to destroy myself for the sake of marks. Happiness and peace are more important than marks."

I: "Excellent. You can make your life beautiful and meaningful by developing right attitudes towards study."
Judy seemed happier and relaxed. She was given assignment sheets to work on these line of thinking. "Changes in cognition tend to produce significant changes in emotion and behaviour" [Acock, Defleur 1972; Picota and Rutnam 1975; Hickey 1976]

Judy learning RET
Judy has a tendency to worry about the past painful events repeating (iB No-10)

I; "Now that you know it is foolish to worry about the past how would you overcome that?"

J; "Give up thinking."

I; "Possible these thoughts will come back to your mind again. How will you use RET? What will you tell yourself?"

J; "There is no need to worry about the past. It is useless to think about that and make my life miserable."

Thinking generates emotions. ABCDE help to get in touch with the emotions created (Elli's 1975; Bandura 1974; Lazarus 1976).

I; "Let us apply RET-steps here what is A here?"

J; "A - He would come drunk and there will be a fight."

I; "What is the 'C' here?"

J; "Upset, worried, anxious, can't concentrate."
I;  "Which iBs are causing these tensions?"

j;  "We have to find these."

I;  "Which are your strongest iBs?"

j;  "I must be perfect in every thing, I must be loved and appreciated by all, past and painful events may repeat again."

I;  "Which of these are causing worry about dad?"

j;  "iB No.2- and iB No.- 10."

I;  "What is the next step?"

j;  "D"

I;  "Let us now probe into your thought processes to detect rational and irrational thinking. The exact words or phrases that cause the consequences namely anxiety and nervousness?"

j;  "Judy's thinking processes are probed.

1. Today I don't know how he will come.
2. Why is he drinking?
3. Can't he come soon?
4. Suppose he comes drunk there will be a fight.
5. Mummy will get angry.
6. There will be shouting.
7. All the people will know about mum and dad's fighting.
8. What will they think about mummy?
9. They will think that she is a fighter cock.
10. It is terrible if they think she is a fighter-cock.
11. They should not think about her like that.
12. Why should he drink?
13. I can't stand dad drinking.
14. I can't stand others thinking of mummy as a fighter-cock.

Investigator gets Judy to notice how she herself causes her nervousness or anxiety. Look at the sentences 1-9 these do not cause anxiety or nervousness because they are possibilities or reality.
"Look at the sentences from 10-14. Which are the words that will cause anxiety or nervousness?"

"Terrible, should and cant" (Ellis - 1960).

"Who told you it is terrible if husband and wife argue?"

"Nobody."

"Don't people argue at home? Don't people speak loudly sometimes?"

"Yes."

"Then why do you think it is terrible? (REE). If something is normal and happens in most of the homes it is not a terrible thing. It would be desirable if there were no arguments or fighting. But this is rare. Many people have their weaknesses so also your parents. You are expecting them to be perfect. Your iBs No.10 is also related to your iB No.2. Wanting to be perfect. You want your parents too to be perfect. As long as we live, we will continue to have a few strong defects. But your parents are not their 'defects'. Are they?"

"No. My father is very good, very loving. He is kind and caring."

"What about your mother, is she just a fighter-cock?"

"Not at all. She is helpful, loving, kind, self less, forgiving, hard working, sincere, has self respect, she goes out of her way to help others."

"So you see though they have defects, they are beautiful people. Since they are human beings, they will have some defects. It is okay, if they shout or argue once in a way. It is okay, if dad drinks once in a way. We have seen the irrational thinking and beliefs that are causing tensions in you. So how will you replace these iBs with rBs?"

"I feel there is no need for me to get upset. It is useless to worry and think about the past frightening events."

"Exactly."

We notice during discussions and debate that Judy is
changing her iBs and replacing then with rB's. Here we already notice 'cE'. So we can presume that 'bE' will follow. Feedbacks from her and others indicate these changes in her.

6.3.0 Objective 3

To study the impact of RET in bringing about Positive Changes in Cognitive and Affective Domains by Reducing or Replacing 'iBs' with 'rB's' thus reducing or removing Nervousness

6.3.1 Impact Of RET

In the case of Judy her nervousness has reduced, 'cE' and 'bE' are clear from the post-test results as well as the feedback sessions from the family, peers, teachers and Judy. These are verified by the PO of the investigator. She who was passive, is enquiring, describing and asserting her likes and dislikes and is able to think clearly. She looks more cheerful and is getting involved with others.

6.3.2 Investigator's PO

It is no more the anxious, shy, timid, sad, reserved, closed up or unhappy Judy that we meet but a Judy who is cheerful, happy, free, confident, self accepting and self appreciating. She is not sick any more due to nervousness. It was a pleasure for me, as an investigator to work with her. Her great desire to be free and happy made a lot of difference when
coupled with her many beautiful qualities already possessed by her. Since, Judy was already disciplined, adolescent she did not find the exercises, suggestions, or homework difficult. Punctuality and regularity were part of her and these she showed during the sessions and took the counselling sessions seriously. She had more individual sessions as mentioned earlier. And these sessions helped to build up strong confidence in the investigator. Her own feedbacks speak about the changes that have occurred in her. Her written feedback is attached here with. She is not only ashamed of being herself but is proud to be herself. She has accepted herself with her assets and liabilities. This enabled her to accept other family members as well. Now, she is not demanding an ideal dad or an ideal mummy but loving human beings. She wants to develop and build up herself physically, mentally, emotionally and spiritually. She is not only loving but a refined, gentle adolescent. Once her fears were gone, she showed signs of maturity, an adolescent in a world of reality. She took time to open up, but once she did, it was a real running towards rational thinking and living. She showed great enthusiasm, to break through her blocks, and to grow as a person of responsibility for her feelings and actions. The Matrix 6.3.2 explains the summary of the changes noticed in Judy briefly.
<table>
<thead>
<tr>
<th>Matrix 6.3.1 Feedbacks From Teachers, Peers, Family And Judy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before RET</strong></td>
</tr>
<tr>
<td>a) Teacher</td>
</tr>
<tr>
<td>&quot;She is not a problem to me. She studies and is regular in her work. Though an average student she is life-less and expressionless. She looks sad and worried and often looks sick to me. I wish you could find out why she is so silent and lethargic. She does not volunteer for anything in the class. She does not even raise her hands when a question is put to the class.&quot;</td>
</tr>
<tr>
<td>b) Peers</td>
</tr>
<tr>
<td>&quot;She is becoming weaker in studies. She doesn't talk with anyone. She does not waste time. She never raises her hands even if she knows the answers. She looks sad often. She is weak in Hindi and Malayalam. She has fear of examinations. She is so quiet that her name has never been on the chalk board for any misconduct. She is lethargic does not like to argue or quarrel with anyone. She loves sharing her food with others.&quot;</td>
</tr>
<tr>
<td>c) Family</td>
</tr>
<tr>
<td>&quot;She is afraid of examination. She did very well in lower classes. When others started doing better than her in her class, she started getting sick. She is not pressed to work harder. &quot;Do whatever you</td>
</tr>
<tr>
<td>&quot;She is afraid of examination. She did very well in lower classes. When others started doing better than her in her class, she started getting sick. She is not pressed to work harder. &quot;Do whatever you</td>
</tr>
</tbody>
</table>
### Feedbacks From Teachers, Peers, Family And Judy

#### Continued

<table>
<thead>
<tr>
<th>Before RET</th>
<th>After RET</th>
</tr>
</thead>
<tbody>
<tr>
<td>can &quot;that is what I tell her. The fruits of her hard work is not seen in</td>
<td>refused to go for tuitions with her friend inspite of the pressures exerted</td>
</tr>
<tr>
<td>the results. She lacks fun and friends. She is lonely, obedient and</td>
<td>on her even by me. She seems happier. Her stage fear and other fears</td>
</tr>
<tr>
<td>submissive. She eats very little. So She falls sick often. She likes only</td>
<td>have reduced. She is not so much bothered about what others would</td>
</tr>
<tr>
<td>delicacies and avoids common food items. Father's drinking habit worries</td>
<td>speak think or say now.</td>
</tr>
<tr>
<td>her. She does not like loud talk or shouts. She is shy, timid and</td>
<td></td>
</tr>
<tr>
<td>does not mix with strangers. She gives a lot of importance to what others</td>
<td></td>
</tr>
<tr>
<td>might say or think.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

#### Judy

I have many fears like stage, making mistakes, examinations and being considered not clever. I feel sad, lonely, anxious, and often worried about dad's drinking, and quarrels at home. I have no peace of mind. I am afraid to volunteer for anything, not even to raise my hands when teachers question me. I consider others better than me. I do not take part in any competitions. I compare myself with mum and her siblings. I keep worrying about marks. I often forget what I study, so always become nervous before the examinations. I even fall sick. My hands and feet tremble as I enter the class for examinations.

I have got rid off many of my fears and worries. I can concentrate better. I can face my life more courageously. I assert and speak about my feelings to my parents. I like me. I don't keep worrying about marks. I don't get so nervous for examinations. I remember most of the things I study. I have gained confidence in me and am not afraid of rejection. I took part in co-curricular activities and dance. My stage fear is gone. I feel I can face a crowd and speak at least a few words in front of them. Now I don't compare myself with others.
6.3.3 Feedback From Judy

Before knowing more about RET,
I had the thought that I am not beautiful. I have no ability. I could not face strangers and had many problems. I had the feeling that I am not good. When my daddy came home, I got angry. I used to think that I could not live without others. I had the feeling that all must love me and care for me. When anyone looked at me or stared at me, I used to get upset. When someone says I am not good, I used to get upset. I used to avoid coming in front of visitors. I used to avoid going for functions. I had the feeling that I am not good looking, so I did not mingle with
others much. I could not make friends easily. I was not able to take my own decisions. I was not aware of the wrong situations in the society.

Now I know that I am beautiful, lovable and good looking. I am able to face problems easily. If my daddy comes drunk also I can face it. I face strangers. I have understood my life is more important. I can live without depending on others. I think if no one loves me it's okay. I go for functions and mingle with others. Now if others stare at me I don't feel anything. If anyone say that I am not good I don't care. I am able to take decisions. Face situations easily. I enjoy life better.
Matrixe 6.3.2 is the result of triangulation of the data collected through feedback sessions, interviews, PO of the investigator and individual and group counselling sessions.

Table 6.3.1 Test Results Of TPT's And Bell's Adjustment Inventory

<table>
<thead>
<tr>
<th>Names</th>
<th>Pre-test scores</th>
<th>Post-test scores</th>
<th>Difference</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBD</td>
<td>1Bs 1,2,3,4,5</td>
<td>Nil</td>
<td>12</td>
<td>Reduction or removal of all IBs.</td>
</tr>
<tr>
<td></td>
<td>6,7,8,9,10,11,12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIRBQ.</td>
<td>173</td>
<td>94</td>
<td>79</td>
<td>Reduction IBs</td>
</tr>
<tr>
<td>FIRS</td>
<td>123</td>
<td>60</td>
<td>63</td>
<td>Reduction of fears</td>
</tr>
<tr>
<td>ARS</td>
<td>30</td>
<td>22</td>
<td>8</td>
<td>Reduction of Anger</td>
</tr>
<tr>
<td>ACQ</td>
<td>63</td>
<td>29</td>
<td>34</td>
<td>Reduction of Anxiety</td>
</tr>
<tr>
<td>PSCRS</td>
<td>37</td>
<td>17</td>
<td>20</td>
<td>Development of better self concept.</td>
</tr>
</tbody>
</table>

Bell's Adjustment Inventory

<table>
<thead>
<tr>
<th>Home</th>
<th>Un</th>
<th>G</th>
<th>Progress</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>Un</td>
<td>G</td>
<td></td>
<td>We find positive changes have taken place in Judy with reference to her adjustment. She has learnt to accept self and others.</td>
</tr>
<tr>
<td>Social</td>
<td>AV</td>
<td>Ag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td>UN</td>
<td>Ex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>VUN</td>
<td>G</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Un- Unsatisfactory, AV-Average, VUN - Very unsatisfactory,
Ag-Aggressive/Assertive. G-Good, E-Excellent.
Table 6.3.2 Judy Before and After RET.

<table>
<thead>
<tr>
<th>Before RET</th>
<th>After RET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Negative behaviours</strong>:- Nervous frightened, shy, passive, perfectionist, timid, with-drawn sad, lonely, submissive, self pitying, self rejecting and family rejecting. She was also worried and disturbed.</td>
<td>Free; Courageous, realistic, outgoing, cheerful, self accepting, co-operative, assertive, family accepting and self appreciating. She now enjoys peace of mind, happy, kind, gentle, generous loving, patient, caring sharing, honest, hard working open, regular, dutiful and fearless.</td>
</tr>
<tr>
<td><strong>Positive behaviours</strong>:- Kind, generous, loving, patient, caring sharing, honest, hard working, regular, neat and dutiful.</td>
<td></td>
</tr>
</tbody>
</table>

Figure 6.3.2 Process Product Model Of RET And Nervous Judy

6.4.0 Specific Ground Theory

Knowledge or RET, RET-Theory seemed to have given nervous Judy an insight into the relationship between her iBs, nervousness and other EDBs, REE and REI motivated her to give up iBs responsible for nervousness and other EDBs, PRE, CBM and HRS help in the acceptance of rBs and SWBs and strengthen them.