CHAPTER II

PILOT STUDY

2.0.0 Introduction

Pilot study was conducted on Renu, Binu and Genu. The details of the study, phases and essential aspects are shown in the Matrix 2.1.1

Matrix 2.1.1 Overview Of The Pilot Study

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<tr>
<th>Phases</th>
<th>Essential Aspects Of The Pilot Study</th>
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<td>I.</td>
<td>Objectives of Pilot Study, Methodology, Proposed process research design, selection of the sample, tools and procedures of Pilot Study.</td>
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<td>II.</td>
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<td>III.</td>
<td>Case study of Depressed Binu, Home Scenario, Identification of EDBs and iBs, Treatment of RET, Impact of RET and Emerging specific theory.</td>
</tr>
<tr>
<td>IV.</td>
<td>Case study of Frightened Genu, Background, Origin and development of iBs and EDBs, Relationship between iBs and EDBs, Treatment of RET, Multi-dimensional approach, Impact of RET and Emerging Specific theory.</td>
</tr>
<tr>
<td>V.</td>
<td>Outcomes of the Pilot study, Guidelines for the final study, Model of RET - Process, and 5 phase programme for the final study.</td>
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Matrix 2.1.1 explains the overview of this Chapter II Pilot Study.
2.1.0 Objectives Of The Pilot Study

The Objectives of the pilot study were. 1. To help the investigator to prepare herself with reference to subject competence, skills, appropriate tools, techniques and choice of school for final study. 2. To find out the feasibility of the treatment of RET and RET-Steps with reference to students and institution. 3. To find out the requirements for conducting the final study in terms of time and conducive environment and tools if any.

2.1.1 Pilot Study Methodology

The approach for Pilot Study was Case Studies, through Qualitative Indepth Study of the cases. PO, II, Counselling, Questionnaires and rating scales were used to collect the data. Data collection, data reduction and analysis and data display took place simultaneously. The steps used in the collection of data were 1. Selection of cases with EDBs through administration of Bell's Adjustment Inventory and BIBD. 2. Observation of the investigator, parents and peers of the cases for identifying the iBs and EDBs. 3. Treatment of RET was carried out by observing the relationship between iBs and EDBs, RET, REE, REI and RET-Steps. These sessions were carried out through individual and group counselling. 4. Effect of RET was studied through observation of the investigator, cases, peers,
family and self reporting by cases.

Matrix 2.1.2 Proposed Process Research Design of Case Study

<table>
<thead>
<tr>
<th>Identification</th>
<th>Treatment of RET</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification</td>
<td>Participant observation, Counselling interviews, Home Visits,</td>
<td>Reduction of iBs, Reduction of EDBs, Introduction of rBs, Cognitive Effect (cE) and Introduction of self Winning Behaviours (SWBs), behaviour Effect (bE)</td>
</tr>
<tr>
<td>of cases through purposive Sampling, Timid Renu, Depressed Binu and Frightened Genu</td>
<td>RET- Theory, Rational Emotive Education, Rational Emotive Imagery and use of RET</td>
<td>Steps namely ABCDE's</td>
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<td>through observation of subject, peers, investigator and iBs through the administration of BIBD.</td>
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Matrix 2.1.2 gives the proposed process of research design of case study namely identification of cases, treatment of RET and its effect.

Figure 2.1.1 Steps For Pilot Study Process Model
2.1.2 Selection Of Sample

The Samples were selected from different age groups who exhibited EDBs. Exhibition of EDBs and the willingness to cooperate with the investigator were the main criteria for the selection at this stage of the study. Detailed description of each sample is given in the case studies (2.2.0, 2.3.0 and 2.4.0).

2.1.3 Tools And Materials

As the investigator entered into this research study, she became aware of the EDBs that needed attention. In the first two cases BIBD was enough to identify the iBs and problems for treatment of RET, while studying Genu many problems emerged. Therefore she began to prepare more tools, according to the needs of the subject, for identification of EDBs, ACQ, ARS, PSCRS, FIRS and BIBD and BIRBQ for iBs. Since the existing test materials were very few and cumbersome, simple tools were prepared. Preparation of tools and materials are explained in chapter III.

2.1.4 Procedure Of The Pilot Study

Case Study approach was used for the following reasons:

1. This approach would enable the investigator to go deeper into the origin and development of iBs.
2. It allows multi-dimensional and multi-site approach. As this study calls for an indepth qualitative study, case study approach was ideal.

3. The treatment of RET is mainly for subjects exhibiting EDBs. To trace the origin of EDBs, which are related to specific iBs, needs going back to subject's past history and environment. Case study is most suitable for this purpose.

4. This research topic lends best for qualitative indepth study in a natural setting through PO, and II. In order to collect the data, PO, interviews of peers, parents and counselling interviews with the cases were used. She also used INIs when and where required.

2.2.0 Case Study - 1 Timid Renu

"The source of personality problems is a lack of adjustment, or tensions within the personality. The lack of adjustment or tensions within the personality may manifest itself in all of or some of the symptoms such as embarrassment, timidity, extra-ordinary shyness, continuous, worry and anxiety .... Individuals who are not able adequately to adjust to the tensions with their personalities may consequently be severely handicapped in the execution of their work, or be unable to make normal, social contacts and thus solve their love and marriage problems in other words to develop and utilize their potentialities "(May 1968). Renu showed some of these symptoms when she came to the investigator. She was a student of B.Ed course at a renowned college.
2.2.1 Home Scenario

Renu is the eldest child in her family. She has a brother younger to her. At present father, mother and children lived in the house. Matrix 2.2.1 briefly describes the picture of Renu's Home.

Matrix 2.2.1 Home scenario of Renu brings to light her home environment. "Each of us is born into a human family, frail, vulnerable with a deep need of acceptance and recognition, needs that we carry with us all through our lives. The function of the family is to love, nurture and support its members and provide contacts for children to develop the social, emotional, intellectual and spiritual resources they need to become mature adults. For various reasons some families become dysfunctional and therefore need the help and support of others outside the family system" (Neary 1994). Renu's family has turned out to be dysfunctional.

2.2.2 Treatment of RET

Renu had five counselling sessions. The first two lasted for more than an hour each. The last session was conducted after a period of two months and no relapse was noticed. During the first session the investigator allowed Renu to ventilate her suppressed feelings. Very often such an exercise enables the client to look at the reality more
Father is a deputy manager at MMTC, aged 48. He is hot tempered. He has to have his way (iB No-4). His belief that the world should be just and fair is often a cause of tension for him and others (iB No-12). He blames his wife for all his failures and stupidities. His belief that others and other things are responsible for joys and pains (iB No-6) also causes tensions and conflicts at home. He is a perfectionist (iB No-2). He wants everything to go as per his idea of perfection.

Mother is passive, timid, submissive and nervous. She is 43 years old. Her belief of an ideal wife blocks her from confronting her husband's iBs and EDBs. She is helpless in bringing peace and harmony in that house. Her religion seems to be neurotic because it adds to her fears, iBs and SDBs. She said "He often treats me like a worm, useless and hopeless. My husband tells me I am responsible for all his misery". She too is a slave of iBs Nos-2 and 4 (Ellis 1968). His demand to start a garage has not yet materialized. He seems to vent his anger on Renu who is weak. He too feels that he was treated unjustly by his parents (iB No.12). He turns violent when he cannot have his ways.

Brother is aggressive and hot tempered like his father. "Aggression is an learnt form of behaviour" (Montague 1968). He did not look friendly towards the investigator. "Aggression is an off shoot of iBs Nos-2 and 4" (Ellis 1968). His demand to start a garage has not yet materialized. He seems to vent his anger on Renu who is weak. He too feels that he was treated unjustly by his parents (iB No.12). He turns violent when he cannot have his ways.

Renu is an attractive hard working girl with thick bushy hair ideal. She has rejected her hair. Renu seems to have a combination of father's and mother's iBs. She suffers from anxiety, guilt and a number of fears. She is faced with conflicting values. Continual clashes between parents and brother add to her fear of the future. She suddenly became sad, showed sleeplessness, lack of interest in studies, changing moods from very high to very low. Depression and even suicidal tendencies.
objectively and realistically.

I; "I am told that you are very disturbed at this moment. Would you like to talk about it to me?"

[With this invitation Renu began her story. She cried now and again when she spoke about her family, her brother's cruel action towards her, her mother's preferential love for her brother, her fear and uncertainty of the future, her interventions and efforts to solve the family problems were ignored by others. While talking about her dire need for acceptance and love from her mother, the investigator intervened]

I; "Will you die if your parents do not love you the way you expect them to love you? Are you not capable and old enough to manage your life now?"

R; "Yes. I can live. I can manage my life if I want to do so. But I feel sad and angry because my mother does not punish my brother's cruel actions towards me" (IB No-3).

I; "Do you still need mummy to intervene in your arguments? Can't you defend your points or your rights?"

R; "May be I could. But I never thought of doing it. Physically he is much stranger and if I argue with him he will destroy my things. I always give into him, because I don't want to have a scene at home."

I; "Inspite of you withdrawing, there is always trouble at home. If I understand you right. How do you explain that?"

R; "He knows that I am weak and I will finally give in to his ways."

I; "How long has such a state of behaviour pattern continued?"
R: "From childhood mummy never punished him when he was wrong. Though he was at fault I got the firing saying, why do you fight with him. I want him to talk to me lovingly. But he is always rough and crude."

I: "What do you tell yourself when he is rude to you?"

R: "Poor me, I have to suffer all this. He should respect me his elder sister. I can't stand such bad manners" (iB No-4).

I: "So, your joy depends on his kindness and mummy's love. Otherwise you feel miserable. Don't you see it is not the event that is causing you so much misery but your demand that mummy and Jayesh should love you, should respect you and treat you like this or that. And these statements are causing your depression. You feel you are not lovable and good because they don't love you. Is this right?"

R: "Yes. I often feel I am useless. So I do not participate in anything. I do not like to displease anyone."

I: "Yes, for fear of rejection. You have had enough of rejection at home. You can't stand it any more. So you would be ready to kill yourself for a little love, a little recognition" (Hard hitting).

R: "In the school I could never say 'no' to others. I know my friends used me, my talents, my time for their work. But when the work was over they never bothered to be friendly." (iB-12).

I: "And you wondered why the friends did not stick to you. You were too good for them, so you continued to be lonely and sad."

[REE. She explained to her how her self concept and self rejection was the cause of rejection from others. If she loved herself, respected herself, and had confidence in herself, no matter what her achievements, others would respect her simply because she is a human person and has the gift of life. She is precious and worthy. An assignment of writing the following]
sentences were given to her. My life is in my hands. No one can destroy me, unless I want them to. She was also given positive strokes to boost her ego. Her positive qualities were mentioned to her and she was asked to repeat them a number of times daily.

Renu's feedback of this session after few days. "After the first session I felt relieved. I felt light. I felt no more burden as such and experienced a feeling of lightness." She was also asked to write her personal life briefly. A copy of the same is attached herewith in her own writing. P. 104.

Investigator's home visit to Renu's house verified the facts as true. A deeper insight into the physical emotional and social climate of the home was gained. Some of the iB's of her family members seemed to be part of Renu's belief system. She was often told by her family and relatives; "Girls do not question their parents. They should not argue with their elders. They are expected to obey". Her feelings of guilt prevented her from breaking off from the oppressive emotional ties with her family.

2.2.3 Identification Of iBs And EDBs

Renu exhibited anxiety, fear, guilt and insecurity from an early age. This insecurity was translated into action. "Children suffer from emotional disturbances because they lack
order, or structures or definitions in their daily living at home and at school, within the school environment and the school programme. Habits, attitudes and achievement has to be within limits" (Harring and Phillips 1926). The lack of stability and security could be the causes of Renu's problems. She exhibited the following EDBs namely timidity, fear of rejection, poor self concept, incapacity to develop intimacy with friends and her dire need to feel loved by all." These neurotic conflicts may result either in inability to make meaningful associations and assimilate the materials learned" (Pearson). Renu seemed to have difficulty to assimilate what was happening at home. She too became passive and fearful like her mother. Though talented she often under rated her capacities and withdrew from any healthy competitions. Could this be because of her incapacity to succeed at home?

The result of BIBD brought to light Renu's iBs. They are—dire need for love and approval (iB No.1) Somebody strong to help her out, (iB No.7) looking for right and perfect answer, (iB No.9) wanting to have her ways in everything, (iB No.4) dire need to be prefect in every thing, (iB No.2) and attributing unhappiness to others and other things (iB No.6). The presence of these iBs were verified from her peers, family members and also during the counselling sessions.

From her personal descriptions we can note that Renu could not relate with her family members freely. This
difficulty in communication seemed to be due to her fears and needs. She didn't want to be rejected by others a consequence of iB No.1; Her dire need for love, recognition and acceptance comes out very strongly. Her feelings of inferiority could also be an outcome of iB No-2. Her feelings of incapacity could be the result of her inability to reduce or solve the family tensions. She seems to be jealous of her brother who has his ways inspite of his parents opposition. Her dire need to be loved and recognized is not very much met the way she would like it to be. Since it does not happen according to her expectations, she feels it is terrible and bad. She strongly believed that bad and unhappy events were caused by others like parents, brothers and relatives. She felt guilty and upset whenever she tried to assert her rights, for she feels she must be perfect in everything and believed that she could not cause pain to others. Her joy and pain depended to a great extent on others and other things. We see a number of symptoms that crippled Renu emotionally.) From where did Renu learn these iBs?

2.2.4 Origin And Development Of iBs In Renu

From the feedbacks and counselling sessions we see that Renu has imbibed most of her iBs during her childhood, from parents, family, relatives, teachers and peers. Renu recollected the incident that induced guilt in her for the
first time. She was then in the primary school. She related how the teacher's explanations of hell for the disobedient affected her. "Every time I wanted to assert myself in the school or home, I suffered from guilt even when I was right."

### 3. RENU

Table 2.2.1 clearly indicates her identification with all the family iBs. She possesses the combination of all the other's iBs. Her "I" is buried beneath her parents "We". "We do not know ourselves because our "I"s are buried beneath so many "We"s" (May 1968). "Self esteem in children seems to be the foundation of self confidence" (Berne and Savary 1991). Renu did not possess enough of self-esteem and hence lacks confidence. Renu was often unable to face the reality objectively due to "parent tapes" (Harris and Carol 1991) that play continuously in her mind.
### Table 2.2.1 Renus Identification With Family iB's

<table>
<thead>
<tr>
<th>Irrational Beliefs i'B's</th>
<th>Father</th>
<th>Mother</th>
<th>Jayesh</th>
<th>Renu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dire need for love</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2. Dire need for perfection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Having one's way</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. Cause of unhappiness other and other things</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Wanting persons' for support/help</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9. Looking for perfect solution</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

[Renu's inability to get along with family, friends, and others could be a projection of her own self rejection. Renu's inability to come up to other's expectations seemed to result in her inferiority complex.] Home; "I felt that all my friends were better than me and I am nothing. I did not take part in any activity even during my college days." [In these words a deep rooted uncertainty of her true self is seen] Investigator's observation of her brought to light a number of her abilities. With some encouragement on the part of the investigator she won a number of prizes during her B.Ed course. "We do not easily discover what is uniquely me" (May 1968). Inspite of her uncertainty of her identity we see in her a strong urge to become some body.
2.2.5 Introduction Of rBs In Renu

I; "How are you feeling now?"

R; "I feel a little better. I still feel why can't my parents understand me? Why can't my brother respect me? Why can't I be free to take life decisions?"

[Renu came out with a number of questions. She desires freedom. She wants to be responsible for her life].

I; "Is anyone stopping you from taking up the responsibility for your life?"

R; "No. It was my own fears. The sentences you told me helped me to gain confidence in myself."

[The investigator also showed her that her iBs were mainly responsible for her misery. By changing them she could enjoy more freedom. Renu was struggling in her search for true self]. "Because we live in all kinds of systems, it is hard for us to discover our own self, our own values, our own personality and vision"(May-1968). Most of what we think is ours is really what we get from others this is true in Renu's case. Renu is ready for rB's. She gained an insight into the relationship that existed between her iBs and EDBs. She decided to break off from her iBs that crippled and crushed her. She wanted to enjoy the freedom.

The sessions began and ended with REI (Watkins, Patil, L. Sturgis, Ellis, I. George A. 1968). Through RET her assets were affirmed and rBs and SWBs were introduced.
R: "I took a decision to break off from my iB's, I felt great. Now I feel more confident. I have decided to be free. No more masks, I will be true to myself. I was frightened of hurting others. But in the process I was hurting myself."

I: "Exactly, but you wanted to be a martyr, an ideal girl who was suffering for the sake of others. You feared the rejection of others, because you needed them for your happiness."

R: "Then I said to myself why should I hurt myself just for the sake of another. Till then I was worried about the whole world."

[These words of Renu indicated the changes in her thinking].

R: "I started thinking in that light. I feel that I don't have to fear anyone. Courage, yes, I really felt brave. No one can do anything to me. I will think for myself, not even my parents can decide for me."

The investigator wanted to make sure whether the changes noticed in Renu were permanent or not. So the investigator met Renu after two months. Did RET really bring about the lasting changes in Renu?

R: "I feel a contrast between what I was and what I am now."
I: "Do you feel that you can cope up with life more realistically?"

R: "yes, yes."
I: "Do you feel that you have enough courage to face problems?"

R: "Yes. I feel if I had managed so well the previous day, then I can do the same the next day."
2.2.6 RET Therapist And Her Impact

R; "Your capacity to solve problems and your positive strokes enabled me to see my good qualities. Inspite of my limitations I feel good. I gained confidence in myself. If you had seen so many qualities in me, then it must be true. Why not look at my good qualities than my bad ones? I experienced a ray of hope that even I can be good if I try now." On another occasion Renu said; "Your confidence in me, your warmth, your love and your care helped me to look at myself more objectively. Our discussion and debate about life more realistically also had an impact in changing my thinking."

Ellis strictly speaking do not speak about the positive qualities exhibited by the counsellor. He would argue and debate with the client stating that even if he does not possess these qualities he still is worthy, because he is a human person. The investigator does not believe in such an exaggerated manner of debate for the following reasons. 1. All human beings possess positive qualities or attributes 2. To keep debating only on the negative attribute is not the reality about the person. 3. RET is expected to lead the person from unreality to more objective reality about the person. RET is basically education. It is desirable of the educator to draw the best in the educand.

2.2.7 Impact of RET on Timid Renu

RET seems to have brought about a number of changes in Renu.

R; "I can't believe, I was so stupid just 2 months before."
It looks a distant past dream. I even wondered, whether I would remember the pains I had gone through. Renu continued; "I can face any problems in the future."

Interviews with the peers and the roommate verified the fact that Renu is not the same after the meetings with the investigator. The observation of the investigator in a natural setting brought to light that she has gained courage and confidence. As mentioned earlier she has won a number of prizes this year. She has realized that bad and unhappy events are not caused by others and other things, and she could choose to be happy.

<table>
<thead>
<tr>
<th>I</th>
<th>--&gt;</th>
<th>II</th>
<th>--&gt;</th>
<th>III</th>
<th>--&gt;</th>
<th>IV</th>
<th>--&gt;</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>iBs</td>
<td>Renud</td>
<td>RET</td>
<td>rB's</td>
<td>SWBs</td>
<td>Courageous</td>
<td>Renu</td>
<td></td>
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</tr>
</tbody>
</table>

Figure 2.2.1 Model Of The Effect Of RET On Timid Renu

In the case of Renu RET seems to be effective in reducing iB's and replacing them with rB's. Thus EDB's decreased and SWB's were chosen by her. She seems to have learnt that it is not the events that were responsible for tensions, fears and anxieties. But what she thought about these events. Though the situation at home have not changed, she is able to cope with unpleasant home conditions.
### Matrix 2.2.1 Phases Of Treatment of RET On Renu

<table>
<thead>
<tr>
<th>Phases</th>
<th>Procedure</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Identification of EDBs</td>
<td>Interviews, Counselling, Home visit</td>
<td>Timidity, fears of rejection, guilt, need for love and insecurity</td>
</tr>
<tr>
<td>II. Identification of iBs</td>
<td>Administration of interviews, counselling, home visit</td>
<td>iB Nos - 1,2,4,6, 7 and 9</td>
</tr>
<tr>
<td>III. Treatment of RET</td>
<td>RET, REE, REI</td>
<td>Reduction of IBs and EDBs</td>
</tr>
<tr>
<td>IV. Impact of RET</td>
<td>Interviews, Counselling, feedbacks from case, peers, PO of the investigator</td>
<td>Decrease of IBs and EDBs, Increase of rBs and SWBs, Courageous, Confident Renu</td>
</tr>
</tbody>
</table>

Table 2.2.1 states the different phases, procedures and findings of the treatment of RET on Timid Renu.

### 2.2.8 Emergence Of Specific Theory

In the case of Timid Renu RET and RET-Steps seems to be effective, in reducing IBs and replacing it with rBs, thus EDBs seems to decrease and SWBs seems to increase. Renu seems to have gained an insight into the relationships that existed between her IBs and her EDBs like tensions anxieties and fears.
2.3.0 Case Study II Depressed Binu

Depressed Binu was in the hostel where the investigator stayed. She was intelligent, efficient, social and friendly person. She was also good in studies and showed leadership qualities.

2.3.1 Home Scenario And Background of Binu

a) Home: Binu came from a well to do family most of her life had been spent in the boarding school or hostel. She has a younger brother. Parents view points differ with reference to marriage, life, freedom, relationships and friendships. Binu feels more at home with her father. She finds difficulty in getting along with her mother. She is over protective and strict with Benu. Mother is anxious about her daughter and does not want her, to choose her life partner as she did, while her brother is given a lot more freedom. This irritates Binu. Parents were aware of Binu's talents and had encouraged her to learn dancing and music.

b) Performance at College: Good in studies, reasonable, initiative and organized. She is also good in acting, dancing and singing. She was loved by teachers and friends.

c) Behaviour in the hostel: She was chosen as the head girl. She carried out her responsibilities joyfully and
effectively. She was energetic, fun loving and cheerful until that event took place, in the hostel. A few of her intimate friends rejected her. As a result she exhibited the following symptoms. Her enthusiasm died out. She became moody, sad and angry. These changes were noticed by herself, peers and the investigator.

d) Binu's EDBs: Her EDBs were a feeling of loneliness, lethargy, confusion, anger, depression, in ability to concentrate, incapacity to relate with her friends, decrease of humour and fun. The investigator observed, a sizeable failure pattern of living in her. "An emotionally disturbed child is one who shows a sizeable failure pattern in living" (Harring and Philips 1962). And Binu exhibited this.

2.3.2 Treatment Of RET And Depressed Binu

She had a brief counselling with RET. There were just three sessions in all. Through the use of II's investigator was able to help Binu to verbalise her emotional problems. Here the investigator presents both verbal and non-verbal communications. Binu's disturbance was evident from her exterior behaviour. She burst into tears as she entered the room. She could not talk for a few minutes. The investigator calmly allowed Binu to take a seat and gave her a cue to begin. As she began her story she began to tremble.
I; "I see you very disturbed. Something seems to worry you. Would you like to speak about it?"

B; "Miss, I have not slept for the last two weeks. I don't understand, I can't stand it. I approached the warden, she can do nothing about it. You know, my friends whom I loved dearly, whom I trusted, and with whom I shared all my secrets have turned out to be my enemies. They refuse to talk to me. I can't bear it. They turn their faces away, when I approach them and stop their conversation. They make me feel unwanted, I just can't bear it. It is terrible." (IB No.1)

I; "Did you ask them the reasons for this change of behaviour?"

B; "Yes. I did. They say there is nothing." [what did they really do to her? Her friends suddenly became indifferent and cold. Binu's efforts to relate and re-establish her relationship were in vain. She begged them, she used abusive language towards them, she fought with them, she cried, she kept away from them, she tried to explain to them. She questioned them. None of these helped in bringing about expected change in her friends. Binu became more and more frustrated. It is noticed that her actions chosen were self-defeating, for example crying, fighting, abusing, keeping aloof, even questioning at times].

I; "Have you done anything to disturb them?"

B; "No. I was always good to them. I tried everything possible to win them back. But they say they can't be the same again. I cried in their presence so many times, I asked them the reasons, I kept away from them, I even fought with them, I even got angry with them. Miss I just can't tolerate it. I simply can't take it. I had been soaking any pillow with tears every night. I just can't carry on this way. Please miss, please tell me what to do."

[Her desperation and frustration were clear in her statements. Her awfulizing and exaggerating the event to an unrealistic proportion. Absolutist thinking leading to]
emotional problems (Obstel, Allistair 1992). We find Binu has made the rejection of a few friends as something unbearable to endure. She had been demanding and commanding their attention. RET deals with such behaviour and enables them to accept the reality without too much exaggeration.]

I; "If your friends do not want to be friendly, why do you force them to do so? Are they not free to choose, accept or reject their friends?"

B; "Yes. But I can't live without them" (IB No.4).

I; "Who told you so? How did you live without them before you came here?"

B; "I am suffering so much. I can't concentrate on any thing. I feel that the joy of living has left me" (IB No.10).

[We see in the above statements her dire need to be loved. Her IB that her joy depended on others and other things outside her].

I; "You mean your friends are responsible for your joys and sorrows. I say no. You are telling, and believing, that they are the cause of your misery. Do you really want to know the cause of your misery?"

B; "Of course I want to".

[By now she was relieved partly of her emotional distress, having verbalised her misery. She seemed to be ready to look at life more objectively].

I; "What disturbs you is not the rejection of your friends. But what you are telling yourself about it."
2.3.3 Detection of Binu's iBs

BIBD was administered on Binu. Her strong iBs were (1) dire need for love; (2) wanting to be perfect (4) awfulizing when things didn't go according to her (6) Thinking others responsible for her pains and joys (10) keep worrying about painful past (Marks, Fritz, Szpiler, Epstein 1976) and (12) wanting the world to be just and fair at all times.

A clear idea about her iB's made it easier to deal with her problems. "What disturbs people's minds is not events, but their judgements on events" (Epictetus 1 century AD).

[She was now challenged to take responsibility for her feelings of sorrow, joy or depression.]

I; "No one can hurt your feelings unless you permit them. Who is responsible for your life now? My life is in my hands. No one can destroy it unless I allow them to do so. What are you doing with your life? To whom have you given the responsibility of your life?

B; "You mean my life is in their hands?

I; "At least the responsibility of your joys and sorrows."

B; "No. I don't want them to be responsible for my life any more. I want to be the mistress of my life."

2.3.4 Effect Of RET In Depressed Binu

At the end of the session a change is seen in her emotions.
"I want to be the mistress of my life". Definitely there was confidence in this sentence. She seemed to have received an insight into the reasons of her self-defeating feelings and behaviours. She went out of the room confidently feeling that she could live happily without them if she so wanted. Her happiness is in her and not outside of her.

Matrix 2.3.1 Relationships Of ABCDE's

\[
\begin{array}{cccccc}
A & B & C & D & E \\
\hline
\text{Rejection of friends} & \text{iB Nos} & \text{EDBs exhibited} & \text{Debate} & \text{rBs} \\
\text{1, 2, 4} & \text{<--->} & \text{loneliness} & \text{<--->} & \text{debate} & \text{<--->} \\
\text{6, 10, 12} & \text{anger,} & \text{detection} & \text{disputing} & \text{enthusiastic} & \text{friendly} \\
\text{depression,} & \text{<--->} & \text{debat} & \text{destruction} & \text{happy} & \text{sadness} \\
\text{<--->} & \text{<--->} & \text{<--->} & \text{<--->} & \text{<--->} \\
\end{array}
\]

\(<--->\) indicates relationships

\[\text{Figure 2.3.1 RET Process Model}\]
Figure 2.3.1 shows how the investigator used RET to lead Binu from her iBs to rBs. What was the activating agent in her case?

A- The rejection of Binu by her friends.

B- The iB's that led Binu to depression 1, 2, 4, 6, 10 and 12

[She should be loved and accepted by everybody important to her, namely her friends. She wanted them to love her the way she expected. It was terrible and bad when things didn't go the way she wanted. Binu believed that her pains, depressions and anger were caused by her friends and their rejection of her. So she felt she could do nothing about it to relieve her. If something is fearsome she must keep on thinking about it. She also believed that this world should be just and fair to all and especially to her. She had been nice so they too have to be nice to her. In the course of debate these iBs were detected, disputed, debated and destroyed. She was shown clearly that it is desirable to be loved and appreciated by all and that it is not a dire need. She wouldn't die without it. It is not so awful to be rejected by a few friends. Such rejections are part of our world in which we live. Some who were our friends turn out to be our enemies even traitors. Jesus was betrayed and rejected by his apostle Judas, and this resulted in his death. She had been awfulizing it, thus making the rejection of few persons beyond the actual]
situation. In doing so she crippled her freedom and her capacity to find joy elsewhere. She was also demanding and commanding, the specific ways of dealing with her, from her friends. Her very demand for love and friendship, might have distanced the others from her, possibly her insistence on having her ways always, might have repelled others from her.

"I must remain a helpless victim of anxiety and depression, feelings of adequacy and hostility unless the conditions that cause my unhappiness change and allow me to stop feeling disturbed. The idea of remaining powerless in life or at the mercy of one's life conditions constitutes the greatest irrationality" (Ellis 1987). This is what Binu seemed to be doing.

The objective of RET was to see whether RET would help Binu to get out of her iBs and be more functional and realistic about life.

C- What were the consequences of her iBs? The reason for referral was the problems she exhibited, namely her SDBs like sadness, loneliness, depression, anger and lethargy.

D- Debating was done by detecting iBs and rBs and disputing and debating, challenging and destroying those iBs which were responsible for her emotional disturbance. Debating enabled Binu to see, that the event was not the cause of her problems, but her iBs. She could not only face rejection from a few friends but even more difficult
situations with greater calm." I now saw that all things I feared had nothing good or bad in them" (Spinoza).

E- What was the effect of RET in Depressed Binu? The impact of ABCD of RET brought about positive effect in this case in Binu. When she left the room, she was in a better position to deal with the situation. She stopped awfulizing and as a result she could be more effective. RET believes in hard work and perseverance. So the ideas countering her iBs needed to be practiced and made a part of her normal thinking process. These sentences were given as an assignment to repeat and write. "I don't need everyone to love me. I can face rejection; I don't always have to have my ways of thinking and doing. I don't have to keep thinking about painful events of the past.

The next session is briefly given below.

I; "How are you feeling now?

B; I am feeling much better. Though I still wonder why such a thing had to happen. You know I had been reflecting about what you had told me last time. I said to myself how stupid it was for me to let others be responsible for my joys or sorrows. Why not I be responsible for me and my feelings?"

[Binu had done her home work. She Practiced the rBs rather than iBs. In the next session we went a little deeper to see why she suffered two weeks intensely.]
I: "You went on thinking again and again about the painful incident repeating how awful it was. By repeating these pains you may have seen them even worse than they really were. Though the incident was over, the memory was even more painful with greater self-pity and additional imagination. Every time you thought of it, it looked even more horrible and painful than before. Can you recall the sentences you said to yourself, that caused you so much of pain?"

B: "Yes. I said to myself, how can they be so rude to me? They should be kind to me. It is terrible to behave like this. People should return kindness to people who had been kind to them. I had been nice to them so they must treat me in the same manner. I can't tolerate this nonsense. No. They must love me. They must be kind to me again - I can't be happy without them. The more I thought this way, the more depressed and angry I felt."

I: "You believed that your sorrow was caused by your friends and their behaviour towards you. If they changed their behaviour towards you, you would be happy."

B: "Yes. I did. I felt that their love would bring back into my life happiness again." [Her iB's that 'this world should be just and fair to her' and that her joys and pains are caused by others are evident]

I: "REE- Just because some one whom I love rejects me, I am not going to cry and mourn or stay in a depressed state. I will tell myself, if they don't enjoy my companionship, so what? There are thousands of others who would like to be my friends. I will go to them. I still can have fun and merriment. It is possible, that these girls were not meant for me. Don't you think there are others who would like to be (that there are others who would like to be) your friends?"

B: "Yes. There are others who love me. Very much. I don't know why I was insisting that these and these friends alone will be able to give me joy."

[Unconsciously or consciously she was wanting to have her ways. This insistence on wanting them to come back could be an outcome of her iB No.4, that it is terrible and bad when
things don't go the way I want them to go.)

I; "Yours beliefs that the world should be just and fair to you at all times, you must be loved and appreciated by your friends and that they are responsible for your joys and sorrows were foolish and irrational. It would be nice if these happened according to your desire. But you were awfulizing. Look at your sentences that caused you depression and anger. They should, must, ought, awful, terrible, horrible, can't are demanding and commanding. "So try to antiawfulize and antimusturbate. Antiawfulizing and antimusturbating remain the core of rational thinking." It is the essence of uprooting your feelings of anger, range, resentment, furry (Ellis 1989).

[Discussions and dialogue helped Binu to see that the events in itself need not cause depression or anger. They can cause us disappointment, sadness, and even frustration. It is only when we magnify an event beyond actuality by awfulizing that we often become the slaves of anger, anxiety and depression.] "By consciously and unconsciously subscribing to absolute command oriented thinking and exactly how by changing the thoughts, feelings and behaviours which lie and accompany your rage, you can greatly reduce that rage" (Ellis 1987). The same principle holds good for other SDB's as well.

Why did Binu get so upset and disturbed? She seems to have over acted because she awfulized her friends indifference or coldness as mentioned earlier in the first session. "You choose to over act to the obnoxious behaviour of others while you'd more wisely choose to treat in a very different manner" (Epictetus 1 Century AD). "People take different massages from the experiences (Ellis 1987).
I: "You can choose to remain in misery by self downing and self pitying beliefs or you can get out of it, by changing your thoughts and iB's, you can be reasonably happy. What is your opinion?"

B: "Definitely the second one"

"Cognitive reorganization may be a far more effective means of reading violence than promoting its sublimated or free expressions" (Freshback 1962). Yes this is very true in the case of Binu who has learned to reorganize her beliefs. After the session, she looked relieved, relaxed and free.

B: "I feel, I can manage to face disappointments. I have already made a number of friends. I feel I am back to my normal self. They are not more that important to me."

[She has learnt to face this world more realistically. She is cheerful and happy and is going about doing her normal duties. When she realized the cause of her misery, she was able to remove it]. "A thing that is explained ceases to concern us" (Nietzsche 19th Century).

---

Figure 2.3.2 RET Process And Depressed Binu
"RET practitioner can help some people in the relatively brief period of time, in spite of the fact that they have a number of serious emotional difficulties" (Ard 1969). It is true in Binu's Case. Binu seems to have overcome her dire need to be loved by all. It is possible Binu has realized that her happiness is not with other people, or other things or events outside her. She has also realized that the world we live in is not a just and perfect world. RET is effective in bringing about positive changes in her cognitive and behaviour effects (Gossette, Robert, Obrien, Richard 1992).

2.3.5 Emerging Specific Theory

The application of RET seems to have brought about reduction of iB's leading to EDB's and SDB's by introducing rB's leading to SWB's thus accepting the reality of the rejection of friends more objectively.

2.4.0 Case Study III Frightened Genu

"Emotionally disturbed children are children who have more or less serious problems with other people, peers and authority figures such as parents, or who are unhappy and unable to apply themselves in a manner commensurate with their abilities and interests" (Harring and Philips 1962). Genu is 10 and is a student of class V. He is also the second and last child in the family. A conversation with his mother brings to light that he was not much cared for while in the womb and was a rejected conception. "It was an awful time for me. I hated
To

The Principal
Nirmala Institute of Education
Altinho
Panaji - Goa

Sub: Viva-voce Examination

Sir,

This is to inform you that the viva-voce examination of Ms. Beulah Mendez, Ph.D. student in Education of this University is fixed on Saturday 18th July, 1998 at 12.00 noon in the Nirmala Institute of Education, Altinho, Panaji, Goa. The other details are as under:

Title of the Thesis: Qualitative study of the Impact of Rational Emotive Therapy on High School Girls Exhibiting Emotionally Disturbed Behaviour

Name of the Guiding Teacher: Dr. B.K. Passi
IGNOU - UNESCO Chair
New Delhi

It is requested to please take note of the Ordinance 19.9(xi) on viva-voce examination and take further necessary action in the matter.

Yours faithfully,

(Gopalkrishna D. Kondli)
CONTROLLER OF EXAMINATIONS

Copy to:
The Dy. Librarian, Goa University
Taleigao Plateau, Goa along with copy of the thesis.
myself and had no desire even to live. We had a lot of family problems. Then we were living as a joint family". said his mother." The depth of human nature is contained in the depth profound and powerful realms of the unconscious" Freud. Today we are aware that from the moment of conception the child is picking up all that is happening to its environment, the mother. Some of Genu's EDBs seems to have some connections with his parents problems. "They come from homes with tensions, hostility, misunderstanding and confusion, from parents filled with guilt and self blame for having failed in spite of great efforts to be good parents" Harring (Phillips 1962).

2.4.1 Identification Of EDBs In Genu

"He came to this world as an angry child. He refused to be fed by his mother's milk. He was an impossible child" said his mother. He felt uncomfortable and strange towards his parents and he clung to the maid. Circumstances forced his mother to be away. Father found it difficult to accept the dark son. He continued to experience rejection from his parents. He was rejected at pre-natal stage by his mother and at infancy by father. What could have been this child's experience during these all important days of his infancy? He had to experience another traumatic situation. The maid had to be sent away for some reasons, another rejection and insecurity. The world seemed unjust to Genu, he began to be violent and used abusive language. He moved from violence to
fear and deep insecurity. He clung to his mother for survival.

2.4.2 Family Constellation And Scenario

At this moment his family consists of father, mother, sister, grandmother and Genu. His father is busy with his business and hardly has time for his children. Mother is a teacher. His sister is fair, good in studies and co-curricular activities and 4 years older to him. He was often compared with her at home. When a second child comes into this world he/she is confronted by a rival, who is older and stronger. He had his inferiority held up before him vividly and continuously. This is noticed in Genu—an exaggerated ambition in sports, studies and other co-curricular activities. He also tended to be the revolutionary and exhibited the inferiority pattern of the second child (May 1968). He also exhibited a few characteristics of the youngest child. "He tends to become cynical and distrustful when his hopes are disappointed" (May 1968). May continues "The lack of adjustment of tensions within the personality may manifest itself in all or some of the symptoms such as embarrassment, timidity, extraordinary shyness, continuous worry, anxiety and fear" (May 1968). Genu suffered from migraine, he withdrew from all his activities in
the school and showed signs of EDB's like aggressions, hot temper, irritability, possessive of mother, fears, and giving up activities like sports, games, neglect of certain school subjects, rigidity in daily routine, restlessness, getting up at night with fears, getting upset for accidentals that changed his daily routine and other fears.

2.4.3 Treatment Of RET And Genu

The first step in the treatment was to identify his iBs and EDBs. The table below gives us the iBs and EDBs of Genu. The following IPTs were administered on him BIBD, BIRBQ, FIRS, ACQ, ARS and PSCR5.

Matrix 2.4.1 Genu's iBs And EDBs

<table>
<thead>
<tr>
<th>iBs</th>
<th>EDBs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dire need for love</td>
<td>Fears of failure, rejection,</td>
</tr>
<tr>
<td>2. Dire need for perfection</td>
<td>Examinations, powerful lights,</td>
</tr>
<tr>
<td>4. Wanting to have his way</td>
<td>getting sick, being afraid,</td>
</tr>
<tr>
<td>5. Painful past repeating</td>
<td>being left alone, death,</td>
</tr>
<tr>
<td>7. Wanting others to help out</td>
<td>spiders</td>
</tr>
<tr>
<td>10. Worrying and thinking about</td>
<td>blushing, violence, snakes,</td>
</tr>
<tr>
<td>11. Upsetting over other's</td>
<td>cockroaches, buried alive,</td>
</tr>
<tr>
<td>12. Wanting justice at all times</td>
<td>crowd, darkness, alive,</td>
</tr>
<tr>
<td></td>
<td>elders</td>
</tr>
<tr>
<td></td>
<td>and lightning.</td>
</tr>
<tr>
<td></td>
<td>He suffered from poor self</td>
</tr>
<tr>
<td></td>
<td>concept high degree of anxiety</td>
</tr>
<tr>
<td></td>
<td>and easily provoked to anger.</td>
</tr>
</tbody>
</table>
2.4.4 Glimpses Of Counselling Sessions

The first session was mainly used to establish rapport with genu and to find out about him and his problems. Therefore the investigator gave him a few sentences to complete - I love 1.......... 2.........., I enjoy 1......... 2.........., I hate 1......... 2.......... etc.

The answers to these statements and conversation with him brought to light that Genu had a number of fears, Matrix 2.4.1 gives us the results of IPTs and shows his EDBs. "The disturbed child's attitude towards himself and others is distrust. His response to his environment is predominantly negative. He is generally hostile and overtly expresses hostility to others. The source of hostility is anxiety. The child may get this idea from his parents, that he is not worthy" "Moustakes". Most of his fears are also learnt from family and environment. "Children who have difficulty with social relationship, should be drawn into social situations on their own" (Rogers 1948). "Aggressive behaviour results from feelings of fear and lack of self worth and confidence" (D'Evelyn 1962). This is very true in the case of Genu. This withdrawal also could be due to his poor self concept. "Withdrawn behaviour also results from the child's poor self-concept of himself. He feels unworthy of attention. He may actually withdraw back further when attention is directed towards him" (D'Evelyn 1962).
a) A multi Dimensional approach: Was used in the case of Genu. The iB's and fears were countered through discussions, debate, REE, REI and CBM. He was also given RET assignment. The iB's that were responsible for EDBs were also countered through writing and speaking. These were done to overcome iB's and to replace this with rB's. A few sentences are given below:

1. It is okay to make mistakes. 2. It is human to err. 3. It is alright to feel nervous on the stage. 4. People have a right to be wrong. 5. Human beings make mistakes. 6. I am a human being, so I can afford to make mistakes.

b) Rational Emotive Imagery (REI): was given after PRE through auto suggestion. After two sessions his migraine vanished. The investigator found that when disturbed cases are given PRE they are in a better position to think straight. "The wise person who wishes to establish peace in mind and remain integrated creates centres to be adhered to on such being the peace within, variously called 'light'" (Chidanande 1991).

c) Countering Fears: Genu is scared of spiders. He happened to see a horror film on spiders a year age on the T.V. His words are quoted below.

I; "It was a forest area. It was raining. Many many spiders came to a person's house through the gaps in the door. They came and killed people. So, when I see spiders I feel
frightened."

I; "What happens when you see a spider?"

G; "I remember this movie. I see them killing those people."

I; "So what do you do?"

G; "I run away with fear."

I; "What are you telling yourself about the spider when you are running away."

G; "That they will kill me."

I; "And then what do you feel?"

G; "I feel frightened."

I; "So, when you tell yourself that they will kill me, then you get frightened. Do the spiders in our homes kill people?"

G; "No."

I; "So, what you are telling yourself about the spiders of our homes is not true. This is not the case with our spiders, It is an exaggerated statement or a sentence. Have you come across anyone who died because of spider's bite?"

G; "No."

I; "It is your belief that they are very very dangerous and your telling yourself that they will kill you that frightens you."

[Here the investigator is helping Genu to see the cause of his fear that is his foolish or irrational thinking. He also uses very simple language a 10 year old can understand].

I; "If you tell yourself some other sentences your fear will vanish. So, what other sentences will you tell yourself so that you can come out of your fears?"
G; "Spiders are not dangerous. They cannot kill me. I can kill them easily with a broom. I don't have to run away when I see a spider. All I need is a big broom. I can kill them next time."

The sentences given below were given to Genu to write and speak to reinforce the rBs. 1. It is not spiders that frighten me but what I say about spiders. 2. They are not very dangerous. 3. I can kill them if I want to. 4. All I need to kill a spider is a broom.

After PRE Genu was allowed to go through REI experience of spiders. He was asked to kill them in his imagination with the help of a broom. The size of the spiders were gradually increased. He was told to inform the investigator when he felt frightened or uneasy. Two more sessions were needed for Genu to be completely out of his fear of spiders. A feed back from his mother indicated that Genu killed an average size spider alone and a big one with his father.

[Genu's capacity to identify his defective thinking and countering then enabled him to overcome his fear of spiders].

d) ABCDE's Of RET; Let us now analyze the different steps used by the investigator to deal with Genu's irrational fear of spiders.
A- The activating agent is the sight of spiders.
   rB they are dangerous.
   / 
   B- \ iB they will kill me.
C- Consequence - running away with fears.
D- Debate - 1. Detecting iBs and rBs
            2. Disputing
            3. Discussing
            4. Debating iBs

The investigator helped Genu to find out his defective thinking namely the statements he said before he got frightened. Genu also understood that it was these statements and not the spiders that caused fear in him. Through discussion and disputing and debating investigator enables Genu to destroy his iB's and to replace them with rB's. Thus his fear of spiders was considerably reduced, so much so he even killed spiders.

E- Effect of ABCD was reduction of iB's and elimination of his fear of spiders. His iB No.10 that if something is painful and frightening he must keep thinking about it. Every time he saw a spider he kept remembering the movie he saw an year ago. The next two sessions were concentrated on dealing with two other fears namely snake and stage. Since the sessions were more or less on the same lines the investigator does not feel the need to repeat them. A number of fears were
overcome through RET-Steps, REE, REI and PRE helped Genu, to counter most of his fears through RET. "All that is happening is the outward expressions of the inner conditions of the mind and heart. The seeds, source, origin of all human life, actions, behaviour are inevitable results in the mind, and if the mind, being aware of the divinity, within tries to turn to, balance, auspiciousness, that light which is God, then one can convey it to others, the peace within you" (Chidananda 1994).

RET also believes in the impact of the mind on human body and behaviours. RET tries to replace self defeating iBs with self winning rBs.

e) Learning RET:- Genu through group and individual sessions have learnt to handle his iBs and EDBs. He is able to identify the activating agents, his rBs, and iBs. He also sees the relationship between iBs and EDBs. RET has taught him to take responsibility for his thoughts, words and feelings. Some of his fears were due to wrong and limited knowledge. That is RET therapists believe in educating their clients. They believe that through proper education, right knowledge, proper skills in thinking, rational living is possible. We find that the RET therapists are direct, active and confronting. "The therapeutic approach is direct, active, hard hitting even relentless" (Ard 1969).
### Matrix 2.4.2  Effect Of RET

<table>
<thead>
<tr>
<th>Before RET</th>
<th>After RET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Emotional level: Relationships with parents and others poor, poor self concept, anxiety, fears, angry withdrawn</td>
<td>2. Relationship with parents and others better, better self concept reduction of iBs and EDBs, acceptance of rBs and SWBs.</td>
</tr>
</tbody>
</table>

### Matrix 2.4.3 RET Process Model Of Genu's Treatment

<table>
<thead>
<tr>
<th>iBs</th>
<th>EDBs</th>
<th>RET</th>
<th>A</th>
<th>E</th>
<th>Reduction</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 5</td>
<td>Fears,</td>
<td>AND</td>
<td>B</td>
<td>F</td>
<td>Of iBs,</td>
<td>of rBs</td>
</tr>
<tr>
<td>1, 5</td>
<td>Anger</td>
<td>RET</td>
<td>C</td>
<td>F</td>
<td>EDB's</td>
<td>and SWBs</td>
</tr>
<tr>
<td>7, 10</td>
<td>Poor self</td>
<td>STEPS</td>
<td>D</td>
<td>E</td>
<td>Fears</td>
<td>Free, brave,</td>
</tr>
<tr>
<td>11 and</td>
<td>Concept</td>
<td>REE</td>
<td>E</td>
<td>C</td>
<td>Illnesses</td>
<td>Healthy, happy</td>
</tr>
<tr>
<td>12</td>
<td>Anxiety</td>
<td>REI</td>
<td>T</td>
<td></td>
<td></td>
<td>Outgoing</td>
</tr>
<tr>
<td>withdrawn</td>
<td>PRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.4.3 Emerging Ground Theory

We notice that RET, REE, REI and PRE all these have positive impact on Genu in the reduction of iB's and EDBs and the introduction of iBs and EDBs and the introduction of iB's and SWBs.

2.5.0 Outcomes Of The Pilot Study

The pilot study has brought to light the following:-

1. The three case studies of subjects show that RET and RET-Steps can reduce iBs or replace iB's with rBs and thus EDBs like depression, timidity and fear can be reduced.

2. The investigator has gained enough competence to give RET treatment to children who exhibit EDBs like timidity, depression and aggression.

3. BIBD was inadequate to check the intensity of iBs in the subjects and therefore, BIRBQ was prepared by the investigator.

4. Since iB's and EDBs are born and nurtured in the subjects environment (school, home, peer group, mass media and social environment) these need to be studied.

5. Human beings behaves as a whole person. Therefore the effect RET on all these three domains namely, cognitive,
affective and psychomotor need to be observed checked.

6. Three cases were inadequate to cover the other EDBs exhibited by high school girls. Therefore, more cases will be needed for the final study.

7. Students with deep rooted iBs and EDBs require more counselling sessions. So class VIII would be ideal for the final study.

8. Post-tests were not administered for Pilot study. As BIBD could not test the reduction of iB's BIRBQ would be of better use for the final study.

9. Effectiveness of RET for groups was not studied through group sessions.

2.5.1 Guidelines For The Final Study

The following guidelines were drawn for the final study:

1. The time required for identification of iBs, exhibition of EDBs and treatment require more than 14 to 20 months. Hence Class VIII was considered ideal.

2. The girls at this stage were chosen for the final study for they at this stage exhibit a number of EDBs.

3. For the identification of iBs, EDBs and their
intensity, simple appropriate investigator made tools to be used. Pre-test and post-test results of these will indicate the effect of RET.

4. Since a sample of three was too small to cover the major areas of EDBs exhibited by high school girls five to seven cases may be ideal for covering EDBs like fear, timidity, anxiety, depression, nervousness, withdrawal and poor self concept.

5. In order to study the effectiveness of RET for groups through group sessions class VIII B may be taken as a case.

6. Knowledge of the mother tongue of subjects helped the investigator in her pilot study. In qualitative indepth study knowledge of subject's language, culture and upbringing are essential. Therefore, the investigator chose the place at her home town.

---

**Figure 2.5.1 Model Of The RET - Process**
## Matrix 2.5.1 Research Design For The Final Case Studies

<table>
<thead>
<tr>
<th>Phases</th>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Administration of Bell's Adjustment, FIRS, ARS, ACQ, PSCRS, Interviews, PO, BIBD, and BIRBO, Feedbacks from self, parents, teachers and peers.</td>
<td>Selection of cases with specific EDBs and iBs.</td>
</tr>
<tr>
<td>II</td>
<td>Administration of BIBD to teachers and teacher trainees, PO, IIs, INIs, Study of the environment, school, Home.</td>
<td>Factors responsible for the origins and development of iBs and EDBs.</td>
</tr>
<tr>
<td>III</td>
<td>Group discussions, See the relationship between RET-theory, RET-Steps, Group and EDBs and specific iBs.</td>
<td>Study of the origin and development of iBs and EDBs.</td>
</tr>
<tr>
<td>IV</td>
<td>Individual and group counselling.</td>
<td>Reduction of iBs and EDBs, and RET-Steps, REE, REI Introduction of iBs and CBM, PRE, AE, and SWBs.</td>
</tr>
<tr>
<td>V</td>
<td>Post tests of BIRD, BIRBO, FIRS, ACQ, Behaviour Effects ARS, PSCRS, Bell's Adjustment Inventory PO, II's, Feedbacks from Cases, parents, peers, teachers.</td>
<td>Effect of RET in individual cases and class III B.</td>
</tr>
</tbody>
</table>

Matrix 2.5.1 explains briefly the phases of the final study of the Research Design. It also gives the description of the steps and expected outcome of each phase.
**2.5.1 Feedback From Geny**

Now I feel better than I was before
I don't feel angry, sad, unhappy
afraid or uneasy.
Now I feel don't get angry even
if my mother corrects me or scold
me.
I am not afraid of snakes,
thunder, lightning and other insects.
Now I don't want to do everything perfectly that I wanted
to do before.
I feel more happy happier than
before I was
Now I started to enjoy my life
I think how precious my life is.
Now my two hearts are light and
I feel much better than before.
Before
Before I used to have migraine
head ache because of all the
tensions in my head.
Not at
Now it has disappeared because
all my tensions have gone.
I was afraid to face the crowd
or talk a speech on the stage.
Now I am not afraid to face
the crowd on the stage or the
public.