CHAPTER IV

WITHDRAWN KEEY (CASE STUDY-1)

4.0.0 Introduction:

It is an interesting case study of a withdrawn high school girl. This chapter deals with identification of the case, selection of KEEY, her family environment, family constellation, economic status, emotional climate, religious beliefs and values, upbringing style, relationships of parents and siblings with KEEY, her scholastic and other achievements, origin and development of her iBs, EDBs and identification and selection of KEEY, impact of RET on KEEY through feedback from peers, parents, teachers and KEEY, PO of the investigator and glimpses of counselling sessions. We also get the pre-test post-test results of IPTs before and after the treatment of RET. The chapter ends with the emergence of specific ground theory.
### Matrix 4.1.1 Model Of The Process Of RET On KEEY

<table>
<thead>
<tr>
<th>PHASES</th>
<th>MAJOR STEPS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHASE I</td>
<td>a) Introduction of Investigation.</td>
<td>Mini talks, Administration of Bell's Adjustment Inventory, INI, II, SKS, and frequent meetings</td>
</tr>
<tr>
<td>Objective</td>
<td>b) Rapport with KEEY</td>
<td></td>
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<tr>
<td>PHASE II</td>
<td>a) Identification of iBs and EDBs of KEEY</td>
<td>BIBD, BIRBO, FIRS, ARS, PSCRIS and ACQ</td>
</tr>
<tr>
<td>Objective</td>
<td>b) Final Selection of KEEY</td>
<td>Co-operation of parents and KEEY, and her Punctuality and regularity.</td>
</tr>
<tr>
<td>PHASE III</td>
<td>Case study (Study of Environment physical, mental, emotional) and Pre-test, Post-test scores.</td>
<td>Study of School, Family, PO, IIs Feedback from peers, teachers, Prepare, KEEY, Parents</td>
</tr>
<tr>
<td>PHASE IV</td>
<td>Treatment of RET on KEEY</td>
<td>Counselling sessions, individual and Group.</td>
</tr>
<tr>
<td>Objective</td>
<td>3</td>
<td></td>
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<tr>
<td>PHASE V</td>
<td>Impact of RET on KEEY</td>
<td>CBM, REE, RET, PRE, HRS., Feedbacks, score differences of IPTs.</td>
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### 4.1.0 Objective 1

To identify the origin and development of irrational Beliefs (iBs) responsible for Emotionally Disturbed Behaviour (EDB) namely withdrawal in High School Girl KEEY through knowledge of RET.
4.1.1 Identification And Selection Keey

Keey was referred by her class teacher for the following symptoms observed by her. Though a repeater in class VIII she was withdrawn, shy, timid, frightened, inability to read correctly, meaningless responses, concept deficiency and poor self image. "She is shy, withdrawn and rejects her colour and appearance. Inspite of being a repeater she cannot answer a single question. See what you can do with her." said; her class teacher.

KEEY was 13 years old when she first met the investigator. She visited the investigator regularly. Through INIs the investigator entered a little deeper into her inner life. During the first few interviews Keey trembled, stammered and even hesitated to come closer to the investigator. She muttered in words when questioned often these words had no logical sequence.

Therefore she was also given scope to write about self, school, home, family members, friends and teachers. These enabled the investigator to become aware of her fears, iBs, EDBs, family back-ground their life style and values to some extent. Through these interviews the following problems of Keey surfaced. Lack of memory, inferiority complex, shyness,
timidity, signs of fear, inability to comprehend even simple instructions. She was equally weak in English and Malayalam to read, and to write. Investigator also visited her home, met her mother and family members.

Keey was 5'2" tall and weighed 52 kilograms and her complexion was dark, face free of pimples, soft smooth skin and free of hair while hands and feet showed the signs of dry skin. She had dark curly hair below the shoulder level. She enjoys normal health except for shifting of knee cap sometimes. For fear of this she avoids vigorous games.

4.1.2 Home Background

a) Physical Environment: House is close to the road, beautiful, big and neatly kept. It is two storeyed building, spacious, well ventilated, furnished with modern facilities for health, hygiene and privacy.

b) Family Constellation: Basically unitary, though grandparents live in the campus. Their presence does influence the family. She prefers her grandparents to parents. "I like to be with my grandparents. If I am at home, my mother keeps shouting at me all the time. So, I don't like to be there" says Keey. She has two brothers, they are both better than her in their studies. Even her younger brother and little cousins make fun of her. When she is provoked by teasing, she gets angry and hurts others. This aggression of hers is often
punished by her mother. Thus the vicious circle of anger →
punishment → more anger, → leading to self rejection and
guilt.

c) Economic Status: Father is an engineer but now is in
Business. Families are basically business people by
profession. They hail from upper middle class families. Keey
and her mother had never travelled by a public bus. They
travel by car or auto-rickshaw. Parents are over protective.

d) Emotional Climate: Parents have great expectations
from their children. Keey's failure is often the cause of
tensions in the house. Parents attempts to teach her music and
dance also were a failure. Mother seems to be over anxious
about her future and Keey's limitations irritate and anger her.
Emotional stress, tensions, fights or unpleasant scenes at home
are all the offshoots of Keey's incapacity to study according
to her family expectations. There are quarrels at home among
siblings and cousins. Often she is called 'monkey' and
'donkey'. No wonder she rejects and hates her physical
appearance.

e) Religious Beliefs And Values: She is a Hindu ezhava.
Religious rituals form part of their daily living. The
following values respect, obedience, submission and forgiveness
are emphasised. The girls are supposed to accept the wrong
done to them. She is not encouraged to discuss, question or
clarify. "They are girls, miss. They should be obedient and submissive. Above all there should be modesty in their behaviour." The girls are discouraged to talk and laugh loudly. Her confusing and vague communication added to her suffering as she was often ridiculed by others in the family.

f) Upbringing Style: All her needs clothes, ornaments, good food and others are met. She is expected to help out in the normal home chores because she is a girl. While her brothers are exempted from these Keey enjoys this to studies. "She is better than her mother in running the house," Says her grand mother. She is often the target of scolding because of her inability to measure up to reach parents expectations.

g) Relationships: Children's relationship with parents are cordial, respectful and distant. The communication is minimal and is with reference to studies, duties and other essentials. Keey does not feel very free with her parents. The only way of assertion is withdrawal from an activity that is difficult. She gave up music when she found her mother a better student than her. She gave up dancing when she found difficulty in picking up difficult steps. She wants to play and enjoy the company of her elder brother. But he is reserved. The conversation often between then is fighting. Keey finds difficulty in carrying on a long conversation. The conflicts in the house are often due to Keey. Mother is directly involved in settling children's matters and she often discusses that

Table 4.1.1 Scholastic Achievement

a) Her performance in School Subjects.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>Remarks</th>
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<td>16</td>
<td>18</td>
<td>20</td>
<td>14</td>
<td>17</td>
<td>Shows</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>22</td>
<td>21</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>Slight</td>
</tr>
<tr>
<td>English</td>
<td>23</td>
<td>22</td>
<td>20</td>
<td>16</td>
<td>19</td>
<td>22</td>
<td>Progress</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>20</td>
<td>20</td>
<td>22</td>
<td>12</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>30</td>
<td>20</td>
<td>32</td>
<td>21</td>
<td>31</td>
<td>16</td>
<td></td>
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<tr>
<td>History</td>
<td>17</td>
<td>25</td>
<td>14</td>
<td>18</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
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<tr>
<td>Civics</td>
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</tr>
<tr>
<td>Physics</td>
<td>27</td>
<td>19</td>
<td>26</td>
<td>13</td>
<td>19</td>
<td>15</td>
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<tr>
<td>Biology</td>
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<td>Mathematics</td>
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<td></td>
<td>11</td>
<td></td>
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</table>

b) Co-curricular Activities: She does not take part in dramatics, music, dancing or any other activities in the school or in the class. She is interested in cooking but is not interested in needlework or craft. She does not take part in sports or games. She is not able to write stories or poems. She is weak in English as well as in Malayalam. She has never taken part in quiz or any other co-curricular activities.
4.1.3 Identification Of i8s

In the case of Keey practically all the i8s have a strong hold on her. The strongest being i8 No-8 to run away from difficult tasks. The effect of this is seen in many ways, when music was difficult she gave it up, when dance lessons were difficult she gave up that too. The i8 No-1 is also quite strong in her, the desire to be loved and accepted. She clings to people who show love and accept her. She loves to be with her grandparents, she likes to be with her classmates who love her, when the investigator showed love and acceptance, she made it a point to visit her regularly. We see that i8 No-2 the need to be perfect also plays a role in her withdrawal. She wants to do things perfectly. When she falls short of perfection she seems to withdraw. The i8 No-4 wanting to have her ways in everything, i8 No.-5 - fear of the painful past repeating and i8 No.11 getting upset over others and other’s problems are all part of Keey’s thinking. She is also affected by i8 No-6 that unhappy events are caused by others and other things. She feels that the events like failures are beyond her and would have to continue the self downing, self defeating, self talk. Her belief and demand for justice is the result of i8 No-12. Keey feels that people are not just and fair as they pass comments about her dark complexion. These comments upset her. She needs her parents and friends to help her in times of need, and she feels upset if they don’t i8 No-7, we
need others to help us. Keey also believes iB No-9 that there is always a right and perfect answer to every problem. When Keey does not know the perfect answer she withdraws and does not volunteer to answer in the class. Keey also has iB No-10. She keeps remembering about frightening and painful events. She feels that her teacher's beating and ill treatment are to be frequently remembered. Concentration is difficult for Keey. As she takes the books for study, she keeps thinking about these possible failures and humiliations she went through. She feels that her brother and cousins need to be punished iB No-3. Some people are bad and wicked and they need to be punished. So she hurts them when they call her names.

Keey shows identification with father, mother and teacher in her iBs. Her strongest iB No.-8 is shared by her teachers and mother. Table 4.1.2 above gives an indications of the origin and development of her iBs.
### Table 4.1.2 Origin And Development Of iBs

<table>
<thead>
<tr>
<th>iB Nos.</th>
<th>Mother</th>
<th>Father</th>
<th>Teacher</th>
<th>Keey</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dire need for love</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>KEEP</td>
</tr>
<tr>
<td>2. dire need for perfection</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>shares</td>
</tr>
<tr>
<td>3. punishing the wicked</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>the</td>
</tr>
<tr>
<td>4. having one's way</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5. fear of the past repeating</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>the</td>
</tr>
<tr>
<td>6. others as the cause of unhappiness</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7. wanting other's help</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>all</td>
</tr>
<tr>
<td>8. evading difficulties</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9. looking for perfect solution</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10. recalls past pains</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11. worry about others</td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12. demanding justice</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

### 4.1.4 Identification Of Keey's EDBs

a) The result of FIRS: The following fears were noticed in Keey, policeman, making mistakes, facing the public or crowd, snakes, teachers, elders, scolding, punishment. Some of her fears seems to be related to iBs 1 and 2.

b) The result of ARS: The situations in which Keey seems to get angry are when she can't have her ways. She wants to be loved and appreciated. She finds it difficult to accept
negative remarks. She hates herself and these remarks seem to add to her poor self concept and self rejection. She loses her temper whenever others come in her way. Anger often is the result of insecurity and a feeling of rejection from those whom she loves. "I hate myself. I am useless. What a hopeless and useless creature I am." said Keey in one of her interviews. In the above mentioned sentences we see the deep seated rejection of self, inferiority and helplessness. No wonder Keey used to withdraw from others. If she can't love herself who else will love her?

c) The result of ACQ: The situations that provoke anxiety in Keey are when people shout at her and talk angrily, when something is difficult, fear of something bad happening to her, when she can't remember what she had studied. Some of the anxiety provoking situations seem to be related to iB No-5. She has the fear that her past failures may repeat.

d) PSCRS: She experiences negative feelings towards herself in the following situations - When she is questioned in the class, when others crack jokes on her, when she sees others better looking than her. She has not accepted her colour and height. These have been a cause of pain to her. She has a great desire to look more beautiful. She follows suggestions to improve colour and appearance meticulously. She was observed, in the school as well as outside. Interviews with her family members, teachers, peers and self, confirmed the
presence of these iBs as well as her EDBs.

4.1.5 Origin And Development Of EDBs

When did Keey begin to exhibit her EDBs? Some of the EDBs mentioned earlier like backwardness in studies, difficulty in remembering, inferiority complex and stammering appeared after the incident in the K.G. All her family members referred to this regression, fear and withdrawal after her bitter experience in the K.G. What was this bitter experience? When Keey was in upper K.G. The teacher asked her a question and Keey was unable to answer it. The teacher insisted that she answered. She yelled at the child. This made her even more frightened and no words came out of her. Possibly teacher felt threatened and humiliated because of her silence. She was so furious that she slapped her on the face till it bled. When Keey came home that evening her face was swollen and the marks of the finger prints were still on the face. From that day she began to stammer. and she could rarely answer in the class. This incident was narrated by her family, Keey and her class teacher. When she was in pre-primary her family members often frightened her when she acted naughty saying she would be given to the police. This incident was narrated by Keey. "One day a policeman came to our house in his uniform. He was actually our relative. But I thought he had come to catch me. I experienced guilt and fear. I was so frightened that I even developed fever that night." As she narrated this scene one
could observe fear and anxiety on her face and tone. She expressed her fear of police even now. The second incident was narrated only by Keey. She also started bed wetting. This habit too added to her self rejection.

Before these incidents Keey was an average student. Inspite of all these events she managed to pass in all the classes with coaching. Her mother lost interest in teaching her. "I felt it is a sheer waste of time to teach her. She did not show the fruit of our labour. I used to lose my patience with her. So my father took her lessons sometimes He too gave up". It is noticed that iB No-8 as part of her family, giving up when things are difficult.

Keey says that her mother often called her 'donkey' and 'monkey'. Her mother too possessed. iBs 2, 4 and 8. You can imagine the pains she experienced through these continual rejections from her family members. She became more repulsive to herself. "I hated myself. Nobody likes me. Why live? I even meditated suicide. What is the use of being such a useless person in this world. I was afraid of death." Said Keey once to the investigator.

In spite of these rejections Keey managed to complete her studies up to the VII class successfully. She learnt by heart and worked hard. Her dire need for love and appreciation prompted her to work hard.
High school is often a traumatic experience for students who learn by heart. The teachers expect the students to find out the answers for themselves. It is more of guided learning rather than spoon feeding. It is also a critical period for most of the students. Inspite of all the coaching and tuitions she could not clear her class VIII. When she came to the investigator she was a repeater in class VIII. She showed signs of timidity and withdrawal. As she moved from lower classes to higher classes a steady growth in the symptoms of EDBs was noticed.

4.2.0 Objective 2

To study the relationship between irrational Beliefs(iBs) and Emotionally Disturbed behaviour(EDBs) namely withdrawal in KEEY.

4.2.1 Treatment Of RET

The first individual sessions were used to establish rapport and to study the iBs and EDBs of Keey and their intensity. During these sessions the investigator's acceptance and recognition helped Keey to begin to look at herself positively after a few sessions she stopped stammering. She had plenty of chances to express her negative feelings suppressed for so long. During these sessions she expressed her negative attitude towards herself. "I hate being at home because for one thing or another my mother keeps scolding me. I do not
like myself. The elders and young people alike hate me." She expressed her desire to be an engineer like her brother who is now studying for engineering in Mangalore. From her present performance it looks like a mere fantasy. Her aspirations are far above her real abilities. Keey was very disturbed and needed understanding of her iBs, EDBs and how to counter these iBs and replace them with rB's. Therefore the latter sessions were used to counter iBs and replace EDBs through RET sessions. These were carried out at two levels. 1. Individual counselling 2. Group counselling sessions. During the individual sessions. RET, REE and REI were given in the course of the counselling. She was given suggestions and sentences to counter iBs and EDBs. These sessions also helped the investigator to evaluate the effect of group sessions on Keey. Keey was very regular for all sessions.

The second method of imparting RET was through group sessions. These were used to impart RET- Theory, REE, CBM, and for clarification of iBs, rBs, SWBs and RET. These sessions oriented them for application of RET in daily life.

4.2.2 Glimpses Of Individual Sessions

The investigator is trying to counter one of her strongest iBs, iB No.1. "I must be loved and appreciated by everybody."
I: "What do you feel if someone does not love you at home?"

K: "I feel sad."

I: "It is okay to feel sad. What are your other feelings."

K: "Every time my parents scold me. I question myself in my mind. Don't they have any other work than to find fault with me? Is it because of my fault that I don't do well in my studies? I am spending so much of my time in studies. What is the use of living? What a terrible thing? I can't do anything. I am such a useless creature. Such thoughts make me angry. Sometimes I feel very sad. I even hate myself. I am a burden to others. I hate myself so much that I don't take food. I don't talk to others. I hurt my brothers and cousins. Then my parents scold me. Then I feel more angry and I hurt others again. So my mother beats me. I feel like dying. I wanted to take a sleeping dose. But I am afraid of dying."

(No wonder that Keey is so confused and withdrawn. She found it difficult to express her feelings in sentences often they were broken sentences. Sometimes just a few words. She lacked clarity in thinking. When others criticised or found fault with her, it was terrible for Keey. She could not bear it. She felt she must be loved as she is. Continual scolding about her poor performance added to Keey's problem. It caused anger, frustration, disappointment and withdrawal. She refused to eat and even had meditated suicide. We see these in her statements and descriptions of her feelings when scolded or humiliated. We find a number of self defeating patterns of thinking and acting. Her self hate, her self inflicting, her withdrawal all these are the result of her irrational beliefs. She wanted love, acceptance and appreciation from her family members. Her reaction pattern leading to withdrawal is shown
Figure 4.2.1 Vicious Cycle Of EDBs In Keey Related To iB No.1

When things don't go the way she wants, she is depressed. She tells herself it is terrible and I can't stand it. We find words like can't, terrible and horrible. These words lead her to self pity and a feeling of uselessness.

I: "What sentences do you tell yourself that cause you depression and withdrawal?"

K: "I am useless. No one loves me. I am a burden to the family. It is better to die than live like this. I started hating myself. I am so angry. I hurt others. Then my mother beats me. Then I don't like talking to anyone."

I: "The more sorry you felt for yourself the more angry you became. What other things do you tell yourself?"

K: "Why was I born?" It would have been nice if I were not born."
I: "You want everybody to love you. You tell yourself everyone must love me, mummy, daddy, brothers, cousins and grandparents. Will you die if some of them didn't love you today? Can't you still live?"

K: "Yes, I could live."

I: "You said a little before that you won't be able to bear. You were able to face rejection from your friends, your cousins, and even parents. You may not get love the way you expect. People are free to express their love to you the way they want."

[Here the investigator leads her to REE. People are free to love or not to love. They are free to accept you or not. They are free to appreciate or not. We cannot force people to love us.]

I: "Can we force others to love us?"

K: "No"

I: "It would be foolish to demand it at this age. How will you face such a situation next time?"

K: "It is painful. But I can face it. I can make others my friends. I can go to those who love me. I don't have to be loved always by others. It is okay, not to be loved by everybody. There are many people who do not get even this much love."

1. She seemed to have received an insight into her foolish beliefs. She was also given home assignment to counter her iBs through sentences like, I don't need everybody to love me. I am old enough to take care of myself, people are free to be wrong. I am free to be myself.

2. She was also asked to note the number of times she experienced anger or hatred and to note down when, where and why. She was asked to keep a daily record. Keey had already attended group sessions on RET. These helped her to see that by changing her beliefs. She can get out of her inferiority complex. She worked hard on self improvement.
The block 1 is a suggestion to practice PET and to reinforce the insights Keey had already received.

Block - 2 is more difficult exercise that would help Keey to awareness of the presence of her related iBs leading her to withdrawal.

4.2.3 Stage Fear Of Keey And iB No-2

"I must be perfect in everything I do." Keey suffers from the fear of facing a crowd. She is afraid of making mistakes. This is the result of iB No-2. Since Keey wanted to deal with some of her fears the session of that day moved in that direction.

I: "What are some of your fears?"
K: "I am afraid of acting on a stage. I get scared of facing a crowd. I become very nervous and I even tremble."

I: "What are you afraid of when you are on the stage?"
K: "I am afraid of making mistakes."
I: "What will happen if you make a mistake?"
K: "People will laugh at me."

[It was observed that Keey was often laughed at by her family members when ever she made mistakes. These incidents have caused her anger, self pity and self hatred.]

I: "So what."
K: "What a shame it is to be laughed at by others."
I; "So before you enter the stage you keep telling yourself that it is a shame if I made a mistake. It is a shame if people laugh at me. What are the other things that you tell yourself?"

K; "I can't stand it. It is terrible."

I; "Yes. It is not your mistakes, but people's laughter that make you frightened. What are you telling yourself about their laughter? So if you change your statements or sentences, your fear will disappear. What sentences can you tell yourself to get rid of your stage fears?"

K; "It is alright if I made a mistake. It is okay if they laughed at me."

[The investigator helped Keey to see that her id to be perfect is causing her fear. Keey also suffered because of her incapacity to do well in the examinations and studies. So the investigator asks her what she had been telling herself about her studies.]

K; "I can't study. I won't be able to study English. It is very difficult for me."

(Keey was given some help in English to overcome her basic difficulties.)

I; "Now you are able to study better. What are you telling yourself now about studies?"

K; "I can study. I can concentrate. English is not so difficult. I am able to do much better than before."

(Investigator has noticed many changes in Keey. She looks more relaxed and cheerful. She has also begun to accept herself.)
"What do you tell yourself about you now?"

"I am of great worth."

[We see that some changes have taken place in Keey's thinking. Her self hatred has disappeared. The investigator has noticed a change in her manners, dress and her relationships with others. The desire for attention which she showed during the first few months has decreased and she has begun to take responsibility for her life partly.]

3. Keey still exhibited nervousness in facing the audiences. REE- in this world nothing is perfect. Our world is an imperfect world. And we are all imperfect human beings. So we all commit mistakes. We can put in more efforts and do our best. Our best will be different from the best of others.

Block - 3 investigator is trying to lead Keey from IB to IB.

"Who is perfect? No human being is perfect and therefore we all commit mistakes. Who alone is perfect?"

"God alone is perfect."

"Yes. We are human beings and human beings are imperfect. No one can do anything very perfectly. We keep learning and improving our works and actions every day. So should we run away from difficult works?"

"No. We can try even if we made mistakes."

"Do you see this change in you?"

"Yes. I am able to study better now - I can concentrate better. I am able to remember better now."

"Good. (REE) - See how, when you began to think of yourself as capable your abilities are put to use. So you are able to do better now. When you said to yourself that you are useless, hopeless, good for nothing, then you could not do your work well. So you see how your thinking and your beliefs are important in affecting your
behaviour. You are afraid of facing the audience or acting on a stage. This fear is the result of telling something to yourself. I can't do it. I will commit mistakes. I can't stand if people make fun of me. It is terrible if I made mistakes. These sentences of your's made you nervous and frightened. You told me last time that you begin to tremble especially your legs. Suppose you say to yourself sentences like these. It is okay to commit mistakes. I can do better next time. I can try, even if I am not perfect, then you will be able to face audience without becoming so nervous. You may feel a little uneasy. So what are you going to do to get out of your nervousness?" REE was leading KEEY to reality (Ellis 1972; Knaus 1974).

K; "I will tell myself it is okay if I committed mistakes. I can try to improve even if it is not perfect."

4. REI - Investigator allowed Keey to go through REI allowing her to experience the audience through fantasy, saying a few sentences in front of them. She started her exercise with a small group at first then a bigger group. She was instructed to inform the investigator when she was uncomfortable. This exercise was repeated a number of times. This was followed by CBM in small groups. Keey was actually prepared with others to perform on the stage before the big audience in the school auditorium. Two suggestions were given to counter her iB No-2. 1. It is okay to make mistakes. 2. I can try new experiences even if I committed mistakes.

Block-4 explains REI application on Keey.

4.2.4 Dealing With Her iB No-4

"It is terrible and bad when things don't go the way I want them to go". Observation of Keey had brought to light a tendency to have her way in everything.

I; "What happens when you can't have your ways?"

K; "I get very angry -> I fight -> I punish -> then I feel sad -> I can't concentrate -> I feel depressed -> I hate myself -> I reject myself -> I withdraw."
I: "What type of behaviours are these?"
K: "Self defeating behaviours."

5. It was interesting to note that group sessions on RET had helped her to show the chain reactions of her behaviour. She had identified her self defeating behaviours. She is beginning to get an insight into the causes of her behaviour problems. In Keey we find a steady progress in her thinking and understanding. She is also applying these in her behaviour. At times one noticed a slight regression from her part and she is able to get out of it. The investigator did support and challenge her as per needs.

Block - 5 Keey is already using RET to see the chain reactions

![Diagram of chain reactions]

Figure 4.2.2 Impact Of iB No-4 On Keey

Once Keey was able to see the thought processes leading to withdrawal, she was able to counter them. Through a number of counselling sessions both individual and group she was able to reduce and give up many of her iBs and EDBs.

4.3.0 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 withdrawal.
4.3.1 Application Of RET

I; "How was the last week? Any situations that brought out your EBDs?"

K; "Yes burning of the electric iron."

I; "So what was the activating agent A here?

K; "'A' - burning of iron."

I; "What was the consequence?"

K; "'C' - fear as well as anxiety."

I; "What sentences of your's caused anxiety and fear? These sentences will help us to find out your rB's and iB's.

K; "B - 1. What will my father say? (rB)
2. Will he scold me? (rB)
3. Will he tell me that I destroy things? (rB)
4. I should not spoil things. (iB)
5. I should not destroy things. (iB)
6. It is terrible if he scolds me. (iB)
7. I can't stand it. (iB)

[The iB's which were responsible for Keey's fear and anxiety were 1 and 2. She does not like to make mistakes and needs a lot of love and acceptance from her family members. Her fear of losing it causes undue anxiety in her. Before the debate Keey was given knowledge about things. Most of the things we use have a span of life. That is why the owners of these objects give us a guarantee. After a period of time these things do get spoiled. They do get worn out. They will need replacement or repair. It is true if we are careful these things may last a little longer.]

I; "Suppose you were careless what would happen? You forgot to switch off the iron when it was hot. So it got burned.
Does this happen with everyone?"

K; "Yes."

I; "If these things happen with everyone is there a need for you to get so upset if something gets spoiled while using?"

K; "No. But lately it was repaired when my brother spoiled it. As I was ironing the sparks came out and it got spoiled. It was early morning and it happened before my parents got up. So I was anxious and worried."

I; "What were you worried about?"

K; "Fear of being scolded by my father. I did use RET-Steps. I debated for sometime. I said it is okey if he scolds me. I can face it. When I repeated these sentences a number of times. My fear and anxiety disappeared."

I; "What was the effect of debate on you. So you know how to debate."

K; "My fear and anxiety disappeared?"

She also reported that her father did not scold her when he knew about it. So she felt simply worried about it. Keen is beginning to use RET-Steps in dealing with her life situations in school as well as at home. She said that she has improved a lot in her reactions to others. She feels she is some body even if she was not perfect. She has also accepted her physical appearance and her colour. RET has worked to bring about positive changes in Keen (Wooten and Ray 1993; Maertz and Kim 1973; Bandura, Melntire 1991).

4.3.2 Feedback Sessions

A number of Feed Back sessions were conducted by the investigator during her home visits with her family members.
especially mother and grandmother. Mother was interviewed 10 times for continued feedbacks. During the first three sessions she gave a detailed account of Kee's problem areas and her EDBs. These accounts are given in 4.1.2. The other interviews helped the investigator to confirm some of the changes observed in Kee at the cognitive as well as behaviour level (Smith 1983).

Her teacher was interviewed six times. The first two sessions helped the investigator to get an idea of her problems and the intermittent interviews helped the investigator to understand the impact of RET on Kee gradually. The investigator also interviewed seven peers from her class. These were interviewed 3 times. These feedbacks are given separately. Kee's feedback also is considered.

[The feedbacks bring to light a number positive changes in Kee. Her thinking and beliefs have changed, her negative attitude towards herself and others have changed to more positive. These in turn has reduced her iBs and EDBs. Instead we find rB's and SWB's. Though she has not shown much improvement in her studies, her personality has improved. This is evident in her studies, her personality has improved. This is evident from the feedback sessions from her peers, teachers, Family and Kee. These changes are observed in Pre-test, Post-test results of IPT's, counselling sessions as well as investigator's observation of Kee. Her hard work and
perseverance have brought about positive changes in her. She does not exhibit EDBs like before. She has learnt to face life more realistically.

Matrix 4.3.1 Feedbacks.

<table>
<thead>
<tr>
<th>Before RET</th>
<th>After RET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Investigator:</strong> Withdrawn Keey</td>
<td>Out going and sociable Keey.</td>
</tr>
<tr>
<td>iBs: -1, 2, 3, 4, 5, 6, 7, 8 9, 10, 11 and 12</td>
<td>Nil BIBO Post test.</td>
</tr>
<tr>
<td>EDBs Fear, self hatred, depression, self rejection, withdrawal, poor self concept, sadness, inactive, poor in studies, stammering, concept deficiency, upset, nervous, anxious, head aches.</td>
<td>SWBs- courageous, self accepting, cheerful, energetic fearless, confident, more fluent, clearer better in studies, more realistic, healthier, happier, race, her strengths and weaknesses.</td>
</tr>
<tr>
<td><strong>b) Peers:</strong> &quot;She has fears to answer. She is withdrawn she has very few friends she complains about headaches. She is not good in studies. Does not answer in the class. Doesn't like to be teased. She is afraid to face the class One day when she had to say the speech she did not say anything. She disturbs others by talking She gets worried and upset. She can't concentrate. She is sad, she is frightened of teachers She is afraid of forgetting. She does not obey the class leader.</td>
<td>She has more friends now. She is not sad like before. She is always smiling, more sociable, attentive and She does not complain about headaches now. She is a little better in studies. Sometimes she answers in the class. She doesn't mind being teased She was able to say the speech better. She is less noisy. And she does not get so upset now. She can concentrate better She is not so frightened of teachers. She is louder and clearer while answering. She is more obedient to the class leader.</td>
</tr>
<tr>
<td><strong>c) Teacher:</strong> She seems to suffer from inferiority complex. She does not mix with others. She looks sad and withdrawn. Inspite of being a repeater she</td>
<td>She has shown a lot of progress in social relations. She is a little better in her studies but has become very talkative. Shows</td>
</tr>
</tbody>
</table>
Matrix 4.3.1 Feedbacks Continued

is very weak. She cannot remember. She gets very nervous even to read or answer in the class. She has some complexes about her colour and height. She is withdrawn.

d) Family: She spends a lot of time studying but is not seen in results. She doesn't know even how to read properly. Nobody understands what she is telling. She is good in running the house, but cannot follow instructions. She rejects her height and colour. She is often fighting with her brothers and cousins. She stammers and is nervous. She is weak in all the subjects. She gave up singing and dancing classes. She is afraid of teachers, examinations and gets upset and angry soon. Before she was very submissive. She studied by heart.

d) Keey: I don't like myself. Nobody loves me. I don't like to be at home. Everyone scolds me. I prefer to be in school. I do not like my appearance. I can't forget my pains. I am worried and upset. All at home make fun of me. I am dark and not good looking. I am so tall. I don't like it. When I failed I felt very sad and wanted to die. I actually wanted to take sleeping dose. I spent much time studying but I forgot everything. When I enter the examination class I am blank. I am afraid of my class teacher. She doesn't like me. I can't concentrate when I sit to study. I keep on worrying about the past.

slight progress in reading skill. Sometimes she answers now she does not show any behaviour problems. She has become too bold. Shows improvement in studies too.

She has shown slight progress in reading and studies. Now her conversations make some sense. She can manage the house well. She has accepted her physical appearance. Fighting is less now. Stammering has disappeared. Now she is better in science and mathematics. She showed some interest in singing and dancing. Some things she remembers when she studies. Her fear of teachers and examinations have reduced. She is trying to learn meaningfully. She is becoming arrogant now.

Now I like myself. My grand parents are fond of me. My parents also like me. It is okay to be at home. I don't feel bad about my colour and height. Even if I fail I will not get so upset. I don't think I will be anxious like before. I will say it is okay if I fail. I can remember most of the things I study. I like my teacher and am not scared of her now. I don't have to be loved by all. If I want I can concentrate better and study better. I don't keep worrying like before. I am happy.
4.3.3 Investigator's Participant Observation

In addition to all that is mentioned in the feed back by peers, teachers, family and Keey. The following cognitive and behaviour effects are observed by the investigator. Most of her fears like examinations, committing mistakes, facing the audience, of meeting teachers, of punishment, of scolding and failure have reduced.

REE, REI, CBM and RET-Steps have helped Keey to overcome her self hatred, self rejection withdrawal, fears and poor self concept. Keey was regular for individual and group counselling sessions. For Keey her educational achievement was indentified with her acceptance or rejection. Continual comparison with siblings and cousins in educational success did her more harm than good. She had believed that she was a total failure in life because she failed in class VIII. Keey was often running away from the reality through withdrawal. These tendencies have reduced. Her self acceptance, confidence and assertion are signs of positive changes. CBM helped Keey to overcome her stage fears (Goldfried 1978).

Figure 4.3.1 Model Of RET On Withdrawn Keey
Table 4.3.1  Impact Of RET On Keey

<table>
<thead>
<tr>
<th>Before RET</th>
<th>After RET</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>Post-test</td>
<td></td>
</tr>
<tr>
<td>BIRBO - 198</td>
<td>130</td>
<td>68</td>
</tr>
<tr>
<td>FIRS - 58</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>ACQ - 58</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>ARS - 63</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td>PSCRS - 45</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

These differences in the scores of pre-test post-test are significant and trustworthy. The differences in the scores indicate the changes in cognitive level, and these could be responsible for the reduction and removal of EDBs in Keey's life.

4.3.4 Emerging Ground Theory

Knowledge of RET and RET-Theory seemed to have given withdrawn Keey an insight into her IBs responsible for her withdrawal and other EDBs. RET-Steps and PEE in turn have shown Keey the relationships that existed between IBs and EDBs (Figure 4.3.1, Table 4.3.1) and RET, CBM, PRE and HRS helped Keey in the acceptance of IBs and SWBs and strengthened them, thus removing her withdrawal symptoms. Thus proving the effect of RET in removing or reducing the IBs responsible for withdrawn children.