CHAPTER V

ANXIOUS ANN (CASE STUDY 11)

5.0.0 Identification of ANN

"Catastrophizing is the cause of most emotional disturbances" (Ellis 1966). "You make mountains out of mole hills and this results in a generalized feeling of distress...... this can lead to depression, guilt, inferiority, anger. Fear sometimes seen as worry, anxiety, phobia or panic" (Ellis 1966).

"Focusing obsessively on a problem often increases it. Worries are caused by treating the matter very seriously not casually" (Fischer 1970).

Ann is a self-referred case who exhibited a number of EDB's when she approached the investigator. She showed the symptoms of a disturbed person. Anxiety, loneliness, insecurity of the present and future, feelings of rejection and inability to concentrate were some of the symptoms she exhibited. "I cannot concentrate. I am very lazy. I want to study but when I take the books I feel sleepy or my mind wanders. When I don't study my mother is very upset and I feel bad about it" said Ann. She visited the investigator regularly.
5.1.0 Objective 1

To identify the origin and development of irrational Beliefs (iBs) responsible for Emotionally Disturbed Behaviour (EDB) namely Anxiety in High School Girl ANN through knowledge of RET.

5.1.1 Family And Environment

1. Family Constellation: It is a unitary family. Father is no more. Children live with their mother.

a) Mother: She became a widow at the age of 30. Now she is 42 years old. After the death of her husband she lived in anxiety and fear. She settled two daughters. One was a success while the 2nd one is separated from her husband and is at home. Mother feels guilty about it for she had forced this marriage on her. She is too idealistic and has great expectations for her children.

b) Sisters: Ann's sisters are married. They are graduates. Second sister is at home. Her presence at home is a cause of shame, pain and tension to all the family members. This sister nags Ann often. Ann does not get along with her. The eldest sister is well settled and her husband is a great support to the family. Ann is fond of her eldest sister but feels sad because she doesn't talk much to her.

c) Brother: He is very reserved and talks very little
to Ann. She admires and loves him. She feels rejected by him also because he does not speak much to her. Ann is much younger than other children at home. Therefore in all important conversations she is left out. This is interpreted by Ann as rejection.

d) Ann: Ann feels that there is no one in the family who can understand her feelings. She is the youngest child in the family. According to her family members, the changes in her behaviour were noticed gradually. Ann at this moment exhibited a number of emotionally disturbed behaviours.

2) Home Environment

a) Religious Climate:—The family members are all unhappy and disturbed. The family belongs to Marthomite Christian denomination. The mother is idealistic in her values and hence 'should' and 'must' seemed to be part of her conversation. Possible this 'masturbating' and 'Catastrophizing' could be the cause of so much tension and unpleasantness in the family. Probably Ann has learnt this anxiety from her mother.

b) Physical: The house is well furnished, clean, artistic, welcoming and well maintained. The ground floor is given for rent while the family lives on the first floor. Rooms are big and spacious. There are two big bed rooms, kitchen, store room, dining room cum visitor's room which is big. The house was well furnished — tiled polished floors, expensive window curtains.
c) Emotional Climate: It is very unsatisfactory at this point of time. The family is facing a lot of tension. The members are upset and disturbed about the second sister's separation from her husband, the case with the tenant, the son's absence, Ann's lack of interest in studies and her rebellious nature. Mother's continuous worry and anxiety, her insecurity of the present and future, her crying and grumbling about all the misfortunes she is facing, speak of a poor emotional climate. No one seems to be happy in that house. Ann is sensitive and perceptive of all that is happening even though she retaliates while being corrected, she too is upset about her sister's plight. Ann feels she is a burden in the family, she feels others are loved and cared for more than her. "She cries easily, does not mix with us. She spends most of her time in front of the T.V," said her sister. Ann's frustrations seem to turn into rebellion as she is helpless to change the situation.

d) Education: Mother is only S.S.L.C. The elder sisters are graduates. Her brother is doing his graduation. Mother gives a lot of importance to children's education. All that she expects of Ann is to study well.

e) Economic Background: Financially they are well to do. The income from the property as well as the rent is more than sufficient for their living. They have all the modern gadgets. Tuitions are arranged to help her to study better.
f) Psychological data of Ann Intelligence Weschler's test of intelligence: I.Q. 105

Bell's Adjustment Inventory (Personality):

a. Home - Unsatisfactory
b. Health - unsatisfactory
c. Social - Very retiring
d. Emotional - Very unsatisfactory.

Table 5.1.1 Scholastic Achievement

<table>
<thead>
<tr>
<th>CLASS VIII</th>
<th></th>
<th>CLASS IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>1st Term</td>
<td>2nd Term</td>
</tr>
<tr>
<td>Malayalam I</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>&quot; II</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>English I</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>&quot; II</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>Hindi -</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>History )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography )</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>Physics )</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>Chemistry )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths - I )</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>Maths - II)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Co-curricular Activities: Ann did not volunteer to take part in any of the activities or competitions organised in the school. She was frightened and nervous. She did not have an
opportunity to enter the school stage.

5.2.0 Origin And Development Of iBs And EDBs

From the feedbacks received from her family members, it seems that origin and development of iBs had begun at a very early age, when she began to exhibit her emotionally disturbed behaviour patterns.

"Ann was a cheerful, happy and chirpy child. At the age of two, after the death of her father she turned into herself gradually over the years. She talks very little with us as well as with the visitors who come home"; said her sister. During the first house visits it was observed by the investigator that Ann was not at ease in her house. She seemed to be more free with the investigator and her classmates than with her family members.

Table 5.2.1 Inter Relationship Of iBs With Parents And Teachers

<table>
<thead>
<tr>
<th>iBs</th>
<th>Family</th>
<th>Teachers</th>
<th>Ann</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. need for love</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>All the iBs exhibit are</td>
</tr>
<tr>
<td>2. &quot;for perfection</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>the iBs that</td>
</tr>
<tr>
<td>3. punishing wicked</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>are part of</td>
</tr>
<tr>
<td>4. having one's way</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>her family.</td>
</tr>
<tr>
<td>5. fear of past</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>Some of these</td>
</tr>
<tr>
<td>6. others cause pain</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>are exhibited</td>
</tr>
<tr>
<td>7. need others help</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>by teachers</td>
</tr>
<tr>
<td>8. evade difficulty</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>also.</td>
</tr>
<tr>
<td>9. perfect solution</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10. recalls past</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Table 5.2.1 indicate the following iBs shared by family, teachers and Ann 1, 2, 3, 4, 6 and 8. Teacher's influence could have affirmed these iBs she has learnt at home. Though 11 and 12 are part of teachers' iB's it is not accepted by Ann. So their influence on her could be less than that of her family.

Matrix 5.2.1 Ann's EDBs

<table>
<thead>
<tr>
<th>IPTs</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ACQ</td>
<td>When called by authority figures, when facing difficult situations, facing important persons, when scolded or corrected, facing failures, working for a long time, fear of calamities, painful past, facing audience examinations, parents meeting with dangers, when stared at.</td>
</tr>
<tr>
<td>Anxiety Causing Situations.</td>
<td></td>
</tr>
<tr>
<td>b) ARS</td>
<td>When shouted at, scolded or criticised, seeing those whom she dislikes, when disturbed, teased, or when some one comes in the way, while losing a game, when she can't have her way.</td>
</tr>
<tr>
<td>Anger inducing situations and expression of anger.</td>
<td></td>
</tr>
<tr>
<td>c) FIRS</td>
<td>Crossing bridges, getting sick, fire, insects, crawling animals, worms, rats, fireworks, being buried alive, burnt alive, funeral, dead person (corpse) facing crowd, darkness, men, being stared at, snakes, dogs, cats, height, thunder and lightning.</td>
</tr>
<tr>
<td>Fear inducing situations</td>
<td></td>
</tr>
<tr>
<td>d) PSCRS</td>
<td>Considers others better than self, no participation in class or school activities, avoids crowd for fear of being laughed at, avoids being noticed, a feeling of incapacity, day dreaming rejects her physical appearance and she hates herself.</td>
</tr>
<tr>
<td>She considers herself inferior to others</td>
<td></td>
</tr>
</tbody>
</table>
Matrix 5.2.1 gives us the result of IPTs.

We get a glimpse of her EDBs. Her anxiety may be the result of her iBs (Lohr, Bonge 1981). Her social disability could also be the result of her iBs (Lohr, Bonge, Jomes 1983).

Matrix 5.2.2 gives similarities in feed-backs from different sources. A clear picture of her behaviour in the class was received from the feedback. Lack of self discipline, interest in studies, restlessness, evading difficult tasks, disobedience, and evading responsibilities were part of Ann. Some of her behaviour patterns seems to reflect her poor self concept and fear of rejection. She is more at home in the class than at home. Ann enjoys the company of her friends and cracks jokes but she does not share her problems with them. They are not aware of her emotional life.

5.1.3 Investigator's Observations

When Ann approached the investigator she was confused, upset, unhappy, frightened, anxious, self rejecting and self hating. She considered herself unwanted, a burden to the family and was lonely. Home was a place of pain. She felt nobody really cared for her or made an effort to understand her world of dreams and frustrations. Family considered and treated her like a child. The age difference between her and other siblings made communication difficult for her. Her efforts to join the family in their conversations met with
ridicule or scolding. "Now stop talking and go to study. You go to the other room. This conversation is not meant for you. We are discussing important matters." Such remarks from family members put her off. And yet she could hear their conversations. Their desire to keep the secrets away from her added to her feelings of rejection. Her only joy was to watch the T.V. That too was forbidden to her. How could she not get upset? Most of the time she was told to go and study.

She with her limited knowledge interpreted the reactions of the family members as rejection. Family members too suffered from number of iBs and these in turn demanded much from Ann than she could meet with. Therefore there was a conflict within her. Every time she failed to meet the family expectation she suffered from inferiority complex, guilt and self rejection.

Ann cried very often when she spoke about her pains, her incapacity to meet the needs, her inability to concentrate, to study and even remember. At times she reacted to these by shouting back at her mother or sister. Since others showed greater respect to their mother Ann's behaviour upset her and brought tears. Every time her mother cried Ann felt more guilty, and considered herself unworthy or even bad. She even attributed the cause of pain to herself. Ann found it difficult to see something good or beautiful in herself. She continuously suffered from anxiety and loneliness.
### Matrix 5.2.2 Feedbacks Before The Treatment Of RET

<table>
<thead>
<tr>
<th>Family</th>
<th>Ann</th>
<th>Teachers</th>
<th>Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Very disobedient, stubborn, does not respect elders and does not study. She always gives back answers when we tell her to study. Most of the time she is in front of the T.V. It is very difficult to get her to study. She cries easily and fights with everyone. She does not mix with others. She often keeps herself aloof. She tells us nobody loves me. We don't know how to deal with her&quot;</td>
<td>&quot;Ann is very restless and distracted in the class. She is often distracted in the class. She distracts others. She is very withdrawn and does not show any initiative nor volunteer for any thing. She is just an average student. She does not create other problems in the class. She seems to be lazy and careless. She comes to class without studying. She evades difficult tasks or assignments. At times she copies the home work from other students&quot;</td>
<td>&quot;Ann is restless and enjoys jokes. She is not so good in studies. She disturbs others when they study and copies home work. She gets scolding from teachers. She does not answer in the class. She hides her feelings, does not participate in school activities, lacks self confidence and discipline. She cries easily. In the absence of teachers she cracks jokes and disturb others and disobeys the leader. She avoids difficult work. She also avoids fearful situations. She obeys teachers. She does not volunteer for any work.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
5.2.0 Objectives 2

To study the relationship between irrational Beliefs (iBs) and Emotionally Disturbed behaviour (EDB) namely anxiety in ANN.

5.3.1 Treatment Of RET

Ann has received treatment of RET through individual as well as group counselling sessions. Through group counselling sessions she received RET-Theory, REE, REI and CBM. In all she received 30 individual sessions and 20 group sessions. The pre-test, post-tests were given outside the counselling sessions. Glimpses of the individual sessions are given.

5.3.2 Individual Counselling Sessions

iB No.-1 - "I must be loved and accepted by every body."

I; "What happens if your family members do not express love to you all the time?"

A; "I get upset, angry, sad and keep worrying about it. Then I cannot concentrate in my studies."

I; "What do you tell yourself about the event?"

A; "How sad, why should they scold me every time?" Nobody loves me, nobody cares for me, poor me, why was I born? What a pity? I wish I was not born. Then I don't feel like obeying anyone."

I; "Does your mother pass remarks like these to you? You never obey, you give back answers, no respect for elders. When we were children we never spoke to our parents like this. Your sisters never spoke to me like this. You are very lazy. What do you feel when you hear such comments?"
A; "They shouldn't scold me always. It is terrible to hear scolding. They scold me because they don't love me. I can't bear it."

I; "But your mother is not telling a falsehood. What she is telling you are facts of life. Then why do you get so upset? Why don't you accept these as truths?"

A; "All these are true but they should not shout."

I; "Why not? (REE) They are free to be wrong. They are free to say the way they like. Though you would prefer them to say these facts more lovingly or gently. It is not mummy's or other's correction that is upsetting you. You know they are facts. But what you are telling yourself about these corrections."

A; "I don't like to hear that I am bad. I get angry. When I hear that. I feel very bad."

[Here we notice that Ann has difficulty to get the point the investigator is trying to get across. She seems to insist that it is their saying that makes her angry and sad].

I; "Do you become bad because some one called you bad. (REE) do you become a donkey if some one called you donkey? No. You remain Ann no matter what I call you. If I call you African or Japanese do you become them? No. you remain an Indian. It is foolish to think that way. So, their actions or words do not really cause us anger or sadness. But what you tell about their actions or words to yourself."

A; "But when I hear their scolding, I feel I am not loved. They don't like me. I must be a burden to them."

I; "So, you want their love and approval all the time. You
want them to be sweet, gentle and kind to you always. You do not want others to point out your mistakes. Do you think this is possible in life?"

A; "No."

I; "Then why do you want to live in an unreal world? In doing so you are creating big problems. Don't you want to be the master of your life?"

A; "Yes."

I; "But you have made others the masters of your life. They are free to be polite or impolite, free to be right or wrong, free to be angry or calm. Their actions are ruling your feelings."

[At the end of the session Ann seemed to be still upset and confused. She finds it difficult to accept the fact that what she tells about the events causes her pain than the event. She strongly believes she needs others love, others and other things are responsible for her pain]

2. Ann has a very poor self concept. She defies her mother and sister and is sick of their continual corrections. The family accepts her good behaviour and rejects her mistakes and faults. Every time she falters she feels rejected by the family, for her, failures and mistakes of hers are considered synonymous to her. So, her self rejection, her poor self concept, feeling of uselessness and helplessness is often confirmed by the shouting and nagging she receives for slightest mistakes. She will need time to differentiate herself from her acts. The investigator enabled her to see that she is greater than her acts.

("Just because you disobeyed or did a wrong action you do not become bad. Just as a good action does not make you good:

We are people who are capable of doing good or bad actions. We are not mere actions. We are precious because we are human beings and are alive."

Her inferiority feelings are deep
rooted. It will take a number of sessions before she will be able to see her trueself.)

I; "What happened to you when mummy and chachi (sister) didn't love you the way you wanted them to?"

A; "I felt sad and asked myself why are they scolding me? Maybe I am useless, Maybe they don't like me. Then I feel sorry for myself (self pity). I feel so sad. I said to myself 'Poor me'."

I; "What was the result of such thinking?"

A; "I lacked concentration. This led to poor performance and this is turn affected the marks. I got poor marks."

I; (REE) "Investigator shows Ann how her choices are self defeating."

Correction caused sadness

Dire need to be loved
I struggle for love
I demand, I fight
Self rejection
I am useless I am not worthy of love

Feelings of rejection
iB-No-1
I must be loved and accepted by everybody

Anxiety and worry
Lack of concentration poor performance

Poor marks

Figure 5.3.1 Vicious Cycle of the Effect iB No.-1 in Ann.

Having helped her to see the vicious cycle caused due to
her iB No-1. Ann was able to counter this and reduce it gradually. A number of sessions were needed before she could accept countering. Ann also had a number of group sessions as well.

**Dealing with Stage Fear iB No's 2 and 1.**

I: "What would you like to talk about?"
A: "Stage fear. When I enter the stage I start trembling."
I: "What do you tell yourself before entering the stage?"
A: "How will I speak in front of so many? What will happen suppose I make a mistake?"
I: "What happens if you make a mistake?"
A: "They will laugh at me and it is terrible."
I: "So what?"
A: "How can I face it? I won't be able to stand it. It is a shame. I can't face such a shame."

3. She keeps telling herself 'I can't face the crowd. If I make mistakes it is terrible. It is a shame to make mistakes'. By saying these can't, terrible. Ann is making herself anxious. And this anxiety makes her tremble when she enters the stage.

Ann was already getting chances in the small group sessions to face them and speak a few sentences. REI Ann was allowed to go through REI. To imagine the stage and to face the audience starting with 10 and allowing her to act before them. Gradually the number was increased to 20, 30, 40, 60 and 100. She could face the audience of 100 without fear. With a number of sessions Ann faced more than 2000 people for a
function in reality. Her stage fear was overcome through CBM (Elliot, Charles, Adams, Russel, Hedge, Gordon 1992).

A few sentences to counter her stage fear were given to Ann to say to herself and to write it everyday for a period of time. 1. I don't care if others laughed at me. 2. I am going to make others laugh. Ann is opening herself to this new thinking. She is slowly accepting the reality and is beginning to see that it is okay if sometimes she is ignored or rejected. Helping Ann to face the regression and to move ahead.

I; "Ann you seemed to be disturbed about something. What is your problem?. In life we can't always have our ways. To insist on having one's ways always is foolish". "What happened to you when you clung to your ways?" (iB No.-4)

A: "I felt sad, angry, anxious and afraid. I lacked concentration. I felt guilty for disobeying. Again the feeling I am bad came to mind. I started becoming touchy and highly emotional."

I; "What do you call such behaviours?"

A: "Self defeating behaviours (SDBs).

I; "How did you feel when you chose SDBs?"

A: "I felt sad, guilty and hopeless."

I; "You chose LBS and SDBs thinking and hoping you would be happier, Instead what did you feel?".

Here the investigator leads her to REE.

By clinging stubbornly to unrealistic expectations we
create problems for ourselves. She was given a few sentences to counter her IBS. 1. There is no need for me to have my ways always. 2. I need to choose what is best for me.

Figure 5.3.2 Choice Of SDBs And Its Effect On Ann.

A: "I keep postponing my works."

2. Ann had regressed in her behaviour at home. She had started giving back answers to her sister who was often correcting her. This conflict with her was affecting her adversely in her studies. She found difficulty in concentration. She began to experience a feeling of helplessness, self pity, guilt and self rejection. When she spoke about these she was in tears. One could feel the struggle she had been going through within her. Her IBS were not radically uprooted from her beliefs and thinking. She had experienced for sometime the joy and freedom from these. The fear of backsliding was causing her much pain and disturbance, than real regression. Ann was helped to see that such regressions are bound to happen. Her 14 years of beliefs cannot be uprooted in a month's time.
Ann looked relieved and took a decision to try again. Adolescence is a stage when he/she struggles with strong emotions in the opposite direction. They need someone gentle and understanding. To help them to accept this reality in their lives. RET therapists not only comfort the subjects but also encourages and support them.

I: "How are you progressing now?"

A: "I still can't feel very much better, when I can't have my way. I get angry and react. When things are difficult, I have a tendency to give up."

During this session two iBs were dealt 4 and 8. It is terrible and bad when things don't go the way I want them to go (4). When we have some difficult things to be done, it is much easier to run away from them than to face them."

[The need for discipline and perseverance is emphasised.]

I: "What do we call such behaviour?"

A: "Self winning behaviour (SWBs)."

[REE] Remember others have freedom to tell me whatever they want. I don't have to get upset about it. I also don't have to have my ways always. When we live in a society, home, class, school we adjust to others desires sometimes. We exchange, we give up our ways if it is not helpful to us. We do what others say if that is better for us".
4. Ann was encouraged to accept suggestions that are useful, and to reject the rest. She showed greater desire to improve herself and to progress. She has already tasted success and peace of mind. Regression has taken away her peace of mind and joy. She was given suggestions to counter her iB No.-8 as well and not to runaway when things are difficult. She was encouraged to counter these through auto suggestions. And to keep track of her daily failures and successes. Deeply rooted habits and beliefs cannot be rooted out easily.

[It takes time, discipline and planning along with perseverance are essential to unlearning the wrong habits and to replace them with right habits.]

5.3.3 Group Counselling Sessions

Twenty group counselling sessions were organised for the individual cases. Ann was one of those who was regular and punctual for all the sessions. During these sessions they received knowledge on RET and the different steps namely ABCDE of countering iBs. At times these were divided into smaller groups for better interaction and clarification of their ideas and beliefs. She also built up friendly relations within the group.

a) RET Theory: included meaning of RET, iBs, rBs, SDBs, EDBs and SWBs. They were helped to see the relationships between their iBs and EDBs. These helped to increase the effect of individual counselling. She the investigator could clarify their understanding about theory and the ways of practicing it in their lives.
b) **REE** was given to help the cases to see to the importance of rational living. How, by choosing to opt for rational life much of their sufferings, fears, anxieties and SDBs can be overcome. Importance of discipline, practice and perseverance too was emphasised (Haaga, David, Gerald 1991) (Kendell, Phillip 1992).

c) **ABCDEs of RET** was practiced in group sessions as well as for individual sessions. In groups EDBs were given. The cases were analysed by the small groups and tried to find these steps and use it for countering iBs and EDBs (Cohen, Ellis 1992; Knaus and Borker 1975; Ellis 1982).

d) **CBM** This was practiced during a few group sessions by helping each one of them to come to the front and report their feelings, their answers, to the questions, singing, dancing and acting. This small group was given two weeks intense training for an hour every day as a preparation for Onam festival. Since all these cases had no chance of being on the stage, ever since they entered the middle school they had stage fear. Ann wanted to be on the stage for other functions as well (Kendell, Philip 1992; Perris, Carlo 1993).

Group counselling sessions helped Ann to get out of her shell and interact with others in a more effective manner. Since this group was small they were able to face one another in a less threatening manner. Ann became more social, active
outgoing and entertaining in the small group. All of them were comfortable in the presence of others. This experience helped them to react and respond better in their own classes and school situation. The encouragement and support she received from this small group helped her to venture into the outer world. She joined the school band, won prize for the school and went with the band to Lakshadeev.

5.4.0 Objective 3

To study the impact of RET in bringing about positive changes in cognitive and Affective Domains by reducing or replacing iBs with rBs thus reducing or removing Anxiety.

5.4.1 Impact Of RET

The impact of RET on Ann is seen in her thinking in post-test results, feed back sessions from her family, teachers, peers and Ann. We also see the changes in her behaviour through feed backs and observations by the investigator. Ann has shown progress in many ways in her studies, in her relationships with others, at home and above all her acceptance of herself as she really is ABCDE of RET enhanced her progress (Cohen, Elliot 1992).

The difference between Pre-test, Post-test results show that Ann's EDBs and iBs have decreased to a great extent. Positive behaviour modification is also noticed in the
feedbacks received from Family, teachers, peers, Ann and the PO of the investigator.

**Table 5.4.1 Pre-test, Post-test Results Of IPTs**

<table>
<thead>
<tr>
<th>IPTs</th>
<th>Pre-test scores</th>
<th>Post-test scores</th>
<th>Difference in score</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBD</td>
<td>IB No's, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.</td>
<td>iB No-1 The rest were absent</td>
<td></td>
</tr>
<tr>
<td>BIRBO</td>
<td>156</td>
<td>115</td>
<td>41 less</td>
</tr>
<tr>
<td>ARS</td>
<td>59</td>
<td>33</td>
<td>29 less</td>
</tr>
<tr>
<td>FIRS</td>
<td>102</td>
<td>69</td>
<td>33 less</td>
</tr>
<tr>
<td>ACQ</td>
<td>72</td>
<td>50</td>
<td>22 less</td>
</tr>
<tr>
<td>PSCRS</td>
<td>49</td>
<td>29</td>
<td>20 less</td>
</tr>
</tbody>
</table>

Bell's adjustment - Inventory.

- Home - Unsatisfactory
- Health - Unsatisfactory
- Social - V. Retiring
- Emotional - V. Unsatisfactory
- Group - V. Unsatisfactory

- Home - Average
- Health - Good
- Social - Average
- Emotional - Unsatisfactory
- Group - Average

**Matrix 5.4.1 Process Model Of RET On Anxious ANN**

<table>
<thead>
<tr>
<th>EDBs</th>
<th>RET Treatment</th>
<th>Effect Of RET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety, fears, Poor Self Concept, No. Concentration, Anger, evading difficult tasks, Unsatisfactory adjustment</td>
<td>Counselling, individual and group sessions RET, RET STEPS, REE, REI, CBM, PRE, HRS.</td>
<td>Reduction of iBs and EDBs. And introduction of rBs and SWBs. Less Anxiety, less fears, better self concept, adjustment, calm, happy, better involvement and concentration.</td>
</tr>
</tbody>
</table>
Matrix 5.4.2 Feedbacks Before And After RET

<table>
<thead>
<tr>
<th>Before RET</th>
<th>After RET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Family:</strong> Ann is very disobedient. She is stubborn. She does not respect elders. She gives back answers. Often she is in front of the T.V. It is difficult to get her to study. She cries easily. She fights with everyone. She does not mix with others. She keeps aloof. She tells us nobody loves her in this house.</td>
<td>I do not know how to thank you. She is changed a lot. She is more obedient. She is loving and more flexible. She obeys most of the times. She even consoles me. She has more interest in studies and watches T.V. rarely. She is more cheerful and happy, rarely fights with anyone. She shares with us and even shows concern for us. She says her brother and eldest chachi (sister) love her much.</td>
</tr>
<tr>
<td><strong>b) Teacher:</strong> Ann is very restless and distracted in the class. She often distracts others and is withdrawn, does not participate or volunteer for anything. She is just an average student. She is also lazy and careless and comes to class without studying. She evades difficult tasks and assignments.</td>
<td>She is not so restless and distracted now. She doesn't distract others much. She shows more interest in studies, volunteers for school activities, shows slight improvement in studies. She is more careful now and is making efforts to improve. She answers in the class more frequently. She often does her homework now.</td>
</tr>
<tr>
<td><strong>c) Peers:</strong> Ann is restless, funny and enjoys jokes. She is not so good in studies. She disturbs others when they study and copies home work. She does not answer in the class and evades works. Avoids activities and does not participate. She hides her feelings, lacks self confidence and discipline she cries easily. In the absence of teachers she cracks jokes and disobey the leader. She avoids difficult tasks and avoids fearful situation. She does not volunteer for anything in the class.</td>
<td>She is less restless, and is really funny and entertains us. She is better in studies. She disturbs less and only sometimes she copies homework. She answers often in the class. She participates sometimes. She has joined the school band. She is more confident and disciplined now. She is more cheerful, outgoing and seems to enjoy life. She obeys the leader better though she still cracks jokes at times. She can laugh at her mistakes and volunteers sometimes for works in the class.</td>
</tr>
</tbody>
</table>
d) Ann: I do not have any interest in learning. I cannot concentrate. I am lazy and find myself helpless when I sit to study. I am stubborn and often hurt my mother's feelings. I worry about many things. I am lonely nobody talks to me. I reject and hate myself. I have no one to whom I can talk. I wish someone understood me. I feel I am a burden to my family. I am angry with them. I don't listen to them. I like to watch T.V. and when I am scolded I don't feel like studying.

Many changes have taken place in me. I am interested in studies. I can concentrate. I can study when I want to. My mother says I have changed. I am no more bad says my mother. I do not worry about the past. I accept myself and like me. I am happy. I feel now that my family too loves me. I can share better with my mother. I have gained more faith in God and me. I feel at home in our house and school. I don't get angry so easily. I can take corrections. My iBs and EDBs have reduced.
5.4.2 Investigator's Participant Observation

Ann has changed very much from what she was and is now. She is no more worried, anxious, upset, frightened or crying. Her attitudes to self, others, God and things have changed over this period slowly but steadily. She has not only accepted herself, but she has also discovered some of her potentialities and is proud to exhibit them. She has moved from very retiring to a sociable, loving and outgoing person. At times in the beginning Ann did show tendencies of regression. But her success, achievement, encouragement and approval received from peers, investigator, family and teachers have improved her self image. She has learnt to look out rather than to turn in. She is not only happy now but also spreads this happiness around her peers and friends, (Kendel, Phillip 1992). The feedbacks from the teachers who were with Ann at Lakshadev stated that her presence was a blessing because she could cheer up those who were down with home sickness "Oh - I sent Ann to all those who were depressed and homesick. She could entertain and cheer up all of them. She is really a joyful person," said that teacher. Ann also was one of those who received the prize for her best conduct and behaviour at Lakshadev. "She was responsible and accountable and carried out her duties well," said another teacher; who accompanied them to Lakshadev. RET and CBM has brought about positive changes in Anxious Ann. (Kendel, Phillip 1992)
Rational Emotive therapy seems to have been effective in bringing about positive changes in Anxious Ann by reducing and or destroying (Timothy, Wand, Smith 1982). Irrational Beliefs responsible for EDBs through the introduction of rB's and SWBs. She has entered into new areas of life and is happy about her achievements. These changes were brought about through her co-operation and practice of assignments (Forman, Forman 1979).

5.4.3 Emerging Ground Theory

Knowledge of RET and RET-Steps seemed to have given Anxious Ann an insight into the relationship that existed between her iBs and her anxiety and other EDBs. REE and REI seemed to have motivated her to give up iBs, anxiety and EDBs. CBM, PRE and HRS helped in the acceptance of 'rBs' and 'SWB's' and strengthened them. Therefore it seems that RET and RET-Steps along with REE, REI, CBM, PRE and HRS can reduce anxiety symptoms and replace it with confidence and acceptance of reality.