"Anger is one of the most crucial emotions in terms of its implications for psychological adjustment and physical health. It has been pointed out that psycho-social factors are important determinants of anger" (Ellis 1977; Averill 1982, 1983, Micann and Braggo 1989). Marie was referred by her class teacher for her aggressive behaviours. "She used abusive language, is violent and aggressive. She beats, hits, pinches and spits on others" said her class teacher. "But when you question her she starts crying" added her teacher.

Marie

PO of the investigator brought to light the following problems of Marie namely feelings of rejection, insecurity, inferiority complex, poor self concept, incapacity to concentrate, her feelings of helplessness, guilt for being a problem at home and in the school. She experienced guilt, continued comparison with her brother, abusive language and battering for her poor school performances, rejection of her peers in the school—all these added to her self rejection and pain. No one wanted to be near her in the class.
8.4.0 Objective 1

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

8.1.1 Marie And Home Environment

a) Family constellation: It is a unitary family, father, mother and children live together.

Father: He is a business man and does not talk much, he has given the responsibility of bringing up children, their education and disciplining to his wife.

Mother: Mother suffers from asthma and gets irritable easily. She is also a student of the same school. Merie's poor academic and social performances humiliates her. So she seems to abuse Marie and punish her mercilessly, so much so her husband often corrects and warns her. She seems to favour her son and spends most of her time with him. "I do not know miss, why I get so angry and I beat her a lot. My husband tells me not to do that because if she runs away from home it will be even worse. So please leave her alone," Said her mother during one of her interviews.

Brother: He is four years younger to Marie. He is loving and obedient to his mother. Since he is thin and weak
mother sides and protects him. He takes advantage of this and irritates and hurts Marie often.

*Marie:* Though she is weak in studies, she is very competent in running the house. "She can manage the house far better than her mother," said her father once during an interview. Marie is aware of her other abilities but she hates studies and the very word 'study' irritates her. It was interesting to note that Marie bullied and hurt the weaker sections of the students of her class. She was afraid of very good students, strong classmates or powerful ones in the class. One day she throttled her classmate because she teased her. And the girl got temperature after that and it is supposed that it was out of her fear that the girl got fever.

*b) Marie's Attitude Towards The Family:* Marie is not happy in her home. Home is a place of humiliations and torture for her. She prefers to be away whenever she can. It is a place of failure. But it is also a place she experiences more freedom. She is a voracious eater and she continually eats and this is the only thing she seems to enjoy. Though she is often punished by her mother, she also bullies her and gets what she wants. It is strange to note that mother is not in a position to read her daughter's behaviour and therefore is unconsciously spoiling her by giving into Marie's whims and fancies. She often feels rejected and humiliated. "My mother loves only my brother. She often kisses him. But she never kisses me."
feel jealous of him and therefore I hurt him. Before he was born everyone at home loved me very much. I hate him. After his birth my life became miserable," says Marie.

b) Emotional Climate: It is tense for Marie as she feels continuously threatened by the presence of her brother. She feels lonely, sad, upset, incapable of relating to many of her cousins. She avoids going for family get togethers. She is often left alone while her brother is often taken for outings. Marie prefers to stay at home and enjoy the food. She tells plenty of lies to escape punishment but her lies finally brings her double punishment. She often chooses SDBs that result in emotional stress and strain for her as well as tension for others.

c) Relationships: Parents get along well with each other. But Marie and her brother continuously fight for attention of parents and brother wins it often and Marie ends up getting punished for her misconduct. Marie prefers her father to mother though she is afraid of him. She gets along well with parents except in school work. Parents do encourage and support their children. Their forcing her to study all the time irritates Marie and she refuses to study. "I hate to study. I don't want to study. I know if I study I can do better. I just don't feel like," said Marie. There is constant power struggles between the siblings. Though her brother is younger to her, he often dominates her on the
strength of his school achievements. They often use abusive language and even hurt one another physically. Part of Marie's problem is also her eating habits. She has no control over food. She even goes around begging in the class when she sees tasty food items. She often takes money, borrows money to buy and eat snacks, patties and ice-cream. Sometimes she eats two, three ice-cream cones or cups. She is too fat for her age and people on the road pass remarks like 'little elephant'.

d) Economic status: She comes from upper middle class family with all the modern comforts. A big house, she has a room to herself, car and other luxuries. Her grand father was a very famous doctor of the city. They also own estates and receive income from their rubber plantations, in addition to their business in the city. She often received expensive gifts from relatives and plenty of pocket money. This could be one reason of developing this voracious eating habit. "She buys 'three to four ice-cream cups and eats' says her friend. Marie was the first grand child and her parents got her after losing two children. So in the beginning, she was pampered by all her family members. She was given everything she asked for without discipline.

e) Religious beliefs and Values: They are syrian Roman Catholics. The family follows the religious customs of the community. Religious practices like prayer, and mass form part of their daily life. But religious values like forgiving,
sharing with the poor, respect and acceptance of others do not seem to be a part of Marie. For Marie comfort and easy life is what she wants. Fun and merriment would be ideal. She avoids hard work and discipline.

f) Upbringing Style: "The environment of the individual not only creates the conditions for normal cognitive, affective development, but also provides the basis for the child's learning of situation-specific adaptive behaviour as well as acquiring of mediationational control of emotions. Parents as role models and reinforcing-punishing agents play a major part in preventing, minimizing, or exacerbating emotional and behavioural problems in their children" (Almeida 1989; Ellis 1962) has consistently maintained that the worst manner in which parents can bring up their children is that of blaming them for their mistakes. Such blaming encourages children to blame themselves for their mistakes and this inevitably leads to chronic feelings of hostility, guilt, anxiety and low self esteem". Most of Marie's problems seems to spring up due to the upbringing style. Marie is uncertain of the treatment she may receive and hence developed a number of EDBs. Upbringing style received by Marie seemed to move from dictatorship to uncontrolled freedom. She lacks self discipline.

8.1.2 Marie's Achievement

Marie's performance at school is not satisfactory. She
has talents in music, dancing, acting and cooking and she uses her abilities in music and dancing to distract others from their studies. Marie did not take part in co-curricular activities like music, painting, singing or acting inspite of having the talents, she did not participate in any competitions held by the school or the state.

Marie showed fast progress when she started the treatment of RET. Column 3 of table 8.1.4 indicates the progress from 1 to 3. So she was promoted to class IX. Though she could not maintain the same position in IX. She still did well for the first terminal. One can notice a sudden fall during the second term. Continual nagging of the mother and pressure to do well in the school caused an aversion for study. She rebelled, disobeyed and avoided her school work. Marie at this stage showed regression. A number of sessions were required to get her to come out of her aversion for studies and Marie had too many emotional problems to handle therefore the investigator decided to concentrate on her SDBs rather than achievement. Marie did make an effort but she failed. She was able to accept failure as part of life and was more relaxed. The 6th column shows the progress she made in studies as a repeater. Though she failed, she has gained more insight to live a happier and more normal life.

8.1.3 Psychological Data

Weschler's test of Intelligence showed her I. Q. as 100.
### Bell's Adjustment Inventory.

- Home - Unsatisfactory
- Health - Very insatisfactory.
- Social - Unsatisfactory.
- Emotional - Unsatisfactory.
- Group - Very unsatisfactory.

**Table 8.1.1 Performance In School Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>CLASS VIII</th>
<th></th>
<th></th>
<th>CLASS IX</th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1st Term</td>
<td>2nd Term</td>
<td>3rd Term</td>
<td>1st Term</td>
<td>2nd Term</td>
<td>1st Term</td>
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<tr>
<td>Malayalam I</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>14</td>
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<tr>
<td>&quot; II</td>
<td>9</td>
<td>15</td>
<td>22</td>
<td>19</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>English I</td>
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<td>20</td>
<td>22</td>
<td>20</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>&quot; II</td>
<td>10</td>
<td>20</td>
<td>18</td>
<td>21</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Hindi</td>
<td>5</td>
<td>18</td>
<td>20</td>
<td>17</td>
<td>18</td>
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<td>31</td>
<td>6</td>
<td>40</td>
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<td>15</td>
<td>9</td>
<td>6</td>
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<td>Geography</td>
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<td>27</td>
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</tr>
<tr>
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<td></td>
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<td></td>
<td>5</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>Maths - I</td>
<td>10</td>
<td>20</td>
<td>22</td>
<td>15</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Maths - II</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

Table 8.1.2 gives the picture of presence of iBs in angry Marie. All the iBs are present in her and except iB No.2 all are very strong.

Table 8.1.3 shows the sharing of iBs of Marie with her family as well as with her teachers. The iBs learnt at home...
seems to be reinforced in the school. Table 8.1.3 also indicates the origin and development of iB's in Marie.

Table 8.1.2 Identification Of iBs And Their Intensity In

<table>
<thead>
<tr>
<th>Test</th>
<th>Score/iBs</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBD</td>
<td>1,2,3,4,5,6,7,8,9,10,11,12</td>
<td>Presence of all iBs</td>
</tr>
<tr>
<td>BIRBQ</td>
<td>11,9,5,6,12,3,8,7,4,10,1,</td>
<td>The numbers are marked according to their intensity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11-1 are very strong</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>strong</td>
</tr>
<tr>
<td></td>
<td>Score - 234 (pre-test)</td>
<td>very high</td>
</tr>
</tbody>
</table>

Table 8.1.3 Communality Of Marie's iBs With

<table>
<thead>
<tr>
<th>Description of iBs</th>
<th>Family</th>
<th>Marie</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dire need for love</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. &quot; perfection</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. punishing the wicked</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. having one's way</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. fear of the repetition of the past</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. Others as cause of unhappiness</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>7. Wanting others help</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8. Evading difficulties</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9. Looking for perfect solution</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10. Recalls past pains</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11. Worry about others</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Marie Before RET

Self-rejecting Marie
- Self-hating
- Unhappy
- Selfish
- Hated
- Withdrawn
- Critical
- Finding faults with others

Frightened Marie
- Being left alone
- Sighting of evidence
- Being surrounded
- Sighting of blood
- Lonely places
- Adults
- Crows
- Heights
- Failure
- Authority
- Being watched
- Bad sounds
- Making mistakes
- Rejection
- Examination
- Failure
- Appearance
- Punishment
- Work
- Forgetfulness
- Unknown

Anxious Marie
- More self-hate
- More punishment
- More hate
- More abuses
- More calling names
- More shouting
- More kicks
- More destruction

Angry Marie
- Abuses
- Hurts
- Hits
- Bites
- Shouts
- Shuts
- Destroys

Vicious Circle

Marie Before RET

Marie - a bundle of BS
**8.2.0 Objective 2**

To study the relationship between irrational Beliefs (iBs) and Emotionally Disturbed Behaviour (EDB) namely Anger in High School girl MARIE.

Matrix 8.2.1 clearly shows the relationship between Marie's iBs leading to her EDBs and resulting in Anger and aggression. Figure 8.2.1 is also the result of the data reduction of IPTs namely FIRS, ACQ, ARS, BIBD, BIREQ, and PSCR. The investigator has summarised the result of these details into a figure to give bird's eye view of the whole picture of Marie before the treatment of RET.

**8.2.1. Investigator's Participant Observation (PO)**

Marie was the most complicated student whom the investigator studied. Angry Marie suffered from self rejection due to poor self concept and anxiety. Her anxiety was based on her numerous fears and they in turn were related to her iBs as mentioned earlier in 8.2.1. No wonder Marie was so angry with self and others. For her life is too complicated, fears and anxieties coupled with poor self concept and iBs stifled her thinking and crippled her emotional life. No wonder she is angry with the whole world!

Marie at the age of 13 is also entering into the phase of her puberty. This is already a stressful stage for any
normal girl, how much more it might have been for her? Her teacher's found her an impossible child and parents a hopeless and difficult child. There was one thing that gave Marie relief and satisfaction from all these agonizing pains and tensions "FOOD". She is voracious eater and enjoys all types of food. Her capacity for food is that of three students of her age. Five buns for evening tea is a like "an apple for an elephant", says her mother. The more they tried to cut down the more she went around begging for food in the class, or brought snacks and ice-cream cups from the hawkers or shops near the school. She often robbed biscuits and other food items from the house. She borrowed money from her peers to buy food at school. She told the investigator once. "I keep thinking about food all the time, in the class or elsewhere: while speaking thus her mouth seemed to be watering. This is where Marie found her only satisfaction.

Others observed, only her overt behaviour and branded her as 'A very aggressive girl.' The pre-test results of the IPTs enabled the investigator to enter her covert experiences. She noticed that Marie was a very insecure girl, rejected by self and others with only fears and anxieties of the future and the present. She was expecting the past pains and failures to recur. Would RET bring some positive changes? Would it help Marie to become aware of her covert behaviour? These important questions are answered in the section below.
8.2.3 Treatment Of RET And Angry Marie

a) Group Sessions Treatment of RET was given for Marie in groups as well as individually. She had attended the sessions in small groups as well as in the class. Marie was sometimes distracted in the large group. During the group sessions she showed a tendency to be distracted and to distract others. She received RET theory, REE, CBM in group sessions. Though CBM some of her fears were reduced (Arnkoff; Diana 1986) RET also reduced her aggressive tendencies (Nirmala 1989) and brought about a number of changes in her behaviour along with CBM (Miller, Alfred, R, Yeager, Raymond G. 1993). Marie also was empowered against being battered by her mother (Webb; Wanda 1992). PRE also helped Marie to reduce her anger and anxiety (Hazaleus, Susan 4, Deffen Backers, Jerry L. 1986). Marie had a number of PRE sessions before the counselling as well.

b) Individual counselling sessions were used to enable Marie to see her self defeating behaviour patterns, her iBs that influenced her, her lack of discipline that is causing her
problems. Investigator's unconditional acceptance of Angry Marie helped her to progress even in her studies. She needed continual encouragement and approval. A break in the sessions due to her long contagious illness caused regression as well as mother's continual nagging brought about an aversion for studies. Since Marie had too many problems to battle with it was decided with her parents that she be freed from forced tuitions and studies even if she lost one year as she was too young for the class and she be given space, time and energy to deal with her iBs and emotional blocks.

8.2.3 Glimpses Of Individual Counselling Sessions

Dealing with her iB No.8. Tendency to run away from difficult and painful situations.

I; "When things are difficult you runaway. Why do you do that?"

M; "I feel I won't succeed. I can't do it. Others will laugh at me and it is terrible. So I do not want to give others a chance to laugh at me."

I; "REE" very often we run away from tasks that are difficult. Sometimes we do not want to try because we are lazy and we like to have an easy and comfortable life. Sometimes we keep away because we truly lack abilities. What do you think is your reason for running away?"

M; "I like an easy and comfortable life. I do not like to be in pain. I am also lazy."

I; "Why do you live Marie?"

M; "To have fun."

I; "We do need fun and entertainment. But all life is not fun and entertainment. We need to put in a lot of solid
work".

M; "I feel guilty."

I; "How do you feel after a fight with your brother?"

[ since Marie was silent, the investigator gives her a clue]. Do you feel happy or sad?

M; "I feel sad."

I; "What kind of a world would you like to have around us? A peaceful or violent world? (REE). You said you feel sad and guilty after hurting or fighting with your brother. So you lose peace. War begins in the minds of people and we can change war from our minds to peace if we change our thinking and beliefs through self talk. Does fighting brings you any benefit?"

M; "No".

I; "What sort of behaviour is fighting?"

M; "Self defeating."

I; (REE) If it is self defeating, then why do you cling on to it? You have learnt to fight. Since it is a learnt behaviour it can be unlearnt. If you want you can start new behaviour patterns. What you are doing now is reacting. You could learn to act rather than react. Do you want to continue reacting? The investigator is helping.

M; "No"

I; (REE) SDBs do not help us in any way. Anger is self and other destructive. It causes sadness, guilt and breaks down good relationships. It takes away your ability to concentrate on studies. 'Violence begets violence'. It adds to suffering and pain, therefore it is better to give up anger. What do you tell yourself before getting angry?"

M; "He should not touch my things. He should not touch my money. He must obey me".

I; "So you know which words are causing you anger? Could you name them?"
M; "Yes. 'Should' and 'must'. I also use the word 'terrible' and 'can't', because I always want to have my way. When same one comes in my way whether it is home or school I get very angry."

[Marie has had a number of group sessions as RET]

I; "So you know why you get angry. Now I would like you to go through an exercise to help you to reduce your anger."

[She was allowed to go through REI experiences to face annoying situations without getting upset. A few sentences to counter her iBs 1 and 4 were also given].

REI had always a soothing impact on Marie. It helped her to partially overcome her negative feelings towards self and others (Holdemn, Limd, Carol 1988).

1. It is okay if others don't love me all the time.
2. It is not terrible if I can't have my way.

I; "How was the week? How many times did you quarrel?"

M; "I remember seven times".

I; "What were the situations that provoked you to quarrel?"

[Marie narrated the situations]

M; "I, While watching the T.V. I told him to put his feet down. He wouldn't so I hit him.

2. I told him not to take my pen and he took it. So I pinched him.

3. I wanted the big piece of chicken I told him not to take, but he took it. So I used abusive language"
4. I gave him my pen for stickers. He did not give me stickers. So I hit him and he too hit me back.

5. While going for the movie, we fought again. I don't remember the reason.

6. While playing the shuttle game, I wanted to start the game. But he started, so I hit him with the bat.

7. While he was sleeping, I called out to him. He would not get up. So I used abusive language and provoked him.

[Marie's iB's 4 and 11 seems to be responsible for all their quarrels. Her wanting to have her way in everything and taking responsibility for others' life in this case—her brothers.]

I: "Are you responsible for your brother's life?"

M: "No."

I: "Then why are you taking responsibility for his actions? Why do you scold and punish him for his failure or mistakes? Is he not free to make mistakes?"

M: "Yes."

I: "Then what forces you to react with anger all the time?"

M: "I don't like anyone coming in the way. I want everyone to do what I say."

I: "Excellent. Do you think this is possible? Which iB is responsible for your anger mainly? iB No.4—"It is terrible and bad when things don't go the way I want them to. You do not like mummy or daddy correcting you. You want to be free. How could you have avoided the quarrels with your brother?"

M: "By leaving him free and by not forcing him to do what I want."

I: "Exactly. Would you like someone treating you the way you treat your brother?"
M: "No"

I: "It is desirable if he listened to you. Possible you were shouting at him, thus provoking him to disobey. Does he obey you when you speak to him politely?"

M: "Sometimes".

I: "How did you speak to him on all these occasions?"

M: "Angrily".

I: "You are aware of the reasons for quarrelling: How would you give up this SDB?"

M: "By countering".

[Investigator suggested a few sentences to counter her]

- I am not responsible for my brother's life.
- He is free to disobey.
- I can take 'No's' from him and others without getting upset.
- Home work is desirable (Maultsby 1975: Ellis and Knaus 1977; Sherman, Mulac and Mc Cann 1974)

[Marie can tell any number of lies. She copies her home work. The investigator confronts Marie in this SDB]

I: "Why do you copy the home work?"

M: "Because it is very easy".

[Earlier we had seen that Marie wants to have a comfortable life without difficulties.]

I: "Why do you choose easy ways? [REE] Life is not made of easy things. Life is a challenge. It is meant for people who are prepared to work, to face challenges and difficult things. Finally the people who choose easy things become a failure in life. Then it is too late to correct it."
Does copying help you?"

M: "No".

I: "Then why are you doing it?"

M: "Not to get punishment."

I: "What happens if you are punished? You keep telling I can't bear beating. Do you really want to get out of this habit?"

M: "Yes."

I: "What is the activating agent here Marie?"

M: "A - Not doing home work."

I: "What are the sentences you say before copying?"

M: "1. Teacher will be angry with me. 2. She will scold me. 3. Others will think I am not good. 4. I want to look good in the presence of others. 5. I don't want to get punishment. 6. I want to avoid getting scolding. 7. Students must not laugh at me. 8. It is terrible to get scolding 9. I can't take it."

I: "So what are the consequences of these sentences?"

M: "I tell lies. I feel upset and guilty."

I: "Do you get out of the problem by telling lies?"

M: "No. Somehow I am caught. I get not only scolding but also beating from my mother."

I: "So, your lying is self defeating. What sentences could you say to stop telling lies?"

M: "1. It is useless telling lies. 2. The truth will be known one day. 3. Lies cause tension, anger, worry and take me away from reality. 4. I lose my peace of mind."

I: "If all this happens to you, should you continue to tell lies?"

We see Marie is beginning to "D" - debate her own irrational beliefs and thinking. However, she lacks self
discipline and perseverance. These are a block to the effectiveness of RET (Ellis 1974.). The pressures from her mother to study and the coaching classes in the morning and evening left her no time for relaxation. She showed regressions and aversion in study. Parents co-operation was lacking for a period. It was important that parents understood Marie's problems. So the investigator requested her parents not to tax her on studies because it was important to build positive self respect and counter her iBs that caused her so many EDBs. They were also asked to see to her discipline at home and to be a support and encourage her to persevere in her positive attempts.

[We notice in the case of Marie she still exhibited iBs and EDBs. She showed low frustration tolerance (LFT). She could not persevere in her home works and exercises. In spite of these drawbacks there is some reduction in her iBs and EDBs (Timothy Patrick 1977). "What parents can offer is a home, a place that is receptive but also has the safe boundaries within which the children can develop and discover what is helpful and what is harmful..... Hospitable home indeed is a place where father, mother and children can reveal their talents to each other, become present to each other as members of the same human family and support each other in their common struggles to live and make live. (Nouwen1975)". Marie's home environment lacked such an environment.

8.3.0 Objective 3

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

Table 8.3.1 Impact of RET and Pre-test, Post-test Scores Of IPTs

<table>
<thead>
<tr>
<th>Names</th>
<th>Pre-tests</th>
<th>Post-tests</th>
<th>Difference</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>BIBD</td>
<td>1,2,3,4, 5,6,7,8, 9,10,11, 12.</td>
<td>3,4,7,9,12</td>
<td>'7' less</td>
<td>significant</td>
</tr>
<tr>
<td>BIRBQ</td>
<td>234</td>
<td>198</td>
<td>36</td>
<td>decrease</td>
</tr>
<tr>
<td>FIRS</td>
<td>130</td>
<td>126</td>
<td>4</td>
<td>sight improvement</td>
</tr>
<tr>
<td>ARS</td>
<td>80</td>
<td>64</td>
<td>16</td>
<td>improvement</td>
</tr>
<tr>
<td>ACQ</td>
<td>97</td>
<td>85</td>
<td>12</td>
<td>improvement</td>
</tr>
<tr>
<td>PSCRS</td>
<td>57</td>
<td>51</td>
<td>6</td>
<td>sight improvement</td>
</tr>
</tbody>
</table>

In all these results it is noticed that there is progress in the reduction of rBs and EDBs. RET did bring about change along with CBM in Marie (Miller, Alfred R, Yeager, Raymond G 1993). RET helped in managing change in Angry Marie (Ostel, Allistair 1992).

8.3.1. Investigator's P O

Before RET a) Interaction styles with teachers: With the investigator and the class teacher Marie was free. With others she was not free, and was frightened of them. She was distracted, annoying and restless in the class. She often got
scolding for her misconduct, lack of responsibility, for telling lies and copying home work. She needed a lot of attention. She took a lot of advantage of the freedom given to her. She liked the teacher trainees and bullied them.

b) Interaction with the peers: No student wanted to sit near Marie before the RET sessions. She was restless, distracting, talkative and hurting. If she liked someone she would kiss and lick them. When she was angry she called them names, used abusive language. Spit, hurt, kick, beat and even throttled once a peer when she teased Marie. "She is a big bully," said one of her class mates. 'She is selfish and does not share a thing with others," aid another. During the CBM when her friend asked her for a pencil she gave it with such reluctance and instructions; that when she needed a second time her colleague refused to take it from her.

c) Interaction To New Situations: She welcomes any new situation that is pleasant and to her liking. She enjoys fun, playing and fooling. She enjoys running errands, cleaning the board, minding the class and loves to boss over others." When she was entrusted with the work of a monitor, for some time she was over demanding and was finding fault with practically every student," said her class teacher. She had an aversion to study. To escape studies, she would do any jobs.

d) Her Reactions To Difficult Situations: She takes up
responsibility in running the house, cooking, seeing to the works, greeting visitors and other odd jobs. Marie finds difficulty in concentrating on her studies". The span of concentration is limited when it comes to studies and yet she enjoys computer games for hours" says her mother. The investigator observed in her opposing behaviour patterns. She is shrewd, discreet and has the capacity to gauge the seriousness of her friend's involvement with boys. At times she behaves kiddish. She lacked self discipline with reference to food, exercise and studies. She gets hurt easily and she shows her annoyance or hurt feelings by sulking, withdrawing or even through anger.

e) MARIE After RET: She has shown progress in her relationships with teachers, peers, and other family members. A number of her fears have decreased. Her self concept has widened and she accepts herself and others better. The details given by family, teachers, peers and Marie are not repeated again. Though she failed in class IX she is far better in studies and behaviour this year. All her present teachers say she answers in the class, she is learning better and does not exhibit any problems mentioned earlier.
### Matrix 8.3.1 Feedbacks Before And After RET

<table>
<thead>
<tr>
<th>Before RET</th>
<th>After RET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Teacher</strong></td>
<td><strong>She is now less noisy, more attentive, stopped hurting and using abusive language, less complaints from peers, answers sometimes, does home work some times, less lies, less copying, no borrowing money nor begging food. She is more accepted by the peers, more pleasant, cheerful and active. Showed steady progress in VIII Class hence promoted. Showed regression in IX after illness at a later stage she showed progress in studies as well.</strong></td>
</tr>
<tr>
<td>Marie is a problem. She hits, hurts, spits, kicks, distracts restless, noisy, lazy, pinches uses abusive language, lies, over-eats, borrows money, robs money, copies homework and is distracted in the class. At times she is timid, shy, sad and stubborn. She failed in six subjects and even got a zero for Biology. She is kept alone and no one wants to be near her.</td>
<td></td>
</tr>
<tr>
<td><strong>b) Peers Before RET</strong></td>
<td><strong>She is much better in her behaviour towards teachers and classmates, more attentive, obedient and loving, less fighting, hurting and has made friends and some like to sit with her. Sometimes she still copies and also does her home work. She is loved by the class and others enjoy her jokes and fun. She is making an effort to study. She is not begging for food now.</strong></td>
</tr>
<tr>
<td>She hurts, hits, kicks, pinches, kisses, licks and goes begging for food. She does not share her food, or things with others, no one can touch her things but goes around checking others things. Fights, uses, abusive language, copies, tells lies, is lazy, distracted, restless, noisy, runs around in the absence of teachers, disobeys class leader, bites, hurts quiet girls, enjoys fun, food and jokes. She has changed her marks and suffers from an inferiority complex. No one likes to sit near her in the class.</td>
<td></td>
</tr>
<tr>
<td><strong>c) Family Before RET</strong></td>
<td><strong>Her behaviour is far better, less fighting, more obedient and disciplined, showed interest and improvement in studies. After the illness she regressed after</strong></td>
</tr>
<tr>
<td>She does not study, gets angry, fights with her brother, hurts him, disobedient, cries easily, no self discipline eats a</td>
<td></td>
</tr>
</tbody>
</table>
Matrix 8.3.1 Feedbacks Before And After RET Continued

<table>
<thead>
<tr>
<th>Before RET</th>
<th>After RET</th>
</tr>
</thead>
<tbody>
<tr>
<td>lot, uses abusive language, tells lies, copies, hurts classmates, hates the word study. She is good in running the house, she is good in music but gave up music lessons. The problems began after the birth of her brother. She fights with the mother and wants to have her way in everything.</td>
<td>sometime she showed progress. She is more understanding, helpful, less angry and stopped begging food. At least 2 hours she sits and studies. She does not spend too much time watching T. V.</td>
</tr>
</tbody>
</table>

**d) Marie Before RET.**

I hate myself and am angry with me. I have many fears. Some are examinations, teachers, principal, failures, blood, punishment and scolding. I tell lies, I copy, I hurt, fight, use abusive language, I avoid studies and difficult works. I want to have my way in everything. If some one disobeys I scream and hurt that person. I am worried upset and sad. I like school but hate studies.

I like myself and my fears have reduced. I don't get angry and worry others like before. I obey others and am beginning to like studies. I don't use abusive language. I can talk to my brother lovingly. I spend less time in front of the T. V. I have many friends in the class. I don't beg food but share mine sometimes.
8.3.2 Emerging Ground Theory Of The Impact Of RET On Angry Marie With Multiple Problems

Knowledge of RET and RET theory seemed to give Angry Marie with multiple problems an insight into the relationship that exist between her iBs, aggressive behaviour and other EDBs, REE and REI motivates her to give up iBs, anger and other EDBs, PRE, CBM and HRS help in the acceptance of 'rBs' and SWBs and strengthen them.