APPENDIX I

RATIONAL EMOTIVE THERAPY

A

HAND BOOK

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1. Why Rational Emotive Therapy

Introduction:  
a) Today we live in a world of continual changes. Past values and beliefs are giving way to a society with no stability of values, convictions or beliefs. Man and woman young and old, child and adolescent, babe and infant are all equally exposed to this changing world. The T.V. with its world news and programmes are exposing our infants, children, adolescents and adults to a world culture, where everything is permissive and nothing is a taboo anymore. These continual exposure to the mass media. Contradictory values spoken of in the family, school, from religious and social pulpits and from political platforms cause conflicts in the minds of all alike.

b) A glance at the daily news papers will help us to be aware of self defeating, self destroying emotionally disturbed behaviours exhibited at all levels. Increase in suicide rates, mental breakdowns, addiction to alcohol and drugs all these are symptoms of an emotionally sick and mentally starved society.

c) The increase in the number of emotionally disturbed behaviour patterns exhibited by our youth, adolescent and children is the main reason for the application of Rational Emotive Therapy. The research study brought to light the presence of a number of irrational beliefs (iB's) in school children, adolescents, adults and teachers.
d) The researches have brought to light that there is a positive relationship between iBs and Emotionally Disturbed Behaviours. If iBs and irrational thinking that are related to the iBs can be modified, reduced or removed then EDBs can be reduced and thus self-defeating behaviours (SDBs) too can be replaced by self-winning behaviours (SWBs), provided iBs are replaced with rBs. Albert Ellis (1960) brought to light these ideas. After him many behaviouristic psychotherapists, cognitive therapists, and Rational Emotive Therapists agreed upon this idea.

e) In India there is paucity of Research studies in this area RET. With the growing indiscipline, corruption, cheating in the examinations and evaluation. RET can play an important role to remould and reincarnate new approaches in thinking, feeling, and acting. Thus a new educational environment can be created in our institutions and through our institutions to our society and the world at large.

2. Concept: What is RET?

Rational Emotive Therapy advocates the age-old thinking of the Greek Philosopher Epictetus that it is not the events that cause emotional disturbances but what we think about them. Albert Ellis speaks of Rational Emotive Therapy as an education helping people to give up their idealistic and unrealistic thinking and accepting the world of reality by giving up their irrational thinking and irrational beliefs.
Paul Hauck and Albert Ellis have identified these irrational beliefs given below.

1. I must be loved and accepted by everybody important to me.
2. I must be perfect in everything I do.
3. Some people are bad and wicked and need to be punished.
4. It is terrible and bad when things do not go the way I want them to go.
5. What we do and think now is because of what happened to us in the past and we cannot get away from them.
6. Bad and unhappy events are caused by others and other things not by ourselves and so we cannot do anything about them.
7. We need others to help us and we must have somebody strong to get us out of trouble.
8. When we have some difficult tasks to be done, it is much easier to run away from them than to face them.
9. There is always a right and perfect answer to every problem and it is a terrible thing if we cannot find this answer.
10. If something is scary frightening and fearsome I must keep on thinking about it.
11. I must be upset over others and others problems.
12. This world must be just and fair to all.

We suffer not because of what happens outside of us but because of what happens inside us. Words normally cause anger, depression and withdrawal are: 'should', 'must', 'cant', 'terrible', 'horrible' and 'awful'. Many people work up their
anger and through their 'musturbation' and by 'catastrophising' the events. If events are responsible for anger, depression, anxiety, withdrawal, then all human beings in that situation or similar situations would react in the same way. But it is our observation that people react differently to different situations and these reactions are based on their beliefs.

If these beliefs can be replaced with more realistic rational beliefs these feelings can be changed. RET strongly believes that feelings are caused by thinking and thinking is based on the person's beliefs and convictions. RET therapists believe that thinking affects feelings and feelings in turn are responsible for behaviours. EDBs are the outcome of emotional disturbances and these in turn are caused by irrational thinking.

Through ABCDEs of RET, EDBs can be changed to SWBs. RET therapists use these steps known as ABCDE's of RET to help the subjects to trace back their thinking process (through self talk) that led them to disturbance. Once these thoughts and beliefs are found out, they are debated and thus IBs are reduced or destroyed.

It is also found that these debates bring two types of changes in the individual namely cognitive effect (cE) and behaviour effect (bE). Once cE takes place the bE will follow.

3. RET Steps

ABCDEs are called RET Steps A- stands for activating
agent, that is the cause for emotional disturbance. Examples the
death of some one close to me, or a firing from my boss, or a
rejection of my lover. B- stands for beliefs both rBs and iBs.
Our thought processes often start with rational thinking leading
to irrational thinking. And these are based on our beliefs.
This self talk is so fast it takes place in a fraction of
seconds. C- stands for consequence. It is easy to note our
anger, anxiety depression, fears and worry that we experience as
the result of an unpleasant event or an experience. D- stands for
debate. First we detect the rBs and iBs. Then we find out the
iBs responsible for EDBs. Through discussion and debate we
reduce or destroy the iBs and replace these with more realistic
rBs. E- stands for effect. The effects may be cognitive or
behaviour. Cognitive effect (cE) brings about change in
thinking. Behaviour effect (bE) brings about change in
behaviour.

The RET therapists help their clients to overcome their
disturbances through REE, REI and CDM. Through REE rational
thinking is introduced enabling the subjects to accept an
imperfect world with imperfect people and imperfect actions.
Once we accept the reality that humans are imperfect then it is
much easier to accept self and others. The less we see this the
more disturbed we are. The more disturbed we are the less we can
do something creatively to make this world a better place. A
disturbed person disturbs others and as a result more suffering,
more violence, more hatred and inhuman behaviours appear in this
world. RET helps a person to be more human. As a result he or she can accept self, world and others.

4. Who needs RET?

Rational Emotive Therapy is for all. Because all of us do exhibit EDBs sometime or the other. Most of us hold on to one or two or more iBs. So it is for all. It is a self education and self awareness process through the use of RET theory and RET steps. By using RET steps we can overcome our EDBs. How do I identify or detect my iBs and EDBs? The Investigator Prepared Tool (IPTs) will enable the persons to find out the common areas where we exhibit EDBs as a result of iBs. By administration of investigator prepared tools (IPTs) one could become aware of that areas that need immediate attention.

5. Identification of iBs and EDBs

Administration of the following would help in the identification of iBs BIBD and BIRBO. While FIRS, ARS, ACO and PSCRS would indicate the presence of EDBs. The test results would help the subjects to find the areas where they may need help. Awareness is the first step to change. The test results will enable the subjects decide on which area they would like to work on.

6. Treatment of RET

RET can be conducted in groups as well as through individual counselling. The combination of both gives the best
result along with assignments and practice of ABCDEs.

Samples of iBs and its effect and counter rBs and its effect on the persons are shown below.

Irrational belief No.1 - I must be loved and accepted by everybody important to me.

By countering the iBs through debate and discussion we can destroy or reduce its effect and thus EDBs can be changed into SWBs through the introduction of rBs. The two conditions necessary for success are 1. self discipline 2. regular practice.
Countering iBs

Rational belief-1 It is okay if all do not love me.

- E: self acceptance
- F: acceptance of others
- E: acceptance of success
- F: and failures
- T: becomes more loving
- C: accepts challenges
- B: personal maturity

- more success
- better performance
- rB-1
- self acceptance
- self assurance
- sense of achievement
- I am somebody
- I am good as I am
- It is okay if some
- rejected me
- I can concentrate better
- better marks
- I can concentrate better
- better marks

IPTs are attached herewith. In order to use this booklet the user must undergo a training course in RET. Going through direct experience will help in the effective use of this handbook.
Beulah's Irrational Beliefs Description (BIBD)
(Identification of irrational Beliefs Of High School Students)

Instructions

A number of statements are given below with examples. These are beliefs of people. If these beliefs are true in your case put 'x' on 'yes' against the statement and if it is not true in your case then put 'x' on 'no' against the right statement. Remember to answer honestly. Honest answers will help you to know your beliefs.

1. I must be loved and accepted by everybody in my neighbourhood.

Example: If mummy, dad, uncles, aunties or relatives and others show more love to my brothers or sisters or give them better gifts sometimes, I feel very sad and upset. I feel they don't love me. Yes/No

2. I must be perfect in everything I do.

Example: When I do not get the first or second place in studies, sports, games, singing or acting I feel bad. I do not like to take part in anything if I can't win prizes. If there are others who are better than me, then I am worried and upset. Yes/No

3. Some people are bad and wicked and need to be punished.

Example: Those people who hurt or scold me or fight with me are bad, I don't like to be with them. They should be punished. People like robbers, murderers and terrorists are bad and wicked. So they should be put in the prison or killed. Yes/No

4. It is terrible and bad when things don't go the way I want them to go.

Example: I had planned to go out with my friends; but dad want me to go for a movie with the family. In such situations I feel sad and upset because I wanted to be with my friends and I couldn't do what I wanted. So I feel unhappy the whole day and do not like to have fun or talk to others. Instead I feel like crying and shouting at others. Yes/No

5. What we think or do now is because of what happened to us in the past and we cannot get away from this.

Example: I feel upset, disturbed or frightened, when I make a mistake. It is because I was always scolded and punished
when I made small mistakes as a child. So now can't help getting upset when I make a small mistake, and I feel I won't be able to overcome this habit anymore. Yes/No

6. Bad and unhappy events are caused by others or other things not by ourselves and so we cannot do anything about them.

Example: - As I was running across the road, a cyclist came and knocked me down, though he saw me he didn't bother to put a break. I fell and fractured my hand. Because of his carelessness I have to suffer so much of pain. I would not have crossed the road if my friend had not called me to the other side. Because of others I have to suffer. Yes/No

7. We need others to help us and we must have somebody strong to get us out of trouble.

Example: - I find it difficult to do the homework. It is easy when mummy explains and does it for me. I know I can do it with little more effort, but I feel better when mummy does it for me. Even when my bag is a little heavy I ask mummy to carry it for me. Yes/No

8. When we have some difficult tasks to be done, it is much easier to run away from them, than to face them.

Example: - When there is a test or examination it is better not to appear, if I feel I have not studied thoroughly. It is better to take a drop than to fail. When teachers ask me to do something difficult like preparing a speech or a chart I avoid meeting those teachers or hide behind my class mates. Yes/No

9. There is always a right and perfect answer to every problem, and it is a terrible thing if we cannot find this answer.

Example: - When teachers ask for suggestions or celebrate school day, though I get a number of ideas, I do not give my suggestions because I feel mine may not be the best solutions. It is foolish to give suggestions that are not the best. Yes/No

10. If something is painful, frightening or sad I must keep on thinking about it.

Example: - I am afraid of ghost when I am alone in the dark I think about it. Daddy scolded me a lot; now whenever I see daddy I keep thinking about all that he said and I feel very very sad. Yes/No

11. I must be upset over others and others problems.

Example: - When my friend is scolded in the class I feel very sad and upset. I even cry and feel like scolding the
12. This world should be just and fair to all at all times especially to me. Sometimes I am scolded for talking. But others do not get scolding when they talk, then I feel very sad for I feel that everyone should be treated the same way. If my parents give gift to my brother or sister and do not give me one, I feel upset and disturbed. I even feel angry and think they do not love me.
Beulah's Irrational Beliefs Questionnaire (BIRBO)

Instructions:- Are you interested in knowing more about your own beliefs? If you answer honestly and carefully all the statements on the pages that follow, it will be possible for you to obtain a better understanding of yourself. There are no right or wrong answers. Indicate your answer to each question by putting a 'x' on VT, T, PT, NT OR NOT, as per your belief. (Meanings of these symbols are VT-very true, T-true, PT-partially true, NT-not true NOT-not true at all. There is no time limit. But work as fast as you can.

1. I must receive love from all those whom I really care, and if I do not receive love from them, I feel miserable.

2. Everything I do must be perfect or it is a shame for me.

3. Some people in the world are bad and wicked and they should be severely punished.

4. Everyone must listen and do what I say, otherwise I feel angry.

5. I should not plan anything if I cannot carry it out.

6. My happiness depends totally on my parents and friends because I can not be happy without them.

7. Crude behaviour, indifference or rejection from others turn me crazy and I can not tolerate these.

8. I should never be left alone in this world when I am never safe.

9. I should not try things that are difficult because it will create tension.

10. I should be thoroughly competent and confident about the subject before I can appear for a test or an interview.

11. The world should be a place where there is justice for all and people should always treat me justly.

12. I must keep worrying about other's pains and their actions and feel responsible for them.

13. If the person I love, rejects me, I will not be able to live happily.

14. I should not try something, if I do not know to do it perfectly, because I must not make mistakes.
16. People do wicked things because they are always wicked and I should keep them away.

17. I feel terrible when someone opposes me or my ideas.

18. I am like this because of what happened to me as a child, so I would not be able to change.

19. I feel very happy when others are good, loving and kind to me. I feel miserable when people are cold to me.

20. I must always have some one strong and helpful near me to feel secure.

21. I should always look for the right and perfect answer to all problems.

22. I must keep thinking about painful and frightening experiences of my life.

23. I should never question the authority because they must be right.

24. I should leave the decisions to others even though it touches my life because you do not have the best answer.

25. I must keep away from people who have caused me pain in the past.

26. Even if some people reject me sometimes, I feel I am worthless.

27. It is a disgrace to make mistakes before the public, even if you are trying something for the first time.

28. It is horrible to have so many wicked people in the world. They should all be destroyed.

29. I feel terribly upset when I can not carry out my plans the way I want.

30. I would not be able to overcome my weaknesses because I have failed everytime I tried. So I should not try any more.

31. I must get always what I want, than I am very happy.

32. I should always avoid difficult tasks or words because it is foolishness to face problems.

33. Others at home and in my class must help me, when I am in need.

34. If you do not have the best solution, you should not speak or act.
35. I should go over and over the painful experiences and keep feeling upset about them.

36. I should not think that I can solve problems because I don't know whether I have the best solution.

37. When people reject or do not take notice of me, I feel something must be wrong with me.

38. I should never question the customs and traditions because they must be good and should follow them blindly.

39. I should not give chances to others to laugh at my mistakes.

40. It is difficult to know who is not wicked. So one should be on guard.

41. I should keep my promises always; so also others because it is horrible to break promises.

42. Since my parents and my teachers never understood me, the adults will always misunderstand what I tell them. So I should not explain anything to them.

43. I should not take part in acting or singing for I did badly in the past and will never more be able to do it well.

44. When I do not get what I want, I feel terrible and I create a scene /racket at home.

45. I should have someone stronger and wiser with me always, so that I am safe.

46. Those who are clever run away from difficulties or painful situations like hard work, difficult games and studies.

47. I should postpone the activity till I am completely sure of the best solution.

48. If I have committed a blunder or sin I should keep on thinking about it and should feel bad about them.

49. I feel terribly upset when others are punished and scolded.

50. I prefer to be alone and unhappy rather than be left out and ignored by others.

51. If someone finds fault with me or corrects me I feel terrible/bad/sad.
52. When I visit the hospital or sick people, I feel very sad and upset.

53. One should keep away from all strangers for they might be terrorists or villains.

54. Past is all important to me, it cannot be changed, so I can do nothing about it.

55. When I have to stay alone I feel so helpless and upset.

56. I ought to avoid all painful situations like failures, mistakes or work at home and school.

57. I should feel bad, worried and upset about the problems and sufferings of others or I would not be human.

58. I should always obey my parents even if I do not understand their instructions, or I feel it is wrong.

59. I should escape difficult work than to blunder.

60. I should think about the painful past now and again and feel rotten (very bad) about it.

Scoring Key

iB Number 1. 1, 6, 14, 26, 37, 51
iB Number 2. 2, 10, 15, 27, 39
iB Number 3. 3, 16, 28, 40, 53
iB Number 4. 4, 17, 29, 31, 44, 50
iB Number 5. 18, 30, 38, 42, 43, 54
iB Number 6. 18, 30, 38, 42, 43, 54
iB Number 7. 8, 20, 33, 45, 55
iB Number 8. 21, 34, 36, 47, 24
iB Number 9. 21, 34, 36, 47, 24
iB Number 10. 22, 35, 48, 46, 60
iB Number 11. 57, 12, 49, 52
iB Number 12. 11, 13, 19, 41.
BIRBO (Answer Sheet)

Name: ______________________  Class: ______________________
Age ______  Date: ______________________
Score: ______

1. VT T PT NT NOT  31. VT T PT NT NOT
2. VT T PT NT NOT  32. VT T PT NT NOT
3. VT T PT NT NOT  33. VT T PT NT NOT
4. VT T PT NT NOT  34. VT T PT NT NOT
5. VT T PT NT NOT  35. VT T PT NT NOT
6. VT T PT NT NOT  36. VT T PT NT NOT
7. VT T PT NT NOT  37. VT T PT NT NOT
8. VT T PT NT NOT  38. VT T PT NT NOT
9. VT T PT NT NOT  39. VT T PT NT NOT
10. VT T PT NT NOT  40. VT T PT NT NOT
11. VT T PT NT NOT  41. VT T PT NT NOT
12. VT T PT NT NOT  42. VT T PT NT NOT
13. VT T PT NT NOT  43. VT T PT NT NOT
14. VT T PT NT NOT  44. VT T PT NT NOT
15. VT T PT NT NOT  45. VT T PT NT NOT
16. VT T PT NT NOT  46. VT T PT NT NOT
17. VT T PT NT NOT  47. VT T PT NT NOT
18. VT T PT NT NOT  48. VT T PT NT NOT
19. VT T PT NT NOT  49. VT T PT NT NOT
20. VT T PT NT NOT  50. VT T PT NT NOT
21. VT T PT NT NOT  51. VT T PT NT NOT
22. VT T PT NT NOT  52. VT T PT NT NOT
23. VT T PT NT NOT  53. VT T PT NT NOT
24. VT T PT NT NOT  54. VT T PT NT NOT
25. VT T PT NT NOT  55. VT T PT NT NOT
26. VT T PT NT NOT  56. VT T PT NT NOT
27. VT T PT NT NOT  57. VT T PT NT NOT
28. VT T PT NT NOT  58. VT T PT NT NOT
29. VT T PT NT NOT  59. VT T PT NT NOT
30. VT T PT NT NOT  60. VT T PT NT NOT
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Anger Rating Scale (ARS)

Name: ___________________________ Class: ________________

Age: _______________ Date: _______________

Score: Maximum: 300
Medium: 180
Minimum: 60

Instructions: Twenty statements are given below. If you answer these statements spontaneously and honestly, you will be able to know the situations in which you tend to become angry.

How to answer? Against each statement you find the following letters written, A/0/S/R/N. If it is true in your case always then put a 'x' on 'A'. If it is true often then put a 'x' on '0'. If sometimes 'S', if rarely 'R' and 'N' if the statement is untrue in your case. There is not time limit but work rapidly.

1. When my friends or brothers or sisters shout at me A/0/S/R/N. I throw things around.
2. At times I destroy things around me by kicking or A/0/S/R/N. breaking.
3. If someone at home shouts at me (parents, brothers, A/0/S/R/N. sisters), I shout back at them.
4. When teachers/parents scold me, I grumble and keep A/0/S/R/N. on grumbling for a long time.
5. When someone touches my things or my works in A/0/S/R/N. school or home I use bad language/abusive language.
6. If I cannot express my anger to people like A/0/S/R/N. teachers or Principal then I withdraw or start crying.
7. If someone hurts me often I hit back or pull their A/0/S/R/N. hair.
8. When someone criticizes me I stare at them A/0/S/R/N. angrily.
9. When I am disturbed I stamp my feet or bite my A/0/S/R/N. teeth.
10. When I see the persons whom I do not like I walk A/0/S/R/N. faster and turn my face away.
11. When someone teases me, my heart beats faster and I A/0/S/R/N. feel like spitting on them.
12. If someone cheats me, I feel, like killing that A/Ø/S/R/N. person.

13. If someone comes in my way I push them and pinch A/Ø/S/R/N. them.


15. If someone spoils my plans I avoid talking to that A/Ø/S/R/N. person.

16. When teachers are not there I disobey and look at A/Ø/S/R/N. others/students books and works.

17. When someone comes and disturbs my work, I become A/Ø/S/R/N. restless and start breathing heavily.

18. When others do not understand me, I throw everything A/Ø/S/R/N. and shout at them.

19. If I lose a game, I hurt the person who has won the A/Ø/S/R/N. game by beating, biting, hitting, or shouting at her or him.

20. When I can not have my way I feel very disturbed A/Ø/S/R/N. and turn red.
Anxiety Checking Questionnaire (ACQ)

Name: ___________________________  Class: ___________________________
Age: ___________  Date: ________________

Instructions: Twenty five statements are given below. If you answer these statements spontaneously and honestly, you will be able to know the situations in which you tend to become anxious or worried. How to answer? Against each statement you will find the five letters viz A/O/S/R/N. If the given statement is true always in your case then put a 'x' on 'A'. If the given statement is true often in your case then put on 'O' if sometimes 'S', 'R', if rarely and 'N' if the statement is untrue in your case.

1. I get pain in my stomach and feel upset when I hear people shouting or talking angrily.  A/O/S/R/N

2. My hands and feet become cold when I am called by my father/mother/teacher principal or some older people.  A/O/S/R/N

3. When I face difficult situations no words come out of my mouth.  A/O/S/R/N

4. When I see angry scenes even in the film or T.V my heart starts beating faster.  A/O/S/R/N

5. I feel like going to the toilet frequently when I have to face an examination, or an interview.  A/O/S/R/N

6. Even though I am well prepared, for the examination, when I enter the hall my hands and feet begin to tremble.  A/O/S/R/N

7. My sleep is disturbed when I have to do some important works.  A/O/S/R/N

8. When I face an important person my mouth gets dry.  A/O/S/R/N

9. When someone corrects me or finds fault with me I start perspiring.  A/O/S/R/N

10. When I have to do a new job my hands and my feet begin to tremble.  A/O/S/R/N

11. I am often thinking of the bad things that may happen to me.  A/O/S/R/N
12. When I can not succeed in my work my whole body begins to tremble.

13. I am very restless and can not sit in a chair or a place to do a work for a long time.

14. I do not enjoy peace of mind for I am worried about something or the other.

15. I feel awkward and stunned when I have to face someone unexpectedly.

16. I do not really enjoy any activity as I keep worrying about something or the other.

17. I am not where I am physically as my mind is pre-occupied by something that happened in the past or will happen in the future.

18. I find it extremely difficult to face an audience, even in the class when I answer, I tremble.

19. When I have to appear for an examination I fear of forgetting and my hands and body tremble as I enter the class.

20. When I can't remember, what I had studied I am so disturbed, I find it difficult to continue the examination.

21. Very often I feel like biting my nails or cracking my knuckles.

22. When I start doing something, I feel I won't be able to do it well.

23. When my parents don't return in time I worry about them and think something dangerous has happened to them.

24. If someone stares at me, I turn pale and wonder, what wrong have I done.

25. When I have to meet strangers, my hands and feed turn cold and even my whole body trembles.

Score: Maximum:125
  Medium : 75
  Minimum: 25
Instructions: A number of statements are given below. If you answer these statements honestly you will be able to find out the areas of your fear. You are also given answer sheets. How to answer? In your answer sheet against each statement number, you find A/O/S/R/N. If the statement is true in your case, then you put a 'x' on 'A'. If it is often then put X on 'O' if sometimes on 'S' if rarely on 'R' and on 'N' if never.

1. I am afraid of death. A/O/S/R/N
2. I am afraid of crossing bridges. A/O/S/R/N
3. I am afraid of powerful lights. A/O/S/R/N
4. I am afraid of getting sick. A/O/S/R/N
5. I am afraid of being afraid. A/O/S/R/N
6. I am afraid of blushing in front of others. A/O/S/R/N
7. I am afraid of being left alone. A/O/S/R/N
8. I am afraid of causing fire. A/O/S/R/N
9. I feel frightened to watch violence like war, murder, shouting, fighting, and screaming in a film or T.V. A/O/S/R/N
10. The word examination frightens me. A/O/S/R/N
11. Women frighten me when they come very close to me. A/O/S/R/N
12. The stinging insects and crawling animals frighten me. A/O/S/R/N
13. I feel terribly uneasy when I see rats, cockroaches, spider, worms. A/O/S/R/N
14. I feel scared of crackers or fire works. A/O/S/R/N
15. Loud sounds like the sound of vehicles and sound of a mob scares me. A/O/S/R/N
16. I am afraid of being buried or burnt alive. A/O/S/R/N
17. I feel upset and uneasy when I see a big gathering or crowd. A/O/S/R/N
18. In a crowd I feel suffocated, sick, uneasy, so I avoid going into a crowd.

19. The sight of blood frightens me and I feel like fainting.

20. When I am in the dark I see the faces of witches and so, I am scared of darkness.

21. I am afraid of ghosts and giants.

22. I feel frightened to go near a dead person or to go for a funeral.

23. I feel scared to travel by train, plane, or bus.

24. I find it frightening to face a crowd for example to sing or to act or even to talk in public or on the stage.

25. I feel scared to walk through lonely lanes or road or to cross the road.

26. Strangers frighten me.

27. The sea and the waves frighten me for example I do not like to travel by ship, boat or canoe.

28. I hate being alone in the darkness.

29. I am afraid to play in the sea water or to go swimming.

30. I get frightened when the lights go off.

31. Men frighten me when they come too close to me.

32. I am frightened of doctors.

33. I feel frightened when someone stares at me.

34. I am afraid of certain people like soldiers, policemen and army men.

35. The very sight of dogs, cats, snakes, frogs and lizards, frightens me.

36. When I am at a height I feel scared of falling.
37. I am very frightened of thunder & lightening. A/O/S/R/N
38. I am afraid of making mistakes. A/O/S/R/N
39. I am scared of elders like parents, teachers and principal especially when they scold me. A/O/S/R/N
40. I am afraid of floods. A/O/S/R/N

Poor Self Concept Rating Scale (PSCRS)

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
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<tbody>
<tr>
<td>Age</td>
<td>Date</td>
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</table>

Instructions:— Fifteen statements are given below. If you answer these statements spontaneously and honestly, you will be able to know whether you tend to look at you negatively. How to answer? Against each statement you find the following letters written A/O/S/R/N. If the given statement is true always in your case then put a x like this on A. If it is true often then on O, if sometimes on S, if rarely R and N if the statement is untrue in your case. There is no time limit, but work rapidly.

1. I consider others better than me. A/O/S/R/N
2. I do not like my appearance. A/O/S/R/N
3. I do not like my voice. A/O/S/R/N
4. I do not participate in co-curricular activities, because I feel I may not do as well as others. A/O/S/R/N
5. When teachers question in the class, I do not raise my hands, even if I know the answer. A/O/S/R/N
6. I do not volunteer for anything in my class. A/O/S/R/N
7. I try to hide myself behind others because I do not want to be seen by teachers. A/O/S/R/N
8. When I am in a crowd, I feel unhappy and think others will make fun of me. A/O/S/R/N
9. When others laugh or crack jokes I find it difficult to join them. A/O/S/R/N
10. I hesitate to do anything because I think I am not capable. A/O/S/R/N
11. I tend to day-dream quite a lot. Often I imagine doing great things. A/O/S/R/N
12. I wish I was like somebody else. A/O/S/R/N
13. I feel sad and angry, because I am like this. A/O/S/R/N
14. I feel sad and angry, because I am like this. A/O/S/R/N
15. At times I hate myself so much that I even hurt A/O/S/R/N
HOME WORK REPORT SHEET

Instructions for Part I

You find three major columns in your sheet. The first column from 1 to 33 referring to your feelings, actions or beliefs. In the second column you have the title work done—below it you have numbers 1 - 7 indicating the seven days of a week. If you have done much work then put 'M' below your day if some put 'S' and 'L' if little. The third column indicates the results of the work done. Here too there are three columns numbered 1 - 7 indicating the seven days of a week. If the result was good then 'G' below your day if fair 'F' and if Poor then 'P'. Leave the next column blank for remarks for the investigator.

<table>
<thead>
<tr>
<th>Undesirable Emotional Feelings</th>
<th>Work done</th>
<th>Remarks</th>
<th>Results of the work done</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
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</tr>
<tr>
<td>1. Anger</td>
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<tr>
<td>2. Worry</td>
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<td>3. Fear</td>
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<tr>
<td>4. Boredom</td>
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<tr>
<td>5. Frustration</td>
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<tr>
<td>6. Guilt</td>
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<td>7. Hopelessness (feeling I am useless)</td>
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<td>8. Depression (don't feel like doing anything)</td>
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<td>9. Self pity (Feeling sorry for myself)</td>
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<tr>
<td>10. Uncontrolability</td>
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<tr>
<td>11. Inferiority</td>
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<tr>
<td>12. Loneliness</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>13. Avoiding work or study</td>
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<td>14. Being unkind</td>
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<td>15. Being late for class/work/sessions</td>
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<td>16. Being undisciplined</td>
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<tr>
<td>17. Wanting attention</td>
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<td>18. Hurting others</td>
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<tr>
<td>19. Not doing important thing/Studies/work</td>
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<tr>
<td>20. Talking to others harshly/rudely</td>
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<tr>
<td>21. Crying</td>
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<td>22. Withdrawing from activity</td>
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<tr>
<td>23. Over eating</td>
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<tr>
<td>24. Over sleeping</td>
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<tr>
<td>25. Under sleeping</td>
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<tr>
<td>Irrational Ideas or Philosophies</td>
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<tr>
<td>26. People must love or approve me</td>
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<tr>
<td>27. Making mistakes is terrible</td>
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<td>28. Wicked people should be punished</td>
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<tr>
<td>29. It is terrible when things go wrong</td>
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<tr>
<td>30. Threatening situations have to keep me terribly worried</td>
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<tr>
<td>31. Self disciplines too hard to achieve</td>
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<tr>
<td>32. Bad effects of my childhood still control my life</td>
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<tr>
<td>33. I can't stand the way certain people act</td>
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### Part II

**A — Activating Event** — an event that disturbed / angered / depressed or made me sad — eg. My mummy screamed at me.

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**B — Rational Belief or idea you had about the event** — eg. How annoying to have a mummy like this?

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**C — Irrational Belief or idea you had about the event** — eg. I can't stand mummy shouting at me.

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C — Consequences / effects of your irrational Belief.
State / say the most disturbing emotion / feeling or behaviour. eg. I was anxious. I was sad

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D — Disputing — Questioning & Challenging you can use to change your irrational Beliefs (i B) eg. Why can't I stand it.

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E — Cognitive Effects or answer obtained from Disputing your (i B) eg. It would not be horrible.

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b E — Behaviour Effect or the result of your Disputing your irrational Belief (i B) eg. I feel less worried

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F. If you did not challenge your iB why didn't you not? State your reasons.

G. Activities you would like to stop that you are now doing:-

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

H. Activities you would most like to start that you are not doing:-

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8.
Beulah's Self Knowledge Statements (BSKS)

Instruction: A number of incomplete statements are given below. You are expected to fill in the blanks with appropriate words that make sense to you. These words are chosen in such a way that they are true in your life.

1. I think I am _______________________________________
2. I feel ____________________________________________
3. I value ___________________________________________
4. I love ____________________________________________
5. I honour __________________________________________
6. I esteem __________________________________________
7. I hate ____________________________________________
8. I fear _____________________________________________
9. I desire __________________________________________
10. I hope ____________________________________________
11. I believe __________________________________________
12. I wish ____________________________________________
13. I suffer __________________________________________
14. I like ____________________________________________
15. I enjoy __________________________________________
16. I regret __________________________________________
17. I hesitate __________________________________________
18. I long ____________________________________________
19. I dream __________________________________________
20. I remember _______________________________________

*****************************************************************************
APPENDIX III

GUIDE LINES FOR OBSERVATION OF SCHOOL

A. PHYSICAL ENVIRONMENT

1. site
2. building
3. space
4. residential facilities
5. educational facilities

B. EMOTIONAL CLIMATE

1. aims and objectives of the school
2. type of discipline
3. organization
4. administration style
5. class grouping
6. policies of admission
7. staff
8. principal
9. group behaviour

C. PRIORITIES

1. emphasizes on
   -difference between good and poor achievers
   -high standard
   -productive achievement
   -competition
   -a limited band of achievers
   -doing better than their peers and friends
   -communicating unworthiness
   -communicating worthiness
   -communicating superiority complex
   -communicating inferiority complex
   -communicating a sense of equality
   -encouraging personal growth
   -encouraging co-operation
   -drawing natural competitiveness of all children
   -equal treatment for all
   -meeting the parents of all children
   -doing better than they did themselves before
   -any other

D. FEEDBACK SESSIONS

- individual level
- group level
- meeting of parents
- collaboration with all the teachers involved
E. SCOPE FOR AROUND DEVELOPMENT

- physical
- mental
- emotional
- aesthetic
- social
- spiritual
- any other

F. PUPIL-TEACHER RELATIONSHIP

- acceptance of students without over involvement.
- warm and friendly
- respects in verbal communication
- empathetic
- gives due praise/acknowledgment
- rejecting
- correcting
- finding fault with
- ridiculing
- criticizing
- any other
APPENDIX IV

List Of The Students Of Class VIII B

1. Anitha R A
2. Ann Sherin Antony A+
3. Anu James A-
4. Anu M. A+
5. Bhavana Ann Alexander B
6. Blessy James B*
7. Deepa Paul D
8. Deepthi S. D*
9. Dew Mary Devassy D-
10. Dhanya P D+
11. DhanyadUnnikrishnan D.
12. Divya Mohan P +D
13. Divya Roy -D
14. Dona Mary Mathewn D.
15. Fabin V.F F
16. Jenisha Joseph J
17. Jeny Joseph J*
18. Jickay D'silva J-
19. Jisha James J+
20. Laiju Cletus L
21. Liza George L*
22. Malini H Tharakan M
23. Malini M M*
24. Mary Alphonsa Joseph M-
25. Meera T.G. M+
26. Nazia Sikandar N
27. Neethu G. Puthullil N*
28. Nisha T.G  
29. Preethy A.M.  
30. Reea Lawrance  
31. Reena Varghese  
32. Reshna Mary Mathew  
33. Rekha A.C.  
34. Remya Chandran  
35. Reshni Ashok  
36. Sali Jose  
37. Saumi Kurian  
38. Seema K. Joseph  
39. Seena K. Joseph  
40. Sharon Christopher  
41. Sharon Elizabeth Thomas  
42. Shim Alex  
43. Shim Thomas  
44. Shiny Kamla  
45. Simi S.N.  
46. Simy Jos P  
47. Smitha Antony  
48. Smitha Joy  
49. Sreedevi T.H  
50. Sreeparvathy C.M  
51. Suja Cletus  
52. Sujeetha B  
53. Sumi Jacob  
54. Sunitha Viswanathan  
55. Tresa Gomez  
56. Trishna Devaranjan
APPENDIX V

LIST OF TEACHERS INTERVIEWED IN ST. THERESA'S HIGH SCHOOL

1. Accamma
2. Aleyamma
3. Baby David
4. Beatrice C
5. Catherine Lopez
6. Digna Austin
7. Domilta C Correya
8. Geetha V.K
9. Talaja Thampi
10. Jane Paul
11. Kamala K.K
12. Marykutty G.A
13. Mary Francisca
14. Mary M.C.
15. Nancy V
16. Philomina K.D
17. Shirley Luisa
18. Stella Hyacinth
19. Theresa Alice
20. Thakamma K.J.
21. Valsa Benny
22. Valsa T.K.
23. Valsa K
APPENDIX VI

Progressive Relaxation Exercise (PRE)

Gently lie down as shown by me. The Investigator demonstrates the procedure. Lie flat on your back. Keep your legs far apart, so also your arms, with your palms facing the roof. Now, close your eyes. Take a deep breath. Let all your tensions go out through your finger tips. Just relax. Keep your chin close to the chest. Now, concentrate on your right leg, tighten it, stretch it, lift it, and drop it. Gently swing the right leg from left to right. Repeat it a number of times. The right leg is relaxed, leave it there. Now concentrate on the left leg. Tighten it, stretch it, lift it, and drop it. Once again tighten it, stretch it, lift it and drop it. Swing your left leg from right to left. Repeat it a number of times. Your right leg is relaxed. Leave it there. Your right leg is relaxed, your left leg is relaxed. Concentrate on your buttocks. Tighten it, lift it, drop it. Once again tighten it, lift it, and drop it. Your right leg is relaxed, your left leg is relaxed, your buttocks are relaxed. Blow in air into your stomach as if in a balloon and breathe out through your mouth like this 'aah'. Once again, blow in air into your stomach as if in a balloon, and breathe out through your mouth like this 'aah'. Stretch your chest, lift it, and drop it. Once again, stretch it, lift it and drop it. Your right leg is relaxed, your left leg is relaxed, your buttocks are relaxed and your chest is relaxed. Now, concentrate on your left arm, stretch it, lift it, tighten it, and drop it. Once again, stretch it, lift it, tighten it and drop it. Swing your right arm from left to right, repeat it a number of times. Now leave it. Your right arm is relaxed. Concentrate on your left arm, stretch it, lift it, tighten it and drop it. Now swing your left arm from right to left a number of times and leave it. Your left arm is relaxed, your legs are relaxed, your buttocks are relaxed, your stomach is relaxed, your chest is relaxed, your arms are relaxed. Many people store their tensions on their shoulders. Gently lift your shoulders and drop it. Once again, lift it and drop it. Your shoulder muscles are relaxed. Gently lift your head and drop it. Now swing your head from right to left and number of times. Your neck muscles are relaxed. Now blow air into your mouth like in a balloon and blow it out. Shrink your face as small as you can, now relax your nose, relax your ears, relax your lips, first stretch it and loosen it, bite your teeth as hard as you can and relax it. Once again, bite your teeth and relax it. Tighten your forehead muscles and loosen it, once again, tighten your eye lids and loosen it, once again. You are totally relaxed. Your breathing too is very slow. You feel at peace with your self. Lie in this bliss for sometime. Now turn to the left, with the help of your right hand, lift your body, with the eyes closed. Sit with crossed legs, and pronounce 'Oom' three times. Gently open your eyes.
ST. TERESA'S CONVENT HIGH SCHOOL
Ernakulam, Cochin - 682 011

Date: 10.1.1996.

From

The Headmistress

This is to certify that Miss Beulah Mendez
Senior lecturer of Nirmala Institute of Education, Panaji, Goa, carried out her research in our school for two academic years, 1993 - '94 and 1994 - '95. She was present in our school from July 1993 to the end of June 1995. She also visited this school in 1995 September and 1996 January to complete her work.