Counseling the Shy Adolescent:

A Case Study Approach from an Existential Viewpoint

by

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I. INTRODUCTION

"I am Tired
...of groping for someone to understand,
    and never finding that one.
...of always reaching,
    but never quite attaining.
I am tired
...of myself,
    an insecure, hollow being.
Tired, yes i am tired."

written by a teenage
student in Texas.

A. The Problem and Its Importance

Much energy and attention in educational settings is
generally devoted to the obvious "problem" adolescents who
choose to outwardly display their intense inner struggles
and frustrations. Comparatively little attention, however,
is focused on the shy, withdrawn student. The unassuming
pupil often gains recognition only as a welcomed respite in
the myriad of more taxing, demanding students.

While shy adolescents face equally crucial struggles
and frustrations, due to their chosen low profile, they
often remain unassisted and untouched by their counselors.
The shy student frequently faces a lonely and needy exis-
tence, continually struggling with ambivalent desires of recognition and anonymity.

Because counselors profess to strive toward meeting the needs of all their students, it is thus imperative that sensitivity, understanding and concern be particularly exhibited toward the unique needs of shy students.

How may the particular needs of shy adolescents best be met? Through the years, trait-factor and behaviorist counseling approaches have often been utilized in dealing with the problems of shyness. Recently, such theorists as Zimbardo and Girodo have devoted much study to the issue of shyness and adhere to a sociological approach in their shyness clinics.

Obviously, there exists a host of counseling approaches, the merits of each which could long be debated. It is not the intent of this essay to evaluate or contrast these approaches. Rather, it is the writer's desire to explore the benefits of an existential viewpoint in counseling shy adolescents.

To add clarity to the intent of this essay, an understanding must first be reached regarding the concepts "shyness" and an "existential viewpoint" in counseling. Following a discussion of these terms, will be a review of the related literature, a brief defense and description of the procedure of study, two individual case studies, and lastly, implications and conclusions of this study.
B. Definitions

1. Shyness

Shyness is a term which defies simple definition, due to the varied implications the term connotes. To some, shyness might be regarded as an appealing reservedness or a mere preference for solitude to sociability. At the other extreme, others might view shyness as an incapacitating barrier to a healthy interaction with people, and thus a deterrent to an enjoyable life. Shyness, then, is a concept which covers the broad spectrum, from uncomfortable bashfulness to a chronic trepidation and avoidance of people.

Current researchers offer varied nuances in their definitions of shyness. Rohrer and Sutherland (1978) view the term as an active, rather than descriptive one; that is, shyness is not something a person has, rather it is something a person does. To them, shyness is considered a series of choices: a choice to remain passive, a choice to withhold feelings, a choice to disregard attentions of others, and a choice to dwell on fantasies, wishes and one's future or past, rather than on present moments. Girodo (1978) attests that shyness is a socially induced phenomena which is comprised of three elements: undeveloped social skills, social anxiety, and mental bias or "negative thinking."

While quite obviously no single definition can fully encompass the entire range and levels of shyness, for the
purpose of this study, a description set forth by Pilkonis and Zimbardo (1979) shall be utilized. To them, shyness is a multidimensional concept which includes cognitive, affective, physiological and behavioral components. Zimbardo (1978) further states that shyness is a "... shrinking from human contact with others, often because of a feeling of inferiority and fear of taking risks. Shyness is an alienating force that prevents us from realizing our full potential and enjoying the company of other people."

It is the multidimensional aspect of shyness which is particularly noteworthy in this study. Shyness, then, is not mere ignorance of particular social skills; rather, it is an entire attitude and approach to living, comprised of one's beliefs and emotions as well as behaviors.

2. Existential Viewpoint in Counseling

Recognizing that existential philosophy is as diverse and unique as its individual proponents, it is nevertheless possible to recognize broad themes common to existential theories and thereupon devise an existential counseling viewpoint. Frey and Heslet (1975) have explored the commonalities of various individual existential theories and offer the following definition, which will serve as a basis for our discussion:

Existential counseling includes both a philosophy and practice that centers upon the existing person as he is emerging and becoming in terms of himself, others, and the world. Existential
counseling implies that both the counselor and client are active partners in the developing process of making proactive decisions and implementations.

An existential view in counseling emphasizes the process rather than method; that is, the counselor-client relationship is deemed much more crucial than the various techniques used. Patterson (1966) describes various characteristics of this vital counseling relationship. Recognition of the client as a separate, unique being and respect for his personhood are necessary conditions on the part of the counselor, along with genuine, empathic understanding. Manipulations, pressures toward conformity, and judgements have no place in the counseling relationship. In this intense relationship, the counselor must also be willing to leave his self-centered world for a time, entering emotionally and intellectually into the world of his client. A mutual confidence and trust is imperative in the interactions between client and counselor. The absence of threat, along with an atmosphere of openness, honesty and integrity comprise additional characteristics of the counseling relationship. The existential relationship in counseling perhaps is best typified in Buber's "I-Thou" Encounter, in that the counselor's concern is for the sake of the client.

Frey and Heslet (1979) state that the major aim of existential counseling is "to begin with the fact of a per-
son, to experience with him the individual quality and character of his life, to focus upon the human themes occurring in the life and to specify and work through real life applications and implementations." Van Kaam (1966, b) further specifies goals of existential counseling as encouraging the client toward self-respect, self-understanding and self-acceptance. The existential counselor also encourages the client to realize his personal freedom of choice, while accepting responsibility for his chosen actions. It is a goal of existential counseling to nurture the dynamic existence of the client; that is, to recognize life in terms of growth, change, and development. The existential counselor also encourages the client to accept the present and to realize authentic conflict which continually exists throughout life. The client is urged to shun stagnation and striving toward an unobtainable, crisis-free existence, and is rather prompted to undertake a complete, active embracing of his existence in the world.

In summary, then, existential counseling is primarily a relationship; an active encounter between client and counselor. The intent of the existential counselor is not merely to attack a single problem of the client at one particular point in time, but rather to address the client's entire personhood. The existential counselor strives toward aiding his clients in acceptance of their freedoms and responsibilities. Existential counseling is an on-
going process which strives toward continual client growth and which disregards immediate, conclusive "remedies."
II. REVIEW OF RELATED LITERATURE

A. Research of Shyness

Until recent years shyness had largely been regarded as an innate personality factor which usually somehow diminished with chronological age. Much literature exists regarding the nature and etiology of shyness from such a standpoint. Currently, a contrasting emphasis is emerging in regard to research of shyness. With the assumption that shyness is a learned, rather than inherited factor, present attention is devoted to the consequences of shyness, along with strategies for intervention and treatment. Shyness has been explored from the viewpoint of various theories, such as trait-factor, psychoanalytic, behavioral, social, physiological, and existential theory.

1. Trait-Factor Theory

Trait-factor theorists have perhaps offered the most prolific studies on shyness. They, almost exclusively, have attempted to explain the nature and etiology of shyness. Cattell (1973), a devout trait-factor theorist, provides a detailed description of the inherited "H-" personality factor which he believes to be present in all shy persons. Adhering to a theory of four inherited temperaments, LaHaye (1966) views shyness as a component of the melancholy temperament. Flanagan (1935), Guilford and Guilford (1936) and Comrey (1961) are others noted for their trait-factor approach of shyness.
2. Psychoanalytic Theory

While psychoanalytic theorists have not dealt extensively with the particulars of shyness, several have explored its origins. Believing that shyness stems from a disruption of the harmony between one's Id, Ego, and Super-ego, psychoanalytic writers such as Kaplan (1972) and Mahler (1968) have made a contribution to the field. Kafka (1971) provides case studies interpreted from a psychoanalytic view, which portray shyness in an extreme degree.

3. Behavioral Theory

Behaviorists, viewing shyness as a learned reaction to social events, have contributed mainly in the area of treatment for the shy. Blaker and Bennett (1970) propose the use of behavior modification techniques in overcoming shyness, as do Hosford and Sorenson (1969).

4. Social Theory

Social psychologists believe society, with its practice of attributing labels to individuals, is the root of shyness. The majority of emerging literature is based on such an approach, Zimbardo being its leading theorist and spokesman. His several books and articles reflect in-depth research on the nature and causes of shyness, methods for combatting its negative effects, and suggestions for prevention. Pilkonis (1976) offers valuable insight regarding the public and private components of shy behavior. Quite an extensive amount of research has been done regarding societal attributions and labeling as factors in shyness by
Kelley (1971), McArthur (1972), Shaver (1975), and Erikson (1965), along with Ross, Rodin and Zimbardo (1969). Presently, there is also emerging a number of unpublished essays, theses, and dissertations from Stanford University which address various aspects of shyness from a sociological viewpoint.

With increasing popularity, the barrage of current "self-help" manuals attack specific problems ranging from weight control to fear of strangers. Accordingly, the problems surrounding shyness have not escaped mention in this realm. Dyer (1976) and Girodo (1978) both offer specific techniques and exercises for overcoming the malady of shyness, the latter even boasting a week to ten day "cure" rate!

5. Physiological Theory

In a more physiological light, some writers portray shyness as a consequence of various physical impairments, such as hearing problems (Payne and Payne, 1970) or poor dental hygiene (Linn, 1966). A postulation that shyness is a direct result of physical handicaps is offered by Bose and Benerjee (1969). Stunkard and Mendelson (1967) discuss the relationship between obesity and shyness, while Johnson (1973) examines reticence (or shyness) from a speech therapist's view.

6. Existential Theory

The existing literature on shyness demonstrates an obvious void in its treatment from an existential viewpoint.
A few existential writers deal with the issue indirectly, however. Schmitt (1979), in various case studies, alludes to shyness in his emphasis on the existential relationship in therapy. Through extensive study and therapy with schizophrenics, Laing (1959) discusses the nature of self-consciousness, which, in part, describes shyness in an extreme form.

B. Implications of Literature Review for the Study

Despite growing recognition and exploration of the nature and treatment of shyness from various theoretical views, the body of related literature from an existential standpoint remains scant. Aside from germane topics such as loneliness, isolation, alienation, et al., major existential writings leave the topic of counseling the shy individual virtually untouched. Thus, this study proposes to address this issue in exploring the benefits of an existential counseling theory in working with shy adolescents.
III. PROCEDURE FOR STUDY

A. Defense of Case Study

As mentioned previously, an existential view in counseling places great emphasis on the counselor-client relationship and stresses the uniqueness of the individual. With this in mind, it follows that the use of individual case studies would serve as appropriate measures in exploring and understanding shy adolescents.

While the use of tests and inventories might provide a description of various behaviors, attitudes, and emotions indicative of shyness, they would merely represent a partial picture of the individual and would offer little in the way of underlying motives, causes and concerns of the shy individual. In their effort to compile and generalize knowledge regarding factors of personality, it would appear that such statistical analyses often undermine the depth and complexities of human lives.

In contrast, the case study provides a rich, broad, longitudinal portrayal of the individual, by employing a variety of means such as oral exchanges and personal observations, as well as written communications. In defense of the case study method, Rothney (1968) comments on the use of such well-used, yet effective, techniques, stating: "If these tools are sharpened... the case writer can place more reliance on them than on some of the widely advertised devices which are more normative but less personal and
which lack the flexibility required when dealing with persons, one at a time." It is this writer's contention that a case study approach is most effective in providing insight to the unique needs and concerns of shy adolescents.

B. Description of Case Studies

The subjects selected for the following case studies are two junior high school students with whom the author became acquainted while employed as a school counselor in a suburban junior high school. Daniel, a ninth grade male, was initially referred for counseling due to his failing grades. Kim, an eighth grade student, had been referred by a fellow counselor who felt Kim would respond more beneficially to a female counselor.

A variety of tools were utilized in preparing the case studies which follow. Such tools included several interviews and sessions with each student, personal observations, anecdotal and cumulative records, tests and inventories, parental and teacher interviews, as well as self-report data, such as drawings, essays, poetry and journal entries.

Each tool provided valuable insight into the personalities of Daniel and Kim from slightly varied perspectives. The numerous individual interviews and sessions with each teen enhanced understanding of the complex components of their shyness. Throughout these hours, relevant patterns of feelings, behaviors, and thoughts gradually emerged.

Anecdotal records noted past behaviors of Daniel and Kim, as well as observations and comments from their respec-
tive teachers. The cumulative records offered a statement of past grades and school attendance. Scores from intelligence and achievement tests were also reported, along with results from interest inventories and general aptitude measures.

Parental interviews proved extremely valuable by revealing past experiences which may have influenced the shyness of these adolescents. Both parental and teacher conferences served as excellent methods of monitoring changes and/or progress on the part of these students.

Self-report data from Daniel and Kim added an indubitable richness to the studies. The personal and candid written expressions offered by both students revealed a wealth of intense feeling which had been untapped by other sources.

In the course of nearly two years, an attempt was thus made to gain insight and an understanding of Daniel and Kim as well-rounded, unique individuals. To further capture a composite picture of these students, observations and interviews were conducted in home as well as school settings.
IV. CASE STUDIES

A. Daniel

1. Description

Daniel B. first appeared in my office rather disheveled and in obvious terror of this first encounter with his counselor. He displayed varied signs of extreme nervousness and tension. Attempts to hide trembling hands were to no avail; unmistakable fright registered upon his face. Eyes continually downcast, this young teen revealed an obvious stuttering difficulty in his first attempt at communication, and was thereafter unwilling to speak at all. An occasional nod was Daniel's sole response throughout the remainder of the session. After periods of seemingly endless silence, the first session was brought to a close with Daniel appearing quite relieved to be released from this involuntary confrontation with a stranger.

So ended a rather frustrating session and marked the beginning of a two-year relationship with this withdrawn, shy individual. The need obviously arose for a deeper understanding of Daniel's extreme shyness; this seeming trepidation of human contact. Subsequent sessions and further investigation revealed much of Daniel's private, painful world.

Born into a lower middle class family, Daniel was raised in a somewhat unkempt neighborhood of a Milwaukee suburb. Being the middle son in a fairly large, boisterous
family, he resided with two older brothers, two younger stepbrothers, mother, stepfather and pet dog. Home life for Daniel appeared quite unstructured, and at times, perhaps chaotic. In his words, home was a place "where everything is happening all at once, and you never really know what is going to happen next." Despite the outgoing, somewhat overbearing nature of other family members, mutual support and respect for fellow members appeared quite prevalent. Living under somewhat cramped conditions, each of the boys slept in the basement, their "rooms" partitioned by thick blankets. While Dan expressed the desire for someday having a room "with regular walls and real doors and everything," he frequently stated the strong need and appreciation for the bit of privacy he could enjoy. He reflected on many hours of welcomed solitude and escape spent in his own space.

Daniel had long been considered shy by parents and teachers alike throughout his childhood and elementary school years. Mrs. J. described her son's younger years as extremely alarming and reclusive: "Always hiding in his own world, Danny would sit for hours in his darkened room, just staring blankly at the wall." Remaining distant from all other family members, Daniel's early school years appeared quite lonely and perplexed. Until his seventh year of schooling, Mrs. J. frequently made trips to school with a change of clothing for Daniel, who had difficulty with bladder control.
Daniel's withdrawal was met with equal concern from his elementary school teachers. They described Daniel's habit of frequently preferring seclusion from all others, sitting with a coat placed over his head. Comments from his early teachers proved consistent: "Daniel is extremely withdrawn in class," "Daniel is considered 'odd' or 'out of it' by peers," "Daniel doesn't participate in group activities," and, "[Daniel is], in general, a real loner."

Testing indicated Daniel's level of intellectual functioning to be in the high average range, thus unexplaining of his repeated unsatisfactory grade reports. During Dan's fifth year of schooling, it was recommended to Mrs. J. by school personnel that her son receive outside, professional counseling regarding his problems of shyness and inability to function "up to his capabilities," along with speech therapy to combat the stuttering problem. Mrs. J. complied, and with great expectations took Daniel to both a local clinical psychologist and an acclaimed speech therapist. However, after three years of virtually no change or improvement in her son's emotional or behavioral condition, Mrs. J. decided to terminate the sessions, much to her discouragement and Daniel's relief.

Upon entering junior high school, this young adolescent plodded along in much the same manner; virtually friendless, uncommunicative, and often in a seeming world of his own. Additional remarks from several of Daniel's later teachers reflected an unchanging portrayal:
While observing Dan in his social studies class. . . , I noted several things. Daniel is definitely a loner. He chose a seat at the beginning of the hour that distanced him from everyone in the room. Dan spent the first fifteen minutes staring at the ceiling while all the other students took notes. He seemed totally detached from his environment.

He is a loner in physical ed. and is in serious trouble in his academic courses.

[Daniel] Has above average intelligence, but runs into trouble because of his withdrawing attitude.

After extensive psychological testing, the school psychologist found Daniel to be "living in a fantasy world, demonstrating unrealistic thinking toward the future." She also viewed him as very withdrawn, shy, yet quite manipulative. Finding this teen to be "totally unresponsive" she recommended that he be placed in special classes for the emotionally disabled students.

During one particularly lengthy session shortly after the testing, Daniel confided his boredom in undergoing "all the psychologist's long, time-consuming tests." Daniel's additional following comments further revealed his learning attitudes:

Just because I'm quiet and don't feel like talking to them [teachers], and because I don't hand
in much homework, I know they all think I'm stupid. So, now they're giving me all these tests to find out the mystery of why I don't perform like I should. . . I realize the importance and necessity of knowing the subject matter, and I do listen and learn things in class. I just see that busywork as a waste of time. . . I like taking tests just to show myself how much I know. I don't care at all about grades. . . . Daniel then expounded on his negative feelings regarding pressure toward conformity and competition within school systems, stating a particular disdain for the physical aggression and competition in his physical education class. Viewing most of his classes with passivity and apathy, Dan revealed a sole exception. Speaking enthusiastically of his art course, he commented on his enjoyment in expressing his inner feelings through drawings. A favorite emotional outlet, Dan added that he draws when he is "feeling confused or mad. I'd rather do that than get in a fight with someone."

In the past years, Daniel has acquired two additional means of self-expression. Music and poetry have come to merit particular importance in this young man's life. Feeling much more adept in expressing himself via the written rather than oral word, he views paper and pen a near-panacea for working out private feelings, whether joys or pain. "I just love writing poetry," he commented one day, "I'm not
bound by all those rules of sentence structure, punctuation, paragraphs and stuff like that. I know I'll always write, 'cause it has helped me grow." He began eagerly sharing several of his poems with me, and, on occasion, extended the privilege of perusing various expressive, sensitive journal entries.

An obvious radiance was apparent in Daniel when the conversation turned to music. With an older brother's guitar, he first began merely strumming a few self-taught chords. His appetite whetted, he then began saving his money in order to purchase a new bass guitar. Realizing and encouraging their son's growing interest, his parents paid for weekly lessons. Now, voraciously involved, he claims to have dedicated himself wholly to music, to the neglect of nearly all else. Both composing and performing songs, he recently joined a small amateur band and dreams of someday cutting records. As this interest and talent grew, Daniel later suggested I listen to his performance. As he played with intent concentration, an uncharacteristic assurance and confidence were evident in this young student upon the first note; his enraptured dedication was unmistakable.

In conversation with Daniel today, one is struck by his observant sensitivity. His appreciation of nature and abilities of allusion are quite noteworthy. On a recent occasion he related one particularly reflective time in walking through the woods. "I came to the proverbial 'two roads in the woods'. One was obviously shorter, but had
more briers. I had to make a choice. Made me think what seems to be the 'easiest' way in life may not always be the least painful.”

Presently, Daniel's self-view is strikingly different than that of two years ago. In earlier years Dan had expressed and exhibited various feelings of inadequacy, lack of self-worth and alienation. Having viewed himself as "much shyer than other people," Dan had revealed fears of judgement from peers, as well as authority figures, and thus had chosen to remain obscure and removed from those who could potentially hurt him. A journal entry from this period expressed his view: "'Tis better to remain silent and be thought a fool than to speak and remove all doubt."

Presently, in place of an inhibited and withdrawn self-denouncing individual, appears a maturing adolescent with an air of reservedness and increasing self-acceptance. In the past two years Daniel's stuttering has abated, and Daniel displays a marked increase in eye contact during conversation. It is noteworthy too, that this young teen now offers his opinions and attitudes, in contrast with prior periods of mute silence.

Today, this young student yet admits to experiencing shyness and still views himself as a loner. However, his self-concepts and inward attitudes regarding his shyness appear quite drastically altered. Perhaps Daniel's own thoughts shared in a final session best reflect this growth:
I always did feel different from most kids my age. You know, so many seem artificial; they always follow trends. Um... like everybody loves disco. Well, I hate it! I'd take classical or quality rock music any day. And everyone else cares so much about their clothes. I just want to be comfortable. Before, I thought something was wrong with me for being so different. Now I'm actually enjoying the difference... Guess I'm starting to not care so much what other people think...

2. Interpretation

Previously it was stated that shyness is a concept affecting one's cognitive, affective, physiological and behavioral make-up. Daniel quite obviously displayed shyness in each of these areas. Cognitively, he believed himself to be quite inferior in most respects in comparison with others. His simultaneous awareness and self-blame for his uniqueness led him to feelings of worthlessness. School life had been painful for Daniel in that he was receiving continual feedback of never measuring up to the standards of others. Due to poor grades and his somewhat different interests from his peers, Daniel had come to believe that he was somehow unacceptable; surely "different" was equated with "inferior." A belief that his opinions and ideas were certainly of less importance than those of others kept Daniel within his prison of silence. An admitted preoccu-
pation with a supposed inferior self left him unable to experience any pain or joy those around him might have been facing.

Perhaps the well-meaning tests and analysis of Dan's problems only served to increase his feeling of isolation and shyness. Rather than a description of his problem, it appears that this young teen was seeking some deeply personal contact, a mere affirmation of his personhood.

In the affective realm, Daniel initially reported experiencing a tremendous loneliness and fear of most people, particularly those in authority or peers of the opposite sex. A sense of panic and dread grew to immobilize him during most interpersonal interactions; performance in front of a group came to be avoided at all possible costs. Intense fears were rapidly driving him to isolation from virtually any real human contact.

Shyness also manifested its traits in a physiological way. In a shyness inventory (Zimbardo, 1977) Daniel reported frequently experiencing a rapid pulse rate and heart pounding, along with extreme nervousness.

Dan's actions, too, often typified his shyness. Initial avoidance of eye contact, disassociation from others, and a lack of ability in expressing his ideas, thoughts, and feelings were quite characteristic of Daniel's earlier behaviors. Upon experiencing acceptance and positive regard in the counseling experience, several changes seemed apparent in regard to Dan's shyness. Following the first
several sessions (which seemed to prompt little observable change in this student), Mrs. J. phoned to report what she considered tremendous advances in her son's behavior. His lethargy waning, she noted his increasing communication and desire to share his thoughts. He had confided to her "how great it is to finally have someone really listen, and care, and think I'm OK." She later noted a "growing concern for others on Danny's part," and expressed amazement that her son was finally "opening up" to someone. For these changes, Mrs. J. eagerly offered her appreciation and delight.

Although on occasion, Dan apparently experienced feelings of an anonymity in his large family, it appears that he nevertheless felt the underlying support and acceptance which his family offered. Daniel seemed particularly appreciative of his mother's growing awareness and recognition of his individuality; his need to be distinguished from his siblings.

It seems evident that Daniel had been yearning the universal needs of acceptance and appreciation of his uniqueness. In a later session, the young teen reflected on the fulfillment of such needs, then presented me with a drawing (Appendix, A1). He explained the artwork as indicative of his new-found freedom of self-acceptance and newly-realized freedoms of choice. In a final session, he spoke of the overwhelming experience of being heard and truly understood by another and how such an experience led to a change in his thinking. In parting, Dan presented a
poem he had recently penned (Appendix, A2), extolling the virtues of authentic communion and communication. One must concur with Daniel and with his family; indeed this teen has come a long way.

B. Kim

1. Description

A petite, blonde, blue-eyed girl, barely in her teens, approached the office and hesitantly identified herself. She had been asked to come in for an initial session with her "new" counselor and was eyeing this supposedly "concerned" stranger with detached skepticism. This defense was not to be easily shaken in our ensuing year.

Kimberly H. hailed from a large family of middle class status. Both parents lead active lives; Kim's mother was employed as a billing clerk in a nearby hospital; her father held a supervisory position in a bottle distributing firm. Kim reported no particular bonds of closeness to either her brothers (aged 10, 11 and 16) or two sisters (aged 9 and 18); yet neither were there feelings of hostility. Ambivalent attitudes toward home life were evident in Kim. At times she remarked on the frenzied atmosphere of her home, enjoying being "able to get lost in the middle of all those people. I can be almost invisible." Yet in other instances this seeming invisibility evoked strong feelings of resentment. "I really don't matter to anyone there. Everyone at home has their own life, their own problems to worry about."
Kim considered privacy a must and reminisced fondly of building forts of blankets in the living room as a youngster, in order to escape contact with other family members. "Even now sometimes I hide under the dining room table with a blanket over my head just to get alone with my thoughts... Sure wish I had a place of my own."

Kim's relations with her parents appeared rather strained, distant. In several conversations, Mrs. H. spoke disapprovingly of her daughter's silliness and "foolish, unrealistic" ambitions of entering the theater. Throughout various sessions, Kim often acknowledged her mother's disapproval by prefacing remarks with, "I know my mother would think this is stupid, but..." Rapport with her father appeared little better than that with her mother. "Sometimes we [Kim and her father] talk, but he just talks about scientific things, like the price of oil; things that don't really matter much to me." Both of Kim's parents commented on her shyness and withdrawal from other people; they expressed concern regarding her unwillingness to "open up and discuss things" with any family members.

Since her kindergarten days, Kim displayed a consistent preference for solitude, of which her various teachers expressed concern:

There are only two children Kim socializes with... She is usually alone.

Kim is an extremely quiet girl. It took over three weeks before she would even speak to
me. Now she only talks to me periodically, privately - but always very quietly. She is often alone and doesn't have too many friends. . . She needs to overcome some of this shyness and gain some self-confidence. (Additional comments, Appendix B-1, 2)

Upon extensive mental and psychological testing, a school psychologist reported:

Intellectually, Kim is functioning within the average range of mental ability at the lower limits. . . Other test responses indicate that Kim is immature, impulsive, disorganized, and is either visually perceptually handicapped, or suffering from a neurological developmental lag. She may also experience a generalized insecurity and a feeling of overwhelming forces in her environment. There seems to be much anxiety present. . .

Kim was thereafter placed in several remedial classes.

Although her grades throughout her beginning junior high school years were consistently only average and below, surprisingly, Kim displayed remarkable intellectual capabilities in the course of our counseling sessions. Her extensive vocabulary and vivid, explicit imagination appeared out of keeping with her placement and status in her classes. In discussing the inconsistency, Kim related:
Yeah, I'm in all these special classes. That's a nice way of saying I'm dumb. They're so boring, but I belong there because the other kids in there are weird too. ... I have to act silly or else I'll become bored, or worse, depressed. ... When a teacher asks me how to do a problem, sometimes I purposely give a wrong answer and then pretend ignorance of the correct procedure. ... I like to get back at them [the teachers] and get them flustered. ... Sometimes, though, I think maybe I'm not really dumb. Just because I'm shy and all doesn't necessarily mean that.

Kim expressed extreme fear of many of her teachers and stated that she would not initiate contact with them even in situations where she was in particular need of assistance. Most authority figures appeared threatening and somewhat frightening to this young girl. "I feel like a little mouse who could be swept away by her [Mrs. A., a teacher] broom." Expressing dislike and boredom for most of her classes, she offered one exception. Science class was a favorite because "Mr. G. [science teacher] listens to me."

The young adolescent often spoke of feelings of loneliness and her lack of friends. She claimed having only two friends her own age and added that even they "can't be trusted. I know they think I'm clumsy and stupid." The lunch hour and her physical education class were times of
particular stress in Kim's life, due to their nature of socialization. Our conversation regarding her abhorrence of physical education class included:

I'm just such an outcast in there.

That must hurt.

No. If they [her classmates] don't want me, I don't need them either. (Pause) Well, maybe it hurts a little, but I've got to just get over it.

The majority of Kim's acquaintances were elementary school age children, much to her parents' disliking. Kim displayed an attraction for younger children's toys and often yearned for a return to childhood. Preferring the companionship of younger children, Kim felt more accepted by them than her peers and saw no need for pretense with them. It was apparent to Kim that she was somehow different than other students her age. She conveyed her feelings of isolation: "All they [her classmates] care about are disco dancing and chasing boys."

Kim's interests revealed her adoration of solitude. An avid reader, she treasured moments spent alone with her books. Her desire to act, write and direct plays was overriding, as she often enthusiastically shared her latest script with me.

Enjoyment of classical music was another of Kim's characteristics. Particularly admiring Van Cliburn along with other concert pianists, Kim wistfully acknowledged his
talent. Her own talent shone in her performance on the flute. Although a school band member since fifth grade, Kim wasn't particularly fond of performing in a group. "I'd rather play alone; play the music I prefer."

Throughout the year of counseling sessions, Kim's guarded defenses very gradually lessened. A rigidity of posture disappeared with her increasingly relaxed emotional state. One day she expressed appreciation of the freedom of physical and verbal expression experienced in our sessions. "As soon as I'm in this office, and the door is closed, I feel like a fist unclenching. I can even sit like this [cross-legged] and it's OK; not like in class and home, where I always have to sit straight and formal. Why can't it be safe like this out there?" Half-way into the school year, this timid young teen expressed a desire to be included in a group counseling session. Feeling the need for communication with others of her age group, she joined and became a valued member.

In the final weeks of her eighth year of schooling, a conference was held with Kim's parents. They had remarked enthusiastically on Kim's progress throughout the school year regarding her attitudes. Mrs. H. noted, "I just didn't know what to do with her 'I-don't-care-attitude!' I've seen such a change in her. You're one of the few people she ever opened up to." Two of Kim's teachers and her former counselor also noted somewhat of a change in Kim's ability to socialize with her peers. In later sessions,
Kim herself reported on the progress which she felt had occurred throughout the year.

It helped so much to open up and be understood by at least one other person. I never before would’ve trusted anyone enough to show them my journal. . . I think it’s been important to talk to someone. It helped me realize things I didn’t know I felt. You know, I’m not really shy now. . . I’m still alone a lot, but I like myself - I’m discovering myself and will continue to do that 'til I die. . . But, there's still so much I don't know. . . I'm still so different from everybody, but I'm kinda glad I am. I used to think I was crazy; now I see that as creativity!

2. Interpretation

Intellectually, Kimberly had mistaken her uniqueness for maladjustment, and thus had held to such self-descriptors as "weird," "stupid" and "clumsy." Such negative self-concepts led her to underestimate and negate her own capabilities. Resting on the assumption that her intellectual capabilities were far inferior to those of others, it seemed she gladly accepted data which served to reinforce such beliefs; hence, she attempted to convince herself of a "belonging" in remedial classes, despite her obvious boredom with the simplistic work assignments.

A strong, persistent sense of disapproval from her mother seemed to guardingly influence Kim's cognitions, as
this young girl frequently qualified her statements in accordance with her mother's presumed views. It appeared that Kim's sense of anonymity and invisibility in her family augmented her beliefs of insignificance. Because her parents and siblings expressed no desire to know and understand her, Kim thus presumed her entire personhood was of little importance.

Interestingly, it had been determined by highly trained personnel that Kim's intelligence level was in the lower average range, with her grades fulfilling such a diagnosis. However, perhaps Kim's shyness was often mistaken for ignorance and lack of intellect. Upon establishment of solid communication within our sessions, Kim had repeatedly demonstrated a vocabulary and creativity far superior to many of her peers. As her scholastic enthusiasm shone solely in her science class, it appears that the personal, individual recognition afforded by this science teacher fostered her interest and success. Had this shy individual received true acceptance and confirmation from other teachers, perhaps her interest and "intelligence" would therein have risen accordingly.

In the affective realm, Kim displayed emotions characteristic of an extremely shy individual. Feelings of isolation and loneliness were demonstrated in her lack of any meaningful friends. Kim had experienced the pains of aloneness, in a world where virtually no one understood; and worse, where seemingly no one had even made the attempt
toward understanding. To alleviate her feelings of alienation from her peers, Kim chose acquaintances of lesser maturity who made no demands or judgements upon her; thus the needs for acceptance were somewhat being fulfilled. However, this reversion to immature play and companionship appeared to be thwarting Kim's simultaneous needs for growth and communication on a mature plane. Thus, a conflict arose within this young individual; a struggle between growth and responsibility or stagnation and continued immaturity.

Upon exploration of her own painful experiences of non-conformity, Kim, in time, became increasingly sensitive toward the plight of others who were experiencing equally painful rejection and loneliness. Kim demonstrated her empathy and compassion toward a classmate deemed "retarded" by her peers, and mused, "Really, she's not that 'retarded' once you get to know her. People aren't always what others think they are, huh?" In the course of the year Kimberly demonstrated a growing ability to identify with the pains and struggles of others. Kim's initial listless, apathetic, and generally bored attitude toward life was gradually replaced with an eagerness and hunger toward personal growth.

In a physiological realm, Kim's shyness was reportedly manifested by nervousness, dryness of the mouth and sweaty palms. She had frequently complained of stomachaches prior to class situations which would require social performance;
she often found it impossible to eat at lunchtime due to her "nervous stomach."

Kim's outward behaviors consistently indicated shyness. Choosing (though not necessarily preferring) isolation to companionship, shunning all contact with those in authority, and demonstrating a lack of openness and spontaneity were all descriptive of this young teen.

Throughout the course of the year, it appeared that Kim's shyness somewhat abated. As she felt concern from and importance to another, her self-acceptance grew. Carefully constructed defenses gradually weakened as Kimberly began to experience trust. As self-awareness grew, a new struggle seemed to emerge, in which this adolescent acknowledged vacillation between accepting responsibilities and remaining in a passive state of escape from all such responsibilities.

Throughout the sessions, it became apparent that Kim's resentments raged toward those significant others in her life who offered only apathy or judgement. Thus, distrust and anger toward family members and teachers abounded. Such mistrust and defensive attitudes toward her counselor were equally apparent at the outset. Only very gradually did Kim's trust increase. Unfortunately, as Kim perceived her parents' appreciation and approval of her new relationship with her counselor, the urge to rebel against them grew; she often lapsed into periods of non-communication.
and withdrawal. At one point Kim confided a desire to retaliate and expressed delight in purposely disappointing her parents.

Throughout the year's counseling sessions with Kimberly, it appeared that she came to experience increased self-understanding and self-acceptance. As her trust and esteem grew within, preoccupations with herself seemed to wane, with an increasing desire for meaningful companionship and communication with others. Kimberly's outlook toward life now appears generally more active than her previous passive one, in spite of lapses in trust and communication. This once shy individual now generally demonstrates a more relaxed, accepting attitude toward herself and others.

In our final session, Kim related the plot of yet another play on which she currently had been working. She mirrors its development as follows:

This play would have to be rated "X," due to the awful, intense, vivid emotions felt by the main character in the beginning of the play. Those emotions would be more awful than most people could imagine. They'd be feelings of extreme fear, confusion and alienation. (Pause) (No one should have to feel those things, you know?)

The main character is this small frightened child who is always alone and confused. She's
running frantically all the time, running from others and running from herself. Then an older person - kind of a friend - takes her hand, helps her sort out her feelings and spends time with her. She listens. You know, really listens. Then this young child grows up and loses her fright. She stops running and becomes a different person, in a way. She tries to explain things to another guy, but he doesn't understand. That isn't even important though, because at least now she matters. I'm that main character, you know.
A. Conclusions

As stated previously, the emphasis in an existential counseling approach is placed on the active, mutual relationship between counselor and client. A counseling approach concerned with pedantry or environmental restructuring to the neglect of the deeply personal element, would most likely prove ineffective toward eliciting long lasting effects and changes on the part of the shy adolescent. Such a personal encounter is deemed of absolute necessity in effecting a change in one's beliefs, feelings, behaviors and physiological makeup. It seemed of little merit, for example, that Daniel received supposed self-descriptive test results without the additional experience of personal concern from another. Likewise, a mere change of environment in the form of remedial classes hardly prompted change and growth in Kim's life. Thus, in dealing with both adolescents, it was indeed crucial to first aim toward the establishment of a dynamic, authentic relationship.

A conscious effort was made in viewing these unique individuals with a sense of empathy and warmth. Continuing attempts toward understanding the deeply personal, painful and complex worlds of both Dan and Kim were necessary. Actively listening to the concerns of both students proved time consuming and taxing, yet thoroughly rewarding in terms of establishing mutual trust. Both Daniel and Kim
sensed the absence of threat in the counseling experience and, in time, extended their own trust by exploring and sharing themselves fully.

Viewing Daniel and Kim with respect as unique individuals was basic in encouraging their self-respect and worth. Had they simply been perceived as two shy adolescents typical of all other shy teens, and been approached with little regard for their individual differences, it is likely they would not have begun valuing their individuality; but rather would have continued viewing their uniqueness as a burdensome abnormality. In an effort to aid these teens in alleviating or coping with their shyness, it was necessary to encourage exploration of their attitudes, feelings and behaviors and urge the move toward self-acceptance. Through counseling, Daniel and Kim explored the nature of their particular shyness and grew toward self-acceptance in spite of and/or because of their shyness.

Both of these shy adolescents had initially chosen a somewhat passive outlook toward their lives. By accepting the diagnosis of others and by merely fulfilling others' predictions and expectations, both Daniel and Kim had been choosing to forfeit many of their own personal freedoms. Choosing passiveness often involved retaining anonymity, hence providing an escape from pain and responsibility.

Throughout counseling, these shy teens were encouraged to recognize their potential for assuming an active role in their lives and therefore face responsibilities for their
actions. In the course of the sessions, Daniel appeared eager to embrace his newly realized freedoms, while Kim remained more cautious and hesitant in taking on a more active role in her life. Yet, both teens did gradually begin to utilize their personal freedoms and accept responsibilities for their life choices.

Upon termination of counseling, neither teen was considered "cured" of shyness; nor had this been the goal. Rather, both individuals had begun the process of examination of their shyness; they had begun to view themselves as unique, worthy individuals with the ability to govern their own lives and accept responsibilities for their actions. Both Daniel and Kimberly had begun the lifelong processes of change, development and growth which consequently led to the overcoming of those aspects of shyness which proved defeating for them.

The benefits, therefore, of an existential counseling view in dealing with shy adolescents are many. Such an approach places emphasis on personal involvement with the client and stresses the uniqueness of the individual, thus encouraging self-worth and self-acceptance on the part of the counselee. Since this approach also resists fragmentation of the individual, viewing him as a "whole" person, the aims toward combating shyness emphasize change in all areas of one's personhood. An existential counseling approach urges the shy adolescent to recognize and explore his personal freedoms of choice and responsibilities and
act accordingly. Lastly, treatment is viewed as a positive process, both continual and developmental, in which the shy individual exhibits movement toward his ideal.

B. Summary

Due to the usually non-demanding nature of shy adolescents, many counselors are apt to disregard their silent pleas and desire for help. Many shy teens exist in a world of private pain and fear which exist unrecognized by others. Thus, it remains the counselor's responsibility to develop sensitivity and concern in meeting the needs of such students.

Because shyness is a multi-faceted concept involving one's cognitive, affective, physiological and behavioral realms, it is thus necessary to address the entire personhood of the shy individual in attempting to overcome the negative aspects of shyness; it would appear futile to make an appeal merely to one dimension of the shy individual. As an existential view in counseling addresses the entire realm of the individual, one's "whole" nature thus remains intact.

An existential counseling approach focuses on the shy person rather than the problem of shyness. As an authentic relationship with the shy adolescent emerges, the student is urged toward self-understanding, self-acceptance and self-respect. As a recognition of one's uniqueness, existing freedoms of choice, and responsibilities grows, the shy
individual hopefully chooses to combat those aspects of shyness which are displeasing to him.

The existential counselor does not strive for a conclusive "cure" for shyness in his students. Rather, shyness is regarded as merely one struggle in a crisis-filled existence, which can be overcome only on a gradual, ongoing, developmental basis.

C. Suggestions for Further Research

While interesting research has been recently conducted on the origins, dynamics and correlates of shyness, needed exploration remains in terms of the implications of shyness for counselors. Several related avenues might be explored, such as a comparison of group vs. individual counseling formats in assisting shy students, noting the benefits of each. Studies could be conducted on the use of peer guidance groups in alleviating shyness. Also beneficial might be the development, implementation and resulting analysis of conducting parent groups aimed toward minimizing or preventing shyness in their children. Further research could be devoted to specific concerns pertinent to counseling shy individuals of various age groups and of each sex.

In a more theoretical vein, it would perhaps prove enlightening to explore various causes of shyness in light of various personality theories. For example, assuming that shyness is caused by unfulfilled needs, it would be interesting to explore the unmet needs which lead to shyness. In contrast, shyness might be viewed as merely a
means to an end. Therefore, various motivating factors such as manipulation, pity, attention and anonymity might be explored.

Since shyness is considered to be increasing in near-epidemic proportions (Zimbardo, 1977), the issue remains a relevant one to counselors today. Continued serious research is therefore recommended, that those in helping professions might wisely and skillfully assist others in overcoming the defeating aspects of shyness.

D. Hypotheses

In view of the previous studies, observations of the nature of shy adolescents have arisen, along with hypotheses regarding possible influential factors of shyness.

In working with shy individuals, it became evident that shyness indeed carries with it several meritorious aspects. It was observed that shy persons often appear more perceptive, introspective, and sensitive than their non-shy counterparts; thus it is suggested that shy adolescents possibly possess a greater capacity for intense feeling and awareness than non-shy teens. Interestingly, such assets did not seem to diminish in the studied individuals, even as their shyness began to subside.

It is the author's contention that three family-related factors frequently combine in influencing shyness. First, feelings of anonymity in a large family appear to induce shyness, along with the absence of genuine contact with family members. Secondly, it is believed that shy persons
often lack an endorsement of their uniqueness from other family members. Recognition and appreciation on an individual basis would perhaps encourage feelings of self-worth, thus aiding in the prevention of shyness. Lastly, it would also seem that shy adolescents generally do not experience unconditional acceptance from their family members. Continually disapproving parents, for example, may encourage shy offspring to retreat into private worlds where there exists a solace from such disapproval.

The previous studies have provided an excellent opportunity to observe and explore these hypotheses regarding shyness. Many more hypotheses obviously remain for further consideration and study.

E. Reflections on the Study

Having personally struggled with shyness through my adolescent years, I particularly became aware and sensitive to the needs of shy teens during my teaching and counseling experiences. Upon seeing significant numbers of adolescents similarly troubled with shyness, I felt the need for further research and knowledge regarding this phenomenon. Dr. Phillip Zimbardo greatly spurred my interest in the subject through his books and articles, but particularly through his personal response to my inquiries. I am deeply grateful for the many helpful materials he so promptly and generously offered.

While researching various treatments for shyness, I was struck by an absence of the personal, empathic touch in
alleviating its pains. Having personally experienced the merits of authentic human encounter in dispelling shyness, I therefore began to pursue an existential approach in combating shyness.

Through the many intense, relaxed, progressive, frustrating, joyful and aching hours shared with Daniel and Kim, a particular awareness of their uniqueness emerged. Though both were shy individuals, each possessed unique concerns, attitudes and feelings regarding their shyness. How special it was to witness the emergence of two sensitive, caring adolescents, exploring and utilizing previously hidden capabilities. For the trusting willingness in sharing their inner worlds, I remain deeply touched and thankful to both Daniel and Kim.

This study has served as an enlightening and heuristic tool, which necessitated much personal involvement. Such elements have indeed aided in making this study a most challenging and rewarding endeavor.
SELECTED READINGS

Case Study Approach in Research


Existential Viewpoint in Counseling


Shyness


Gardner, J. How to change the signals that tell others you're shy. *Glamour* April (1979): 252, 335.


Radl, S. Why you are shy and how to cope with it. *Glamour* June (1976): 64, 84.
Zimbardo, P. G. NIMH research proposal for the causes and correlates of shyness. Unpublished manuscript, Stanford University, Spring, 1976.
Zimbardo, P. G.  

Zimbardo, P. G., Pilkonis, R. and Norwood, R.  

Zimbardo, P. G.  
The social disease called shyness.  
Appendix A

Daniel

Sketches and Poetry from Personal Journal
Open-ended Sentence Exercise
when your going through
times of grief
grab a friend and talk
cause deep inside
were all the same
it does no good to sulk

it doesn't matter who you are
or even where your from
so grab a friend
and talk away
cause that's what friends are for

people go through different stages
of grief and grief and fear
so when your low
it's nice to know
you have a close friend near

when you need a friend
for good advice. Just go home and call
call a friend
and talk all day
cause that's were for

cont'd
Every thing is to comical
in this day and age
everything was so much better
in the good ol' days.

the words we spoke, truthful
the songs we sang were great

'tis better to remain silent
and be thought a fool than

to speak and remove all doubt.
Wizards' Lair

There's a place
On the edge of time
Where nothing else exists
We're in a cave
A wizard stays
To see that others live
It's a place
Of constant night
The heavens filled with stars
One moon would set
Then one would rise
The wizard lives
While others die
Many times I visit
This eerie place of hope
Telling all my troubles to
The wizard's heart of stone
His cave is damp and musty
His cloak is faded gray
Doing tricks and other feats
Is how he passed his days
He's been here from the start
Of prerecorded time
No one know exactly how
Or the reason why...
what's happening to this world
where we're supposed to live
the sky is filthy, dirty, smelly
unfit for us to breath
the well is dusty, our lakes are dead
there's nothing we can do
common people lend a hand
there's so much we have to do
If you pay attention to what's going on,

you cannot say what's good or bad

cause everybody sees it different.
I guess I've always been a
travelin' man
always loved the feel of the road
never been quite satisfied with
where I was
so I pack up my troubles and woes
and
highly ride and go to Chicago
or take a train to LA.
grab a bike and ride to Seattle
stay awhile... then get
on my way
there's no way I'll change I'm
destined to travel
I'll be like this all of my life
give me a call and I'll be there
tomorrow
"everyone's trying to tell me what to do"

when I
look across the water
I see
people were they oughta
but they
just cannot compare with
what's going on
they don't
know about corruption
they don't
care about destruction
they're just
there to enjoy all
mother's natures gifts

now if
all the world was like this
without
violence or fighting
I know
everybody would be
much better off
I don't know
why I'm here
wastin' time

Lazy eye'd
in low gear
like I've died

Lasers beams
assorted screams
fill my head
like jellybeans

Nothing else
can compare
with the trips
I've taken there

then I'm back
in the place
that says the truth

Makes no sense
why I'm here

How bout you
Now my time is running out
and I'm growing old
It's time to end my search
for that pot o' gold

Just listen to the animals
in the trees are all the birds
playing their music
without a single word

so now I end my search
that I never had to start
cause music all around us
in mother nature's heart

so listen to the animals
cause they know what to do
you all know what music is
how 'bout you
Just sitting here quietly
Losing my mind
dreaming of the music
that we had in '69

sitting with my guitar
going quietly insane
tryin' to reproduce
the music that they played

Been tryin' all my might
since the year of '82
cause that's the dreadful year
that they took away the tune

Been Playing all day long
Been tryin patiently
tryin to get it right
from my now faint memory

It's been just too damn long
since I heard a plain ol' song
I never will give up
'till I can play along
Please answer all statements.

1. The person I like being with most is a person I can trust.
2. What I need most in a friend is trust and equality.
3. 3 things that interest me most are music, art, life.
4. What bores me most is doing things over and over.
5. What I dislike most is violence and Bigotry.
6. I'd like a job that gives entertainment to others.
7. I like myself best when I'm all alone.
8. I'm most afraid of violent people.
9. I cry when I feel the need.
10. If I had an extra hour every day I'd use it to practice musical thoughts.
11. After school I listen to music.
12. My most wonderful possession is my Bass.
13. My idea of fun is non-violent times
14. What I like best on TV is documentaries, Mork & Mindy
15. My best subj. in school is all but Gym
16. What takes the most of my time outside of class is learning new things
17. If I were a father/mother I'd be more free with my kids
    I'd be less restrictive
18. To me God is everything living
19. I consistently worry about the future
20. The way I stop worrying is do something else
21. When someone criticizes me I feel I've learned something about myself
22. When I'm alone I feel in touch with the world
23. I think about everything I can
24. On a scale of 1 to 10 (not a good) to 10 (marvelous)
25. What I want more than anything is satisfaction

26. In 5 yrs I would like to be cutting a record

27. Most of all in life I value

Music!!!

Taken from

Young Life

Mag. 1978

Colo Springs, CO

Any additional comments:

hope Its not to late

Thanks so much for your cooperation,

Dan!
Appendix B

Kimberly

Teacher's Reports from Cumulative Folder
Open-ended Sentence Exercise
**JOINT CITY SCHOOL DISTRICT NO. 1**

**KINDERGARTEN PROGRESS REPORT**
Permanent Record - Cumulative Folder

**H., Kim**

**SCHOOL YEAR 1970-71**

<table>
<thead>
<tr>
<th>PERIODS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Seeks happy at work and play</td>
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<tr>
<td>Accepts the school routine willingly</td>
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<tr>
<td>Follows directions</td>
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<tr>
<td>Is self-confident and desirably independent</td>
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<tr>
<td>Stays with a task until it is finished</td>
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<tr>
<td>Accepts suggestions for improvement</td>
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<tr>
<td>Takes care of himself and his possessions</td>
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<tr>
<td>Plays and works safely</td>
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<tr>
<td>Does careful, thoughtful work</td>
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<tr>
<td>Uses time to good advantage</td>
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<tr>
<td>Works and plays well with other children</td>
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<tr>
<td>Works and plays with good coordination</td>
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<tr>
<td>Shows respect for authority</td>
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<tr>
<td>Uses school equipment skillfully</td>
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<tr>
<td>Enjoys music</td>
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<tr>
<td>Takes part in singing</td>
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<tr>
<td>Enjoys stories</td>
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<tr>
<td>Enjoys stories and books</td>
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<tr>
<td>Listens attentively</td>
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<tr>
<td>Speaks clearly</td>
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<tr>
<td>Uses good vocabulary</td>
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<tr>
<td>Takes part in creative experiences</td>
<td></td>
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<tr>
<td>Takes part in conversations</td>
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<tr>
<td>Takes part in conversations and discussions</td>
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<tr>
<td>Tries various new activities</td>
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<tr>
<td>Recognizes likenesses and differences</td>
<td></td>
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<tr>
<td>Relates ideas or stories in proper sequence</td>
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<tr>
<td>Understands number concepts</td>
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<tr>
<td>Recognizes numbers (0-9)</td>
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<tr>
<td>Understands number sets</td>
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</tbody>
</table>

**KEY:**  
C - Consistently  
F - Frequently  
So - Sometimes  
Se - Seldom

**TEACHER** Miss

**PROMOTED TO GRADE** First
JOINT CITY SCHOOL DISTRICT NO. 1

REFFERAL FOR POSSIBLE RETENTION

Pupil's Name: Kim H. Address: 

Present Grade: K Room No. 102 Date of Birth: 4-9-65

School: C.A.(Sept. 1) Grades Repeated: 5-5

I.Q. (Non-reading Test): Name of Test: Date:

Standardized reading test results: Name of Test: Grade Placement: Date:

Grade placement in reading based on teacher's judgment:

Kindergarten-Indicate in which specific ways this pupil is not ready for first grade:

Report Card Marks - Grade 1 to 8, List below the marks received in the following areas for the first three marking periods:

Subjects Arithmetic Reading Social Studies Science Spelling

Indicate (x) where improvement is needed in reading:

Vocabulary Skills Oral Reading Skills

Word Attack Skills Silent Reading Skills

Study Skills

Indicate (x) where improvement is needed in arithmetic:

Problem Solving Fractions

Combinations Decimals

Other subjects needing improvement:

Other pertinent information:

NOTE!!

13. HAVE THE PARENTS BEEN INFORMED THAT --

a. the youngster is NOT working up to grade level? YES NO WHEN Jan. 1971

b. the youngster is being considered for retention? YES NO WHEN Jan. 1971

Principal's Signature: Teacher's Signature:

Date: Date: M. J. S.
1. When I get a high test grade, I feel good.
2. When I get a low test grade, I try harder for a higher grade.
3. Most of the other kids at school are getting pretty good grades.
4. When I don't turn in assignments at school, I try to make them up sometimes.
5. My parents are proud of me when I do good in science and other subjects.
6. I like best the kind of teacher who doesn't make people embarrassed.
7. I don't like it when my teachers holler at people for no good reason.
8. If I had 24 hrs. left to live, I'd see the places I've always wanted.
9. If I had my own car, I'd go any place I please.
10. My parents are usually Grumpy—O.K.
11. People can hurt my feelings most by saying bad things about me.

12. What I want most in life is to be my own person.

13. If I were 5 years older, I'd move out.

14. I get angry when my parents don't listen to what I've got to say.

15. I feel best when people are in a good mood.

16. The person I need the most is I don't know.

17. The one who appreciates me the most is I don't know.