

**TIME STRUCTURE:** Berne described how we structure our time in order to gain strokes and to meet our need for structure... we all have a drive or need to structure our lives. As you move through the different ways of spending time from 1-6 the level of strokes exchanged increases.

Awareness of time-structure can give people extra options in choosing how they will use their time in order to gain the strokes they need. E.g. the married couple who spend all evening together watching TV and then move into a game to avoid going to bed together. They gain strokes through the fight rather than through the more demanding intimacy.

They may decide to engage in some activity (e.g. talk and walk together!) in order to 'stroke' each other more during the evenings and so avoid the need for a game, opening the way possibly for intimacy.

#### **6 WAYS OF STRUCTURING TIME:**

- 1. WITHDRAWAL:** Entering into their own private world, only internal fantasy strokes are available.
- 2. RITUALS:** "Hi there" "How are you"
- 3. PASTIMES:** "Ain't it awful" "Have you seen?"
- 4. ACTIVITIES:** Often group activity such as playing football and strokes are frequently given according to performance.
- 5. GAMES AND RACKETEERING:** Transactions with ulterior messages. (See separate handouts.)
- 6. INTIMACY:** Strokes are freely given and spontaneous with material from all three ego states being available. There are no ulterior transactions or motivations.

#### **EGO STATES:**

Ego states are a consistent pattern of thinking, feeling and behaviour.

It is the concept that each person has the potential for three fully functioning ego states that separates TA from other approaches.

There are two basic models of ego states; these are the structural model and the behavioural model (formerly known as the functional model).

There has been and still continues to be much debate regarding the relative merits of these two models and much of this debate has been of the nature "What did Berne really mean?" The behavioural model is widely known in simplified pop psychology and is often used as an explanation of what TA is. However simplistic explanations are often misleading.

Both these models are often talked about as if they are real entities, whereas they are both metaphors used in order to explain and to facilitate our understanding of people - you cannot find a persons ego state.

The confusion was caused by Berne providing a clear definition of ego states based on ego psychology from his knowledge and experience of psychoanalysis – These definitions are clearly describing the structural model... however he then gives examples and explains how to diagnose ego states in a way which led to the behavioural descriptions.

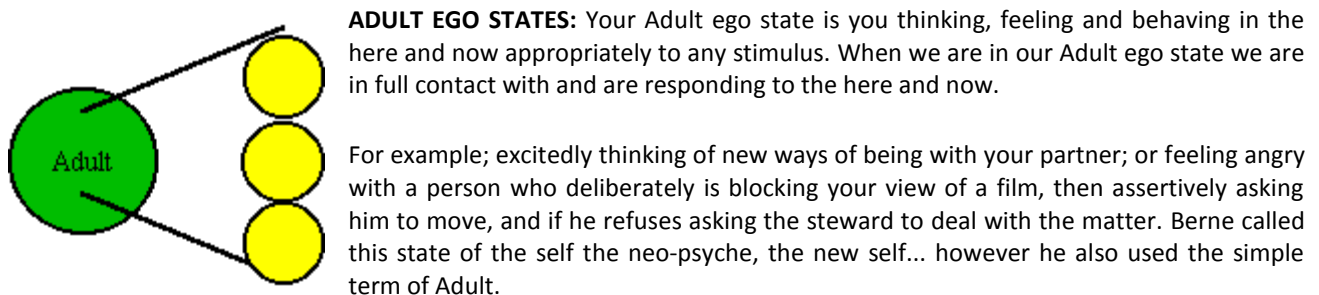
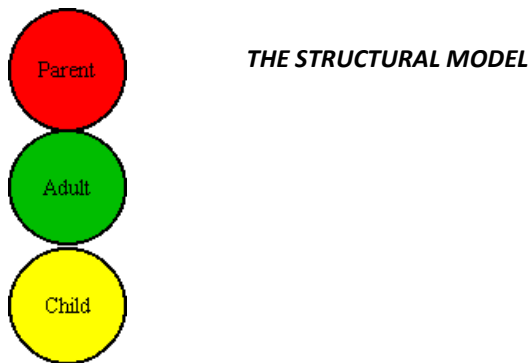
In order to differentiate between the two, remember the following:

STRUCTURE = content..... Refers to the building, i.e. what is in the ego states, what are they? And how are they made up?

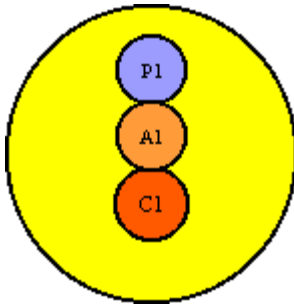
Behaviour = process and is a description of an ego states function and respective ways of behaving.

**DIAGNOSING EGO STATES** - Berne described four ways of diagnosing which ego state a person is in:

- ∅ **Behaviourally:** words, posture, tones, gestures and facial expressions will all give clues as to which ego state the person is in.
- ∅ **Social:** in interactions the other person will respond from an invited complementary ego state giving a clue to the first person's ego state.
- ∅ **Historically:** how things actually were; were you like this when you were....?
- ∅ **Phenomenological:** Berne describes this as the times when, in the here and now, a person actually re-experiences exactly a past event.



The diagram shows the second order structure of the Adult, called by Berne the Integrated Adult... When I am responding in the here and now, and it is appropriate to be parent like or child like or grown up like then it can be seen that we may behave from one of the three ego states in the here and now. When we do this it might well be that we are deliberately drawing on material we have within our archaic Parent or Child ego states.



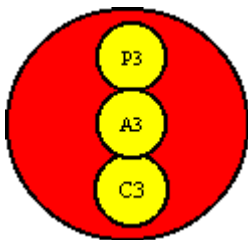
**CHILD EGO STATES:** Whenever we are in a situation we may re-experience feelings or thinking and behave in ways which are echoes of how we have responded in the past to similar situations. By responding in this way to the here and now we are using archaic internal experiences to determine our current thinking, feeling and behaviours, this is a Child ego state. It is as if we are being an echo of ourselves from an early period of time.

This diagram shows the second order structure of the Child ego state, in which the early echo of ourselves already has an early version of an introjected Parent, (P1), and also an echo of an even earlier version of the self (C1). The early Child also had an Adult ego state... this often gets referred to as the little professor!

Berne (Transactional Analysis in Psychotherapy - 1961) describes each day as an ego state unit and that we build a series of Child ego states. He described a stack of pennies to illustrate how these can build up. I prefer to think of the rings of a tree, each day a new ego state is developed and tomorrow that ego state will be the latest child ego state to have been developed.

Transactional Analysts therefore analyse people's Child ego states by the way a person responds to the here and now as if it were an event from the past. E.g.: A man becomes fearful when his wife is late home from work and after ten minutes is feeling scared, just like he did when he was a child of four and his mother failed to arrive on time to pick him up from school. The man is not aware of the connection unless it is pointed out to him.

Berne called the Child ego state the archeo - psyche.



#### PARENT EGO STATES

These are borrowed archaic relics from our past; however these are not internal experiences as the Child ego states are. These are introjected relics.

We introjected (swallowed whole) images of our parent figures. Now in some situations we may respond as if we were the parent figure rather than responding directly to the situation. E.g. The mother of the man in the above example shouted at him and told him he was silly, she was frequently late. He now has a child at school and he frequently turns up late to pick the child up from school telling him he is silly if he is worried. When we are responding as if we were one of our parent figures then we are in a Parent ego state we are borrowing their old way of being.

This picture shows the second order structure of the parent ego state.

Within our Parent ego states there remains the Parent, Adult, and Child of our introjected parents... These are represented as three ego states within the Parent ego state.

**Contaminated Adult...** This is a popular model, and yet does not really fit accurately with the structural model of TA... the ego states are drawn overlapping, and the person believes they are functioning in their Adult, whereas they are acting out of their Child or Parent.... Usually there is a double contamination... with both Parent and Child beliefs distorting the reality.

**Behavioural Model** = 'Behaving like a...'

**Nurturing Parent:** warm, loving, comforting, caring, and stroking giving permissions. This is the OK Nurturing Parent. Problems can arise if NP is over protective, rescuing, and smothering. i.e.; the not-OK Nurturing Parent.

**Critical or Controlling Parent:** protective, setting limits, defining values and reality. (The OK Controlling Parent.) CAN BE: critical, punishing, discounting and persecutory. (The not-OK Controlling Parent.)

**Child:** Functionally the child is split between the Adapted and Free Child or Natural Child.

**The Free Child** is the source of energy for creativity, spontaneity, and intuition. The Free Child is being as I want to be. This can be both OK and in some situations not OK.

**The Adapted Child** is the learned adapted ways of surviving; the best the child could develop in order to survive. Can be either conforming or by rebelling against Parent rules. Adapted Child can also be OK or not OK, e.g. saying thank you for a present is an OK Adapted Child response.

**EGO GRAMS** An Ego gram depicts the amount of energy spent in each of the behavioural ego states. Jack Dusay hypothesized that there was always a consistent amount of energy available to an individual, and if you increased the amount of energy used in one ego state then the amount of energy used in the other ego states was reduced. He uses the functional model of ego states to draw this in chart form in ego grams.

**TRANSFERENCE:** initially described by Freud understanding and using transference became the cornerstone of psychotherapy. Transference is: reacting in the here and now as if to archaic events. This is an attempt to resolve the uncompleted business from the past.

- One of the great things Berne did for psychotherapy is make it simple to understand and analyse transference relationships in the here and now through the analysis of ego states.
- If a client responds to a therapist from either a Child ego state or from a Parent ego state then you know that the client is inviting a transference relationship with the therapist.
- If the therapist is coming from Parent or Child then this is therapist transference or counter transference.
- Berne clearly states that scripts and games are transference phenomena.
- One example of a transference process is:- The client as a child introjected his/her parent figures, in the here and now those introjected parent figures are projected out onto a screen in front of the transference object (the therapist) and the client then responds as if this projected image is the reality.

**There are many types of transference:**

**CONCORDANT:** in which the therapist feels how the client feels.

**COMPLIMENTARY:** in which the therapist responds in a complimentary way to the client's transference.

Transference can be client or therapist in origin and so can counter transference ...

E.g.: The client is agitating and feeling scared. The therapist is seen as an angry Parent figure. (Client transference). Complimentary counter transference might be demonstrated by the therapist either getting angry with the client, for agitating or by deliberately using the transference invitation but giving a corrective response "You appear to be agitated and I am wondering if you want to be taken care of?"

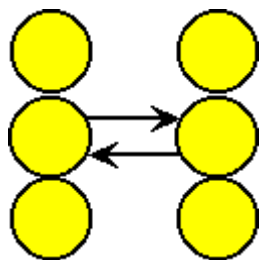
Alternatively the therapist may analyse the transaction by inviting the client to consider which ego state they are in, thus inviting the client into Adult and so clarifying what is here and now reality.

### Transactions.... TA Proper:

The analysis of transactions between two people forms theory in practice.... once the concept of ego states is understood, what follows on is the understanding of transactions...

Which ego states are people using when transacting with each other?

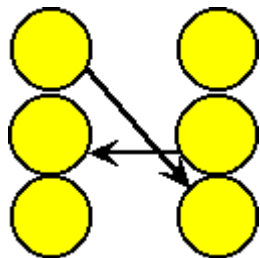
There are three types of transactions and many variations within each of the three types:



**Complementary transactions:** Where the ego state responding is complimentary to the ego state offering the stimulus... when drawn the vectors indicating the transaction are parallel.

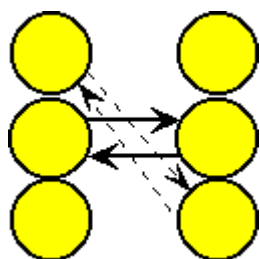
Communication first rule is ... communication will continue if the transactions are complementary!

The diagram is of an Adult : Adult complimentary transaction.



**Crossed Transactions:** Where the vectors in the diagram are crossed: When the ego state addressed is different for the one responding the communication ceases. This is the second rule of communication.

The diagram shows a Parent to Child stimulus is crossed with an Adult response.



**Ulterior Transactions:** There is a social and an ulterior level transaction. The social level is the socially acceptable stimulus... for example, do you know what time it is? Ulterior transactions are by definition out of the persons awareness... it is an unconscious process.

The ulterior level can be either: Parent > Child ... "You stupid boy, you are late!" or Child > Parent... "Please don't be angry; I did my best to get it finished on time". The ulterior transaction is shown as a broken line in the transactional diagram

The meaning will be made clear to the receiver by the use of non-verbal language clues... a wagging finger for example along with a stern look will usually mean a Parent > Child ulterior.

The meaning of the communication will always be at the ulterior level: this is the third rule of communication.

### **Discounts:**

Discounts are an internal mechanism by which people minimise or maximise (grandiosity) an aspect of reality, themselves or others. In other words they are not accounting for the reality of themselves or others or the situation.

The king and his friends were discounting when in reality "The King really was in the altogether!" Discounting involves thinking which is inconsistent or distorts reality. In structural terms the ego states involved will be either Parent or Child  
NB: Disturbed / psychotic people are discounting more severely... over 80% of transactions being discounted may well mean that the person involved is psychotic!

**MANIFESTATIONS OF DISCOUNTING:** As discounts are an internal process, they can only be 'seen' as it were by their external manifestations. These are:

1. Ulterior transactions. Behaviour in a position within the Drama Triangle
2. Redefining transactions where the reply does not match the stimulus. What time is it?.. It is snowing!.
3. Passive behaviours. These may have much energy involved, but they are passive in the sense that they will never solve the problem!
  - Doing nothing.
  - Over adaptation.
  - Agitation.
  - Violence: towards self or others.

Whereas strokes are essential to life, discounts are life destructive. Games and Rackets start with and are maintained by discounts, therefore if you stop the discount, you stop the Game or the Racket.

### **LEVELS OF DISCOUNTING**

- 1) The EXISTENCE of a problem, e.g. a baby cries and the parents go to sleep.
- 2) The SIGNIFICANCE of a problem "Oh the baby always cries at this time".
- 3) The CHANGE POSSIBILITIES "The baby will never be satisfied".
- 4) The PERSONAL ABILITY to actually carry out the change "You could but I can't change the nappy".

At each level the discount can be of three types:

- 1) The STIMULUS can be discounted.
- 2) The PROBLEM can be discounted.
- 3) The OPTIONS can be discounted.

Using the levels and types of discount the Discount Matrix was developed. by Mellor and Schiff... TAJ July 1975. This is useful for diagnosing where the person is stuck and also can be used to help in problem solving. You start at the top left hand corner the existence of a stimulus.... is there a stimulus etc... Wherever the answer is no... is the area in which the discount is occurring, and that area needs addressing in therapy. Clearly the earlier the no occurs the more serious the discount... if they don't even here the baby crying then there is a very serious denial of reality!

Mode	Type of Discount		
Existence	stimulus	problems	Options
Significance	Of Stimulus	Of problems	Of options
Change possibilities	Of Stimuli	Of problem	Viability - options
Personal abilities	React differently	Solve problem	To act on options

- ▶ Is there a stimulus? >> Yes there is a baby crying.
- ▶ Does that mean there is a problem? >>
- ▶ Does that mean the stimulus is significant? >> Yes
- ▶ Are there any options? >>
- ▶ Is the problem significant? >>
- ▶ Is it possible to change the stimulus? >> Yes
- ▶ Can you react differently? >>
- ▶ Is it possible to change the problem? >>
- ▶ Are the options significant? >> Yes
- ▶ Can you solve the problem? >>
- ▶ Are the options viable? >> Yes
- ▶ Will you act to solve the problem? >> The answer yes here means that there is no discount....

### **The Life Script**

A script is a personal life plan which an individual decides early in life and is based upon his or her interpretation of the external and internal events which affect them. The script is a decisional model - this is very important - if I chose my own script then at any time given the right circumstances I can choose to make a change in my script. (When this change takes place in therapy the client is said to have made a Redecision.)

A potential script decision is made when a person discounts his own free child needs in order to survive. Only after several discounts does the decision become part of the script unless the situation carried a great deal of significance such as the death of a parent or sibling. Script Decisions are the best the child can manage in the circumstances. Yesterday's best choice made by the child in a land of giants may now be very limiting to the grown adult. People follow their script because of the pay off, a familiar feeling, attempting to avoid the loss of love and in an attempt to gain love.

**SCRIPT MESSAGES** come from:

- 1) **MODELLING** by parents, siblings, others demonstrating how to = the Programme (accepted Adult messages).
- 2) **ATTRIBUTIONS**, the big person in Parent defining the little person in some way, e.g. "You're just like ....".
- 3) **SUGGESTIONS**, indirectly giving the message from parent, e.g. "Keep at it until it's right". Be Perfect).
- 4) **INJUNCTIONS** from the child ego state making demands on the person, either DO or DON'T.

NB: Messages can frequently contradict each other.

**DRIVERS** (Described by Taibi Kahler) From the Parent Ego State stating that the child will be OK if he/she follows a message which says:-

**You will be OK if you.....** Try Hard - Be Strong - Hurry Up - Be Perfect - Please Me –

**TWELVE INJUNCTIONS** (Described by the Gouldings in the book Changing Lives Through Redecision Therapy). Injunctions come from the infants parents scared or angry Child ego state:-Don't be, Don't be you, Don't, Don't be Important, Don't belong, Don't be close, Don't be well / sane, Don't think, Don't feel, Don't be a child, Don't grow, Don't succeed.

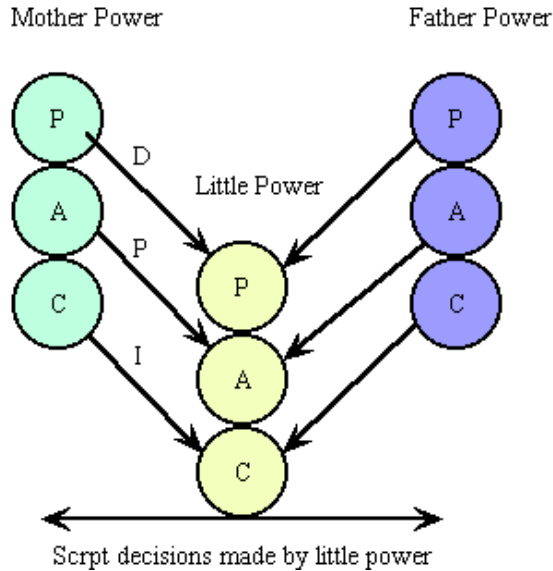
It is important to note that the child responds to these injunctions and makes a script decision... It is these negative script decisions which will possibly causing difficulty as a grown up.

Permissions are also given to the child, these will be the opposite to the injunctions, e.g. Do think, etc.

**The OK Coral:** One of Berne's best know concepts is the idea that folks are born OK, The phrase I am OK - You are OK has become a part of folk language...

In infancy, often pre-verbally the infant will make a decision as to how they related to others and themselves ... This is called their existential life position. Early life experiences will determine the person's Existential or Life position. Once decided upon, the Life Position influences how the person thinks, feels and behaves. There are four basic life positions and Frank Ernst developed these into the well known OK Corral.

I am not Ok with me	I am Ok with me
You are ok with me	You are ok with me
I am not Ok with me	I am not with me
You are not ok with me	You are not ok with me



**The Script Matrix** (Claude Steiner; Scripts People Live, 1974)

The script can be elicited in various ways, the questionnaire being one, and it is drawn out on a script matrix.

The script matrix is one of the earliest pieces of work done as a Transactional Analyst. The analyst will then design interventions based upon the information within the matrix.

In therapy the injunctions are always to be dealt with first rather than Drivers which may well be the thing that keeps the person going. E.g. "I will be perfect then I can live." -- No matter how tempted don't invite this person to stop being perfect, until they have made a decision to live regardless of how imperfect they are!

In this diagram I have deliberately have called them mother and father power in order to reflect their power imbalance over their infant. The Infant makes decisions in response to each of the messages:

D = Driver messages (Often called counter injunction)

P = Programme (How to's...)

I = Injunction (Don'ts, or script messages)

**SCRIPT QUESTIONNAIRE** These questions are designed to gain information from the client which enables the therapist to construct a script matrix, a picture of both the messages which were passed onto the infant and the decisions which the infant made. (These 10 questions are based on Maggie and Jeff White's article in the Jan 86 TAJ.

1. Imagine your mother sitting front of you and saying: "I am happy with you when you ... .."
2. Do the same for your father.
3. When you were little, what was it about you that most upset or scared your mother?
4. When your mother lets you know that she does not like you being like this, what do you feel?
5. What do you do when you feel like this?
6. What was it about you that most upset or scared your father?
7. How do you feel when he lets you know this?
8. What do you do when you feel like this?
9. What phrase or sentence describes your mother and her life best?
10. What phrase or sentence describes your dad and his life best?

## John James Game Plan

EXPLORING GAMES AND RACKETEERING:

- 1) What is it that happens over and over again?
- 2) How does it start?
- 3) Then what happens?
- 4) What happens next?
- 5) How does it end?
- 6) How do you feel when it ends?
- 7) How may the others feel when it ends?

**Definition of a Game:** A game is a series of complimentary ulterior transactions followed by one of the players switching ego states, leading to a moment of confusion, followed by a familiar feelings and thoughts which reinforce the player's life script.

Games are a way of exchanging high value strokes, and often get called Dramas, a mini version of the life script. Games are a way of both avoiding intimacy and are often a way of attempting to gain intimacy.... they have advantages and disadvantages!

If two people are involved in a process which involves exchanging ulterior complimentary transactions but neither switch ego states then they can be said to be **Racketeering**.

**Racketeering** is a process of exchanging familiar and safe strokes from a familiar role... two parties can continue this for a life time! The married couple never face up to their need for intimacy, instead they get along fine while never addressing their underlying fears that the other may one day leave them. Every night they go through the same routine: She cooks. he washes up, they watch TV, and don't ever talk, thus both avoiding their deep feelings of loneliness.

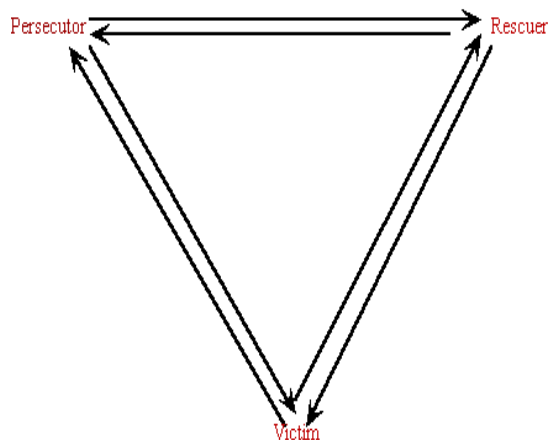
If they do attempt to talk they fear the other may get upset, but never check this out, they decide to take the familiar route to the TV. To move into intimacy one of them will have to risk breaking the familiar pattern.... at that point intimacy is possible, however, due to fear it is also possible that a game may ensue. As the other party fears abandonment and so escalates their fears into an argument, which does not address their fears, but the consequence is that the first person retreats to the familiar pattern, and a return to the racketeering.

**Rackets** is a term used for familiar feelings which are acceptable to the script and yet which may not be the authentic feeling associated with any situation. As one client said recently to me: I will see my the person I want to be my lover again tonight, I fear her, I fear losing contact with her, but that is not acceptable so I giggle and act as if I am shy... I actually feel embarrassed... and end up apologizing for my blushes. She laughs and I feel even more inadequate.

### There are three popular ways of illustrating Games

**The Karpman Drama Triangle:** Steve Karpman one of Berne's colleagues was writing in the Transactional Analysis Bulletin (1966) about how drama roles get acted out within fairy stories drew what has become perhaps the best known diagram from TA. I have seen it within a health promotion booklet, and within a Gestalt book, neither crediting Karpman nor TA! In a game the players start in their familiar favoured position, when one of the players switches roles the game is completed.

This simple diagram demonstrates how we occupy one of three roles:



**VICTIM:** Hopeless, helpless, and powerless, beyond the reality. "You can make me feel bad or good".

**RESCUERS:** Appear nice and helpful. "I can make you feel good". A person is rescuing when he/she:

- Is doing something he doesn't want to do
- Is doing something he was not asked to do Is doing something he can't do
- Is doing more than 50% of the work
- Is not asking for what he wants

**PERSECUTOR:** "I can make you feel bad". People frequently take up the persecutor role in order to avoid being the victim.

**TRANSACTIONAL ANALYSIS OF THE GAME** This illustrates the ulterior transactions taking place.

**THE FORMULA 'G'** Berne, in his book 'What Do You Say After You Say Hello' says that only transactions which fit this game formula are games and any other series of transactions are not games. **Con + Gimmick = Response > Switch > Cross up > Pay off**

- Con = the hook which invites the person into the game, E.g. "Please help me".
- Gimmick = the interest in the hook. E.g. "Oh yes, I'm a good helper".
- Response = there may be several rounds of racketeering involved with the hook and gimmick, but the problem is not solved.
- Switch = the first and second person switch ego state and position on the drama Triangle.
- Cross up = the immediate sense of unease when the person realises the fact that they have been had.
- Pay Off = always enhances the script, and original life position.

When working to resolve games discover why the person is playing the game and invite them to get their needs met in a straight way. That is without the ulterior transactions.

**Names of and degrees of Games** Berne named many games, most of these could be summed up as either Kick me or Kick you, and possibly kick them... A classic example is where a husband complains to his wife that if it were not for her then he could..... That game is a "If it were not for you" The competition is to see who is going to get kicked... both players will play from their favoured life position of being either one down and getting kicked or one up and kicking the other. Each game reinforces the script and life positions of the players, these outcomes are described as a first, second or third degree pay off.

- **A first degree pay off** is one which leads to amusement, along with possibly mild embarrassment.
- **A second degree** game is where the players really do not want others to know about it... there is shame and a desire to cover it up.
- **A third degree** pay off is where there is serious damage done to the players, and ends up in court or hospital or worse.

#### WHY PLAY GAMES?

- To further the script, maintain life position on the OK Corral. To satisfy stroke needs and excitement needs.
- To satisfy need for time structure and to maintain predictable patterns of behaviour.
- Games avoid responsibility and intimacy.
- An important role for games is to keep others around for strokes when the racketeering process is running out.

#### The 6 advantages of Games:

1. Biological advantage: gaining attention and stimulation, which are essential for our well being.
2. Existential advantage: Confirming the life position.
3. Internal psychological advantage: Defending against internal fears and old unwanted feelings.
4. External psychological advantage: the avoidance of a feared situation by playing the game.
5. Internal social advantage: Providing players with pseudo-intimacy.
6. External social advantage: This is relating to the opportunity to talk with others, outside of the game about the game.

To stop the game: confront the Discount which maintains the game.

#### Therapy and Planning for Change

**ASSESSMENTS:** During the assessment phase much good therapy can be done. However it is not directly seen as change work until you have agreed a contract for change and the client has closed their escape hatches.

- Outcomes to be aimed for (Treatment Contract)
- Type of therapeutic interventions (group/individual)
- The script / Racket System, Game analysis and other diagnostic assessments.

**Safety Contracts and closing escape hatches:** terms used to describe one of TA's methods of working with "a person in an at risk situation". Closing escape hatches is framed positively: "No matter how I feel, or what others do or say, I will live etc"

1. Taking one's own life, or harming one self. - Closed by an Adult decision "to live and take care of myself .
2. To act in a crazy way. - Closed by an Adult decision to "stay sane and to keep Adult available".
3. To set up to become physically sick. - Closed with an Adult decision to "take care of myself and to live a healthy life".
4. To harm or kill someone else. – Closed with an Adult decision to "let others live and take care of themselves".

There are full descriptions of this in the books on TA by Ian Stewart (Developing TA Counselling in Action) and Charlotte Sills: Contracts in Psychotherapy and Counselling.

**THERAPY CONTRACTS:** “A bi-lateral agreement to a well defined course of action” – Berne 66

Both the TA practitioner and the client agree stating the areas in which the client wishes to make changes and the outcomes expected. Contracts cover all areas of work...

- The boundaries in which the therapeutic work will be carried out:
- Professionally – how the work will be carried out.
- The goals / outcomes of the work and the process to be followed in order to achieve that goal.

The goal of using the contractual method is to ensure an Ok – OK equal relationship with the client...

Contracting questions are:

- What changes do you want / wish for in order to enhance your life?
- How will you need to change to get what you want / wish for?
- What needs to happen for you to make this change?
- What are you willing to do in order to make this change?
- How might you sabotage yourself?
- How will you and I know when you have made the change?
- How will you reward yourself for making the change?
- What will you do in your life after you have made the changes?

(Adapted by Dave Spenceley TSTA from to M. James "Born to Win" 1976 and developed by Sills; Contracts in Psychotherapy and Counselling 2006)

**The 101 Exam Questions:**

The 101 written exam is an alternative way of receiving the 101 certificate which is a pre-requisite for any advanced TA training. Even if you have attended a 101 course and wish to go onto to train in the application of TA answering these questions will be very helpful for you.

Answer these 10 questions at a passing level, and you can be awarded a 101 certificate: email me with questions about these questions and how to answer them. Each answer needs to be about one A4 side in length. Provisional or Teaching and Supervising Transactional Analyst will be able to mark these papers for you. A fee of £75 is usually charged.

1. Briefly define TA as you see it expressed in one of Eric Berne's books. Name the book and give two examples to illustrate how TA can be used to make life changes.
2. Give a definition of ego states:
  - Describe each ego state and explain how you may recognise each ego state.
  - Distinguish between the structure and function of ego states.
3. Define a transaction:
  - List the three types of transaction
  - Describe and give examples of each type of transaction with the dialogue.
4. Explain the relationship between stimulus hunger, recognition hunger and strokes. Include a definition of each concept in your answer.
5. Define discounting give an example of each of the 4 ways of discounting. ( i.e. An example of each of the 4 levels of discounting).
6. Describe how members of a committee may use the 6 ways of structuring time during a meeting.
7. Answer either:
  - Using the game "If it were not for you" List the 6 advantages of playing the game, and describe a possible second degree pay off.
  - Use formula "G" to describe the game if it were not for you and include discussion of the possible pay off.
8. What are the four life positions and how do they relate to games and script?
9. Define Injunction, Program, and Counter Injunction and early decision. Explain the part each plays in script formation using the script matrix to illustrate.
10. Use a TA definition of Autonomy to distinguish between Independence and Autonomy.

(Email your answers to Dave Spenceley TSTA at [dave@ta-psychotherapy.co.uk](mailto:dave@ta-psychotherapy.co.uk) There is a charge for marking the fee!)

**Introductory TA books:** (See the web site for further books and links to Amazon to purchase the books of available: [www.ta-psychotherapy.co.uk](http://www.ta-psychotherapy.co.uk))

**TA Today : A New Introduction to Transactional Analysis** Ian Stewart, Vann Joines / Paperback / Published 31 December, 1987 This is now the key introductory book of choice.... an excellent, easy handbook, clear explanations, and exercises.

**Transactional Analysis Counselling in Action** Ian Stewart / Paperback / Published July 1989 Ian confirming himself as the leading TA Author for introductory books, This is an ABC of how to do TA counselling, not bed time reading but essential for all who wish to use TA professionally. Part of the Counselling in Action (edited by Windy Dryden) series.... itself an excellent series!

**Developing Transactional Analysis Counselling** Ian Stewart / Paperback / Published April 1996 My favourite of the three by Ian, develops on from the earlier book, essential again for all who wish to understand how to apply TA concepts to their professional practice.

**Changing Lives Through Redecision Therapy** Mary McClure Goulding, Robert L. Goulding / Paperback / Published July 1997 **One of the classics, a good read, and essential reading for all trainees.**

**Eric Berne** by Ian Stewart / Hardcover / Published 28 February, 1992 Ian's excellent book on Berne's life and his contribution to the development of psychotherapy.

**Games People Play** Eric Berne / Paperback / Published 1 November, 1968 Berne's original best seller.... still a good read, even if it reflects the times in which he was writing .... the 60's.

**What Do You Say After You Say Hello?** Eric Berne / Paperback / Published 25 April, 1975 A great read! Berne's final contribution published after his early death. Takes in wide sweeps of ideas, great fun at times!.... I especially like the Martian version of Little Red Riding Hood!

**Transactional Analysis Psychotherapy** An Integrative approach by Petruska Clarkson Published August 1992 Another excellent in depth theoretical book, an essential for everyone.

**Contracts in counselling and Psychotherapy:** edited by Charlotte Sills, clear and very good exploration of the use of contracting.