

TA 101 – Official Introduction to Transactional Analysis - by Dave Spenceley TSTA

The 101 course is the official entry gate to all further TA training – these notes have been developed to be given to participants on the YTCi training programmes. Dave qualified as a Transactional Analyst in 1990 and ran his first 101 course in September 1990.

What is TA: Transactional Analysis is a theory of personality and a systematic psychotherapy for growth and personal change:

The goals of TA in practice can be described as:

1. Autonomy – freedom from archaic and restrictive patterns of behaviour.
2. Intimacy - free exchange of strokes without manipulation.
3. Spontaneity – freedom to act in the here and now.

Eric Berne, borne in 1910, in Montreal, Canada, was a pioneer and radical in the field of psychiatry. Berne died on the 15th July 1970 aged only 60 years of age and only 9 years after his first book on TA was published. He left behind him a profound and systematic theory of personality and a range of tools which have been used throughout the world to promote health and growth.

Berne was initially trained in psychoanalysis, he started writing about TA in the 1957. His first book on TA was published in 1961 – “TA in Psychotherapy” and his last book – “What do you say after you say hello” was published after his death. Therefore, the initial rapid development of TA took place in a very short period of time. May of the models which were developed by Berne and his colleagues continue to be central to TA theory and practice however TA practice and theoretical understanding continue to develop often in different directions.

Berne started in psychoanalysis with Paul Federn in 1947. Federn had spent time with Freud in the Vienna school pf psychoanalysis. Later Berne became the analysand of Erik Erikson. Both of these analysts influenced Berne’s theoretical development. For an excellent summary of the life and work of Berne see Ian Stewart’s book – “Eric Berne” 1992.

"What do you say after you say Hello" opens with 4 questions:

1. What do you say after you say hello?
2. How do you say hello?
3. What do you say after others say hello?
4. Why do we and others spend so much of our time not saying hello?

Berne deliberately used simple metaphors and language in order to make his approach to psychotherapy accessible for all, and he described people as basically being OK. However, in their

early life they make decisions, which lead them to the not OK position or a position of believing others are not OK (or both). He talked of the OK 'PRINCE' and the not OK 'FROG'. "OKness" can be described as having intrinsic worth and value. Berne believed that every person:

- ▶ Can change.
- ▶ That people are responsible for their own lives.
- ▶ That everyone is born OK.

Recent developments within TA have emphasised people's desire to belong, alongside the need for autonomy.

- ▶ TA uses a cognitive – behavioural approach in teaching clients to change their thinking and the related behaviours and TA practitioners often teach clients the concepts being used.
- ▶ TA is a social psychology analysing the interactions and relational process within their social context this emphasised in the systemic approach to understanding TA theory and practice.
- ▶ TA works with the affect; people let go of their 'old' feelings, expressing their emotions in the here and now in order for them to be more fully alive in the here and now.
- ▶ TA is relational... this is reflected in the current emphasis on relational psychotherapy.
- ▶ TA is contractual in its approach which Berne emphasised and often differentiates TA from other approaches.

There are four fields of application – You can qualify as a CTA (Certified Transactional Analyst) in each of the four fields with the same level of requirements and examination.

- **Psychotherapy** is defined as healing the hurts of the past in order to live freely in the here and now. Psychotherapy is practiced with individuals and in groups and can be brief or long term.
- **Counselling:** Coaching, team development, conflict resolution, and mentoring, as well as family, relationship and pastoral care and what is described as psycho-social counselling. TA counselling emphasises the systemic resources of the client; internal and external and seeks to facilitate using the client's resources to promote autonomy and intimacy
- **Organisational:** The organisation is the client and the contract is for development of the organisation as a whole, may look at the financial and management structure of the organisation.
- **Education:** TA applied in education settings supporting the educators.

International and national Organisations: There are regulating organisations which control training standards, and ethics as well as being the focus for practitioners throughout the world.

- In the UK the largest TA organisation is UKATA – the United Kingdom Association of Transactional Analysis. UKATA is a member of the “HIPS” section of the United Kingdom Council for Psychotherapy – UKCP
- European Association of Transactional Analysis, (EATA).
- Internationally the International Transactional Analysis Association, (ITAA).

EATA and ITAA have an official handbook which contains all the requirements and guidelines regarding TA practice and training.... Section 5 of the handbook contains the detailed core competencies developed for each field of application and training for each area. (See the EATA website for the complete handbook). UKATA has developed a UK version of the handbook which has additional requirements in order for trainees to qualify as TA psychotherapists and be registered with the UKCP.

Schools of TA in the first wave of TA’s development three schools were developed and today practitioners of TA normally use an integration of the three schools.

- **The classic School;** based on the work of Berne and Steiner and their close associates, this includes ego state analysis, transactional analysis proper, script and game analysis.
- **The Redecission School;** developed by Bob and Mary Goulding who integrated TA with Gestalt to make an active, dynamic and energetic approach to TA practice.
- **The Cathexis School;** developed initially by Jacquie Schiff who worked with clients who had been diagnosed with severe mental health problems. Her approach was very controversial and she left the TA community in 1970, however she and her colleagues developed very useful concepts including discounting and symbiosis- a collection of theories normally described as “passivity material”.

Recent developments: other schools of TA are now recognised and can be thought of as the second wave of TA development. Each of these approaches has significantly influenced TA practice in recent years and TA practitioners integrate elements from these schools with the original TA concepts.

- **Relational school;** best described by Charlotte Sills and Helena Hargedon in their book “Transactional Analysis a Relational Approach”. This school emphasises the empathic relationship and transference recognising that it is the therapeutic relationship which is central to the healing process.
- **Integrative psychotherapy;** developed by Richard Erskine and like relational TA emphasises the empathic nature of the relationship in TA practice.
- **TA and Body psychotherapy;** practitioners who emphasise the need to work with the client’s body in psychotherapy. TA body psychotherapy is best described by Bill Cornell and emphasises how many unconscious embodied script issues and trauma can be worked with through the focus of attention being in body work.

- **Systemic approaches;** Very important in the counselling field of TA – the emphasis is the client in their systems.
- **Constructivism;** while not a school of TA several authors have written about constructivism and TA emphasising the co-created nature of the TA practice and how script is a narrative constructed in order to make meaning of experience.

FOLKS NEED STROKES – Berne: “A stroke is a unit of recognition.”

Woollams and Brown: (Transactional Analysis 1978) “A stroke is a unit of attention which provides stimulation to an individual”.

Physical stimulation is a basic human need. Berne referred to research (Spitz 1945) in which it was noted that children deprived of physical stimulation may sink into decline and become prone to death. Berne described this as **stimulus hunger**, Berne believed that as we develop our stimulus hunger develops and is partially transferred to a psychological version which Berne describes as **recognition hunger**. Therefore, a working definition of a stroke is: A transaction which provides a person with recognition and stimulation.

Recent research into child development has not only confirmed Berne’s ideas it has actually gone much further than Berne anticipated, we now know that the infant’s development is directly impacted upon by the relationally and affectively attuned relationship with the child’s caretakers – See “Affect regulation and the origin of the self” by Allun Schore for detailed analysis and description of this process, or a much more accessible book: “Why love matters” by Sue Gerhardt which presents the work of Schore and others.

TYPES OF STROKES:

- **INTERNAL:** fantasies, self praise, and other forms of self stimulation.
- **EXTERNAL:** strokes from others are important for healthy living.
- **CONDITIONAL:** the stroke is for something - “I like your coat”.
- **UNCONDITIONAL:** the stroke is for being you - “I love you”
- **STROKE VALUE:** “I love you” will carry more energy than simply saying hello!
- **FILTERED STROKES:** “I see you have a new coat” can be changed / filtered to negative or positive strokes with the person saying to himself “He likes / doesn’t like my coat” The person maintains his own internal life position by using his filter.

STROKING PROFILE: The stroking profile was first developed by Jim McKenna and was described in the Transactional Analysis Journal, October 1974. The stroking profile helps to measure how a person gives and receives strokes in 4 categories:

- GIVING STROKES IS OK
- SAYING NO IS OK
- TAKING STROKES IS OK
- ASKING FOR STROKES IS OK

THE STROKE ECONOMY: In the book "Scripts People Live" (1974) Claude Steiner a close friend and colleague of Berne described how the stroke economy creates a system to control the giving and receiving of strokes. To understand your stroke economy list, the people / situations in which you spend most time and rate the exchange of the different types of strokes.

TIME STRUCTURE: Berne described how we structure our time in order to gain strokes and to meet our need for structure.

6 WAYS OF STRUCTURING TIME: Note how the exchange of strokes increases along with the psychological risk involved in each way 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.)

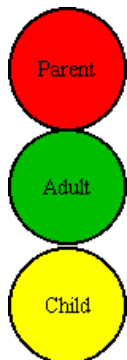
6. INTIMACY: Strokes are freely given and spontaneous with material from all three ego states being available. There are no ulterior transactions or motivations.

EGO STATES – Self States - Ego states are a consistent patterns of thinking, feeling and behaviour. Ego sates are the central concept of all TA they are metaphors to understand both internal (intra-psychic) process and relational patterns.

Two Models - As a result of how TA developed in the 1960's 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 much debate regarding the relative merits of these two models: The behavioural model is widely known in simplified pop psychology. However, its simplistic explanations are often misleading and therefore as a psychotherapist I always use the structural model in my practice and understanding of TA theory.

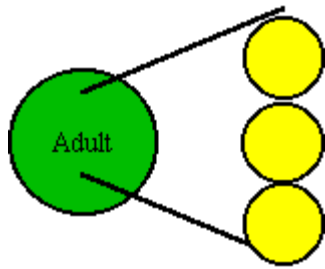
DIAGNOSING EGO STATES - Berne described four ways of diagnosing which ego state a person is in:

- **Behaviourally:** words, posture, tones, gestures and facial expressions will all give clues as to which ego state the person is in.
- **Social:** responding from an invited ego state gives a clue to the other person's ego state.
- **Historically:** how things actually were – asking – “Were your parents actually like that?”
- **Phenomenological:** re-experiencing somatically earlier events – the person experiences them-selves as a young child or parent.



The first order structural model of ego states

PAC – often referred to as P2 / A2 / C2

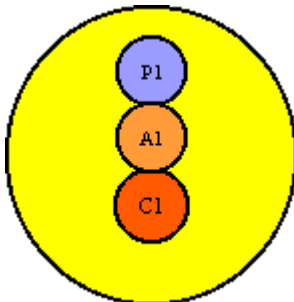


ADULT EGO STATES: Here and Now - thinking, feeling and behaving appropriately to the current situation.

When we are in our Adult ego state we are in full contact with and are responding to the here and now.

For example; excitedly thinking of being with your partner; or feeling angry with a person who deliberately is blocking your view of a film and assertively asking him to move. Berne called this state of the self the neo-psyche, the new self, however he also used the simpler term "Adult".

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 or from information from the environment of others we are in relationship with.



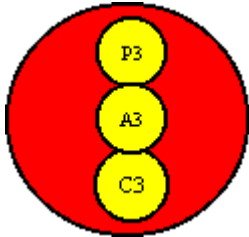
CHILD EGO STATES: - Echoes of my younger self - re-experiencing feelings, thinking and behaving in ways which are echoes of how we have responded in the past to similar situations.

By responding in this way we are using archaic internal experiences to determine our current thinking, feeling and behaviour, this is a Child ego state.

It is as if we are being an echo of ourselves from an early period of time. Berne called the Child ego state the archeopsyche. Note there are Child ego states – plural = I may be in Child as a 2, 5, 10-year-old – there is not only one fixed Child ego state.

This diagram shows the second order structure of the Child ego state, in which the early echoes of ourselves already has an even earlier 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 (A1) ego state often 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.



PARENT EGO STATES – Echoes of another person – usually significant others such as parents, grandparents, or teachers, notice like with the Child ego state there are many different Parent ego states.

These are borrowed archaic relics from our past; however, these are not archaic self-experiences like the Child ego states. The Parent ego state is made up of archaic introjected others. We introjected (swallowed whole) images of our parent figures.

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, even though the picture does not comply with the structural model of TA. The ego states are drawn overlapping – an attempt to describe how a person believes they are in their Adult, whereas they are actually in Child or Parent.... Usually there is a double contamination... with both Parent and Child beliefs distorting the reality.

Berne stated that Parent contaminations are prejudice and Child contaminations are delusions, however I believe that this is too simplistic – Parent ego states are also delusional at times and Child ego states can also be prejudicial. For example, there are very disturbing you tube videos of children describing black / white dolls as being good dolls / bad dolls – they have already introjected and internalised both prejudice and delusional ideas.

Berne also talked of excluding ego states, acting as if one of the ego states did not exist – while this idea is used in the model of symbiosis which is widely used by transactional analysts it does not fit well with our current understanding of child development or ego state theory.

When do ego states develop? – Berne and early TA writers believed that Parent and Adult ego states evolved as the child aged, however that does not fit with our current understanding of child development from infant researchers and therefore it is now widely accepted that the new born has all 3 ego states – albeit without a “language” understanding.

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 which is often described as the not-OK Nurturing Parent.
- **Critical or Controlling Parent:** protective, setting limits, defining values and reality. (The OK Controlling Parent.) however the Critical Parent can also be 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. The Adapted Child is 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: Infrequently referred to in contemporary practice, 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 behavioural model of ego states to draw this in chart /graph form – the graph is called an ego gram.

TRANSFERENCE was initially described by Freud as a way of understanding the dynamic in psychoanalysis between the client and the analyst. Transference has become the cornerstone of all psychotherapy practice including in Transactional Analysis. TA practitioners use TA to understand transference phenomena in which ever field they practice.

Transference is now understood more widely to be unconsciously reacting in the here and now as if they were in fact archaic events. Often understood as an attempt to resolve the uncompleted business from the past. For example; responding to my boss as if she is my mother (or father).

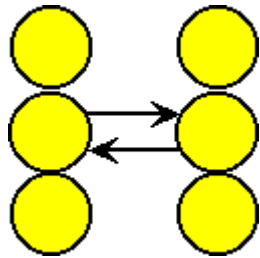
- Berne described how all transactions involving Parent or Child ego states are transferential in nature – this is extremely important to the practice of TA. Making it possible to understand and analyse transference relationships in the here and now through the analysis of ego states, and other TA concepts based on the ego state model. Berne clearly states that scripts and games are transference phenomena.
- If a client responds to a therapist from either a Child ego state or from a Parent ego state, then the client is inviting a transferential relationship with the therapist.
- If the therapist is coming from Parent or Child, then this is therapist transference or counter transference.

There are many types of transference described in TA and other literature for example:

- **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.

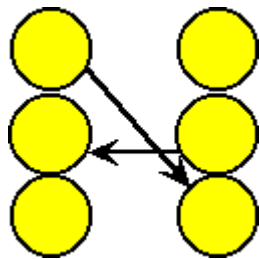
Transactions.... TA Proper: The analysis of transactions between two or more people in order to understand which ego states are people using when transacting with each other?

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



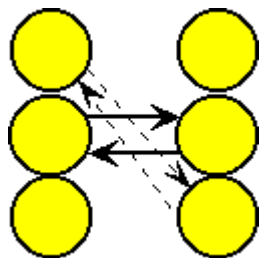
Complementary transactions: Where the ego state responding is complimentary to the ego state offering the stimulus... when drawn the vectors indicating the transaction are parallel.

The first rule of Communication - 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.

The second rule of communication - if the transaction is crossed communication will stop.



Ulterior Transactions: There is a social and an ulterior level transaction. The social level is a socially acceptable stimulus, for example, do you know what time it is?

Ulterior transactions are by definition out of the person's awareness... it is an unconscious process.

The ulterior level can be:

- Parent > Child: "You are a stupid boy, you are late!"
- Child > Parent: "Please don't be angry; I did my best to get it finished on time".
- Parent > Parent: two Parent ego states seeking to define reality in competition with each other, could be two Parent ego states co-operating – look at that woman she is terrible.
- Child > Child: could be co-operative in order to play or it could be competitive about who is going to have their needs met.

The ulterior transaction is shown as a broken line in the transactional diagram and 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 third rule of communication: The meaning of the communication will always be at the ulterior level.

Discounts: Discounts are internal mechanisms by which people minimise or maximise an aspect of reality, themselves or others. They are not accounting for the reality of themselves or others or the situation.

For example: 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.
- Games and Rackets start with and are maintained by discounts, therefore if you stop the discount, you stop the Game or the Racket.
- All discounting is justified by grandiosity. Example - "Smoking will not harm me – discounts the impact of smoking, and can be justified by thinking that I am so fit I don't get ill."

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.
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.

There are 4 passive behaviours described:

1. Doing nothing.
2. Over adaptation.
3. Agitation.
4. Violence towards self or others.

The Discount Matrix - 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.

The Discount Matrix was developed by Mellor and Schiff: TAJ July 1975 and while being a complex tool it has a central place in TA practitioners understanding of their work.

The matrix is useful for differentiating exactly where the person is discounting and therefore can be used to understand what needs addressing in order to problem solve.

Mode	Type of Discount		
	stimulus	problems	Options
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

To use the Discount Matrix - ask the following questions:

- ▶ Is there a stimulus? >> Yes there is a baby crying.
- ▶ Does that mean there is a problem? >>
- ▶ Does that mean the stimulus is significant? >>
- ▶ Are there any options? >>

If the client says no to any of the above questions, then they will have very serious problems in their lives.

- ▶ Is the problem significant? >>
- ▶ Is it possible to change the stimulus? >>
- ▶ Can you react differently? >>

If the answer to the above 3 questions is "no" then the client will be having major life problems in the area that is being discounted.

- ▶ Is it possible to change the problem? >>
- ▶ Are the options significant? >>
- ▶ Can you solve the problem? >>
- ▶ Are the options viable? >>
- ▶ Will you act to solve the problem? >>

Symbiosis: Another useful model from the cathexis school describes how two people can develop and maintain dysfunctional symbiotic relationships which can be:

- Complimentary, with one acting as Child and the other as Parent and Adult.
- P>P competitive in which the two people compete over defining reality.
- C>C competitive in which two people compete over who is going to get their needs met

The Life Script: Berne said that a life script is a personal life plan which an individual decides early in life based upon his or her interpretation of the external and internal events which affect them.

Erskine: Script = unconscious relational patterns.

Tosi: Script = A narrative to make sense of life, relationships and the world.

- Berne initially described infants being scripted, however he changed his view and he described how the child is central in deciding his / her own script story.
- 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 script change takes place in therapy the client is said to have made a Redecision.
- Berne and other early TA writers described how script is dysfunctional beliefs, leading to feelings, thinking and actions which create repeating and script reinforcing patterns. The most recent writer to follow this understanding is Erskine.
- F English, writing shortly after Berne's death pointed out that the script is important in enabling a person to understand their life and relationships. She described how even though their script is chosen in childhood, the script continues to evolve though life and contains many useful elements as well as dysfunctional aspects.
- Script as a useful narrative which evolves over time has become the most frequently understood model of script theory.
- Those of us thinking like this no longer define the goal of TA as being to become "script free" – as that is not desirable or possible – and we think of the script as developing more effective coping and defensive strategies for life in the here and now.

Script Decisions: A potential script decision is made when a person discounts his own needs or wants in order to survive. Script Decisions are the best the child (or adult) can manage in the circumstances.

Script Messages: can be contradictory and come from: parents and significant others – including social systems and culture.

- 1) **MODELLING** by showing how to...
- 2) **ATTRIBUTIONS**, the powerful person defining the little person.
- 3) **SUGGESTIONS**, indirectly giving the message "Keep at it until it's right".

Script Messages: These are messages which originate from the Child ego state of the parent figure: These are the most powerful as they are often magical and are given by scared / angry / distressed parent figures –

- Berne called these message “script messages”
- Bob and Mary Goulding called them “injunctions”

These are the two most frequently used terms for these messages – however they often come in the form of Don’t and are often described as stoppers.

The Goulding’s described 12 injunctions in the book “Changing Lives Through Redecision Therapy”: 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.

The Programme - Adult ego state messages: The parent figures modelling how to live, Berne called these messages the programme. Often described as “How to” messages.

Counter-script Messages – These messages originate in the Parent ego states of the parent figures. These message are permissions and can be life-saving “you can live as long as you...”

Berne therefore called these messages counter script – as they run counter to the script messages – in the same way they are frequently called counter-injunctions.

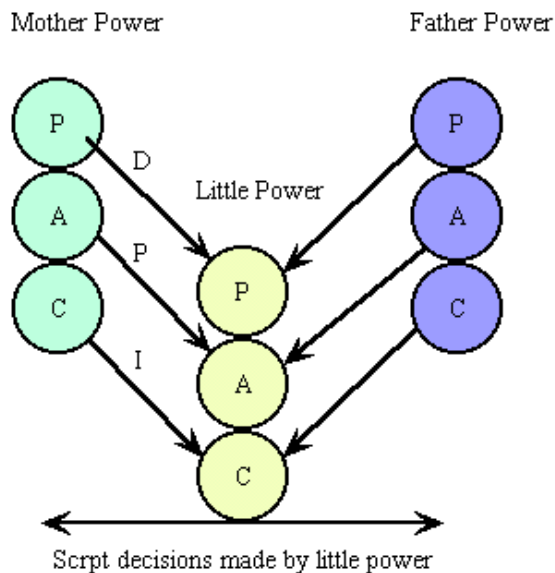
Kahler called these messages “drivers”- he labelled 5 generalised drivers – You will be OK if you - Try Hard - Be Strong - Hurry Up - Be Perfect - Please Me. These 5 drivers have become frequently used short hand for counter script messages however there are many more than 5 drivers – For example “you should be happy” – “You should stay safe / be careful”.

Script and Counter Script Decisions – in response to the modelling, the script and counter script messages the child develops a life story and in the process creates script belief’s about – self – others and life / the world. When running these beliefs, the child is supressing (discounting) their authentic desires and feelings. This in turn leads to expressed feelings, thinking and behaviours which are acceptable in their families / social systems, which in turn will lead to experiences which re-inforce the script beliefs. (The Racket system is a picture which describes this self-re-enforcing system)

The OK Corral: 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 everyday language. In infancy, pre-verbally the infant makes a script decision as to how they are related to others and themselves. This is called their existential life position. There are four basic life positions and Frank Ernst developed the well-known OK Corral.

I am not Ok with me You are ok with me	I am Ok with me You are ok with me
I am not Ok with me You are not ok with me	I am not 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 the script messages and decisions are drawn using the script matrix.

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 (Counter injunction)
- P = Programme (Modelling)
- I = Injunction (Injunctions)

Script system – the script matrix reveals the history of the development of the script and the racket system is a description of how the script is lived in the person's everyday life.

When thought of together these two diagrams / models represent the whole script system – I normally draw the two together and in my work I always see them as forming one system which provides the client with a narrative for live – a way of making meaning with both functional and dysfunctional aspects.

Script Questionnaire: questions designed to construct a script system. It is often the case that children were brought up in complex families and environments – the script questionnaire must account for this individual experience of the child.

These 10 questions are based on Maggie and Jeff White's article in the Jan 86 TAJ.

The answer to the first message will give the counter injunction messages:

1. Imagine your mother sitting front of you and saying: "I am happy with you when you"
2. Do the same for your father.

The answer to questions 3 & 6 will reveal the primary injunctions and the answer to 4, 5, 7, 8 will reveal the racket system – the beliefs about self / others and life along with the acceptable feelings / actions and fantasies:

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?

The answer to questions 9 and 10 reveal the most significant aspects of the modelling from the parents:

9. What phrase or sentence describes your mother and her life best?
10. What phrase or sentence describes your dad and his life best?

Games and the John James Game Plan – Life script and the racket system are lifelong dramas while games are individual moments – minute by minute enactments of the script and which reinforce the script.

The John James game plan questions are a way of asking questions to reveal the minute by minute enactment of the script / racket system.

- 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 seeking intimacy which leads to failure which reinforces the script beliefs about self and others and life.
- If the participants in this process do not switch ego states, then they can be said to be **Racketeering**.

Racketeering is a process of exchanging familiar and safe strokes. Two parties can continue this for a life time!

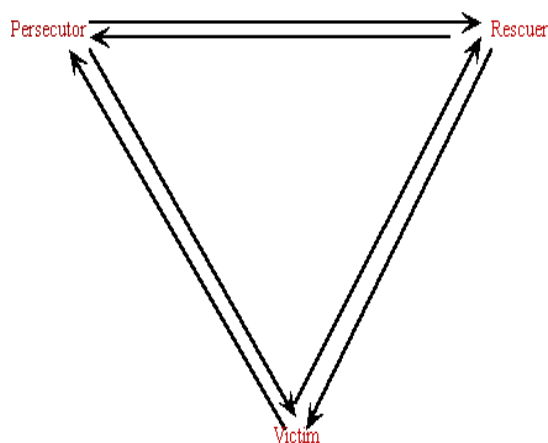
A married couple never face up to their need for intimacy, instead they get along fine while never addressing their underlying fears that the other may one day leave them. Every night they go through the same routine: She cooks. he washes up, they watch TV, and don't ever talk, thus both avoiding / discounting 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 one party fears abandonment they escalate their fear into an argument, which does not solve the problem however their relationship maintains a familiar pattern with a return to the racketeering.

Rackets is a term used to describe familiar feelings which are acceptable to the script system and are not the authentic feeling associated with any situation.

There are three popular ways of illustrating Games

First - 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 using the drama triangle to illustrate the switch in roles – this has become one of the best known diagrams from TA. This simple diagram demonstrates how we can occupy one of three roles:



VICTIM: Hopeless, helpless, and powerless, beyond the reality and believes - "You can make me feel bad or good". Their life position is - / +

RESCUERS: Appear helpful believing "I can make you feel good".

A person is rescuing when:

- he/she: their life position is + / -
- 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: Believing "I can make you feel bad" usually the persecution is an attempt to maintain their own valued position: their life position is + / -

Secondly – Transactional Analysis (TA Proper) of the game: Switches in ego states during the game process.

Thirdly – 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 with the hook and gimmick, but the problem is not solved – this process is described as racketeering.
- Switch = a switch in ego states 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.

Names of and degrees of Games: In "Games people Play" Berne named many games however most of these could be summed up as either "Kick me" / "Kick you" or "kick them". It is very unusual now for TA practitioners to name games in this way. However, the idea of different degrees in games is very important:

- **First degree** - leads to amusement, along with mild embarrassment.
- **Second degree** - players really do not want others to know about it, there is shame and a desire to cover it up.
- **Third degree** - there is serious damage done to the players and ends up in court, hospital or worse.

WHY PLAY GAMES?

- **Symbiosis** – The cathexis school of TA described how games and racketeering processes are aimed at establishing a symbiosis – an attempt to get the early needs of the child met.
- The classic school of TA describes how games are played to further the script, maintain life position on the OK Corral and to satisfy stroke, excitement and time structure needs.
- Games avoid responsibility and intimacy while often leading to a false intimacy keeping contact with others for strokes.

Berne described 6 advantages of Games:

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

Contracts and interventions – TA is contractual in its approach - All of the models described in the 101 course and others are used to understand and make assessments of the client, their situation and system, including a risk assessment. Once these are understood then outcome contracts for change and development will be agreed with the clients.

One of the goals of using the contractual method is to maintain an Ok – OK equal relationship with the client, accounting for the core TA principles that people are responsible for themselves and their actions, thinking and feelings and can therefore also change if they wish to.

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.

The 101 exam was developed in the early days of TA's development and reflects the emphasis in TA training at that time – it does not reflect the significant changes to TA practice and theory over the years.

- *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.*
 - *I currently charge a fee of £100 for marking the exam.*
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.

Introductory TA books:

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.

100 Key concepts in Transactional Analysis – by Mark Widdowson is a recently published and well received book.