

## TA 101 – Official Introduction to Transactional Analysis

with Dave Spenceley TSTA

The 101 course is the official entry gate to all further TA training, recognised by the European Association of Transactional Analysis: 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:

Autonomy:	freedom from archaic and restrictive patterns of behaviour.
Intimacy:	free exchange of strokes without manipulation.
Relationship:	people's desire to belong and to be in relationship.
Spontaneity:	freedom to act in the here and now.

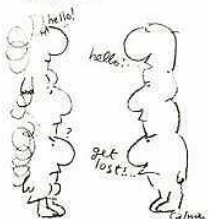


**Eric Berne**, borne in 1910, in Montreal, Canada, was a radical pioneer in the field of psychiatry. Berne died on the 15th July 1970 aged only 60 years of age, and only 9 years after his first book on TA was published.

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 personal and professional development.

### What Do You Say After You Say Hello?

ERIC BERNE, M.D.  
AUTHOR OF  
GAMES PEOPLE PLAY



Berne initially trained as a psychoanalysis first mentioned TA in writing in 1957. His first book on TA was published in 1961; "TA in Psychotherapy" and his last and most readable book; "What do you say after you say hello?" was published shortly after his death.

Therefore, the initial rapid development of TA took place in a very short period and many of the models first developed by Berne and his colleagues continue to be central to TA theory and practice. TA has continued to develop often in quite different directions.

Berne started in psychoanalysis with Paul Federn in 1947. Federn who is described as an "ego analyst" had spent time with Freud in the Vienna school of

psychoanalysis. Later Berne became the analysand of Erik Erikson. Both analysts have clearly 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 to make his approach to psychotherapy accessible for all. Berne described people as basically being OK, however, in their early life they make decisions, which lead them to a "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" is described as having intrinsic worth and value. These ideas seem very reasonable to most people today, however when Berne introduced these principles, they were very radical in psychoanalysis and psychiatry in the 50's – 60's.

**Berne believed that every person:**

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

### TA's approach:

- ▶ TA is relational... Using transference /counter transference to understand clients and to guide the therapeutic endeavour. This is reflected in the recent emphasis on relational TA psychotherapy.
- ▶ TA is a social psychology analysing the interactions and relational process within their social context, this approach is emphasised in a systemic approach to understanding TA theory and practice.
- ▶ TA uses a cognitive – behavioural approach in teaching clients how to change their thinking and the related behaviours and TA practitioners often teach clients the concepts being used.
- ▶ TA works with the affect; people let go of their 'old' feelings, expressing their emotions in the here and now to be more fully alive in the here and now.
- ▶ 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 process.

- **Psychotherapy:** Healing the hurts of the past 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 psycho-social counselling. The TA counselling field is systemic and recognises the resources of the client; internal and external, seeking to promote autonomy and intimacy.
- **Organisational:** The organisation is the client, and the contract is for development of the whole organisation. Organisational TA includes working with the financial and management structure of the organisation.
- **Education:** TA applied in education settings supporting educators.

**International and national Organisations:** Regulating organisations control training standards, ethics, and function as an organising body & focus for practitioners throughout the world.

In Europe individuals become members of national associations which are affiliated to EATA... in this way the individual becomes a member of EATA.

- 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.... For example, section 4 covers the 101 course, and 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).



**Bob and Mary Goulding** – they integrated TA with Gestalt, and described their approach in their book: *Changing lives through Redecision therapy*.

**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 all three schools. When taking the CTA examination, it is expected that you can use and apply in an integrated way models from the various schools of TA.

- **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 Redecision School:** developed by Bob and Mary Goulding who integrated TA with Gestalt to make an active 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 extremely controversial, and she left the TA community in 1970, however she and her colleagues developed concepts including discounting and symbiosis, a collection of theories normally described as "passivity material" and which are widely used in the TA community.

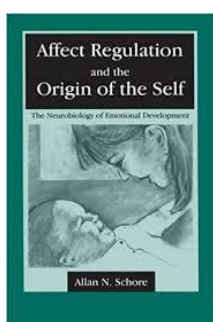
**Recent developments:** other schools of TA are now recognised and can be thought of as the second wave of TA development. Each of these approaches has significantly influenced TA practice in recent years and generally TA practitioners integrate elements from these schools with the original TA concepts.

- **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 use of transference. Recognising that the therapeutic relationship is central to the healing process.
- **Integrative psychotherapy:** developed by Richard Erskine and 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 unconscious embodied script issues and trauma can be worked with.
- **Systemic approaches:** Especially important in the counselling and organisational fields 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 to make meaning of experience.

## FOLKS NEED STROKES:

- **Berne:** "A stroke is a unit of recognition."
- **Woollams and Brown:** (Transactional Analysis 1978) in their excellent early textbook on TA they described strokes as a unit of attention which provides stimulation to an individual.

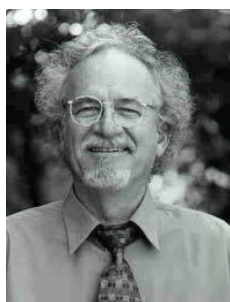
Physical stimulation is a basic human need. Berne referred to research (Spitz 1945) in which it was noted that children deprived of physical stimulation may sink into decline and become prone to death. By describing this as stimulus hunger, Berne believed that as we develop our stimulus hunger transforms 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 Allan 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 stroke filter.

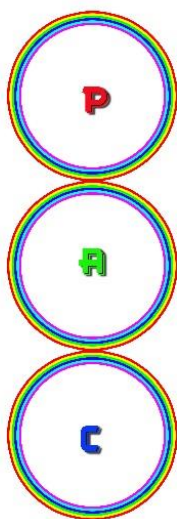


**THE STROKE ECONOMY:** In the book "Scripts People Live" (1974) Claude Steiner a close friend and colleague of Berne described how the stroke economy creates a system to control the giving and receiving of strokes. To understand your stroke economy list, the people / situations in which you spend most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



**6 WAYS OF STRUCTURING TIME:** Berne described how we structure time in order to gain strokes and to meet our need for structure. The exchange of strokes increases along with the psychological risk involved in each way of structuring time.

1. **WITHDRAWAL:** Entering 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 – first order structural model.**

Ego states are: A consistent patterns of thinking, feeling and behaviour. (Berne)

Ego states are the central concept of TA.

Ego states are metaphors, which are very valuable in understanding both internal (intra-psychic) process and relational patterns.

**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

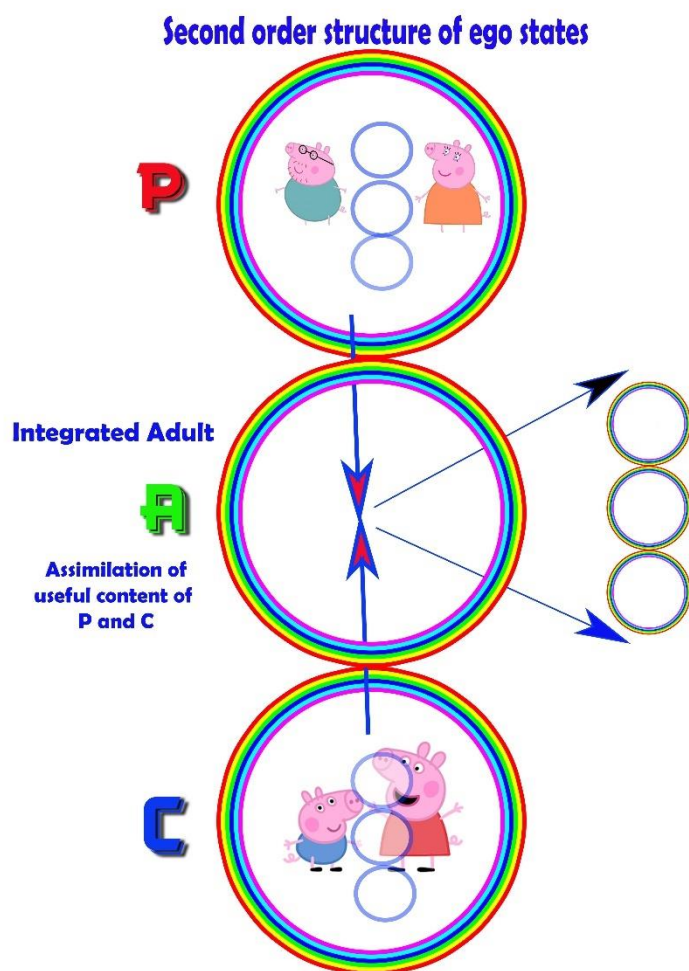
**Two Models** - Because of how TA developed in the 1960’s there are two basic models of ego states; these are the **structural model** and the **behavioural model** (formerly known as the functional model). There has been much debate regarding the relative merits of these two models: The behavioural model is widely known in simplified pop & self-help psychology. However, its simplistic explanations are often misleading and therefore as a TA psychotherapist I almost always use the structural model in my practice and understanding of TA theory.

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.

**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 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.

Second order structure:



**Integrated Adult... Here and Now** - thinking, feeling, and behaving appropriately to the current situation.

The Adult is assimilating information and experiences which lie within the archaic Parent or Child ego states or from information from the environment or others we are in relationship with.

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 neopsyche**, the new self, however he also used the simpler term “**Adult**”.

**CHILD EGO STATES:** - “Echoes of my younger self” - 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 the 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.

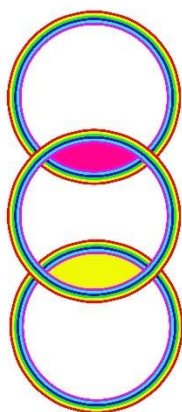
The above diagram also shows the second order structure of the Child ego state, in which the early echoes of ourselves already has an even earlier version of an introjected Parent, and also an echo of an even earlier version of the self . The early Child also had an Adult ego state often referred to as the little professor. These are often referred to as P1, A1, C1.

**PARENT EGO STATES** – Echoes of another person – usually significant others such as parents, grandparents, or teachers, gods, and 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 significant parental 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.

The diagram above 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. These are often referred to as P3, A3, C3. However, I think it is easier to simply refer to the Parent in the Parent, or the Child in the Parent.



Contaminated Ego State Diagram  
Eric Berne

### Contaminated Adult...

This is a popular model, even though the picture does not comply theoretically with the structural model of TA.

The ego states are drawn overlapping – an attempt to describe how a person often believes they are in Adult, whereas in reality they are in Child or Parent.

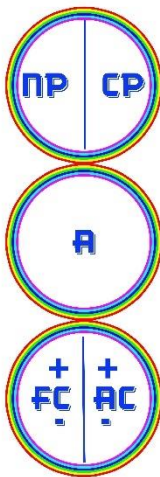
Usually there is a double contamination... with both Parent and Child beliefs distorting reality.



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. (If you have not seen these disturbing videos it is well worth watching them.)

**Behavioural Model** - Behaving like a --- Originally this model was called the functional model of ego states, describing their functions, however this term is confusing so now the term behavioural model is correctly used. However it is still commonly called the functional model.



**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.)

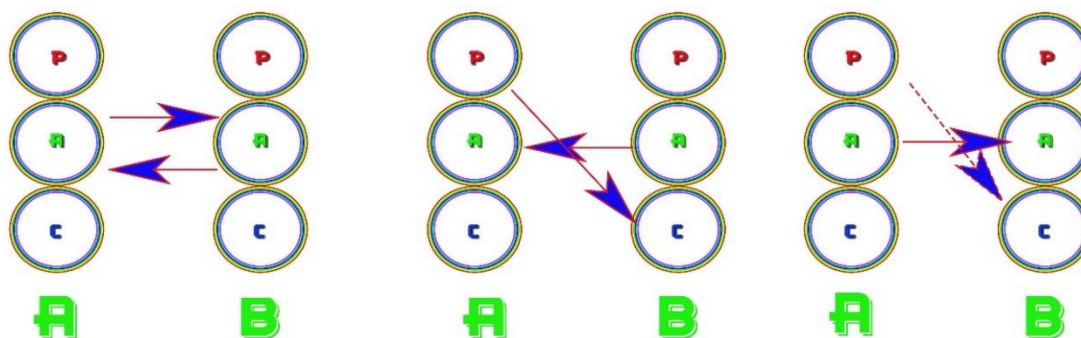
**Child:** The child is split between the Adapted and Free Child or Natural Child.

- **The Free Child** is the source of energy for creativity, spontaneity, and intuition. The Free Child is being as I want to be.
- **The Adapted Child** is the learned adapted ways of surviving; the best the child could manage 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 states are the foundation for all that follows in TA...

**Transactional Analysis.... "TA Proper"** The analysis of transactions between two or more people to understand which ego states are people using when transacting with each other?



## TRANSACTIONAL ANALYSIS

**3 rules:**

**1 - If vectors parallel the communication continues.**

**2 - If vectors crossed communication stops.**

**3 - The ulterior transaction carries the meaning of the communication.**

**Three types of transactions** and many variations within each of the three types:

**A) 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.

**B) Crossed Transactions:** Where the vectors in the diagram are crossed:

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

**C) 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? 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.

Ulterior transactions are “by definition” out of the person’s awareness... it is an unconscious process. Examples of Ulterior transactions:

- 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 “look at that woman she is terrible.” The two people may also be competing to define reality.
- Child > Child: could be co-operative to play or it could be competitive about who is going to have their needs met.

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

**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 Transactional Analysis. TA practitioners use ego states and various TA models to understand transference phenomena in which ever field they practice. When Berne developed the concept of ego states it was his intention to develop a model which could be used to understand transference. He succeeded and I believe this is probably his most significant theoretical contribution to modern psychotherapeutic practice.

Transference is now understood more widely to be unconsciously reacting to events 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.
- 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.
- Berne clearly states that scripts and games (described later) are transference phenomena.

### **The Passivity Material:**

**Discounts:** Discounts are **unconscious 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 because the King really was in the altogether!

- Discounting involves thinking, which is inconsistent or distorts reality, therefore the ego states involved will be either Parent or Child.
- 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. Much energy may be involved and expressed; however they are passive in the sense that they never solve the problem.

**There are 4 passive behaviours:**

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

**The Discount Matrix:** developed by Mellor and Schiff it initially appears to be complex, however it does have a central place in TA practitioners understanding of their work. When faced with a problem the matrix is useful for differentiating exactly where the person is discounting and therefore can be used to understand what needs addressing to problem solve.

### Discounting Matrix

Discounting occurs in three areas Self, Others and the Situation			
Levels or Modes of Discounts	Types of Discounting		
	Of Stimuli	Of Problems	Of Options
Of Existence	T <sub>1</sub> Of Existence of Stimulus	T <sub>2</sub> Of Existence of Problem	T <sub>3</sub> Of Existence of Options
Of Significance	T <sub>2</sub> Of Significance of Stimulus	T <sub>3</sub> Of Significance of Problem	T <sub>4</sub> Of Significance of Options
Of Change Possibility / Solvability	T <sub>3</sub> Of Variability of Stimulus	T <sub>4</sub> Of Solvability of Problem	T <sub>5</sub> Of Viability of Options
Of Personal Ability	T <sub>4</sub> Of Ability to React Differently	T <sub>5</sub> Of Ability to Solve Problems	T <sub>5</sub> Of Ability to Act on Options

**To use the Discount Matrix** - ask the following questions:

- Is there a stimulus? >> if yes >
- Does that mean there is a problem? >> if yes >
- Does that mean the stimulus is significant? >> if yes >
- Are there any options? >>

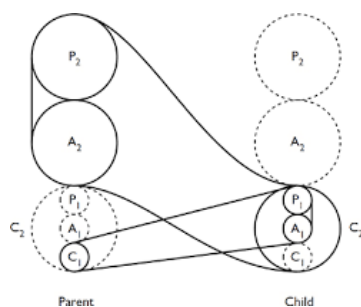
If the client says no to any of the above questions, then they will have serious problems in their lives.

- 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? >> leading to resolution of the problem.

Most issues presented in private psychotherapy and coaching practices involve the client answering no to these last questions.



**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. Usually when there is a complimentary symbiosis there will also be a secondary level of symbiosis shown in the model where the Child is caring for the mothers child.
- 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 later 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.
- Most current TA practitioners think of **script as a useful narrative** which evolves over time.
- Those of us thinking like this no longer define the goal of TA as being to become “script free” as Berne did. As that is not desirable or possible – and we think of the process of therapy as developing more effective “narrative for life or script”.

**Script Decisions:** A potential script decision is made when a person discounts his own needs or wants 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:** The 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 a term used by Berne, are the Adult ego state messages:** The parent figures are modelling how to live. Often described as "How to" messages.

**Counter-script Messages** – These messages originate in the Parent ego states of the parent figures. These messages are permissions and can be lifesaving "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 shorthand for counter script messages however there are many more than 5 drivers – For example "you should be happy" – "You should stay safe / be careful".

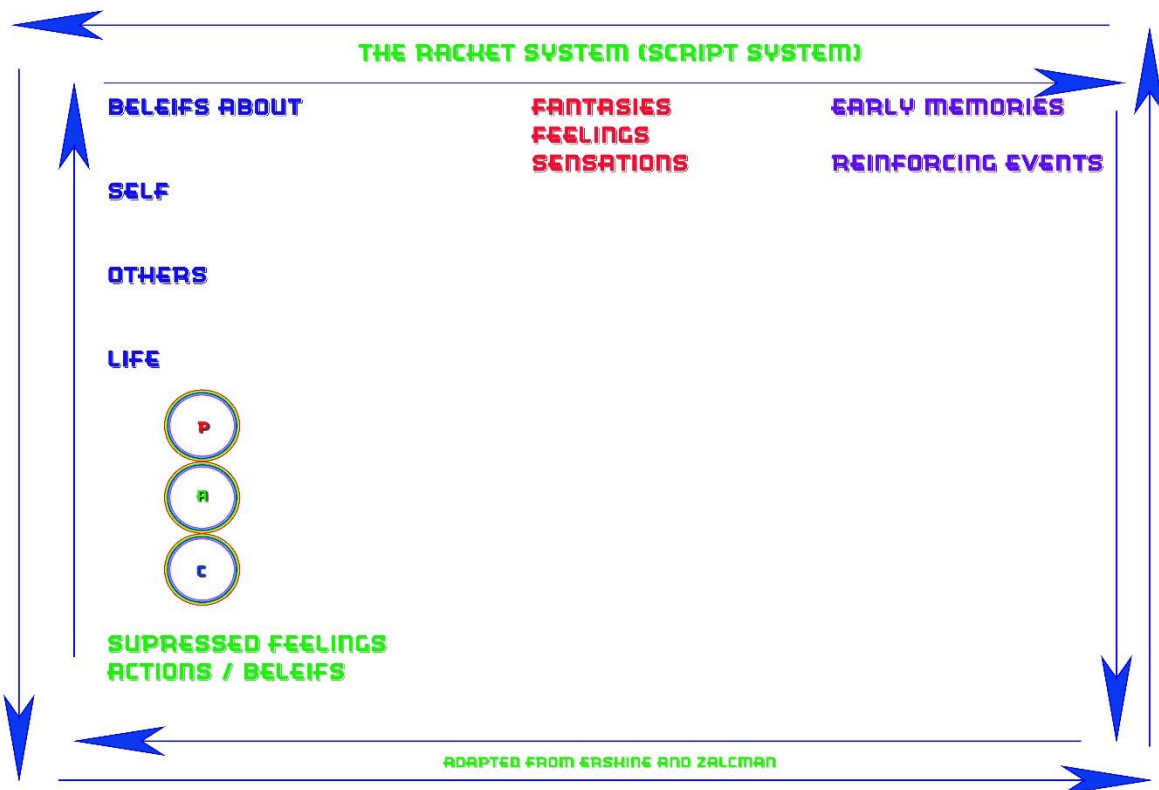
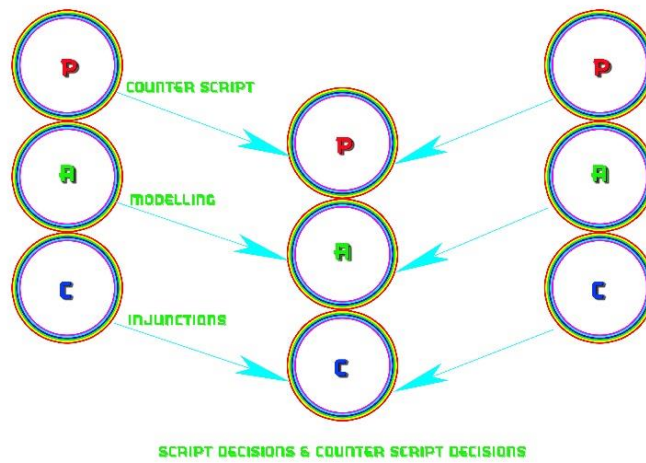
**Script and Counter Script Decisions** – in response to the modelling, the script and counter script messages the child develops a life story and, in the process, creates script beliefs about – self – others and life / the world.

When running these beliefs, the child is suppressing (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.

**Script system** – the script matrix, the top picture in the combined diagram below, was developed by Claud Steiner in order to map the history of the development of the script narrative, what messages were sent from the parents, and the racket system the lower half of the diagram 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.

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



**Script Questionnaire:** questions designed to build the picture of 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:

The answer to questions 3 & 6 will reveal the primary injunctions

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:

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

**10 Script questions...** naturally in practice each question opens a door to enter and explore.

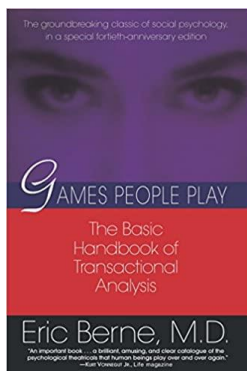
1. Imagine your mother sitting front of you and saying: "I am happy with you when you ... .."
2. Do the same for your father.
3. When you were little, what was it about you that most upset or scared your mother?
4. When your mother lets you know that she does not like you being like this, what do you 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?

**Game Theory:** Life script and the racket system are lifelong dramas while games are discreet moments – minute by minute enactments of the script and which re-inforce 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 People Play:** At this point it is well worth pausing to recognise the importance of Berne's book, if he had not written it TA would not have become popular and I would not be writing these notes for you to read.

Since the publication of *Games People Play* in 1964 to the updated 40th anniversary edition in 2004, over 5 million copies have been sold worldwide in nearly 20 languages. *Games* was the bestselling non-fiction book of the 1960s and spent over 100 weeks on the New York Times Best Seller List

**Names of and degrees of Games:** Berne named many games however they are one of three games: "Kick me" / "Kick you" or "kick them". It is very unusual now for TA practitioners to name games in this way.

- 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:** a process of exchanging familiar and safe strokes. Two parties can continue this for a lifetime!

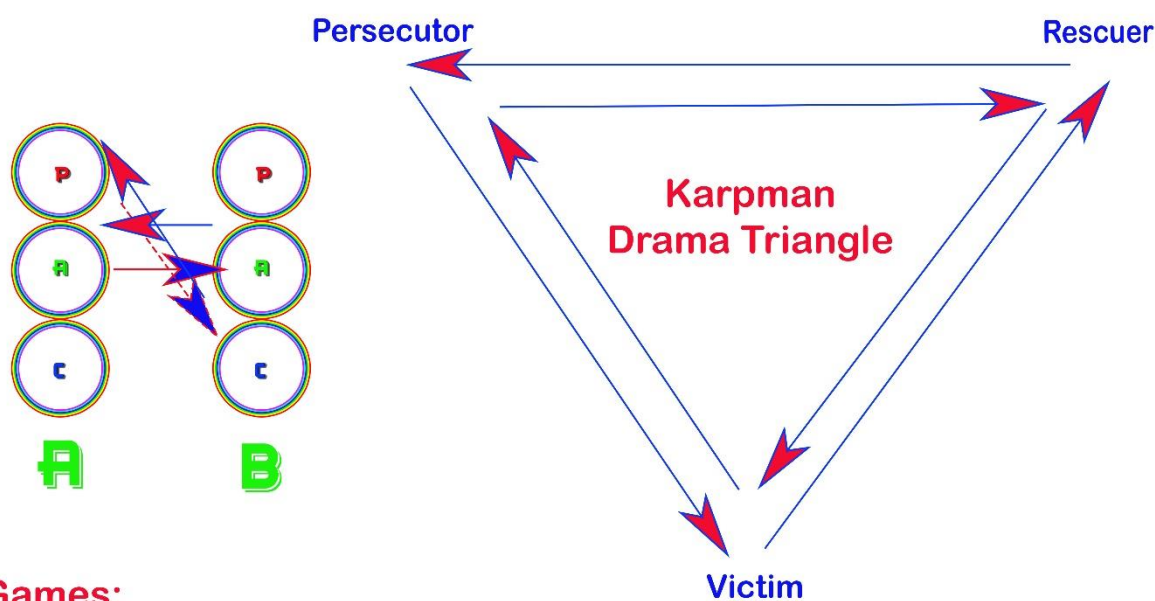
A married couple never face up to their need for intimacy, instead they get along fine while never addressing their underlying fears that the other may one day leave them. Every night they go through the same routine: She cooks, he washes up, they watch TV, and do not ever talk, thus both avoiding / 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.





### Games:

Series of **Uterior** transactions  
Followed by a **switch**  
Leading to a moment of **confusion**  
Followed by a **script reinforcing conclusion**.

### 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 / games were acted out within fairy stories used the drama triangle to illustrate the switch in roles – this has become one of the best known diagrams from TA. I have seen the diagram in various places with no reference to Steve Karpman or 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 + / -

**Transactional Analysis (TA Proper) of the game:** Analysis of the switches in ego states during the game process.

**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.

**The degrees of a 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?**

- 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.

**Stop it!** Games, and Rackets start with and are maintained by discounts, therefore if you stop the discount, you stop the Game or the Racket.

**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 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?

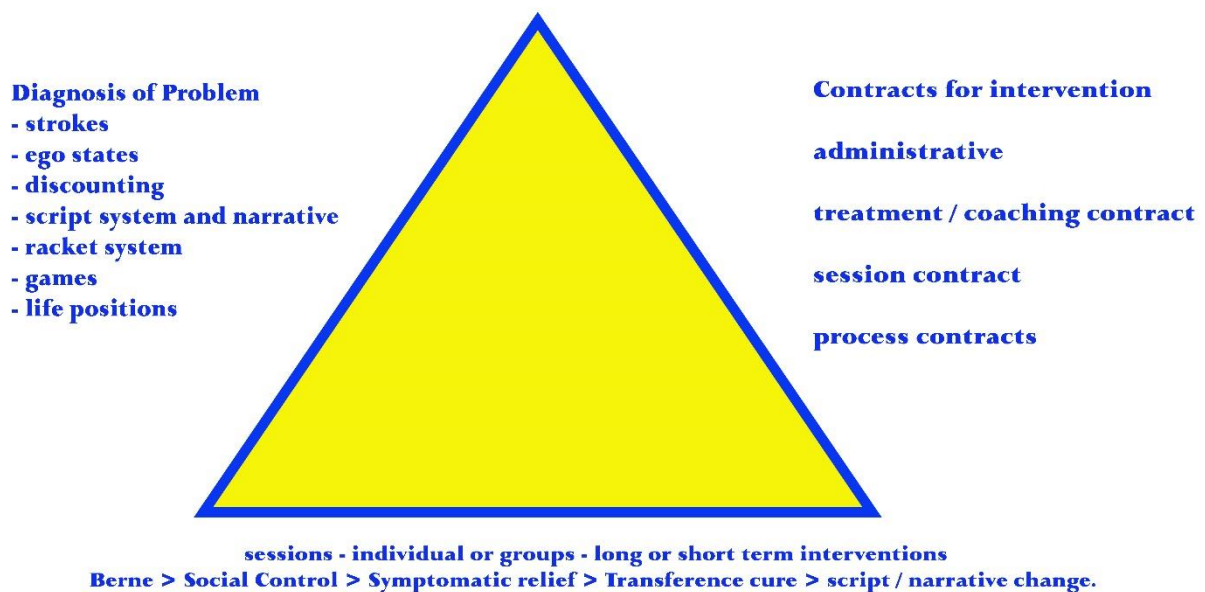
(Adapted by Dave Spenceley TSTA from to M. James "Born to Win" 1976 and developed by Sills; Contracts in Psychotherapy and Counselling 2006)



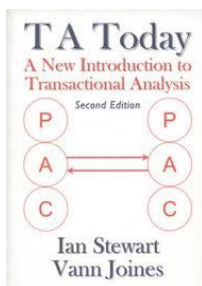
**Conclusion...** the treatment triangle, made famous by Ian Stewart using it in his book TA Counselling in Action:

Ian was one of my TA trainers and supervisors and later a valued colleague.

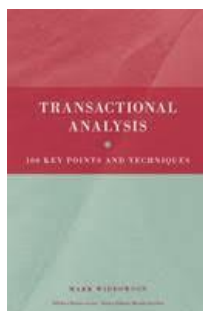
### Treatment Triangle - Michelle Guicharde



### 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: 100 Key Points and Techniques:** Mark Widdowson. This has become an essential book for all TA trainees.

**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.

**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.

**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!



### 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 extremely helpful for you, although be aware that it 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 many years since.

- *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 £200 for marking the exam, which includes me providing additional suggestions and ideas for you to follow up.*
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.