HISTORY / PHILOSOPHY / APPROACHES OF TRANSACTIONAL ANALYSIS

Transactional Analysis is a theory of personality and a systematic psychotherapy for growth and personal change.

The goals of TA can be described as two fold:

- To reach autonomy including the use of all the ego states in awareness; Ego states are described full later, however one simple way of thinking about ego states is to think of them as different states of the self.

- Developing intimacy which in TA. Is described as the free exchange of strokes without ulterior transactions and allowing for spontaneity.

Eric Berne, borne in 1910, in Montreal, Canada, was a pioneer and a radical in the field of psychiatry. Berne died on the 15th July 1970 aged only 60 years of age. 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. (For an easy to read and effective summary of the life and work of Berne see Ian Stewarts book... Eric Berne, form the Key figures in Counseling series.. sage publications 1992)

Berne's best known work is Games People Play (1964), an international best seller which has altered the way every day people think and how they understand relationships. The idea of the inner Child, of Games, and of Strokes and Life Scripts are now widely used terms far outside of the TA community, and have entered everyday language.

Another terrific book was published after his death... "What do you say After you say Hello" This summarizes much of his theory and his latest developments of TA theory. The book 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?**

These questions are answered in an enjoyable and profound way throughout his work.

The contrast between autonomy... and independence is often used to illustrate the way that transactional analysts think. Autonomy is where an individual is in tune with them selves, others and their environment and is acting freely, may be described as being Script free. This is in contrast to individualism or independence in which the person is acting within their dysfunctional life script, maintaining a belief that others are not Ok.

Berne was trained in psychoanalysis, and he developed Transactional Analysis. First writing about TA in the 1950's and continue to develop his theory and practice till his death.

TA. uses a cognitive approach in teaching clients the concepts being used. TA. is interactional in analyzing the transactions within their social context.

TA. works with the affect, helping people let go of their 'old' feelings and expressing their emotions in the here and now.

TA. is contractual in its approach. This contractual approach which Berne emphasised is one of the differentiating markers which defines TA from other psychotherapy approaches.

Berne describes people as basically being OK.

However, in their early life they make decisions, which leads 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.**

These can be seen as the first principles of TA and profoundly effect the way Transactional Analysts operate in their practice.

Berne started in analysis with Paul Federn in 1947, later he became the analysand of Erik Erikson. Both of these analysts influenced Berne's theoretical development of ego states.

Berne first mentioned TA. in writing in 1957, later that year he started a seminar in San Francisco, and thus started the growth of Transactional Analysis. San Francisco is still the headquarters of the International Transactional Association.

There are now regulating organizations which control training standards, and ethics as well as being the focus for practitioners throughout the world.

In Britain there is the Institute of Transactional Analysis, (ITA).

In Europe, the European Association of Transactional Analysis, (EATA).

Internationally the International Transactional Analysis Association, (ITAA).

The ITA is a member of the United Kingdom Council for Psychotherapy. (UKCP)

There are primarily four areas where TA. is used:

Psychotherapy, Counseling, Organizations and Education with separate interest groups and training for each area.

The breadth of application of TA. along with it's simple and at the same time profound ideas is its main strength.

Three Schools of TA:

The classic School, The Re-decision School, and the Cathexis School.

These three schools were named after their originators, today practioners of TA use an integration of the three schools.

FOLKS NEED STROKES

Berne 1971: "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 (This is supported by research (Spitz 1945) in this research it was noted that children deprived of physical stimulation may sink into decline and become prone to death.) Berne described this as **stimulus hunger:**

As we grow and 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 either recognition or stimulation.**

It appears that it matters little whether this recognition or stimulation is positive or negative. E.g. the child who is naughty in order to 'gain attention' rather than being ignored.

It should be noted therefore that 'attention seeking behaviors' have value for those who are behaving in that way. It is important to give them attention.

THE STROKE ECONOMY

In the book "Scripts People Live" (1974) Claude Steiner a close friend of Berne develops this theme.

The stroke economy describes how society has developed a system to control and compete in the giving and receiving of strokes.

Steiner writes the wonderful story of "The Warm Fuzzy Tale". In this story he tells how a happy family freely gave warm "fuzzies" until a wicked witch who deceived them by telling them that their warm fuzzies will run out.

The family started to hold back from giving warm fuzzies, and as this spreads through their community people's backs start to shrivel up, and people start to die. As the witch wishes to sell her salves and potions she doesn't actually wish people to die, she invents cold pricklies, and plastic fuzzies which keep people alive and unhappy so that they carry on buying her potions and salves from her.

However, the children eventually learn that they won't run out of the warm fuzzies, and so start giving them away freely again inviting the adults to join them, will you?

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" (POSITIVE: "I love you" NEGATIVE: "I hate you".)

STROKE VALUE: "I love you" will carry more energy say 10, whereas "Hi" may only carry say a value of 2.

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 helps to measure how a person gives and receives strokes in 4 categories. This can be an effective therapeutic tool as a person can then decide to change any part of his/her stroking profile. E.g. a person may decide to stop discounting positive strokes and to ask for more of them.

GIVING STROKES IS OK

SAYING NO IS OK

TAKING STROKES IS OK

ASKING FOR STROKES IS OK

Using the stroking profile:

1.   Rate yourself in each of the categories above as to how often you do these things.

2.   Do above for both positive strokes and negative strokes.

3.   NB that all transactions are strokes.

Once you have completed this you could then consider how you wish to change and in which direction.

The aim is to develop the areas in which you have a low score rather than reducing the areas in which you have a high score.

The stroking profile was first developed by Jim McKenna and was described in the Transactional Analysis Journal, October 1974.

THE STROKE ECONOMY

A simple way of rating how many strokes you exchange with significant others in your life.

List the people / situations in which you spend most time and rate the exchange of strokes. What you are checking here is the balance of positive and negative strokes and ask your self "With whom do I want to spend most of my time?" This is a good exercise for families and teams, also looking for burnout scenarios.

TIME STRUCTURE

Berne described how we structure our time in order to gain strokes and to meet our need for structure... we all have a drive or need to structure our lives.

As you move through the different ways of spending time from 1-6 the level of strokes exchanged increases.

Awareness of time-structure can give people extra options in choosing how they will use their time in order to gain the strokes they need.

E.g. the married couple who spend all evening together watching TV and then move into a game to avoid going to bed together. They gain strokes through the fight rather than through the more demanding intimacy.

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

6 WAYS OF STRUCTURING TIME

I. 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.

TRANSACTIONAL ANALYSIS 2

EGO STATES

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

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

There are two basic models of ego states, these are the STRUCTURAL MODEL and the FUNCTIONAL MODEL.

There has been and still continues to be much debate regarding the relative merits of these two models and much of this debate has been of the nature "What did Berne really mean?" The functional model is the one widely known in a simplified form and is often used as an explanation of what TA. is. These simplistic explanations are often misleading, but it is worth mentioning however that both models have value.

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

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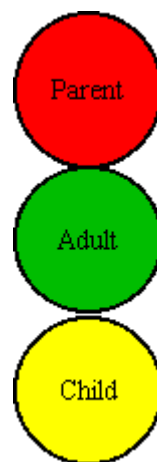
STRUCTURE = CONTENT

FUNCTION ..... This is a description of their function and of their respective ways of behaving.

FUNCTION = PROCESS

Also remember that both these models are often talked about as if they are real entities, whereas they are both models used in order to explain and to facilitate our understanding of people.

THE STRUCTURAL MODEL

DIAGNOSING EGO STATES

Berne described four ways of diagnosing which ego state a person is in:

Behaviorally: words, posture, tones, gestures and facial expressions will all give clues as to which ego state the person is in.

Social: in interactions the other person will respond from an invited complementary ego state giving a clue to the first person's ego state.

Historically: how things actually were confirms the diagnosis. Were you like this when you were ....?

Phenomenological: Berne describes this as the times when, in the here and now, a person actually re-experiences exactly a past event.

ADULT EGO STATES

Your Adult ego state is you thinking, feeling and behaving in the here and now appropriately to any stimulus.

E.g.: Feeling angry with a person who deliberately is blocking your view of a film, then assertively asking him to move, and if he refuses asking the steward to deal with the matter.

When we are in our Adult ego state we are in full contact with and are responding to the here and now. For example happily and excitedly creating new ways of enjoying being with our partner.

Berne called this state of the self the neo-psyche, the new self... however he also used the simple term of Adult!
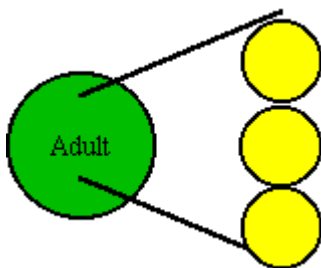
This diagram shows the second order structure of the Adult, called by Berne the Integrated Adult... this is sometimes used to describe the functional model...

When I am responding in the here and now, and it is appropriate to be parent like or child like or grown up like then it can be seen that we may behave from one of the three ego states in the here and now.

When we do this it might well be that we are deliberately drawing on material we have within our archaic Parent or Child ego states.
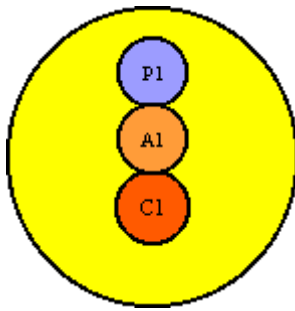

CHILD EGO STATES

Whenever we are in a situation we may re-experience feelings or thinking and behave in ways which are similar to how we have responded in the past to similar situations.

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

It is as if we are being an echo of ourselves form an early period of time.

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

Berne (Transactional Analysis in Psychotherapy - 1961) describes each day as an ego state unit and that we build a series of Child ego states. He described a stack of pennies to illustrate how these can build up.

I prefer to think of the rings of a tree, each day a new ego state is developed and tomorrow that ego state will be the latest child ego state to have been developed.

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

Berne called the Child ego state the archeo - psyche.

PARENT EGO STATES

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

When we were little we introjected (swallowed whole an image of our parent figures. Now in some situations we may respond as if we were the parent figure rather than responding directly to the situation. E.g.

The mother of the man in the above example shouted at him and told him he was silly, she was frequently late. He now has a child at school and he frequently turns up late to pick the child up from school telling him he is silly if he is worried. When we are responding as if we were one of our parent figures then we are in a Parent ego state we are borrowing their old way of being.
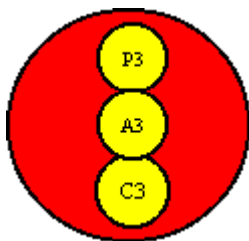
This picture shows the second order structure of the parent ego state.

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

Contaminated Adult...

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

FUNCTIONAL MODEL = 'Behaving like a...'

Nurturing Parent warm, loving, comforting, caring, and stroking giving permissions.

This is the OK Nurturing Parent. CAN BE: over protective, rescuing, and smothering. i.e.; the not-OK Nurturing Parent.

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

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

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

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

TRANSACTIONAL ANALYSIS 3

TRANSFERENCE

Reacting in the here and now as if to archaic events. This is an attempt to resolve the uncompleted business from the past and so heal the hurt child, not a simple desire to replay old events in order to get kicked yet again.

One of the great things Berne did for psychotherapy is make it simple to understand and analyse transference relationships in the here and now.

- **If a client responds to a therapist from either a Child ego state or from a Parent ego state then you know that the client is inviting a transferential relationship with the therapist.**

- **If the therapist is coming from Parent or Child then this is therapist transference or counter transference.**

The process is:

As a child, the child introjected his/her parent figures, in there here and now those introjects are projected out onto a screen in front of the transferential object (in therapy the therapist or other group member) and the client then responds as if this projected image is the reality.

Berne clearly states that scripts are a transference phenomena and also games are as the pay off is script reinforcing. (See the pages on scripts and games).

TYPES OF TRANSFERENCE:

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

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

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

E.g.:

- **The client is agitating and feeling scared the therapist is seen as an angry Parent figure. (Client transference).**

- **Complimentary counter transference might be demonstrated by the therapist either getting angry with the client, for agitating or by deliberately using the transferential invitation but giving a corrective response "Do you want to be taken care of"**

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

EGO GRAMS

An Ego gram depicts the amount of energy spent in each of the functional ego states.

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

1) Look at the whole of your life.

2) This will demonstrate are as which need to be worked on during therapy. This can be done with a group of people who know you well and then their Ego gram of you can be compared with your own.

Transactions.... TA Proper

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

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

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

- **Complementary transactions.**
- **Where the ego state responding is complimentary to the ego state offering the stimulus... when drawn the vectors indicating the transaction are parallel.**
- **Communication first rule is ... communication will continue if the transactions are complementary!**
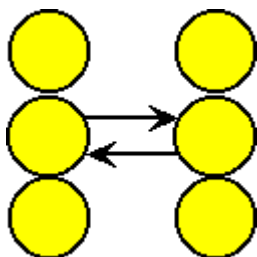

Adult : Adult complimentary transaction.

- **Crossed Transactions.**
- **Where the vectors crossed.**
- **When the ego state addressed is different for the one responding the communication ceases. This is the second rule of communication.**
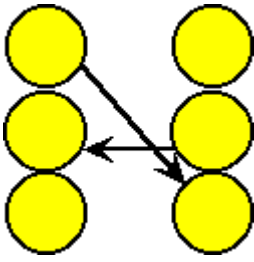
The Parent to Child stimulus is crossed with an Adult response.

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

  - **Parent > Child ... "You stupid boy, you are late!"**
  - **Child > Parent... "Please don't be cross, I did my best to get it finished on time"**

- **The meaning will be made clear to the receiver by the use of non-verbal language clues... a wagging finger for example along with a stern look will usually mean a Parent > Child ulterior.**
- **The meaning of the communication will always be at the ulterior level, this is the third rule of communication.**
- **Ulterior transactions can be crossed or complimentary...**
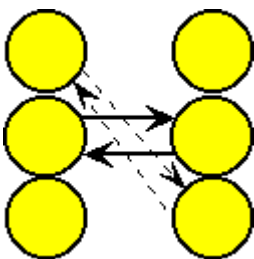
The ulterior transaction is shown as a broken line in the transactional diagram.

- **Ulterior transactions are by definition out of the persons awareness... it is an unconscious process.**

Transference....

■ All transactions which include a Parent or Child are transferential transactions!

Discounts

Discounts are an internal mechanism by which people minimize or maximize an aspect of reality, themselves or others. In other words they are not accounting for the reality of themselves or others or the situation.

The king and his friends were discounting when in reality "The King really was in the altogether!"

Discounting involves thinking which is inconsistent or distorts reality.

In structural terms the ego states involved will be either Parent or Child

NB: Disturbed / psychotic people are discounting more severely... over 80% of transactions being discounted may well mean that the person involved is psychotic!

MANIFESTATIONS OF DISCOUNTING

As discounts are an internal process, they can only be 'seen' as it were by their external manifestations.

These are:

Ulterior transactions.

■ Redefining transactions where the reply does not match the stimulus. What time is it?.. It is snowing!

Behavior in a position within the Drama Triangle.

Passive behaviors. These may have much energy involved, but they are passive in the sense that they will never solve the problem!

1. Doing nothing

2. Agitation

3. Over adaptation.

4. Violence: towards self or others.

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

LEVELS OF DISCOUNTING

1) The EXISTENCE of a problem, e.g. a baby cries and the parents go to sleep.

2) The SIGNIFICANCE or a problem "Oh the baby always cries at this time".

3) The CHANGE POSSIBILITIES "The baby will never be satisfied".

4) The PERSONAL ABILITY to actually carry out the change "You could but I can't change the nappy".

At each level the discount can be of three types:

1) The STIMULUS can be discounted.

2) The PROBLEM can be discounted.

3) The OPTIONS can be discounted.

Using the levels and types of discount the Discount Matrix was developed. by Mellor and Schiff... TAJ July 1975.

This is useful for diagnosing where the person is stuck and also can be used to help in problem solving.

You start at the top left hand corner the existence of a stimulus.... is there a stimulus etc...

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

■ Yes there is a baby crying.

■ Does that mean there is a problem?

■ Does that mean the stimulus is significant?

- Yes>
- Are there any options?
- Is the problem significant?
- Is it possible to change the stimulus?
- Yes>
- Can you react differently?
- is it possible to change the problem?
- Are the options significant?
- Yes>
- Can you solve the problem?
- Are the options viable?
- Yes>
- Will you act to solve the problem?
- Yes> there is no discount....

wherever the answer is no... is the area in which the discount is occurring, and that area needs addressing in therapy.

Clearly the earlier the no occurs the more serious the discount... if they don't even here the baby crying then there is a very serious denial of reality!

TRANSACTIONAL ANALYSIS 4

The Life Script

A script is a personal life plan which an individual decides early in life and is based upon his or her interpretation of the external and internal events which affect them.

The script is a decisional model - this is very important - if I chose my own script then at any time given the right circumstances I can choose to make a change in my script. (When this change takes place in therapy the client is said to have made a Re-decision.)

A potential script decision is made when a person discounts his own free child needs in order to survive. Only after several discounts does the decision become part of the script unless the situation carried a great deal of significance such as the death of a parent or sibling.

Script Decisions are the best the child can manage in the circumstances. Yesterday's best choice made by the child in a land of giants may now be very limiting to the grown adult. People follow their script because of the pay off, a familiar feeling, attempting to avoid the loss of love and in an attempt to gain love.

SCRIPT MESSAGES come from:

1) MODELING by parents, siblings, others demonstrating how to = the Programme (accepted Adult messages).

2) ATTRIBUTIONS, the big person in Parent defining the little person in some way, e.g. "You're just like .....".

3) SUGGESTIONS, indirectly giving the message from parent, e.g. "Keep at it until it's right". (Be Perfect).

4) INJUNCTIONS from the child ego state making demands on the person, either DO or DON'T.

NB: Messages can frequently contradict each other.

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

You will be OK if you.....

Try Hard - Be Strong - Hurry Up - Be Perfect - Please Me –

TWELVE INJUNCTIONS (Described by the Gouldings in the book Changing Lives Through Re-decision Therapy).

Injunctions come from the infants parents scared or angry Child ego state:-

Don't be, Don't be you, Don't, Don't be Important, Don't belong, Don't be close, Don't be well / sane, Don't think, Don't feel, Don't be a child, Don't grow, Don't succeed.

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

Permissions are also given to the child, these will be the opposite to the injunctions, e.g. Do think, etc. The script can be elicited in various ways, the questionnaire being one, and it is drawn out on a script matrix.

The matrix is one of the earliest pieces of work done as a Transactional Analyst. The analyst will then design interventions based upon the information within the matrix. In therapy the injunctions are always to be dealt with first rather than Drivers which may well be the thing that keeps the person going. E.g.

"I will be perfect then I can live." -- No matter how tempted don't invite this person to stop being perfect, until they have made a decision to live regardless of how imperfect they are!

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 folk language...

In infancy, often pre-verbally the infant will make a decision as to how they related to others and themselves ... This is called their existential life position.

Early life experiences will determine the person's Existential or Life position. Once decided upon, the Life Position influences how the person thinks, feels and behaves.

There are four basic life positions and Frank Ernst developed these into the well known OK Corral.

I am not Ok with me **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**

WORKING WITH A FAIRY STORY

Is one of the ways of making a re-decision in therapy or at any other time.

The following stories were told to me by a 42 year old lady who had worked the land most of life but now works hard in a factory.

She had a tragic script in which she had planned to die at the age of 48, having already written her farewell note and will.

Early on in my work with her she described herself as a person who was frozen in her relationship with others. She went onto tell me her favorite fairy story was the little matchstick girl, often told her as an infant.

THE LITTLE MATCHSTICK GIRL

One Christmas Eve there was a little girl who was trying to sell her matches, but everyone was too busy getting ready for Christmas, and so did not want her matches.

As the day got colder and turned into night she had not sold a single match, so she had no money to buy any food. She found a corner to shelter from the wind and snow, but she was getting colder. She struck all her matches one by one to get what warmth she could, but they soon ran out, so she tried to get to sleep.

The next morning a little boy went out to play on his new sledge and found her frozen to death.

NEW ENDING

The client struggled for some time with writing a new ending to the story... however she eventually did do so... this became a turning point in her life. She had made a redecision to live into old age.

The new ending:

As she was about to light her last match a little old lady came to her to buy her matches. As it was her last one, the girl said that she could take it, the money would not be enough to buy her food.

However, the old lady was alone and so she asked the girl to come home with her to keep her company. The old lady found the girl a good worker and they became good companions. A few years later the girl met a nice young man and they got married, had three boys, and lived happily ever after.

PS: Even with this new ending you might be able to see there are still elements which in an ideal world we may want to change... However this new ending did fit with the clients experience of life, she did and always had worked hard in order to survive financially.

SCRIPT QUESTIONNAIRE

These questions are designed to gain information from the client which enables the therapist to construct a script matrix, a picture of both the messages which were passed onto the infant and the decisions which the infant made.

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?

The Script Matrix

Claude Steiner (1974) "Scripts People Live"
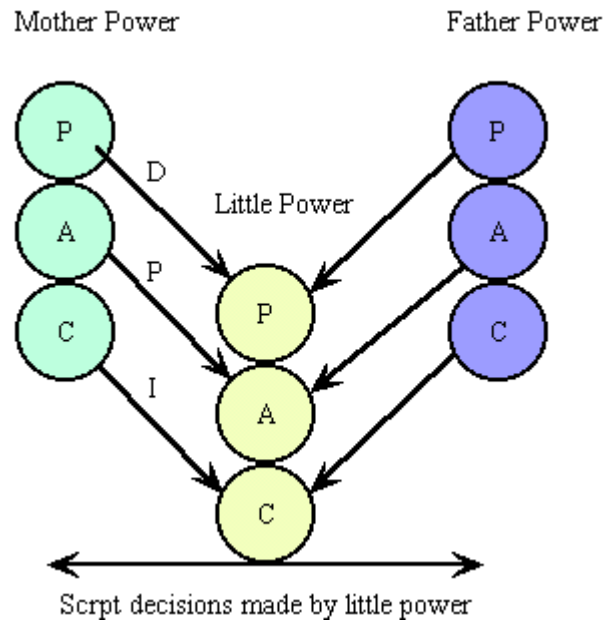
In the above diagram I deliberately have called them mother and father power in order to reflect their power imbalance over their infant. The Infant makes decisions in response to each of the messages:

      D = Driver messages (Often called counter injunction)

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

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

John James Game Plan

A SIMPLE WAY TO EXPLORE THE GAMES AND RACKETEERING YOU PLAY:

      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?

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 reinforces the players life script.

Games are a way of exchanging high value strokes, and often get called Dramas, a mini version of the life script.

Games are a way of both avoiding intimacy and are often a way of attempting to gain intimacy.... they have advantages and disadvantages!

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

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

The married couple never face up to their need for intimacy, instead they get along fine, both 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, both avoiding their deep feelings of loneliness.

If they do attempt to talk they fear the other may get upset, but never check this out, they decide to take the familiar route to the TV.

To move into intimacy one of them will have to risk breaking the familiar pattern.... at that point intimacy is possible, however, due to fear it is also possible that a game may ensue.

As the other party fears abandonment and so escalates their fears into an argument, which does not address their fears, but the consequence is that the first person retreats to the familiar pattern, and a return to the racketeering.

Rackets is a term used for familiar feelings which are acceptable to the script and yet which may not be the authentic feeling associated with any situation.

As one client said recently to me: I will see my the person I want to be my lover again tonight, I fear her, I fear losing contact with her, but that is not acceptable so I giggle and act as if I am shy... I actually feel embarrassed... and end up apologizing for my blushes. She laughs and I feel even more inadequate.

There are three popular ways of illustrating Games

1) The Karpman Drama Triangle.

Steve Karpman one of Berne's colleagues was writing in the Transactional Analysis Bulletin (1966) about how drama roles get acted out within fairy stories drew what has become

perhaps the best known diagram from TA. I have seen it within a health promotion booklet, and within a Gestalt book, neither crediting Karpman nor TA!

In a game the players start in their familiar favored position, when one of the players switches roles the game is completed.

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

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

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

A person is rescuing when he/she:

       Is doing something he doesn't¬ want to do

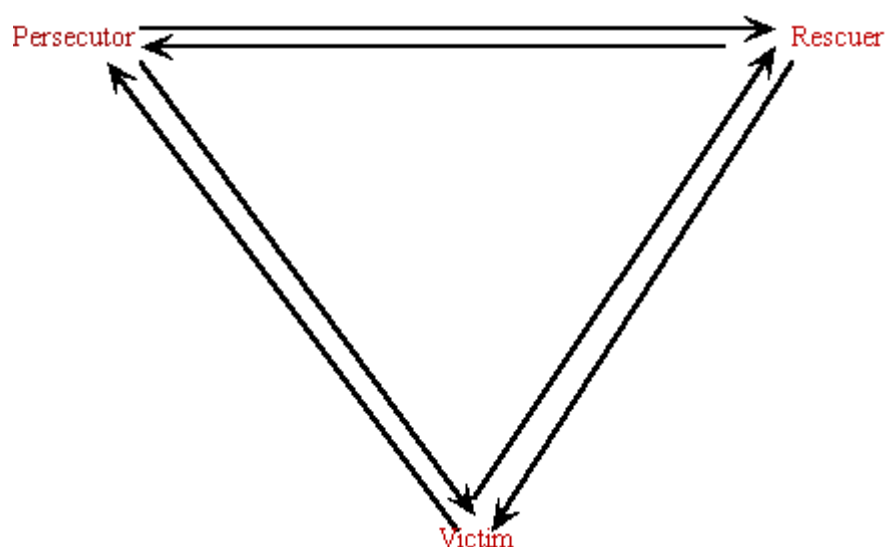   Is doing something he was not¬ asked to do

       Is doing something he can't do¬

       Is doing more than 50% of the¬ work

       Is not asking for what he wants¬

PERSECUTOR: "I can make you feel bad".

People frequently take up the persecutor role in order to avoid being the victim.

2)   TRANSACTIONAL ANALYSIS OF THE GAME

This illustrates the ulterior transactions taking place.

3)   THE FORMULA 'G'

Berne, in his book 'What Do You Say After You Say Hello' says that only transactions which fit this game formula are games and any other series of transactions are not games.

Con + Gimmick = Response > Switch > Cross up > Pay off

Con = the hook which invites the person into the game, E.g. "Please help me".

Gimmick = the interest in the hook. E.g. "Oh yes, I'm a good helper".

Response = there may be several rounds of racketeering involved with the hook and gimmick, but the problem is not solved.

Switch = the first and second person switch ego state and position on the drama Triangle.

Cross up = the immediate sense of unease when the person realizes the fact that they have been had.

Pay Off = always enhances the script, and original life position. When working to resolve games discover why the person is playing the game and invite them to get their needs met in a straight way. That is without the ulterior transactions.

Names of and degrees of Games

Berne named many games, most of these could be summed up as either Kick me or Kick you, and Possibly kick them... A classic example is where a husband complains to his wife that if it were not for her then he could.....

That game is a "If it were not for you game." The competition is to see who is going to get kicked... both players will play from their favored life position of being either one down and getting kicked or one up and kicking the other.

Each game reinforces the script and life positions of the players, these outcomes are described as a first, second or third degree pay off.

A first degree pay off is one which leads to amusement, along with possibly mild embarrassment.

A second degree game is where the players really do not want others to know about it... there is shame and a desire to cover it up.

A third degree pay off is where there is serious damage done to the players, and ends up in court or hospital or worse.

WHY PLAY GAMES?

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

The 6 advantages of Games:

1. Biological advantage: gaining attention and stimulation, which are essential for our well being.

2. Existential advantage: Confirming the life position.

3. Internal psychological advantage: Defending against internal fears and old unwanted feelings.

4. External psychological advantage: the avoidance of a feared situation by playing the game.

5. Internal social advantage: Providing players with pseudo-intimacy,

6. External social advantage: This is relating to the opportunity to talk with others, outside of the game about the game.

To stop the game confront the Discount.

Therapy Planning for Change

ASSESSMENTS

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

Outcomes to be aimed for (Treatment Contract)

Type of therapeutic interventions (group/individual)

The script / Racket System, Game analysis and other diagnostic assessments.

ESCAPE HATCHES are used to escape a person's own responsibility, therefore when appropriate clients are invited to close their escape hatches at the earliest possible time:-

Closing the ESCAPE HATCHES is an important part of T. A. therapy.

1) Taking one's own life, or harming oneself.

Closed by an Adult decision "to live and take care of myself .

2)   To act in a crazy way.

Closed by an Adult decision to "stay sane and to keep Adult available".

3)   To set up to become physically sick.

Closed with an Adult decision to "take care of myself and to live a healthy life".

4)   To harm or kill someone else.

Closed with an Adult decision to "let others live and take care of themselves".

Usually the closure is put "No matter how I feel, or what others do or say, I will ......"

THERAPY CONTRACT

Both the TA practitioner and the client agree stating the areas in which the client wishes to make changes and the outcomes expected.

Contracting questions are:

What do you want to Change?

What specifically are you wanting to change now?

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?

(Credit to M. James "Born to Win" 1976)