

MANCHESTER  
INSTITUTE OF  
PSYCHOTHERAPY

TA 101  
COURSE  
HANDBOOK

454 Barlow Moor Road  
Chorlton  
Manchester M21 0BQ

Telephone 0161-862 9456  
Email [bob@mcpt.co.uk](mailto:bob@mcpt.co.uk)  
Website [www.mcpt.co.uk](http://www.mcpt.co.uk)

# TA 101 COURSE HANDBOOK

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# TRANSACTIONAL ANALYSIS – WHAT IS IT?

## Official definition of the I.T.A.A.

“TRANSACTIONAL ANALYSIS IS A THEORY OF PERSONALITY AND A SYSTEMATIC PSYCHOTHERAPY FOR PERSONAL GROWTH AND PERSONAL CHANGE”

## Berne's Definition:

1. A system of psychotherapy based on the analysis of transactions and chains of transactions which occur during treatment sessions.
2. A theory of personality based on the study of specific ego states.
3. A theory of social action based on the rigorous analysis of transactions into an exhaustive and finite number of classes based on the ego states involved.
  - Theory of communications
  - Method of analysing systems and organisations
  - Theory of child development
  - Theory of psychopathy

## PHILOSOPHICAL ASSUMPTIONS

- People are O.K.
- Everyone has the capacity to think
- People decide their own destiny and these decisions can be changed.

## TWO BASIC PRINCIPLES OF T.A. PRACTICE:

- Contractual method
- Open communication

## Contractual Method:

*A contract is a statement of the responsibility of each party for Business and Therapy fulfilling Steiner's four requirements of Mutual Consent, Valid consideration, Competency and Lawful Object.*

## Berne defined a contract as:

*“An explicit bilateral commitment to a well-defined course of action”*

## **OTHER AREAS OF APPLICATION**

- Communications training
- Any field where there is a need to understand people, relationships and communications.

## **PROFESSIONAL CREDENTIALS MAY BE OBTAINED:**

### **LEVEL 1 – for the application of Transactional Analysis:**

#### **Certified Transactional Analysis accredited by I.T.A./E.A.T.A**

Certified Transactional Analysts may be accredited in any of the four fields of specialisation – Clinical, Organisational, Educational and Counselling.

### **LEVEL 2 – for teaching and training others in Transactional Analysis:**

Training and/or Supervising Transactional Analyst accredited to – Teach T.A (Instructors), to supervise others (Supervisor).

Training and Supervising Transactional Analysts may also be accredited in any of the four fields of specialisation.

## **DIFFERENCES IN PROCESS**

<b>CLINICAL COUNSELLING</b>	<b>EDUCATIONAL /ORGANISATIONAL</b>
Contract is usually two handed	Contract is usually three handed
Practitioner is therapist	Practitioner is trainer, facilitator and instructor
Work with overt social and covert psychological agendas	Work with overt agendas normally
Focus on present and unfinished business	Focus on problem solving in present
Work with feelings, thoughts and behaviour	Work with behaviour and thinking primarily

## **FURTHER READING FOR EDUCATIONAL APPLICATIONS**

Hay J. TRANSACTIONAL ANALYSIS FOR TRAINERS, McGraw-Hill, 1992

Ernst K. GAMES STUDENTS PLAY, Millbrae, Celestial Arts, 1972

James M and Jongward D. THE PEOPLE BOOK – Transactional Analysis for students, Reading: Addison-Welsley 1975

## **HISTORY OF ERIC BERNE: FOUNDER OF TRANSACTIONAL ANALYSIS**

Eric Berne was born in 1910 in Montreal, Quebec, Canada, the son of David Hiller Bernstein MD, a general practitioner, and Sarah Gordon Bernstein, a professional writer and editor. His only sibling, his sister Grace, was born five years later. The family immigrated to Canada from Poland and Russia. Both parents graduated from McGill University and Eric, who was close to his father, spoke fondly of how he accompanied his father, a physician, on medical rounds.

Dr. Bernstein died of tuberculosis at the age of 38. Mrs. Bernstein then supported herself and her two children working as an editor and writer. She encouraged Eric to follow in his father's footsteps and study medicine. He received an M.D. and C.M. (Master of Surgery) from McGill University Medical School in 1935.

### **Pre-War Years**

Berne interned in the United States at Englewood Hospital in New Jersey. In 1936, he began his psychiatric residency at the Psychiatric Clinic of Yale University School of Medicine, where he worked for two years. Some time around 1938-39, Berne became an American citizen and shortened his name from Eric Lennard Bernstein to Eric Berne. His first appointment was as Clinical Assistant in Psychiatry at Mt. Zion Hospital, New York City, a post he held until 1943 when he went into the Army Medical corps. In 1940, Berne had established a private practice in Norwalk, Connecticut. There he met and married his first wife, with whom he had two children. From 1940-1943 he also commuted from his Westport home to practice concurrently in New York City. In 1941, he began training as a psychoanalyst at the New York Psychoanalytic Institute, and became an analysand of Paul Federn.

### **Army Medical Corps**

Because of the demand for army psychiatrists during World War II, Dr. Berne served from 1943-1946 in the AUS Medical Corps, rising from First Lieutenant to Major. His assignments included Spokane, Washington, Ft. Ord, California and Bingham City, Utah. During the latter two years he practiced group therapy in the psychiatric wards of Bushnell General Hospital.

When discharged from the army in 1946, Berne, now divorced, decided to relocate in Carmel, California, an area he had fallen in love with when stationed at nearby Ford Ord. Before the year was out, he completed writing "The Mind in Action" and signed a contract for its publication with Simon & Schuster of New York. That same year he resumed his psychoanalytic training at the San Francisco Psychoanalytic Institute. In 1947, he became the analysand of Eric Erikson with whom he worked for two years.

### **Family Life in California**

Soon after beginning analysis with Erickson, Berne met a young divorcee whom he wanted to marry. Erickson said Eric could not marry until after finishing his didactic analysis, and so it was not until 1949 that Eric and Dorothy exchanged vows and set up home in Carmel. Dorothy brought three children to the marriage and she and Eric eventually had two sons of their own.

Eric loved the pater familias role, relishing in his large group of offspring and tending to be, if anything, overly permissive, a nurturing parent more often than an authoritarian one. However, he also knew how to make time for his writing. He had an isolated study built at the far end of his large garden, well of earshot of his youngsters. In that study he did most of his writing between 1949 and 1964, when he and Dorothy divorced on the friendliest of terms.

During these seminal years in Carmel, Eric kept up a demanding pace. He took an appointment in 1950 as Assistant Psychiatrist at Mt. Zion Hospital, San Francisco, and simultaneously began serving as a consultant to the Surgeon General of the US Army. In 1951, he added the job of Adjunct and Attending Psychiatrist at the Veterans Administration and Mental Hygiene Clinic, San Francisco. These three appointments were in addition to his private practices in both Carmel and San Francisco.

### **Break with Psychoanalysis and the Creation of Transactional Analysis**

Probably the most significant traces of the origins of transactional analysis are contained in the first five of six articles on intuition Berne wrote beginning in 1949. Already, at that early date, when he was still working to gain the status of psychoanalyst, he was daring to defy a rigid Freudian concept in stating “the word subconscious is acceptable since it includes both the pre-conscious and unconscious”. (Berne, 1949a, p.1).

When he began training 1941 at the New York Psychoanalytic Institute, and later when he resumed his training at the San Francisco Psychoanalytic Institute, Berne obviously believed that becoming a psychanalyst was important. However, in the end that coveted title was withheld, his 1956 application for membership was turned down with the verdict that he wasn't ready, but, perhaps after three or four more years of personal analysis and training he might reapply. For Eric the rejection was devastating but cathartic, spurring him to intensify his long-standing ambition to add something new to psychoanalysis. He set to work, determined to develop a new approach to psychotherapy by himself, without benefit of blessings or support from the psychoanalytic fraternity.

Before 1956 was out, he had written two seminal papers based on material read earlier that year at the Psychiatric Clinic, Mt. Zion Hospital, San Francisco and at the Langley Porter Neuropsychiatric Clinic, U.C. Medical School: “Intuition V. The Ego Image”, and “Ego States in Psychotherapy”. Using references to P. Federn, E. Kann and H. Silberer, in the first article Berne indicated how he arrived at the concept of ego states and where he got the idea of separating “adult” from “child”. In the next article he developed the tripartite schema used today (Parent, Adult and Child), introduced the three-circle method of diagramming it, showed how to sketch contaminations, labelled the theory, “structural analysis” and termed it “A New Psychotherapeutic Approach”.

The third article, titled “Transactional Analysis: A New and Effective Method of Group Therapy” was written a few months later, and presented by invitation at the 1957 Western Regional Meeting of the American Group Psychotherapy Association of Los Angeles. With the publication of this paper in the 1958 issue of the American Journal of Psychotherapy, Transactional Analysis, the name of Berne's new method of diagnosis and treatment, became a permanent part of the psychotherapeutic literature. In addition

to restating his concepts of P-A-C, Structural Analysis and Ego States, the 1957 paper added the important new features of Games and Scripts.

### **The Seminars**

From the beginning, Berne used his regular Thursday evening clinical seminars in Monterey as a testing ground for his new theory and methods. In 1950-51 he began a Tuesday evening seminar in San Francisco; this became incorporated in 1958 as the San Francisco Social Psychiatry Seminars in order to handle funds required for the publication of the Transactional Analysis Bulletin, which first appeared in January 1962 with Berne as editor.

In 1964, Berne and his San Francisco and Monterey seminar colleagues decided to create a Transactional Analysis Association, naming it the International Transactional Analysis Association in recognition of the growing number of Transactional Analysis professionals outside the USA. The new organisation was designated successor to the San Francisco Social Psychiatry Seminars and the San Francisco seminar changed its name to the San Francisco Transactional Analysis seminar in recognition of the fact that it was only one of the many branches of the ITAA.

### **The Last Years**

The years from 1964 to 1970 were restless ones for Berne. After his second divorce his personal life became chaotic as he tried to find another mate. His frustration in this area led him to work longer hours at his writing, but when he did remarry in 1967 he did not give up any of his increasingly complex writing commitments. By early 1970 he was once again divorced.

In 1970 Berne suffered two heart attacks. Two weeks before the first attack Berne told his friends how well he felt. He had just completed two books "Sex in Human Loving and "What Do You Say After Hello?", and was pleased about how they had turned out. He actually allowed himself some weekends of pure play, with no writing. However, in June 1970 he suffered the first sharp pains that went through his chest and back. A few days later he suffered another heart attack; this time a massive one, which caused his death.

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## **BOOKS WRITTEN BY BERNE**

Intuition and Ego States – (McCormick, P. ed) San Francisco T.A Press, 1977

A Layman's Guide to Psychiatry and Psychoanalysis – New York Grove Press, 1957,  
Harmondsworth Penguin 1971

Transactional Analysis in Psychotherapy – New York Grove Press, 1961, 1966

The Structure and Dynamics of Organisations and Groups – New York Ballantine, 1973

Games People Play – Harmondsworth Penguin 1968

Principles of Group Treatment – New York Grove Press, 1966

Sex In Human Loving – Harmondsworth Penguin, 1973

What Do You Say After You Say Hello – London, Corgi, 1975

Bibliography, Transactional Analysis Journal 1, 1 1971, P 23-29

## **INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION (ITAA)**

Founded in 1964, its membership peaked in 1976 at 11,000 members and since 1985 has levelled out at around 5,000. It is a non-profit educational corporation in terms of US law. It has three membership categories: Affiliate (general interest non-voting membership); Regular Membership is voting membership for professionals who use TA but are qualified through another source; a TA 101 course or exam and the signature of a Teaching Member are required; Certified Transactional Analyst Membership is competency-based membership earned by passing exams.

## **REGIONAL AND NATIONAL TRANSACTIONAL ANALYSIS ASSOCIATIONS**

Since 1989, national Transactional Analysis associations can affiliate with ITAA. In Britain the national association is the ITA ((Institute of Transactional Analysis).

By joining the ITA you automatically become members of EATA (European Association for Transactional Analysis). EATA is a non-profit organisation within Swiss law. It has two categories of membership: Associate for anyone interested in Transactional Analysis and Voting open to Certified Transactional Analysts.

## **THE ERIC BERNE MEMORIAL SCIENTIFIC AWARD**

This was established in 1971 to honour the memory of Berne and is given annually to the originator of a new scientific concept in TA, published in a professional bulletin, journal or book at least one year before nomination. Adjudication is by the editorial board of ITAA, who reserve the right not to make an award in any year when the contributions nominated do not reach the required standard of excellence or originality. Winners have been:

1971	Claude Steiner	Script Matrix
1972	Steve Karpman	Drama Triangle
1973	Jack Dusay	Egograms
1974	Aaron and Jacqui Schiff	Passivity and the Four Discounts
1975	Bob and Mary Goulding	Redecision and the Twelve Injunctions
1976	Pat Crossman	Protection
1977	Taibi Kahler	Miniscript and the Five Drivers
1978	Fanita English	Rackets and Feelings: The Substitution Factor
1979	Steve Karpman	Options
1980	Claude Steiner	The Stroke Economy
	Mellor and Sigmund	Discounting and Redefining
1981	Franklin Ernst	The OK Corral

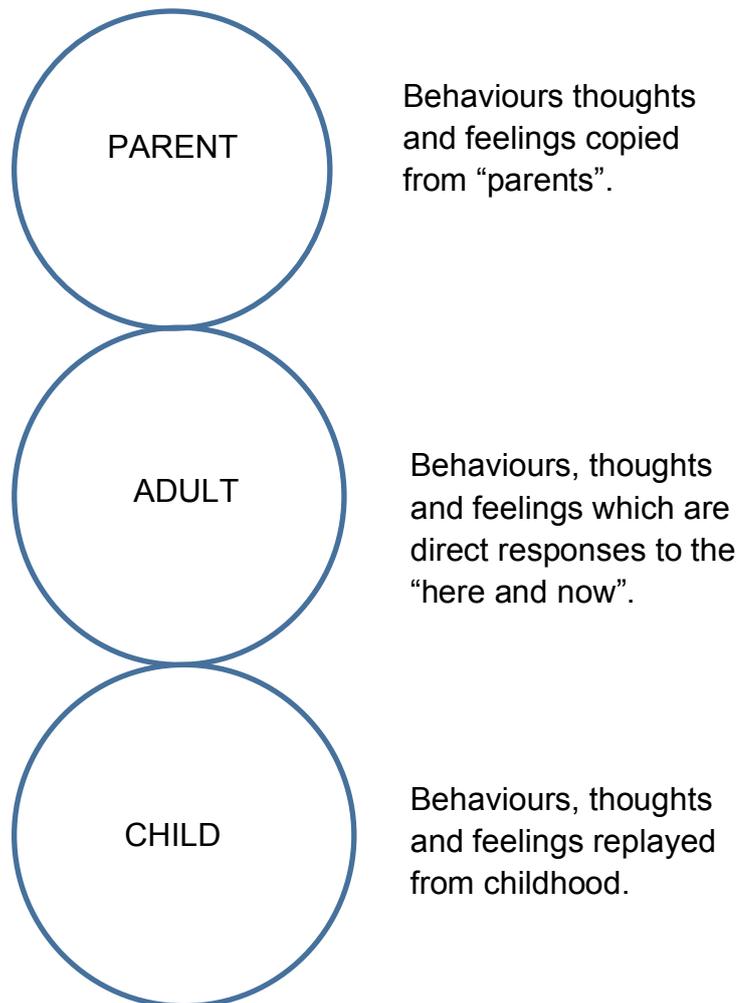
1982	Erskine and Zalcman	The Racket System and Racket Analysis
1983	Muriel James	Self Reparenting
1984	Pam Levin	Developmental Cycles
1987	Carol Meiso	Ego States and Transference
1988 to 1993		Not awarded
1994	John R. McNeel	The Parent Interview
	Vann S. Joines	Using Redecision Theory with Different Personality Adaptations and Diagnosis and Treatment Planning using a Transactional Analysis Framework
1995	Peg Blackstone	The Dynamic Child: integration of second order structure, object relations and self psychology
	Jean Illsley Clark	Self-esteem: A Family Affair
	Alan Jacobs	Autocratic Power

## STRUCTURAL ANALYSIS

### Definition of **EGO STATES**

Berne - "A consistent pattern of feeling and experience directly related to a corresponding consistent behaviour pattern."

### FIRST ORDER STRUCTURAL DIAGRAM

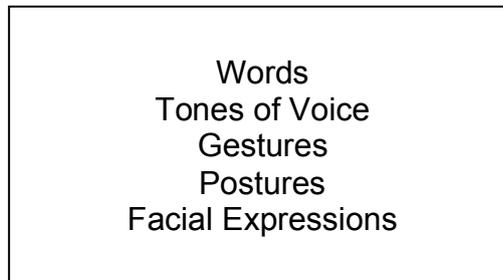


**EGO STATE IS A NAME FOR SETS OF RELATED FEELINGS, THOUGHTS AND BEHAVIOURS.**

## RECOGNITION AND DIAGNOSIS OF EGO STATES

### BEHAVIOURAL DIAGNOSIS

When you use this to assess which ego state a person is in, you observe in the Parent, Adult and Child ego states:



N.B. No one clue is sufficient evidence and standard clues need to be checked.

### SOCIAL DIAGNOSIS

People will often relate to each other from ego states that complement each other, e.g. If I speak to you from my Adult ego state, it is likely that you will respond from your Adult.

If I address you from my Parent ego state, you may well respond from your Child.

### HISTORICAL DIAGNOSIS

- How the person was as a child
- His/her memory of “parents”, What they said, how they behaved.
- Historical diagnosis checks behavioural diagnosis, e.g. as you show Parent clues behaviourally you tell me that you are copying the behaviour of one of your “parents”.

### PHENOMENOLOGICAL DIAGNOSIS

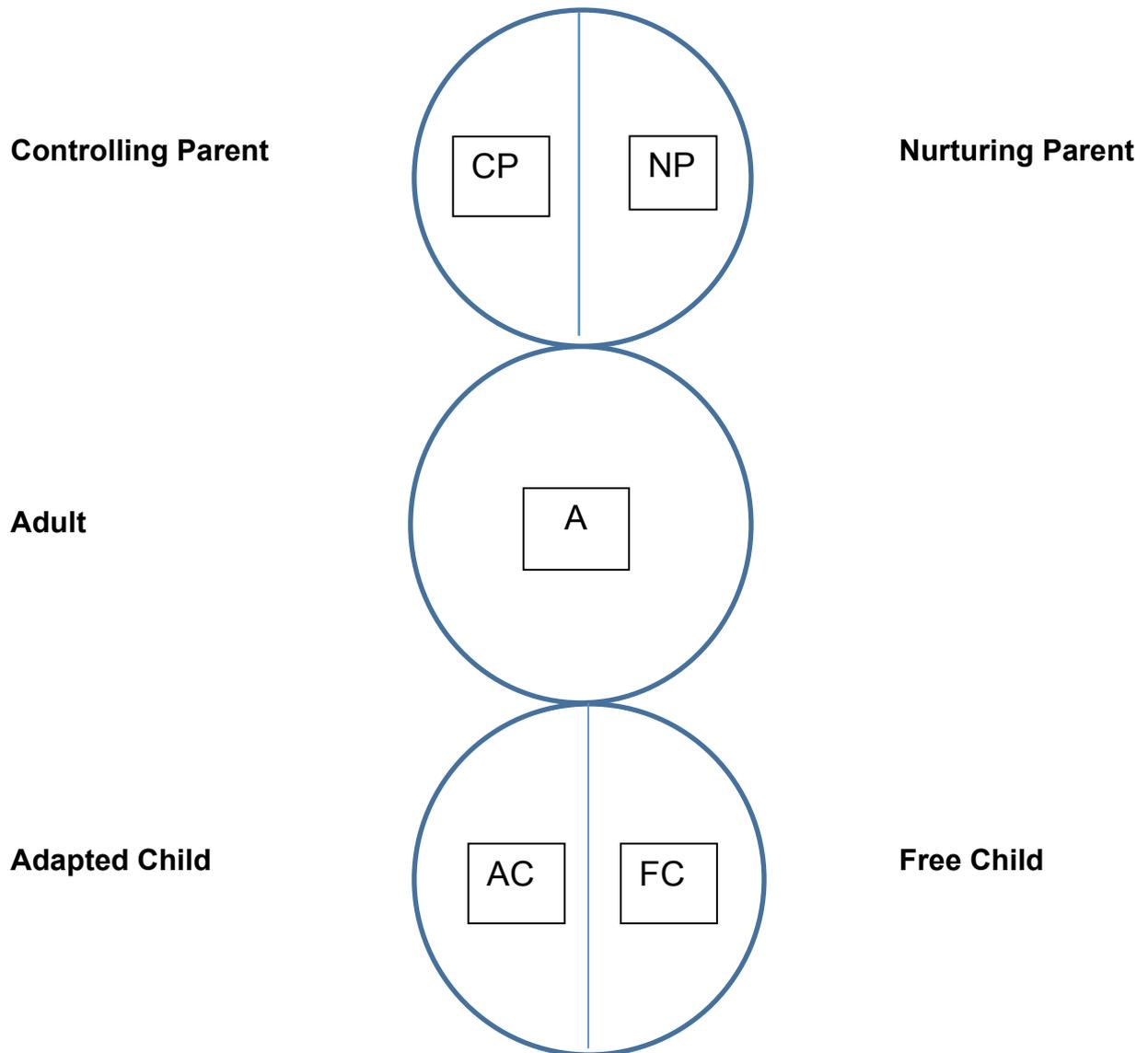
When we re-experience the past instead of just remembering it.

Berne:

“Phenomenological validation only occurs ... if the individual can re-experience the whole ego-state in full intensity with little weathering”.

## BEHAVIOURAL DESCRIPTIONS

### HOW WE USE EGO STATES



### FUNCTIONAL MODEL OF EGO STATES

## **FUNCTIONAL EGO STATE ANALYSIS: Vocabulary and Body Language**

**PARENT:** Develop a list of words or phrases representative of the Parent ego state, e.g. should, don't, etc.

- 1.
- 2.
- 3.
- 4.
- 5.

**Develop a list of gestures, postures, tones of voice, facial expressions etc. representative of Parent ego state non-verbal and/or extra-verbal behaviour.**

- 1.
- 2.
- 3.
- 4.
- 5.

**ADULT:** Develop a list of words or phrases representative of the Adult ego state, e.g. probably, estimate etc.

- 1.
- 2.
- 3.
- 4.
- 5.

**Develop a list of gestures, postures, tones of voice, facial expressions etc. representative of Adult ego state non-verbal and/or extra-verbal behaviour.**

- 1.
- 2.
- 3.
- 4.
- 5.

**CHILD:** Develop a list of words or phrases representative of the Child ego state, e.g. wow! I wish etc.

- 1.
- 2.
- 3.
- 4.
- 5.

**Develop a list of gestures, postures, tones of voice, facial expressions etc. representative of Child ego state non-verbal and/or extra-verbal behaviour.**

- 1.
- 2.
- 3.
- 4.
- 5.

## TRANSACTIONAL ANALYSIS

Some main behavioural characteristics of Parent, Adult and Child ego states

	<b>CRITICAL PARENT</b>	<b>NURTURING PARENT</b>	<b>ADULT</b>	<b>FREE CHILD</b>	<b>ADAPTED CHILD</b>
<b>WORDS AND PHRASES</b>	Should, ought, must, do, don't, never, always, good, bad, demand, control, punish, insist, you can't, don't tell me	Care, support, help, protect, teach, educate, heed, watch, poor-thing, there-there, let me help you, don't worry	How, where, when, what, fact, probability, compute, reality, decide, test, alternative, problem-solve, I understand	Fun, creative, intuitive, wow, natural, free, magic, fantasy, I wish, I want, oh boy, scared, ouch, ughhh, love, hate	Please, sorry, comply, rebel, manipulative, adapt, obey, I must, I can't, yes sir, no sir, did I do OK? try, if only
<b>GESTURES AND POSTURES</b>	Finger pointing, hands on hips, frowning, rolling eyes upwards in disgust, furrowed brow, scowling	Pat on the cheek, open arms, smiling, holding, consoling, touch, sympathetic or proud eyes, nodding encouragingly	Straight (not stiff) posture, level eye contact, confident appearance, alert, open, listening, thoughtful	Uninhibited, spontaneous, free, loose, joyful or exhilarated stance, bright-eyed, exaggerated movements	Pouting, sad, helpless, dejected, downcast or upcast eyes, head tilted to one side, slumped
<b>TONE OF VOICE</b>	Authoritative, sneering, harsh, punitive, stern, judgemental, condescending, disgusted, abrupt	Sympathetic, caring, soft, concerned, comforting, encouraging, supportive, loving	Clear, calm, confident, enquiring, even, relaxed	Noisy, loud, excited, free, belly laughing, chuckling, giggling, energetic	Appealing, complaining, nagging, whining, protesting, asking permission, placating, manipulating

*Source: Occupational Therapy- August 1980, B. Freedman, J. Graham, G. Langan*

**Make your own list:**

	<b>CRITICAL PARENT</b>	<b>NURTURING PARENT</b>	<b>ADULT</b>	<b>FREE CHILD</b>	<b>ADAPTED CHILD</b>
<b>WORDS AND PHRASES</b>					
<b>GESTURES AND POSTURES</b>					
<b>TONE OF VOICE</b>					

## FUNCTIONAL ANALYSIS: HOW EGO STATES WORK IN THE WORLD

NP/CP	CP – setting standards and limits, using authority, being responsible, making value judgements, exercising control. NP – caring, loving, nurturing
A	A – using all grown up resources in response to here and now.
FC/AC	AC – self control, compliance, politeness, rebellion FC – emotion, spontaneity, intuition, curiosity

### Behavioural Indicators

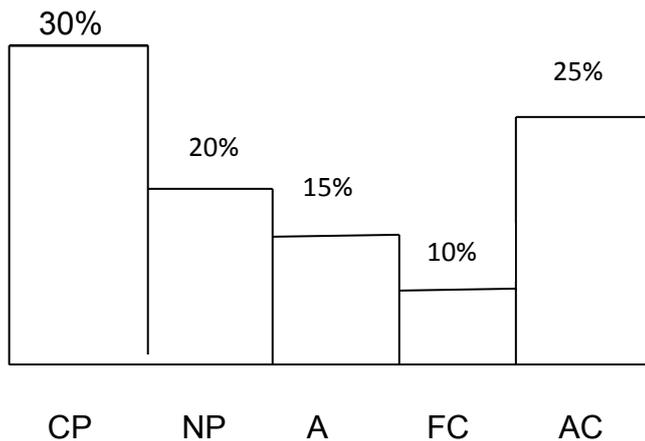
	<u>Critical/Controlling Parent</u>	<u>Nurturing Parent</u>
Words	Should, always, had you ought, don't, wrong	Let me, don't worry, there there, I care
Voice	Firm, critical, disgusted, sharp, condescending, sneering, authoritative, bossy	Loving, caring, understanding, supportive
Facial Expression	Frowning, stern, rigid, hostile, benevolent	Smiling, proud, loving
Postures, Gestures	Tight, erect, head back, arms folded, finger pointing, illustrative gestures	Relaxed, head forward, nodding, caressing, open arms, beckoning

### Positive and Negative aspects to Ego States

Positive NP	Cares for another person in a loving way when other wants or needs it.
Negative NP	Over-nurtures, does things for others when not needed and not requested and thus prevents growth – parents who say "I'll do it".
Positive CP	Strong and opinionated and stands up for own and others' rights without putting them down in the process – "That is a wrong thing to do".
Negative CP	Will take away the value of another – "You are a bad person".
Positive AC	Will use automatic behaviour to facilitate getting what he/she wants, obeys rules.
Negative AC	Will behave in some self destructive way to get attention from others, e.g. complaining, pretending to be helpless, forgetting things.
Positive FC	Expresses what is directly on his/her mind, has fun and doesn't hurt anyone in the process.
Negative FC	May hurt others or him/herself while in the process of expressing him/herself or having fun – "Let's go faster", "Let's climb higher".

## EGOGRAMS by Jack Dusay

An Intuitive way of showing how important each functional ego-state part is in your personality.



### THE CONSTANCY HYPOTHESIS – Dusay

“When one ego-state increases in intensity, another or others must decrease in order to compensate. The shift in psychic energy occurs so that the total amount of energy may remain constant”.

#### **So to change your Egogram:**

- Set about raising the part that you want to have more of
- Work out new positive behaviours
- Be specific, be realistic

EGOGRAM – Jack Dusay

10

9

8

7

6

5

4

3

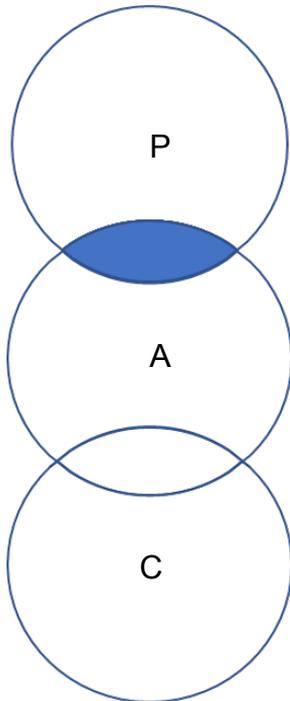
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1

<b>CP</b>	<b>NP</b>	<b>A</b>	<b>AC</b>	<b>FC</b>
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## PARENT CONTAMINATION

When I mistake parental slogans for Adult reality = **Prejudice** – for example



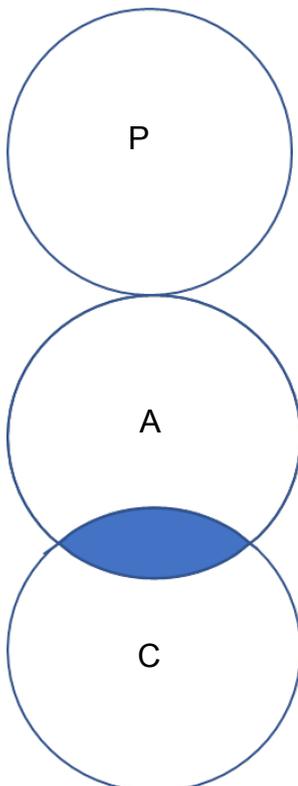
“Women are bad drivers”

“Don’t trust people who don’t look you in the face”

“Men can’t show their feelings”

## CHILD CONTAMINATION

When I cloud my adult thinking with beliefs from my childhood – DELUSIONS – e.g:



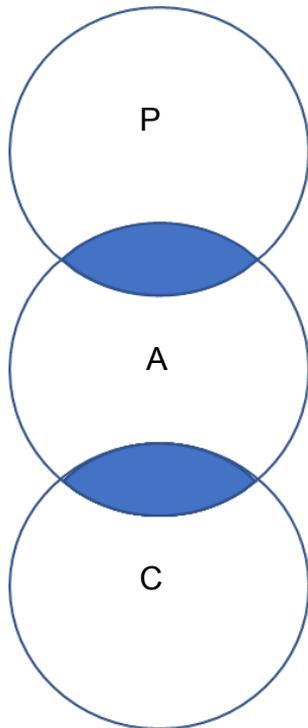
“I’m useless with machinery”

“There’s something wrong with me that makes my dad hit me”

“If I got ill then my mother would love me”

## DOUBLE CONTAMINATION

When a person re-plays a Parental slogan, agrees to it with a Child belief and mistakes both of these for reality, for example:

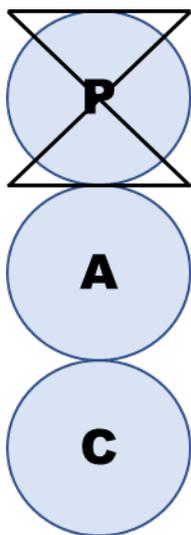


“People can’t be trusted”

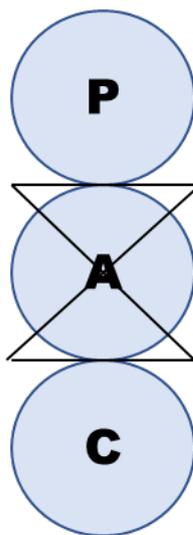
“I can never trust anyone”

## EXCLUSIONS

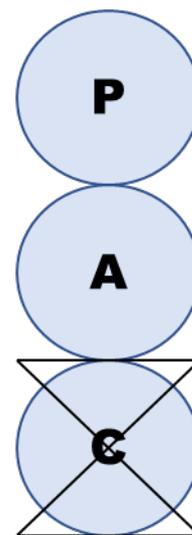
Sometimes a person will exclude one or more of their ego states



Excluded Parent

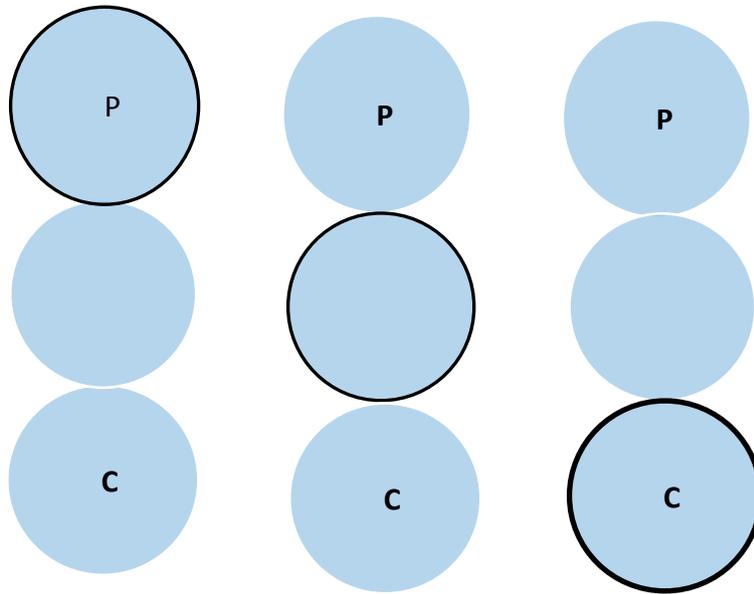


Excluded Adult



Excluded Child

## CONSTANT / EXCLUDING EGO STATES



Constant  
(Excluding)  
Parent

Constant  
(Excluding)  
Adult

Constant  
(Excluding)  
Child

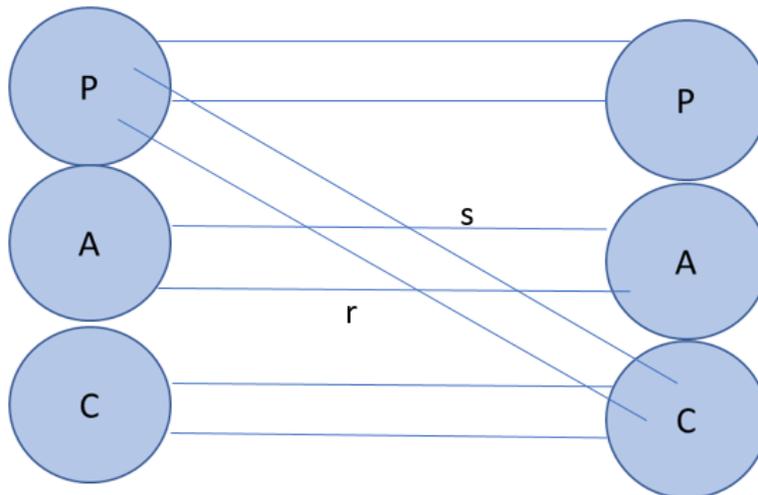
# TRANSACTIONS

The formal definition of a transaction is “A *transactional stimulus* plus a *transactional response*”.

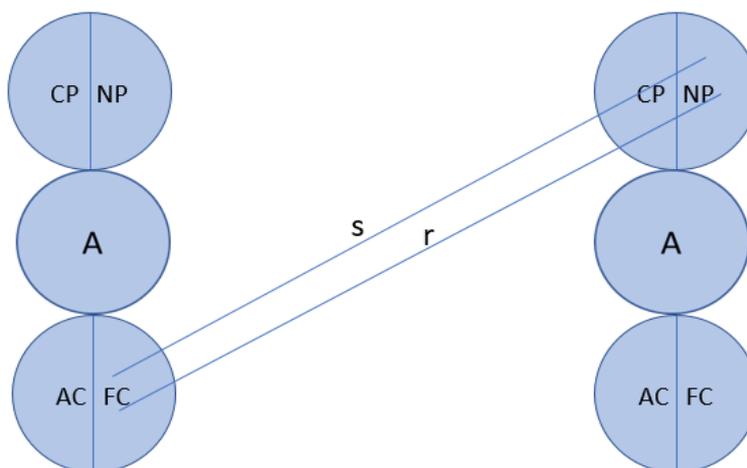
Berne referred to the transaction as: “*The basic unit of social discourse*”.

## TYPES OF TRANSACTIONS

### Complementary 1



### Complementary 2

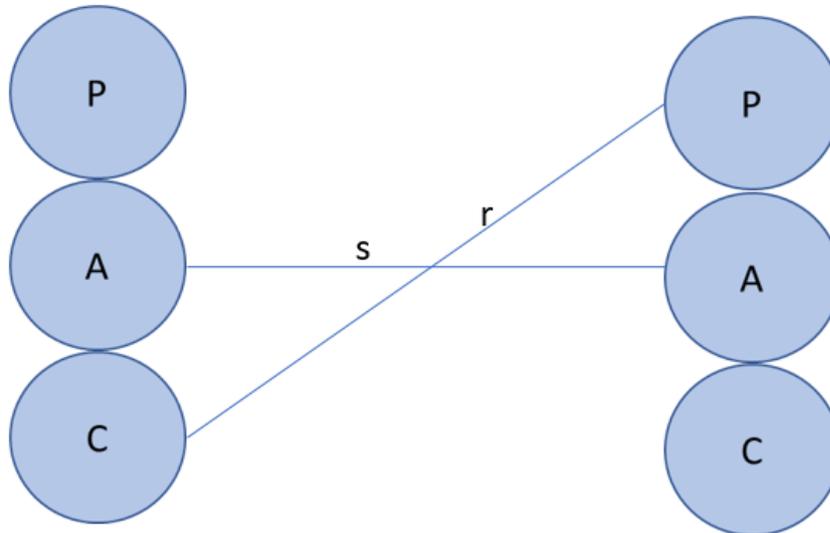


In a complementary transaction the ego state addressed is the ego state which responds.

**FIRST RULE OF COMMUNICATION:** “So long as transactions remain complementary, communication can continue indefinitely.

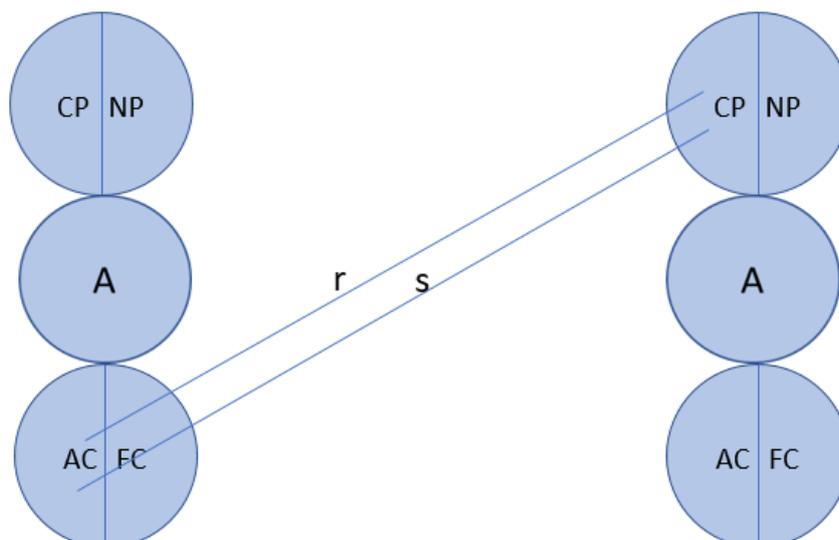
## TYPES OF TRANSACTIONS

### Crossed Transactions 1



- \* The vectors are no longer parallel
- \* The ego-state which is addressed is not the one which responds.

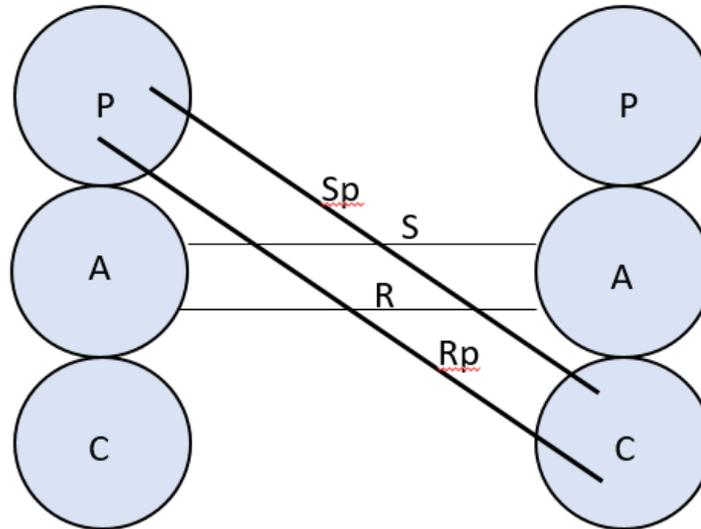
### Crossed Transactions 2



**SECOND RULE OF COMMUNICATION:** “When a transaction is crossed, a break in communication results, and one or both individuals will need to shift ego-states in order to re-establish communication.”

## ULTERIOR TRANSACTIONS

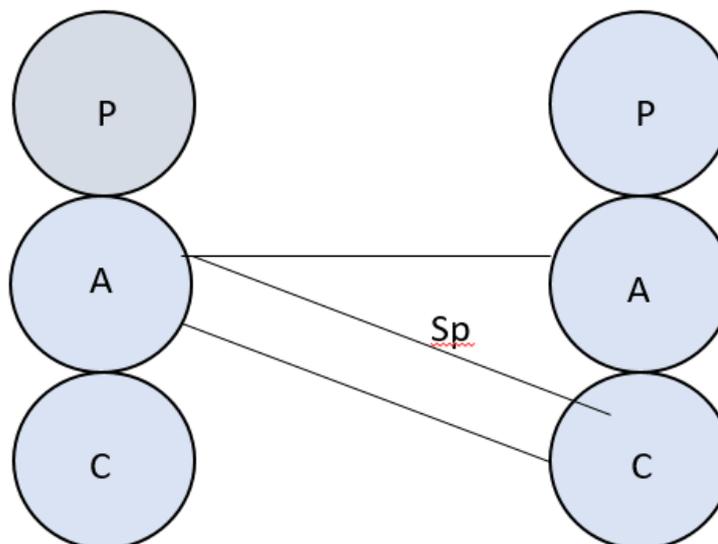
### Duplex Ulterior



Social level message is overt \_\_\_\_\_  
Psychological level message is covert \_\_\_\_\_

Usually a transaction is Adult to Adult on a social level but Parent to Child or Child to Parent on a psychological level

### Angular Ulterior



**THIRD RULE OF COMMUNICATION:** "The behavioural outcome of an ulterior transaction is determined at the psychological and not at the social level."

## **EXERCISE – ANALYSING TRANSACTIONS**

### **Question 1**

Manager: “Will you work overtime tonight?”

Employee: “Why do you always ask me? Can’t you find somebody else?”

### **Question 2**

Manager: “Why did you change the wording on this letter?”

Employee: “I was just trying to do the right thing.”

### **Question 3**

Manager: “You did a great job!”

Employee: “Thank you very much.”

### **Question 4:**

Manager: “I’ve done all I can to get good people around here, it’s so difficult to find them.”

Employee: “I know, I can’t even get anyone to wash my car properly.”

### **Question 5**

Manager: “This job is too much for me, will you help me with it?”

Employee: “I don’t have the time, can’t you do it yourself?”

### **Question 6**

Manager: “This new policy really bugs me but there’s nothing I can do about it.”

Employee: “I just wish you’d try a little harder with it.”

### **Question 7**

Manager: “You’ll just have to make the effort to get here on time.”

Employee: “I’m not the only one who’s late you know.!”

### **Question 8**

Manager: “You look like you could use a rest.”

Employee: “You don’t look so good yourself.”

## STROKES

**Definition:**            **A stroke is a unit of recognition.**

**Berne described three psychological hungers:**

- STIMULUS                      The need for physical and mental stimulation
- RECOGNITION                The need for acknowledgement from others
- STRUCTURE                    The need for structure in life, especially time structure

### **Types of Strokes**

- **Verbal or Non verbal**
- **Positive or Negative**
- **Conditional or Unconditional**
  
- Any transaction is an exchange of strokes
- Any kind of stroke is better than no stroke at all
- A conditional stroke relates to what you do
- An unconditional stroke relates to who you are

Stroking reinforces the behaviour which is stroked. The quality and intensity of strokes is important.

- Who gives them?
- How are they given?

### **Beware of Counterfeit Strokes and Plastic Strokes**

### **DISCOUNTS**

It is important to distinguish between a straight negative stroke and a discount.

A discount always entails some distortion of reality, e.g.

“You’re hateful” – Discount

“I hate you” – Negative stroke

“I can see you can’t spell” – Discount

“You’ve spelled that word wrongly” – Negative stroke

A discount gives no signal on which to base constructive action.

### **DEFINITION OF DISCOUNTS**

Discounting is “unawarely ignoring information relevant to the solution of a problem”, i.e. without realising it I discount options.

## ANALYSING STROKES AND RECOGNITION

Develop a list of Verbal and/or Non-Verbal strokes that may be given and exchanged in the following situations:

### Negative strokes:

At home .....

.....

.....

At work .....

.....

.....

In social life .....

.....

.....

### Positive strokes:

At home .....

.....

.....

At work .....

.....

.....

In social life .....

.....

.....

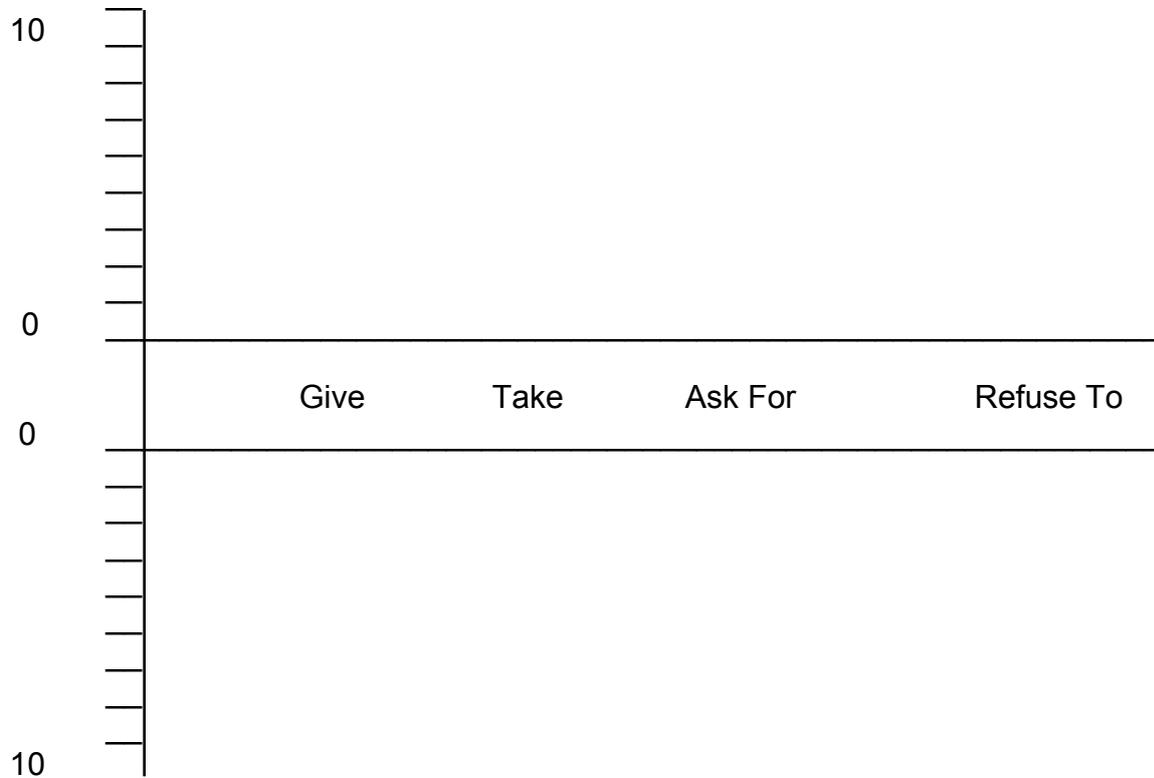
## THE STROKING PROFILE

Jim McKenna has devised a diagram which he calls the stroking profile. It analyses stroking patterns in rather the same way as Dusay's egogram analyses the use of functional ego states, by the use of a bar chart.

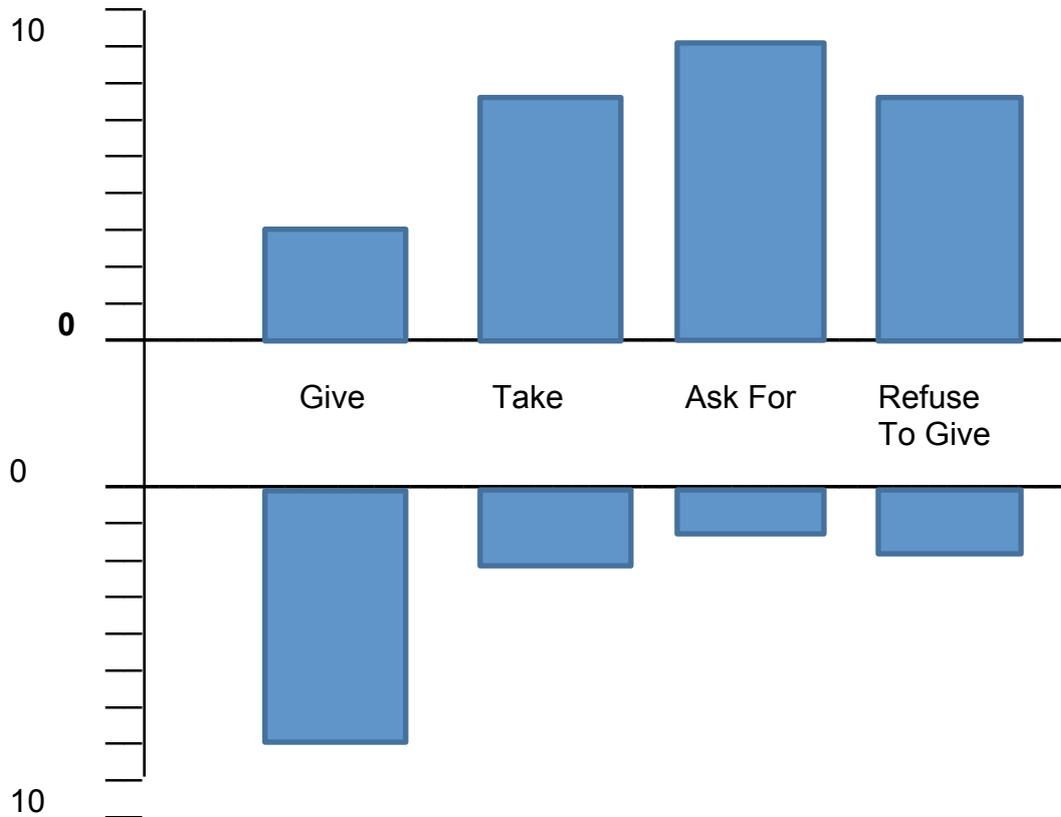
To make out a stroking profile, you begin with the blank diagram shown below. You draw bars in each of the four columns to represent your intuitive estimate of how frequently you give strokes, take them when they are offered, ask for strokes, and refuse to give strokes.

You make separate estimates under each heading for Positive and for Negative strokes. The frequency for Positives is shown by drawing a bar upwards from the central axis of the diagram. For Negatives, draw the bar downwards.

The diagram shows one possible example of a completed stroking profile. This person does not give many positive strokes, but is liberal with negatives. She is keen to take positives from others, and often asks for them. She perceives herself as seldom taking or asking for negatives. Frequently she refuses to give positive strokes that other people expect, but she is not so ready to refuse giving negatives. How would you feel about relating to the person who drew the stroking profile?



### AN EXAMPLE OF A COMPLETED STROKING PROFILE



### ANOTHER WAY TO WORK OUT YOUR STROKING PROFILE:

How often do you give + strokes to others?	How often do you accept + strokes?	How often do you ask others for the + strokes you want?	How often do you refuse to give the + strokes they expect from you?	
				ALWAYS
				V. FREQUENTLY
				FREQUENTLY
				OFTEN
				SELDOM
				NEVER
<b>GIVING</b>	<b>TAKING</b>	<b>ASKING FOR</b>	<b>REFUSING TO GIVE</b>	
				NEVER
				SELDOM
				OFTEN
				FREQUENTLY
				V. FREQUENTLY
				ALWAYS
How often do you give – strokes to others?	How often do you accept – strokes?	How often do you ask for the – strokes you want?	How often do you refuse to give the – strokes they expect from you?	

## **A FUZZY TALE**

Claude M Steiner, PhD

Once upon a time, a long time ago, there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were you have to understand how things were in those days. You see, in those happy days everyone was given at birth a small, soft, Fuzzy Bag. Any time a person reached into this bag he was able to pull out a Warm Fuzzy. Warm Fuzzies were very much in demand, because whenever somebody was given a Warm Fuzzy it made him feel warm and fuzzy all over. People who didn't get Warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get Warm Fuzzies. Any time that somebody felt like it, he might walk up to you and say, "I'd like to have a Warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day it would smile and blossom into a large, shaggy Warm Fuzzy. You then would lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for Warm Fuzzies, and since they were always given freely, getting enough of them was never a problem. There were always plenty to around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became very angry because everyone was so happy and no one was buying her potions and salves. The witch was very clever and she devised a very wicked plan. One beautiful morning she crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "See here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up eventually she is going to run out and then there won't be any left for you."

Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there isn't a Warm Fuzzy in our bag every time we reach into it?"

And the witch said, "No, absolutely not, and once you run out, that's it. You don't have any more." With this, she flew away on her broom, laughing and cackling hysterically.

Tim took this to heart and began to notice every time Maggie gave up a Warm Fuzzy to someone else. Eventually he got very worried and upset because he liked Maggie's Warm Fuzzies very much, and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her Warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a Warm Fuzzy to somebody else, and because Maggie liked him very much she stopped giving Warm Fuzzies to other people as often, and reserved them for him.

The children watched this and soon began to get the idea that it was wrong to give up Warm Fuzzies any time you were asked or felt like it. They, too, became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave away too many Warm Fuzzies. Even though they found a warm Fuzzy every time they reached into the bag, they reached in less and less and

became more and more stingy. Soon people began to notice the lack of Warm Fuzzies, and they began to feel less and less fuzzy. They began to shrivel up and occasionally, people would die from lack of Warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work.

Well, the situation was getting very serious indeed. The bad witch, who had been watching all of this, didn't want the people to die, so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzy bag except that this was one was cold, while the Fuzzy Bag was warm. Inside of the witch's bag were Cold Pricklies. Cold Pricklies did not make people feel warm and fuzzy, but made them feel cold and prickly instead. But, they did prevent people's backs from shrivelling up. So, from then on, every time somebody said, "I want a Warm Fuzzy", people who were worried about depleting their supply would say, "I can't give you a Warm Fuzzy, but would you like a Cold Prickly?" Sometimes, two people would walk up to each other, thinking they could get a Warm Fuzzy, but one or the other of them would change his mind and they would wind up giving each other Cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because, since the coming of the witch, there were less and less Warm Fuzzies around, so Warm Fuzzies, which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them. Before the witch had appeared, people used to gather in groups of three or four or five, never caring too much who was giving Warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their Warm Fuzzies for each other exclusively. If ever one of the two persons forgot himself and gave a Warm Fuzzy to someone else, he would immediately feel guilty about it because he knew his partner would probably resent the loss of a Warm Fuzzy. People who could not find a generous partner had to buy their Warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take Cold Pricklies – which were limitless and freely available – coat them white and fuzzy and pass them on as Warm Fuzzies. These counterfeit Warm Fuzzies were really Plastic Fuzzies and they caused additional difficulties. For instance, two people would get together and freely exchange Plastic Fuzzies, which presumably should make them feel good, but they came away feeling bad instead. Since they thought they had been exchanging Warm Fuzzies, people grew very confused about this, never realising that their cold prickly feelings were really the result of the fact that they had been given a lot of Plastic Fuzzies.

So, the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their Warm Fuzzy Bag and find no more.

Not long ago, a young woman with big hips, born under the sign of Aquarius, came to this unhappy land. She had not heard of the bad witch and was not worried about running out of Warm Fuzzies. She gave them out freely, even when not asked. They called her the Hip Woman and disapproved of her because she was giving the children the idea that they should not worry about running out of Warm Fuzzies. The children liked her very much because they felt good around her and they, too, began to give out Warm Fuzzies whenever they felt like it. The grown-ups became concerned and decided to pass a law to protect the children from depleting their supplies of Warm Fuzzies. The law made it a criminal offence to give out Warm Fuzzies in a reckless manner. The

children, however, seemed not to care and, in spite of the law, they continued to give each other Warm Fuzzies whenever they felt like it and always when asked. Because there were many, many children, almost as many as grown-ups, it began to look as if maybe they would have their way.

As of now it is hard to say what will happen. Will the grown-ups forces of law and order stop the recklessness of the children? Are the grown-ups going to join with the Hip Woman and the children in taking a chance that there will always be as many Warm Fuzzies as needed? Will they remember the days their children are trying to bring back when Warm Fuzzies were abundant because people gave them away freely?

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## EVERY DISCOUNT IS ACCOMPANIED BY GRANDIOSITY

### (AN EXAGGERATION / MINIMISATION OF REALITY)

#### **DISCOUNTS – (behaviour or internal process?)**

A discount itself is not observable. But there are four types of behaviour which always indicates that the person is discounting. These are called Passive Behaviours:

- Doing nothing
- Over adaptation
- Agitation
- Incapacitation and/or violence

#### AREAS OF DISCOUNTING

We may discount in any or all of these areas:

*Self, Others, Situation*

#### TYPES OF DISCOUNTING

The three types of discounting are of:

*Stimuli, Problems, Options*

#### LEVELS OF DISCOUNTING

There are four levels at which we can discount:

*Existence, Significance, Change Possibilities, Personal Abilities*

#### REASONS FOR DISCOUNTING

At the root of discounting is an unconscious attempt to set up the relationship that existed in the past between ourselves and a “parent” figure in order to manipulate the other into satisfying the need which was not met in childhood.

## TIME STRUCTURING

- Structure Hunger
- Six ways of structuring time with other people

Intensity of strokes increases

Withdrawal

Ritual

Pastime

Activities

Games

Intimacy

For example, in a pie chart:



## LIFE POSITIONS

**BERNE:** The young child, early in the process of script formation, “already has certain convictions about himself and the people around him.”

These convictions can be summarised as:-

1. I'm OK
2. I'm not OK
3. You're OK
4. You're not OK

### LIFE POSITIONS:

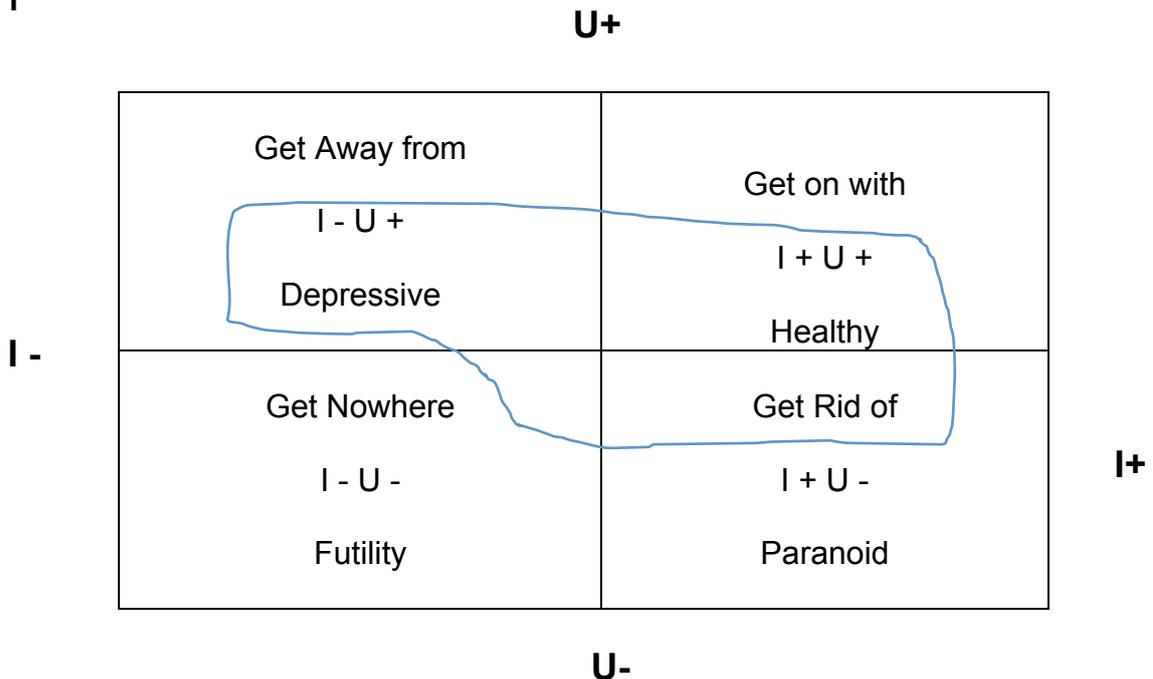
Represent fundamental stances a person takes up about the essential value he perceives in himself and others. Once the child has adopted one of the life positions, he/she is likely to construct all the rest of his/her script to fit in with it.

### THE FOUR LIFE POSITIONS:

Can be defined as one's basic beliefs about self and others which are used to “justify” decisions and behaviour.

1. I'm OK, You're OK
2. I'm not OK, You're OK
3. I'm OK, You're not OK
4. I'm Not OK, You're not OK

**ERNST: THE OK CORRAL GRID**  
1971



# SCRIPT

## BERNE'S DEFINITION:

“A life plan, made in childhood, reinforced by the parents, “justified” by subsequent events and culminating in a chosen alternative.”

## FEATURES OF SCRIPT

1. Script is a life plan
2. Script is directed towards a pay-off
3. Script is decisional
4. Script is reinforced by parents
5. Script is outside awareness
6. Reality is redefined to “justify” the script.

## ORIGINS OF THE SCRIPT

1. Script decisions represent the infant's best strategy for surviving in a world which often feels hostile, even life threatening.
2. Script decisions are made on the basis of an infant's emotions and reality testing.

## PROCESS OF SCRIPT DEVELOPMENT

### 1. **Life position**

### 2. **Parental influences**

Injunctions	)	Usually taken in
Permissions	)	pre-verbally
Counter-injunctions	-	Commands about what to do
Attributions	-	Definitions of people
Commands		
Modelling, Programme	-	How to do things

### 3. **Child's perception** and limited capacity to reality test. Also traumatic events and/or repetition.

### 4. **Script Decisions**

## INJUNCTIONS AND DECISIONS

In their work as therapists Bob and Mary Goulding found that twelve themes emerged again and again as the basis for people's negative early decisions. They developed this list of twelve injunctions. Each injunction has a corresponding permission. Notice that "Don't ..." conveys a blanket prohibition while the permission "It's OK to ..." is not a command but invites the receiver to *choose* whether to do something or not.

### INJUNCTIONS

- \* DON'T BE (EXIST)
- \* DON'T BE YOU
- \* DON'T BE A CHILD
- \* DON'T GROW UP
- \* DON'T MAKE IT (SUCCEED)
- \* DON'T (DO ANYTHING)
- \* DON'T BE IMPORTANT
- \* DON'T BELONG
- \* DON'T BE CLOSE
- \* DON'T BE WELL/SANE
- \* DON'T THINK
- \* DON'T FEEL

### PERMISSIONS

- \* IT'S OKAY TO ... BE
- \* IT'S OK TO BE YOU
- \* IT'S OK TO BE A CHILD
- \* IT'S OK TO GROW UP
- \* IT'S OK TO MAKE IT (SUCCEED)
- \* TWO YESSES FOR EVERY NO
- \* IT'S OK TO BE IMPORTANT
- \* IT'S OK TO BELONG
- \* IT'S OK TO BE CLOSE
- \* IT'S OK TO BE WELL/SANE
- \* IT'S OK TO THINK
- \* IT'S OK TO FEEL WHAT YOU FEEL AND TO SHOW FEELINGS

### **How decisions relate to injunctions:**

A parent's injunctions cannot *make* the child write his/her script in a particular way. It is the child who *decides* what to do with the injunctions he/she receives.

### DRIVERS:

*Definition* – one of five distinctive behavioural sequences, played out over a time-period of between half-a second, and a few seconds, which are the functional manifestations of negative counterscripts.

In order to counter Drivers, Allowers may be used as an antidote

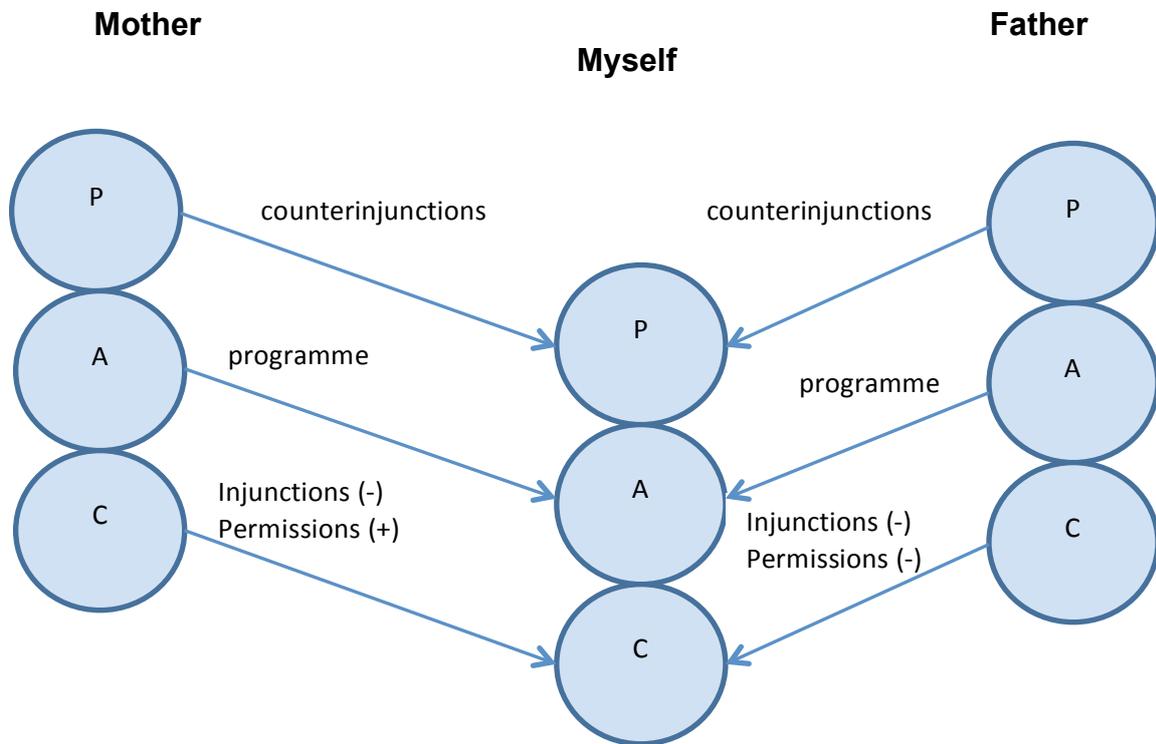
### DRIVERS

- \* BE PERFECT
- \* PLEASE (OTHERS)
- \* BE STRONG
- \* TRY HARD
- \* HURRY UP

### ALLOWERS

- \* YOU ARE GOOD ENOUGH AS YOU ARE
- \* PLEASE YOURSELF
- \* BE OPEN AND EXPRESS YOUR WANTS
- \* DO IT
- \* TAKE YOUR TIME

## SCRIPT MATRIX



AND SO I DECIDED

Some questions to consider:

1. What do you say and believe about life?
2. What advice did your parents give you when you were little?
3. How did your parents praise you and for what?
4. How did your parents criticise you, and or what?
5. What was your favourite childhood story?
6. Recount what happened in your family that left most people feeling bad?
7. What bad feeling do you most often have?
8. What's the worst thing that can happen to you?
9. What do you expect from me?

## THE SCRIPT AND LIFE COURSE

“The script is what the person planned to do in early childhood, and the life course is what actually happens.” The life course is the result of four interacting factors:

1. HEREDITY
2. EXTERNAL EVENTS
3. SCRIPT
4. AUTONOMOUS DECISIONS

## **HOW THE SCRIPT IS LIVED OUT**

Your script has both content and process. The content of your script is different from anyone else's. It is as unique as fingerprints. Script process on the other hand, seems to fall into a relatively small number of patterns: winning, losing and non-winning.

### **Winning Script**

Berne defined a winner as "someone who accomplishes his declared purpose." If I decide to be a millionaire and then grow up to be happy, comfortable and rich then I am a winner. Similarly, if I decide to be a penniless hermit and then become one living happily in my cave, then I am a winner. "Winning" is always relative to the goals I set for myself.

### **Losing (Hamartic) script**

By contrast, a "loser" means "someone who does not accomplish a declared purpose". If I decide to be a millionaire and end up as a hermit then I am a loser. Similarly, if I decide to be a hermit but end up sitting miserably in my cave, then I am a loser also, since part of my declared purpose was to be happy in achieving it.

Losing scripts can be broadly categorised as first, second or third degree, according to the severity of the payoff. A first degree losing script is one where the failure is mild enough to be discussed in the person's social circle, e.g. quarrels at work, mild depression, or examination failure.

Second degree failures are serious enough to be unacceptable topics for social conversation, e.g. being fired from a series of jobs, being hospitalised for serious depression, or being expelled from college.

A third degree losing script is likely to end, says Berne, "in the hospital, the courtroom or the morgue", e.g. lifelong hospitalisation or mental illness, imprisonment for a serious offence or suicide.

### **Non-winning script (Banal)**

A non-winner sometimes wins and sometimes loses, but never very big in either direction because he doesn't take risks. At work, a non-winner will not become the boss, but he will not be fired either. He plays it safe and that is how he remains a non-winner.

In fact, most of us decide on scripts which are a mixture of winning, non-winning and losing. In my unique set of childhood decisions I perhaps set myself up to be a winner at thinking, a non-winner at sports and a first degree loser at personal relationships. Your personal combination of decisions may be entirely different.

Most important of all is to realise that any script can be changed. By becoming aware of my script, I can discover any areas where I made losing decisions and change them into winning ones. The classification of scripts as winning, non-winning and losing gives me valuable information about past decisions. Examining these in the present gives me an indication of what I want to change for the future.

## THE SCRIPT IN ADULT LIFE

As grown-ups, we sometimes replay the strategies we decided upon as infants. At these times we respond to the here-and-now reality as if it were the world we imagined in our early decisions. When we do so we are said to be in script. Another way to say this is that we are engaging in scripty behaviour or feelings.

The reason we do this is that we are still hoping to resolve the basic issue that was unresolved in infancy: how to get unconditional love and attention. Thus as grown-ups we may still act as if we were infants. As in many other therapies, TA sees this as the source of most life problems. When we get into script, we are not usually aware that we are re-enacting infant strategies. We can develop this awareness by understanding our script and discovering our own early decisions.

1. When the here-and-now is perceived as stressful
2. When there is some resemblance between the here-and-now situation and a stressful situation in childhood.

These two factors reinforce each other. The greater the stress, the more likely the person is to get into script. If we grade stress on a scale of 1 to 10, then I might get into script when a situation reaches level 5. You may be able to go to level 7 before moving into script. However, stress can never make anyone go into script. The movement is always decisional, even though the decision is made out of awareness. Learning about script can improve my ability to take stressful situations before moving into scripty behaviour. Personal therapy can improve my ability further.

### **Rubberbands**

This term expresses graphically how to respond at times as though we had been catapulted back to early childhood feelings. When some feature of the present recalls childhood pain, we may be bounced back to an earlier time. Usually, we have no conscious memory of the earlier childhood scene and therefore we do not recognise the resemblance. Often we identify people in the here-and-now with figures from the past and respond to them inappropriately. This is sometimes termed “putting a face on someone”. In therapy, this will usually be called “transference”. One of the goals of TA therapy is to disconnect rubberbands. Through understanding my script I can resolve the original trauma and become free from the pull back to childhood. By doing so, it becomes possible for me to resolve here-and-now situations with all my grown-up resources.

### **Why script understanding is important**

Because it gives us a way of understanding why people behave in the ways they do. This is especially important for understanding those behaviours that appear self-defeating. When we come to look at games later in the course we shall find people getting into the same painful situations over and over again. The reason for this is provided by script theory: it is to reinforce and further the script.

When in script we try to meet adult problems by replaying infant strategies. These bring uncomfortable and ineffective results so that our Child ego-state can believe, “Yes the world is like I decided it was.” Each time we “confirm” our script beliefs in this way, we can take a step further towards our script payoff. For example, I may have decided as

an infant: "I'm no good. Nobody loves me. I shall die sad and alone." In grown-up life I may further this life-plan by setting up to be rejected time after time. With each rejection, I tick off another "confirmation" that my closing scene is a lonely death.

Outside of my awareness, I may be holding the magical belief that if I play out this ending then Mother and Father will change and love me after all. Thus the script offers a "magical solution" to resolve the basic issue which was unresolved in childhood: how to get unconditional love and acceptance. Later, in adult life, the Child in us continues to hold on to that magical belief and keeps trying to make it work. A part of moving out of script is to give up this belief in a perfect world. Instead, we can begin to use our Adult to get our needs met and to deal with present situations in a world that will never be perfect, but can be beautiful and enjoyable.

## DRIVER BEHAVIOUR AND ATTITUDES

<b>BE PERFECT</b>	<b>PLEASE ME</b>	<b>TRY HARD</b>	<b>HURRY UP</b>	<b>BE STRONG</b>
Big words	Make a statement and end it as a question.	Repeating a question even when understood	Interrupting self and others	You have to be able to take it
Over qualifications	“Would you?” rather “Will you?”	Stuttering “I’ll try.”	Come on – come on	I don’t care
Numbering points	“OK”	“It’s hard.”	OK-OK-OK	Stand-offish
Making insertions into sentences	“Don’t you think.”	“That’s a problem.”	Agitation	Monotone
Scratching head	“Can you?”	Elbows on legs	Paces	Arms folded
Counting on fingers	Hands outstretched	Leaning forward	Squirms	Legs crossed
Depression	Plastic smile	Starts and does not finish	Taps fingers, feet	Clenched teeth
Rigid	Head nodding	A puzzled look	Breathless	Stone face
Perfect dress	Inauthentic	Multiple questions	Careless	Impervious
Erect	Changeable		Unrealistic deadlines	Denies the existence of weakness in self
Severe	Can’t say “no”		Impatient	You can’t make an omelette without breaking eggs
Stern				

## GAME ANALYSIS

Definition – (Vann Joines) – “A game is the process of doing something with an ulterior motive that is outside of Adult awareness, does not become explicit until the participants switch the way they are behaving and results in everyone feeling confused, misunderstood and wanting to blame the other person.”

### REASON FOR PLAYING GAMES

- \* Above all, people play games to further their life-script
- \* We can also use games to “confirm” our basic life position.
- \* Every game is an attempt to maintain an unhealthy symbiosis or an angry reaction against it.
- \* Games are a reliable way of getting a supply of intensive strokes.
- \* John James’ idea of positive payoffs.

### ADVANTAGES – GAMES PEOPLE PLAY.

Berne lists:-

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>* <b>Internal Psychological</b></li><li>* <b>External Psychological</b></li><li>* <b>Internal Social</b></li><li>* <b>External Social</b></li><li>* <b>Biological</b></li><li>* <b>Existential</b></li></ul> | <ul style="list-style-type: none"><li>Maintaining stability of script beliefs</li><li>Avoiding situations that would challenge my frame of reference</li><li>Offering a framework for pseudo-intimate socialising indoors or in private</li><li>Giving us a theme for gossiping in our wider circle</li><li>Satisfying stimulus and structure hunger</li><li>Confirming Life Position</li></ul> |
|--|---|

Games can be played at different degrees of intensity:

A first-degree game has an outcome which the player is willing to share with higher social circle.

A second-degree game brings a heavier outcome of a kind which the player would rather not make public.

A third degree game, in Berne’s words, is “... one which is played for keeps and which ends in the surgery, the courtroom or the morgue.”

## FORMULA G

### Berne

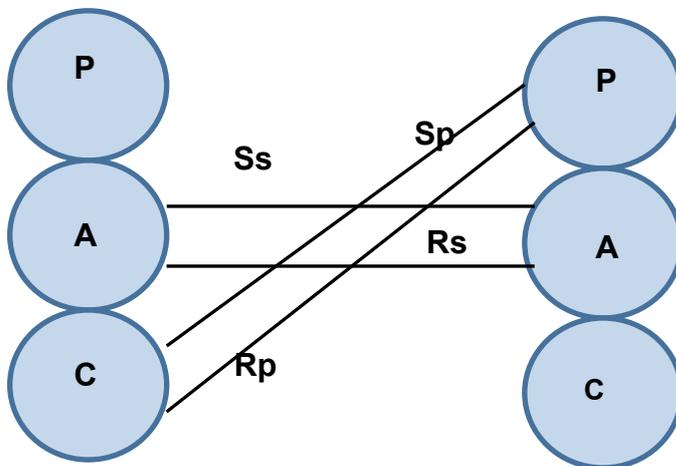
Con + Gimmick = Response → Switch → Cross-up → Payoff

Or just using their initials:

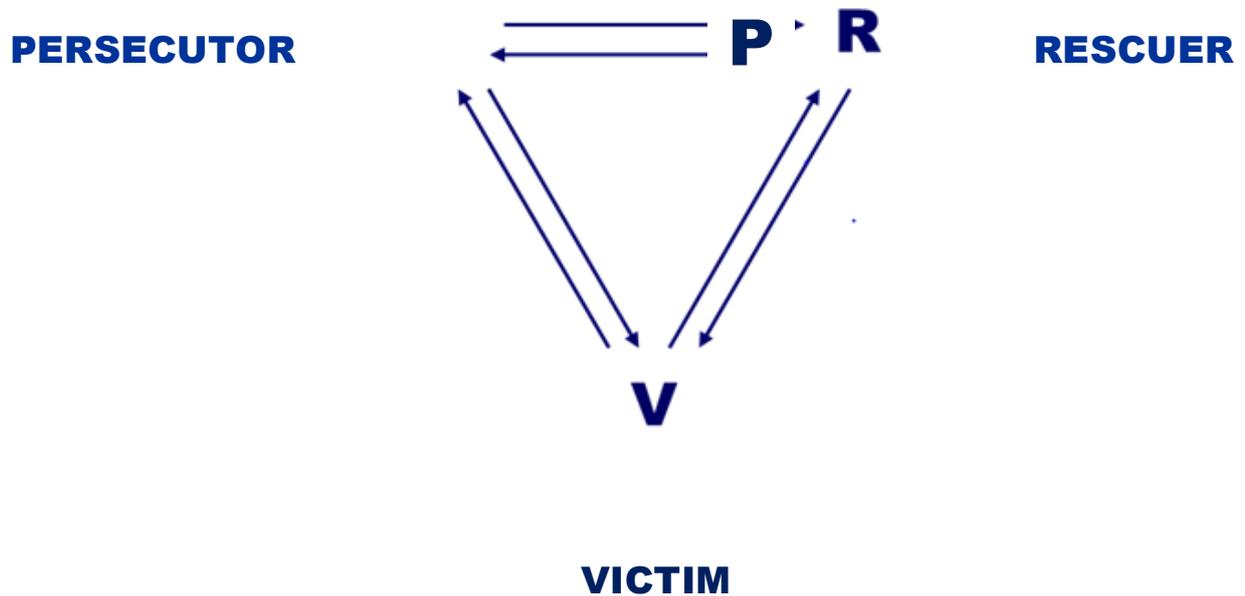
**C + G = R → S → X → P**

Con -	Lies underneath social level message
Gimmick -	Scripty “weak spot”
Response -	Series of transactions
Switch -	Cross-up - moment of confusion
Payoff -	Familiar “racket” feeling

An example of Berne’s transactional game diagram:



## THE DRAMA TRIANGLE Steve Karpman



Persecutor – puts other people down I + U –

Rescuer – offers help from a one-up position I+ U+

Victim – believes “I can’t cope on my own” I- U+

All three roles are inauthentic

### DEALING WITH GAMES

- \* Use Options – positive ego-states
- \* Catch the opening “Con”
  - Straight: Adult
  - O.T.T. Child/Parent response
- \* Watch for the Discounts and the Drivers – confront discount
- \* Disown the Negative Payoff
- \* Go straight for the Positive Payoff
- \* Move to Intimacy at the Switch
- \* Replace Game Strokes
- \* Accept less intense Strokes

## **GAME PLAN**

This version is from T.A Today, adapted from John James by Laurence Collinson.

1. WHAT KEEPS HAPPENING TO ME OVER AND OVER AGAIN?
2. HOW DOES IT START?
3. WHAT HAPPENS NEXT?
4. (MYSTERY QUESTION)
5. AND THEN?
6. (MYSTERY QUESTION)
7. HOW DOES IT END?
8. HOW DO I FEEL?
9. HOW DO I THINK THE OTHER PERSON FEELS?

Mystery question 4: What is my secret message to the other person?

Mystery question 6. What is the other person's secret message to me?

## RACKETS AND RACKET FEELINGS

A Racket feeling is a learned bad feeling which the individual has learned to substitute for another. (Berne).

It is a chronic, stereotyped, usually unpleasant feeling, which may or may not be expressed in dealing with other human beings. They are feelings related to the past and to internal reality and not to the here and now.

Characteristics of racket feelings:

1. Different people report different feelings
2. The feeling is one which they experience in a wide range of stress situations
3. The feeling is one which was modelled in the family while other feelings were forbidden
4. The feeling does nothing to solve the problem.

### RACKET BEHAVIOUR

Racket behaviour is a set of script behaviours used outside awareness as a means of manipulating the environment, and entailing the person's experiencing a racket feeling. (Stewart and Joines).

Racketeers: (Fanita English) set up phoney relationships and situations to collect their favourite bad feelings, but will not escalate into games unless the racket-producing situation threatens to cease. In order to maintain the racket, the racketeer has to hook complementary not-OK ego states from the other person.

- |    |     |           |       |                  |
|----|-----|-----------|-------|------------------|
| 1. | (a) | "Helpless | )C-P  | Roles: V – P – V |
|    | (b) | "Bratty"  | )     |                  |
| 2. | (a) | "Helpful" | )     |                  |
|    | (b) | "Bossy"   | ) P-C | Roles R/P – V    |

Reasons for racketeering:

- i. Compensation for emotional restriction resulting from repression of feelings, for which racket feelings compensate;
- ii. reinforce the identity a person has carried from early childhood;
- iii. get the same strokes as in childhood;
- iv. reinforce defensive existential position and help to maintain it.

### STAMPS

When a person feels a racket feeling, they can either express it there and then, or store it away for use later. When they do the latter, they are said to be collecting a stamp (psychological trading stamp). If people save stamps in this way, they can use them to "cash in" at some suitable time, i.e. justify expressing feelings in a way which hurts them or others. In this way, people can justify "speaking their mind", getting drunk, or making a suicide attempt.

# RACKETS

## Definition:

**A racket** is a set of scripty behaviours employed outside awareness as a means of manipulating the environment and entailing the person's experiencing a **racket feeling**.

**A racket feeling** is a familiar emotion, learned and encouraged in childhood, experienced in many different situations and maladaptive as an Adult means of problem-solving.

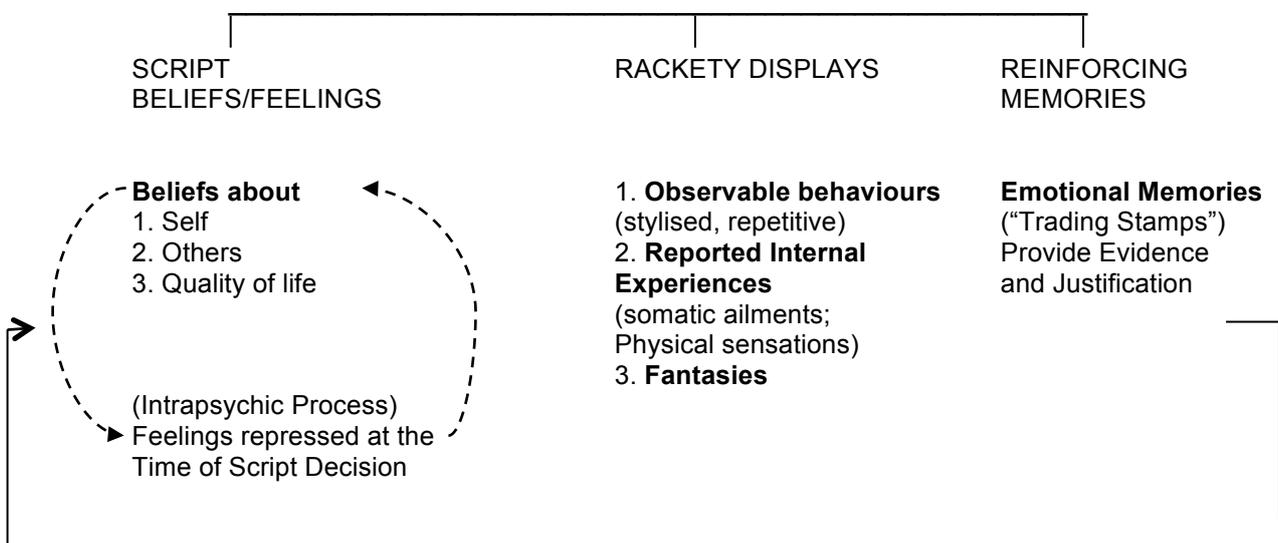
## RACKET ANALYSIS

- (A) Significance of **Internal Intrapsychic Processes**
- (B) Definitions of **Rackets and Trading Stamps**
- (C) Relationship of Rackets to **Transactions, Games and Script**

## RACKET SYSTEM (Erksine and Zalcman)

This is a self-reinforcing, distorted system of feelings, thoughts and actions maintained by script-bound individuals.

### RACKET SYSTEM



**Script Beliefs:** A person, when in script is replaying outdated beliefs about themselves.

**Rakey Displays:** Displays of emotions, words, tones, gestures and body language which the person makes in response to the intrapsychic processes. This may express script beliefs or defend against them.

**Reinforcing Memories:** These will be ones in which the person recycles script beliefs and feelings. Each reinforcing memory is thus accompanied by a stamp. People will selectively "forget" occasions which did not reinforce the script belief.

## **BECOMING FREE FROM SCRIPT**

BERNE'S IDEAL OUTCOME WAS **AUTONOMY**:

Behaviour, thinking or feeling which is a response to here and now reality rather than a response to script beliefs.

BERNE DEFINED AUTONOMY AS BEING:

**“Manifested by the release or recovery of three capacities”:  
Awareness, Spontaneity and Intimacy.**

1. **AWARENESS:**

Not interpreting or filtering our experience of the world to fit parental definitions.

2. **SPONTANEITY:**

The capacity to choose from a full range of options in thinking, feeling and behaviour.

3. **INTIMACY:**

Open sharing of authentic feelings and wants with another.

## FURTHER READING

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**Transactional Analysis Counselling in Action** - Sage Publications – Ian Stewart, 1989

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**Achieving Emotional Literacy** – Avon Books – Claude Steiner with Paul Perry, 1997

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### Books By Berne:

**TA in Psychotherapy** – *his major technical work* – Condor, 1961

**Games People Play** – *his most popular book* – Penguin, 1964

**Sex in Human Loving** – Penguin, 1970

**Principles of Group Treatment** – *The use of TA in groups* – Evergreen, 1966

**What Do You Say After You Say Hello?** – *his final work* – Corgi, 1974

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**A Layman's Guide to Psychiatry & Psychoanalysis** - *a general guide* – Penguin, 1969, First published in the USA as "The Mind In Action", 1947