THE SCRIPT®
INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION, 1772 VALLEJO ST., SAN FRANCISCO, CALIFORNIA 94123

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Membership Survey Results

A Report to the Membership

Several months ago we ran a membership survey, both in the *Script* and by direct mail to a representative sample of our membership. The results are in, and we want to share them with our readers.

First of all, we want to note that we got an exceptional 62% response in the mailed survey! Our consultant, Regular Member Bob Heyer, tells us that a good solid response would have been 25%. He attributes the high response to the high level of commitment and involvement of our members. Here, then, is a summary of the results.

WHO ARE WE?

28% of the total membership of ITAA are Associate Members, 34% are Regular Members, and 20% are Regular Members in Training. Clinical Members account for about 11% of the membership, while Special Fields Members make up approximately 2% of the membership. Teaching Members (including Provisionals) account for about 7% of the membership total.

About 70% of the current membership of ITAA resides in the United States. The opinions of international members on most issues are not markedly different from the opinions of members living in the U.S.

The following describes the findings of the survey with respect to the characteristics of the members: the proportion of female members of ITAA appears to be very close to one half — the survey results show a ratio of 48% female to 52% male members. The median age of ITAA members is approximately 41 years, and two-thirds of the membership (68%) is found between the ages of 35 and 54. At the extremes of the age scale, about one in five members (18%) is under 35, while just 13% are 55 years of age or older.

A majority of the membership (55%) is engaged in doing "psychotherapy," but almost as many say they do "counseling" (50%). Another substantial group (43%) characterizes their work as "teaching," and 33% say they do "training." More than one in four ITAA members (27%) said they did "administrative work" or "managerial work," and 10% said they did "research." About half (50%) of the survey respondents indicated that they were in private practice. Private agencies and public institutions were next most often listed, while private business and government agencies were mentioned with equal frequency at 12% and 11% respectively.

More than one in four members of ITAA (26%) have been members less than three years. The typical member has belonged for about four years, and just 3% of the members claim to have more than ten years tenure as members of ITAA.

Among the total membership, slightly more than one-third of the members (35%) say they have never taken part in any of the major activities sponsored by the ITAA, such as Summer or Winter Conference, regional conferences, committee activities or papers and articles. On the other hand, 42% have at some time attended a conference, and 24% have taken part in other major activities. Clinical Teaching members (including Provisionals) bear the greatest burden of participation in ITAA activities — 91% of them say they take part in governance of the Association and/or contribute papers and articles. Members from Latin America and from the Eastern Hemisphere are less frequent participants, while European members report nearly as high levels of activity as do U.S. and Canadian members.

Almost half of the members surveyed (47%) say they regard their membership in ITAA as "extremely" or "quite" important to them. For more than three out of four members, ITAA is one of their most valued professional memberships, and hardly any members say it is their least valued membership. International members attach somewhat more importance to their membership in ITAA than U.S. and Canadian members do.

By far the most often designated reason for maintaining membership in ITAA is the "learning" that membership provides — 72% of them chose that as one of the two most important reasons from the list of eleven that were presented. The second most often mentioned reason is "credentialing/professional status," named by 38%. Third in frequency is "publications" (29%), and fourth is "support for the TA movement" (21%).

For about one in four members, their ITAA membership is their only professional association. Half of the ITAA's members, however, belong to two or more other professional organizations.

HOW ARE WE DOING?

In making an evaluation of ITAA's performance, members taking part in the survey indicated how important they felt each of a series of tasks was as an activity for the ITAA. The highest importance ranking was given to "ethics" and to "the *TAJ.*" Also highly ranked in importance were "training standards," "credentialing," "educational programs" and "informing members." Just below top rank in importance were "scientific research," "keeping costs down," "promoting good relations with other professional groups," "membership directory" and "informing the public about TA." Lowest ranked in relative importance were "promoting economic interests of members" and "membership growth program." Also relatively low ranked were "addressing social issues" and "The Eric Berne Award."

Most members of ITAA consider themselves knowledgeable enough about Clinical Member training to express an opinion about it, and those who do rate it generally "good" for effectiveness, "fairly good" for availability but only "fair" for affordability. Fewer than half of the membership has any opinion to offer about the examination process; however, of those who do have an opinion, the written and oral examinations are rated only "fair" to "good." Clinical members are somewhat more favorably inclined toward the fairness of examinations than Regular Members are. There is much less awareness among members about Special Fields credentialing: only one out of three ITAA members is willing to venture an opinion about the training, and fewer than one in five is informed about the examination process for SFM's. Those who do have an opinion are inclined to rate availability and affordability only "fair." Effectiveness of training is rated slightly below "good," and the examinations are rated just "fair" to "good" by the minority of members who have any opinion. Only about one in three members has any opinion about training for Teaching Members, but those who do rate it "good" for effectiveness, but only "fair" for affordability. Even fewer members have any impression about examinations (only 14%) but those who do rate the fairness "good." Teaching Members responding to the survey were especially favorably inclined toward the fairness of the examination process.

Just over half (55%) of the members taking part in the survey said they had had any contact with a staff member of ITAA within the past year. The most frequent contact was reported to be with Trans Pubs staff (33%). The large majority of members who had some contact with a particular department staff member reported that they were "very satisfied" with the way the contact was handled, and very few reported any active dissatisfaction. Considering the employed staff of ITAA overall, members who have any opinion — and these amount to about half — rate the staff "good" to "excellent" on responsiveness and accessibility and almost as favorably on leadership and administrative ability.

The largest number of members consider the present dues level "about right," but nearly one in four members considers dues "too high." Dissatisfaction with dues does not vary markedly among different membership categories nor among other segments of the membership.

In the opinion of the large majority of members (66%), the Eric Berne Memorial Scientific Award should be awarded only in years when there has been an exceptional achievement meriting it.

WHAT'S TO BE DONE?

It is useful to examine the performance ratings which members gave to ITAA in terms of the impor-

continued on page 2

Attention: Presidents of National or Multi-national TA Organizations

You are invited to a special reception at the Boston Summer Conference on Thursday from 9:30-11:30pm.

In addition, you are invited to participate in a panel as follows:

National Scripts as "Written" and "Directed" by Political Leaders: An International Panel

Kings, queens, presidents, dictators, and other political authorities often design scripts that people of their nations are expected to follow. In response, the people, from a position of a "collective" ego state, comply with the script, rebel against it or modify the leader's directives.

This panel, composed of representatives of national and multi-national TA organizations, will speak about their national scripts and the effect their national leaders have had on the establishment of these cultural scripts.

ITAA President Muriel James will chair the panel. Please let her know immediately if you or your appointed delegate wish to participate.

Members Survey (continued)

tance which members gave to various issues. In this way it is possible to point up issues where additional attention may be needed, and to indicate other issues where the degree of present emphasis on performance is adequate, or even excessive. Four types of issues can be readily highlighted in this manner, as shown below.

1. **High Importance - High Performance:** these are issues which ranked above the median in relative importance to members, *and* which were also given above median performance ratings. These are issues for which the indicated action for ITAA is to continue with the present level of emphasis in order to maintain the high levels of satisfaction which members feel. Five of the issues fall in this quadrant of the matrix, as shown below:

Issue	Importance Rank	Performance Rank
High ethical standards	1	5
TA Journal	2	1
New theory & techniques	3	6
Keeping costs down	8.5	8
Informing members of important issues	6	9

2. **High Importance - Low Performance:** four issues fall in the quadrant which designates issues that are in the top half in importance but where ITAA's performance rating is below average. These are issues for which the indicated action would be to increase emphasis and/or to improve ITAA's performance. The issues are:

Issue	Importance Rank	Performance Rank
Training standards and credentialing	4	12
Educational programs and materials	5	10
Scientific research	7	16
Good relations with other professions	8.5	17

3. **Low Importance - High Performance:** issues which fall in this quadrant are those which members apparently feel are being somewhat over-emphasized, or at least for which no additional emphasis is felt to be needed. They are the ones which members rate in the bottom half in importance but on which they feel ITAA's performance is in the top half. These issues are:

Issue	Importance Rank	Performance Rank
Member directory	10	7
Script	12	2.5
International development	13	2.5
Eric Berne Award	16	4

These issues may actually be over-emphasized, or they may be suffering from lack of persuasive advocacy. Should more members become convinced that these issues are more important, then the present relatively favorable impression of ITAA's performance would be seen as more appropriate.

4. **Low Importance - Low Performance:** on these issues, low performance by ITAA does not result in unfavorable feelings, since the issues are considered by members to be of relatively lower importance. This does not mean that they should be ignored; rather, they are issues which do not warrant high priority attention in the present climate of member opinion. If these issues should become more important to members, however, they would quickly attract criticism because they are ones which ITAA is believed to be doing a less than average job at the present time. These issues are:

Issues	Importance Rank	Performance Rank
Informing the public about TA	11	19
Supportive, joyous member relations	14	11
Addressing social issues	15	14
TSC Training Manual	17	13
Membership growth	18	18
Economic interests of members	19	15

Table 8
IMPORTANCE AND PERFORMANCE OF ITAA ON NINETEEN KEY ISSUES

Activity	Importance Mean*	Importance Rank	Performance Mean#	Performance Rank	Performance No Opinion
Maintaining high ethical standards	3.77	1	2.92	5	22.5%
Transactional Analysis Journal	3.76	2	3.28	1	7.7%
Encouraging development of new TA theory and techniques	3.56	3	2.90	6	22.0%
Training standards and credentialing	3.55	4	2.76	12	25.5%
Educational program and materials	3.53	5	2.83	10	27.4%
Informing members of important issues	3.48	6	2.85	9	21.7%
Encouraging scientific research	3.42	7	2.41	16	28.2%
Keeping costs admin. within reason	3.40	8.5	2.86	8	28.2%
Promoting good relations with other professions	3.40	8.5	2.37	17	32.6%
Membership Directory	3.34	10	2.87	7	15.5%
Informing public about TA	3.31	11	2.31	19	24.2%
Script	3.17	12	2.98	2.5	11.3%
Support international development of TA	3.16	13	2.98	2.5	28.6%
Promoting supportive, joyous relations among members	3.15	14	2.79	11	24.7%
Addressing social issues	3.14	15	2.52	14	26.9%
Eric Berne Memorial Scientific Award	3.09	16	2.95	4	24.4%
TSC Training Manual	2.99	17	2.63	13	50.8%
Membership growth program	2.90	18	2.34	18	40.5%
Promoting economic interests of members	2.42	19	2.48	15	32.6%

*Mean importance rating based on following score weights:
Extremely = 4; Somewhat = 3; Slightly = 2; Not at all = 1.

#Mean performance rating based on following score weights:
Excellent = 4; Good = 3; Fair = 2; Poor = 1.

MIND BODY SPIRIT

19th Annual ITAA Summer Conference

August 12 - 16, 1981
Boston, Massachusetts

Call the ITAA office if you have not received your Summer Conference Program Book, or if you need more information about the conference.

Ethics Principles: Installment #8

The professional relationship between a member of ITAA and the client is defined by the contract, and that professional relationship ends with the termination of the contract. However, certain professional responsibilities continue beyond the termination of the contract. They include, but are not limited to, the following: a) maintenance of agreed-upon confidentiality; b) avoidance of any exploitation of the former relationship; c) provision for any needed follow-up care.

Each professional relationship between member and client is specifically defined by the contract between them. Whereas a therapeutic relationship between member and client could be diluted by a business relationship, such a business relationship would be the specific contract between a special fields member and client. Therefore, a therapeutic relationship precludes a business relationship and a business relationship precludes a therapeutic relationship.

Whether the specific contract is of a clinical or special fields nature, certain professional responsibilities remain when the contract is terminated. The termination of the contract does not terminate responsibilities which are inherent in the former relationship. Personal information about a former client is communicated to others only with the client's written consent or in those circumstances where there is a clear and imminent danger to the client, others or society. Disclosures of counseling information are restricted to what is necessary, relevant and verifiable.

The member will be available to this former client to resume the relationship if the client wishes and if such is determined to be in the best interests of the client, unless the termination was of the member's choice because of personal conflicts, medical problems or other professional judgments. In that case, the member will refer the client for any needed care or information.

Members are cautioned not to have sexual relations with a former client. Also, members are cautioned not to enter into a business relationship with a client with whom s/he has had a therapeutic relationship. The opportunity for exploitation in the new relationship on the part of either party is so great, that extreme care is needed.

If the member and the client mutually agree upon a new type of relationship, it would be in the best interests of the member to discuss this with another member prior to forming this new relationship. This is to protect the client and insure that there is no exploitation of client by member. In addition, it is the member's responsibility to refer this client for any needed follow-up care.

Gloria Wax

The Statement of Ethics and the Procedures for Handling Ethics Charges Within the ITAA are available upon request from the ITAA office.

All Committee Chairpersons please note! We are hoping and expecting to see all of you at the Long Range Planning Committee meeting Tuesday night at the Boston Conference. In-put from each committee chairperson is crucial, so please plan to come.

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Editor ..... Ken Ernst, PhD
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The editors reserve the right to edit material submitted for publication for taste, accuracy and length. Letters to the Members Forum should be limited to 400 words. Editing will be done responsibly and in such a way as to preserve the intent of the author.

Keeping in Touch

TA Circle in Pune, India - Saroj Welch, member of the ITAA International Relations Committee and a Board of Trustees member of TASI, inaugurated the Pune TA Study Circle on March 18, 1981. At the inaugural meeting, convened by Cora Menezes at the TATA Management Training Center, there was an enthusiastic response from Pune-ites. Seventy-five people were present, including Carlos Welch, TM, who spoke on the objectives of TA. The organizing group, Carol Huss, SFMT, Cora Menezes, SFM, Anu Aga, RM, and Ginil Shirodkar, RM, have planned get-togethers on the first Monday of each month. Pune is India's leading educational, cultural and industrial center (according to Cora Menezes, elected secretary of the Circle) and if you're in the area, they would love to have you drop by.

Len Campos, co-director of the newly founded Sacramento Institute for Redecision Therapy and Training led a Redecision therapy workshop-marathon for couples at the Cassius Institute for Mind-Body Integration in Memphis, TN, April 3-5, 1981.

Harry and Laura Boyd wish to adopt a child or sibling pair ages five and under. They would appreciate *any* help, leads, names of contacts, or direct information. (Parents of teenagers need not apply on behalf of their offspring!)

Translators Needed - for Boston Conference. Those willing to work for a fixed time in return for waiving of conference fees can contact Fanita English or Gloria Balbona.



Pictured here are the participants in the first official 101 given in Alaska by an Alaskan, Ron Ohlson, PhD (Ron is the one on his side in front). Ron recently qualified for his CPTM and is the first Alaskan to obtain that status in ITAA. The 101 was his first and was sponsored by his supervisor, John McNeel, CTM. Ron's 101 was met with much enthusiasm and he will soon be sponsoring an ongoing 202 seminar in Anchorage.



Martin and Francis Bussat of the Institut Provencal D'Analyse Transactionelle sponsored a one-week workshop in April with Richard Erskine, PhD and Rebecca Trautmann, RN, MSW on "Beyond Script: Existential and Spiritual Growth." The workshop was held in Aix-en-Provence in southern France with 20 participants from eight different countries.

Richard Erskine, PhD and Rebecca Trautmann, RN, MSW, spent seven weeks in India in February and March where they conducted workshops for various TA groups, studied Ayurvedic and Siddha massage with a master of Indian Indigenous healing practices, and continued their interest in the integration of western psychology with Indian religious and philosophical practices.

Spanish-speaking Advanced Members Needed - we are really excited and pleased that many ALAT members will be joining ITAA shortly. In order to facilitate this, we need advanced members who speak Spanish to review written exams. Anyone who is interested in helping can contact Gloria Balbona, Lomas del Anahuac 26, Lomas de Tarango, Mexico 19, DF, Mexico.

Special Free Ethics Workshop Offered

The Ethics Committee invites you to attend a special free workshop at the Summer Conference which is designed to familiarize participants with a broad range of thinking about ethics. The workshop, which has received uniformly high ratings by those who have taken it in the past, will acquaint you with various academic concepts and will help you to become well-grounded in ITAA's approach to professional ethics.

Those who complete this workshop will be qualified to serve as a member of a hearing board to resolve ethics complaints should an ethics charge be made in your area. Having hearing board members available in many geographical areas is important to ITAA because it will facilitate concluding ethics complaints rapidly and at minimal expense to the organization and its members. If you haven't already completed this stimulating workshop, do yourself and the organization a favor. Join us for an enlightening experience!





Steve Karpman, CTM, recently returned from doing his first workshops in Europe (Paris, Rome and Geneva). Steve is shown seated, front center of the photos above: with sponsor Maria Theresa Romanini, CPTM (standing far left) and the Rome group (Steve with no teddy bears) and sitting with sponsor Konstanz Robertson-Rose, CPTM (Steve with teddy bears) and the Geneva group. The trip was originally arranged by Meyer Ifrah, CSFPTM, in France in conjunction with his ongoing biannual lecture series in Paris for the Eric Berne Memorial Scientific Award Winners.

INTERNATIONAL SOCIAL PSYCHOTHERAPY INSTITUTE

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Marge Reddington



Iris Pearce

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The workshop will be didactic and experiental. Participants are invited to share spiritual experiences. Opportunities will be provided for the participants to develop a practical plan for implementing these concepts into their lives.

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Shipping: add 5% ($1.00 minimum). California residents please add tax. Free bookrate shipping to ITAA members on prepaid orders of $25.00 or more. For airmail overseas, add 50% of the price of the books; any difference from actual air postage will be credited or invoiced.

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TRAINING WORKSHOPS IN HAWAII 1982

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JUN 25-26 "BREAKING FREE" WORKSHOP *by MURIEL JAMES, CTM,* in Honolulu. For laypersons and psychotherapists. Tuition $200.

JUN 25-JUL 1 NATIONAL CLERGY CONFERENCE IN TRANSACTIONAL ANALYSIS with outstanding TA faculty of *ART GREER, GEORGE McCLENDON, GEORGE BARNITT, JACK LANDRUD, CHARLEY HARNEST, RITA & BLAIR JUSTICE, RON & BETTY CHING.* At Pagoda Hotel (all rooms with kitchenettes, color TV, air conditioning – studios, 1 & 2 bedrooms.) Conference fee $150 (clergy spouses $75). Open to clergy and non-clergy.

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TOM WILSON, M.D., C.P.T.M.
I am a psychiatrist certified by the American Board of Psychiatry and Neurology. I am currently an Assistant Professor at USC and have lectured and taught courses for USC, UCLA and the Los Angeles Group Psychotherapy Society. I am President of the Medical Staff at the Westwood Hospital in West Los Angeles.

Co-Director ROBIN HEIBER, M.A., L.C.S.W., R.M.
I am a Licensed Clinical Social Worker and a Regular Member of ITAA. I have had experience treating individuals and families as well as working with groups. I have assisted with workshops for the Los Angeles Group Psychotherapy Society and UCLA Medical Center.

The West Los Angeles Group Therapy Institute has been in operation since October 1974. Our focus is on training professionals to work with psychosis, especially schizophrenia, and other severe emotional disorders. The faculty works as a team and has been trained in reparenting and regressive techniques. Facilities of a widely known private psychiatric hospital are available for the purposes of training. The West Los Angeles Group Therapy Institute training program includes 101 courses and training towards ITAA CM membership. We also individualize programs for out-of-town trainees interested in psychosis and wishing to spend three days or more in intensive training with us. If you are interested, contact us at the above address.

CM/SFM Written Exam Questions

There are seven categories of subject matter taken from the revised test content outline from the ITAA Training Standards Manual, plus a section on clinical treatment for CM candidates and a special fields section. Two questions from each of the seven categories plus two questions from either the SFM or CM section, depending on the appropriate examinee, will appear on any given essay exam. Examinees will be expected to answer one question in each category, except the Scripts category, where two questions must be answered. Examinees may make reference to Eric Berne, winners and nominees of EBM Scientic Awards and authors of recognized T.A. publications.

HISTORY AND PHILOSOPHY OF TA

1. List three unique recognized TA approaches to psychotherapy, the major contributors, theory and philosophy of each. Give an example of how you might work with a client utilizing theory and methods of one of these approaches.
2. List the eight TA theory books written by Eric Berne. Include a brief review of the major content of each, followed by a one paragraph subjective response to each book, illustrating how you use the materials in your work.
3. List six winners of the Eric Berne Memorial Scientific Award and describe the material for which the awards were presented. Give an example of your use of one of these contributions.
4. List five significant books on Transactional Analysis by recognized members of the ITAA other than Eric Berne. Give a brief outline of the significant contributions in each book. Discuss the value of one of these books to you in your own practice.
5. Talk about change from a TA point of view, including the TA theorists from whom you have incorporated your ideas. State both therapeutuc and non-therapeutic explanations for client change and give examples of the process of client change from your work.
6. List stages of treatment in therapy, the theorist from whom you borrow this structure, and state how this knowledge is valuable in your work. Give case examples.
7. Define a treatment contract. Discuss four major components of a contract, the value of therapeutic contracts, and examples of contracts for change with which you would work.
8. Discuss historic theories and theorists who had major influences on the early writing and thinking of Eric Berne and give examples.
9. List and discuss Eric Berne's elght therapeutic operations, including how you use them in practice.
10. State six of the ethical stands of the ITAA. Describe a hypothetical ethical problem and the procedure you would take to handle that problem.

STRUCTURAL ANALYSIS

1. Define and describe the model of ego states described in*Transactional Analysis in Psychotherapy,* covering the relationship to psychic organs and to superego, ego and id. How do you use this information in your work with clients.
2. Complete a first order and second order structural diagram. State the value of the information contained in each diagram for clinical application and give examples from your work.
3. Draw and label three examples of functional diagrams used by Eric Berne. State the value of each to application in your work. Give examples of use from your work.
4. List and describe the four ways of diagnosing ego states. Give examples of each from your work and discuss Berne's requirements for a valid ego state diagnosis.
5. Describe hypotheses about energy as it relates to ego state functioning postulated by Eric Berne and at least two other TA theorists. Discuss the implications of each for working with clients.
6. Define contamination and exclusion, differentiating between an excluded and an excluding ego state. Give examples of each. Discuss a case example of decontamination from your work.
7. Describe the development of the structural model showing how ego states develop from 0-8 years. Give an example from your work of the usefulness of this information.
8. Draw an example of an egogram, describing how the constancy hypothesis applies and how you would approach working with a client who has this egogram.

TRANSACTIONAL ANALYSIS

1. Define a transaction. List and diagram six types of transactions, using examples of dialogue for each.
2. State Berne's three rules of communication and give examples from your practice. Do these rules seem to work in your practice? How?
3. Define and give a clinical example where the use of Transactional Analysis proper was a good therapeutic intervention and state why.
4. Define and discuss a discounting transaction, a gallows transaction and a bulls-eye. Give examples of each from your work.
5. What is a redefining transaction? Give two examples. How do you use this idea in your work?
6. Give examples from your work and discuss the therapeutic use of deliberately crossing transactions.
7. What is the most basic or fundamental transaction? How is knowing this useful in your work?
8. What is a symbiosis? What are its advantages? Disadvantages? How would you break it up?
9. Define and diagram a permission transaction. Describe and discuss the contributions to the area of permissions made by Berne, and two other TA theorists of your choice.
10. Draw a relationship diagram and describe each line of communication between ego states. Discuss how you have or could use this in your work.

HUNGER, STROKES, AND DISCOUNTS

1. Discuss hungers from Berne's perspective and relate them to TA theory regarding strokes and time structure.
2. Identify two models for analyzing and changing stroking patterns. Describe your use of one of them with a specific client.
3. Describe the findings reported by Spitz, Harlow and sensory deprivation studies, which Berne cites in supporting the need for strokes. Discuss your own views and how you use these with clients.
4. Define the term discount citing the TA author you are using. Describe four ways of discounting. Discuss the significance of discounting in clinical practice.
5. What is the relationship between ego states and the six ways of structuring time? How do you relate these in your work with clients?
6. List observable manifestations of passivity. What are effective therapist responses?
7. Discuss the states of child development. What specific strokes are important at each stage?
8. Define stroke and give examples of unconditional positive, conditional positive, conditional negative, and unconditional negative strokes.

RACKET ANALYSIS AND GAME ANALYSIS

1. Define a psychological game. Discuss the degrees of severity of games and give an example of each from your work.
2. List four ways of describing and working with games and give a clinical example of each.
3. List and describe Berne's six advantages to games. How do you use this information in your work?
4. Pick a stage of development and discuss a game which relates to that stage. Why does it relate? What need is being discounted?
5. Name and describe three games. Include the players, aims, roles, and advantages of each. Describe antitheses to each, using an example from your work.
6. Define reaction, racket and rubberband. Compare and contrast these concepts and give a clinical example of each.
7. List the definitions of racket given by Berne and four additional TA authors. Compare and contrast two of these authors' approaches to working with rackets using an example from your work.
8. Describe the relationship between rackets and strokes, rackets and games, and rackets and scripts, indicating which definition you are using for racket.
9. Discuss the relationship of games to scripts. Provide examples from your own work.

SCRIPT ANALYSIS *(There will be three questions on scripts on the exam; examinees will be requested to answer two of them.)*

1. Give the definition of script according to Berne, and three additional TA theorists. Compare and contrast these definitions, giving the implication of each for your practice.
2. List six early influences on scripts according to Berne. Describe how you use this information in your work.
3. List six patterns or types of scripts according to Berne. Describe how you use these concepts in your work.
4. Discuss script releases as postulated by Eric Berne. How do you use this in your work?
5. Discuss the theory of decisions and redecisions. How do you use this in your work?
6. Define and diagram the elements of the miniscript. How do you use this theory in your work?
7. List six key questions for script analysis found in a life script questionnaire. How would you use this material? Give some actual examples.
8. Discuss the differences between male and female scripting in relation to traditional sex-role stereotypes and how you apply this in your work.
9. Compare and contrast the theoretical concepts and clinical use of Berne's four basic life positions with two other theorists. How do you use this theory in your work with people?
10. Select one theoretical model of child development. Relate healthy or unhealthy outcomes at each stage of development to script theory.

ORGANIZATIONS AND GROUPS

1. Define, contrast, and give examples of Berne's terms, "therapy in the group," and "therapy through the group."
2. Draw and explain Berne's group dynamics diagram. Discuss its use and value to you as a group leader.
3. Discuss an "ailing group" you have worked with and describe the intervention that you used to heal the group.
4. (Question 4 will have a paragraph describing a group and a group member.) Draw a group imago of this group member. Discuss the use and value of this information in your treatment planning.
5. (Question 5 will have a short paragraph describing an organization.) Draw a formal and informal diagram for this group. Describe how you would use this information in working with this organization.
6. Define "hard" and "soft" group therapies. What is the relevance of this to your work?
7. Discuss what Berne meant by group structure, group forces, group work, group process and the group authority. Apply this to a group with which you have worked.
8. Discuss Berne's thoughts on group survival. Relate this to your experience with a particular group.

CLINICAL TREATMENT

1. Diagram the script matrix of one of your clients using two different script matrices. Describe how you would make use of these two matrices in your treatment planning.
2. List six advantages of group therapy. Give examples from your clinical practice.
3. Discuss four basic guidelines for structuring TA groups which provide protection and enhance good treatment. Give examples from your practice.
4. What is the scientific evidence for which the hypothesis of scripts emerged. Are clinically relevant scripts always to be found?
5. Describe the theory of script as it relates to repetition compulsion and/or incompleted gestalt and relate it to a family systems approach to therapy.
6. Select a model of human development and discuss the task needs of a child at each stage of development. Relate how this material is significant in your clinical practice.
7. State a classical clinical diagnosis. Translate it into Transactional Analysis terms and describe how you would use this information in treatment planning.

SPECIAL FIELDS

1. Is there a major theorist in your field? If so, describe his/her work and the important contributions of that. Translate this idea into TA terms.
2. What are the major implications of the following TA concepts in your field: a. life positions; b. structural analysis; c. script theory; d. discounts?
3. Explain what you mean by general systems theory and how TA fits into that.
4. Discuss how you would use TA to teach improved communications or to improve communications in your work.
5. What is the difference between training and treatment. Discuss this regarding your work.
6. Discuss non-therapeutic uses of TA for the purposes of growth and integration. Identify three other viable tools for growth and how TA interweaves with them.
7. If a corporation is in fact a legal person discuss how Berne's six diagrams can be used to identify the personality and script of that organizational personality.

continued on page 7

Written Exam Questions (continued)

8. Compare the following TA diagrams used for individual analysis: structural analysis; TA proper; game analysis; and script analysis; with the following tools for group and organizational analysis: seating diagram; group imago; group dynamics diagram; group authority diagram.

Training and Exams

Clinical Teaching Members - January 14, 1981
Felipe Garcia, MA, San Antonio, Texas
Birger Gooss, MD, Waldkirch, Kollnau, West Germany
Lucie King, MSW, Wheeling, Illinois
George Kohlrieser, MA, Dayton, Ohio

Special Fields Teaching Members - January 14, 1981
Kenneth Wallgren, MSA, Columbia, Maryland

Certified Members - passed September 26, 1980, Calgary, Alberta, Canada; October 29, 1980, Ann Arbor, Michigan; November 9, 1980, Brussels, Belgium; and January 14, 1981, Washington, D.C.

Wanda Beals, MSW, Milwaukee, Wisconsin
Jack Bender, MA, Decatur, Georgia
John Bickley, MA, Baltimore, Maryland
Donna Shadle-Bickley, MSW, Towson, Maryland
Lucie Bruers, Bruxelles, Belgium
Judith Clup, Wakarusa, Indiana
Albert De Zutter, Kansas City, Missouri
Patricia Edmonds, Kansas City, Missouri
Stephen Emerick, MA, MDiv, Dayton, Ohio
Frederick Hufford, MA, Sissonville, West Virginia
Kathleen Kaulback, BA, W. Vancouver, British Columbia
Katherine Kistler, Delmar, New York
Esther Klein, MSW, Bay City, Michigan
Joanne Lauber, MA, Grand Rapids, Michigan
Alphonzo Lawson, MSW, Stanhope, New Jersey
Giacomo Magrograssi, PhD, Milano, Italy
Grace McGrath, MS, Middlebury, Vermont
Ronald Ohlson, PhD, Anchorage, Alaska
Marcia Rosen, Rockville, Maryland
Bernard Schwok, Geneva, Switzerland
June Seropian, MSW, Ft. Lauderdale, Florida
Barbara Tag, MA, Newburgh, New York
Line Van Muysen, Brussels, Belgium
Thomas Weil, Friedburg, West Germany
Jean Wilmotte, MD, Gosselies, Belgium

Clinical Members With Teaching Member Contracts
M. Taylor Bach, Ft. Thomas, Kentucky
Antoinette De Mol, Ohain, Belgium
La Nelle Ford, Austin, Texas
Carla Giovannoli Vercellimo, Torino, Italy
Ron Lawrence, BS, Tallahassee, Florida
Michele Novellino, Rome, Italy
Ronald Ohlson, PhD, Anchorage, Alaska
Johanna Posentrup, Berlin, West Germany
Alice Stevenson, Kent, England
John Waldo, ACSW, Ft. Walton Beach, Florida

101 Instructor
Lewis Quinby, MSW, Eureka, California
Robert Meyer, PhD, Warrenton, Virginia

Calendar

August 12-16, 1981 ITAA Summer Conference, Boston, Massachusetts

	Exam Date	Location	Application Deadline
CM/SFM Oral Exams	July 5, 1981	Sweden	April 7, 1981
	August 12, 1981	Boston, Massachusetts	May 12, 1981
	September, 1981	Caracas, Venezuela	June 1, 1981
	October, 1981	Montreal, Canada	July 1, 1981
	October, 1981	Adelaide, South Australia	July 1, 1981
	November 8, 1981	Zurich, Switzerland	August 11, 1981
	November 8, 1981	Yugoslavia	August 11, 1981
	February, 1982	Perth, West Australia	November 2, 1981
TM Exams	August 12, 1981	Boston, Massachusetts	May 12, 1981
PTM Contract Workshop	August 8-10, 1981	Boston, Massachusetts	June 8, 1981 $100 deposit due (non-refundable)
Written Exam	September 25 & 26, 1981	To Be Announced	July 17, 1981

All fees are due on or before the deadline for applying for an exam. All exam fees are non-refundable but will be kept as credit in your account if at least 30 days notice is given for cancellations. Otherwise fee is forfeited. Fees: $75 written exam, $100 oral exam, $30 all contract filing fees.

INTERNATIONAL TRANSACTIONAL ANALYSIS, INC. BALANCE SHEET - DECEMBER 31, 1980 and 1979

OPERATING FUND

ASSETS	1980	1979
Current Assets:		
Cash	$ 32,466	$ 65,753
Accounts receivable, less allowance for collection losses (1980 - $1,770; 1979 - $3,649)	15,921	19,249
Accounts receivable-insurance claim	10,414	
Inventories	66,203	66,431
Prepaid expenses	5,646	4,145
Total current assets	130,650	155,578
Equipment, less allowance for depreciation (1980 - $35,601; 1979 - $23,633)	37,663	47,725
	$ 168,313	$ 203,303

SCHOLARSHIP LOAN FUND

Cash	11,721	9,136
Certificate of deposit	50,000	50,000
Due from Operating Fund	37,100	37,100
Scholarship Loans	18,525	15,793
	$ 117,346	$ 112,029

BUILDING FUND

Deferred interest on installment note	$ 3,792	$ 7,292
Property and improvements, less allowance for depreciation (1980-$42,234; 1979-$34,402) (Note 2)	325,482	325,840
	$ 329,274	$ 333,132

OPERATING FUND

LIABILITIES AND FUND BALANCES	1980	1979
Current Liabilities:		
Accounts payable	$ 22,378	$ 16,869
Accrued liabilities	5,521	4,602
Contracts payable	9,891	23,569
Due other fund, net	26,877	33,744
Total current liabilities	64,667	78,784
Deferred income	33,806	40,538
	98,473	119,322
Fund Balance	69,840	83,981
	$ 168,313	$ 203,303

SCHOLARSHIP LOAN FUND

Fund Balance	$ 117,346	$ 112,029

BUILDING FUND

Due to Operating Fund	$ 10,223	$ 3,356
Note payable, installment (Note 2)	11,530	22,172
Note payable, first deed of trust (Note 2)	166,300	166,741
	188,053	192,269
	141,221	140,863
	$ 329,274	$ 333,132

I have examined the accompanying balance sheet of the International Transactional Analysis Association, Inc., at December 31, 1980 and 1979, and the related statements of revenue and expenses, changes in fund balances and changes in financial position for the years then ended. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion, the statements mentioned here present fairly the financial position of the International Transactional Analysis Association, Inc., at December 31, 1980 and 1979, and the results of its operations, changes in its fund balances and changes in its financial position for the years then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding years.

Wilbur M. Parker, CPA
March 13, 1981

STATEMENT OF REVENUE AND EXPENSES AND CHANGES IN FUND BALANCES

	Operating	Scholarship Loan Fund	Building Fund	1980	1979
Revenue:					
Membership Dues	$ 307,876	$	$	$ 307,876	$ 315,997
Examination and maintenance fees	39,191			39,191	44,627
Trans Pubs - gross profit	88,950			88,950	98,304
Conference and workshops	78,102			78,102	82,198
Contributions		2,038	607	2,645	8,740
Interest	1,770	6,921		8,691	7,732
Sundry	16,712			16,712	20,311
	532,601	8,959	607	542,167	577,909
Expenses (Note 4):					
Salaries and outside personnel	243,477			243,477	228,769
Payroll costs and benefits	31,636			31,636	28,470
Occupancy (insurance, utilities, interest & depreciation on bldg.)	52,514		7,832	60,346	46,042
Printing (copying/reproduction)	68,015			68,015	54,510
Office (postage, supplies, equipment rentals)	63,593			63,593	61,557
General (exam costs, data processing, meetings, mailings, other)	79,924	3,642		83,566	100,483
	539,159	3,642	7,832	550,633	519,831
Excess (deficit) of revenue over expenses	(6,558)	5,317	(7,225)	$(8,466)	$ 58,078
Other changes in fund balance: Principal payments on mortgage and note	(7,583)		7,583		
Fund balance, December 31, 1979	83,981	112,029	140,863		
Fund balance December 31, 1980	$ 69,840	$117,346	$141,221		

NOTES TO FINANCIAL STATEMENTS - DECEMBER 31, 1980 AND 1979

1. **Accounting Policies:** the Association maintains its accounts on the accrual basis except that membership dues and subscriptions are recognized as income when collected. Inventories of publications and books are valued at cost on a first-in, first-out basis. Equipment consisting of furniture and office equipment is carried at cost less accumulated depreciation computed using the straight-line method. Furniture and office equipment are depreciated over an estimated useful life of ten years. Deferred income represents examination board fees which are partially refundable upon request or are recognized as income when examinations have been completed.

2. **Property and Improvements:** during 1974, the Association purchased property in San Francisco for use as the Association headquarters. The purchase was funded by a cash payment of $92,412 and by assumption of a 5½% note secured by a first deed of trust of $168,694. The note is payable in monthly installments of $800 including interest and principal, with any unpaid principal due in 1991.

The Association has spent $98,925 ($8,634 in 1976, $85,222 in 1975 and $7,473 in 1980) remodeling and renovating the property. An 8-year 12.16% installment loan, payable $887 monthly, was obtained to partially fund the remodeling and renovation.

Depreciation of the buildings and improvements have been charged to operations in the amount of $7,832 for 1980 and $7,655 for 1979.

3. **Special Funds:** the Scholarship Loan Fund was established by the Board of Trustees in 1975. During 1980, loans were made to sponsored individuals in the amount of $5,100. Scholarship loans are interest-free for the first three years, after which a 6% rate applies. In addition to the loans, outright grants were made to approved minority applicants of $2,985 in 1980 and $3,300 in 1979. Scholarship loans of $657 were converted to grants during 1980. The Memorial Gift Fund was established by the Board of Trustees to receive special gifts and bequests. During 1979, the balance was transferred to the building fund.

4. **Basis of Financial Statements:** the financial statements include all of the accounts of the Association including those of Transactional Publications for which separate accounts are maintained.

Members Forum

Travels With Mary

Dear Editor:

I said I'd write the *Script* when I returned. I'm home from Auckland, Perth, Sydney, Tokyo and Indonesia. Auckland, Perth, Sydney: fine workshops plus visits with old friends, including Evan Sherrard, Tim Talty, Maggie, Jeff and Tony White . . . and in spare moments, great swimming and snorkeling. With such wonderful warm beaches plus cities every bit as fine as San Francisco, why isn't everyone moving to New Zealand and Australia?

In Japan Michiko Fukazawa and "Rock" Rokkaku took me to visit temples, watch pearl diving, and take more photos of Fuji. Did a workshop and enjoyed the praise for Michie's superb translation of *Changing Lives*, which has just been published in Japan.

Indonesia: I flew to Bali, on to Ujung Pandang, Sulawesi, and then took a ten-hour bus trip, with locals and their chickens, to Rantepao in the Toraja area. The ancestors of the Torajans supposedly came by boat from Indochina over 3,000 years ago, when all but Toraja-land was under water. That is why the houses resemble hulls of brilliantly carved and painted wooden boats, all facing north toward Indochina. The Torajans invest their energy in rice farming and collecting belongings for funerals. Each person gets to have in heaven only what is sacrificed at his funeral or is buried with him. (I do mean *him*. She gets in heaven what he brought along and wants to share.) If he has no water buffalo, pigs, and chickens for his funeral feast, the family may mummify his body and keep it in the family home, while they slave away to get the necessary animals. One body has been at home, awaiting a funeral, for 21 years.

After the funeral, the body and various belongings are put into a cave in the mountains and a carved, wooden figure of the dead is placed at the entrance. These tall wooden figures, dressed in cloth, stare down from the mountainsides at the people working in the rice fields.

In Bali I swam and snorkeled, visited temples and watched the lovely, dramatic Balinese dances.

When I was 15 months old, so the story goes, I escaped from my mother and climbed three flights up a fire-escape. Though terribly phobic, my mother came after me, then bought a harness and leash to keep me from running away again. I am now magnificently happy whenever I am running away by second-class bus to strange places where my mother cannot possibly find and harness me.

Love,
Mary Goulding

Success Story

Dear Members:

I submit this information:

1954-1969: Inappropriate behavior
1970: Sentenced to ten years in federal prison
1973: Member of Marion Asklepieion, Member of ITAA
1975: Parole
1980: Bachelor of Arts, Psychology, California State University, Los Angeles; Head Counselor, People Coordinated Services of Southern California, Inc.
1981: Master of Science, Psychology Graduate Program, California State University, Los Angeles
Future: Mine
Special thanks to: ITAA, Martin Groder, Ted Harrison, Denton Roberts, Sheryn Scott, Robert Goulding, Mary Edwards Goulding.

Cumire Anthony

Cost of Service to ITAA: A Response

Dear Sue:

Thank you for taking it on yourself to represent the RM's. I believe RM's are a leaven wherever we interact in world society. Our leadership is gratefully acknowledged, often non-verbally, in the circles where we move and it is expressed in the same terms that a good therapist's leadership is expressed in a TA group - namely, protection, permission and potency.

Thank you also for your comments regarding the personal costs of serving in ITAA. I believe, as you do, that volunteer work in an organization must be financially free to the volunteer doing the work. Should the volunteer choose to pay expenses involved, this option should also be open.

My experience in the Religious Society of Friends where we follow such a policy, indicates that those Friends who can pay their way do, even though we go so far as to personally approach every delegate or appointee with offer of aid. Even committees budget travel, telephone and postage aid.

To support your suggestion of having membership fee include the cost of volunteer expenses, I am enclosing $15 to add to the dues I sent in earlier. I'm certain that every member who wants to participate in the organization and its purposes, rather than just carry the card, as up until now, will do the same and the new policy will be in place before you know it.

Sincerely,
Nadya Spassenko

TA A Religion?

Dear Editor:

This letter is a condensed form of a longer, more fully descriptive analysis of the problem. If anyone wants a copy of the original, they can send a SASE to me.

I've been a member of ITAA for ten years. If ITAA continues in its present direction, I probably won't continue to be a member.

The problem seems to be that ITAA:

- is going around in circles
- is caught in the reproduction of the pendulum effect of history, only to return to the starting point
- has left its original position (experimental, informal, agnostic, reactionary, etc.)
- has become a political hierarchy (pyramidal)
- has become a theology (professionalism, ethics, credentials, etc.)

Until 1980, ITAA lacked spirituality. In order to become a religion, it must have spirituality. It has finally come and the cycle is complete. The organization that began as a revolution is now in need of a revolution. The struggle for liberation will soon be over. All that will be left will be the crippling death of the past. Amen!

Peace,
Fred M. Fariss

As We Tune in This Week, Len and Mel . . .

Hi Mel,

Thank you for the freebie.

The Boyce Laws of Converse Positivism i.e., positive events, people and places repel, and Negativity i.e., negatives attract, are intriguing.

I begin to get the idea of what you mean by Cruel Child in the Adult from your examples. In the past I have used different words to describe the phenomenon. The notions of active and influencing Parent and Child are what I am referring to. If you recall, this is an extension of Mary Goulding's idea of the active and influencing Parent, described a long time ago in the TAB. I like your words.

Competition, Nature and Hierarchies. Big stuff.

I have thought for some time that what I was observing in nature could be described using concepts of Cooperation, Competition and Hierarchy. Are you suggesting that man started screwing things up after Adam ate the apple?

I never stole any horses!!!

I have been figuring out a way to make a buck or two lately, and you have given me an idea. Are there any Academies for Horse Thieves around? Do they have a directory?

Best wishes for spring.

Affectionately,
Len Ghan

Hi Len,

Thank you for your thank yous, your positive strokes about my writing, and for offering ideas of your own on the subject of Cruel Child in the Adult. Everyone likes kindred spirits, and I believe we can't live this TA stuff unless we give time and space to P and A as well as C.

Yes, I believe man (and woman) started screwing things up in the Garden. The "inherent cussedness", as Tom Harris called it, which comes out as the Bernian Demon, wherein the Self gets experiences as the Adapted Child. But "back to Nature" won't solve it — we've tried that. Nor will Positivism. Continued Adult thinking and action will help, with a few Parental values, both needed in the face of the intellectual rednecks who seem to be in charge here and there.

I apologize for saying you stole horses! In case you want to start, as you suggest, there are wonderful opportunities advertised daily in your local newspaper financial section. Second mortgage buying, speculation in gold, how to avoid income tax, financial news letters — I'm sure they all qualify for the Academy of Horse Thieves.

Yours for even greater Springtimes,
Mel Boyce

Ten-Year Members Again Honored

A member's commitment to ITAA is seldom talked about, but many of our members have been part of the organization since its inception. Some of them even belonged to the early seminars before the official organization was incorporated.

Because of the magic of technology and the fact that our membership roster is computerized, Muriel James, ITAA President, decided last year to recognize those members of ITAA who have been in the organization ten years or more.

This year the ten-year members are again being honored. Their names have been printed in the Summer Conference Program book and there will be a special get-together for them in Boston on Friday, 7-8pm. Those who became ten-year members in 1981 will also be receiving their special pins to signify their involvement with and commitment to ITAA over the last decade.

We hope that all of you reading this will have your names on the ten-year members list one of these days. We hope that you will maintain your commitment as we grow in our understanding of ourselves and as we use TA to enhance our organization as well as our individual members.

TRANSACTIONAL PUBLICATIONS

FEELING GOOD
The New Mood Therapy
David D. Burns H $12.95
Working from the principles of cognitive therapy, Burns has developed a fast-working, clinically proven method for depression relief and prevention. Feeling Good identifies major patterns of cognitive distortion and outlines a systematic program for combating them. Self-help forms and charts aid in practical applications and personal growth.

FAMILY THERAPY TECHNIQUES
Salvador Minuchin and H. Charles Fishman H $15.00
Explains and codifies Minuchin's method of family therapy, offering clear and sensitive guidelines to a full repertory of interventions. Extensive transcripts show the application of each technique in real-life situations.

now in paperback

THE FAMILY CRUCIBLE	$3.95
GETTING WELL AGAIN	$2.75
ANATOMY OF AN ILLNESS	$4.95
THE FOOD CONNECTION	$2.75

price changes

THE PEOPLE BOOK	$9.95
PEOPLEMAKING	$6.95
CONJOINT FAMILY THERAPY	$6.95
THE ABUSING FAMILY	$8.95
THE ULTIMATE ATHLETE	$4.95
LEAVING HOME	$17.95
WHAT DO YOU SAY AFTER YOU SAY HELLO	$3.50
OWN YOUR OWN LIFE	$2.95

Shipping: add 5% ($1.00 minimum). California residents please add tax. Free bookrate shipping to ITAA members on prepaid orders of $25.00 or more.