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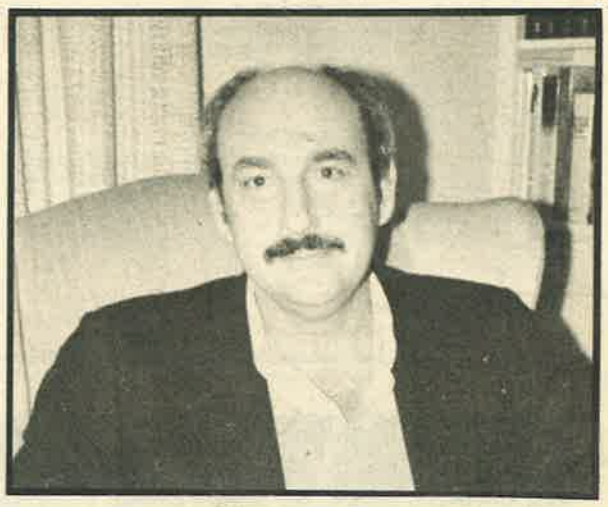
Step-families: Another Chance





By Sue Perkinson and Ed Perkinson

Our introduction to step-families occurred when we married. Ed had three sons, while Sue had no children, and eventually, we ended up with all three living with us full time. However, no one talked with us about "step-families" and their problems, even though it has been conservatively estimated that one out of six children under eighteen is a step-child. (Visher, p. 48)

Step-families are basically families put together from parts of previously existing families. (Satir, p. 173) One of the first problems we encountered was what to call this entity: blended, recoupled, remarried, half-parent (yuch!) or reconstituted (sounds like lemon juice!) We decided on the term step-family." Interestingly, the word "step" comes from the middle and old English word "steop," which means "bereaved" or "orphaned." Quite literally, step-families are born out of loss. Consequently, work with them regularly involves the various stages of grief and the attendant feelings.

There are other problems too. How does a child introduce a step-parent? How are relationships of parents and step-parents defined with the schools? Have you noticed that there are no greeting cards for step-fathers, stepmothers and step-children? Two of the biggest problems are the isolation and denial of the difficulties inherent in step-families. For this reason, we work with multiple family groups as often as possible in order to foster a support network.

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One of the first tasks in working with step-families is to dispel myths and unrealistic expectations. Step-children, and especially step-parents, believe that they must "love" the new parent or child instantly while simultaneously making up for the inadequacies of the previous parent. They expect themselves to possess the patience of Job, the wisdom of Solomon and to find solutions to problems in 28 to 56 minutes, just like "Eight is Enough."

Typically, women are more likely to expect themselves to make up for the upset caused by the loss of an original nuclear family. They work at dispelling the "wicked stepmother" myth, thereby frequently denying themselves the natural responses of disappointment and anger. The female in the family is traditionally defined as primary bond-maker, which is in direct conflict with the image perpetuated by the stepmother myth. This often results in considerable Child ego state confusion. Of the various structures in step-families, stepmothers with no natural children of their own who are living with men who have children have the greatest difficulty. They have no traditionally defined positive role as a mother, but do have the negative image often associated with "stepmother."

Extensive work is often necessary to help women define and re-define their roles as parents and as women. Significant restructuring of Parent ego state expectations and deconfusion in the Child is also important. (A wonderful statement of a new stepmother's experience in this area was printed on the "Backpage" of the November, 1983 issue of *Ms* magazine.)

Men are more frequently confronted with joining an already-formed group, which often feels closed. Boundary issues emerge and must be dealt with in this context, often leading to shifts in the roles individuals play. In one family, Mary married her new husband, Joseph, after living alone with her son and daughter for three years. Peter, the son, had assumed the role of "little man of the house" and strongly resented being replaced by Joseph. We worked with Peter's injunction not to be a child and helped Mary and Joseph change their non-productive parenting patterns.

In this situation, and many others, Salvador Minuchin's Structural Family Therapy is extremely useful in helping to re-establish the natural boundaries between sub-systems within the family system. Living in step-families requires a high level of flexibility and the capacity to find options. To the extent that individuals limit themselves through Script patterns, they will have particularly noticeable difficulties in a step-family.

Children in step-families are faced with multiple issues: mourning the loss of their original family; experiencing divided loyalties which can result in keeping secrets and hiding feelings; questioning their position in the new family; shifting expectations as a result of being a member of more than one household; and feeling helpless because the end of the previous marriage and the beginning of this new relationship were not their choice. Many children will, nevertheless, try to take responsibility for the demise of their parents' relationship simply to avoid that sense of helplessness. It can be helpful to separate out subsystems and see the children alone so that they can talk more openly. Gently, but firmly, they are encouraged to let go of their Child fantasies and dreams so they can learn to live in the present, here-and-now situation.

Another good tool to teach step-families is the concept of triangles and triads. (Murray Bowen and Minuchin) It adds a useful dimension to TA game theory and the Drama Triangle. The basic hypothesis of triangulation is that the parents " . . . ask the child to deal with what they can't deal with themselves. Of course the child cannot do this in any constructive way, so the child often responds to this burden by becoming sick, bad, crazy, stupid, or all of these things." (Satir, p. 175)

In addition, children will also frequently "triangle in" a third person to avoid facing uncomfortable issues. In one family, the father had left when the youngest son was six years old. Years later, after the father remarried, the son regularly engaged in passive behaviors designed to get a kick from his stepmother. She obliged with angry outbursts, being something of a NIGYSOB'er (Now I've Got You, You S.O.B.) herself. It became clear that the stepmother was being "triangled in" by the son so he and his father could avoid direct, powerful expression of anger at each other. The stepmother had to learn to use her leverage effectively to prevent the shift in uncomfortable feelings and to step out of the middle between father and son. Eventually, each of them clearly closed escape hatches, making direct, powerful feeling expression safe.

Triangulation (Games) is often played out in such a way that distance is created between the two new parents. It is imperative that the parents view **their** relationship as primary. After all, this relationship will continue long after the children have grown up and left home.

Working together as a co-therapy team and sharing some of our own family history, where appropriate, has been a powerful way to work. When seeing step-families, we like to include specific permissions that need to be heard repeatedly:

Living in step-families requires a high level of flexibility and the capacity to find options.

— You can take your time finding out about this new family and how it will work.

— You don't have to love or like anyone in this family if you don't want to.

— You can be straight and direct with your thoughts and feelings.

— There is enough caring and attention for all the people in this family.

— You have another chance now to make a new family with new rules and patterns that work.

Finally, we focus on the positive possibilities made available in step-families. One is that children, particularly, learn flexibility in responding to different parent structures in different environments. Another is that an extended family operation can develop with the additional parents, models and resources available. However, for these to

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Official Proxy Vote Form for Business Meeting

Note this is the official form. Please use it. Be sure to sign mailing label on reverse side of form and mail to ITAA by July 22, 1983. Due to the large number of voting members, we will no longer be able to accept on-site registration of proxies.

I, (please print name)_____, herewith assign my proxy vote to (print name) _____, to be voted at their discretion in accordance with my wishes as indicated below, or the Secretary of ITAA ____, to be used only to establish a quorum, at the Business Meeting of the International Transactional Analysis Association, convening on Friday, August 5, 1983 in Oakland at 4:30 pm, PDT.

Signature _____ Date _____

Use the following space to indicate your wishes on particular issues (attach additional sheet if necessary).

August 1983 Business Meeting

Notice is hereby given of an ITAA Business Meeting to be held Friday, August 5, 1983 in conjunction with the Summer Conference in Oakland.

Richard Erskine, ITAA Secretary

Granting of Proxy Votes

The by-laws state that the quorum for conducting business at the Business Meeting is 5% of the qualified voting members. With an international organization such as ITAA, it is often difficult to physically assemble such a quorum. To avoid the situation where no business can be done because there is not a quorum, the by-laws have provided for the granting of proxies. Proxies can be appointed in two ways:

A. To another voting member — to be voted only on issues on which you have given specific instructions as to how the proxy is to be voted. Make sure your proxy choice is actually planning to attend the August 5, 1983 Business Meeting.

B. To the Secretary of ITAA — this is a general proxy and will be used only to establish a quorum.

Voting Instructions

1. Fill out the proxy form here. Please do not send handwritten letters or other forms.
2. Place your signature across the face of the mailing label on the backside of the form.
3. Place the form in an envelope, stamp, seal and mail it to ITAA, 1772 Vallejo St., San Francisco, CA 94123. It must arrive there no later than July 22, 1983.

BOOK REVIEWS

Permission To Live
By Jim Berry
New Horizon, Horizon House, Sussex, England. L6.75
Reviewed by Margaret Turpin

This very readable book is an excellent introduction to TA directed mainly to social workers in Britain. The author successfully combines TA with the everyday work of the professional social worker and a brief review of the history of social work.

The writing style is relaxed and friendly. It offers a clear presentation of examples from the author's own extensive experience combined with theory as it relates to everyday life. The material on TA is detailed, with relevant diagrams.

The author makes a case for giving up the games of "I'm Only Trying To Help You" and "Now I've Got You" as played with clients and "Cops and Robbers" as applied to work with delinquent young people. His alternative is that people take responsibility for their own lives, which includes taking pride in their environment. He appeals for community support for families that are inadequate and suggests professionally formed family councils to help problem families.

The book is addressed and would be useful to social workers, magistrates, police, probation officers as well as to members of the general public.

Active Meditation: The Western Tradition
By Robert R. Leichtman, MD, and Carl Japikse
Ariel Press, 1982, $24.50
Reviewed by Thomas C. Clary, PhD, SFTM

Much of the Eastern culture recently imported to the West is useful for tempering our technological mindset. Among the imports have been many passive forms of meditation which emphasize clearing the mind and making sounds. However, some meditation practices have been commercialized and the focus has shifted towards trying to prove their worth scientifically. And, in some contexts, such as stress management workshops, the meditation that is presented as a new panacea is more often an amalgam of various relaxation exercises than true meditation.

What many fail to realize is that meditation is not new to Western culture. As the authors of *Active Meditation: The Western Tradition*, put it, "Effective meditation has been a part of every significant spiritual tradition in human history - because there is no better way of establishing contact between the personality and our higher self."

This book's common sense approach to its subject makes it appealing to the professional and lay person alike, to the spiritual person and the agnostic, to Christians as well as those of other persuasions. It has enough theory for the theorist and enough "how to" recipes for those looking for self-improvement tips. Unlike much of today's therapy, which puts too much emphasis on the personality alone, the authors encourage the integration of the personality with the "higher self." They prescribe formulas for active meditating and techniques for applying it to healing emotions, establishing a healthy self-image, training the mind, solving problems, and helping others.

However, this is not just another "how to" book. The authors, who do not avoid controversy, attack some current ideas about meditation and religious thought. Readers of this book need to be open-minded and ready to let go of some sacred cows.

While acknowledging that meditation is the best path to enlightenment, the authors argue that, "Not all systems of meditation lead to enlightenment. In many systems, the art of meditation has been trivialized. Instead of serving as a method for establishing and maintaining contact with the higher self, it has all too often become a simple process of relaxing and quieting the mind and body — or concentrating on a single thought or sound. Many people accept these practices as legitimate aspects of meditation, but they are not."

Some will recognize that parts of the book draw from Carl Jung's concepts. For example, the authors write that meditation can be effective when using symbols and for recognizing divine archetypes. They call these archetypes, "patterns of wisdom and intelligence in the mind of God. They contain the insight, meaning, intelligence, and power from which genuine creative work draws its strengths."

The authors have been teaching "Active Meditation" for nearly 15 years and have written such works as *The Art of Living* (five volumes) and *From Heaven to Earth* (a series of 24 paperback books). Leichtman left the active practice of medicine to lecture, teach and write on intuition and spiritual growth and is acknowledged as one of the finest psychic diagnosticians in the world today. Japikse left *The Wall Street Journal* and journalism and now writes and teaches on similar topics, including "Enlightened Management."

Charts
By Frank Reinhardt Morris and Dixie Gescheidle Morris
TACM, Inc. Publications,
52136 Lilac Rd., South Bend, IN 46628
1982. $7/copy plus $2 postage
Reviewed by Mary Goulding

Charts is a thorough self-inventory which, through 75 pages of questions and discussion, shows each reader how to recognize their own strengths as well as areas for change. I think it is invaluable in helping a client pinpoint a desired contract in terms of exactly how do "I want to change my thinking, feelings, and behaviors." The discussion of feelings and the questions are especially interesting, as the Morrisses use a category they call Ricochet, which is different from rackets and most important in therapy.

I recommend that all TA therapists read this booklet, and have it available for their clients.

CALENDAR

August 3-6, 1983 ITAA Summer Conference, Oakland, California

	Exam Date	Location	Application Deadline
CM/SFM Oral Exams	July 3, 1983 August 3, 1983 November 13, 1983	Rome, Italy Oakland, California Paris, France	April 4, 1983 May 3, 1983 August 15, 1983
TM Oral Exam	August 3, 1983	Oakland, California	May 3, 1983
Written Exam	July 7 & 8, 1983 November 11 & 12,1983	Location to be announced Location to be announced	April 15, 1983 August 15, 1983

All fees are due by the application deadline. All exam fees are non-refundable, but will be kept as credit in your account (minus $10 fee) if at least 30 days written notice is given for cancellations. Otherwise, fee is forfeited. Fees: Written Exam — $90 US/Canada; $15 all others. Orals application — $75, non-transferable. Oral exam — $50. Contract filing fee — $30.

KEEPING IN TOUCH

The 8th Annual Canadian TA Association (CATA) Conference will be held October 14-16, 1983 (with pre-conference events October 12 & 13) at the Chateau Laurier Hotel in Ottawa, Ontario, Canada. The theme of the gathering is "Power and Creativity," with Claude Steiner as keynote speaker. For information, contact Vince Gilpin, 190 Lisgar St., Ottawa, Ontario, Canada K2P OC4.

The 12th Annual San Diego Summer Alcohol and Drug Studies Program, July 10-15 at the University of California, San Diego, will offer workshops and short courses in treatment modalities, recent trends, personal growth and practical and academic issues. For a free brochure, write Sue Pondrom, UCSD Extension, X-001, University of California, San Diego, La Jolla, CA 92093.



Hong Kong delegates Siu Kam-Yuen, Peter Tseng, C.C. Chan and Eddie Lau, with "locals" Peter and Katherine Kirby at the Second Australian-New Zealand TA Conference.

Second Australian-New Zealand TA Conference — Perth, Australia, September, 1982. So much interest and activity was generated by this conference, attended by over 100 people, that it has taken seven months for us to get time to report on it to *The Script!*

The highlight of our Conference was the attendance of five delegates from Hong Kong. The leader of the Hong Kong delegation, James Ch'ien, gave the keynote address, titled "What is Therapy in 1982?" Eric Berne would have loved it. It was superbly prepared, witty, with clear, simple language and the content was stimulating, challenging and creative — an integration of the key concepts of Berne, Piaget, Eric Erikson and Confucius, as applied in the treatment of drug abusers in Hong Kong.

The other four delegates, Eddie Lau, C.C. Chan, Peter Tseng and Siu Kam-Yuen, described their work with an excellent slide presentation and personal accounts. Their openness, friendliness and joy-of-living endeared them to all of the Conference participants.

Excellent papers and workshops were presented by Australians from many States and the final presentation was a 1½ hour play dramatizing TA relationships. Altogether, it was a warm, happy, stimulating and delightful Conference and we are looking forward to the Third Conference in Adelaide in November, 1983.

Maggie White, Conference Convenor

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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.

Mary Goulding will join **Fanita English, Alan Jacobs, Natalie Haimowitz, Pam Levin, Jim and Barbara Allen,** and **Deirdre English** (editor, *Mother Jones)* in a workshop following the ITAA Summer Conference, entitled "Decisions for Freedom." It will be held on Sunday, August 7, 1983 from 9:30 to 12:30 and the $50 tax-deductible fee will be a contribution to *Mother Jones* magazine. If you want to join them and other ITAA members who are interested in our nation and our world by serving on the panel, write or phone Mary Goulding, 262 Gaffey Rd., Watsonville, CA 95076; (408) 722-6948.

Two books — *Satanism and Witchcraft in the Middle Ages* by Jules Michelet and *Moses and Monotheism* by Sigmund Freud — appear to be missing from the Eric Berne library. If you know of the whereabouts of either or both books, please contact Phil Messier at the ITAA office.

The **ITAA staff** would like to thank three members who have remembered us in very special ways. In April, Maggie Northcott invited us to join her for a picnic in . . . of all places, the Eric Berne library! Maggie provided gourmet box lunches and everyone thoroughly enjoyed themselves. Then, we were delightfully surprised one day by the arrival of a beautiful bouquet of spring flowers — compliments of **Rebecca Trautmann** and **Richard Erskine!** Both events were wonderful ways to celebrate the end of a long winter!

Stephen and Carol Lankton joyfully announce that they are expecting their first child in late July. Their other "offspring," *The Answer Within: A Clinical Framework of Ericksonian Hypnotherapy*, published by Brunner/Mazel, is also doing well. It was the main selection of the Behavioral Science Book Service Book Club for the month of May. Congratulations, Steve and Carol!

Position Available — Counselors (Substance Abuse) for Rural Mental Health Center. Minimum of one year direct service experience required. Send resume with required salary to Robert Krumwied, Associate Director, Box 817, Kendallville, IN 46755. An equal opportunity employer.



James Ch'ien (L) and Maggie White at the Australian-New Zealand Conference.

Special Note on Contracts

The Board of Certification does not require contracts since it is only responsible for the examination process and has established entrance requirements for candidates to qualify for examinations. As of January, 1983, three-way contracts between ITAA/candidates/individual sponsor are no longer required. However, in order for the ITAA to maintain accurate and responsible records as to who is involved in advanced TA training and supervision, bilateral contracts will be required between the individual candidate and the ITAA.

The contract basically states that the candidate is knowledgeable of and agrees to comply with the ethical and professional standards set by the ITAA and the BOC guidelines. Copies of the contract for Level I certification can be obtained by writing to Jackie Ward-Flaggs at ITAA headquarters. Contracts for Level II certification will be finalized at the Summer Conference in August, 1983. The ITAA/ALAT agreement for South American members will be in force until Jan. 31, 1984 as previously agreed.

Training Standards Committee

MEMBERS FORUM

Eric Berne Seminar Alive and Well

Dear Editor:

We at the Eric Berne Seminar want you to know that we are alive and well in San Francisco. Recent speakers have included Ellyn Bader, Pamela Butler, Vi Callaghan, Stan Dale, George David, Jack Dusay, Ken Ernst, Alvyn Freed, Bob Goulding, Muriel James, Steve Karpman, David Kline, Pam Levin, Freda Morris, Gaylon Palmer, Peter Pearson, Helene Rothschild, Shea Schiff, Claude Steiner and George Thomson.

Those wishing to present on Tuesday evenings while visiting the Summer Conference or at any other time when you will be in San Francisco, please contact us, c/o ITAA.

Sincerely,
Chris Boyd,
EBSSF Co-President

In Memorium: Elizabeth Palms

Dear Editor:

I just learned that Elizabeth Palms died recently. For those who are new in ITAA, Elizabeth has been in the organization since the very, very early days. She spent some time with Eric in the late fifties. She was my very first supervisee in 1962, when I was only two jumps ahead of anyone I was supervising, as I received my supervision from Eric. She was very active in Los Angeles for many years, then moved to Santa Barbara where she did therapy, training and her own sweet brand of loving.

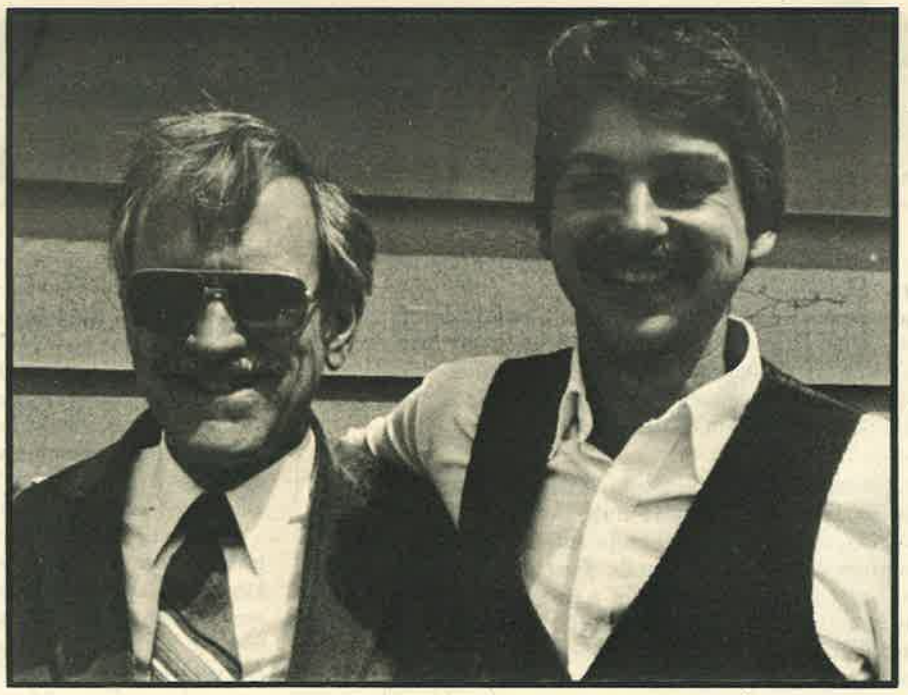
I shall miss her. Those others who are old-timers will, I'm sure, miss her too, even though she hasn't been around much these last few years. She was a real lady, a sharp therapist and a dear. Goodbye, Betsy.

Robert L. Goulding, MD

Master of Duality

Some Personal Reflections about Jim Bugental

By Kirk J. Schneider



As announced in the April Script, we are fortunate to have Jim Bugental, a leader in the field of humanistic psychology, as our keynote speaker at the ITAA Summer Conference in Oakland. We are also fortunate that one of his trainees, Kirk Schneider, happens to be a doctoral student at Saybrook Institute (which is located in the ITAA headquarters building) and was willing to share some of his personal thoughts and feelings about Jim. In this way, we hope you will have a sense of the man, as well as his work. Our thanks to both Jim and Kirk for their time and efforts on this article.

I believe that the key to significant life change is to be found in recovering one's centering of life in one's subjective vision. Genuine insight is to my mind inner-sight, subjective vision. So-called "insight" that is chiefly derived from the therapist's perceptions and interpretations is not inward-seeing; it is objective information about the person the patient has been, but is not evocative of his present being.

Jim F.T. Bugental

There is a curious duality about one who both preaches and practices intensive psychotherapy. He or she engages in two very different ways of viewing the world, ways which are sometimes in conflict. On the one hand, the therapist (as writer/thinker) participates in the objective, distant, practical world of words, facts, and categories. On the other, he or she (as practitioner/person) is involved with the subjective, intimate, emotional world of revery, fantasy, dreams, hopes and desires. To further complicate the situation, the clients and students with whom the therapist works are often also split between objective and subjective worlds, shifting from the distant and practical to the intimate and emotional.

Given these parallel tasks, it seems clear that the best therapist (preacher/practitioner) is one who has mastered his or her own duality, who has faced his or her own conflicting sides. To the extent the therapist has done this, he or she is in a better position to help others who are struggling to do the same.

For much of his 67 years, Jim Bugental has sought to bridge the gap between these experiential worlds. He is intimately aware of how we divide our experience, often "reporting on" rather than "living" an event or "knowing about" rather than "knowing" a feeling. I have seen Jim convey complex therapeutic issues with great flair and precision and, at the same time, to lament the "headiness" of these issues and their inability to reflect the actual work. I have seen him eloquently teach the fundamentals of presence and I have witnessed his actual presence — the unwavering arched posture, the kind, respectful verbal tone, the undeniable mannerisms — each converging as if to say, "I'm here, I'm for you, and I have a sense of where you are."

Jim's awareness of duality, however, was hard won. The feelings, especially, came slowly to him. They were checked, closed off, calling to be acknowledged. In a movingly candid passage from his book, *The Search for Existential Identity*, Jim confirms the inner struggle of his early years.

I have always wanted to be one of the "right" people, always since my earliest recollections . . . . My mother was a great admirer of "cultured people." Very early I somehow got the idea that such people had a different skin texture than most people — maybe it was because another favorite word of hers described cultured people as finer . . . . Being "right" is so important and so easily lost. Obviously, being right means pleasing the teachers . . . Clearly, being right means not being like Dad, who is loving but undependable . . . . And so the explorations go. In some ways, I get confirmation of being right — recognitions, offices, approval. But always the secret self must be hidden, that I know is not right. It is shameful because it is sexual, because it is emotional and unpractical, because it really wants to play many times when I force it to work, because it likes to daydream instead of being realistic. Two selves: gradually one becomes more public, the other more hidden. (p. 280)

And, later in the narrative, Jim surveys his duality from a more ripened, mature perspective:

. . . Now is the time of healing, of hope for a new life. The secret self is hidden no more. I swim in shame and I find I do not drown. With new relationships, I gradually risk letting more and more of me be known, and I find I am welcomed . . . So is it over, is it healed? Am I "right" at last? No; no to each of these. It is not over; the split is still there — although so small in comparison to before. I heal and I tear open and I heal a bit more. And I am giving up being right in favor of trying to be who I am. (p. 282)

. . . it seems clear that the best therapist (preacher/practitioner) is one who has mastered his or her own duality, who has faced his or her own conflicting sides.

These sensitive passages illustrate how Jim's life forms the basis for his work. The dualities he grapples with — right self/wrong self, practical self/emotional self and, to some extent, preacher/practitioner — echo our own inner struggles. We discover with him how crippled and stiffled a life can be when it is half-lived, half-listened to, and half-searched.

And yet, Jim holds out a vision of something more. He suggests that attendant to the process of becoming aware, of inner searching, is another healing process. Jim's mentor, George Kelly, called it "the capacity to reinterpret what cannot be denied." It might also be simply called the capacity for creative change. For Jim, such a capacity means turning his dual nature into rewarding personal and professional activity, including enjoying his family, teaching and practicing psychotherapy. For clients and many of us, creative change also means a wealth of personal and career transformations with fresh ways to reunite and reframe our lives.

Again, I quote from *The Search for Existential Identity:*

Something more has emerged from the explorations of my awareness . . . . Something has been created. New meanings, new perceptions, new relationships, new possibilities now exist where they were not to be found before. In short, my inner vision is a creative process that does more than observe what is already at hand; it brings into being fresh possibilities. This is the astonishing and creative possibility latent in our being. (p. 288)

One of Jim's prized possibilities — now a reality — is Inter-Logue, a non-profit counseling agency. For the past two years, I have been among an energetic group of people who have participated in this reality and we, too, have been inspired to work closely with our inner churnings, becoming perceptibly more real and whole in the process.

Ultimately, however, Jim's journeys between objective and subjective worlds, his brilliance as both scholar and therapist, stand as testament to his "fundamental message." It is a message that reflects a life that searched and found choice, that chose and found change, that changed and found power.

In the closing pages of *The Search for Existential Identity*, Jim relates how elusive this fundamental message is, how hard it is to talk about because, in the very saying, one distorts it. "Again and again," he writes, "I find that those to whom I speak or write take other — and to me, lesser — points as more fresh or meaningful." And yet, it is this very "knowing" as distinct from "knowing about," which must be taken seriously; it is the world which so often calls out to be bridged. It is

. . . our lost sense, the inner awareness that has the potential to let each of us live in wholeness and with true realization of his or her unique nature. (And) it is our avenue toward the most profound meaning of life and the universe. (Bugental, 1976, p. 283)

Step-families (continued)

occur, the system must be built upon straight communication and support for each member of the family.

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Sue Perkinson, MSSA, Clinical Member ITAA, is in private practice in Akron, Ohio, where she also provides supervision and training. She is also trained and certified by the Radix Institute in the use of Radix neo-Reichian body work. She is especially interested in the integration of body work with the functioning of family and couple systems.

Ed Perkinson, MDiv, MA, ITAA Clinical Teaching Member, is in private practice in Akron, Ohio where he also offers programs in training and supervision. He is also certified in the use of Radix neo-Reichian body work and is also a Clinical Member and Approved Supervisor of the American Association for Marriage and Family Therapy.

TA and Trauma Resolution

By Frank Morris and Dixie Morris



The word "trauma," etymologically speaking, is like that wonderful word "fetch," which has you coming and going all at once. Trauma not only implies "wound" or "blow," but also, through its German root, the "putting to sleep" of part of the personality. What is not inherent in it is the person's participation in the process — something that TA, psychoanalysis and Gestalt have thoroughly emphasized. In other words, the child enters trances, to a great degree self-induced. One of the main tasks of therapy is to disengage early trances so the person can live in the here and now.

The Anatomy of a Trauma[1] can be outlined in ten phases:

1) the original situation, forever lost, but important because both therapist and client need to know the difference between perception and reality;

2) the client's perception of what went on, colored by their need to make their parents omnipotent;

3) the Catastrophic Fantasy (matricide, fratricide, murder, incest, insanity or some other "heavy") which leads into a Survival Plan;

4) a need, want, or wish is buried;

5) a basic emotion is blocked (sadness, anger, scare, excitement or tenderness);

6) a Childlike decision is made;

7) body armor is established;

8) Living Patterns, including word choices, favored sensory options and OK attitudes, are adopted;

9) the Script becomes hardened and other people are made predictable;

10) homeostasis occurs as the person verifies external data in such a way as to guarantee the Child's perception/-decision.

Trauma Resolution involves reversing these ten phases. How this is done, however, depends on the bias of the particular therapist and includes such tools as dreams, hypnosis, exaggeration of tight body phenomena, exquisite awareness of feelings, free association, body manipulation, breathing, LSD, body stress positions, etc. It seems as if everyone knows the right way, although there are great differences in approach. What is important, finally, is what releases the totality of the trauma.

To begin the resolution process, it is necessary to first establish a dissociation by having the person realize that there was quite a difference between their perception and the possible reality of the original situation. Then, locate the Child's Catastrophic Fantasy and establish protection. Third, locate the original Natural Child need and, in group therapy, after the person finishes the working out phase, have them ask to be held, give the permission statement, or whatever is relevant. Going back to the working phase proper, allow the emotion to be expressed, with the background principle that forgiveness of the parents is better than just allowing the person to be hateful. Have the Child re-make the decision (and make sure it is the Child). Finally, have the Child melt into the body at the point of the body armor.

A good example of this process can be seen in St. Benedictus, a 37-year old client who had carefully guarded his virginity from the onslaughts of liberated females. He wanted to be sexually active, but he simply had an aversion to all things sexual and the source of this aversion was lost in his unconscious mind. The therapist knew that it was time to find the "Rubberband," as Kupfer and Haimowitz described. (*TAJ*, Vol. 1, No. 2, April 1971)

Ben was instructed to close his eyes and ask the little boy in him who was in charge of this problem to appear so that they could talk it over. Big Ben was encouraged to listen to Little Ben explain the situation and then to report what he found out. Evidently, Little Ben had played with his "wee-wee" at age four and his mother had threatened to use the scissors "if he ever did that again." The boy believed her. (Thus we have the situation, the Child's perception and the Catastrophic Fantasy.)

In this case, protection had to be established so that Little Ben (and eventually Big Ben) could get his excitement back. The Child then re-made the Decision with the understanding that Big Ben would make sure that he would be protected from hurt in this tender area. Benedictus then went out into the future, fantasizing the return of his lost pleasure. He is now married, has three children that all resemble him, and has a spring to his walk — something that Eric Berne said was important.

The point is this: traumas are going to be resolved when the Anatomy of a Trauma is reversed in a caring way as the person is protected and given permission for natural feelings. Rest assured that, if you only hit several of the ten items on the Anatomy, the person will return to the problem and give you, the therapist, another chance. Please! If the client returns to the same place, look for what *you* missed rather than just accuse the person of resistance.

PS — therapy is far more than just trauma resolution. But, this is one of the more fun parts as you get to be Sherlock Holmes and Merlin the Magician all in one fell swoop!

References

[1] Morris, Frank and Morris, Dixie. *The Recognition, Expression and Communication of Feelings.* South Bend, Indiana: Transactional Analysis Center of Michiana, 1981.

Frank and Dixie Morris are both Clinical Members of ITAA. Their hobbies are stained glass, computers, carpentry, and home decoration. They love to walk in Nature and figure out basic psychotherapeutic theory.

TA and Teacher Stress

By Paula Swank



I began to learn how useful TA can be in handling stress during my first teaching job. Two days before school started, I was hired to be responsible for the English program in an alternative school-within-a-school. I soon learned that there was no English program set up — only a room full of thousands of dollars worth of unopened multimedia materials. The students, dropouts who had returned to school, ranged from sophomores to seniors and some were in the program for only a few periods. There was also resentment on the part of other teachers that so much federal money and new materials were going to be used for "those kind" of kids. Needless to say, this was, indeed, a highly stressful situation.

And when, on the second day of school, the head of the program said to the students, "Mrs. Swank will now take over and show you what you will be doing in the English program," I said a silent, fervent thank you to Eric Berne and TA for helping me understand why I suddenly felt like I wanted my mommy.

The rest of that semester, I used what I knew about myself from TA theory and group work to keep thinking and feeling, to recognize when I got into my Be Perfect and Please Me drivers, and to stay out of the games the kids tried to hook me into. I also used simple explanations of TA with the kids and was amazed at how quickly they grasped and began using them.

I am convinced of TA's value for teachers and the need to incorporate it into both teacher training and inservice training for already employed teachers. Every stress reduction workshop offered by the school corporation is filled with experienced teachers who are looking for new, creative ways to deal with the stress of teaching. Obviously, I am not the only teacher who has learned how to cope with stress, but I sometimes think I must be one of the few who has a systematic, practical set of tools that enables me to understand the stress and work with it.

Why is teaching so stressful and why aren't teachers given the training to cope with it?

For me, teaching has been more stressful than any other job I've had primarily because I work with 150 different adolescent personalities every 18 weeks during the school year. I did not have any teacher training courses that even remotely prepared me for working and communicating with kids during these years in their development. During one day in a class of 31 "Double B" students, I identified all of the games listed in Ken Ernst's book, *Games Students Play!*

Teaching is also stressful because of the lack of communication between co-workers. Teachers, by the nature of their jobs, are isolated during the day, with few opportunities to discuss problems, share solutions and support each other so that they can stay creative, excited about learning and sensitive to the needs of students.

Teachers feel the enormous responsibility of teaching young, developing minds seven hours a day, five days a week. Research has shown that the way teachers interact with students has as much, if not more, to do with what and how students learn as the content of the material they are presented. However, despite textbook assurances that the affective area of education is as important as the cognitive, teachers are often given only the most rudimentary knowledge of communication skills or personality development.

In addition, twice yearly workshops supervised by the school corporation do not address teachers' needs to be lifelong learners. Once a master's degree is attained, further organized learning in subject matter or human relations is up to the individual with little ensuing reward either financially or in terms of professional esteem.

In order for TA to become a part of teacher training, other teachers, administrators and parents have to be convinced that it is effective and produces results. These results have to be more than teachers saying, "Wow, I feel so much better about myself and my work." They have to document that students are improving academically. This is what educators like to call accountability.

My decision to seek Special Fields Membership is based on the knowledge that I will be taken seriously by many of my fellow professionals only if I am "accredited." This is also why I plan to use my master's thesis to collect data that shows that TA is a valid and effective tool for teachers to use in controlling stress. I hope that others who are interested in furthering TA concepts in education will also find ways of communicating TA's value in terms that can be heard by those who make the decisions.

Paula J. Swank is a high school English and journalism teacher whose interests include devouring whatever she can read on education and TA, alternative schools, yoga and wholistic health. She is also currently out of work due to major cutbacks in funds.

Summary of Minutes from Board of Trustees Meeting - January 18-19, 1983

Treasurer's Report — at the end of 1982, ITAA had a surplus of $13,000 instead of the projected deficit. The net difference of $24,000 represents a savings in payroll for the Executive Director and Conference Coordinator, both positions having been vacant since mid-1982. The surplus also indicates good cash flow management by the staff and careful budget control by comproller Felix Messier. In addition, Trans Pubs efficiently reduced its staff and scope of operations as directed by the Board and ended the year at what appears to be a break-even level. Finally, member income may be stabilizing, although it is too early to tell for sure. However, the efforts of the Membership Task Force and the Membership Committee in this area are to be commended.

Development Fund Committee — an ad hoc committee was established to search for alternate fund sources for projects that the Board wants carried out. This committee will investigate possible philosophy, directions, strategy and implementation of a development program concerned with project initiation money, emergency operating funds, special project initiation and operation and evaluation funds. Ted Novey, PhD, was appointed chairperson and was commended for the work he put into the proposal for setting up the committee.

Winter Congress — the Board reaffirmed its desire to continue having an ongoing, regular Winter Congress for the ITAA and discussed the value of having it in a sunshine area to insure adequate attendance so that the meetings will not lose money.

Translation Committee — Carlo Moiso, Michiko Fukazawa and Jorge Close will be working out the semantics of various languages in relation to TA terminology.

Board of Certification — to clear up some misconceptions about the BOC, it was suggested that people think in terms of Training Standards having been divided into two sub-committees: one is the Training Committee (still known as the ITAA Training Standards Committee) and the other as the Certification Committee (the Board of Certification). The Certification Committee has been given a slightly different relationship to the ITAA as a whole since, when it comes to setting the regulations for certification procedures, the ITAA Board of Trustees has the right of input but not the right of veto.

The BOC recommended and the Board agreed to continue ITAA's membership in the National Commission on Health Certifying Agencies.

Editorial Board — the new members of the Editorial Board are Steve Lankton, Carol Solomon, Petruska Clarkson, Sandra Landsman, Brenda Schaeffer, Erika Stern and John Callander. The Editorial Board requested and the Board agreed to offer a 20% discount on the *TAJ* to members of the American Psychological Association so that the *Journal* will be listed in the "Journal Publishers Special Offers." The Board also authorized the Editor to negotiate a 20% discount with other appropriate professional organizations in the mental health field.

Social Action Issues — the Board requested that the Social Action Committee develop a consistent, long-term policy on social action issues such as nuclear armaments, world depression, poverty and hunger.

Staff Analysis Task Force — the purpose of this Task Force was to study the duties of staff members to determine if there was any overlap and to develop a sound communication structure between the office and the Board of Trustees. In the process of meeting with staff for this purpose, the Task Force determined that many volunteer members of the Association were not following through on their jobs, leaving the paid staff to do work that volunteer members had agreed to do. Thus, the time of paid staff was not being utilized efficiently.

In response to this information, the Executive Committee reorganized itself so that individual members are responsible for relating to functional work activities in the central office. The President will carry the role of diplomat, provide a model and run the organization's meetings. The Past President will serve as ambassador and provide continuity for the Executive Committee. One Vice-president will be assigned to member relations and credentials and the other will work with information management. Finally, the Secretary will handle relations with publications and keep information flowing within the organization.

These changes reflect a desire to move from the position where the Board stayed away from day-to-day operations to one where the Board and staff will work more closely together.

Based on the recommendations of the Task Force, the Board decided to fill the positions of Executive Director and Information Management Specialist and to negotiate with Norm Shea for the lease of Trans Pubs to him. The rest of the staff will be retained, at least through 1983, with some reworking of job descriptions, responsibilities and work contracts.

Membership Development Committee — steps are being taken to develop a networking system in Europe. The Committee plans to have packets available to deliver to people who have discontinued membership in ITAA and for Teaching Members to give to students who might become members of ITAA. The Committee also asked, and the Board agreed, to establish an official Task Force under the guidance of the Long Range Planning Committee to look into structural changes for the ITAA that could increase membership.

Membership Committee — the Committee is working to change how people relate to ITAA by establishing an international network of people who are available at the local level. The response has been positive to the phone calls and letters that are going out. People do not have to wait until conference time or until they receive a publication to plug into the organization.

Membership Directory — the Board directed the staff to produce and distribute an updated Directory as soon as possible.

Training Standards Committee — questionnaires will be sent to all trainers to find out what they are doing in their training programs so that proposed standards for training can be developed. There will also be training standards workshops at the 1984 Summer Conference. The Committee also wanted to announce that there will continue to be contracts for members in training, although they will be somewhat different and will include information about compliance with Ethics and Professional Practices Guidelines.

Examinees Passed

Clinical Members — Sao Paulo, Brasil, March 6, 1983
Constancia Margarete Dutra Alves, Rio Grande du Sol, Brasil
Antonio Carlos Gianpietro, MD, Campinas, Sao Paulo, Brasil
Marie Toedora Ribeiro Guimaraes, MD, Amparo Sao Paulo, Brasil
Mauro Ivan Joao, Sao Paulo, Brasil
Cesar Luiz Brasil Portal Jorge, MD, Sao Paulo, Brasil
Noeliza Binachini Salomao de Lima, Campinas Sao Paulo, Brasil
Elza Nicolino, Sao Paulo, Brasil
Joaquina Fernandes de Oliveira, Sao Paulo, Brasil
Mirthes Ghes Ferreira de Oliveira, Sao Paulo, Brasil
Anito Silva Pires, Sao Paulo, Brasil
Carlos Maria Penades Solares, MD, Montivideo, Uruguay

We regret that the photos in Harry and Laura Boyd's ad in the April *Script* came out so dark. The problem originated in the printing process and was not Harry and Laura's responsibility.

What is your area of interest/expertise? We are always looking for ways to add names to our resource file for potential articles for the *Script*. Please drop us a line telling us what you're interested in and also put us on your mailing list to receive brochures, flyers, conference programs, etc. Thanks!

International Transactional Analysis Association Balance Sheet - 1982 and 1981

OPERATING FUND ASSETS	1982	1981
Current Assets:		
Cash	$101,433	$61,131
Accounts receivable, less allowance for collection losses (1982-$1,491; 1981-$1,907)	10,154	14,614
Inventories	44,072	60,138
Prepaid expenses	3,766	4,043
Total current assets	159,425	139,926
Equipment, less allowance for depreciation (1982-$50,743; 1981-$44,310)	16,187	24,652
	$175,612	$164,578
SCHOLARSHIP LOAN FUND		
Cash	$10,931	$15,031
Certificate of deposit	30,000	20,000
Due from Operating Fund	37,694	36,725
Scholarship loans	23,919	21,922
Due from Building Fund	21,511	26,468
	$124,055	$120,146
BUILDING FUND		
Deferred interest on installment note	$	$ 292
Property and improvements, less allowance for depreciation (1982-$60,598; 1981-$50,942) Note 2)	344,454	345,194
	344,454	345,486

OPERATING FUND LIABILITIES AND FUND BALANCES	1982	1981
Current liabilities:		
Accounts payable	$35,476	$16,542
Accrued liabilities	3,329	7,115
Contracts payable		1,388
Due other funds, net	19,836	27,237
Total current liabilities	58,641	52,282
Deferred income	35,983	38,837
Fund balance	80,988	73,459
	$175,612	$164,578
SCHOLARSHIP LOAN FUND		
Fund Balance	$124,055	$120,146
BUILDING FUND		
Due to Scholarship fund	$21,511	26,468
Due to Operating Fund	17,858	9,488
Note payable, installment		886
Note payable, first deed of trust (Note 2)	165,344	165,835
	204,713	202,677
Fund balance	139,741	142,809
	$344,454	$345,486

I have examined the accompanying balance sheet of International Transactional Analysis Association, Inc., at December 31, 1982 and 1981, 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 above present fairly the financial position of International Transactional Analysis Association, Inc., at December 31, 1982 and 1981, 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 consistent basis.

Wilbur M. Parker
February 17, 1983

STATEMENT OF REVENUE AND EXPENSES AND CHANGES IN FUND BALANCES

	Operating	Scholarship Loan Fund	Building Fund	1982	1981
Revenue:					
Membership Dues	$283,983	$	$	$283,983	$303,884
Examination and maintenance fees	24,468			24,468	24,512
Trans Pubs - gross profit	50,870			50,870	77,475
Conferences and workshops	55,835			55,835	82,393
Contributions		861	546	1,407	1,394
Interest	2,141	7,498		9,639	7,741
Dividends					469
Sundry	12,530			12,530	11,966
Rent	31,600			31,600	25,976
	461,427	8,359	546	470,332	535,810
Expenses					
Salaries and outside personnel	189,849			189,849	234,088
Payroll costs and benefits	24,755			24,755	28,523
Occupancy (insurance, interest, utilities and depreciation on bldg)	30,175		9,656	39,831	44,609
Printing (copying and reproduction)	54,947			54,947	61,790
Office (postage, supplies, equipment rental)	40,718			40,718	44,941
General (exam costs, data processing, meetings, mailings and other)	107,262	4,450		111,712	113,606
	447,706	4,450	9,656	461,812	527,557
Excess (deficit) of revenue over expenses before gains/losses on fixed assets	13,721	3,909	(9,110)	8,520	8,253
Net gains (losses) on sale of fixed assets	(150)			(150)	(246)
Excess (deficit) for the year	13,571	3,909	(9,110)	$8,370)	$8,007
Other changes in fund balance:					
Principal payments on mortgage and note	(6,334)		6,334		
Interfund transfers	292		(292)		
Fund balance, December 31, 1981	73,459	120,146	142,809		
Fund balance, December 31, 1982	$80,988	$124,055	$139,741		

NOTES TO FINANCIAL STATEMENTS:
December 31, 1982 and 1981

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 $138,666 ($8,916 in 1982 and $129,750 in prior years) remodeling and renovating the property. Depreciation of the buildings and improvements has been charged to operations in the amount of $9,656 for 1982 and $8,708 for 1981.

3. **Special Funds:** the Scholarship Loan Fund was established by the Board of Trustees in 1975. During 1982, loans were made to sponsored individuals in the amount of $9,030. 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 $2,200 in 1982 and $4,500 in 1981. Scholarship loans of $750 were converted to grants during 1982.

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.

5. **Reclassifications:** certain 1981 accounts were reclassified to conform with 1982 presentation.

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MARATHON:	October 22, 23, 1983	Michigan
WORKSHOP:	November 8, 9, 1983	Michigan

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Ellyn Bader and staff — Palo Alto, California

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DATE	TUITION
July 25 - 29, 1983	$360.00

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Ruth McClendon and Sharon Roper — Aptos, California

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DATE	TUITION
July 31 - Aug 1, 1983	$140.00

ITAA CONFERENCE AUGUST 4-7, 1983

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DATE	TUITION
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Prior to the International Transactional Analysis Conference

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FELIPE N. GARCIA, San Antonio, is the founder and current organizer of USATA, and founder of the Center for Studies in Peace, and author of "Reactivity"--a tool used for peaceful mediation.

GAIL & HAROLD NORDEMAN, Cincinnati, are Clinical Members of the ITAA and Co-directors of A Growing Place, a center providing nurturing, structuring, and creative problem solving.

ELAINE CHILDS GOWELL, C.T.M., Seattle, is the author of Bodyscript Blockbusting and Reparenting Schizophrenics, and a well-known therapist working with regressive and bio-energetic techniques.

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1984 Winter Congress



January 23-28, 1984

Santo Domingo, Dominican Republic



In late April, ITAA President Norman L. James, PhD, and Ana Tholenar de Borbon of the Dominican Republic, met at the ITAA headquarters to finalize plans for the 1984 Winter Congress in Santo Domingo. Fortunately, we were able to take them away from their busy schedule long enough to get this preview of what sounds like a very special event.

Script — we understand that you have some exciting news to share with us about the 1984 Winter Congress.

Norman James — yes. At the January 1983 meeting in Oaxtepec, Mexico, the Board of Trustees agreed to choose another sunbelt site for the next winter congress. The Caribbean was mentioned, with Santo Domingo in the Dominican Republic as one of the possibilities. When I made a site selection visit there in March, I found a very supportive contingent of people and, in particular, a person who was willing to take on the responsibility for coordinating the conference. That person is, of course, Ana de Borbon. So, plans are being finalized and the conference is set for January 23-28, 1984.

I think it will be a really neat conference. It's the second one we will be participating in with the Latin American TA Association (ALAT) and, appropriately enough, the theme is "Strategies for Cooperative Change." We are getting a lot of support for this conference from the government of the Dominican Republic as well, and I really want to encourage all ITAA members to attend.

Script — Ana, perhaps you could tell us a little about the Dominican Republic.

Ana de Borbon — sure. The Dominican Republic is one of the countries on the island of Santo Domingo, the other being Haiti. Our island was the first one in America to be settled, so we have the first cathedral, the first university, a lot of firsts. Our history is very rich and varied. For example, we are one of the three places that claim to have the ashes of Christopher Columbus. The other two are Spain and Italy, but, of course, we say that our claim is the truth!

Generally, people combine a trip to a conference in some place like Santo Domingo with a bit of tourism and vacation. The island offers a beautiful setting for all three activities. In addition to government support, we also have the backing of TA associations and other associations in the country. The Secretary of Tourism will even be giving an open speech at the conference.

Script — how about other social events at the meeting?

Ana — well, we will be having a welcome party with dinner and also a banquet to close the conference. There will be musical groups that are representative of our country and also the Ballet Folklorico will perform for us. And, of course, there are always the beaches and the beautiful ocean scenery.

Norman — I can certainly attest to the beauty of the scene — it is just spectacular! The two hotels, the Hispaniola and the Santo Domingo, give a very nice contrast between maintaining and restoring the old and building the new. The Santo Domingo, which is in front of the Hispaniola, has a lovely ocean view, and the hotels are less than half a city block from each other. We will have access to a beach that is approximately ten kilometers long which people can use for jogging, walking, sight-seeing, or just sitting and doing ocean-staring. It is beautiful and undisturbed. The hotels, which are owned by Gulf and Western, a New York corporation, both have swimming pools and the meeting rooms, the food and the comforts are excellent.

Script — it sounds like the setting itself will be an inducement to make people from all over the world come to the conference, but I also understand you have some pretty exciting ideas for the program, too.

Ana — that's true. We are interested in having people from various countries really sharing their new perspectives and developments in TA. We would particularly like people from Latin America to work with people in ITAA in such a way that many of the additions to TA theory and practice that have been made by Latin Americans can be explored. We want to continue what started in Mexico in 1983 by bringing together the two associations in a cooperative exchange of information on TA.

Norman — one of the neat things that Alberto Rocha Tavares, President of ALAT, mentioned in his opening speech in Oaxtepec was, "We are glad to have the ITAA participating with us here, and we'd like for them to know that we have something to teach them, too." What we're looking for in Santo Domingo is a way for that to actually happen, to have a really mutual exchange. So, while ITAA is officially serving as the host for the 1984 Winter Congress, rather than doing a joint meeting like we did in Oaxtepec, it will, nevertheless be a cooperative one in the sense that ALAT is sharing the responsibility for generating participation from its own members.

Script — how do you plan to foster the kind of mutual exchange you want?

Ana — we hope to increase the "cross-fertilization" of ideas by having as many people as possible do joint presentations. For instance, people from ALAT who are working in a particular clinical setting might get together with ITAA members who are doing similar work. This is an invitational conference and anyone who would like to be invited to present can send a brief description of what they might do to either myself, if you are an ALAT member, or to Rosanne Lawson, if you are a member of ITAA. These proposals will be reviewed by the two Program Committees and then there will be a matching. People will be notified by mail and asked to present jointly. Since we plan to make many of the decisions about programming at the ITAA Summer Conference in Oakland this August, it would be helpful if people who are interested in presenting could get their proposals to Rosanne or me by July 31, 1983.* The final deadline is August 31.

Script — it sounds like you will have not only the presenters offering something to the audience, but also to each other.

Norman — that's true, and I want to emphasize that, while we won't be able to invite presentations from everyone who might like to come, I still want to extend a personal invitation to each ALAT and ITAA member to attend the conference, whether or not they present.

Ana — I also want to let people know that, since we will have translators available, language should be no problem either for presenters or for people listening to presentations.

Script — Ana, is there anything our readers should know about making a trip to the Dominican Republic?

Ana — people from some European and Latin American countries will need visas. We have already contacted the diplomatic office that takes care of that and are getting a list of those countries and the time it will take to get visas. We want to encourage people from those areas who are planning to come to write a letter to the Dominican consulate or embassy in their country soon so that they will get their visas in plenty of time. In some places, for instance, it may take three months.

Norman — I also want to mention that the fee structure for this conference is very reasonable. For approximately $400 per person, double occupancy, participants will get their room for Wednesday through Saturday nights, breakfast and lunch for those days, a welcome dinner, a banquet and conference registration. I think it is a really good package and encourage people to watch the July and August *Scripts* for registration forms.

Script — is there anything that either one of you want to add before we wrap this up?

Ana — I would just like to say that the group in the Dominican Republic is really looking forward to having TA people from all over the world come to this conference in our country. We will be most happy and eager to receive all of our colleagues and friends next January.

*Ana Tholenar de Borbon — Juan Baron #3, Pinatini, Santo Domingo, Dominican Republic
Rosanne Lawson — 128 Belvedere St., San Francisco, CA 94117

ITAA 1983 Summer Conference

Youth Program Help Needed

Wanted: Youth 19 and Older

Do you want to earn $25 at the ITAA Summer Conference and have time for yourself as well? We need young adults to participate on adult resource teams working with kids 3-5, 6-10, 11-14 and 15-18 years old. Your responsibilities would include working Thursday, Friday, and Saturday mornings (9:00-1:30) or afternoons (1:30-6:00) with one age group. You would also need to attend the team planning meeting, Wednesday, August 3 from 10:00-3:00.

Adults Wanted Too

We are also recruiting adults for teams working with the various age groups. **Qualifications:** the ability to work with children in accepting, creative, fun ways. **Responsibilities:** attending the planning meeting Wednesday, August 3 from 10:00-3:00, and being responsible mornings (9:00-1:30) or afternoons (1:30-6:00) for children 6-10, 11-14, or 15-18. **Satisfactions:** your conference registration and room for the nights of the conference will be paid; knowing you've made a positive impact on the lives of the kids with whom you'll be working; and lots of strokes and appreciations.

If you are interested in helping at either level, please contact Mary Urban at 46 Fayette St., Cambridge, MA 02139; (617) 492-3323 by *July 1, 1983.*

Connector Room

Once again it's time to connect with your TA family back home again in the Connector Room at the ITAA Summer Conference where you can get strokes, laughs, music, food, coffee, juice or just hang out.

The Connector Room, open Monday-Saturday, 8am to midnight, will be located where it was when we were last in Oakland — across the garden from the swimming pool, in the center of everything. The July *Script* will list times for various discussions, joke night and the newcomers' party.

Please drop in and enjoy the fun! If you'd like to volunteer your services to greet newcomers and old friends, play a musical instrument, give a massage, lead a discussion on any topic of interest to you, host the newcomers' party or if you speak French or Spanish, please contact Natalie Garber, 520 Amherst Rd., Belchertown, MA 01007; (413) 256-0549.