The Script

ITAA

INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION

VOL. XXVIII, NO. 5 JULY 1998

Transactional Analysis and the Faces of Violence

by Bill Cornell

I feel great pride in the applications of transactional analysis reflected in this *Script*, a special issue that addresses the use of our theory in relation to social and domestic violence and conflict management. Here we see the activist roots of transactional analysis expressed in community, social, and political spheres. I hope the dedication and determination reflected in the work of our authors will touch and inspire you.

We open with two articles concerning education about and treatment of violence, one by George Kohlrieser addressing violence on a global scale and the other by Steve Cryor and Janet Scott addressing violence on a local scale. George brings together transactional analysis and attachment theory, stressing the importance of our willingness to form bonds and alliances with people we do not like. George observes, "People cannot kill people; never have and never will. People who kill are killing objects, killing things in a state of detachment or broken bonding."

"In this Script we see the activist roots of transactional analysis expressed in community, social, and political spheres."

Steve and Janet then describe how they integrate transactional analysis and Asklepieon models in their work with violent students. Rather than either minimizing or punishing violence, they offer a program within the school that engages, informs, and challenges students to examine and change beliefs and behaviors. We see reflected in both their article and George's the effort to create bonds, involvement, and dignity.

Janet and Steve work here in Pittsburgh, Pennsylvania, where transactional analysis has been an active force for 25 years. The transactional analysis therapists in this city have always tended to be of the activist persuasion, deeply involved in the treatment of domestic violence, men who batter, sexual abuse, child abuse, and family systems. A couple of days ago I attended the memorial service for Ed Steytler, husband of Anne Steytler, a long-time ITAA member and one of a small group of us who brought transactional analysis to Pittsburgh. Ed was a retired history professor who died after a long and difficult illness. Anne is

- *continued on page 2*

Violence Begins When Bonding Ends

by George Kohlrieser

Conflict, aggression, and violence are all part of the same continuum. Needless to say, we are all directly or indirectly affected by it in everyday life in today's world. Understanding the origins of violence, how to prevent it, and what to do in the face of violence are all crucial. Understanding what leads someone to kill, to threaten to kill, or even just to want to kill can provide important insight into the dynamics of conflict. In my 30 some years of working with aggression, violence, and hostage taking, transactional analysis has been my most important tool and attachment-separation theory my most important basis for understanding.

"In my 30 years of working with aggression, violence, and hostage taking, transactional analysis has been my most important tool."

The Roots of Conflict

Conflict is rooted in difference; that is, if there is no difference, there is no conflict. However, difference does not have to lead to conflict. There are people with great differences who are not in conflict because their desire to maintain a relationship is greater than any personal goal; and there are people with minor differences who end up violent with each other because they put a personal goal ahead of maintaining the relationship.

The definition I use for conflict is ***"a difference between two or more people, groups, cultures, or societies characterized by tension, emotionality, disagreement, and polarization where there is no bond or the bond is broken."***

People cannot kill people—never have and never will. People who kill are killing objects, killing things in a state of detachment or broken bonding. This works on both sides of the sword. For the murderer it is clear, but for the police officer or soldier it is the same. Law enforcement and military training demand that the individual learn how to be detached enough at a given moment to see another person as an object in order to kill in the line of duty. And there is always a price to the heart, soul, and mind of the person who kills, regardless of how well trained he or she is.

The killer must see the other person as nothing more than an object to be eliminated. If at any moment that object becomes a human being, a person provoking empathy in the killer, the act of murder is stopped cold. The problem is those individuals who are so wounded in their attachment capacity that they cannot feel empathy, form human bonds, or maintain bonding under high emotional stress.

Verbal aggression or aggressive actions filled with depersonalization and detachment have the potential for escalating into violence. The violence-prone person has a weak history of healthy attachment behavior and easily sees others as objects to manipulate. At the same time, the violence-prone person is manipulative and easily left feeling humiliated and rejected. This framework becomes especially explosive when two such persons meet and quickly act to defend their own integrity.



Training to be Violent

It used to be that terrorists were trained by having to cut the head off of a baby and play football with it, or having found an unwanted baby, kicking it to death as a group. The goal is simple: to teach detachment so that the terrorist will kill men, women, and children on command. We all gasp in horror on hearing of such brutal tactics, yet how many children grow up abandoned, deprived, tortured, or physically or sexually abused? Already, at an early age, we can see "little terrorists" formed by what they have been forced to endure. Such children, the ones who are unable to control their emotions or to feel empathy, are the same ones who are able to hurt or torture other children or animals. And no parent is present and powerful enough to teach and model appropriate social behavior to these youngsters. It is sad, yet true, that some children have never learned how to form and maintain positive affectional bonds.

- *continued on page 7*

"Choices and Consequences: A Secondary Violence Intervention Group

by Stephen G. Cryor and Janet L. Scott

In 1990, the Women's Center and Shelter (WC&S) of Greater Pittsburgh developed a violence intervention and prevention curriculum designed to reduce violent misconduct of secondary students who had been suspended for fighting. This program was originally rooted in domestic violence philosophy: Violence is a learned behavior and can be unlearned. Much of the original curriculum was similar to batterers-intervention curricula that approached treatment from the perspective that domestic violence is a societal problem that enculturates a belief system that supports male entitlement in intimate relationships. Abusers can unlearn violent control by changing their beliefs about power in their relationships. Although the students who were referred to the group were violent against students in addition to their girlfriends, the curriculum challenged the students to look at their need to maintain their sense of power through violence.

"Our assumption is that violence-prone youth have learned to play self-destructive games that reinforce their life position and life script."

In 1992, gang and youth violence involving weapons and homicides reached unprecedented levels in Pittsburgh, as well as in the rest of the United States. Our original curriculum proved ineffective with this population of violent youth. Stephen G. Cryor, a former Chief Coordinator for the Asklepieion North Therapeutic Community in Oxford, Wisconsin, and an education specialist, was hired to develop a new violence intervention curriculum. This curriculum needed to challenge the behavior of violent students who were gang members and child witnesses of domestic violence,

- *continued on page 3*

THE FACES OF VIOLENCE

continued from page 1

a retired social worker and a very much unretired and unrelenting social activist. The Unitarian Church was filled to overflowing with representatives of almost every politically active group in this city, and many members of the transactional analysis community were there to offer their love and support to Anne and her family.

It was Anne and her friend Ellen Berliner who founded the Pittsburgh Women's Center and Shelter in the early 1970s, staffed entirely with volunteers and beginning in Ellen's kitchen. Officially incorporated in 1974, the shelter in Pittsburgh was one of the first in this country and has served as a model for the women's shelter movement in the United States. Anne still volunteers her Thursdays at the Shelter. I'm sure she'll be there this week as usual.

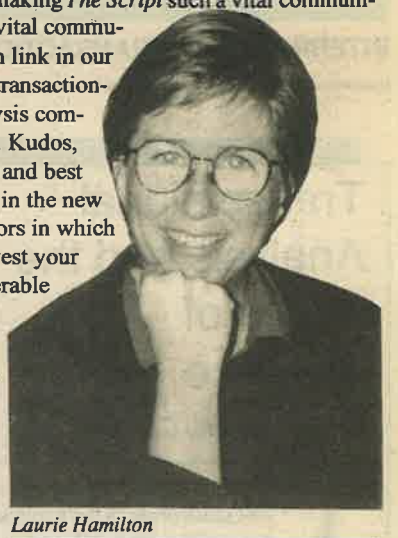
Another article in this *Script* is about the current work of the Pittsburgh Women's Center and Shelter. Authors Terry Bicehouse, Lynn Hawker, and Shirl Regan describe the application of transactional analysis in the education and counseling of battered women, staff training, and community outreach.

The themes and struggles of battered women in Pittsburgh are mirrored in the article by Laura Schiel describing her programs for education about and treatment of domestic violence in the Dominican Republic. Laura offers a compelling account of the social context of domestic and marital violence and her efforts to offer tools that enhance women's and adolescents' sense of empowerment, dignity, and autonomy.

Linda Gregory, writing from Australia, summarizes her research into the causes of male violence, identifying factors in the formation of scripts that sanction (or even require) violence as a coping strategy. In Laura's and Linda's articles we see the lethal impact of demeaning and dehumanizing cultural and gender-based scripting. We also see the constructive impact of transactional analysis applied at the level of behavioral intervention and social control.

Transactional analysis has been unique among therapeutic modalities in offering a theoretical and technical system for interventions at either the cognitive/social or intrapsychic/script levels. Unfortunately, in my view, approaches that emphasize intrapsychic interventions have come to be seen as more valid and substantial than the social applications of transactional analysis. However, many people in our world do not have the financial or life circumstance luxury to become engaged in therapy for long-term, intrapsychic change. What may be most satisfying and ideal for the therapist may not be possible for the client. I think in the work described in this *Script* we see the immense potential for change created by transactional analysis programs for education, support, and counseling thoughtfully designed and executed at a social level of intervention.

Having now finished this, my fourth issue of *The Script*, I am aware as never before of the time, energy and commitment that this job requires and the debt of gratitude owed to the select group of people who have in the past performed so well in this position. I am especially aware of the efforts of Laurie Hamilton, my predecessor, who served as editor from 1994-1997. This was not an easy time in our history given the many financial and political challenges we faced during that period. Since I myself hit the ground running, as they say, in response to current controversies, I did not do earlier what I wish to do now: thank Laurie publicly for her four years of service and for her part in making *The Script* such a vital communication link in our global transactional analysis community. Kudos, Laurie, and best of luck in the new endeavors in which you invest your considerable talent and energy.



Laurie Hamilton

The Script ITAA

The Newsletter of the International Transactional Analysis Association
450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA. Phone: 415-989-5640
Fax: 415-989-9343
E-mail:itaa@itaa-net.org or 76734.2074@compuserve.com
Web Page: www.itaa-net.org

Editor: Laurie Hamilton, PhD
Managing Editor: Robin Fryer, MSW
Executive Director: Susan Sevilla, MA
Publications Assistant: Elizabeth Ott
Journal Entry Sub-Editor: Ted Novey
Research Sub-Editor: Elana Leigh

Desktop Publishing: Stacy Jolles
Printing: MarinSun Printing

Subscription Rates: $10 as part of all ITAA membership dues; not available by separate subscription.

Advertising Rates:
Classified Ads: $5/per 80 characters/spaces

Display Ads: Copy should be camera-ready on clay-coated stock.

Ad Size	Rate	Width	X	Height
1/16Page	$50.	2" (5cm)		3"(7.6cm)
1/8 Page	$90.	4-1/2"(11.5cm)		3"(7.6cm)
1/4 Page	$170.	4-1/2"(11.5cm)		6"(15.2cm)
3/8 Page	$250.	4-1/2"(11.5cm)		9-1/4"(23.5cm)
1/2 Page	$330.	9-1/4"(23.5cm)		6" (15.2cm)
		4-1/2"(11.5cm)		12-3/4" (32.4cm)
9/16 Page	$370.	6-3/4"(17.2cm)		9-1/4"(23.5cm)
Full Page	$625.	9-1/4"(23.5cm)		12-1/3"(32.4cm)

Deadlines for copy and advertising—first of the month prior to the month of publication. (*The Script* is not published in January, May, or September.) Deadlines: 1 August for the September-October issue.

Note: Publication of advertising in *The Script* does not imply endorsement by the newsletter, the Editor, or the ITAA.

The Script (ISSN 0164-7393) is published monthly except January, May, and September by the International Transactional Analysis Association. The subscription rate is $10/year as part of dues for all classes of membership. For information on dues rates for various membership classifications, contact the ITAA office at the above address. Periodicals postage paid at San Francisco, California and additional mailing office. POSTMASTER: send address changes to *The Script*, 450 Pacific Ave., Suite 250, San Francisco, CA 94133-4640.

©1998 International Transactional Analysis Association, Inc.

Recycled Recyclable



Scripting for Domestic Violence

by Linda Gregory

Past research has provided us with some valuable knowledge about the causes of domestic violence and about the impact of violence on victims. Years of work has resulted in progress in areas such as prevention, shelter, treatment, and improvement in the justice system's reactions to violence. However, violence is still occurring. Part of the research I am currently conducting is focused on the underlying causes of the violence men, in particular, perpetrate on their partners. The other aspect of my research is concerned with understanding why most males are not physically violent to their partners, since knowing that may facilitate long-term prevention.

Causes of Violence

Each man interviewed for this research said he felt that the main cause of male physical domestic violence is dominant masculinity scripting, which has occurred for untold generations. Certain messages and experiences cause some males to choose to be violent and to use power and control tactics with their partners. For example, statistics show that most violent men were raised as children in violent families; in such a milieu, some of them were programmed to decide that violence is an acceptable way to behave and to solve problems. In addition, on a societal level, violence has historically been condoned and accepted to a large degree, which has allowed men to be violent to their partners with little or no consequences.

On the other hand, other men who experienced violence in childhood were terrified by it. They decided that to be safe and maybe achieve some love, they had to have everything in control. As adults they still fear something terrible will happen if they do not maintain this control.

Gender Scripting that Supports Violence

Social and family scripting of both males and females is a major factor in the prevalence and continuance of violence and aggression in relationships in our society today. For males in Western culture there are messages about the right of ownership over family, the right to expect obedience from wife and children, and the requirement to be strong, be perfect, work hard, be cool and collected at all times, be tough, be in control, and be competitive—in short, to be a macho man. Injunctive messages include don't be close or vulnerable; don't show feelings, especially sadness or fear; don't be nurturing or intimate; don't let your guard down; and don't be a child. Many men believe they have a right to get what they want and to be taken care of; they feel they have a preferential place in society because they are male, especially if they are white, educated, middle class, and heterosexual. "Real men" are superior to women and to men who do not conform. Women should be kept in their place, and women's work is demeaning for men to do.

"Each man interviewed for this research said he felt that the main cause of male physical domestic violence is dominant masculinity scripting."

For many men, one result of this scripting is emotional illiteracy. For many men who take on this scripting the result is power and control issues and/or violent behavior. Often these men have an underlying fear, a belief that "if my partner becomes adequate she will leave." Thus they are invested in keeping their partners dependent.

Female script messages in Western culture may include: be dependent, be responsible for nurturing, keep everyone happy, be vulnerable, please your partner at all times, stroke your partner's ego, be perfect, don't be too intelligent, don't expect anything for yourself, don't be you, don't be important, don't think, and don't show anger. Women have for centuries been discounted and told they were less important than men. (I recommend you read Muriel James's "Down-Scripting of Women for 115 Generations," *TAJ*, January 1973.)

Both historical and present-day scripting of women may result in women having low self-esteem and the perception that they actually cause bad things to happen and are to blame for many problems, including violence. Thus, women may believe violent partners when they say, "You make me do this; if you were different, this would not happen." Many women have been taught to believe that if they dare to become adequate or independent, their partner will not stay. Men who decide to accept traditional script messages may then develop various types of relationship emotional symbioses. These often include violence, especially if the symbiosis is threatened.

Three Types of Violent Men

I have identified three main types of violent men.

Type 1: Lord of the Manor. This violent man operates from the aforementioned scripting, deciding it is his duty or right to be the boss and to keep the family in control. He takes a "spare-the-rod-and-spoil-the-child" attitude toward his wife and family; he expects to be the boss and expects his wife to be subservient. His relationships usually involve a first-order symbiosis, with him in the Controlling Parent position. Women who conform to traditional female scripting often become the partners of these men because they feel it is their place to be subservient.

Type 2: Frightened Boy. Many of these men grew up in violent homes in which they often felt terrified, unloved, and fearful for their own safety or the safety of their mothers and/or siblings. Many made the decision that "I have to make sure everything is just right to avoid father's violence. Maybe if I'm perfect he will love me. To be safe or get some love I have to have everything in control." These men develop a second-order symbiosis with a partner, and if anything threatens their

- *continued on page 7*



Transactional Analysis as an Integral Part of Domestic Violence Theory and Practice: The WC&S Model

Terry Bicehouse, Lynn Hawker, and Shirl Regan

(In referring to abusers and victims we use the convention of "he" and "she." We are aware that men are occasionally victims, and there is abuse in same-sex relationships as well.)

Transactional analysis provides a concrete and clear thinking structure for looking at the dynamics of domestic violence. It does not conflict with other theories or methods of treatment and is readily understandable. Our experience is that when staff and clients are introduced to the theories of transactional analysis in the context of domestic violence they readily recognize and accept its usefulness.

At the Women's Center and Shelter (WC&S) of Greater Pittsburgh, transactional analysis has been used as part of ongoing staff training. Starting in the fall of 1998, a basic transactional analysis theory workshop will be required as part of the formal structure of staff development. We also use the drama triangle in training staff and volunteers in the dynamics of victimization. The description of the roles of Victim, Rescuer, and Persecutor provides a thinking structure that complements and supplements domestic violence theory.

A fringe benefit staff discovered after being introduced to transactional analysis was the usefulness of the theory in dealing with the interactions of staff themselves. In discussions about clients and the use of transactional analysis, staff began to apply the same theories to their own issues and to work out difficult problems with each other. Thus, transactional analysis theory has become an important part of the overall culture of WC&S.

Decontamination lays a foundation for our work in domestic violence with staff, victims, and batterers. The decontamination work challenges long-held value systems and belief systems about men, women, relationships, power and control, and sex roles.

In training sessions we typically use an exercise in which people complete the following sentences:

– "Men should always . . ."
– "Women should always . . ."
– "Men should never . . ."
– "Women should never . . ."

(In the grade-school curriculum these are explored as "pink and blue" rules.)

Typical answers include: "Men should always be in control," "Men should always be right," "Men should always be strong," "Men should always know what to do," "Men should always be in charge," "Men should never cry," "Men should never be wrong," "Men should never waver," "Women should always be worshiped and adored," "Women should always take care of people," "Women should always be more emotional," "Women should always respect their husbands," "Women should never talk back," "Women should never be in control," "Women should never be demanding," and "Women should never disagree."

These typical answers come from batterers' groups, women's groups, and staff training groups. The answers have remained consistent over the 15 years we have been using this exercise. They open the door to discussion of expectations in relationships, rigidity of sex-role stereotypes, the beliefs that support men in controlling women, and the invitation to violence when the other person is not acting "right."

In our systems-advocacy work we deal with contaminated beliefs about battered women, batterers, and the causes of domestic violence. This advocacy work encompasses police, the justice system, medical personnel, clergy, teachers, and child protective services. Ideas and statements such as, "She must like it because she stays," "She's passive and dependent," and "She has low self-esteem" are part of a widespread contamination that lumps all battered women together; defines them as wrong, sick, or somehow lacking; and discounts the results of daily abuse, whether verbal or physical. "She must have done something to provoke him," "He had a rough childhood," "He was under a lot of stress," and "He was just angry" are contaminations others use to excuse or discount the abuse.

In counseling victims, decontamination work often focuses on her discounting or minimalizing the abuse: "Others have it worse," "He's a good provider," "He's a good father," and "It wasn't that bad."

With batterers there is the same discounting and minimizing: "Yes, I hit her, but I didn't really hit her"; "I've never used my fist"; "I can't be all that bad or she wouldn't be here"; "At least I'm not as bad as (her father, my father, her first husband, etc.)"; and "I do it for her own good."

Another way that contaminated thinking plays a role in an abuser's choice to use violence is described by Hamish Sinclair (training in Pottstown, PA, October 1993, for Batterers Intervention Service Network of Pennsylvania). Sinclair says that a violent incident consists of four parts:

1. She denies an expected service.
2. Therefore, she has defied his authority.
3. He has a "moment of fatal peril" in which he is scared because things are not as they are supposed to be.
4. He then tries to regain control by making her or things be the way they are supposed to be by using violence.

Realizing the contaminations at any of these points can interrupt the sequence and prevent the violence.

Transactional analysis provides a common language for talking about a variety of thinking constructs in a way that we can conceptualize and then explain to others. Whether it is Sinclair's violent incident, power and control as described by domestic violence theory, or victimization, the framework of transactional analysis ties theories together and makes them readily understandable and useful in our work.

Terry Bicehouse is coauthor of End the Pain: Solutions for Stopping Domestic Violence. *He has been providing domestic violence intervention services and working with batterers for 14 years. Lynn Hawker, PhD, CTA, is coauthor of* End the Pain: Solutions for Stopping Domestic Violence. *She worked as a psychotherapist in private practice for 15 years. Currently she is Clinical Manager of the Nonresident Program at the Women's Center and Shelter of Greater Pittsburgh. Shirl Regan, LSW, is the assistant director of the Women's Center and Shelter of Greater Pittsburgh. She has 19 years of experience in working with domestic violence.*

CHOICES AND CONSEQUENCES

continued from page 1

students repeatedly in trouble due to their difficulties with authority figures.

The new curriculum, called "Choices and Consequences," integrates three philosophies: transactional analysis as developed by Eric Berne, the Asklepieion principles developed by Martin Groder, and domestic violence theory, an evolution of philosophies and practices developed by battered women's programs since the late sixties.

Our working assumption based on the three philosophies is that violence-prone youth have learned to play self-destructive games that reinforce their life position and life script. Our goal is to confront their discounts and expose their games in an environment that reparents them with values that reinforce winning behaviors.

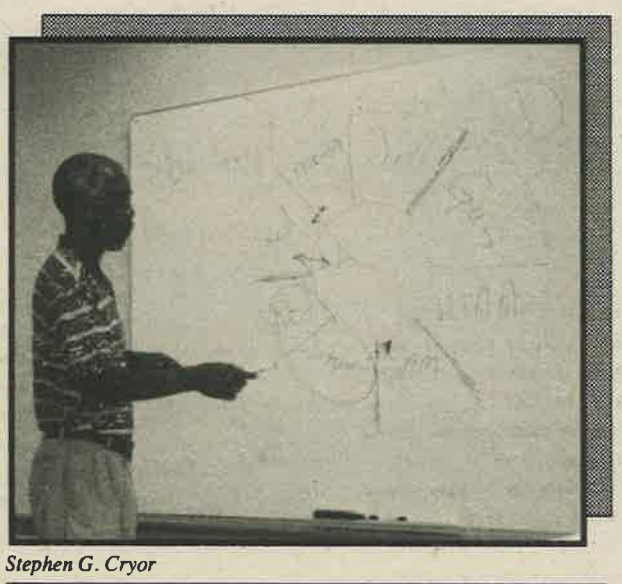
Group Process

Students are referred to "Choices and Consequences" by the administrator in charge of discipline. Most often the group is recommended for students on their return from suspension as a means to reduce repeated violent misconducts. It has also been recommended for students who are viewed as at-risk for violence due to their verbal and emotional abuse of others in school. A school counselor cofacilitates the group with Stephen Cryor. This cofacilitation ensures that the school understands the curriculum, refers appropriate students, and reinforces the group principles throughout the week. The school counselor also assesses students for child witnessing of domestic violence and their appropriateness for group. Students with serious addiction problems or mental health disorders are not appropriate for the group.

"Choices and Consequences" Curriculum

Each group meets during the school day weekly for twelve weeks. Ideally, the group would involve two periods per week; however, most schools will not pull students from class more than one period a week. Some students may elect to participate in group all year with the permission of administration. This weekly contact has been particularly helpful for students who have had an ongoing history of school violence and school failure.

The curriculum was designed to present the information in one 45-minute period. Topics discussed include structural analysis, transactional analysis proper, strokes, time structuring, life positions, life scripts, and games. An example of one activity in a group is as follows: After the facilitator offers a didactic presentation on the structure of the personality, students are divided into small work groups. Each group is assigned one ego state, and then group members devise a list of words or phrases that their ego state might use in the following exercise: "You are allowed to have a birthday party. Plan your birthday party from your assigned ego state." The students then demonstrate the three ego states in response to their birthday party.



Stephen G. Cryor

For example, the Child ego state may express, "I want reefer, booze, boys and girls, and no chaperones!" The Parent ego state may express, "Absolutely no troublemakers should be invited, everybody has to be on their best behavior, and how dare you consider booze or drugs!" The Adult ego state may inquire, "How much will the food cost, how many people can I invite, where will we have it, and what will our entertainment be?"

Outcomes

The success of "Choices and Consequences" is measured in a number of ways. Pre- and posttests measure an increase in awareness of the educational component of the group. Over the six years of implementation, increase in awareness has been approximately 80%. School attendance, performance, and behavior (number of suspensions or detentions related to violence) are measured prior to group participation and at the end of group. Overall, students' grades improve, attendance improves, and the number of assaultive misconducts reduces.

In 1997-1998, "Choices and Consequences" was implemented in three Pittsburgh area high schools: two urban and one suburban. Kristen Ericson, Student Assistance Coordinator and cofacilitator of the group at Oliver High School states, "Students with fewer issues do better in group. They integrate the knowledge intellectually and adapt the concepts in a constructive way. These students had no further altercations in school."

"Choices and Consequences" is a work in progress. It is not a panacea for ending all youth violence, but a beginning for challenging violent youth to think and behave differently. Cryor believes he has made progress with students who are asked at the beginning of the group, "What will you do if someone hits you?" Most students respond, "Hit 'em back!" At the end of group, if the response is "I don't know, or it depends," Cryor feels a significant change has taken place. Students are learning to move into an Adult ego state and to gather data before responding to situations that reinforce a loser script. They are then on the path to becoming winners.

Stephen G. Cryor is a graduate of Asklepieion and is the North Training Institute Education Specialist at the Women's Center and Shelter of Greater Pittsburgh. Janet L. Scott is Director of Education at the Women's Center and Shelter of Greater Pittsburgh. Training is available on replication of "Choices and Consequences." For more information, call Janet Scott at 412-687-8017, ext.332.

ITAA News

Welcome to New Members

January 1998

New Member	*Sponsor*
Rabstejnek, Carl	Eugene Kerfoot
Sato, Reiko	Yoshitaka Moronaga

February 1998

New Member	*Sponsor*
Allen, Barbara	James Allen
Brecard, France	—
Clarke, Richard W.	—
Craft, Michael	Eugene Kerfoot
Hojyou, Hiroyuki	Yoshitaka Moronaga
Lee, Asta	—
Livakovic, Branka	—
Merenda, Giuseppe F.	—
Morrison, Margaret	John Gladfelter
Redmond, Janet	—
Shadbolt, Carole	—

March 1998

New Member	*Sponsor*
Arredondo, Beverly	—
Ferreira, Ruthe A.	—
Fornaro, Antonella	—
Frost, Howard L.	—
Jovanovic-Boka, D.	Zoran Milivojevic
Jovanovic-Magyar, A.	Zoran Milivojevic
Keller, Roger R.	—
Lashley, Ishmael	—
Maksimov, Aleksandra	—
Markovic, Gordana	Zoran Milivojevic
Pan, Mark	Sissel Knibe
Parr, Margaret	—
Peart, Annie	—
Petti, John	Maxine Petti
Removich, Lev M.	—
Suzuki, Kaori	Yoshitaka Moronaga
Ubukata, Yayoi	Michiko Fukazawa
Van Mastrigt, Frank	Marijke Wusten

April 1998

New Member	*Sponsor*
Armstrong, Nickie	—
Cooley, Barney L.	—
Govednik, Zdenka	Zoran Milovojevic
Hema	Sashi Chandran
Kanemaru, Ryuta	Michiko Fukazawa
Lawson, Sylvie	—
Mehta, Nina M.	Sashi Chandran
Milenkovic, Snezana	—
Millard, Simon	—
Natarajan, C. T.	Sashi Chandran
Priya, Uma R.	Sashi Chandran
Salkauskis, Stan	—
Simon, Martin	—
Skledar, Stefen	Zoran Milivojevic
Tanabe, Tuto	Michiko Fukazawa
Wright, Carol E.	Elaine Childs-Gowell

Nominations Sought for 1998 Berne Award



The Eric Berne Memorial Award is bestowed on a person (or persons) who has made an original and significant contribution to transactional analysis in one of three categories: theory, research, or practice applications.

To make a nomination, the following material must be sent to the ITAA office by 1 January 1999:

- name(s) of author(s)
- publication citation
- area or category of contribution (specify only one of those listed above)
- brief title for the contribution
- a detailed statement supporting the nomination as an original and significant contribution to transactional analysis in the designated area
- name of the individual, group, or organization making the nomination
- at least one copy of the nominated article/book. If the article/book was written in a language other than English, send an English translation of the material being nominated along with a copy of the publication in its original language. If an English translation is not available, a summary or abstract of the major ideas presented in the publication must be submitted in English along with a copy of the publication in the original language.

Please note: It is the responsibility of the person or persons making the nomination to let the nominee know that he or she is being considered for the Eric Berne Memorial Award and to provide the person with a copy of the written material being submitted to the EBMA Committee. This is to be verified either by sending to the committee a copy of the letter to the nominee or a statement to that effect. Without this verification, the nomination will not be accepted, unless the person being nominated is deceased.

Please contact the ITAA office for complete details about preparing nomination materials for submission to the EBMA Committee.

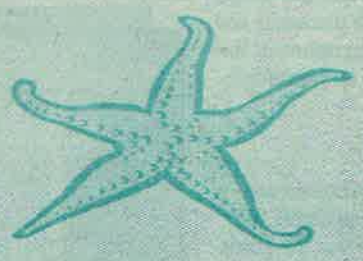
The International Transactional Analysis Association Presents:

EriC Berne Training Workshops
Zürich, Switzerland



August 9, 10, 11, 1998
These Workshops will be held at The School for Social Work prior to the EATA MITAC.
Two workshops to choose from daily.
August 9 B. Cornell or V. Joines
August 10 J. Clarke or M.Goulding
August 11 G. Kohlrieser or R. Erskine

ITAA Conference
Maui, Hawaii



January 24-28, 1999
With Pre-Conference Gathering sponsored by USATAA January 23-24
Aston Wailea Resort
Maui ,Hawaii
Early Bird registration of $245 is good until September 1, 1998

ITAA Conference
San Francisco, California



August 18-22, 1999
With Pre-Conference Institutes
August 16-18
Paro Fifty-Five Hotel
Call for proposals due:
November 1, 1998
Early Bird registration of $245 is good until December 31, 1998

For More Information Contact:
International Transactional Analysis Association,
450 Pacific Avenue, Suite 250, San Francisco, CA 94133-4640, USA
Phone: 415-989-5640, Fax: 415-989-9343, E-mail: info@itaa-net.org
Visit the ITAA web Site!
Http://www.itaa-net.org

Domestic Violence in Dominican Culture

by Laura Schiel



Center for Women's Support staff (from left): Milagros Guzmán (administration), Laura Schiel (psychological consultant), Mariza Felix (receptionist), and Rosa Blanco (educational consultant).

The Historical Context

"It's better that I make a woman out of you before someone else does it," a father says to his daughter. That was one of the many things I had to understand and face when I began working with women and violence in Dominican society.

I was born and raised in Argentina and lived in Munich, Germany, for 12 years. There I was married, and three and a half years ago, my husband and I moved to the Dominican Republic, where he works for the German Development Service. I hoped that with my Latin American background and my many years of transactional analysis experience, I would find it easy to understand this new culture and to work with its people. The first thing I had to learn was that I was wrong.

I began learning about the background and cultural script of the Dominicans. I found a long history of rape and loss of roots and cultural identity as a result of years of invasion and oppression. Along with the native West Indians, the people here are descendants of Spanish and French conquerors, pirates, and African slaves. Recent history has included two North American invasions, 30 years of dictatorship, and a political system that is far from democratic. Small wonder that this land has a strong tradition of authoritarian thinking and behavior.

From the beginning, the people were taught to obey others and to humble themselves. They learned to forget who they are and to deny their needs. They accept that they belong to and must work and function for whomever is in power at the moment, to survive and go on. If you ask someone today how they are, the response is often, "Surviving, no more."

In the northwest, near where we live, 65% of the urban or village population is poor; in the rural areas it is 85%. About 10% of the population actually lives in the United States or Europe, which means that almost every family has at least one member in another country.

Don't Belong, Don't Think, Don't Feel, and Don't Talk are important injunctions people accept, internalize, and struggle with in their daily lives.

The Social Context

In Dominican society, domestic violence is seen as normal and necessary both to raise children and to communicate. The daughter grows up watching her mother spank and even cruelly beat her children, afterward consoling them and expressing repentance. Again and again there is screaming, yelling, and harsh words. There are so many things to do at home, there is no time for affection. The daughter withdraws and dreams through romantic songs and love stories—the famous telenovela of Latin American television.

Becoming a mother is the culmination of the training the daughter has had all her life. She will raise her children exactly the way her grandmother, mother, and aunt did. The high percentage of underage mothers means that in many cases the grandmother—still young herself because she was a teenage mother as well—ends up raising the children.

Here father is the law as he shouts and issues orders, using intimidation and punishment to secure his position. Everyone fears him. But—and this is important—he brings the money home. The father loves his children and his woman "in his way," says the mother, even though this means that he does not take care of them and does not know how to express his affection.

Relationships between men and women consist of the men giving orders and being physically abusive and the woman being submissive and keeping quiet. Sexually, the man takes the woman whenever he wants, with no regard for whether he is hurting her; his attitude is that of a violator, and she is the violated. They discount each other and themselves and believe that they have no other choice. After all, this is the same kind of relationship they have always seen at home. Machismo is related to these dynamics.

> *"They are realizing the tremendous dominance of the Child and Parent ego states in authoritarian systems."*

To be alone and isolated is the payoff. The women start to get sick, to dislike themselves, and to feel their lives are meaningless; the men end up going with other women or drinking or remain away from their homes altogether. It is in this context that I see many of these women. They are asking themselves if they are crazy or bad because they do not feel good about the situation in which they are living.

Conflict Resolution

I work for an NGO (nongovernmental organization) that is dealing with domestic violence in the region of Santiago, in the densely populated center of the country. It has educational, legal, and psychological departments, and the staff are all Dominican women.

I suggested the establishment of a regular monthly teamwork day with the all-women staff. We create a protected space in which the women can analyze and feel the relationship between their sociocultural and personal situations and the needs of clients. This increases their awareness of their own authoritarian behavior toward themselves and others. The teamwork helps the women to feel connected to the organization and also helps us to further the organization's plans and goals.

In the monthly meetings I use transactional analysis principles and some other tools such as neurolinguistic programing. The goal is to develop empowerment strategies and, in a protected and secure environment, to provide the women with new tools that they can incorporate into their daily lives, tools that allow them to develop greater spontaneity, intimacy, and awareness.

I begin by talking about ego states, using many practical exercises to illustrate the concepts. The group is alive, curious, and receptive. They are realizing the tremendous dominance of the Child and Parent ego states in authoritarian systems as well as the frequent contamination and exclusion of these ego states. We analyze and laugh a lot, exchanging experiences and practicing new forms of behavior.

The women and adolescents (both boys and girls), from 11 to 40 years old, who come to me for individual consultation, are teaching me what they need through their silence, shame, and fear. I let them know that I accept what and how they are, and I validate their mere presence as well as what they are thinking, feeling, and expressing. That produces the first impact on their moral, social, and cultural patterns.

I give much importance to our relationship and how it must be built with patience and respect so that it will contribute to increasing their self-esteem. Only then can they slowly begin to remember and become aware of their defenses, fears, and fantasies.

All of this requires a long-term process, one that most of the time ends too soon. Most of them do not return because of social pressure, because we could not develop the interpersonal contact of a therapeutic relationship, because the person decides to leave the country (the big Dominican dream), because it was not yet time, or just because. . . . And the circle closes.

Conclusion

I believe that in my role I offer a bridge between interpersonal and therapeutic relationships on the one hand and cross-cultural interactions that involve varying patterns of behavior on the other. Growing together into one world is both an increasing reality and a vision for the future. Transactional analysis is helping me to understand and to empathize with my own and other people's difficulties in being human.

Laura Bolardi Schiel is a certified psychotherapist and an ITAA Regular Member. She is married and has a young son. Please send reprint requests or comments to her at Pedro Henriquez Ureña 5, Apartado postal 761-2 (Feria), Santo Domingo, Dominican Republic; email: r.schiel@codetel.net.do



Call For Proposals
San Francisco, August 18-22, 1999
THEME: "At the Turn of the Century: The Continuing Development of Transactional Analysis"

You are cordially invited to submit program ideas for consideration; please address the conference theme in content. Please include: 1) information cover sheet (below); 2) an abstract of up to 100 words, to be used in conference publicity if your proposal is accepted; 3) a biographical sketch of 20 words; and 4) an outline of your presentation. DEADLINE: 1 November 1998

I. INFORMATION COVER SHEET

_____

PRESENTATION TITLE

_____

NAME: +Academic Credentials, ITAA Certification. IF NOT ITAA CTA: please include a Certified Member's written endorsement.

_____

ADDRESS: Street

_____

ADDRESS: City/State/Postcode/Country

TELEPHONE:_____ FAX:_____

CO-PRESENTER(S):_____
(Name(s) & highest academic degree). You must contact co-presenters, to ensure attendance or replacement.
FORMAT: ☐Lecture ☐Discussion ☐Panel ☐Paper ☐Experiential:_____
DURATION: ☐1.5 hours ☐3 hours ☐Paper (50 minutes)
AREA: ☐Clinical ☐Organizational ☐Educational
☐Other:_____
TRACK: ☐Theory ☐Treatment ☐Special Applications ☐Comparative
Modalities ☐Marriage/Family ☐Social Issues ☐Other:_____
LEVEL: ☐Begin. ☐Intermed. ☐Adv. ☐Practicing Psychotherapist
SIZE LIMIT OF GROUP: ☐No Limit ☐Limited to #_____
LANGUAGE: ☐English ☐Spanish, Other:_____
EQUIPMENT: Rooms have moveable chairs, flip charts; if additional equipment is needed, describe how you will supply it:_____
SAFETY: Describe potential risks (e.g. intense physical/ emotional experiences) & protection you will provide:
_____
NEW PRESENTATION: ☐Yes ☐No (where/when):_____
GOALS & OBJECTIVES: What do you hope to accomplish during your time?
_____

II. ABSTRACT Attach a typed abstract of up to 100 words to be used in conference publicity if your proposal is accepted.
III. BIOGRAPHICAL SKETCH. Attach a typed biographical sketch not to exceed 20 words.
IV. OUTLINE. Please sketch out a chronological outline of up to two typewritten pages: what will happen during your presentation. Include a plan showing use of time, how material will be presented, what learning aids will be used.
FEES: Presenters pay full registration fee; those attending solely to present pay the one-day registration fee.
RETURN YOUR PROPOSAL BY 1 NOVEMBER 1998 TO: ITAA 36th ANNUAL CONFERENCE, 450 Pacific Avenue, Suite 250, San Francisco CA 94133-4640, USA. Fax: 415-989-9343. No proposal will be accepted after 1 November 1998.

Members' Forum

A Proposal for an Integrated Self

Dear Editor:

I am writing to make some, hopefully, useful suggestions for resolving the controversy over the integrated Adult ego-state theory, which has been discussed in recent issues of The Script. There have been letters by Claude Steiner, Rebecca Trautmann and Richard Erskine, and other interested parties, which were triggered by my "Letter to Santa" in the January- February *Script*.

A bit of history: My interest in examining the proposed integrated Adult ego-state theory began from a reading of two papers by Richard Erskine (1988, 1991) in which he proposed this theory. These papers, to me a major redefinition of Berne's original ego-state theory, led me to enter into discussions by correspondence of ego state theory with Erskine and a number of other transactional analysts. This led, eventually, to the panel discussion by Landy Gobes, Nancy Porter-Steele, Bob Massey, and myself on ego states and self-concept theory presented at the ITAA 29th annual conference in Stamford, Connecticut. The papers from this meeting were edited, clarified, and published in the *Transactional Analysis Journal*(Novey et al., 1993). The principle points of the traditional three-ego-states theory and Erskine's more recent integrated Adult theory were carefully presented in the paper on "Ego States and the Self Concept." I registered my strong disagreement with the integrated Adult ego-state theory; however, at that time there seemed to be no observed data that could clearly distinguish between the two theories.

When I became editor of the *Transactional Analysis Journal* for 1994-1998, I felt it was important to take a neutral position so that selection of papers for publication would be based on an unbiased peer-review process. I required only that any new ego-state theory have some basis in new experimental or clinical observations. During these five years there has been little mention of integrated Adult theory, except for some discussion in an article by Erskine in the April 1994 issue, which was organized by the previous editor and guest edited by Mary O'Reilly-Knapp.

There has been, however, extensive presentation on the general field of integrative psychotherapy as developed by Rebecca Trautmann and Richard Erskine and their collaborators. Indeed, an entire issue of the *Journal* (October 1996) was dedicated, at my invitation, to this school of transactional analysis. The extensive theoretical and clinical papers presented quite a complete view of this approach; however, there was no focus on the integrated Adult ego-state model in any of these papers. This conjecture does not seem to be an essential part of integrative psychotherapy processes.

Now that my term of editor is essentially finished, all papers having been reviewed and selected for the 1998 issues, I feel freer to reexpress my concerns about this redefinition of Berne's ego-state theory and to present my counter arguments, which I have carefully considered over the past several years. Contrary to some of the comments in letters in the April *Script*, I have read, very thoroughly and with much interest, all of Erskine's and Trautmann's *Transactional Analysis Journal* articles over the years as well as Erskine's books on integrative psychotherapy and many other authors' articles on this subject. As a result, I am probably as knowledgeable as anyone on this approach.

I also want to make it clear that I appreciate very much the vast majority of the theoretical and practical approach of integrative psychotherapy to the importance of relationship in the therapy process. I only object to the new assumptions about the expanded concept of the integrated Adult—which negates Eric Berne's three-ego-states theory in "healthy" as well as script-driven individuals—based on a special interpretation of a few, relatively obscure, statements in Berne's books. The integrated Adult approach severely discounts the writings of Jack Dusay, Claude Steiner, Muriel James, Dorothy Jongeward, Fanita English, Bob and Mary Goulding, Stan Woollams and Michael Brown, Ian Stewart and Vann Joines, and many other pioneers and followers of the original Berne seminars and publications in which ego- state theory was developed and supported by observations. The integrated Adult model is not based on any new experimental or clinical data, only on personal reinterpretation of several sentences of Berne. After discussions with Erskine, I wrote about this in detail in my Journal Entry column in the September 1997 issue of *The Script*.

Some further fatal flaws in this theory are that it would eliminate the existence of different voices in our mental experience in favor of one Adult voice in a script-free person, a proposal which is contradicted by many theories of human personality, including gestalt, and numerous findings concerning generalized representations and schemas in brain research (see Churchland, 1995; Edelman, 1992; Hine, 1997; Stern, 1985). No one else that I know of proposes the nonexistence of internal dialogues in favor of a single voice speaking for an individual. If there are internal dialogues in healthy people, who are they between if not a variety of ego states?

Further, the idea that only Adult ego states can be in contact with the here and now goes against understanding of memory theory. How else can any memory, traumatic or not, be recalled and experienced in the now unless all ego states can be in contact with present reality? And if they are in contact with present reality, then they can be altered before they are restored to memory. This is the basis for all therapy processes.

I conclude that the concept of an integrated Adult ego state as a goal for internal mental integration psychotherapy is untenable. However, with one small change in the proposed theory, all will fall back into place, Berne's ego state theory again forms the basis for transactional analysis, and none of the useful approaches of integrative psychotherapy are lost. I ask that the following proposal be considered by Erskine and Trautmann. Instead of speaking of an integrated Adult, speak of an integrated self, a self that is comprised of three types of ego states—Adult, Parent, and Child. Parent ego states may contain negative as well as positive introjections. Child ego states may contain the results of traumatic and other fixation processes as well as "healthy" content, reactions, and adaptations. This definition of the self also fits with Berne's concept of the self as perceived and the "real self." The positive and clarifying spirit of this type of redefinition has been seen in the past when the Erskine and Zalcman racket system was redefined as the script system.

With this change, therapy will continue to focus on resolving, repairing, and replacing negative introjected or fixated memory patterns and the unuseful learned behaviors that follow. Information resulting from "healed" introjections and "unassimilated" fixations can be integrated into the "healthy" Parent, or Adult or Child ego-state patterns, as is suitable for relearning and to the kind of information stored in the various types of ego states.

What's more, we retain or regain the simple connections between the historically (up to now) developed mental structures of psychic organs (also called ego states by Berne) and the internal experiences and the externally expressed feelings and behaviors that are called "ego-state functions."

With these reredefinitions of the integrated Adult ego-state theory, what we all do in working with our clients regains a consistent theory, one that still remains open to the challenge of new and contradictory observations. Then we can refocus on doing what we do more effectively and efficiently.

Ted Novey, Glenview, Illinois

~ New Releases from the ITAA ~

BOOKS

Perspectives in Transactional Analysis
by Muriel James (270 pages, $25)

Theories and Methods of an Integrative Transactional Analysis
by Richard Erskine (256 pages, $25)

VIDEOTAPES

"Emotional Literacy and Transactional Analysis"
with Claude Steiner (78 minutes)

"The Forces Within Us: Acknowledging the Impact of Unconscious Drives in Practicing Transactional Analysis"
with Fanita English (58 minutes)

Coming in mid-1998

"Treatment of Multiple Diagnoses with Transactional Analysis"
with John Dusay (about 60 minutes)

"Game-Free Communication for Couples"
with Stephen Karpman (about 60 minutes)

All four videotapes were filmed as part of the Eric Berne Training Workshops presented in San Francisco during the summer of 1997

Special Offer: All four tapes for $155

Single tapes: $45 members, $55 nonmembers (includes shipping; add $5 per tape for BETA or PAL)

To order please send your complete name and address and a list of the books and/or videos you are ordering and either a check or money order in US dollars or complete VISA/MasterCard/JCB card information. Or write, call, or fax the ITAA for order information at 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640; fax: 415-989-9343; email: Ken@itaa-net.org

More on "Letter to Santa"

Dear Ted:

I enjoyed your fanciful wish for Christmas ("Letter to Santa," January- February 1998 *Script*). I, too, would like to have at least one area in which people agreed with my view of the world. A lifetime of seeing the world from a different perspective leaves me with empathy for your wish list. Even though I also change the meaning of standard transactional analysis terms, I appreciate the value of using the main-line standard definitions you proposed. I'm sorry your light-heartedness brought you so much anger. Know that at least one person chuckled.

Jonathon Wagner, St. Louis, Missouri, USA

TEW in Mysore Praised

Dear Editor:

I am writing to report a marvelous two-day training workshop given by Charlotte Daellenbach for PTSTAs on 27-28 February 1998. The workshop was held after the Institute for Counselling and Transactional Analysis (ICTA) Annual Conference at Mysore in South India. As a group of eight, including Charlotte, in these two days we packed in a variety of learning from crisp presentations, supervision, and a mutual teaching-learning experience. At the end of the program the seven participants had the following comments: "Growth in self-confidence" (Sr. Candida), "Life promoting" (Sr. Josephine), "A delight" (Vincent), "Updated my Parent" (Pillai), "Confidence" (Sebastian), "Acceptance" (P. K. Saru), and "Joyful learning" (Tehemtan). Thank you, Charlotte. And thank you group for this mutual learning experience.

Tehemtan Dhabhar, Bangalore, India

VIOLENCE BEGINS

continued from page 1

The statistics are shocking but important. Eighty-five percent of violence is committed by males. Violence is primarily a male problem, although that does not mean women cannot be just as violent as men. (In fact, the massacres in Central Africa included women participants, which, according to the International Red Cross, is a first in modern times.) What it does mean is that men must stand up to other men and say, "Stop! There is another way." Fathers must teach sons as children and adolescents how to deal with emotions, especially the emotions of grief and aggression. With all due respect, the mother is limited in her ability to do this because of the son's need for gender identification. Research consistently shows that young boys who have a secure male base—a healthy father/big brother attachment that stays with that child until age 20—are almost surely inoculated against violent and criminal behavior.

In the recent Bosnian/Croatian/Serbian Baltic conflict, as with other wars filled with criminal behavior, there are many examples of older males encouraging younger males in the murder of civilians, including women and children, and in rape and torture. I worked in Croatia before the war with both the police and the military, and after the war I was active in Croatia and Bosnia in the demilitarization the soldiers. Story after story surfaced of young males in deep emotional trouble because of atrocities they had either perpetrated or observed. In all cases the young soldiers received modeling, support, and/or encouragement from older males.

Other young soldiers remained innocent of such criminal acts because a few older military leaders were models and/or stopped them from committing such atrocities or supported them in their decision to remain professional soldiers rather than to become criminals. A professional soldier would never commit criminal behavior such as murder of civilians, women, or children, or rape or torture. Why? Because they would have learned in their families that such behavior was not acceptable, and older military men would be models of professional soldiering.

Conflict Resolution

Conflict resolution has four fundamental processes intricately connected to transactional analysis. First, never create an enemy, and where there is an enemy, transform that person into an ally and partner. This is fundamental transactional analysis: "I'm OK, You're OK." This position is both a central truth and a fundamental tool in communicating mutual respect and cooperation.

Second, the person is never the problem. Separate the person from the problem(s) and focus on the goal(s) to be accomplished. This is a basic application of game theory. The goal becomes the balloon to keep participants above the game process.

Third, all dialogue and transactions must be filled with listening, respect, and understanding for the needs and motivation of the other as well as for one's own. There is a real desire to help the other get what he or she wants as well as to see that the self also gets what it desires. This is the heart of transactional analysis. Each transaction, verbal and nonverbal, is approached with the goal of keeping the bond with the other person intact while sorting out differences and reaching for a solution and compromise. It means using all ego states in a mutual influencing process to achieve a win-win outcome.

Fourth, one must maintain the relationship during moments of high emotional differences, when the impulse is to withdraw or punish from either side. Again, this has to do with transactions and is connected to the core philosophy of transactional analysis. It means never taking aggressive words or actions personally, being so clear in oneself that one never loses sight of the goal while always working authentically with the process for mutual benefit. The science and art of conflict resolution is built around the skills of talking, dialoguing, and negotiating, and there is no better tool for doing these than transactional analysis.

Conflict Resolution in Action

I first used transactional analysis in 1970 when working on the street side-by-side with police officers in Dayton, Ohio, in a federal violence prevention program. At about the same time, as hostage taking became more frequent, I taught transactional analysis to hostage negotiation teams and used it myself as a member of such teams. I have found transactional analysis to be the most powerful tool for negotiating with a hostage taker. In such situations, the negotiator must first develop a bond with the hostage taker, even if the person is repulsive or refuses to attach. I learned how to bond with someone who is violent and how you do not have to like someone to bond with them. The games with these people are deadly, highly emotional, and intensely pressured.

Thirty years of doing, analyzing, and training in hostage negotiating and violence management has made me a believer in the power to influence even the most violence-prone persons through transactions. The secret is the ability of the negotiator to continually bond and rebond and to work authentically with the process, even if for hours or days, patiently, intensely, and with full knowledge of the power of each sentence, each word, each pause. And it works. Research shows that about 85% of all hostage taking can be peacefully resolved.

> ***"The science and art of conflict resolution is built around the skills of talking, dialoguing, and negotiating, and there is no better tool for doing these than transactional analysis."***

Some international figures demonstrate these principles of conflict resolution. After five summits, Ronald Reagan and Mikhail Gorbachev developed a strong affectional bond with one another and were able to end the Cold War without bloodshed. Yitzhak Rabin and Yasser Arafat signed the Oslo peace accord in 1993 with a handshake that shook the world. Those who know the inside story say that this was without a doubt one of the most difficult moments in Rabin's life: Here was the chief Israeli warrior making peace with the terrorist enemy. Before his assassination, Rabin repeatedly said that Arafat was the Israelis' ally in peace, that they had a common goal. Rabin and Arafat over time developed an affectional bond with one another as reflected by their behavior and language as well as by Mrs. Rabin's warm welcome of Arafat into her home after her husband's death.

In Northern Ireland, when British Prime Minister Tony Blair merely shook the hand of Gerry Adams of Sinn Fein, there was a violent outcry of rage on the part of unionists. In defense, Blair was quoted as saying, "I greeted Gerry Adams as I would any other person—a handshake is a sign of respect. If we want peace, then we must form a relationship of respect from which to dialogue."

In the *International Herald Tribune*, the Dayton Peace Accord that brought an end to the fighting in Bosnia was initially referred to as "proximity talks."

Mahatma Gandhi, Nelson Mandela, Mother Teresa, Anwar Sadat, Eleanor Roosevelt, Bill Clinton, and Kofi Annan are among the world leaders who have understood how important it is to create bonds with someone you do not necessarily like in order to reach a greater mutual goal.

Violence as a Response to Loss

Of course, television, movies, drugs, and guns all contribute to violence. However, the root cause is the lack of healthy social bonding and the inability to handle separation. I have never seen a hostage situation or a major act of violence that was not preceded by the loss of a person or persons, territory, a pet, money, an object, a self-image, a goal, freedom, and so on. And I have seen countless examples of violence prevented by having a secure base—a grandparent, teacher, friend, therapist, police officer—who walked the violence-prone person through the rages of life successfully.

Violence, then, is a form of grieving or grief avoidance. It can be connected to present losses, to those from the past, or even to those of past generations that are carried into the present by way of resentment, injustice, or lack of forgiveness. Violence-prone people live on the edge of chronic loneliness or masked depression, lacking the power to get what they want in a positive way. In the end, violence becomes an act of power to deal with whatever emotional volcano is inside. It gives temporary relief to the feeling of victimization and powerlessness. However, it is not a solution. Healthy grieving is a social process occurring in a tribe, clan, or group in which other protecting, dependable persons help the individual who suffered the loss to fully rebond to life, whatever the loss or injustice might have been.

Preventing Violence

Preventing violence means giving every son a healthy father figure as a secure base and teaching/modeling healthy emotional bonding to every person. It requires that we all learn the skills of how to effectively manage our emotions, especially those connected to separation and forgiveness. The greatest antidote, of course, involves compassion, empathy, and the ability to love even when differences exist.

The power of bonding and dialogue has saved more than one person. This was acknowledged by the *International Herald Tribune* following the release of hostages after the Lima, Peru, crisis in 1997. The article described how the hostages could have been killed by their captors during the rescue attempt but were not because of the relationship the hostage-takers had formed with the hostages. The headline read: "A Bond Saves Lives of Lima Hostages."

George Kohlrieser, PhD, TSTA, is the President of the ITAA. He has worked in 35 countries, including Bosnia, Israel, Russia, and Africa. He specializes in conflict resolution work in organizations and with law enforcement and governments. He also is a hostage negotiator and trainer.

ITAA Email Update

To communicate via email with ITAA staff, please send messages directly to the following:

Susan Sevilla, Executive Director: 76734.2074@compuserve.com

Ken Fogleman, Membership Services: Ken@itaa-net.org

Elizabeth Scherotter Conference Coordinator and Webmaster: Liz@itaa-net.org

Lillian Tan, Publications Assistant, Eric Berne Memorial Award Inquiries, and Training and Certification Assistant: Lillian@itaa-net.org

Robin Fryer, Publications Consultant for *Script* and *TAJ*: robinfryer@aol.com

For information on conferences, books, and more see the ITAA Web site: http://www.itaa-net.org

SCRIPTING

continued from page 2

control, they fear something terrible will happen. They, too, resort to violence to maintain control. If a partner tries to leave the relationship in any way, this type may become terrified and violent in an attempt to regain control and keep her.

Type 3: The Rebel. Some men who were raised by controlling mothers made an early decision that "I will not ever let anyone control me again." In a relationship they often react with rebellion or violence if they feel they are being controlled. Simple requests or statements are seen as control measures. This rebel type has either a first-order symbiosis in a Parent position to maintain being in charge, or he strongly avoids any real attachment, remaining independent and unavailable and avoiding intimacy—the "I don't need anyone stance."

> ***"For many men who take on this scripting the result is power and control issues and/or violent behavior."***

Violent men will often use the passive behaviors of doing nothing, overadaptation, agitation, incapacitation, and violence to maintain their positions.

Conclusion

Many men have made changes, but there is still a long way to go. Most people genuinely do not want to be violent. However, these old constructs of scripting are so ingrained in their Child that under stress they may resort to old patterns, which at times can include violence. This scripting prevents men from developing the relationships they want. It may take intense therapy or generations to completely change these old constructs.

Looking at scripting for violence does not absolve men of their responsibility for their actions. Men must take charge and stop violent behavior. In addition, society as a whole must take some responsibility for violence. Families and the culture at large need to change outdated gender constructs and to decide that violence is not acceptable and will not be tolerated. Society needs to impose consequences on violent behavior rather than looking the other way. As Jane Elliott says, "Evil continues when good people do nothing" (Blue Eyed Documentary, SBS Perth, 1997).

Linda Gregory, TSTA, lives and works in Beaconsfield, West Australia.

Advertise Your Products and Services

With low-cost ads in *The Script*, you can reach over 3000 transactional analysis enthusiasts in 50 countries around the world. Let them know about your workshops, training courses, 101s, consulting, books, and institutes. Your small investment in time and money can reap big rewards and make your products and services known worldwide. For details on ad sizes and costs, see page two of this issue.

Keeping In Touch

Region I—Asia, Africa, the Pacific

Jones Bosco writes that the **Transactional Analysis Study Circle of Coimbatore,** India, celebrated its seventh anniversary with a one-day conference on 24 May with the theme of "Hunger" (Stimulus, Stroke, Structure). "You must have read the news about the series of bomb blasts and disturbances recently in Coimbatore. Even after three months, life in Coimbatore is still not back to normal. We felt that the need of the hour was to hold an awareness program. Thus the decision was to have the conference on 'Hunger.' " The group hopes to prepare a souvenir booklet and invites those who would like to contribute articles on "Hunger" to send them to c/o Murugavel; fax 0422-301800/or 0422 300895 or email: Coimbatore.subdvler@gems.vsnl.net.in.

LifeSkills seminars are held on the last Wednesday of the month at the Joan Waters Centre in Wembley, Australia. They are a series of presentations organized by the Western Pacific Association of Transactional Analysis. For more information, contact the coordinator, Jenna Abbott, phone: 9243 0293.



Gordon Hewitt, PhD, TSTA, presented three training/education activities for WPATA in March in Perth: "The Use and Abuse of Transference/ Countertransference and Parallel Process," "Supervision Day," and "Motivating for Change."

Region III—Eurcpe

Maria Gilbert and Diana Shmukler's book, *Brief Therapy with Couples,* published by Wiley, was reviewed in *Psychotherapy: Theory/Research/Practice/Training,* the journal of Division 39 of the American Psychological Association. Reviewer Timothy DeChenne said, "Gilbert and Shmukler have waded in, worked hard, and yielded a straightforward, serviceably slim volume that marches toward its goal with nary a misstep. . . . This text is a gem: small, bright, valuable."

Region V—United States

John Price, CTA, and **Frances Bonds-White,** TSTA, have been elected to serve as members of the Nominating Committee of the American Group Psychotherapy Association from 1998-2000.

Frances Bonds-White, TSTA, has been appointed as Consulting Editor for the new journal, *International Journal of Actions Methods: Psychodrama, Skill Training, and Role Playing.*

Frances Bonds-White, TSTA, and **Bill Cornell, TSTA,** will lead the first two-day preconference institute on transactional analysis for the International Congress of Group Psychotherapy (IAGP), an organization to which Berne used to speak. The institute, entitled "Individual and Group Process in Transactional Analysis," will be on 22-23 August 1998, just prior to the 13th International Congress of Group Psychotherapy. Frances says that any members who are



Bill Cornell

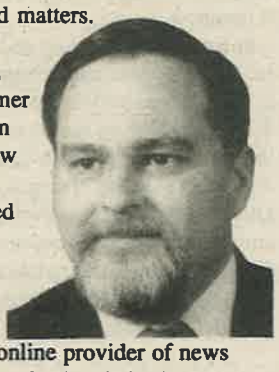


Frances Bonds-White

interested in helping to organize a transactional analysis section in the IAGP should contact her for forms information. The next IAGP conference is in Israel in 2000.

Mary Goulding writes in the Western Pacific Association of Transactional Analysis (WPATA) Newsletter that the Redecision Conference held in Dallas, Texas, in April, was like "old home week, meaning that lots of old friends were there and it was like a family reunion. About 210 people attended from all over the United States. At the conference, the first number of the first volume of the *Redecision Journal* was presented. This was tremendously exciting to me, because I really was not sure that redecision therapy would continue to exist . . . after my death. Now I believe there is a fine chance it will become popular. Also presented for the first time, a book on family therapy by Les Kadis and Ruth McClendon, funded and endorsed by the American Psychiatric Association! All of this is happening because it is now necessary for therapists to treat clients in from 6-12 sessions under current health plans, and as you know, redecision is a fine method of brief therapy."

Alan Jacobs, TSTA, has been appointed to the editorial board of H-Holocaust, an online group of scholars, academicians, historians, writers, and survivors interested in holocaust and genocide-related matters.



William Krieger, EdD, CTA, and former *Script* editor, sent an email letting us know that transactional analysis was featured in the 4 May 1998 *Healthcare Insider,* published by InteliHealth Professional Network, an online provider of news and information to professionals in the healthcare industry. The brief article, entitled "Don't Worry, Be Happy," was about Tom Harris, the author of *I'm OK, You're OK.* Bill also writes that his own enhancement model will be featured in an upcoming issue of this online publication. The email address for the publication is http://ipn.intelihealth.com

Special Note

The time of the ITAA Membership Business Meeting in Zürich, Switzerland, during the EATA Major International Transactional Analysis Conference (MITAC) has been changed to 1:45-2:45 pm on Thursday 13 August 1998. If you are going to be in Zürich, please plan to attend.

TRANSACTIONAL ANALYSIS CONFERENCES WORLDWIDE

August 11-15, 1998: Zürich, Switzerland. Second Major International Transactional Analysis Conference (sponsored by the European Transactional Analysis Association). Contact: Peter Lüthi, Brunngasse 4, CH 8001 Zürich, Switzerland.

September 11-13, 1998: Zaragoza, Spain. IX Spanish Congress of Transactional Analysis. Contact: Asociación Aragonesa de Análisis Transaccional, Apartado de correos nº 325-50080, Zaragoza, Spain; email: ata@arrakis.es; web site: http://www.arrakis.es/~ata

November 19-22, 1998: Queenstown, New Zealand. Biannual Australasian Transactional Analysis Conference. Contact: Sean Manning, 499 Princes St., Dunedin, New Zealand; phone/fax: +64-3-4772-499; email: smanning@earthlight.co.nz

January 24-28, 1999: Maui, Hawaii. ITAA Conference. Contact: ITAA, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA; phone: 415-989-5640; fax: 415-989-9343; email: itaa@itaa-net.org

July 8-11, 1999: Aosta Valley, Italy. Contact: EATA, c/o Martine Huon, Les Toits de l'Aune Bat. E, 3, rue Hugo Ely, F-13090 Aix-en-Provence, France.

August 18-22, 1999: San Francisco, CA. ITAA Conference. Contact: ITAA, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA; phone: 415-989-5640; fax: 415-989-9343; email: itaa@itaa-net.org

July 2000: Paris, France. EATA Conference. Contact: EATA, c/o Martine Huon, Les Toits de l'Aune Bat. E, 3, rue Hugo Ely, F-13090 Aix-en-Provence, France.

August 9-14, 2000: Halifax, Nova Scotia, Canada. ITAA Conference. Contact: ITAA, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA; phone: 415-989-5640; fax: 415-989-9343; email: itaa@itaa-net.org



Alan Jacobs (left) and George Kohlrieser at Stonehenge, England, after the Institute of Transactional Analysis conference, for which Alan was a keynote speaker. (Photo by John Parr)

EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA Oral	COC	Aug. 11, 1998	Zurich, Switzerland	May 11, 1998**
	BOC	Nov. 19, 1998	Queenstown, New Zealand	Aug. 19, 1998
	COC	Nov. 21, 1998	Neustadt, Germany	Aug. 21, 1998**
	BOC	Jan. 24, 1999	Maui, Hawaii, USA	Oct. 24, 1998
	COC	Jul. 15, 1999	St. Vincent, Italy	Apr. 15, 1999
	BOC	Aug. 18, 1999	San Francisco, CA, USA	May 18, 1999
	COC	Nov. 5, 1999	Lyon, France	Aug. 5, 1999
	COC	Nov. 20, 1999	Neustadt, Germany	Aug. 20, 1999
	COC	Jul. 13, 2000	Paris, France	Apr. 13, 2000
	BOC	Aug. 9, 2000	Halifax, Nova Scotia	May 9, 2000
	COC	Nov. 5, 2000	Belgium	Aug. 5, 2000
	COC	Nov. 18, 2000	Germany	Aug. 18, 2000
TSTA Oral	COC	Aug. 11, 1998	Zurich, Switzerland	May 11, 1998
	BOC	Jan. 24, 1999	Maui, Hawaii, USA	Oct. 24, 1998
	COC	Jul. 15, 1999	St. Vincent, Italy	Apr. 15, 1999
	BOC	Aug. 18, 1999	San Francisco, CA, USA	May 18, 1999
	COC	Nov. 5, 1999	Lyon, France	Aug. 5, 1999
	COC	Nov. 20, 1999	Neustadt, Germany	Aug. 20, 1999
	COC	Jul. 13, 2000	Paris, France	Apr. 13, 2000
	BOC	Aug. 9, 2000	Halifax, Nova Scotia	May 9, 2000
	COC	Nov. 5, 2000	Belgium	Aug. 5, 2000
	COC	Nov. 18, 2000	Germany	Aug. 18, 2000
CTA Written (Essay)	All Regions (Non-Europe)	Your choice	To be submitted to Regional Exam Coordinator after payment of $50 recording fee to T & C Council	Your choice
Training Endorse. Workshops	COC	August 1998	Zurich, Switzerland	April 1, 1998
	TSC	Jan. 25-27, 1999	Maui, Hawaii, USA	Sept. 25, 1998
	TSC	Feb. 1-2, 1999	Port Antonio, Jamaica	Oct. 1, 1998
	TSC	August 1999	San Francisco, USA	April 1999
	TSC	Aug. 15-17, 2000	Halifax, Nova Scotia	Apr. 15, 2000

** If COC CTA exam candidates are also doing the COC written case study, this must be submitted no later than six months ahead of the oral exam date. Full details and application papers can be obtained from the COC Language Group Coordinators.

To make arrangements to take a BOC exam, contact the T&C Council,450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA. **To arrange to take a COC exam,** contact your EATA Language Coordinator. Check with the EATA