The Script

ITAA

INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION

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Games and the Stroke Economy

by Claude Steiner

Editor's Note: This issue of The Script *presents two articles on games that we received in response to our call for a reconsideration of three basic transactional analysis constructs: contracts, games and the unconscious. We hope that the articles Claude Steiner and Susannah Temple have written for this issue will stimulate your own thinking. We will continue running articles on these topics in upcoming issues, so please send us your ideas.*

Games, as discovered and carefully described and named by Berne, can be regarded from a number of perspectives: as interpersonal gimmicks and switches that people play on each other, as self-destructive behavior patterns that people perversely pursue to confirm their existential position, as strategies with which people ensnare each other in their scripts, or as clever names for socially inept and obnoxious behavior.

In this article I will present the stroke-centered view of games, which holds that:

a. The primary result of playing a game is the acquisition of strokes.

b. People prefer positive strokes and do not willingly pursue negative strokes.

c. People are starved for positive strokes due to their adherence to the rules of the stroke economy.

d. Stroke hungry people, much like people starved for food, will accept negative strokes if they cannot obtain positive ones.

e. Every time a game is played it reinforces the banal, existential position of the lovelessness script: "You will not love or be loved."

f. To help people stop playing games and thereby interrupt their scripts, the best approach is to teach them how to obtain strokes in a game-free, direct manner.

e. Cessation of game playing in this manner not only interrupts the script that the games support, but it opens the heart to the experience of loving and being loved.

"Gamelessness offers a way for the heart to open in a fundamental way."

We Play Games to Obtain Strokes and to Reinforce Scripts

According to Berne (1964), "The general advantages of a game consist in its stabilizing (homeostatic) functions. Biological homeostasis is promoted by the stroking, and psychological [homeostasis] is reinforced by the confirmation of position" (p. 56). We play games because they produce needed strokes; "a distressing but apparently effective way to maintain the health of nervous tissues (p. 56).

The other reason Berne (1964) gave for the playing of games is that they confirm the existential position embodied in the script. Berne defined the existential position as "a simple predicative statement which influences all the individual's transactions [and] in the long run ... determines his destiny and often that of his descendants as well" (p. 45).

The predicative statement that influences all of our stroking transactions and thus our destiny is, "You will not give or take positive strokes," or, said in other words, "You will not love or be loved." When obeyed, these statements result in a script of lovelessness, an exceedingly common, banal script—as common and banal as the not unrelated, gender-based "masculinity" and "femininity" scripts that affect us everyday, everywhere.

The Stroke Economy Rules and the Loveless Script

Lovelessness is caused by the fact that we individually and as a society obey the injunctions of the stroke economy, which discourage us from giving strokes we want to give, from asking for and accepting the strokes we want to receive, from rejecting strokes we do not want, and from giving ourselves strokes. Individual and collective obedience to these rules produces widespread stroke hunger, which, in turn, motivates us to obtain strokes at any cost, even if they are the negative strokes generated by games.

Transactional analysts, uniquely equipped to analyze transactions, can help people interrupt their games by pointing out every "gamey" stimulus and response. Berne spoke of social control as the initial step of transactional analysis psychotherapy, in which the analyst

- *continued on page 2*

EXAMINERS NEEDED!

We are pleased to have a bumper crop of candidates registered for their oral exams in Halifax: 9 CTA and 8 TSTA candidates. For the TSTA exams, there are 3 sections, each taking 4 different people . . . times 8 candidates. . . . The math is clear—We are going to need a lot of you to come to Halifax to help examine these candidates! The exams will be held on Wednesday 9 August beginning at 9 am, with examiners' and candidates' meetings the evening before. If you are willing to help, contact Fred Clark, North American Exam Coordinator, at (phone/fax) 203-271-3733 or fcclark51536@yahoo.com .

A Way of Teaching Life Positions as a Foundation for Game Theory

by Susannah Temple

This method of teaching life positions means looking at the OK Corral (Ernst, 1971) in a new way, one that helps both to communicate the concept and to prepare for teaching game roles.

I thought of this idea in response to my difficulty in remembering which corner of the OK Corral went where, having been taught two different layouts in the past. My preferred learning styles are kinesthetic and visual, so when I was creating my own resources for teaching life positions I made the four sections of the OK Corral separate and movable. Each card is about 30 cms square, and details are color coded for ease of explanation. In this way, I can display the corral sections together or separately and present them in any order, positioning them where I like in relation to each other. This means I have presentation flexibility in response to the varying learning needs of students.

Around the time I was doing this, I had been engaged in helping teachers develop "no blame" approaches to discipline in schools. I began to see the OK Corral concept of life positions in terms of "problem solving" versus "blaming." The "I'm OK, You're OK" position is the one for blame-free problem solving, the get-on-with-life position. In the

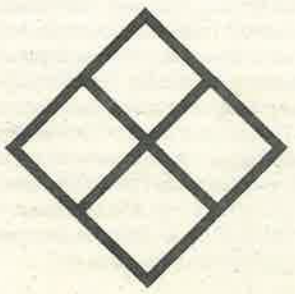

Figure 1
The OK Corral Rotated 45 Degrees

- *continued on page 2*

The Ukrainian Association for Transactional Analysis is Born

by Nadyezhda Ivanovna Spassenko

Annika Bjork (TSTA) is the third of the three founding colleagues of the Institutet for Livsterapi in Mälmo, Sweden, to take on the challenge of bringing transactional analysis to the Ukraine. In the same generous vein as her partners who preceded her, Annika agreed to teach her first TA 101 in our country for the price of the ticket to get here.

The first two TA 101s held in the Ukraine were taught in Left Bank Ukraine (east of the Dniepr River) in Pereyaslav and Sumy; the third was taught in Kyiv, which straddles the river; and now we have introduced transactional analysis to Right Bank Ukraine, or Western Ukraine, as it is often referred to now.



After a five-hour first meeting of UATA, with all present taking active part in the proceedings, everyone gathered in satisfaction for a group photo. Elected president was Nadyezhda Spassenko, sitting third from right. To her right is Vice President #1, Viktoriia Viktorivna Kornyush, who guided the registration process of UATA from start to finish over a two-year period. Vice President #2, Sergei Andreyevich Samar, is second from the left standing.

With the help of Mykola Volodymyrovych Papach, a psychotherapist from Rivne who participated in the Pereyaslav 101, and Oleksandr Farytovych Turchenyuk, executive secretary of the Rivne Association of Psychologists and Psychotherapists, virtually every region west of the Dniepr was notified of and invited to attend the Rivne TA 101. In addition, all the schools in Rivne were invited to send teachers and school psychologists.

As the October 1998 date for the presentation approached, the situation grew increasingly tense because the economic climate in the Ukraine was worsening by the hour. Municipalities across the country were many, many months—and in some cases years—behind in paying school teachers and medical staffs their salaries. Despite the great interest in attending the seminar, prospective participants had nothing with which to pay.

At the last possible minute, even after the Institutet for Livsterapi had agreed to pay for Annika's ticket to get here, Petro Ivanovych Ukrainets, a member of the Rivne City Council and a prospective participant in the 101, managed to engineer a grant from the council to cover the expenses of the seminar. With this help, 52 persons representing nearly every region in Western Ukraine, were

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GAMES

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encourages the client to stop playing games by offering transactional options. However, such options are a thin gruel to a stroke hungry person. People can, while stroke starved, attempt to stop playing games because their Adult and Parent agree they should. However, their Child will be constantly tempted to play its favorite games to get the strokes it craves.

Learning to Acquire Positive Strokes

In helping people to stop playing games, it is far more effective to teach them how to procure strokes directly by a systematic program (Steiner, 1997), which I refer to as Opening the Heart. This is a training program that demonstrates in transactional analytic detail how to offer and give wholly positive strokes, how to ask for strokes, how to accept wanted strokes and refuse unwanted ones, and how to give oneself strokes. Once nourished and free of stroke-hunger cravings, the person is better able to exercise Adult control over the habitual, game-ridden modes of interaction learned in childhood and adolescence.

The rules of the stroke economy are promoted in each person by the Critical Parent, variously called the ogre, the witch, the electrode, the Pig Parent, the Enemy, and so on. This part of us is committed to keeping us not-OK and alienated from each other as a way of controlling us. The Critical Parent will try to interfere in every positive stroking transaction with threats that tap into the basic, atavistic fear that we will be cut from the herd and left to die alone and unloved: "You'll make a fool of yourself," "You'll be seen as needy and weak," "You can't trust people's strokes," and so on.

It is difficult for an individual to countermand the Critical Parent within a social group that insists on following stroke economy rules. To be successful, Opening the Heart needs to be part of a larger stroke-hunger project that includes others who have similar interests in obtaining positive strokes directly, in a game-free culture, free from the influence of the Critical Parent. A therapy group or a small organization or school is an excellent venue for such a project. Families, friendships, and intimate couples are another. Again, transactional analysts are uniquely trained to help enhance such positive, cooperative OK/OK cultures in therapy groups, work places, schools, and organizations.

Conclusion

When people are taught to defy the rules of the Critical Parent and the stroke economy in an emotionally safe environment of cooperation that is devoid of power plays, lies, or Rescues, they acquire the capacity to decline game behavior and at the same time to gain access to that most longed-for experience: to love and be loved. Games are loveless procedures to acquire strokes to stay alive, while gamelessness offers a way for the heart to open in a fundamental way.

Berne, E. (1964). *Games people play: The psychology of human relationships*. New York: Grove Press.

Steiner, C. (1997). *Achieving emotional literacy*. New York: Avon Books.

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The Script ITAA

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Who Deserves to be Honored?



It is my dream that all our members feel supported by the ITAA for the work they do—that they feel properly encouraged, thanked, and recognized. Part of this dream includes having both the Hedges Capers Humanitarian Award and the Muriel James Living Principles Award be given to individuals on a yearly basis. These awards honor talented members who faithfully practice the principles of transactional analysis, members who may be recognized more in their local geographical areas than they are on a global level. Such local recognition needs to be brought to our attention by the those of you who know these individuals best.

The process of nomination is not complex. Provide us with the person's name, a short biographical description of him or her, and a description of how the person's contribution is worthy of either the Capers or the James award. Two or three letters of endorsement from other members might also help to develop a more complete picture of the nominee's efforts and overall philosophy.

Don't allow your natural shyness to give you pause. Focus instead on the deservedness of members you know personally who have given of their time, energy, and talents to make the world a better place through the use of transactional analysis. Our deadline is 1 January 2001, so take some time now to send us your nomination.

Gaylon Palmer, MSW,
Vice President of Operations

A WAY OF TRACKING

continued from page 1

"I'm OK, You're not-OK" and the "I'm not-OK, You're OK" positions, energy is expended on blaming either other people or oneself. In the "I'm not-OK, You're not-OK" position of despair, the get-nowhere-with life position, blame is attributed both outward onto others and inward onto oneself, which contributes to it being called the "futility position."

As I reflected on these ideas, I experimented with the placement of my visual aids—my OK Corral sections—and realized that the usual square-on placement of the corral made better sense rotated 45 degrees so that it looked like a diamond (see Figure 1). This altered the visual impact, and the concepts could be considered in a new way.

When Eric Berne (1966) contributed the life position of "I'm OK, You're OK" as an alternative to the traditional paranoid, depressive, and schizoid positions, he gave us a concept of hope and practical optimism, something to aspire to. This is why I like placing it at the top of the layout (see Figure 2).

Similarly, there is a visual logic to the horizontal placement of the "I'm OK, You're not-OK" and "I'm not-OK, You're OK" positions. It shows how one is the mirror image of the other and how both are about blaming one side only. I use it as the lead-in to teaching about the game roles of the drama triangle (see Figure 3).

Finally, having the "I'm not-OK, You're not-OK" despairing position at the bottom provides an opportunity for tracking pathways up toward autonomy and the necessary attitudes for positive problem solving (see Figure 4).

I have found this device very useful as a teaching aid. The layout seems to make immediate meaningful sense to people—and it's easy to remember!



Figure 2
"I'm OK, You're OK" Quadrant

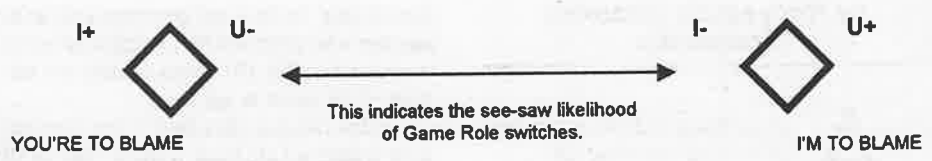

Figure 3
" I'm OK, You're not-OK" and "I'm not-OK, You're OK" Quadrants

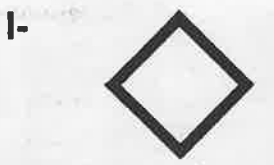

Figure 4
"I'm not-OK, You're not-OK" Quadrant

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Susannah Temple is a Certified Transactional Analyst (educational). She has been involved in various fields of education throughout her professional life. She now works independently as a trainer and lecturer, counselor, educational consultant, and researcher in Devon, England. She can be reached at sftemple@care3free.net or at Finches/Lower Broad Oak, West Hill, Ottery St. May, Devon EX11 1XH, England. □

JOURNAL ENTRY

by Tony Tilney

Building an Understanding of the World

How do we come to understand things about our world?

The first level of finding out is discovery—something is stumbled upon by accident or found by exploration. Discovery happens when we are not looking for something and yet we come upon it; it is easy to understand discovery since we have all had the experience of finding things unexpectedly. As a result, biographical films about great scientists stress the discovery aspect of their work. For example, there may be a big scene showing Marie Curie "discovering" radium. Theoretical achievements are also often misrepresented as discovery. Isaac Newton arrived at the concept of gravity as a result of painstaking analysis of planetary orbits (which required that he first invent an entirely new branch of mathematics). However, the apple falling on his head makes a better story.

The second stage in finding out is formulating rules. When events occur according to a fixed pattern, we can make up a rule to predict what will happen in certain cases. An example of a rule is that like magnetic poles repel each other while unlike poles attract. This does not explain anything, but it does enable us to predict certain events. It is a way of codifying a regularity in nature. Early scientists tended to give their rule discoveries the grandiose title "Laws of Nature."

The third stage in finding out is to seek to build an understanding by theory making. Explanations are constructed for the observed patterns of events. These involve a model of the system, one that can be manipulated to give predictions of a wide variety of possible outcomes. The theory is capable of telling us far more than the rule, but theories may be flawed; some of the predictions may be correct and others not. Science made little progress until it was realized that effective ways of checking theories were essential. Theories can be so easily modified to accommodate disturbing findings. For instance, early chemists observed that many metals, when heated in air, yielded a nonmetallic powder. This reaction was extensively investigated, and what was probably the first chemical theory (if we exclude hermetic and alchemical theories) was developed to explain it. This theory stated that heat drives off a hypothetical element named phlogiston, which is a constituent of metals. This became a firmly established orthodoxy and was not shaken when it was discovered that the nonmetallic product of heating a metal weighs more than the original metal. "Ah," said the scientists, "We have discovered that phlogiston has negative mass and so makes things lighter."



"Probably the most important lesson we need to learn is to move beyond discovery-dominated and rule-dominated thinking into experimentally validated theory."

Many of the early struggles of science were around developing reliable methods for checking theories. Eventually the physical sciences sorted out a standard procedure, which is now universally accepted.

1. Design and perform experiments.
2. Publish an account of the experimental method in scientific journals, one that is sufficiently detailed so that others can repeat the experiments. Also include details of the results as well as the conclusions drawn from the experiments.
3. Other scientists look at the experimental method, the results, and the conclusions and then publish their evaluation. They may also repeat the experiments to check that they can obtain the same results. In this process flaws are often found that trigger further investigation.
4. The final conclusions emerge from this process of attrition, which may be long and painful for those involved; these conclusions are taken into the body of scientific knowledge.
5. The final conclusions may prove not to be final after all. As science progresses, the field is seen differently, and the accepted theory may be found to be flawed, thus opening up the way for more research. The whole branch of science may reach a state of instability that triggers a major landslide of theories; this is known as a paradigm shift.

All this is a long way from the romantic image of the lone genius holding up her or his test tube to the light. However it works, evidence of the success of the physical sciences is all around us.

The social sciences, emerging later, tended to look enviously toward the physical sciences and wish to share their prestige. Imitation of the physical sciences can lead to methods that are inappropriate for our field (i.e., which lack ecological validity). This happened in psychology with behaviorism. Probably the most important lesson we need to learn is to move beyond discovery-dominated and rule-dominated thinking into experimentally validated theory. This needs to published in detail and as adequately critiqued and tested as are other areas of science. Too much has been published (and regrettably is still published) that is discovery or rule oriented or that bases speculative theorizing on undisclosed observations or vaguely described methods.

Of course, we have special problems in doing research in the social sciences because of the subjective nature of the phenomena we work with, and these problems are probably most acute in psychotherapy. Perhaps the key issue is for us to be as prepared as are the physical scientists to be seen publicly to have gotten it wrong.

Tony Tilney, 63 Victoria Rd., Sutton Coldfield, W. Midlands B72 1SN, England; aatilney@aol.com

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ITAA News

Election 2000 Complete with All Positions Filled

This year we have a full slate of nominees for the 2000 election. Although Linda Gregory was listed in the May-June *Script* as a nominee for Other Region trustee, in fact she was nominated as vice president of operations. Given that her nomination meant that there were two candidates for that position, Denton Roberts decided to stand down. Thus there remains only one nominee per position and no need for a ballot.

Election Results for 2000
Vice President of Operations: Linda Gregory, BA, Post. Grad. Counselling, Australia
Vice President of Research and Innovation: Claude Steiner, PhD, USA
Treasurer: Vern Masse, MA, USA
US Board position 2001-2003:
Felipe Garcia, MA, USA
"Other" Board position (non-US and non-European) 2001-2003:
Rishun Shinzato, PhD, Japan

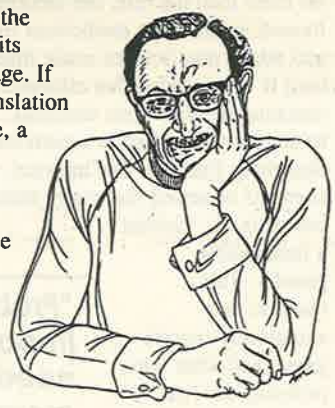
These officers and trustees will automatically take office as of 1 January 2001. Their photos and statements will be published in a later *Script*. □

Nominations Wanted for Berne Award

The Eric Berne Memorial Award (EBMA) is bestowed on a person (or persons) who has made an original and significant contribution to transactional analysis, normally in one of the following categories: theory, research, or applications. The award is made for a published concept that is considered to be so important that all trainees will be expected to know it.

To make a nomination for the 2001 award, the following material must be sent to the ITAA office by **1 December 2000:**

- 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 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(s) making a nomination to let the nominee know that he or she is being considered for the EBMA and to provide the person with a copy of the written material being submitted to the committee. Please verify this either by sending 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 EBMA nomination materials. □

Welcome Back Reinstated Members

We are delighted to welcome back to the ITAA the following individuals, who recently rejoined as members:

Roxanne Barksdale, Hillsborough, North Carolina, USA
Vicente Barreiro, Caracas, Venezuela
Melchor Batista, San Juan, Puerto Rico
Susan M. Cohen, Storrs, Connecticut, USA
Margaret Hunt Cohn, Austell, Georgia, USA
Gene F. Collins, Jr., Fort Lauderdale, Florida, USA
Kathryn L. Ellis, Carlisle, Pennsylvania, USA
Gillian Dorothy Hand, Dargan, NSW, Australia
Esther L. Klein, Safety Harbor, Florida, USA
Julene B. Knapp, Boise, Idaho, USA
Hugh J. McBride, Tracy, California, USA
Jack Meagher, Kansas City, Missouri, USA
Norbert Nagel, Neckargemuend, Germany
Ronald W. Ohlson, Anchorage, Alaska, USA
Rolf Ruttinger, Pullach, Germany
Radhika Sheth, Mumbai, India
Diana Shmukler, London, England
William W. Snow, Woodside, New York, USA
Pierre Towner, Gatineau, Quebec, Canada
Joyce Vogler, Honolulu, Hawaii, USA

New Members for May 2000
Roos Ikelaar
Gita Naraynam
Jose M. Lopez Reyes
Alexandre Coimbra Villela □

Long-Time Members Honored

We salute the following individuals, who in this millennium year celebrate their 25- and 10-year anniversaries as members of the ITAA.

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Jerry Willing
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10-Year Members
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Rebecca Barton
Margaretha Bichsel
Rita Brauner
Elizabeth. H. Brekke
Carmen Cameron
Brian Cheetham
Susan M. Cohen
Isabella D'Amore
Clea Derwent
M. Dipietro
Maureen Felton
Glenna Fischer
Doug Glazer
Gillian Dorothy Hand
Esca Hayek
Lis Health
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Fatma Torun Reid
Pierre Schneider
Lilly Stuart
Anna Emanuela Tangolo
Orvokki Tank-Musovskij
M. M. Thunnissen
Robert William Trett
Servaas van Beekum
Sari van Poelje

Correct Price on Wagner Video

The price for the new two-volume video by Abe Wagner entitled, "Breaking the Communication Barrier: TA + NLP = Synergism," was incorrectly listed as $45 members/$55 non-members in the January *TAJ*. The correct cost is $75 members/$85 nonmembers until 1 August 2000, after which the cost increases to $95 members/$105 non-members.

New Address for TAJ Manuscripts

As a result of changes in the ITAA office, TAJ manuscripts should now be sent directly to Publications Consultant Robin Fryer at 1700 Ganges Ave., El Cerrito, CA 94530-1938, U.S.A. She can also be reached by email at robinfryer@aol.com or by phone or fax at 510-232-0310.

RESEARCH ASSOCIATE WANTED

I am looking for a graduate or postgraduate student who would like to collaborate on a scientific study in which we test the hypothesis that strokes are a powerful antidepressant. I can offer supervision and can obtain research funds. Please contact me: Claude Steiner, PhD, www.claudesteiner.com

2001 ITAA/WPATA Conference

"Reconciliation: Restorative Processes, Relationships"

Sydney, Australia * The Landmark Parkroyal

Preconference: 21–25 July 2001
Main Conference: 25–29 July 2001
Postconference: 30 July–1 August 2001

The International Transactional Analysis Association (ITAA), in association with the Western Pacific Association of Transactional Analysis (WPATA), is pleased to announce the 2001 annual conference.

The Theme

The conference will focus on how the theme of "Reconciliation: Restorative Processes, Relationships" touches our lives in diverse ways. The theme will be explored from sociopolitical, economic, and psychological perspectives. Key ideas include:

- world trends in reconciliation
- political processes
- equality in education
- healthy workplaces
- multiculturalism
- making peace with the past
- creating a new future
- handling conflict in relationships

Sydney

The conference will be held at The Landmark Parkroyal in Sydney, Australia, a vibrant, friendly international city, home to over 4 million people. One of the world's most beautiful cities, Sydney has been named the "Number One Convention City in the World" for two consecutive years by the International Congress and Convention Association.

Life in Sydney, Australia's oldest and largest city, revolves around the harbor, one of the most famous waterways in the world. The harbor is Sydney's magnificent centerpiece, and the world-famous opera house is the jewel in Sydney's crown.

Sydney's climate is mild by North American, Asian, and European standards. It has an average of 340 sunny days a year, with winter temperatures (June to August) around 16° C (50-60° F).

Postconference Tours

There will be two exciting postconference tours: one to the Great Barrier Reef (one of the seven wonders of the natural world) in tropical Queensland and another to the incredible Red Centre–Ayers Rock to sample the treats of the outback.

Tropical Queensland is home to the unique Great Barrier Reef, one of the most beautiful places on earth. The reef is the only living thing that can be seen from the moon, and the colors and varieties of fish and coral must be seen to be believed. The area is also famous for its world heritage listed rainforests, access to the outback, and the natural beauty of the area. Average temperatures at this time of year are 26° C with overnight temperatures of about 15° C.

The outback is one part of what makes Australia the continent of contrasts and adventure. The hardships, isolation, and beauty of Australia's outback contrast sharply with the sophistication of its cities. Outback and adventure tours as a member of a small group are the only way to learn about and get to know Australia. Traveling in the outback with an experienced guide in a small group allows you to experience all that Australia has to offer and at the same time minimize the impact on the ecology and environment. The weather offers mild to warm days with cold nights.

To Register Interest in the Conference

To indicate your interest in attending the Sydney 2001 conference, please complete the form below and fax or send it back to the number given below.

Registration of Interest Form for ITAA/WPATA Sydney 2001 Conference

Ms./Mrs./Mr./Dr. _____ First Name _____ Last Name _____

Address _____

State _____ Zip/Postal Code _____ Country _____

Tel: ( ) _____ Fax: ( ) _____ Mobile _____

Email Address: _____

Please indicate what you are interested in:

- ❑ Would like to present (fill out the form on this page and return to the ITAA office)
- ❑ Preconference events 21–25 July
- ❑ Main conference proceedings 25–29 July
- ❑ Postconference events 30 July–1 August
- ❑ Great Barrier Reef Trip
- ❑ Red Centre Trip

For more information, please contact: Caroline Jones, Professional Corporate Conferences, 6/42 Khartoum Rd., North Ryde, NSW 2113, Australia; telephone: +61 2 9805 0845; fax: +61 2 9805 1240; email: caroline@corpconf.com.au



SYDNEY CALL FOR PROPOSALS

I. Information cover sheet

_____
Presentation title

_____
Presenter's name, academic credentials, ITAA certification.
If not an ITAA CTA, please include a Certified Member's written endorsement.

_____
Presenter's street and number or other postal address

_____
Presenter's city/state or province/postal code/country

Telephone_____ Fax_____ Email_____

Copresenter(s)_____
(Name(s) and highest academic degree(s). You must contact copresenters to ensure attendance or replacement.)

Field of TA application: Educational___ Organizational___ Counseling___ Clinical___

Level: Beginning-discovery-first time___ Intermediate-experienced-going further___ Oldtimers interested in learning from one another___

Format: lecture___ discussion___ panel___ paper___ experiential___

Duration: 1.5 hrs___ 3 hrs___ Paper (50 minutes)___

Size limit of group: no limit___ limited to #_____

Language: English___ other_____

Equipment: Rooms have movable chairs, flip charts. If additional equipment is needed, describe how you will supply it:_____

Safety: Describe potential risks (e.g. intense physical/emotional experiences) and protection you will provide:_____

New Presentation? No___ Yes___ (where/when)_____

Goals/objectives: What do you plan to accomplish during your time?_____

_____

II. Abstract: Attach a typed abstract of up to 100 words to be used in conference publicity.

III. Biographical Sketch: Attach a typed biographical sketch not to exceed 20 words.

IV. Outline: Please provide a chronological outline of up to two typed pages: What will happen during your presentation, including a plan showing use of time, how material will be presented, what learning aids will be used.

V. CEU Requirements: The following information is needed from presenters for workshop participants to receive continuing education units for workshop attendance:

1. One or more questions that could be asked of workshop participants that would indicate a general understanding of the material presented to them
2. Presenter's highest academic degree and where the degree was obtained
3. Presenter's current license
4. Presenter's occupation and workplace (name and location)

Return your proposal as soon as possible and no later than 1 October 2000 to: ITAA 39th Annual Conference, 436 14th Street, Suite 1301, Oakland, CA 94612-2710, USA; fax: 510-625-7725; email: itaa@itaa-net.org

UKRANIAN

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eligible to be TA 101 certified by the end of the two intense days of classes.

Annika's presentation brought to 147 the number of TA 101-certified persons in the Ukraine. It was time to start organizing the next level of training. The major barrier was the artificially induced poverty of prospective students, not to speak of the entire country. To offer the TA 202, we would have to find funds to pay for it. The tuition we could charge participants—and I am talking about professional psychologists, psychiatrists, and psychotherapists working in their field of specialization who earn $200 to $400 annually, if they get paid at all (a frequent practice is to simply cancel salary debts over three months old)—would not cover even the cost of travel expenses for our teachers to get here, let alone the cost of their services.



Annika Bjork taking in the sights of L'viv with guide Petro Ivanovych Ukrainets, who made the Rivne TA-101 possible by arranging a grant from the Rivne City Council to pay for the seminar expenses.

The only way to receive grants in the Ukraine is to have a legally registered organization, and the only way to establish a national organization is to substantiate the desire for this with notarized statements from at least 14 of the 24 regions and 1 autonomous republic. The Rivne 101, certifying persons from so many regions, thus made the Ukrainian Association for Transactional Analysis (UATA) possible from this perspective.

In the meantime, it costs a great deal of money to register a national organization, and in stepped the European Association for Transactional Analysis with financial help to see us through. To the Western world, $700 may seem like an ordinary amount of money, but for us in the Ukraine it is an unreachable sum. Were it not for this financial help from EATA, there would be no UATA today.

UATA is now legally registered as an "All-Ukrainian Benevolent Fund" and will be establishing its seal and bank account shortly. At the next meeting of the UATA executive committee we will be preparing our EATA affiliation application as directed by the general meeting of UATA members. Eighteen persons were present for the first actual meeting of members on 26 February 2000. At present there are 31 members of UATA, of whom 23 are Regular Members and 8 are Associate Members.

The immediate task of UATA is to apply for grants to make possible an eight-year program to create a collective of Certified Teaching and Supervising Transactional Analysts who will continue to train within the context of the Ukrainian economy. In cooperation with our prospective teachers from the Institutet for Livsterapi we are preparing such an application. Immediately on receipt of funds we are ready to organize the next level of training as well as additional TA 101s. We will follow up on any and all suggestions of grant sources for such a project. All of the known sources advertised in the Ukraine have been screened, and only one has so far been willing to consider our proposal. It may be of interest to know that some grant sources available in the Ukraine specifically *exclude* any projects aimed at improving the psychological health of the population.



Coffee break fun during the Rivne TA-101. Mykola Papach hamming it up with the water kettle, Oleksandr Turchenyuk hiding demurely behind his teacup, a participant of the 101 and Petro Ukrainets playing "good little boy," and Annika enjoying the whole affair.

One task that UATA began to fulfill even before becoming a legal entity is that of translating transactional analysis material into Ukrainian. We applied for and received an Eric Berne Fund for the Future grant from the ITAA for the translation, publication, and distribution of *TA Today* by Ian Stewart and Vann Joines. We hope to have the book ready for distribution by September 2000. This translation will be a major contribution to the development of psychology and psychotherapy in the Ukraine because up until now, all material in these fields has been published only in Russian. *TA Today* will be the standard reference in Ukrainian for transactional analysis vocabulary and concepts for students, translators, professionals, and inquirers for many years to come. We are also translating the EATA *Training and Examination Handbook.*

Long-range goals of UATA, as announced at our first meeting of members and recorded in our minutes, include the creation of a Ukrainian Institute for Transactional Analysis, which will devote itself to the teaching of transactional analysis on all levels—from popular lectures in person and on radio and television to TA 404s and the placing of transactional analysis-trained teachers and psychologists in every public school in the country.

Before ending this article, I would like every ITAA member to know that transactional analysis is widely recognized here in the Ukraine as being the most effective theory and method for work with the present-day population. The theories of many schools of psychotherapy are known here and in great detail. But there is a universally acknowledged dearth of practical training, so the opportunities for teaching transactional analysis are myriad, and TA 101s can be quickly organized. If any qualified transactional analysis teacher seeks such an opportunity, under the stringent economic conditions described, we will be glad to hear from you.

I can be reached at nadyezhda@spassenko.relc.com or by writing Nadyezhda Ivanovna Spassenko, a/s 12, Pereyaslav-Khmel'nyts'kyi, Kyivs'ka oblast' 08402, UKRAINA. □

SOUTHEAST INSTITUTE

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conferences on transactional analysis and other approaches from 1973 to 1987. These conferences featured many of the outstanding presenters in psychotherapy from all fields, with attendance ranging from 300 to 1100 participants annually.

Graham Barnes left the institute in 1979 to live and work in Europe, and Vann Joines, who then became president, expanded the psychotherapy training focus. The institute has conducted continuous ongoing training programs in redecision therapy and related techniques in Nashville, Tennessee, Asheville, North Carolina, and Chapel Hill since the early 1970s. Thousands of therapists have been trained during that time, many of whom have become certified members of the ITAA.

Following the presentation of the institute's history, Mary Goulding talked briefly on the first morning about redecision therapy and then worked with eight participants in a demonstration group. She exhibited her usual blend of humor, intuition, and effective interventions to make the process fun, exciting, and productive for each person. The audience was very moved with the work and profited by working along silently with the participants. Mary demonstrated once again what a quick, powerful, and effective process redecision therapy can be.

Claude Steiner presented on emotional literacy in the afternoon. He talked about how the Critical Parent messages we hear in our heads limit our effectiveness and cause us to feel bad in various ways. He used the exercise of thinking about sharing certain things in the large group to demonstrate this process. He then led an emotional literacy training group with participants from the audience. Everyone experienced the importance and power of learning to ask directly for what one wants and to use one's feelings to take care of oneself.

Friday evening was the 30th Anniversary Celebration Party, with a reunion of past trainees and friends of the institute, a cash bar, food, a DJ, and dancing. It was great to reconnect with so many good friends and to celebrate this occasion.

Saturday morning, Muriel James started off with an impressive demonstration group showing how to both obtain behaviorally specific contracts and fulfill them in a single group session. She was sharp in her insights and crisp on her work. She used the remaining time to talk about her theory of reparenting and to demonstrate the process with several experiential exercises. Participants found the sharing of experiences from her own personal life especially rewarding.

Saturday afternoon Jack Dusay began with a tribute to the work of Southeast Institute over the years and congratulations to Vann Joines and the institute staff on their 30th anniversary. He then talked about his early experiences in transactional analysis and the development of his theory of the egogram. He went on to describe how the egogram could be used in dealing with relationships and did a demonstration on working with a couple using two participants from the audience. What was most impressive is that in 20 minutes he had identified the core issues for both individuals. His approach involved getting the couple to reexperience the primary conflict they had with each other and then helping them experience when they had felt that way as children. He then had each one nurture that child in the way he or she had needed back then. This approach quickly turned the situation from an adversarial one into a mutually supportive relationship.

The conference was a fitting celebration of 30 years of teaching and training in psychotherapy at the Southeast Institute. The entire conference was videotaped and the tapes will be made available for sale both to those who attended and to those who were not able to attend but would like to experience the quality presentations that were given. A portion of the proceeds from the sale of the tapes will be given to the ITAA for their help in publicizing the conference.

A letter received from a conference participant contained the following comment, which sums up the conference nicely: "Vann, this was without a doubt the best workshop I have attended in my 36 years as a psychologist!" □

"Connecting in the New Millennium"

9–13 August 2000
Halifax, Nova Scotia, Canada

- For each field of application of transactional analysis there are several presentations.
- Dr. James Gilligan will give a keynote address, sit on a panel, and conduct a workshop.
- Gianpiero Petriglieri will speak on the relationship of transactional analysis & brain studies
- Transactional analysts from around the world will share, learn, and enjoy one another.
- There will be long-range planning discussions by the membership.
- Development of the North American Transactional Analysis Association will occur.
- Meetings of the board and the training and certification bodies are planned.
- Examinations will be held for a large group of examinees (examiners still needed!).
- Special appreciation will be given to those who pioneered transactional analysis in Canada.
- Major ITAA awards will also be presented.
- A lively social program offers a multitude of fun choices.

Join us in Halifax! Your participation is the most important ingredient in making this conference a fabulous fresh start for the ITAA in this new millennium.

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Oakland, CA 94612-2710, USA; Fax: 510-625-7725

EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA Oral	COC	July 13, 2000	Paris, France	April 1, 2000*
	BOC	Aug. 9, 2000	Halifax, Nova Scotia	May 9, 2000
	COC	Oct. 26, 2000	Malmö, Sweden	Jul. 1, 2000*
	BOC	Nov. 2000	Auckland, New Zealand	Aug. 2000
	COC	Nov. 5, 2000	Belguim	Aug. 1, 2000*
	COC	Nov. 18, 2000	Salzburg, Austria	Sept. 1, 2000*
	BOC	Jan. 2001	Bangalore, India	Oct. 2000
	COC	April 5, 2001	Keele, England	Jan. 1, 2001*
	COC	July 5, 2001	Vienna, Austria	April 1, 2001*
	BOC	July 25, 2001	Sydney, Australia	April 25, 2001
	COC	Nov. 17, 2001	Germany	Sept. 1, 2001*
TSTA Oral	COC	July 13, 2000	Paris, France	Jan. 1, 2000
	BOC	Aug. 9, 2000	Halifax, Nova Scotia	May 9, 2000
	COC	April 5, 2001	Keele, England	Oct. 1, 2000
	COC	July 5, 2001	Vienna, Austria	Jan. 1, 2001
	BOC	July 25, 2001	Sydney, Australia	April 25, 2001
CTA Written	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
TEWs	PTSC	July 10-12, 2000	Paris, France	March 10, 2000
	TSC	Aug. 15-17, 2000	Halifax, Nova Scotia	April 15, 2000
	PTSC	Apr. 8-10, 2001	Keele, England	Dec. 8, 2000
	PTSC	July 2-4, 2001	Vienna, Austria	March 2, 2001

* 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.

Please Note: Exams are subject to availability of examiners and exam supervisors. BOC will not be responsible for expenses incurred where the unavailability of examiners or exam supervisors causes examinations to be canceled or postponed. To be an examiner for an ITAA/BOC exam, examiners must be at least a CTA for a CTA exam or a TSTA for a TSTA exam.

To make arrangements to take a BOC exam, contact the T&C Council, 436 14th Street, Suite 1301, Oakland, CA 94612-2710, USA. **To arrange to take a COC exam,** contact your EATA Language Coordinator. Check with the EATA office or the *EATA Newsletter* for the name of the appropriate Language Group Coordinator. **TSC Training Endorsement Workshop fee:** $395 payable in US dollars to T&C Council, c/o the T & C Council office, 436 14th Street, Suite 1301, Oakland, CA 94612-2710, USA. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.

New Resources for TA Training Available

A two volume (400 Pages) set of lecture notes has been written by Linda Gregory, TSTA and PTSTA's in Australia covering 12 Modules of TA curriculum.
Modules covered are: Structural Analysis, Transactional Analysis Proper, Game Analysis, Racket Analysis, Script Analysis, Treatment Considerations, TA History and Literature, Personality Adaptations, Developmental Stages, Self-Reparenting, Abnormal Psychology & Redecision.
These notes are an excellent help to trainers and can also be used as a study guide for trainees.

Each module section of lecture notes is approximately 25 pages. The notes are based on the many authors of TA theory who have written in each area. Modules are clearly referenced to the authors, and each has a substantial reference list of suggested readings for trainees, listing both TAJ articles and relevant books. The book is bound in a loose leaf hard cover file in order to allow each trainer to add personal teaching notes and references.

Kerry Towers has compiled two volumes of TAJ articles of references which are suggested readings in the lecture notes and a one volume file of Eric Berne Memorial Award winners from 1971 -1997. Many of these articles are out of print, and many no longer available. This collection of required reading is now available to the public and to trainees of transactional analysis.

Send order to:

Linda Gregory
3 Trafford St. Beaconsfield, WA
Australia 6162

E Mail lgregory@central.murdoch.edu.au

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Keeping In Touch

Region I—Pacific, Asia, Africa



Robin Maslen has been diagnosed with prostate cancer and is currently undergoing treatment. He indicates that the cancer was confined to one lobe of the gland and so the prognosis is hopeful. Nevertheless, this is obviously a very difficult time for Robin and his family, and he would enjoy hearing from friends and colleagues. Robin can be reached by email at robmas@dove.net.au and by regular mail at 37 Downing St., 5048 Hove., S.A., Australia. We send Robin our fondest thoughts and our best wishes for a full recovery.



Pearl Drego has been writing twice a month for one of the north Indian newspapers. In her column, entitled "Mind the Child," she answers questions from parents. Pearl says, "First they wanted me to do four questions at a time, but gradually they found that taking one question was better. I have increased from 500 words to 1500. The newspaper has collapsed twice and recovered, and they pay after one year, but I keep at it." Pearl also writes, "I could not be the therapist I am without Eric Berne. The other day a young cricket player decided to be faithful to his lady love and not to marry another girl as his family wanted him to do. I would not have helped him without my knowledge of game analysis. And a few months ago one of my clients, who is part Filipina, waved her hand to heaven and said, 'Thanks, Berne' after I explained one of his ideas." Recently the Hindi translation of Pearl's book, *Talk to Me, Mum and Dad,* was published after three years of working on the translation. As Pearl discovered, "One could translate a permission into Hindi (or any language) in such a way that it would read like an injunction!" The translation was difficult work, but Pearl says that four of her trainees—Ranjana Mitra, Pallavi Bhatnagar, Maneka Lal, and Poonam Prakash—did an excellent job on it.

Region III—Europe

Julie Hay presented at the ABT Project Leadership Conference in Paris in November 1999 and at GigaWorld IT Forum in Interlaken 26 June 2000. Julie is also coordinating the ADI/Gower Assessment and Development Centre Network for human resources professionals who want to share ideas about running assessment and development centers.

Region IV—Central and South America

The Brazilian Transactional Analysis Association (UNAT-BR) now has a home page: http://www.unat-br.com.br .

Region V—United States

Eva Long, PhD, AM, of Greenbrae, California, was recently elected to the Marin Community College Board of Trustees. Eva has a long career in teaching and school administration and has been active in civic affairs. She won the open seat on the board with the top number of votes for a nonincumbant and also raised the most election funds of all the candidates. Congratulations, Eva!



Bill Cornell presented on "The Impassioned Body" last fall at a gathering in Washington, DC, cosponsored by the Guild for Body Psychotherapy and Common Boundaries. In his talk he focused on the pressures therapists often feel nowadays to play it safe in terms of dealing with the body in therapy, especially in relation to issues of sexuality. His goal was to provoke without offending, something he achieved well judged by the enthusiastic response of the 70 people who attended his talk. A longer version of this talk was presented at the United States Association for Body Psychotherapy meeting in Berkeley in June, and a formal version of the paper is being prepared for publication.

All Regions

Complete set of back issues of the *Transactional Analysis Bulletin* and the *Transactional Analysis Journal* from 1962-1982 available for sale. Contact Carol Erb at imart@apci.net . □

TRANSACTIONAL ANALYSIS CONFERENCES WORLDWIDE

July 14-16, 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; IFAT2000@aol.com.

August 9-13, 2000: Halifax, Nova Scotia, Canada. ITAA Conference. Contact: ITAA, 436 14th St., Ste. 1301, Oakland, CA 94612-2710; phone: 510-625-7720; fax: 510-625-7725; email: itaa@itaa-net.org.

November 23-26, 2000: Auckland, New Zealand. Australasian Transactional Analysis Conference. Contact: Janet Redmond, 571 South Titirangi Rd., Titirangi, Auckland, New Zealand; phone: 09-817-5800.

April 5-8, 2001: Keele, England. Institute of Transactional Analysis Conference. Contact: Richard Reynolds at rreynolds@edinburghhealth.co.uk.

April 19-22, 2001: Stamford, Connec-ticut, USA. ERTAA Conference. Contact: Fred Clark, 261 Spring St., Cheshire, CT 06410-2722, USA; 203-271-3733 (phone/fax).

July 6-8, 2001: Vienna, Austria. 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.

July 23-29, 2001: Sydney, Australia. ITAA/WPATA conference. Contact: ITAA, 436 14th St., Ste. 1301, Oakland, CA 94612-2710; phone: 510-625-7720; fax: 510-625-7725; email: itaa@itaa-net.org.

Southeast Institute Celebrates Its 30th Anniversary

by Vann Joines

The 30th Anniversary Conference of the Southeast Institute for Group and Family Therapy in Chapel Hill, North Carolina, was held at the Sheraton Hotel, Chapel Hill, on 28-29 April 2000, with 75 people attending. The presenters for this year's conference were Mary Goulding, MSW, Claude Steiner, PhD, Muriel James, EdD, and Jack Dusay, MD. Each presenter had a three-hour block of time in which to talk about his or her approach to therapy and then conduct a demonstration group.

At the opening session, Southeast President Vann Joines, PhD, gave a brief history of the institute. It was founded in 1969 by Graham Barnes, MA, as a nonprofit educational institution called the Fellowship for Racial and Economic Equality (FREE). Its goal was to help eradicate racism from American society. Believing that every personal problem is a social problem and every social problem is a personal problem, the FREE staff sought to integrate effective tools from psychotherapy and social change. Grants were obtained initially from the Irwin-Sweeney-Miller Foundation to work with a target group of American fundamentalist church structures. Some fascinating groups were conducted with individuals as disparate as the Ku Klux Klan and the Black Panthers—in the same group. What staff found was that the real issues in racism were not in the Parent ego state but in the Child—in the early fears resulting from what each race was told about the other. In addition, often early abuse experiences with parents were projected onto members of the other race. It was very rewarding to see individuals who were deeply threatened by each other at the beginning of a week-long workshop laughing and hugging one another at the end. That really demonstrated the power of redecision therapy. Later a grant was obtained from the Lilly Endowment to conduct a counselor education program for faculty and staff from traditionally Afro-American colleges in the South. Many faculty and staff received training in transactional analysis and a number were certified.

In 1973 the name Southeast Institute was chosen to reflect an expanded focus, and a Masters of Arts program was initiated in psychotherapy and social change. One of the 22 graduates, Valerie Batts, PhD, went on to found Visions, an organization that addresses the problems and possibilities of multiculturalism worldwide. The ideas from the institute's graduate program were later used by Fredrick Hudson, PhD, and Robert Goulding, MD, to found the Fielding Institute.

Southeast Institute held annual spring

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Vann Joines (far left) with Southeast Institute 30th anniversary conference presenters (to Vann's left) Muriel James, Claude Steiner, Mary Goulding, and Jack Dusay