IDTA Newsletter

Volume 16 Issue 4

December 2021

Welcome to the fourth issue for 2021

And best wishes for the New Year.

Our main news in this issue is still that WOTAA – the World Online TA Association - is up and running. IDTA has been one of the supporters of this initiative from the beginning.

WOTAA website allows members to sign up by making a donation equivalent to a cup of coffee in their own country (or free); If you are an IDTA member, ID TA already donated on your behalf.

Members can then see other members with details such as languages, TA status and interests.

There are already members in 21 different countries. We encourage all of you to go to www.wotaa.org and begin to build up this worldwide community.

Contents

IDTA Council News

WOTAA

Our exciting item of news at this time is that WOTAA - the World Online TA Association – is now up and running at https://wotaa.org.

As a founder member, IDTA gave a donation so that IDTA members can join free (although they can make another donation if they wish – donations go to cover the setting up and running costs).

There are also options to enter details of TA qualifications, TA programs, TA conferences and TA Events. The intention is that this will become a worldwide online hub so that members can find and contact each other, as well as seeing what activities are available within the worldwide TA community.

There are already members in Argentina, Australia, Belgium, Brazil, China Colombia, Germany, India, Iran, Ireland, Italy, Japan, Malta, Netherlands, Peru, Poland, Romania, Serbia & Montenegro, Sweden, Switzerland and the UK. And with the corresponding range of different languages.

So we invite all our members, and everyone worldwide who is interested in TA, to join WOTAA. We also encourage those who are running TA programs, TA conferences, TA events and workshops, and TA qualifications to make their own entries.

There are plans soon to add some pages so that TA journals can be listed, and so that TA groups can also be publicised. Everything is done by donation – there are no fees.

ITAA

IDTA Council were disappointed to learn in July that ITAA are currently reviewing the objectives of the partnership programme – without any involvement of IDTA as a Partner Organisation. We asked for more information but have heard nothing more.

EATA

The EATA Council Minutes for the meeting held in July 2020 have been received but they are marked as confidential so we cannot share them with members. They begin with an item that says "Peter Rudolph reminds the participants that the content of council is confidential".

However, what we can report because it has been published elsewhere, is that the long-standing mutual recognition of qualifications by ITAA and EATA is no longer completely in effect. IBOC - the International Board of Certification – that runs what we think of as the ITAA qualifications – has been doing a great job of running online exams including for TSTA. However, EATA PTSC has decided that they will not accept those for the Teaching qualification unless/until the candidate has conducted teachings face-to-face. They must do the prepared teach and the TA 101, with an audience who are not their own training group, watched by a TSTA who has not sponsored the candidate. They must make their own arrangements for this and also make a video of it. They will then bring the videotape to an online exam board.

We are also allowed to tell our members what happened at the EATA General Assembly. EATA President reported that EATA now has 7500 members, in 28 European countries and in 44 associations. He stated that one of the aims of EATA is to promote research, although elsewhere he has advised that lawyers have been consulted and confirmed that *IJTARP* - the *International Journal of TA Research & Practice* - is not connected to EATA even though several former presidents signed successive 4-year contracts with the Editor.

He was still claiming that the cancellation of the 2020 conference was managed with the best possible engagement of all involved, even though the conference organising committee had successfully negotiated a postponement of it to 2023 and this would have meant that those who had paid to attend would not have lost most of their money.

The losses were because the organising committee had been authorised to set up a limited company in order to protect the UK-based associations from any financial liability. When EATA refused to even consider any possible financial arrangements that would

have avoided the insolvency required by UK law, the losses became inevitable as liquidation fees are always deducted before any refunds can be made. Setting up a committee to 'protect' members money only meant that more was spent in liquidator fees to cover the additional involvement for the liquidators.

During the same General Assembly meeting, the EATA Treasurer reported that EATA had reserves of 468095.62 euros and announced plans to spend more on projects.

It was also voted on to change the EATA Statutes so that the President can serve for 6 instead of 3 years, plus of course a year as President Elect and a year as Past President.

IJTARP

As this newsletter is being sent out, so too is an issue being published of the *International Journal of TA Research & Practice*. Free access at https://ijtarp.org

Quoting from the Editorial, It contains articles from around the world – from authors in Argentina, Australia, Italy and Taiwan – and three of these articles have been translated from Chinese, Italian and Spanish. IJTARP continues to bring together the worldwide TA community, and to make the contributions available open access so that everyone can read them regardless of income.

In terms of the content in this issue, all of the articles are extending existing TA theories. Two do this through literature reviews alongside the presentation of intriguing new ideas. Two others contain research studies

and their contribution to how we apply TA concepts.

In terms of ego states, Jorge Close invites us to consider whether Adapted Child should be regarded as part of Parent ego state; Tony White concentrates on working with the Child ego state; Cesare Fregola considers the impact of the Cultural Parent.

Coincidentally, the material from Argentina invites us to think about decontamination, followed by the material from Australia prompting us to consider the various ways that deconfusion might take place.

And from Taiwan, Iming Huang shows us the process of developing a questionnaire about psychological game playing, complete with the questionnaire itself (in Chinese and translated into English - maybe another researcher would like to try it in another country . . .)

The articles are:

Structural Transactional Analysis: Ego Selves and Ego States – Cause-Effect and Interventions - by *Jorge Alberto Close (Argentina)*

Deconfusion of the Child ego state – An examination of the main contributions and how redecision adds to the literature - by *Tony White (Australia)*

Development of a Psychological Game Questionnaire - by *Iming Huang (Taiwan)*

Cultural Parent and Learning in the Knowledge Society: A Survey with Students of Primary Education - by *Cesare Fregola (Italy)*

IDTA recognises EATA, ITAA and ICTAQ qualifications within IDTA membership categories.

ICTAQ runs levels leading to TA Master Practitioner or TA Master Manager, with options to convert also to master's degree and/or CTA. The reverse is also possible - if you have completed CTA requirements (even if you have not taken the exam) you may be able to obtain ICTAQ Master Practitioner status and/or a master's degree

To find out more, email details of your current TA journey to ictaq@ictaq.org

---

Stroking Models and Lockdowns

© 2021 Julie Hay

In a previous IDTA Newsletter (Hay, 2020), I pointed out that the TA concept of stroking gives us a simple explanation of why the Covid lockdowns have been so stressful for so many people - it has severely disrupted their stroking patterns. In addition to the obvious problems due to lack of contact with family and friends, a major component of the stroking pattern of many people is situated at work, interacting with colleagues, customers, managers, and so on. This may be even more significant for some than the regular interactions with friends and family. Suddenly, all of these may have stopped. This change has been even more problematic for those who already lacked adequate stroking patterns before Covid, such as a client whose stroking pattern is largely restricted to an hour a week with their therapist, or a TA student who relies on the strokes from a weekend workshop once a month. Let's not forget those who teach, whose stroking patterns may rely too much on the interactions with their students.

As we continue with lockdowns, I have reviewed some of the earlier material about strokes and provide a summary below from 1961 to 1997- i.e. the previous century! I invite you to play with some of the models.

1961 - 1979

According to Novey (1987), the first reference to the term 'stroking' appeared in Berne (1961) when he wrote of the biological gains from playing games. Novey next indicates that Kupfer (1962) described 'verbal stroking' (recognition) as a substitute for the physical caressing necessary to preserve the physical health of an infant, and that stroking is based on a 'reciprocal trade agreement', with givers expecting to be compensated by strokes received.

Berne often referenced Spitz (1945), describing how Spitz's work in foundling homes demonstrated that infants deprived of handling would be more likely to succumb to diseases which were often fatal; however interpretations of Spitz's work have been challenged since then (Spitz excluded as irrelevant how long the babies had been breast-fed).

Capers (1967) wrote of the differences between spurious and authentic strokes, suggesting that what he referred to as 'praise/criticism' is not the same as stroking.

Dusay (1967) wrote that the early nourishment in the form of physical contact from a mother or mother substitute is known as *stroking*, the need for which continues throughout life.

Steiner (1970) wrote what has become well-known as the Warm Fuzzy Tale, and (Steiner 1971a) provided a more detailed description of strokes, as a special form of stimulation one person gives to another. In the same year, Steiner (1971b) introduced the concept of the stroke economy, listing the now familiar "Don't give strokes." "Don't ask for strokes." "Don't accept strokes." "Don't reject strokes and 'Don't stroke yourself'.

Samuels (1971) linked strokes to contact stimuli as necessary for physical survival and non-contact stimuli for psychological existence.

During the following year, Berne (1972) was published posthumously but appeared to make only one small reference to strokes as being the units of a ritual, even though this book contained a complete chapter on the principles of transactional analysis.

Two years later, Cooper & Kahler (1974) suggested an eightfold classification of strokes and discounts. Referring to Schiff's (1974) work on "four types of discounts or non-relevant stimuli or responses: self, significance, problem, and solution" (p. 30), they combine this with the way strokes are typically thought of as "positive, conditional and unconditional, and negative" (p. 30). They went on to suggest a three-dimensional (which however they show as two dimensional) classification system to eliminate the confusion that had occurred between discounts and negative strokes, and to incorporate OKness.

The three dimensions are: strokes versus discounts; positive versus negative; unconditional versus conditional. They point out that problems and solutions cannot be stroked so they refer only to self and to significance of others, listing the eight possible combinations as: unconditional negative discounts (UND); conditional negative discounts (CND); conditional positive discounts (CPD); unconditional positive discounts (UPD); unconditional negative strokes (UNS); conditional negative strokes (CNS); conditional positive strokes (CPS); and unconditional positive strokes (UPS). These are shown in Figure 1.

They provide the following examples:

"UPS: "I like you [me] for you [me]."

CPS: "You [I] did a good job at work."

CNS: "You [I] did not do a good job at work."

UNS: "I don't like you [me] for you[*rself*] [me]."

UPD: "Sure I like you [me], I like everyone."

*CPD:* "You [I] did a good job a[*t*] work, after all everybody said so."

CND: "You [I] did a lousy job at work, after all everybody said so."

UND: "You're [I'm] basically no damn good like everybody else."" (p. 31) ([items] in original, [*items*] in italics added).

They conclude with the comment that "Even conditional and unconditional negative strokes are life giving because they are relevant. All discounts are life destructive. Negative strokes are better than no strokes [discounts] at all." (p. 31). It appears that Cooper & Kahler identified as negative discounts those strokes that might have sounded positive or negative but were followed immediately by a statement that was a discount. Their examples of these discounts are all of grandiosity (Schiff 1975) i.e. 'everybody'. Previously in the article they had included an example of "I like you, I like tall men" which is likewise grandiosity in terms of liking (all) tall men. They also distinguish between positive as pleasurable and negative as painful, which overlooks the ways in which constructive criticism might be experienced as painful yet still be given as an I'm OK, You're OK positive stroke.

Woollams & Brown (1978) provide a complete chapter on strokes which pulls together much of the material that had by then been produced by others. They begin by describing a stroke as a unit of attention which provides stimulation to an individual, referring to Spitz, and then to non-TA author (NTA) Brown (1970) and NTA Levine (1960) for work that showed how rats who are electrically shocked thrive better than those fed as well but given no stimulation. They also quote the NTA Harlow & Harlow (1962) well-known study of monkeys which showed that infant monkeys would spend more time with a 'punishing' fake mother that gave no food than they would with a fake mother that provided food but no stimulation.
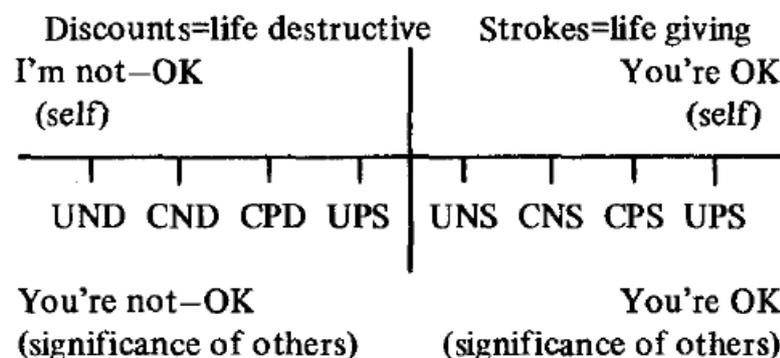
Discounts=life destructive				Strokes=life giving				Note that the UPS on left side of figure should read UPD, and You're OK in the top right hand corner should read I'm OK
I'm not—OK (self)							You're OK (self)	
UND	CND	CPD	UPS	UNS	CNS	CPS	UPS	
You're not—OK (significance of others)					You're OK (significance of others)			

Figure 1: Scale of Strokes and Discounts (Cooper & Kahler, 1974, p. 30

Woollams and Brown pointed out that external strokes – from another person – are necessary for healthy functioning and the original source of the term 'stroke' was of a parent physically stroking a baby. However, they point out that stimulation for some people also comes from "… inanimate external sources such as nature, plus internal sources such as old memories, new fantasies or ideas, movement, and other forms of self-stimulation. Since people respond to the stimuli in much the same way that they respond to the strokes of social intercourse, we use the term internal strokes for these essentially solitary and internal ways of satisfying stimulus-hunger." (p. 47). They also link internal strokes to the representation systems of auditory, visual, kinaesthetic, olfactory, gustatory and cognitive. They warn that an overreliance on internal strokes will not be enough; we need external strokes for optimal functioning.

They go on to write about positive strokes, which carry a "You're OK" message and usually result in good feelings for the receiver; negative strokes which are painful and sometimes carry a "You're not OK" message; filtered strokes which are distorted or contain non-relevant information and are therefore discounted strokes; and conditional for doing something versus unconditional for characteristics which occur naturally and hence will have more intensity.

They also write of stroke power, using a short story example to illustrate that a negative stroke will usually have far more impact than a larger number of positive strokes. In their example, a young man treats a young woman very well during an evening and then at the end suddenly rejects her – she is more likely to feel the impact of the rejection than the effect of the pleasant strokes during the rest of the evening. The intensity of the stroke power will also be affected by who is giving the stroke, and the way in which it is delivered. Routine caretaking of a child might represent five positive strokes whereas a parent's anger might equate to 200 negative strokes, and their rage might even reach 1000 negative strokes. Woollams & Brown suggest

that the Little Professor in each person also operates a stroke filter which maintains the script by letting in only those strokes which fit the person's frame of reference and filtering out any contradictory information, or distorting it in such a way that the meaning is changed before the stroke can be allowed through.

In an article that appeared in the same year and was a shortened version of the material in the chapter described above (Woollams 1978) placed more focus on internal strokes. He gave examples of positive strokes and wrote that negative ones are equally possible.

Summerton (1979) introduces RANI, which he uses as an acronym for Relationship Analysis Instrument. This makes use of the stroking combinations shown in Figure 2, of Parent to Parent, Adult to Adult, Child to Child, Parent to Child and Child to Parent, which Summerton points out are the most common in his experience.
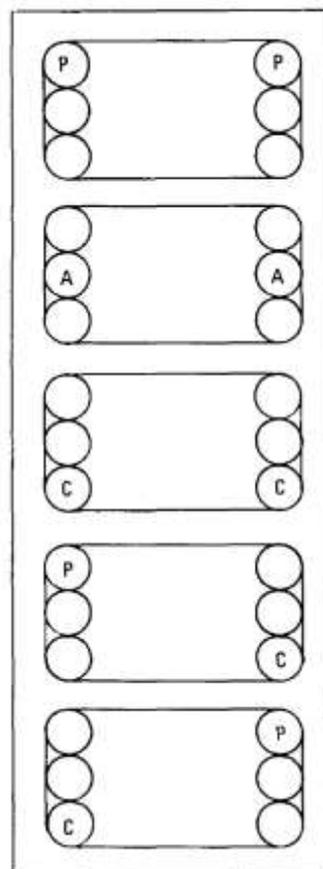

Figure 2: RANI (Summerton, 1979, p. 115)

Reminding us that strokes may be conditional or unconditional, Summerton also points out that in his experience they are rarely one or the other but on a scale between the two extremes. For positive and negative strokes, he describes them respectively as pleasant and supportive of the individual or unpleasant and destructive of the individual in some way or other. He links the four kinds of stokes to produce the following stroking combinations:

"+ U + C: positive unconditional positive conditional; +U - C: positive unconditional negative conditional; - U + C: negative unconditional positive conditional; - U - C: negative unconditional negative conditional. Here the code is: + = positive; - = negative; U = unconditional; and, C = conditional.

The stroking combinations are described colloquially. + U + C = I like you and I like what you do. + U - C = I like you and I do not like what you do. - U +C = I don't like you but I like the way you do things. - U - C = I neither like you nor what you do." (p. 116).

He goes on to relate these to Berne's (1961) four relationship possibilities: Sympathy – get along well together; Antagonism – enjoy fighting or arguing with each other; Antipathy – cannot stand each other; and Indifference – have nothing to say to each other. He links these with symbols to the stroking combinations as shown in Figure 3.

Summerton goes on to provide some examples of how clients have used the Instrument to identify where they wish to change their relationships, such as Santosh who decided to ask for and listen to his wife's opinions in the Parent to Parent interaction.

He recommends that weightings are applied so that clients concentrate on one change at a time. He suggests that partners complete the Instrument individually before comparing notes, and that sometimes it may be necessary to consider 2nd order functioning in terms of Nurturing or Controlling Parent, Adapted or Free Child.

1980 - 1997

Sprietsma (1980) wrote about the Stroke-Scope, which he described as a diagram for analysing strokes in terms of their type, style and degree of recognition being given and received. He emphasised that he was using Berne's sense of stroke being a basic unit of recognition and a basic unit of transaction, pointing out that the term stroke was too often being equated only to positive and love and that every transaction is an exchange of a stimulus and a response stroke. He also proposed that there might be fifth category of TA theory –Stroke Analysis – alongside structural, transactional, game and script analysis.

He referred to Chuck Kelly in Radix Journal and Alexander Lowen in bioenergetics literature [no references given] for providing him with the factors of an Affective element of feeling and the Cognitive components of thinking and willing, from which he proposed that the affective component can be regarded as a continuum from pleasure to pain as the type of stroke, with cognitive linked to time structuring and on a continuum from action, towards the other, and passion, directed inwards, as the style of stroke. This produced the basic diagram shown as Figure 4.
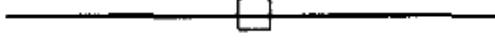

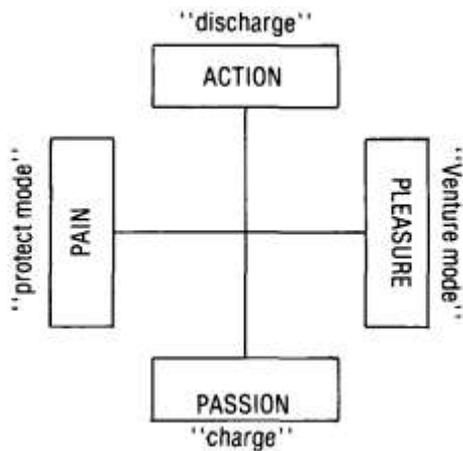**Figure 3: Relationship Qualities (Summerton, 1979, p. 116)**

Figure 4: Four basic priorities (Sprietsma, 1980, p.69)

He explained that the Pleasure-Pain dimension is not the same as Positive - Negative strokes, preferring to use the latter definition in reference to the healthy or unhealthy effects of stroke; for example, it may be healthy and positive to disapprove of harmful behaviour.

He went on to add a Conditional-Unconditional distinction for the degree of intensity of the recognition involved, with the degree being partly influenced by how the recipient receives the stroke. He pointed out that stroking for doing and for being are closely entwined so the distinction needs to be what condition is being placed on the giving of the recognition, with unconditional being an external perception and objective, and conditional being more centred on the internal perception of the individual giving the stroke. He showed the degree of recognition as concentric circles with increasing intensity (Figure 5).

He went on to refer to accounting and discounting strokes rather than seeing discounting as the opposite of a stroke. Discounting of self occurs in the conditional, internal awareness whereas discounting shows up in unconditional, outward directed aspects. The person may also discount or account for the situation, such as ignoring or taking into account the road conditions when driving a car.
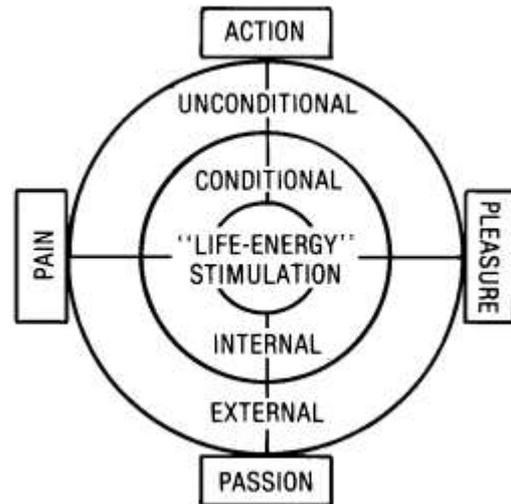

Figure 5: The Basic Stroke-Scope Diagram, Sprietsma, 1980, p.70

Sprietsma went on to synthesise from sources such as Timothy Leary as well as Chuck Kelly [no references given] to arrive at a more detailed diagram as shown below as Figure 6. In this, Acceptance is the combination of Pleasure flowing outward into Action; Submission is Pleasure building up to Passion; Dominant behaviour is Pain combined with Action; Rejection is Pain going into Passion. Acceptance can be likened to warm fuzzies; Submission to sugar or plastic fuzzies (sweet to receive but with no nutrients); Dominant will involve cold pricklies; and for Rejection he suggested poison pricklies.

Richard Erskine (1980) wrote of stroke ripoff as a way of getting attention from another person who may not wish to give the attention. He described how people come to therapy who are actively engaging in stroking exchanges but appear to have the same problems as others who are in strokeless environments, explaining that the problems may be because they are ripping people off for strokes. They may appear gregarious but people tire of them, or they may engage in continuous low-level conflicts. Erskine illustrates an example of interlocking racket systems, here as Figure 7, showing also how the problem manifests for the person who allows themselves to be ripped off for strokes.

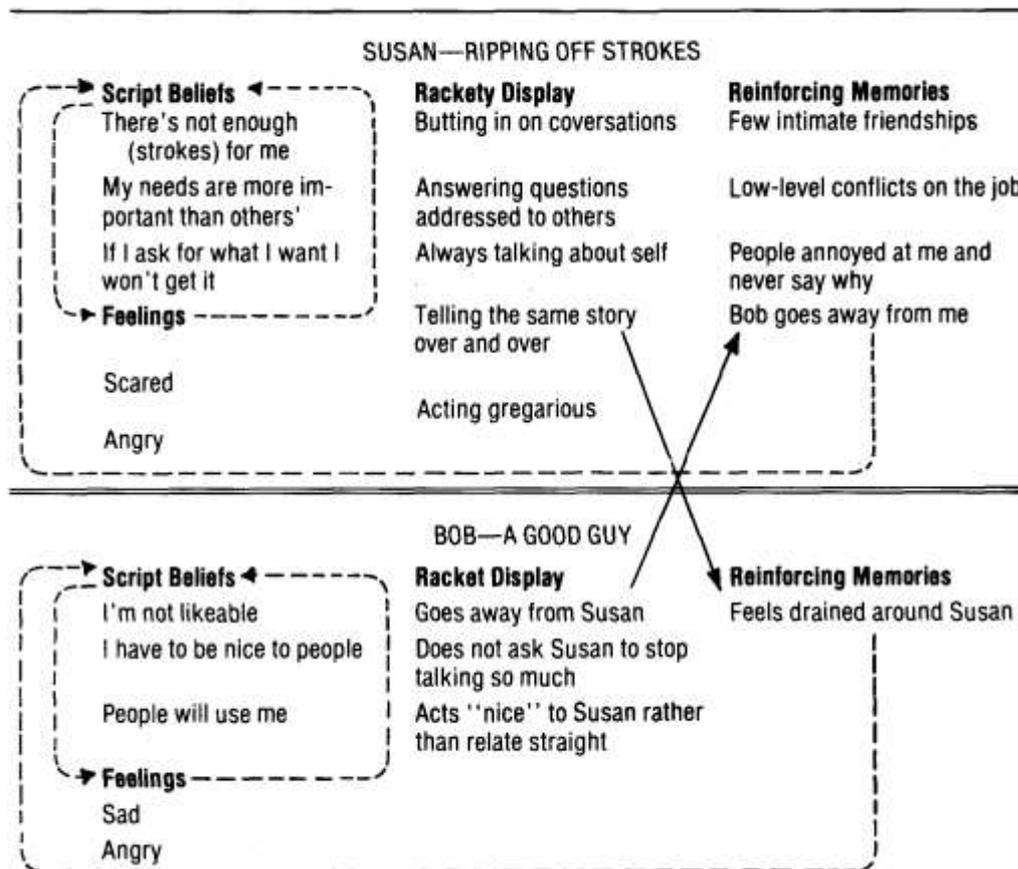**Figure 6: Stroke-Scope (Sprietsma, 1980, p.72)**

Figure 7: Interlocking Racket System (Erskine, 1980, p.75)

Dorothea Hunt and Edward Kuekes (1984) describe what they refer to as the Stroke Lattice as a diagram (Figure 8) within which clients can consider examples of 16 different types of strokes. Where there are gaps, the practitioner might prompt the person with examples; the aim is to identify those areas where the client stroking pattern needs to be changed. They note that they use positive to indicate something pleasurable and negative for something painful, and contact as physical touch and noncontact as without physical touch.
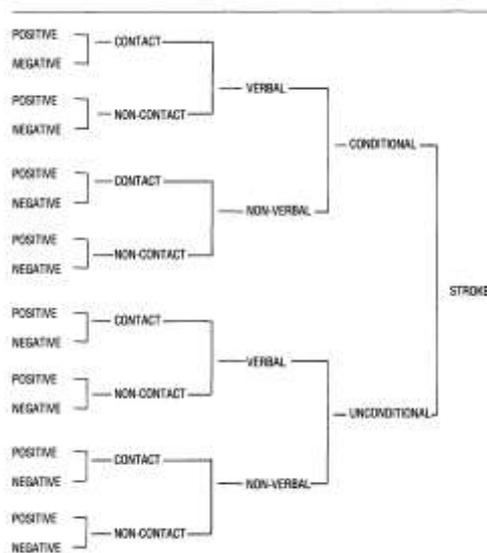

Figure 8: Stroke Lattice (Hunt & Kuekes, 1984, p.73)

Kate Meredith (1986) proposed what she referred to as the Stroke-O-Graph as a way to help people develop psychological literacy through helping them understand the legitimacy of satisfying their psychological needs in the same way that they expect to meet their biological needs. She quoted Berne (1961) for the three basic psychological needs of stimulus, position and structure hunger, and for the recognition that people seek to meet these hungers through strokes. The Stroke-O-Graph in the basic version, as shown in Figure 9, is a chart where the client can record the time spent in specific structures and types of stroke. Clients are given an explanation of the various concepts and how to record them. A more complex version includes the client noting the degree of stroke

intensity (1-10) and their psychological position (using numbers to indicate 1. good; 2. blaming; 3. depressed, running away or rescuing; 4. hopeless/helpless).

Jorge Oller-Vallejo (1994) suggested that we consider an additional classification of attributive strokes, which relates to the physical and psychological differences between people and therefore bridges the gap between conditional and unconditional strokes. Warning that we need to avoid negative attributive strokes, he gives several examples of positive: ""I like your dark eyes," "I love your enigmatic look," "I liked your spontaneity when you were talking," "I admire your tenacity in doing this job," "I enjoyed the rigor of your reasoning," and "I appreciate your musical talent."" (p. 187), followed by some examples of negative attributive strokes: ""You're short," "You work slowly," "I resent your (sic) getting so near me," and "I don't understand why you get lost so easily."" (p.187).

Oller-Vallejo emphasises that we must be careful not to reinforce script injunctions so we need to ensure the attributive stroke relates to a specific situation, such as stroking someone for working hard on a particular project rather than stroking them for working hard generally.

Isabella D'Amore (1997) critiqued the way in which the concept of strokes, as recognition hunger, has come to be seen within TA as a widely held theory of motivation whereas her analysis of Berne's writing indicates that the emphasis should be on stimulus hunger and social intercourse. She defined motivation as "a dynamic process of being or, rather, the way through which human beings interact, in a bivectoral continuum, with the world and each other." (p.181). She was writing to correct what she saw as a distortion, reminding us that Berne never wrote of a specific motivation theory but referred to three drives or hungers related to structuring time: stimulus or sensation hunger, recognition hunger, and structure hunger (Berne, 1972). She went on to point out that Steiner (1971a) altered the meaning of Berne's words, emphasising strokes rather

STRUCTURE	(Example) MONDAY Hrs. Type	TUESDAY Hrs. Type	WEDNESDAY Hrs. Type	THU Hrs.
WITHDRAWAL Details	8 —C* 3 —C Restless sleep: Lonely, watched T.V.			
RITUALS Details	1 + C Social C'tee meeting - praised for work done.			
PASTIMES Details	½ + u/c Talked to neighbor			
ACTIVITIES Details	8 +C & —C 3 —C Work: Housework			
RACKETS & GAMES Details	½ —U/C Fight with boyfriend.			
INTIMACY Details	—			
PLAY Details	—			
Total Remarks. Average:	24 Usually sleep better	* —C = negative conditional.		

Figure 1

Figure 9: Stroke-O-Graph (The Mini Version) (Meredith, 1986, p.162)

than the original emphasis on the value of the social relationship. This made Steiner's material unidirectional, through his emphasis on the significance of strokes from parents whereas Berne had referred to social handling and physical intimacy.

D'Amore goes on to review Berne's material across the years from the late 1940's until his posthumous publication in 1972, as well as pointing out that other authors have followed Steiner's lead. She adds that Berne mentioned the term stroke only seven times in all of his work that had been translated into Italian, whereas "it is almost impossible to count the number of times he talked about *stimulus, hunger for stimulus, need for stimulus* (biological, social, psychological), and *structural stimuli*. "(p.190) (italics in original).

She concludes that we need to reflect on the tendency to focus on behavioural change rather than on a vast range of elements including biological, psychological and social.

References

Berne, Eric (1961) *Transactional Analysis in Psychotherapy* Grove Press

Berne, Eric (1972) *What Do You Say After You Say Hello?* Grove Press

Brown, J (1970) A Behavioural Analysis of Masochism *Journal of Experimental Research in Personality* 4 60-65

Brown, Michael. & Kahler, Taibi. (1978). *NoTAtions: A Guide to TA Literature*. Huron Valley Institute

Capers, Hedges (1967) Spurious and Authentic Stroking *Transactional Analysis Bulletin* 6:24 104

Cooper, Terry & Kahler, Taibi (1974) An Eightfold Classification System for Strokes and Discounts *Transactional Analysis Journal* 4:3 30-31

D'Amore, Isabella (1997) The Source of Motivation and Stroke Theory, *Transactional Analysis Journal,* 27:3, 181-191, DOI: 10.1177/036215379702700306

Dusay, John (1967) Transactional Analysis in Berne, Eric (1967) *A Layman's Guide to Psychiatry and Psychoanalysis* 3rd edn. Penguin. Chapter 7 302-333

Erskine, Richard G (1980) Identification and Cure of Stroke Ripoff, *Transactional Analysis Journal*, 10:1, 74-75, DOI: 10.1177/036215378001000120

Harlow, Harry & Harlow, Margaret (1962) Social Deprivation in Monkeys *Scientific American* 207 136-146

Hay, Julie. (2020). Working Online. *IDTA Newsletter, 15* (4), 10-17.

Hunt, Dorothea & Kuekes, Edward G. (1984) Stroke Lattice, *Transactional Analysis Journal*, 14:1, 72-73, DOI: 10.1177/036215378401400112

Kupfer, David (1962) On Stroking *Transactional Analysis Bulletin* 1:2 9

Levine, Seymour (1960) Stimulation in Infancy *Scientific American* 202 80-86

Meredith, Kate (1986) Stroke-O-Graph: The Psychological Diet Chart, *Transactional Analysis Journal*, 16:3, 161-164, DOI: 10.1177/036215378601600303

Novey, Theodore B (1987) *An Advanced Reference Guide to the Transactional Analysis Literature.* TA Associates

Oller-Vallejo, Jorge (1994) Using Attributive Strokes to Differentiate Natural Traits. *Transactional Analysis Journal*, 24(3) 185-188

Samuels, Solon D (1971) Stroke Strategy: 1. The Basis of Therapy *Transactional Analysis Journal* 1: 3 23-24

Schiff, Jacqui (1974) personal communication in Cooper, Terry & Kahler, Taibi (1974) An Eightfold Classification System for Strokes and Discounts *Transactional Analysis Journal* 4:3 30-31

Schiff, Jacqui (1975), *Cathexis Reader: Transactional Analysis Treatment of Psychosis.* Harper & Row Publishers Inc

Spitz, René (1945) Hospitalism: Genesis of psychiatric Conditions in Early Childhood *Psychoanalytic Study of the Child* 1 53-74

Sprietsma, Leo C (1980) The Stroke-Scope: A Diagram for Stroke Analysis, *Transactional Analysis Journal,* 10:1, 68-73, DOI: 10.1177/036215378001000119

Steiner, Claude (1970) A Fairy Tale *Transactional Analysis Bulletin* 9:36 146-149. Can also be seen at http://www.originalwarmfuzzies.com/tale.htm

Steiner, Claude (1971a) *Games Alcoholics Play*. Grove Press

Steiner, Claude (1971b) The Stroke Economy *Transactional Analysis Journal* 1:3 9-15

Summerton, Oswald (1979) RANI: A New Approach to Relationship Analysis *Transactional Analysis Journal* 9:2 115-118

Woollams, Stan (1978) The Internal Stoke Economy *Transactional Analysis Journal* 8:3 194-197

Woollams, Stanley & Brown, Michael (1978) *Transactional Analysis.* MIcooper: Stan Woollams

Contact details for Council

Executive Director : admin@instdta.org

Chairperson/President: chair@instdta.org

Training Standards: training@instdta.org

Website: webmaster@instdta.org

We welcome submissions

♦ News items and articles

♦ Microsoft Word with minimal formatting

♦ Diagrams as pictures; photos as jpg's

♦ Academic referencing

♦ TA status of author as designated in EATA handbook or IDTA membership categories

♦ Send to: admin@instdta.org

♦ Send articles at least two weeks prior to the advertising copy deadline if you are aiming for a particular issue, or at any time if you don't mind when it appears

♦ Please note that submissions will be peer reviewed for relevance to IDTA

Advertising rates

♦ Full page: £50

♦ Half page: £30

♦ Quarter page: £20

Send to: admin@instdta.org as word doc with pdf so we can check we achieve the layout you want, or as jpg to be pasted in; pdf only acceptable if you have purchased a whole page

Next issue copy dates

Publication dates: March, June, September, December

Copy deadlines: 1st of month

Copyright policy

Please note that all articles in the IDTA newsletter are copyright [©] to the authors. They can be reproduced elsewhere, provided that the following information is included and a note is added about reproduction:

© *Year, Author Name(s*), Title of article, *IDTA Newsletter, Vol ?* Issue ? page numbers?
e.g. (or follow the reference format applied to where you reproduce)
© 2009 Tongue, Lynda, Research into brain functioning and the links with TA. *IDTA Newsletter, Vol 4,* Issue 4, pp 10-11 —reproduced with permission.

IDTA aims to provide networking and professional development opportunities to practitioners applying developmental transactional analysis. The purpose of this newsletter is to update members and to invite and encourage participation in the institute and to enhance the application of developmental TA generally. Views expressed in this newsletter are those of contributors and do not necessarily reflect the official policy of the IDTA.

IDTA Registered Office

Registered in England Company No: 04727639

Institute of Developmental Transactional Analysis , Wildhill, Broadoak End, Hertford, SG14 2JA
www.instdta.org   email: admin@instdta.org