

IDTA Newsletter

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Institute of Developmental Transactional Analysis
Sherwood House, 7 Oxhey Road, Watford WD19 4QF
Tel: 07000 234683 Fax: 07000 234689 email: instdta@adinternational.com

webpage: www.instdta.org

This issue features: news items; a wonderful report on a TAPACY moderation session along with two letters from teachers affirming the power of TAPACY; an article linking time structuring and training; a plea for research, and a fascinating article on strokes

Editorial

I have just come back from the ITA Conference in Exeter.

I am no longer a member of the ITA, but I love conferences for the "TA energy-fix" I get from them – and Exeter is just up the road from where I live in Devon.

I think it is important that Developmental TA is represented as a field, because there are many organisational consultants, counsellors and educators who are not aware of the Developmental field, or indeed are often told that DTA is "superficial". They are encouraged to go into clinical training as the only route open to them.

I think it is up to those of us in the field to promote developmental TA, and the IDTA. What we do is not superficial, it is different, highly skilled and it is about growth and moving forward. We deal with multi-party contracts, hierarchical symbiosis, co-creation, universality: the recognition that we work with individuals within communities – to name just a few areas.

We concentrate on promotion of healthy, affirmative, *achieving* relationships and personal development and we reach wide audiences. Ours is a **positive** philosophy – read the letters from teachers in the TAPACY section!

I would be very interested to hear your views and I would ask you to promote the IDTA – *the* institute for developmental consultants working and promoting TA – so that we can continue to grow and thrive and work alongside our colleagues in the TA community.

Lynda Tongue, Editor

IDTA News

Council Members have been working hard on your behalf – the various committees and the Council either meet in person or through teleconferences to conduct the work of the Institute. Here is a sample of what is going on at the moment:

TA Proficiency Award for Children and Young People (TAPACY)

Turn to pages 5 and 6 for a report and two satisfied customers!

IDTA Professional Qualifications

As we go to press the first IPQ student's first portfolio is being assessed. IPQ's are IDTA Professional Qualifications and two types are available, the Certificate and the Diploma in Developmental TA. They require that you apply TA professionally, get advanced TA training and supervision, and produce an essay and some portfolios of evidence. For more details contact the IDTA administrator at IDTA@adinternational.com

Conference

Please see the advert on page 9. And apply for a place now!

Newsletter

The final copy date for the next issue is **3 July 2006**. Please send your articles, letters, reviews, pictures and adverts to lynda@trianglepartnership.com or telephone her on 01803 294249. Advertising rates are available on application to Lynda Tongue.

Is there any research out there?

For some time the IDTA Council has been pondering the amount of TA research taking place and its whereabouts. To date I know of only three people who have presented 'TA dissertations' for their further degrees and would love to hear about others.

With this in mind the 'Sutton Group' has been considering some research of its own but before elaborating on this theme a word about the group.

We are a committed group of nine educators who meet regularly to develop and explore our understanding of TA. The group is probably best described as radical with the agenda emerging from each member's work and their enthusiasm for TA. For instance we have looked at the different schools of TA and are considering what we mean by a DTA school. If one of us feels a need to discover more about a particular TA theory then that member will research the issue and present to the rest. In fact anything goes and it is a very exciting place to be.

Out of our work 'grew' a book* and each member wrote a chapter about how they use TA in their work. Our next project was to arrange a conference and it took place very successfully in February last year in Sutton. We have realised that while we enjoy the emergent nature of our work we need a focus as a way of recording and monitoring our progress. Not to mention a way of letting others know what we are doing!

With this in mind deciding on some research of our own seemed an ideal next step for us. We realise that we have several areas which could yield some very interesting results. Giles Barrow has successfully developed the TAPACY scheme with a large number of children benefiting from the awards. It will be fascinating to carry out some 'before and after' research with future groups. Giles has shared some very moving stories of children's lives changing for the better after experiencing TA (see below).

Another member of our group is the Headteacher of a middle school and has established TA as the basis of the Behaviour Management policy. This means that while the staff has been provided with training in some basic TA theories the children are also familiar with ego states, transactions, strokes and drama triangle.

The research possibility raised at the group from this work concerns the issue of who benefits most from this TA input. Our consideration is the possibility that the high schools see better behaviour (and even perhaps more effective learning?) from the pupils coming from this particular school as a result of the children's TA experience.

Our discussions to date lead us to consider that the best results might come from a cohort of children who entered the middle school after the TA policy was established and who can be tracked through to the end of their first year at high school. However it would be interesting to have some feedback from high schools on the behaviour of children who transferred from this middle school after only one or two years experience of TA.

These are just two possibilities arising from our work but both are immensely exciting. There is a long way to go in planning and carrying out our research but I am certain that it will all happen!

If any of you know of someone carrying out TA research I would love to be in contact with them and I can be reached at anthea34@btinternet.com. I hope to be talking to the three people I know of about their work so look out for that report in a future issue.

Anthea Harding - in raining CTA(E) and Chair IDTA Research Committee

* *Walking the Talk: how TA is improving behaviour and raising self-esteem*
Ed. Giles Barrow & Trudi Newton. Publ. David Fulton (2004)

Time Structuring and Training

Paul Tizzard writes on how he has found one massive link between time structuring and training

As a trainer for over ten years I am a huge believer in respecting human rituals. In fact, I would go so far as to say that I am not actually just a trainer any more. I am, as a minimum, a host. At maximum, I am an event organiser. To do this, I actively recognise the Time Structure Hunger in my delegates.

When I first came across the idea of 'Time Structuring' the penny literally dropped for me. I have always believed that one of the most important jobs that I can do is to concentrate on the beginnings of courses. I wait almost bouncer like at the entrance to my courses waiting to welcome people and shake their hands. As they enter the room, I ask if they know anybody else present and then introduce them if they don't. I may even provide some links for them to get the conversation going.

Once everyone is in the room, I use a pre-determined activity that is linked to the course content but also 'breaks the ice' to get people comfortable and talking.

I knew it worked. I knew that when I didn't greet people and welcome them properly the course often didn't quite 'get going' – do you know what I mean?

It was only when I came across the concept of Time Structuring that I was able to justify to my bosses that what I was doing using Icebreakers and longish introduction activities was time well spent. I wasn't just being one of those 'fluffy' trainers. No way!

Courses are about getting people to learn. The only way people learn in my experience is by feeling comfortable with you and those around them. Of course, people learn through fear too but that is a different article.

It never ceases to amaze me when I go on courses, how badly they can start.

I go on a lot of courses and most don't respect the human rituals and the need for Time Structuring.

Compare the two examples below:

1. You arrive at the course a little confused and flushed as you got a bit lost. You walk in, and no-one looks up as you interrupt the deafening silence. You go into tip-toey library-mode or pretend-confident mode and sidle into the room. The trainer is fiddling with the PowerPoint and barely looks up. The other delegates are going through their booklets looking like they are reading but aren't really. You sit down and start to shuffle through your booklet, nodding with furrowed brow like you are really reading too. You pray for friendly eye contact. At 9.30 am, PowerPoint slide No1 begins and you check your watch and your pulse.
2. You arrive at the course a little confused and flushed as you got a bit lost. You walk in and people are chatting to each other and maybe doing some activity that is on the table. The trainer approaches you and introduces themselves. They then ask you if you know anyone else in the room. At 9.30 am, the trainer does a brief self introduction and then asks you to consider something linked to the course whilst introducing yourself. Before you know it, you are talking to somebody you barely knew before today and find yourself starting to relax. You have high expectations for the day.

Now I may have used a little artistic licence above but I think that you get the point.

We need strokes. We need recognition. We have different levels but we still need them.

As you know, we tend to go through the following levels with other humans:

Reproduced with permission from Julie Hay's TA 101 course handbook.

Withdrawal

- physically or psychologically alone
- eg reading, daydreaming
- no strokes

Rituals

- ritualised ways of behaving
- eg greetings, weddings
- very low intensity strokes

Pastimes

- semi-ritualised ways of passing time with others
- eg chatting about the weather, small talk
- low intensity strokes

Working

- goal directed work with others
- eg discussing a project, preparing a report
- moderate to high intensity strokes

Playing

- enjoying ourselves with others
- eg parties, outings
- high intensity strokes

Games

- interactions with others that incorporate ulterior transactions and lead to bad feelings
- eg asking for help that is not really wanted, manipulating others into appearing inadequate
- high intensity negative strokes

Intimacy

- candid, authentic encounters with others
- eg mutual trust and closeness, sharing joy or grief
- high intensity positive strokes

The Big Link

Scenario 1 above is unlikely to get beyond Withdrawal. It is too risky for us as humans or "delegates" on a course.

Scenario 2 will aim to minimize

Withdrawal, incorporate Rituals, give a reason to Pastime and get people to Working within 15 minutes of the course starting.

With the right environment and encouragement from me, I know that the delegates will get to both Working and Playing. They will enjoy themselves whilst working and learning.

I believe that the investment in time respecting the rituals at the beginning of our courses is well worth it and it pays dividends.

In summary, it is crucial to respect the stages that people go through when Time Structuring. If you don't, they will still want to. Have you ever thought you could save time by just starting the course and skipping introductions? How did it go!?!

One last thought for the unconvinced. Imagine if you went to a party where you didn't really know anyone. You walk in and the host is nowhere to be found. No-one looks at you. You wander in and head for the food or bar or a friendly face. The host arrives and grunts, 'Oh, we started without you cos you were late!'

How comfortable do you feel? Is this somewhere that you would like to go back to?

Trainers are like good hosts. Hosts understand that humans need to be given recognition (strokes) to ensure we get off to a 'good start.'

Paul Tizzard

Paul Tizzard is author of three books that focus on linking course openings and closings to course content. He is also a firm believer in the importance of being a good host, respecting human rituals and helping people to relax enough to actually learn something. Paul has also been a regular contributor to Fenman's Coach the Coach and Train the Trainer series. For a free report on how to write your own tailored Icebreakers, go to www.trainersense.com

TAPACY

Last month over 40 children and young people gathered in Greenwich with their teachers and school staff for the third TAPACY moderation session; it was a terrific event. The moderation was attended by Emma Bradshaw (Moderator), Trudi Newton (Presenter) and myself, all from the IDTA. In addition a number of LEA officers attended, interested in finding out more about what has been going on in classrooms.

There was an additional dimension to the event in that students also came from Belfairs High School in Essex, as part of the cluster. This meant that for the first time we had a majority of secondary aged pupils at the moderation. We had children from Mulgrave Primary and Nightingale Primary and the Newhaven Student Support Service, all based in Greenwich.

In all there were almost 70 awards made to pupils - some were not in attendance and were represented by their classmates. The array of work was typically inspiring; T-shirts with TA logos, TA songs and raps, DVD footage, TA board games, puppets, models - it just goes on. Each student demonstrated an understanding and application of six TA concepts and I just find it really thrilling to see individuals turn up and set out their work.

I have been to all three moderation sessions now and I think it's probably worth me giving people who haven't been to one a sense of what it can be like. These children come with all the excitement and energy of the playground. There's a rush and bustle and lots of materials and papers being unfolded and spread out into displays ready for the moderation process. Tables and display boards are set around the room and it's almost without any guidance that the students simply create this TA market place - a carnival of work.

The other thing that strikes me is the willingness of students to collaborate in giving strokes. Each student has a stroke sheet on which others write strokes about the values of the work and the person. This goes on for at least 45 minutes and is at the heart of this co-creative process.

All around you see children and adults talking, sharing and jotting down strokes so that by the end of the session students have a range of purely positive feedback on their work. And, these kids hardly know each other - they come from different schools, they have met barely to say much more than 'Hello'. So how does that happen, then?

And another thing, if you were to be around the session you'd be excited and energised by the process, but you would have not one single clue that many - not all - of the participants are regarded by some in education as being the most challenging, 'at risk', vulnerable, unstable or downright craziest in the system. It breaks me up with anger and sadness to think of the hundreds of young people who I used to work with who spent much of their school experience labeled as dysfunctional in some way. So how does that happen, then?

At the end of the session, as people gather up the work, say goodbyes and leave, I am left again with tears in my eyes and a sense of relief. On the one hand I am glad that the process has been exhilarating and affirming for us all - that it has been a success again. And I also wonder just what is it that we have done - amazed at the sheer sense of physics in young people and the potential of education to transform.

Giles Barrow

For further information, please contact Giles at giles.barrow@virgin.net

Letter from a teacher

I am a Behaviour Support Teacher in Sheffield working with children from 5 to 15 years.

Two of my colleagues and I recently decided to pilot the TA scheme of work written by Giles Barrow.

It was with a little bit of fear and a lot of optimism that we began our group work with Y7's and Y6's. With great anticipation we looked forward to our staff meetings so that we could share our TA experiences.

Most of our children quickly understood the concepts and were very motivated by the 'hands on' resources, mainly covering the following:

Ego-states
Drama triangle
Rackets
Cycles of development

For some of our children giving and receiving affirmations has been a new positive experience & the schools we worked in loved the new hopeful approach TA brought to troubled children. As we move into our second TA group of new children the challenge now for all involved is to see some small steps of change .

Although it often felt as though we veered off the path and got lost in the woods - we will be eternally grateful to Vicky Pollard and Catherine Tate for helping bring the TA ideas to life!

Moira Bolan
Behaviour Support Service
Sheffield

And another

Dear Giles
I wanted to update you about the use of TAPACY in our unit. This is the third year of our following the course and every year we are adapting and learning something new. We are now a little more confident in exposing ourselves, learning and working alongside our students rather than lecturing to them. We enjoy the challenge as do our students.

The students seem to enjoy the course and some have made great progress. Do you remember Daniel, a tall young man who was very damaged and traumatised by a variety of social and emotional factors not least of which was having parents with chronic mental health issues. He entered into the TAPACY course initially very reluctantly, with our clear focus being moving on, hopeful at that stage returning to school. He was incredibly nervous at the accreditation ceremony but was absolutely thrilled to receive the certificate and badge. Daniel chose the affirmation "moving on is a normal part of growing up" and used to carry this in his school coat pocket. Daniel returned to school part time in November 2004 and we withdrew our support in April 2005. Daniel has now been in school for a year and is due to take 10 GCSEs this summer and then A levels, university, The World.

He benefited from the TAPACY course and still carries the affirmation and has his certificate proudly displayed in his room. Daniel's progress was exceptional but I am sure not untypical of other pupils using TAPACY.

I would like to thank you, your materials and most of all TAPACY for enabling Daniel to move on.

Many thanks for all your work and ideas.
With best wishes

Maggie Cummins
March 2006

Recognition is not a Hunger

Berne's original (1961) formulation of recognition and the use of the word stroke came from research by Rene Spitz (1946), subsequent writers have questioned the assertion that recognition is a biological need, which, if not met "results in the shrinking of the spinal cord" (Allen and Allen, 1989; Hobbs, 1984).

Berne (op cit) originally stated that there were three biological hungers:

- Stimulus
- Recognition
- Structure

"stimulus-hunger, with its first order sublimation into recognition-hunger, is so pervasive that the symbols of recognition become highly prized and are expected to be exchanged at every meeting between people."

(Berne, 1961, p84)

The quote given above argues that recognition is a particular case or subset of stimulus. Thus the stimuli come from other people, rather than other sensory data.

Berne gave weight to *interpersonal relationships* which D'Amore (1997) argues became distorted by later writers, who believed that *seeking strokes* was the primary motivating force. Strokes therefore took on a primary position within Transactional Analysis theory and people appeared to be hunters on the look out for these - almost as though strokes are objects that we lob around at each other!

In reality, strokes (and therefore recognition) only make sense within the context of a relationship. Thus, given the varying intensities of different relationships, the level of stroke intensity arguably needs to match the intensity of the relationship within a reasonable range. Thus in a new relationship, exchange of recognition at a slightly higher level may be intended to take the relationship on to a closer level, whereas a high intensity of recognition is likely to make the other person uncomfortable. Conversely, a "tepid" stroke in an intense relationship may well feel like a put-down.

If we take this further, we could argue that in reality recognition is **not** the hunger, the hunger is *belonging*, and that positive recognition is the means by which we express this with other people. This would serve to explain the apparent contradiction that people who meditate experience high levels of fulfilment and connection when there is no visible stroke exchange - they are experiencing a sense of belonging and connection to themselves and the universe.

Put another way, recognition to and from other people is one of the primary means by which we satisfy our hunger to belong.

Examples of this would be:

- to one other person in a relationship
- with a team or group, to feel part of the whole
- an organisation
- a culture
- the global community
- humanity

and so on.

A variation of the OK Corral may help to illustrate this:

I experience myself as out of connection with myself and as not wanting/ having any belonging with you <i>(I'm Not OK, You're OK)</i>	I experience a sense of connection with myself and of belonging with you <i>(I'm OK, You're OK)</i>
I am disconnected from myself and from you and I see you as being just as disconnected. Belonging feels a long way away. <i>(I'm Not OK, You're Not OK)</i>	I experience myself as better than you and I am putting you out of connection with me <i>(I'm OK, You're Not OK)</i>

There are a number of other factors which will affect the level of belonging experienced by a person – one being what we might call the “ulterior” – or psychological - level of the stroke. One example might be a manager who feels that they are duty bound to give a person a positive stroke, and who internally resents doing this, or has other thoughts or feelings at odds with the stroke they are giving (eg “why should I be doing this? No-one ever gives me recognition”).

The implications of this for work in organisations is that managers and others need to be encouraged to see that it is the quality of relationships that is the crucial factor, rather than disembodied (and probably not congruent) strokes. Of course the sense of belonging is going to be negatively affected by many reality factors, including:

- the lack of choice of one’s colleagues at work
- high levels of turnover
- lack of a sense of common ownership
- threat of redundancy
- the level of commitment a person has to their work
- the level of fulfilment a person experiences from their work
- people’s script decisions/stroke filters

However, these can be offset in a work context by the extent to which people feel there is genuine concern for them as individual people who are valued. The Stroking Culture (Hay 1993) can be seen as the backcloth which aids or impedes workers’ sense of belonging in the organisation.

This short article has only briefly laid out some ideas around this topic. For a list of references which contains many articles not directly referred to in the text, please email Lynda Tongue at lynda@trianglepartnership.com.

Chris Davidson (PTSTA(O))

IDTA Annual Conference

6 and 7 October 2006

The Hilton Hotel, Watford, Hertfordshire

Keynote Speaker

Annie Murray

Chair of IDTA

Developmental Transactional Analysis is a thriving and growing discipline, covering the organisational, educational and counselling fields.

Physis – the urge to grow and develop – is a significant concept in Developmental Transactional Analysis. Creating insights, encouraging strengths and facilitating growth are the key tenets of our work. As practitioners in the developmental field, our objective is to stimulate physis for individuals within community, and through community.

This, the IDTA's third annual conference, takes Developmental Transactional Analysis as its theme and is offering delegates the opportunity to explore how TA is, and can be, used to promote healthier individuals, teams and organisations. There will be a range of developmental workshops for participants to choose from over the two days.

"Who do we think we are?" is the topic of the panel discussion on Day two. Leaders in the developmental fields of Transactional Analysis will put forward their views and will invite an exploration of TA as it is applied in organisations, counselling and educational settings.

The wide and varied programme offers something for everyone: managers; team leaders; HR professionals; teachers; trainers; educators; coaches; mentors; counsellors anyone who has an interest in development.

Book by 30 June 2006 for your *Early Bird* discount

Go to www.instdta.org for a booking form

For workshop proposal guidelines and application form

Email Sandra Wilson

sandra@tascotland.org

Readers will already be aware that the IDTA aims to provide networking and professional development opportunities to practitioners using Developmental Transactional Analysis. The purpose of this newsletter is not only to update members but also to invite and encourage participation in the growth of the Institute. Views expressed in this newsletter are those of contributors and do not necessarily reflect the official policy of the IDTA