

Chapter 1 : What is Transactional Analysis? definition and meaning - Business Jargons

The Educational TA Network is for transactional analysis practitioners who work in the area of learning and study in pre-school, school, university and post-university contexts or for the support of child, adolescent and adult learners within the family, the institution or society.

The paper gives a brief overview of Transactional Analysis TA and its relevance to secondary education for pupils, teachers and school improvement. Self-awareness and understanding of others enables individuals and groups to develop effective and powerful communication and a better climate in the workplace. This paper goes on to present the findings of the case study on teaching TA to children and young people from 11 and their teachers. We have found that children, young people and teachers with TA skills have better self-awareness, increased understanding of others and as a consequence better relationships and can demonstrate impact on attendance, attainment, personal and professional lives and school climate overall. We conclude with recommendations for practice. Schools have tried a range of methods hard line tactics including isolation areas, sanctions and exclusions and softer tactics including nurture groups, pastoral support and personalised learning. The figures would indicate that these are not altogether successful. This context is problematic. These behaviours over time become patterns that provide some certainty and stability for the individual, and great frustration for those around them. Whilst there are negative consequences to the behaviour, it is unhelpful to label the behaviour or the child as bad. More punitive approaches will not necessarily reduce this disruptive behaviour as it does not tackle the root causes of the problem. This does not mean that we endorse or ignore disruptive or negative behaviour, it means that we have a humanistic and holistic rather than zero tolerance approach. So what will work? This is the problem space that we chose to address in a positive way. The case is overwhelming. The same study reported that an ability for application at the age of 10 has a bigger impact on earnings by the age of 30 than ability in maths. By studying the same data, Margo and Sodha More recently, the DCSF Feinstein and Carnerio et al went on to show that academic improvement benefitted the most able, but personal and social development benefitted the least able from the lowest social class backgrounds. There is a wealth of evidence to suggest that social and emotional skill are more open to development than academic skills during adolescent years Blackmore et al. The findings from our small scale study support the view that emotional development etc. There are powerful critics of developing emotional literacy in schools. They are not discounting the value of therapeutic approaches per se, but make claim that: Schools have real opportunities to work in participatory ways, yet some continue to have paternalistic cultures that breed passivity and by implication an external locus of control. TA has informed individual psychotherapy, and group based organisational development. It is also taught to a range of professionals as a way of increasing their emotional intelligence and communication skills. TAPACY operates through a process whereby the children and young people learn and apply various TA concepts, produce portfolios of evidence and undertake a process of peer and adult assessment. This award is identical to TAPACY in style and assessment, but the portfolio that the teachers complete includes evidence of teaching materials. Educational TA has existed as a context since Stewart and Joines Three key publications pertain to the use of TA educationally. They summarise it as offering tools and strategies, a common language, a decisional model and a practical educational psychology for individual and schools. The various concepts introduce how TA concepts underpin and inform the pedagogical approach of teachers and the school. Following this, in Barrow and Newton edited a collection of examples of people using TA educationally. The conclusion to the book stresses the importance of change within the learning context rather than focus on individual change. Evidence is presented that demonstrated a drop in detentions, increase in attendance and reduced fixed term exclusions after a whole school TA intervention. The TA work is also shown to be powerful for individuals. I think about the ego-state Ben is in and the one I am in and think is this a good situation or not? In this edition, Newton The snap shots and case studies above show that TA can be effective in schools, but has not gained a strong hold. It seemed to be advocated by a few key players in the field of TA, but there was little evidence of it in mainstream literature on strategies to improve behaviour, attendance and

attainment. It offered an alternative paradigm for work with schools, encouraging the whole school to take responsibility for the system at play and the outcomes that resulted. The development of this research. The project was designed in partnership with the relevant Excellence Cluster Partnership and was delivered in classrooms by Kaz Stuart and a lead officer from the partnership. The evaluation Stuart, showed that year 9 and year 10 pupils found TA useful, particularly the ego state model and the increase in communication skills that they gained. Pupils reported improved relationships in school and at home. Teachers and parents reported positive changes to pupils and felt that it was a valuable opportunity to celebrate success for young people who were often invisible or visible for the wrong reasons. The short coming of the programme was that the young people were then returned to school systems that were not fluent in TA or emotionally literate. This posed a problem for the sustainability of the learning for the young people. As a result of this, Ali Alger developed the project with the locality partnership further. Methodology The methodology was practitioner action research, presented in a case study of the TA programme. The approach taken was practitioner action research, in that we as teacher educators and youth workers sought to develop our ability to support schools tackling behavioural issues on a day to day basis. Benefits would be accrued to us in developing our practice, to the teachers in developing their pedagogy, and to the pupils learning communication skills alongside them. The participants both teachers and students had no vested interest in the success of the programme. The participants included 20 young people from years nine and ten in school who were all female. Two sixth formers volunteered to help, these were also both female. The eight participating adults comprised five teachers, two teaching assistants and one learning mentor. The adults were also all female. Course documents were scrutinized for stated aims and methods. Feedback forms and interview notes and comments from the DVD were analysed thematically. Common themes were identified by the authors independently analyzing the data, and these were then compared. All the emergent themes are reported, there was no selection of evidence or themes. This was congruent with our participatory stance as we sought to hear the voices of all the participants, rather than a selected few. Where a theme was mentioned more than once, we indicate the number of references numerically and give a representative quotation or summary headline. A second analysis generated categories from the themes that had been initially identified. As a case study approach was adopted, there was no attempt to make the research generalisable. Validity was sought through Dadds construction of empathetic validity, i. Findings Evidence from the course planning documents: The aims of this programme were to: These adults invited young people to participate who they considered would benefit from the programme. The programme was delivered on the neutral ground of the college and ran for 10 weeks. There was a preparatory team building day at Brathay Trust, 10 one hour college based sessions and then the final celebration and moderation day attended by the IDTA. The focus of the ten sessions was as follows: Strokes and Affirmations 9. Cycle of development Goal setting and final assessment The different ages and abilities of the young people presented some challenges to the delivery team, and the course planning showed evidence of open ended and inclusive activities that would engage all. Although the sessions were staggered so that the adults learned a concept before the young people, the programme director noticed that in reality the young people taught the adults as they were quicker to pick up the concepts and apply them. Although the adults had contracted to be called by their surnames, as in school, after the first session they asked for their first names to be used, perhaps indicating the level of trust that was quickly established by working in a TA way. An additional catch-up day at the end of the course was planned to cover any missed concepts and prepare for the moderation process. During the programme there was ongoing formative evaluation. These evaluations included comments that: One year on feedback: The young people were contacted a year after the programme and fully evaluated the long term impact that the programme had on them. There was a response rate of eight out of They said that they had signed up because: In terms of impact, the young people identified the following changes: These changes were underpinned by the learning that they identified. They had new specific skills and understanding to diffuse arguments 2 , to know how to make people feel good 2 , increased awareness of influence on others 2 , they could think before acting and identify the reasons for their actions. This they said would be helpful when in interviews, meeting new people, and problem solving. Two young people thought that it could not be improved in any way. Overall they classified it as: A year on, fifty percent

of the adults contributed to the interviews. The adults said that they had become involved because; they thought it would be useful with teenagers 1 , they had a little bit of insight and wanted to find out more 2 , they thought it would support them in connecting with more challenging pupils 3 , and they wanted to find out how it might relate to younger pupils 4. In terms of personal and professional impact the adults identified the following outcomes: However this was partly due to the merger of three of the schools involved into an academy and the significant challenges this posed for all. The thematic analysis was then summarized into two categories of response, those about the developmental aspects of the programme and those about the empowerment of the programme. These were categorized from the statements of the young people, the statements of the adults, and the statements of the adults about the young people as shown in table one below;

Developmental? Controlle Increased Increased Passive Empowered d awareness behavioural flexibility Young people 7 6 18 Adults 1 4 5 Adults comments 1 2 3 about young people

Table One: Frequency of Responses by Categories of Impact To what extent did the programme meet its aims?

Chapter 2 : What Is Transactional Analysis? | International Transactional Analysis Association

Transactional Analysis provides a language to explain why certain classroom management techniques are going to be more effective than others and gives permission for the teacher to retain humanness in the face of adversity.

Transactional Analysis TA Practitioners apply transactional analysis in a variety of settings including psychotherapy. A TA Practitioner sometimes rely almost exclusively on TA and sometimes integrate it with other modalities. The integration of TA and gestalt therapy is redecision therapy. We also offer certification as a redecision therapist. For psychotherapists using an eclectic approach, TA offers a solid base for integrating and understanding a variety of other psychotherapeutic modalities. Clients appreciate TA for the models and clear language it gives them to frame their own difficulties and challenges. The language, models, and understanding are often empowering to clients, allowing them to take charge of their lives in new ways. Transactional Analysis is a theory of personality and a systematic psychotherapy for personal growth and personal change that was developed by Eric Berne, M. Among psychological approaches, it is outstanding in the depth of its theory and the wide variety of its applications. Transactional Analysis is practiced worldwide and has national organizations for training and certification in most countries. As a theory of personality, transactional analysis gives us a picture of how people are structured psychologically using the three part ego-state model. Transactional analysis also provides a theory of communication that can be extended to analyze systems and organizations. Transactional analysis further offers a theory of human development. The concept of life script explains how our present life patterns originated in childhood. The concepts of Rackets and Games provide explanations of how we may continue to replay childhood strategies in grown-up life, even when these produce results that are ultimately self-defeating or painful. Transactional analysis provides a complete theory of psychopathology, diagnosis, and treatment. In the area of applications, transactional analysis offers a system of psychotherapy that can be used with individuals, groups, couples, and families to treat all types of psychological disorders, from everyday problems of living to severe psychosis. It is also used in educational settings to help teachers and learners stay in clear communication and avoid setting up unproductive confrontation, It is further used in management, communications training, and organizational analysis to improve working relationships, problem-solving, and organizational efficiency. In fact, transactional analysis can used in any field in which there is a need for understanding individuals, relationships, and communication. It is one of the clearest conceptual frameworks for understanding psychological issues and how those can be changed. The Philosophy of Transactional Analysis The philosophical assumptions of transactional analysis are: This is a statement of essence rather than behavior. It means that each of us has worth, value, and dignity as a human being and deserves to be treated accordingly. Everyone has the capacity to think. People decide their own destiny in making early script decisions and these decisions can be changed. From these assumptions follow two basic principles of transactional analysis practice: The use of contracts to provide mutual collaboration and joint responsibility in the therapeutic or consulting process. The use of open communication so that the client and the practitioner both have full information about what is going on at each step in their work together. The Goal of Transactional Analysis The goal of transactional analysis is the achievement of autonomy through updating the strategies for dealing with life that we decided on in childhood. Autonomy is defined as awareness, spontaneity, and the capacity for intimacy. To visit the web site of the International Transactional Analysis Association go to [www. TA Course](http://www.ta-course.com) or 6 hour Introduction to Transactional Analysis Theory Completion of four additional modules on the application of TA or the Equivalent 50 hours minimum Endorsement of instructor that participant has completed all the approved learning objectives for the TA Practitioner Certificate. Apply directly by sending an email to Vann Joines at vjoines@seinstitute.com. It also offers exercises for you to explore yourself and your life. Learn about how your history shaped who you are today, and how to change! Register Now About Us The Southeast Institute for Group and Family Therapy is committed to making the world a better place for all by connecting people to their worth, value, and dignity and the worth, value, and dignity in others. We offer to our clients excellence in clinical therapy and psychotherapy training.

Chapter 3 : Educational TA homepage: educational transactional analysis

What Is Transactional Analysis? Transactional analysis is a social psychology developed by Eric Berne, MD (d). Berne's theory consists of certain key concepts that practitioners use to help clients, students, and systems analyze and change patterns of interaction that interfere with achieving life aspirations.

By moving to an interpersonal motivational theory, he placed it both in opposition to the psychoanalytic traditions of his day and within what would become the psychoanalytic traditions of the future. He then investigated communications between individuals based on the current state of each. He called these interpersonal interactions transactions and used the label games to refer to certain patterns of transactions which popped up repeatedly in everyday life. Even at this early juncture and while still working to become a psychoanalyst, his writings challenged Freudian concepts of the unconscious. He interpreted the request for several more years of training as a rejection and decided to walk away from psychoanalysis. In the first article, Intuition V: The Ego Image, Berne referenced P. Silberer, and indicated how he arrived at the concept of ego states, including his idea of separating "adult" from "child". The second paper, Ego States in Psychotherapy, was based on material presented earlier that year at the Psychiatric Clinic, Mt. In that second article, he developed the tripartite scheme used today Parent, Adult, and Child, introduced the three-circle method of diagramming it, showed how to sketch contaminations, labeled the theory, "structural analysis", and termed it "a new psychotherapeutic approach". A few months later, he wrote a third article, titled "Transactional Analysis: In addition to restating his concepts of ego states and structural analysis, the paper added the important new features of transactional analysis proper i. By, this expanded into the International Transactional Analysis Association. While still largely ignored by the psychoanalytic community, many therapists have put his ideas in practice. In the early s, he published both technical and popular accounts of his conclusions. His first full-length book on TA was published in, titled Transactional Analysis in Psychotherapy. That is to say that, while it has its roots in psychoanalysis, since Berne was a psychoanalytically-trained psychiatrist, it was designed as a dissenting branch of psychoanalysis in that it put its emphasis on transactional rather than "psycho-" analysis. For example, depression may be due to ongoing critical verbal messages from the inner Parent to the inner Child. Berne believed that it is relatively easy to identify these inner dialogues and that the ability to do so is parentally suppressed in early childhood. To that end he introduced one of the most important aspects of TA: Berne considered how individuals interact with one another, and how the ego states affect each set of transactions. Unproductive or counterproductive transactions were considered to be signs of ego state problems. Berne thought that virtually everyone has something problematic about their ego states and that negative behaviour would not be addressed by "treating" only the problematic individual. Berne identified a typology of common counterproductive social interactions, identifying these as "games". Berne presented his theories in two popular books on transactional analysis: Fifty years later[edit] Within the framework of transactional analysis, more recent transactional analysts have developed different and overlapping theories of transactional analysis: Some make additional contracts for more profound work involving life plans or scripts or with unconscious processes, including those which manifest in the client-therapist relationship as transference and countertransference, and define themselves as psychodynamic or relational transactional analysts. Some highlight the study and promotion of subjective well-being and optimal human functioning rather than pathology and so identify with positive psychology. Transactional analysis integrates the theories of psychology and psychotherapy because it has elements of psychoanalytic, humanist and cognitive ideas. According to the International Transactional Analysis Association, [7] TA "is a theory of personality and a systematic psychotherapy for personal growth and personal change. It uses what is perhaps its best known model, the ego-state Parent-Adult-Child model, to do this. The same model helps explain how people function and express their personality in their behaviour [7] As Berne set up his psychology, there are four life positions that a person can hold, and holding a particular psychological position has profound implications for how an individual operationalizes his or her life. The positions are stated as: This is the healthiest position about life and it means that I feel good about myself and

that I feel good about others and their competence. In this position I feel good about myself but I see others as damaged or less than and it is usually not healthy. The person who holds this position will unconsciously accept abuse as OK. This is the worst position to be in as it means that I believe that I am in a terrible state and the rest of the world is as bad. Consequently, there is no hope for any ultimate supports. Thus it claims to offer a theory of psychopathology. Outside the therapeutic field, it has been used in education to help teachers remain in clear communication at an appropriate level, in counselling and consultancy, in management and communications training and by other bodies. The aim of change under TA is to move toward autonomy freedom from childhood script , spontaneity, intimacy, problem solving as opposed to avoidance or passivity, cure as an ideal rather than merely making progress and learning new choices. The ego-state or Parentâ€™Adultâ€™Child PAC models[edit] Many of the core TA models and concepts can be categorised into Structural analysis â€™ analysis of the individual psyche Transactional analysis proper â€™ analysis of interpersonal transactions based on structural analysis of the individuals involved in the transaction Game analysis â€™ repeating sequences of transactions that lead to a result subconsciously agreed to by the parties involved in the game Script analysis â€™ a life plan that may involve long-term involvement in particular games in order to reach the life pay-off of the individual At any given time, a person experiences and manifests his or her personality through a mixture of behaviours, thoughts, and feelings. Typically, according to TA, there are three ego-states that people consistently use: For example, a person may shout at someone out of frustration because they learned from an influential figure in childhood the lesson that this seemed to be a way of relating that worked. Learning to strengthen the Adult is a goal of TA. For example, a person who receives a poor evaluation at work may respond by looking at the floor and crying or pouting, as when scolded as a child. Conversely, a person who receives a good evaluation may respond with a broad smile and a joyful gesture of thanks. The Child is the source of emotions, creation, recreation, spontaneity, and intimacy. Berne differentiated his Parent, Adult, and Child ego states from actual adults, parents, and children, by using capital letters when describing them. These ego states may or may not represent the relationships that they act out. For example, in the workplace, an adult supervisor may take on the Parent role, and scold an adult employee as though he were a Child. Or a child, using the Parent ego-state, could scold her actual parent as though the parent were a Child. Within each of these ego states are subdivisions. Thus Parental figures are often either more nurturing permission-giving, security-giving or more criticising comparing to family traditions and ideals in generally negative ways ; Childhood behaviours are either more natural free or more adapted to others. Berne states that there are four types of diagnosis of ego states. A complete diagnosis would include all four types. It has subsequently been demonstrated that there is a fifth type of diagnosis, namely "contextual", because the same behaviour will be diagnosed differently according to the context of the behaviour. In other words, the ego state from which someone is communicating is evident in his or her behaviour, manner and expression. Emotional blackmail Emotional blackmail is a term coined by psychotherapist Susan Forward, about controlling people in relationships and the theory that fear , obligation , and guilt FOG are the transactional dynamics at play between the controller and the person being controlled. Understanding these dynamics are useful to anyone trying to extricate from the controlling behavior of another person, and deal with their own compulsions to do things that are uncomfortable, undesirable, burdensome, or self-sacrificing for others.

Chapter 4 : Transactional Analysis In Education Educational Transactional Analysis Essay - Words

This paper provides an overview of Transactional Analysis (TA) and its relevance to secondary education - for pupils, teachers and school improvement. Transactional Analysis is a field of psychology that looks at the 'transactions' that go on between.

Transactional Analysis in Education Educational Transactional Analysis is the area for this case study example where the client is a school that is experiencing a rise in unruly delinquent behaviors. The purpose of the case study is to assist the school with finding ways to deal with the students that is conducive to changing their behaviors creating a learning environment. The study will also show how an TA in education can benefit educators in a teaching and learning setting. There are a number of reference books that show that this theory is beneficial to educators. The experience will allow students and teachers to experience improved communication by providing tools and resources to bridge gaps Barrow, Newton, and Bradshaw, , 5. This is accomplished by using language that has is based on the decision model and common strategies relative to psychology in education. By using TA concepts the ability of teachers in enhanced and strengthened providing additional footing from which to launch curriculum goals and objectives Barrow, Newton, and Bradshaw, Additional evidence of the success of using TA in education is supplied by Hellaby, who taught for more than 20 years using the methods Hellaby, , The self-esteem and academic achievement of students under the method improved greatly according to results shown in the grades and behavioral progress. Using the models from concepts such as stroking, and ego states, the improvement was remarkable according to Shotton , The ability to understand students on a cultural level in addition to academic or behavioral premise became a major advantage in changing behaviors leading to entirely new life scripts Shotton, Some other researchers that use TA in an educational setting and experienced major improvements with students are Harding that used the method in tutoring with individual students Harding, , In another study Wye used permissions and drivers with junior high students in teaching about bullying , 7. The evidence of the success of the work of these researchers was a decrease in the number of necessary detentions. Better attendance and fewer needs for major interventions whereby the student has to be removed from class Wye, In this case the contract will provide a framework by setting expectations of participants. TA Application Contracts In order for Transactional analysis to be successful it is necessary for all participants to agree mutually to certain changes as an outcome of the practice. The assumption is that participants are able to identify what that change is and agreeable to taking steps to initiate and precipitate change. The contract involves a written agreement as to the expectations of participants between the client, TA educator, or therapists taking part in the program Klein, The contract with the students involves them communicating with the teachers by addressing them by their surname and last name. Both teachers and students will participate in the TA study. Second students are expected to share incidents that occur where bullying is observed, experienced, or even initiated, with no threat of repercussion by adults within reason i. A person is physically harmed. Third each incident will documented by all participants in a journal that each carries daily. Fifth all participants will undergo training in TA concepts and tools during the ten weeks. There are varying ages and capabilities that each student possesses. The team that will provide the facilitation and training will attempt to engage all participants using inclusive open activities. The sessions were designed so that the teachers would receive instruction about a new concept prior to the students. In the actual study this was modified when adults recognized that the students were able to grasp concepts faster and could explain it to them. The comments from the students were encouraging specifically when using the ego states model that helped with improving communication skills. The students noticed not only better communication at school but also with parents at home Klein, Both the teachers and parents reported that the successes of the students warranted recognition for their behavioral improvements. The only problem was the fact that after the ten sessions, the students were put in their former classrooms without TA support. The failure to institute a curriculum that included the TAPACY program for the long-term, was a shortcoming that short circuited the ability to sustain success over the long-term. However the data collected was evidence enough to persuade educators to consider a longer term program using TA in the future Methods

The methodology was based in practical application with the primary research question being "How will TA concepts help to better the behavior of students and improve communication between teachers and children in schools? In conjunction with application the communication concepts are to be presented to students, along with the skills for achievement provided by the teachers. Participants of the Study is 24 students half male and the other half female. The adults in the program were six teachers and two student teachers. The teachers were all female. Primarily to reflect the level of emotional intellectual aptitude being higher for females than males. Collecting Data Document all findings and observances during the study Interview the participants Catalog the feedback received from participants Have discussions about concepts and how they were applied Take video of the concepts being used and the response of participants Strokes The use of strokes is employed to obtain a positive response from participants. Students need positive reinforcement when they have behaved well and also corrective action in a positive light when misbehaving. The need for interpersonal recognitions by teachers of students is important to them. Though oftentimes people do not admit to the need for strokes, they have been observed as a necessity in order to thrive in relationships Berne, The ability to comprehend what type of strokes are needed at what time in response to which behavior can lead to changes in behavioral patterns. When teachers employ positive strokes, the students will identify that with a behavioral response. Likewise if a teacher employs a negative stroke the student may respond in an unhealthy way. In order to change how students behave in the classroom it is important to recognize the power behind this ability when working through transactional analysis Berne, Ego States There are three basic ego states in the lives of human beings according to Eric Berne The way relationships are defined depends on recognition of which state the participant is in when communications take place. These ego states comprise the spectrum of human psyche including ideas, perceptions, feelings, and behaviors. Each of the ego states are made up of a range of these characteristics in relation to an inherent system of learned response. The three states include Parent, Adult, and Child ego from which the entire origin of transaction analysis is based. Structural States James, Life Scripts In order to survive early in life in fact during childhood years, people set up behaviors based on self-image and preconceived boundaries or limits. They make up the life script of an individual or patterned behavior based on early self-image and if left unchanged, can remain with a person throughout their entire life. Berne refers to these preconceived responses and behaviors as a life script that determine how a person lives from childhood through their entire existence till death James, Transactional Analysis is designed to reframe the consciousness of an individual to transform the negative or dysfunctional aspects of a life script, transforming them to correcting self affirming and violent behavioral tendencies.

Chapter 5 : Transactional analysis - Wikipedia

Transactional analysis is a type of psychology that examines relationships and interactions in order to reinforce a person's value and capacity for growth.

Videos Transactional Analysis The following is an introductory description of Transactional Analysis. It is designed to be understood by the layperson, written with approximately the same level of complexity that Berne used for *Games People Play*. Psychoanalysis before Eric Berne While there were many theories purporting to explain human behavior before Eric Berne, the most frequently cited and known is the work of Sigmund Freud. Freud emerged in the early 20th century with his theories about personality. Freud believed that personality had three components, all of which must work together to produce our complex behaviors. These three components or aspects were the Id, Ego, and the Superego. According to Freud, the Id functions in the irrational and emotional part of the mind, the Ego functions as the rational part of the mind, and the Superego can be thought of as the moral part of the mind, a manifestation of societal or parental values. Regardless of the classification or name given to a particular area of personality id, superego, etc. But in a point to be emphasized later in this paper, Dr. Berne in his development of Transactional Analysis is Dr. Penfield discovered that, when applying current to the temporal lobe of live and alert patients, he would stimulate meaningful memories. These patients would recite these events, even though in many cases they were events that the patients were unable to recollect on their own. Penfield carried out these and similar experiments for many years. Some of the key conclusions that he reached that went on to influence Berne in his development of Transactional Analysis include: The human brain acts in many ways like a camcorder, vividly recording events. While that event may not necessarily be able to be consciously retrieved by the owner, the event always exists in the brain. Both the event and the feelings experienced during that event are stored in the brain. The event and the feelings are locked together, and neither one can be recalled without the other. When an individual replays his or her experiences, he or she can replay them in such a vivid form that the individual experiences again the same emotions he or she felt during the actual experience. Individuals replaying certain events are able to experience the emotions associated with those events, but they are also able to objectively talk about the events at the same time. These contributions by Penfield and Freud, as well as many others, were used by Berne as he developed his theories on Transactional Analysis and games. Transactions Defined Before Berne first published his theories on Transactional Analysis, he spent years formulating the framework of this approach. The key to this methodology was a transaction – the fundamental unit of social intercourse. Berne also defined a stroke – the fundamental unit of social action strokes are discussed in more detail later in this paper. For example, the study of chemistry was revolutionized with the atomic theory of John Dalton; without the atom as a fundamental unit, the advancement of chemistry as a science would have proceeded slowly or not at all. Although Berne defined transactions long before he published *Games People Play*, his description of transactions in *Games* is the most easily understood: If two or more people encounter each other – sooner or later one of them will speak, or give some other indication of acknowledging the presence of the others. This is called transactional stimulus. Another person will then say or do something which is in some way related to the stimulus, and that is called the transactional response. Berne defined the basic unit of analysis. At its simplest level, Transactional Analysis is the method for studying interactions between individuals. By identifying and standardizing upon a single unit, development and promotion of this theory was easily facilitated. While Freud and most other psychotherapists took the rather simplistic approach of asking the patient about themselves, Berne took an alternate approach to therapy. Berne felt that a therapist could learn what the problem was by simply observing what was communicated words, body language, facial expressions in a transaction. So instead of directly asking the patient questions, Berne would frequently observe the patient in a group setting, noting all of the transactions that occurred between the patient and other individuals. During the course of their treatment, he consistently noted that his patients, and indeed all people, could and would change over the course of a conversation. The changes would not necessarily be verbal – the changes could involve facial expressions, body language, body temperature,

and many other non-verbal cues. In one counseling session, Berne treated a 35 year old lawyer. Later, in their sessions, the lawyer would frequently ask Dr. As Berne gained confidence in this theory, he went on to introduce these in a paper "one year before he published his seminal paper introducing Transactional Analysis. Berne ultimately defined the three ego states as: Parent, Adult, and Child. It should be carefully noted that the descriptions of these ego states do NOT necessarily correspond to their common definitions as used the English language. Berne describes this best when he writes in Transactional Analysis in Psychotherapy: The following are detailed descriptions of the three ego states: Parent " The parent represents a massive collection of recordings in the brain of external events experienced or perceived in approximately the first five years of life. Since the majority of the external events experienced by a child are actions of the parent, the ego state was appropriately called Parent. Note that events perceived by the child from individuals that are NOT parents but who are often in parent-like roles are also recorded in the Parent. When Transactional Analysts refer to the Parent ego state as opposed to a biological or stepparent , it is capitalized. The same goes for the other two states Adult and Child. Examples of recordings in the Parent include: One can consider that these events are imposed on the child. There are other data experienced by the child that are not recorded in the Parent. This is recorded in the Adult, which will be described shortly. Child " In contrast to the Parent, the Child represents the recordings in the brain of internal events associated with external events the child perceives. Stated another way, stored in the Child are the emotions or feelings which accompanied external events. Like the Parent, recordings in the Child occur from childbirth all the way up to the age of approximately 5 years old. Examples of recordings in the Child include: Adult " The Adult is the last ego state. Close to one year of age, a child begins to exhibit gross motor activity. The child learns that he or she can control a cup from which to drink, that he or she can grab a toy. In social settings, the child can play peek-a-boo. This is the beginning of the Adult in the small child. In other words, the Adult allows the young person to evaluate and validate Child and Parental data. In an attempt to explain Transactional Analysis to a more mainstream audience, Dr. Thomas Harris developed the following summary. The summary is as follows: Information on both of these books can be found in the Bibliography page. Analyzing Transactions When two people communicate, one person initiates a transaction with the transactional stimulus see the above Transactions Defined section for a definition of the transaction stimulus. The person at whom the stimulus is directed will respond with the transactional response. Simple Transactional Analysis involves identifying which ego state directed the stimulus and which ego state in the other person executed the response. Berne, the simplest transactions are between Adults ego states. But not all transactions proceed in this manner. Some transactions involve ego states other than the Adult. Structural Diagram This leads us to Parent " Child transactions, which are almost as simple as Adult-Adult transactions. Berne in Games People Play: The Parent of the mother acknowledges this stimuli, and then gives the water to the child. This is nearly as simple as an Adult-Adult transaction. One of the tools used by a Transactional Analysis practitioner is a structural diagram, as represented on the left. A structural diagram represents the complete personality of any individual. It includes the Parent, Adult, and Child ego states, all separate and distinct from each other. Child interacting with a Parent Transactional Analysts will then construct a diagram showing the ego states involved in a particular transaction. The transaction to the right shows a Parent " Child transaction, with the Child ego state providing the transactional stimulus, and the Adult responding with the transactional response. So far, the two transactions described can be considered complementary transactions. In a complementary transaction, the response must go back from the receiving ego state to the sending ego state. For example, a person may initiate a transaction directed towards one ego state of the respondent. Berne, these transactions are healthy and represent normal human interactions. In those cases, the transaction is classified as a crossed transaction. In a crossed transaction, an ego state different than the ego state which received the stimuli is the one that responds. The diagram to the right shows a typical crossed transaction. An example is as follows: It is important to note that when analyzing transactions, one must look beyond what is being said. Berne, one must look at how the words are being delivered accents on particular words, changes in tone, volume, etc. Transactional Analysts will pay attention to all of these cues when analyzing a transaction and identifying which ego states are involved. The importance of these non-verbal cues can be understood by considering the

work of Dr. Mehrabian, when an individual is speaking, the listener focuses on the following three types of communication: One can see that facial expressions play a far more important role in communication and thus, Transactional Analysis than the actual words exchanged. Berne went on to discuss other types of transactions, but those will not be discussed here. Once a reasonable understanding of ego states and Transactional Analysis has been achieved, the games as described in *Games People Play* can be understood at a whole new level.

Chapter 6 : How Transactional Analysis Can Help You Communicate Better | Owlcation

Transactional Analysis is a theory of personality and a systematic psychotherapy for personal growth and personal change that was developed by Eric Berne, M.D. Among psychological approaches, it is outstanding in the depth of its theory and the wide variety of its applications.

Transactional Analysis TA plays a fundamental role in nurse-patient communication and managing emotions during difficult dialect with patients. Exploring the idea of combining EI, TA, and other theories and adding these addendums to the nursing curriculum may advance the empathy and communication skills of nursing students. Key words such as emotional intelligence, transactional analysis, nursing curriculum, and relating theoretical models were used to identify applicable documents. Four studies involving EI and TA were sampled. A combination of data collection tools, such as lecture series and intervention programs, were used to authenticate the results. Other instruments used were ego state questionnaires, empathy, and five point Likert scales. No study design or type of literature was excluded in healthcare to substantiate the application of EI and TA into the nursing curriculum. Sixteen nurses attended a six-week psycho-education program using communication and empathy scales, and patient satisfaction surveys to improve their empathetic and communication skills. The result of the mean communication score The empathy score increased from The data suggests there are under-researched theories with futuristic topics that have value to the nursing community. Suitable evaluation of these theories is vital to nursing education. Implementation and training for nursing students and existing nurses may help shift the culture of medical education ahead by creating a more educated and empathetic work environment. Emotional intelligence, Transactional analysis, Patient, Communication, Nursing, Students, Curriculum Introduction Patient care has become increasingly multifaceted. Lack of broad theoretical education and communication skills is the main factor. Consequently, nursing facilitators face significant pressure to teach students who, upon commencement, are ready to meet the extensive challenges they will encounter in the field. Mastering the technicalities of communication and the ability to express empathy are two of the momentous oppositions students will face. Emotions are vital to the nursing practice and emotional intelligence EI is considered an essential characteristic that nurses must have. Lack of this trait can affect the quality of work, clinical decision-making, critical thinking, and the outcome of patient care 2. Upon assessing the apparent problems of under prepared nursing students, the obvious disconnection lies in the nursing curriculum. The format seems to lack in-depth concentration on areas such as emotional intelligence and techniques to deal with communication roadblocks. EI is on the forefront of health care and is considered a functional universal method. Exploring concepts of EI and transactional analysis in combination with other theoretical framework may bridge the empathetic and communication learning gaps for nursing students. The purpose is to establish the value of EI and TA in the nursing community. The objective is to determine the effect of how early training of those techniques and theories can have a positive impact on how nurses communicate with patients and in turn increase patient satisfaction. Defining emotional intelligence Emotional intelligence is defined in various ways. Salovey and Mayer described EI as the subset of social intelligence. These components are considered the four building blocks for interpersonal and communication skills, which are critical in the nursing field. To identify and manage such actions is an undeniable skill-set. An invaluable skill set EI is an indispensable skill-set. Practicing nurses have been found to be unprepared to handle emotionally laden situations and complex communication challenges encountered during practice 1. The International Journal of Nursing Practice shows data of patients reporting decreased satisfaction with nursing care in hospitals 4. Hospitals must find a way to recover patient dissatisfaction by rebuilding the nurse-patient emotional connection. Emotionally aware nurses are more apt to separate their emotions from distressed patients. Unless nurses are able to offer an emotionally intelligent response, the idealized state of a pleased patient may not be achievable. It is important to understand how people perceive verbal communication during a conversation. The three forms of communication are divided into percentages to gain a clear understanding of which category has more prominence when speaking. The interpretive theory supports the significance of understanding nonverbal cues and the correlation between emotions and nonverbal

communication. Fogel is a professor in psychology and has been an active contributor to emotional intelligence research. Understanding nonverbal communication can be conceived as a practical skill in the nursing field considering many patients only have this option to verbalize his or her needs. EI, the co-regulation, and interpretive theory have a correlation with understanding how people communicate, which can be understood by studying transactional analysis. Definition of transactional analysis Berne defines transactional analysis TA at its simplest level as a method for studying interactions between people. This psychotherapy was developed to help understand the process of communication and what ego state of mind a person may be conversing in while dealing with others. Ego states are examined with two separate models, structural and functional. The structural analysis is divided into three states: The functional parent state is separated into the critical and nurturing parent. Critical ego is based on thoughts and feelings copied from parents or parent figures and the nurturing ego tends to be more protective. The adult ego state relates to thoughts and feelings in the here and now. Berne describes the child as having three different ego states with various functions, i. The child ego state triggers when a person feels his or her needs are going unmet and a defense mechanism takes over. When communicating these ego states exists, a person can transfer from one state to another without notice. TA plays an important role in nursing that has gone unnoticed. TA has been successfully used in different professions to develop communication skills such as pharmaceutical lecture series. With a lack of understanding, the various levels of communication and the ability to adjust to fit the mind-set of the patient signals can become crossed and miscommunication can occur. The goal of transactional analysis The goal of TA is to have all parties involved converse in the idealized state, which is adult to adult and it remains a challenge. If the nurse does not have the tools to manage emotions and adjust to fit the mindset of the patient, the idealized state is lost. This model will address the how, what, and why the deviation from the idealized state exists from self or the patient. This research has been an attempt to assess the effect of transactional analysis combined with emotional intelligence as a tool used in the nursing curriculum to educate nursing students early on. The expectation is to advance empathy and communication skills for student and veteran nurses, which in turn can create progress with patient outcomes and personal satisfaction. Methods The method used in this review is a literature research involving subjective data on emotional intelligence and transactional analysis. The collection of samples from the literature involves qualitative and quantitative methods. Qualitative tools such as semi-structured and cognitive interviews, lecture series, and unstructured observation practice were used to corroborate the data. Literature research involving quantitative methods were used such as convenience sampling, Mayer-Salovey-Caruso Emotional Intelligence Test MSCEIT and test, student and faculty information forms, and ego states questionnaires to authenticate the outcome of the statistical results. The sampling of literature is in hopes to motivate additional exploratory research to determine if incorporating EI and TA into the current curriculum can increase the knowledge base of student nurses. The idea is the addendum could develop a heightened level of empathy and communication skills to benefit nursing students, improve patient outcomes, and increase satisfaction. Various search terms were used to compile the data such as, emotional intelligence, emotional intelligence in nursing, transactional analysis, emotions, patient communication, nursing curriculum, empathy, co-regulation, nonverbal communication, and patient satisfaction. The literature will address where research has been and where expansion is needed for progression in the nursing field. Results Lack of communication creates errors and redundancy Communication is an obvious foundation to superior nursing care; the U. Although the benchmark average is a fair start, there is still a need for first-rate communication results in this area. Since the report, the Joint Commission Sentinel Event Advisory Group has implemented the National Patient Safety Goals, with revision in , that focuses on improved communication effectiveness among nurse caregivers. The cause of this implementation is more than reported serious and preventable events that cite ineffective communication as a frequent contributor to medical errors. The goals that are expected to be executed by nursing caregivers are timely, accurate, and completely unambiguous communication that is comprehensively understood by the recipient. The expectation is that the improvements will reduce communication and medical errors and result in improved patient safety. Effective communication and handoff responsibility is an essential component of nursing practice and clinical education. It is critical to cultivate a culture of safety in

nursing students with effective routines that will continue throughout their careers. The Joint Commission Center for Transforming Healthcare has taken some steps to reduce the error rate by developing the targeting solutions tool TST and executing the hand-off communication program. This result is a clear indication that communication is a fixable and attainable goal. The outcome is an indication that health care education for nurses should focus on in-depth communication and empathy classes from the beginning. Leaders in health care, such as nurses, must understand the consequences of communication behavior. Communication involves more than spoken words; the empathetic demeanor, finesse and delivery of those words have a direct effect on patient care. Tackling these issues from the start by using TA techniques and EI theoretical framework can reduce the redundancy for nursing students entering the health care field. The data was gathered through cognitive interviews combined with convenience sampling of five nurses utilizing the crick and dodge model of social processing. The social information model describes the sequential steps in the cognitive process used to respond to social cues that may be useful in explaining the nursing process. The outcome of the investigation is that nursing communication affects patient outcomes such as anxiety, adherence to treatments, and satisfaction with care. The conclusion is models of social information processing enhance the understanding of the process of how nurses respond to patients and construct further development for nursing theories. This study illustrates the importance of nonverbal communication in nursing. It also supports the notation that the combined theories of co-regulation, TA, and EI may be a useful addendum to the nursing curriculum. A week course using the TA method was developed to help pharmaceutical students communicate more effectively with patients. During the lecture, students were asked to take a personality assessment, apply the learned techniques, and report their experiences. The course was devoted to developing a knowledge base in effective communication that included practicing patient communication through case scenarios. A case scenario is a similar method that is used in nursing education. The focal point was to use the lecture series as part of the educational process of patient communication. Students are presented with the concept of TA and two methods of personality assessments. The objective of the segment and the patient counseling communications course is to help students understand psychological factors that may affect patient communication. TA method works. The result of the lecture series is students could demonstrate and apply the techniques with an understanding of the psychological factors that may influence patient communication. Students also gained a greater awareness of transactional analysis and personality assessment by applying these concepts. The similarities between nurses and pharmacists are quite astonishing concerning communication with patients in the hospital. It is evident from this lecture series that the ability to understand and use TA will help pharmaceutical and nursing students effectively communicate with patients in diverse settings. Managing diversity with TA. Managing diversity is a factor in the lecture series that has a correlation with TA and directly affects patient communication.

Chapter 7 : Faculty of Education

See also: BOOKS for EDUCATIONAL TA. FAQs for EDUCATIONAL TA by Trudi Newton A Relational TA Approach in Learning & Education by Trudi Newton "Relational transactional analysis is a fairly new term but in education and learning theory its antecedents are long and influential.

Such interchanges usually end badly for both parties. How do they happen and why do they leave us so frustrated and unfulfilled? His findings have been used in communication training programmes to improve the communication skills of people in business, caring professions, and in parenting. Who Was Eric Berne? He moved to San Francisco to study under Erik Erikson, later becoming a group therapist attached to several hospitals in the San Francisco region. While working in San Francisco, he became fascinated by intuition, which led to his formulation of the key concepts of transactional analysis TA. Berne married three times and had four children. In the late 60s, he and his third wife moved to Carmel, California, where he died suddenly of a heart attack in July. Berne wrote eight books and many essays and scholarly articles. His best known books are: *What Is Transactional Analysis?* While working with therapy groups in the San Francisco area in the 50s and early 60s, Berne built on the Freudian concepts of ego, super-ego and id, which he saw as limited in their practical application. The theory of TA can operate in three ways. Personality theory Communication model Method of studying repetitive behaviour It is important to keep in mind that what TA offers is a model of personality, a map of transactions, and that the model and the map are not reality, but merely convenient ways to understand reality. The Ego States The theoretical basis of TA is a development of Freudian theory, but with the essential difference that, for pragmatic reasons, the focus shifts from the inner life of the client, to the way in which clients interact with the counsellor or each other. To help people understand this, Berne developed the P-A-C diagram with which a transaction can be graphically illustrated. What is important in the model is that every time we communicate, we communicate from an ego state. It is important to note that the Parent, Adult and Child ego states do not correspond with the Freudian concepts of id, ego and super-ego. If we have no awareness of our ego state, we could respond inappropriately, which might lead to frustrated or unhealthy transactions. For example, a few days ago I was at my favourite park, Zita Park, with my daughter and some friends. There were some children in the splash pool causing a little unpleasantness, nothing major, but irritating. Children will do that, we know. It just so happened that the children doing the teasing and being a bit irresponsible were black. I certainly would have responded more appropriately and helpfully had I been more aware of my ego state, or the ego state the woman was bringing out of me. It might be useful to examine the three ego states in more detail at this point, so as to understand what I am talking about here. The Parent This is the ego state learned by the individual from parents and other authority figures in the first six or so years of life. It is the ego state of introjected values and fixed ideas of how things should be. It is like a tape-recorder in that anything the individual has heard or experienced is stored in the form of a code for living. This code is pre-judged and prejudiced, and a person in this ego state will behave exactly as their parents did in like circumstances. The Parent can be either nurturing positive or critical negative. This is our primarily intellectual ego state. Here, playfulness and spontaneity arise, but also vengefulness, despair and depression. If we want to change either the Parent or the Child, we have to do it through the Adult. The Adult changes itself by adapting to changed circumstances and new information. Example of a complimentary transaction. Example of a crossed transaction. In his book *Transactional Analysis and Psychotherapy*, Berne described what stimulated the development of the structural model. This, together with his experiences with other clients, suggested the model to Berne. With regard to communication and the possibility of gaining better outcomes from transactions, the model helped to map the way a transaction progressed. Berne developed the PAC diagram to assist understanding of what is happening in any transaction. This diagram consists of three stacked circles labeled, from top to bottom: Lines from the appropriate circle in the Agent diagram lead to the appropriate circle in the Respondent diagram. The accompanying diagrams show examples of this.

Chapter 8 : Educational TA resources

TRANSACTIONAL ANALYSIS THEORY: THE BASICS Vol. 33, No. 1, January, 17 Let's look at ways in which an understanding of ego states can help you in your current life.

Our participants confirm it over and over. Happy participants and great customer service are our mission. Any question is welcome via email or forum. We will personally respond to you really fast. Just send a brief email to steffen ta-course. Calm, comprehensible and true-to-life explanations. The course helps to understand myself and challenge my standard behaviour. Sebastian Kaiser, Personal Trainer The videos and exercises showed me how I can work with my clients even better. Especially when addressing sensitive issues. Philipp Rabe, Editor I really love how this course is done. Finally something new and exciting! You explain everything in great detail. I studied at home, on my way to work and even in the park. But the best thing is that I have developed myself a lot. Now I use the TA models everyday to be the best version of myself. It is easier for me to reflect myself now and I can communicate more direct and meaningful now. The certificate looks good in my CV. The Learning Modules in Detail You will receive in total 55 animated videos. That is minutes of video content. Those highly knowledge-intensive videos will teach you the concepts of Transactional Analysis. With the basic course you will receive 38 exercises and additional files. You are invited to deepen your knowledge and apply the TA concepts to your life. It will take you about 9 hours to study these materials. You can complete the content and take the exam after one day or if you choose to work 1 hour per day and do your exam after 2 weeks – it is up to you. You decide the learning speed that fits your needs best. It includes an overview on history of TA as well as the most well known TA societies There are links to the most important websites. You will also find a reading list with suggestions for books. This module sums up the main TA resources so you know exactly where to go to deepen your TA knowledge. We will introduce the goals of TA, the different models and how they are related. A reflection exercise will help you determine your personal development level. You will understand the foundations of TA and how the concepts can be connected. The reflection exercises will help you to understand in which areas of your life TA can be helpful for you. They are one of the core models of Transactional Analysis. We will discuss the structural model, the functional model, the egogram, functional aspects, ego state diagnosis, contamination and exclusion. This model will help you understand why and how you are in certain situations. You will learn to determinate your current ego state and adjust accordingly. Practical exercises will help you to decide whether you are happy with your Ego state in a situation or if you want to change it. The Ego states are a powerful tool for self discovery as well as an instrument for changing the Ego state of yourself and inviting a different Ego state from others. Communication may lead to a lot of joy. But it can also lead to a lot of discomfort. This module will introduce to you the analysis of communication. Eric Berne named the back and fourth of communication as a transaction. This module studies complementary transactions, crossed transactions and hidden transactions. The transactions are an instrument for understanding what happens when communicating with someone else. Transactions can help you to actively foster respectful and intimate conversations, detect manipulations and react to them mindfully. We are not talking about a legal contract but the competency to facilitate agreements successfully. What is a contract? Why do contracts improve relationships? What parts are included into a contract? How can I use contracts in my professional and my private life? What techniques are available to facilitate contracts? What requirements are needed for a successful contract? What is a contract with myself? Contracts are like entering your destination in the navigation system of your car. If you close your contracts wisely you will reach your goals smoothly. A clear framework will help your relationships to prosper. All parties know what to expect from each other and there is no room for misunderstandings. Wishes and needs can be fulfilled. Transparency instead of confusion, growing together instead of rivalry. A big part of our everyday actions are used to fulfill those needs. If you know your psychological needs and hungers you can develop new ways to satisfy them. You will be introduced to three forms of psychological hunger. You will understand that they are natural. You will gain insights on how to fulfill them in a mature way. In this module we are going to re-evaluate our perception of recognition. How can we stroke? What types of strokes

exist? How can we deal with strokes so they become fulfilling for us? You will learn if the attention you are currently receiving is doing you good. You will learn how to receive strokes that are truly satisfying. Grow your emotional fulfillment by giving and receiving strokes. This could make our community so much more warm and beautiful. You might be aware or unaware but the script reinforces how we understand and live our life. The script is one of the main concepts of Transactional Analysis. In this module you will learn, what the life-script is, how you can analyze it, the definition of a Winning-Script, Non-Winning-Script and Loser-Script, definition of the life positions, which factors are influencing the script and which factors are reinforcing the script throughout our lives. Explore unknown and harmful parts of your life script and disarm them. Screen for self-fulfilling prophecy and vicious circles in your life. With this module you can learn to read your life-script and rewrite it. You will receive a psychological pen and rubber. You are invited to create a script according to your needs and wishes. In this module you will learn, what drama is, what operating roles exist in drama, how drama is created, how you recognize it and how to deal with it. You will get to know ideas on how to reduce drama. You may grow drama antennas. This can save you a ton of energy and allows you to stop destructive behavior patterns. Your energy is better invested into creative and intimate relationships. We will study why people play psychological games, what rules games have, which type of games exist, what formula they follow and how you can deal with games. We will also connect the games to the life-script. You will learn to detect common games when you playing them or when others playing them. You will learn to react to them so they will not unfold their destructive powers. Combine games and the drama triangle to detect manipulation. Stop game play and start intimacy! Sometimes they stand in our way, they come at the wrong time and things would be so much easier without them. But feelings are there to support you and advise you. In this module you will study the connection between behaviour and feelings, the difference between authentic and unauthentic feelings, why we hold back our feelings and how we can liberate ourselves from unauthentic feelings. Use your feelings to develop and advance both professionally and privately. We invite you to understand your feelings instead of emotional chaos. Choose to sync thinking and feelings and grow your emotional intelligence. Become best friends with your feelings and intuition. The objective of this exam is to reflect your newly gained knowledge.

Chapter 9 : Continuing Education, TA Practitioner, Transactional Analysis Certification

Transactional Analysis is a very broad field which James and Jongeward (, p. 12) describe as: A rational approach to understanding behaviour, and is based on the assumption that all individuals can learn to trust themselves, think for themselves, make their own decisions and express their feelings.