

Posters

(Volume 4)

By

Tony White



**Information posters on
psychology, psychotherapy
and counselling**

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From : S. Karpman (1975)	Subjective	Objective
Fun	Gestalt	Transactional Analysis
Serious	Psychoanalysis	Behaviour Modification



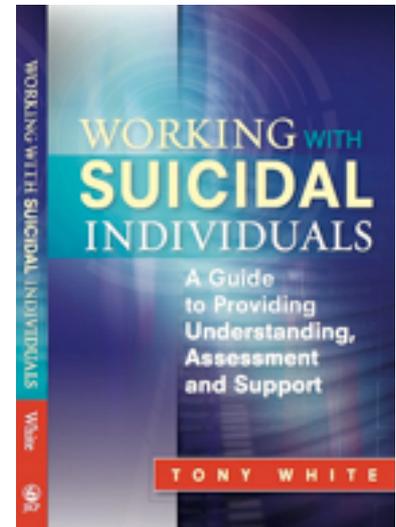
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**Books by Tony White.
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Working with Suicidal Individuals

Contents - Chapters

1. Introduction.
2. What is Suicide?
3. Transactional Analysis.
4. The Suicide Decision.
5. Modeling Suicidal Behavior.
6. Reactions to High Stress.
7. Suicide and Self-Harm.
8. Quantitative Measures of Assessing Suicide Risk.
9. Qualitative Measures of Assessing Suicide Risk.
10. The Suicide Secret and the Deliberate Suicide Risk.
11. Pseudo-Suicide, Suicide and Teenage Suicide.
12. Suicidal Ambivalence.
13. Suicidal Timelines.
14. The No-Suicide Contract.
15. Redecision Therapy.

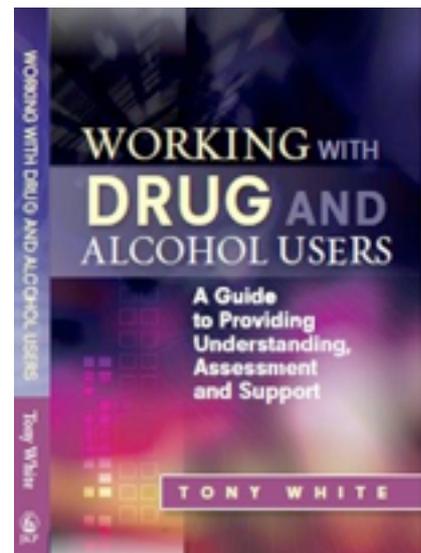


This book won the award of High Commendation in the category of psychiatry at the 2011 British Medical Association book awards

Working with drug and alcohol users

Contents - Chapters

1. Drugs in society and addiction
2. Fundamental components of drug counseling
3. Transactional Analysis and the theory of addiction
4. Why people use drugs and their treatment
5. The harm reduction contract and harm reduction counseling
6. Assessment of the drug and alcohol user
7. Drug use ambivalence
8. Relapse process work
9. Two types of motivational interviewing.
10. The teenage drug user



Staying Alive: A handbook of the no suicide contract

This book addresses the important subject of suicide. Why do people come to take their own life, what are the signs which show up in a suicidal person, teenage suicide, anger and depression are just some of the areas covered. The idea that suicidal people make a decision early in life to harm themselves is presented along with case examples. The no suicide contract and no suicide cards are explained in detail as a means of assisting a person to stay alive when they are feeling self-destructive. Also included is working with the terminally ill and using suicide threats as manipulation and power plays. 70 pages.

Adolescence, Anger, and What to Do: A happy teenager is not a healthy teenager

This book looks at adolescence, anger and emotions in general. Tony presents his new ideas on these very topical subjects. Most people believe a healthy teenager is a happy teenager. This is not so. The normal teenager is often angry, rebellious, confused and can be quite insecure. To not feel these things is to miss a whole stage of development which is most unhealthy. Anger is a common problem emotion for humans. Tony shows how to understand it, and deal with it so one can access the positives that anger can provide. The curative powers of anger are described. 50 pages.

Creative Feeling: How to understand and deal with your child's feelings

This book was originally written to show parents how to deal with their children's feelings. It is also however for adults who want to understand what feelings are and how to manage them in a simple and easy to understand way. This includes analyzing what feelings you allow or prohibit from yourself, as well as analyzing how you express the various feelings. Topics covered are: temporary and character feelings, teaching feelings, problems with feelings. 53 pages.

How Kids Grow Up and Leave Home: Two years old, four years old and adolescence.

This book looks at the bonding and separation humans go through in their lives. In particular it examines how children separate from parents and how parents separate from children. Written in a simple and easy to understand style it begins by describing how people become bonded or attached in relationships. Exercises are provided for self-examination in this way. A new addition to TA theory is also given with the script imago, which provides a new way for relationship analysis. Other topics covered include: the separation cycle, how people show they have separation problems, ritualized separation. 78 pages.

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Emotions

ASSERTIVE BEHAVIOUR

Basic Stance To stand up for oneself and one's rights in such a way the other person's rights are not violated.

Intention To communicate, to influence others, to use one's resources, and to gain self-respect without diminishing others. To find out *what* is right, not *who* is right.

Belief I win/ You win. I'm OK. You're OK. We are both responsible. I have rights. I value my resources.

Behaviour characteristics Expressive, descriptive, firm but not hostile. "I" messages are clear. Willing to give information, express goals and expectations.

Effect on others Others feel in touch, informed, enhanced. They can disagree without being seen as attackers or being judged incompetent. Their contributions and influence often increase.

AGGRESSIVE BEHAVIOUR

Basic Stance To stand up for oneself and one's rights in such a way that the rights of others are violated in the process.

Intention To be "on top". Put others down. Self-enhancing at the expense of the other. To influence outcomes without being influenced.

Belief I win/ You lose. I'm OK, You're not OK. Victim feeling: I'll get you before you get me. "You have no right....." Your resources are limited. "Top dog" is the only safe position. I am right.

Behaviour Characteristics Toward others: dominating, over-powering, accusatory, contemptuous, condescending, degrading, and attacking. Self-oriented.

Effect on others Others feel hurt, defensive, humiliated, fearful, resentful, under-utilized, dependent. They can't disagree without being seen as either presumptuous, defensive, or incompetent.

NON-ASSERTIVE

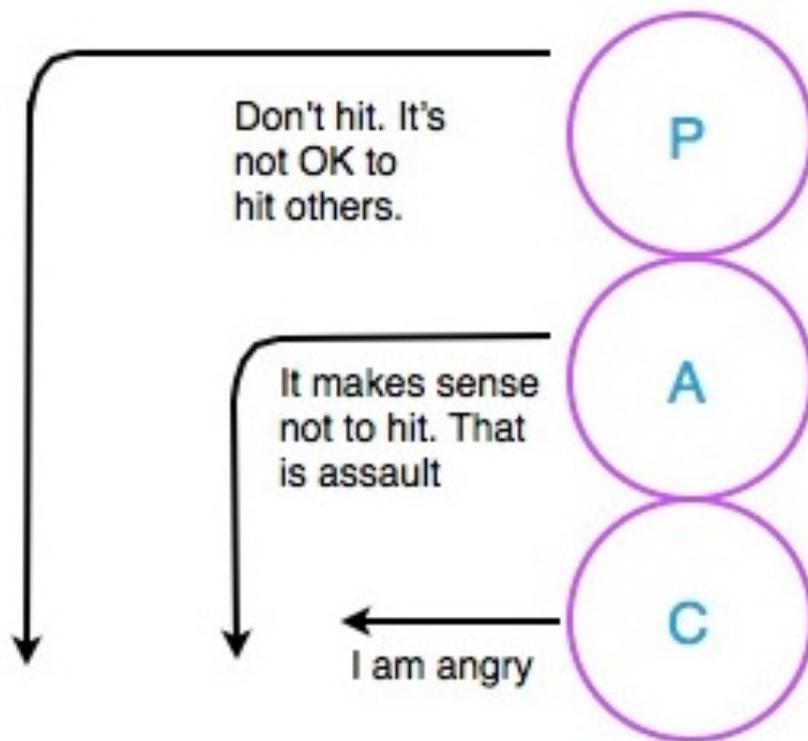
Basic Stance To fail to stand up for oneself and one's rights effectively.

Intention To be "safe", to appease, to let others take responsibility, to rely on the resources of others, to get help or sympathy, to deny one's own needs, interests and resources.

Belief I lose/ You win. I'm not OK/ You're OK. Victim Feeling: You'll get me if I'm not "nice". "I have no right....". "Bottom Dog" is the only safe position. I have limited resources. I can't contribute much of value.

Behaviour Characteristics Whining, apologetic, "hurt" feelings, passive (but harbours bad feelings). Self-oriented behaviours, puts self down while placing blame on others (e.g. I'm not very good at this but I might have succeeded if you had only given me more help). Overly agreeable, goes along with.....

Effect on others Others feel guilty, frustrated, angry or shackled. They can't disagree without "hurting" or being seen as unconcerned or hostile toward non-assertive individual.



Anger management for the oppositional defiant child. The Adult and Parent ego states need to develop such that they can inhibit the Child ego state anger, to allow the socialized expression of anger. Once achieved the person can manage their anger successfully.



Character and surface feelings
Tony White

Diagram showing how character feelings form the basic emotional life of the person and how surface feelings reside on the top of the personality.

Surface or reactive feeling.

Anger, sadness, anxiety, joy



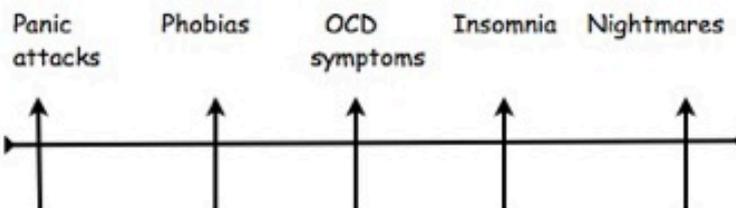
Character feeling.

Only one

The two levels of feeling can interact. There will be a tendency for character feelings to surface from time to time in various forms. The diagram shows how character anxiety can surface in a variety of different forms. When this is the case working at the surface level only will just lead to symptom substitution. The problem underlying anxiety (character anxiety) still exists and has not been dealt with.



One way to deal with anxiety - Build muscle



Anxious character feelings will keep surfacing in various forms as shown above

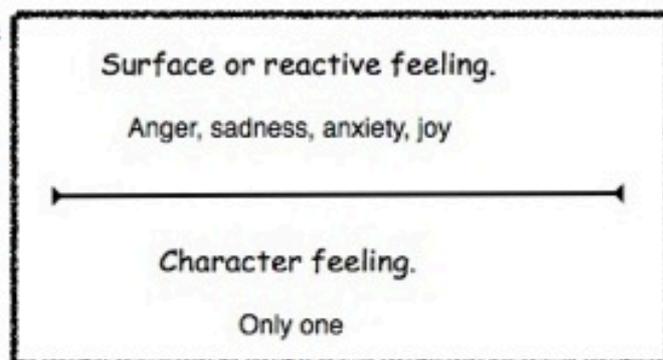
Character shame
Tony White

This picture was drawn on my white board the other day.



The instruction was draw your Child ego state. The picture below shows the theory of character feelings and how they are underneath the surface feelings. In theory any feeling can be a character feeling but by far the most common ones are anger, fear or anxiety and sadness or depression.

This however is what I think is a clear case of character shame. The diagram is a good illustration with the red being the shame and it covers the whole body. Whilst very unfortunate for the person, from a clinical point of view it is most interesting. Long history of eating disorder that at one point was almost fatal.



At this point responding well to Winnicott's approach of the holding environment. Whether there will be any actual holding we will have to wait and see.
(Client data fictionalized to make the point)

Character feelings Tony White

Two types of feelings, reactive or surface feelings and character or endogenous feelings

Reactive feelings sit on the surface and character feelings are below in the character of the person. We all have reactive feelings many times a day and express all the different kinds of feelings each day. We all have only one character feeling that persists over time.

Item	Surface feeling	Character feeling
Length of feeling	5 - 10 minutes	Years to a lifetime
Racket	No	No
Ego state involved	Free Child	Adapted Child
Age of formation	Present at birth	Develops in first years of life. Often pre verbal
Mechanism of formation	Genetically inbuilt in child	Reaction to a dysfunctional attachment with mother
Formation and stage of development	Not applicable	Oral stage = anxiety or despair Anal stage = anger or shame Phallic stage = sexual (sex addiction)
Interactions	Character feelings will surface from time to time	
Adolescence	An angry character is normal for this stage of development and the anger will surface from time to time	
Here and now	Yes	No
Leads to a solution	Yes	No
Cathartic release	Possible	Not possible
Related to 2nd or 3rd degree impasse	No	Yes
Treatment	Learn appropriate expression	Transference relationship

Understanding and working with jealousy

Tony White
Transactional Analyst
Wednesday, 20 February 2013

In my workshops this May in Cornwall, England and Ljubljana, Slovenia I present on theories of emotions. How one can understand and work with emotions in psychotherapy.

For instance I cover the three main theories of jealousy which explain what it is, how it develops and how to work with it in therapy. These have been presented by various people over the years but in my view they are not really alternative theories of jealousy, instead they describe different types and aspects of jealousy. Each has a different etiology resulting from different experiences in childhood.



Indeed the first theory sometimes known as the limited supply of strokes theory is really an explanation of normal jealousy. This is Free Child or normal jealousy which is experienced by us all and is a normal emotion just like anger and sadness and it can be worked through in the therapeutic setting as other normal emotions can. Indeed in childhood this emotion has important developmental functions for the psychological development of the child.

The other two theories of jealousy can be said to be Adapted Child expressions of pathological jealousy which result from problematic parenting patterns which result in the development of this problem emotion. These do not have developmental functions like the Free Child expression of jealousy and must be worked with differently in psychotherapy.

Exercise

Explain the circumstances of a time when you were jealous.

What did you think and what did you feel as these circumstances developed?

Free Child jealousy workshop

These come from the Gessell Developmental Scales which show the normal development of children at various ages:

- 2 years - possessive of own things but not jealous of others
- 2.5 years - expresses jealousy of siblings (peers)
- 3 years - expresses jealousy of siblings (peers)
- 4 years - may express jealousy of mother - father relationship
- 6 years - jealous of other children's possessions
- 7 years - jealous of the privileges or abilities of siblings (peers)

These are normal developmental behaviors and thus one can ascertain that jealousy can be a Free Child expression. This is normal jealousy that we experience our entire lives.



Adapted Child jealousy

In terms of parenting the jealous child of particular importance is the jealousy at ages 2.5 and 3 years. The parents need to understand what the child is doing psychologically with their expression of jealousy and then can deal with it appropriately.

Exercise

As an adult think of the focus your jealousy tends to take. Do you tend to get jealous of others relationships, possessions or abilities? What is the one that seems to get you most jealous?

Once answered this may indicate some Adapted Child expression of jealousy. If the 4 year old jealousy was not well dealt with by the parents then you may tend to get more jealous of others relationships. 5 year old jealousy is possessions and 7 year old jealousy is of others abilities. Various techniques can be applied to work with the different foci of jealousy.

Developmental jealousy

For workshops at St Austell, Cornwall and Ljubljana, Slovenia (May, 2013)

10 years

Half admit to being occasionally jealous usually of the possessions of other children. Some report jealousy of the attributes of others especially siblings who get preferential treatment from the parents.

11 years

Over half (more than any other age) admit to at least occasional jealousy, with possessions being the most envied.

12 years

One of the least jealous ages although it is still almost half. Still possessions are the most envied

13 years

More jealousy than at 12. Possessions are still envied but now there is a shift to the envy of popularity and privileges of others

14 years

For girls popularity with the opposite sex is particularly envied. Privileges are also still envied.

15 years

Fewer now admit to jealousy. Popularity and freedom are the most envied.

16 years

A majority now say there are never jealous. Of those who do admit most say they are jealous of younger siblings which at times can be quite strong. Other key areas are success in school, social success and staying out late privileges.

Reference: Gesell Developmental Scales

It is interesting to see how the foci of jealousy changes as the child-adolescent develops even though common sense says it should be so

3. Jealousy as displacement.

Pathological jealousy between siblings can be the result of displaced anger. The child(ren) are angry at mother or father but believe it is too dangerous to express that anger at them. The anger gets displaced onto a sibling and hence one ends up with excessive sibling rivalry and jealousy.

Treatment in this case involves the original anger being expressed at the original parent figure. Tony White





Cause of temper tantrums Tony White

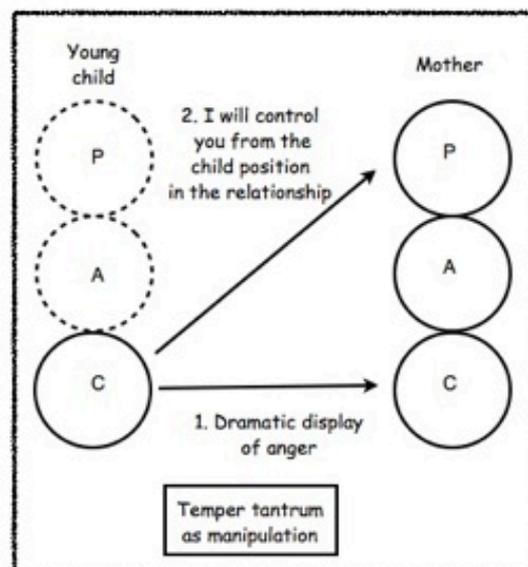
Four common reasons for temper tantrums

1] Tension outlet. The child becomes like a pressure cooker and it does not have a more sophisticated way of releasing the tension.

2] Manipulation or intimidation to get something or assume the powerful position in the relationship with mother. This can be particularly so if the child has a tendency to throw a temper tantrum in public.

3] Temper tantrums are dramatic displays of emotion especially when done in public. They can represent precursors for the development of the 'drama queen' personality types such as the hysteric, narcissistic or borderline personality types.

4] The child is learning about anger and assertion. Temper tantrums can be a crude expression of these feelings. Most people as they grow learn about their feelings of anger, how to manage them and how to express them in a socially acceptable way. The first thing a child must learn is to focus its anger at the source of frustration or the stimuli of the anger.



Possible responses to a temper tantrum
Tony White

The primary problem with a temper tantrum is the lack of control by the child so it can be physically hurt. If a child is in a state where it is hysterical then the parent needs to assess if it is in danger of hurting self. If it is then the parent must adopt the first strategy. If the child is not then the parents can adopt strategy 1 or 2. If there is more thinking ability in the child then the parents can adopt strategies 3, 4 & 5. The response can of course be sequential. Do 1 or 2 first and when the child calms down do options 3, 4 or 5.

1. Hold or restrain the child physically. Dabbing a wet cloth on the face can also defuse the anger. This encourages the child to move into the Adult ego state.

2. Ignore it. If possible it is best to give the behaviour as little attention (strokes) as possible. One of the cornerstones of human psychology is - "What you stroke is what you get". The more attention, strokes, reinforcement you give a piece of behaviour the more likely it will occur again in the future. It doesn't matter if it is positive strokes or negative strokes they both encourage the behaviour to be repeated.

3. Distract the child.

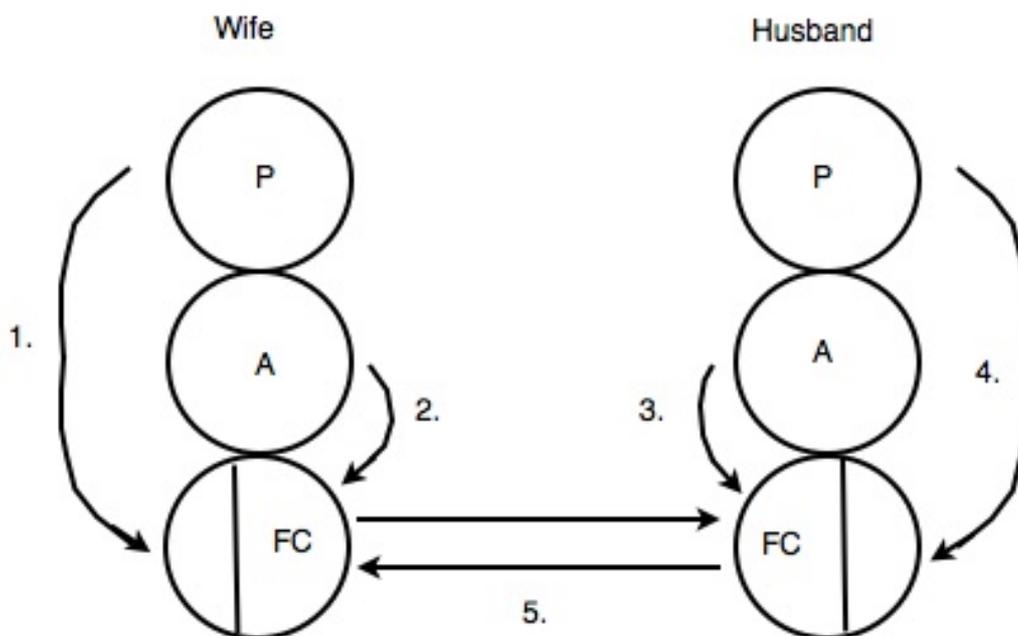
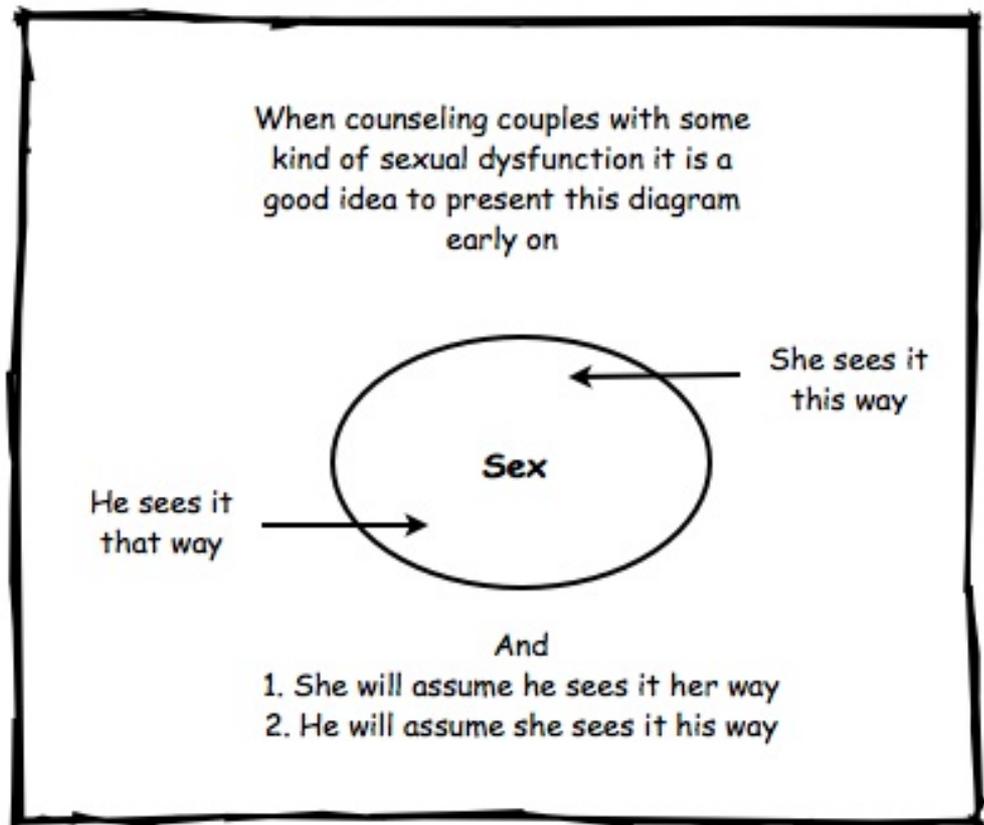
4. Isolate the child (Time out).

5. Compromise.



As with many things in child rearing the most effective solution to temper tantrums is determined by the personality of the child and the mother and the relationship they have developed over time. In these instances one size definitely does not fit all. Instead the best workable solution, as I said, is determined by the personality of both mother and child.

Sex and relationships



The sexual relationship transaction (see explanation below)

Sex the TA way

Inform couples

Females = sex & relationship intertwined (mostly)

Males = sex & relationship intertwined (Sometimes)

Males = sex with no relationship (Possible for some men)

The actual physical act of sex is primarily a Free Child to Free Child transaction. For a man to have sex his Free Child must be involved at least to some degree. He will not be able to get an erection if that is not the case. (CSA problems for male client). A woman can obviously have sex with no Free Child involvement.

To have sex that is physically and psychologically fulfilling in many (most) instances the female needs to have relationship involvement as well as the actual physical act of sex. See the sexual relationship transaction. For the female, transactions 1 and 2 must be right. She sees the possibility of physical sex occurring in the right relationship context of love and commitment and so forth. Then she is much more willing to be involved in transaction 5.

The same can happen for the male in transactions 3 and 4. However for some men the conditions being right are more flexible than for the female. They can involve sex occurring in the context of love and relationship but for some men sex can also occur where there is no love or even any relationship and hence we have prostitution.

This can also explain why in some sections of the male gay community there can be high levels of promiscuity. Both parties involved in the sex act have the view that there is no need for any relationship or love being involved for sex to occur. Such promiscuity is less likely in the heterosexual community because usually at least one party (most often the female) will want some kind of relationship involved before the physical sex act can occur.

This model is useful in treating some kinds of sexual dysfunction. People who have trouble accessing their Free Child are going to have difficulties. This can show in the male as erectile dysfunction. The female obviously can have intercourse with no Free Child involvement but it will be unsatisfying for her. Simple Free Child raising exercises are indicated here and can solve the problem in some cases.



Libido and relationship problems

Desire phase problems are the most common form of sexual difficulty presented by couples. If they have sex every couple of months then they are very below the statistical average but that does not really mean anything. What one is really looking for is how equal are the libidos (desire phase). One is hoping for a relatively similar level of libido between the husband and wife. If their libidos are both low, both medium or both high then they do not have a sex problem at least in terms of desire.

Low libido + low libido = no problem

Medium libido + medium libido = no problem

High libido + high libido = no problem

High libido + low libido = problem

If one has a low libido and one has a high libido then they have a relationship problem that can easily cause significant damage to their relationship.

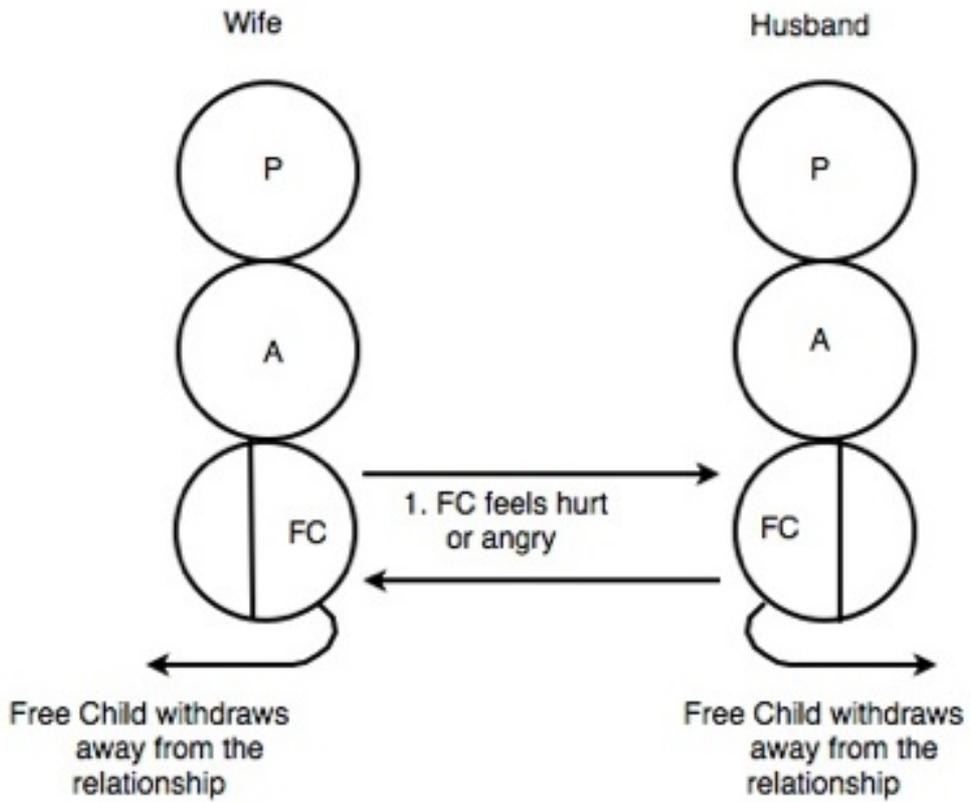
Sex is usually Free Child to Free Child transaction. Sex that is good for a relationship is this, even though people can have sex in other ego states. However if the desire for sexual activity is very different between husband and wife then they do have a relationship problem.

If he has a high libido and she has a low libido then what happens when he requests sex. If she says 'yes' when she wants to say 'no', then one problem is solved and another problem is created. His FC feels satisfied and her FC feels hurt. If this happens repetitively then her hurt FC will withdraw from the relationship and thus they both loose out in the long term. (See the diagram below)

If she say 'no' when she wants to say 'no' then one problem is solved and another problem is created. Her FC feels satisfied and his FC feels hurt. If this happens repetitively then his hurt FC will withdraw from the relationship and thus they both loose out in the long term.

In the psychotherapy business this is known as an erosion problem. If he asks and she refuses then that is not going to hurt the relationship. If this happens repeatedly over weeks, months and then years then what was a small problem becomes a big problem. A key component of any relationship, FC to FC contact, is slowly and relentlessly eroded away. Of course there is much more to a marriage than FC to FC contact. Having said that, if one wants a long term marriage that remains of a reasonably good quality then having FC to FC contact is a most desirable thing. You do not want to loose it.

With significant differences in libido levels
this can happen to a marriage over time



Common triggers for sexual problems.

If a couple or individual presents with some kind of sexual problem one can search for common triggers. The more triggers are evident the better the prognosis.

Psychological

Unsatisfactory relationship

High levels of stress

Sexual performance anxiety

Depression

Guilt about sexual relationship (under age, religious beliefs, infidelity)

Low self esteem

Fear of pregnancy, transmitting or catching STD

Previous negative sexual experience (rape, CSA)

Lack of knowledge about sex

Situational factors

Fear of interruptions (Children, parents)

Guilt about situation (Partner under age, affair)

Discomfort (Cramped position, cold)

Physical factors

Side effects of medication

Alcohol or drug use

Difficulties because of physical illness (arthritis, sciatica, haemorrhoids)

Run down or tired

Recent childbirth

Factors about partner

Partner non-preferred sex

Partner physically unattractive

Partner psychologically unappealing

Partner who is sexually inexperienced or with poor sexual technique

Partner wants unappealing sexual activity



Paraphillia and development

Using Freud's three developmental stages the following paraphillias (Deviation/ attraction) are seen to occur. (Patterns of behaviour or fantasy).

Must be a pattern of behaviour over time.

The more exclusive, more significant the paraphillia

Stage of development	Paraphillia
Oral stage	Oral sex (male and female), infantilism, cannibalism & vampirism, narcissism, pedophilia, gaging
Anal stage	Analingus, anal sex, sadism, masochism, flagellation, necrophilia, coprophilia, coprolalia, osphreipophilia, mysophilia, pandering, enema, spanking
Phallic stage	Frottage, fetishism, partialism, compulsive masturbation, transvestism, exhibitionism, scopophilia, pyromania, voyeurism, urolagnia, tribadism, pluralism, zoophilia, kleptomania, pygmalionism, frigidity, impotence, nymphomania

I was speaking with someone today who has had extensive experience with the transgender community. Those people who wish to change their gender to the opposite sex. That is initially done using hormones and then some go onto have a full sex realignment surgery whilst others opt not to.

She states that after the sex change is made most transgenderists who are now the opposite sex will still be attracted to that sex who they were attracted to before the sex change. That is their sexual orientation remains focussed on the same sex they were focussed on prior to the sex change. So if they were homosexual before the operation they then become heterosexual after the operation and vice versa

That stability in sexual orientation suggests that the desire to be the opposite gender has little to do with sexual orientation and is simply that. A firm belief that somehow they were just born the wrong gender.

Psychological features of adult male rapist of the female adult victim (not a child)

A rapist is a man who has deep inferiority feelings about his ability to function in sexual situations. He is often impotent to some degree (ability to obtain and/or maintain an erection) in normal sexual situations and it is only the resistance of the woman that makes him potent. The rapist may be frightened of his feminine tendencies (side) and he uses the force of the rape to prove his masculinity to himself. Pack rape is about showing his maleness to his male friends.

The psychology of the rapist involves making the victim a substitute for mother. There is considerable anger and hostility at mother.

Rape is primarily about power and the sex is a secondary issue. So legal prostitution is unlikely to reduce the incidence of rape. The rapist must have the feeling of overpowering his victim. Chemical castration is kind of missing the point for the rapist.

He feels sexually inadequate and therefore must degrade his victim through rape to make the victim more inferior than he is. I+U- is really I-U--

Summary of the psychology of the rapist
Feels inferior
Doubts about his own sexual potency
Uses rape to prove his masculinity to self
Aggression at mother (women)
I make myself OK by making you not OK

There is a very big difference between the fantasy of rape and the act of rape.

Necrophilia is a type of rape where the erotic is derived from the utter defenselessness of the corpse. Again it is a power issue that is erotic.

The man who drugs the woman to have sex with her is in a similar psychological situation. It is the complete defenselessness of the woman that is erotic.

Tony White
Transactional Analyst

Transactional Analysis

PERSONALITY FUNCTIONS

CONTROLLING PARENT

Sets the limits
States values
and standards
Is firm and strong

NURTURING PARENT

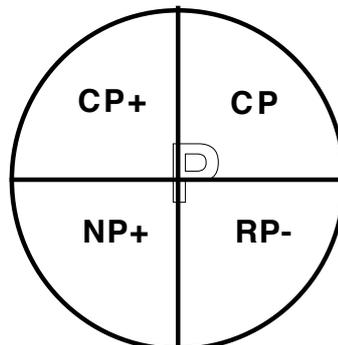
Comforts
Cares
Is helpful when
needed.

ADULT

Is business-like
Is objective
Organizes
Solves problems
Makes decisions
Listens
Observes
Reasons

FREE CHILD

Is imaginative
Is spontaneous
Is creative
Is intuitive
Feels, needs and
wants

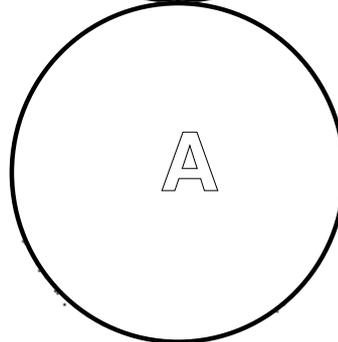


CRITICAL PARENT

Blames
Criticises
Attacks

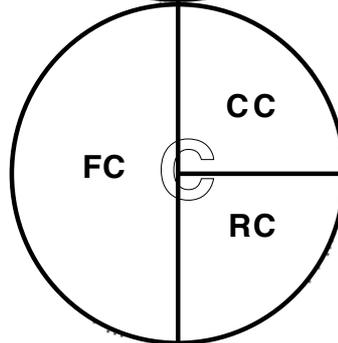
RESCUING PARENT

Rescues
Takes responsibility
unnecessarily
Tries to be helpful



CONFORMING CHILD

Obeys
Memorizes
Conforms
Anxious to please



REBELLIOUS CHILD

Defies
Argues
Protests
Is stubborn

**In management , the most effective ego states are:
+CP, +NP, A and FC.**

**The less effective egostates are :
- CP, -RP, RC and CC.**

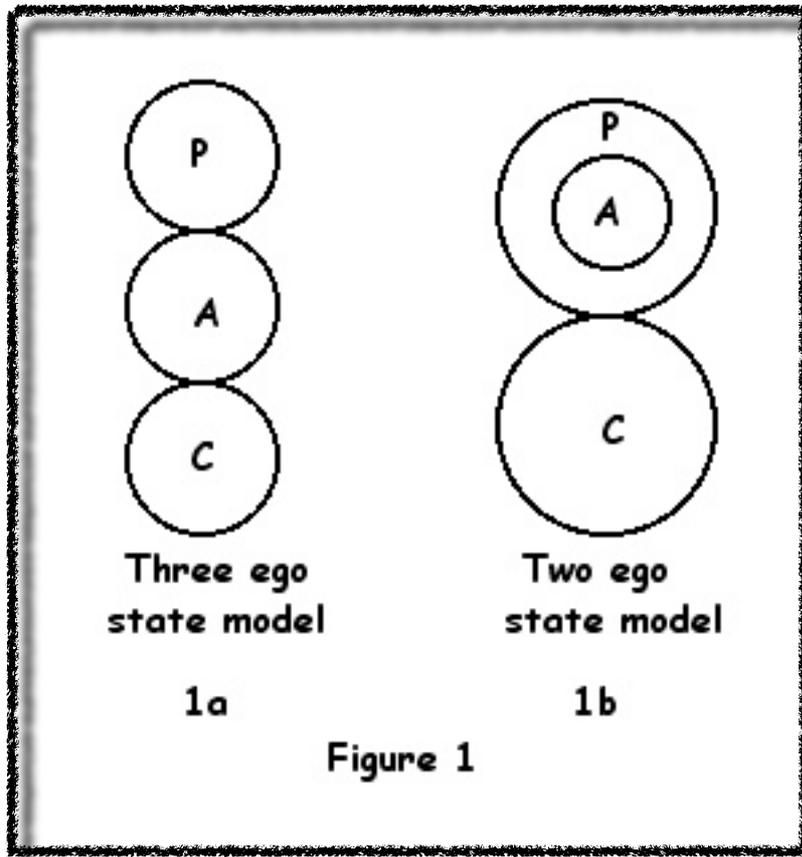
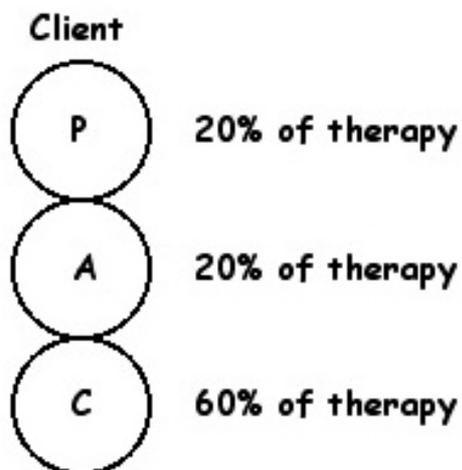


Figure 1

Where to focus therapeutic interventions

Tony White



	Stimulus Hunger	Recognition Hunger	Structure Hunger
Definition	Need for physical emotional and intellectual stimulation	Need to have our existence recognised. Still desire physical contact but learn to substitute other forms of acknowledgment.	Need to structure our waking hours - what to do with our time in order to meet our need for strokes.
Satisfied by	Touch Talking Intimacy Contact with other human beings. Excitement (Strokes)	a nod a handshake words of greeting anything which recognised our existence. (Strokes)	Time structuring Withdrawal Rituals Pastimes Games Activities Intimacy Play (Whichever form of time structure which gives us the most strokes)
If not satisfied	In a baby: could lead to death (marasmus) definitely lead to physical and to developmental delay. In an Adult; leads to seeking others forms of stimulus - either positive or negative.	Leads to searching for any form of recognition - positive or negative. Will determine the type of time structuring we do. If still not satisfied -will lead to major physical and emotional problems.	Complete withdrawal Physical & psychological deterioration.

Notes on Rackets

Features of Rackets:

- * - most common feeling
- * - reaction to stress (most probable)
- * - mechanical/stereotyped
- * - layering of feelings (substitution)
- * - manipulation
- * - ongoing (lasts more than 10 minutes)
 - thinking and doing exclusion
 - feeling that goes with an untrue belief
 - rackets as non-real feeling (fake)

SCRIPT TYPES

<u>WINNER</u>	<u>NON WINNER</u>	<u>LOSER</u>
<ul style="list-style-type: none"> • Set out and achieve life goals. 	<ul style="list-style-type: none"> • Waits for others to define his life goals. 	<ul style="list-style-type: none"> • Falls at life goals.
<ul style="list-style-type: none"> • Knows what he wants and will find a way to get there 	<ul style="list-style-type: none"> • Is a "plodder". 	<ul style="list-style-type: none"> • Wants to achieve the unachievable.
<ul style="list-style-type: none"> • Goes at life actively. 	<ul style="list-style-type: none"> • Approaches life passively. (Waits for Santa Claus) 	<ul style="list-style-type: none"> • Goes at life actively.
<ul style="list-style-type: none"> • Life is stimulating and interesting. 	<ul style="list-style-type: none"> • Life has few highs and few lows. 	<ul style="list-style-type: none"> • Life is stimulating and interesting.
<ul style="list-style-type: none"> • If he makes a mistake he knows what to do. 	<ul style="list-style-type: none"> • Does not take risks so makes few mistakes. 	<ul style="list-style-type: none"> • If he makes a mistake he thinks about it.
<ul style="list-style-type: none"> • Things work out well in the end. 	<ul style="list-style-type: none"> • Life is satisfactory. 	<ul style="list-style-type: none"> • Things work out badly in the end.

* S C R I P T T Y P E *

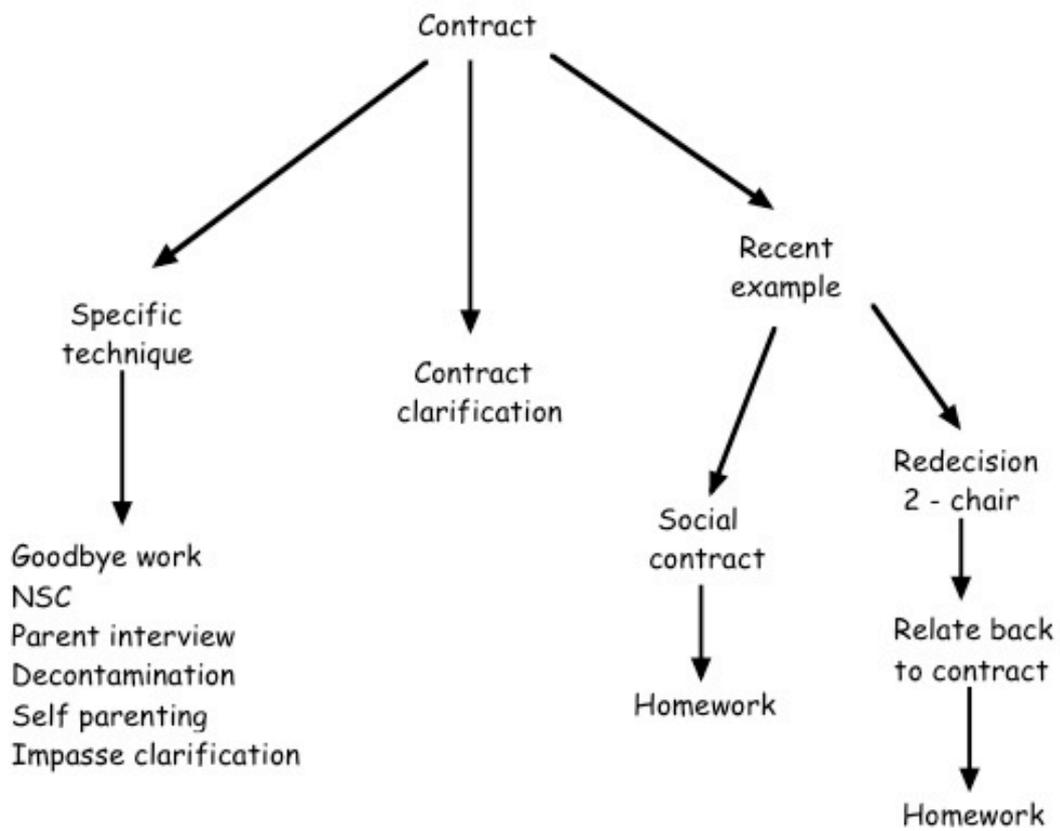
L O V E L E S S

M I N D L E S S

J O Y L E S S

	L O V E L E S S	M I N D L E S S	J O Y L E S S
LOST FUNCTION	INTIMACY	AWARENESS	SPONTANAEITY
<u>INJUNCTION</u>	DON'T BE DON'T BE CLOSE DON'T TRUST	DON'T THINK DON'T BE YOU	DON'T FEEL DON'T MAKE IT
<u>MAJOR VEHICLE</u>	STROKE ECONOMY	DISCOUNTING	SPLIT FROM SENSES AND BODY
<u>SCRIPT PAYOFFS</u> BANAL = TRAGIC =	DEPRESSION SUICIDE	CONFUSION MADNESS	BOREDOM ADDICTION
<u>THERAPY NEEDED</u>	STROKES (CHANGE STROKING PATTERNS) GIVE PERMISSIONS AGAINST INJUNCTIONS	ACCOUNTING (ENCOURAGE THINKING) TEACH HOW TO RECOGNISE DISCOUNTS AND POWER PLAYS	DEVELOP SENSORY AWARENESS GIVE PERMISSION TO FEEL FEELINGS

Aspects of redecision therapy



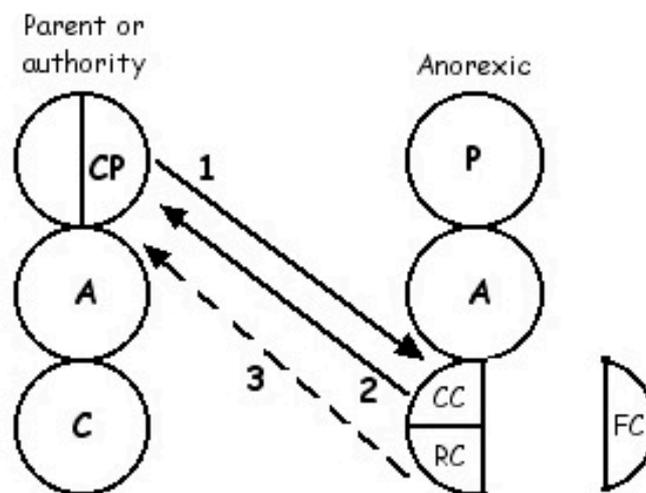
Tony White
Transactional Analyst



Transactions involved in the treatment of the anorexic.

Tony White

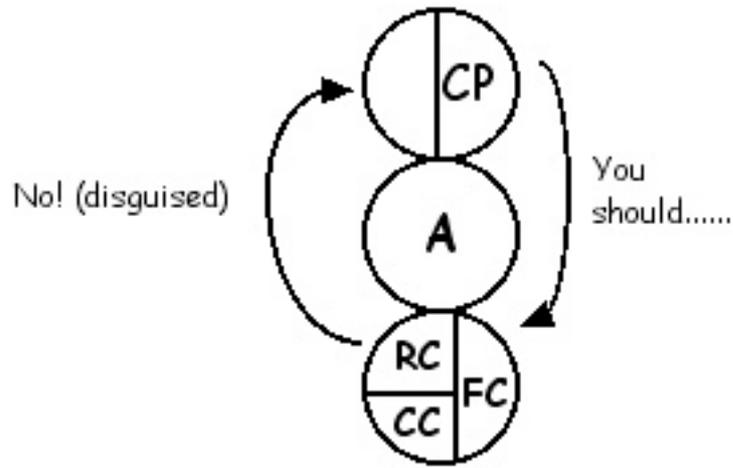
It is transaction 3 from the anorexic to the therapist that causes the most difficulties in their treatment. The therapist has to find a way to get around this



The anorexic relationship

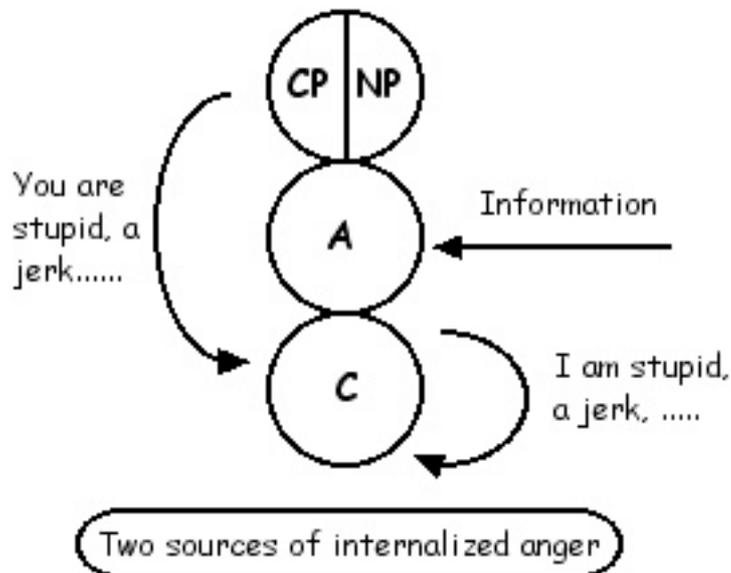
Question - Would you see the same dynamics in the bulimic?

Answer - I would see the dynamics of the relationship as somewhat similar. However through my clinical observations (i.e. This is not a research based observation) I have found many anorexics to have a very deeply ingrained RC. Bulimics to me often do also have an active RC but less so than the anorexic. A major impediment in the treatment of the anorexic. Regarding the dissociated FC, again I would seem them as both having that form of ego state pathology and a central focus of any treatment plan it seems safe to say.



Procrastination transaction

Procrastination is primarily a rebellious act against self but most often in a disguised form. The therapeutic goal is to disengage the RC ego state. However this is only to be done IF the deprivation on the FC by the CP is not too severe. If it is severe then the rebellion is really an act of survival rather than an act of self sabotage and thus one would not want to disengage a survival mechanism.



When a person displays anger at self it can have two sources. It can come from an internal critic (CP) and the self talk will tend to start with a "You..." and be related to an event or some condition. "You were embarrassing at the party." or "You are stupid for not speaking up." Alternatively the anger can be from the Child ego state and be directed at self. These tend to be "I.." statements and not related so much to an event. "I am stupid." or "I am useless." This Child anger is a much more insidious and destructive anger.

Contract

for

What do I want?

(e.g. to feel energetic, to be assertive, to relate to my employees, to get on with my boss, to say what I feel)

Why do I want this?

(e.g. to be motivated, to feel good in myself, to make work more enjoyable, to get promotion, to increase my productivity)

What do I need *from others* to achieve what I want?

(e.g. correct information, an understanding of the difficulties, motivation, support, ideas, encouragement, guidance)

What do I need *to do* to achieve what I want?

(e.g. restructure my time, enrol at Uni, practice assertion techniques, go to TA courses, learn about communication)

How can I sabotage myself from getting what I want?

(not making time, getting no outside help, taking on more work, telling myself I'm no good, planning to do it tomorrow)

How will I know when I have achieved my goal?

(i.e. how will I feel/look and/or what will I be doing)

When will I start?

(tomorrow, now, in one year's time) _____

Characteristics of the Winner's Triangle:

STYLE	REALITY	CHARACTERISTICS	SKILLS
ASSERTIVE	Wants to meet own needs	Asks for what s/he wants; Says NO to what s/he doesn't want; Is invested in Win-Win. Doesn't punish; Is flexible and straight.	Assertion skills - Saying No; setting limits; Confronting; requesting; Negotiating; Broken record; Fogging.
CARING	Cares about the vulnerable other.	Is aware of own needs & the resources of others; Encourages others to think & problem solve; Demands that others ask straight for what they want; Helps when asked & if s/he wants to; Does no more than half the work; Doesn't take over unless asked (& wants to). Treats self & others as equally important and capable.	Listening skills - Open questions; Active and reflective listening; Hooking the Adult.
OPEN	Vulnerable.	Thinks & feels at the same time. Uses Adult to problem solve; Is aware of and uses own resources to solve problems; Uses feelings as data for problem solving; Takes responsibility for meeting own needs and solving own problems.	Problem solving skills - Data gathering, Sorting Analysing; Probability estimating; Brainstorming; Evaluating; Deciding; Initiating.