

IDTA Newsletter

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This issue features a fascinating article about TA and Quantum Physics, Neuro-logical Levels and Developing Creativity plus news and updates

Editorial

Last night I took part in a teleconference with other members of the IDTA Conference Committee. As I begin work this morning, I am reflecting on the fact that while the IDTA Conference *seems* a long way off (6 and 7 October 2006, Watford), there is a great deal to do and past experience tells me that the time will fly!

I really enjoy conferences. In fact, I could be called a conference junkie. Compared to some, I know I am a relatively new participant, having attended a mere 8 conferences, but when I list them I realise that my TA journey has taken me to Romania, Birmingham (twice), Nashville USA, Edinburgh (twice), Sussex and Reading in the space of 2 or 3 years. And I plan to attend a further three this year.

So what's the attraction? What makes me put aside a sizeable chunk of money for this "habit"? Well, where do I start?!

All the obvious things: the opportunity to hear current, up-to-the-minute thinking and developments in TA theory; the chance to put "faces to the names" and even to get to know some of the authors I have been reading; catching up with old friends and making new ones; an opportunity to play with like minded people. But mostly for me it's about the buzz. It's all those things coming together and more. I like the community feeling, the tremendous sense of support and energy I feel, having been part of such an event.

So, if you are a "conference virgin", put the IDTA Conference date in your diary:

6 & 7 October 2006, Watford

See you there!

Lynda Tongue

IDTA News

TAPACY update

TAPACY is beginning to gather momentum. The forthcoming moderation event in Greenwich stands to be especially important. It is the third moderation in the area and this time will involve 40-50 pupils ages 9 - 14. The group will include pupils from Belfairs School in Essex who have been partnered in this initiative. Elsewhere we have had interest from Cumbria, Sutton and South Africa. In the next update we will be bringing stories from the Greenwich event as well as some further details on TAPACY further afield.

Giles Barrow

**IDTA Conference
6-7 October 2006
Hilton Hotel, Watford
Call for Workshop Proposals**

As you can see from the editorial, the IDTA Conference will be held on 6 - 7 October 2006 in Watford, Herts. If you are interested in running a workshop please email Sandra Wilson (sandra@tasotland.org) to flag up your interest and she will send you workshop guidelines. The website is currently being revamped, updated and generally re-zapped, so watch this space.

The deadline for submissions is **31 May 2006**. The theme of the conference is Developmental Transactional Analysis.

Plenty of scope there then!

TA and Quantum Physics

*"We don't experience the world as it is,
we experience it as we are"*

In Cape Town, South Africa my colleague, Ezelle Theunissen, and I presented a weekend workshop in November 2005 entitled: Quantum Living – The Art of Realising One's Powerful Choices. We re-examined some TA concepts (Life positions, Strokes, Drama Triangle, Games and Rackets) in the light of recent quantum physics thinking, particularly as portrayed in the film: "What the Bleep do we Know" by Captured Light and Lord of the Wind Films (2005).

Some selected clips from this DVD gave insight into the mechanism of repeated thought patterns and limiting emotions. Neurons in the brain have tiny branches which connect to form a neural network – connections are made corresponding to each thought and memory. The brain does not differentiate between what it sees and what it remembers – the same neural networks are fired for both. We build up models of how we see the world around us coloured by information we take in and experiences we have had. Constant, repeated thought patterns and emotions re-inforce the wiring of our neural networks. When we consciously choose to interrupt familiar, limiting thought processes or emotions, the nerve cells start breaking their long term networks and form new neural networks. This is done when we choose not to react automatically but by observing and choosing how to respond.

[Dr Joe Dispenza, D.C Doctor of Chiropractic Medicine, Life University, John Hajelin, PhD Prof. of Physics and Director of the Institute of Science, Technology and Public Policy, Maharashi University, JZ Knight – Channelling Ramtha, Master Teacher] Website: www.whatthebleep.com

This is a fascinating neurophysical insight into the TA theories of formation of script and choice of Life Positions. Through our early experiences we form a story of our life and then continue to seek out experiences that reinforce this and so

and so maintain familiar neural networks. But instead of seeing script as a negative, limiting, inevitable progression of life, quantum physics gives us the understanding that we can choose to interrupt familiar thoughts and emotions and create new stories and make new meaning for our life. This constructivist theory has been explored by Allen and Allen [*To find/Make Meaning: Notes on the Last Permission, TAJ Vol 17, No 3 July 1987 and A New Type of Transactional Analysis and One Version of Script Work with a Constructionist Sensibility, TAJ Vol 27, No 2, April 1997*] and Summers and Tudor [*Co-creative Transactional Analysis, TAJ Vol 30, No 1 January 2000*] These authors have explored the implications of this way of thinking for therapeutic interventions.

The contract for our workshop in Cape Town was that it was an educational workshop giving people tools for change, without being a therapy group. People worked with the TA concepts in small groups, but report back sessions in the large group were more about the process than the content. Many interesting discussions emerged. To make the process concrete and ensure a commitment to ongoing change, participants worked on a contract with themselves (placed in an envelope, sealed, and posted back to them after 1 month) We used terminology in line with quantum thinking, but still based on TA principles.

The questions they answered included: What intention do you want to create for your life right now? What motivates this intention? What are you willing to change in order for your intention to be realized? To what do you need to pay attention now for this intention to be realized? What do you need to change your thinking about self, others, life? What do you need to change in your attitude towards yourself, others, life? What do you need to change in your behaviour? How might you sabotage yourself making these changes? If you do sabotage yourself, how can you get going again? Who are the people who would support you in making these changes? Who will celebrate these changes with you? The wonderful graphic illustrations (co-

produced by a local company - Atomic Visual Effects, Cape Town) of what maintain familiar neural networks. But instead of seeing script as a negative, happens in the brain inspired people that change can be physiologically possible if first initiated by a positive intention. This workshop was very well received and created the realisation that TA provides a simple but powerful framework for positive change to enable more people to return to the I+U+ position – the only position of reality and non-dual consciousness.

Karen Pratt Cape Town, South Africa

New UK Delegate to EATA elected

As one of the UK delegates to EATA, Adrienne Lee, is serving as the EATA President, it has been agreed that the UK gets another person to represent them.

We recently ran a joint election with ITA and Jenny Bridge has been elected.

Jenny will join Sandra Wilson (who is also IDTA Treasurer) – between them they will represent the UK and therefore IDTA and ITA at EATA.

Our congratulations to Jenny.

**Make a diary note now –
The IDTA Annual Conference
is scheduled for 6-7 October 2006
at the Hilton Hotel, Watford**

**More details will be coming soon
Think about offering to present – contact Sandra Wilson on
sandra@tasotland.org for presenter guidelines**

Advertisement

An unusual opportunity to hear a well-known TA author and practitioner

Abe Wagner

is briefly in the UK en route from Finland.

The focus of the day will be organisational applications of TA & NLP

Breaking the Communication Barrier
(NLP + TA = Synergism)

A one day seminar by Abe Wagner TSTA(O) M-NLP MSW
*author of *Say It Straight or You'll Show it Crooked!**

**Thursday 6 April 2006
London (near Euston station)**

For a preview, visit www.abewagner.com

Numbers are strictly limited by the venue so early booking is advised

Detailed course outline and further info: contact

Joanne Garner, Event Organiser info@coachingandcounselling.co.uk
01293 419894 / 07973 864095

Cost per delegate: £150 + VAT per person includes refreshments and buffet lunch
20% discount to members of IDTA/ITA

Developing Creativity

My aim in this paper is to explore what we mean by the phrase 'living creatively', through the framework of Transactional Analysis (TA). I will use this model to comment on the concept of 'creativity' and to illuminate the phases of the creative process (Zelinger 1990).

First, a little about TA: its originator, Eric Berne, studied with Federn, himself a pupil of Freud. Berne's core egostate model – Parent, Adult, Child – derives, via Federn, from Freud's concept of super-ego, ego and id. Berne defined egostates as "consistent patterns of feeling and experience directly related to a corresponding consistent pattern of behaviour" (1961).

Parent, Adult, Child are thus not the same as Superego, Ego, Id. They are observable (we can identify the behaviours of each part of the personality); they are individual, not generalised concepts (my Parent egostate is mine alone, developed from my unique experience); they are responsive to change (I can update my Parent information, my Adult processing, and learn to access my Child enjoyment). This three-part model is shown in the diagram alongside (Stewart & Joines 1987).

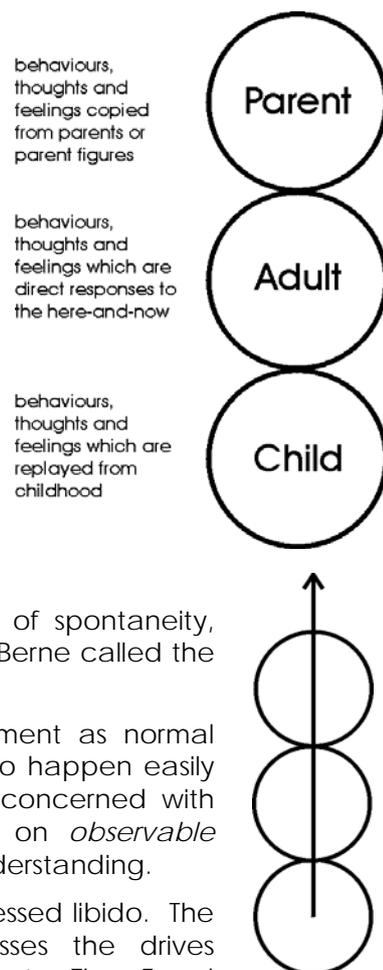
In his early writings, Berne noted four forces which act on the little person – the encouraging and the limiting influences from parents and parent figures, Fate, and 'physis' – the urge to life and growth, which enables us to overcome adversity and say "This is what I want to do, and I'd rather do it my own way" (Berne, 1972). This positive force derives from the energy of the Child egostate, the source of spontaneity, creativity and joy, and can be diagrammed as what Berne called the aspiration arrow, seen to the right.

This liberating concept sees creativity and self-fulfilment as normal processes. The task of the teacher is to enable this to happen easily and naturally. TA is essentially a functional model concerned with *inter-* rather than *intra-*psychic processes, focused on *observable* behaviours and the possibilities for change through understanding.

Freud saw creativity as related to neurosis and a repressed libido. The ego, under pressure from the superego, suppresses the drives originating in the id, which may 'escape' through art. Thus Freud 'pathologises' creativity; in contrast to Maslow, for instance, who considered that the creative and the fully human person were the same.

The TA model, although Freudian in origin, takes the latter view. Creativity is a human characteristic shown by all small children. The pressure to withdraw from the creative mode or to discount one's abilities comes from the Parent.

The Adult, said Berne, is in the service of the Child, enabling the individual to counteract this Parent pressure and find their own source of creativity. The *intention* of parents, carers or teachers is not to limit creativity; learners may, nevertheless, acquire Parent 'messages' linking creativity to skill and technique – an internal scale on which they see themselves as 'unable'. A complex pattern of beliefs about self and ability begins in childhood and may be reinforced later. Grasping this concept and using it can be a potent tool for teachers.

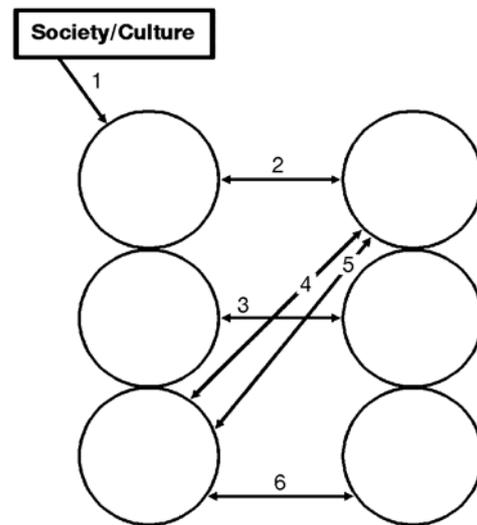


The autonomous person is one who has, through good fortune or learning, come to balance her egostates and integrate the positive functions of each so that the vulnerable Child is protected, but not hampered, by the Parent. The Adult works with the Child to make aspirations real.

Zelinger (1990) describes eight phases in the creative process: ideas/stimulus, improvisation, elaboration, editing, integration, polishing, separation, development.

The first two are functions of the Child egostate. The person who has difficulty 'getting started' may be unable to access their Natural Child spontaneity, acting in Adapted Child in response to another's Parent. The following three phases – elaboration, editing and integration – are functions of the Adult; the creative idea is considered, adjusted and 'trimmed', to reach a synthesis. This more detached phase requires the 'here and now' judgement of the Adult to change an inspiration into a work of art.

Polishing, separation and development are Parent phases. The work is prepared for presentation to others – Parent values, vision and experience are needed. In the separation phase the artist lets go of the work; in the development phase she sees the work as part of a whole, a unique personal contribution to the world.



What can the transactional model contribute to enable this process in which all parts of the personality are engaged? As an example I have chosen White & White's 'Education in a Therapeutic Community' (1975).

This model envisages the person as receiving cultural messages about creativity which become part of the content of Parent and may be limiting or damaging (1). The first step is to healthily up-date Parent values: "everyone has potential" (2). Adult information-giving follows: "here's how to get started" (3). At the same time the teacher's Parent protects the student's Child: "it's safe to experiment here" (4) and gives permission: "you can do it your own way" (5). Finally, the Child of the teacher shows enjoyment and excitement at the result: "I love the way you use colour" (6).

Living creatively means having the capacity for intimacy, spontaneity and awareness – Berne's definition of autonomy and the goal of TA and of education.

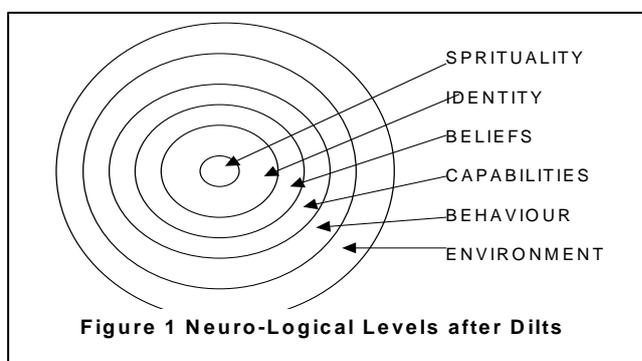
References:

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Stewart, I. & Joines, V.	TA Today	Lifespace, 1987
White, J.D. & White, T.	Cultural Scripting	TAJ, Jan 1975
Zelinger, Jacob	Charting the Creative Process	BJPP, 1990

Trudi Newton

Discounting and Neuro-Logical Levels

Making links between two or more concepts helps to develop my understanding of both concepts. It is like having two pictures of the same scene viewed from different angles. This article is to explore a link between Discounting and Neuro-Logical Levels and through this logic to suggest a new level of discounting.



Building on the work of Gregory Bateson, Robert Dilts argues that the brain is a neurological processor of information and this processing is organised in different levels. He calls this hierarchy of processing, Neuro-Logical Levels (Dilts & De Lozier 2000)

In The innermost shell of the hierarchy is **Spirituality**. Here we process our existential beliefs in something, on a very deep level, that is beyond ourselves. The second deepest level is described as **Identity**. This contains our views of ourselves as human beings and how we perceive ourselves in the different roles we play in life; Manager, Worker, Parent, Lover, and so on. **Beliefs**, at the next level, are where our values and attitudes are maintained and processed. In the next level we process our **Capabilities**. Here we store and make use of our skills. It is the level we are using whenever we organise, in our mind, a set of behaviours or employ any skill that we have developed. The level of **Behaviour** relates to our actions and the things we do. The outer shell, **Environment**, is where our interaction with the world is processed. It includes an evaluation of both physical and emotional sensations.

Dilts depicts this organisation of the brain as concentric circles, as the deeper in, the more neurological circuitry is required to achieve the processing. See Figure 1. For instance the amount of neurones that are required to sense the temperature of a room by holding out a hand (Environment) is far less than the number of neurones required to process a complicated dance sequence (capabilities).

There is an interrelation between each level. Our sense of identity organises our beliefs, capabilities and behaviour into a single system. For example if a person has an identity as a 'manager' and they believe, as in McGregor's (1960) Theory 'X' managers that people need to be told what to do in an authoritarian way they develop skills in telling and bossing. Their behaviour will follow and the results of this are experienced in the environment of their area of control. On the other hand a manager may believe that a motivational style is more appropriate, as with the Theory 'Y' manager and in this case they develop skills in participation, with different behaviour as a result.

I consider that there is a possible correlation between Neuro-Logical Levels and Discounting. Here is why. In Ken Mellor's and Eric Schiff's theory of discounting (1975), they describe it as an internal mechanism where as a result some aspect of the self, other people or reality is deemed less significant than it really is. They too identify a hierarchy where this process occurs. The hierarchy is described by the **mode** of the discount and the **type** and is depicted in the Discount matrix, see figure 2.

A discount of **Existence** would equate to failing to process at an *environmental* level, particularly of Stimuli or T1, where T stands for treatment level. Here we would fail to notice that which our senses could determine.

Mode	Type		
Existence	T ₁ Stimuli	T ₂ Problems	T ₃ Options
Significance	T ₂ Significance of stimuli	T ₃ Significance of problems	T ₄ Significance of options
Change possibilities	T ₃ Changeability of stimuli	T ₄ Solvability of problems	T ₅ Viability of options
Personal abilities	T ₄ Person's ability to react differently	T ₅ Person's ability to solve problems	T ₆ Person's ability to act on options

Figure 2 Discount Matrix, Mellor and Schiff

In the next level we have awareness of the situation, *environmentally*, we notice the problem however in doing nothing we fail to process in *behaviour* or T2.

A discount at **Significance** would also be failed to be processed in the *Behavioural* level particularly, where someone cannot determine the significance of the stimulus or fail to appreciate that anything needs doing.

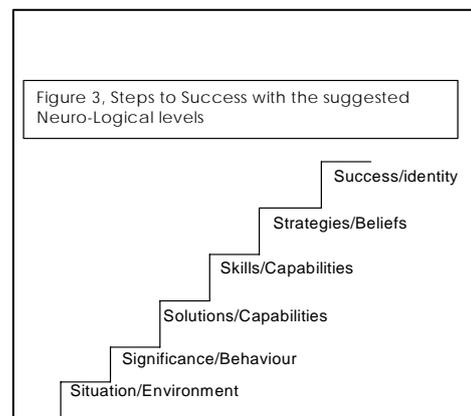
Capabilities would be discounted at the level of **Change Possibilities**, one's ability to change a situation, T3, or at T4, the ability for them to solve a problem. It is like thinking, " I do not have the skills or *capabilities* to change either the cause of this problem, or to solve it".

Discounts at the **Personal Abilities** level, and a person's ability to solve problems or Viability of options, T5, would equate to failing to process in the *Beliefs* level or through having beliefs that limit our ability to react differently. For instance having a belief process, that put in words would be, "there is nothing that can be done." Even the option of other people being able act is included in this belief.

Discounting from our *Identity* level would be T6, the person's ability to act on options. We may accept that a solution is viable and even have the skills but that it is not covered by any of the roles we have in our life. It would be like saying " I know what needs to be done and I have the skills but it is not for me, not my job."

Many of the people reading this will no doubt also be familiar with Julie Hay's (1998) explanation of discounting treatment level in Steps to Success. The argument discussed above is reproduced against this model in figure 3.

If this additional perspective works for you, it gives us further clues to identifying discounts in individuals, groups and organisations. For in addition to noticing passive behaviours, game positions and ulterior transactions, the usual manifestations of discounts, we can deduce the level of discount from the level they are processing at. So for instance if the content of an individual's discussion includes talking about what 'must be done' (*behaviour*) and yet they take no action themselves then they may be discounting the solutions to the problem, or of their own *capabilities* to resolve the issue.



If belief statements are bandied about and still nothing happens then the discount could be at their own ability to solve the problem because they do not recognise the option of using one of their many roles (*identity*) to solve the problem.

To provide an example of this, consider a discussion around the water cooler where the general consensus is, "this organisation is going to rack and ruin, no one cares what happens to the customer, we need a customers' charter of rights." One solution here might be for them to recognise the role of 'reporter' or 'change agent' so as to act on their belief and their option rather than discount at T6, with the *identity* process and thinking, "it's not my job."

You might be thinking if there is this link between Neuro-Logical Levels and discounts then what is the discount at spirituality? Processing in Spirituality, according to Dilts is, "...to do with a relational field between our own nervous system and those of other people forming a larger, collective 'nervous system'. The results of this field of interaction are sometimes referred to as a group 'mind', a 'collective unconsciousness.' This field also includes the 'nervous systems' or information processing networks of other creatures and beings, and even our environment." (Dilts & De Lozier 2000, p.p.857)

Perhaps it is what Robert Sheldrake (1999) calls 'Morphogenetic fields' and 'morphic resonance'. These theories explain why birds in different parts of Britain learned to peck the tops off milk bottles at the same time and why sheep in Cornwall learned to roll over cattle grids at the same time as sheep in Scotland.

Given this what then would a T7 discount be? Not appreciating and acting on a parallel process, or synchronous event? Having the same idea as someone else and not recognising it from a different perspective? Do let me know what you think.

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Plea from the Editor

We plan six IDTA newsletters each year, timed to follow shortly after each IDTA Council meeting.

**The final copy date for the next issue is
7 April 2006**

Please send me your articles, letters, reviews, pictures and adverts, so that each issue of the newsletter becomes a true reflection of our vibrant community. Also, feedback would be welcome and if you have any views which would improve the newsletter for you, please contact me by email at lynda@trianglepartnership.com or telephone me 01803 294249.

Featuring in our next edition:

- Who knows?
- Fascinating articles from the membership

Advertising Rates

Rates for display advertising:

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Half page: £30

Quarter page: £20

Events listing

£5 per workshop or event in one issue

£8 for same listing in 2 consecutive issues

Views expressed in this newsletter are those of contributors and do not necessarily reflect the official policy of the IDTA.

TA South East Conference

'What's love got to do with it?'
A TA Perspective

17th June 2006, University of Sussex, Brighton
(Registration 9am – Finish 5.00pm)

Keynote Speaker:
Julie Hay

A range of workshops from
Clinical, Educational and Organisational
perspectives will be offered

Cost (including refreshments & buffet lunch):

- Non-ITA Members £70 (early bird £65)
- ITA Members £65 (early bird £60)

Early Bird Booking Deadline – 15th May 2006

All Warmly Welcome

To attend the conference, please complete your details and send to:
TASEC, Forest Dell, Green Lane, Crowborough, Sussex, TN6 2DG

Name:

Address:

Tel No: E-mail:

Are you willing to do your workshop selection via e-mail? Yes/No

Please circle payment amount enclosed:

Non-ITA Members - £70/£65 (early bird)

ITA Members - £65/£60 (early bird)

Cheques made payable to **South East TA Conference**.

For further details contact:

Leilani Mitchell on 01892 815998 or leilanimitchell@yahoo.co.uk

Conference Committee on carolestilwell@hotmail.com

This conference is sponsored by the ITA