



# IDTA

## Newsletter

Volume 3 Issue 7

July 2008

### Special points of Interest:

- Conference workshops — pages 3 and 4
- Conference details — page 7

**IDTA Conference  
3 and 4 October  
2008  
Manchester**

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## Conference Special!

This summer edition of the newsletter is mainly dedicated to our autumn 2008 conference.

This is our fifth national conference, and just looking at the workshops listed on pages 3 and 4, this is lining up to be one very eclectic, multi-cultural gathering!

“Lifting the Lid off Learning” is the enticing title of our conference, and a quick glance at the workshop descriptions will show you that there is a diverse range of goodies on offer.

These range from leadership approaches in organisations, through to findings from introducing TA to Teachers via NLP, gestalt, imaginal cells and fleas!

And if that has not got you interested, I don't know what will!

We have presenters from various countries and cultures offering their research, their thinking and an opportunity to share TA application and professional practice.

The four keynote speakers: Trudi Newton; Sari van Poelje; Emma Bradshaw and Phil Morley are all very experienced in their separate fields and bring to the conference their own individual approach to development in organisational and community contexts.

This conference gives you a chance to find out what is at the cutting edge of Developmental Transactional Analysis -

## Early bird booking period extended!

the aim is to inspire, provoke thought and discussion and to share thinking and findings.

If you have not already booked your place, please go to [www.insdta.org](http://www.insdta.org) to download your booking form **today!**

## CTA exams at Conference 2009!

If you are working towards your CTA exams you may be additionally motivated by the news that the IDTA intend to run oral exams at the start of our October 2009 Conference in London.

Marco Mazzetti, COC Chairperson (COC stands

for Committee of Certification) has given us the go ahead to run the CTA oral exam. “*Marco has been fantastically supportive.*” said Bill Heasman.

This will add greater eminence to our conference, as we hope the exams will attract candidates and

examiners from all over the world.

So if 2009 is your year for qualifying, why not plan to have your written exam submitted for marking by April 2009? You could then join us in London for our first exams and celebrate success with us!

## Editorial

As I pulled this conference edition of the newsletter together, I have found myself reflecting on conferences past— this year will be our fifth annual conference.

There is a lot of hard work that goes into organizing a conference, and a lot of time is freely given from those organizing to those running workshops and giving keynote speeches.

As I edited the workshop profiles for this year's event I was struck by the variety on offer not just in subject area but also in terms of promised approach and it lead me to realize and appreciate even more the vitality, scope and depth of the TA community. Not all workshop profiles had been submitted at the time of going to press, but I understand that there are expectations of more submissions from the international community to come. A true reflection of the multi-cultural application of TA, which I personally take heart in, and comfort from in these often difficult times on the world stage.

## Lynda Tongue

As you will read below in Kaz Stuart's brief report, there is more hope for the future on offer with the work she and others are doing to teach TA to teachers. This is such a positive and exciting initiative! The responses from the teachers show how enthusiastic they have become about TA, and how they will apply their learning with their colleagues and pupils—this is so encouraging!

There is more good news in Sandra Wilson's EATA (European Association of Transactional Analysis) report - not the least of which is that congratulations are due to Colin Brett for becoming a Teaching and Supervising Transactional Analyst (Organisational)! This is really good news—another fully qualified DTA teacher.

So as we head into the summer break, I invite you to check out the list of Developmental TA groups, which are increasing in numbers, and to put the date of the IDTA Conference in your diary. Better than that, have a look at the Conference advert on page 7 and follow the link for a booking form! We have extended the early bird booking period—so what more reason do you need to sign up?!

Have a great summer!

## SEAL

## Kaz Stuart

Kaz Stuart has been running a series of courses across Government Office North West for Teachers on the National Strategies Social and Emotional Aspects of Learning (SEAL) which is being embedded in all primary and secondary schools. These courses have been predominantly based on Transactional Analysis tools to develop personal, pupils and school levels of self awareness and behavioural flexibility.

This might be the right time to get TA into professional educational circles, as the teachers quotes show:

*"I found the TA was easy to relate to school use and would be good for adults"*

*"What I found most useful was the insight into TA, chatting to others, the range of ideas discovered, and where SEAL comes from."*

The following responses were given in answer to the question 'In what ways do you think your pupils/students will benefit?'

*"I've gained a vocabulary to express emotion and an understanding of how emotional issues impact on learning."*

*"TA will develop their emotional intelligence through specialised lessons."*

*"Lessons and learning experience will be improved as they are delivered by a more emotionally aware staff."*

*"Practical teaching tips were most useful as I can use them and adapt them, especially the learning about strokes, ego states and drivers."*

## Conference 2008 workshops

### **The invisible ceiling or let's learn about change in organization observing fleas! - Pascale Théobald**

I'd like to share and enrich mutual comprehension on lids in organizations, using Berne and Fox's perspective on Structure and Dynamics in groups and organizations.

How can we detect the influence zones - enabling or limiting ones - while helping clients to unleash potential to think, learn, and grow?

What symbolic management actions can be used to show clearly that times have changed and it is ok to take the risk to "jump" a bit higher: specifically the role of leaders in helping middle managers to move in that direction.

### **PANDORA'S BOX: TA training for Teachers in the North West - Kaz Stuart**

From April – October 2008, I delivered three day TA courses for 120 teachers struggling with how to implement Social and Emotional Aspects of Learning (a National Strategy) in schools followed in June 08 by a workshop on how TA can inform andragogy (adult learning) to the University of Cumbria's education faculty.

This workshop presents the findings from these pieces of work and provides an opportunity for participants to analyse the response of mainstream education and higher education to TA as a methodology through the lens of TA models.

## **Influence zones**

### **Britain's got Talent – what are we doing with it? – Lynda Tongue**

Berne identified that human beings have a drive towards wholeness and health, an energy for learning and growth and he called it *physis*. In organisations, leadership plays a key role in encouraging a learning culture – however, some leaders are stoppers rather than growers of people.

This workshop will provide an opportunity to explore leadership boundaries and how these impact on learning at an individual, team and organisational level. What is the leader's role in fostering learning?

### **"Get Them Gruntled"! To function well, the human mind, like an umbrella, needs to be open. - Susannah Temple**

'Tuned in', 'Warmed up', 'Switched on' – all these need to happen before we can get going with something effectively. This applies to machinery and muscles, computers and cognition. So, whole body and whole person – how do we get ready for learning?

This workshop will explore the nature of excellent ways to start learning events of all sorts that enable people to learn easily and effectively. It will be active and collaborative, and relate theory to practice.

### **Imaginal Cells and the Role of the Educator – Giles Barrow**

I recently discovered the literature on the biological phenomenon of imaginal cells. Associated with how the caterpillar becomes a butterfly, imaginal cells provide a remarkable and powerful metaphor for the transformational potential of learning. The workshop will provide an opportunity to explore this idea and generate insights into how participants can maximise their own learning and that of others.

### **Teaching Ego States in Organizations - Bogdan Serbanescu**

I intend tell participants about my experience of teaching Ego States – the structural model - to managers.

My approach combines the purely theoretical with the visual impact of spatial distribution and presenting Ego States in this way makes learning faster and understanding enhanced. I intend to present my results and also to include the functional model in my presentation.

## **Transformational potential of learning**

# Conference 2008 workshops (cont'd)

<p><b>A picture is worth a thousand words – Using analogue techniques in coaching - Jutta Kreyenberg</b></p> <p>In coaching the use of analogue techniques allows us to gain new insights and perspectives. Analogue techniques are techniques from TA, Gestalt and psychodrama like metaphors, visualisation, constellation, expression exercises and exercises which use movements in time and space (like the “time line”). They “lift the lid on learning” by triggering solutions, opening up reflection, activating and anchoring solutions.</p> <p>The workshop aims to gather different kinds of analogue techniques, to discuss the use of them and to reflect upon implementing them in the participants’ own work.</p> <hr/> <p style="text-align: center;"><b>Constellation</b></p>	<p><b>TA and NLP – complimentary bedfellows or bitter enemies? - Maxine Green</b></p> <p>NLP (Neuro Linguistic Programming) has been treated with some suspicion in the TA world as being manipulative and at odds with TA values. The workshop aims to explore the value base of NLP and to test out whether it is congruent with the values of TA. There will be a broad initial exploration of these and then a closer focus on several NLP models and concepts with a view to checking out whether they sit happily alongside TA.</p> <p>This is a practical response to how TA can work with different disciplines and how we as practitioners can extend our work by integrating different methodologies.</p> <p>This is a ‘work in progress’ workshop where I hope and expect the group will come up with new thinking and ideas.</p>
<p><b>Creating environments to invite learning and growth - Debbie Robinson</b></p> <p>This workshop will explore the impact of the environment on our learning.</p> <p>We will use TA as a framework for understanding how our learning environment can trigger archeopsychic and extereopsychic responses which limit our potential to learn.</p> <p>How can we create environments which, alongside the 3P’s, will invite autonomy and learning? Using our responses and experience as a guide and relating them to TA models of Script, Personality and Development we will create a checklist of environmental factors which can invite learning.</p>	<p><b>Workshops will also be provided by:</b></p> <p><b>Trudi Newton TSTA (E)</b>  <b>Bill Heasman PTSTA (O)</b>  <b>Ben Wye, National Education Specialist</b>  <b>Bojan Pucelj PTSTA (O), Slovenia</b>  <b>Anne Tucker PTSTA (O) New Zealand</b></p> <hr/> <p style="text-align: center;"><b>Extereopsychic</b></p>
<p><b>How reflective practice and supervision contribute to learning—Julie Hay</b></p> <p>For me, a key reason for having supervision is to be prompted – and challenged – to notice those things that I would otherwise keep out of my conscious awareness – including the things I do really effectively with unconscious competence as well as the less useful dynamics in which I engage. Hence ongoing learning and increasing competence.</p> <p>Over the years, I have taken various theories and models from psychotherapy and converted them for use in developmental contexts. Come and learn more!</p>	<p><b>Between bonding and contracting —Evelyne Papaux</b></p> <p>This workshop will explore the impact of bonding and contracting in the learning process and in what ways they can play a part in the release of the learner’s potential.</p> <p>Thanks to various TA models we will reflect on the core question of the individual’s needs and motivation in the learning process.</p> <p>George Kohlrieser’s work on attachment and self-esteem and Claudie Ramond’s pedagogical contract will be presented and discussed among various TA concepts.</p>

## TEW in Ljubljana

That's another stage sorted!

At the end of last month, I attended a Training Endorsement Workshop in Ljubljana, Slovenia.

I was one of 17 CTAs attending: one from the Educational field, four from the Organisational field and 12 from the therapy field.

There were six members of staff, headed by Matthias Sell, and four translators (three Italian and one German).

It really was an international event, with the working language being English. A rough count told me that there were 13 languages in all! A truly inter-cultural learning experience.

The hotel where the TEW took

place was situated a little way out of the city centre—it was about a 35—40 minute walk into town.

And although the weather was very hot (31 C!) the walk was well worth it as the city centre is very pretty. The river which runs through the centre is lined either side with pavement cafés and stalls, and the architecture of the buildings is very interesting.

Just as I was taking a photo of a particularly striking church door, it opened and Henk Tigschelaar (Educational CTA) came out! He had just arranged to play the organ—so I went inside to listen. It struck me that this was Henk authentically using his potency! I couldn't tell you what pieces of music he played, but it was wonderful!

So, back to the workshop. I found

## Lynda Tongue

myself working with three Italians, two organisational and one therapist. We worked through a translator (sadly my Italian is at the Dean Martin *Volare!* level), which was a first for me. It is quite a discipline, and marvellous for those with a tendency for Hurry Up!

I was impressed with the collegiate atmosphere we created in spite of the language barrier, and full of admiration for the translator. The process was rich in learning and I have bought back some wonderful memories (Henk's music, dancing on a bridge over the Ljubljanica river to a jazz band; the lemon joke which won't translate, and the long-lasting friendships made—a great experience!

## DTA Training Groups

Giles Barrow	Suffolk	01728 720150	<a href="mailto:giles.barrow@virgin.net">giles.barrow@virgin.net</a>
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# News from Europe

# Sandra Wilson

The annual EATA Council meeting took place in July in Ljubljana, Slovenia, from 4 – 6 July 2008, and it was my pleasure to represent the UK on Council along with Jenny Bridge. We had three full days of meetings with an intense agenda to work through and we worked from early morning until very late in the evening. It can be tiring but I find it rewarding to work with like-minded colleagues from across Europe in a very stroke-rich environment.

We welcomed ten new members to Council this year and spent some time on the first morning of our meeting starting the process of integrating our colleagues into Council and creating space for them to familiarise themselves with our way of working. Welcoming new members is exciting and they bring enthusiasm to the Council, throwing themselves into committee work with energy and commitment. Alongside this it is always sad to say goodbye to those who have served their term of office and this year we said goodbye to Isabelle Taquin of Belgium, Torsten Hemlin of Sweden and Isabella Crespelle of France. Isabella Crespelle has worked tirelessly for EATA for a long time and she was awarded an EATA gold medal in 2007 for her services.

Two things which were decided at council that affect the UK Associations. The first is that the ITA will become an accrediting body for psychotherapists in its own right, although the exam process will be moderated by EATA. It has been necessary for the ITA to take this step in order to comply with UKCP requirements. The second is that Council approved a project to pilot the IDTA's TAPACY and TAPTE awards with up to 4 partner associations in Europe. There was a high level of interest in these awards with delegates from Slovenia, Armenia, Macedonia and Spain immediately declaring that they will ask their national associations to get involved in the pilot. Giles Barrow and Kaz Stuart will be taking this forward.

A full report on EATA Council's work in Ljubljana will be available in the near future. In the meantime you might be interested in some statistics:

- EATA Council has 39 affiliated associations in 27 countries
- Current membership of EATA stands at 7524
- One new association joined EATA last year from Greece – GATA
- 33 delegates participate on EATA council

Some dates for your diaries:

## **2009 – International Trainers' Meeting – Grado, Italy (hosted by SIAT)**

- TEW 28 – 30 June 2009
- Trainers' meeting 1 and 2 July 2009
- Exams 3 July 2009
- Council meeting 4 – 6 July 2009

## **2010 – EATA Conference – Prague (Hosted by CATA)**

### **Conference theme**

- 'TA Metamorphosis – Eric Berne's 100 years'
- Conference Venue—Orea Hotel Pyramida ([www.hotelpyramida.cz](http://www.hotelpyramida.cz))

### **Schedule**

- Council – 4 – 6 July 2010
- Institutes – 7 July 2010
- Examiners' training 7 July 2010
- Exams – 8 July 2010
- Conference – 9 – 11 July 2010
- TEW – 12 – 14 July 2010

And finally we have some good news to report on the exams from Ljubljana, Colin Brett passed his STA exam and Jenny Bridge (the other EATA delegate from the UK) passed her TTA exam. This means that Colin is now a TSTA (O) and Jenny is a TSTA (P).

If you have any questions about EATA or the work of EATA Council please contact me on the address below.

**Sandra Wilson (Vice President of EATA & UK Delegate) Email: [sandra@tasotland.org](mailto:sandra@tasotland.org).**

# **IDTA Conference 2008**

## **Lifting the Lid on Learning!**

*What does it TAKE to release potential?*

**3 & 4 October 2008**

**The Hilton, Manchester Airport**

### **Keynote speakers:**

**Trudi Newton TSTA (E)**

**Emma Bradshaw**

**Sari van Poelje TSTA (O)**

**Phil Morley**

Innovation in learning is the focus for the sixth IDTA conference.

From our earliest moments we are hungry to learn and this curiosity is sustained throughout our lives. Whether we are in schools, lifelong learning, organisational development, human resources or committed to encouraging growth within communities, this event will have something for you.

Presenters will have backgrounds in educational, organisational and community development contexts. They will be sharing growing edge theory and practice about emerging ideas in how we learn, why we learn and how education offers radical possibilities for personal, organisational and community growth.

**For your early bird discount book by 31 August 2008**

Contact Paul Robinson for a booking form  
([info@instdta.org](mailto:info@instdta.org))

# DTA Southwest

## *A new Developmental Transactional Analysis Training Group!*

### **Programme Leaders:**

**Bill Heasman PTSTA (O)**

**Lynda Tongue PTSTA (O)** (from August 2008)

We invite you to join us in exploring TA's rich treasure chest of theory down in historic Exeter. Our series of weekend workshops start on the 26 and 27 September, a Friday and a Saturday.



The workshops continue monthly for 10 sessions. They are pitched at a level to provide a thorough foundation in TA, particularly focusing on developmental applications. The workshops also provide the knowledge and understanding to achieve the IDTA Certificate and Diploma in Developmental Transactional Analysis (DTA). Go to [www.dtasouthwest.co.uk](http://www.dtasouthwest.co.uk) to find out more and download an application form.

The IDTA Diploma in DTA is a milestone, about half way, to becoming a Certified Transactional Analyst. We are also interested in hearing from you if you want to take an EATA training contract with us.

Exeter is easily accessible with excellent road, rail and air routes into the city. And of course we give supervision both in Devon, face to face, as well on the phone and through the Internet.

### **So if you are you .....**

- A trainer interested in developing your skills?
- A coach in need of supervision?
- A psychotherapist wanting to work in organisations?
- An HR professional?
- A manager?
- A consultant?
- A youth worker?
- A teacher?
- A social worker?
- A counsellor?
- Or just want to learn about TA?

Then join us either for the whole series of ten, or for a subject area that appeals to you.

For more information, contact:

Bill Heasman ([bill@dtasouthwest.co.uk](mailto:bill@dtasouthwest.co.uk))

Lynda Tongue ([lynda@dtasouthwest.co.uk](mailto:lynda@dtasouthwest.co.uk))





# Scottish Centre For Developmental Transactional Analysis

## Develop your professional coaching skills using Transactional Analysis

With Sandra Wilson PTSTA (O); MA; BA; FCIPD; Dip OD; Dip Coaching

Dundee Scotland - January – June 2009

An increasing number of consultants, managers, Human Resource professionals, community workers and educators are recognising the value of using coaching skills to support individuals achieve sustained improvements in personal and organisational performance.

Coaching is the art of facilitating the learning, development and performance of another person (Downey 2006). Effective coaching unlocks a person's potential to maximise his or her own performance. To be fully effective the expert coach has to have an understanding of systems, of dynamics, of relationships between things and people, and inevitably an understanding of psychology.

This 18-day modular programme focuses on the use of TA as a psychological framework for developing competence in coaching. TA theory will be interwoven with other theories such as systems-psychodynamic theory, personal construct psychology and cognitive behavioural psychology. The programme is structured to provide teaching of theory, purposeful discussion on how this might be used in practice as well as practical application of learning in a safe learning environment. Supervision will involve individual and group work and is focussed on offering participants the opportunity to resolve personal, interpersonal and professional issues, in addition to developing skills, analysing participant's own work and increasing competence in the application of TA.

The programme is characterised by features such as gaining self-knowledge and working collaboratively with others in a dynamic community of practice. The course can lead to certificate or diploma in developmental TA. The programme is currently being assessed for accreditation by two professional coaching bodies.

The cost of the programme is £2,200 plus VAT and participant numbers are restricted to nine to ensure appropriate support and attention in the development of the individual's coaching framework.

Please contact [alison@grajstephen.co.uk](mailto:alison@grajstephen.co.uk) for further details and a registration form.

## Council Members



**Giles Barrow**, PTSTA (Educational). Giles is an educator, based in Suffolk and works all over the country. He has been on the Council since the start and is especially interested in TA proficiency awards and raising the profile of Developmental TA.



**Debbie Robinson**, Secretary and Marketing Officer, PTSTA (Organisational). Debbie runs her own organisational development company Quay Interactions which provides consultancy services to private and public sector organisations. She also offers coaching and a range of leadership training using a range of techniques, grounded in Transactional Analysis.



**Anne de Graaf** TSTA (Organisational) is managing partner with BMC, one of the largest independent consulting firms in the Netherlands. He is internationally endorsed to TSTA level, and has an interest in liaising with TA associations world wide. He is also a board member of the International Transactional Analysis Association.



**Gill Edmondson**, Conference Officer, Contracted trainee in the Organisational field. I am a Project Manager/ Training Co-ordinator for an IT company, the majority of work is based in Cumbria where I live. I have been a member of Council for 3 years. I am committed to raising the profile of Developmental TA and supporting people in discovering its many applications.



**Anthea Harding**, Research Officer, Contracted trainee in the Educational field. Anthea works one to one with children who are working below an age-appropriate level at school. Her vision for the future is that TA will become the common language in schools and that every child will have a TA toolbox.



**Bill Heasman**, PTSTA (Organisational). Bill's early career was in Social Care and management. For the past 20 years he has been involved in facilitating learning in three areas; with individuals through coaching, with groups through training and team development and he produces policies to promote development of the organisation he works for.



**Lynda Tongue**, Communications Officer and Newsletter Editor, CTA (Organisational). Lynda is a Partner in Triangle Partnership, an organisational development company specialising in Leadership, Communications and Management Development. Lynda works with organisations and individuals and is passionate about using TA in order to promote personal growth and change.



**Kaz Stuart**, Kaz has just recently been appointed as Educational Consultant and Programme Manager at the Education Development Unit at the new University of Cumbria. She is a regular attendee of TA workshops and is enrolled on the IPQ Certificate Programme



**Paul Robinson**, Treasurer. Paul is currently Director of Education for a professional body, responsible for a range of professional, technical and developmental qualifications and awards. Paul has been studying TA for two years, and he uses TA in both organisational and educational contexts.



**Jane Hafren**, works as a freelance organisational development consultant, trainer and coach, working with organisations and individuals across all sectors - the majority of her experience to date is within the public and voluntary sectors. She specialises in all aspects of communication, relationship development and group process, using Transactional Analysis (TA) for organisational settings, and Neuro-Linguistic Programming (NLP) as the theoretical bases for her work.



**IDTA Conference**  
**3 and 4 October 2008**

**IDTA Membership Benefits**

- ✦ Conferences and events with a DTA focus
- ✦ Access to professional qualifications and proficiency awards
- ✦ Forthcoming e-journal
- ✦ Membership of a worldwide TA community
- ✦ Internet-based Professional Register (coming soon)
- ✦ Networking with others who share your interest in developmental applications of TA

**IDTA Newsletter**

**Rules of Submission**

- ✦ News items and articles 800 words maximum
- ✦ Arial font, 10 point
- ✦ Diagrams referenced
- ✦ TA status as designated in EATA handbook
- ✦ Send to Lynda Tongue (Newsletter Editor: newsletter@instdta.org)

**IDTA Newsletter**

**Advertising Rates**

Rates for display advertising:

Full page: £50

Half page: £30

Quarter page: £20

**IDTA Registered Office**

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**Visit the website**  
**[www.instdta.org](http://www.instdta.org)**

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