



TAPA

Transactional Analysis Proficiency Awards

for

Children & Young People (TAPACY)

Teachers & Educators (TAPATE)

Caregivers & Parents (TAPACP)

Helpers & Assistants (TAPAHA)

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Introduction

The TAPA - Transactional Analysis Proficiency Award – has been designed to support children/young people and those with responsibilities towards them - teachers/educators, caregivers/parents, helpers/assistants, and any other roles, to communicate better and have more positive relationships.

TAPA operates through a process whereby someone teaches a range of TA concepts and the 'students' produce portfolios of evidence and undertake a process of self and peer assessment. 'Students' may be children or adults. The person doing the teaching may get the award for their teaching activity.

The TAPA is not centred around a pass or fail system; instead the emphasis throughout the scheme is acknowledging the involvement of candidates in a TA-based learning process. The TA can be learned in a variety of ways and from a range of sources. It is not essential that those teaching the TA are professionally accredited. However, the assessors acting on behalf of IDTA will have met stringent criteria under international TA accreditation processes so that the TAPA scheme ensures consistent, values-based practice.

The TAPA is operated internationally by the Institute of Developmental Transactional Analysis (IDTA), with support in Europe from the European Association for Transactional Analysis (EATA), in order to recognise the competent application of TA concepts by those who are not seeking professional accreditation. You can see examples of schemes run in various countries at www.instdta.ta-proficiency-awards.html

Principles

The assessment and accreditation of the TAPA is underpinned by a series of core assumptions:

- All people are OK as human beings.
- People have an urge to grow and develop themselves.
- We make decisions and are therefore responsible for our behaviour. We can influence others and invite certain responses but they decide how to react.
- TA is practised as part of a contractual arrangement - in other words students are expected to use the theory to understand themselves better, and to work in partnership with the teacher or educator towards a mutually agreed outcome.
- Individuals develop in different ways and have different preferences for demonstrating their potential.
- Development takes place within a context that is permission giving and promotes diversity and inclusion so that individual potential can be realised.

Equality of Opportunity and Inclusivity

The following extracts from the IDTA Policy on Equality of Opportunity and Inclusivity are included here as they apply directly to the TAPA Scheme; the IDTA expects all involved to adhere to this policy regardless of membership of IDTA. The full text can be viewed at www.instdta.org or by request to IDTA. #

- 1.1 Equality of Opportunity means that IDTA is positively committed to promoting equality within the provision of access to services, supervision and training regardless of race, ethnicity, culture, age, religion, gender, class, sexual orientation, disability, health status and having dependants.
3. Inter-Cultural and Anti Oppressive Practice
 - 3.1 We live nowadays in a multi-cultural society with many differences of race, ethnicity, class and religion as well as differences of age, gender, sexual orientation and disabilities, leading to rich and complex diversity.
 - 3.2 TA practitioners are required to commit themselves to an understanding of the meaning of diversity and acknowledge the impact of different cultural experiences on themselves, their clients and their work.
 - 3.3 The IDTA acknowledges that discrimination exists and adversely affects access to services and life opportunities. Many people experience prejudice and discrimination on the basis of their race, ethnicity, culture, age, class, religion, gender, sexual orientation, disability, health status and having dependants. 'Discrimination' manifests itself in many forms, from the overt discrimination experienced by people with disabilities when faced with obstacles which exclude them from accessing services, to the more subtle attitudinal barriers, which may exclude a variety of groups of people from employment and impact on the quality of service received.
 - 3.4 Many forms of discrimination are unlawful. However more subtle forms of discrimination continue to affect many people. TA Practitioners are in a position of responsibility with regard to those with whom they work. It is expected that all relationships arising out of TA practice will develop on a professional, caring and non-discriminatory basis.
 - 3.5 TA practitioners have a responsibility to recognise the reality of difference and of discrimination and prejudice in society and within the profession. Practitioners are responsible for addressing and challenging discrimination.
 - 3.6 The IDTA is committed to the understanding of Equality Issues and to the implementation of the Equality of Opportunity and Inclusivity Policy.

from IDTA Equality of Opportunity & Inclusivity Policy : Addendum

As proponents of TA, the IDTA recognise that much of the early literature was written in the 1950's and 1960's at a time when there was little awareness of the impact of discriminatory language. Berne, the founder of TA uses many terms which would be unacceptable if he were writing today. It is of course impossible to study TA without becoming familiar with the writings of the founder and other authors of that era. We emphasise that TA has moved on since then and that the IDTA is committed to developing a TA community that embraces Equality of Opportunity and Inclusivity. In line with this commitment, we note that much early TA literature used discriminatory labels and concepts. Such literature, if used sensitively, provides a valuable resource for training to explore and challenge discriminatory labels and concepts and move to best practice.

The Stages – an Overview

1. Optional – find other individuals, groups or organisations to engage with (this may be done later and/or via IDTA)
2. Contact IDTA to express interest and be contacted by a national organiser or the project manager
3. Agree ‘contracts’ with all parties (note: students must be given the right to opt out of the TAPA process as TA learning cannot be imposed)
4. Arrange for students to learn TA (this may already have been initiated before step 1)
5. Students collect evidence of their understanding and application of TA concepts and collate a portfolio (see below)
6. Optional – students collaborate to provide peer assessments that are added to portfolios (see below)
7. Optional – teachers, family members, other students, etc can also provide assessments or other evidence that can be added to portfolios
8. Submit portfolios to IDTA for assessment – it is a good idea to do this from an early stage so the assessor can provide detailed feedback on what is needed.
9. Once the portfolios are finalised, the assessor will provide the teacher with a report about the portfolios. If a portfolio does not contain sufficient evidence of TA application, the moderator will provide detailed feedback on what is still needed.
10. Optional: organise an event at which an IDTA Ambassador will hand out certificates to successful candidates. (Note – extra charge may apply for the ambassador’s travel).
11. Optional: successful candidates are invited to attend an IDTA Award Ceremony/Celebration.
12. Optional: use online facilities for the IDTA Ambassador to join an Award Event, or join an IDTA Online Event that will include an Award Presentation.

Assessments and Portfolio Building

Self Assessment

In order to progress to the TAPA, students need to have followed a series of learning opportunities about core TA ideas. Programmes for learning can be created by individual centres – there are no prescribed lessons or activities. However, a range of core concepts must be covered and candidates will be expected to demonstrate their understanding and application of *at least six* TA concepts.

Teachers/educators can obtain their TAPATE Award by presenting a portfolio that demonstrates how they ran such a programme with students.

The following is not a complete list and is included here for guidance on the level at which TA theory may be regarded as a concept for TAPA purposes.

<i>PAC model/Ego-state/modes</i>	<i>Drama Triangle or Winners Triangle/Potency Pyramid</i>	<i>Strokes</i>	<i>Working Styles/Drivers</i>
<i>Discounting/Steps to Success</i>	<i>Windows on the World/Life Positions</i>	<i>Scripts</i>	<i>Psychological Games</i>
<i>Rackets/Substitute Feelings</i>	<i>Transactions</i>	<i>Contracting</i>	<i>Time Structuring</i>

The emphasis in the award is on understanding and application. Students are encouraged to draw from their experiences and to provide a range of types of evidence. Possibilities might include:

written accounts, worksheet responses, drawings and diagrams, video footage, photographs, paintings, models, clay work, craftwork, audiotapes, work based on TV/media stimulus, web-based responses

Individuals can use evidence to demonstrate both understanding and application – for example by telling a real story of an incident a student might identify Drama Triangle positions and explain Winning Triangle solutions; this would show understanding and application.

When learners have created an item of evidence – regardless of its format – they will include it in their portfolio and list it on a contents page at the front. This is to ensure the learner presents their understanding and application in a way that makes it easily seen by the moderator and others.

Peer Assessment

In addition to having evidence of individual assessment, students are encouraged to build up evidence provided by other students. This evidence can again take different formats, for example through audio/video footage and/or written accounts.

When individuals offer evidence for peer assessment, they and the recipient will note this on their portfolio contents pages. One copy will be given to the person they are supporting and the second will be kept for their own evidence portfolio.

Assessors

Assessors will be appointed by the IDTA on the basis of the following criteria:

- The assessor has professional experience of working within a developmental context
- The assessor has direct experience of working with children and/or young people
- The assessor has a background in TA training and supervision that meets at least the level required for Student membership in the IDTA, currently at least two years with an internationally qualified TA trainer/supervisor within the developmental TA fields, or has been accepted as a Contractual Trainee in accordance with IDTA requirements
- The assessor is engaged in continuing professional development in TA, including ongoing supervision with an internationally qualified TA trainer/supervisor within the developmental TA fields

- The assessor commits to maintain membership of IDTA or another national TA association and to adhere to all IDTA Codes and Regulations, for the period during which they are registered as a moderator

The IDTA will maintain a list of moderators and undertakes to ensure quality assurance through regular monitoring.

Note that assessors may not act as assessors in their own organisations or where they have been providers of the TA training to participants that forms the basis for the TAPA Awards.

Costs and invoicing arrangements

The TAPA is not operated as a commercial activity and the IDTA determines fees to ensure a consistent and 'at cost' rate. These rates may, therefore, change over time. At April 2017, they are £40 per student to cover assessment and supply of a certificate and badge. In accordance with IDTA Policy, reductions will be applied for those in financially disadvantaged areas of the world.

Costs may become subject to value added or sales tax of the country concerned.

These rates are for assessment only and do not include the costs of TA training. IDTA can provide details of suitable TA training providers but has no part in the commercial arrangements for such provision. The IDTA assessor or project manager will, however, provide advice on whether sufficient and suitable TA training is being provided. Any providers of TA teaching who have made arrangements with organisations will invoice directly to centres; there will be no IDTA involvement beyond the initial provision of contact information.

The IDTA will invoice the organisation for 50% of the TAPA fee at the time that the contract for the scheme is signed, and the other 50% at the time that names of candidates are provided and the Award Ceremony is scheduled. Organisations are responsible for issuing appropriate purchase orders in good time where these are required for payment of invoices.

Costs for an IDTA Ambassador to attend an Award Event will be negotiated; there will be no fee for online attendance.

Appendix 1A: Notes on preparing TAPATE portfolios

Basically, the assessor needs to be able to see that:

1. You have understood the chosen TA concept
2. You have applied that concept competently within your work
3. You have analysed what is happening using TA terminology
4. You have made some changes to your own behaviour in order to get different results
5. You have increased your competence in your role

You can include various items within your portfolio; the following are some suggestions:

- Notes of lessons run, annotated to show the candidate's analysis and how they chose to teach and also to interact with students
- Lesson plans with explanations about how topics were chosen (e.g. why that TA construct for that audience)
- Correspondence, emails, etc with notes to explain the candidate's TA analysis of what is happening and their choices of behaviours
- TA diagrams, again annotated to show parties involved, with a commentary explaining what was happening, how candidate chose to behave, what results of their interventions were
- Recordings of lessons, one to one sessions, etc (with permission of others involved) accompanied by explanatory notes
- Recordings with a 'buddy' – possibly another candidate - who will prompt with questions so that recording will take the place of written notes
- Written descriptions of how the candidate has applied TA, describing the TA concept, the situation, who involved, what happened, etc (note that these need to describe what actually happened – we are not looking for theoretical essays)

The following are some more specific prompts related to a selection of TA concepts (note that these are not the only concepts you can include in your portfolio):

Contracting

Annotate a diagram of a three (or multi-) cornered contract to show who was involved, what was agreed, how did things work out in practice. Note how the other parties reacted to your contracting initiative, and how you explained the contracting process to them. Comment on the agreements between each pair of parties, how the third party in each case was kept informed, how were any confidential aspects dealt with. Comment also about the levels – practical/procedural, professional and psychological. In particular, describe the hidden messages at the psychological level – what you thought they might be and what you did about them.

Ego states/PAC Model/Transactions

Take a portion of a lesson or other interaction and annotate ego state diagrams to show who you were interacting with, what got communicated from which ego states, when and how ego states changed and particularly how you decided what ego states to exhibit, when and why you changed ego state, whether you changed more than once. Or present similar

information for a series of short interactions with a range of people. Or analyse your own ego state preferences, how these impact on your students, and how you have changed them since you learned about ego states.

Windows on the World/OK OK

Annotate the Windows on the World diagram with notes to show that you can identify and describe examples where you now recognise which window you were looking through. Describe the impact on you and/or the students you were interacting with. Check for any patterns within your examples. Identify and describe examples of what has happened when other people have been operating from the various windows. How have you changed your own behaviour and in what situations in order to invite someone to move to the OK OK window?

Working Styles

Analyse your own working style preferences and how these impact on the teaching you do. Analyse the working style preferences of several of your students. How do the various working style combinations affect the ways you work together? Review how positive and negative aspects of the various working styles show up within your school, your classes or your teaching team. What changes have you decided to make in your own behaviour in order to get the benefits without the drawbacks of your own working style(s) and those of the people you interact with?

Drama Triangle and Potency Pyramid

Review the meetings you attend and identify occasions where you now recognise that people (including you perhaps) were adopting roles on the Drama Triangle. Annotate a diagram to show how an interaction 'went wrong', noting who was involved, what happened, how they (and you?) shifted roles on the triangle, what the payoffs were. Then use the Potency Pyramid (or the Winner's Triangle) diagram to show how you intervened and/or changed your own behaviour to get a more constructive outcome.

Discounting & Steps to Success

Identify examples of when you have spotted that students were discounting. Describe what was happening and how you analysed this and decided whether to intervene. Take an example or two of when you did intervene and show on the diagram how you helped them to move up the Steps to Success. Make notes about instances when you now recognise that you were probably discounting. Show these on the steps to success and also how you have used that model to work out for yourself what was really going on and what you needed to do about it.

Strokes

Draw up a stroking profile pattern that shows how you interact with several of your students. Analyse the strokes you typically give to and receive from each of them. Review the pattern and plan how you might improve it in ways that will enhance learning relationships. Pay attention to which are positive and negative strokes and check for any of Steiner's stroke myths in operation. Make notes on how you can better target your strokes to the recipients so they get the type of strokes they most appreciate.

Some question prompts

The following can be used by the candidate or by a buddy to prompt the candidate. In either case, a recording can be made if preferred instead of writing the answers.

Contracting

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Who was involved in the contracting?
2. Were they named individuals or were there 'group parties'; such as the school, the parent group, etc.?
3. If so, who represents those group parties in this case?
4. Were there any other people or groups with an interest in the contracting or the results of it?
5. If there were, how did you take them into account without involving them in the contracting?
6. How did you explain the contracting process to the students and other people you planned to contract with?
7. How did they react to the idea of contracting?
8. What contracts already existed between each pair of parties (i.e. along each side of the triangle) – for example, contracts of employment for teachers, school rules for students, and/or what is expected within a role?
9. What new agreements were contracted for between each pair of parties?
10. What was the procedural/practical level of these?
11. What was the professional level of these?
12. What did you think was happening at the psychological level – the unspoken messages, the assumptions, any history, the impact of the teacher/student hierarchy and so on?
13. What did you do about the psychological level factors?
14. How did you make sure that each party knew enough about the contract along the opposite side of the triangle to their corner?
15. How did you take into account the power differentials between teacher and student?
16. What have you learned from this contracting process for the future – how will it be useful in your work?

Ego states/PAC Model/Transactions

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

For a lesson or other interaction

1. Who was involved?
2. What were their roles or responsibilities?
3. What got said – taking a segment that you think involves a change of ego state by you to get a different outcome?
4. Describe the ego states and any changes made for each person.
5. How did you identify the ego states you were seeing – what was it about their behaviour that you noticed?
6. What did you take into account when you decided to change your own ego state?
7. How did others react to your change of ego state?
8. Was that what you expected?

9. How did it lead to the outcome you wanted?
10. If it didn't get the reaction you expected, what did you do then about your ego state?
11. What have you learned from this interaction for the future – how will it be useful in your work?

For your own ego state preferences:

1. Think about how you typically behave at work.
2. Give a couple of examples to illustrate being in each ego state. What are you doing? How are other people reacting?
3. Which ego states do you not seem to use? Why is that? Do you need to change that?
4. Describe your typical interactions with 3 or 4 of your students or teaching colleagues. What ego states apply for you and them?
5. How effective are your interactions with each of them?
6. Give one or two examples of how you have changed ego state since you learned about TA.
7. What did you do differently?
8. How did others react?
9. If their reaction was not what you hoped for, what did you do then?
10. What will you be doing differently in future in terms of ego states?
11. How will this contribute to your competence in your role?

Windows on the World (or Life Positions)

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

Taking each position in turn:

1. Describe an example of when you were looking at the world in that way.
2. How did your own window influence the way you behaved?
3. How did the other person respond?
4. How much do you think their behaviour was influenced by your own behaviour versus being due to their own window on the world?

When you have an example for all 4 windows:

1. Check for any patterns or themes in your behaviour. For instance, do you tend to spend more time in any particular window?
2. Are you in IOKYOK enough? If not, how might you prompt yourself to stay in this position more often?
3. What examples can you describe of students being in each of the positions?
4. When their window was unhelpful, what did you do to invite them to IOKYOK?
5. What was the result?
6. What has all this meant for your own windows?
7. How have you changed your own patterns of behaviour to be in IOKYOK more of the time?
8. How will this contribute to your competence in your role?

Working Styles/Drivers

Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.

1. Which working style or styles do you spend time in?

2. How do you know that? Give examples of how you behave and why that fits a particular working style.
3. What are the benefits of your working style within your work?
4. What are the disadvantages of your working style within your work?
5. Choose 4 or 5 people you work closely with – students, teachers, colleagues, your manager, etc.

For each of them:

1. How do you identify their predominant working style or styles? Give examples of what you notice.
2. How does the style contribute to and yet cause problems for them?
3. For each person, what happens when you interact – how does your working style fit or clash with theirs?
4. How have you now changed your behaviour in order to achieve more constructive interactions with each of them?
5. How have they responded?

For a class:

1. Check out a class of students. What range of working styles are there? How do they get on with each other?
2. How do their working styles clash or complement each other?
3. What can you do to invite better working relationships where they value each other's working styles?
4. What longer term changes to your behaviour will you make to ensure you and the class get the benefits of the various working styles?
5. How do you plan to overcome the pitfalls associated with working styles as drivers?

Drama Triangle and Potency Pyramid (or Winner's Triangle)

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Identify a couple of examples where you realized that students were adopting roles on the Drama Triangle.
2. Who was involved? How were they behaving? What were they saying?
3. Work through each example, describing what was said and done.
4. Analyse this in terms of the Persecutor, Rescuer and Victim roles on the triangle.
5. Was there a definite switch in roles by one or more of those involved? What happened?
6. What do you think the payoffs were for those involved?
7. Choose an example where something similar happened and you intervened to get a more constructive outcome.
8. Again, describe what was happening until the point you intervened.
9. Then describe what you did. How did you change your behaviour?
10. Why did you choose that way to behave?
11. What happened? How did the others react?
12. What aspects of the triangle will you pay particular attention to in future? How will this increase your competence in your role?

Discounting and Steps to Success

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

Choose two examples when you spotted that students were discounting.

For each:

1. What was happening? What were they doing?
2. What did you think they were discounting?
3. What level did you think they were discounting?
4. How did you help them – explain in detail how you interacted with them so they moved up the Steps to Success.
5. What did you and they say and what was the result on each step – situation, significance, etc?
6. What was the final result?
7. How will you use the steps to success in the future – for yourself to improve your competence in your role?
8. How will you use it to help others to overcome their discounting?

Strokes

Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.

1. Identify 5 or 6 of your students or teaching colleagues.
2. Draw up a chart on which you can note your stroke exchanges.

For each:

1. What strokes do you typically give them?
2. What are they about – the weather, their work, something personal, etc. Note the words that are said.
3. What intensity of strokes do you typically give each person – low, medium, high?
4. How many strokes do you give them, e.g. one a day, one a month?
5. Are the strokes you give them usually positive or negative?
6. Can you identify any of the stroke myths in operation (not giving, not asking for, not accepting, not rejecting, not stroking self)?
7. What do you think of your stroking profile with each person?
8. What changes have you made since you learned TA?
9. What changes do you still need to make?
10. What do you think of your overall pattern of giving strokes?
11. Do you stroke some students or colleagues more than others?
12. Can you explain this in terms of understanding their stroke preferences? If not, do you need to make changes?

Now repeat the above but for the strokes you get from them.

1. What are the strokes you receive about?
2. What intensity?
3. How many?
4. Positive or negative?
5. Any stroke myths in operation?
6. What do you think about the profile from each students or colleague?
7. It is not appropriate for a teacher to be dependent on strokes from their students so you probably won't want to try and change the strokes they give. Instead, think about whether you are lacking in any strokes you need. If you are, how will you get these strokes elsewhere?
8. How has learning about strokes made a difference to the way you relate to your students or teaching colleagues?

Appendix 1B: Notes on preparing TAPACP portfolios

Basically, the assessor needs to be able to see that:

1. You have understood the chosen TA concept
2. You have applied that concept competently within your role as caregiver/parent
3. You have analysed what is happening using TA terminology
4. You have made some changes to your own behaviour in order to get different results
5. You have increased your competence as caregiver or parent

You can include various items within your portfolio; the following are some suggestions:

- Notes of how you have applied TA constructs with children and/or other adults, annotated to show your analysis and why you think that concept was relevant
- Correspondence, emails, diary entries, etc with notes to explain your TA analysis of events and your choices of behaviours to handle such events
- TA diagrams, annotated to show parties involved, with a commentary explaining what was happening, how you chose to behave, what the results of your interventions were
- Recordings of your interactions or discussions with children and/or other adults, one to one sessions, etc (with permission of others involved) accompanied by explanatory notes
- Recordings with a 'buddy' – possibly another candidate - who will prompt with questions so that recording will take the place of written notes
- Written descriptions of how you have applied TA, describing the TA concept, the situation, who involved, what happened, etc (note that these need to describe what actually happened – we are not looking for theoretical essays)

The following are some more specific prompts related to a selection of TA concepts (note that these are not the only concepts you can include in your portfolio):

Ego states/PAC Model/Modes/Transactions

Take a portion of an interaction and annotate ego state diagrams to show who you were interacting with, what got communicated from which ego states, when and how ego states changed and particularly how you decided what ego states to exhibit, when and why you changed ego state, whether you changed more than once. Or present similar information for a series of short interactions with a range of children or other caregivers/parents. Or analyse your own ego state preferences, how these impact on children, and how you have changed them since you learned about ego states.

Windows on the World/OK OK

Annotate the Windows on the World diagram with notes to show that you can identify and describe examples where you now recognise which window you were looking through. Describe the impact on you and/or the children you were interacting with. Check for any patterns within your examples. Identify and describe examples of what has happened when other people have been operating from the various windows. How have you changed your own behaviour and in what situations in order to invite someone to move to the OK OK window?

Working Styles

Analyse your own working style preferences and how these impact on your interactions with children and other adults. Analyse the working style preferences of several children you know. How do the various working style combinations affect the ways you interact together? Review how positive and negative aspects of the various working styles show up. What changes have you decided to make in your own behaviour in order to get the benefits without the drawbacks of your own working style(s) and those of the children/adults you interact with?

Drama Triangle and Potency Pyramid

Review your relationships and identify occasions where you now recognise that children/adults (including you perhaps) were adopting roles on the Drama Triangle. Annotate a diagram to show how an interaction 'went wrong', noting who was involved, what happened, how they (and you?) shifted roles on the triangle, what the payoffs were. Then use the Potency Pyramid (or the Winner's Triangle) diagram to show how you intervened and/or changed your own behaviour to get a more constructive outcome.

Discounting & Steps to Success

Identify examples of when you have spotted that children and/or other caregivers/parents were discounting. Describe what was happening and how you analysed this and decided whether to intervene. Take an example or two of when you did intervene and show on the diagram how you helped them to move up the Steps to Success. Make notes about instances when you now recognise that you were probably discounting. Show these on the steps to success and also how you have used that model to work out for yourself what was really going on and what you needed to do about it.

Strokes

Draw up a stroking profile pattern that shows how you interact with several children. Analyse the strokes you typically give to and receive from each of them. Review the pattern and plan how you might improve it in ways that will enhance relationships. Pay attention to which are positive and negative strokes and check for any of Steiner's stroke myths in operation. Make notes on how you can better target your strokes to the recipients so they get the type of strokes they most appreciate.

Contracting

Annotate a diagram of a three (or multi-) cornered contract to show who was involved, what was agreed, how did things work out in practice. Note how the other parties reacted to your contracting initiative, and how you explained the contracting process to them. Comment on the agreements between each pair of parties, how the third party in each case was kept informed, how were any confidential aspects dealt with. Comment also about the levels – practical/procedural, professional and psychological. In particular, describe the hidden messages at the psychological level – what you thought they might be and what you did about them.

Some question prompts

To be read in conjunction with the notes above, the following can be used by the candidate or by a buddy to prompt the candidate. In either case, a recording can be made if preferred instead of writing the answers.

Ego states/PAC Model/Transactions

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

For an incident or other interaction

1. Who was involved?
2. What were their roles, responsibilities, intentions, desires, etc?
3. What got said – taking a segment that you think involves a change of ego state by you to get a different outcome?
4. Describe the ego states and any changes made for each person.
5. How did you identify the ego states you were seeing – what was it about their behaviour that you noticed?
6. What did you take into account when you decided to change your own ego state?
7. How did others react to your change of ego state?
8. Was that what you expected?
9. How did it lead to the outcome you wanted?
10. If it didn't get the reaction you expected, what did you do then about your ego state?
11. What have you learned from this interaction for the future – how will it be useful in your relationships?

For your own ego state preferences:

1. Think about how you typically behave within relationships.
2. Give a couple of examples to illustrate being in each ego state. What are you doing? How are other people reacting?
3. Which ego states do you not seem to use? Why is that? Do you need to change that?
4. Describe your typical interactions with 3 or 4 children or caregiver colleagues. What ego states apply for you and them?
5. How effective are your interactions with each of them?
6. Give one or two examples of how you have changed ego state since you learned about TA.
7. What did you do differently?
8. How did others react?
9. If their reaction was not what you hoped for, what did you do then?
10. What will you be doing differently in future in terms of ego states?
11. How will this contribute to your competence in your role of caregiver/parent?

Windows on the World (or Life Positions)

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

Taking each position in turn:

1. Describe an example of when you were looking at the world in that way.
2. How did your own window influence the way you behaved?
3. How did the child or other caregiver/parent respond?

4. How much do you think their behaviour was influenced by your own behaviour versus being due to their own window on the world?

When you have an example for all 4 windows:

1. Check for any patterns or themes in your behaviour. For instance, do you tend to spend more time in any particular window?
2. Are you in IOKYOK enough? If not, how might you prompt yourself to stay in this position more often?
3. What examples can you describe of children being in each of the positions?
4. When their window was unhelpful, what did you do to invite them to IOKYOK?
5. What was the result?
6. What has all this meant for your own windows?
7. How have you changed your own patterns of behaviour to be in IOKYOK more of the time?
8. How will this contribute to your competence as caregiver/parent?

Working Styles/Drivers

Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.

1. Which working style or styles do you spend time in?
2. How do you know that? Give examples of how you behave and why that fits a particular working style.
3. What are the benefits of your working style in your relationships?
4. What are the disadvantages of your working style?
5. Choose 4 or 5 people you work closely with – children, other family members, professional childcare colleagues, counsellors, etc.

For each of them:

1. How do you identify their predominant working style or styles? Give examples of what you notice.
2. How does the style contribute to and yet cause problems for them?
3. For each person, what happens when you interact – how does your working style fit or clash with theirs?
4. How have you now changed your behaviour in order to achieve more constructive interactions with each of them?
5. How have they responded?

Drama Triangle and Potency Pyramid (or Winner's Triangle)

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Identify a couple of examples where you realized that children or other adults were adopting roles on the Drama Triangle.
2. Who was involved? How were they behaving? What were they saying?
3. Work through each example, describing what was said and done.
4. Analyse this in terms of the Persecutor, Rescuer and Victim roles on the triangle.
5. Was there a definite switch in roles by one or more of those involved? What happened?
6. What do you think the payoffs were for those involved?

7. Choose an example where something similar happened and you intervened to get a more constructive outcome.
8. Again, describe what was happening until the point you intervened.
9. Then describe what you did. How did you change your behaviour?
10. Why did you choose that way to behave?
11. What happened? How did the others react?
12. What aspects of the triangle will you pay particular attention to in future? How will this increase your competence as caregiver/parent?

Discounting and Steps to Success

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

Choose two examples when you spotted that children or other caregivers/parents were discounting.

For each:

What was happening? What were they doing?

1. What did you think they were discounting?
2. What level did you think they were discounting?
3. How did you help them – explain in detail how you interacted with them so they moved up the Steps to Success.
4. What did you and they say and what was the result on each step – situation, significance, etc?
5. What was the final result?
6. How will you use the steps to success in the future – for yourself to improve your relationships?
7. How will you use it to help others to overcome their discounting?

Strokes

Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.

Identify 5 or 6 children or caregiving colleagues.

Draw up a chart on which you can note your stroke exchanges.

For each:

1. What strokes do you typically give them?
2. What are they about – the weather, their behaviour, something personal, etc? Note the words that are said.
3. What intensity of strokes do you typically give each child/person – low, medium, high?
4. How many strokes do you give them, e.g. one a day, one a month?
5. Are the strokes you give them usually positive or negative?
6. Can you identify any of the stroke myths in operation (not giving, not asking for, not accepting, not rejecting, not stroking self)?
7. What do you think of your stroking profile with each child/person?
8. What changes have you made since you learned TA?
9. What changes do you still need to make?
10. What do you think of your overall pattern of giving strokes?
11. Do you stroke some children or colleagues more than others?
12. Can you explain this in terms of understanding their stroke preferences? If not, do you need to make changes?

Now repeat the above but for the strokes you get from them. Bullet points

1. What are the strokes you receive about?
2. What intensity?
3. How many?
4. Positive or negative?
5. Any stroke myths in operation?
6. What do you think about the profile from each child or colleague?
7. It is not appropriate for a caregiver/parent to be dependent on strokes from the children in their care so you probably won't want to try and change the strokes they give. Instead, think about whether you are lacking in any strokes you need. If you are, how will you get these strokes elsewhere?
8. How has learning about strokes made a difference to the way you relate to children or caregivers/parents?

Contracting

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Who was involved in the contracting?
2. Were they named individuals or were there 'group parties'; such as the children, the school, the parent group, etc.?
3. If so, who represents those group parties in this case?
4. Were there any other people or groups with an interest in the contracting or the results of it?
5. If there were, how did you take them into account without involving them in the contracting?
6. How did you explain the contracting process to the children and any adults you planned to contract with?
7. How did they react to the idea of contracting?
8. What contracts already existed between each pair of parties (i.e. along each side of the triangle) – for example, family or house rules, school rules, parent support group groundrules, social department requirements, etc?
9. What new agreements were contracted for between each pair of parties?
10. What was the procedural/practical level of these?
11. What was the professional level of these?
12. What did you think was happening at the psychological level – the unspoken messages, the assumptions, any history, the impact of the child/parent hierarchy and so on?
13. What did you do about the psychological level factors?
14. How did you make sure that each party knew enough about the contract along the opposite side of the triangle to their corner?
15. How did you take into account the power differentials between caregiver/parent and child?
16. What have you learned from this contracting process for the future – how will it be useful in your personal or professional life?

Appendix 1C: Notes on preparing TAPAHA portfolios

Basically, the moderator needs to be able to see that:

1. You have understood the chosen TA concept
2. You have applied that concept competently within your role as helper/assistant
3. You have analysed what is happening using TA terminology
4. You have made some changes to your own behaviour in order to get different results
5. You have increased your competence as helper or assistant

You can include various items within your portfolio; the following are some suggestions:

- Notes of how you have applied TA constructs with children and/or teachers, annotated to show your analysis and why you think that concept was relevant
- Correspondence, emails, diary entries, etc with notes to explain your TA analysis of events and your choices of behaviours to handle such events
- TA diagrams, annotated to show parties involved, with a commentary explaining what was happening, how you chose to behave, what the results of your interventions were
- Recordings of your interactions or discussions with children and/or teachers, one to one sessions, etc (with permission of others involved) accompanied by explanatory notes
- Recordings with a 'buddy' – possibly another candidate - who will prompt with questions so that recording will take the place of written notes
- Written descriptions of how you have applied TA, describing the TA concept, the situation, who involved, what happened, etc (note that these need to describe what actually happened – we are not looking for theoretical essays)

The following are some more specific prompts related to a selection of TA concepts (note that these are not the only concepts you can include in your portfolio):

Ego states/PAC Model/Modes/Transactions

Take a portion of an interaction and annotate ego state diagrams to show who you were interacting with, what got communicated from which ego states, when and how ego states changed and particularly how you decided what ego states to exhibit, when and why you changed ego state, whether you changed more than once. Or present similar information for a series of short interactions with a range of children or other Helpers/Assistants. Or analyse your own ego state preferences, how these impact on children, and how you have changed them since you learned about ego states.

Windows on the World

Annotate the Windows on the World diagram with notes to show that you can identify and describe examples where you now recognise which window you were looking through. Describe the impact on you and/or the children you were interacting with. Check for any patterns within your examples. Identify and describe examples of what has happened when other people have been operating from the various windows. How have you changed your own behaviour and in what situations in order to invite someone to move to the OK OK window?

Working Styles

Analyse your own working style preferences and how these impact on your interactions with children and other adults. Analyse the working style preferences of several children you know. How do the various working style combinations affect the ways you interact together? Review how positive and negative aspects of the various working styles show up. What changes have you decided to make in your own behaviour in order to get the benefits without the drawbacks of your own working style(s) and those of the children/adults you interact with?

Drama Triangle and Potency Pyramid

Review your relationships and identify occasions where you now recognise that children/adults (including you perhaps) were adopting roles on the Drama Triangle. Annotate a diagram to show how an interaction 'went wrong', noting who was involved, what happened, how they (and you?) shifted roles on the triangle, what the payoffs were. Then use the Potency Pyramid (or the Winner's Triangle) diagram to show how you intervened and/or changed your own behaviour to get a more constructive outcome.

Discounting & Steps to Success

Identify examples of when you have spotted that children and/or other Helpers/Assistants were discounting. Describe what was happening and how you analysed this and decided whether to intervene. Take an example or two of when you did intervene and show on the diagram how you helped them to move up the Steps to Success. Make notes about instances when you now recognise that you were probably discounting. Show these on the steps to success and also how you have used that model to work out for yourself what was really going on and what you needed to do about it.

Strokes

Draw up a stroking profile pattern that shows how you interact with several children. Analyse the strokes you typically give to and receive from each of them. Review the pattern and plan how you might improve it in ways that will enhance relationships. Pay attention to which are positive and negative strokes and check for any of Steiner's stroke myths in operation. Make notes on how you can better target your strokes to the recipients so they get the type of strokes they most appreciate.

Contracting

Annotate a diagram of a three (or multi-) cornered contract to show who was involved, what was agreed, how did things work out in practice. Note how the other parties reacted to your contracting initiative, and how you explained the contracting process to them. Comment on the agreements between each pair of parties, how the third party in each case was kept informed, how were any confidential aspects dealt with. Comment also about the levels – practical/procedural, professional and psychological. In particular, describe the hidden messages at the psychological level – what you thought they might be and what you did about it

Some question prompts

To be read in conjunction with the notes above, the following can be used by the candidate or by a buddy to prompt the candidate. In either case, a recording can be made if preferred instead of writing the answers.

Ego states/PAC Model/Transactions

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

For an incident or other interaction

1. Who was involved?
2. What were their roles, responsibilities, intentions, desires, etc?
3. What got said – taking a segment that you think involves a change of ego state by you to get a different outcome?
4. Describe the ego states and any changes made for each person.
5. How did you identify the ego states you were seeing – what was it about their behaviour that you noticed?
6. What did you take into account when you decided to change your own ego state?
7. How did others react to your change of ego state?
8. Was that what you expected?
9. How did it lead to the outcome you wanted?
10. If it didn't get the reaction you expected, what did you do then about your ego state?
11. What have you learned from this interaction for the future – how will it be useful in your relationships?

For your own ego state preferences:

1. Think about how you typically behave within relationships.
2. Give a couple of examples to illustrate being in each ego state. What are you doing? How are other people reacting?
3. Which ego states do you not seem to use? Why is that? Do you need to change that?
4. Describe your typical interactions with 3 or 4 children or caregiver colleagues. What ego states apply for you and them?
5. How effective are your interactions with each of them?
6. Give one or two examples of how you have changed ego state since you learned about TA.
7. What did you do differently?
8. How did others react?
9. If their reaction was not what you hoped for, what did you do then?
10. What will you be doing differently in future in terms of ego states?
11. How will this contribute to your competence in your role of helper/assistant?

Windows on the World (or Life Positions)

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

Taking each position in turn: bullet points

1. Describe an example of when you were looking at the world in that way.
2. How did your own window influence the way you behaved?
3. How did the child or other helper/assistant respond?

4. How much do you think their behaviour was influenced by your own behaviour versus being due to their own window on the world?

When you have an example for all 4 windows:

1. Check for any patterns or themes in your behaviour. For instance, do you tend to spend more time in any particular window?
2. Are you in IOKYOK enough? If not, how might you prompt yourself to stay in this position more often?
3. What examples can you describe of children or their teachers being in each of the positions?
4. When their window was unhelpful, what did you do to invite them to IOKYOK?
5. What was the result?
6. What has all this meant for your own windows?
7. How have you changed your own patterns of behaviour to be in IOKYOK more of the time?
8. How will this contribute to your competence as helper/assistant?

Working Styles/Drivers

Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.

1. Which working style or styles do you spend time in?
2. How do you know that? Give examples of how you behave and why that fits a particular working style.
3. What are the benefits of your working style in your relationships?
4. What are the disadvantages of your working style?
5. Choose 4 or 5 people you work closely with – children, family members of children, professional childcare colleagues, teachers, etc.

For each of them:

1. How do you identify their predominant working style or styles? Give examples of what you notice.
2. How does the style contribute to and yet cause problems for them?
3. For each person, what happens when you interact – how does your working style fit or clash with theirs?
4. How have you now changed your behaviour in order to achieve more constructive interactions with each of them?
5. How have they responded?

Drama Triangle and Potency Pyramid (or Winner's Triangle)

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Identify a couple of examples where you realized that children or adults were adopting roles on the Drama Triangle.
2. Who was involved? How were they behaving? What were they saying?
3. Work through each example, describing what was said and done.
4. Analyse this in terms of the Persecutor, Rescuer and Victim roles on the triangle.
5. Was there a definite switch in roles by one or more of those involved? What happened?
6. What do you think the payoffs were for those involved?

7. Choose an example where something similar happened and you intervened to get a more constructive outcome.
8. Again, describe what was happening until the point you intervened.
9. Then describe what you did. How did you change your behaviour?
10. Why did you choose that way to behave?
11. What happened? How did the others react?
12. What aspects of the triangle will you pay particular attention to in future? How will this increase your competence as helper/assistant?

Discounting and Steps to Success

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Choose two examples when you spotted that children, teachers, or other helpers/assistants were discounting. For each:
2. What was happening? What were they doing?
3. What did you think they were discounting?
4. What level did you think they were discounting?
5. How did you help them – explain in detail how you interacted with them so they moved up the Steps to Success.
6. What did you and they say and what was the result on each step – situation, significance, etc?
7. What was the final result?
8. How will you use the steps to success in the future – for yourself to improve your relationships?
9. How will you use it to help others to overcome their discounting?

Strokes

Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.

Identify 5 or 6 children or colleagues.

Draw up a chart on which you can note your stroke exchanges.

For each:

1. What strokes do you typically give them?
2. What are they about – the weather, their behaviour, something personal, etc? Note the words that are said.
3. What intensity of strokes do you typically give each child/person – low, medium, high?
4. How many strokes do you give them, e.g. one a day, one a month?
5. Are the strokes you give them usually positive or negative?
6. Can you identify any of the stroke myths in operation (not giving, not asking for, not accepting, not rejecting, not stroking self)?
7. What do you think of your stroking profile with each child/person?
8. What changes have you made since you learned TA?
9. What changes do you still need to make?
10. What do you think of your overall pattern of giving strokes?
11. Do you stroke some children or colleagues more than others?
12. Can you explain this in terms of understanding their stroke preferences? If not, do you need to make changes?

Now repeat the above but for the strokes you get from them.

1. What are the strokes you receive about?
2. What intensity?
3. How many?
4. Positive or negative?
5. Any stroke myths in operation?
6. What do you think about the profile from each child or colleague?
7. It is not appropriate for a helper/assistant to be dependent on strokes from the children in their care so you probably won't want to try and change the strokes they give. Instead, think about whether you are lacking in any strokes you need. If you are, how will you get these strokes elsewhere?
8. How has learning about strokes made a difference to the way you relate to children or colleagues?

Contracting

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Who was involved in the contracting?
2. Were they named individuals or were there 'group parties'; such as the children, the school, the parent group, etc.?
3. If so, who represents those group parties in this case?
4. Were there any other people or groups with an interest in the contracting or the results of it?
5. If there were, how did you take them into account without involving them in the contracting?
6. How did you explain the contracting process to the children, the teacher, and any other adults you planned to contract with?
7. How did they react to the idea of contracting?
8. What contracts already existed between each pair of parties (i.e. along each side of the triangle) – for example, school rules, support group groundrules, social services requirements, etc?
9. What new agreements were contracted for between each pair of parties?
10. What was the procedural/practical level of these?
11. What was the professional level of these?
12. What did you think was happening at the psychological level – the unspoken messages, the assumptions, any history, the impact of the child/parent hierarchy and so on?
13. What did you do about the psychological level factors?
14. How did you make sure that each party knew enough about the contract along the opposite side of the triangle to their corner?
15. How did you take into account the power differentials between helper/assistant and child?
16. What have you learned from this contracting process for the future – how will it be useful in your personal or professional life?

Appendix 2A: TAPACY: The Transactional Analysis Proficiency Award for Children & Young People : Contract/Agreement



{Insert name of scheme to identify it e.g. organisation, location, start month/year}

This agreement outlines the contract established between {insert name of organisation} hereinafter referred to as the **Institution**, the {insert name(s)} hereinafter referred to as the **Teacher(s)**, the **National Co-ordinator of the Project** {insert name}, hereinafter referred to as the **National Co-ordinator**, and the **Institute for Developmental Transactional Analysis** hereinafter referred to as the **IDTA**, in respect of supporting and delivering the above Award scheme.

The **Institution** agrees to:

- appoint someone to act as lead adult and link person with the National Co-ordinator
- provide teacher/s or other appropriate persons with adequate opportunities to work with young people involved in the scheme
- obtain parent/carer permission for children taking part in the scheme
- provide a wide range of opportunities for learners to present their learning, i.e. through different media
- bear the direct costs associated with the teaching of TA to the young people (e.g. teacher salaries and travel costs, costs of materials used in teaching)
- provide a venue for the Award Ceremony

The **Teacher(s)** agrees to:

- provide suitable teaching to enable students to acquire knowledge of at least 6 TA concepts
- facilitate students in the production of portfolios for assessment
- liaise with the assessor to obtain feedback and provide this to students

The **IDTA** agrees to:

- provide an assessor who will evaluate the work submitted by the students and provide ongoing feedback to the teacher so that students can be assisted to reach a good enough standard of portfolio
- provide certificates and badges for all young people being granted the Award
- provide sample teaching materials (if required) and provide assistance with translation of these (if required)
- monitor the operation of the TA Proficiency Award Scheme so that standards are applied consistently in different countries
- Provide an Ambassador (if required) who will attend the Award Ceremony on a date and at a time to be agreed, online, or on site at a negotiated cost for travel

The **National Co-ordinator** agrees to:

- co-ordinate the scheme, acting as liaison between the IDTA and the Institution
- monitor progress to ensure that the TAPACY requirements are being met
- arrange suitable contacts for supervision of teachers, attendance of Ambassador, translation of TAPACY documentation and of teaching materials if required
- provide regular progress reports to the IDTA using the agreed format

Signed		Date	
Name:			
on behalf of [insert institution name]			
Signed		Date	
Name:			
Teacher(s)			
Signed		Date	
Name			
on behalf of the IDTA			
Signed		Date	
Name			
National Co-ordinator			

Institute of Developmental Transactional Analysis
 Wildhill, Broadoak End, Hertford SG 14 2JA, UK
www.instdta.org

Appendix 2B: TAPATE: The Transactional Analysis Proficiency Award for Teachers & Educators : Contract/Agreement



{Insert name of scheme to identify it e.g. organisation, location, start month/year}

This agreement outlines the contract established between the person(s) seeking the Award **{insert name}** hereinafter referred to as the **Teacher**, the host organisation (if any) **{insert name of organisation}** hereinafter referred to as the **Institution**, the **National Co-ordinator of the Project {insert name}**, hereinafter referred to as the **National Co-ordinator**, and the **Institute for Developmental Transactional Analysis** hereinafter referred to as the **IDTA**, in respect of supporting and delivering the above Award scheme.

The **Teacher(s)** agrees to:

- liaise with any organisation that may host the training to be provided
- liaise with the National Co-ordinator
- operate within the framework and requirements of a TAPA scheme, including having professional TA supervision if appropriate
- provide suitable teaching to enable students to acquire knowledge of at least 6 TA concepts
- facilitate students in the production of portfolios for assessment
- liaise with the assessor to obtain feedback and provide this to students
- produce and submit their own portfolio that contains evidence of the training provided

The **Institution** agrees to:

- provide teacher/s or other appropriate persons with adequate opportunities to work with young people involved in the scheme
- obtain parent/carer permission for any children or vulnerable adults taking part in the scheme
- provide a wide range of opportunities for learners to present their learning, i.e. through different media
- bear the direct costs associated with the teaching of TA to the young people (e.g. teacher salaries and travel costs, costs of materials used in teaching)
- provide a venue for the Award Ceremony

Note: if no organisation is involved, the above Institutional responsibilities will pass to the Teacher and this template should be amended accordingly.

The **IDTA** agrees to:

- provide support as specified in any separate contract that may have been agreed for any TAPA scheme to which the Teacher is contributing
- provide an assessor who will evaluate the work submitted by the Teacher and provide ongoing feedback so the Teacher can be assisted to reach a good enough standard of portfolio
- provide certificate and badge after satisfactory portfolio submission
- provide sample teaching materials (if required) and provide assistance with translation of these (if required)
- monitor the operation of the TA Proficiency Award Scheme so that standards are applied consistently in different countries
- invite the Teacher to an onsite or online event to award the certificate, or provide same at an event being arranged for the students with whom the Teacher has been working

The **National Co-ordinator** agrees to:

- co-ordinate the scheme, acting as liaison between the IDTA and the Teacher
- monitor progress to ensure that the TAPATE requirements are being met
- arrange suitable contacts for supervision of the Teacher, translation of TAPACY documentation and of teaching materials if required
- liaise with the Teacher to arrange their attendance at a suitable Award event
- provide regular progress reports to the IDTA using the agreed format

Note: delete Institution if not applicable

Signed		Date	
Name:			
on behalf of [insert institution name]			
Signed		Date	
Name:			
Teacher			
Signed		Date	
Name			
on behalf of the IDTA			
Signed		Date	
Name			
National Co-ordinator			

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Appendix 2C: TAPACP: The Transactional Analysis Proficiency Award for Caregivers & Parents : Contract/Agreement



{Insert name of scheme to identify it e.g. organisation, location, start month/year}

This agreement outlines the contract established between {insert name of organisation} hereinafter referred to as the **Institution**, the {insert name(s)} hereinafter referred to as the **Teacher(s)**, the **National Co-ordinator of the Project** {insert name}, hereinafter referred to as the **National Co-ordinator**, and the **Institute for Developmental Transactional Analysis** hereinafter referred to as the **IDTA**, in respect of supporting and delivering the above Award scheme.

The **Institution** agrees to:

- appoint someone to act as lead adult and link person with the National Co-ordinator
- provide teacher/s or other appropriate persons with adequate opportunities to work with the recipients of the scheme
- provide a wide range of opportunities for learners to present their learning, i.e. through different media
- bear the direct costs associated with the teaching of TA to the students (e.g. teacher salaries and travel costs, costs of materials used in teaching)
- provide a venue for the Award Ceremony

Note: if no Institution is involved, those responsibilities pass to the Teacher(s) and this template should be amended accordingly.

The **Teacher(s)** agrees to:

- provide suitable teaching to enable students to acquire knowledge of at least 6 TA concepts
- facilitate students in the production of portfolios for assessment
- liaise with the assessor to obtain feedback and provide this to students

The **IDTA** agrees to:

- provide an assessor who will evaluate the work submitted by the students and provide ongoing feedback to the teacher so that students can be assisted to reach a good enough standard of portfolio
- provide certificates and badges for all students being granted the Award
- provide sample teaching materials (if required) and provide assistance with translation of these (if required)
- monitor the operation of the TA Proficiency Award Scheme so that standards are applied consistently in different countries
- Provide an Ambassador (if required) who will attend the Award Ceremony on a date and at a time to be agreed, online, or on site at a negotiated cost for travel

The **National Co-ordinator** agrees to:

- co-ordinate the scheme, acting as liaison between the IDTA and the Institution
- monitor progress to ensure that the TAPACP requirements are being met
- arrange suitable contacts for supervision of teachers, attendance of Ambassador, translation of TAPA documentation and of teaching materials if required
- provide regular progress reports to the IDTA using the agreed format

Signed		Date	
Name:			
on behalf of [insert institution name]			
Signed		Date	
Name:			
Teacher(s)			
Signed		Date	
Name			
on behalf of the IDTA			
Signed		Date	
Name			
National Co-ordinator			

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Appendix 2D: TAPAHA: The Transactional Analysis Proficiency Award for Helpers & Assistants : Contract/Agreement



{Insert name of scheme to identify it e.g. organisation, location, start month/year}

This agreement outlines the contract established between {insert name of organisation} hereinafter referred to as the **Institution**, the {insert name(s)} hereinafter referred to as the **Teacher(s)**, the **National Co-ordinator of the Project** {insert name}, hereinafter referred to as the **National Co-ordinator**, and the **Institute for Developmental Transactional Analysis** hereinafter referred to as the **IDTA**, in respect of supporting and delivering the above Award scheme.

The **Institution** agrees to:

- appoint someone to act as lead adult and link person with the National Co-ordinator
- provide teacher/s or other appropriate persons with adequate opportunities to work with the recipients of the scheme
- provide a wide range of opportunities for learners to present their learning, i.e. through different media
- bear the direct costs associated with the teaching of TA to the students (e.g. teacher salaries and travel costs, costs of materials used in teaching)
- provide a venue for the Award Ceremony

Note: if no Institution is involved, those responsibilities pass to the Teacher(s) and this template should be amended accordingly.

The **Teacher(s)** agrees to:

- provide suitable teaching to enable students to acquire knowledge of at least 6 TA concepts
- facilitate students in the production of portfolios for assessment
- liaise with the assessor to obtain feedback and provide this to students

The **IDTA** agrees to:

- provide an assessor who will evaluate the work submitted by the students and provide ongoing feedback to the teacher so that students can be assisted to reach a good enough standard of portfolio
- provide certificates and badges for all students being granted the Award
- provide sample teaching materials (if required) and provide assistance with translation of these (if required)
- monitor the operation of the TA Proficiency Award Scheme so that standards are applied consistently in different countries
- Provide an Ambassador (if required) who will attend the Award Ceremony on a date and at a time to be agreed, online, or on site at a negotiated cost for travel

The **National Co-ordinator** agrees to:

- co-ordinate the scheme, acting as liaison between the IDTA and the Institution
- monitor progress to ensure that the TAPACP requirements are being met
- arrange suitable contacts for supervision of teachers, attendance of Ambassador, translation of TAPA documentation and of teaching materials if required
- provide regular progress reports to the IDTA using the agreed format

Signed		Date	
Name:			
on behalf of [insert institution name]			
Signed		Date	
Name:			
Teacher(s)			
Signed		Date	
Name			
on behalf of the IDTA			
Signed		Date	
Name			
National Co-ordinator			

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