

# TAPA

## Transactional Analysis Proficiency Awards

# HANDBOOK

for

**Children & Young People (TAPACY)**

**Teachers & Educators (TAPATE)**

**Caregivers & Parents (TAPACP)**

**Helpers & Assistants (TAPAHA)**

**Personal/Professional Development (TAPDA)**



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# Contents

Introduction .....	2
Principles.....	2
Equality of Opportunity and Inclusivity .....	3
The Roles.....	3
The Responsibilities .....	4
The Stages – an Overview .....	5
Assessments and Portfolio Building.....	6
Assessors.....	7
Costs and invoicing arrangements.....	7
Appendix 1A: Notes on preparing TAPATE portfolios .....	8
Appendix 1B: Notes on preparing TAPACP portfolios .....	15
Appendix 1C: Notes on preparing TAPAHA portfolios.....	22
Appendix 1D: Notes on preparing TAPDA portfolios.....	29

For those running TAPACY, there is another publication available (free) - *Suggestions for Teaching Transactional Analysis to Children and Young People* - you can download this at the TAPA website [www.taproficiencyawards.org](http://www.taproficiencyawards.org)

This document contains ideas for teaching TA to children; some of those ideas may also be useful when teaching adults.

## Introduction

The TAPA - Transactional Analysis Proficiency Award – is designed for those who would like some recognition (strokes) for learning and applying TA for themselves and do not intend to obtain professional qualifications as a TA practitioner. Originally designed to support children/young people, it soon spread to include their teachers/educators, caregivers/parents, helpers/assistants, and then to many other categories of adults with no direct link to children, such as unemployed people, coaches, police officers and others. It has also now been applied for children with learning difficulties and children who are carers. And ICTAQ welcomes suggestions for new categories.

TAPA operates through a process whereby someone teaches a range of TA concepts and the 'students' (of any age!) produce portfolios of evidence and undertake a process of self and peer assessment. The person doing the teaching may get the award for their teaching activity. The Award can also be obtained by individuals who learn TA through self-study, who submit their portfolios direct to ICTAQ.

TAPA is not centred around a pass or fail system; instead the emphasis throughout the scheme is acknowledging the involvement of students 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 ICTAQ will be sufficiently trained in TA to ensure that what is being learned matches current TA theory and practice, so it is as helpful to students as possible.

TAPA was previously run under the auspices of a specific TA association but from 2020 is operated by the International Centre for Transactional Analysis (ICTAQ). The same volunteers have been involved since its inception; all that has changed is the administrative ownership. You can see examples of schemes run in various countries at [www.taproficiencyawards.org](http://www.taproficiencyawards.org)

## 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 ICTAQ Policy on Equality of Opportunity and Inclusivity are included here as they apply directly to the TAPA Scheme; the ICTAQ expects all involved to adhere to this policy regardless of membership of ICTAQ. The full text can be viewed at [www.ictaq.org](http://www.ictaq.org) or by request to ICTAQ.

*Equality of Opportunity means that ICTAQ 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.*

*As proponents of TA, ICTAQ recognises 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, used 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 ICTAQ 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 Roles

The table below provides a brief summary of the various roles of people involved in running TAPA programs. More information about their respective responsibilities is given in the next section of this Handbook.

National Co-ordinator – per country  They organise and liaise – with scheme initiators, teachers, assessors, supervisors, ambassadors, and ensure that progress reports, culminating in the names and certificate numbers of Awards, are provided to the TAPA Project Manager  Contact details are given on the website <a href="http://www.taproficiencyawards.org">www.taproficiencyawards.org</a>	Supervisors – ICTAQ recognised TA supervisors who provide support to the Assessors (and if required, the Teachers also)	Students – anyone, of any age, who is learning TA, applying it in their personal and/or professional life, and producing a portfolio of evidence for assessment	Ambassador – someone who will be seen by Students as a VIP (Very Important Person), who attends – online or on-site - the Award Ceremony and congratulates them and their teacher(s)
	Assessors – ICTAQ appointed, they assess the student portfolios and give feedback via teachers (except for direct students), responsible to ensuring 'good enough' TA is learned and applied		
	Teachers – the label for anyone who teaches TA to others within a TAPA scheme, do not need TA qualifications		
TAPA Project Manager Julie Hay <a href="mailto:ictaq@ictaq.org">ictaq@ictaq.org</a>	Scheme initiators – whoever initiates a TAPA scheme; they may have other TAPA roles		

*Note: a teacher cannot be an assessor, or the supervisor of the assessor, for the portfolios produced by the same students that they have been teaching.*

## The Responsibilities

A key element of TA is its focus on contracting – reaching agreements between people about their rights and responsibilities on the basis of a willing acceptance and a genuine understanding of what they are agreeing to. When a TAPA scheme is set up, therefore, all parties involved agree and a signed contract is drawn up. The only exception to this is when the scheme involves children, who are not old enough to be competent to make such decisions, and who are generally already covered by a contract between their caregivers/parents and the state in the form of the education authorities.

Each contract is drawn up to reflect the particular circumstances of the scheme and selects from the following according to who is going to be involved:

If there is an **Organisation or Institution** involved, that body 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 organisation or institution is involved, those responsibilities are added to the list for the Teacher(s)*

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

- provide suitable teaching to enable students to acquire knowledge of at least 6 TA concepts (*or more if the scheme is for an Advanced TAPA*)
- facilitate students in the production of portfolios for assessment
- liaise with the assessor to obtain feedback and provide this to students

If the **Student** is an adult, they agreed to:

- produce a portfolio of evidence to show that they have understood 6 TA concepts and have used these within their personal and/or professional activities (*or 10 concepts and a learning Journal if the scheme is for an Advanced TAPA*)
- pay any agreed fee that covers the costs of the operation of the TAPA scheme, and in particular the costs of assessment of their portfolio and the issue of a Certificate of Completion

**ICTAQ** agrees to:

- provide an assessor who will evaluate the work submitted by the student(s) and provide ongoing feedback to the teacher(s) so that students can be assisted to reach a good enough standard of portfolio
- provide certificates for all students being granted the Award (*and badges for children*)
- provide sample teaching materials (if required) and provide assistance with translation of these (if required)
- monitor the operation of the TAPA 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 ICTAQ and the Teacher (*and/or the institution/organisation and/or the student(s)*)
- monitor progress to ensure that the TAPACP requirements are being met
- arrange suitable contacts for supervision of teachers and/or assessors, attendance of Ambassador, and translation of TAPA documentation and of teaching materials if required
- provide regular progress reports to ICTAQ using the agreed format

### **The Stages – an Overview**

1. Optional – find other individuals, groups or organisations to engage with (this may be done later and/or via ICTAQ)
2. Contact ICTAQ 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 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. Keep in mind that the intention is that every student should pass, so the assessor will provide helpful feedback if necessary on what is still needed.
9. If necessary, the students can work on their portfolios some more and they can be resubmitted for assessment – until they pass.
10. Organise an event at which the students can celebrate and receive their Award Certificates.
11. Optional: arrange for an ICTAQ Ambassador to hand out certificates to successful candidates. (Note – extra charge may apply for the ambassador’s travel) - or use online facilities so ICTAQ Ambassador can join the Award Event, or maybe join an ICTAQ Online Event that can include an Award Presentation.
12. Optional: successful candidates may be invited to attend an ICTAQ Award Ceremony/Celebration.

## 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 trainers or training 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. Students can also engage in self-study and submit their own portfolio direct to ICTAQ.

For the Advanced TAPA, participants must demonstrate their understanding and application of at least 10 TA concepts, and also provide a Learning Journal containing their self reflection over a period of at least 4 months.

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 students 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 student presents their understanding and application in a way that makes it easily seen by the assessor 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 ICTAQ on the basis of the following criteria:

- The assessor has professional experience of working within a developmental context, preferably with the same category of adults or children for whom the scheme is being run
- The assessor has a background in TA training and supervision that spans at least two years with an internationally qualified TA trainer/supervisor
- The assessor is engaged in continuing professional development in TA, including ongoing supervision with an internationally qualified TA trainer/supervisor
- The assessor commits to maintain (free) membership of ICTAQ and to adhere to all ICTAQ Codes and Regulations, for the period during which they are registered as a assessor

ICTAQ will maintain a list of assessors 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 the teachers of the students who are being assessed.

## **Costs and invoicing arrangements**

TAPA is run as a social action initiative and therefore relies on much volunteer commitment. However, we do seek also to recover costs when possible. We will negotiate to ensure that funding arrangements best reflect the financial status of those involved. In particular, we expect to take into account the difficulties of those in financially disadvantaged areas of the world. We regard any payments made to ICTAQ as the equivalent of donations.

Any charges made by ICTAQ relates only to the processes of assessment and production of materials. ICTAQ may be able to provide details of suitable TA training providers but has no part in the commercial arrangements for such provision. The ICTAQ 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 ICTAQ involvement beyond the initial provision of contact information.

When an organisation has contracted with ICTAQ to operate a TAPA scheme, ICTAQ will invoice the organisation for 50% of the negotiated 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 ICTAQ 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.*

Identify 5 or 6 of your students or teaching 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 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 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 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?
- 5.

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?

**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 1D: Notes on preparing TAPDA 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 personal and/or professional life
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 self awareness, relationship skills, etc

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 other people, individually or in groups, 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 was 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 people. Or analyse your own ego state preferences, how these impact on others, 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 people 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 others. Analyse the working style preferences of several people 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 with whom you interact?*

## **Drama Triangle and Potency Pyramid**

*Review your relationships and identify occasions where you now recognise that adults or children (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 other people 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 people. 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 colleagues, 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 others 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 relationships?
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 family members, friends and/or 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 behaviour, 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 people 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 person?
7. How has learning about strokes made a difference to the way you relate to people?

**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'?
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 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, family or house rules, school rules, parent support group groundrules, 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 any 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 any power differentials?
16. What have you learned from this contracting process for the future – how will it be useful in your personal or professional life?