

The Adult is Parent to the Child

**Transactional Analysis with Children
and Young People**

**Edited by
Keith Tudor**



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To Saul and Esther

And in fond and appreciative memory of Brian,
Sue and Petrûska

For their inspiration, creativity, advocacy and humanity.

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Introduction

Keith Tudor

There's no such thing as a child. This may appear a strange and somewhat stark sentence. Nonetheless, it makes the point that we cannot be with or think about a child without, in effect, acknowledging that they are initially dependent on adult nurture and care and, in any case, are part of a system. This system may be, and include parent, carer, family, extended family, community, school, culture and society – all singular or plural. This book acknowledges children's context in its range of chapters which encompass the social environment, parents, school, legislation, and residential settings, as well as different forms of therapy.

Whilst children are dependent on adults, they do not 'belong' to adults, even – especially – their parents. As Gibran (1923/1926: 20) puts it: 'And though they are with you yet they belong not to you.' Similarly, knowledge about 'the child' and 'child development' does not belong to any one discipline or profession. This book acknowledges this perspective in bringing together nineteen professionals with a range of backgrounds, training, experience, expertise, and interest.

What brings us – and this book – together is a common experience and interest in transactional analysis (or TA). In our various ways we find TA a helpful framework for understanding our work with children in context and want to share this with a wider audience, not least as TA has a long history of working with children. Thus the aims of the book are:

- To communicate how TA is and can be used with children and young people in context, across a wide range of settings.
- To bring TA to a wider audience including parents, educators, health care professionals, and others involved in organisations concerned with the lives, well-being, care and treatment of children and young people.
- To bring a wider and contemporary view of TA both to a general audience, as well as to those who are familiar with TA but perhaps less familiar with its application to work with this population.
- To put therapeutic, educational and organisational work with children and young people back on the map within TA and within the wider professional fields encompassed by the book. We hope that this text will be considered core reading not only on TA training courses but on all courses training professionals to work with children and young people.

Transactional analysis

TA is a way of understanding what happens between and within people. Although its roots are in psychotherapy, TA is more than another ‘school’ of or approach to therapy. For example, it provides a theory of communication, which has been extended to analysing systems and organisations, fields of TA which are also represented in this book. For the reader who is unfamiliar with TA, Chapter 1 stands as an introduction to its basic concepts (see also Mountain, 2004).

From the early days of transactional analysis (TA) its practitioners have been writing about their work with children (see Mannell, Piehl and Edwards, 1968; James, 1969; Piehl, 1969) and about the implications of theory for child development (Amundson, 1978; Levin, 1988a, 1988b). In 1988 a special themed issue of the international *Transactional Analysis Journal* was devoted to the subject of ‘TA and Children’ (Bonds-White, 1988) and, in 2005, a special themed issue of the journal on ‘TA and Education’ (Newton, 2005) had three articles on working with children. A number of books have been written directly for children, translating, as it were, TA concepts into a language, with images and stories accessible to children. Eric Berne himself, the founder of TA, wrote a book for children, *The Happy Valley* (Berne, 1968), a moral tale of conscience, in which Berne’s ideas about personality and ego states can be detected. Claude Steiner, a close colleague of Berne’s, followed this up in 1977 with *The Warm Fuzzy Tale*, which translates and introduces the concept of strokes which, in turn, derive from a human hunger for recognition. In a series of illustrated workbooks aimed at ‘Tots’, ‘Kids’ and ‘Teens’, Alvyn Freed (1973, 1971, 1976, respectively) brought various TA concepts, especially from a problem-solving perspective, to bear on aspects of children’s and young people’s lives and relationships. In a rare book, Kleinewiese (1988) offers a series of visual representations of ego states in order to facilitate therapeutic and educational work with children. These and other TA books for children are summarised in Appendix 1. A recent book published in Italian introduces relevant and contemporary theory from TA and developmental psychology about children and child development by means of a tale which parallels Saint Exupéry’s *The Little Prince* (Giusti, 2006).

In addition, over 50 articles have been published in the *Transactional Analysis Journal* and its predecessor, the *Transactional Analysis Bulletin*, which are summarised in Appendix 2. These represent a range and depth of work with children and young people across the different fields of applications of transactional analysis: clinical (psychotherapy), counselling, educational and organisational, a range which is represented in Parts I and III of this book.

However, judging by the attitude of some colleagues particularly towards therapeutic work with children and young people, both outside and within TA, this history does not appear very present. There are a number of reasons for this:

- Some ignorance of this history. Part of my motivation as editor for producing this current book has been both to reclaim TA history, and to represent present

practice within different fields of applications, and from diverse perspectives within TA.

- In TA training, there is a general lack of focus on or reference to work with children and young people. TA training is generic, in that it prepares students for working with the general population, and yet in psychotherapy training, for instance, most of the elements of that training – theory, practice and supervision – focus on individual work with *adult* clients. In the UK it is only in the past ten years that some candidates presenting for their certifying TA examination, have presented their work with children and, in a number of cases, this has been challenged and even opposed by their supervisors. This book seeks to rectify this situation by applying theory to practice and practice to theory, and, in doing so, to support the next generation of practitioners, especially but not exclusively transactional analysts, who may work with children and young people.
- A certain anxiety about practitioners in whatever field working with minors, an anxiety which may be more heightened in those who have little or no experience of such work. When working with minors, certain legal, professional and ethical requirements need to be taken into account, as well as the personal impact of the work on the practitioner. These requirements are considered throughout the book and are addressed specifically in Chapters 5 and 12. In this way this book aims to inform, educate, support, stimulate and challenge practitioners, trainers and supervisors alike.
- The way in which professions are organised and regulated, which, in the case of psychotherapy in the UK, is currently viewing child psychotherapy as a postgraduate (even a post postgraduate) activity, the implications and requirements of which are presented and discussed in Chapter 12 and Appendix 5.

The structure of the book

Drawing on contributions from experienced TA practitioners in all fields of TA, this book describes the state of the art and science of transactional analysis with children and young people.

Following this introduction **Chapter 1** introduces transactional analysis, written especially for the reader who is unfamiliar with TA. Written by a friend and colleague, Graeme Summers, and myself, we introduce fundamental TA concepts – ego states, transactions, scripts and games – which are referred to throughout the book. We also introduce two other concepts in TA which are also referred to in various chapters in the book and are of particular relevance to working with children: a model for systemic assessment, and a note on contracts and contracting. This introduction to TA acts as a reference point for the book as a whole.

Part One takes as its inspiration from Winnicott's dictum that 'There's no such thing as a baby – only a mother and a baby.' The child or young person cannot be understood outside of or separate from their environmental context and, being a

child, her or his context includes society, family, school, the law, and institutions, each of which are represented in the first five chapters. In **Chapter 2**, Trudi Newton, an educationalist and a Teaching and Supervising Transactional Analyst (TSTA), draws on the image of the village, both real and virtual, to discuss changing paradigms in education and society. She assesses the implications of recent research and thinking in education, neuroscience and positive psychology for a social environment which supports the healthy development of children and young people. In **Chapter 3**, Diane Hoyer and Laura Hyatt, two colleagues who have both trained in TA and have worked together in the UK's National Society for the Prevention of Cruelty to Children, argue the importance of working with children and their parents. Drawing on child development theory and non-directive play therapy as well as TA, they present their work in this field through a discussion of their use and development of TA frameworks, and especially the 'treatment triangle'. In most cultures in the world school is a major influence on the acculturation of children into society. In **Chapter 4**, Pete Shotton, a transactional analyst, certified both as an educationalist and as a psychotherapist, describes his work in an inner city boys' high school. As the manager of a team of mentors his work helps boys to recognise their social and emotional needs in the context of a diverse and dynamic school culture and the wider social context of a multicultural community in a post 9/11 world. The social environment includes both the laws and mores of society and, in **Chapter 5** Mica Douglas and I focus on UK law and social policy as it pertains to and influences thinking and practice about child protection. Drawing on our experience both as social workers and as psychotherapists (Mica is also a manager of a child protection agency), we summarise and comment on relevant legislation and policies, and discuss a number of parameters to therapeutic work with children. We also consider the concept of protection within TA, and conclude with some ideas about ethical decision-making for practitioners, especially therapists in private practice, faced with issues of child protection. One aspect of child protection has been the establishment of institutions for the protection, care and, where needed, the treatment of children. In the final chapter in this first part of the book, Anita Mountain, also doubly certified, in organisational and psychotherapy applications of TA, and a TSTA in both, describes her work over ten years as a consultant to a social services establishment housing and supporting young people. This unique work encompassed: the development of a therapeutic environment and the social milieu; the establishment of therapeutic contracts and treatment plans for the residents; professional development for the staff; and organisational analysis and development. Some of the assessment sheets developed and used by the author are reproduced in Appendix 4.

The chapters in **Part Two** focus specifically on therapeutic practice with children and young people. In the first chapter of this part of the book, I present a number of TA concepts also based around the 'treatment triangle' of contracts and contracting, diagnosis or assessment, and the therapy itself, with reference to case examples and

my therapeutic work with one child in particular. In doing so, I offer some comments on the development of TA theory and models, especially with regard to diagnosis. In the first of three chapters which focus more specifically on ongoing clinical work with children, **Chapter 8**, appropriately enough, discusses the first meeting between a child and psychotherapist. Echoing Berne's (1966) reflections prior to the first meeting of a group, Dolores Munari Poda, an experienced child psychotherapist and a TSTA, also reflects on certain therapeutic considerations prior to the first *tête-à-tête* between therapist and child. Her account is rich with case material and illustrations from children. A number of Italian TA colleagues are not only working with children and young people across all fields of application, but are also developing the practice, theory and the method of child psychotherapy. Most of this material is only available in Italian and I am delighted to have the original work of both Munari Poda and that of another Italian colleague, Maria Assunta Giusti (**Chapter 18**), published here in English. The next two chapters discuss the impact of attachment. In **Chapter 9** Kath Dentith and Jean Lancashire, both experienced social workers in childcare and clinical transactional analysts, discuss their clinical work with children who have been fostered and adopted. To this they bring their understanding and integration of attachment theory and TA. **Chapter 10** focuses on TA with adolescents. Mark Widdowson, a certified transactional analyst with a lot of experience of working with adolescents, especially in public sector settings, brings his own direct style of work with young people to the tone of this chapter which addresses you, the reader, directly. Some reflections on the concept of 'Inner Adolescent' are followed by some initial considerations about working with adolescents from a contextual perspective, drawing on UK social legislation, and the chapter concludes with practical examples of TA therapy and of working with a group of adolescents from a psycho-educational perspective. In **Chapter 11**, Diane Hoyer and Laura Hyatt present the application of their work (outlined in Chapter 3) with children and parents, including three clinical vignettes. This also includes the application of a positive parenting strategy, developed by Hoyer the explanatory notes for which form Appendix 5. The final two chapters in this part focus on the necessary qualities, attributes and skills of the child psychotherapist, and are both written by certified transactional analysts who have undertaken additional training in order to further their work as therapists working with children. In **Chapter 12** Mica Douglas, a certified transactional analyst and child care worker and manager (see Chapter 5), describes her transition to becoming a child psychotherapist. In describing this journey, Douglas encompasses the personal and the practical implications of making this change, as well as commenting on the TA theory she has found helpful in so doing. There is a debate within the health and social services in the UK and in the United Kingdom Council for Psychotherapy (UKCP) about the provision of child psychotherapy and the requirements for training as a child psychotherapist. I am grateful to the UKCP and, in particular, Alex Walker-McClimens for permission to reproduce in Appendix 6 its key document on *Psychotherapy with Children* which

outlines principles, aims and guidelines for training. One of the requirements of and challenges for the practitioner working with children is to be able to play and to be creative. In **Chapter 13**, Roger Day, who, subsequent to his TA training and certification, has trained and qualified as a play therapist, offers practical applications of TA and play therapy, including the therapeutic use of play objects, drawing, creative games and, influenced by gestalt therapy, experimentation.

In **Part Three**, six chapters develop different elements of TA theory with reference to work with children and young people. Its title acknowledges the research involved in such developments (and especially and specifically that reported in Chapter 16), and that this theory development and research encompasses all TA fields of application: the organisational, the clinical (psychotherapy), counselling, and the educational. In 1962 Berne published a short article on the 'Classification of Positions' in which he defines a 'position', a term he adopted from Klein (1962: 23) as 'the fundamental variable of human living.' He continues: 'The subject of all positions are particulars of the polarity I-Others, and their predicates are particulars of the polarity OK – not OK.' Putting these predicates together produces the four 'life positions' or, what some authors refer to as 'existential life positions': 'I'm OK, You're OK'; 'I'm OK, You're not OK'; 'I'm not OK, You're OK'; 'I'm not OK, You're not OK'. Although 'They', those others, is implied in 'You' and, indeed, in his original article Berne makes this explicit, it was not until his last work, published posthumously in 1972, that Berne extended the concept of the two-handed position to include the third party 'They': 'I'm OK, You're OK, They're OK', and so on. In **Chapter 14** Davidson, a certified transactional analyst from the organisational field of TA, elaborates this theory with reference to his own development of the 'OK square', in which he maps the eight different three dimensional positions. This model first appeared two years ago in an article on systems and processes in organisations, published in the *Transactional Analysis Journal* (Mountain and Davidson, 2005). Here Davidson illustrates it using examples of young people especially in groups and gangs. In doing so, Davidson brings a sensitivity to this practical application of the concept of life positions, as well as some useful references to the political sphere. One of Berne's particular contributions was in making theory accessible. Following in the tradition of Bettelheim and others, Berne and some of his colleagues (see, for example, Karpman, 1968) took and discussed a number of fairy tales or stories as conveying certain psychological and cultural messages. Subjecting these to a transactional analysis, through his independent, other world, 'Martian' thinking, Berne identified a number of characteristic life stories or scripts, and offered alternative readings. In the same spirit, in **Chapter 15**, Marie Naughton, a certified transactional analyst in psychotherapy, who works as a school counsellor, takes as her starting point the fairy tale *Sleeping Beauty* and, specifically, the figure of the twelfth fairy. In a chapter which considers Berne's concept of script theory in the light of more recent narrative approaches to therapy, Naughton likens the role of the counsellor to that of the twelfth fairy in its transforming influence in the lives of

children and young people. In **Chapter 16** Jim Allen, TSTA, and recent past president of the International Transactional Analysis Association, expands Crossman's (1966) concepts of permission and protection to include resilience. Like Newton in Chapter 2, Allen draws on the tradition of positive psychology and, citing his own and other people's research, extends these concepts to include permissions to make meaning and to find cultural nurturance. In the second part of the chapter Allen focuses on the significance of the environment in promoting resilience, and reports on research amongst a group of 'severely artistically-talented youth', which found certain factors which promote a culture of permission and protection. In **Chapter 17** Susannah Temple, a certified transactional analyst in the educational field, considers child rearing and growing up from a particular TA perspective. She presents her 'functional fluency' model of human social functioning (Temple, 1999, 2004) to illustrate human psychological development and to highlight the benefits of positive child rearing relationships.

In nearly fifty years – Berne's first article on transactional analysis was published in 1958 – TA has grown both organisationally and theoretically. Over the years a number of schools, traditions and perspectives have developed within TA. In common with other theoretical approaches to the fields of psychotherapy and counselling, education and organisational development, there is much discussion within TA about its identity and its development: What is TA? What are its commonalities? What are the differences and tensions within it? The last two chapters in this part represent theoretical developments in TA psychotherapy. In **Chapter 18** Maria Assunta Giusti, a qualified CTA and an experienced child psychotherapist who has worked with disturbed children for nearly 30 years, writes about a new methodology for working with children and parents. This chapter draws on the psychoanalytic tradition within TA and integrates insights from self psychology and developmental psychology. In **Chapter 19** Paul Kellett, a certified transactional analyst in psychotherapy, explores a developing perspective in TA, that of relational transactional analysis. Drawing on object relations, self psychology and Lacanian psychoanalytical theory, Kellett reflects on his therapeutic relationship with a young man in terms of a developing sense of self and theory of self. His honest account of his own reflections on and fantasies in his work owes much and contributes to the methodology of relational TA (see Hargaden and Sills, 2002).

Finally, in a book which emphasises context, I also want to acknowledge the context and contribution of my own family, the contributing authors and the publisher. In *Principles of Group Treatment* Berne (1966: 64) discusses the necessary preparation a group therapist must take before running a group. He goes on to pose some questions about the therapeutic relationship:

First, in regard to his own development, he should ask himself: 'Why am I sitting in this room? Why am I not at home with my children, or skiing, or skin-diving, or playing chess, or whatever else my fancy might dictate?'

These are good questions for the busy practitioner – and in my experience most practitioners are busy – and also for the busy author or editor. I thank my family and, with regard to this particular project, especially my children, Saul and Esther, for their patience – as well as their impatience – with a sometimes absent father. Like Topsy this book ‘just grewed’, enhanced and interrupted by developments and new ideas which became new chapters, and by life events which interrupted the process but which, like any crisis, gave rise to new opportunities – and chapters, and I want to acknowledge the patience of the contributors, especially those who wrote and submitted their chapters promptly and early on in this process. Thanks also go to Geoffrey Mann at Russell House for his enthusiasm for this project and his positive response to its scope which might have daunted other publishers. A final acknowledgement goes to all the children and young people who appear in these pages, with permission, and suitably anonymised and disguised, without whose experience, stories and reflections we, as practitioners and readers, could not continue to learn and develop.

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About the Editor and Contributors

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Mica Douglas CQSW, CTA(P), PTSTA(P), MA in Social Work, MSc TA Psychotherapy, provides therapy for children and adults and supervises therapists, social workers and foster parents. Mica is Director of Fostering at By the Bridge, Independent Fostering Organisation, from where she runs the first TA-based, university-accredited Certificate in Therapeutic Fostering for social workers, foster parents and managers. Mica is currently writing a book on understanding difficult behaviour displayed by children with

complex or abusive backgrounds. She has worked with people since 1989 as a social worker, therapist and manager of therapeutic services to children and foster parents.

Maria Assunta Giusti has a degree in philosophy from Perugia University and a degree in psychology from Rome University. She trained in TA at the Istituto di Analisi Transazionale in Rome and became a Certified Transactional Analyst in 1990 and a Provisional Teaching and Supervising Transactional Analyst in 1997. For the last twenty years she has worked as a psychotherapist in a rehabilitation institute with patients with psychotic, autistic and borderline disorders. She has used TA in individual and group settings with both children and adults. She is the author of three books on working with children: *La Trans-formazione Possibile* (The Possible Trans-Formation; Del Cerro, 1996), *Analisi Transazionale e Psicoterapia* (Transactional Analysis and Child Psychotherapy; Istituto Torinese di Analisi Transazionale, 2005), and *La Piccola Principessa* (The Little Princess; Istituto di Analisi Transazionale/Associazione Italiana di Analisi Transazionale, 2006), and of various articles published in the international *Transactional Analysis Journal*, and in *Neopsiche*, and *Psicologia e Salute*. She teaches and supervises at the Specialist Psychotherapy School in Turin and Naples, and for Integrative TA Counseling courses in Rome and Arezzo.

Diane Hoyer has been employed by the National Society for the Prevention of Cruelty to Children (NSPCC) since 1989, working with children who have experienced abuse, and their families. This has included undertaking assessments of need and risk; therapeutic work with parents and key adults; development of therapeutic work packages; counselling adult and child survivors of sexual abuse; play therapy with children who have experienced abuse; assessment and treatment of children with harmful sexual behaviours; and training and development work with other professionals. Alongside this she has worked within a Social Services Access Team, in a specialist unit for adult survivors of sexual abuse, and, independently, as a trainer and consultant. She is qualified, having a NNEB, Diploma in Transactional Analysis (Counselling), PGDip/MA in Non-Directive Play Therapy (York), DipSW (Open University) and AASW (York).

Laura Hyatt is a qualified and registered social worker. She has worked with children, young people and families for over 15 years in statutory and voluntary agencies undertaking child protection, children in need, permanence, and therapeutic work. She has trained in transactional analysis psychotherapy and runs her own counselling, psychotherapy, training, life coaching, and supervision business. Laura also works as a training and development officer for a local authority fostering service, and assesses social work degree students on placement. She holds a BSc Honours degree in applied social sciences, and a Diploma in Psychology (both from the Open University), a Diploma in Social Work, a Diploma in Life Coaching, and is a graduate member of the British Psychological Society. Laura can be contacted by email on l.hyatt@btinternet.com

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Jean Lancashire is a MSc in Transactional Analysis Psychotherapy, PTSTA(P), CTA(P), Dip.SW and a UKCP registered psychotherapist. Her main employment is with Foster Care Associates (FCA), a national foster care agency working with foster families, adults and children, in which she provides training and consultation for the staff and foster carers. In this role she specialises in working with children and young people who have complex emotional needs relating to attachment, separation, loss and behavioural difficulties, and who are 'looked after' by the Local Authority. She also has a

private practice and offers supervision to people working with adults, children and young people.

Anita Mountain MSc, Certified Transactional Analyst and Teaching and Supervising Transactional Analyst (both in Organisational and Psychotherapy specialities) has a background in youth and community work. For over ten years Anita was the consultant to a Social Services children and young people's home. During that time she trained all the staff in transactional analysis and offered consultation and support to staff regarding their work with young people. She has written a number of articles for the *Transactional Analysis Journal* and had two publications produced by the National Youth Bureau, now the National Youth Agency. Her most recent publication is *The Space Between: Bridging the Gap Between Workers and Young People* (Russell House Publishing, 2004). Currently she works nationally and internationally in large and small organisations, undertaking a range of organisational developmental processes. Anita is the founding partner of Mountain Associates, which she runs with her partner Chris Davidson. Together they also facilitate open Developmental TA training programmes. Contact: www.mountain-associates.co.uk or email: ta@mountain-associates.co.uk

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Marie Naughton is a UKCP registered psychotherapist working in private practice in Manchester. For the past seven years she has run

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Trudi Newton is a Teaching and Supervising Transactional Analyst in the Educational field of application. She has over 40 years experience of working with young people and adults as a social worker, youth leader, counsellor, educator, trainer and consultant. She now specialises in supervision and training consultancy for educational behaviour support services, adult learning programmes and coaching development. She has a number of publications in print, including, with **Rosemary Napper** *TACTICS* (TA Resources, 2000), which looks in detail at the process of learning and teaching. She is a co-director of the Cambridge Institute for Transactional Analysis, and works locally, nationally and internationally. She has recently directed a four-year training programme for educators and school psychologists in St Petersburg, Russia, and is currently collaborating with a TA psychotherapist in undertaking research for the European Association for Transactional Analysis into relational aspects of adult learning.

Pete Shotton is a certified transactional analyst and Provisional Teaching and Supervising Transactional Analyst in both the education and psychotherapy fields. He has worked in education settings since 1978, as a subject teacher, a special needs co-ordinator, a head of year, and a local authority advisory and support teacher. From 1999 to the summer of 2007 he established and led a pastoral mentoring support team in an inner-city boys' high school in Manchester. He provides training on inclusion in education to PGCE teacher training students, and has recently taken up a part-time role providing education support to a foster-care agency. He is also a partner in a psychotherapy, supervision and training practice.

Graeme Summers has over 20 years experience of coaching and training people working in a

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Susannah Temple PhD, PTTA, is an Educational Transactional Analyst. She has experience in many educational settings including being a schools counsellor for seven years. Susannah is the author of both the Functional Fluency model of human social functioning and the Temple Index of Functional Fluency (TIFFÖ), a TA psychometric tool for behavioural diagnosis, personal development and research. In July 2003 she was awarded a Silver Medal by the European

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