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## TRANSACTIONAL ANALYSTS FOR SOCIAL RESPONSIBILITY

# Caring for Those on the Edges

by Florence Crépy

**W**riting about my professional work is a way for me to demonstrate my commitment to and respect for the people I have been engaging with for nearly 15 years now. These are people who are, in various ways, excluded from normal social life and community, those who have been forgotten, rejected, and/or stigmatized. Here I want to testify to what I have learned from them, supported by my profession, my training in transactional analysis, my concern to give meaning to the work, and constant supervision.

*"I found that practicing as a professional TA counselor was not so simple. I was confronted with the gap between reality and the theoretical framework and relational skills I had learned in my training. In this work, a feeling of helplessness is never far away."*

I have been a nurse for over 20 years in the field of addictions. After a few years as a supervisor in a clinic and with some volunteer experience working with people in precarious situations (i.e., those who are unemployed or underpaid, have lost or might lose their homes, etc.), I answered a job announcement that fit my hopes and skills in every way. It was in a clinic and



involved reaching out to people who live in shelters or seeking them out wherever they are. It offers a place to meet with them around addiction care, to pay attention and listen to those who in most cases ask for nothing.

My place is at the interface of various partners and agencies, but especially by the side of the people I accompany on their life journey, guiding them in the sense of motivating, supporting, orienting, reinforcing, and opening the door to a counseling relationship. My job is to work on their motivation to change, especially to alter their relationship to whatever substance(s) they are using. In this work, I use both transactional analysis and motivational techniques that have been developed in the addictions field.

When I began the job, in spite my volunteer experience, I found that practicing as a professional TA counselor was not so simple. I was confronted with the gap between reality and the theoretical framework and relational skills I had learned in my training. In this work,

a feeling of helplessness is never far away. Fortunately, reading, supervision, and training have helped me to gradually refine my modes of intervention as well as my way of engaging in relationships with my clients.

The topics of marginalization and exclusion from normal society make the headlines when, for example, the death of a homeless person awakens our conscience. But it is important to remember that the homeless are a heterogeneous population. In my job, I might deal with an 18-year-old or a 70-year-old retiree who cannot afford his or her rent, although the majority of the individuals I encounter are not the most marginal because they benefit from housing aid.

Most of them are men, but there are also some women, and they are even more vulnerable. The main factor that brings them to us is their addiction issues, which is often,

although not always, the reason they are homeless. Others have gradually lost the usual practices of society as they battle the violence of living, or merely surviving, in such insecurity. Some have been in and out of institutions or foster care for most of their lives. Sometimes they have been in jail, which may be experienced as a sort of respite.

Reading Jean Furtos (2011) helped me to grasp the impact of precarious living through his writings on the effects of the psychological suffering resulting from social problems. He described “an existential pain, a suffering that may go with organic pain but also comes from the humiliation, the social contempt, or worse, just plain indifference (p. 14). We can tie this to the concept of protocol (Cornell & Landaiche, 2006) in terms of the impact of shame but also the imprint of trauma. For beyond the difficulties in their current lives, the people I work with have life stories that usually reveal disaffiliations of all kinds starting from a very young age.

I have had to relinquish my desire to be the person who wants and knows for them, because these men and women are often sent to us without awareness of their problem. When they come in, it is out of compliance with the “educators” who told them that they have a problem, even though they do not recognize themselves in the diagnosis they have been given or labeled with. They discount the significance of the stimulus and the existence of a problem (Mellor & Schiff, 1975; Schiff & Schiff, 1971) or, if they are more advanced and have identified the problem, they discount the viability of options: “I’ve already been to detox 10 times, so why bother going again?” They feel justified in remaining passive and do not really want our help.

*“Such a commitment lends real meaning to the way we join and accompany our clients, showing them that the bond endures in spite of ruptures and enactments. It is important for all of these feelings to be welcome in the relationship so that they feel like full-fledged persons again.”*

It takes work before they see a problem in the addiction that they often experience as a kind of solution that enables them to hang on, to bear an awful reality, to calm themselves, to “work.” I think of Francis, who would say, “I’ve got to get out and work (beg). I’m so ashamed that I have my first drink to work up the courage to get out there.” Or Alain, who said, “I’m a nasty dude, and when I feel it coming on, I scare myself.” Then he told me he had started getting drunk in the cellar where he was locked as a child and there was nothing else to eat or drink.

When people stop coming to meet with us in various shelters all over our city (Lille), my mission allows me to pursue and find them in order to reestablish our connection. Such a commitment lends real meaning to the way we join and accompany our clients, showing them that the bond endures in spite of ruptures and enactments. It is important for all of these feelings to be welcome in the relationship so that they feel like full-fledged persons again, sometime, today, tomorrow, whenever they can pull out of the shame.

For example, Mr. P, who has been served by our services for over 10 years, has been regularly sent my way. When I first met him, 4 years ago, he turned down the appointment I was offering, saying “I don’t need any help.” Later, since he “wasn’t moving” despite his claims that he

## the SCRIPT

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wanted to get a job and be in touch with his son, various teams of helpers would become discouraged, and he would move from one agency to another. I had several opportunities to cross paths with him, and I managed not to lose track of him up to a period when he lived on the street for a few months. His toes were amputated during that time, and he was referred to me again. To date, he is still unwilling to go into rehabilitation, but he has been meeting with me every other week, talking gradually about his wounds.

It is crucial to maintain my commitment in order to remain a winner in Choy's (1990) triangle: vulnerability, care for the other, self-affirmation. I remember Pierre, who came in because he had been instructed to do so, and I never forgot him just staying where someone had told him to go. Here, there, what difference did it make to him? I felt I needed so much energy to breathe some life into the relationship and like I was speaking a foreign language as I provided words for our encounter. Pierre had no awareness of his physiological needs: He ate only once a day and used his drugs, which took up most of the space in his life. As I discussed his case with my colleagues, I had to resist their take on him: "Oh, he's an addict, he won't be motivated or ask for anything." But I hung on, remaining by his side, aiming first of all to build his

trust in our relationship and to offer him security in that relationship.

I was very sensitive to Pierre's vulnerability, to what I saw as him giving up on himself and losing hope. The exploration phase was not easy, with words coming only a few at a time. But he slowly revealed his history: Jewish grandparents from Poland, an absentee father, his childhood apparently full in some ways because his mother had a café but

*"Soon I was able to make sense of his suffering, but he was so dissociated that he could not. Yet he continued coming and changed his drug use somewhat. Not that he stopped, but he used less, as he said, "so things will go well between us and out of respect."*

empty in many others because she was herself an addict and offered little in the way of relationship. "We would just do anything we wanted, we would help ourselves," he said. The kids were just there, in the next room, with no anger, sadness, or emotion. Seeing that he had experienced so little relating in his life, I gained a new understanding of his difficulty in speaking about his feelings and his using drugs instead, without mentalizing.

Soon I was able to make sense of his suffering, but he was so dissociated that he could not. Yet he continued coming and changed his drug use somewhat. Not that he stopped, but he used less, as he said, "so things will go well between us and out of respect." He still has trouble taking in the strokes I offer. But today he exists and I exist in the relationship, there is talking between us. The substance abuse is

still there, but it is no longer at the center. He is starting to care about other things as well. I brought this case back to my coworkers to let them know that things were actually happening and possibilities were opening up so that all of us together could mobilize for and with him.

My sense of OKness and unconditional welcoming has become deeper and more intense through such engagements. To conclude, I will paraphrase Jean-Paul Godet (2013): In TA, we can speak of an engaged accompaniment when the coach, trainer, or psychotherapist, for example, takes an unambiguous position in the face of ethical failure, when he or she dares to take sides for the defense and care of a person who is vulnerable and fragile, when he or she takes the measured risk of encouraging the frightened and hesitant client toward progress and success by offering adequate encouragement.

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# Fields, Boundaries, and Limitations

by Jean-Pierre Quazza

**I** discovered transactional analysis almost 4 decades ago. After a year of initiation, I was both enchanted and impatient to start serious training. At my first ITAA conference, I met with several early contributors to TA, including Ted Novey. After a few minutes of conversation with him, I dared to ask, “What is the difference between training in the clinical field and in the other fields?” (In those days there were only two fields: clinical and special, the latter of which accounted for all nonclinical work.) He kindly but firmly answered, “There is no difference, the training in TA is the same.” I was shocked, bewildered, and astonished. It took me many years to understand what Ted had meant.

Since then, I have kept asking myself (and colleagues) why we have so-called fields, what we transactional analysts, regardless of our field, have in common, and what our responsibilities are.

## Why Do We Have Fields?

Early on, transactional analysis practitioners came from a variety of backgrounds and activities. Berne himself built a reputation as a psychiatrist, a group analyst, a theoretician, an educator, and an organi-

zational change master. As it grew, TA began to incorporate practices from various professions and was influenced by different cultures, which led to a more varied TA scene. Increased professionalism and expanded applications resulted in more diverse responses in terms of practices, training curricula, and theoretical emphases. Hence the necessity to create new fields of application that would reflect that variety, offer appropriate training, and make sufficient provisions to protect different types of clients. The decision was made, in the 1980s, to replace the term *special fields* (as distinct from the clinical field) with counseling, educational, and organizational fields.

## What Do We Mean by Fields?

With their various professional experiences, many transactional analysts today want a TA environment that is oriented to their specific professional interests and needs. However, such specialization can lead to potential problems. Differences in understanding ethics, possible rivalries in a limited marketplace, and resulting tensions within transactional analysis organizations have been observed in many areas. In response, transactional analysts have used simple concepts, such as



boundaries, to talk about and deal with the risks associated with situations such as boundary violations, conflicts, inappropriate competencies, unethical situations or behaviors, and so on. Unfortunately, the term *boundaries* also presents several difficulties:

- Boundaries may vary according to local and legal requirements; for example, the separation between clinical and counseling work differs when one crosses national borders.
- Boundaries is an ambiguous concept in that it not only protects but also separates. It carries with it the idea of territories, which can become like baronies that then appear to need defending against possible breaches and intrusions. One can easily see that defending one's territory could also prevent curiosity about other fields, practices, and frames of reference.



■ Boundaries and territories tend to develop specific practices, which may be appropriate and useful, but in doing so they often privilege specific parts of TA theory and ignore others. In the long term, it may prove increasingly difficult to share our common heritage. If we were to limit that sharing to the most commonly accepted “light” version of transactional analysis, what was once a rich, multifaceted set of theoretical hypotheses and descriptions would progressively become limited to a one-size-fits-all accepted set of tools.

For example, if script were considered relevant only to clinical work, educational transactional analysts would not be able to explore the implications of educational strategies and/or practical interventions in the classroom with regard to repetitive behaviors and script beliefs. Likewise, organizational transactional analysts would be discouraged from questioning a founder’s or leader’s personal script in relation to the survival of the group/organization he or she manages. Of course, using the concept of script in educational or organizational work does not mean that the intervening transactional analyst would refer to the client’s past in the way a clinical

*Jean-Pierre Quazza has been a Certified Transactional Analyst since 1982 and has worked as a practitioner and consultant in the field of human resources. His main interest is in articulating various levels of theory, such as leadership, the unconscious level of organizational dynamics, organizational scripting, and the implication of such ideas in the treatment of groups and organizations. Presently, he participates in two research seminars on transactional analysis. Jean-Pierre can be reached at [jean-pierre.quazza@orange.fr](mailto:jean-pierre.quazza@orange.fr).*

transactional analyst might. But reducing the original concept of script to a tool and reserving its use and comprehension to a specific field sterilizes our theory and Berne’s original thinking.

### **What Do We Share?**

As transactional analysts, we have a common heritage and a shared legacy. TA has developed an extended and sophisticated set of interrelated concepts and practices. Like many of my colleagues, I am of the opinion that, as a scientific discipline, transactional analysis is still being developed. Eric Berne left us with a legacy of powerful intuitions and innovative and remarkable descriptions. He also left us with inaccurate definitions, short cuts, and areas that still need to be explored. Transactional analysis is continuously struggling to achieve distinct recognition and to separate from the disciplines (psychology, communication) from which it originated.

Transactional analysis has not yet achieved those goals, and its academic standing varies by country. We clearly still have a lot of work to do. However, if one or several fields gradually but steadily moved away from the others, it would certainly put transactional analysis at risk as a “building itself theory.” From a theoretical perspective, I do not believe that the separation of fields will help us to continue the work Berne left to us. That will be possible only when we are united, that is, if we are convinced that we have a valuable and unique theory that we need to deepen, cultivate, and grow.

### **What Are Our Responsibilities?**

As we know, one of the strengths of transactional analysis is its training and certification process. Whereas professionals from different fields are looking for ways to improve/change

the ways they exercise their skills, many trainees (especially, though not only, in the clinical field) are in the midst of a career change to becoming a psychotherapist, counselor, or consultant. Consequently, transactional analysis trainers are faced with the challenge of training and educating their trainees as both transactional analysts and psychotherapy professionals, counselors, or consultants. This evolution was probably inevitable, but it should not lead transactional analysts to wear multiple hats (e.g., acting for the same person as trainer + supervisor + psychotherapist or as organizational facilitator + coach of the leading team, etc.). It is not, however, a lack of competencies that should lead us to refrain from adopting multiple roles. Rather, it is the coherence, both from a theoretical and a practical point of view, of their intervention in conjunction with a given purpose (educational, organizational, clinical, or counseling) and a specific “playground.” To keep things clear and clean, I suggest one easy decision: Role superposition or overlap can and should be avoided.

Establishing boundaries between fields can be viewed as an interesting and perhaps useful attempt to prevent, and sometimes repair, ethical problems. However, I think that ethical issues are a consequence less of boundary crossing or insufficient competence and more the result of a lack in understanding the specific coherence and rules in various contexts. They also come from a tendency to fill different (and possibly incompatible) roles in the same context or during the same intervention.

We still need to further understand, deepen, and integrate the different aspects of Berne’s social psychiatry as a whole, be it in personal, group, relational, or organizational contexts. **5**

# Our First Multilevel Learning Program

by Saratha Sankaranarayanan, Vidya Dinakaran, and Vaaruni Sundar

The 2016 Multilevel Learning (MLL), a South Asian Association of Transactional Analysts (SAATA) event, was held 9-10 January in Chennai and hosted by Nibaana and Poornam. There were about 70 participants, including PTSTAs from the United Kingdom, Germany, and Turkey.

This was the first time we three had participated, and we were unsure of what would happen during the event. However, we had heard wonderful reviews about the MLL and were eager to experience it for ourselves. The theme of this year's program was "Case Study." Given that the event is called multilevel learning, it was implicit that we would structure our own learning. At first we were disappointed in the loose structure, but as time passed, we

*Saratha Sankaranarayanan, Vidya Dinakaran, and Vaaruni Sundar are students doing their third-year bachelor's degree program in psychology at the Madras School of Social Work. They have also had about a year of training in transactional analysis. They can be reached by emailing Vaarun at [vaaru.sundar@gmail.com](mailto:vaaru.sundar@gmail.com).*



Priya V. (center), who received her SAATA Diploma in TA during the MLL, with Chitra Ravi (left) and SAATA President Susan George (right).

started to understand the purpose and uniqueness of the MLL. As college students, we are used to following a rigid structure, even in our TA classes, but the MLL helped us to recognize our own capacity to understand concepts.

The MLL was led by three TSTAs and eight PTSTAs, including Alexandra Piotrowska from the UK, Christine Bahrainis from Germany, and Fusun Akkoyun from Turkey. The CTAs who helped design the event served as observers who summarized the

group process after each session. This enhanced the learning for both trainers and trainees. The facilitators were keen to address the group's needs and questions. We were amazed at how the trainers accepted the supervisors' feedback, how they took our feedback seriously, and how they customized upcoming sessions according to our needs.

The supervisors extended protection to the facilitators as well as the group. We could see transactional analysis principles in action: open






2016 Chennai MLI trainers (from left): C. Suriyaprakash, Sailaja Manacha, I. A. Mohanraj, K. Raguraman, Annie Cariapa, A. Geethan, Chitra Ravi, Christine Bahrainis, Alexandra Piotrowska, P. K. Saru, Ragini Rao, Fusun Akkoyun, and Susan George



Participants at the 2016 Multilevel Learning program in Chennai

communication, contracting, permission, potency, and protection. Various perspectives about case studies from different fields of specialization were discussed. We had a good deal to learn from those who are further along in their TA training than we are. We also understood how even at the PTSTA or TSTA level, it is OK to have blind spots. What we need to do is reflect on and learn from our mistakes.

The self-structured learning provided us with insights not only about case studies but also how TA can be put into action. We are looking forward to next year's MLL! 

### Important Reminders for Members...

- The Dhaka exams will be from 31 Aug. to 1 Sep. 2016 rather than just on 1 September. Remember that these exams will be limited to 2 TSTA and 4-6 CTA candidates. Please apply early if you are interested in being examined there.
- Please check your entry in our database to ensure your address is correct. Log on to [itaaworld.org](http://itaaworld.org) to access your account. We will be mailing out the next *TAJ* to those entitled to receive a hard copy, and the correct address is critical to you receiving it.

# USATAA Hosts Jamaica Gathering With an International Flavor

by Lucy Freedman

The 19th Gathering of the USA TA Association (USATAA) in Jamaica drew participants from as close as Miami and as far away as Washington State, Ukraine, Lebanon, France, Slovenia, and Germany as well as friends from Kingston, Jamaica, to exchange ideas, relax, and renew. We used a self-organizing technique called Open Space Technology to schedule sessions once we were together rather than planning the program in advance. Leadership is shared, and group members decide what they want to do.

This year participants brought interesting material on a wide range of subjects, from how we teach transactional analysis in local government; to innovative approaches to depression, anxiety, drug abuse, and longevity; to cooperative models for relationships; to the ripple effect of TA for social change; to how to reach the millennial generation with social media. In addition, Steve Karpman gave a three-part miniseries on developments with the drama triangle. Our social media-conscious folks made some videos that will be posted soon. (If

you want the links when they are up, please email [coordinator@usataa.org](mailto:coordinator@usataa.org).)

Each day began with physical warm ups and stretches led by Viktoriia Kotova and Dutch Berkley, and after our morning sessions, we adjourned to lunch at the beach. One day we had a special talk by social worker Gloria Simms, who shared perspectives and traditions of her Maroon culture, which is based on descendants of Africans who fought and escaped from slavery and established free communities in the mountainous interior of Jamaica. She told us about a national legend, Nanny of the Maroons, who led their resistance against the brutal British slave holders and was a spiritual as well as a military leader. We then took an offering to the river along with Rasta Elder Scram, a ritual in which we were all invited to participate.

According to participants' feedback, the combination of warm, accepting participants, with stimulating learning, in a lush rainforest setting by the ocean, was exactly what was needed for personal regeneration and validation. Here are some



*During her presentation, Gloria Simms wore a garment made of burlap to recall the clothing that Maroons made out of sugar sacks.*

observations from first-time attendees.

“The Gathering was based on cooperation. Group members worked together to support each other and to provide a nurturing environment for sharing and developing new ideas. I felt validated and appreciated the democratic process of organizing the schedules/presentations.”

“I now see TA from a more global perspective. It was nice to meet people with TA in common.”





*Enthusiastic participants at the 2016 USATAA Gathering in Jamaica*



*Felipe Garcia leading a workshop in Jamaica*

necting with my deep roots in transactional analysis. The process of selecting what each of us wanted to present, hear, learn, and grow in was up to each of us, which I liked a lot.”

“I liked how much free time we had. It was good to relax and do nothing or something as I chose. The variety of possibilities was rich. The multicultural experience gave a depth to the experience that I had not expected.”

“I was challenged both theoretically and personally. I got help from a variety of people on both levels, and yes, I am planning on coming back next year.”

Perhaps you are asking, “How do I get to go to this wonderful Gathering?” Keep an eye out for our 2017 dates, which will be in January or early February. Thanks to the generosity of the owners of Frenchman’s Cove resort, we are able to offer remarkably low prices for a conference week on the beach. If you want to be informed as we make plans, send your email address to [Jamaica@usataa.org](mailto:Jamaica@usataa.org). 📧

“I experience USATAA, and the ITAA, as larger families, strong and generally functional ones that have figured out ways to build and maintain functional relationships and to rehabilitate dysfunctional ones. TA people are usually warm and welcoming and know and can challenge a discount or game when they experience it. In Jamaica, we formed a functional learning community, and we also played, meditated, shopped

a bit, did some sightseeing, enjoyed evening meals at local restaurants, and came together for a fantastic (one long table on the beach) banquet.”

“Strangely enough, probably due to the warm, calm, tropical ambiance plus the warm welcoming process, I came home calm and quiet. I’m still feeling this effect, and it has helped me to consider some important parts of my life in a different way.”

“My experience in Jamaica was far better than I had anticipated. I liked the beautiful location, the warm weather, the welcome I experienced, the international components of the gathering, and recon-

*Lucy Freedman is an organizational consultant, a former ITAA President, and long-time leader in USATAA. She can be reached at [lucy@syntaxforchange.com](mailto:lucy@syntaxforchange.com).*



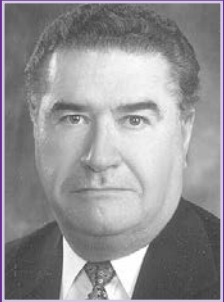
*Lucy Freedman enjoys fun and relaxation during down time in Jamaica*

# Keeping In Touch



Mandy Lacy

**Mandy Lacy** has a chapter titled “Patient Emotions and Patient Education Technology” in a new book entitled *Emotions, Technology, and Health* edited by Sharon Y. Tettegah and Yolanda Evie Garcia and published in 2016 by Academic Press, an imprint of Elsevier. Mandy’s chapter is based on her research in patient education technology and patient emotions through applying Berne’s theory of psychological hungers. For excerpts of the book, click [here](#).



Richard Stapleton

**Richard Stapleton’s** latest book, *Born to Learn: A Transactional Analysis of Human Learning* (Statesboro, Georgia: Effective Learning Publications, 2016) considers what would happen if we learned to perform human transactions in a different way, if we were able to take control of our social and psychological messaging. Richard is a Certified Transactional Analyst and a former professor at Georgia Southern University. For more information, visit

[www.effectivelearning.net](http://www.effectivelearning.net).

**The International Association of Relational Transactional Analysis** (IARTA) will hold a one-day Relational Psychotherapy Conference on 11 June 2016 in Edinburgh, Scotland. The theme is “Integration and the Use of the Self,” and the conference is chaired by Ray Little, CTA. The presenters will be Helena Hargaden, TSTA, on “How Can We Know the Dancer from the Dance (after W. B. Yeats)” and Aaron Balick on “Using the Relationship in Therapy: What Makes a Relationship With ‘Me’ So Special?” Conference participants will have the opportunity to discuss with their colleagues issues raised by the presentations. For more information visit [www.relationalta.com](http://www.relationalta.com).



Dmitry Kasyanov (right) with Abe Wagner during the 2014 World TA Conference in San Francisco. Dmitry has translated into Russian and republished Abe Wagner’s 2011 book *Say It Straight or You’ll Show It Crooked* (St. Petersburg, Russia: Metanoia Publishing, 2016).

## TA Conferences Worldwide

### 25-29 May 2016:

Kochi, Kerala, India. Institute for Counselling and Transactional Analysis (ICTA) 43rd TA Conference. Contact: K A Sebastian at [sebastianka99@gmail.com](mailto:sebastianka99@gmail.com)

### 11 June 2016:

Edinburgh, Scotland. International Association of Relational Transactional Analysis Conference. Contact: [www.relationalta.com](http://www.relationalta.com).

### 7-9 July 2016:

Geneva, Switzerland. EATA 40th Anniversary Congress. Contact: [www.eatanews.org](http://www.eatanews.org)

### 2-4 September 2016:

Dhaka, Bangladesh. South Asian Association of Transactional Analysts Conference. Contact: [www.askbd.org/ask/](http://www.askbd.org/ask/)

### 27-29 July 2017:

Berlin, Germany. World TA Conference



## Call for ITAA Board Nominations

The following position is open for nominations. Deadline: 31 May 2016.

Regional Trustee (nomination and election only by members of the region):

### ■ European region (2017-2019)

Nominations require the name and consent signature of the nominee (it may be yourself), the name of the person making the nomination, and the name of the person seconding the nomination. To be eligible for nomination, trustees may not have already served two consecutive terms of office in any position on the board. Position statements (charters) that describe the function and selection criteria for each of the officer positions are available from ITAA Secretary Mandy Lacy at [mandy@lacyconsulting.net](mailto:mandy@lacyconsulting.net). Nominees are encouraged to read and understand these before accepting nomination.

Send nominations to ITAA Nominations Chair Sumithra Sharatkumar at [sumithrask@gmail.com](mailto:sumithrask@gmail.com).

If you have not already submitted a Consent to Use of Electronic Transmissions so that you are eligible to vote electronically in case of a ballot, we urge you to do so immediately by visiting [here](#).

## EXAM CALENDAR

Exam Date	Exam	Cert. Body	Location	Application Deadline
5-6 Jul 2016	CTA	COC	Geneva, Switzerland	*
31 Aug-1 Sept 2016	CTA	BOC	Dhaka, Bangladesh	31 May 2016 +
10-11 Nov 2016	CTA	COC	Koln-Rösrath, Germany	*
10-11 Nov 2016	CTA	COC	Montpellier, France	*
24 Nov 2016	CTA	IBOC	Auckland, New Zealand	24 Aug 2016
9-10 Nov 2017	CTA	COC	Koln-Rösrath, Germany	*
5-6 Jul 2016	TSTA	COC	Geneva, Switzerland	5 Jan 2016
31 Aug-1 Sep 2016	TSTA	IBOC	Dhaka, Bangladesh	1 Mar 2016 +
10-11 Nov 2016	TSTA	COC	Koln-Rösrath, Germany	10 May 2016
10-11 Nov 2016	TSTA	COC	Montpellier, France	10 May 2016
9-10 Nov 2017	TSTA	COC	Koln-Rösrath, Germany	9 May 2017
11-13 Jul 2016	TEW	COC	Geneva, Switzerland	*
4-6 Sep 2016	TEW	IBOC	Dhaka, Bangladesh	4 May 2016
2-4 Dec 2016	TEW	COC	TBA	*

\*For CTA and TEW deadlines see the EATA Handbook or contact the EATA Supervising Examiner.

+ The IBOC exams in Dhaka will be limited to 2 TSTA and 4-6 CTA candidates. Please apply early if you are interested in being examined there.

For more information about IBOC exams, see [www.itaaworld.org](http://www.itaaworld.org).

For further information on COC exams, see [www.eatanews.org/examinations/](http://www.eatanews.org/examinations/).

## Welcome to New Members

### JANUARY 2016

Emma Appleby, UK  
Kellie Barratt, UK  
Maneesha Chawla, Malaysia  
Gea Hoek, Netherlands  
Stefano Iapichino, Italy  
Nicole Kabisch, Germany  
David Kryštof, Czech Republic  
Patricia Lyon, UK  
Lynn Martin, UK  
Karen Morris, UK  
Alexandra Psallas, Belgium  
Kathrin Rutz, Switzerland  
Goran Savic, Serbia  
Tim Small, UK

### FEBRUARY 2016

Susan Andrews, USA  
Judith Charlton, UK  
Marina Hoos, Netherlands  
Michelle Hyams-Ssekasi, UK  
Josefine Josefsson, Sweden  
Paul Kellett van Leer, USA  
Dragos Lungu, Romania  
Andrew Matthews, South Africa  
Stephanie Mitchell, Australia  
Ji-Yun Park, Korea  
Jalaja Pillai, India  
Reshma Prakash, India  
Debra Roberts, UK  
Sunitha Sivamani, India  
A. Verbeeck, Netherlands  
Nicola Waters, New Zealand

## TAJ Theme Issues

### "The Sense & Nonsense of Research in the Human Sciences"

Coeditors: Bill Cornell and Mark Widdowson  
Deadline: 1 July 2016

### "Gender, Sexuality, & Identity"

Coeditors: Brad McLean and Bill Cornell  
Deadline: 1 January 2017

Submission requirements [here](#). Email manuscripts to [robinfrayer@aol.com](mailto:robinfrayer@aol.com).





## South Asian Transactional Analysis Conference Hosted by Ain o Salish Kendra (ASK) 2-4 September 2016 🐦 Dhaka, Bangladesh

For more information: [www.askbd.org/ask/](http://www.askbd.org/ask/)  
IBOC Examinations: 31 August - 1 September 2016

### PRESENTERS

#### Workshops - 3 Hours

Ananta Ahmed, India:  
"The Power of NOW"

Deepak Dhananjaya, India:  
"Unravel Internal Barriers"

Dr. K. V. Jayashree:  
"Anger & Forgiveness"

Dr. Swati Smita and Suchitra Bhaskar,  
India: "Women in the Workplace"

Emily Keller, USA: "Play Frees the Child:  
Tools for Integrating Play Therapy & Family  
Therapy to Free Authentic Feelings"

John Heath, UK: "On Becoming the Hero  
of Your Own Life"

Julie Hay, UK: "Exploring the Differences  
to Identify the Similarities: How Do We  
Encourage Autonomy in the Different  
Ways We Apply TA?"

Khursheed Erfan Ahmed, Bangladesh:  
"Biography in TA: Grandmother in  
Nostalgia"

Karen Pratt, South Africa: "Crossing the  
Line: Learning That Enables Freedom  
Within to Support Change Without"

Md. Azharul Islam and Lipy Gloria  
Rozario: "Self-Compassion Through  
Mindfulness Exercises"

Mrinalini Sharma, India: "Owning Our  
Bodies: A Journey From Shaming to  
Reclaiming"

Mohammad Moqsud Malaque,  
Bangladesh: "Butterfly in Our Hand"

Ragini Rao, India: "Freedom Through  
Autonomy and Integration"

Smita Chimmanda, India: "Building Self-  
Esteem in Communities Using Positive  
Cultural Script Elements and  
Decontamination"

Veena N. Sethuraman, India:  
"A Comparison of the Impact of

Individualistic and Collectivistic Cultures  
on 'Freedom Within' "

A. K. Saravanan, India: "Dream Works:  
An Integrated Approach to Inner  
Freedom"

#### Workshops - 1.5 Hours

Mandy Lacy, Australia:  
"Freedom to Change"

Diane Salters, South Africa: "Freedom  
and Belonging in Couples and Families:  
TA as a Systemic Approach"

Dr. Helal Uddin Ahmed, Dr. Sifat E Syed,  
and Dr. Chiranjeeb Biswas, Bangladesh:  
"Parental Approach for Problem Behav-  
iors in Children"

Manoj Kesha, India:  
"Freedom Within Through Empathy"

Milly De Micheli (Emilia Maria), Italy:  
"Cooperation in Freedom in the Special  
Fields of Application of Transactional  
Analysis"

Rubina Jahan Rumi, Bangladesh:  
"Basic Skills in Suicide Prevention in the  
Context of Bangladesh"

Thorsten Geck, Germany:  
"The Freedom of Becoming a CTA"

Umme Kawser and Sabrina Mahmood,  
Bangladesh: "Children's Self-Regulation:  
The Role of Parenting"

Sarmishta Mani, India: "How Do You Do?  
Engaging in Creativity, Zest, and Curiosity  
Through the Safety of Art"

K. Raguraman, India: "Lead to Change"

C. Suriyaprakash, India: "Physis: The  
Source of Freedom Within"

#### Posters, Papers, & Lectures - .5 Hour

Faysal Ahmed Rafi, Bangladesh: "The First  
Emotional Support and Suicide Prevention  
Helpline in Bangladesh" (poster)

Anne Anthonia Baroi and Safina Binte  
Enayet, Bangladesh: "Understanding the

Stroking Pattern According to the Trans-  
actional Analysis of Young Adults" (paper)

Monzia Mushtaq and Tasnuva Huque,  
Bangladesh: "Exploring Injunctions and  
Drivers of Intersex People (Hijra) in  
Bangladesh" (paper)

Mahmuda Muhsina Bushra, Bangladesh:  
"Time to Look at Girls: Migrants in  
Bangladesh and Ethiopia" (paper)

Shekh Zadi Rezina Parvin, Bangladesh:  
"Psychotherapy Services Within a Trans-  
actional Analysis Approach Played an  
Important Role for Couples to Feel Free-  
dom Within and Establish Healthy Rela-  
tionships: A Study of Survivors of Partner  
Violence" (paper)

Ahmudur Rashid Khan, Bangladesh: "An  
Analysis of Madrasah Education System  
and Religious Organization" (lecture)

Dr. Muhammad Zillur Rahman Khan,  
Bangladesh: "Promotion of Child and  
Adolescent Mental Health and Well-  
Being in Bangladesh" (lecture)

Kali Prasanna Das and Tasnuva Huque,  
Bangladesh: "Rabindranath Tagore: In  
the Light of TA" (lecture)

Mubassira Ferdousi Nishad, Bangladesh:  
"Autonomy vs. Kaivalya" (lecture)

Selina Husna Banu, Osman Goni, and  
Astha Akter, Bangladesh: "Neuromodula-  
tion Approach in the Management of  
Developmental Emotional Behavioral  
Disorders (EBD)" (lecture)

Umme Kawser and Zinnatul Borak,  
Bangladesh: "Transactional Analysis  
Concepts: Personal Growth and Develop-  
ment of TA Practitioners in Bangladesh"  
(lecture)

**The annual ITAA Board of Trustees  
meeting and annual general meetings  
of the ITAA and the SAATA will occur  
in conjunction with the conference.**