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On Groups: Diana Deaconu Interviews Mick Landaiche

We continue to celebrate the *Innovations in Transactional Analysis* book series edited by Bill Cornell and published by Routledge/Taylor & Francis with the following interview that Diana Deaconu conducted with Mick Landaiche, the author of *Groups in Transactional Analysis, Object Relations, and Family Systems: Studying Ourselves in Collective Life*.

Diana: You describe how many of your professional activities prove to be learning opportunities. I imagine writing this book might have been one as well.

Mick: It was, indeed, and not always a pleasant one. I learned that there can be themes in our lives that develop without us being conscious of them. I had no idea that the articles I was writing and the ideas I was exploring over nearly 15 years would fit together as they do. I could not have planned it if I tried! And in reencountering my earlier writing, I understood it in ways I did not originally. Pulling this all together into a book involved sitting for long periods in discomfort and uncertainty. But I learned not to take those discomforts as signals that I should stop, and when I was finished, I was very glad I had not given up.

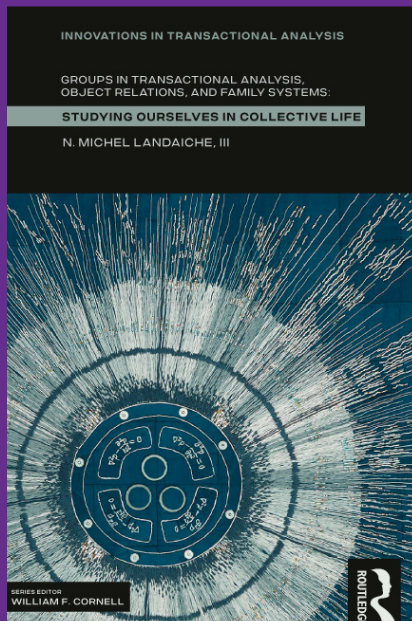


Mick Landaiche



Diana Deaconu

*Groups in Transactional Analysis,
Object Relations, and Family
Systems: Studying Ourselves in
Collective Life*



20% discount until 31 December 2020 for ITAA members on the Innovations series books by using code BSE20 at Routledge.com

Diana: You advocate for maintaining an attitude of “engaged researching” when being in and working with groups. To my understanding, this is closer to an existential position than simply a technique for gathering data. How does an engaged researcher meet the more corrosive aspects of group life, such as violence, despair, or hopelessness?

Mick: For me, it is important to approach a group as if I don’t know everything about it, as if there are potentials that may yet be discovered, all the while knowing that the prospect of remaining open to the group will not always be comfortable and not to let that dissuade me. So, I might call working as an engaged researcher in a group a practice, certainly an existential position based on a principle that I believe is important to embody. When we are engaged as researchers—in our

groups, families, communities—the information we gather is rarely neutral. We feel it deeply, and it’s that depth that correlates with the importance of that data or information about the group or other human system. I also think it’s important to recognize engaged researching as a capacity that is developed over time and never fully achieved.

As for the more corrosive aspects of group life, it is important to make contact with and know them experientially, which means feeling them in our bodies. Sometimes we aren’t able to do that because we haven’t yet matured to that level of containing. I think we have to be realistic about how much we can sustain, how much we can contact, and give ourselves time to learn how to be more fully with the disturbing facets of human life. Once we are able to be in their presence, as engaged researchers, we have the capacity to learn from them, to learn their origins and functions, to understand better the group’s difficulty in being with and coming to terms with those aspects. For the group, this can be a first step in understanding those corrosive and destructive forces, what they are about, and instead of trying to get rid of them, to figure out how the force of life—the group’s vitality—must be redirected in service to the aspirations that are also there.

Diana: Bion’s theory underlies much of what you write, and his ideas about containment become another way of looking at engaged research in terms of how the researcher provides a containing function for the group. Do you see this being achieved through a leadership role or a membership role?

Mick: The individual in the group who is able to remain in the presence of the disturbance—without acting out and/or dissociating and with

actual interest—offers a way to contain those forces that might otherwise seem too vast and uncontainable. I don’t think it matters whether this is provided by the designated leader or by a group member. In fact, if a member offers it, that represents valuable leadership. That is why I see leadership-followership as a shared function for any group, something that can be embodied by all regardless of formal roles. Even when I am the designated leader, I am looking for signs that others in the group might be better able to contain certain aspects than I am. I want to acknowledge that contribution and allow myself to follow their lead.

Diana: In the book you talk about having difficulties in following another’s lead. Could you tell us more about the experiences of followership that you found effective?

Mick: I couldn’t follow effectively until I was in my early thirties. Before that, my followership was passive or conformist or I would dodge it by avoiding interactions. But when I began to pursue my own personal growth in therapy, I was also learning to become a therapist and group facilitator. So my earliest forms of effective following were in relation to the teachers, mentors, and supervisors I sought out. My second most important learning to follow occurred when I became a father. I came to understand that I could not learn to parent effectively if I did not follow my children’s leads. They taught me—to the best of their ability and mine—how to be the kind of father they each needed, which turned out to be very different from the authoritarian model I grew up with. This kind of learning to follow became one of the foundations for my practice as a therapist, supervisor, consultant, and group facilitator.

Just as we may unintentionally, as a community, enact oppressive, colonialist practices in our efforts to spread TA around the world, whatever toxic processes have been in play have not been strong enough to kill off the physis—the aspiration—of various TA communities around the world.

Diana: Particular phrases you used in your examples of working with groups caught my attention: being with “a group in trouble” and “watching out for the group.” I sense that these convey something basic about group life, a disturbance that is felt, in Berne’s words, at the tissue level of experience. How do you then “watch out” and what does this do to “the trouble”?

Mick: An area of trouble that emerges in a group might point to the group’s most important area for growth. Let’s say a training group is having trouble being curious about countertransference reactions and is instead responding judgmentally or intellectually. If group members can stay with that trouble, it may help them understand what is blocking their ability to make use of countertransference reactions in their work with clients. This is not an intellectual exercise but part of an effort to be aware of the bodily cues that something is happening. We can also “watch out for the group” by observing what is happening in our own bodies. The phrase “tissue level” speaks to the deeply embedded bodily nature of these kinds of troubles, which makes it harder at times to be conscious of them. And being curious about such areas of trouble or disturbance can often be deeply unsettling, even though it can yield useful work for the group. On the other hand, there are times when


the areas of trouble are so intense and buried that the group can begin to act out in destructive ways. Then the designated group leader must watch out for the group’s welfare by interfering and bringing harmful behaviors to a halt. The issues may be so intense that the group cannot usefully explore them yet, but once the destruction is halted, the group is better able to reflect on what’s happening.

Diana: You mention culture as a prerequisite for aspiration. Having been an engaged researcher in various TA communities for a long time, what is it in the TA culture that you think fosters aspiration?

Mick: I love this question, partly because the concept of aspiration has been so important in my work. I am indebted to Berne for the idea as well as to others in the TA community who have elaborated on it. In my experience, even though there may be pressure to conform to the dogma (or canon) of TA—which emerges in almost any group—there is also freedom and permission to explore and individuate. Take the special fields in TA. There were cultural structures in place to discount practitioners in fields other than psychotherapy, but in spite of those, the fields of counseling, organizational consulting, and education have thrived and made contributions, some of which have informed psychotherapy more deeply. And although Berne seems to have struggled at times with his own interpersonal hostility, something of his generative spirit—his determination, curiosity, and creativity—persisted and has been shared within the TA community. Just as we may unintentionally, as a community, enact oppressive, colonialist practices in our efforts to spread TA around the world, whatever toxic

processes have been in play have not been strong enough to kill off the physis—the aspiration—of various TA communities around the world. Although cultures or countries may have been trained to replicate the TA canon for the purpose of exams, the spirit, individuality, and contributions of that community are eventually made available to the larger global TA community. I think the aspiration to form an international community carried both an effort to colonize, globalize, and earn a profit and the fostering of a global opportunity in which people can share their knowledge, wisdom, and unique perspectives. So, although I don’t want to minimize those instances when we as members of the TA community do harm, my hope is that we can, in time, better recognize the third-degree, protocol script elements that cause harm and to stop those while also appreciating the ways that we as a professional community have also fulfilled what was at the heart of Berne’s vision for his work and life.

Diana: The last chapter of your book sounds like handing over an aspiration to the next generation, that of integrating the theories of Berne, Bion, and Bowen. Does this imply that you do not plan to pursue this yourself?

Mick: That is definitely something I intend to continue pursuing, but I also sense that a fresh perspective is needed. I also think that achieving such an integration is a work in progress and that regardless of what I accomplish, those coming after me will always be able to improve on it. 

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Jenni Hine

by Bill Cornell

Jenni Hine died quietly in her sleep at the age of 94 in late October. After more than 3 decades of service and creativity devoted to transactional analysis and the ITAA in Geneva, Jenni retired to her home country of England where she lived independently until a fall last year. In notifying Jenni's friends and colleagues of her passing, Alison Hine wrote about how she and her sisters had done their best to remain close to Jenni, even with the restrictions on meeting in person due to the pandemic. She described how Jenni's daughter Marion read to her from her favorite Arthur Ransome novels, how daughter Jessica took Jenni on FaceTime horse-drawn

carriage walks through the Suffolk countryside, and how Alison herself showed Jenni old family pictures, which, until near the end, she was able to recognize. On the morning of Jenni's death, Alison sang to her, calling in the rest, peace, and love that surrounded her, especially from her three daughters, even though Alison did not know Jenni would die in the middle of the night.

Jenni was pivotal in organizing the first international transactional analysis conference in Villars, Switzerland, in 1975. While she was undertaking her own TA training, Jenni brought a variety of trainers to introduce transactional analysis to the Geneva area. In 1993, with Anne-Marie Guicquero, Jenni



founded the Centre d'Analyse Transactionnelle Geneva and oversaw the direction of the center until her retirement. During a crucial period in the evolution of the relationship between the ITAA and EATA, Jenni, as a member of the ITAA Board of Trustees, was a cochair of the long-range planning task force that developed the first cooperative agreements between the two organizations. With her husband, Mervyn, who became ITAA Treasurer, Jenni developed the idea of the TAlent system to make membership more affordable for transactional analysts working in economically limited regions. Although she was rarely in

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DECEMBER 2020

THE SCRIPT

Zoom Memorial for Jenni Hine

There will be a memorial for Jenni on
Sunday 13 December at 10am EST, 3pm GMT
on zoom.

Bill Cornell, Jenni's longtime friend, collaborator and teacher, will host.

Please make note of the correct time for your time zone.

Rev. Alison Hine, alihine@gmail.com

Zoom invite: <https://us02web.zoom.us/j/9797323531?pwd=M1h4RWY5MlpKUHNLYXo4aDIRaHJQdz09>

Meeting ID: 979 732 3531, **Passcode:** 323310


the forefront, Jenni was a working force behind the scenes to support the growth and recognition of TA around the world.

One of Jenni's deepest (and at the time most rebellious) passions was her advocacy for the recognition of counseling as a profession with a skill set distinct from psychotherapy. In a 1999 article she wrote, "Counseling and more socially/cognitively oriented methods of treatment are often viewed as a tolerated underclass in health care rather than as a recognized specialty and a valued profession, a practice to which transactional analysis has not been immune" (Cornell & Hine, 1999, p. 176).

Jenni authored several articles in the *Transactional Analysis Journal*, including some of the earliest explorations of brain research and TA theory. Her 1990 article "The Bilateral and Ongoing Nature of Games" has become a classic, foreshadowing the evolution of relational models in transactional analysis.

Having been a close colleague and friend of Jenni's through her years of work in Founex and Geneva, I took great pleasure in witnessing, and sometimes participating in, her quiet, persistent, rebellious questioning and creating. She will be missed.

References

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- Hine, J. (1990). The bilateral and ongoing nature of games. *Transactional Analysis Journal*, 20(1), 28–39. 

Remembrances of Ken Fogleman

As most of you know from the email sent to members on 12 November, long-time ITAA staff member Ken Fogleman died on 10 November at his home following a long decline. Because we just published a note about his retirement in the November Script, we thought the best way to honor Ken now was to invite remembrances of him from ITAA members. As will be clear from the following comments, he will be greatly missed.

Ken was always willing to serve the ITAA and its membership to his finest capacity. He held its history and stretched his limits to flow with many demanding and testing times. Ken was a shining example of commitment, loyalty, gentleness, and warmth. *C. Suriyaprakash*

Ken Fogleman was a great support to me as ITAA President (1996–1997) and continued to be until I last saw him in Raleigh. Ken was always honest, faithful, and committed to the ITAA, helping to resolve situa-

tions for members around the world. My gratitude, appreciation, and affection to him forever. *Gloria Noriega*

I always experienced Ken as polite, prompt, responsive, and efficient. When we met in Raleigh last year, I instantly connected with his lovely warm energy, enthusiasm, generosity, and gentleness. It is hard to measure the impact he had on us all. *Chitra Ravi*

Ken had a warm, genuine smile, an open heart, a sincere curiosity to know the person inside, and a sense of loyalty and willingness to serve. He touched my heart and I am saddened not to have had him close through my presidency. I am grateful he found his own dignified, graceful way to leave his ITAA family and then his beloved Tom and the world. *Elana Leigh*

Dear Ken, what fun we had at conferences, your quiet wry smile and mischievous eyes will remain with me. How we giggled at Raleigh, with Tom telling fond stories of you and you



Ken Fogleman (left) with his long-time partner Tom Encinias

letting me know what a good “story-teller” he is. I know what a struggle the last couple of years have been, and I wish you rest. *Steff Oates*

When I was elected ITAA President and paid my first visit to the office, Ken was very kind in showing me around and helping me become familiar with how things worked there. *Jim Allen*

A committed, gentle soul with a quiet, stable presence, Ken always had a positive response to any request, yet he expressed his thoughts and needs clearly. One request of his that I didn’t fulfill was to get him a typical Indian cat for his cat collection! May his soul rest in peace, and my condolences to Tom. *Susan George*

I only knew Ken to work with for a few years, and it was sad through that time to see his health deteriorating so quickly. The support given to him by Ken’s long-time partner, Tom, was humbling to see and experience. May Ken rest in peace and may Tom receive loving help and support. *John Oates*

What I will most remember about Ken is his gentleness and his

old-fashioned courtesy and kindness. In my haste, I sometimes sent off a curt request or instruction to Ken and received such a polite response! His devotion to the ITAA and to doing his best for us was clear and long standing. I was grateful to be able to draw on him as a source of information and history when I became president. I send warm condolences to Tom, his loved and loving partner. *Diane Salters*

I worked with Ken for the past 14 years and relied on his steadiness and responsiveness during that time. It has been sad to see his health deteriorate. I treasure his memory. *Janet Chin*

For over 40 years, Ken gave his warmth, personal responsibility, professional courtesy, grace, and fidelity to ITAA and our worldwide community. His constant and immeasurable gifts will be missed by many. *Janice Dowson*

Ken’s presence has been a through line in ITAA, with increasing responsibilities over the years, following up, keeping track of the facts, and always responding. The subtle twinkle in his eye and warmth in his voice are already missed. *Lucy Freedman*

Ken was amazingly gracious, patient, and open as he showed me the ropes and helped me to transition into my new role as his replacement. During breaks, Ken, Tom, and I got to know each other a little on a personal level while sharing recipes, talking about plants, and trading packing tips and tricks. I will always be thankful that I was given the opportunity to get to know them. *Susan Lockwood*

Ken was a giant of a man in spirit and in his beautiful person! He was always caring and truly service

focused to all he came into contact with personally and professionally. During my time as ITAA President, he made life so much easier with his helpful, collaborative, and proactive attitude. I especially remember how he loved to attend international conferences. He was devoted to ITAA and its members and we are deeply grateful. *George Kohlrieser*

Ken was always there for me and ITAA when I was treasurer. I will miss our contact. He and Tom had a solid, caring relationship, and my thoughts and prayers are with Tom. *Vern Masse*

Ken always inquired about my well being before we discussed financial matters when I was treasurer. We had some tough conversations but always with a good smile. I still hear him say, “If you are coming to San Francisco, please come to my home to visit.” *Geethan A.*

It’s impossible to appreciate all that Ken did for the ITAA without knowing the context in which he did it. The character of the ITAA is individualistic, idealistic, and demanding. Ken met this with an etiquette of cooperation, goodwill, and modesty. He was the container that so many of us relied on. He and I liked each other from the start. He was a gentle and supportive presence during my 5 years as president, helping to hold the center steady as the wheel of events spun around it. I am so glad to have known Ken. I wish him peace after his long toil and I will miss his presence among us. *John Heath*

I could repeat much of what others have said, but perhaps I will just add that I will remember how Ken loved Christmas, cats, his garden, meeting people at ITAA conferences, and his life-long partner, Tom. *Robin Fryer* 5

the SCRIPT

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Bridging the Gap: Using Creativity as a Bridge From Research Into Practice

by Emma Haynes

What is it about research that the mere mention of it can lead to a glazed look or a quiet groan? As a psychotherapist, supervisor, trainer, and researcher, I want to show how research is amazing and can really help our practice. To inspire and convince you all, I want to describe how a creative method I used for data collection for my PhD has been directly transferable into my work with clients.

In my work, I am particularly interested in silence, often pondering if it is filled with words unspoken or maybe the unspeakable, sometimes wondering who or what inhabits it. When I began my first research project, it seemed natural to look for a way to “hear” the silence of my participants, usually women, often on the margins of society, with little or no voice. Silence was a symptom of their experience. Strangely, it was the silence of their voices about treatment that was most deafening. Unbelievably, no one had ever asked them about their experience of therapy.

I know about unconscious process. However, bringing it to the fore and giving it a voice within an academic

environment proved difficult. “Lacking scientific credibility” was a comment I faced when writing my ethical proposal in my first year of research. This type of brick wall can be useful. I had no alternative but to think creatively. I needed a way to allow the unconscious to speak so others could verify and hear it.

My first application was flatly refused by the ethics committee. I wanted my participants to make a photographic journal during their treatment that we could then explore together in their interview. However, human subject research has strict rules and regulations to ensure participants are not harmed, and my journal idea was deemed too risky. If I wanted to research the unconscious, it had to be thought through carefully.

I was not prepared to give up on the creative element because I felt it had the potential for offering something new and exciting. I decided to ask each participant to bring something to their interview that represented their journey in therapy. It could be anything at all: an object, a piece of writing, a photograph, a



memory, a piece of art. My plan was to inquire about the object toward the end of the interview. However, I never imagined the power of that object and was taken aback at what it brought up for both the participants and me. I was also amazed at how different each person’s object was and how it unconsciously represented where the participant was, at that moment, in her journey toward feeling “like me again.” Some of the objects spoke graphically about the participant’s illness; all of the objects represented something precious, unique, and unspoken within the interview.

These objects represented more than I could have hoped for and often spoke for themselves. For example, a stuffed teddy bear belonging to the

son of a woman who experienced psychosis a few weeks after his birth sat through our time together complete with a knitted jumper with the words “I need special care” embroidered on it. Although the words were meant for her son, she had also required special care for her psychosis but had not received it in the way she needed. Toward the very end of her interview, she realized the significance of the words on the bear’s jumper, something she had not thought about in the 2 years since the arrival of the bear on the day her son was born.


These days, I often use such objects in my work with clients to unlock the process and speak unconsciously about what might be going on underneath. I deliberately leave it vague and open to interpretation as to the client’s perception of what was meant by their “journey” in therapy. Recently, I used it with another client who had experienced psychosis and who wanted to come to terms with what had happened. She brought a colorful pencil case to our session, at first explaining how she wanted to zip her psychosis away into the case so it was safe and could not escape. As we explored more about the case, she described how it being covered in flowers represented something positive about her therapy. She also said her therapy was helping to fill the case with metaphorical tools she could use to help her on those days when she was most down and found getting out of bed a challenge.

Many other creative elements from my research have crossed into my client work almost imperceptibly. I found myself looking for cre-

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ative ways to unlock my thinking about their treatment and became immersed in my client’s stories, listening at a greater depth than before. It taught me to put theory aside in the therapy room. I noticed in research interviews that when my mind veered “cognitive” that I “missed” the participant for a split second. This made me think carefully about how that might be replicated by a client. However, unlike my client work, my research interviews were all recorded, and I was able to delve deeply into the pauses and silence, taking account of even the tiniest change of breath or momen-

tary hesitation. I also learned a great deal about temporal sequencing (the change in tense of verbs used in everyday speech) and how it can provide a way of showing movement from illness toward health in my client work. Most importantly, I think my research highlighted how necessary it is to treat the individual rather than the symptoms.

My research has added enormous richness and depth to both the way I work with clients and to the supervision and teaching I do. I highly recommend it as a way to enhance and improve practice, regardless of the field you specialize in. 

Call for ITAA Board Nominations

The following positions are open for nominations now.

Deadline for nominations:
31 January 2021 5pm PST.

Vice President Operations
(2021-2023)

Vice President Research & Innovation (2021-2023)

Vice President Professional Standards (2021-2023)


Treasurer (2021-2023)

Regional Representative North America (nomination and election only by members of the region) (2021-2023)

Regional Representative Africa (nomination and election only by members of the region) (2021-2023)

Regional Representative Latin America (nomination and election only by members of the region) (2021-2023)

Nominations require the name and consent signature of the nominee (it may be yourself), the name of the person making the nomination (if not the nominee), and the names of two people seconding the nomination (one may be the person making 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 on the ITAA website at itaaworld.org and from nominations chair C. Suriyaprakash at suriya.sunshine@gmail.com. Nominees are encouraged to read and understand these and the full nomination/election documents before accepting nomination.

Send nominations to ITAA Nominations Chair C. Suriyaprakash at suriya.sunshine@gmail.com. 

Developing a Vision for the Future of TA Training and Certification

by Giles Barrow and Karen Pratt

We want to introduce ourselves and the work we are scoping out as we take on our roles on the ITAA Professional Standards Committee (PSC). We know that the global pandemic has disrupted the personal and professional lives of many, and we want to be sensitive to these disturbances while being open to the opportunities that are emerging in terms of the impact on our work. Trainers and trainees will already be aware of how our IBOC colleagues are shifting to online exam arrangements, and we want to similarly adjust our perspective in the context of what unfolds in the coming months and possibly years.

What follows here is our emerging thinking about what the future might hold for our professional community in terms of its educational culture. We are thoughtful about the need to support equal opportunity for people from a more diverse range of countries and cultures in being involved in TA training and certification. There is increasing awareness across the globe, for example, of privilege and entitlement and how this diminishes some and elevates others, which runs contrary to our commitment to mutual respect and OKness. As the PSC, we want to

Giles Barrow, TSTA (E), UK, giles.barrow@virgin.net; Karen Pratt, TSTA (E), South Africa, info@tamatters.co.za.

reaffirm a philosophy and key principles in designing a way ahead:

- We note the need for solid and sound theory.
- We understand the need for TA practitioners to be well equipped to make an impact in their communities.
- We want to explore a more developmental and cocreative approach to the process of training and certification.

In looking ahead, we want to integrate a wider understanding of diversity into the heart of ITAA professional development and accreditation. We see this diversity as a threefold principle that serves as a touchstone to help decision making, designing training programs, and regulating examinations. When we consider aspects of professional development and certification, we want to begin by asking the following questions:

- Are we considering social diversity and inclusion factors, for instance, increasing access for those who lack privilege, who are socially disadvantaged, and/or who are subject to discrimination?
- Have we considered ecological diversity in our assessment. That is, have we properly attended to those who practice outdoors, recognized the “outdoor mind” in our regulatory frameworks, and considered the environmental impact of decision making?

- Do we promote theoretical diversity when reviewing our arrangements? For instance, do we demonstrate acceptance and validation of nontypical academic teaching and learning models and philosophies? Do we consider additional special educational needs and differently abled routes into learning? Do we recognize indigenous education traditions and experiential education practices?

As new ideas emerge, we can see them on a spectrum: at one end are guidelines and principles for training and at the other are the specific processes of the certification exam. We can discuss and try out new thinking and processes at both ends of this spectrum. Some will be small steps that might positively impact the exam process as well as first steps that begin to impact TA training. The aim is for these changes to best meet the needs of TA practitioners working in a world that is beginning to be reimaged in terms of inclusion, diversity, and social justice.

We welcome a conversation with you. What comes alive in you as you read our vision? What else might we consider in our emergent process? How do we hold the gifts of our TA ancestors and honor them as they are reinfused with energy to meet our 21st-century world? We are excited to be the placeholders for something powerful and transformational in our professional community. **5**

IBOC News: Developing Online Exams

by Sue Eusden & Jacqueline van Gent

The International Board of Certification (IBOC) has to plan for the protection and future of our certification system. We envision this as a two-fold approach to exams: on-site and online. To this end, we have developed a suite of online exams starting with the January 2021 CTA exam. We do not view these as a replacement for on-site exams but as a complementary alternative, necessary in the current pandemic and with an eye to a more long-term development of accreditation and certification. This is a significant expansion of TA certification in collaboration with PSC's vision (see page 9) that enables more inclusion in the exam process with a smaller carbon footprint.

The IBOC and EATA's Council of Certification (COC) have been working collaboratively to ensure the online CTA exams are mutually recognized and examiners can count their participation as equal to that from on-site exams.

One interesting challenge of online exams not being land based is that we intend to offer online exam dates in different time zones so that candidates are advantaged as far as possible. As we become clear about each candidate group, we will update the website accordingly.

IBOC Cochairs Sue Eusden, TSTA (P), smeusden@gmail.com, and Jacqueline van Gent, TSTA (C), jacvangent@gmail.com.

Our regional exam coordinators are in touch with us about candidates who have applied, which is helpful in organizing. For examiners, this means that the opportunity to examine will probably come to a time zone near you!

Online exams currently planned for 2021:

CTA Exams

29-30 January 2021: application deadline 1 December 2020 (These exams will be based around the GMT +1 time zone. The call for examiners went out and members responded so quickly that we have enough examiners now for these exams.)

12-13 March 2021: application deadline 1 January 2021

9-11 September 2021: application deadline 9 June 2021

TEW's

5-7 February 2021 (for those whose TPOs are already accepted for a cancelled TEW)

8-10 October 2021: deadline to be announced

TSTA Exams

9-11 September 2021: Deadline for applicants 9 March 2021

In an effort to respond to the emerging situation and moving to online exams, we are reducing the exam fees. This will be reviewed again in July. Please see the website for further details. The procedures for CTA online exams are now added to the Handbook (Section 9) as an addendum available on the website.

Examiner Training

To facilitate online exams, the IBOC will be offering some short training workshops for examiners to consider the issues involved in online examining in advance and in addition to the briefing meeting before the

exams. These are free and obligatory for those examiners wanting to be involved in the January exams. Currently we have two dates for examiners: Tuesday 15 December 7–9 pm (GMT) and Friday 8 January 9–11 am (GMT). Each workshop will be run on Zoom for 2 hours by Jacqueline van Gent and Sue Eusden. Candidates will also be offered a similar workshop specifically for them prior to the exams. The call for examiners for the March 2021 CTA exams will be sent out in early January. The process will be the same with some advance workshops to prepare for examining online, dates to be announced.

We appreciate the support and warmth from the community as we have worked to generate these changes, and we look forward to meeting again online and maintaining the standards of our TA exams with this different methodology. We will keep you updated in *The Script*. 📧

New Members

Alice Arduin, Italy
Maggie Amin, UK
Madalina Antohe, Romania
Adam Bekier, Poland
Charles Brooks, UK
Alison Collison, Canada
Rachel Cook, UK
Sudhir Dhar, India
Françoise Hontoy, Luxembourg
Igor Jurišić, Bosnia and Herzegovina
Tanja Krist, Slovenia
Simran Kahlon, India
Natalia Klymenko, Ukraine
Melanie Lawrie, UK
Juan Lu, China
Nat'l. Inst. of Tech Skills Technology, India
Jillian Neilson, UK
Marjukka Rintamäki, Finland
Anna Rodgers, UK
Asha Sidd, India
Shrutkirti Singh, India
Taina Teiramaa-Seger, Finland
Nancy Thomas, India
Laura Wells, UK
Karen Woodley, UK

On Deciding to Work With Children

Evelyne Papaux for the ITAA Ethics Committee

What do I do when I am in a room with a child if I am called an educational transactional analyst” (Papaux, 2016, p. 102)? And what kind of ethical questions do I need to ask myself about such situations?

Working with children does, indeed, require extra care for various reasons: Babies and children have limited access to language, which means that I am the one to interpret their needs and wishes, and children evolve in a family system on which they are totally dependent, which means there is a systemic dimension to my interventions.

Ethical questions are related to the ongoing quest for what is appropriate (Cornell et al., 2016, p. 238) and necessary awareness about the choices we make. As Eusden (2011) reminded us, the core of most ethical questions revolves around the dilemma of how reciprocity can be maintained within an asymmetrical power relationship, something that seems particularly relevant in work with children. Three dimensions must be considered with regard to any ethical question: What are my intentions, what kind of behavior will result from those intentions, and what will be the effect of that behavior on the other?

Newton’s (2011) question—what am I doing in this situation and by what right—is helpful although rather unsettling and even upsetting at times. It invites ethical scrutiny and for us to take a metaperspective and global view of a situation. Am I referring to my personal values, professional values, and/or organizational values? Am I using my knowledge of child development and/or my understanding of group dynamics? Am I following my intuition? Am I blinded by certain beliefs and/or countertransference?

For example, when two siblings aged 4 and 2 joined the kindergarten, I noticed that they acted in different ways: Jane was gentle and adapted to the adults’ requests, whereas James expressed his feelings and will clearly. When children pulled Jane’s hair, she looked at me without protesting or reacting. However, after a few months and some guidance from me, Jane began resisting and expressing her feelings. At that point, their mother came to see me rather worried and even annoyed by her daughter’s behavior.

This situation is presented to explore how the professional’s integrity will be questioned often when working with youngsters and



how complex it can be to decide on appropriate answers. In transactional analysis, we usually use the contracting process as a safeguard against abuse, but with children that leads to questions such as: (1) Do I consider a child to be an active partner in the contracting process and to what extent? If not, how far can I decide on their behalf having their best interests in mind? (2) In a multiparty contract with children and others around them, am I ready to refuse parents’ requests regarding their children and what is the limit of my role? For example, I would not walk a 3-year-old boy on a leash to stop him from running away from the group. Nor could I restrain a 2-year-old girl from playing with the sand so that her hair stayed clean or a 4-year-old boy from dressing as a princess. And once again, by what right do I make such decisions?

Beginning in 1989, the United Nations Convention on the Rights of the Child set out the rights that must be realized for children to develop to their full potential. But why is it important to single out children's rights in a separate convention? Because children must rely on adults for the nurture and guidance they need to grow toward independence, and because adults need to develop their awareness of children's special needs.

In particular, rights 12 and 13 of the convention are helpful: (12) Respect for children's views: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously. And (13) Sharing thoughts freely: Children have the right to share freely with others what they learn, think, and feel by talking, drawing, writing, or in any other way unless it harms other people.

Children are not miniature adults. They discover the world and learn to

The ITAA Ethics Committee can be reached via its cochairs: Anne de Graaf at anne@ta-academie.nl and Alex van Oostveen at alex@wordofmouthcoach.co.za.

make meaning of their experiences within relationships. We know that this process serves as a blueprint for their future. There is no one answer to the numerous ethical questions one meets when relating in such an asymmetrical power relationship. Every child is unique, each relationship special, and each situation complex.


References

Cornell, W. F., de Graaf, A., Newton, T., & Thunnissen, M. (2016). *Into TA: A comprehensive textbook on transactional analysis*. Karnac.

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United Nations. (1989). Convention on the rights of the child. Retrieved from www.unicef.org/child-rights-convention/convention-text 

Award Nominations Sought

Hedges Capers Humanitarian Award ■ Muriel James Living Principles Award ■ ITAA Service Award ■ Goulding Social Justice Award

Deadline: 1 January 2021 ■ Send nominations for the Capers, James, Goulding, and Service Awards to ITAA Secretary Sumithra Sharatkumar at sumithrask@gmail.com

ITAA Research Award

Deadline: 1 January 2021 ■ Send nominations for the ITAA Research Award to committee chair Susan George at susangeorge4@yahoo.com

See the ITAA Web site at www.itaaworld.org/itaa-awards or contact the ITAA at info@itaaworld.org for details on making nominations for these awards.

Transactional Analysis Cumbrian Conference Global Connection — Global Survival

Saturday 27 February 2021—Online ❖ Keynote speaker: Andy Williams

After another successful conference in 2020, with 200 delegates in Penrith and over 400 joining us online from around the world, we hope you will plan to join us in 2021 with Andy Williams as our keynote speaker and a wealth of conference workshops to choose from. This year our conference will be entirely online and it will also be free of charge.

Our workshop speakers include: Jo Moores & Steff Oates, Matthew Elton, Bev Gibbons & Nicole Kabisch, Mark Head, Jay East, Dawn McBride, Veronique Lenfent, Geoff Hopping & Jane Tiller, Andy Williams, Lis Heath & Steff Oates, Robin Hobbes, Aruna Gopakumar, James Sweeney & Paul Robinson, Sally Evans, Mary Dees, Rebecca Davies, Michael Gavin and Paula Dishman.

Please book at www.tacumbria.co.uk

Important Notice to Those Who Registered for the 2020 WTAC in Birmingham

If you paid for registration for the ultimately cancelled 2020 World TA Conference (WTAC) scheduled in Birmingham, UK, last July, you should have received an email from Megan Campbell, Assistant Insolvency Manager, that states, “We have received your proof of debt and can confirm we have admitted your claim in full. We anticipate paying a dividend within the next four months but are not able to confirm the amount at this juncture.” The intention is to pay dividends by bank transfer. To expedite this process, please send the following details to Megan.Campbell@btguk.com: account name, account number, sort code, IBAN number, SWIFT code, and reference (optional). Those who do not provide these details will be sent a UK check in GBP to pay into their bank, which will be more complex and costly to handle and delay closure of the liquidation.

Online Videos With Authors of Innovations Series Books

We are excited to announce a series of live online interviews with the authors of the first three books in the Innovations in Transactional Analysis series edited by Bill Cornell and published by Routledge/Taylor & Francis. John Wilson from online events is generously hosting the interviews.

The first will be at 7 pm (UK time) on 8 December when Mark Head will interview James Sedgwick about his new book *Contextual Transactional Analysis: The Inseparability of Self and*

World. The link to this first interview is: <https://bit.ly/368N9ov>

The second will be on Tuesday 12 January at 1 pm (UK time), when Gianpiero Petriglieri will interview Zefiro Mellacqua about his book *Transactional Analysis of Schizophrenia: The Naked Self*.

The third will be in February (date and time to be announced) with Tess Elliott interviewing Mick Landaiche about his book *Groups in Transactional Analysis, Object Relations and Family Systems*.

The interviews will be conducted using a Zoom video link that will be streamed to a live video page. Participants will be able to see and hear the conversation as it is happening and to use the chat room to offer comments and questions. Recordings will usually post to the library the day after the live event. All of the events are available to view live without charge (there is a fee to join the site and view online videos later).

Make Sure You Are Getting ITAA Emails!

We have changed and consolidated the email addresses used for ITAA, so you will want to make sure you are getting all our messages to you.

- The Script teaser emails are now being sent from script@itaaworld.org.
- Membership renewal emails come from membership@itaaworld.org.
- General ITAA messages from Susan come from info@itaaworld.org.
- General IBOC messages from Janet come from iboc@itaaworld.org.

To be sure these emails don't end up in your spam folder, or for Gmail users, possibly your Promotions tab, add each of these email addresses to your contacts list.

If you think you've missed messages from us and you have a Gmail account, go to your Spam folder and find your latest missed email from ITAA. Click “Not Spam” above the list of messages. Still in Gmail, if our messages to you land in the Promotions tab, just drag and drop the message into your Primary tab so it's in your inbox. To add us to your contacts from this point, go back to your inbox and find the email you just moved out of Spam/Promotions. Hover over the name and a box will appear that gives you the name and email of the contact. Click “Add to Contacts list.”

In Outlook, Mac Mail, and other email clients, the process is similar, although you have no Promotions tabs to worry about. Go to your spam or junk folder, select the email, then choose “Not Junk”/“Not Spam” and always be sure to add the emails to your contacts.

If you have any questions, please contact Susan at info@itaaworld.org.

Keep Your Address Updated to Receive the Hard-Copy TAJ

Although the mailing of the 2020 bound volume of the *TAJ* has been delayed, it will be going out soon. To make sure you receive yours, please check your account online and verify that both your mailing and billing addresses are current and accurate.