

# Introduction to Transactional Analysis

## درآمدی بر تحلیل تبادلگی



# اشکان انبرزاده

## دانشجوی روانشناسی دانشگاه فردوسی مشهد

### TA Trainee at PIFCIC

[www.linkedin.com/in/Ashkan-Anbarzadeh](http://www.linkedin.com/in/Ashkan-Anbarzadeh)



#### Ashkan Anbarzadeh

Mashhad County, Razavi Khorasan Province, Iran

[ashkan.anbarzadeh@gmail.com](mailto:ashkan.anbarzadeh@gmail.com)  
[linkedin.com/in/ashkan-anbarzadeh](https://www.linkedin.com/in/ashkan-anbarzadeh)

#### Summary

I'm a Student of Psychology mostly interested in Psychodynamic approaches, Transactional Analysis and Ericksonian Hypnosis.

#### Experience

##### Online Classes- Self Awareness with TA

Self-employed  
Jun 2021 - Present (10 months +)  
I teach TA concepts to help people gain more understanding of themselves and their relationships.

##### Translator

Online events  
Mar 2021 - Present (1 year 1 month +)  
I have interpreted these workshops:  
Strengthening Adult Function - Anna Turian '22 Mar 2021  
Relational Methods in TA Psychotherapy & Counseling - Richard Erskine PhD '23 Mar 2021  
Family Constellation: Understanding Family System Structure & Dynamics - Alex Potowaska '29 Mar 2021  
Pluralism, Potency, Pandemic and Pandemonium - Andy Williams TSTA (P) '30 Mar 2021  
Changing Your Stress Response Using Nutritional Therapy - Dawn Waldron  
From Burnout to Self-Compassion - Nicole Lenner  
Mix & Unmix - The Dance between Autonomy & Homonymy  
Working with Co-dependency in Psychotherapeutic Practice - Rachel Hopping  
To Plan or Not to Plan: A Neuroscience Approach to Treatment Planning - David Gibson  
The Responsiveness Ladder: A Practical Tool for Handling Communication Failures - Matthew View from the NHS Frontline through The Window of Tolerance - Jude Goddard  
Mediation and Dialogue: Sitting with the Enemy: You Don't Want to Meet with Eleonore Linds  
Depressive Self - Ganna Golovan  
Expecto Psychologum! Harry Potter Characters in Psychotherapeutic Work - Dubravka Pelford  
Sex, Heart and Attachment as a Relationship Creating Framework - 30th June 2021  
Working Safely with Your Clients Inner Child - Frances Townsend - 5th July 2021  
Developing Autonomy and Resilience - EATA Conference 16th & 17th July 2021  
The Drama Triangle in therapy room - Matthew Elton - Jan 10th 2022

##### Workshop Assistant and Interpreter

Asian Society of Hypnosis  
Mar 2021 - Present (1 year 1 month +)  
I've interpreted these workshops:

Becoming Whole and Healthy again: Resource activation with Hypnosis, Yoga, body- and breathwork- Dr Woltemade Hartman and Ashkan Anbarzadeh  
Healing the inner child: The use of hypnosis in traumatic childhood experiences- Dr Arnold Teliez  
Quantum Physics & Hypnosis- Dr. Gary Bruno Schmid  
OUT-OF-BODY EXPERIENCES- Dr Enrico Facco  
How to cool down dysfunctional emotions- with KIKOS® - an systemic approach- Claudia A. Reinicke  
THE HEALING DREAM, The Therapeutic Use of Dreams in Hypnotherapy- Dr Giuseppe De Benedittis  
Hypnosis for Chronic Pain Management- Mark P. Jensen, Ph.D.  
Trauma Management using EMDR, Enayat Shahidi, Antonio Onofri  
Approaches in managing anxiety and psychological trauma- Susanne Leutner  
Double bind Technique- Dr Mike Gow  
Empowerment techniques for therapist and client - Kris Klaps

##### Teaching Transactional Analysis Theory

Ferdowsi University of Mashhad  
Mar 2021 - Jun 2021 (4 months)  
I've done 25 hours of interactive webinars with students of psychology at Ferdowsi University of Mashhad

##### Workshop Interpretation of first online ITAA workshop

ITAA- International Transactional Analysis Association  
May 2021 - May 2021 (1 month)

##### Deputy Secretary of Ferdowsi University Scientific Psychology Association

Ferdowsi University of Mashhad  
Mar 2019 - Aug 2020 (1 year 6 months)

##### Deputy Secretary of Ferdowsi University Scientific Psychology Association

Ferdowsi University of Mashhad  
Sep 2019 - May 2020 (9 months)  
Hosting workshops, Scientific Journal clubs, Psychological movie analysis, etc.

##### Executive/ Workshop Interpreter- First Asian International Congress of Hypnosis

Asian society of Hypnosis  
Oct 2019 - Oct 2019 (1 month)  
I was a member of executive team, workshop assistant and interpreter.

#### Education

Psychological Intelligence Foundation CIC  
TA Psychotherapy Advanced diploma, Psychotherapy  
2020 - 2024

##### Ferdowsi University of Mashhad

Bachelor's degree, Psychology  
2018 - 2022

##### High School

High School Diploma, Biology/Biological Sciences, General  
2013 - 2017

#### Licenses & Certifications

##### Certification of Clinical Hypnosis - Iranian society of Hypnosis

Ego State Therapy Level I & II - Australian Institute of Clinical Hypnosis and Psychotherapy

Utilization in Ericksonian hypnotherapy and body-oriented work based on Polyvagal theory - Asian Society of Hypnosis  
Issued Oct 2019 - Expires Oct 2019

Mindful Hypnotherapy - Academy of cognitive behavioral therapy- Dr. Seyyed Mohsen Falemi

Neuroscience for Effective Practice -25h course on Polyvagal Theory - Online events

EMDR - Iranian institute of psychology and mental training- Dr Enayatollah Shahidi

SWAP-Sherder-Westen Assessment Procedure - Psychodynamic Psychotherapy Institute

Ego State Therapy Level III & IV - Australian Institute of Clinical Hypnosis and Psychotherapy

Ego State Therapy Level V - Australian Institute of Clinical Hypnosis and Psychotherapy

Attachment and mentalization: Introductory course - Hillan Clinic

Ego State Therapy Level VI - Australian Institute of Clinical Hypnosis and Psychotherapy

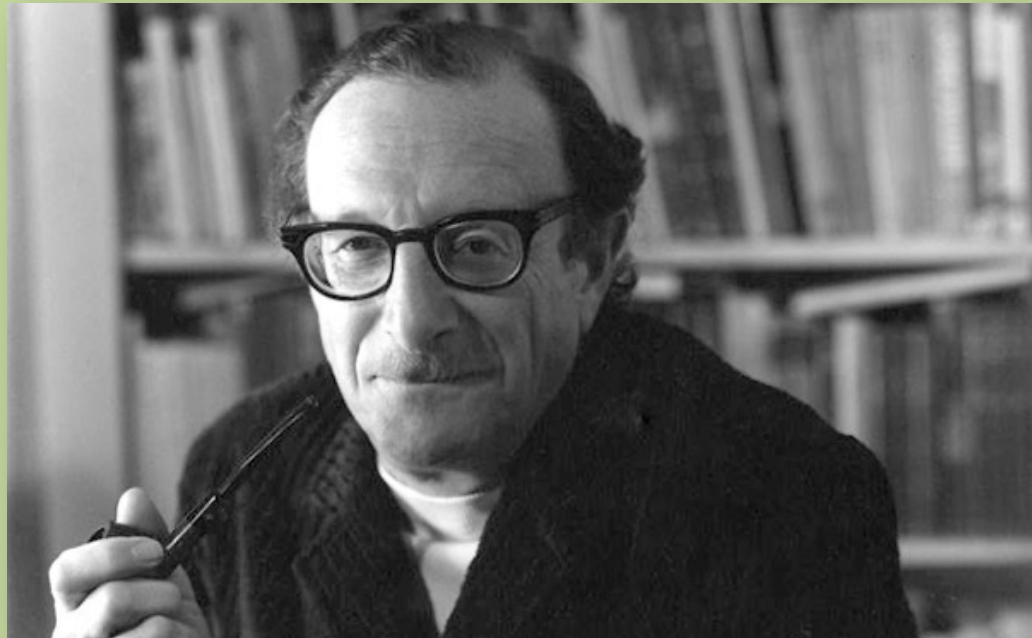
Certificate in Working with Trauma - Janine Picciarella

#### Skills

English • Teaching • Translation • Hypnosis • host • Personal Development • Facilitation • Transactional Analysis • People Development • Transactional Analysis

# معرفی کلی رویکرد

- نظریه ای برای شخصیت، روان درمانی، رشد و تغییر
- چهار حوزه اصلی: درمان، مشاوره، تربیتی، سازمانی



Eric Berne

# اریک برن



- Eric Berne (1910-1970) is the founder of Transactional Analysis.
- Born in Montreal, Quebec on the 10th of May 1910,
- The son of a doctor and a professional writer.
- After graduating as a physician from McGill University in Montreal in 1935,
- He began his psychiatric internship at the Medical Faculty of Yale University.
- In 1949, he became a Fellow of the American Psychiatric Association.
- During his 21-year career, Berne worked as a Psychiatrist in various clinics, both in the US Army Medical Corps, and within his private practice in Carmel.



# هدف این رویکرد- بستگی دارد به حوزه کاری

## **Organisational TA:**

- to increase the effectiveness of people working in organisations, taking into account the organisational context, frames of reference and development.

## **Educational TA:**

- to advance personal and professional learning and growth, both scholastic and social.

## **Counselling TA:**

- to increase autonomy in relation to social, professional and cultural environments by developing greater awareness, options and skills for problem management and personal development in daily life.

## **Psychotherapy TA:**

- to facilitate healing, change and self-actualisation through greater understanding of self and relationships, in the past and present, and the creation of conscious, creative and spontaneous options for the future.

# مناسب چه نوع اختلالات و یا افرادی هست؟

- DTA: Developmental TA
- PTA: Psychotherapy TA
- Health versus Pathology
- Development versus Cure
- Here-and-now versus Regression
- Neo-cortex versus Emotional Brain

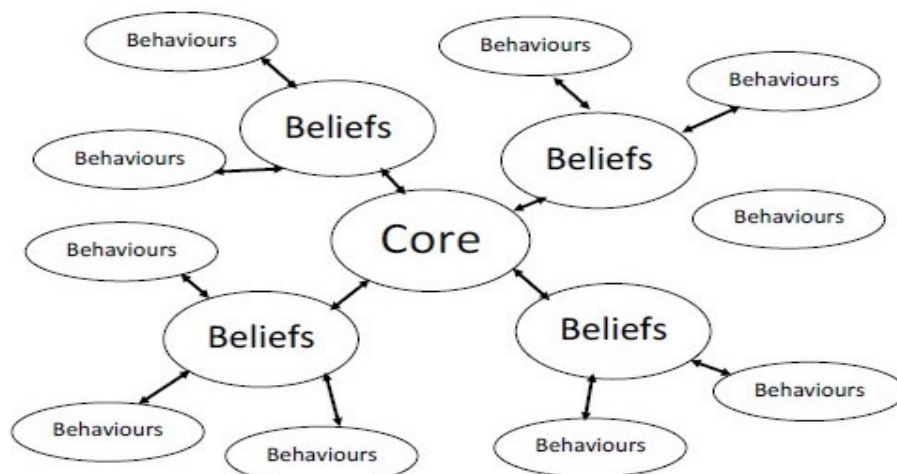
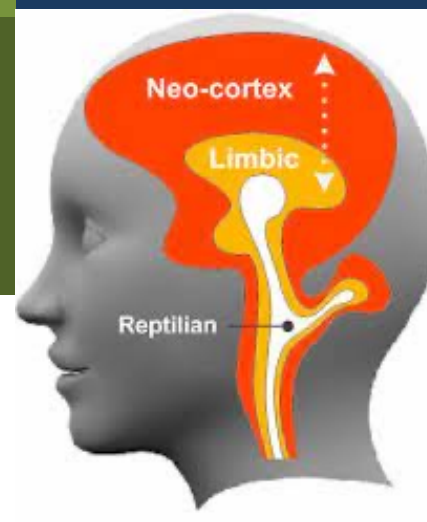


Figure 1: A Map of Core - Beliefs - Behaviours

# برنامه مداخله

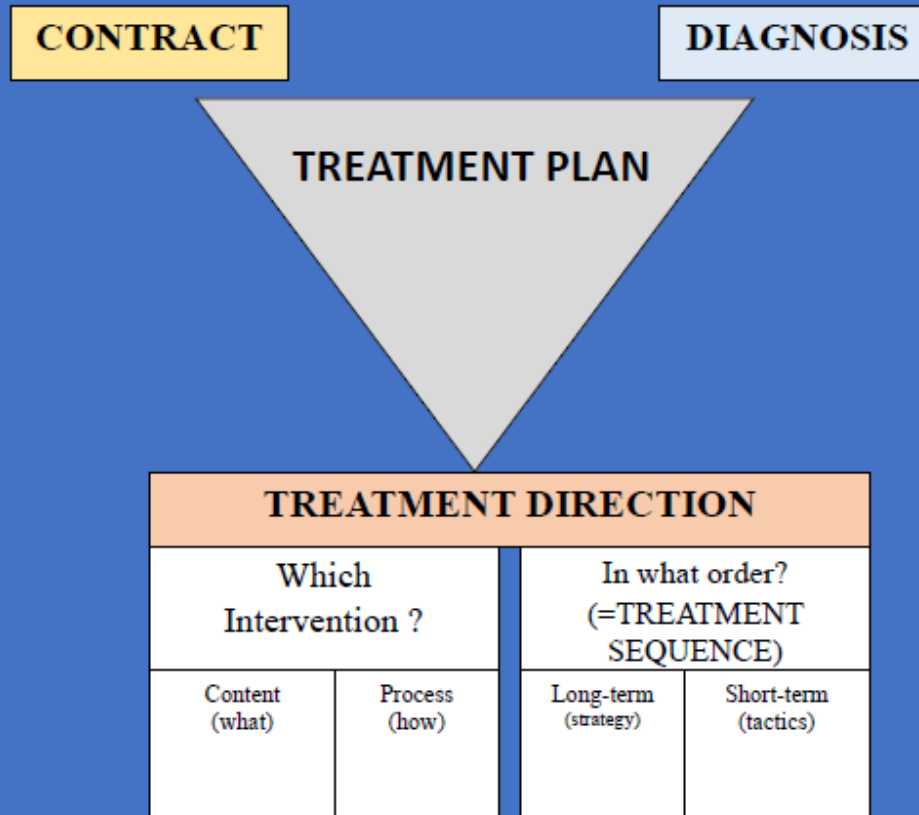


Fig. 6 *The Treatment Triangle* (Source: Guichard 1987, modified by Stewart)

# هدف این رویکرد- بستگی دارد به قرارداد

## CONTRACTS

### *Clarifying*

The client knows broadly what she/he wants but does not understand what the problem is and what he needs to do. The contract may identify the key issues and then review the direction. So, a client may come with a feeling of failure in relationships, but needs to discover why.

### **Limited self- understanding - Implicit**

### *Exploratory*

The client may identify an internal distress such as depression or anxiety but has neither or clarity other than a need to feel better. They hardly know themselves and may have little sense of self and therefore are not capable of identifying behavioural goals.

**“hard” verifiable,  
sensory- based**

### *Behavioural Outcome*

Requires a high level of clarity on the part of the client and an ability to describe his/her goals in behavioural terms. Often useful in coaching sessions or in time-limited therapy.

### **Self-understanding – Explicit**

### *Growth and Discovery*

This could also be called an autonomy contract where the client simply wants to be more of themselves. The client may have been in therapy previously and now wants to deepen her/his self-knowledge and awareness.

**“soft”, subjective  
emergent**

Sills, C. (2006) ‘Contracts and Contract Making.’ in: C. Sills (Ed.), *Contracts in Counselling and Psychotherapy*. London, Thousand Oaks, New Delhi: Sage. pp. 9-26.)

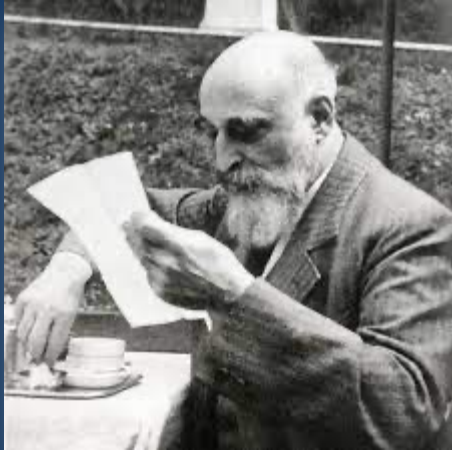
## بايد از کجا متوجه بشيم کسي تو اين زمينه تخصص داره؟ تو کارت ويزيتشون چي بايد نوشته باشه دقيق؟

- *CTA – Certified Transactional Analyst* – takes an average of 5-6 years to complete; within the UK it has become well-established as at an equivalent level to a Master of Science (i.e. academic level 7) and generally runs over about 4 years; 5 year contracts can be renewed; candidates complete an open-book written examination that includes a case study, followed by an oral examination with a panel of 4 who are already qualified to at least CTA level.
- *TSTA – Teaching & Supervising Transactional Analyst* – takes about 6-7 years to complete; only two 7 year contracts are allowed – if the TSTA examination has not been passed within 14 years, the individual reverts to CTA; candidates complete a series of three examinations each lasting about 1.5 hours and each with a panel of 4 who are already qualified to at least TSTA level – a theory, ethics and organisation exam, a teaching exam and a supervision exam.
- *CTATS – CTA Trainer & Supervisor* – only operated by EATA; currently has the same requirements and takes about the same time to complete as for TSTA; the difference is that a CTATS will be accredited to train others to achieve CTA status but not TSTA; candidates attend a 3-day endorsement process (examination) during which they demonstrate their competence to examiners who are qualified to at least TSTA level.

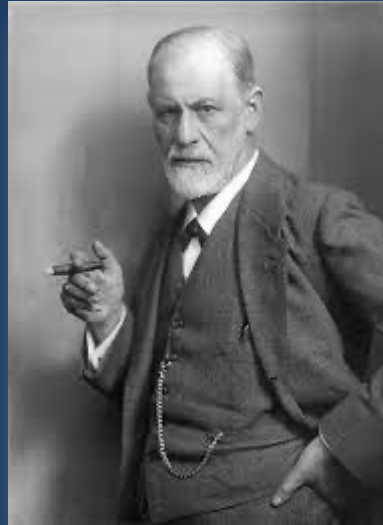
**Table 5: Requirements Comparison**

	Certificate	Diploma	Advanced Diploma	CTA - TA	CTA – can be non-TA
Overall hours	190	245	440	875 hrs TA	1125
training hours	75	75	150	300	300
supervision hours	15 of which 10 must be with sponsor	20 of which 15 must be with sponsor	40 of which 20 must be with sponsor	75 of which 40 must be with sponsor	75 (can be non-TA or peer i.e. not P/TSTA)
application hours/ professional practice	100	150	250	500	250
additional prof devp hours	Assumed done during studying and maintaining own professional competence				500
Portfolios/ case study/oral exam	4 portfolios plus final panel discussion	4 portfolios with recordings plus final panel discussion	12000 words plus recordings for final panel discussion	24000 words, plus recordings to play at oral exam	
<b>101 Certificate</b>					
Note that attendance at 101 Introductory Course (usually 12 hours or so) is a requirement for CTA but that the hours for this are not credited towards any qualifications; attendance at a TA101 may be useful for a Certificate student although the same material will be covered in more depth during the Certificate training					
ICTAQ qualifications are in Developmental TA (DTA), TA Coaching (TAC), or in TA Psychotherapy (TAP), whereas the international CTA qualification is in one of four specific fields: Psychotherapy, Organisational, Educational or Counselling					
for the avoidance of doubt – Diploma requires completion of Certificate requirements Advanced Diploma requires completion of Diploma requirements					

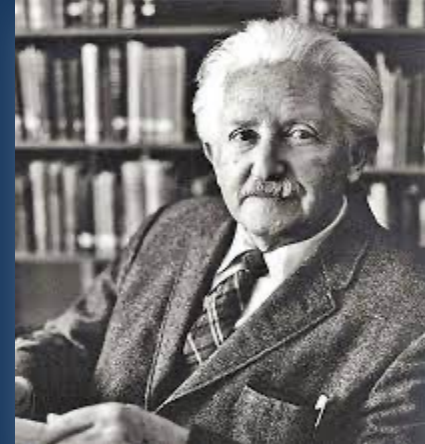




Paul Federn



Sigmund Freud



Erik Erikson



Eric Berne

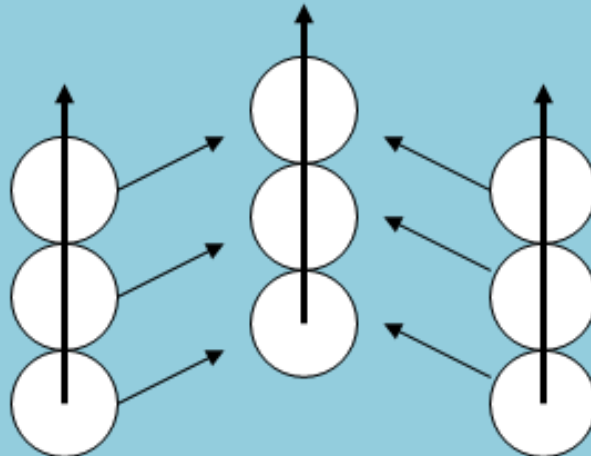
# نگاه اریک برن

- نگاه روان تحلیلی / نگاه انسان گرا / اگزستانسیال
- ساده کردن مفاهیم با کلمات روزمره
- تاکید بر برابری جایگاه درمانگر و مراجع (قرارداد)
- در عمل تکنیک های شناختی رفتاری



# PHILOSOPHICAL ASSUMPTIONS

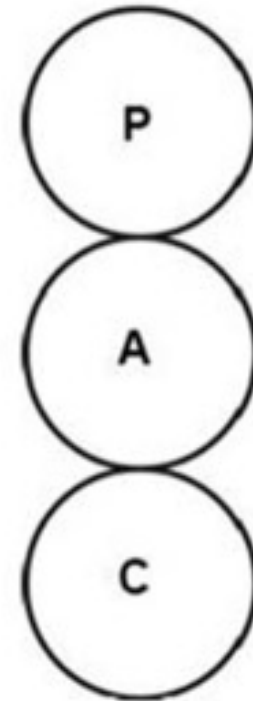
- People are O.K. – Humanistic approach
- Everyone has the capacity to think.
- People decide their own destiny and these decisions can be changed. – Responsibility
- Pysis is how Berne described the life force, the desire to exist, grow and reach potential. Similar to Carl Rogers :Self Actualisation tendency.



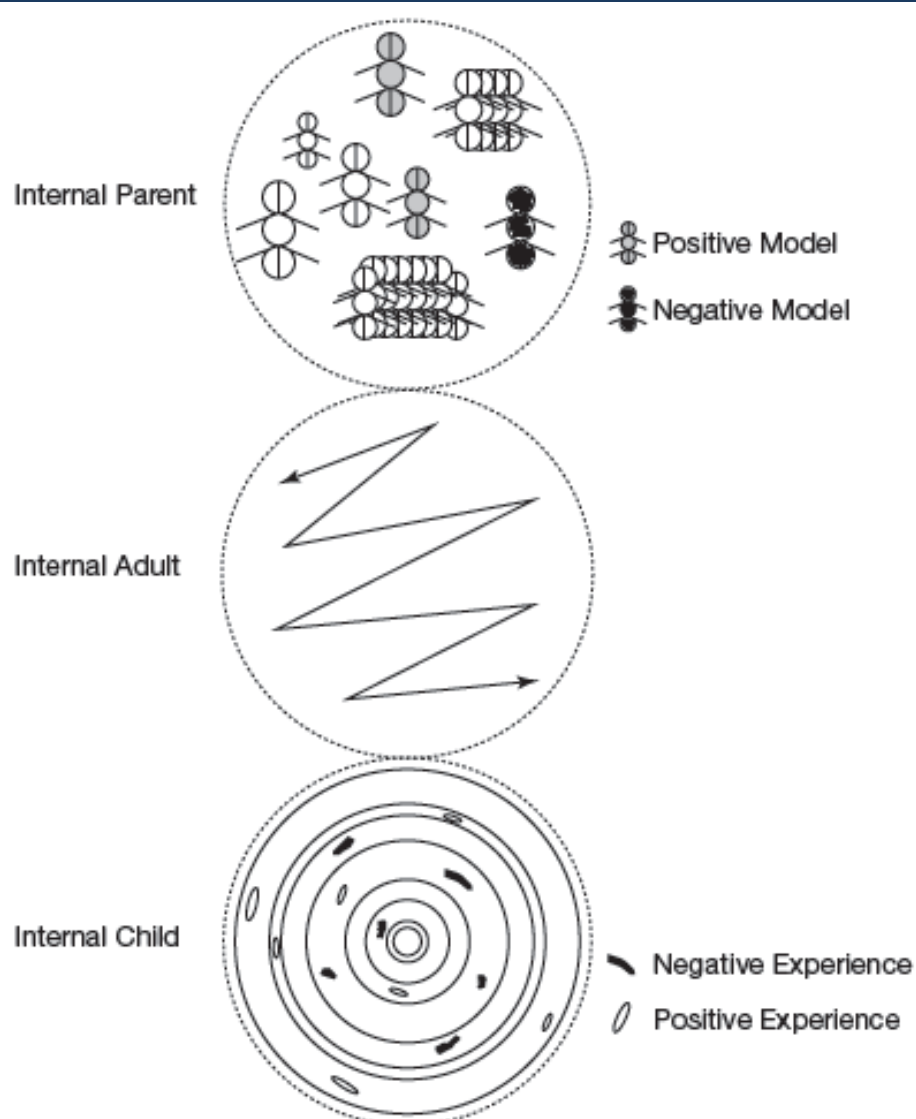
# First phase: Ego States (1955-1962)

- Separate and different Ego States
- One of Berne's patients told him how he felt: "Sometimes I feel like I'm not really a lawyer, I'm just a little boy".
- It was clear to Berne that this patient used two types of thinking in his daily life: one was the effective, logical system he used in his successful law practice and the other was a non-rational system more suitable for a little boy.

## Structural

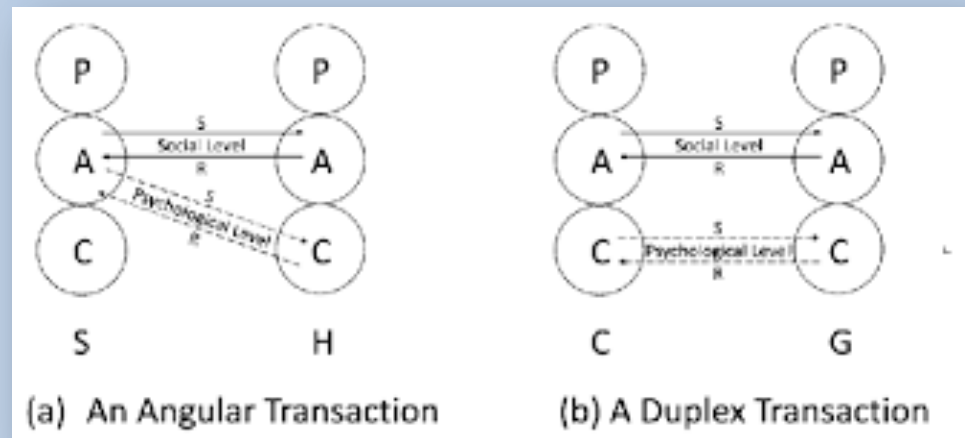
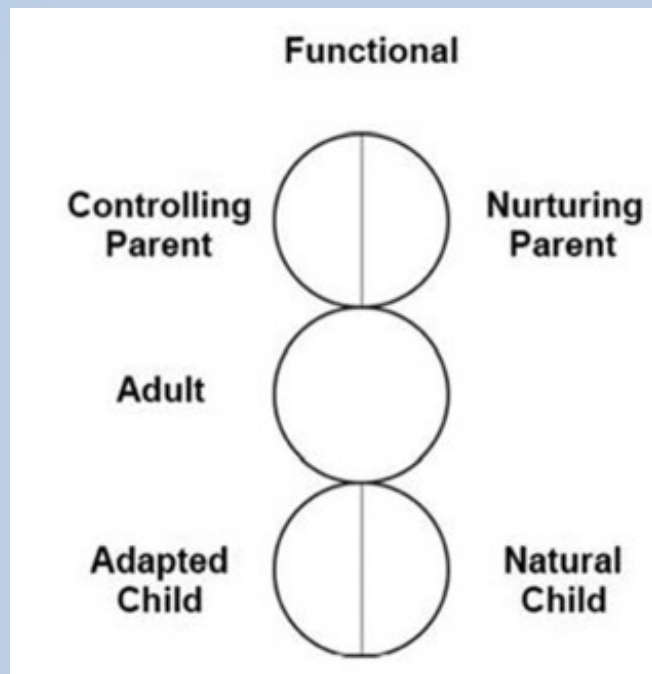


## Internal Ego States model-Julie Hay



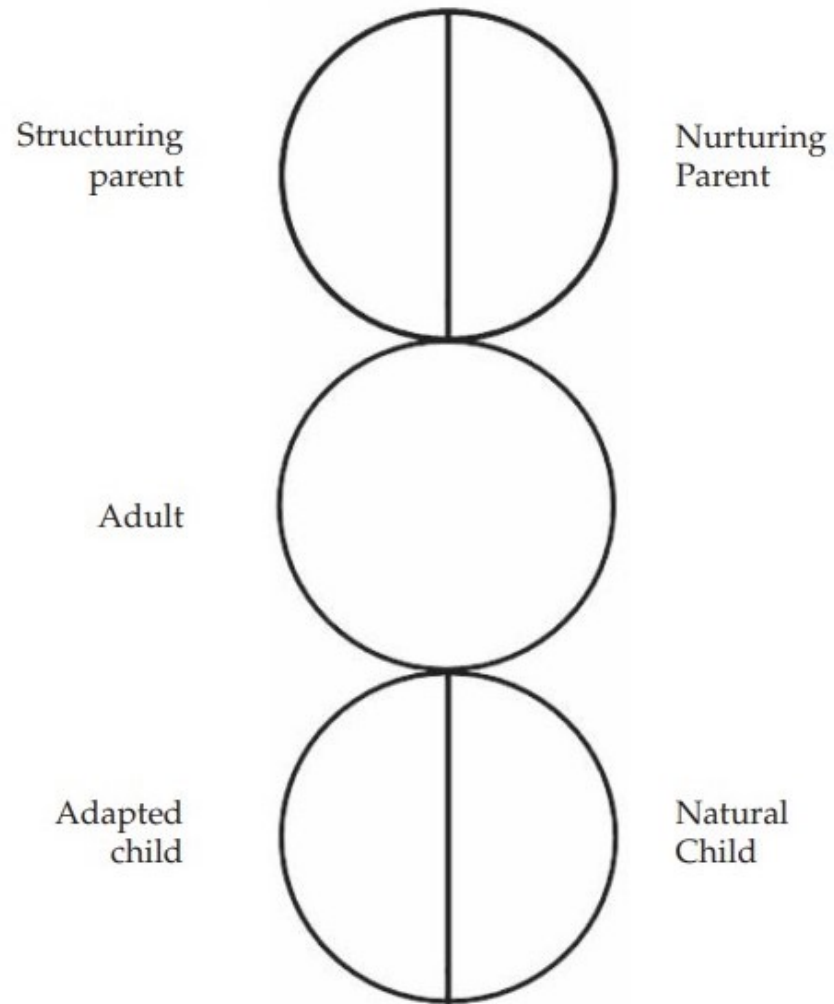
## Second Phase: Transactions and Games (1962-1966)

- There are two ways of communicating;
- The latent and the manifest.



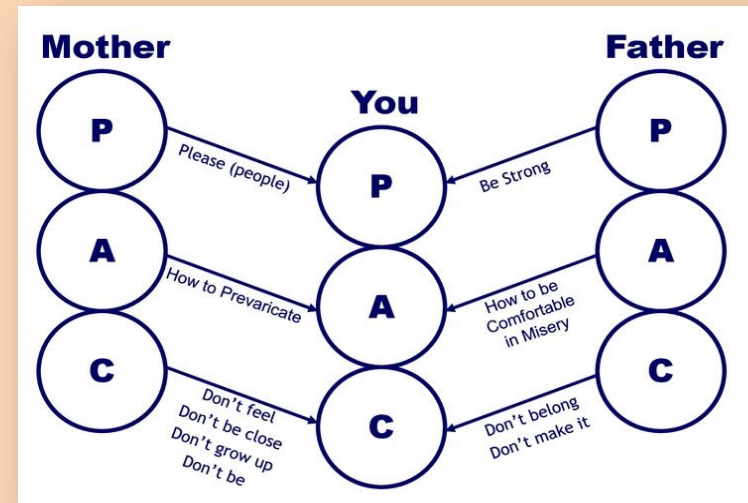
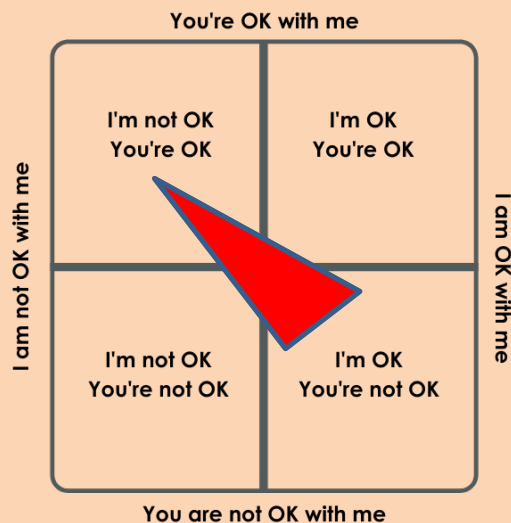


## Behavioural Ego States model



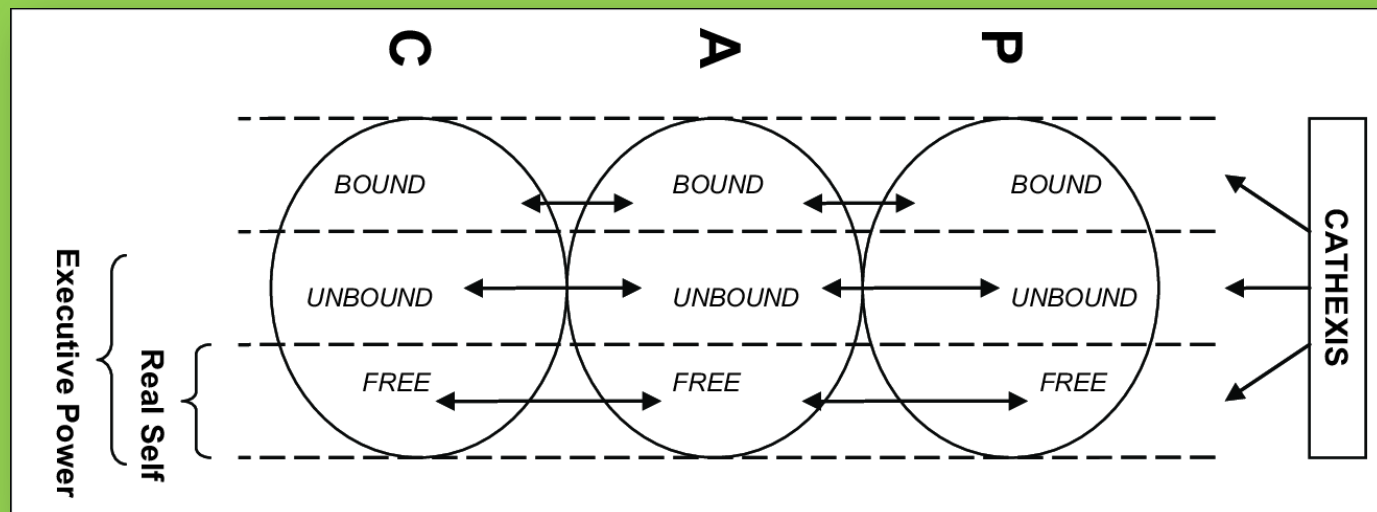
# Third Phase: Script Analysis (1966-1970)

- Why different people choose different Games and why they show different personalities.
- Berne initially defined Script as a person's unconscious life plan.
- Claude Steiner drew in the script matrix different messages from parental figures influencing script development.



# Fourth Phase: Action (1970 - 1977)

- Themes of energy distribution and action
- 'Stroke', which means any form or unit of attention, recognition or touch.
- Energy constancy.

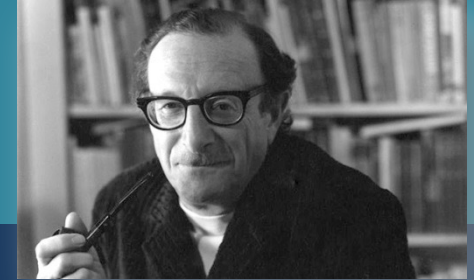


# Stages of Cure

- **Eric Berne: Four stages of Cure: (1961 TA psychotherapy in Action)**
- **1. Social control:** In this situation the client carries out the actions which were previously avoided.
- **2. Symptomatic relief:** in which the client no longer feels the fear associated with the previous difficulty.
- **3. Transference cure:** in which the client appears to reach autonomy, however this is only in response to the transference with the therapist.
- **4. Script cure:** in which the person reaches autonomy.



# Autonomy



- Berne (1964)
- “The attainment of autonomy is manifested by the release or recovery of three capacities: awareness, spontaneity and intimacy.” (p 158)
- He described awareness as the “... capacity to see a coffeepot and hear the birds sing in one’s own way, and not the way one was taught... requires living in the here and now, and not in the elsewhere, the past or the future” (p. 158)
- “Spontaneity means option, the freedom to choose and express one’s feelings from the assortment available (Parent feelings, Adult feelings and Child feelings). It means liberation, liberation from the compulsion to play games and have only the feelings one was taught to have.” (p.160)
- “Intimacy means the spontaneous, game-free candidness of an aware person, the liberation of the eidetically perceptive, uncorrupted Child in all its naivety living in the here and now.” (p. 160). This definition appears to define intimacy in terms of awareness and spontaneity, rather than as a separate construct

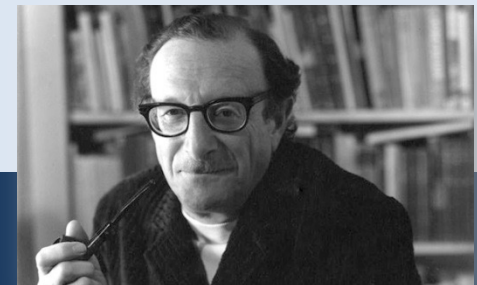
# Eric Berne's Study





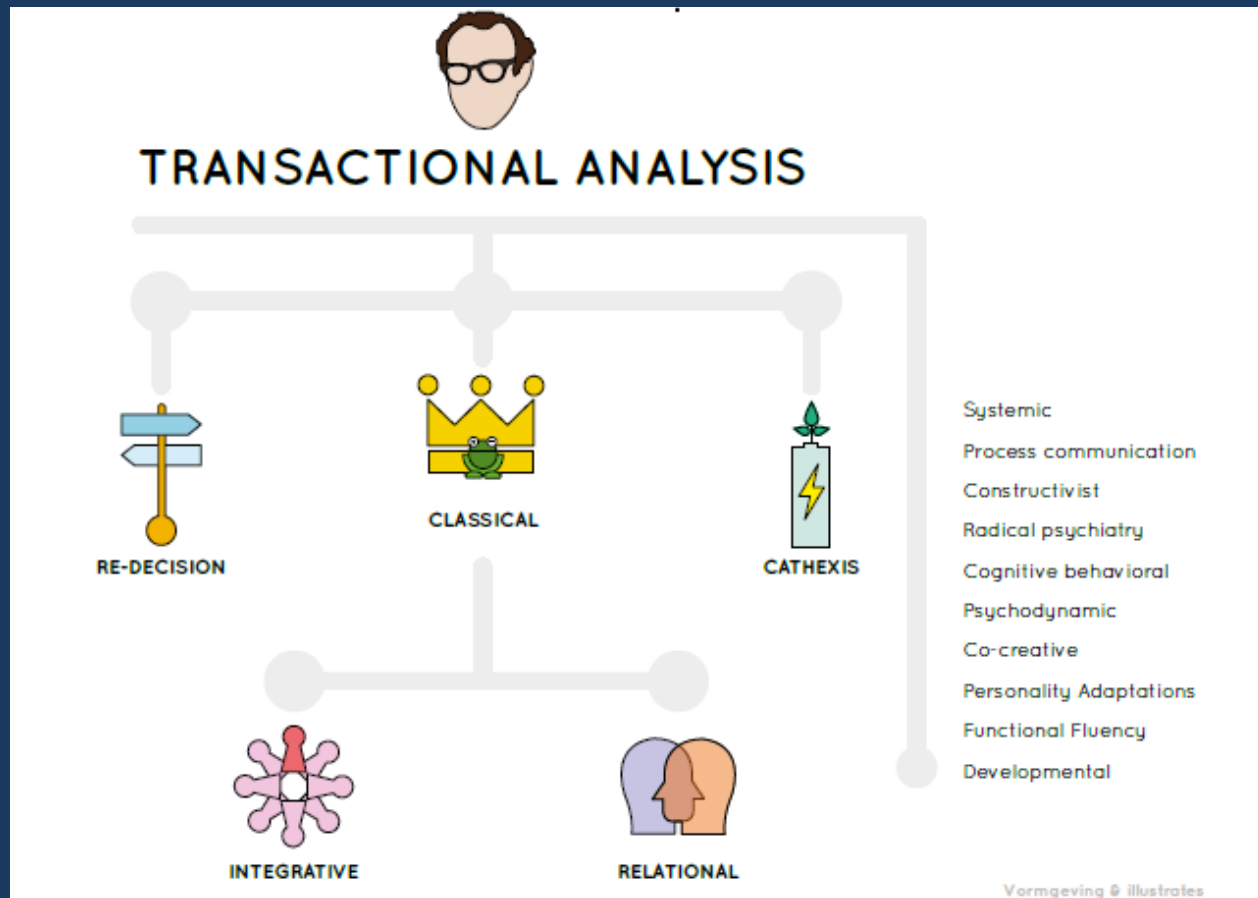
# Berne's (1966) Therapeutic Operations

- 1. **Interrogation** (Asking questions)
- 2. **Specification** (Repeating what the client has said to clear it and to add more information)
- 3. **Confrontation** (Pointing out inconsistencies)
- 4. **Explanations** (The therapist says what they think is going on)
- 5. **Illustrations** (Metaphors etc)
- 6. **Confirmations** (Confirming the clients Adult thinking)
- 7. **Interpretation** (Aimed at deconfusing the Child ego state)
- 8. **Holding** Therapeutic holding within the relational therapeutic work.
- 9. **Crystallisation** (Adult – Adult, bringing together all 3 ego states of the client preparing to make a redecision)

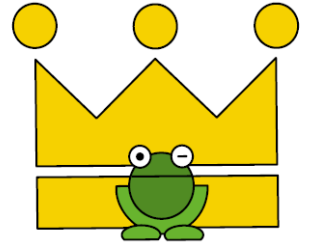


# مکاتب اصلی این رویکرد

پدیدار شدن نگاه های جدید در طول زمان  
بسط و گسترش دیدگاه ها و غنی شدن نظریه



# مکتب کلاسیک



- The client is given tools to bring about change in the here and now (Stewart and Joines, 1987).
- The therapist emphasises the strengthening of an Adult alliance (Dryden, 1996).
- TA was initially intended as group therapy.

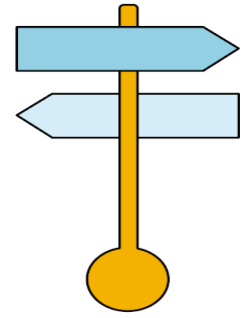


# مکتب کلاسیک

- Therapeutic use of humour, images, imagination, intuition and exaggeration.
- Both the patient and the therapist are equally responsible for the outcome of the therapy.
- This makes the use of contracts for behavioural change a central element (Barnes, 1977).
- **“By bringing into awareness what lives so that the client has a choice and can become autonomous.”**



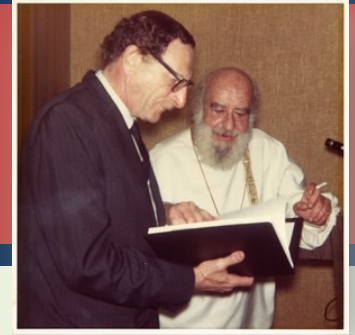
# تصمیم گیری مجدد



- The basic tenet of Redecision theory is that:
- “Children make decisions about themselves, their worlds, and their place in the world based on feeling and thoughts about their experiences”
- With this knowledge in mind, the client “can make life changes supported by a caring professional to confront, challenge, and support the process” (O’Connor, 2008, para. 4).
- Clear, concise methods to support the clients’ goals and
- produce rapid, long-lasting change,
- measurable in behavioural terms...



# تصمیم گیری مجدد



- TA, gestalt, group therapy, and desensitization, etc.
- the goal is to help people stop being depressed, phobic, anxious, compulsive or depressed. People learn they are in charge of their thinking, feeling, and behaviours (Goulding & Goulding, 1979).
- Scripts are not closely examined in Redecision therapy.
- It is more advantageous to go directly to the *injunction – decision – racket* complex because Redecision therapy is short-term (Goulding & Goulding, 1979).
- The therapist helps clients recognize that they are in charge of their feelings, thinking, behaving and body. Believing otherwise, puts them in the role of victim.
- Re-decision therapy moves clients out of the victim role into an empowered position, living mindfully, aware of themselves and others in appropriate ways.



# مراحل درمان تصمیم‌گیری مجدد

1

2021. INTERNATIONAL SCHOOL OF REDECISION WITH TONY WHITE.  
REDECISION IN PRACTICE. GROUP 3. UNIT 2. ARTICLE

UNIT 2. HANDOUT 4.

## **Redecision stages of therapy**

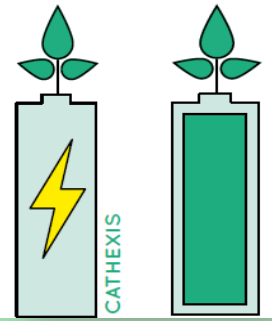
Redecision process:

1. Establish working alliance.
2. Contracting.
3. Diagnosis of early decision.
4. Education - board work and bibliography.
5. Recreating the early scene.
6. The redecision.
7. Deconfusion.
8. Bring the client back to the here and now.
9. Making behavioural contracts to carry out the new decision.
10. Contracting to terminate therapy or continue.



Tony White

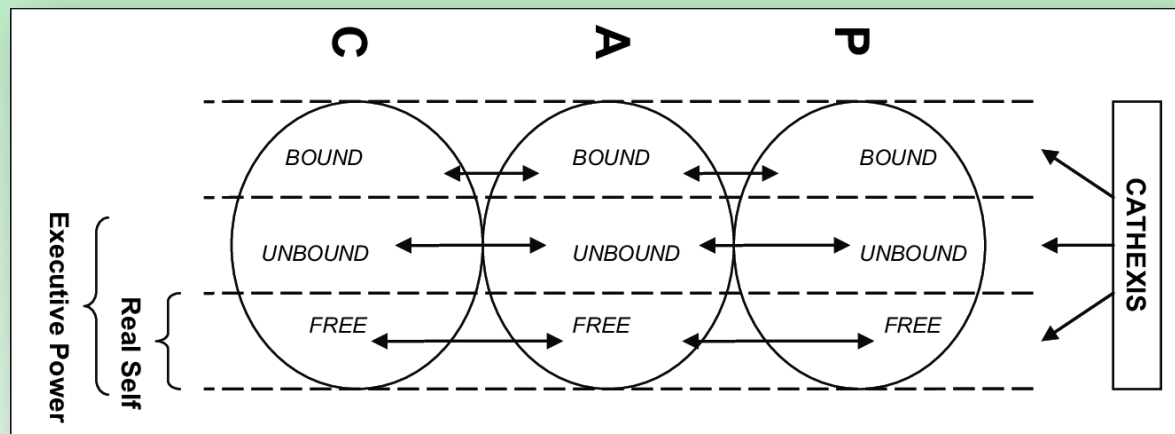
# مکتب نیروگذاری روانی



- The Cathexis School was originally focused on working with young people with schizophrenia (Barnes, 1977).
- The work is based on Berne's quantitative metaphors on psyche.
- "It is through the effective management and focusing of energy that meaningful thinking and problem solving can occur "

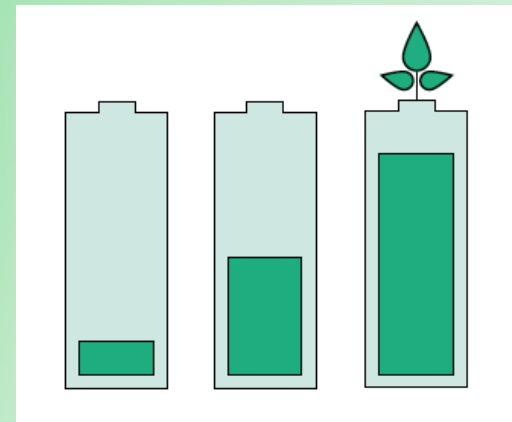


**Jacqui Schiff**



# مکتب نیروگذاری روانی

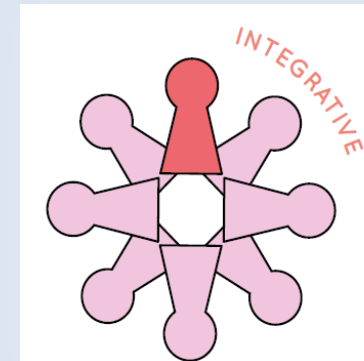
- An important feature is the therapist who gives energy to the patient in the form of encouragement or pressure (Berne 1972).
- According to the Cathexis school, the therapist can 'cathect' the Adult in therapy because it is "the only force which can effectively intervene between the Parent and the Child"
- "the energy of the Child may be taken over or appropriated by the Parent and used by it to 'restrain the Child'" (Barnes, 1999, p.186).
- • Re-parenting
- • Use of touch-stroking
- • Passive behaviours (Schiff, 1971)
- • Discount Matrix
- • Frame of Reference



# مکتب انسجامی

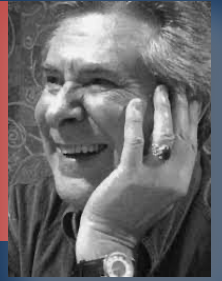


- Integrative refers to full integration in the psychotherapy.
- Not only at the theory but also affective, cognitive, behavioural, physiological and other systemic approaches (Erskine, 1997).
- For example, he uses Gestalt for the emotional work with the client and sometimes Psychodrama as an experiential method.
- The OK-OK concept is applied throughout the therapeutic process and it is showed itself in the level and rhythm of the treatment process and in the involvement, gentleness and respect of the therapist himself (Erskine, 1997).
- **Sometimes the mere understanding is not enough to allow the clients growth (They need a healing relationship)**



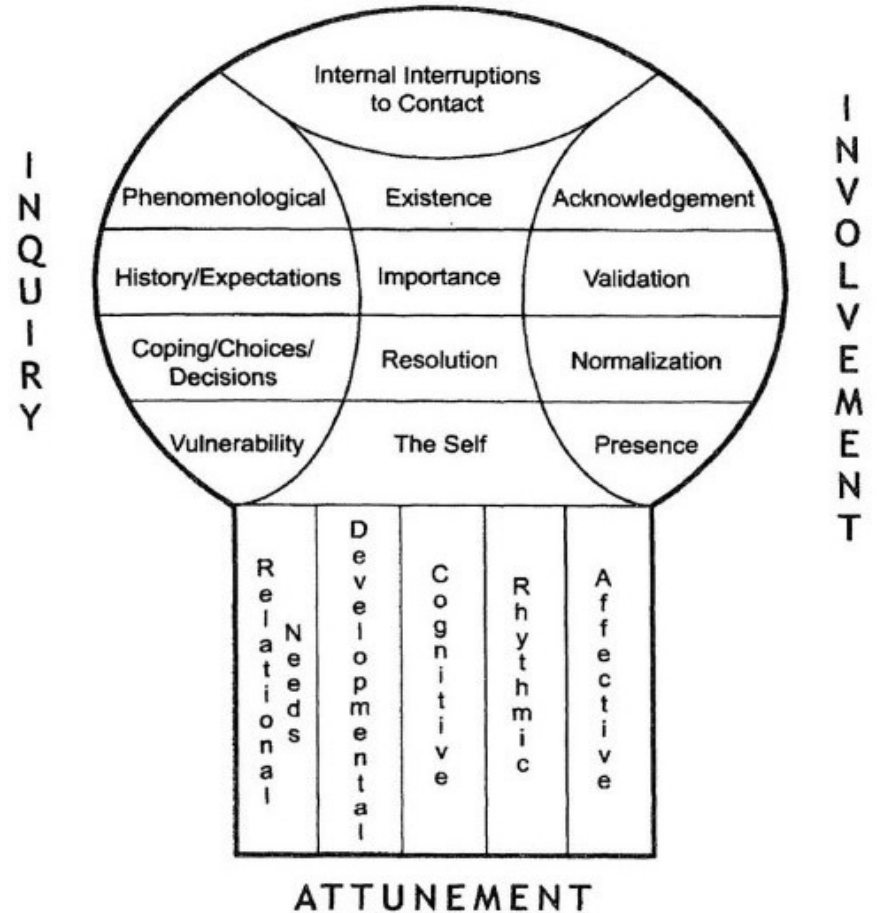
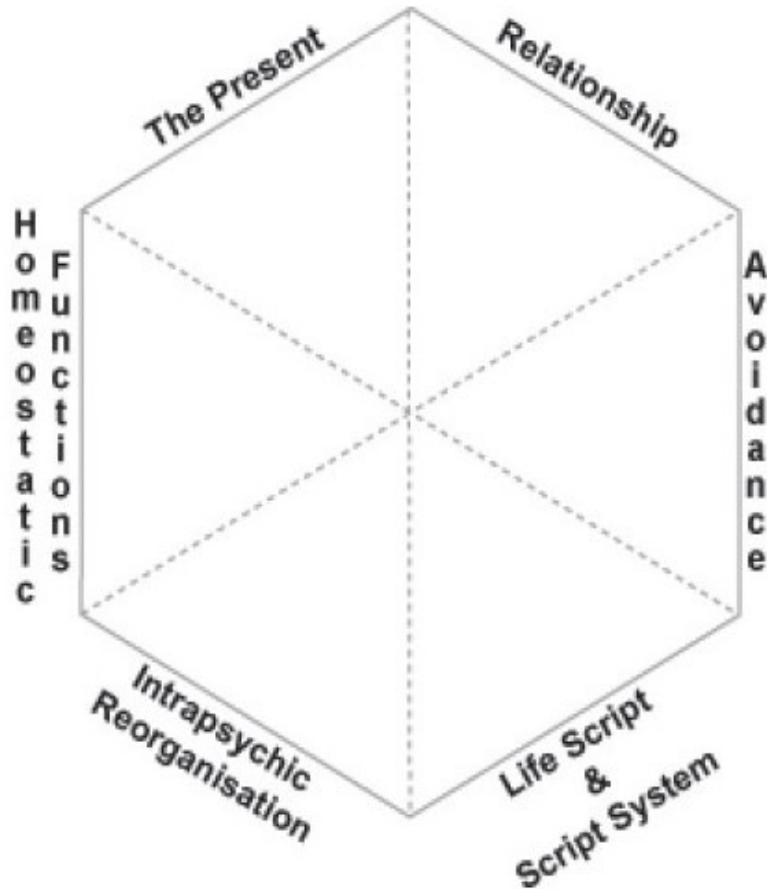


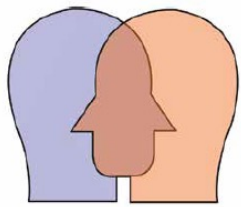
# مکتب انسجامی



- Instead of referring to the client's behaviour as psychological games or rackets, the therapist will assume that each behaviour is an expression of something that was meaningful and necessary at a certain point in a person's earlier life (Erskine, 1997).
- ( Working developmentally-focused)
- Naming Child vs. Working with real Child.
- (Supportive Regressive work/Working with Parent Introject)
- Understanding the meaning of old memories (emotional or procedural) and old relational patterns, benefits from more relational methods used in addition to the active, expressive and experiential methods in TA psychotherapy (Erskine, 1997).
- Challenge the old unconscious relational patterns and to establish new ways to relate with the other, which will increase the client's awareness of his own relational patterns and thus will facilitate the process of self-Actualisation.

# مکتب انسجامی





# مكتب ارتباطی

- Working in the relationship, as with other psychotherapy modalities, involves building a working alliance, actively using empathic transactions and counter-transference, working in the transference and effecting de-confusion.
- Relational TA is also a purposefully, deeply thoughtful, subjective process that requires therapists to actively include themselves in the therapy work. (Self-disclosure)
- The therapist becomes a vehicle for change; listens for and to the deepest unconscious levels of expression and uses themselves and all that they are in terms of skills, personality, culture, race, sexuality and experiences.
- This links to the unknown, split off, dissociated part of the self, allowing what is unconscious and not necessarily pleasant to emerge into consciousness either for careful reflection or for collaborative inquiry.
- At the end of therapy both client and therapist will be changed by the unique relationship that has been co-created.



Helena Hargaden

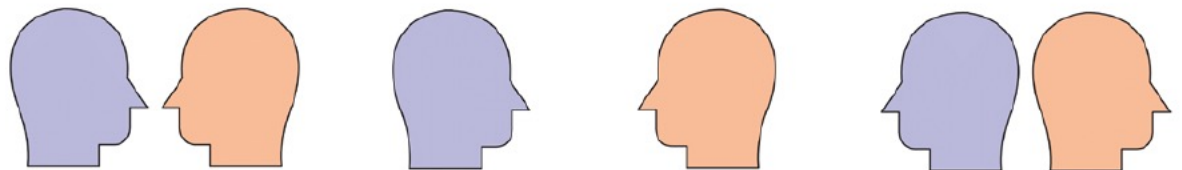


Charlotte Sills



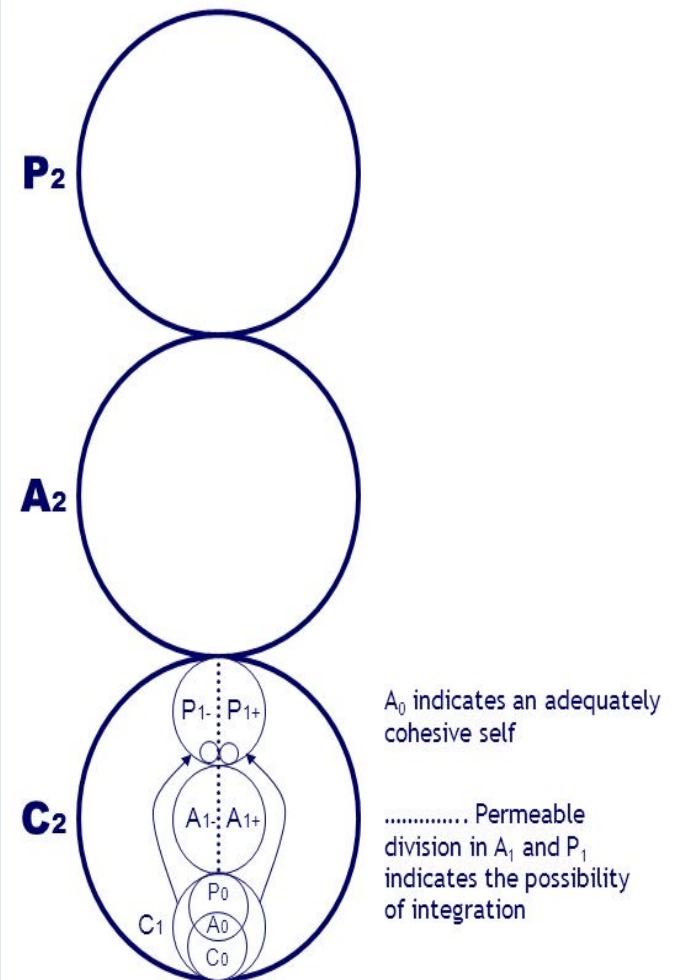
# مكتب ارتباطی

- Before sharing countertransference therapists need to ask themselves if the client will be served by hearing how we were affected or impacted by something they did or said. As with any intervention it does have to be conveyed sensitively and with a good heart and only after the therapist has been through a process of digesting the countertransference and examining the meaning for themselves, for the client and for the relationship.
- Huge potential and creativity rests in the unconscious; nobody knows what their unconscious contains until it chooses to reveal an aspect of itself.
- An **enactment** is a very clever way that the unconscious of the client or the therapist replays a scene from the past of the client and causes a rupture in the relationship. Enactments cause a **rupture** in the therapeutic relationship and provide rich material and wonderful opportunities to **explore** with the client.



# مکتب ارتباطی

- “When the internal organisation of the Child Ego State is fragile then integration can only take place within a relationship where the therapist is willing to hear the non-narratable story that arises from the internal object world of the infant and can come into play only within the transferential relationship”.
- “The transference relationship is in essence a repeat of the frustrating and disappointing elements of the original caretaking relationship...In the transference relationship the client will be inviting the therapist to repeat old experiences but there will also be the longing for a different outcome and a wish for further growth.”
- A rupture in the therapeutic relationship and provide rich material and wonderful opportunities to explore with the client.



School	Originators	Principles and Approach to Change
Classical	Berne	analyse, decontaminate the Adult ego state; often the sharing the TA theory with the client and helping them to apply it to their own circumstances
Cathexis	Schiff	use regression and create a healthy symbiosis; generally by everything clients leave with the practitioners so they can experience a reparenting relationship
Redecision	Goulding and Goulding	the power is in the patient; we can re-decide in the Child ego state; usually by using the gestalt technique of two chair work so that the client makes a different decision now to what they had made in childhood
Integrative	Erskine	inquiry, attunement, involvement; providing a validating and reparative experience whilst the client meets previously unmet relational needs and integrates their own personality
Psychodynamic	Moiso, Novellino	transference, countertransference; by allowing the script to emerge, be recognised and analysed, within the explicit and implicit communications with the practitioner
Process Communication	Kahler	process, personality type; by assessing personality structure through language and behavioural cues so as to apply an appropriate sequence of channels and contact areas
Personality Adaptations	Joines, Stewart	adaptations, contact and target areas; by quickly diagnosing personality adaptations to provide insight into how to work with the individual
Co-creative	Summers and Tudor	co-creation of reality; by emphasising how the relationship is more potent than practitioner or client alone and working on present-centred development
Constructivist	Allen, Loria	we construct our reality; by prompting clients to recognise multiple possible perspectives so they can change the way in which they re-experience the past, present and future
Developmental	Hay	health rather than pathology and development rather than cure; works very much in the classical TA style reinforced with constructivism
Relational	Sills and Hargaden	use the relationship with the therapist to bring about change; focuses on unconscious processes and how this emerges within the centrality of relationship
Eco-TA/ Ecological TA	Barrow and Marshall	Although the originators say this is not a school, it is a distinctive approach; is about working outdoors with clients

*Table 1: Schools of TA*

# Constructivism

- Lee (2003) writes that
- The thesis . . . is a Constructivist one that sees the Parent and Child, as well as Adult, being created or co-created anew each day . . . A central thesis of the Constructivist approach is that a person's view of reality is co-constructed anew each day in the narratives she uses to 'make sense of the world . . . it implies that ego states are literally reconstructed each day . . . People generally agree that Parent and Child ego states relate to the person's past; Adult ego states, by contrast, belong to the present. But when we consider this in the light of the Constructivistic analysis, the distinction falls down; it is obvious instead that Parent and Child and Adult ego states are all experienced in the present. (p. 73)

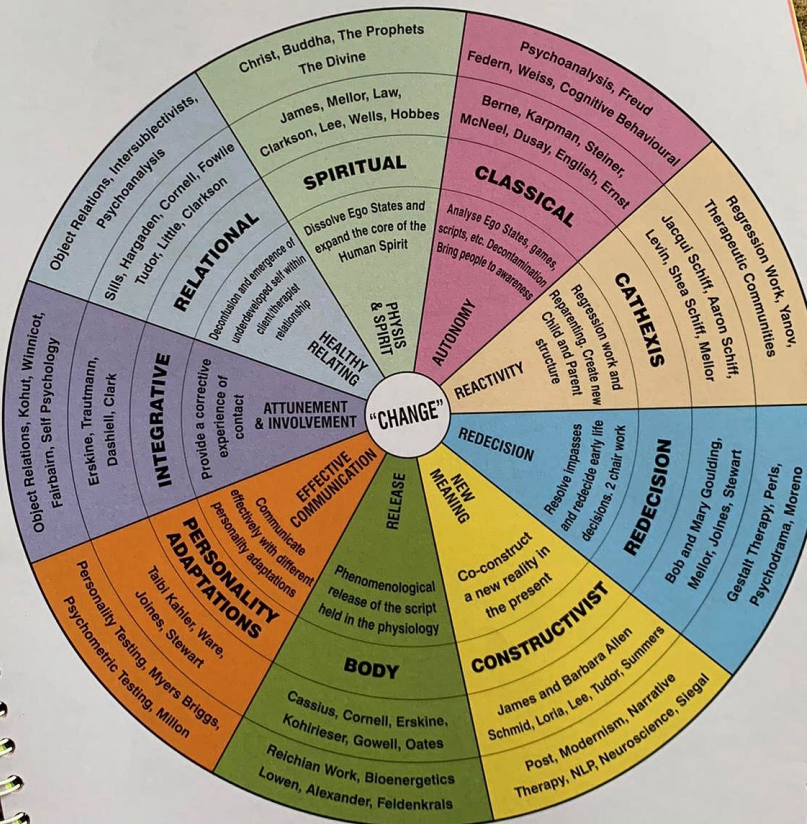
# Constructivism

- Tudor (2003) considers the ego states as a useful metaphor to understand the personality rather than reality; he takes up again, therefore, the work of Loria to reaffirm that a problem that exists with the ego states was their reification.
- In synthesis, the basic concepts that the transactional authors elaborate with a constructivist orientation are the following:
  - the ego states are in continuous evolution
  - the Adult is present from birth.



# نگاه به تغییر

## The Schools of Change



Antecedents  
TA Theorists  
Name of School  
Means of Cure  
Outcome of Cure  
© Adrienne Lee, June 2001

# آشنایی بیشتر با TA

پیج اینستاگرام فارسی و انگلیسی

[Instagram.com/ashkan.anbarzadeh](https://www.instagram.com/ashkan.anbarzadeh)

[Instagram.com/Ashpsychology](https://www.instagram.com/Ashpsychology)

کانال تلگرامی:

[T.me/ashkananbarzadeh](https://t.me/ashkananbarzadeh)

سایت‌های مرتبط با انجمن جهانی TA

[eatanews.org](http://eatanews.org) / [itaaworld.org/](http://itaaworld.org/) [WOTAA.org](http://WOTAA.org)

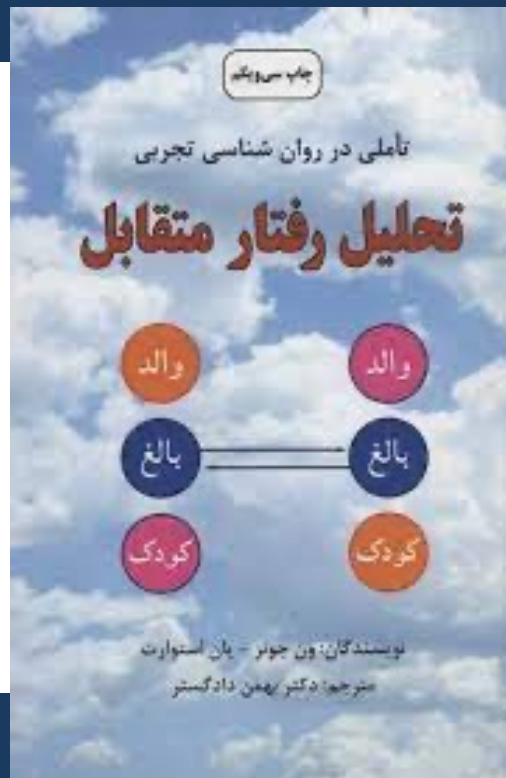
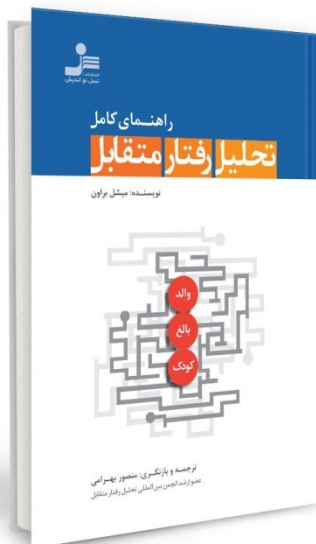
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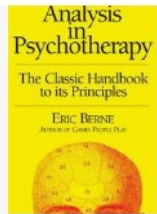
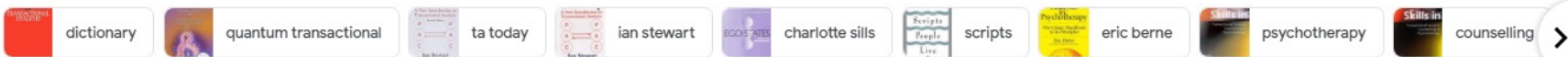
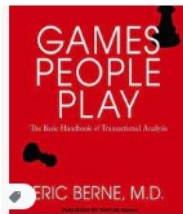
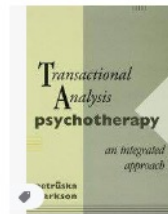
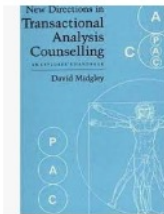
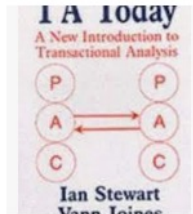
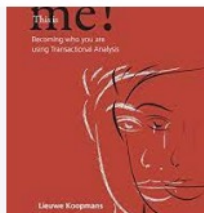
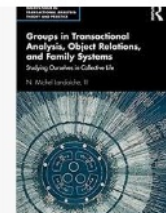
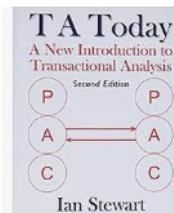
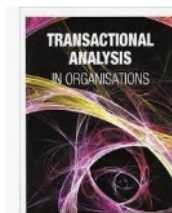
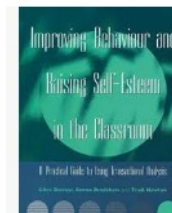
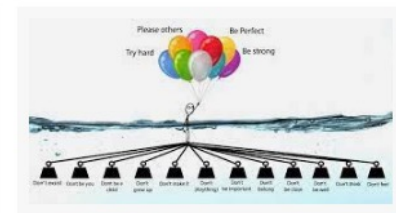
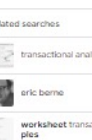
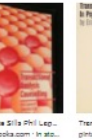
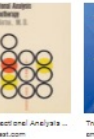
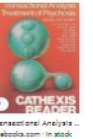
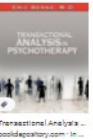
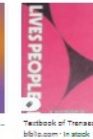
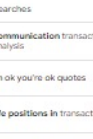
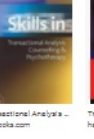
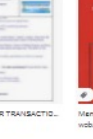
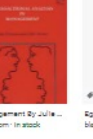
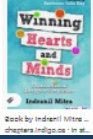
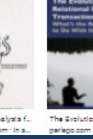
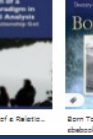
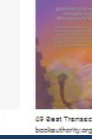
ژورنال TAJ

IJTARP ژورنال پژوهشی در دسترس



# منابع ترجمه شده



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# آشنایی بیشتر با TA در روان‌درمانی

## لایو تحلیل رفتار متقابل TA live

گفت‌وگوی دوم

مکاتب TA  
مدلهای درمانی (شباهتها و تفاوتها)  
معرفی کتابها و منابع



فریدالدین میرعمادی  
دانشجوی دکتری روانشناسی دانشگاه تهران  
مدرس دورههای خودشناسی  
موسس روان‌کوک



اشکان عنبرزاده  
دانشجوی روانشناسی دانشگاه فردوسی مشهد  
دانشجوی سال دوم TA  
مدرس دورههای خودشناسی

شنبه ۱۳ آذر ساعت ۹ شب

@RavanKook

@TA\_Psychology

## لایو تحلیل رفتار متقابل TA live

گفت‌وگوی اول

معرفی نظریه  
حوزه‌های کاری  
رویکردها و مکاتب درمانی  
جایگاه علمی/غیرعلمی در جامعه ایران



سید فریدالدین میرعمادی  
دانشجوی دکتری روانشناسی سلامت - دانشگاه تهران  
مدرس دورههای خودشناسی  
موسس روان‌کوک



اشکان عنبرزاده  
دانشجوی روانشناسی دانشگاه فردوسی مشهد  
دانشجوی سال دوم TA  
مدرس دورههای خودشناسی

شنبه ۲۹ آبان ساعت ۹ شب

@RavanKook

@TA\_Psychology

# TA Talk

live on Instagram

## PASSIVITY

Presenter



Piotr Jusik  
CTA-Counselling

Host



Ashkan Anbarzadeh  
TA Student

Thursday 8th July  
5pm GMT

# TA Talk

live on Instagram

## Functional Fluency

Presenter



Adrian O'Gara  
Organisational Coach

Host



Ashkan Anbarzadeh  
TA Student

Thursday 22nd July  
5pm GMT

# TA Talk

Live on Instagram

## Working Relationally With Dynamics of Self

Presenter



Hannah Beckett-Pratt  
MBACP  
Relational TA Therapist

Host



Ashkan Anbarzadeh  
TA Student

Thursday 15th July  
5pm GMT / 6pm BST

# TA & Trauma

LIVE ON INSTAGRAM



Janine Picciarella  
HPC Psychotherapist,  
Supervisor and Trainer,  
FTSTA, MSc, UKCP Reg.  
MBACP Accred.  
EMBS Practitioner



Ashkan Anbarzadeh  
Student of Psychology  
TA Student

Tuesday 11th January  
6pm BST/GMT

# TA Talk

Live on Instagram

## Using TA with Children and adolescents

Presenter



Alina Comendant  
CTA-Psychotherapy

Host



Ashkan Anbarzadeh  
TA Student

Thursday 29th July  
5pm GMT / 6pm BST

# Relational Talk

Part 2

Early Attachment Relationship  
Internal working models and  
Relational Scripts



Hannah Beckett-Pratt  
Relational Therapist



Ashkan Anbarzadeh  
Psychology Student

Thursday 2nd September  
5PM GMT / 6PM BST

# Interview #1

## World Online Transactional Analysis Association

English



Julie Hay  
TSTA (COPE)  
Director at PIFCIC  
Editor IJTARF



Ashkan Anbarzadeh  
Student of Psychology  
TA Student at PIFCIC

Wotaa.org

# Youtube



# YOUTUBE.COM/ASHPSYCHOLOGY

# Resources

- [www.EricBerneArchives.org](http://www.EricBerneArchives.org)
- [Theberne.com](http://Theberne.com)
- [Juliehay.org](http://Juliehay.org)
- TA Magazine 2021