

# TAPDA

## Transactional Analysis Personal Development Award



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# Contents

|   |   |
|---|---|
| Contacts .....  | 2 |
| Introduction .....                                    | 2 |
| Principles .....                                      | 2 |
| Equality of Opportunity and Inclusivity .....         | 2 |
| The Stages – an Overview .....                        | 2 |
| Assessments and Portfolio Building .....              | 3 |
| Assessors .....                                       | 4 |
| Costs and invoicing arrangements .....                | 5 |
| Appendix 1: Notes on preparing TAPDA portfolios ..... | 6 |
| Appendix 2: Some question prompts .....               | 8 |

## **Contacts**

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## **Introduction**

The TAPDA - Transactional Analysis Personal Development Award – has been designed specifically for individuals who wish to check out their application of TA concepts within their own personal lives, including within family, with friends and at work.

The TA can be learned in a variety of ways and from a range of sources. It is not essential that those teaching the TA are professionally accredited. However, the assessors acting on behalf of ICDTA will have met stringent criteria under the international TA accreditation processes so that the scheme ensures consistent, values-based practice.

## **Principles**

The assessment and accreditation of the TAPDA is underpinned by a series of core assumptions:

- All people are OK as human beings.
- People have an urge to grow and develop themselves.
- We make decisions and are therefore responsible for our behaviour. We can influence others and invite certain responses but they decide how to react.
- TA is practised as part of a contractual arrangement - in other words students are expected to use the theory to understand themselves better, and to work in partnership with the teacher or educator towards a mutually agreed outcome.
- Individuals develop in different ways and have different preferences for demonstrating their potential.
- Development takes place within a context that is permission giving and promotes diversity and inclusion so that individual potential can be realised.

## **Equality of Opportunity and Inclusivity**

ICDTA is positively committed to promoting equality within the provision of access to services, supervision and training regardless of race, ethnicity, culture, age, religion, gender, class, sexual orientation, disability, health status and having dependants. ICDTA expects all involved with the TAPDA to likewise promote equality and inclusivity.

## **The Stages – an Overview**

1. Contact ICDTA to express interest and be contacted by an assessor or project manager
2. Agree 'contracts' with all parties (note: people must be given the right to opt out of the TAPDA process as TA learning cannot be imposed)
3. Arrange for participants to learn TA (this may already have been initiated before step 1)

4. Participants collect evidence of their understanding and application of TA concepts and collate a portfolio (see below)
5. Optional – Participants collaborate to provide peer assessments that are added to portfolios (see below)
6. Optional – friends, neighbours, other participants etc can also provide assessments or other evidence that can be added to portfolios
7. Submit portfolios to ICDTA for assessment
8. The assessor will provide the candidate with a report about the portfolio. If a portfolio does not contain sufficient evidence, the assessor will provide detailed feedback on what is still needed.
9. Optional: organise an event at which an ICDTA Ambassador will hand out certificates to successful candidates. (Note – extra charge may apply for assessor's time and/or travel). Arrange for portfolios to be displayed for peer comment.

## Assessments and Portfolio Building

### *Self Assessment*

In order to progress to the TAPDA, Participants need to have followed a series of learning opportunities about core TA ideas. Programmes for learning can be created by individual centres – there are no prescribed lessons or activities. However, a range of core concepts must be covered and participants will be expected to demonstrate their understanding and application of *at least six* TA concepts.

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

The following is not a complete list and is included here for guidance on the level at which TA theory may be regarded as a concept for TAPDA purposes

|   |   |                                     |
|---|---|-------------------------------------|
| <i>PAC model/Ego-state/modes</i>                | <i>Drama Triangle or Winners Triangle/Potency Pyramid</i> | <i>Discounting/Steps to Success</i> |
| <i>Transactions</i>                             | <i>Psychological Games</i>                                | <i>Scripts</i>                      |
| <i>Strokes</i>                                  | <i>Time Structuring</i>                                   | <i>Working Styles/Drivers</i>       |
| <i>Windows on the World/<br/>Life Positions</i> | <i>Rackets/Substitute Feelings</i>                        | <i>Contracting</i>                  |

The emphasis in the award is on understanding *and* application. Candidates are encouraged to draw from their experiences and to provide a range of types of evidence. All evidence will be treated by assessors as strictly confidential and will be returned to the candidate after evaluation. Evidence possibilities include completion of

various activities, questionnaires, learning journals or similar self-reflective documents, etc. More detailed suggestions are provided in Appendix 1.

Appendix 2 contains some examples of question prompts for various TA concepts; these are suggestions only. Please note that we cannot guarantee that replying directly to the questions will create a passing portfolio. We need candidates to provide evidence that demonstrates both understanding and application – for example by telling a real story of a family incident a participant might identify Drama Triangle positions and explain Potency Pyramid/Winner's Triangle solutions that were used; this would show understanding and application.

When candidates have created an item of evidence – regardless of its format – they are asked to include it in their portfolio and list it on a contents page at the front. This is to ensure the candidate presents their understanding and application in a way that makes it easily seen by the assessor.

### *Peer Assessment*

When the TA is being learned via a training programme, candidates are encouraged to build up evidence provided by their fellow students. This evidence can again take different formats, for example through audio/video footage and/or written accounts.

When individuals offer evidence for peer assessment, they and the recipient will note this on their portfolio contents pages. One copy will be given to the person they are supporting and the second will be kept for their own evidence portfolio.

## **Assessors**

Assessors will be appointed by the ICDTA on the basis of the following criteria:

- The assessor has professional experience of working within a developmental context
- The assessor has a background in TA training and supervision that meets at least the level required for Student membership in the ICDTA, currently at least two years with an internationally qualified TA trainer/supervisor within the developmental TA fields, or has been accepted as a Contractual Trainee in accordance with ICDTA requirements
- The assessor is engaged in continuing professional development in TA, including ongoing supervision with an internationally qualified TA trainer/supervisor within the developmental TA fields
- The assessor commits to maintain membership of ICDTA or another national TA association that is affiliated to EATA, and to adhere to all ICDTA Codes and Regulations, for the period during which they are registered as a assessor

The ICDTA will maintain a list of assessors and undertakes to ensure quality assurance through regular monitoring.

Note that assessors may not act as assessors in their own organisations or where they have been the providers of the TA training to the participants who are being assessed.

## **Costs and invoicing arrangements**

The TAPDA is not operated as a commercial activity and the ICDTA determines fees to ensure a consistent and 'at cost' rate. These rates may, therefore, change over time. At June 2013, they are £50 per portfolio assessment. This fee will be payable again if a portfolio has to be re-assessed after changes. In accordance with ICDTA Policy, reductions will be applied for those in financially disadvantaged areas of the world.

These rates are for moderation and awards only and do not include the costs of TA training. ICDTA can provide details of suitable TA training providers but has no part in the commercial arrangements for such provision. The ICDTA assessor will, however, provide advice on whether sufficient and suitable TA training is being provided. Any providers of TA teaching who have made arrangements with organisations will invoice directly to centres; there will be no ICDTA involvement beyond the initial provision of contact information.

Where a group of participants are applying, the ICDTA will invoice the teacher or their organisation for the registration fees of the participants at the time that names of candidates are provided or when a portfolio is submitted whichever is the sooner. Individual applicants will be invoiced at the time of application.

## Appendix 1: Notes on preparing TAPDA portfolios

Basically, the assessor needs to be able to see that:

1. You have understood the chosen TA concept
2. You have applied that concept competently within your personal life
3. You have analysed what is happening using TA terminology
4. You have made some changes to your own behaviour in order to get different results
5. You have increased your self awareness, relationship skills, etc

You can include various items within your portfolio; the following are some suggestions:

- Notes of how you have applied TA constructs with children and/or other adults, annotated to show your analysis and why you think that concept was relevant
- Correspondence, emails, diary entries, etc with notes to explain your TA analysis of events and your choices of behaviours to handle such events
- TA diagrams, annotated to show parties involved, with a commentary explaining what was happening, how you chose to behave, what the results of your interventions were
- Recordings of your interactions or discussions with other people, individually or in groups, etc (with permission of others involved) accompanied by explanatory notes
- Recordings with a 'buddy' – possibly another candidate - who will prompt with questions so that recording will take the place of written notes
- Written descriptions of how you have applied TA, describing the TA concept, the situation, who involved, what happened, etc (note that these need to describe what actually happened – we are not looking for theoretical essays)

The following are some more specific prompts related to a selection of TA concepts (note that these are not the only concepts you can include in your portfolio):

### **Ego states/PAC Model/Modes/Transactions**

*Take a portion of an interaction and annotate ego state diagrams to show who you were interacting with, what got communicated from which ego states, when and how ego states changed and particularly how you decided what ego states to exhibit, when and why you changed ego state, whether you changed more than once. Or present similar information for a series of short interactions with a range of people. Or analyse your own ego state preferences, how these impact on others, and how you have changed them since you learned about ego states.*

### **Windows on the World/OK OK**

*Annotate the Windows on the World diagram with notes to show that you can identify and describe examples where you now recognise which window you were looking through. Describe the impact on you and/or the people you were interacting with. Check for any patterns within your examples. Identify and describe examples of what has happened when other people have been operating from the various windows. How have you changed your own behaviour and in what situations in order to invite someone to move to the OK OK window?*

## **Working Styles**

Analyse your own working style preferences and how these impact on your interactions with children and other adults. Analyse the working style preferences of several people you know. How do the various working style combinations affect the ways you interact together? Review how positive and negative aspects of the various working styles show up. What changes have you decided to make in your own behaviour in order to get the benefits without the drawbacks of your own working style(s) and those of the children/adults you interact with?

## **Drama Triangle and Potency Pyramid**

Review your relationships and identify occasions where you now recognise that children/adults (including you perhaps) were adopting roles on the Drama Triangle. Annotate a diagram to show how an interaction 'went wrong', noting who was involved, what happened, how they (and you?) shifted roles on the triangle, what the payoffs were. Then use the Potency Pyramid (or the Winner's Triangle) diagram to show how you intervened and/or changed your own behaviour to get a more constructive outcome.

## **Discounting & Steps to Success**

Identify examples of when you have spotted that other people were discounting. Describe what was happening and how you analysed this and decided whether to intervene. Take an example or two of when you did intervene and show on the diagram how you helped them to move up the Steps to Success. Make notes about instances when you now recognise that you were probably discounting. Show these on the steps to success and also how you have used that model to work out for yourself what was really going on and what you needed to do about it.

## **Strokes**

Draw up a stroking profile pattern that shows how you interact with several people. Analyse the strokes you typically give to and receive from each of them. Review the pattern and plan how you might improve it in ways that will enhance relationships. Pay attention to which are positive and negative strokes and check for any of Steiner's stroke myths in operation. Make notes on how you can better target your strokes to the recipients so they get the type of strokes they most appreciate.

## **Contracting**

Annotate a diagram of a three (or multi-) cornered contract to show who was involved, what was agreed, how did things work out in practice. Note how the other parties reacted to your contracting initiative, and how you explained the contracting process to them. Comment on the agreements between each pair of parties, how the third party in each case was kept informed, how were any confidential aspects dealt with. Comment also about the levels – practical/procedural, professional and psychological. In particular, describe the hidden messages at the psychological level – what you thought they might be and what you did about them.



## Appendix 2: Some question prompts

To be read in conjunction with the notes above, the following can be used by the candidate or by a buddy to prompt the candidate. In either case, a recording can be made if preferred instead of writing the answers.

### **Ego states/PAC Model/Transactions**

*Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.*

#### For an incident or other interaction

1. Who was involved?
2. What were their roles, responsibilities, intentions, desires, etc?
3. What got said – taking a segment that you think involves a change of ego state by you to get a different outcome?
4. Describe the ego states and any changes made for each person.
5. How did you identify the ego states you were seeing – what was it about their behaviour that you noticed?
6. What did you take into account when you decided to change your own ego state?
7. How did others react to your change of ego state?
8. Was that what you expected?
9. How did it lead to the outcome you wanted?
10. If it didn't get the reaction you expected, what did you do then about your ego state?
11. What have you learned from this interaction for the future – how will it be useful in your relationships?

#### For your own ego state preferences:

1. Think about how you typically behave within relationships.
2. Give a couple of examples to illustrate being in each ego state. What are you doing? How are other people reacting?
3. Which ego states do you not seem to use? Why is that? Do you need to change that?
4. Describe your typical interactions with 3 or 4 children or caregiver colleagues. What ego states apply for you and them?
5. How effective are your interactions with each of them?
6. Give one or two examples of how you have changed ego state since you learned about TA.
7. What did you do differently?
8. How did others react?
9. If their reaction was not what you hoped for, what did you do then?
10. What will you be doing differently in future in terms of ego states?
11. How will this contribute to your competence in your role of caregiver/parent?

### **Windows on the World (or Life Positions)**

*Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.*

#### Taking each position in turn:

1. Describe an example of when you were looking at the world in that way.
2. How did your own window influence the way you behaved?

3. How did the child or other caregiver/parent respond?
4. How much do you think their behaviour was influenced by your own behaviour versus being due to their own window on the world?

When you have an example for all 4 windows:

1. Check for any patterns or themes in your behaviour. For instance, do you tend to spend more time in any particular window?
2. Are you in IOKYOK enough? If not, how might you prompt yourself to stay in this position more often?
3. What examples can you describe of children being in each of the positions?
4. When their window was unhelpful, what did you do to invite them to IOKYOK?
5. What was the result?
6. What has all this meant for your own windows?
7. How have you changed your own patterns of behaviour to be in IOKYOK more of the time?
8. How will this contribute to your competence as caregiver/parent?

### **Working Styles/Drivers**

*Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.*

1. Which working style or styles do you spend time in?
2. How do you know that? Give examples of how you behave and why that fits a particular working style.
3. What are the benefits of your working style in your relationships?
4. What are the disadvantages of your working style?
5. Choose 4 or 5 people you work closely with – children, other family members, professional colleagues, etc.

For each of them:

1. How do you identify their predominant working style or styles? Give examples of what you notice.
2. How does the style contribute to and yet cause problems for them?
3. For each person, what happens when you interact – how does your working style fit or clash with theirs?
4. How have you now changed your behaviour in order to achieve more constructive interactions with each of them?
5. How have they responded?

### **Drama Triangle and Potency Pyramid (or Winner's Triangle)**

*Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.*

1. Identify a couple of examples where you realized that children or other adults were adopting roles on the Drama Triangle.
2. Who was involved? How were they behaving? What were they saying?
3. Work through each example, describing what was said and done.
4. Analyse this in terms of the Persecutor, Rescuer and Victim roles on the triangle.
5. Was there a definite switch in roles by one or more of those involved? What happened?
6. What do you think the payoffs were for those involved?

7. Choose an example where something similar happened and you intervened to get a more constructive outcome.
8. Again, describe what was happening until the point you intervened.
9. Then describe what you did. How did you change your behaviour?
10. Why did you choose that way to behave?
11. What happened? How did the others react?
12. What aspects of the triangle will you pay particular attention to in future? How will this increase your competence as caregiver/parent?

### **Discounting and Steps to Success**

*Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.*

1. Choose two examples when you spotted that others were discounting. For each:
  - a. What was happening? What were they doing?
  - b. What did you think they were discounting?
  - c. What level did you think they were discounting?
  - d. How did you help them – explain in detail how you interacted with them so they moved up the Steps to Success.
  - e. What did you and they say and what was the result on each step – situation, significance, etc?
  - f. What was the final result?
  - g. How will you use the steps to success in the future – for yourself to improve your relationships?
  - h. How will you use it to help others to overcome their discounting?

### **Strokes**

*Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.*

1. Identify 5 or 6 family members, friends and/or colleagues.
2. Draw up a chart on which you can note your stroke exchanges.

For each:

1. What strokes do you typically give them?
2. What are they about – the weather, their behaviour, something personal, etc? Note the words that are said.
3. What intensity of strokes do you typically give each person – low, medium, high?
4. How many strokes do you give them, e.g. one a day, one a month?
5. Are the strokes you give them usually positive or negative?
6. Can you identify any of the stroke myths in operation (not giving, not asking for, not accepting, not rejecting, not stroking self)?
7. What do you think of your stroking profile with each person?
8. What changes have you made since you learned TA?
9. What changes do you still need to make?
10. What do you think of your overall pattern of giving strokes?
11. Do you stroke some people more than others?
12. Can you explain this in terms of understanding their stroke preferences? If not, do you need to make changes?

Now repeat the above but for the strokes you get from them.

1. What are the strokes you receive about?

2. What intensity?
3. How many?
4. Positive or negative?
5. Any stroke myths in operation?
6. What do you think about the profile from each person?
7. How has learning about strokes made a difference to the way you relate to people?

### **Contracting**

*Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.*

1. Who was involved in the contracting?
2. Were they named individuals or were there 'group parties'?
3. If so, who represents those group parties in this case?
4. Were there any other people or groups with an interest in the contracting or the results of it?
5. If there were, how did you take them into account without involving them in the contracting?
6. How did you explain the contracting process to the people you planned to contract with?
7. How did they react to the idea of contracting?
8. What contracts already existed between each pair of parties (i.e. along each side of the triangle) – for example, family or house rules, school rules, parent support group groundrules, etc?
9. What new agreements were contracted for between each pair of parties?
10. What was the procedural/practical level of these?
11. What was the professional level of these?
12. What did you think was happening at the psychological level – the unspoken messages, the assumptions, any history, the impact of any hierarchy and so on?
13. What did you do about the psychological level factors?
14. How did you make sure that each party knew enough about the contract along the opposite side of the triangle to their corner?
15. How did you take into account any power differentials?
16. What have you learned from this contracting process for the future – how will it be useful in your personal or professional life?