Analyse of Experience and Behaviour
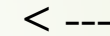
Perspective
of Reality

-→

Frame of Reference

EXPERIENCE

BEHAVIOUR

Perspective of
Personality

< ---

Structural
Ego State Model

Relational Perspective
Organisation and Pattern
of Relationship

Transactions, Games,...

We can observe in everyday life patterns
which are repeating themselves consistently and appear frequently,
and are as unconscious to us.
 If we look closer, particular topics and processes become noticeable,
particular actions and reactions,
in which their fixed roles are observable.
 From the participant's present initially not understandable
 complex social patterns
 are described with the model of psychological games.

The model of psychological games is
- ❖ On the **level of communication** the presentation
  of a particular procedure
  of a relationship with its open and hidden aspects.
- ❖ On the **intrapsychic level** the presentation
  of an unsolved problem.
- ❖ On the **level of context** the try to repeat
  earlier experienced social patterns
  and to establish the earlier status quo
  in the here and now of the relation.

The reason and "benefit" of psychological games

|	External use	Internal use
Social level	Superficial contact with people, pastime, small talk	spending predictable time with so-called ‚good' friends
Psychological level	Avoidance of intimacy, responsibility, no direct request for strokes	A pattern to get feelings that are depending on the script
Existential level	Biological needs for stimulation and attention ('negative attention is better than none')	Basic positions of one's life are confirmed, rackets are supported, the script is strengthened.

The drama triangle

The rescuer cares about others and takes over responsibility
 without being asked openly to do so.

The persecutor criticizes, devalues, condemns and knows better than others.

The victim is helpless, suffering and covertly asks others to take over responsibility.

| Persecutor |
| Rescuer |
| Victim |
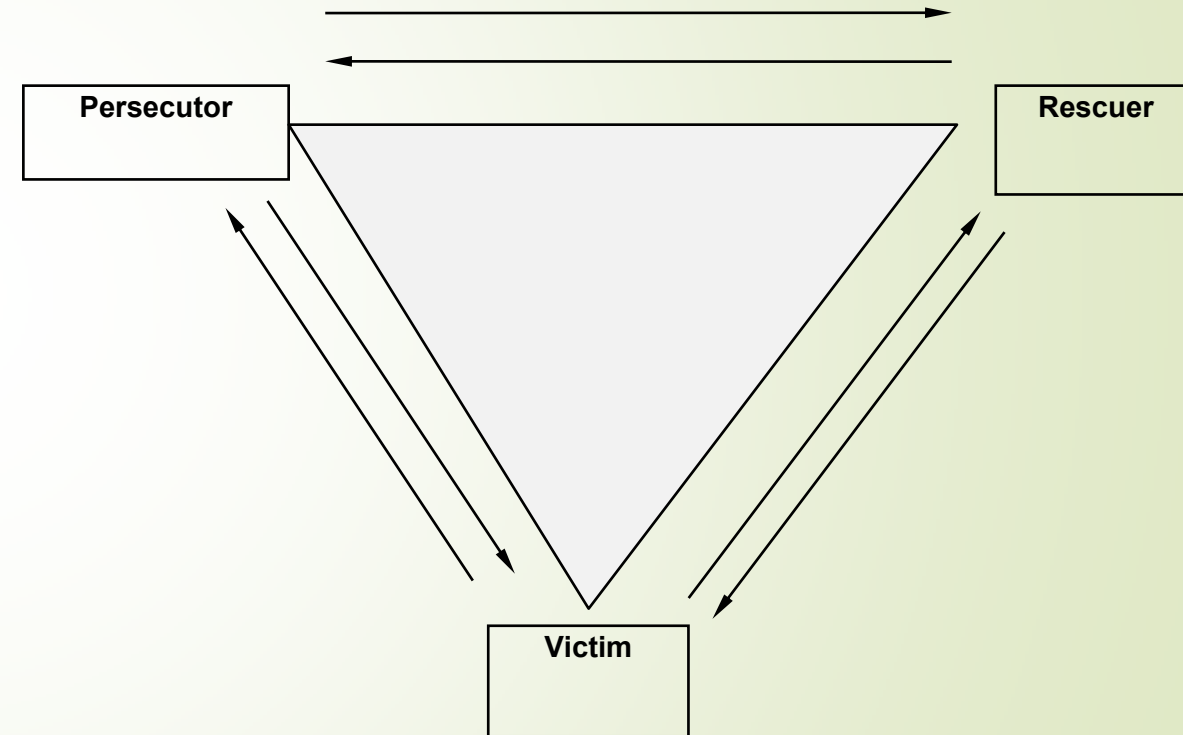
GAME PLAN
This version is from T.A Today, adapted from John James by Laurence Collinson.
1. WHAT KEEPS HAPPENING TO ME OVER AND OVER AGAIN?
2. HOW DOES IT START?
3. WHAT HAPPENS NEXT?
4. (MYSTERY QUESTION)
5. AND THEN?
6. (MYSTERY QUESTION)
7. HOW DOES IT END?
8. HOW DO I FEEL?
9. HOW DO I THINK THE OTHER PERSON FEELS?

Playing schedule of ………………………………………….
(as you perceive him/her)

1.	What happens to the child/colleague over and over again respectively which behavioral pattern or which problem is this person 'practicing' consistently? What fairy tale, what kind of film fits to this event? What is the topic of the process?	
2.	How does it start? It's not about fault! Games are social processes which can only be shaped and organized together.	
3.	What happens next respectively how do the others react to it?	
	In-depth questions 1: Which is the child's secret, psychological message for the other person and how does the child think about him/herself? How would a child of four or five years express these ideas? How could the child/the colleague think different about him/herself?	
5.	How is the sequel of the game?	
6.	In-depth question 2: Which is the other person's secret, psychological message for the child/colleague (what is your assumption) respectively what do you assume, how your client is perceiving this message?	
7.	How does this sequence end? What ideas does the child/the colleague have on 'a good ending'? How shall it end?	
8.	How does the child/ the colleague feel and what do they think about themselves? In which thoughts about themselves are they confirmed?	
9.	What do you assume how the other person is feeling respectively what does the child/the colleague assume how the other person is feeling?	
10.	In-depth question 3: Are these emotions and thoughts important in the child's life? Does the child have these emotions and thoughts on a regular basis or in important moments?	
11.	In-depth question 4: Where does the child know these emotions and feelings from? What situation has been restaged? Who did the participants replace respectively what transferences have been made?	
12.	In-depth question 5: Which unsolved concern is conveyed within the game? How can the child/the colleague take responsibility in a good and protecting way?	
13.	In-depth question 6: In this moment, for what is it useful to still practice this form of relationship?	

DEALING WITH GAMES
* Use Options – positive ego-states
* Catch the opening "Con"
- Straight: Adult
- O.T.T. Child/Parent response
* Watch for the Discounts and the Drivers – confront discount
* Disown the Negative Payoff
* Go straight for the Positive Payoff
* Move to Intimacy at the Switch
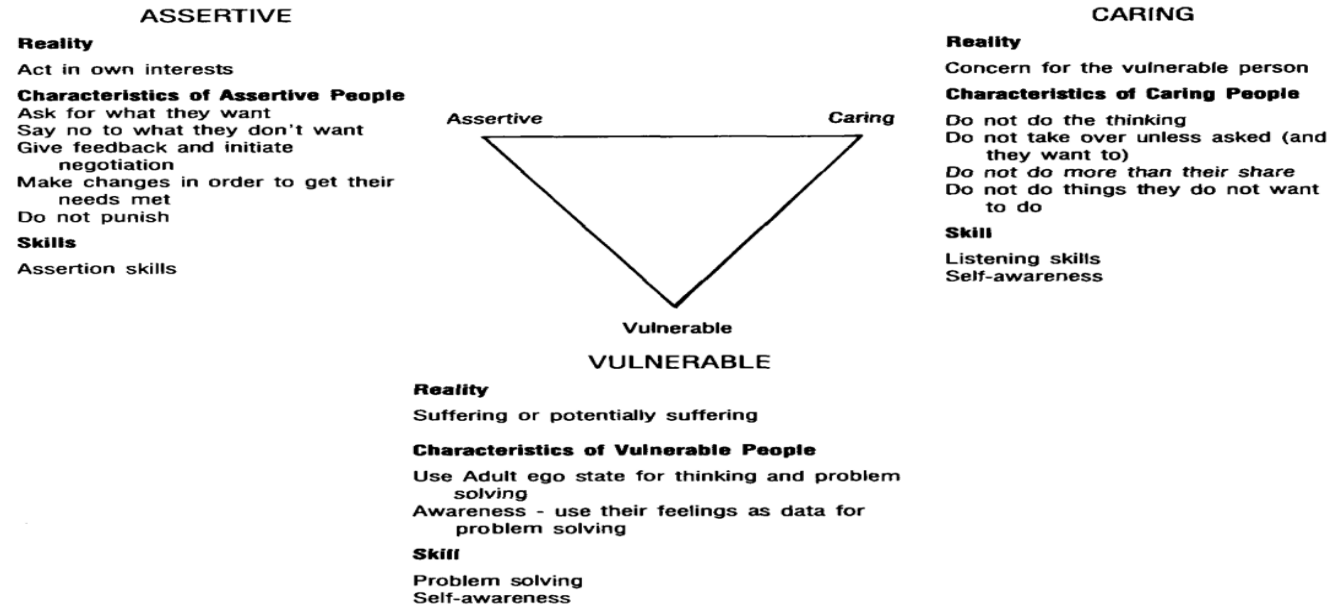* Replace Game Strokes
* Accept less intense Strokes

ASSERTIVE

Reality

Act in own interests

Characteristics of Assertive People
Ask for what they want
Say no to what they don't want
Give feedback and initiate
  negotiation
Make changes in order to get their
  needs met
Do not punish

Skills

Assertion skills

CARING

Reality

Concern for the vulnerable person

Characteristics of Caring People

Do not do the thinking
Do not take over unless asked (and
  they want to)
Do not do more than their share
Do not do things they do not want
  to do

Skill

Listening skills
Self-awareness

Assertive   Caring

Vulnerable

VULNERABLE

Reality

Suffering or potentially suffering

Characteristics of Vulnerable People

Use Adult ego state for thinking and problem
  solving
Awareness - use their feelings as data for
  problem solving

Skill

Problem solving
Self-awareness

Figure 2
Winner's Triangle

Persecutor Role in the Drama Triangle
Valid Component of the Persecutor Position. Persecutors are invested in satisfying their own needs and acting in their own interests.
Discount from the Persecutor Position. Persecutors behave in such a way that others are inconvenienced or suffer, thus discounting the feelings and importance of the persons who are affected because of their actions.
Characteristics of Persecutor Behavior. Persecutors can be active, retaliatory, or passive. *Active Persecutors* use their energy in the service of getting their own needs met, which is laudable, but they use it in ways that discount others. Examples of active persecutor behavior include borrowing someone's jacket without

asking so that the other person unexpectedly finds it is missing. Such behavior almost always provokes the Victim to switch to retaliation.
Retaliatory Persecutors have in part the aim of punishing and experiencing triumph. However, subjectively they are likely to believe that they are simply acting to get their needs met. Examples of such behavior include dealing with noise from a neighbor's stereo by phoning the police without informing the neighbor that the noise was disturbing and asking that it be turned down. Such initiatives are rarely effective because part of the energy is tied up nonautonomously in punishment and revenge (old, unfinished business) which sets the stage for getting themselves persecuted again in the next drama
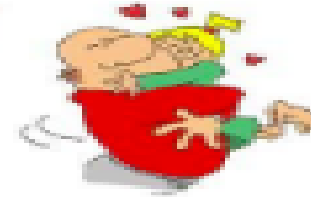
The Winner's Triangle

Assertive
- knows own feelings, needs and wants
- non-judgemental
- uses 'I' messages

Accepts others' value and integrity

Nurturing
- gives help when asked
- cares and understands
- doesn't need to be needed by others

Accepts others' ability to think for themselves

Vulnerable
- shares real feelings

Accepts Self

The roof : Output of learning
What is visible?
What has changed?
What knowledge is increased?
What skills are increased?
What challenges are to observe?

Rooms	Liberal	Progressive
Steps	Humanistic	Technological
Doors	Radical	Dogmatic

Fundament: What exist? What further
expiriences are there?
Assumptions about learning, beliefs, strategies,
knowledges, skills, age, Intelligence,personality, motivation, interests, usefulness, ...