

REDECISION TRANSACTIONAL ANALYSIS

1. Contact – forming an alliance with the client ... therapist signals “I’m OK-You’re OK”

2. Contract – co-constructing with the client the focus or goal of therapy in a way that can be specified and achieved. In the process of forming a contract, the therapist may hear the first “**con**” of the client. For instance, the client says, “I’ll try to do ...” and if the therapist accepts this statement, he is “stroking” the client and the client will continue to use words such as “try” and “can’t” rather than “do” and “won’t”. Also pay attention to body positions, body movements – shaking the head “no” while agreeing and visa versa.

3. Chronic

Feelings	anger, depression, anxiety, racket feeling vs. authentic experiencing
Thinking	obsessive, distracting, denying, distorting thoughts
Behavior	compulsive behavior, any behavior that is not self-enhancing
Body	somatic complaints, conversion disorders

4. Supported by

Games	Kick Me, If Only, If It Weren’t for You/Them, Poor Me, Lets You & Him Fight
Fantasies	Of the past or future
Belief Systems	“Don’t feel too good or something bad will happen”
Stroke Pattern	Doing what we get rewarded or noticed for

(teach clients to be responsible for themselves)
 (give up game playing, absurd belief systems, and unpleasant fantasies (worrying))

5. General Script – the child formulates the script based on the messages received from the parents and from the strokes received. For example – a client gets the message not to act like a child. She’s supposed to work hard, carrying out the garbage, doing the dishes, even straining at bowel movements. If she gets strokes for working and for not acting childlike, then she will decide over and over again to comply. As a teenager, she may rebel, and this is an adapted rebellion and is still a response to the parents. By adulthood, the script is formed and stroke pattern established so it is very difficult to change purely on adult recognition of the script. Redecision therapists believe that the client can reparent themselves in order to give up the script – stroke themselves and gather strokes from others who can support the change. It is important for the therapist to recognize the difference. It is difficult to teach autonomy if the therapist behaves as if the client is not autonomous.

6. Resolution

Redecision	Reconstruction of Ego States	Adult Plan
Ego State decontamination	Anchors	Change the Stroke Pattern

INJUNCTIONS

Injunctions are messages from the Child ego state of the parents, coming from the parents' unresolved pain, rational to the parent, and irrational to the child. They are usually given outside the awareness of the parent and are pre-verbal to the child. The parent usually doesn't know they are there, and the child knows all too well.

Don't ... Given by scared parents, not allowing the child to experience the normal experiences of life. "Don't climb trees." "Don't swing too high." "Don't do anything ..."

Don't be ... The most lethal of messages, the one most focused on in treatment

Don't be close ... Exhibited by a lack of touching and positive strokes. The child sometimes gives him/herself this injunction because of trauma or death of a parent. "I can't get close because they might leave me."

Don't be important ... "Children are to be seen and not heard."

Don't be a child ... Parents ask children to take care of the younger ones. "Be a man." "Boys don't cry."

Don't grow up ... Often given to the last child or the last pre-pubescent child when the parent starts to feel sexual arousal in the child's presence. "Don't grow up." "I won't allow you to grow up."

Don't succeed ... Criticism from the parent. "You can't do anything right."

Don't be you ... Given most frequently to the child who was born the "wrong" sex

Don't be sane & Don't be well ... Strokes are given for being sick. Crazy behavior is rewarded or not corrected

Don't belong ... Parents act as if they should be something else ... parents tell their child they are different.

Don't Think ... The parent belittles the child's thinking or models not thinking

Don't Feel ... Don't feel certain feelings including physical feelings

INJUNCTIONS

Don't ...

Don't be ...

Don't be close ...

Don't be important.

Don't be a child.

Don't grow up.

Don't succeed.

Don't be you.

Don't be sane.

Don't be well.

Don't belong.

Don't feel.

Don't think about ...

Don't think.

DECISIONS

The world is scary

I'll die and then you'll love me.

I'll never get close again.

Everyone else counts first.

I'll never have any fun.

I'll stay helpless.

I'll never do anything right.

I'll always be ashamed.

I'm crazy.

I'll never belong to anyone.

I don't feel anything.

I'm bad when I think about sex.

I can never concentrate

The child decides what to do with the injunction. They can follow it to the letter. They can alter it. They can also ignore it.

COUNTER-INJUNCTIONS

“Counter-injunctions are message from the Parent ego state of the parents that are restrictive, and, if adhered to, may also prevent growth and flexibility.also includes religious, racial, and sexual stereotypes which are handed down from generation to generation Counter-injunctions are obvious, given in words, and are not secret. The giver of the counter-injunction believes that what he says is right and will defend his position.”

Counter-injunctions:

Be strong
Try Hard
Be perfect
Hurry up
Please me
Be careful
Work hard

DECISIONS

“ ... In order for them (injunctions and counter-injunctions) to be important in the child’s development, the child must ACCEPT them. He has the power to accept or reject. No injunction is ‘inserted in the child like an electrode,’ as Berne believed. Furthermore, we believe that many injunctions were never given! The child fantasizes, invents, and misinterprets, thereby giving himself his own injunctions.”

The basic theoretical position of Redecision Therapy is that all children, regardless of the nature of their stresses make vital decision for themselves about their thinking, behaving, feeling, and body. In order to effect a change, a client must access and change their early childhood decisions (coping mechanisms, fueled buy belief systems). Therapy begins with an Adult contract for change, followed by Adapted Child experiencing the early decision that is inappropriate for current reality, followed by a Free Child decision appropriate to present functioning (the Redecision). The Redecision is anchored with a cue from the clinical work and a plan devised to assist the client in integrating the Redecision. The psychotherapist uses Gestalt, psychodrama, behavioral and other modalities to deal with the affective work, or in TA terms, engage the Child ego state in the Redecision

GAMES

“ ... a game is a series of transactions that ends in at least one player feeling badly or being injured in some way ... “

Ostensibly straight stimulus – “ I’ll paint the porch for you.”

Secret message (as the person procrastinates) – “ Keep nagging me.”

Response to secret message – “When are you going to get the porch painted?”

Payoff – the person feels angry, sad, anxious, or guilty. They make silent statements to self about self and others that solidify the existential position in terms of “I’m OK” or “I’m not OK” and “You’re OK or “You’re not OK” (i.e. I’m angry! She always criticizes me. I never seem to be able to please her.) ... each person derives his own payoff and this payoff is a repetition of important unfinished business from the past.”

RACKETS

The unpleasant feelings that people experience following a game, are called rackets ... the racket is simply the chronic, stereotyped, unpleasant feeling. These feelings are used to attempt to change and/or control others. ...parents teach children about rackets. ... grow up believing that he makes people feel.

STROKES

“A stroke is a unit of recognition. There are three kinds of strokes: physical (touching), verbal (talking), and nonverbal (waving, winking, nodding, gesturing). Strokes are given for ‘being’ (unconditional) and for ‘doing’ (conditional). They may be positive as warm physical touches, warm words, and friendly gestures, or, they may be negative as slaps, scolds, and scowls.”

EXISTENTIAL LIFE POSITIONS

I’m OK – You’re OK ... win-win position, based on thought, faith and action, love, GOWL

I’m OK – You’re not OK ... be alright if left alone, judgmental, fear, anger, GROL

I’m not OK – You’re OK ... looks for approval, fear, anger guilt, GAFL

I’m not OK – You’re not OK ... depression, GNWL

SCRIPTS

“ ... when a child makes an early decision about herself, she begins to plan out her life based on the decision, using a model of a fairy tale or other story.” The Gouldings believe that the individual writes their own script and can rewrite it with the help of a strong Parent she builds herself, rather than incorporates from a therapist.

Scripts are not closely examined in redecision therapy. Because **redcision therapy** is short-term, it is more advantageous to go direct to the *injunction – decision – racket* complex.

EGO STATES

Nurturing Parent – Does the client self-nurture? Does the self-nurturing promote growth & change or does the client tend to give herself positive strokes only when sick, hurt, or abused by another person? As long as self-love is given primarily for unhappiness and nonsuccess, therapeutic gains can't be maintained. Stroke clients for growth and/or change and for “being”.

Critical Parent – Does the client pay more attention to her minor personal faults and flaws than to her assets and successes? Destructive self-criticism will sabotage whatever gains a client makes in a therapy session. Encourage clients to substitute nurturing for self-criticism.

Adult - state of being in which we store data, retrieve data, act upon data, test out data, find out what is reality in terms of self and other's experience. Is the Adult clear and uncontaminated? May be contaminated by Parent and/or Child ego states – parental beliefs such as “telling family secrets is disloyal” “all parents do the best they can” and “children need to be beaten to keep them from becoming sinners” will prevent recovery from child abuse – child contaminations such as fears of revealing information or over compliance in a desire to please the therapist will also impede therapy.

Free Child - acts without adaptation to rules, spontaneous. The healthy, happy, bright competent core in each person that can form a base for success in therapy. The therapist teaches the client to use and strengthen whatever child-ego-state health the client possesses.

Adapted Child - decides to go along with parental messages for survival. The primary question in rededication therapy is: What early childhood decisions are causing problems today? A client's current problem is often the result of injunctions and decisions stemming from childhood.

Rededication uses the TA theory of injunctions and decisions along with gestalt principles and methods. In session the therapist invites the client into Free Child ego state to make new decisions. This is always done in terms of what the client wants so it is contractual therapy, a TA concept. Over and over, the therapist helps clients recognize that they are in charge of their feelings, thinking, behaving, and body in some way. Thinking otherwise puts them in the role of victim. Rededication therapy moves clients out of the victim role into an empowered position, living mindfully, aware of themselves and others in appropriate ways.

IMPASSE

An impasse is a point at which two or more opposing forces meet a stuck place.

1. **First degree impasse** – between the Parent ego state and Child ego state and is based on the counter-injunctions. The therapist encourages the client use an early scene in which they confront their parent as a therapeutic intervention. Role work/dialogue between Parent ego state (P2) and the Child ego state (C1, A1). Change revolves around the “drivers” (driven behavior).
2. **Second-degree impasse** – the Little Professor (A1) made a decision in response to an injunction rather than a counter-injunction. To resolve this impasse, the therapist creates an environment in which the client feels intensely the same feelings he had when he made the original decision. The client must be in the Child ego state. The dialogue starts with the client stating the goal – “I’m OK when I play.” The client takes the part of the parent who gave the injunction and then the part of themselves and he works through the impasse. Role work/dialogue between P1 and A1. Change revolves around the injunctions or “stoppers”.
3. **Third degree impasse** – the clients experience themselves, as always having been whatever it is, they experience. “I have always felt worthless.” Clients believe they was born that way, can’t recall any message from original parent, even though it is really an early injunction and decision. The work is done between two sides of the Little Professor – the one who adapted – and the Little Professor of the Free Child – who can intuit a new way to be. The client takes both sides of the communication until they experience energy in the Free Child part of self. This is called the “attribution” impasse. Role work/dialogue between Adapted Child ego state and Free Child ego state (within C2).

REDECISION: A DEFINITION

The person knows what he or she wants to change, goes back to a childhood scene that explains the change they want to make, usually goes back as Adapted Child, feeling the feelings of the past, the helplessness of the past, the early decisions of the past, and then, within that scene, in the Free Child makes a change in thinking, feeling or doing, and then goes out in the world and practices the new way of being.

--- Mary Goulding

(terms and/or definitions were taken from Changing Lives Through Redecision Therapy by Robert and Mary Goulding, TA Today by Ian Stewart and Vann Joines, as well as other trainings and readings not directly remembered right now)