



Transactional Musings

Merry Christmas

Christmas is a time of music, food, lights, Christmas Trees, greeting cards, gifts, calendars, packages, family, friends; thoughts of Christmas past, present, and future. This is the season, time of the year when people reflect, and celebrate their faith. And Christians also celebrate the birth of Jesus Christ.



From the Bible is the following (KJV):

Matthew 2

¹Now when Jesus was born in Bethlehem of Judaea in the days of Herod the king, behold, there came wise men from the east to Jerusalem, ²Saying, Where is he that is born King of the Jews? for we have seen his star in the east, and are come to worship him. ³When Herod the king had heard these things, he was troubled, and all Jerusalem with him. ⁴And when he had gathered all the chief priests and scribes of the people together, he demanded of them where Christ should be born. ⁵And they said unto him, In Bethlehem

of Judaea: for thus it is written by the prophet, ⁶And thou Bethlehem, in the land of Juda, art not the least among the princes of Juda: for out of thee shall come a Governor, that shall rule my people Israel. ⁷Then Herod, when he had privily called the wise men, inquired of them diligently what time the star appeared. ⁸And he sent them to Bethlehem, and said, Go and search diligently for the young child; and when ye have found him, bring me word again, that I may come and worship him also.

**Merry Christmas
and
Happy New Year**

Transactional Analysis of the Listening Activity

Franklin H. Ernst Jr., M.D. writes about several procedures for improving listening skills. In "Who's Listening, A Handbook of the Transactional Analysis of the Listening Activity" he writes:

"Some of the procedures used for the modification of the listening of the listener follow. In the colloquial they are known as:

1. Give-with-An-Audible
2. Selective-stroking
3. "Brush-Touch" -- the Other person (0.2

second on non-erotic skin surface)

4. Use-a-Sound-Screen
5. Duet-Talking
6. Get-a-Move-On
7. Teeth-Touching
8. Get-a-Level
9. Use-His-(First)-Name
10. Get-Your-(First)-Name
11. Get-a-Replay (Re-Listen)
12. Give-With-a-Move
13. Blink-Up
14. Thought-Pause -- "Give-yourself-a-second-to-think"

"Give-with-an-audible", "selective stroking", "Brush-Touch", and "Use-a-sound screen" have been presented in previous "Transactional Musings."

We continue with "Duet Talking."

DUET TALKING:

This is the procedure of simultaneously enunciating syllables with the other person. It is introduced in groups by first telling the person with whom it will be used, "I am going to talk at the

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Special points of Interest:

"When Herod the king heard these things, he ... said ... bring me word ..., that I may come and worship him also."

Get-A-Move-On as a prescription for treatment is at times given to patients for getting well variously of "I-can't-talk-to-my-friends," "Nobody-talks-to-me," "I-lose-track-of-what-people-are-saying," "Nobody-likes-me," obesity, etc.

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DEFINITION OF LISTENING

The thesis presented is that listening is an activity evidenced by movement on the part of the not-now-talking person, evidenced by physical, visible motion. To listen is to move, to be in motion.

Listening is a non-speaking, an inaudible activity in response to or evocative of audible activity from another person. Listening individuals have been found to be moving individuals—physically, visibly moving. Listening is a neurophysiologic activity, a neuromuscular activity. It is very often a trained activity. It is quite regularly an activity for the person involving adaptational adjustment.

same time as you do on occasion. Will you try it with me now?" The persons in treatment groups to whom it has been introduced have regularly transmitted this procedure from "old patient" to "new incoming patient" for a few seconds at least once by the time a (new) person has been in group for a few sessions.

In duetting, one object is to stay at the same volume of sound production as the other. Another feature is to be as distinctly articulate as possible. The third objective is to pace the rate of syllable production to match the other person's rate. This pacing of one's rate of syllables to match the other person's rate takes a specialized form of listening. The fourth objective is to continue producing words and syllables, to produce them in cadence with the other person and disregard, to the extent of ability, the programming of the words into "sensible form and meaning." The successful duetter frequently will produce a "word salad," "scrambled words," words that are not related, phrases and clauses in sequence that, content-wise, are unrelated because he is keeping track more especially of the other person's stopping and starting and his rate of vocal production. This is a different and infrequently used method of listening. It is, however, identical to one of the two principal methods of vocalizing with the small infants to encourage learning, to encourage vocal productivity, to encourage "stroking" between the nurturing person and the infant.

Duet talking (duetting) is done to get into listening-talking step with the other person. The skilled duetter is less concerned about the

meaning and logic of his verbal, vocal content than he is intent on the mutual stopping and starting and pacing of his syllable cadence in the twosome of which he is one member. Duetting has been used by parent and child in a home to bypass the games of "Uproar" and "Look-How-Hard-I'm-Trying." It has been used by teachers with a pupil who is beginning to be irate, used by married couples to bypass "heated points" and in treatment groups used by the therapist as protection ("umbrella") to let the Adult of a confused Kid use his own permission to "fall back and regroup" in order to become unconfused. It has been used in the successful treatment of stammerer-stutterers.

The prime feature of the successful use of "duet talking" is to describe the procedure to the other person ahead of time, to tell him what you are going to do: "I am going to talk at the same time as you do. I am going to talk in duet with you."

Duet talking is used, for example, to sidestep (and is useful in sidestepping) the intensification of heated "point-making, point-sharpening, and point-building" in NIGYSOB, Pounce, Kick-Me, and Make-Me. It is a "de-pointing procedure" with which to bring about cooling of each other's (game-player) Kid state of mind. It is an aid in the control of the playing of "the games of home." This is not to define that "heated games are bad." It is to say there are occasions when it is important to keep the intensity of the game-playing, the intensity of the commitment to the particular form of payoff, at a controllable

level. These occasions can be decided upon in order to bring about some sought-for change in quality of payoff or a decreased likelihood of alienation of oneself from the favorite playmate. Families wherein duet talking has been introduced, whether with child and parent, mom and dad, or two siblings, the duetting procedure has led to laughing in over half of the instances.

This selection of laughing over getting a mad comes about because it takes time and concentration in order to get "mad points" together, to



get the memory systems turned on and then get the "tapes" going. You have to get your own tapes going and also have to listen to the other person's tapes in order to select from your own tapes and then build up your own anger during the recital to each other. It takes time and a special selection of tapes to "get-it-on-the-other-guy" and "drive-the-point-all-the-way-home," before Angry is able to energize his angered self. It takes timing and the proper sequencing of "points" in order to get a mad.

If the timing and sequencing of words are interrupted, if the memorized material is kept from being run in sequence, then the angry form of game payoff is disconnected, and something else occurs, first momentary confusion then usually laughter.

The fact is that laughter almost routinely enters when a short interval of duetting is carried out between the would

-be contenders. This is a verification that the emotion being experienced (played out) can well be a matter of choice. Individuals can and do have options about which quality of payoff operation will conclude a game. Mutual laughter is a classical example of "I'm-OK-AND-You're-OK" for a winner's get-on-with resolution to an encounter and game.

In summary, duet-talking has been used to abort the full anger potential of the games of "Uproar" with assaultiveness, "If-It-Weren't-For-You," "Ain't-It-Awful," "Why-Is-This-Always-Happening-To-Me?" "Now-I-Got-You, -You-S.O.B.," etc. It is specifically useful in the handling of stammering-stuttering.

GET-A-MOVE-ON:

As a prescription for treatment, "get-a-move-on" is at times given to patients for getting well variously of "I-can't-talk-to-my-friends," "Nobody-talks-to-me," "I-lose-track-of-what-people-are-saying," "Nobody-likes-me," obesity, etc. The nonmoving, unblinking person can reliably be estimated to be a non-

listener, as with Harriet at the first of this chapter. When consistent with the goal at hand, the leader may decisively remark to the non-mover about his appearance and his probable non-listening. This is the example of Nan and Jane earlier. When other visible moving has ceased and the eye-blink rate has fallen to less than once in 6 seconds, listening, for practical purposes, has stopped. Persons who drive long distances and for extended intervals will use gum chewing, eating an apple, smoking a cigarette to stimulate their wakeful (listening) attentiveness to the task at hand. High school students who are chewing gum and moving ("restlessly, squirming") in class (lecture) have been learning more, attending more to what was being taught than the other extreme of minimally moving, almost unblinking students.

Get-A-Move-On means to increase the amount of visible movement, including eye-blinking, when in the position of being the listener. The intent is for the listener to let himself be moved more by the

selected-for-listening-to talker.

Baloney Bob was given to periodic "Now-that-I've-got-the-floor..." filibusters alternating with barely-blinking listening to other talkers. Suzy, in group therapy to get well of her "dead-pan," was talking with warm animated face to unmoving, sagging-faced Bob. The therapist asked Bob how come he was putting Suzy on. "Oh, I didn't think it showed," to the group's and his laughter. Baloney Bob described that to stop listening he would let the cheek muscles just below his eyes sag. As a small child he had learned that by doing this he could save himself from some of Mom's rages and beatings. Later, in therapy, he told that along with increasing the number of his eye-blinks and facial and hand movements, and by reducing the amount of "sagging" of his face at home, his wife's rages at him had also become less frequent, and his trouble in working with colleagues had become almost nil.

To be continued

It is a focusing, converging, differentiating activity with the environment. To be listening is to be engaged, involved, attentive. Listening is to be cortically stimulated and responsive-physically stimulated, meaning muscularly active.

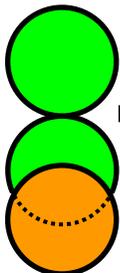
Those activities available for a not-now-talking person in a group can be divided into (A) the semi-automatic auditory scanning activity called hearing, at times coincident with withdrawal, and (B) listening.

\$ Money and "The Federal Reserve"

The "Federal Reserve" is seemingly undaunted by all the attention it has attracted. The FED Chairman says the attention is "transitory."



Self-Rekidding and The Game of Intellectual



There is a lot of self-rekidding about money. Supposedly it is federal, FED (or both) policy to create more U.S. dollars out of nothing. More debt begets more debt.

On the surface (at the PR level) it appears U.S. Central Planners and their proxy Central Banks disdain gold. And at the "secrets level," price manipulation of gold and silver goes on. Who benefits ?

Economic theory is almost as abundant as the amount of new dollars being "printed."





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"Mastery of the universe is proportional to the symbols man has by which to represent his universe."

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Self-Rekidding

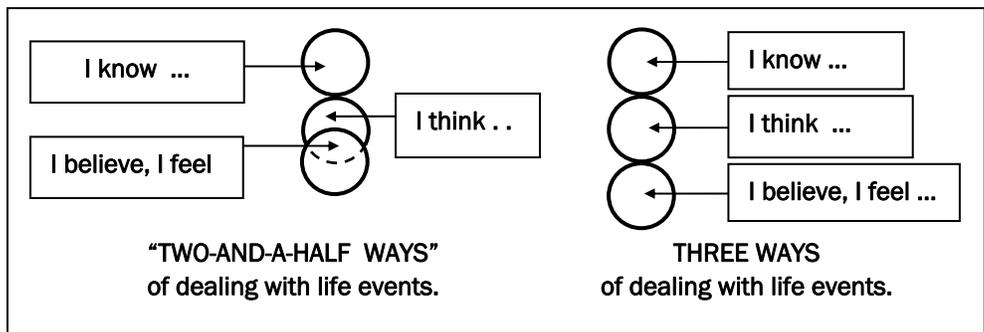
Self-rekidding describes a person who goes to considerable lengths to devise plausible reasoning structures in support of a belief. Some people will engage in debates, engage in heated arguments to defend a particular personal belief as being factual.

A fact is a phenomenon. It is a piece of information which can be matter-of-factly, dispassionately verified by others.

A belief is a personal view, often emotionally defended.

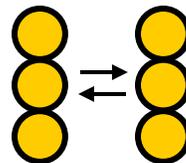
Beliefs, facts, thoughts, personal views, opinions. "I believe", "I feel", "I think", "I wonder if";

each of these ways of viewing events is valuable, has its place in life. The self-governing of these in the presentation of oneself can be typified by the expression "Get a handle on your own self-rekidding." "Keep your circles from overlapping (too much)."



"Get-a-Level Head"

This diagram represents **Parent-Adult-Child**. This symbol, this drawing represents what thousands of words say.

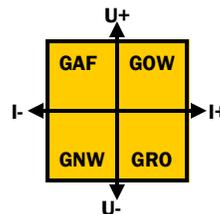


Every person has experienced childhood, has a **Child** inside themselves, has feelings, has beliefs. Every person has an **Adult**: the ability to reason, observe, think. Every person has a **Parent(s)** (or someone acting "in loco parentis") which preserves and protects, and most people have internalized their Parents, honor them.

Every person has a **Parent(s)** (or someone acting "in loco parentis") which preserves and protects, and most people have internalized their Parents, honor them.

The transactional diagram, shown here, shows two people talking, listening to (with) each other. This particular diagram shows an Adult to Adult exchange of transactions. While this is occurring the

individual persons are managing themselves and dealing with the other person. All transactions conclude in one of four ways: get-on-with, get-away-from, get-rid-of, get-nowhere-with. And this diagram the "**OK Corral: Grid for What's Happening**" represents those dynamics.



The strokes a person exchanges during his/her

encounters with others (encounter by encounter) have consequences.

In order to "reach for the stars" we will need to get a handle on ourselves. These diagrams and others along with the abc's and language, 1,2,3's and math, science, medicine, chemistry, physics, engineering, art, architecture, astronomy, music, business, etc., these symbols will assist us in going.



"Reach for the stars."

"Mastery of the universe is proportional to the symbols man has by which to represent his universe."