Third Circle
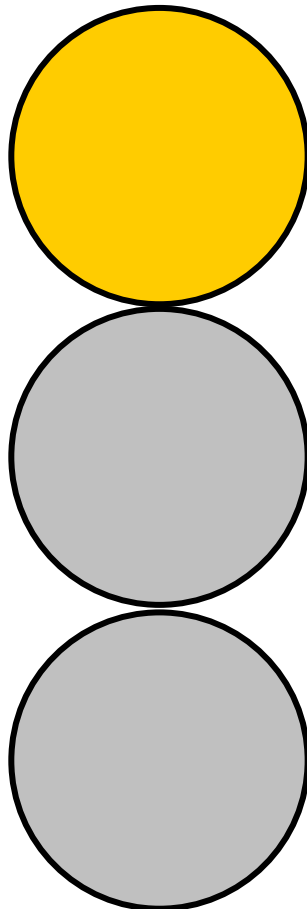
The Diagramed Parent

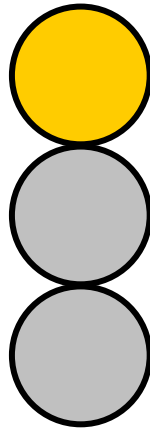## Eric Berne's Most Significant Contribution

by

Franklin H. Ernst Jr., M.D.

Third Circle

The Diagrammed Parent
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Third Circle

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Historians may well describe Eric Berne, M.D. (1910-1970) as the most outstanding contributor to psychodynamic psychotherapy and psychiatry since Freud.[1] Berne's contributions were legion. He is best known for his book "Games People Play" (1964).

Berne developed a set of teachable principles for conducting psychotherapy. He defined THE UNIT of social action, i.e., THE SOCIAL TRANSACTION as being one conversational stimulus and the related (conversational) response of another person to it. Social relationships were shown as developing within an extended series of transactions over intervals of time. He described the sequencing of and complexity of time-structuring (time filling) social activities between people in their relationships.

With Berne, contractual psychotherapy became an objective in treatment, i.e. a person would come to a psychotherapist to get-well of a symptom and the psychotherapist would agree to treat the patient in order for the patient to get well of that "problem"; this might include treating the underlying psychopathology which was productive of the particular symptom. Berne brought the practice of psychotherapy from being an art to being scientific. This means that psychotherapy and its results became measurable, could be accomplished by specific procedures; AND could be taught by the students of the original teacher to subsequent second generation students, who could then obtain the same treatment results as those gained by the original teacher.

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[1] This paper "Third Circle – The Diagramed Parent: Eric Berne's Most Significant Contribution" expands on the subject first introduced in an article titled "The Diagramed Parent: Eric Berne's Most Significant Contribution," both written by Franklin H. Ernst Jr., M.D. The original paper appeared in the "Eric Berne Memorial Issue" of the "Transactional Analysis Journal", Volume 1, Issue 1, January 1971, editor was Warren Cheney. A copy of the article was also included in "The Fourth Millennium of the Alphabet", by F.H. Ernst Jr., M.D., Addresso'Set Publications, Vallejo, California, 1972.

In 1955, the cornerstone paper of Transactional Analysis was first read. Published in the "American Journal of Psychiatry", April 1957 it was entitled "Ego States in Psychotherapy".[2, 3] Berne, for the first time, diffe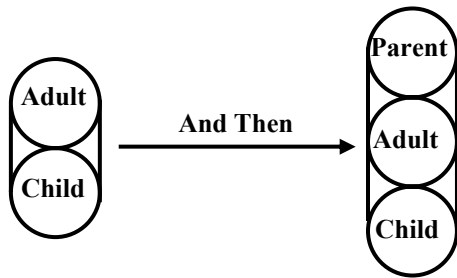rentiated between the ALIVE SMALL PERSON (set of ego states) in the personality structure and the ALIVE GROWN-UP person (See Diagram No. 2). *AND THEN* he went on to differentiate between the TWO GROWN-UPS (two sets of ego states) inside this same person. By using this diagrammatic representation in his treating and teaching Dr. Berne encouraged his patients and his students to personally apply these diagrams to their own lives. In so doing he placed the three stacked circle diagram into the public domain.[4] This diagram enabled people to sort and organize for themselves large amounts of incoming and outgoing (people) information. This "basic diagram" (Diagram No. 1) is the familiar Parent Adult Child set of stacked circles.

Diagram No. 1

The 3-stacked circle diagram is very likely the single most used, useful and useable tool developed to date in the entire history of psychotherapy. This diagram pictured for teachers AND students, for therapists and patient alike, the (internal) super-eminence of opinionated thinking in each person. It pictured the over-riding nature of (two, three, and even four) generations-old qualities of thinking **and** behaviors. *AND it* differentially distinguished this particular, this Parent aspect of the grown up aspect of the person from that other grown-up quality in the individual, namely the ADULT. The Adult is the other grown up who is a continuously updating, computer-programmer, probability estimator.

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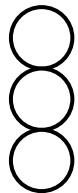
[2] "Ego States in Psychotherapy" by Eric Berne, M.D., American Journal of Psychotherapy, April 1957.

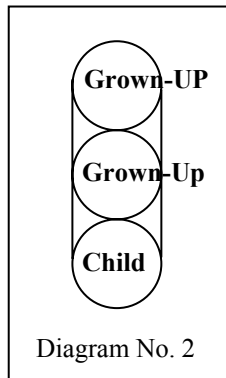[3] "Transactional Analysis in Psychotherapy", Eric Berne M.D., Grove Press, 1961.

[4] Public domain: The generic use of the three-stacked-circle drawings associated with the words "transactional analysis."

    The three stacked circle diagram helped show, graphically, a simple idea in 1957 and has been published since in 50 million copies of "Transactional Analysis in Psychotherapy," in 100 million copies of "Games People Play," and other book titles, and 100 million copies of "I'm OK You're OK" by Thomas A. Harris M.D., "Games Students Play" by Ken Ernst, and in the "Handbook of Listening, Transactional Analysis of the Listening Activity" by Franklin H. Ernst Jr., M.D. These drawings have been drawn on millions of chalk boards all around the world at seminars, treatment rooms, classrooms, and lecture halls. Berne wrote many other books never once claiming any proprietary rights over these generic educational tools. The "International Transactional Analysis Association" published its own journal for public use for a couple of decades prior to proprietary claims to the words "transactional analysis."

    The phrase "transactional analysis" was placed in the public domain, world wide in 1955 and that public domain grew and grew. There is now a "common language and same meanings of words"; people do talk to each other. Efforts to discourage the use of the ideas and educational tools , the educational symbols and drawings of transactional analysis by monopolistic forces within Transactional Analysis became apparent in the early 1970s.
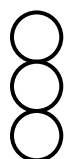
Berne's most significant contribution was in differentiating between the two categories of "Grown-up" inside the person (Diagram No. 2). Previous to Berne, there had been no tool available by which to picture and reliably tell apart: (a) the nurturing-disciplining qualities that make for hominess (also sometimes called "rigidity-of-character") and (b) the objective, straight-forward, on-the-level, computed thoughtfulness in the same person, including the acts of reasoning out, reasonableness in behavior and in personally selecting the best times for the Child in this same person to come out and "play." By showing that there is an aliveness (this is the essence of an ego state) in being objective (**Adult**) and an aliveness in the nurturing--disciplining (**Parent**) functions within a person, Berne distinctly identified these two unique major classes of ego states in the person. The **Parent** and the **Adult** were separate entities, differently organized, separatable personality structures living inside the skin of the same person, each serving a uniquely different set of functions. Then and only then did it become possible to validate the authenticity of the childhood manifestations (Natural Child and Adapted Child) that continue throughout life to show up in each one of us. Then and only then, after this Parent structure had been differentiated from the Adult ego state, did it become possible to identify and verify that it is healthy to keep and nurture and take care of the Child-self within the person. Then it was possible to see that efforts to squash out, eradicate, "get-rid-of" childhood traits is not in the best interest of the person. For example the desirability that fingernail biting "be gotten rid" of is unsupported by verifiable clinical information. By sorting the Adult thinking from the Parent thinking it became possible to define with a very considerable precision what "social control" means, i.e., personal behavior controlled by one's own reasoning Adult.

The diagram shows three stacked ovals labeled top to bottom: **Grown-UP**, **Grown-Up**, **Child**, with the caption "Diagram No. 2" below.

After Berne had differentiated the Parent from the Adult, it then became possible to describe the reasoned desirability for the first order of psychotherapeutic business to be that of gaining a more objective Adult (vs. prejudiced) control of "The When and The Where" that the Child inside the person would get his chance, his turn to "express himself."

Once the Parent and the Adult had been separated, then it became clearer how to define when the Adult of the person would be in the executive, when the Parent would be in charge, and when the Child self inside the person would have his chance to come out and show off.

When the Parent was differentiated from the Adult, then the internal Parent prejudices, which often restrict playfulness, could be more readily regulated on the basis of reality.

When objectivity was separated from the disciplining (e.g. "you shouldn't act so childish") and the nurturing ("Here this is good for you.") functions inside, then it became discernible that at times showing-off is appropriate and that there are times when "giving-yourself-away" is a good thing (to practice).[5] By the act of evaluating the reality (the "now-and-here") of the circumstances of a situation, a realistic decision could be made whether to restrict or expand a show of playfulness for maximum mileage (S. Freud, *Psychic Economy).*

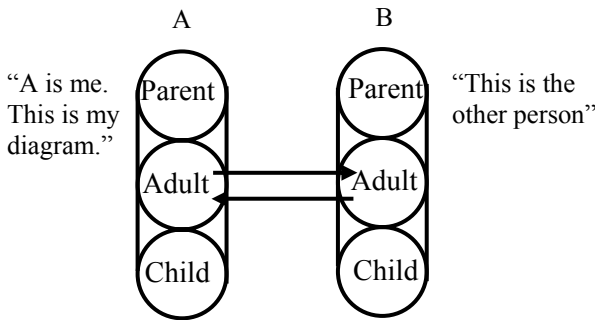When the Parent was separated from the Adult ego state, then the psychotherapist was enabled to define and identify, for himself, when he was exercising objectivity in his professional work and when his preconceived, ready-mix (Parent) thinking was attempting to influence his work.

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[5] "Leaving Your Mark – Use of the Graffito in Group Treatment", Franklin H. Ernst Jr., M.D., Addresso'Set Publications, Vallejo, California, 1968.

When Dr. Berne separated the Parent from the Adult ego state then, pontifications of the schools of psychotherapy, the dogmas and indoctrinations of the castles of psychopathology could be recognized for what they were, fixed opinions.

When these two classes of inside grown-up persons were separated, then the professional psychotherapist was enabled (protected) to figure for himself with (his Adult) that the objective in his work was to get the patient as well as possible, as fast as possible. With this accomplished, then, if "**teaching**" were a part of that set of get-well procedures then he might well decide to be teaching his patient. If the therapeutic process was enhanced by chalkboards, chalk talks, and (short) "lectures on theory", then these would be parts of the treatment process. If some "weird therapist discovered" how he could prescribe the use of wall-graffiti in his own office as a procedure for accomplishing treatment goals, then by sorting his own Parent from his own professional Adult (if he survived his own internal Parental injunctions against it) then among his patients he would be able to logically and predictably bring about more "get wells."

When the Adult was separated from the Parent, certain stultifying prefatory phrases such as "Well-It-Seems-To-Me," "I-Was-Wondering-If," "Had-You-Ever-Thought-That," "I-Have-Just-One-Little-Thing-I-Want-To-Say-Before," "Basically (then)," "To-My-Mind," "I- Don't Consider That," etc., were seen as devices, as maneuvers used by the Parent ego state who (knowingly or not) was seeking to gain compliance or provoke defiant rebelliousness in the other person. If either of these latter two (compliance or defiance) resulted, it would reduce the amount of available thoughtfulness, the amount of spontaneity and the amount of creativity which that other person would have for the next NOW moment. With the discovery that the alive real person, the Adult computer-like ego state was a separate entity from the alive Parent real person, the (protecting) ego state inside the person, then the "nutty Child" in the individual could become "licensed to stay alive" along with both "Grown-ups" inside himself, especially if the Child became "housebroken" (achieved a reality-based control of self) about when and where he would exercise his unique vivacity and wittiness.

"A is me. This is my diagram."

"This is the other person"

Transactional Diagram

Diagram No. 3

The Transactional Diagram (Diagram No. 3) was the next step in differentiating between Adult and Parent.

From this transactional diagram arose the possibility (not only in therapy but even more so in daily life, away from the therapy situation) for the particular person to "get-a-handle-on-his-own-behavior," so that he could be better in charge of his own life, so that he could proceed on his own, within his lifetime. This became true not only in psychotherapy sessions, but even more so in the rest of his own daily life. The following has been attributed to Dr. Berne : "I think every girl going out for the evening should take her diagram with her."

When the Parent was differentiated from the Adult, then it became possible to handle the psychological invectives of "dependent, aggressive, mature, immature, childish", etc. Then the words were seen as being used most frequently by persons who at the particular moment of using them, had an "angle-in-mind." Concerning the perennial users of these words, Berne told us:

"**Immature** (that's you): You have more Child showing than I do."
"**Mature** (that's me): I have less Child showing than you do."
"**Aggressive** (that's you): You have more initiative than I do."
"**Dependent** (that's you): You have less initiative than I have."
"**Psychopath** (that's you): You have more courage than I do."
"**Rigid** (that's you): You have more Parent showing than I do," etc.

To these the author would add:
"**Normal** (that's me): Hiding my own uniqueness."

Honor Thy Parent

Parent is a separate and unique set of ego states in the personality structure of the individual entity. Identifying this Parent aspect of personality has had a very real and practical set of results for many people and also allows leeway for the Child's ego state to come out and play at times. It allows the Child in the person to have his own legitimate place within his own living personality structure (See Diagram No. 4).
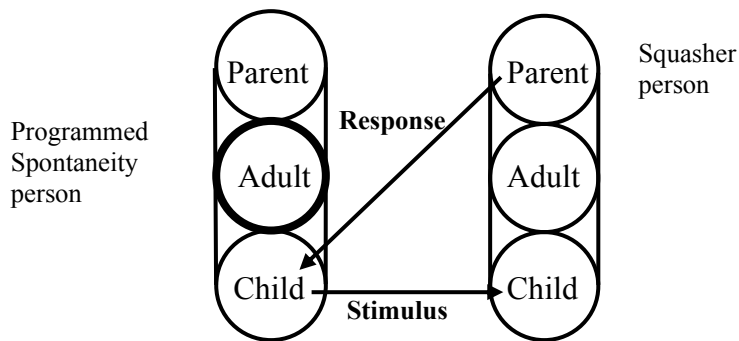
Child Programmed Spontaneity
Ringed circle indicates the **Adult** ego state in the executive.

Diagram No. 4

Prior to differentiating the Parent (grown-up) from the Adult (grown-up), the childhood qualities (of vibrancy, buoyancy, creativeness, imaginativeness, and spontaneity) could at almost any moment in group treatment settings trigger an opinionated (Parental) element from another person.

That other person may have been tempted to squash the Child; not recognizing there is a difference between **being objective** and of **being opinionated** about another person's behavior. Accounting for such an attempt to squash a Child may not have been evident prior to differentiating between Adult and Parent.

In "TA" (transactional analysis) groups, attendees sometimes became so "cocky" and "self-assured" as to reason they "have the right" to ask (or tell) the group leader something about himself.
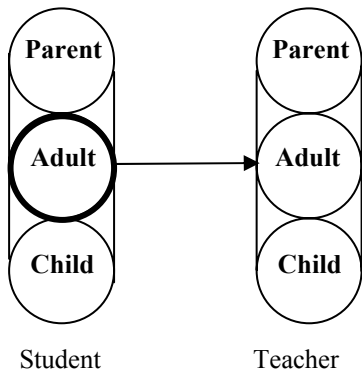

Diagram No. 5

One proof of the validity of the Parent (Third) Circle becomes evident when a student (or patient) of transactional analysis can matter-of-factly give his teacher (or therapist) key information in six words: "Sir, I think that's your Parent." The information could be operationally useful and usable by the teacher (or therapist) within less than thirty seconds. (See Diagram No. 5). A lecturer (or therapist) may after a moment of thought decide to change himself. He might decide he wants to change his physical attitude, voice tone, or method of presentation away from being a "Daddy." He could then become objectively more efficient and effective in accomplishing his own task at hand. Or he could continue, acknowledge the comment and go ahead if he has a program to use his Parent.

Dr. Berne gave credit in his writings about the Parent ego state[6] to the earlier works of Trigant Burrow's "internalized social images"(1925), Paul Federn's "ego states", and Eduardo Weiss's "psychic presence." It did, however, remain for Dr. Berne (himself) to grasp the full significance of what was only hinted at by those earlier three writers. It took the genius of Dr. Berne to grasp the very large, almost incomprehensibly significant importance of this third category of ego states represented by the **Third Circle** *and then to* invent his pictorial representation THE PARENT-ADULT-CHILD DIAGRAM which he gave to the world. This diagram and the phrase "transactional analysis" became a part of the social lexicon and public domain during his lifetime. His books "Transactional Analysis in Psychotherapy" and "Games People Play" received world wide acclaim in many foreign languages (100). Eric Berne M.D. never intended the words "transactional analysis" to be locked up. He intended them to be used in a generic sense, freely available to all. He was a generous man.
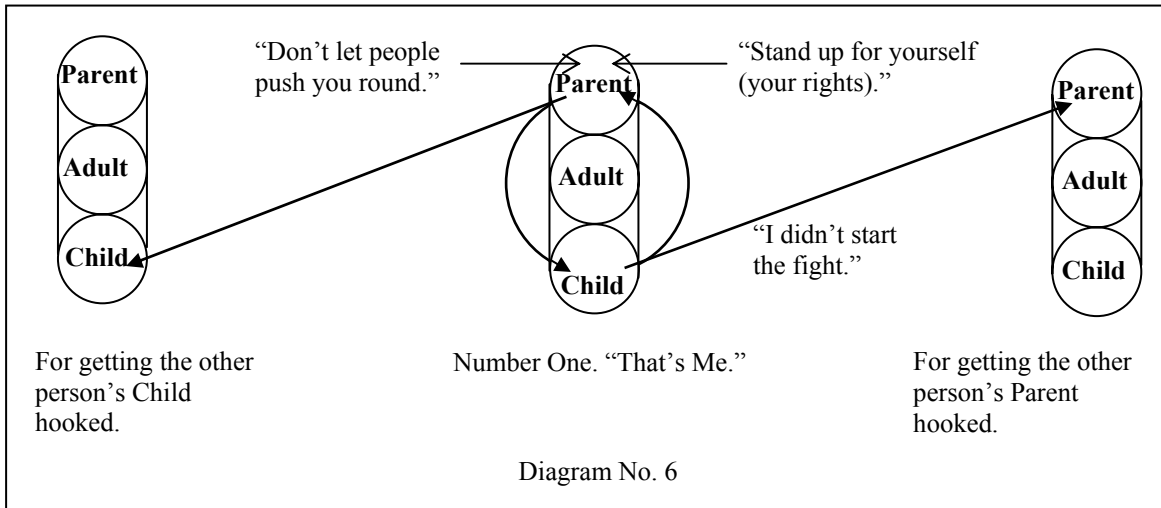
In this third (Parental) category of ego states are found the exact replications of the ways of nurturing and disciplining, the prejudices and opinions of the preceding biological parent, expressed exactly as they were by the person's predecessor and *felt* exactly as they had been by that predecessor who had these self same "attitudes."

By extension when a person is behaving identical to his immediate antecedent (Parent) his set of internal feelings will be the same as those of his biologic parent. Behaving is a template for emotional feelings. Several professionals have found that by discerning the Parent in a person it becomes much easier to deduce the plight of the troubled Child of that same person. On the other side of events, by seeing the Child of a person in action it becomes easier to make an educated estimate of what the Parent of the person is like, what his "Daddy" (Parent self) is doing with his wife and children at home. The particular person may also come to see that his own Child self is kept continuingly distraught and/or deprived by his internal Parent being

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[6] "Transactional Analysis in Psychotherapy", Eric Berne M.D., Grove Press, 1961.

restrictive. In fact this can be handled by enabling the Adult of the same person to get stronger. This is to say that when the person's intermittently restrictive Parent is a problem along with intervals of Adult behavior, then the professional may decide to encourage that particular person's Adult to come out more by saying "That's your Adult" during periods of the particular person's Adult behavior. No comments need be made about his restrictive Parent when it is witnessed. When his Adult is identified to him he will also understand on his own that he is being told that that particular behavior is desirable.

The principle of reciprocal activation between the Parent and the Child of the same person is described in Karen Horney's writings as "Vicious Circles."[7]   (See Diagram No. 6)

"Don't let people push you round."	"Stand up for yourself (your rights)."
	"I didn't start the fight."
For getting the other person's Child hooked.	Number One. "That's Me."	For getting the other person's Parent hooked.

Diagram No. 6

One goal of a professional can be to get the Parent and Child inside a particular person to decrease "bugging" each other, "egging" each other on. Having an objective non-partisan person (eg the professional) in the (mix of events) evens the odds numerically. Before therapy starts the patient's Adult has trouble managing his Child <u>and</u> Parent that are struggling with each other. See Diagram No 6.

[7] "Vicious Circles", writings of Karen Horney, M.D.

The odds are more even with the professional close by: Adult + Adult vs. Parent + Child.

The job is to get the person's Adult strong enough to "handle" his own Child. Diagram No. 7 shows the therapist's emphasis on getting the patient's/person's Adult to slow down his Child bugging his own Parent and the Parents of other people. This is done by energizing / activating the Adult in the patient/student and securing the participation of the person's own Adult to bring about a reduction on one side or the other (or both) of the mutual (Parent-Child) bugging the particular person carries on within himself AND with others, especially family members.

Biological Child   Patient   Professional

Diagram No. 7
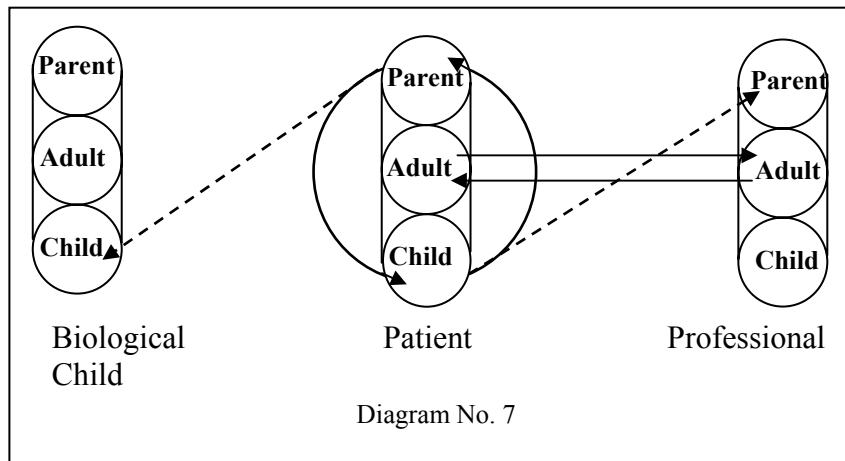
Getting well may be accomplished sooner by asking the identified person what his Adult thinks about his Parent-Child internal dialogue (circling arrows) transactions. For example by interrupting a person once every twenty to fifty Parent-Child transactions will get-on-with the patient/person's own internal Adult to notice his own internal Child bugging his own Parent. In catching one in twenty or fifty, the Adult of the person will be attending much more to the totality of his own behavior.

Adult "reinforcement" by the therapist is done by commenting occasionally "that's your Adult" while listening to a troubled person.

Diagram No. 8
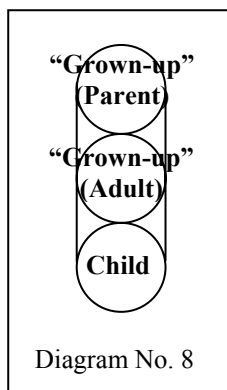
When a person is better able to differentiate his own Adult from his Child he will begin to notice social events he participates in go smoother. His Adult can count on the reasonableness of the other person coming back to him. But there will be times when the other person's "Grown-up" provokes his own defiance. Then too, there will be times when his own "Grown-up" (Parent) will stir up defiance or unrealistic compliance in the other person. At this point the Parent circle of the other person can be identified. See Diagrams 8, 9A, 9B.

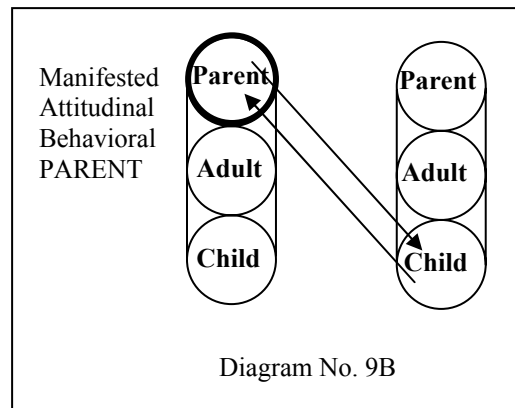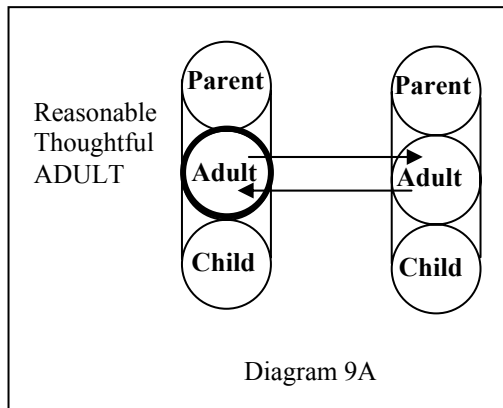Thus a person gets "hooked" on using his/her own Adult more regularly. He/she gets a better handle on managing himself/herself by strengthening his/her Adult. With a stronger Adult the particular person begins to learn some of the "tricks" of his own adapted Child (being rebellious and/or being a "good compliant Child," for the moment, in order to take control of social situations away from his own Adult).

The advantages of having an inside Parent become clearer, too. The three stacked circle diagram shows the (continuing) presence of the Parent inside the person. The Parent offers protection.
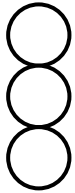
Eric Berne advised newcomers to transactional analysis: "In respect to the Parent, leave the Parent alone," this during his seminars "Introduction to Transactional Analysis" in San Francisco.

A therapist will do better to leave the Parent of the particular person alone. Often a person feels different when his Parent is identified. When the Parent is identified to the person he/she often feels like he's being scolded for showing his Parent. Remember this. The Parent-Child dialogue is on-going. By getting the Child to respect the Parent, the Parent will reduce his own internal bugging of his own Child. Therefore he will be taking better care of his Childself. This does not mean that a person will admit feeling deprived. Identifying a person's Parent to him may cause him to break off treatment or to experience feeling like an orphaned Child. Often identifying a person's Parent to him is like encouraging the Child of the person in question to (socially) rebel against his own Parent (i.e. to act out). Some individuals have been known to go through a panic and break off treatment when their "Parent" is temporarily "decommissioned" as a result. Properly timed, however, some people welcome the clarification and new information.

Diagram 9A

Reasonable Thoughtful ADULT

Diagram No. 9B

Manifested Attitudinal Behavioral PARENT

An individual's Parent for practical purposes **does not change.** As a person gets older he does modify how he handles situations requiring "social orderliness (discipline)." But this is to say as experiences multiply, an individual is able to temper his judgments with more Adult. This is different from "self-reparenting." [8] This writer has never seen anyone "re-Parent" himself. [9]

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[8] "self-reparenting", Muriel James, Ed.D, Transactional Analysis Journal 4:3, July 1974, page 32.
[9] Self re-parenting is based on what a person's Child says about his own Parent. Additional information is available about how the Child of a person bugs his own Parent and memories of his Parent based on the Child bugging his own and biologic Parent. The topic of "protection" is pertinent, too.

The Parental ego state gives a person his personal sense of being at home with himself and provides a home for his/her family.

If "self-reparenting" were a valid form of parenting, that person would provide a different sense of hominess for himself and for others around him.

Parent thinking is sometimes called parametric thinking, i.e., *right or wrong, yes or no, good or bad, should or should not, black or white, always or never,* etc. It is thinking which excludes shadings of meaning. It is a pre-set style of "thinking" which provides an (almost) instantly available responsiveness to a situation of danger or temptation. This latter (Parent thinking) is quite different "thinking" from "what is the best solution for this situation that I can come up with, given a moment to think" (Adult). This Parent "thinking" is contrasted to (Adult) evaluating of a multi-factored event and making a decision on the basis of gradations of time, physical properties, continued unfolding of emotions (in the other and/or the self), which is how his Adult thinks.

After the person is able to differentiate his Parent from his Adult, then he is better able to identify the effect which his own or another person's Child ego state has previously been evoking or provoking in his Parent or the other person's Parent. This awareness of becoming provoked is contrasted to being unaware of having been provoked.

A provocative Child may stimulate the other person's "concerned" or "righteous" Parent to take the executive. (See Diagram No.10)
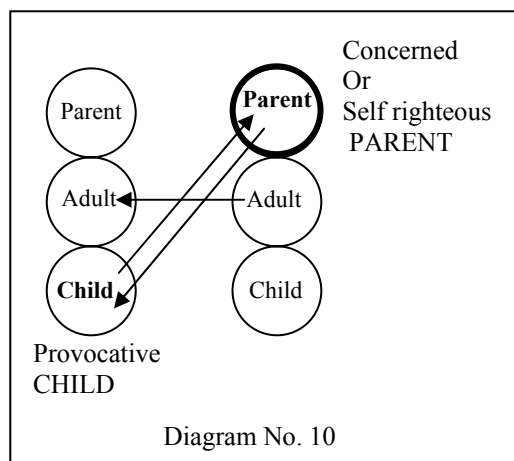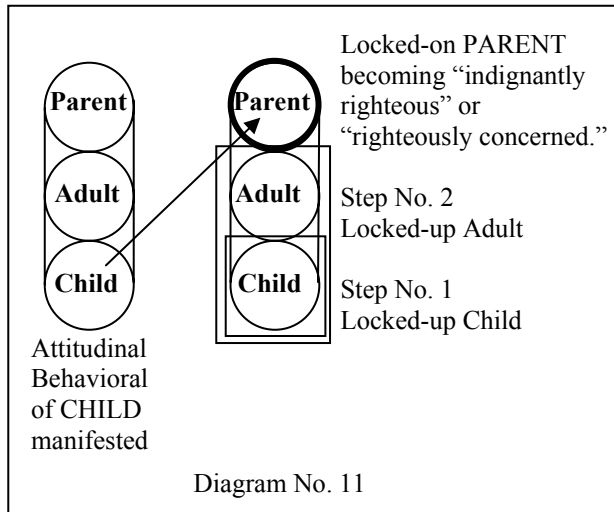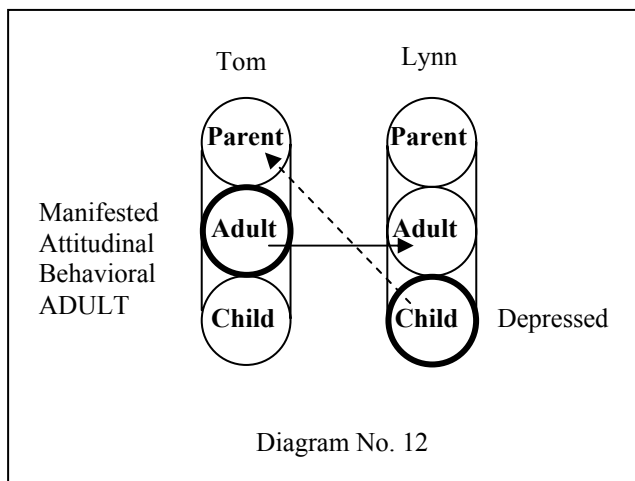

Diagram No. 10

Diagram No. 11 shows how a person can be led to shut-off or shutdown his objectively assessing Adult and (also) become a setup to exclude his Child from coming out. This offers, for example, an explanation of how, with couples, o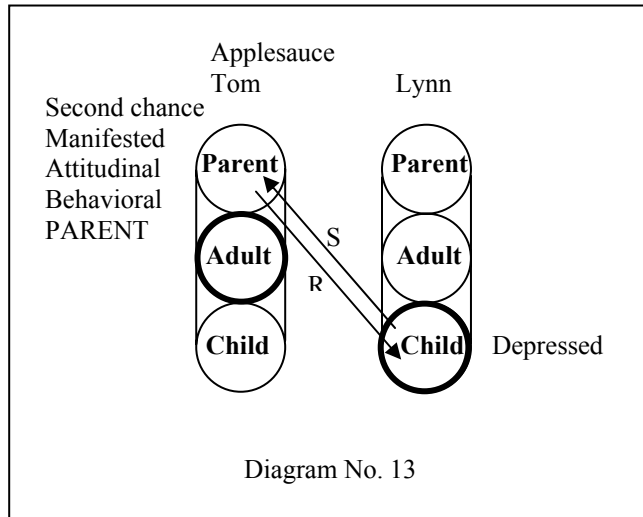ne member may have caused the other person's Parent to become a locked-on Parent and thus look so very mean in its disciplining Parent state after that same person's Child had first been provoked. This is also the situation of the housebound mother with small children who has had to lock-up her own Child-self (within herself) all day long while she is being a real mommy to her own biological children. The Child inside herself may be able to postpone for twelve hours her own coming out for fun (or to be bitchy or coy) but her Child self "ain't gonna stay locked up forever." She can be expected to eventually become progressively more frantic (or other) if her Childself is not otherwise entertained.

Parent | **Parent** — Locked-on PARENT becoming "indignantly righteous" or "righteously concerned."

Adult | **Adult** — Step No. 2 Locked-up Adult

Child | **Child** — Step No. 1 Locked-up Child

Attitudinal Behavioral of CHILD manifested

Diagram No. 11

The following was heard in group from Tom who was coming to get well of "I feel awful and you better do something quick." In fact, Tom diagrammed the key transactions (below) (Diagrams No. 12, 13, 14) of himself for his group to see. Exuberant as a new father: *"I'm more of an expert than Lynn (his wife) in feeding the baby applesauce. The important thing for me is to have Tina (baby) eat the applesauce. The important thing for Lynn is to have Tina stay clean. So Tina eats for me but won't eat for her mother. I went home the other night from group and I made a booboo (mistake). I crossed a transaction. Lynn came-on all shook up, saying: 'I don't know what I am going to do. She (Tina) just won't eat for me. She wouldn't eat a thing for me tonight.' Lynn sounded as if she wanted me to help her but she didn't ask for help; so I told Lynn 'Well, now, dear, the reason she won't eat is because ...' and I gave her the whole story about the difference between her wanting to keep the baby clean and me getting a kick out of getting the food in, even though our baby had applesauce all over herself. I gave Lynn all the correct information but that wasn't what she wanted. I saw Lynn's face fall and she went 'ohhhhhhhhh'."*
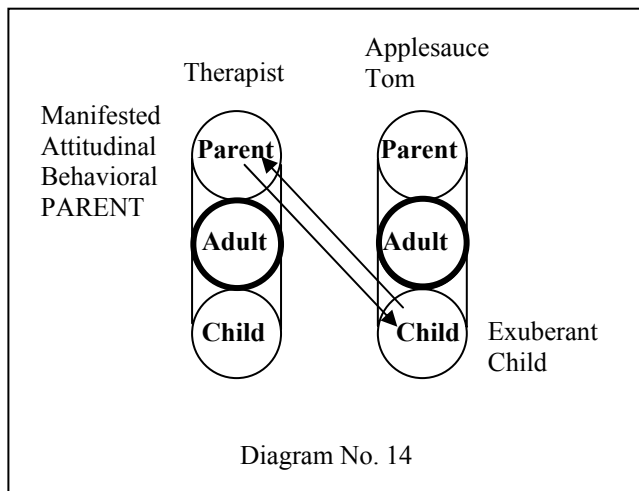
Tom | Lynn

Manifested Attitudinal Behavioral ADULT

Parent | **Parent**

Adult | **Adult**

Child | **Child** — Depressed

Diagram No. 12

Applesauce
Tom   Lynn

Second chance
Manifested
Attitudinal
Behavioral
PARENT

Parent   **Parent**

S

Adult   **Adult**

R

Child   **Child**   Depressed

Diagram No. 13

"But in a little while she gave me a second chance. Like she hadn't heard what I'd said before. She told it all over to me again just the same as the first time, and then I told her different. I told her, 'Oh, Wow, that's too bad. Here let me feed her,' and I started to feed Tina."

"My wife felt good, Tina got fed and we were all happy. I knew better than to cross a transaction by giving her my Adult so when I saw her face fall, I figured 'Oh-oh, I better not again.' That was her Child all shook-up and what she wanted was an 'Oh Wow!' helping Daddy and so I gave it to her and the baby got fed. Then I thought, hey, she knew what I was doing both times, her (Lynn's) Adult did."

The therapist added his own Adult programmed Parental "WOW!" to complement and compliment Tom's exuberant Child; for participating in his-job-well-done at home with his wife and also exuberantly reporting himself to his group as being a winner with his wife ("I-Am-OK AND You-Are-OK, too, Lynn").

Therapist   Applesauce
                     Tom

Manifested
Attitudinal
Behavioral
PARENT

Parent   **Parent**

Adult   **Adult**

Child   **Child**   Exuberant
                            Child

Diagram No. 14

The act of calling the Parent ego state by name ("that's your Parent") is often (reasonable or not) misunderstood as equating the Parent to being "BAD!" It's sometimes taken as telling the person to get-rid-of, shut off showing his Parent. Very often in transactional analysis groups one of the favorite recriminations of a "cute Kid" in a therapy group is to tell somebody else "that's your Parent" as if it was bad to have this third ego state.

If Parental institutions are (prematurely) lifted, (taken away) in the treatment of a person. His Child may feel left to his own devices, left with an inadequately prepared Adult, and the Child may well go "crazy" for an interval of time, i.e. "act out."

It is good practice to leave the Parent alone during treatment. Instead strengthen the person's Adult and get the Child separated from the Adult. Identifying the Parent to a person is often not needed at all to get a "cure." A skilled therapist will introduce the patient to his Parent only very slowly and then in a manner so as to keep it available for making for home in the future.

Similarly, the defiant Child of the adolescent person can often be seen provoking his biologic parent at home into restricting him (her). This is often in order to provoke the biologic parent to control the adolescent when the adolescent is not confident of his (her) own ability to control himself (herself). The Child is checking to determine the strength of the Parent being able to continue to provide (as with institutions) a home for this Child, with his newly emerging, bigger, stronger, physical apparatus which he (the Child and the Adult of the adolescent together) do not yet have skill at managing. The provoking of the biological parent by the adolescent very often is done to strengthen his (the adolescent's) own internal Parent, to define it better, to locate it, to polish it, and to fill in the lacunae of his own internal Parent from the external parent person at home who does provide the home. It is a combination of the external (biological parent) person and the internal Parent ego state of the adolescent who aids the adolescent's Child in handling *the central problem* of the adolescent time of life.[10]

When a person with a strong disciplining Parent can access his other behavior options, he can for example, ask a rebel student or an acquaintance: "which part of you is trying to stimulate which part of me?"

The person asking the question can draw a diagram for everyone to see showing the sequence of transactions of the two involved. For example (by using the definition of and the diagram for the Parent ego state) those persons with "authority problems" who object to "authoritarian people" can be classified more readily and are seen more clearly as hooked by and becoming more easily involved in provoking the disciplining Parent of other people. (Diagram No. 15)

Diagram No. 15
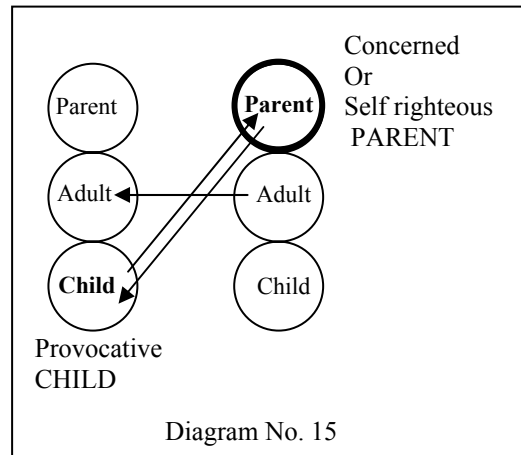
"An authority problem" is now more simply and clearly classified (for group purposes) as a disciplining Parent **and** a rebel Child <u>hunting</u> for each other in order to transact with each other (play complementary games with each other).

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[10] The central problem for the adolescent is the almost invariable, intermittent appearance of transient feelings of un-realness, de-realization, depersonalization, body image distortions, etc. This central aspect of adolescence has re-ceived almost no attention in the literature to date. These episodes of adolescent unreality are caused by two sets of facts:

  a. A time lag of the adolescent's ego state boundaries (and internalized views) in catching up with his own changing physical body size, height (eg., growing 15" in one or two years), physical strength and sexual characteristics.

  b. The rapidly and drastically changing quality of stroking coming to him/her from others; i.e., father's stop tickling and wrestling with pubescent daughters. A continuation of this topic leads to a discussion of ego state (boundary) changes and a more extensive treatment of the subject of biologically-physiologically determined significant time intervals, i.e., thirty seconds, six weeks, seven years, etc. in a person's life experiences.

Once provoked, such a Parent becomes enmeshed in the childhood (games) organized around the advantages of the Child's rebelliousness.

Now however, the group leader has a new alternative (separation of his Parent and his Adult circles) with the invention of the diagrammed Parent. Although angry verbal "confrontations" may continue in groups, a group leader/teacher now has options whereby he can handle occasional attempts of a rebellious group member engaging in verbal strong arming, verbal hijacking, verbal rat-packing, loud mouthing, and fast-tonguing. The rebel Child of a patient (or student) who intends to provoke the disciplining Parent of the teacher, group leader, or therapist now has to deal with a person able to manage himself.

The second circle (Adult ego-state) enables a teacher or therapist to decide more easily which path he will take to get his job done, instead of grandstanding and playing "Court Room."

A group therapist of a prison group for example had a new set of options with the invention of the diagrammed Parent. For example when dealing with an angry outburst by a group member (who "doesn't like authoritarian people") tried to engage the group leader in a verbal strong arming or conversational hijacking, the leader could instead of grandstanding, playing "Court Room", could now sidestep the use of his own disciplining Parent by going to a blackboard in the room, draw a picture of three stacked circles and ask "which part of you (Parent, Adult, or Child) is trying to invite me to be an 'authoritarian' person with you?" With his fellow group members participating there would be little problem in showing the rebel Child's invitations and his pushing on the disciplining Parent of the therapist to (please) come out and "exercise" with him. After the actions were diagrammed as Child to Parent, stories of previous fights with father, teachers, policemen, etc. often tumbled out from the particular person.

These kinds of (Adult) actions by therapist-teacher have had the effect of increasing the efficiency of the treatment and/or teaching process and use of that particular time. Therefore more patients got-well faster.

True! And these events became less entertaining to the group therapist.

CONCLUSION:

To have a *defined* and *diagrammed* Parent ego state is to keep it and to use it for the advantages to self and others. And getting-well involves having a Parent. **What quality of responses would be the most suitable, most appropriate** when you see a two-year-old child reaching up toward the top of the stove and the handle of a hot-steaming-boiling kettle (in which hot food is cooking) *to see what is* making all the bubbling noises and steam? Similarly, **what would be the most appropriate quality of response when a four-year-old** starts to run across the street darting from between two parked cars into the lanes of traffic towards an ice cream truck? Children who live through childhood have experienced an instant screaming piercing "NO!" which has had the effect on the child's muscular apparatus of causing a freezing of movement. This (traumatic?) "freezing" might very well have saved the two or four-year-old's life.

Should and shouldn't, good and bad, right and wrong; these yes-no, instantly available, hi-speed responses are the quality of responses, are a part of what make home for a person; home being a place where protection is provided as increasing permission is secured or wrested in order to engage in an ever-widening scope of social activities.

Author has not dwelled here at all on the other aspect of a person's Parent.[11] Nurturing and the nurturing Parent have received more than adequate attention both in writing and in other media. Saying this here is to assure the reader that nurturing, both feeding and caring for the Child ego states are also critically important to a person growing to adulthood AND afterward, too!

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[11] Since Berne discovered the "Third Circle" **two more diagrams using the Parent circle have been created** that represent behavior. These two diagrams are:

a. The **Trilog** Diagram as developed by Art Rissman.

This latter diagram shows aspects of behavior with their functions (the three circles) more precisely defined; Adult "think", Child "play-invent", and Parent "protect." It further defines the different results coming from the internal dialogs and then resulting in decisions between (1) Parent and Adult (judgment behavior), (2) Parent and Child (compromising behavior), (3) Adult and Child (alternatives behavior).
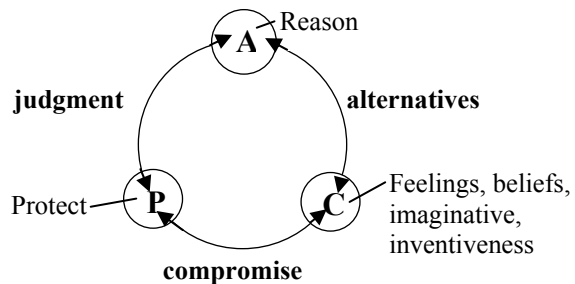
b. The second major diagram developed after the Parent circle discovery was **"the holes-in-the-head" Parent** circle shown here. (See writings by Franklin H. Ernst Jr., M.D.) In the colloquial this diagram is called the "Termite Diagram." It represents the person who has no conscience, has no personal loyalties that can be counted on, the person without personal values. As someone once commented "this diagram looks like and shows how a Communist is put together." Writer does not know what a Communist is, but did not forget what the precocious Child of a friend told him.

A "Termite" person has become adept at keeping his Parent turned off. The holes in the Parent circle show that the ego state boundary of the Parent has been ruptured, the person "got a lobotomy" on his Parent.