EDUCATION INVOLVES RELATIONSHIPS

TIFF (Temple Index of Functional Fluency) = TA psychometric tool for personal development and

behavioral diagnosis of ego states

= a model of human social functioning based on three aspects of human existence and functioning:

1) growing up

2) surviving

3) raising the next generation

Why the model was developed:

- the need to clarify the difference between: - talking about ego states (feelings and thoughts)

- talking about functioning (behavior / manifestations)

The model levels

A. Three categories of functioning

3) social responsibility   = upbringing, the role of being in charge, carrying authority

1) reality assessment   = survival and being `with it`

2) self-actualization   = growing up and becoming myself

B. Five elements of functioning

CONTROL	CARE
ACCOUNTING	
SOCIALIZED SELF	NATURAL SELF

C. Nine behavioral modes of the functional fluency model

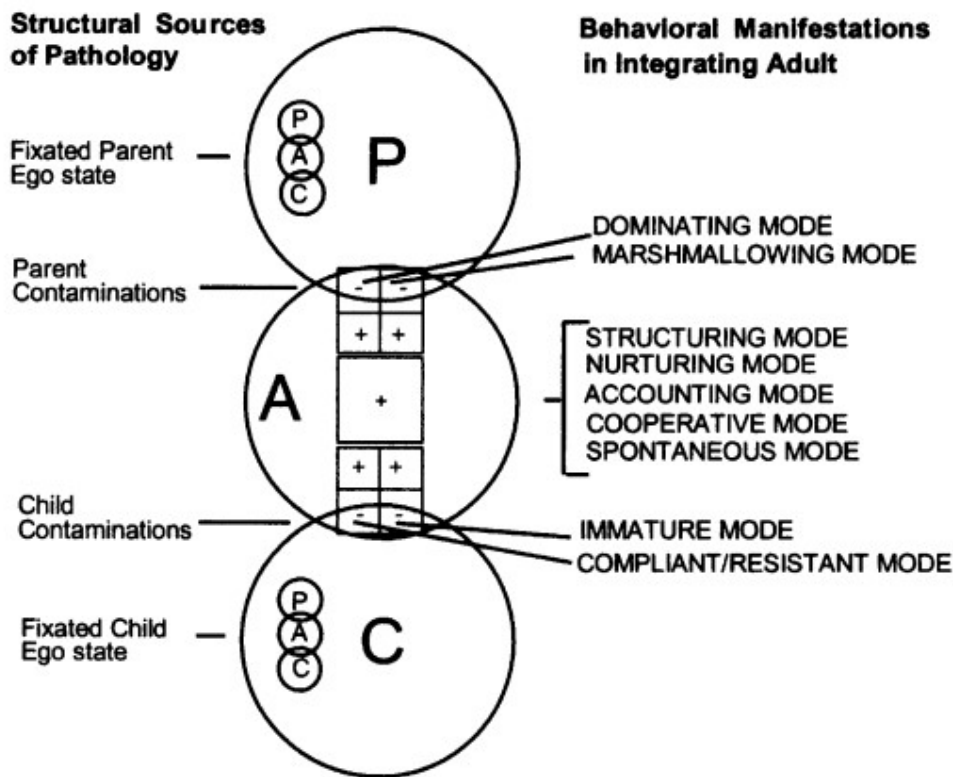|	*control type*	*care type*
	DOMINATING (-)	MARSHMELLOWING (-)
	STRUCTURING (+)	**NURTURING (+)**
	ACCOUNTING	
	COOPERATIVE (+)	**SPONTANEOUS (+)**
	COMPLIANT / RESISTANT (-)	IMMATURE (-)
	socialized self	*natural self*

Karpman (1971) = the **fabulous five**

> **-->** the **four negative modes** = less effective, contaminated aspects of Adult functioning.

> => model useful for behavioural diagnosis (as seen in figure on next page)

HEALTH = accounting with their full here-and-now capabilities in Adult,

NON-HEALTH ╪ accounting   # with the abilities and propensities of one of their Parent figures,

                                          # with the immaturity of one of their Child ego states.

                     ╪ discounting

Structural Sources of Pathology

Fixated Parent Ego state

Parent Contaminations

Child Contaminations

Fixated Child Ego state

Behavioral Manifestations in Integrating Adult

DOMINATING MODE
MARSHMALLOWING MODE

STRUCTURING MODE
NURTURING MODE
ACCOUNTING MODE
COOPERATIVE MODE
SPONTANEOUS MODE

IMMATURE MODE
COMPLIANT/RESISTANT MODE

AIMS OF EDUCATOR: Offering (experience) and modeling (example) the following:

@ promote empowering ways of exerting control

= balancing the assumption that control is necessarily negative

= leadership offering inspiration

= leadership providing boundaries

= leadership cultivating discipline

@ sensitive and empathic ways of caring

= balancing the assumption that caring is necessarily positive

= confronting the negative caring often involved in Rescuing

= differentiating kindness and compassion from harmful overindulgence

= addressing fears of rescuing and restoring natural urge to nurture healthily

@ potent and assertive ways of relating with others

= using the term *socialization* instead of *adaptation* when referring to child
    rearing and education

= positive social learning (= socialization)

= develops people's capacities to stand up for themselves in an OK-OK way

= develop people's capacities to consider other people's feelings

Susannah Temple (2004) Update on the Functional Fluency Model in Education.
Transactional Analysis Journal, Volume 34, Issue 3, July 2004

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= develop people's capacities to collaborate assertively

= address the fear of being too adapted => make room for useful conformity

= address the fear of being subdued => stroke assertiveness, not rebellion

= name and stroke all aspects of the cooperative mode

=> enhance people's ability to relate well with others

=> enhance people's social potency

=> enhance people's capacity to enjoy living & collaborating

@ vibrant creativity that enhances the world we all share.

= address the immaturity of the self that shows up through egocentricity and

impulsiveness and help outgrow it

= facilitate social learning (for lacunas)

= facilitate re-learning and re-decision (for counterproductive social learning)

= defiance

= submisiveness

= help differentiate between reflectiveness and inhibition

= acknowledge creativity of all kinds of temperamental types

= encourage free expression of their uniqueness

= facilitate being in touch with their own driving forces (self-motivation)

= aim development of both cooperative and spontaneous modes

WHAT YOU STROKE IS WHAT YOU GET

- notice, recognize, and reinforce positive functioning (appreciate what people already do well)

- name the difference between functional and dysfunctional modes:

a treat versus overindulgence

guidance versus bossiness

cooperation versus compliance

impulsivity versus spontaneity

- note which aspects of these modes they would like to enrich and expand

- based on this foundation, people then explore their casual use of the four negative modes

- what are the likely contexts, the likely people to be involved and the likely triggers

of a particular negative mode (self-exploration)

Educators are using themselves as their prime tool in their work, so for them, personal and professional

development are synonymous (Lerkkanen & Temple, 2004).