Transactional Analysis in the Classroom – How to impact students positively

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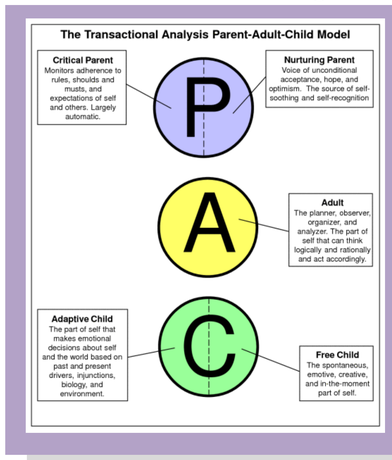
Transactional Analysis: Ego States

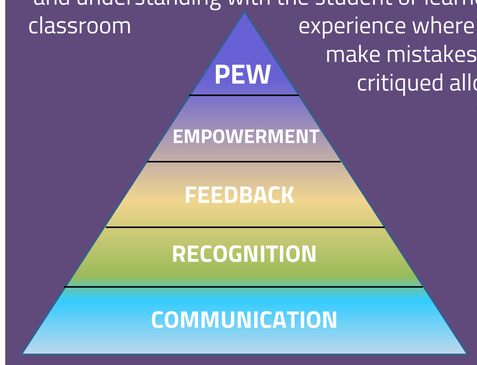


Transactional Analysis (TA) is a formative and reflective psychological theory of practice in which communication used can positively affect behavioral management within the classroom and benefit learners' emotional needs. Developed by Eric Berne in the late 1950's as a basis for understanding behaviour, ego states of communicators and their social interactions (transactions) are examined (whether parent-like, child-like, or adult-like)

The main three ego states of TA are 'Parent, 'Adult' and finally 'Child'.
These ego states impact the way in which we communicate with each other and can create conflict in the classroom when the practitioner is unaware of the impact their communication style has on their learners. Focusing on nurturing vs criticizing, practitioners can help develop learners' personal growth and their own methods through this model.

Emotional Wellbeing and Recognition

Positive Discipline is a teaching model that reinforces desired behaviors, establishing boundaries and behavioral limits that create fair procedures for all students to follow. The basis of an emotionally healthy classroom lies within the trust and competency of the educator and the way in which they control their environment, their behaviour, and the importance of implementing time to help learners become self-efficient through dialogue and problem solving. Instead of reacting on impulse to a challenge of ego within the classroom, the practitioner can use empathy and understanding with the student or learner to create a positive classroom experience where the learner is encouraged to make mistakes, their failures aren't harshly critiqued allowing students to reflect on their journey of self growth.



- Communication – Transactional Analysis, creating the scaffolding for open communication and safe spaces for students to express feedback and their own point of view. Practitioners maintaining and establishing procedures that benefit the class as a whole – creating a nurturing environment.
- Recognition – Positive Encouragement, allowing the student a sense of belonging, instrumentally ensuring everyone is a part of the team encouraging independence and self efficacy. Acknowledgement of learner's ideas.
- Feedback – Positive Discipline, Constructive Criticism, Ensuring the student plays an active role in discussions about their subject, encouraging independent learning inquiry, establishing a healthy student and practitioner relationship.
- Empowerment & PEW – PEW (Positive Emotional Wellbeing) has been achieved. Learners are empowered by the practitioner's acknowledgement of their emotional needs, curating a safe space for learners to independently engage in reflective practices and analysis of their own material complimenting and resulting in positive behaviour within the classroom environment.

Data and Statistics

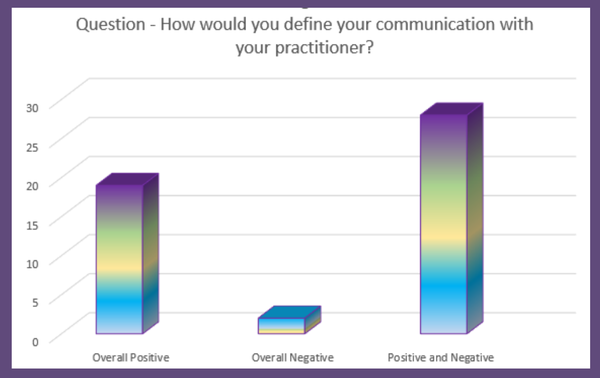


Fig.1.

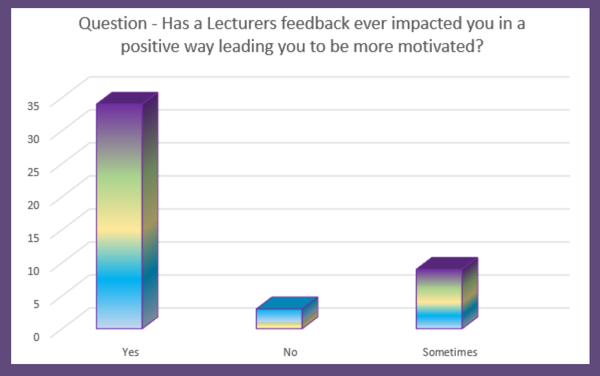


Fig.2.

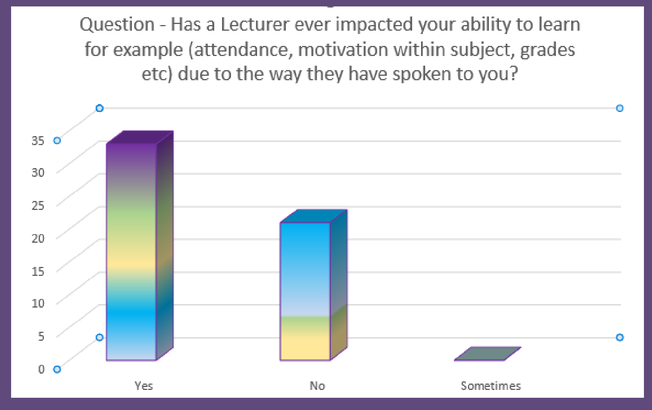


Fig.3.

Review of Statistics and Conclusion

What we can derive from Fig.1's analytical data is the behavior of the practitioner has a profound affect on the student experience, with both positive and negative classroom experiences being more prevalent.
In contrast, Fig.2 provides an insight into the psyche of the learner when they are given the essential acknowledgement and recognition of their work that empowers their growth and broadens their scope of knowledge.
Finally, Fig.3 saw a lot of mixed results. Again, dependent on the practitioner's attitude and awareness of self. We are beginning to see a pattern whereby students' motivation is directly affected by the communication from the practitioner and directly correlates to the learner's own value of self, which by its nature is exceptionally delicate when engaging with learning in the post 16 sector, due to emotional regulation factors such as but not limited to: Age, Cultural Differences, Past Trauma and Additional Learning Needs to name a few. When practitioners conduct themselves in a manner aware of the latter, they create a positive and nurturing classroom environment, of equality and inclusion that all learners benefit from.

The data clearly shows that when students are encouraged through frameworks such as TA (Strokes, Recognition etc) it has a significant impact on their perception of self, as well as their motivation to learn. This evidence promotes the clear idea that practitioners need to understand their own ego and psychology when interacting with students, and in turn, recognize key elements of behavior within their learners to activate and respond with conviction and kindness . This idea can be reinforced by the PEW hierarchy of communication, which when coupled with the TA framework creates an environment that is iterative constantly reflecting and reviewing, improving the quality of standards for students learning environments, but also the practical delivery for practitioners. The backbone of effective emotional wellbeing is rooted in homogenizing these models and frameworks, acknowledging the notable patterns that form and the recognition of how to utilize compassion in the classroom for positive behavior, student experience and class engagement overall.

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