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### SLEEPY, SPUNKY AND SPOOKY

#### A Revised Second Order Structural Diagram and Script Matrix.

Eric Berne<sup>(1)</sup> has identified three psycho-biological hungers beyond the strictly physiological ones. They are:

1. Recognition hunger.
2. Stimulus hunger.
3. Hunger for time structure.

To meet hunger No. 1, (Recognition hunger) we transact with others and exchange strokes. With Transactional Analysis, we can identify how.

With Game and Script analysis, we can also examine how we meet hunger No. 3 - (Time structure). ("What do you say after you say 'hello'?") - (2)

There has not been equivalent attention paid to Stimulus Hunger (hunger No. 2) because of the assumption that this hunger is met by strokes and by time structuring.

This is only partially true. Stimulus Hunger is expressed by pervasive curiosity which reaches out beyond gratification from strokes or time structure. Any parent of young children, or any nursery school teacher will confirm that young children are driven relentlessly by the need to explore, examine and test, in addition to the need for strokes or time structure.

This drive of curiosity is a very specific human attribute. In other animals, where instinctual responses are more precise, it appears only minimally, if at all. Furthermore, active curiosity continues in the Child throughout life. It is manifested early by the toddler who crawls and touches everything he can, and even before, in the baby reaching for a rattle or for the moon. Later, he will become Columbus, or one of the Wright brothers. Curiosity, as an innate drive, is an important evolutionary factor leading to the creativity which distinguishes human achievements from those of other creatures. \*

Benevolent or sophisticated mentors, viewing the manifestations of curiosity in the young child, call them "playfulness" or "liveliness", or early demonstrations of intelligence. Other parents call these manifestations tendencies to "get into trouble" to be "crazy" or "willfully disobedient." Both benevolent and critical parents, supervising young children, agree that the energetic, driven manner in which young children persist in seeking and testing does not abate, even when there are plenty of strokes available. In fact, the children who receive a plentiful supply of strokes, be they positive or negative, are more likely to be active in seeking out

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\* Both ontogenetically and phylogenetically curiosity leads to discovery, and discovery leads to creativity and invention. By that I mean that early Man may have discovered the use of tools by "fooling around" with objects, subsequently inventing the use of the lever and creating the wheel. Similarly, the young child "fools around" with ashtrays or cups; he "discovers," namelessly, complex scientific principles of gravity, form, matter, etc. and eventually, his creativity operates towards discovering a better mousetrap. In the course of growing up, he will be fed a great deal of material, nevertheless, his receptivity to learning is still grounded in his curiosity and it is to the extent that this curiosity stays alive that he later uses information creatively rather than mechanically.

gratification for stimulus hunger by means of increased "playfulness." The quest is not just for strokes, though the positive or negative strokes that come as by-products might originate Rackets or Games in some individuals. (This would depend on what strokes and how many, have been stores in the "credit bank." (3)

Actually, there is a direct link between early protective parental permission for playfulness and the capacity for later "risk taking." To take risks may lead to danger, but the ability to do so is also, eventually, the necessary prerequisite for the Child-Child transactions of intimacy. (4)

In Second-Order structural Analysis, the part of the child that seeks gratification for curiosity is A-1, the Adult of the child under five. As soon as he can, he uses his senses, actively smelling, touching, seeing, hearing and asking, first in action, then in words - What, Why, When and How.

A-1 used to be nicknamed the "Little Professor" to acknowledge the intuitive wisdom of the young child. He is now re-named Spunky to underline the active curiosity he manifests, even in the face of obstacles. He seeks out whatever scraps of information are available in his environment. Then his intuition combines them into the syncretically arrived at conclusions and configurations ("Gestalts") which, he hopes, will help him guide himself in the world around him.\*

The author now uses a new nomenclature for Second-Order Structural Analysis and a new model (Figure 1, ) which differs in detail, though not in spirit, from the original model presented by Berne (1).

The three parts of the Child - C-1, A-1, and P-1, are now named Sleepy, Spunky and Spooky. They are shown on the structural diagram below, which represents a child under 5 or 6.

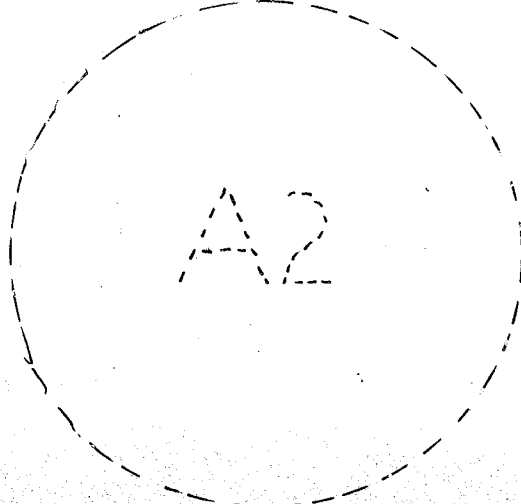
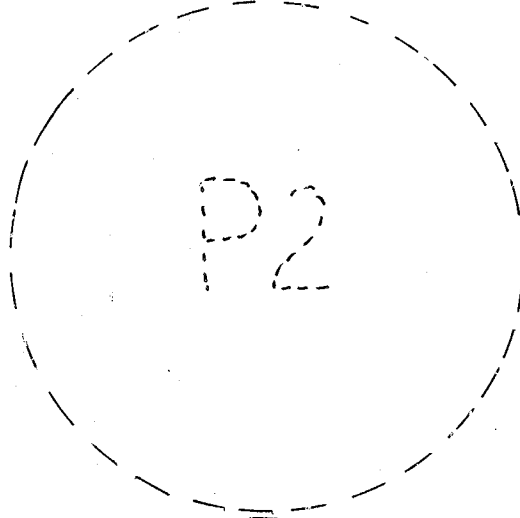
The later Adult (A-2) is shown with a dotted circle, because it is not very operational at that age when there is insufficient reality input and the child is incapable of logical thinking. (See Piaget, reference 6).

P-2 (The Parent) is shown also with a dotted circle. By five, the child has a good vocabulary and he internalizes many spoken and demonstrated precepts from parents. Still, they exist as wholesale undigested imitative units, rather than as directives for thought. For instance, a four year old might scold a two year old and sound like mother. However, he is being imitative and does not truly enter parental ego-states the way he will later in life, when he scolds himself because he "should" do his homework, or criticizes someone who "should not" over-spend his income.

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\* For elaboration, see Reference 5, on the Spunky Child. Syncretic thought is an intuitive method of thinking whereby concepts and conclusions are arrived at by jumps rather than by the logical analytic process which characterizes grown-up (A-2) thought. Syncretic thought operates by approximations, analogies, and incidental juxtapositions of ideas and perceptions. The young child lacks data and logical ability, so this method is fast and useful for him. However, the conclusions are often erroneous, and the mental configurations are open or patched up "Gestalts," rather than organic wholes. See Piaget (6) and Perls (7).

I



INTERNALIZES MESSAGES  
(conditions for survival)

SYMBOLIZES & STORES NON-VERBAL  
STROKES

SPOOKY  
P1

MAGIC PERCEPTIONS

CURIOSITY  
EAGER THRUST TO LIFE  
"WHAT?" "WHY?"

C-2

SPUNKY  
A1

ESTABLISHES POSITION  
MAGIC "HOW" IDEAS

SLEEPY  
C1

REGRESSIVE PULL TO NON-LIFE

The three parts of the Child are named and described. Each has his own specialty and direction, although the development is interactional. The three parts together will combine and be C-2, the Child Ego-State of the grown person. For purposes of script analysis, it is important to identify them separately, though, as Sleepy, Spunky and Spooky.

The Spunky child (A=1) has already been described and will be referred to further since it is the Spunky child who writes the script. He represents the nuclear, exciting, creative part of the Child who thrusts forward, curious and risk taking. He is the hero of fairy tales and myths.

Sleepy (C-1) is the most primitive part of the Child. Because of his limited physiological development, the young infant is highly dependent on being given to in order to survive. He manifests his will to survive by active nursing, screaming, and bodily motion. Still, he is, by physiological necessity, more passive than active, and death by marasmus overtakes him unless he is actively stroked (8). This means that any infant who lives past the age of six months and is not autistic must have received a powerful "survive" message from parents by means of their stroking. True, the message may have been "survive, damn you!" or "survive because I didn't let you die!" Still, it had to be "survive!" in one form or another, otherwise, the child would not exist beyond infancy.

It is this author's opinion that the very fact that infants die from lack of stroking, even if fed and sheltered, represents a powerful argument for stating that the primitive Child contains a regressive pull backwards, not only to the womb, but even to what preceded the womb—namely, to Non-Life.<sup>(9)</sup> (Identifying a regressive pull to Non-Life is not the same as positing a "Death Instinct." It is a way of underlining dynamically that unless strokes actively pull the infant upward into being alive, he automatically sinks down below survival into Non-Life.)

Spooky - (P-1) represents the child's early capacity to internalize and symbolize. This is a necessary attribute, for, as the child grows beyond, say, six or nine months, he receives fewer physical strokes from being held, nursed and diapered. He must register symbolic strokes that come as smiles, frowns, or verbal sounds. He receives them as "messages" and stores some as non-verbal survival fuel to see him through the longer unstroked intervals of time.

Unfortunately, this very useful ability to symbolize and store messages also makes him Spooky, the anachronistic ghost who, later in life, will interfere with Spunky's creativity. For he stores strokes and messages indiscriminately—positive ones as well as confusing and destructive ones. They are all taken in as though they had equivalent survival value; often harmful messages coming from the Child of the parents register simultaneously with protective strokes from the Nurturing Parent. For instance, a mother who giggles while she picks up her child each time he falls down when trying to walk, may be giving him a failure message attached to survival. The failure message may be covertly enforced more than the survival one, because her Child invests it with more feeling. This author calls messages internalized into Spooky the "conditions for survival," rather than consolidating them into one primary powerful injunction, as Steiner does (10), it is useful to identify a collection of messages, or conditions for survival are, indeed, experienced as curses or "witch messages." However, a collection of additional messages may also exist to modify or offset them.

Fairy tales and myths beautifully depict the contradictory and alternating jumble of messages that exist in Spooky. There is usually a collection of "good" and "bad" giants or fairies, who take turns in offering nurture, then curses, then help, then harm, and so on. The impact of different messages varies not only according to the ego-states of the parents when they give them, but also according to timing, reinforcement, availability of alternate parents (ex. grandparents) and the genetic receptivity of Spooky. Confusion is added because Spooky often misunderstands and transforms words into magic concepts. (Example: A Jewish patient, born in the U.S., picked up her father's Child's nostalgia for the Jewish "ghetto" he had been raised in in Europe. She married a Black man in the U.S. with the expectation that moving into the Black ghetto would bring happiness. She was trying to implement a message in Spooky about "ghetto" without awareness that she was ascribing an anachronistic and magic meaning to the word "ghetto.")

Hereunder, is the revised Script Matrix which the author uses, incorporating Spooky, Spunky and Sleepy.\* (Figure II)

Readers familiar with the previous Script Matrix which was being used (11) will note the following major differences:

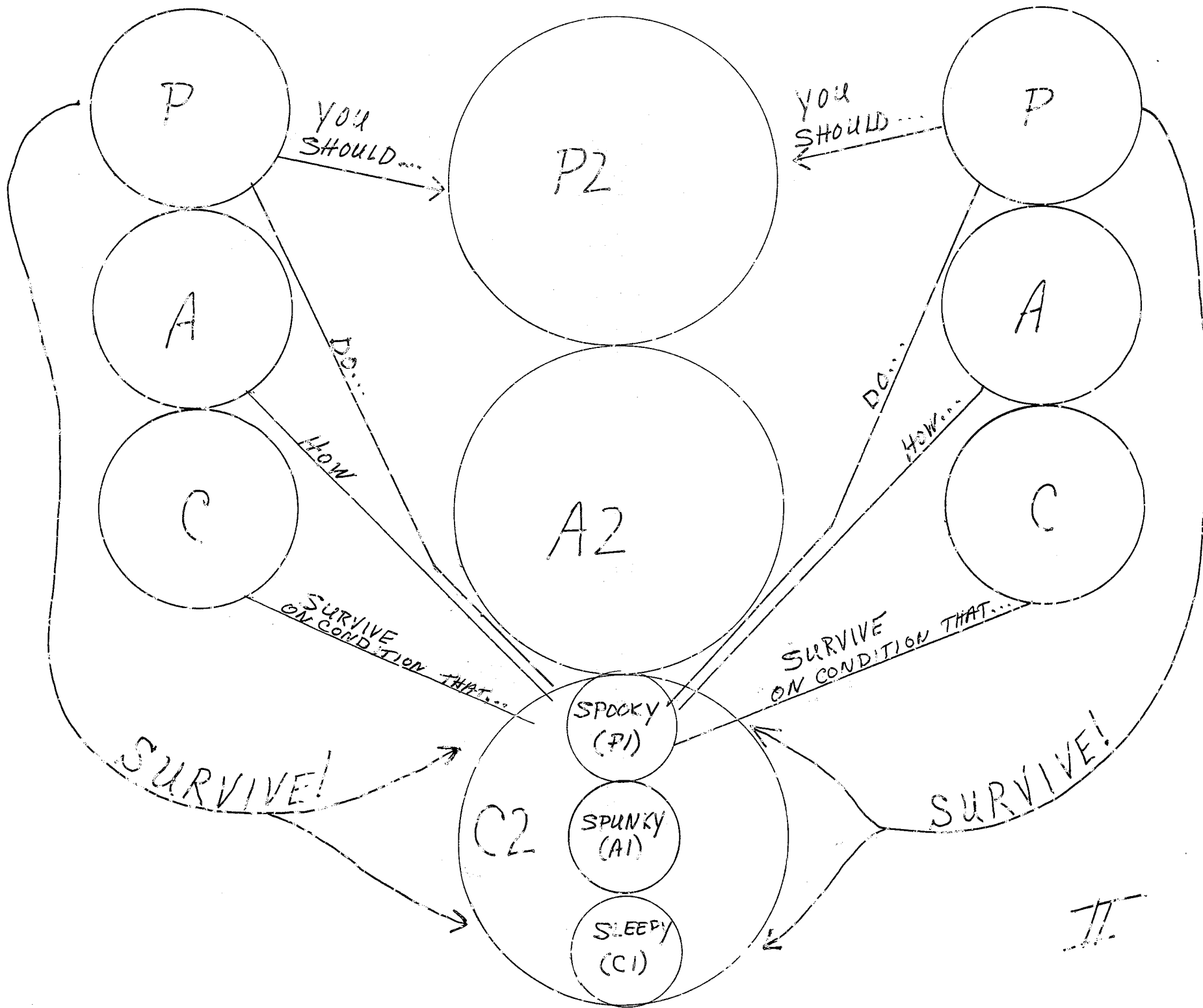
1. Importance is given here to the "survive" message given by the nurturing parents.

2. The Child of the parents gives the non-verbal "conditions for survival." These may be strong or weak, benevolent or malevolent. Each individual registers a number of "conditions," not only one, though for some people there may be one or two outstandingly powerful ones. It is because there are several conditions, and they are all of different kinds, that the individual can establish "Script Alternatives" a concept that will be discussed in a later paper. (One type of Script Alternative relates to the expectation of passing on the worst conditions for survival as "hot potatoes" to someone else. This has been presented by the author as the **concept of Episcrypt** (12).

3. The Adult and the Parent of the parents answer the young child's "Why" and "How" question. Eventually, most verbal answers will be internalized in P-2, but while the child is young, they are internalized in Spooky- (P-1), often in a primitive and confused manner, as mentioned above.

4. The "You should" line is drawn from the Parent of the parents to "P-2" in the child, wherein overt, verbal instructions are internalized; (Example: "Brush your teeth every day.") Eventually, these form the basis for the Counter-Script.

In a later paper on Script and Script Alternatives, the usefulness of this revised script matrix will be demonstrated. Suffice it to say, for now, that this author is convinced that the Script is made up by Spunky (A-1) to determine how he will live - i.e., how he will express his curiosity and creativity in addition to meeting his needs for strokes and for time structuring. Spunky must offset the regressive pull of Sleepy. Therefore, he believes he must accommodate the conditions for survival in Spooky. Spunky's formula in developing his script is: "To live, I must survive." His question is: "Please, must I meet all these conditions in Spooky? I do want to live and express myself, so I'll meet the conditions for survival if I must, unless....say, T.A. therapist, you mean I have options? What are they?...How?...Do I dare?"



P

YOU SHOULD...

P2

YOU SHOULD...

P

A

DO...

A2

DO...

A

C

HOW

HOW...

C

SURVIVE ON CONDITION THAT...

SURVIVE ON CONDITION THAT...

SURVIVE!

C2

SPOCKY (P)

SPUNKY (A)

SLEEPY (C)

SURVIVE!

II

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