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Teaching EFT to Kids

- **“The first step is to THINK ABOUT YOUR PROBLEM.”** If the child is already upset you can skip this part as it is obvious the child is thinking about the issue or feeling. However, explaining this step is important in teaching this exercise to children so that they understand they have to ‘tune in’ to the particular issue they want to work on. Explain that: **“This exercise will calm you down and help you think more clearly about your problem.** If you learn this exercise you can be upset only when YOU chose to be upset.”
- **“Now we want to know how upset you are.”** For younger children use out-stretched arms to measure how upset the child is. Use hands in a prayer position indicating no upset. With some children you can use your own arms out to measure and let the child nod when you reach the right amount of upset. Older children have no problem with telling you on a 0 to 10 scale how upset they are, but even some of the older children respond well to your outstretched arms for measurement. It seems to help them ‘get into it’ better with your participation.
- **OK, the first step is to tap the side of your hand.”** Show them by using your hand as an example to tap on the fatty side of the hand. Be sure to tap the side of the hand rather than banging the hand on something. You can tell the child it is called the Karate Chop spot. This spot can also be introduced as the ‘friendly spot’ as that is where you touch another person’s hand when you shake hands to show you are ‘friendly.’ ☺ Make a ‘set-up’ statement such as: **“Even though I have this problem, I am a super kid,” (or, I am a good person or, I deeply and completely accept myself, etc.)** It does not seem to matter whether the child says the words or you say the words for them. (If a child has a particularly bad self image use a slight variation: I want to accept myself.)

Some kids say that tapping the karate spot is calming all by itself. Use your judgement about using the ‘set up’ statements; it depends on the kid and/or the situation. ‘Set up’ statements are a great help to get in touch with what is really going on, but are not absolutely necessary to significantly calm the child. Suspicious and oppositional children are rarely willing to use the set-ups.

EFT Short Cut:

- First ‘tapping’ point. – Use three or four fingers and tap between the eyebrows. (Tap about seven times.)
- Second point. – Use two fingers of both hands and tap on the bony part under both eyes. (Tap about seven times.)
- Third point. – Used a closed fist to the chest just below and to the left of the throat for the collarbone spot. (About seven times.) Can cross arms and tap both sides.
- Fourth point. – Tap under both arms. This is like giving a yourself a hug. Wrap arms around your body and pat under both arms about a palm width below the armpit. For younger children

you can call this the 'monkey spot' and have them tap with each hand under the same arm. They get a kick out of this! (Tap about seven times.)

- Repeat this exercise three times for a particular problem or until the upset goes away. Sometimes when one problem is calmed another related problem comes up and the child must repeat the process for the second problem.

The above exercise using the short cut is very effective (80% +) for anxiety or upsetting situations.

- Explain to the child that EFT can be used any time he/she is upset about anything. The exercise helps the child calm down quickly so that he/she can think more clearly about solutions to the situation. It is sometimes amazing to watch the solutions that come to the child after tapping. Help the child problem solve and plan what to do next to resolve the problem. Encourage the child to teach others. Have him/her practice teaching you.
- Tap along with the child. It calms YOU down too! Use EFT for any of your own upsets. Try tapping on the way home from work about the aggravations of your day. You will be calm, ready to meet the issues at home and be more emotionally available to your family. And don't forget to tap for any aggravation the child may cause you!!
- Complex problems involving many layers of trauma or behaviors such as temper tantrums require much repetition. Make it a part of the daily routine. Use for "tucking in" at night. Use after school for concerns of the day that may reflect earlier traumas. Use in the morning if nervous about any activity of the day. Use any and every time, the child starts to become upset.
- **Remember:**
 - IDENTIFY THE PROBLEM TO WORK ON
 - TUNE IN TO THE FEELING OR PROBLEM
 - IDENTIFY ANY NEW ASPECTS
 - USE IT FOR EVERYTHING and be creative in your approaches
 - **PERSISTANCE COUNTS – KEEP AT IT**
 - MAKE IT A ROUTINE PART OF THE DAY



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