

WHERE TO BEGIN: (THE FUNDAMENTALS)

The basic steps for a Tapping sequence:

1. State a negative cognition associated with a specific emotional event or thought, followed by a self-acceptance statement. This will acknowledge the change.

So to begin, have the child think of what the problem or concern is and say it. Ask the child to rate the issue on a scale from 0-10 (0= very calm, 10 = worst ever).

*Note: When using a rating scale with younger children, it may be more effective to have them show how wide with their hands (very wide apart means a high number, hands closer together means less distress) rather than a numerical scale. You can also choose to use a visual scale (see below for examples).

“Even though I ____ , I accept this about myself.”

2. Step two begins tapping. While tapping on the side of hand point (Karate Chop), state the problem in a statement. This can be the same as or slightly altered from the sentence in step 1.

“Even though I ____ , I am okay.”

Say it in a sentence while tapping on the karate chop point 3 times.

Karate Chop (KC) (Repeat three times): “Even though I ____ , I am okay.”

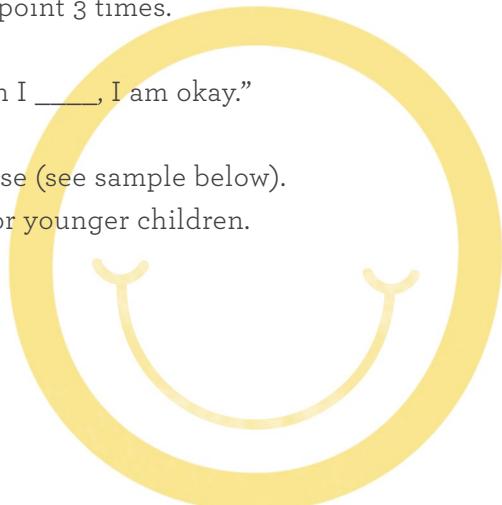
3. Tap through all EFT points with a short reminder phrase (see sample below). The number of tapping points have been minimized for younger children.

Eyebrow:

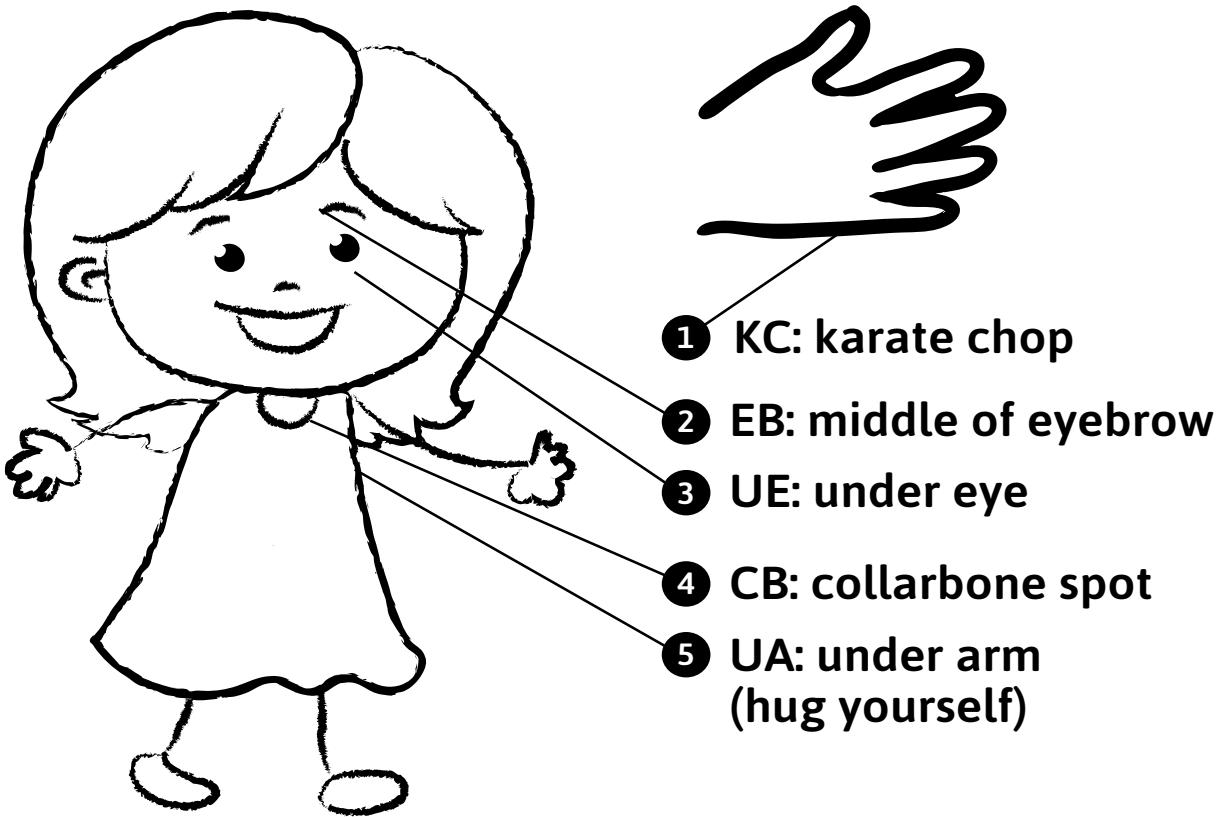
Under Eye:

Collarbone:

Under Arm:



Tapping Points for Kids



4. Take a deep breath and re-rate your discomfort from step 1.

5. Continue tapping until you feel calm or a rating between 0-2.

Because you are guiding your student through Tapping, you will be saying the phrases and modeling Tapping while the student repeats the words and follows your Tapping sequence.





The Tapping Solution
FOUNDATION

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*Note: This manual is written for children Pre-K to Grade 2 and has been adapted to include less Tapping points for younger children. Older children and adults will use this Tapping process illustrated above. Even if you will not be using all of these points, it may be helpful for you to be aware of these additional tapping points for yourself or for older children you work with. You can access free Tap-Along videos to show in your classroom at our [Tapping Solution Foundation You Tube page](#).



VISUALIZATION TECHNIQUE WITH COLORS

This technique can help younger children who don't always feel comfortable verbalizing their emotions to tap on and release them.

For example, if your child is struggling to verbalize how they're feeling, you could ask questions like:

*If the way you're feeling right now was a color, what color would it be?
Is there a place in your body where you feel that <color> most?*

Note: As always, when tapping with your students, tailor your words to the child's age and experience.

If, for example, the child says s/he feels red and it's mostly in her/his belly, you could then tap with her/him like this:

KC (*Repeat three times*): Even though I feel all of this red in my belly, I'm a great kid and I'm okay!

Eyebrow: All this red in my belly

Under Eye: So much red!

Collarbone: I can feel it!

Under Arm: It's okay



Eyebrow: All this red in my belly

Under Eye: Maybe the red can turn to pink

Collarbone: It's okay to feel it

Under Arm: I feel it and I'm okay

You can keep tapping until the red has turned into a calmer, more neutral color.



Tapping Tips:

- You should use a firm but gentle pressure, as if you were drumming on the top of your desk or testing a melon for ripeness.
- You can use all four fingers, or just the first two (the index and middle fingers).
- Four fingers are generally used on the top of the head, the collarbone, under the arm... wider areas. On sensitive areas, like around the eyes, you can use just two.
- Tap with your fingertips, not your fingernails. The sound will be round and mellow.
- The tapping order begins at the top and works down. You can end by returning to the top of the head, to complete the loop.
- You can use either side of the body and either hand or both.
- It is important to acknowledge the negative feeling/thought/concern, but for children it is effective to move into positive words faster than we may as adults when tapping.
- With younger children it may be helpful to have them draw a picture of how they are feeling before tapping and then again after. This will be good information for themselves and for you as their teacher.
- Note that not all points are used with younger children.

Examples of child-friendly scales to use instead of 0-10:

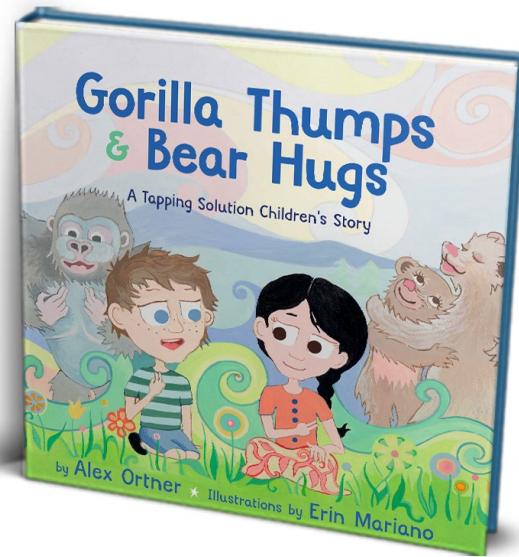
- The most common is having your student use his/her arms outstretched to show “how much” (very wide versus close together).
- A ruler can visually show numbers and how some numbers are “bigger” than others.
- Colors can be used when discussing feelings. For example, I feel like ‘red’ when I talk about it versus moving towards a ‘pink’ or ‘blue’ or calmer color.
- A child can use their fingers if they’re having difficulty verbalizing (hold up one finger, hold up 8 fingers, etc.)
- If a child is having difficulty verbalizing their scale, they can draw a picture to show the intensity of their feeling.



INTRODUCE TAPPING TO YOUR STUDENTS!

The most effective way to introduce Tapping in your classroom is through the book, *Gorilla Thumps and Bear Hugs: A Tapping Solution Children's Story* by Alex Ortner.

This children's book introduces the Tapping points through a character named Annabel who is overcoming common school issues. Annabel learns each Tapping point and how Tapping can help to navigate her stress, negative emotions, and much more. Your students will learn how to use each Tapping point through the fun descriptions and illustrations for each point.



Tapping Point	Child-Friendly Term for Tapping Point
Karate Chop (side of hand)	Karate Chop
Eyebrow	Hairy Eyebrow
Side of Eye	Super Eagle Eye
Under Eye	Lion Cry
Under Nose	Dragon Fire
Under Mouth	Wolf's Chin
Collarbone	Gorilla Thump
Under Arm	Bear Hug
Top of Head	Monkey

Visit <http://bit.ly/ResourcesCorner> for a free lesson plan guide to accompany this book.



Once your students have started learning about Tapping, continue this work with a conversation about how the brain and body work together. Students have already started learning about this from the Choose Love Movement. You will most likely need to adapt the examples below to meet your students' needs. Try to use scenarios and language that the entire class will know (or the student if you're working one on one).

First, explain how the brain & body work together...

You could say something like:

Example 1: *You know how when you feel sad (or mad) because a friend won't play a game with you, and you can't stop feeling that way because it almost feels like that sad (or mad) feeling is in your body? That's because your brain and your body are working together to create sad (or mad) feelings.*

Or, you can refer back to a time when they felt a feeling they wanted to overcome, but couldn't:

Example 2: *Remember at recess when all of your friends were having so much fun on the monkey bars, but you were like a statue at the edge of the playground? Remember how you felt too scared to try, even though you really, really wanted to? Well, when things like that happen, your brain and body are working together to create scared feelings in your body.*

Second, explain how tapping impacts the body...

Example 1 (cont'd): *The fun part is what we call magic tapping points on the body. When we tap on them gently, we can get rid of the sad (or mad) feelings when we don't want them.*

Example 2 (cont'd): *The great thing is, we all have magic tapping points on the body that can get rid of that scared feeling.*

Using this language in conjunction with the children's book will help students understand (in child-friendly ways) how Tapping can help to overcome thoughts and emotions that children may feel they are stuck with. It is important for students to know that they have the tools available to help them be resilient and overcome thoughts that may be getting in the way of their happiness, social experiences, or academic learning.



This is such important work! But, when and where do I fit it in?

Our hope is that when a need arises, Tapping can be used on the spot to remedy the concern. But the truth is, we know that as teachers your time is very limited. You are already filled to the brim with work and even though you value this program, it takes time to find the time! While it may be most beneficial to fit it in during your planned Choose Love Movement program (especially for students to see the connection between the two), we are suggesting other possible times to help you successfully incorporate Tapping for the benefit of your students.

If your schedule allows, build in a short 10-minute part of your scheduled day to Tap through “mindset/growth/reflection/goal setting/social emotional.” This gives your students time to pause and think about their part in their learning. If it can be built into your schedule, it is definitely worth its weight in gold!

Morning Routine: If you have time in the morning when students complete their morning routine (unpack, notes, sign-ups), this may be a beneficial time to work with any students one on one.

Brain Breaks: Long stretches of time always require some movement to get students reenergized. If you find your students feeling overwhelmed or dragging through the day, take a break for whole-class tapping.

Recess: Some teachers are assigned part of their day to be outside during recess. While your main job is the safety of all children outside, this is a great opportunity to address students that have a problem. Even mentioning to them that “We can tap on it later” can ease some of the anxiety around waiting for a solution.

Refocus From Recess: Exercise is a necessary part in a child’s day. Often times refocusing after a multitude of social interactions can be difficult, so taking a few minutes after lunch or recess can help to calm the body and alert the brain.

Tapping Chair: You may already have a spot in the room for your students to take a break or help themselves calm down. After practice, your students will quickly learn how to tap and can even do this work on their own. It would be beneficial to teach your students how to use this space if they need a place to tap privately.

End of the Day: If there is time at the end of the day for a closing circle or reflection on the day, Tapping could be instrumental in focusing on the positives and ridding of any negative emotions.

