

Tips for Tapping with Kids

This sheet does not stand alone and must be used in conjunction with the Tapping – Your Quick Guide sheet. Tapping works brilliantly for children as they are so open emotionally and energetically.

NB – before tapping for/with a child, it is strongly recommended that you do some tapping of your own to prepare yourself for the “session”, thus tapping for anything which is relevant, e.g. “Even though I get upset when my child talks about their sadness/worry/anger...” or “Even though I’m not sure I’m good enough at this to be able to help my child...” etc., etc.

- Exactly how you do it will depend on the age of your child. You can generally tell kids that we all have “magic buttons” which help us feel better really quickly. You can even explain that most adults don’t even know about them, so it’s a bit like being let in on a secret.
- Ideally the child will do both the verbalising (you say, “repeat after me”) AND the actual tapping on themselves - this is the most empowering scenario, as you put the child in charge of their transformation of feeling/emotion/belief. If they are too young to tap reliably on the points, you can do the tapping on them, while they repeat what you say. And if they are even younger, you can do both the speaking and the tapping, simply asking them to think about what you’re saying.
- For very young ones you don’t even need to ask them to describe what they’re feeling, or say how intense it is, and they probably couldn’t anyway. You’ll be able to tell how they feel just by looking at them.

– Depending on age, instead of scores out of 10, have young kids show you with their hands how bad a feeling is. You can demonstrate this to them, i.e. this is really, really bad (hold your hands arms width apart), this is bad (hold your hands much closer together), and this is everything’s fine (hold your hands almost touching each other –

1. The Setup... Make this more accessible to kids by using the following form of words. Always make sure you’re using language they will understand and relate to – **use the words they themselves have used** if at all possible, even if it is just “funny feeling”.
“Even though I have this _____ I’m still a great kid.”

2. The Tapping... This is the same as for adults, except you may be the one doing the verbalising and the tapping. And as with adults, if the feeling reduces but remains just keep on tapping, perhaps with “remaining” inserted into your language. With kids you won’t need to do the setup each time, just keep going!

-- have them rate the feeling again --

3. Getting More Specific... Generally kids are even better than adults at answering the questions on location, colour and shape, and if they struggle simply ask them to “guess”, or “pretend” – that will be good enough!

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