

Jessica: Welcome to The Tapping World Summit 2014. This is your host, Jessica Ortner. By listening to this interview you agree to the terms located at thetappingworldsummit.com/disclaimer. We hope this interview helps you become a happier and a healthier you. Enjoy.

As we begin to see the personal benefits of tapping we often wonder how we can help those around us experience the same relief, especially our own children or children we have in our lives. How can we help children process their feelings in a healthy way? How do we give children the tools they need to be able to handle something like bullying? How does tapping with a child differ from tapping with ourselves?

All these questions and much, much more will be answered today. We'll be speaking to Brad Yates from bradyates.net. Brad is known internationally for his creative use of tapping. Brad is the author of the best-selling children's book *The Wizard's Wish* and the co-author of the bestseller *Freedom at Your Fingertips*. He's also a featured expert in the film *The Tapping Solution*. He is known for having over 400 great videos on YouTube.

He truly is a master at this and I'm thrilled that he's with us. Welcome, Brad.

Brad: Thanks, Jessica. It's always great to talk to you.

Jessica: Yes. We always have a good time and what a great topic. A lot of people write into us saying that they have children and they want to learn how tapping can help. I think a great way to start is just by hearing from you about the possibility. What are some of the benefits for children who begin to use tapping?

Brad: It's a great question. There are so many possible benefits. This really came out of when you were interviewing me for *The Tapping Solution*, and we were talking about children. The whole concept of we work with adults and to see where they've been held back and where they've missed out on things, and it traces back to things that happened in their childhood.

When we can work with a kid to clear up the emotional challenges they have in the moment or on that day, or at least within the week, then those kinds of decisions they make about themselves and about what they need to do to hold themselves back don't trouble them and don't carry on for years. So kids can be happier, they can be healthier, they can be more resilient and it opens them up to have much greater success in every area of life.

Jessica: It's really incredible when you think about the possibilities, like you said. A lot of the struggles we have started from limiting beliefs and different pain from our past, so what an amazing thing to support children with this so that they don't bring this into adulthood!

With that, I'm so curious about this topic and I would love to hear some stories. Before we dive into the specific of how we can tap with our own children, can

you share some stories about different children who began to use tapping and how it helped them?

Brad: One of my favorites, actually, was one that Nick used in his book. When I was working with a young man who played baseball, loved baseball, was good at baseball, got beamed by the pitcher in a game, and it hurt really bad and he couldn't play after that. It hurt so much that he started making up things in his mind as to why he couldn't do it.

This is why I love this example, because this is what we do. Something happens to us and we decide, wow, that was really painful. Whether it was physical or emotional pain, let's make sure that we never get in that situation again.

He started coming up with all these feelings and fears about playing baseball that he had never had before, all designed to keep him from the danger of being hit by the ball again. It was a shame because here was a kid who really loved baseball and was good at it, and now couldn't allow himself to do it.

His mother was a friend of my wife, and they brought him to me. We tapped for just a little while about the different thoughts that were coming up and the different fears. By the end it's like, "Okay, so on a scale of 0 to 10 how afraid are you of going up to bat?" It was a 0. I heard later that he went back and was playing baseball and having a great time, and none of that fear and anxiety that had kept him from even being able to show up at the ballpark before.

This is what we do. We come up with these ways to protect ourselves. The issues we have, we're not bad or stupid for having them. They're designed to protect us, but they're based on misinformation.

Here was a simple case of being able to tap away those fears, being able to see past all the reasons and excuses that our brain comes up with for keeping us from something that would be good for us or something that we enjoy and then giving us the freedom to do it again.

Jessica: Yeah. It is profound when you think about it because if you hadn't worked with him he wouldn't have been able to experience something that he loves to do. How that just begins to seep into different areas of our lives. That fear, if we don't address it, it grows. We continue to feed it.

Brad: Yeah. Our comfort zone is either expanding or contracting. That might have been the end of his baseball career for his life. Eventually it would be I can't play this either and I can't do this, and there would be a lot of things that he couldn't do.

I also have, beyond the stories of kids that I've worked with, my friend and colleague Patsy Anthony who is an elementary school teacher who uses tapping with her kids, all kinds of great examples.

She had a student who had a geography exam on Canada. This kid comes in and he was freaking out. He said, "I can't remember the territories." He was totally blanking on anything. She goes, "Wait a minute, you know this stuff," and started

tapping with him. In a few minutes he's like, "Oh yeah, I know all the territories. I know all the capitals too," and got 100% on the test.

The anxiety, the test anxiety, it's a big one with kids. There's no telling what is contributing to all this nervousness, but that's what happens. When you look at the physiology of the brain, when we get into that fight or flight we get nervous. The limbic system is acting up, and the prefrontal cortex, it's gone. Dr. Watkins, Daniel Watkins, says it's a do-it-yourself lobotomy.

Jessica: Yeah, it's so true.

Brad: We get so nervous. We have a do-it-yourself lobotomy because a lot of the thinking part of our brain goes. Here we are testing these kids and we have no idea what's going on with them, why they're nervous, what went on with them at home that morning.

Maybe their parents were having a fight. Maybe they got up late and so they've been rushing all morning and haven't had breakfast. So they're in this anxious state, and the strongest part of their thinking brain is disengaged. Then we're grading them in that state. There are a lot of examples of kids, and adults, using tapping to clear test anxiety and bring them back into a much calmer place where they're thinking more clearly.

I had a story from a grandmother who had a grandson who would nervously rock back and forth when he was feeling really anxious. She was visiting and she knew about my book, *The Wizard's Wish*. She gave them a copy of *The Wizard's Wish* and then showed them how to tap. She was visiting with them, I think it was a month or two later, and noticed that he wasn't doing any rocking. She said, "What happened to your rocking?" He goes, "Oh, I tapped it away."

Jessica: Amazing. I love that story because he said he tapped it away. This is what I love about tapping, for adults as well as children, is that it's so self-empowering. Once you know how to do it, it's always something that you can go to when you have anxiety.

Brad: That's why I wanted to share that story because someone could say, "Okay, all well and good with these other stories where the kids are working with a professional tapper." But this was a case where that was not it. This is something that anyone can use, and it empowers children to be able to use it.

Patsy talks about a story of a nine-year-old who went to bed crying, and then his parents heard their 11-year-old daughter go in and talk to him and start tapping with him, the kids tapping with each other.

Jessica: Yeah, it's amazing. I've heard a lot of stories of even parents just tapping on themselves and using themselves, and finding out their children begin to pick it up as well and they'll go to it by themselves.

With that being said, I think that leads us to talking about the very first step before we even start supporting it and working with our children or children in our lives. What is that initial step?

- Brad: The first thing we want to do, you said parents tapping on themselves, we want to get clear for ourselves to make sure that when we're working with children we're not pushing an agenda that's based on some of our issues. So often parents are trying to live vicariously through their children, not because they're bad or stupid, but because they have been trained to do that.
- As parents we often very strongly identify with our children's performance. Very often when we get upset with a child, what the child is doing may not be that bad but somehow it's reflecting on us. When we are sitting there and we think, I've got to fix this kid, it's a lot of stuff that's going on inside of us. We want to make sure that we are clearing what's our stuff, so that when we're doing the tapping with a child it's really in the child's best interest as opposed to something we're trying to force on them.
- Jessica: Can you give us an example?
- Brad: Yeah. I said just the wanting to fix them. Wanting them to be getting better grades. If we're at a social gathering with our children and they're not behaving the way that we want it's like, okay, am I looking at it as I want my kid to learn ways to fit in with society in ways that are going to benefit them or am I embarrassed about their behavior?
- Before taking a child aside and saying let's figure out what's going on with you, it would be good for me to figure out what's going on with me in terms of my embarrassment. Is their behavior really that bad or is it just I'm uptight in the situation?
- Maybe I'm nervous about some of the people that are in this event, and I'm worried about what they're going to think. As opposed to just saying hey, you know what, it's all cool, I'm good. Then I can see whether or not the child's behavior is really something that's a problem.
- Jessica: Brad, that takes us back to what you mentioned before, about this inability to think clearly when we're having that panicked or stressed response. If we want to communicate with a child we can't even communicate properly when we're feeling that anxiety.
- Brad: Exactly. Thank you for mentioning that.
- Jessica: That is the very first step. Again, I really want to make it clear how important it is for people to do this because I think this is a step that's so essential that's often overlooked. The first thing you have to do is spend, even if it's just a few minutes tapping on yourself to make sure that you feel centered and clear. Once you do that what is the next step?
- Brad: The next one is building rapport with a child. If it's your own child, hopefully you've already got pretty good rapport. But it may even be situational rapport in that moment, just trying to get in tune with your child. This is particularly important, though, say if you're a teacher and you're working with a child or even for a therapist working with a child that they're not familiar with.

When we're working with emotions we want the child to feel comfortable. We want to have them trust us as much as possible. Also, and this is part of why we want to get clear beforehand, letting the child know that we're doing it for their best interest.

If we start tapping with a child when we're angry at them and we're really frustrated and we're like, "Come on, you've got to tap with me," that's not going to be good rapport building. The child isn't going to be tapping on what you want them to tap on. They're going to be tapping to clear their fear of you. So we don't want to be scaring the child. There are different things to make sure that the child is feeling that you're there to support them and that you're there for their best interest.

Jessica: Give us some tips then how to gain more rapport with a child.

Brad: One is getting down to their level so that you're not standing up over them in an intimidating way, "Now you're going to do this."

Jessica: Even just sitting in a chair or kneeling.

Brad: Yeah, exactly. Squatting down, whatever it is to get down so that you're eye to eye, using language that's comfortable for them. There's a lot of language that we might use while tapping with adults that might not be so appropriate for kids. In fact, the setup that we often use of "I deeply and completely love and accept myself", depending on the age of the child might be a little too much, a little too advanced for them.

We want to use their language, the things that they're comfortable with, and as much as possible talking about what are the words that they're using for how they're feeling. This is good to use with any client at any age, but really find out what is the issue in their words and making it personal for them.

Jessica: Right. I'd love to hear what you think about how as an adult we introduce this idea to tapping. My mom is a school psychologist for elementary school kids, and they love to tap. They go up to her and say, "Dr. Ortner, can we do that thing?" They'll start tapping themselves.

She told me that those little ones, they don't care about the explanation. She treats it like it's a fun game, and they really enjoy being able to do something with their body physically that makes them feel better.

But then when we get to kids that are little bit older and who are trying to be cool, I feel like it might be harder for a parent to get them to tap. Do you have any tips on how to have that conversation with a child who's a little bit older and wants to know what they're getting themselves into?

Brad: Yeah. That's the tough thing to do is figuring out for the different aged children. That was one of the reasons I wrote the children's book was a simple way for introducing the tapping to kids. If they're a little older you can talk about it as a stress relief technique and say, "Hey, let's do something here that will help calm

you down. I can see that you're a little upset right now. Let me show you a physical technique."

One of the great things is the stories that are coming out of pro athletes using it. I read something that Nick had posted the other day about the catcher for the Boston Red Sox. Older kids and teenagers, they start to look for heroes and role models. So you can say, "Okay, so a pro sports player from the team that just won the World Series uses tapping."

Jessica: That's a great tip, Brad. If I can mention, I did interview Dr. Erin Shannon who works with professional athletes. She currently now travels with a football team. We did a great interview where she talked about how different athletes are using it. But that is a really good tip. Nothing makes it sound cooler than saying athletes are doing it.

Brad: Exactly. I have two teenagers right now, and anything that dad does is uncool when you're a teenager. But when you can say, not just any athlete, but athletes on world championship teams are using this then it's like, "Oh, hey, okay, maybe that's not so stupid then."

Jessica: Right. All right, that's a great tip. Also, going back to what I said, the comment my mom said. Sometimes you don't need to have that really long explanation that you need with adults. Sometimes just going into it I find that kids are much more open. They tend to be more playful about it, which I think is fantastic.

Brad: Especially younger children, they don't have all the inhibitions that an adult has. You can go to an adult and say, "I'm going to teach you a simple technique that will release stress like nothing else. It will help improve your relationships, your finances, your health. Would you be interested?" "Oh yeah, absolutely." "Okay, so take your fingers and tap here on your face." "You know what? Hey, I'm good. My life is good. Everything's perfect. Thanks."

Jessica: That's true, yeah.

Brad: But kids, and especially young kids, it's like, "Sure, I'll tap on my face." I had already gone through Ringling Brothers Clown College when I learned tapping, so it was not the silliest thing I'd ever done.

Jessica: I love that about you. I love that you went to clown school. Then you end up working with big CEOs, and different athletes as well, with this tapping. It's

fantastic. I want to talk about how tapping with a child would be different than tapping with an adult.

Brad: Certainly with the language, and there's certain things like the SUD scale that we use, the Subjective Units of Discomfort 0 to 10; sometimes, especially with much younger children, it's going to be, again, a little bit of a reach to do that.

I'll often have kids just use their hands, so their hands are together for 0 and spread their hands as far as they can and that would be a 10. It's like, okay, this upset that you have, where do you feel that? Is it a little, hands are together, or way, way out here? Is it this much? Then as we tap along we can start to see, okay, now where is it? Their hands get closer and closer.

Another analogy that my friend Patsy uses is the mountain. Let's say if the child's angry she'll say, "Okay, Anger Mountain. How far up Anger Mountain are you?"

Jessica: That's cute.

Brad: I'm way up at the top, and so tapping along to come back down the mountain.

Jessica: You mentioned before, when we were talking about rapport, that we need to use different words. When we are working with ourselves or other people, the setup statement that most people tend to use is, "I deeply and completely love and accept myself". For a seven-year-old, they might not be able to comprehend that idea. What's another option that we can use?

Brad: My favorite to use is, "Even though I'm feeling angry, I'm really a really great kid." Rather than the, I love and accept myself, I'm a really great kid or something along that line. You can even ask them. Say, "What would you like to say about yourself? What would you rather feel?" "I choose to know I'm smart." Something like that, something that they can really relate to and that means something to them.

Jessica: Right. Great tip for the setup statement. Now when we're going through the different points, how do we find out the best language to use?

Brad: Again, asking them what's going on for them. As many of us do when we are doing the tapping with an intuitive process and the words start flowing, sometimes it's like okay, we've got to take this down, make this more of a PBS language and find a language that they're going to relate to. Again, this is going to

vary depending on the child, and even the different ages and different things about the child.

So as much as possible when we're first talking to them, or when we know what's going on in terms of what the issue is, I'm really angry at Sally or I'm really scared because I got hurt on the playground or things like that. Using the words that they're coming up with and words that sound like they would be appropriate for that age are the best to use.

Jessica: Right. I worked with a friend's child once, and she was really angry because she wasn't allowed to do something. When I asked her where the anger was she said it was in her belly. So we were able to use those words, "Even though I'm angry in my belly, I'm still a good kid," and just tapping about that anger in the belly.

What I also think is so great about tapping, when you're tapping with someone else the key is to be a good listener. I think oftentimes children don't feel like they're really being listened to. So when you're able to really listen to what they're feeling and support them in articulating it in a certain way, I think they then feel a sense of connection and a sense of safety.

The other tip, if I could add, is sometimes children, especially younger children, they do have trouble articulating things. The great thing about tapping is it's not so much about the words, but it's about using the words that help you pinpoint what you're feeling. If there are no words, even just tapping while they're focusing on a sensation in their body, or even when they're just upset, is so calming.

Brad: Yes. You could say the same phrase over and over again, like with the very basic EFT. You can use songs. That's one of the things I love, using songs or nursery rhymes. Say let's play a game here and let's do a nursery rhyme, and we're going to tap along while we do it. We're getting the tapping while they're keeping engaged with that.

As you mentioned about the listening thing, that's one of the great benefits of tapping with kids is what a wonderful way to show a child that you care about them. To spend that time really relating to them and saying let's work through this, and allowing them to be heard and allowing them to know that it's important and that it's okay to talk about feelings.

Certainly with boys, but with a lot of children, there's a lot of stuff around about don't talk about feelings. That's something we avoid. So it's very validating for a child.

Jessica: It's such a good point. I feel like older generations, including ourselves, we often grow up and we hear adults belittling how we feel and telling us to suck it up and get over it. Or don't be so childish. You're a big girl now. You're a big boy now. You shouldn't have these feelings. It is really amazing for us to feel comfortable and really have an emotional intelligence of being able to understand and process our emotions, instead of feeling like they're wrong and we need to shame them or stuff them down.

Brad: Right, because they don't disappear when you tell them to stuff them down. They just go in there and they lurk and linger, and cause all kinds of emotional and physical problems over time. We really want to be able to process them as adults, and be able to teach this to kids so that they're not growing up with all this stuff.

Jessica: Yeah. It really is a whole new way of parenting. I see it with my brother, Alex. He has three kids right now. Olivia is going to be just turning one, Lucas is two and Malakai is four. God bless him and his wife. It's amazing, but he's so productive.

I was there one time having dinner with them. Their oldest got angry about something, and smacked his hand against the table being frustrated. My sister-in-law Karen says, "Malakai, if you're really feeling angry and you feel like you need to move your body like that to process the emotion, please go into the living room and you can jump around. When you feel calm, please come back."

I looked at her and I was like I have never heard a parent say it like that, but that is brilliant. They can't tap on the table. But letting the child know, I understand that you're angry. You have a right to find a way to process that emotion. What you just did was inappropriate, but if you need to process your emotion another way go to the living room and come back when you feel better.

Brad: Instead of a message of, "You just need to stop that. You're a bad child." It's not that people are bad for doing that. It's that most people aren't in a calm enough place to register that.

Being in a tapping family, your sister-in-law has enough self-control that she was able to not get emotional and just respond out of emotion, which is, "My child is behaving badly and I'm embarrassed or I'm upset or I'm frustrated. So to heck

with whatever the child is going through. I just need the child to stop it.” Which we do; which is back to Step One of clearing ourselves.

Jessica: Right. I think it’s important to say for all the parents with young children, we understand how much work it is. Sometimes we’re not sleeping. Sometimes the one thing that you have to do is have compassion with yourself. It’s not about being perfect, but this is an extra tool that can support you.

Brad: I can tell you, I’ve been doing this for 13 years. My son has now learned to drive, and there are times that I yell. “It’s a red light, stop!” I’m not calmly tapping going, “Okay, there’s a red light there. You might want to start to put your brakes on.”

Jessica: It’s such an important point, Brad. I’m happy that you’re covering that, that we have to be easy on ourselves as adults as well and just do our best.

Another topic that I want to talk about when it comes to supporting children is bullying. I know this has become a hot topic throughout the years and I’m so happy that it’s getting attention, because many children go through a really hard time in school with bullying.

What is your take on that? How can we support our child, whether it’s after they’ve been bullied or to do something to help them to be more resilient in that type of situation?

Brad: This is an area where tapping can be so beneficial because there’s a lot of fear that goes on when you’re being bullied. It goes back to the example of the young man playing baseball. He got hurt. He’s now looking for ways to protect himself from getting hurt.

When you’ve been bullied, you start to become hyper alert and you’re looking for ways to protect yourself. It’s not surprising for some children to find themselves getting sick as an excuse to not go to school. The unconscious mind is looking for ways to protect the child from what appears to be an unsafe situation, what may be an unsafe situation.

The tapping is a great way to process through that, and recognize what are good strategies and what are strategies that may not be working for me but are the best that part of my mind is able to come up with at a young age or in a place of fear.

Again, when the prefrontal cortex has gone away, like in that lobotomy, the strategies we start coming up with are not always the best strategies. So we have to start to look for how are ways that I can get support, “What are the things that I can do,” and allowing the child to be able to see the things that the bully is saying are not true.

Even being able to see this is stuff about the bully. Have you ever heard of the comedy team Key and Peele? They have a great video on bullying where the bully starts saying his subtext. He goes to the bully and says, “Why are you treating me this way?” “Because I’m not doing so well in school and I feel bad about that, so I’m going to take it out on you.”

Jessica: Right, to give him more of an understanding. Yeah.

Brad: That’s one of the things also, is looking at it using tapping with the kids that are bullying because there’s something going on in them. For us to just say, “You’re a bad kid and you need to stop this,” that’s like saying to somebody who has the stomach flu, “Don’t throw up.” “But I’ve got this stuff that’s coming up. I’ve got to do something.” Nope, just don’t do it.

Jessica: I love that you’re bringing that up, because in the conversation around bullying we often talk about the student that’s being bullied and we don’t give that much attention to the child that’s doing the bullying. Here you’re talking about being more compassionate, and helping that child that is doing the bullying to realize why that’s a behavior that they are engaging in.

Brad: Right, because people don’t bully out of a place of feeling good. We can’t stop the problems of bullying by just saying, “Just don’t do it,” because there’s something going on there. This child has something that needs to be – obviously their way of dealing with what’s going on with them is not healthy or productive or okay in any way, shape or form. It’s not justifying the bullying at all. It’s recognizing there’s a cry for help there. This is a child who needs help.

It’s very easy for us to rush to the aid of the victim, which we definitely want to take care of that child and make sure that child is okay, but if we want to find a solution to bullying we need to look at what’s going on with these children that they’re compelled to do this and how do we help them through that? Tapping is a great tool for them to work through what’s causing them to act out in that way.

Jessica: One of the things that's popping in my mind as we're talking about bullying, and you mentioned how some kids can become sick if they're bullied to avoid going to school.

I remember there was a time in my life that I was being bullied a lot. I would pray for a fever, because the only way that you could get a ride home to get picked up from your parents if you're at the nurse's office was if you had a fever or if you were vomiting. Or else they'd be like, get back to class.

I would pray for a fever. I remember multiple times I would get a fever. I'd pray so hard and I would give myself a fever, and I would get picked up from school. I never wanted to tell my parents that I was being bullied because I was so embarrassed that I didn't want to talk about it.

If you're a parent and you begin to feel like your child is being bullied but your child doesn't want to talk about it, how do you approach that situation?

Brad: When you can sit with your child and you can be asking them questions, and you can start tapping on yourself. You don't even need to say right away to them, "Okay, you need to be tapping." But you can be tapping and say, "You look a little bit down. Can we talk about it?" If they don't want to talk about it you can even go on and talk about something else, but be doing the tapping and invite them, "Hey, why don't you tap with me?"

We could be doing surrogate tapping for them, and even just us tapping on ourselves helps to calm the situation down. They might engage in the tapping, but as they calm down there creates an opening of, "Maybe this is a safe time to talk about what's going on, maybe I can talk about what this kid said to me at school or something like that." We create that opening for some healing to happen.

Jessica: You can even say to your child, "You don't have to tell me what happened, but why don't we try doing some tapping?" So oftentimes, after they do the tapping they end up sharing because they feel more comfortable.

Brad: Right.

Jessica: Again, I just want to keep emphasizing this amazing point that you made in the very beginning about tapping on yourself, because as I look back one of the reasons I never shared that I was having such a hard time in school, especially with my mom, was because she was a doctor in psychology and she was so

conscious about healing and helping children, I felt her anxiety around making sure I was okay because that was her field of profession.

If I was ever upset she would get upset or she would be anxious about fixing the problem, and I didn't like to make her feel like that and I didn't like that pressure of having to recover. So I just never wanted to tell her anything.

I think many of us when we get into this field of personal development and we become such conscious parents, especially when we love our child so much we so desperately want to make a change, but that desperation really pushes them away and creates anxiety in themselves.

My mom now, she's always been an incredible person, but our relationship is so different because she's tapped so much and she doesn't have that same feeling of anxiety of needing to fix things. It's so much easier for me, even now as an adult, to be able to have great conversations with her and to share things that I would have never shared with her before.

Brad: Yeah, and that's part of the rapport thing. That's a great point, Jessica, because the child needs to feel safe talking about it. If they're upset it's because they're not feeling safe in a situation already. In their mind, maybe not consciously, but at some level it's going, "Look, my life is already messed up right now. I don't want to get into any more trouble talking about it with you and having you get upset."

Parents do get reactive around their children. It's like, "What happened? I'm calling the principal. I'm going to go down there and I'm going to..." It's like, "Oh great, so you're going to get me in all kinds of more trouble. Thank you so much."

"It's better for me to suffer with this than to have you make my life even worse." So they need to know that we as adults are in a place to hear them, and that it really is okay. Even if necessary to let them know that this is going to be confidential. "If you tell me something and you don't want me to tell anyone else, I'm not going to tell anyone else. We're going to work through it. We're going to see what we can do together."

Jessica: Yeah. Really, really great point. I'd love to talk about positive tapping. We've seen in the summit that oftentimes after we tap and we feel calm it's so powerful to tap in positive affirmations and begin to really feel those positive feelings in our body and reinforce them with the tapping. How can we take these positive tapping phrases and support children?

Brad: Self-esteem is such an important thing. I've often said that I think my real job is teaching people to love themselves, and certainly if we can teach this to kids at a young age. To take positive comments about, "I'm a great kid, I'm a really good person," all these different things, "I am smart, I'm a good student," to be able to say these affirmations and then tapping.

What is often the challenge with affirmations is if we don't believe it. We say that our mind is 90% unconscious, 10% conscious. If I'm consciously saying I'm a really good student but I think that I'm a terrible student, then 90% of me is going, "No you're not. You're stupid." Affirmations can backfire in that way.

But that tail end there, that "Yeah, but..." comes up and it's in our body. That's where we feel it as a physical thing. With the tapping we start to clear that out and we start to say, okay, wait a minute.

Again, self-sabotage is misguided self-love. When we talk bad about ourselves we're doing it to try to protect ourselves. If people have had an expectation of me to do well on a test and I don't do well on that test, then I'm in trouble because I've let people down. But if I can convince myself and others that I'm not a good student, then there are no expectations. So talking poorly about myself is a safety mechanism.

Jessica: I've never thought of it like that. Wow!

Brad: We don't hurt ourselves because, hey, I just feel like being evil towards myself. We do this stuff to protect ourselves. If we try to say an affirmation of, "I'm a really good student," part of me is going to say, "That is not safe to believe, it is not safe to hold onto that idea, I need to feel uncomfortable while I say that."

While I'm tapping while saying that, I'm clearing those fears. I'm easing that and allowing myself to say it is okay to say this. "You know what? If I believe that I'm a good student and I don't do well on a test, I can handle that. The people around me, they're going to learn to handle it. But I don't need to convince myself that I'm a bad student in order to keep myself safe."

Jessica: How does a child begin to have that realization or how do we support a child to go in that direction? Is your point that we need to first tap on the negative emotions or those negative beliefs before we go to the positive?

Brad: The negative comes up while we're saying the positive. If I'm saying, "I'm a great kid," and I have all this stuff about, "No, I'm not," that's going to come up while I'm tapping. While it's great with tapping to focus specifically on what is bothering us, sometimes we may not even be sure. So a good daily practice is to use affirmations.

Say, "Okay, I'm not sure what might be bothering me, but I do know what I want to say about myself. I do know who I wish to be. I'm a really good person. I'm a really smart student. I'm a great athlete. I'm this. I'm that." As the doubts come up and we're tapping, we start to clear away the self-doubt and we start to recognize more and more that we have that capacity within ourselves.

At an intellectual level, kids may not get this. So we don't have to explain we're going to do positive tapping because of this unconscious self-sabotage. We just say, "Hey, wouldn't it feel great to say that you're a great student?" "Yeah, it would." "Okay, let's tap while we say it just to help us really make that firm inside."

Jessica: Then do you notice or do you ask them if any thoughts come up? They might come with something that's rejecting that idea, and that gives you the tapping target. I just want to make sure I'm understanding this right.

Brad: Absolutely, yeah. Tapping is often like peeling layers of an onion, so as we're tapping and saying, "Do you feel like you're a good student?" "Yeah." You can do the hands thing. "Do you feel you're this good of a student or this good of a student?" "Well, it's right about here."

You say, "What do you think about?" "Well, I didn't do well on that test last week." "Even though I didn't do well on that test last week, I'm still a really good student." We can focus on that and they can say, "Yeah, you know what? I was nervous that day. I had a cold that day." All kinds of things. Then we can start to see what was going on there.

Or maybe it's just, "Well, I didn't study as much as I could have, and I didn't study as much as I could have because there was a videogame that I just got and I was spending a lot of time on the video game." Okay, now I can, "Am I using the time that I want to?"

We have a lot of distractions nowadays with videogames, so that when kids aren't feeling good about something it's very easy to go and get a little adrenaline burst playing a videogame or something like that. Without any kind of boundaries

around that the child will spend a lot of time doing that and not focusing on other things that might be important.

Jessica: Yeah. Just as you were saying before about adults, that when we are panicked and stressed and feeling upset that we can't be resourceful, we can't be creative, we can't have these different "aha!" moments. It's the same thing with a child. They don't see their behavior. You can have a brilliant child, but they're not able to tap into their own self-awareness and their own brilliance if they're under so much stress and anxiety.

When they tap they can find the solution for themselves. I think that's what's so empowering about tapping is that when you calm the brain the child will begin to be resourceful and find a solution.

Brad: Yeah. Instead of saying to them, "Now here's what you need to do," it's like, "Okay, so now what would you like to do?" "I think I'd like to do this." They know what's good for them at a certain level. As they get more centered and we clear out the anxiety, then they can see that.

Jessica: You mentioned before this teacher/colleague, that she taps with her class. It's amazing to hear so many teachers tapping with their students. I'd like to talk a bit about how to tap for a group of kids. I think a great place to start is can you share a little story of how you've seen people begin to do this and the results they've seen?

Brad: Patsy shared a great story with me that she had a student. There was a thunderstorm, and how a child who was terribly afraid of the thunder and was almost inconsolable. The students started tapping as a group doing surrogate tapping for this child. In ten minutes she was at the window going, "I love thunder." Just working together. There's a wonderful thing about group energy.

Jessica: It is actually really amazing what happens when people tap in a group. You keep using this phrase "surrogate tapping". For someone who's new to it, what do you mean? What's really going on? Do you feel like this other child can feel calmer because the entire room is filled with children that are feeling calm? How does that work?

Brad: Surrogate tapping is when we tap for someone else. We use ourselves as a surrogate for another person, especially tapping for babies or young children or anyone who's not able to tap for themselves. Or even people who may not be willing to tap for themselves.

Because everything is energy, we're all connected; there are positive benefits that happen through us doing the tapping for someone else. The kids were tapping for her even though she wasn't able to tap herself, and it calmed down the group energy and it helped her calm her energy down and create this shift where she didn't have that fear going on anymore.

Jessica: That's great. I was having this conversation with a girlfriend just the other day that I'm always surprised with tapping about what happens when you're in a group, because it's like one person begins to open up about something and creates a space for everybody else.

I actually don't know the reason. I can't explain it, but there is something so powerful about a group of people tapping, the benefits on each individual. How do we tap with a group of children? What do you recommend?

Brad: If there's some in particular going on, like if you were leading a class and there was a test that day, you could be tapping with the children on – you could start with an affirmation of, "I choose to do really well on this test," and clearing any fears about that, "I'm tapping away my doubts, and I remember that I'm smart and I'm going to do the best I can, and I'm going to feel good about that."

Tapping through all these different phrases, and thinking about the different things. Then you can even ask the kids, "Okay, what is something else that we might like to say while we're tapping?" They could come up with different phrases. So really allowing them to participate in the group tapping.

There's a great video from a school in Mexico where they use tapping, and this teacher saying when the kids come back from recess we do a group tapping to get the wiggles and jiggles out.

Jessica: I love that.

Brad: It helps them calm down and get ready to focus on doing the studying again.

Jessica: Right. I'm going to do that to get my wiggles and jiggles out when I need to be productive. I love that. That's fantastic.

Brad, if there is a teacher or parent, or actually anyone that has access to children that they love, they've listened to this interview, you've given incredible tips, if they're still a little bit hesitant and they're wondering, "I want to give it a try but

I'm nervous as to whether I'm even doing this right," what advice do you have for them?

Brad: I would have them tap on that. Should we do a tapping round for that?

Jessica: Yes, please.

Brad: We've got to get some tapping in here.

Jessica: Yes.

Brad: I invite folks, close your eyes and take a deep breath. Go inside and think about tapping with, whether it's your own child or students or some kid, just allow yourself to be aware of what you might be concerned about. They're going to think I'm stupid, they're going to think it's uncool, whatever it might be, whatever resistance there might be about that.

No need to judge it. Just allow yourself to be aware of it. Maybe rate it on a scale of 0 to 10. Or put your hands close together, and see how far apart your hands go when you say how big this resistance is. Taking full responsibility for your own well being. Jessica, if you'll be my echo voice?

Jessica: Yep, I'll be tapping along.

Brad: Side of the hand:

SH: Even though I'm not sure about tapping,
I choose to love and accept myself anyway.

Even though I'm hesitant about tapping with this child,
I choose to know I'm a really great person.

Even though I have some doubts,
Some ideas are holding me back,
I think this might be really good for these kids,
I think it might be really good for me too,
But I'm not entirely sure,
And even though I'm not entirely sure,
I choose to know I'm a really great person.

EB: All these concerns,

SE: All these doubts,
UE: All these fears,
UN: I know this can help,
CH: But I still have some doubts.
CB: Maybe they won't want to do it,
UA: Maybe they'll think it's silly,
TH: Maybe they'll be upset if I even mention it,

EB: And I'm afraid of upsetting people,
SE: Even if I know this can help them,
UE: So I sit back and do nothing,
UN: And I don't want to do that anymore,
CH: So I'm clearing these fears,
CB: Clearing these doubts.
UA: I choose to make a difference,
TH: I choose to be helpful,

EB: And I can make a difference,
SE: So I'm clearing the fears that hold me back.
UE: What's the worst that could happen?
UN: All this fear that I couldn't handle it.
CH: Yes I can.
CB: I choose to have more confidence in myself,
UA: So I can help this child,
TH: Have more confidence too.

EB: I have an opportunity to do something really good here,
SE: And I'm clearing the fears and doubts that hold me back.
UE: I'm excited about the possibilities,
UN: This could help them in the moment,
CH: And make a huge difference in their lives.
CB: If I can get over my fears and concerns,
UA: This child's life,
TH: Could be so much better,

EB: In ways that I can't even imagine.
SE: It's really exciting to think about,
UE: So I'm getting over my fears,
UN: I'm giving myself permission,
CH: To make a difference,
CB: And I really love that about myself,

UA: So I'm setting myself free,

TH: In body, mind and spirit.

Take a deep breath. Lather, rinse, repeat as necessary.

Jessica: It brings us right back to the point we've said over and over again, how important it is to tap on ourselves.

Brad: Yeah.

Jessica: You know what was coming up after doing that tapping, is when we work with children to also have a place where we can experiment and be playful with it as well. It doesn't always have to be that serious.

Brad: Absolutely, absolutely. Again, that was part of writing the book *The Wizard's Wish*, was to not have it be so clinical but to make it a fun idea. We're clearing out yuckies, these little creatures that feel bad, and allowing the child to take over and have fun with it.

It's really fun when I hear things. Someone sent me a video they took. They were playing one of my YouTube videos on a laptop. Their two-year-old daughter hearing my voice just started tapping on herself. She had seen her parents tapping. That's something that kids have fun doing.

Jessica: Yes. Brad, thank you so much. You've made it so clear, so easy, so fun and incredibly enlightening. It was a great interview. Thank you.

Brad: My pleasure. Thank you.