



ITM Free Resource for Day 29: August 29, 2023

Today's Topic: Tappet Buddy for Children
Resource Contributor: [Practitioner Marianne Reiff](#)

[Make sure you take responsibility for your actions. Thus, stop if needed. And, if you first need/want to seek the advice of your mental/medical health professional, do so. This resource is not meant as treatment or to be a diagnosis. It is provided merely as information.]

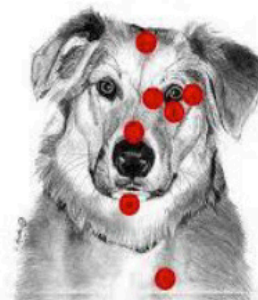


INTRODUCTION TO USING AN EFT TAPPET BUDDY FOR TEACHERS & PARENTS



Marianne Reiff, Ph.D.

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Intro. to EFT Tapping for Parents & Teachers 2020



ITM Free Resource for Day 8: August 8, 2023

Today's Topic: Tappet Buddy for Children
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What is a Tappet Buddy?

Emotional Freedom Technique (Tapping) is a simple and effective practice for reducing the charge of emotional, mental, or physical pain or distress. Sharing Tapping with children is a powerful way to support their resilience. When children use Tapping, they practice self-care.

A Tappet Buddy is an effective tool for introducing Tapping to children. A Tappet is simply a designated helper. It can be a stuffed animal, doll, or a creature. It is an external buddy for practicing resilient self-care with children. With a Tappet, the child is the driver; as teachers and parents, we are riders. Our main task is to Listen.

A Tappet Buddy is not a toy, it's a tool. Even though they are cuddly and cute, they are there to help, not entertain. That's why Tappet Buddies are packaged in a container for storage.

Once you have chosen a Tappet Buddy and container, decide where it will reside when not in use. If you choose to find your own buddy, my suggestion is to not use one of the young child's current toys. Deciding together where Tappet Buddy will stay, and when to use it, will help establish child-centered control of the process.

You can ask the child to name the Tappet, but it's not needed. Consider introducing the Tappets as "*my buddies*" with something like... "*a Buddy who sometimes has feelings just like me.*"

Stickers can be used to denote the Tapping Points; however, once a child is familiar with the process, the reminder stickers are usually not needed. Of course, with very young children, be aware of any choking hazard.

EFT Tapping – Not just for Kids:

Stress, distress, pain, uncertainty... don't those emotions resonate with any parent or teacher? Although this booklet is about using a Tappet Buddy with kids, doing our own work is part of it. When parents and teachers share the benefits of using Tapping, these common themes come through:

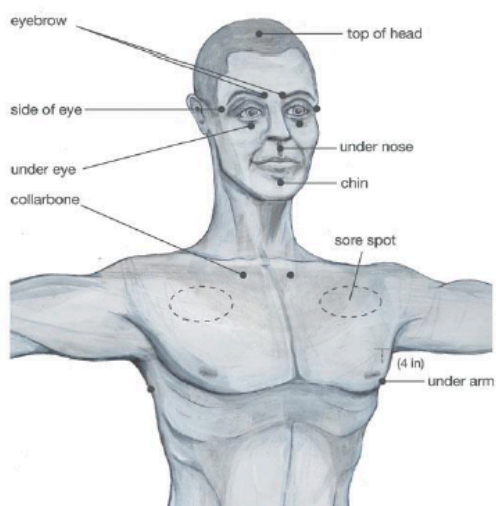
- *Letting go of "Fix it" feelings*
- *Quieting worry*
- *Releasing guilt or feeling overwhelmed*
- *Dealing with our own childhood trauma*
- *Facing "I'm not good enough"*

Here is another hard part about Tapping with children...even though you may think Tapping is the best thing since sliced bread, the child you are working with may have a different idea. You are the rider here. . The good news is - you can tap on that hard part of your role, or the sense of frustration...or whatever comes up for you. Doing your own work using Tapping may be an unanticipated benefit.

The Basic EFT Sequence Used with Adults

These diagrams show the most used EFT meridian points. They are the ends of energy meridians located just beneath the surface of the skin. They respond to touch rather than having to use needles.

Each energy meridian relates to a specific organ or part of the body, in EFT we tap on all the points since there are so few. This eliminates the tedious process of calibrating and individualizing and allows for deeper and more comprehensive work.



What is EFT (Tapping)?

Tapping (Emotional Freedom Technique) is a form of psychological acupressure, based on the same energy meridians used in traditional acupuncture.

Simple tapping with the fingertips is used to input kinetic energy onto specific meridians on the head and chest while you think about your specific problem and voice affirmations.

The combination of focusing on a distress, tapping the energy meridians and voicing a positive anchor phrase, works to clear the charge or "short-circuit" created by emotional or physical blocks. It's like a reboot for your system!

Basic Tapping Script

Focus on a problem or pain. Be as descriptive and specific as possible. Where do you feel it? How big is it? What would you name it? Rate the issue on a scale from 0-10. *0 means it is no problem; 10 means it is a huge problem.* Start tapping on the side of the hand, while stating your problem 3 times

- *Even though I _____, I love and accept myself (or the anchor phrase that fits for you)*
- *Even though I _____, I love and accept myself*
- *Even though I _____, I love and accept myself*

Then tap each of the points 5-7 times with your fingers while repeating *the Reminder Phrase*

- Eyebrow EB: *This _____ (state the problem as specifically as possible)*
- Outside Eye OE: *This _____ problem*
- Under Eye UE: *This _____ problem*
- Under Nose UN: *This _____ problem*
- Under Chin UC: *This _____ problem*
- Collar Bone CB: *This _____ problem*
- Under Arm UA: *This _____ problem*
- Top of Head TH: *This _____ problem*

Pause. Breathe. See what comes up for you, if anything. *A feeling, words, an image...anything.* Check the rating; notice any change up or down the scale. Yes, it can initially go up. If the problem is not down to 2 or 3, do another Tapping round.

*Even though I **still** have this problem. Continue the sequence as before.*

Introducing the Tappet Buddy

How you introduce Tappet Buddies sets the stage. Take time to find your balance. You don't want to push or come on too strong; on the other hand, you don't want to present the process and the Tappet Buddy as trivial or unimportant. Here are some effective introductory phrases:

- *This is my buddy; she sometimes has feelings just like me. I call her my Tappet Buddy.*
- *My buddy is feeling sad; would you like to help me see if we can help him feel a little better?*
- *Good Morning! Welcome to our classroom. Tappet Buddy is here to cheer on our day. Who is ready to Tap?*

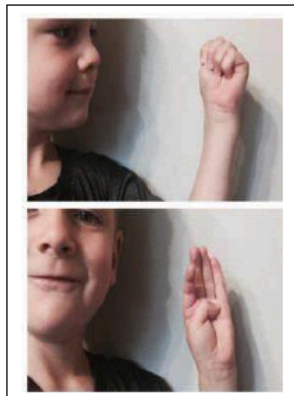
Getting Started & Tapping the Points with Children

Groups: In a classroom or group you may have a clear positive script that starts or ends each day. Tappet Buddy can be part of the opening or closing of your time together. Tapping with an opening or closing script often works well to set the tone, clear out stress, and infuse good energy into whatever comes next. For example:

Set up: *Even though we have lots of work to do today...I know I can do it and I'm a great kid.*

Tap through the points alternating the anticipation of work and the self-care anchor statements.

How the Brain Works: When sharing Tapping with children, it may be appropriate to start with information on how the brain works. Dan Siegel's *Brain Hand* is a simple straightforward way to help children understand the fight, flight, freeze stress response. Check out Dan Siegel on the web for amazing YouTubes on this issue. The Tappet Buddy can introduce the basic Brain Hand information. *"Buddy, let me show you my Brain Hand!"*



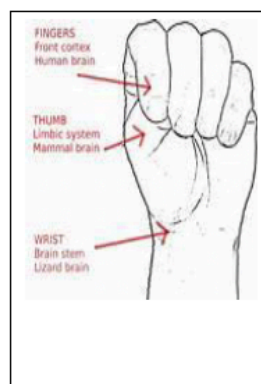
This is the Thinking part of my brain (cortex)

When something happens, my brain gets a message (brainstem) And that information doesn't go to my Thinking Brain

It goes to my Emotion Brain (limbic region)

And I just flip my lid and figure that I have to fight, or run away or hide somewhere safe! I just don't know what to do!

Tapping helps me calm down and get back to figuring out what to do.



Tapping with Children

Starting probes are important. Make them neutral. Here are some suggestions; notice how short clear they are:

Tell Tappet Buddy a story about it
What would Tappet Buddy say about it?
What does Tappet want to say?

The three most important things to do when Tapping with young children – in this order - is to Listen, Listen, and Listen. Match the mood of the young child and just wait. Listen for what comes to any introductory probe you started with. Yes, sit on your lips. Later you may want to ask for more, but initially, let the child drive.

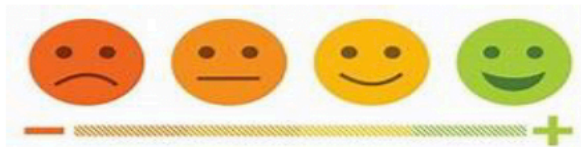
Use whatever words the child uses. Don't correct, clarify, or fix them to make more sense.

Be quick and concise; do one round and check in. *What does Buddy say now?* You may or may not choose to do the set up.

Depending on what fits, you can start or the child can start the tapping sequence. The key point is that you feel they are tuned in to the issue. They don't even have to verbalize. The child may choose to take the lead after you start it off.

You don't have to tap the points in order; and its OK if the child taps the wrong place. Never correct. As long as you hit 3 or 4 points "close enough" EFT will work.

If you want a baseline level, use Big/Medium/Little hand movements, or Sunny to Gloomy faces as a scale



Using a Tappet Buddy is safe and flexible. Working with a Buddy give you distance while connecting you to the issues. Let the Tappet Buddy take center stage if that feels right. *Point to the way Tappet Buddy is feeling right now.*

And then follow up. *How is Tappet Buddy feeling about that thing now?* Then you might insert another probe... *What else?*

For example, if the child says *Tappet feels muddy like poo ...*

Go with muddy poo

Even though I feel muddy like poo, I'm still a good boy (as a Set Up)

Or just go right to the points on the Tappet Buddy:

EB: I feel like muddy poo

SE: Muddy poo

UE: I feel like muddy poo

UN: Muddy poo

CB: Muddy poo

UA: Poo, I feel like muddy poo

TH: I feel like muddy poo

What does Tappet say now?

When working with a young child, the tapping process will be different from the one used by an adult. Here are some reminders...

- A key point to get across to children is that feelings and emotion, even the hard ones, are all part of being a person.
- Young children still “believe” everything, so I don’t use the ridiculous or try to be extra funny and abstract with them. Don’t take center stage.
- It’s easy to turn kids off to something if it’s introduced as a “should”
- Many young ones don’t want to talk directly about what they’re thinking – and especially what they’re feeling. So, if you are the voice, keep listening for their words. Watch their body language and make statements rather than ask questions: “*See Tappet shaking his head no...*”
- Young children may not have the patience to sit through 3 set-ups; eliminate that part initially if it fits.
- Young children tend to respond much more quickly than adults, so it is not a worry if multiple rounds of tapping are not needed.
- There isn’t a sacred system for when to tap on each point. Kids can tap all around on some or all of the points.

And the power of poetry and music blends right in to Tapping with children young and old:

*“When I feel sad,
I know what to do.
Let me share my points with you.
First of all, I say I’m sad.
And then I sure don’t feel as
bad.”*

Side of my Hand
Top of my Head
Side of my Eyebrow
Side of my Head
Under my Eye
Under my Nose
Under my Lip
On my Collarbone
Under my Arm





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Verbalization – Who says what as defined by whom?

It is perfectly fine for the young child to follow your tapping without saying anything and without tapping on themselves or the Tappet. Allow the child to follow along.

If the young child won't verbalize what's going on, you can make guesses, but don't invent.

Key! When they *do* verbalize, use their words – don't change them for "the better."

Sometimes sounds, rather than words, convey the messages from a young child.

When using a tapping object like the Tappet Buddy, you can choose to be the voice lead of the Buddy as you explore how the child is feeling by tapping on how the Buddy is feeling.

When talking the voice lead, speak in first person. For example, say *I'm so mad* rather than *I think you're really mad*. And ask - *Does that sound right? Did I get it?*

Remember, the child doesn't have to repeat all your tapping phrases; and this might actually get in the way.

Parting Thoughts

For us all, EFT (Tapping) works whether we give it permission or not. There is no way to really get it wrong.

Resist promising "*This will help you feel better*" and let the child practice to develop the tool themselves as an option for self-care.

Yes, check in with children after each round; they may not be short adults, but they are amazing! They know if they feel differently or not.

Trust yourself and your own intuition. Do your own Tapping if needed.

If you have questions or concerns – reach out. I am always willing to talk with you about using Tapping to support young children – or actually anything to do with Tapping! Call, text, email, or catch me at a workshop.

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Integrated Coaching

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