



ITM Free Resource for Day 26: August 26, 2023

Tapping for Test Anxiety

From [Practitioner Lorna Minewiser](#), PhD EFT Master Trainer

I have been a high school and college teacher and have taught many student success classes. Once I learned EFT, I was able to share it with my students quite successfully.

Many test takers are anxious about an upcoming test because they do not know the material or have not prepared adequately for the test. The focus of this article on test anxiety is on the test-taker, who knows the material, but anxious thoughts and emotions interfere with his or her ability to retrieve the material and display what he or she knows.

When someone has anxious thoughts or feelings this often leads to the physical signs of anxiety. This can be interpreted by the body and mind as a threat and can trigger a cascade of threat related responses.

These responses have traditionally been termed “fight or flight” but recent research on the stress responses has added the “freeze” component. This involves being what is referred to as hypervigilant (being “on guard” watchful, alert.). This is associated with the fear response and the action tendency to “stop, look and listen.” If we look at it from an evolutionary standpoint, prey that remained “frozen” during a threat were more likely to avoid capture, because a predator would have been alert for changes in movement.

For some people who suffer from “test anxiety” or “test phobia” as it is also termed, the “threats” that arise in their minds associated with tests elicit this “freeze” response. For example, one of the more common complaints I hear after a test is “I froze up and my mind went blank.”

Test anxiety research has pointed to two components of test anxiety: worrisome cognitions and physiological arousal (usually referred to as emotionality). Worrisome cognitions are thoughts such as: “I’m going to fail!” “I can’t remember anything!” and “I never do well in math (or science, etc.)!” The term “emotionality” refers to feelings of being uneasy, upset, tense, or panicky. Some of the physiological responses that accompany these thoughts and feelings include rapid heartbeat, clammy hands, cold hands, nausea and headache.

With most states requiring accountability and progress testing of all students, the stakes are high. When a student with test anxiety does poorly on a test it not only affects that student but the teacher and the school. The reduction of test anxiety for all students could impact test results in a very positive way.

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Here is a basic Tapping round for being anxious about taking test, it deals with a belief.

[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.]

Set-Up Statements: I never did as well as I could have on tests because I was so anxious.

Repeat the following statements while Tapping the Side of Hand point:

- Even though I never did as well as I could have on tests because I was so anxious, I am ready for a change.
- Even though I never did as well as I could have on tests because I was so anxious, I am ready to let go of the anxiety.
- Even though I never did as well as I could have on tests because I was so anxious, I am ready to do well because I let that anxiety go.

Reminder phrases + Tapping Points:

- **Eyebrow:** I never do well on tests
- **Side of Eye:** I am always anxious when I take a test
- **Under the Eye:** I'm anxious about the upcoming tests
- **Under the Nose:** I never do well on tests
- **Chin:** Tests make me anxious
- **Collarbone:** I never do well on tests
- **Under the Arm:** My anxiety about tests
- **Top of the Head:** I never do well on tests

Take a deep breath and let it out. Repeat several times if needed.



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Alternate Round:

- **Eyebrow:** I never did as well as I could have on tests because I was so anxious....
- **Side of Eye:** I am ready to let go of that anxiety...
- **Under the Eye:** I never did as well as I could have on tests because I was so anxious....
- **Under the Nose:** I am ready to let go of the belief that I have to be anxious....
- **Chin:** I never did as well as I could have on tests because I was so anxious....
- **Collarbone:** I can let go of the belief that I have to be anxious....
- **Under the Arm:** I never did as well as I could have on tests because I was so anxious....
- **Top of Head:** I can do my best on tests because I let go of the test anxiety.

Take a deep breath and let it out. Repeat several times if needed.

Positive Round:

- EB: I am ready to let go of old beliefs....
- SE: I am ready for a change....
- UE: I let go of my test anxiety....
- UN: I can do my best on tests without test anxiety....
- CH: I do my best on tests....
- CB: I let go of test anxiety....
- UA: I remain calm and do my best during tests....
- TH: I do my best during tests because I am calm.

Take a deep breath and let it out. Repeat as needed.

Other students suffer with the physiological effects of test anxiety. A nursing student I worked with almost failed a major exam because she had to keep leaving the room because of diarrhea. Other students made it through the exam, but suffered with headaches, nausea, tense muscles, and other symptoms of anxiety.



From [Practitioner Lorna Minewiser](#) – *continued*

The following is a script for body responses that interfere with test-taking success:

Set-Up Statements:

Repeat the following statements while Tapping on the Side of Hand point:

- Even though I have (name of body symptom) when I take a test, I choose to make a change.
- Even though I have (this symptom) when I am taking a test, I know the material and I choose to let (this symptom) go.
- Even though I have (this symptom) during a test, I choose to feel calm and confident,

Reminder Phrases - Repeat these phrases while Tapping on all 8 points:

- **Eyebrow:** (This symptom) when I take a test
- **Side of Eye:** (This symptom) make is hard for me to do well on a test
- **Under the Eye:** (This symptom) gets in my way of doing well on a test
- **Under the Nose:** (This symptom) when I take a test
- **Chin:** (This symptom) make is hard for me to do well on a test
- **Collarbone:** (This symptom) when I take a test
- **Under the Arm:** (This symptom) interferes with doing well on a test
- **Top of Head:** I have (this symptom) when I take a test and I don't do well.

Take a deep breath and let it out. Repeat several times if needed.

Alternate Round:

- **Eyebrow:** I have (this symptom) when I take a test
- **Side of Eye:** I am ready to let go of (this symptom) so I can do well on the test
- **Under the Eye:** (This symptom) interferes with doing well on my test
- **Under the Nose:** I am ready to let go of (this symptom) so I can do well on the test
- **Chin:** I have (this symptom) when I take a test
- **Collarbone:** I choose to let go (this symptom)
- **Under the Arm:** I have (this symptom) when I take a test
- **Top of Head:** I am so ready to let go of (this symptom)

Take a deep breath and let it out. Repeat several times if needed.



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Positive Round

- **Eyebrow:** I am ready to let go of (this symptom)
- **Side of Eye:** I am ready to be (symptom -ree)
- **Under the Eye:** I am ready to let go of (this symptom)
- **Under the Nose:** I am ready to be (symptom-free) so I can do well on my test
- **Chin:** I choose to feel calm and confident when I take the test
- **Collarbone:** I choose to feel calm and confident
- **Under the Arm:** I know the material and I choose to let (this symptom) go.
- **Top of Head:** I am ready to be (symptom-free) so I can do well on my test.

Take a deep breath and let it out. Repeat as needed.

This round can be used on all the physical symptoms that interfere with doing well on a test when you know the material.

NOTES:

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