



Energy Psychology in the classroom to reduce early school leaving



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EFT in Education

My Intention for our time together is:

- To connect with you all in an open, harmonious and tolerant way**
- To understand your concerns**
- To share knowledge and experiences**
- Teach you simple tools to improve your professional and personal life**
- Help you create strategies to take back to your institutions which will help reduce ESL**
- Have fun together!!**

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What is your intention for our time together?

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Participant presentations

Please share (briefly):

- **your name**
- **country**
- **institution you work in**
- **your role within it**

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Some more information about you

- **What problems do you face in your institutions as far as early school leaving is concerned?**
- **What type of institutional programmes do you follow to prevent drop outs?**
- **What is your national Policy on early school leaving?**
- **Expectations from the course –
Why are we all here???**

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What's the problem?

Early school leaving is linked to unemployment, social exclusion, and poverty.

There are many reasons why some young people give up education and training prematurely: *personal or family problems, learning difficulties, or a fragile socio-economic situation.*

The way in which the education system is set up and the environment in individual schools are also important factors.

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Since there is not a single reason for early school leaving, there are no easy answers.

Policies to reduce early school leaving must address a range of triggers and combine education and social policy, youth work and health related aspects such as drug use or *mental and emotional problems*.

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In this course we are going to address how to deal with *mental and emotional problems*.

By understanding the issues students face, we can help them to overcome those which lead to early school leaving, as well as other problems within education

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What is meant by 'early school leaving'?

What does it mean to you?

What does it mean to your community?

What does it mean to your children?

What does it mean to your country?

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The European Union defines early school leavers as people aged 18-24 who have only lower secondary education or less and are no longer in education or training.

Early school leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years.

The data on early school leavers are collected annually via the [European Labour Force Survey](#).

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Early school leaving can take several forms

It includes young people who have dropped out of school before the end of compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification, and

those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level.

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Who is not considered to be an early school leaver?

The definition of early school leavers excludes anyone who participated in some form of education or training in the four weeks prior to the date of the survey. Likewise, young people who initially drop out of school but then return to finish upper secondary education before the age of 25 are not regarded as early school leavers.

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What is the EU's objective?

The Europe 2020 strategy contains five headline targets. One is to reduce the EU average early school leaving rate to less than 10% by 2020.

The early school leaving target is strongly related to smart and inclusive growth. It impacts directly on the employability of young people and contributes to breaking the cycle of deprivation, social exclusion and poverty.

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What are the economic and social costs of early school leaving?

Early school leaving creates high individual, social and economic costs. Young people with only lower secondary education or less are more often affected by unemployment, are more likely to depend on social benefits and have a higher risk of social exclusion. It affects their lifetime earnings, well-being and health. They tend to participate less in democratic processes.

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Early school leaving has long-term negative effects on social development and economic growth. Innovation and growth rely on a skilled labour force: Reducing the average European rate of early school leaving by just 1 percentage point would provide the European economy each year with nearly half a million additional qualified potential young employees.

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Why do young people abandon education early?

There are many reasons why some young people give up education and training prematurely. Although the situation varies in different countries, early school leaving in Europe is strongly linked to social disadvantage and low education backgrounds. Vulnerable groups are especially affected such as young people who have been in care and those with special educational needs.

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Early school leaving is influenced by educational factors, individual circumstances and socio-economic conditions. It is a process which often starts in primary education with first experiences of failure and alienation from school.

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When do the young people concerned typically leave education?

While over 70% of early school leavers in the EU complete lower secondary education, around 17% have completed only primary education. This latter group is especially large in Bulgaria (38%) and Portugal (40%).

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What do early school leavers do?

In 2009, only 48% of early school leavers in the EU were in employment, while 52% were either unemployed or outside the labour market. The percentage of young people who had abandoned education but were in employment was highest in Malta (74%), Cyprus (74%), Portugal (71%), and the Netherlands (71%).

Especially large numbers of early school leavers were either unemployed or inactive in Slovakia (80%), in Bulgaria (73%) and in Hungary (71%)

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Is there a link between migration and early school leaving?

On average across the EU, twice as many young people from the first generation of migrants abandon school early compared to their native peers (26% versus 13%).

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But again, we see substantial differences between Member States: In Greece, Spain and Italy more than 40% of young migrants are early school leavers. A few countries such as Portugal, the UK and Norway show lower rates of early school leavers among migrants compared to natives.

In several Member States early school leaving is especially high among disadvantaged minorities such as the Roma population.

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Where does the data come from?

Data are taken from the European Labour Force Survey (LFS), which is conducted in the 27 Member States, Croatia, the Former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey.

It is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on people who are not in employment.

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The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting interviews among households, and providing the results to the statistical office of the European Union (Eurostat). In 2010, around 1.5 million people across the EU were part of the survey.

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What has been done so far by the European Commission?

EU countries have committed to reducing the average share of early school leavers to less than 10% by 2020; In June 2010 education ministers agreed on a framework for coherent, comprehensive, and evidence-based policies to tackle early school leaving. They will work together and exchange best-practices and knowledge on effective ways to address early school leaving;

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Between 2011 and 2013 a working group on early school leaving, bringing together policy makers and practitioners from nearly all EU countries, as well as Norway, Iceland, and Turkey, has looked at good practice examples in Europe and exchanged experiences in reducing early school leaving; In March 2012 the Commission organised a conference on policies to reduce early school leaving. One year later, policy developments on early school leaving in eight EU countries were reviewed.

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What are the next steps?

A working group on school policy will continue the cooperation between EU countries.

Find out more

Final Report of the Thematic Working Group on Early School Leaving (800 kB)

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Other interesting reports:

EU legislation/initiatives

Council recommendation on policies to reduce early school leaving

Tackling early school leaving: A key contribution to the Europe 2020 Agenda

Reducing early school leaving_

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What do you believe are the Causes of Early School Leaving?

- **academic failure**
- **learning difficulties**
- **emotional problems**
- **family situation**
- **bullying...**

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Academic Failure

When a child is incapable of reaching average academic performance expected for their age and education level.

Children fail several courses and parents don't know what to do with them.

This makes for a negative learning experience

There are multiple causes for academic failure

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Learning Difficulties

In specific academic subjects, such as reading (sometimes due to Dislexia), mathematics, written expression...

These can have negative consequences for the child's emotional, intellectual and affective development.

If not identified and dealt with early, they can have a detrimental effect on self-esteem, sociability and daily activities.

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EFT can help children reach the desired skills to improve in subjects they find difficult as well as alleviate the negative emotional, social or personal consequences

This will enhance their academic performance and learning experience

Children can use EFT as an effective tool on their own, with teachers and parents and with other children

Getting parents involved considerably enhances success rate

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Emotional Problems

- **Are present both for children who have a lack of affection in their lives and also for overprotected children; insecure, inferiority feelings**
- **The family plays an essential role in these problems as it influences the child's emotional stability**
- **Special circumstances can alter emotional balance, e.g. death or illness of a family member, divorce or separation of parents, neglect, birth of a new sibling**
- **Parents attitudes: punitive, perfectionist, over-protective**
- **Key stages in development, such as adolescence in which emotional adjustments are frequent**

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Bullying

Is the most severe form of intimidation for children and teenagers. It is the most common form of violence in schools.

It is defined as a systematic, deliberate and repetitive abuse of power, which threatens children's right to feel safe and enjoy a positive socio-affective school environment.

It negatively affects children's psychological and social development

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The consequences of bullying are multiple and far-reaching:

low self-esteem, passive attitude, emotional disorders, depression, anxiety, psychosomatic symptoms and suicidal thoughts (or even suicide itself).

It also shows up as lack of interest in learning, which can lead to academic failure.

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Why do bullies bully?

- playing out insecurities
- powerlessness at home – have to take it out on others
- abusive family environment
- lack of affection in personal life
- fear

Unless we can also understand what emotional issues the bully is facing, and help them, we are only dealing with half of the problem. These children are suffering too.

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What is EP and EFT?

Energy Psychology (EP) is the name for a broad range of psychological treatments that utilize the human energy system.

Included in this group are treatments such as Thought Field Therapy, EFT, Tapas Acupressure Technique and many others.

Each of these intentionally utilizes one of the human energy systems, such as the meridian system, during psychological treatment.

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EFT – Emotional Freedom Techniques

What is EFT?

and

How can it help?

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EFT is a gentle, easy to learn technique which

- **promotes relaxation**
- **modifies the anxiety response**
- **reduces stress**
- **heals trauma**
- **brings about positive cognitive shifts**

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What can EFT be helpful for?

EFT can be used for a wide variety of issues:

Emotional: *anxiety, fears, anger...*

Physical: *pain, injuries, allergies...*

Performance: *academic, sports, professional...*

Personal Growth: *self-esteem, success, relationships, abundance...*

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video – EFT in Schools

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Tuesday

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In schools where EFT is practised routinely, it has shown to

- **improve cooperation between students and teachers**
- **reduce exam anxiety**
- **enhance learning experience**
- **promote creativity**
- **improve relationships amongst students**
- **foment tolerance and reduce bullying...**

and much more

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How does EFT Work?

The EFT Procedure , or Basic Recipe

The Set-up

The Sequence

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The EFT Procedure

- **We evaluate the intensity of distress / pain on SUD scale**

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SUD Scale

(SUBJECTIVE UNITS OF DISTRESS)

0 = no distress / pain

10 = maximum distress / pain

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The EFT Procedure

- **We evaluate the intensity of distress / pain on SUD scale**
- **We tap on certain acupuncture points with our fingertips**
- **Whilst we tap, we remain focused on the problem**
- **We re-evaluate intensity on SUD scale**
- **We repeat the process until the distress or pain has been eliminated**

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Shortcut

In most cases an abbreviated sequence, or
'shortcut' is used

It tends to be sufficient to deal with the problem

It is easy to learn and apply

It only takes a few moments

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Karate Chop Point



Wrist



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Energy Points

top of the head

TH

eyebrow

EB

side of the eye

SE

under the eye

UE

under the nose

UN

chin

CH

collarbone

CL

under the arm

UA



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First Step

The Set-up Statement

“Even though (I have this problem), I accept myself anyway”

Repeat 3 times as we tap on karate chop point

e.g.:

*“Even though I feel all this anxiety,
I accept myself anyway”*

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Second Step The Sequence

Tap round the points repeating the Reminder
Phrase:

(this problem)
“all this anxiety”

Take deep breath

This is commonly called ‘doing a round’

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Re-evaluate intensity on SUD scale

**Repeat procedure adjusting the Set-up
Statement:**

***“Even though I still feel some of this anxiety,
I accept myself anyway”***

and Reminder Phrase:

“remaining anxiety”

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Aspects

A problem can consist of multiple aspects

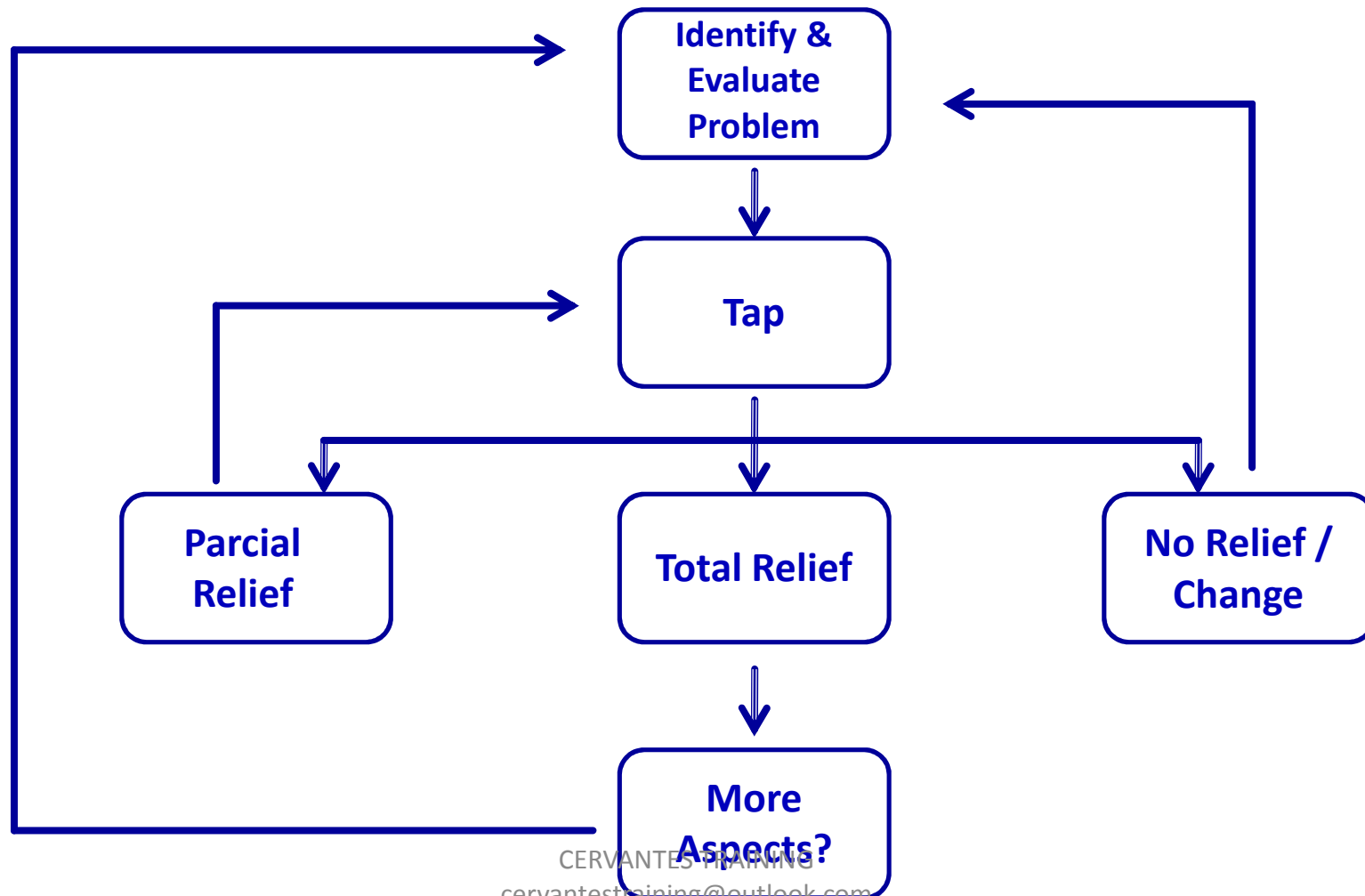
All aspects should be neutralised

e.g.: Exam Anxiety

- **I won't be able to remember anything**
- **I'll let my parents / teacher / myself down**
- **I won't know the answers**
- **They are trying to trick me and make me fail**
- **other aspects...**

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Basic Format



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Group Tapping

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Set Up Statement

It's purpose is to balance the problem with something positive that is greater than the problem

“I accept myself”

“I deeply and completely accept myself”

“I deeply and completely love and accept myself”

I have this problem AND I am a good person

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“I deeply and completely accept myself”

This can be difficult to say for many people

Alternatives:

“I’m a good person”

“I’m ok”

“I’m open to accepting myself”

“I would like to accept myself”

“I’m a good/intelligent/awesome kid”

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Creating a Set Up Statement - Be Specific

3 basic questions:

- what is the emotion / issue?
- where do you feel it in your body?
- what colour / texture is it?

Create Set Up Statement with the answers

e.g.:

“Even though I feel this anxiety like a black ball in my stomach, I accept myself anyway”

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Group Practice Discussion and Comments

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How can EFT be helpful in schools

Teachers can use EFT on themselves for consequences of behavioural problems in the classroom:

- anger, stress, frustration, lack of motivation, impotence, sadness
- physical issues prevalent within the teaching profession

This will have a direct impact on students' attitudes, desire to learn and attendance

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Teachers can do EFT with the whole classroom for:

- **stress**
- **exam anxiety**
- **learning difficulties**
- **aggressive behaviour**
- **lack of cooperation with peers and teachers**

Incorporate into daily routine at start of day

It is also useful at the end of the day to release any stress or issues that arose during the day

Before exams

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Teachers can do EFT individually with students

- **resolve physical or emotional problems**
- **for academic performance**
- **for them to act as peer coaches and help other students**

EFT does not require you touch the student. They simply follow your instructions and copy what you do.

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Teachers can share with parents

- **learn to tap with their child**
- **support the school in incorporating EFT**

Involve other professionals such as school counselors, psychologists, social workers, nurses...

There are many EP and other therapeutic modalities which can be beneficial. Explore options.

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Teachers with colleagues

- **improves cooperation between staff members**
- **reduces overall stress**
- **promotes good relationships**
- **creates positive team work**
- **increases understanding between departments**
- **enhances productivity**
- **before meetings, sets the stage for finding solutions rather than focus on problems**

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Shared Benefits

When we do group tapping, all participants benefit even though the issue being tapped on is different to their own

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**Shared Benefits exercise
Discussion & Comments**

How could you apply this in your school?

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Wednesday

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Understanding how stress and emotions affect our physical and mental health

- **Physiology of stress**
- **Biochemistry and how our emotions affect all aspects of our lives and in particular within education**
- **The science supporting the changes in neurochemistry when applying EP techniques.**

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Researchers at Harvard estimate that between 60-90% of all visits to doctors are caused by stress

So even though moderate stress levels can be beneficial as a motivator, persistent or chronic stress can lead to much more adverse symptoms, including:

- **Physical symptoms:** headaches, fatigue, illness...
- **Mental symptoms:** lack of concentration, bad decision making...
- **Emotional symptoms:** irritability, depression, excessive anger...
- **Social symptoms:** isolation, resentment...

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Physiological effects of stress

Amigdala perceives threat

**Floods body with biochemistry for fight / flight
/ freeze response**

Heart rate increases

Inner organs slow down

Mental resources are drastically affected

Chronic stress leads to serious disease

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The Effects of Reducing Stress

A range of studies have shown that managing stress and relaxation improves mood, sleep patterns, performance, memory and overall health.

Immune System is Strengthened. Regular stress management reduces stress hormones in the circulatory system and strengthens the body's ability to avoid or fight off illness.

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The Effects of Reducing Stress

It improves Productivity and reduces costs.

Stress management within organisations has shown a reduction in absenteeism, health costs, increase in work satisfaction, higher productivity and increased loyalty to the organisation.

Workers can now see how training in stress management is something that will benefit them 24 hours a day, not just while at work.

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Body & Mind

- **General medicine separates the body from the mind, treating symptoms separately**
- **They are, in fact, inseparable**
- **Emotions directly affect our health**
- **Day by day this is becoming more accepted by health professionals and the general public**

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The Science

The brain gets stuck in an ON position so that the person is continually experiencing the chemistry of being in mortal danger. EFT turns it OFF!

EFT /tapping decreases the arousal in the amygdala

Studies show the change in neurochemistry when EFT is applied

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Recent research indicates that manual stimulation of acupuncture points produces opioids, serotonin, and gamma-aminobutyric acid (GABA), and regulates cortisol. These neurochemical changes reduce pain, slow the heart rate, decrease anxiety, shut off the fight/flight/freeze response, regulate the autonomic nervous system, and create a sense of calm.

Ref.: The Neurochemistry of Counterconditioning, James R. Lane

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video

How emotions affect our bodies

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Group Work

In mixed groups of 4, discuss the following:

- What negative emotions do I encounter in my job as a teacher?**
- How do they affect my family and personal life and my mental state?**
- What positive emotions would I like to foment?**
- How can I achieve this with EFT?**

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Thursday

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Analysis of illnesses predominant amongst teaching professionals

Causes and effect of:

- stress
- burnout
- anxiety
- depression
- neck and back pain
- throat problems
- other illnesses

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Physical Impact of Emotional Issues

As the electrical current of an emotion travels along your neural pathways, it triggers the release of chemical proteins called neuro-peptides (NPs). Each emotion has a different frequency. In response to these individual frequencies, your body releases corresponding NP's

These tiny chemical proteins communicate chemical messages throughout your body, creating a physiological response. Adrenalin, hormones, oxytoxin, endorphins-- these are all examples of NPs. Each neuro-peptide creates such specific biological responses, that physical symptoms can actually pinpoint what's really happening in your unconscious mind!

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Causes and effect of burnout

- emotional, physical, mental exhaustion
- workload / deadlines
- disrespectful / unruly students
- lack of recognition
- emotional attachment to students' problems
- little control over work method
- **STRESS!**

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video

How To Prevent Teacher Burnout

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Anxiety

Definition:

Anxiety is a feeling of fear, worry or uneasiness

Causes:

- **trauma**
- **fear**
- **overwhelm**
- **insecurity / lack of confidence**
- **STRESS!**

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Depression

Definition (WHO):

Depression is a common mental disorder, characterized by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, feelings of tiredness and poor concentration.

Causes:

trauma

abuse (sexual, verbal, physical)

money problems

grief

stressful life event

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Physical ailments and illnesses can be related to emotional causes

Powerful emotions such as pain, fear, grief, disappointment, panic, anxiety, anger, and longing, shock your body like an electrical charge, leaving scars or lesions along your neural pathways.

Depending on where the physical pain is in the body, we can relate it to specific emotions.

Addressing the emotional causes leads to a resolution of physical condition

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Emotional causes for neck pain:

- **guilt and self-recrimination**
- **inflexibility**
- **worry**
- **self-doubt**
- **powerlessness**
- **self-judgement**

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Emotional causes for back pain

Upper back –

- don't feel supported
- burden of responsibility

Middle back –

- carrying the weight of the past
- not listening to your needs
- feeling divided

Lower back –

- feeling insecure
- fear of failure (or success!)
- worries about lack of financial support
- loss of personal power

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Emotional causes for throat problems:

- **inability to express oneself**
- **feeling of injustice**
- **not speaking out**
- **not asking for what one wants**

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Practical Workshop

Mixed groups of 4 to comment on physical ailments associated with their work as teachers

- **What physical issues arise within my job?**
- **How do they affect my personal and family life?**
- **How to treat them with EFT**

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EFT for Physical Pain

- **The physical sensations**
- **The Trauma**
- **The Triggers**
- **The Implicit Emotion**
- **Persistence**

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Practical exercise in pairs
Work on physical issues

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Discussion and Comments

Feedback on work so far

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Friday

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Strategies for everyday use

Strategies to use in the classroom to improve

- **daily interpersonal relationship with students**
- **reduce aggressive behaviour in the classroom**
- **improve concentration**
- **promote creativity**
- **enhance the learning experience.**

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How do you think EFT can help with early school leaving?

What EFT strategies can you incorporate into your institutions to help with this?

What additional help do you feel would be useful?

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Demonstration with a participant

Role-playing Practise in pairs

Teacher - student

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Intensive Workshop

**Working together to create specific Protocols
and Strategies to incorporate in your
institutions**

Tapping routines / scripts

- **start of day**
- **before exams**
- **specific to your needs and institution**

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- **Summary of course and general discussion of learning experience**
- **Open discussion to clarify questions and doubts**
- **Course Evaluation**

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