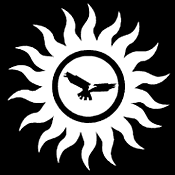
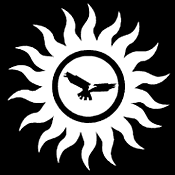
**School:** \_\_Elvira Elementary\_\_\_\_\_\_ **School Counselor:** \_\_Sara Logan\_\_\_\_\_\_\_\_

**Program/ Activity:** \_\_Tapping Our Stress Away\_\_\_\_

**Participants:** Fifth Grade Classrooms (103 Students) **Date(s):\_\_**December 2014\_\_\_

**GOALS:**

*Students will be able to identify “tapping” (which is a method of strategically tapping on pressure points on the body while positively reframing feelings and thoughts about the self) as a safe and appropriate stress reducing technique they can use. Students will be able to tap on their own pressure points in the correct manner and sequence and will be able to state a positive affirmation, such as “Even though I have this problem, I totally love myself and know that I am a great kid anyway.” Students will be able to identify/rate their feelings before and after engaging in tapping, on a scale from 1 to 10 (with 1 being the best and 10 being the worst), about a life event that has caused them stress. Students will be able to compare their own rated feelings from before and after tapping and will be able to identify a decrease in their worst feelings after tapping. Students will be able to do each of the skills above with a 100% accuracy level.*

**American School Counselor Association National Domain/ Standard/ Competency:**

*1. Personal Social Domain – Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others / Competency PS-A1: Acquire Self-knowledge. / PS-A1.1: Identify and express feelings*

*2. Personal Social Domain – Standard C: Students will understand safety and survival skills / Competency PS-C1: Acquire Personal Safety Skills. / PS-C1.10: Learn techniques for managing stress and conflict & PS-C1.11: Learn coping skills for managing life events*

**DATA:**

**RESULTS:**

*Before learning about tapping only 4 of the 103 students (or 3.88%) were able to identify the purpose of tapping, and zero students (or 0%) were able to properly demonstrate the entire tapping process. Three (or 2.91%) of the students were able to identify the area of the body of one of the pressure points in the*

*tapping process; however, zero (or 0%) of the students were able to identify or tap on that area of the body in the correct manner and sequence. Zero (or 0%) of the students were able to correctly state a positive affirmation as part of the tapping process.*

*Prior to teaching students the tapping process, all 103 students were asked to think about a problem or difficult life event that was causing them negative feelings or stress for a full minute and were instructed to identify/rate their feelings about the problem or difficult life event on a scale from 1 – 10. Three (or 2.91%) of the students had a rating score of 4, thirteen (or 12.62%) of the students had a rating score of 5, fifteen (or 14.57) of the students had a rating of 6, there were twelve (or 11.65%) students for each rating score of 7 and 8, twenty two (or 21.36%) students identified a rating score of 9, and twenty six (or 25.24%) of the students gave a 10 for their rating.*

*After learning the purpose of and how to correctly demonstrate the entire tapping process, a significant 100 (or 97.08%) of the 103 students were able to identify the purpose of tapping and 89 (or 86.41%) were able to demonstrate the entire taping process correctly. When asked to identify the pressure points used in tapping, 95 (or 92.23%) of the students were able to identify all the points and 93 (or 90.29%) of the students were able to demonstrate where to tap on the points in the appropriate sequence. Lastly, 94 (or 91.26%) of the students were able to correctly state a positive affirmation.*

*After teaching the tapping process, all 103 students were again asked to think about the problem or difficult life event that was causing them negative feelings or stress for a full minute and were instructed to identify/rate their feelings about the problem or difficult life event on a scale from 1 – 10. Only 3 students (or 2.91%) had a rating score of 10, seven (or 6.79%) students had a score of 9, five (or 4.85%) students had a rating of 8, only one student (or 0.97%) had a score of 7, zero students (or 0%) had a score of 6, two (or 1.94) students had a rating score of 5, there were eight (or 7.76%) students for each rating score of 3 and 4, nineteen (or 18.44%) of the students had a score of 2, twenty three (or 22.33%) students had a score of 1, and twenty seven (or 26.21%) students gave a zero (0).*

**IMPACT STATEMENT:**

***By the end of the lesson,******students showed significant increases in their tapping process abilities when comparing the pre-tests and post-tests.*** *Most significantly, 93.20% more students were able to identify the purpose of tapping. There was an 86.41% increase in students correctly demonstrating the entire tapping process, as well as an 89.32% increase in being able to identify all the tapping pressure points and a 90.29% increase in demonstrating where to tap on those pressure points in the appropriate sequence. Also significant, was a 91.26% difference in the number of students able to state an appropriate positive affirmation during the process.*

***Student rating scores about their feelings******showed a dramatic shift from mostly negative (a score of 5 – 10) on the pre-test towards significantly more positive (a score of 0 – 4) feeling scores on the post-test****, with negative feeling scores plummeting from 97.08% to 17.47% showing a difference of 79.61% on the post-test and positive feeling scores soaring from the 2.91% to 82.52% showing a positive difference of 65.05% between the pre-test and post-test.*

**PROGRAM IMPLICATIONS:**

*It is important that students have an understanding of and are able to correctly use the tapping process as a coping skill in their daily lives, as the data shows it can have a significantly positive impact on students perceived level of stress and negative feelings about difficult situations they might encounter.* ***When students understand that tapping is a safe and respectful skill they can easily use to help them decrease their stress levels and negative feelings, it can significantly help toward reducing the risk of students making other more destructive or disrespectful choices, like taking drugs or engaging in self-mutilating behaviors.***