



---

ACADEMIC SUCCESS FOR ALL:

**THREE SECRETS TO  
ACADEMIC SUCCESS**

---

ELANA PELED, ED.D

Copyright © 2011 by Elana Peled, Ed.D.

All rights reserved. No part of this book may be reproduced, scanned, or distributed in any printed or electronic form without permission of the author.

# Table of Contents

<b>Introduction</b> .....	<b>1</b>
About the Author .....	4
<b>Chapter One: <i>Three Secrets to Academic Success</i></b> .....	<b>6</b>
Secret #1—Learning is not a passive activity .....	8
Secret #2—Learning is creative .....	13
Secret #3—Learning takes time .....	17
<b>Chapter Two: <i>Testing Your Readiness to Succeed Academically</i></b> .....	<b>21</b>
Test #1 – Assess your receptivity to learning .....	24
Test #2 – Assess your access to your creativity .....	27
Test #3 – Assess how you use your time .....	30
<b>Chapter Three: Using Energy Psychology to Remove Blocks to Your     Academic Success</b> .....	<b>33</b>
Using EFT .....	38
Tapping script for clearing a difficult emotion .....	41
Tapping script for clearing a troubling memory.....	44
Tapping script for clearing a self-limiting belief .....	47
Tapping script for addressing a self-sabotaging behavior.....	49
<b>Chapter Four: <i>Moving Forward with EFT</i></b> .....	<b>51</b>
<b>Sample Weekly Planner</b> .....	<b>57</b>
<b>EFT Tapping Points</b> .....	<b>58</b>

# **Academic Success for All:** ***Three Secrets to Academic Success***

## **INTRODUCTION**

The first time I went to college, I dropped out after one semester. Convinced I both wanted and needed a college degree, I tried again. And again. And again. For me, it took five attempts at college before I eventually earned my first degree.

I have written this book for anyone who is concerned that something similar or even worse might happen to you. Having earned four academic degrees and spent 15 years teaching in colleges and universities across the United States, I have come to an understanding of education that is not widely shared with the general public. I have written this book to share that understanding with you.

In Chapter One, I explain three truths about academic success that you need to know if you want to succeed in school. Your struggles to succeed academically may simply be due to a misunderstanding of these three simple truths about learning and succeeding in an academic setting.

To help you understand whether your mindset is conducive to academic success, Chapter Two of this book contains three easy to administer tests. Completing these three tests will help you to determine if you have the right mentality for academic success. Once you have completed these three simple tests, you will

have a much better understanding of why you struggle to experience success in school while others make it seem so easy to achieve. You will also have some insights about the changes you may need to make in order for academic success to be yours.

Knowing how the minds of successful people differ from your own can give you a tremendous boost, but the ability to adjust your mind to work like that of a successful person's is perhaps the most powerful tool you can have. That is why in Chapter 3 I teach you how to actually change the way your mind works. In this chapter I introduce you to the growing field of energy psychology, which is being used by coaches, medical professionals and therapists and by individuals who want to change the ways their brains respond to specific forms of environmental stimuli. I tell you about a revolutionary form of meridian tapping, called Emotional Freedom Techniques, or EFT. EFT combines knowledge that has recently emerged in the field of psychology with knowledge of the body's energy system that has existed for centuries. In fact, EFT uses the same meridians that are used in Chinese acupuncture. But unlike acupuncture, you can do EFT yourself. And because EFT is so easy to learn and simple to use, you can use EFT to overcome just about any barrier you can identify as standing between you and the success you desire, including the discoveries you make about yourself that explain your struggles to succeed academically. And using EFT is safe. Reported side effects of EFT include increased feelings of calm, greater clarity about how to proceed in life, and increased happiness.

Today EFT is being used by thousands of people who wish to alter the patterns in their brains that they have identified as blocking their access to success. In fact, a

recent study of college students who experienced pre-test anxiety showed that EFT was effective at reducing their anxiety. Because numerous studies have demonstrated the challenges that stress and anxiety place on one's ability to learn, students who can lower their anxiety generally perform better on tests.

If the main reason for your inability to succeed in your academic pursuits is pre-test anxiety, you can skip right to Chapter Three to learn how EFT can help. But chances are your success is limited by more than one factor. Reading Chapters One and Two will help you to identify all of the factors that stand between you and your academic success.

*About the Author*

Before I share with you the three secrets to academic success that anyone pursuing an academic degree must know, I would like to tell you a little bit about myself and how I came to an understanding of these three secrets.

Today, I have four different academic degrees, including a doctorate from Harvard. But my path to earning these degrees was not an easy one. In fact, I dropped out of college *four times* before I finished my first degree. The challenges I faced upon entering college for the first time not only took me by surprise, they completely disrupted everything I had consciously believed to be true about myself up until that time, especially my belief that college success would be easy for me.

In addition to having spent a good many years of my adult life as a college student, I have also spent more than fifteen years teaching college students at every academic level. And I have run a successful dissertation coaching business, helping doctoral candidates finish their research, write their dissertations, and complete their degrees.

You see, my understanding of the three secrets to academic success that I share with you in this book comes from not only my own experiences as both a college drop out *and* a successful college graduate but also my interactions with and observations of thousands of college students whom I have taught, worked with, counseled, coached and guided throughout my career.

I am also someone who once struggled to overcome difficult emotions and behavior patterns that interfered with my ability to achieve my goals. I spent years exploring different healing modalities in an effort to overcome the emotions, behavioral patterns, and self-limiting beliefs that stood between me and the life I dreamt of having. Nothing in my experience has been as effective as EFT. Using EFT I have been able to completely change my life and to experience a joy in living that previously eluded me.

I am truly excited to introduce EFT to others who might be struggling as I once did. I feel certain you too can change your life by using EFT.

Did you know that an average of 40% of people who enroll in college in the United States today drop out before completing their degrees? I was once one of those drop-outs. But you do not have to be.

By the time you have finished reading this book, you will know exactly what to do to succeed academically. You will have three simple tests you can take to assess your own readiness to succeed. And, if you determine that you are not yet ready for academic success, you will have a tool for aligning your conscious desire for academic success with your subconscious mind, so that you are primed to succeed in your academic pursuits.

So let's begin.



## CHAPTER ONE

# *Three Secrets to Academic Success*

What I remember most about the first semester I attended college is the feeling I had that everyone around me knew something that I did not know. Though I had been a very successful high school student, I had a very hard time earning passing grades in my college courses. And after one semester, I dropped out.

When I began teaching college students, I met many bright people whose potential thrilled me. But so many of the students I met could not seem to do the work they needed to do to succeed in college. These students failed to come to class or consistently arrived late, did not do their homework, were disruptive in class, and refused to seek out and take advantage of all the additional support available to them for their studies.

My experiences with these students convinced me their failures to perform had little to do with their intellectual abilities. Rather, some students simply seem programmed to automatically self-sabotage their efforts. I often wondered what I could do to help these students stay focused on their studies so that they might reap the benefits that accompany academic success.

As I continued to pursue my understanding of human development and psychology, both through formal and informal education, I began to understand the way our early life experiences shape the way we go through life as both teenagers and adults. All people are born with unique gifts and talents that are not common to everyone. But what we do share is the capacity to learn and grow. However, our early life experiences impact that capacity, which in turn impacts our ability to succeed in institutions of learning.

These three secrets to academic success reflect my understanding of what made me, and so many of my students, different from students for whom college success comes easily. I present them in a way I hope will help you to understand how early life experiences contribute to patterns of action and reaction that are continually being reinforced throughout adulthood, unless we consciously make efforts to change them. What I offer here are some basic explanations of the ways our mindsets are shaped by early life experiences and the impact that these mindsets have on our capacity to learn and grow as adults. Hopefully, you will find these explanations illuminate the reasons for some of your own struggles to succeed in school and give you hope that you too can achieve academic success.

*Secret #1—Learning is not a passive activity*

The first secret to academic success has two parts. The first part involves understanding that learning is not a passive activity. It is easy to see that successful students are people who actively engage with the material they are learning. This engagement may happen on a physical level—such as when a student conducts a science experiment or creates a class presentation—but it can also happen on a mental level. Students who are active learners are more likely to listen attentively during lectures, take more meaningful notes in class, and ask probing questions of their teachers and professors. They are also more likely to connect the information they are learning in their classes to other information they have acquired during their lives.

The second part of this secret is that active learning is not something that some people know how to do but others have to learn. An active approach to learning is something that every single person on this planet is born with. If you carefully observe an infant, you will realize that the infant is always actively working to make meaning of its environment.

From the time we are born we are interacting with environmental stimuli and making sense of that stimuli. We are not sitting around passively waiting to be told about the world. We actively seek to learn about the world we have come to inhabit.

The fact that we are born with both the desire and the ability to learn means that active learning is an innate ability that exists in each and every human on the

planet. In other words, every single person on the planet today has within them the capacity to be an active learner.

How then do we explain why certain people eventually take a passive approach to learning? The answer, ironically, is that some individuals have learned that their active pursuit of knowledge and understanding is wrong. They have actually learned to suppress one of their strongest innate drives.

One need not look far beyond traditional schooling to understand how such an outcome has occurred. In many classrooms, children are expected to sit quietly in class, memorize everything the teacher says, and then recite what they remember on a test. But is this really learning? Can students who have been taught in this manner actually make use of the information they have acquired? Education theorists and researchers say no. In fact, years of exposure to such an education does little more than reinforce a passive approach to learning while suppressing any desire to actively engage in one's learning process, at least in formal academic settings. As a result, people who continually experience a primarily passive form of education may not fully understand how to actively engage their learning in a classroom setting.

Fortunately, active learning is not something we forget. That is why some students who have experienced a passive learning environment may find themselves welcoming the opportunity to become actively involved in their learning when given the chance. But some students—those who have learned that active learning is wrong, that it in fact may be harmful to their well-being—quite often develop a resistance to active learning. This resistance to active learning becomes a block to their academic success.

Typically, a resistance to active learning is not something that students are aware of consciously. That is because this resistance lies in the subconscious regions of the mind, where it can be very difficult to identify. But a sure sign that someone has an aversion to active learning can be seen in the individual's behavior.

Students who have learned to resist active learning will engage in behaviors that actually impede their ability to learn. For instance, these students may avoid coming to class or may create disruptions when they are in class. They do not do their homework. They refuse to engage with the classroom as a community of like-minded peers. These behaviors are done in an effort to avoid the difficult feelings that may arise for them whenever they try to actively engage with the material they are meant to learn.

Because humans are wired to be learning from the time they are born, this resistance to learning is clearly something that has been learned. Typically, a resistance to learning can be linked to a past event during which the individual learned to associate active learning with a threat to either their physical or their emotional well-being.

All of us have memories from the past stored in our subconscious. These memories inform the unique way that each of us makes sense of the world. To understand how this works, consider your response to the smell of apple pie baking in the oven. If even the mention of apple pie evokes a positive feeling in you, this is likely because you have one or more positive memories of eating apple pie. Perhaps you can recall the warmth and love you experienced in your grandmother's kitchen, where she frequently baked you apple pies. When you smell the apple pie, or even bring the thought of apple pie to your mind, you do

not instantly remember all the positive experiences you have had of eating apple pie. Instead, what arises in you first is the feeling that you associate with these memories.

Similarly, people who have repeated or powerful negative experiences with active learning begin to associate the undesirable feelings—fear, humiliation, anxiety—with any opportunity to engage in learning in this way. Though the actual negative experiences may not be readily available to the conscious mind, the feelings associated with the experiences are.

Here's another very basic example of how this works. Imagine an infant gets hold of a small object and immediately places that object in his mouth. The child's caretaker becomes frightened and responds by yelling, which in turn frightens the child. Though the caretaker's response may have been intended to discourage the infant from placing small objects in his mouth, the preverbal child may interpret the yelling as a warning that his life is in danger. Of course the life of an infant who places small objects in his mouth is indeed in danger, which is why caretakers can become frantic when they see this type of behavior. But the infant, whose brain has yet to develop any reasoning ability, lacks the ability to fully grasp the intended lesson and may instead associate the warning cry—your life is in danger—with the impulse to learn, which is probably what the infant was trying to do when he placed the object in his mouth to begin with.

Of course, negative experiences with active learning that can lead to learning resistance are not restricted to early childhood. These experiences can also occur in elementary, middle and high school. Have you ever been reprimanded by a teacher in front of your classmates, all because you were pursuing an internal

drive to learn? Or maybe you were humiliated by your classmates for making a rather astute remark that no one else in the room could find relevant. Or maybe you have witnessed these types of things happening to a classmate. These kinds of experiences can contribute to the silencing of the internal, inquisitive, knowledge-seeking voice that exists in each of us. They can teach us that the classroom is not a safe place for this voice. When this lesson turns into a subconscious belief it can later create tremendous turmoil for students who are asked to bring this voice out in the classroom, the very place where they learned it was not safe to exist.

Situations like these leave an imprint on the subconscious memory that links learning to something that is life threatening. If learning evokes a subconscious feeling of fear that your life is in danger, you naturally resist learning. And this may explain why it is so hard for you to become an active learner and succeed in school. You have simply learned to resist learning.

The good news is that if you have learned to resist learning, you can unlearn it as well. As this example demonstrates, resistance to learning is nothing more than a conditioned response to an environmental stimulus.

Fortunately, research has demonstrated that such conditioned responses can be reversed. The tests in Chapter Two of this book are meant to provide you with an opportunity to identify any negative responses you have to learning that are standing in your way of academic success. In Chapter Three of this book you will read exactly how to reverse the negative responses you have identified.

*Secret #2—Learning is creative*

The second secret to academic success also has two parts. The first part of this secret is that learning is a creative act. Successful students are people who consistently draw on their creative abilities to help them make sense of the material they are learning. As new information reaches their brains, these students subconsciously make connections between the new information and information they have already encountered. If their brains cannot create the links on their own, creative individuals know to ask others to help them make those links.

The second part of this secret is that every single person on the planet has the capacity to be creative. Just as we are born with the impulse to actively pursue learning, so too are we born with the capacity to create. Creativity is our birthright! Our creativity is involved in how we make sense of the world and is intimately connected with our ability to learn. Our creativity allows us to take in new information, process it, and make sense of it in ways that may be entirely new and unique. But if our creativity is blocked, then learning becomes a challenge.

In our society people often link creativity with the arts. They have difficulty understanding the importance of creativity to anything that is not related to painting, writing, or music. But where would people like Bill Gates, Mark Zuckerberg, and Matt Mullenweg be today if they were not creative?



As we saw with active learning, blocks to our creativity are created by life experiences. Every life experience, and especially those we have early in our lives, is an opportunity for a block to be created.

Do you remember playing with crayons, markers, or paints when you were a child? Perhaps you can remember playing in a sandbox, the dirt, or on the beach. Most people who recall these early days of their lives remember being very uninhibited in their explorations. Young children are enormously skilled at finding creative ways of engaging and manipulating their environments. Even children who lack access to modern toys and crafting supplies will be creative with whatever tools are available: rocks, sticks, dirt, snow, even items that other people might normally discard, all are potential tools for creativity in the hands of a child.

When the child's creations are received in a positive or even a neutral environment, the child's creativity will remain uninhibited and will grow and develop with that child, assisting and supporting her in creating a satisfying and rewarding life. But many children's creations are judged or condemned, perhaps most damagingly by well-meaning parents, teachers, or caregivers. When these judgments or condemnations are repeated or severe, the child may learn to suppress the innate desire to create.

Popular children's literature is ripe with examples of evil caretakers who punish children's creativity. Consider what happens to Hansel and Gretel when they creatively use small white pebbles to find their way home after being abandoned in the woods—they are simply abandoned again, but without any warning that would give them the opportunity to prepare a means of finding their way home.

In fairy tales, children who are so abused typically prevail. In real life however, events that suppress the creative impulse may be neither as blatantly abusive nor as easy to identify.

Can you remember a time in your life when you were reprimanded, humiliated, or even dismissed for something that you had created? If you cannot recall a specific incident in your own life, consider this example. Imagine a preverbal child who decides to use crayons or markers on the living room wall. The curious child is simply exploring her environment and using her creative abilities to make sense of the objects she finds there. Now imagine the response of the parent who discovers the child in the midst of her act of creating. If the parent's response feels threatening to the child, the child may learn to associate the act of being creative with the negative feelings brought on by the parent's threatening response. The child then reasons that the easiest way to avoid experiencing these negative feelings, which are stored in the body's subconscious memory, is to avoid engaging creativity.

As we saw with resistance to learning, the aversion to using one's creativity is really just a conditioned response to an environmental stimulus. The child has simply learned to associate being creative with unpleasant feelings. Avoiding those unpleasant feelings can be accomplished by avoiding anything that involves creativity.

Since academic success requires creativity, we can now understand how one might subconsciously choose to avoid being successful there.

The sad news here is that creativity is a prerequisite for success in just about anything you might want to do in life. The good news is that you can change your conditioned response to accessing your creativity.

The tests in Chapter Two of this book will help you to determine if your creativity is blocked and to uncover potential sources of those blocks. And then in Chapter Three I explain exactly how you can clear any blocks you have identified.

*Secret #3—Learning takes time*

The third secret to academic success involves time. Quite simply, successful students are people who devote lots of time to their learning. Learning and the creativity it demands are time consuming endeavors. God may have created the universe in 6 days, but it will take you a lot longer than that to earn a degree. If you do not have time to devote to your goals, you will not reach them.

Few people know that the average amount of homework a college student should expect each week is 3 hours for every academic unit enrolled. In other words, if you are taking a 3-unit course, you should expect to devote an average of 9 hours each week to studying and preparing for just this one course. If you take five 3-unit courses, or 15 units, you should plan to have about 45 hours devote to your homework, every week!

In contemporary society, we have countless potentially time-saving devices that might help us to complete that homework much faster. In reality, these devices are often the downfall of many college students. The computer is just one example. Certainly word processing programs are lifesavers for college students who once had to spend countless hours typing their papers on manual typewriters. But how many people use computers only to type their papers? Most of us are familiar with the Internet and at times find its allure difficult to resist. We are information junkies, and the Internet is our favorite dealer. Even if we aren't surfing the web for information, a tone indicating a newly arrived message to our email inbox can be enough to pull us away from the task at hand.

Television, smart phones, iPads...all these fabulous devices can actually serve as unwelcome deterrents to our learning. This is partly due to the fact that people who have negative emotions associated with learning and creating find electronic devices to be powerful narcotics. If you are a person who watches a lot of TV, sends numerous text messages, has an obsession with all the latest applications for your iPhone, or spends hours surfing the Internet you probably do not have time for your own learning and creating. This is very convenient if you are trying to avoid the uncomfortable sensations that arise when you are trying to learn.

Sadly, we do not need to have a traumatic early childhood experience to suffer from an addiction to any of these devices. Today's advertisers are very savvy. They know how to access the subconscious layers of the individual psyche to convince us that we need their products in order to be happy. And if we are in an environment where everyone else has access to these devices, we cannot help but feel we need them ourselves. Lacking the self-discipline to turn off these devices when we need to devote our time to learning can create real problems for people who are trying to achieve academic success.

But even people who are not addicted to technology may have difficulty finding the time they need to succeed in school. Some people have developed deep-seated subconscious beliefs about how they should be spending their time, beliefs that do not include devoting time to study, or that place study time at the bottom of a long list of other priorities. Until these subconscious beliefs are eliminated, finding adequate time to devote to studying will be a challenge that will impede their academic success.

To summarize, the three secrets about learning that are critical to academic success are 1) academic success requires active engagement with the material being learned, 2) academic success requires using one's creativity, and 3) academic success requires time. These first two secrets relate to qualities that exist in every human being from the time they are born. Unfortunately, while everyone is born with the capacity to learn and create, some people have early life experiences that cause them to have unpleasant reactions to learning and creating. These people may actually go out of their way to avoid the negative feelings they subconsciously associate with learning and creativity, thereby sabotaging their efforts to succeed in school.

The third requirement for academic success is time. How people make use of their time depends on a number of factors, including subconscious beliefs that interfere with their ability to make sufficient time for academic success.

The tests provided in Chapter Two of this book will help you to determine whether self-limiting beliefs are impeding your academic success. They will also help you to determine whether you have an addiction to technology that is interfering with that success. And they will help you to understand whether unpleasant emotions and memories are subconsciously interfering with your efforts to succeed academically.

EFT can be used to clear blocks to success that are created by any one of these factors, be they subconscious beliefs, unpleasant memories, or self-limiting thoughts and addictions to technology or other time-draining devices. Clearing these blocks is like clearing debris from a hiking trail after a storm. Think of the trail you are clearing as the one that leads to your success.

In order to reap the greatest benefits from EFT, you will find it helpful to identify the precise barriers that stand between you and your academic success. That is because EFT works best when it is applied to very specific conditions. The three tests for assessing your readiness to succeed academically that are provided in Chapter Two will help you to identify the specific unpleasant emotions, troubling memories, and self-limiting beliefs that may be acting as barriers to your success. In Chapter Three you will learn exactly how to clear these barriers in order to achieve the success that can be yours.

## CHAPTER TWO

# *Testing Your Readiness to Succeed Academically*

I am convinced that the main reason education is so attractive to people from all walks of life and at every stage of their lives is because becoming educated should provide us with opportunities to do the very things we were born to do—learn and create. Not only does schooling in general offer us this opportunity, college in particular provides us with an environment that is specially designed to support these two activities. In college we have an opportunity to immerse ourselves in an environment where everyone else is doing what we are there to do—learn and create. Nearly every member of a campus community is engaged at some level in these activities, be they students, faculty, or staff. This is the allure of college.

But for people who have been conditioned to have negative emotional responses to learning and creating, who have self-limiting beliefs about their learning and creative abilities, or who have unpleasant memories associated with learning and creating, school becomes a tremendous challenge. To make matters worse, for many people, the impact of these negative emotional responses, self-limiting beliefs, and unpleasant memories may not be understood at a conscious level. The body is an energy field that stores memories, beliefs and emotions at a cellular level. Even if we aren't consciously aware of what limits us, those



limitations control our behaviors. Nearly every choice we make in life is influenced by the memories that are stored in our cells.

The good news is that we now have a method for clearing the energy blocks that are formed by these negative emotions, beliefs and experiences. But in order for this method to work, we need to develop a certain degree of self-awareness. A lack of self-awareness can stand between you and the goals you wish to achieve.

We are fortunate to live in a world that offers us numerous ways to spend our time. But along with all this opportunity for countless ways to spend our time come endless messages about how we *should* spend it. Rarely, if ever, are we told to turn off all the outside noise and focus our attention on ourselves. This is the paradox of contemporary life. For it is only when we become still and quiet enough to hear and follow the guidance that comes from within that we are able to find a direction for our lives that will lead us to happiness and fulfillment.

If you dream of academic success but previously have been unable to succeed in your pursuit of that dream, or you have any doubts about your ability to succeed in school, I urge you to take the three tests that are included on the following pages of this chapter. These simple tests will allow you to a) assess your receptivity to learning; b) assess your access to your own creativity; and c) assess your willingness and ability to make time in your life for your education. They will also challenge you to listen inward to identify the sources of any blocks that may be standing in the way of your academic success. The more accurately you can identify the blocks that stand between you and the degree you desire, the more successful you will be at clearing those blocks.

At first glance, the tests you are about to take may seem quite simple. In fact, they have the potential to provide you with a wealth of information about yourself, information that can be used in Chapter Three of this book where I explain to you how to use EFT to achieve your dreams.

*Test #1 – Assess your receptivity to learning*

Whenever we learn something new, we change. Once we have learned something new, we are no longer the same person we were before we learned it. So a good way to test how well we are learning is by repeating what we have learned.

For instance, imagine you are an omnivore. You will eat just about anything that is put in front of you. Then one day you read an article about cattle farming. The information in the article upsets you so much you decide to stop eating meat. Your friends and family notice this change in your behavior and ask you about it, so you tell them what you have *learned* about cattle farming.

This same idea applies to school. If you are really learning from your academic studies, you should be able to explain what you are learning to others.

This activity will provide you with information about how well you learn in your daily experiences. It is meant to demonstrate that learning is something all of us can do.

For this activity you will need either a journal or notebook and a pen or pencil for writing.

**Task:** Every day presents us with multiple opportunities for informal learning. The more we are aware of these opportunities, the more likely we are to be receptive to learning in formal environments as well.

For this test, you need to keep a journal for one full week. You will write in your journal every night before you go to bed. In your journal, try to write down every new thing you learn each day.

**Assessment:** At the end of the week, tally up the different ways and the number of times you realized you had an opportunity to learn. Then take some time to reflect on how what you learned influenced who you are and how you perceive the world. Ask yourself if you are doing things differently as a result of what you learned during the week.

**Interpretation:** If you are a person who is receptive to learning, you will have had an easy time recalling the things you learned each day. You will also have found it easy to reflect on your learning and to assess whether or not your learning is contributing to your overall quality of life.

**Challenge:** If you are someone who does not find opportunities to learn in your daily life, or you cannot imagine how the things you learned during the week might have influenced you, you may have some unconscious resistance to learning. Your challenge now is to spend some time writing about your feelings about learning, exploring your past experiences as a learner, or articulating any beliefs you have about yourself as a learner.

Writing down your thoughts, feelings and memories as they arise is important for your success with EFT. That is because EFT works to alleviate uncomfortable feelings, whether or not you are aware of the cause of those feelings. If you can list all of the feelings that arise as you attempt to focus your attention on learning, you will be able to clear those feelings using EFT. Once you have cleared the

uncomfortable feelings, you will have an opportunity to create new learning experiences and to associate new feelings with those experiences. You will also be able to use EFT to choose learning experiences that will enhance, rather than hinder, your well-being and ultimate success.

EFT can also help you to release any obsessive thoughts or memories that arise as you begin to focus your attention on your learning. For instance, if you have a recurrent memory of being humiliated by a teacher or a classmate, you can clear this memory from your mind by using EFT. EFT will not cause you to forget the memory entirely. It will simply free you of your obsession with the memory. When you are free of an obsessive memory of the past, you have more energy to devote to creating positive memories in your future.

EFT will also free you of any self-limiting beliefs. Again, you do not need to fully understand the source of those beliefs. You simply need to acknowledge that the beliefs exist.

Think of your journal as a safe place for you to record all your thoughts, feelings, beliefs and memories associated with learning. You will find your journal a valuable resource when you begin to integrate EFT into your life.

*Test #2 – Assess your access to your creativity*

As I explained in Chapter 1, creativity does not belong solely to the realms of the arts. Everyone needs to be creative to get through life. Creativity is just as important for figuring out how to organize a dorm room as it for finding ways to build your business and increase your income.

This activity will give you the opportunity to reflect on how well you are using your creativity to enhance your life. If improving your life is one of your reasons for seeking academic success (and I hope it is), then you will want to be sure you can see the connection between your goals and your creativity.

To complete this activity, you will once again be using your journal or notebook and a pen or pencil for writing.

**Task:** Assessing your access to your creativity is much easier than it sounds. To conduct this test, make two columns on a blank sheet of paper. Label the first column *Goals* and the second column *Accomplishments*. Then list all of the goals you have today and the goals you have had in the past in the first column, and in the second column, note which of these goals you have managed to achieve.

**Assessment:** If you have a long list of goals and a good rate of success at achieving your goals, then chances are you are well connected to your creativity. This should serve you well in your life pursuits.

If you find yourself setting goals which you quickly abandon, then your access to your creativity may be blocked. If you do not even allow yourself to set goals, then the blocks to your creativity are serious!

**Challenge:** If you have not experienced success in accomplishing your goals or you cannot imagine setting goals for yourself, you very likely have some negative associations with using your creativity. Your challenge now is to spend some time writing about your feelings about setting goals or using your creativity. Explore your past experiences and try to articulate as many self-limiting beliefs as you can identify.

As you engage in this activity, remember that as a child, you had no control over the events that happened to you. Your responses to those events, and the beliefs you formed as a result of them, were all done in an effort to preserve your life. Children are born with a very strong survival instinct. As children, the beliefs we form about ourselves and the world in which we live arise from our instinct to survive. This is the true gift of our creativity: It allows us to find ways to preserve our lives in situations that we perceive as threatening.

Because young children are entirely egocentric, they believe that the world revolves around them and that they are the cause of everything they experience. That is because young children lack the reasoning abilities that would help them to make sense of the world in a way that does not place them at the very center of every event they experience. Brain scans of very young children reveal the reasons for this egocentricity. These scans show no evidence of the brainwaves that are associated with reasoning. These brainwaves do not even begin to appear in the brain scans of children until they are six years old!

As a result, children draw conclusions about the world that can sound very funny to adults. But when those children become adults, they may discover that the beliefs they formed about themselves in childhood are not only illogical (remember, these beliefs were formed by a helpless being who lacked the ability to reason), but that they no longer serve their best interests.

As adults, we possess brains that are well equipped to understand, and survive in, the complex world we inhabit. But as children, we relied on others for our survival, so it was important for us to keep those we relied on happy. This was how we insured our survival.

Identifying beliefs about yourself that are no longer of service to you does not mean that anything was wrong with you when you were a child. Nor do they suggest that something is wrong with you now. Rather, these beliefs can give you powerful insights to your past. They can serve as potent reminders of just how remarkably creative you truly are. The only problem you need to be concerned with is whether the beliefs you formed early in life now stand in the way of your success.

EFT is a powerful tool for clearing self-limiting beliefs. You can even use EFT to reinforce positive beliefs about yourself. As you will learn in Chapter Three of this book, having a belief system in place that is completely congruent with your dreams, goals and desires will help you to manifest those desires.



*Test #3 – Assess how you use your time*

Have you ever really taken a close look at how you spend your time? If you have not, then this activity can be rather enlightening. It can be sobering to realize how much of our time is wasted doing things that add little value to our lives.

For this activity you will need a weekly planner. It does not need to be fancy, so if you do not already own one, you can use the template on page 57 of this book to create one of your own.

**Task:** Try to keep track of how you spend every minute of your day and night for one entire week. In addition to recording the time you spend at school or work, try to record the time you spend in the shower, the time you spend shopping for and preparing meals, the time you spend watching television, and the time you spend, on the phone or in person, with family and friends.

**Assessment:** Count up the number of hours in your week that you were not busy. Do you have three hours of free time for every academic unit you plan to take?

If you do not have enough hours to study for your course(s) without compromising the things you need to do to stay healthy, try this. Divide the activities on your weekly planner into three categories: those you could easily eliminate from your life, those you could possibly eliminate or reduce but it would be a struggle, and those you need to do in order to survive.

**Challenge:** As you contemplate eliminating activities from your life, write down any feelings that arise. If you are experiencing any elevation of fear or anxiety, this could be an indicator that you have belief systems in place that govern how you are using your time. Before you are able to find adequate time in your schedule to insure your academic success, you will need to clear any beliefs that limit the time you feel comfortable devoting to your academic success.

As you explore your feelings, try to be aware of any effort you are making to block or suppress them. Many people have learned that it is not appropriate to feel anything other than happiness. As a result, they devote a tremendous amount of energy to suppressing any other feelings that might arise.

The problem with suppressing feelings is that doing so depletes energy. Energy that is constantly being used to block feelings is not available for other purposes, including learning and creating.

If you are aware of being uncomfortable with your feelings as they arise, if you recognize yourself as someone who works hard to suppress your true feelings, remember this: feelings *always* change. No feeling lasts forever.

There are many exercises you can do to learn to be comfortable with your feelings. For instance, you can try to view each of your feelings as a gentle wave. Imagine you are in a very secure boat riding on the crest of each wave of feeling. Can you see the shore from the crest of the wave? You will get there, and when you do, the momentary discomfort of the current feeling will subside.

If the thought of riding the waves of your feelings makes you anxious or nervous, know that EFT can help. As you will read in the next chapter, you can use EFT to rapidly reduce the intensity of your feelings as they arise.

## CHAPTER THREE

# *Using Energy Psychology to Remove Blocks to Your Academic Success*

For people to be successful, in anything they endeavor to achieve, they need to be completely congruent in both their conscious and their subconscious minds. To understand why this is so important, think back to when you were learning to ride a bike.

For most of us, learning to ride a two-wheeled bike was a simultaneously thrilling and terrifying experience. We wanted the freedom that would come with being mobile. But somewhere in our primitive brains, we feared the pain we knew would accompany a fall. Because we were not completely congruent in both our conscious desire to ride a bike and our subconscious desire to remain safe, we had to practice over and over before we reached our conscious goal.

Where does that fear of falling and getting hurt come from? To a certain degree, we are born with it. All of us are born with an innate desire to survive. Our survival is our primary motivation in life. You may have learned about the “fight or flight” mechanism that exists in each of us. This is the mechanism by which we

learn how to protect our lives. Whenever our brains receive a danger warning, they respond by flooding our nervous systems with hormones that are meant to give us the power to act in ways that will keep us safe. These hormones actually alter the way that energy flows through our body.

As children, we learned to overcome the flood of hormones that caused us to be fearful when riding our bikes by practicing. Some of us practiced for hours on end; some of us extended those practice hours over days, weeks, or months. But we practiced until we no longer felt a fear response whenever we rode our bikes. We practiced until our conscious desire to ride a bike was completely congruent with our subconscious response to bike riding. We practiced until all of our energy was directed towards our goal, rather than being divided between our conscious goal of riding the bike and our subconscious fear of being two-wheeled.

Of course, in the case of learning to ride a bike, the brain's perception of danger is a healthy, normal response. We would not want children to feel safe doing things that in fact are not safe. We want them to practice until they have developed the coordination to balance, steer, and stop whenever they want to. We only want them to feel safe after they have mastered these skills.

But, as I have explained elsewhere in this book, sometimes we perceive danger in places where there is not, or should not be, any. And we keep the memory of that perceived danger stored in our subconscious minds, where it consumes our energy and influences the actions we take on a daily basis.

If you have worked through one or more of the exercises in Chapter Two of this book, you very likely have identified one or more sub-conscious beliefs that you

formed early in life at times you perceived your physical or emotional well-being to be in jeopardy. You may also have identified any number of self-sabotaging behaviors that prevent you from attaining your goals. These beliefs and behaviors should help you to understand your struggle to succeed in your academic pursuits.

Having identified these self-limiting beliefs, your next step toward achieving academic success is to remove any irrational subconscious fears and beliefs in order to bring your subconscious into alignment with your conscious goals. Doing so will allow all of your energy to be directed toward achieving these goals. Of course, at this point you might very well be wondering if ridding your subconscious mind of self-limiting fears and beliefs can be done through practice, just as you practiced when you learned to ride a bike. In other words, you might be wondering if your success in school depends only on your persistence.

My experience suggests that yes, persistence in school can lead to success, but only if you have a high tolerance for the failures that may precede it. But even if your emotional tolerance for academic failure is high, your financial tolerance for ever rising academic costs may not be.

Fortunately, there is another way. Western scientists have identified ways of altering the body's flow of energy that have been understood in Eastern cultures for years. And they have given their new understanding a name—energy psychology.

The term energy psychology simply refers to the principles and techniques that are used to change the way the body's energies respond to environmental stimuli. One of those techniques is the Emotional Freedom Technique, or EFT.

EFT was developed in the late 1980's by a man named Gary Craig. Craig, a Stanford-trained engineer, had been working with the psychologist Roger Callahan, who had been investigating ways to apply the principles of acupuncture to psychological issues. Craig discovered that tapping on specific acupuncture points could alleviate the stress and anxiety that was associated with traumatic memories. He developed a protocol for tapping on meridians while focusing on difficult emotions, troubling past experiences, and self-limiting beliefs, and urged people to "try it on everything."

People listened. In the years following its development, EFT was being used by hundreds of professionals in helping fields who reported to Craig on the successes they were achieving by using EFT with their clients. As a result of their work, the original EFT protocol was refined so that today, most EFT practitioners generally begin with a simple, basic recipe for applying EFT. This basic recipe is presented below.

Since its development, understanding of EFT continues to grow. Recent discoveries in the areas of epigenetics, neuroplasticity and neuro-psychoimmunology, as well as studies that have been conducted on the mechanisms by which acupuncture is effective, have provided a more complete picture of the efficacy of this treatment.

If you are interested in learning more about the history of EFT and the research that supports its use, visit the EFT website at [www.eftuniverse.com](http://www.eftuniverse.com). This website is an excellent resource for anyone desiring more information about EFT.



### *Using EFT*

As you read through this chapter, keep in mind that the principles and techniques explained here are not widely known to the western world and as a result, they may seem strange or unusual to you. In fact, the actual procedure for using EFT looks pretty weird. If you are concerned about how you will look using EFT, then do not let anyone see you. EFT is so simple, you can conduct it safely in the privacy of your own home.

Using EFT involves four basic steps. In the first step, you identify a troubling emotion, memory, belief, such as those you identified in the tests you completed in Chapter 2. You can also use EFT with self-sabotaging behaviors. EFT works best when you are very specific about the issue you are addressing, so it is best to only address one emotion, memory, belief or behavior at a time.

In the second step you rate the level of discomfort you associate with the troubling emotion you are trying to clear. Rate this discomfort on a scale of 1 to 10, with 10 representing the most intensely you could possibly feel the emotion and 1 being the lowest intensity.

In the third step you repeat a setup phrase while tapping on a specific acupuncture point. In the setup phrase, you first acknowledge that you have the troubling emotion. You follow this acknowledgment with a positive statement of self-acceptance.

In the fourth step you tap through a series of acupuncture points while repeating a short reminder phrase to keep your mind focused on the emotion you are trying to clear.

A diagram on page 58 shows the tapping points that are used with the basic EFT recipe. You may want to print out this diagram to have in front of you as you begin tapping.

You can also visit [www.AcademicSuccessForAll.com](http://www.AcademicSuccessForAll.com) to view video tutorials that demonstrate the many ways you can use tapping for academic success.

To give you a better idea of how tapping works, I have included four tapping scripts on the following pages. These scripts are based on examples that may or may not apply to your life. I have included them to give you an idea of how to use EFT. Remember, EFT works best when you are being specific about the situation that applies to you. So use these scripts to help you get acquainted with EFT, and then modify them to suit your own needs.

I have included one script for tapping on a difficult emotion, one for tapping on a troubling memory, one for tapping on a self-limiting belief, and one for tapping on a self-sabotaging behavior. As you read through these scripts, feel free to tap along. People often experience benefits from tapping even when they are not focusing on a specific problem of their own.

But before you get started, please note that while the information I am providing here can help you to change your response to troubling environmental stimuli, people who are suffering from mental instability are not advised to use EFT on

their own. If you have any inclination that you are on the verge of a mental breakdown, please seek professional help from a licensed therapist or psychiatrist. It is always important to take responsibility for your own health and well-being. EFT is a powerful tool for calming your emotions and as such, it can assist you with your personal well-being, but it is not offered as a substitute for professional medical and mental health advice and should not be perceived as such.

In addition, be aware that people who use EFT to clear uncomfortable emotions have been known to experience additional emotional turmoil as difficult, long-suppressed memories and the painful feelings associated with them can begin to surface. EFT can be used to calm the feelings that arise, though you may have to repeat the tapping rounds several times for the calming effect to be fully experienced. If you find yourself experiencing difficult emotions, please keep tapping. Eventually, the feelings that arise will subside.

If you would like to try EFT but are concerned about getting in touch with emotions that you fear may be too difficult for you to deal with on your own, consider trying EFT with the help of an EFT practitioner. You can find out more about my EFT practice by visiting my website, [www.ElanaPeled.com](http://www.ElanaPeled.com).

If you are ready to try using EFT on your own, please read on.

*Tapping script for clearing a difficult emotion*

**Step I:** Identify the difficult emotion you would like to clear. A common difficult emotion for students is fear of taking a test, so I'll base this example on this particular emotion.

To get started, focus on a test that you once had to take and that you were afraid of taking, or focus on a test that you have coming up. The idea is to activate in your mind and/or body the feeling of the fear that you associate with taking this test.

**Step II:** On a scale of 1-10, with 10 being the most intense and 1 being the least, rate the intensity of the emotion you are feeling. If you are unable to actually experience the emotion, but you have a strong memory of having this emotion, rate the intensity of the emotion as you remember experiencing it. Write down the number that comes to mind.

**Step III:** Use your index and middle fingers to tap lightly on the karate chop point of your opposite hand. The karate chop point is the point on the side of your hand that, if you were trying to karate chop a block in two, would actually meet the block.

While tapping on the karate chop point, repeat the setup statement three times. Be sure to adjust the first part of the statement so that it accurately reflects the situation you are working with.

For this situation, the setup statement that you will repeat three times while tapping is as follows:

*Even though I have this fear of taking that math test next Tuesday, I deeply and completely accept myself.*

**Step IV:** Now refer to the tapping chart on page 58 to identify the eight remaining tapping points you are going to use to complete the basic recipe. Tap each point seven times or the number of times it takes you to completely say the reminder phrase. For this example, the reminder phrase is *this fear*. So you repeat the phrase *this fear* while tapping first on the eyebrow point, then on the side of the eye, then beneath the eye, then beneath the nose, then on the chin, then the collarbones, then under the arm, and finally on the top of the head.

When you have finished tapping, take a deep breath and focus your attention on the problem, which in this example is the fear associated with taking a test. Once again, rate your fear on a scale of 1 to 10. Observe whether any change in the intensity of the emotion has occurred. Have you lowered the intensity? If the intensity is still above a 2, tap through the points again, this time repeating the phrase *this remaining fear*. Then once again rate the intensity of the emotion. Continue tapping until you have lowered the intensity to at least a 3. While people are very often able to reduce the intensity to zero, in some cases it may take some time for the intensity of a feeling to dissipate.

Pay attention to anything that arises in your mind or body once you have completed the round of tapping. It is not unusual for a new emotion to arise, or a troubling memory to surface. Some people even begin to focus on doubts they

have about ever getting over their fear of test-taking or other fears they may have in their lives.

At this point you may find it useful to write down everything that comes up for you. All of this is information that can be helpful to you, especially if you are able to identify additional emotions, memories, or self-limiting beliefs that you would like to clear with EFT.

When you are ready, do another round of EFT, this time focusing on the emotions, memories or beliefs that you identified at the end of your previous tapping round.

*Tapping script for clearing a troubling memory*

The protocol used to clear a troubling memory is similar to the one used for clearing a difficult emotion. The difference is that as you recall a troubling memory, you may experience different emotions at different moments in the memory. To insure that the troubling memory is completely cleared, you will need to do a round of tapping for each difficult emotion that is related to the memory.

**Step I:** Identify the memory you would like to clear. Think of the memory as a story that has a beginning, a middle, and an end. Give the story a title and be sure to write it down. Then begin to tell or write the story, stopping to tap each time a difficult emotion is triggered by an event in the story.

For this example, imagine being a second-grade student who experienced extreme humiliation while completing the assignment of reciting a poem to the class. Let's call this story "My Second Grade Poetry Recital." The story begins with an awareness that your turn is coming. As you write or tell your story, pay attention to the emotions that arise. Imagine remembering that as you waited for your turn to recite your poem, a feeling of anxiety began to arise. At this point stop telling the story and tap on the feeling of anxiety that you have identified.

**Step II:** On a scale of 1-10, with 10 being the most intense and 1 being the least, rate the intensity of the anxiety you feel or remember feeling at this point in the story. Write down the number that comes to mind.

**Step III:** While tapping on the karate chop point, repeat the following setup statement three times:

*Even though I feel this anxiety about reciting my poem to the class, I deeply and completely accept myself.*

**Step IV:** Now tap through the remaining eight points on your face and body while repeating the reminder phrase, *this anxiety about reciting my poem*. Tap each point seven times or the number of times it takes you to completely say the reminder phrase.

When you have finished tapping this round, take a deep breath and notice if anything else arises. If so, tap on the feeling that has arisen. If nothing comes up for you, continue with your story. When you arrive at the next detail in the story that evokes a strong emotional response, stop, return to Step II above, and do another round of tapping. For the example story “My Second Grade Poetry Recital,” imagine the next difficult emotion to arise is a sense of shame as classmates begin to laugh while you are reciting your poem. So at this point you would stop and tap for the feeling of shame.

When you have finished telling the story and tapping for all the difficult emotions that have arisen from the story, take a deep breath and focus your attention on the title that you gave to the story at the beginning of this protocol. Notice if any difficult emotions arise. If so, tap for those emotions. Continue to tap until speaking the title of the story no longer evokes a strong emotional response in your mind or body. Then take a deep breath and make note of any feelings or sensations that arise. If you notice any discomfort, name it and then try to tap for



what has arisen. If you are feeling that you need to take a break, make note of the feelings and sensations in your journal. You can always come back at a later time to tap for these feelings and sensations.

*Tapping script for clearing a self-limiting belief*

Many, many people have little to no difficulty identifying self-limiting beliefs that stand in the way of their success. Those that are related to school will likely be easy to recall and may include such things as “I’m not a good writer,” or “I’ll never be any good at math.” Try making a list of your own self-limiting beliefs and then using the protocol below to knock them out of your way.

**Step I:** Identify, in the form of an “I” statement, the self-limiting belief you would like to clear. For this example, we’ll use the belief “I’ll never be any good at math.”

**Step II:** Say out loud the statement, “I’ll never be any good at math,” and then, on a scale of 1-10 with 10 being the most true and 1 being the least, rate the truth of the statement to you at this moment. Write down the number that comes to mind.

**Step III:** While tapping on the karate chop point, repeat the following setup statement three times:

*Even though I believe I will never be any good at math, I deeply and completely accept myself.*

**Step IV:** Now tap through the remaining eight points on your face and body while repeating the reminder phrase, *this belief about my math ability*. Tap each point seven times or the number of times it takes you to completely say the reminder phrase.

When you have finished tapping through all the points, take a deep breath and focus your attention on the belief. Once again, rate the truth of the belief to your mind. If the truth rating is higher than a three, do another round of tapping for *this remaining belief about my ability to do math*. Continue tapping until you have reduced the truth of the statement to a 2 or lower.

As before, pay attention in the moments after you complete a round of tapping to any emotions, memories, of self-limiting beliefs that arise. Try to tap for everything that comes up. Use your journal if you are finding you have a long list of things to tap and know that you can tap for the things on your list now, or at a time that is more comfortable for you.

*Tapping script for addressing a self-sabotaging behavior*

Some people find it difficult to name their emotions, remember their pasts, or identify their self-limiting beliefs. But what they can recognize are the self-sabotaging behaviors they engage in whenever they near, or sometimes even attempt, to reach a goal.

If you are one of these people, you can still benefit from EFT by tapping on the exact behavior you wish to overcome. For some people, tapping on the behavior reduces the impulse to act. Others will find that in addition to reducing the impulse, tapping on the self-sabotaging behavior will actually help them to remember past events or identify the self-limiting beliefs that underlie the self-sabotaging behavior. If you find this is true for you, remember to keep a record of everything that comes up so that you can tap on it at a later time.

**Step I:** Identify, in the form of an “I” statement, the self-sabotaging behavior you would like to clear. For this example, we will use “I can not get to class on time.”

**Step II:** Say out loud the statement, “I can not get to class on time,” and then, on a scale of 1-10 with 10 being the most true and 1 being the least, rate the truth of the statement to you at this moment. Write down the number that comes to mind.

**Step III:** While tapping on the karate chop point, repeat the following setup statement three times:

*Even though I cannot get to class on time, I deeply and completely accept myself.*

**Step IV:** Now tap through the remaining eight points on your face and body while repeating the reminder phrase, *I cannot get to class on time*. Tap each point seven times or the number of times it takes you to completely say the reminder phrase.

When you have finished tapping through all the points, take a deep breath and focus your attention on the belief. Once again, rate the truth of the belief to your mind. If the truth rating is higher than a three, do another round of tapping for *I cannot get to class on time*. Continue tapping until you have reduced the truth of the statement to a 2 or lower.

As before, pay attention in the moments after you complete a round of tapping to any emotions, memories, of self-limiting beliefs that arise. Try to tap for everything that comes up. Use your journal if you are finding you have a long list of issues to tap. This will help you to remember those issues so that you can tap for them at a later time.

## CHAPTER FOUR

# *Moving Forward with EFT*

When I began to contemplate writing a book about using EFT for academic success, I came across an alarming statistic: 40% of people who enroll in college degree programs drop out before completing their degrees. As a four-time college dropout who later returned to school—and who has since successfully completed four college degrees—I realized for whom I wanted to write this book. I knew I wanted to write a book for people who had dropped out of college but who, like me, had held onto the conviction that college was right for them. I wanted to help them go back to college and experience the kind of success there that I eventually found.

Reviewers of early drafts of this book believed that my ideas would have a wider appeal and suggested that I revise the book to reflect a much broader audience. Because I agree that the ideas in this book should apply to everyone seeking an education, I removed most of the early references to college success.

However, I recognize a problem in writing a book about academic success for students who are not yet adults. That problem lies in the way that academic success is defined. As a dedicated educator who has devoted many years of my

life to the study of education, I define academic success in ways that perhaps differ from the definition that is widely held as the standard for measuring academic success in contemporary American society. For me, academic success has little to do with test scores or grades. People who have achieved academic success are people who, as a result of their education, have deeper understandings of themselves and confidence that they will find fulfillment in their adult lives. This, ultimately, should be the goal of any educational endeavor. It is certainly the goal I have in mind for anyone who uses the tools in this book to achieve their own academic success. But it may not be the primary goal of many of our public institutions of learning. That may be due to the fact that measuring academic success by this definition is difficult, perhaps even impossible, to do.

But, because so much public money is spent on education, measuring academic success is an enormous industry. As a society, we want evidence that our schools are performing, that our teachers are working hard, that our students are learning. So we have created academic standards for achievement, designed curriculum for teachers to deliver those standards, and developed tests that are used to measure how well our schools, teachers, and students are meeting those standards. Sadly, our over-zealous efforts to measure these things have in many ways left us blind to the reality of *what* students are actually learning in school.

My experience has shown me that students who trust that the educational environment is structured to provide them with an experience that nurtures their confidence and sense of well-being will naturally perform better. They will take risks, ask questions, and become engaged with educational materials in ways that satisfy their innate desires and abilities to learn.

If you have worked through the exercises in this book, you may be realizing that your educational experience did not do these things. You may also be starting to realize that the subconscious beliefs you formed about yourself in school—beliefs that evoke uncomfortable emotional responses to learning and creativity—have far more power over your life than anything else you may have learned about reading, writing, and arithmetic.

People whose educational experiences have primarily taught them to fear failure and to take whatever steps are necessary to avoid it may initially have difficulty shifting their focus away from common external measures of their academic success such as test scores and grades and toward more internal evaluations of their academic success. They may have trouble paying attention to *how* their education is making them feel about themselves and their opportunities in life. If you are one of these people, you may find the following piece of advice helpful. A veterinarian I took my cats to before I headed off to Harvard to attend doctoral school shared it with me when I told him about the changes I was about to make in my life. He asked me, “Do you know what they called the person with the lowest grade point average in my graduating class?” When I said “No” he answered, “Doctor.”

Our happiness in life should not be dependent on a test score or a grade even though testing and grades will probably always play a role in education. Here then is another place where EFT can help. If we use EFT to address any difficult emotions that arise in response to someone else’s evaluation of our academic success, we may find we have the capacity to view our disappointing grades in more constructive ways. Perhaps they are indicators of where our talents and



interests lie. Or maybe they are nothing more than indicators that we are working too hard, taking to many classes, trying to accomplish too much at once.

If your educational experience has not instilled in you the hope of a fulfilling life, you may be reluctant to pursue your education any further, even if the dream of advancing your education is one you cannot quite give up. The good news is that colleges are becoming more responsive to their students. If you cannot grasp the link between the courses you are taking or the assignments you are asked to complete and your goal for becoming educated, ask someone—your professor, the academic dean—to explain this link to you. Keep asking until you find an answer that suffices. If you are afraid to ask, tap on that fear until it no longer exists.

And if you are a high school student who feels enormous pressure to succeed in a school where the criteria for success differ from those that form the foundation of this book, I encourage you to give the strategies I present here a try anyway. The strategies that I share for achieving academic success are strategies that are known to rapidly reduce levels of the stress hormone cortisol. They have also effectively been used to treat anxiety. We know that people who suffer from elevated levels of stress and anxiety in their lives are at increased risk for a range of life-threatening medical problems as they age, and that this is especially true for children who are raised in stressful environments. Reducing the stress and anxiety you feel about your academic performance will provide greater benefit to your life than anything else you can do.

As you grow your awareness of the emotions you experience throughout a given day, you may discover you have a long list of difficult emotions, past experiences, and self-limiting beliefs that you would like to clear by using EFT. Do not let the

length of that list deter you. By simply deciding to devote a few minutes to tapping every day for a month, you will make tremendous progress. Soon you will realize that you are in the extremely powerful position of choosing how you wish to respond to the events that transpire in your life. You will no longer be a slave to the emotions that arise seemingly out of nowhere on their own. From this perspective, you will have more power to choose the life experiences you desire. The power to achieve the life of your dreams really is right in your fingertips!

789

I sincerely hope that you have benefitted from the information I have presented in this book. The tools I have shared with you here—the journal exercises, the weekly planner, and EFT—are tools I have used to find peace, joy, and satisfaction in my life. I feel confident that they can help anyone who seeks these things as well.

If you are at all hesitant about using any of these tools, or about your ability to use them successfully, consider getting help. Information about using EFT on your own is available at [www.AcademicSuccessForAll.com](http://www.AcademicSuccessForAll.com). If you find you resist taking the actions suggested in this book, consider contacting me as your next step in your journey towards achieving the goals you desire.

As a young adult, I frequently found it hard to believe that life could ever be anything more than an ongoing series of disappointments. As I explored my past, I found I had good reason to have to this belief, and numerous others that prevented me from achieving my dreams. Now I know different. EFT can help you too. I urge you to *try it on everything*.

Here's to your lasting success!

Sample Weekly Planner

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							

# *EFT Tapping Points*

