

ENERGY PSYCHOLOGY IN THE CLASSROOM TO REDUCE EARLY SCHOOL LEAVING

According to research, these are the most common factors for students to drop out of school:

- **Family influences:** parents who only went to school for a few years, older siblings who left school, family not supportive, parents divorced, domestic violence...
- **Economic reasons:** students who have to work to support themselves or their families.
- **Getting married or having children** at a young age.
- **Social reasons:** having friends who do not believe in education or even left school early.
- **Use of drugs:** smoking, alcohol or stronger drugs.
- **Learning difficulties:** some students have difficulties to learn and pass exams and they do not believe they can do well at school. They therefore prefer to give up education.
- **Lack of motivation.** They do not like what they are taught at school and they do not think education is important.
- **Other emotional reasons:** depression, anxiety, eating disorders, anger, low self esteem, sleep deprivation, Past Traumatic Stress Disorder (PTSD), being teased or bullied at school...

Note: While it is understandable that most teachers will pay more attention to loud, problematic students, it is very important to also pay attention to quiet children who could be suffering in silence and end up leaving school early.

How can teachers prevent early school leaving through EFT (Emotional Freedom Techniques)?

IMPORTANT: According to national and school policies, teachers might be required to ask for permission or at least notify the work they are doing to the students' families and/or the appropriate authorities .

1. Teachers can do **EFT on themselves** to overcome negative emotions due to behaviour problems in the classroom: anger, stress, frustration, lack of motivation, helplessness, sadness, impotence.... As well as on physical problems. This will have a direct impact on students attitude towards learning and school attendance.
2. They can do **EFT with the whole classroom** to reduce levels of stress, fear about exams, aggressive behaviour, lack of co-operation with their peers... It is advisable to do it at the beginning of the school day and before exams.
3. They can do **EFT individually to open-minded students** who show enough maturity and understanding to practice energy psychology. Ideally these students would act as peer coaches or role models to other students. This work would need to be done outside the classroom and without physically touching the students: the teacher would do EFT on him/herself and the student would copy it. They could help them resolve any emotional or physical problems the students might have, as well as getting rid of limiting beliefs towards their school performance.
Note: Students do not need to believe in order for energy psychology to have a strong effect on them.
4. They can do **distance EFT** on the students. This will can enormously help those students who are not willing or able to do EFT on themselves.
5. Teacher can **notify the parents** or educators of these children so they can be supportive of this work and they could even practice it themselves with the students.
6. They could also involve **other professionals** who might be working with those children (support teachers, school counselors, psychologists, social workers...) for a more effective multidisciplinary approach.
7. Teachers could also make use of any other **energy psychology techniques and therapies** that could help in the classroom.