



HOW TO BEAT PART 2/3 & STANDARDS CHECK NERVES AND ANXIETY

DIANE HALL DVSA(ADI), TFT-ADVANCED



Your Part two, three, or Standards Check is fast approaching. You've spent hard earned money on training. Perhaps your head has been buried in training materials, courses, videos etc, for weeks.

The big arrives and you feel.... calm, relaxed, confident, excited, in control, can't wait to prove yourself... or a bag of nerves, feeling sick, stressed, intimidated, knowing that your whole career rides on that one hour with the examiner sat in the back watching your every move and judging you!

Good training is essential, but if you go to pieces on the day of your test, than all that time, effort and money has gone to waste!

This eBook contains a range of exercises and techniques, some of which are unique to L of a way 2 Pass, and they will all help you to perform at your best on your part 2, 3, or Standards Check

Would you like to control your emotions, rather than your emotions controlling you?

When I was taking my 'A' levels I remember the feeling of tightness in my chest, butterflies in my tummy and sweaty palms as if it were yesterday... and that was a long time ago! A lucky few will never experience these feelings; how I envy those people! However, for the majority of us though, the thought of exams of any sort fills us with dread, and if you are in this majority, when in a test situation you can often picture all the things that can or will go wrong. We feel sorry for our learners when they experience nerves, and although it's not nice, they can take their test as many times as they need to pass. However for us, we have three strikes and that's it: END OF OUR CAREER if we don't pass part 2/3/SC by the third attempt. How good would it feel to be able to picture yourself performing with confidence and passing your Part 2, 3 or Standards Check with flying colours?

There are many techniques in this eBook, all with the same aim: to give you control over your emotions rather than your emotions controlling you.

- **PAGE 5: Understanding how our mind works & The ABC Technique:** by understanding what is happening when we experience stress, you will gain a further understanding into how our **The ABC Technique:** will benefit both you and your pupils. This technique has been developed by us and is unique to L of a way 2 Pass. This is incredibly powerful and shows you how you can control your language so you are in control of your emotions, and not the other way around
- **PAGE 13: Thought Field Therapy (TFT):** an amazing technique that can be used to reduce and often eliminate all manner of emotions and replace with increased confidence and self esteem.
- **PAGE 21: Neuro Linguistic Programming (NLP):** powerful visualisation techniques to help you and your pupils visualise performing at your best.
- **PAGE 26: How to use with your pupils:** These techniques are just as effective for helping your pupils to control test nerves and driving anxiety as they are for you on Part 2/3 or Standards Check. This section gives you advice on using the techniques with your pupils.
- **PAGE 27: Additional resources for instructors**

‘Choose’ the emotion that you want for your test!

Several years ago, Dr. Candace Pert discovered what she termed ‘*molecules of emotion*’. Simply put, she found that we all have ‘docking stations’ in our bodies which can receive various chemicals. We may decide to use external or ‘exogenous’ substances such as drugs which attach themselves to these docking stations (in my case lots of coffee!) However, what is amazing is that we can produce our very own ‘happy chemicals’, such as serotonin, or endorphins. The good news is that every time that you have happy or positive thoughts, this strengthens the neural pathways in the brain that are associated with pleasure, and therefore reinforces the ‘happy chemicals’ in your body.

Whenever you think of your Part 2, 3 or Standards Check in a bad light, such as saying to yourself: ‘I know that I’m going to fail’, this is certainly not helping to strengthen the neural pathways that you want! People are often quite negative in their outlook; how often do parents say things like ‘*don’t spill your drink*’ rather than things such as ‘*keep your cup upright*’. It is easy to talk in negatives rather than positives. The number of times I’ve trained instructors and heard them say to a pupil ‘*don’t look at the gear lever*’, rather than something positive like ‘*what would be the benefit of checking your mirror when changing gear?*’, thus prompting the pupil to self analyse that a mirror check may be beneficial, as a gear change is often related to a change in speed. The brain doesn’t work in negatives, so if you say ‘*don’t look at the gear lever*’, the pupil has to think of looking at the gear lever, to then process the thought of not looking at it! The analogy I often use is that you can tell a dog ‘sit’, but you can’t say to a dog ‘don’t sit’! Likewise, for your part 2,3 or Standards Check, if you keep ‘picturing’ it in a bad light, in effect, you are ‘programming’ yourself for failure.

Body builders don’t go to bed skinny one night and wake up with bulging muscles the next morning; they have to train to get their desired physique, and it’s the same with your brain. The more that you ‘train’ your mind to have positive thoughts, the easier it will become. All of the techniques that you will find in this ebook will help you to ‘train your brain’, so you have control over your emotions, rather than your emotions controlling you!

Are you ready to take your Part 2, 3 or Standards Check?

Take a few moments to think about taking your Part 2, 3 or Standards Check. Imagine that you are sitting in the test centre waiting for the examiner to come out and call your name. Write down the thoughts as soon as they come into your head. This is a useful exercise because it will allow you to get to the bottom of the emotional challenges that you will face on the day.

Now you have written down all the emotions that you are feeling, you need to analyse them. This is important, because you need to know whether the emotions that you are feeling are because you are

nervous, or because you aren't ready for the test and your emotions are trying to tell you something. If you feel that this is the case, then you need to make sure that you and your trainer/coach genuinely feel that you are ready for your Part 2, 3 or Standards Check. Remember, this eBook is about banishing unnecessary nerves and stress to help you pass your tests stress free, not about preparing you for Part 2, 3 or Standards Check. If you can visualise your test in a good light and see yourself passing, then there's nothing to worry about, and you will find that the exercises in this eBook and our Driving Instructor online course will help you immensely. If, after analysing your emotions, you still have that nagging doubt, then you can be sure that your emotions are trying to tell you something.

**Just remember, if you can perform well whilst with your trainer/coach,
or with your pupils, then there is no reason why you can't do the
same on your Part 2, 3 or Standards Check.**



Understanding how your mind works

After many years of studying human behaviour from countless therapy sessions and learner drivers, we developed **The ABC Technique**, a powerful psychological intervention to help learners combat everything from fear of particular situations such as roundabouts, hill starts, busy junctions, feeling intimidated by other road users, right through to test day nerves. In therapy work, it is also highly effective in a range of phobic issues, such as profound driving anxiety. This has proved so incredibly effective that it is now incorporated into our online courses and this How to beat part 2/3/Standards Check eBook as a tool to aid PDIs preparing for Part 2/3 and ADIs for their Standards Checks.

The ABC Technique works by understanding how our emotions are affected by our language, and how by controlling our language, and by that, I mean our self-talk, internal dialogue, and even what we say to other people, we can control our emotions. How many pupils say things like 'I hate hill starts, they scare me', and then end up stalling or rolling back as they are so focused on their negative emotion? This technique will help you, and your pupils to control this negative self-talk.

To understand how and why it works, it's helpful to know what happens in our brains when we are in a stressful situation

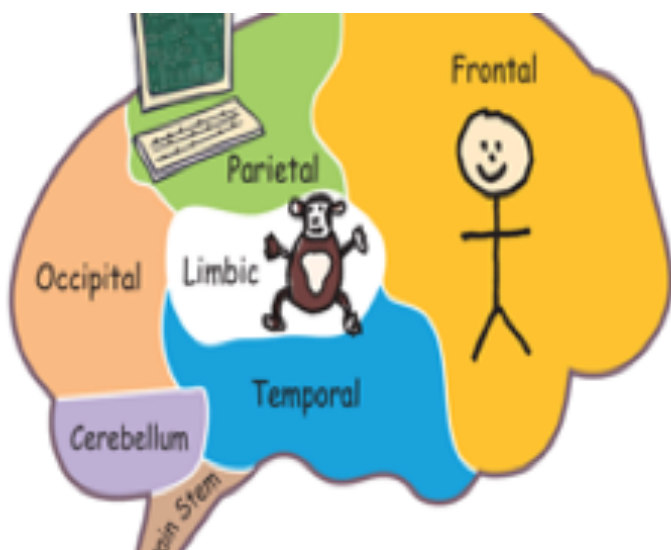
Just think of your part 2/3/SC for a moment. Do you feel nervous? Does the thought of your Standards Check MAKE you feel nervous or is it your CHOICE to feel that way, and most importantly, would you like to CHOOSE how you feel? Imagine that THAT letter has arrived, 'inviting' you to your Standards Check, for many it's a feeling of dread & sleepless nights.

A typical response is that you give yourself a 'good talking to'. You may say things like, *'It's only a test, I must keep calm, it's all in my head, I'm being irrational, pull yourself together, I must stop panicking'*. Such statements are called '**Protective Measures**' and we use them in an attempt to calm ourselves and to try to rationalise the situation and our emotions.

The second typical response is that you go into denial! You shut the letter, and your emotions, in a drawer to try & forget about it, BUT then the day of your Standards Check gets closer and closer and the anxiety gets more and more.

Do either of these methods work? Of course not, for the simple reasons that you can't beat your emotions into submission by will power, or by ignoring them and hoping they will go away! We all need methods to calm our emotions, so we can think rationally, and for that we first need to know how our brain works...

Professor Steve Peters wrote the wonderful book, *The Chimp Paradox* and I'm using his brilliant analogy to give a brief overview of how our brains work, in order to explain why **The ABC Technique** is so powerful and effective. I'm not a brain scientist, so this is very basic!



FRONTAL LOBE (HUMAN)

The humanistic, rational, logical, thinking part of the brain that is 'you'

LIMBIC SYSTEM (CHIMP)

Comprises of Thalamus, Hypothalamus, Hippocampus & AMGYDALA – this is the part we are interested in as it's responsible for fear and anxiety. The limbic system or Chimp is the emotional part of our brains. We experience emotions 5 times faster than logic!

PARIETAL LOBE (COMPUTER)

Long term memories are stored here, and accessed by us (our Human) and our Chimp from information put there by us and our Chimps!

What happens when we receive our Standards Check letter?

Because our Chimp is FASTER it gets to the computer first! It acts on what it BELIEVES is true and goes searching through our computer for evidence to support that belief; such things as:

Standards Checks are scary, I hate being watched, I'm awful at exams, I feel intimidated...

I'm sure you can add to the list! If we can't stop our Chimp, our bodies will flood with lots of stress hormones, such as cortisol and adrenalin which are responsible for Fight, Flight, Freeze!

So, what's happening in YOUR brain at the thought of your SC? If you're calm & thinking rationally, you may thoughts like 'well I'm not keen, but I can do this, it's only another lesson, I've passed my part 3 etc.' But, if your Chimp takes over, it will search through the files in your computer for any evidence to support why it should go into panic and set off a cascade of negative hormones and emotions!

At which point your Chimp is in control and rational thinking goes out of the window! The question is then, can we control our Chimps? The answer is an emphatic yes, by the power of language. Our language creates feelings and emotions, and pictures in our minds, creating our behaviours and traits, and ultimately determines whether we act on our Chimps' commands or our Human commands!

You can let your Chimp take over, along with all its anxiety becoming hostage to your emotions!

OR

Use positive language & pictures to support and soothe your Chimp, enabling you to think calmly, logically & rationally!

It's easy to say that, but in reality, it can be very difficult to create positive language and images when you are overtaken by anxiety, and this is why we developed **The ABC Technique**. I'm going to give you an example of how I used it with one of my pupils, why it works and then how to use it. If you skip this section and go straight to the How to use it, I promise it won't be as effective, as you really have to understand what's happening in your brain, and how it works!

Pupil Example

Jade came to me having failed her test, and in need of help. She knew she could drive, but had a major issue with large, multilane roundabouts, and every time she approached one, she panicked. Her previous instructor was great and he recommended to her to me as in his words: *'I don't know what else to do with her, it's not her drive, it's her head!'* In our first conversation Jade said: *'I failed my test at a big roundabout & I KNOW it's going to be the same on my next test. I hate them, they really scare me, I always panic, my mind goes totally blank and I forget everything'*. Her self-talk generated **Anticipatory Anxiety** (the fear of the fear), her negative phobic language and fearful images just kept increasing, producing high levels of cortisol and adrenalin, creating a vicious circle of anxiety. Every time she approached a large roundabout, her Chimp was preparing to start the adrenalin rush, sending her into fight, flight or freeze.

Have you ever had a pupil so nervous that they said their heart was racing, they wanted to run away, or just froze and their mind went blank? This is how Jade felt about large roundabouts. I asked her to describe in detail what happened when the examiner asked her to turn right at the next roundabout on her test. I recorded this and am producing it here with her permission, because if you have never experienced extreme anxiety yourself, it's hard to imagine what is happening inside someone's head. I hope this gives you more understanding and realisation of how debilitating anxiety can be. These are her exact words:

'As soon as I heard the words 'at the roundabout turn right third exit', I started to feel a bit panicky because it's more of a challenge to turn right, and I'm not a fan of roundabouts at the best of times, then I realised it's the one I really hate. I started to have that overwhelming feeling of dread, and all I could picture was stalling or pulling out on someone and I kept saying to myself I'm going to mess this up, I know I am. I started to really panic, I just couldn't think straight, but I was still trying to keep in control, but I couldn't concentrate on what was around me. As I got closer, my heart started racing, I had to ask twice which way I was going, but I still couldn't remember what the examiner said. When I got to the roundabout I was in the right lane with my right signal on, but I was in such a state I just turned left. It was awful. Afterwards I felt so stupid and pathetic. I'm so angry with myself; I've wasted all this money because I'm useless'.

This reaction is all too common when people suffer anxiety, but why does this happen? It was evident that when Jade's Chimp takes over, the only picture in her mind is fear, she can't remember which way she is meant to turn, and nothing you or examiner says will get through to her.

So why do pupils ‘zone out’ and not hear what we say?

Does it feel like sometimes what you say ‘*goes in one ear and out the other*’? How often have you told a pupil to turn a particular way and they ask you several times which way they are going, even though they have looked left, signalled left and are in the left lane?

This is called **Auditory Exclusion**, known as the McGury effect. In stressful situations, your brain only gives you the information it deems important. Priority is given to visual information over auditory information, and this can have a profound effect on hearing levels, as you may have witnessed with your pupils!

If your pupils are only hearing and seeing what their Chimp has created, until their Chimp is calmed nothing else is getting in - including your voice!

How changing her language was LIFE CHANGING for Jade! With a little more prompting she went on to say: ‘*Big roundabouts make me feel really uncomfortable, but that’s ok, it’s normal to feel like that, everyone feels uncomfortable about stressful situations*’. This is the first part of **The ABC Technique**: to **Acknowledge** and **Accept** how you’re feeling. By acknowledging & accepting the emotion, Jade soothed not fought her Chimp!

However, this isn’t nearly enough to appease the Chimp! It will try to fight back, so you need an additional strategy and this is the second part of **The ABC Technique**. The words **But** and **Because** can be incredibly powerful. After acknowledging how you feel, using the word **But** causes your Chimp to stop & wait for what comes next. Jade went on to say: ‘*But, actually, I really am going to be ok, I’m going to be fine*’, and then ‘**Because**...’. What is important here is to find your own personal ‘Because’ for the situation you are dealing with. This is how Jade changed her language, with her own personal ‘because’!

‘*Big roundabouts make me feel really **uncomfortable**, but that’s ok, it’s normal to feel like that, everyone feels uncomfortable about stressful situations, **but**, actually, I really am going to be ok, I’m going to be fine, **because** I’ve got Diane here to help me, and she wouldn’t bring me here if she didn’t think I could do it. A roundabout is only another junction and I’ve done loads of roundabouts before, this one’s just a bit busier. This time is different, because I’m not afraid, I’m in control not my Chimp*’.

Now Jade has changed her language, the pictures in her head have changed from scary fearful ones, to ones where she can be confident & in control, and therefore the third part of **The ABC Technique** is to confirm by facing what scares her that the **Acknowledge & Accept**, and **But & Because** now produces a **Calm & Controlled** Chimp!

What happened when we got to the roundabout she failed her test on?

Instead of going into blind panic, Jade was in control, not her Chimp! She wasn't producing high levels of adrenalin & cortisol, so she could think clearly, logically, calmly & rationally, resulting in her saying afterwards: *'I don't know what I was getting myself so worked up about, I used to dread roundabouts, but they're not that bad reallywhen you think about it!'*

Reading how to do this, what's happening in your brain, the 'science' behind it all seems lengthy, however Jade and I took no more than ten minutes to work through the whole technique. Compare that to how many more 'normal' driving lessons she would have taken to try to get her calm and rational at roundabouts. She only had three more lessons before her next test, and each lesson we discussed what may cause her to become anxious and we mind mapped all of these. For every 'Because' that she used, her Chimp accepted that the logic file is far stronger than the emotional file, so therefore, it was happy and soothed, allowing her to stay calm and in control, and happily she passed her test, even though she had to do THAT roundabout!

Although the technique itself is simple to use and highly effective, don't be fooled into thinking it is simplistic! I've given you a brief overview of it, but for those instructors that want the 'Deep Dive' into the rabbit hole that is our mind, there is a section in the **Driving Instructor online course** which goes into much more detail about the **Science behind Phobic Self Talk**. (More information about our online courses are available at the end of this eBook).

Who would have thought that words could have such a profound effect?

How to use **The ABC Technique**

When you start to get a negative emotion such as nerves, panic, anxiety, intimidation, you already know that will power does not work, so you can't fight or control your chimp, but you CAN nurture it and then manage it!

A

Acknowledge & Accept whatever emotion you're feeling. Using the word 'uncomfortable' is much less emotive to your Chimp: 'I'm feeling really uncomfortable, but it's normal to feel uncomfortable about stressful situations

B

But, I really am going to be ok, I'm going to be fine Because..." and then find your own personal Because, which must be powerful and meaningful if it is to calm your Chimp

C

By using these strategies, you have soothed and not tried to beat your emotions into submission, therefore your Chimp is Calmed

When to use the ABC Technique

If you have watched the **Combatting Part 2/3 and Standards Check Nerves** section in the **Driving Instructor online course**, you will already have your lists! If not, here is what you need to do.

1. If you've failed a part 2/3/SC think about all the emotions that you felt afterwards, and perhaps still feel! Take yourself back to the moment and experience all the emotions again as if it had just happened. Make a list of all these emotions, rating each of them on a scale of 1-10 where 10 is the worst emotion imaginable. If you've never failed a test, move onto the next exercise
2. Think about your forthcoming part 2/3/SC. Imagine it's the morning of the test, you're sat in the test centre & the examiner calls your name. Make the image as realistic as possible, and then list all the emotions that you are feeling, rating each of them 1-10 as you did with the previous list.

3. Now, if you had the power to 'choose' how you felt on the test, what would you choose to feel. Imagine again, that you are at the test centre and the examiner calls your name, but this time you feel totally in control of your emotions, what emotions would you be feeling? Write a list of the emotions you would like to experience if you could choose.

You can then use **The ABC Technique** for each item on your list. Make sure you write down (or record on your phone) all the BECAUSES you can think of, and make them powerful & meaningful otherwise they won't soothe your Chimp!

Update your list regularly & remember you can remove items from it as well as adding them!

How do you know when to remove them? When you can think of them calm & rationally and your Chimp no longer panics.

Just as **The ABC Technique** is incredibly effective at raising your awareness of how your self talk can adversely affect you, and how by simply changing your language, you can change your emotion. the next technique, Thought Field Therapy (TFT), is a brilliant method to quickly combat a range of emotions. You can use either techniques or both of them! I tend to find that my pupils like to use the TFT to initially reduce an emotion, and then use **The ABC Technique** regularly to make sure they change their self talk permanently!



Thought Field Therapy (TFT)

Don't let previous failed tests or bad performance influence your next test...

Have you heard the expression: 'be careful what you wish for because it may come true'? Put another way, this translates as 'you get more of what you focus on'. If you have already failed a Part 2, 3 or Standards Check, it can be difficult to be positive about the next one because you keep running through everything that you previously failed on. This makes it more likely that you will fail, or perform badly again, because the more that you think about what went wrong previously, the more you are telling your unconscious mind that that's what you want to happen again. In effect, you are programming your subconscious mind for failure.

Whilst it's good to learn from previous failed attempts and to take on board the information, thinking about it can often carry a high emotional charge. Therefore, what you need to be able to do is to analyse what went wrong previously in an emotionally detached fashion so you can prevent it from happening again. The exercise that you are going to use now is amazingly effective. It will allow you to think about aspects of previous tests without any emotional baggage, almost as if it had happened to someone else. The benefit of this is twofold: firstly you can analyse the data in a detached fashion, almost as if it had happened to someone else; and secondly, you will be able to take your next test with a clean emotional slate, rather like clearing the inbox on your email. You can then use it to take away the anxiety for your forthcoming test

Before I published the original L of a way 2 Pass book in 2008, I spent 18 months researching all manner of psychological interventions to help alleviate nerves & anxiety. Everything from hypnotherapy, to CBT. I found Thought Field Therapy to be truly amazing. At first I was highly skeptical (and I expect anyone reading this to be skeptical too!). When it worked on the first pupil I tried it on for fear of driving at anything over 30mph along with a refusal to go on dual carriageways, I was astounded that it worked. I had spent over ten hours trying to get her to increase speed, but her anxiety just got the better of her. It took just five minutes of using the Thought Field Therapy to rid her of the anxiety, and within ten minutes she was driving at 60mph on the dual carriageway. Since 2008 I have used it countless times for dual carriageway and motorway anxiety, sometimes for older people who are forced to drive when their partner can't and they aren't used to the faster roads. You will find lots of videos on www.Lofaway2pass.com showing people successfully and calmly driving on motorways who were previously afraid to do so.

I'm frequently asked, 'How does it work', and my reply is, 'Very well thank you'. Somewhat flippant, but it's actually faster to do the technique than it is to explain how it works! Below is information taken from the Callahan Techniques TFT website. My qualification is TFT-Advanced, which means I trained to the advanced level in Callahan Techniques Thought Field Therapy,

"Thought Field Therapy (TFT) provides a code to nature's healing system. When applied to problems, TFT solves the fundamental causes, balancing the body's energy system and eliminates most negative emotions... within minutes.

TFT tapping is a brief, effective psychotherapy for the rapid and natural healing of negative emotions and psychological problems. Thought Field Therapy uses nature's therapeutic system to balance the bodies energy system promoting natural healing and improved mental health.

Callahan Techniques® Thought Field Therapy is a natural, drug-free approach with rapid results that can be documented with Heart Rate Variability measurements. Callahan Techniques® training is offered to professionals in the energy healing and alternative medicine as well as traditional healthcare fields"

<http://www.rogercallahan.com/kosovo.php>

<http://www.rogercallahan.com/nairobi-atft.php>

The links above are from Kosovo and Nairobi and show how TFT helped with PTSD. If it can help to such an extent in war torn countries, imagine what it can do for our test nerves!

Thought Field Therapy is demonstrated in the Driving Test Nerves online course, (free with the Driving Instructor online course) along with a 'real life' example of how one of my pupils used it who was scared of driving and of dual carriageways in particular. You can follow her progress from first explaining how she felt about driving, through to her successfully driving on the dual carriageway with greatly reduced anxiety.

I'm first going to explain about Psychological Reversal, and a method to combat it that takes less than ten seconds and has the added advantage of stopping your pupils muddling up left and right! Please make sure you read ALL THE WAY THROUGH to the end of the exercises before trying them, to make sure you get the most benefit from them!

Staying out of Psychological Reversal

Psychological Reversal (PR) is an extremely important factor in Thought Field Therapy. It can block the effects of an otherwise successful therapy and can cause people to become self-defeating and negative. Self-sabotage is the result. When you are psychologically reversed, your actions and feelings can run contrary to what you want to do and how you want to feel.

It is essential to keep yourself out of Psychological Reversal. The correction for PR is simple. **Tap the side of your hand where you would perform a karate chop 10 or so times, then tap under your nose, then tap the side of the other hand.** (these points are shown in the diagram on the next page. Make sure you do this several times a day

**If your pupils get their lefts and rights muddled up, get them to try this...
you'll both be amazed how effective it is!**

Specific Psychological Reversal

It is possible to be reversed in one specific area or thought. Even though you want to be confident, psychologically you may be sabotaging your efforts. Out of all the TFT exercises, this is the easiest, and the most important. If you don't do this exercise, you may talk yourself out of trying the other exercises and sabotage your efforts to combat your negative emotions. By completing this exercise, you will ensure that you stay focused and positive.

It's very simple. Choose a phrase that sums up how you want to feel. It could be 'I want to take my Standards Check with confidence', or whatever is relevant to you. Every day, tap the side of your hand (either hand) and say:

I want to take my Standards Check with confidence

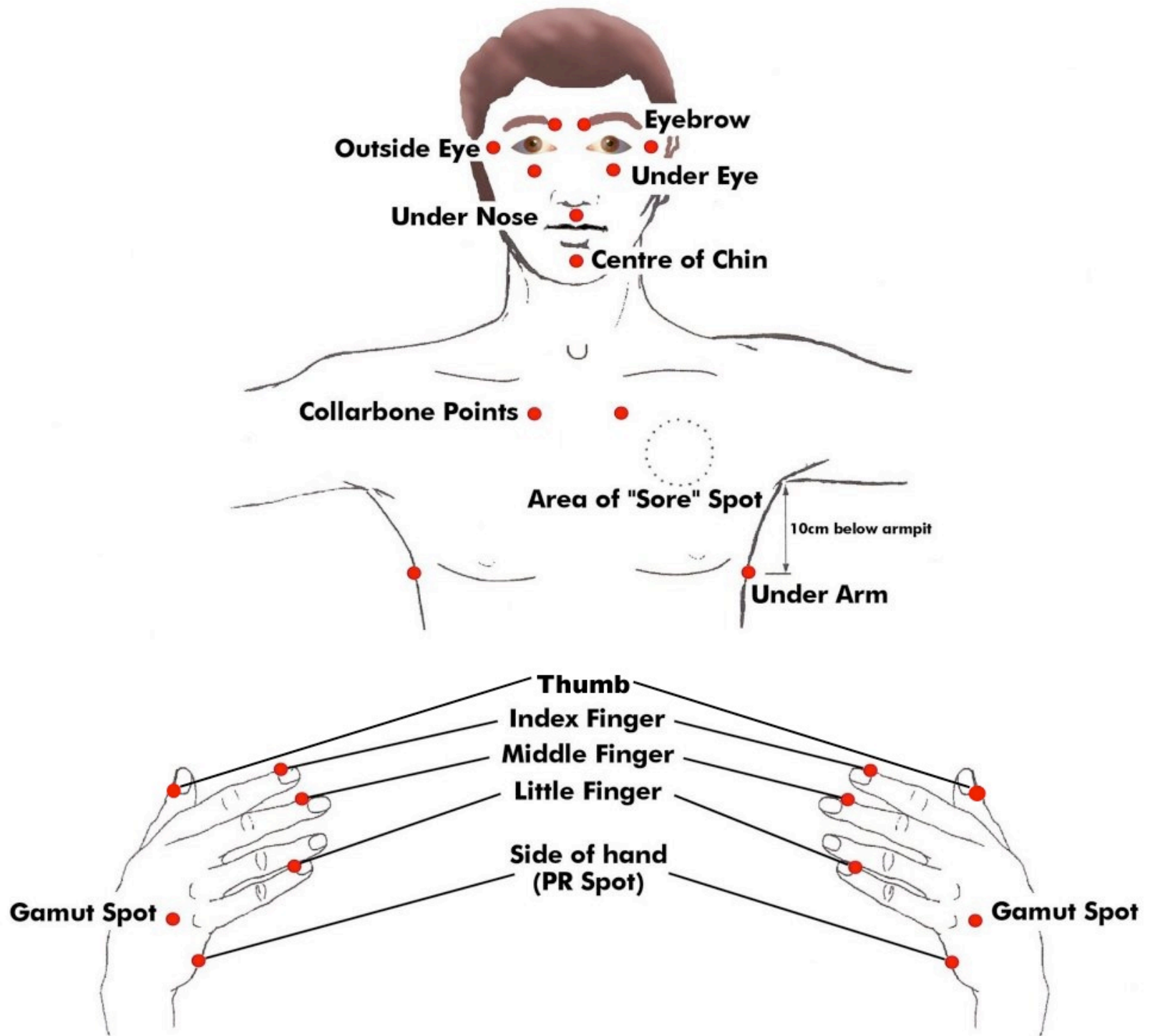
I want to take my Standards Check with complete confidence

I will take my Standards Check with confidence

I will take my Standards Check with complete confidence

If you say your phrase before any of the following TFT exercises, you will find it even more effective!

TFT Treatment Points chart



Thought Field Therapy in action

TFT is extremely effective and you will find that the issues you want to resolve will be easily achieved using TFT. There are different acupressure points on your body, and tapping each of these has a different effect. Therefore, it's important to get the best results that you tap the correct points in the correct order. Rather like cooking, you have to have the basic ingredients and use them in the correct order otherwise the result is not very good!

You will be asked to tap several of the following places on your body, and in differing orders. These sequences have been formulated over many years and have been found to be the most effective; therefore, it's important that you follow them accurately. When asked to do so, you tap each point about 5-10 times with two fingers.

You may find that you experience different emotions at different times. The best way to use TFT is to eliminate existing emotions, and put in place the new beneficial emotion that you want to experience. Eg. Eliminate anger/frustration/upset from previous failed test, or nerves and anxiety for forthcoming test, and replace with motivation, and peak performance etc. Here are the acupressure points, with a diagram on the next page:

Eyebrow: At the beginning of the eyebrow, just above the bridge of nose.

Under eye: About 2cm below the bottom of the eyeball, at the bottom centre of the bony part, high on the cheek.

Collarbone: About 2cm down and to the left or right of where you would knot a tie.

Under arm: About 10cm directly below the armpit on the ribs.

Little finger: Inside tip of the little finger, adjacent to the nail, and on the side closest to the thumb.

Middle finger: Inside tip of the middle finger, adjacent to the nail, and on the side closest to the thumb.

Index finger: Inside tip of the index finger, adjacent to the nail, and on the side closest to the thumb.
Under nose: Under your nose, above the top lip.

Outside of hand: Outside edge of the hand, about midway between the wrist and the base of the little finger, the part of the hand that you would use for a karate chop.

Gamut spot: On the back of the hand about 2cm below the raised knuckles of the ring finger and little finger when making a fist.

Now you are familiar with the tapping points, below are the sequences that you need to use for each issue. Remember, some of the actions that you are asked to perform may seem a little odd, but it's important that you follow them accurately, as they have been discovered after many years of clinical research and each are relevant. Remember, this is also fully demonstrated in the Driving Instructor online course.

Eliminating past trauma or upset

Eyebrow, Under Eye, Under Arm, Collarbone

Anxiety, nerves, stress, panic, worry, fear

Under Eye, Under Arm, Collarbone

Visualisation for Peak Performance

Under Arm, Collarbone

Intimidation, such as feeling intimidated by the examiner or the situation

Eyebrow, Under Eye, Under Nose, Collarbone, Little finger

Guilt, such as feeling that you have let people down if you have failed

Index finger, Collarbone

Anger

Little Finger, Collarbone

Frustration

Outside of Eye, Little Finger, Middle Finger

Embarrassment

Under Nose

Enhancement of Motivation

Under Eye, Collarbone, Under Eye

When you have decided from the above list which emotion you wish to work on, carry out the exercise on the next page. You can follow the demonstration from the online course, or if not, I suggest you voice record it or video it on your phone, as this will ensure that you remain in the 'Thought Field' whilst doing the exercise making it as effective as possible. Below are all the tapping points that are used in TFT.

To get the most benefit from the TFT exercise on the next pages, you must really concentrate on how you are feeling, and try to get the emotion as strong as possible, and then make sure you choose the correct sequence for this emotion. So it's no use doing the sequence for frustration when you are feeling intimidated, or doing it when you are thinking of what you're going to have for dinner

The TFT does seem very bizarre and I was incredibly skeptical at first, but having used it for so many learner drivers and fellow instructors over the years, I am constantly amazed at how very effective it is.

Make sure you do the exercise for psychological reversal EVERY day. I've put it in again below as a reminder. My pupils do their 'tapping' now as part of their cockpit drill, especially the ones who are prone to muddling up left and right!

If you have pupils that muddle up left and right, or have difficulty with sequencing issues, or you go upstairs and wonder what you went up there for, then try this exercise. See how many pupils this works with to stop them muddling left and right. I promise you will be amazed! Tap each point 5-10 times and doesn't matter which hand you start with:

Tap side of hand, under nose, side of other hand.

REMEMBER: YOU MUST BE THINKING OF AND EXPERIENCING THE EMOTION THAT YOU WANT TO GET RID OF AND YOU MUST USE THE CORRECT TAPPING SEQUENCE FOR THAT EMOTION!

You will find that after a few times of using these techniques they will become quite natural to you. Please don't be tempted to skip any of the exercise; remember that doing these exercises will help you to overcome negative emotions.

1. Tap the side of one hand, under your nose, and then side of other hand. (This will ensure that you are not in Psychological Reversal EXPLAINED PREVIOUSLY). Think of the issue/emotion that you want to work on and feel as much discomfort as you can. In your mind, rate your discomfort on a scale of 1 to 10 with a score of 10 being the highest degree of discomfort. When you feel that your anxiety (or the problem you are working on) is at a peak, begin Step 2.

2. Use the relevant tapping sequence from the previous page for the emotion that you want to work on. Using two finger tips, tap solidly several times on each of the treatment points.

3. Keep your head still, and tap the 'gamut spot' whilst doing the following: Close your eyes

Open your eyes

Look down and to the right, eyes back to centre

Look down and to the left, eyes back to centre

Roll your eyes in a circle one way and then in the opposite direction

Hum a few notes of any tune

Count to five

Hum a few notes of any tune

Repeat step 2 (the tapping sequence for the issue you're working on)

4. You may find that the emotion has already been eliminated, or greatly reduced. Keep repeating steps 2 and 3 until you feel that the emotion is eliminated or at a manageable level.

5. Floor to ceiling Eye Roll. Start tapping the gamut spot. Hold your head facing forward and still. Now, without moving your head, use your eyes to look down toward the floor and then, gradually, to the count of 6 or 7, vertically raise your eyes until looking at the ceiling, all the while tapping the gamut spot.

Neuro Linguistic Programming & other exercises

NLP has been used successfully now for many years, in business and to a greater extent for sports men and women to visualise 'peak performance'. In my course, Fast Track 2 a Pass, I suggest that pupils watch their instructor do a demonstration (perhaps of a manoeuvre), maybe even videoing it on their phone, and then watching it through several times before the next lesson, and then 'visualising' themselves as their instructor. For it to be most effective, you really need to make the visualisation as realistic as possible. You can tell which pupils have done this, as on the next lesson the improvement in the skill is tangible.

I also ask my pupils when they are starting to learn to drive, to sit at home on the sofa and practice moving off and stopping, which helps them to remember the sequence of what to do, and also learning the coordination of movements (clutch in, into first gear etc). Some people call this 'muscle memory', Technically speaking, there is no such thing, as our muscles don't have brain cells; "the processes that are important for learning and memory of new skills occur mainly in the brain, not in the muscles," (Ainslie Johnstone, a neuroscientist at Oxford University). The parts of your brain responsible for repetitive movement, mainly the motor cortex, develop stronger connections between neurons, and it's these connections that make the memory better and easier to access, so perhaps it should really be called something along the lines of 'behavioural cognition', but hey, 'muscle memory' works for me!

So how does this help you? Well, you certainly don't need 'muscle memory' for your part 2/3 or Standards Check, but it does show how effective visualisation can be, when done properly, and as if the event is 'real'. When you use NLP, you have to make the visualisation as strong and as powerful as possible.

Over many years of using NLP, I've had various responses. Many people say that they can't visualise, but when I ask them to tell me the colour of their front door, or describe their holiday, they are immediately accessing their parietal lobe (their 'computer') for stored data, and then the Limbic System (their 'Chimp') adds the emotion. so they are 'visualising' the memory, and adding emotion to it. NLP is a great addition to both Thought Field Therapy and the ABC Technique to make strong neural connections, but the ones you want, not the ones you don't want!

NLP Exercise

Your Personal Success Trigger

This effective technique enables you to use skills that you already have and transfer them to performing well on your part 2/3 or Standards Check and passing with confidence.

Close your eyes and remember a time when you felt wonderfully happy, excited and motivated about learning something, and you learned it easily, brilliantly and with confidence. It doesn't matter what the 'something' was – it could be knitting, bricklaying, riding a bike, nuclear physics or history. The important thing is that learning and achieving this skill/subject was rewarding and made you feel happy and successful.

See what you saw, feel what you felt, hear what you heard. Look at the picture of this memory in your mind, step into the memory and re-live it as if you were there now. Recall the satisfaction and curiosity you felt when you were going through this learning process successfully – each step taking you nearer to achieving your goal.

1. Make the image into a movie, and make it as bright and bold as you can. Remember any sounds, smells and feelings associated with your memory. Let the strong feelings you had flow through you and intensify them as much as you can.
2. When the feelings are as wonderful as you can possibly recall them, press together your thumb and your middle finger to 'anchor' this feeling. Trigger this 'anchor' several times when you are feeling most happy and motivated in your memory.

Now – before your part 2/3 or Standards Check take some time in a quiet place to:

3. Visualise your happy, motivated, successful, confident self and step in to it.
4. Power up your positive memories by using your 'anchor'.
5. Any time you feel your confidence slip – use the anchor again – you will find that you immediately feel relaxed, happy and ready to succeed!

NLP Exercise

Eliminate self-doubt and increase self-esteem

You can use this powerful technique to improve confidence in any area – this example relates to a Part 3 or Standards Check.

1. Visualise yourself when you're lacking in confidence and doubting your ability such as worried you may not pick up a mistake that your pupil makes, you stumble over your words, forget to agree roles and responsibilities, don't keep control, so the lesson structure falls apart (*or whatever you perceive your own personal 'issue' to be. The ones I've mentioned are the common ones that PDIs and ADIs tell me that they worry about*). Make this image large and bright and colourful and as realistic as possible. Now 'anchor' this by squeezing together your thumb and middle finger on one hand. Then release this trigger.
2. Now, imagine what you would look, feel and sound like if you had achieved your goal in conducting a brilliant lesson; you picked up all your pupils mistakes, what you said was clear, concise, understandable, you had great rapport with your pupil, you agreed and adjusted roles and responsibilities with your pupil throughout, and kept control of the lesson. At the end, the examiner congratulated you on a well executed lesson. Make this image as believable as possible. Make it big, bright, colourful and a 'movie' image if possible. While you are looking at this image add a voice to it which tells you how important this is to you and how much you want it. Now anchor this feeling by squeezing the thumb and middle finger together on **YOUR OTHER HAND**. Then release this trigger.
3. Then, trigger each anchor in turn, swapping between the self-doubting you and the confident you, each time anchoring the feeling with the thumb and middle finger of the appropriate hand. Do this process quickly at least five times in a row. Each time you do it open your eyes for a second.
4. Finally, trigger both anchors at once. You should find that you can no longer get the self-doubt feeling back as this has been cancelled out by the new confident you. Whenever you find self-doubt creeping in, you can use this exercise. I've used it so many times for pupils who are nervous in particular situations such as hill starts, and found it to be incredibly effective.

NLP Exercise

‘Modelling’ your behaviour

If you watch a task being performed correctly, it is much easier to learn to do it yourself. This exercise is designed to enable you to visualise yourself performing to the same standard as your ‘role model’. This is the exercise I mentioned at the start of this section, when I suggest that pupils ‘model’ themselves on their instructor. We all learn from watching, and we can learn ‘error’ as well as correct technique. We only need to see what some pupils drive like when they have been driving with the ‘School of Mum and Dad’, or a poor instructor; not nice to say of our fellow ADIs, but I think all of us have taken pupils on who have not been taught to the DVSA standard. So, for this exercise it’s important to choose as your role model someone who you not only admire, but someone who is a competent instructor.

If you’re doing part 3, then you will already have a trainer, and hopefully this is a person you admire for their own ability as a trainer or instructor, so you could ‘model’ yourselves on them; the same if you’re working with a trainer for your Standards Check. If you don’t have a trainer, it may be possible to sit in on a few lessons with another ADI who you admire. No one is above a bit of flattery, and if you approached a fellow ADI and asked if you could sit in on a few of their lessons as you admire them as an instructor and would like to pick up some hints from them, I’m sure they would be flattered! When I’ve mentioned this to PDIs in the past, they all think it’s a wonderful idea... but when I’ve mentioned it to ADIs, they often see it as some kind of failure on their part if they have to ask another ADI, someone who is perceived as equal standing to them, to help them out. You could look at it in this way, or you could take the view that being an ADI is quite an insular job, we’re not working in an office watching our fellow office workers on a daily basis do their job; we are out there on our own, and sharing of ideas can benefit us all.

If as an ADI approaching your Standards Check, you either don’t want to work with a trainer, or don’t like the idea of sitting in on another ADI’s lessons, then you can still do this. There are so many great resources for PDIs and ADIs for training for part 3 and Standards Check. I would suggest that you use these resources, and then ‘model’ yourselves on these resources. The exercise below will help you to do this effectively.

This may see like a bizarre idea, but I can tell you from my own experience it is incredibly effective! I used to ride to quite a high standard, and often competed. Every time I went to a demonstration to watch a top show jumper or dressage rider, when I next rode my own horse, I used to ‘pretend’ that I was that top competitor. My own riding ability certainly improved considerably as not only was I was visualising the way that they rode, but also imagining how they ‘felt’ when they rode, and their sense of confidence that they had.

1. Imagine your chosen role model performing in the way that you want to perfect. Make sure that you remember in detail everything that they do. Run through the memory several times until you can remember it perfectly.
2. Imagine yourself as your role model. See what they would see, and feel the same sense of confidence in their ability that they would have.
3. Repeatedly run through this memory in your mind, imagining yourself performing in exactly the same way as your role model. Keep visualising until you can picture yourself performing with the same confidence and ability as your role model.
4. Repeat this exercise as many times as you want, and for as many scenarios as you want, until you can picture yourself performing with as much confidence and competence as your trainer or chosen role model.



L OF
AWAY
2 PASS

Using these techniques with your pupils

The techniques in this eBook are highly effective, and each of them only take a few minutes. As well as for your own tests, you can use them with your pupils during their lesson if you think it will benefit them, for example visualising performing a manoeuvre with confidence; or dealing with a negative emotion such as panic at a hill start or busy junction.

Obviously, not every pupil will require every technique, therefore your knowledge and skills as an instructor can help them to pinpoint the areas that would benefit from specific techniques. Ultimately only your pupil knows the emotions that they are experiencing, however as an experienced ADI, you've no doubt encountered many times the issues that pupils face.

No two pupils are alike, so failing the driving test for one pupil may result in a feeling of upset, sense of failure, followed by embarrassment and guilt at having let themselves down, whereas another pupil will have a totally different reaction of anger directed at themselves (or the examiner!), followed by frustration and impatience as they have to take the test again. The range of techniques is very broad and will deal with any psychological issues that your pupils face.

IMPORTANT TO NOTE:

This eBook does not qualify you as therapist, so be very cautious about offering advice outside your role as an ADI. For example, if your pupil tells you that they had an awful accident and now they suffer PTSD, then it really is outside the area of expertise of most instructors, so please feel free to contact me and we can discuss how best to help your pupil.

But, if your pupil says I hate this roundabout, I get so nervous and I always end up stalling, it's so embarrassing and I get really frustrated, then this is the perfect opportunity to try out the L of a way 2 Pass approach.



Additional Resources

all available at <http://bit.ly/LearnerDriversSupport>

I've been an ADI since 2002 and in that time I've seen the industry progress and change so much; the introduction of Standards Checks, the words 'Coaching' and 'Client Centred' suddenly the new buzz words, and a plethora of CPD workshops came into existence. The definition of Multi Sensory Teaching was no longer 'Shouting at pupils in different tones!' In my opinion, all to the good, if it can help us to help our learners, and ensure that the way to help our nervous learners is not using the phrase 'Pull yourself together!'

As an ADI and therapist, I specialise in controlling the negative emotions that inhibit performance, and helping pupils with dyslexia and/or dyspraxia. Since I wrote L of a way 2 Pass back in 2008, there are now many resources available, some of which are free to download. Please feel free to pass this link onto your pupils where, in addition to resources for instructors, your learners will find eBooks such as How to beat driving test nerves and anxiety, Top Ten reasons for failure and how to avoid them, Learning to drive with dyslexia/dyspraxia, Learning Styles questionnaire, and several online courses.

Our online courses for Learner Drivers

Driving Test Nerves Online course: amazing techniques to enable learners to combat driving anxiety, Test Day Nerves, and sabotaging self talk - we all have learners who tell you how much they 'hate' something, and everything that will go wrong!

Fast Track 2 a Pass: Used along side lessons, helps learners to take more responsibility for their progress, to become safe and responsible drivers with your help.

Learning to drive with dyslexia & dyspraxia: comprehensive advice from Colleen Pearson BA (Hons) (Open), MA (Lit) (Open), PGCE (FE/HE), Advanced CPD Performance Coaching and Mentoring, PG Cert SpLD (AMBDA), PG Cert DCD/Dyspraxia, SpLD APC (Patoss). I taught Colleen to drive, and in addition to being a dyslexia assessor, is dyspraxic herself, and she shares a wealth of knowledge and experience to help you to help your learners.

L of a way 2 Pass Driving Instructor Online Course: includes all of the above courses for you to use with your learners. In addition there is comprehensive information on how our mind's work, how emotions affect us, and techniques to combat your own Standards Check nerves!

1-2-1 Session with an L of a way 2 Pass Driving Test Nerves Specialist

Whether you're a driving instructor looking for help for your pupils or your own part 2/3/SC nerves, our 1-2-1 sessions can help. If you want to combat part 2/3 or Standards Check test nerves, we can help you to control your emotions rather than your emotions controlling you, by our range of techniques, unique to L of a way 2 Pass. Because everyone has different needs, you can choose the session most suitable for you:

30 minutes: get your questions answered about test nerves, along with help and advice for your specific needs, via Facetime/Skype/Phone

90 minutes: this session is ideal for driving instructors to combat their own part 2/3/SC nerves, via Facetime/Skype/Phone/In our fully insured dual-controlled car (or your own car)

Half day (3 hour): you can use the session in several ways: to help combat your own part 2/3/SC nerves, including a 'mock test', bring a pupil along to see these techniques in action, or learn to become a Driving Test Nerves Specialist yourself!

Rescue Training: a 7.5 hour package for those PDIs and ADIs who suffer extreme anxiety, or who are perhaps on their last chance to qualify or remain as an ADI. We bring to the table all our experience of years of therapy into this totally unique course.

L of a way 2 Pass Accredited Instructors

Do you want specialist techniques to help your nervous pupils? How about understanding the issues faced by dyslexic and dyspraxic students and how to combat them? If language affects behaviour and creates driving traits, how can you help to create beneficial language for your students? We know that our pupils have very individual personalities, so how do you deal with a pupil who is driven by a strong emotion? So often we repeat the same things over and over again, but some pupils just don't seem to 'get it': why do pupils process information differently and how can you help them to speed up the process?

You will discover all this and so much more on our L of a way 2 Pass Accredited Instructor half day workshop, All delegates receive a Training Manual, CPD certificate and are featured on the website as Accredited Instructors, and will obviously count towards your CPD.

Please note that this workshop is designed for ADIs and PDIs who have completed their training, not to train you to become a driving instructor!

If you'd like any help or information about the techniques, would like to know more about the 1-2-1 sessions, or just a chat why not contact us at: www.Lofaway2pass.com

Many instructors recommend the products to their pupils and we feel you should get something as a thank you, so you can now sign up as an affiliate (it's free) and if you pass your unique link on to your pupils or fellow instructors, either directly or via facebook, your website etc, you will get a percentage of anything purchased. Happy pupils and happy instructors. For more information visit bit.ly/ADI-Affiliate

There are some great online resources for PDIs and ADIs to help with Part 3 and Standards Checks. Two in particular I can recommend are:

Ged and Claire Wilmot: Aim for A at <https://www.thedrivingacademy.com>.

Lou and Blaine Walsh: Lou has a great group on FB for PDIs (just search Lou's PDI group) and <https://driving-instructor.site>



