

Anne Siret: Today, I have the pleasure and the honor to receive Steve Wells. Good morning, Steve.

Steve Wells: Good morning, Anne. Bonjour everybody. It's lovely to be here.

Anne Siret: It's, it's very, an honor to have you. And you are in Perth and I'm in Sydney. We have two hours difference, but at least I can do an interview on the same day.

Steve Wells: That's right. Well, you could do the same thing with people in France. There's only what 10 hours difference for you or?

Anne Siret: Eight hours when actually, and 10 hours it's the same day but what I want to say is we have the daylight, you know, we are during the, because quite often I'm on nighttime. So why I want to have you here.

And just because you are one of the first yes. I know that you did the first research on EFT with David Lake and on top of that, you were, as a psychologist you were using a lot EFT with children. And not only with children around you as a psychologist and because you work with different department or, or one, I don't remember, but you will explain us department of education, I think.

And but you use EFT as a parent, too. And you, I wanted you here, not only for that, but because when I wanted to do some workshops for children to fight anxiety, you know, you were the only one I found with some works on children, you know, and I remember I did my first workshop in 1915 and I grab what you have like, things like that, some article at this point of time, you have on your website and different things like that.

So please, Steve at least now they know that we will do subtitles and I will try not to interrupt you too much, but I want to explain our origins finally, how you come to EFT and how you, the way you work with children and now I know, you know, you're not working too much with children, but more with I would say with adults and corporate and different kind of things.

And anyway, you're doing a lot of things.

Steve Wells: yes... Yeah. Okay. So well, first of all, I did start out my first real job, I call it real job, you know, before that I had many part-time jobs but my first real job was in education as what's called a guidance officer or school psychologist, you would say. And that was because when I was 17 years old, I, my life was changed because I read a book.

It was a self-help book and it inspired me to pull my finger out and get on track. Whereas I was going down very badly and. And failing and all kinds of things and really feeling a bit down. And so, I was inspired by this and I wanted to help other people, and I decided that I wanted to work in schools.

And so, I spent 10 years in education as a school psychologist. In the early days I was working in high schools and also a little bit in the, what we call primary or elementary schools. And then I was offered a position, running a center for helping with children with severe social, psychological, emotional behavior problems.

And so, I had a small team that I worked with. I wish I had tapping then because that would've been very beneficial and it wasn't really, until after I had left my job in education that I learned about EFT and about tapping. And then I was running many workshops for teachers in schools. So, I did incorporate these the tapping into the workshops for teachers and I had the opportunity to go into some schools and to, to help people to learn how to use this and so on. I learned about tapping in 1997, from friend brought back some video tapes, video tapes, not even DVDs, there were videotapes from America that Gary Craig, Gary Craig had produced. And I learned it from that and, and then I made contact with Gary and I tried to get him to come to Australia and he wouldn't come.

So, we had to go over there and so my friend David Lake and I, we went, traveled to study with Gary and David got up on stage with Gary and got his lifelong public speaking phobia cured by Gary in a 38-minute treatment, which was fantastic to watch. And then when we came back to Australia, I invited David.

I was already doing training workshops. I was, was running seminars and workshops and trainings for different people. So, you know, I was running them in schools. I was running them for professional counselors and therapists and psychologists. And so, I invited David to come along us. Cause Gary said, you can teach EFT to, to everybody.

He was really very generous. He was giving it away to us and saying I'm teaching it to you, go and spread the word. And we did. And David came along to a workshop and he had no fear. And he was very surprised by that. And then we spent a good 20 years traveling around together, teaching EFT in various places in the world.

And as you mentioned, I also got involved in doing a research study. We did the first randomized control trial, which is a gold standard level of research for research. We, we randomly allocated people to tapping EFT or deep breathing treatment. And we assessed them on a number of measures and they got better on all of those measures and the results were superior for the EFT.

And we also followed them up six to nine months later and so these were, these were phobias of small animals and, and so on.

Anne Siret: Why did you choose phobia?

Steve Wells: Well, it was easy.

It's with tapping it's, it's very easy. And you know, we had to do a project and we had to like, okay, what can we get? Well, alright, well, we'll get, and, and like, we were gonna do like snakes and things like that, but it was just a little bit hard to organize all these snakes. And so, we, you know, we did like spiders and cockroaches and mice and small animals, which were easy to, easy to get. And also, easy to find people who had these figures.

Anne Siret: Yes.

Steve Wells: And, you know, you have to get enough people to do your research. I've done other research and, and sometimes it's hard to get enough people who have that problem. And the results,

you know, we, we were able to get results with phobias in a single 30-minute treatment, that's the only amount of, you know, that they had the treatment for. And we had people who wouldn't even go in the room if there was a mouse there and they, or a spider, and they were able to go into the room and go right up to the animal, most cases after the 30-minute treatment.

And yeah. So now around this time also I had little children and so I started using the tapping with them. In fact, when I first learned about tapping our eldest boy was three, he just turned 28. Okay. So, we've used it with him since he was three years old and then we used it with and then we have twins who are 23 years old now.

And we used it with them when since they were born and we also use it on ourselves about them. And this is what I say to parents and what I say to teachers, the first thing to do is to learn the technique for yourself. And I learned a hard way with my son that if I was stressed about him being stressed that could get in the way of me being able to help him. So, I always say to parents, I always say to teachers always learn the technique first for yourself. Always get results on yourself first. And if you are gonna use it on your kids, make sure that you are clear because otherwise if we, if we are you know, I learned that because my son was having a problem where he got scared.

And then I got upset about him being, being scared, because I didn't want him to suffer anxiety and so on. And that got in the way of me being able to help him. And when I did the tapping on myself, then I was able to sit with him and be clear and present. So, this is the thing is you don't want to be coming from your own stress.

And so, all adults and anybody who's using tapping with others, we encourage them to do the tapping on themselves. And when we work with our clients in therapy, we do the tapping on ourselves at the same time, as we are teaching it to our clients to do. When you're doing it with small kids, like, you know, when Josh was free and when our, you know, others were very small

Anne Siret: And you wrote a book, which is Rosie and

Steve Wells: Yeah, I didn't write this. Actually, it's a story written by Joe Wiese who...

Anne Siret: Okay. I thought it was you okay.

Steve Wells: And Joe came to my, well, we did this together. We produced it together. I, I wrote some guidelines for parents and teachers that in the back of this book and Joe wrote a beautiful story, about a little girl who has nighttime fears. And then she goes and learns the tapping from a, a friend of her grandmother's because she's staying at her grandmother's and she has nighttime fears and, and so on.

And this little girl here by the way is my little my little girl when she was six. And she was she was the model.

Anne Siret: And I just want to say that you said it's your little girl too.

Steve Wells: Yeah. That's her that's right? Yes. Now, unfortunately we sold out of all, all of these, we're trying to work out what we're gonna do next, but, but yeah, we, we produced that book for parents and for teachers to be able to read with kids and to use with kids as a story about someone who use the tapping to get over a problem. And that's a good way to do that. And there are, there are other books out there, like, you know, Brad Yates has a book called the Wizard's wish and

Anne Siret: I have a, yeah, we have a, yeah. Brad Yates which is this one.

And when I begin my work with school and everything, it was the only first, the only one, sorry, who had translation in French. And it's an eBook in French, but at least we had a book in French, you know, and now we have a lot of other books and we have this one Françoise Vacher who did translate who's from Patsy Anthony you know, Patsy Anthony in Vancouver EFT would translate EFT in school, but she was a teacher and.

On the first summit I had her talking about the book. It's, really a wonderful book for teachers too. So yeah, now we have quite a lot. But at this point of time, nothing. So

Steve Wells: yes. Well, the best resource is you. You are the resource. And so, there's the energy that you bring to this process. So, you know, we're talking about teachers here and I've worked with many, many teachers.

In fact, in my years of working, I was going into, into classrooms. And then when I left education, I was going into classrooms mainly because I was consulting with teachers on dealing with difficult behavior, because this is one of the challenges that teachers have is that they have to deal with difficult behavior every day. And now in most parts of the world, they have they have students with special needs that they have to accommodate as well. And so, it's a stressful profession and it's really you know, I, I focused on teaching the teachers, the tapping for their own stress management and for developing their resilience because you have to have resilience if you're gonna be a teacher.

Yeah. And by the way, you have to have resilience if you're gonna be a parent as well. And I'm gonna talk about both of those because first of all, many parents are teachers and also many teachers are in a parenting type role with, with the children that they are responsible for. And so, they're the adult and you know, they're gonna be teaching this to the child, but, before teaching it, you learn it. And you, the there's one thing to learn tapping. You can learn the process of tapping on the points. And of course, you can teach that, but if you haven't learned it in your body, if you haven't experienced it in your body, then I encourage you to learn it in your body so that you will feel congruent when you go and you use it with other people, because it's much easier to, to sell something that you have already purchased that for yourself. Because, you know the benefits and therefore, when you say this is good for you, you won't be just saying, do what I say, you'll be saying, do what I do. Okay. And that's what kids need today is they want that real truthful, helpful stuff.

You know, I know sometimes in teaching, you know, you're just one lesson ahead of the children, you know, you, you just learn, learn the thing and then you teach it to them, but this is learning it for yourself. And it has great benefits in your life because then you can deal with your own stress. Okay. So, teachers and parents have stress.

When our, when our daughter was born, she was a screamer and she could scream for hours.

Anne Siret: No!

Steve Wells: And she couldn't stop her. You couldn't feed her. You couldn't burp her. You couldn't cuddle her. You couldn't, nothing would stop her sometimes. And, and one day this, this gets very stressful over time. Every parent understands this, but every child does this some of the time, but she was doing this almost all of the time.

And one day it was happening and I realized how stressed I was and I was changing her, her nappy, and I put it down in the bed and I did the tapping on myself. And as I did the tapping in front of her, when she was screaming,

Anne Siret: mm-hmm

Steve Wells: It's like the scales fell off my eyes and I just realised. It's okay. She's not gonna die.

She just cries. She cries when she's needs to be changed. She cries when she's hungry. And she also just cries when she's having a new experience sometimes. And sometimes she cries when she doesn't know what's gonna happen and so on. So, it just calmed me down. And then in that calm place, you are much calmer for your child.

And so that's, that's the, you know, I'm, I'm emphasizing that. I think it's really crucial and the same thing for teachers. So there many ways you can use this as a parent and as a teacher, I used it often with my children with nighttime fears or just fears generally. So, we would be going out like we went on a walk down when we were on holiday, once up at the tall above the tall trees, but the, the foundation of this thing that you're on it, it sways.

And so, my son got scared. He was about three and he was holding on and saying, daddy, I'm scared. All I did was just tap under the eye here and he calmed down and he was able to walk without having to hold onto the sides and, and so on. And then he did that when went about another 50 meters. And then I just did it one more time and he was able to walk the whole way.

And then the next day we were getting into a boat, the boat was rocking. He started screaming. I grabbed him and I was trying to calm him down. And then I remembered tapping and I just did the tapping again, just under the eye. And instantly he says, look at that. He went from being scared to being excited in a second.

So, this is the second thing I'd like to say. The first thing was do it for yourself. The second thing is the younger the child, the more that simply tapping is all you really need. Now I would combine tapping with empathy.

Anne Siret: Yeah.

Steve Wells: Tapping with empathy, you tap and you say, oh, are you feeling scared? Oh, you know, in the nighttime, when my daughter would, you know, when she was older and she would come into our room and say, I'm scared and I'm say, oh, okay.

You were scared. What, what are you scared of? And she'd say, robbers, you know, robbers or it's robbers or monsters, you know, it's was more often robbers than monsters. And so, then I would say, would you like to do some tapping? And I would literally, she would be standing beside the bed and I would literally be tapping on these points trying to make sure that I'm tapping on her face in the dark.

And then after a minute or two of this, I would say, are you feeling okay now? And she'd say yes. And I'd say, are you okay to go back to your own bed? And she'd say yes. And then she would walk herself back to her own room. Yeah. And go to bed. Yeah. It was just magic because, you know, as a parent you have these nighttime fears and then some people end up sleeping with their child in their bed for three years, you know?

Or literally people do this or they have the child in the bed with them. You know, a kid comes in your bed because they're sick and then you go, okay, that's fine. And then a week later you think, hang on a minute, there's, they're better now. How come, they're still in the bed? You know, well with tapping, you can empower them.

So first of all, tapping with empathy. And when you, when you're dealing with younger kids, you wanna do the tapping on them. Now, if you are a teacher, you wanna make sure that you have permission. Yeah. So, there's two types of permission here. Actually, there's three in a school. One is permission from the child.

Another is permission from the parents. Another is permission from the establishment. The principal of the school, the establishment has too really be okay about this. And so, you, you know, it's good to give them information about the research and information about the technique and tell them that it's a simple strategy for soothing and stress relief and so on.

Because otherwise you can't do it on them. And if you're dealing with really young children, that's, that's what you would need to do to teach them what to do. Now, once they're a little bit older, you can show them and they can follow you.

Little girls can follow you. Little boys, they tap all over their, their place. And this is just something developmentally. It's the difference between boys and girls. Now it's not the same for every child, but I've seen this many, many times is that little girls will follow you and they'll tap on the exact same points as you, in most cases. Little boys will not necessarily do that. Okay.

Anne Siret: It doesn't matter.

Steve Wells: It doesn't matter. They can tap anywhere they like; it can still work. And I wouldn't worry about having it to be perfect. It's just to get them to do it. Now, there's another thing that David Lake, and I emphasized, and they don't do this in EFT because many people using EFT now they use the upper body points.

Anne Siret: Yeah.

We teach people to tap on the finger points and using the thumb of the same hand to tap on the finger points. Now this is a great thing for children to be able to learn because you can tap on the finger points discreetly. So, I could be talking to you right now and I'm tapping on the finger points. A child could be waiting for their test and they could be tapping on the finger points.

They could be waiting for their turn to have to do their talk in front of the class, and they could be tapping on the finger points. They could be actually even doing their talk and maybe behind their back or with the hand in the, the jacket, if they need it. Just tapping on the finger points. And so, this is a, this is a way of teaching them self soothing so that they can go into difficult situations.

Yeah.

Steve Wells: And they can tap.

Anne Siret: And that's what we teach too, because it's so easy and no one could see. And, you know, quite often it's a natural thing, you know, children are squeezing and, or even eating. So, I say it's better you're doing that, than eating.

Steve Wells: And now when you're teaching at the children, the younger, they are, the more you wanna make it like a game.

So, my Friend, Joe Wiese, she would teach it like as a special little funny tap dance that you do. So, she'd talk about it, tap dance, which you do with your fingers on the face. In in the US, some people talked about, you know, they, they had the rabbit and, you know, they made the rabbit ears and so on.

And sometimes I like to play around with kids, you know, just have them see how many points they can touch at the same time, you know?

Anne Siret: Oh, didn't know this one!

Steve Wells: Yeah. So, these are just things that you do with kids to make it more fun. Okay. And but nothing really beats. If you have an upset child validating how they're feeling, talking with them about what the problem is, and then getting them to do the tapping at the same time.

Now, of course teachers, they have a whole classroom. They don't always have the opportunity to work one on one. But there's many times when you just have a few moments with one upset child and you can get them to do the tapping and that can really calm things down. Now I recommend if you can take them away from the group, so that there's a bit of privacy and a little bit of confidentiality and so on for emotional issues. That's really good. And this happens often that teachers take a child, you know, down in that corner or just outside the room to talk about what's up sitting them. That I recommend learning a few counseling skills to combine with your tapping.

If you, if you're gonna do this. And my friend Rocky B. in, who lives in Sydney as well, he runs what he calls accidental counselor training, which trains people like teachers in skills because he calls them accidental counselors. They don't, they don't train as counselors. Yeah, but they end up being counselors by accident where they end up having counseling situations.

So, learning a few of those basic skills and combining them with the tapping, I think is really helpful for a teacher as well. And it's, it's actually helpful as a parent just learning, you know, some ways of listening and you know, validating and reflecting, you know, really good, reflective listening can be helpful for, for, for working with kids.

Now, when EFT, they have the setup statement. David Lake and I developed our version of tapping. We don't have set up statements, we just do the tapping. And so, it's much easier. And you don't have to worry about the words. And of course, you don't want kids to have to worry about the words. The main thing with kids is just get them tapping.

Okay. And of course, is if there is any words, you can just be you talking with them about what, what is going on. Now in EFT, you use the setup statement we found that's not necessary. But with little children, if you're gonna use it, it can be lovely to say, even though, even though you have this anxiety, or even though I have this anxiety, or even though I'm scared, I'm okay.

And this is a lovely thing to say to a kid because it's like sometimes if you have upset feelings that adults make you feel bad about having upset feelings. And what we wanna say is it's okay to have upset feelings, even though you have this up feeling upset feelings, that doesn't make you a bad person.

So, I think in that case, sometimes the setup statement can be helpful for saying, even though I have these bad feelings, I'm still okay. Or I'm a good kid or, you know, something like that can be, can be helpful. But just realize you don't need to use the setup statement; you just need to get them doing the tapping.

And if you can if you can have them doing the tapping in your presence and you can teach it to them once you've taught it to them, then you can say, all right, you know, have you done some tapping yet on that? Why don't you start doing some tapping and then they can start doing it themselves and you can lead them through the process of tapping.

Now, some teachers like to teach it to the class. they teach it to the whole group. Some teachers like to use it just like a routine. So, when everybody comes in, like when the kids have been out and they've been playing, they're all hyper. And then when they come into the classroom, sometimes teachers, you know, they used to do hands on heads and fold your arms and sit up straight and all these things.

But some teachers like to just do the tapping and have the whole class say, okay, now we're gonna tap here and we're gonna tap here and we're gonna tap here. And then the whole class tends to settle down from the break, because you know, in the break there's been some problems and someone kicked my ball in the fence, or someone did this or someone, you know, someone called me a name.

And if you have the whole class doing it, a lot of that stress, which might come into the classroom, otherwise can, can actually be settled down. Now I know I'm jumping around a few different things here.

Anne Siret: No, but it's fine because you are telling that and you just confirm what we teach in our workshop, you know, for parents or teachers or everything.

And, we, you know, we put a different aspect of the EFT, how you go that depending on the age of the children and the circumstance and different kind of things. So, you really just acknowledge all what finally we, we used to teach and that's great. And I always used to say this summit is a kind of another not workshop we say kind of training, you know, because all the time I used to say to people if you don't do a workshop, at least take a summit or follow the summit, you know, every year, if you can't afford to buy one and you will learn a lot. And that's why it's useful. You talk again a bunch, you know?

Steve Wells: Yes. Now our philosophy is a little different from some others because some people like to teach tapping and they, and they, and they say you have the bad feelings and you can make them go away.

We don't wanna teach kids that feelings are bad and then they have to feel bad if they have feelings in their body. We want to, we wanna talk to them about the feelings in their body, and we want them to help those feelings to move and flow in the body. So, this is what we wanna instruct. And of course, most of my work now is with adults and mostly I'm teaching adults, and some of those adults are working with children and some of them are working with other adults.

But the, the basic philosophy is that emotions and feelings are meant to move us. We are, we are designed to be moved. Movement is life and emotions and feelings move in the body. And when they get stuck or disrupted, and usually they get stuck or disrupted because we say no, no, like we deny something.

We say, no, this feeling is a bad feeling. And then the feeling doesn't get to move and then we're stuck with it. And so, what we wanna do is to, is to say yes, to allow the feeling, to move, to allow our ourselves, to be moved, to allow it to be okay to have feelings. And of course, there's some ways of expressing feelings, which are not okay.

You know, if you are, if you are angry and you decide that you're gonna smash the window, well, that's not ok. You know, that's, that's, that's, that's the difference between expressing versus processing. Okay. We wanna process the feeling. So, if someone is feeling angry, then I wanna be, I wanna be going with them and saying, okay now of course you're feeling angry.

Where's that feeling in your body? What's it doing? And, and then we are doing the tapping while we're talking about that. Okay. And then we could also talk about ok, you know, why did you get upset by it? What happened? And then they can explain, and then we can do the tapping focused on that. And then that thing that happened.

The feelings of that process through the body. And as we do that, we also release our attachments to the things that you know, that we are upset by like she shouldn't have done that, or he shouldn't have done that or whatever. And now we, we realize that, you know, they're a person too, and they make mistakes.

And we, we shift our perspective as we shift that films in the body. So, this is, this is part of the philosophy that we have. And when I say we, I still talk as if David Lake is presenting with me, but he's retired now. And he has been for some years, I'm gonna see him in a few days time, and I'm gonna have a reunion cause we've I haven't seen him since his 70th birthday.

In which happened just as the pandemic was, was starting. And we were over in Sydney and this is gonna be the first time we, we catch up. It'll be lovely. The things

Anne Siret: in the meantime, what you did with David, you did a lot of works even all through the different techniques you, because you even wrote some books on like "100% yes". But you did a PET, SEP and IEP different techniques. So, you evolved.

Steve Wells: IEP is something that I discovered. This is not something that David created.

Anne Siret: Oh, there's a, okay.

Steve Wells: Yeah, but together we created SET, Simple Energy Techniques, and that's just a simple version of Tapping which started as EFT.

And then we changed so many things that we had to agree with Gary Craig, that we would call it something different. But many people will do this continual tapping that we use. You know, no need for setup statements, no need for reminder phrases, just focus on whatever you are aware of and do the tapping.

And that's mostly what happens with, with SET, but here's another thing that from SET, that many people would find helpful. Is that if we discovered that if people did the tapping, even if they never focused on a problem, just doing the tapping each day enough, brings down the stress and brings up the good confidence.

And so, this, just this discovery that you don't have to be clever, you don't have to always find your core issues. You can just do lots of tapping and that will we call it energy toning. It will tune and tone your energy system so that your stress comes down and your good life energy comes up and this is what could be taught to kids.

So, if they do enough tapping each day, and, you know, they in the class, they could do this. They could do a bit of tapping in the morning. They do a bit of tapping, you know, before the break or after the break, they do a bit of tapping before lunch, after lunch, and then they're getting some tapping all through the day and the stress is not getting too high.

And then ultimately, the, the kids who are, maybe they're a bit anxious. Yeah. If they do enough tapping every day, the anxiety comes down to a much lower level. And so, they're less likely to be triggered, to be very, very anxious. And they're less likely to react in those ways. And same thing with the kids who tend to get a bit angry.

If you're bringing down their stress levels and their arousal levels, then they're not gonna be triggered to get so angry or upset in general. So, yeah, that's SET and, and the simple tapping we combine that I, I combine that with what I discovered which I now call intention tapping and intention tapping, wow! We don't, we don't have enough time to explain all of this, but

Anne Siret: no, but I just wanted you, you talk a little bit about that because finally for me, the most principle is to have the intention.

Steve Wells: Okay.

Anne Siret: And, and you're sending to the universe, the intention, you know, to be,

Steve Wells: yeah, well, I believe, okay. So, a lot of people talk about intention.

They're, they're really talking about affirmations. We're using intentions that we've discovered. I say we, but I discovered this when I was having a difficult time. And I realized that that it's not the thought that disturbs us. This is what Byron Katie says. It's not the thought that disturbs us.

It's the attachment to the thought and tapping releases the attachment to the thought. When you focus on the thought you do the tapping, now you have the thought and it doesn't upset you mm-hmm okay. All right. So. You have a thought that upsets you, you do the tapping. Now you think the thought it doesn't upset you.

And then what I realised was what if we could just use intention? So, I formed the simple intention of releasing the emotion attached to the thought. And so, I formed the simple attention I release all my emotional attachments to this problem. Instant reaction, instant relief, instant shift. And also, there's a disturbance in the body when you have a problem.

So, I realised that this problem, I had a, a tightness in my chest. And when you do tapping, you know, various ways of tapping in EFT, you would say, even though I have this tightness in my chest in SET you would just focus on the tightness in your chest and just let it do whatever it does. And just notice. In intention tapping, we simply formed the intention to allow the feeling to return to flow because this is what feelings are meant to do.

They're meant to flow. So, we formed the intention. I restore the right energy flow to my chest. And when I did that, ah, big expansion, big deep breath. And that happens invariably now. And so now we combine these intentions that we've discovered, and these intentions are, are directed to, I, I believe to the unconscious mind, the bigger part of you that looks after you, and then our problems are in the subconscious mind, which, which is where our beliefs are and our negative experiences are, are stored there and so on. Well, some of those are causing disruptions in our flow, and some of them are causing us to be upset and triggered on a daily basis. And so, we can use the intention tapping the intentions, combined with the tapping, to release the emotional attachments and restore the energy to flow.

Now, this is not something that you can teach to a three-year-old because the three-year-old doesn't need to learn about emotional attachments. Yeah, no. Yeah. Yeah. They might understand the concept of feelings and you can talk to them about the feelings. Are you, where do you feel it in your body and all that stuff?

And mostly at that level, all you wanna do is tap. And then as kids get older, you, you're not gonna talk about releasing emotional attachments. You can use words, like, let it go, let it flow. Let it move. And, and they'll do that. And then as they get to be older kids and they can, you can explain to them that, you know, we get attached to things, you know?

So, when you think about that, you have that feeling. It's like the feeling is, it is like it's attached. And so, you can just say, I release all my emotional attachments to this thing. And low and behold, it works. It works so well. It's astounding and it still astounds me. And you know, now we've, I've been doing it for, I don't know, maybe six, seven years. And I'm still surprised by what it can do, even though I've seen hundreds and hundreds and hundreds of people have such fantastic results. And now with my students using it, they're getting results with thousands of people.

Anne Siret: And I remember I did a workshop you went in Sydney and that's where I met you when with David too. And we talk about the French food with David.

Steve Wells: Oh yes. The French food. I love the French food. I can't wait to come back. Ah,

Anne Siret: yes. And I just wanted to talk about all the different kind of tapping you are doing because we, we are talking not only for children, but we are talking for adults and they have to take care of themselves, as you mentioned before, to be able to take care of the others.

So that's why it was very interesting and not stress about if you're not doing exactly, you know, that's it of

Steve Wells: First of all, just doing tapping number one. Okay. So just tapping on the points.

Anne Siret: Yeah. An intention to release, to have this intention to release, you know, I think it's useful too, with everything with transgenerational. Is it the word in English different generation?

Steve Wells: Sure, sure. Yeah. Yeah, sometimes that's because we have picked up things from our parents and we have sometimes absorbed our parents' feelings and this is what we wanna stop our kids from having to suffer from us.

Anne Siret: Exactly.

Steve Wells: So, we can, we can do that. We can, we can heal that thing that's coming down the generations. The anger from my grandfather that came to my father does not have to come through me to my child all the time. You know, that kind of thing.

Anne Siret: Okay. Steve even if we did a little bit more, but we, we know it was difficult to do very short for everything.

Steve Wells: I'm sorry. I opened my

Anne Siret: no, no, no. It's my fault I ask you question... Yeah. And, just thanks a lot, really. Thank you very much to, to give, have to give us this interview. Yeah. And we could have you another time in another summit and hope we will see you in France for our friend in France

Steve Wells: Yes. Well, we will be doing another workshop in Strasbourg, and I know also in in Belgium as well as France there are people who are keen to run things, so eventually we'll be back there.

And of course, we also have we are doing programs in, in French.

Anne Siret: Yes.

And, and you're doing program online and, and you, and you travel around the world so people could see you everywhere and we will put your website like that if they want to contact you. And I know you are very linked with the French people, right?

Steve Wells: Oh, yeah. I love French people. Yeah.

Anne Siret: So, I will let you go and again, thank you. Hope everyone will have learned a lot of things about what just David say not David sorry, Steve. And,

Steve Wells: That's all right, David and I were linked together. They always called me David and him, Steve, and I know me.