**Appendix A**

Test Anxiety Inventory

Name__________________________  Age_______  Sex: M F

Class__________________________  Div____________

**DIRECTIONS:** A number of statements which people have used to described themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you generally feel. There are no right or wrong Answers. Do not spend too much time on any one Statement, but give the answer which seems to best Describe how you usually feel.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Almost Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel confident and relaxed while taking tests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. While taking examinations I have an uneasy, upset feeling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Thinking about my grade in a course interferes with my work on tests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. I freeze up on important exams</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. During exams I find myself thinking about whether I'll ever get through school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. The harder I work at taking a test, the more confused I get.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Thoughts of doing poorly interfere with my concentration on tests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. I feel very jittery when taking an important test</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Even when I'm well prepared for a test, I feel very nervous about it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. I start feeling very uneasy just before getting a test paper back.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. During tests I feel very tense</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. I wish examinations did not bother me so much</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. During important tests I am so tense that my stomach gets upset.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>14. I seem to defeat myself while working on important tests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. I feel very panicky when I take an important test.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. I worry a great deal before taking an important examination.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. During tests I find myself thinking about the consequences of failing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. I feel my heart beating very fast during important tests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. After an exam is over, I try to stop worrying about it, but I just can't.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. During examinations I get so nervous that I forget facts I really know.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix B

A –Trait

**Directions:** A number of statements which people have used to describe themselves as given below. Read each statement and then blacken in the appropriate circle to the right of the statement to indicate how you generally feel. There are no right or wrong answers. Do not spend too much time on any statement but give the answer which seems to describe how you generally feel.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel pleasant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I tire quickly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I feel like crying</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I wish I could be as happy as others seem to be</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>I am losing out on things because I can’t make up my mind soon enough</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>I feel rested</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>I am “calm, cool and collected”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>I feel that difficulties are piling up so that I cannot overcome them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>I worry too much on something that really doesn’t really matter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>I am happy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>I am inclined to take things hard</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>I lack self-confidence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>I feel secure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>I try to avoid facing a crisis or difficulty</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>I feel blue</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>I am content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Some unimportant thought runs through my mind and bothers me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>I take disappointments so keenly that I can’t put them out of my mind</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>I am a steady person</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>I get in a state of tension or turmoil as I think over my recent concerns and interests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix C

Socio Demographic Scale

PLEASE ANSWER THE FOLLOWING STATEMENT

1. Are you 
   First born  
   Second born  
   Third born  
   Fourth born

2. Are you living in  
   nuclear family  
   joint family

3. Family’s total income  
   2000—5000  
   5000—10,000  
   10,000—20,000  
   50,000& above

4. Are your parents  
   working ( )  
   or non working ( )

5. Educational qualification of your parents:
   Mother: Undergraduate  
   Graduate  
   Postgraduate  
   Father: Undergraduate  
   Graduate  
   Postgraduate

6. Parental age:  
   Mother ( )  
   father ( )

7. Number of:  
   Brothers ( )  
   Sisters ( )

8. Religion
Appendix D

Dissociative Experiences Scale-II

(DES-II)

Carlson, E. B.
Putnam, F. W.

DIRECTIONS

This questionnaire consists of twenty-eight questions about experiences that you may have in your daily life. We are interested in how often you have these experiences. It is important, however, that your answers show how often these experiences happen to you when you are not under the influence of alcohol or drugs.

To answer the questions, please determine to what degree the experience described in the question applies to you, and circle the number to show what percentage of the time you have the experience.

For example:

0% 10 20 30 40 50 60 70 80 90 100%

(Never) (Always)

1. Some people have the experience of driving or riding in a car or bus or subway and suddenly realizing that they don't remember what has happened during all or part of the trip. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

2. Some people find that sometimes they are listening to someone talk and they suddenly realize that they did not hear part or all of what was said. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%
3. Some people have the experience of finding themselves in a place and have no idea how they got there. Circle a number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

4. Some people have the experience of finding themselves dressed in clothes that they don’t remember putting on. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

5. Some people have the experience of finding new things among their belongings that they do not remember buying. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

6. Some people sometimes find that they are approached by people that they do not know, who call them by another name or insist that they have met them before. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

7. Some people sometimes have the experience of feeling as though they are standing next to themselves or watching themselves do something and they actually see themselves as if they were looking at another person. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

8. Some people are told that they sometimes do not recognize friends of family members. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%
9. Some people find that they have no memory for some important events in their lives (for example, a wedding or graduation). Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

10. Some people have the experience of being accused of lying when they do not think that they have lied. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

11. Some people have the experience of looking in a mirror and not recognizing themselves. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

12. Some people have the experience of feeling that other people, objects, and the world around them are not real. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

13. Some people have the experience of feeling that their body does not seem to belong to them. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

14. Some people have the experience of sometimes remembering a past event so vividly that they feel as if they were reliving that event. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%
15. Some people have the experience of not being sure whether things that they remember happening really did happen or whether they just dreamed them. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

16. Some people have the experience of being in a familiar place but finding it strange and unfamiliar. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

17. Some people find that when they are watching television or a movie they become so absorbed in the story that they are unaware of other events happening around them. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

18. Some people find that they become so involved in a fantasy or daydream that it feels as though it were really happening to them. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

19. Some people find that they sometimes are able to ignore pain. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

20. Some people find that they sometimes sit staring off into space, thinking of nothing, and are not aware of the passage of time. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%
21. Some people sometimes find that when they are alone they talk out loud to themselves. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

22. Some people find that in one situation they may act so differently compared with another situation that they feel almost as if they were two different people. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

23. Some people sometimes find that in certain situations they are able to do things with amazing ease and spontaneity that would usually be difficult for them (for example, sports, work, social situations, etc.). Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

24. Some people sometimes find that they cannot remember whether they have done something or have just thought about doing that thing (for example, not knowing whether they have just mailed a letter or have just thought about mailing it). Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

25. Some people find evidence that they have done things that they do not remember doing. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

26. Some people sometimes find writings, drawings, or notes among their belongings that they must have done but cannot remember doing. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%
27. Some people sometimes find that they hear voices inside their head that tell them to do things or comment on things that they are doing. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%

28. Some people sometimes feel as if they are looking at the world through a fog, so that people and objects appear far away or unclear. Circle the number to show what percentage of the time this happens to you.

0% 10 20 30 40 50 60 70 80 90 100%
EMDR PROCEDURAL OUTLINE

"When a trauma occurs it seems to get locked in the nervous system with the original picture, sounds, thoughts, and feelings. The eye movements we use in EMDR seem to unlock the nervous system and allow the brain to process the experience. That may be what is happening in REM or dream sleep—the eye movements may help to process the unconscious material. It is important to remember that it is your own brain that will be doing the healing and that you are the one in control."

Specific instructions: "What we will be doing often is a simple check on what you are experiencing. I need to know from you exactly what is going on, with feedback that is as clear as possible. Sometimes things will change and sometimes they won't. I'll ask you how you feel from 0 to 10; sometimes it will change and sometimes it won't. I may ask if something else comes up; sometimes it will and sometimes it won't. There are no 'supposed to's' in this process. So just give feedback as accurately as you can as to what is happening, without judging whether it should be happening or not. Let whatever happens, happen. We'll do the eye movements for a while, and then we'll talk about it."

Stop signal: "If at any time you feel you have to stop, raise your hand."

Establishing appropriate distance: "Is this a comfortable distance and speed?"

Presenting issue: "What incident would you like to work on today?"

Image: "What picture represents the worst part of the incident?"

Negative cognition (NC): "What words best go with the picture and express your belief about yourself now?"

Positive cognition (PC): "When you bring up that picture/incident, what would you like to believe about yourself now?"

VOC (for PC only): "When you think of that picture/incident, how true does that [positive cognition] feel to you now on a scale of 1 to 7, where 1 is untrue and 7 is totally true?"

Emotions/feelings: "When you bring up that incident and those words [negative cognition], what emotion(s) do you feel now?"

SUDs: "On a scale of 0 to 10, where 0 is no disturbance or neutral and 10 is the highest disturbance imaginable, how disturbing does it feel to you now?"
Location of body sensation:
“Where do you feel it [the disturbance] in your body?”

Desensitization: “(I’d like you to) bring up that picture, those negative words [repeat the negative cognition], notice where you are feeling it in your body, and follow my fingers.”

1. Begin the eye movements slowly. Increase the speed as long as the client can comfortably tolerate the movement.

2. Approximately every 12 movements, or when there is an apparent change, comment to the client, “That’s it. Good. That’s it.”

3. It is helpful to make the following comment to the client (especially if the client is abreacting): “That’s it. It’s old stuff. Just notice it.” (Also use the speeding train metaphor)

4. After a set of eye movements, instruct the client to “Let it go and take a deep breath.”

5. Ask: “What do you get now?” or “What are you noticing now?”

6. If the client reports movement, say, “Go with that” (without repeating the client’s words). The client should be reporting a 0 or 1 on the SUD scale before doing the installation.

Installation of positive cognition (linking the desired positive cognition with the original memory or image):

1. “Do the words [repeat the positive cognition] still fit, or is there another positive statement you feel would be more suitable?”

2. “Think about the original incident and those words [selected positive cognition]. From 1, completely false, to 7, completely true, how true to they feel?”

3. “Hold them together.” Lead the client in an eye movement set. “On a scale of 1 to 7, how true does that [positive statement] feel to you now when you think of the original incident?”

4. VOC: Measure the VOC after each set. Even if the client reports a 6 or a 7, do eye movement again to strengthen, and continue until validity no longer strengthens. Go on to the body scan.

5. If the client reports a 6 or less, check appropriateness and address blocking belief (if necessary) with additional reprocessing.

Body scan: “Close your eyes; concentrate on the incident and the PC, and mentally scan your body. Tell me where you feel anything.” If any
sensation is reported, do EM. If a positive/comfortable sensation, do EM to
strengthen the positive feeling. If a sensation of discomfort is reported,
reprocess until discomfort subsides.

Closure (debriefing the experience): “The processing we have done
today may continue after the session. You may or may not notice new
insights, thoughts, memories, or dreams. If you do, just notice what you are
experiencing. Take a snapshot of it (what you are seeing, feeling, thinking,
and the trigger), and keep a log. We can work on this new material next time.
If you feel it is necessary, call me.”
Appendix F

EMDR screening and data checklis

Name.........................................................................Date.........................
Type of previous counselling.................................................................
Present medication (if any)........................................................................
Mental status regarding
examination..............................................................................................
Personal and environmental safety...........................................................
Life supports...............................................................................................
Physical health...........................................................................................
Timing constrains.......................................................................................
TECHNIQUE TO IDENTIFY PAST EVENT

Earlier memories setting the groundwork for dysfunction should be processed before current events. This procedure may be used when the client is unable to identify easily an earlier target for processing.

"Now, please bring up that picture of __________, and those negative words ____________, (repeat client’s disturbing image and negative cognition), notice what feelings are coming up for you, where you are feeling them in your body, and just let your mind float back to an earlier time in your life- don't search for anything- just let your mind float back and tell me the first scene that comes to mind where you had similar:

Thoughts of _____ [repeat negative cognition],
Feelings of_____ [repeat emotions above],
In your_______ [repeat places in body where client reported feelings].

Client's response: __________________________________________
__________________________________________________________
__________________________________________________________


Appendix H

Developing a calm/ safe place

Image
“I would like you to think about some place you have been or imagine being that feel very calm or safe. Perhaps being on the beach or sitting by a mountain stream. What image represents your place?”

Emotions and sensations
“As you think of that calm/ safe place, notice what you see, hear and feel right now. What do you notice?”

Enhancement
“Focus on your calm/safe place. Concentrate on where you feel the pleasant sensations in your body and allow yourself to enjoy them. Concentrate on those sensations and follow my fingers. (4-6 slow BLS). How do you feel now?”

If positive
“Focus on that (BLS). What do you notice now?”

If negative
Redirect to identify another calm place or consider some other self- soothing strategy such as a container, mindfulness, or a breathing exercise.

Cue word
“Is there a word or phrase that represents your safe place? Think of -------- and notice the positive feelings you have when you think of that word. Concentrate on those sensations and the word-------- and follow my fingers. (4-6 BLS). How do you feel now?” Repeat and enhance positive feelings with BLS several times.

Self cueing
“Now I would like you to say that word-------- and notice how you feel.”

Cuing with disturbance
“Now imagine a minor annoyance (SUD1-2) and how you feel. Bring up that word-------- and notice any shift in your body. What did you notice?”

Self cueing with disturbance
“I’d like you to think of another mildly annoying incident (SUDS2-3), notice how you feel, then bring up that word-------- by yourself, especially noticing any changes in your body when you focus on your cue word.”
Appendix I

Individual EMDR Protocol

Phase-1. History:

In phase –I student’s history was taken and a treatment plan was drawn in conjunction with the individual. In the session the client was asked to share his/her experiences about the examinations. He/she was also asked about the other factors like family and friends reactions about the examination. Information was also gathered about already existing coping skills.

Participants were asked to identify four events associated with test anxiety.

- First time
- Worst time
- Most recent
- Future incident

Targeting sequence plan:

Earliest (touch stone) memory: The earliest recalled memory was considered the touchstone memory, and therefore targeted first.

Phase-2 and 3 Preparations and Assessment:

Theory background- The client was given information about EMDR and how EMDR can resolve traumatic memories which gets locked in the nervous system with the original picture, sounds, thoughts, and feelings. The eye movements in EMDR seem to unlock the nervous system and allow the brain to process the experience. Participants were told to allow whatever comes up to come up; that could be thoughts/pictures, emotions or physical sensations. There is no right way to do this. We are just allowing whatever comes up to come up....

Testing eye movements and other stimulation participants were asked to follow the eye movements and were asked to give feedback on how comfortable this is to do. Most comfortable distance from the participant’s eye was determined. Different speeds of eye movement in each direction were established for each subject. They were also informed about the stop signal. This phase provided the opportunity to the researcher to experiment with eye movements, assess any difficulties and determine the preferred signaling method.
Creating safe place - “safe place” exercise is a self control technique which is helpful to reassure the client that he/she can quickly recover his/her emotional stability during any disturbance (see Appendix- H). “Safe place” was created for the participant.

Assessment

In this phase the researcher directed the subject to represented the most disturbing part of the incident.

The next step was to identify the negative cognition, that is, the negative self statement associated with the event. Once the negative cognition was identified, the positive cognition was developed.

Once the participant developed the positive cognition, VOC level for that cognition was ascertained on a scale of 1 to 7, where 1 feels completely false and 7 feels completely true.

In order to complete the assessment, the subject was next asked to bring up the image of the event and hold it in mind, along with negative cognition, and was next asked “what emotions do you feel now”.

After the client named the emotion, the SUD scale rating was determined on a scale of 0 to 10 where 0 is no disturbance and 10 is the highest disturbance you can imagine.

Next step was to identify body sensation. The participant was asked to determine where that body sensation was located.

Phases four to seven: Desensitization, Installation, Body Scan, and Closure

In fourth stage concentration was on reducing the participants’ disturbance to 0-1 on the SUD scale. In this phase the dysfunctional material that was stored in all the channels associated with the target event was processed.

Participants reported their experiences in terms of changing imagery, sounds, sensations, and emotions.

In the fifth stage, after initial reprocessing was achieved with SUD rating of 0-1, the installation phase began. The phase was used to enhance the positive cognition and to link it with the specific target issue.

The sixth phase of the treatment, which concludes the accelerated reprocessing, concentrate primarily on body tension.
Once the positive cognitions reached at least at 7 on the VOC scale and did not increase in strength with additional sets the subject was asked to hold the image and cognition in mind while mentally scanning the entire body to identify any lingering feelings of tension or any unusual sensation. Sufficient time was allocated to the seventh stage to close the session. The purpose was that subject should leave the counseling room in a positive frame of mind.

**Phase eight:**
**Reevaluation.**

In this phase determinations were made regarding participants assimilation of the reprocessed information and their integration into a healthy social structure. Treatment effects were reevaluated by assessing the quality of image that represents the targeted event, the SUD level, the cognitions, the VOC level, the log, and the participant’s reaction to projections of the future.
Appendix J

Group EMDR Protocol

Phase-1

HISTORY TAKING:

In this phase student’s history was taken and a treatment plan was drawn in conjunction with the individual. In the session the client was asked to share his/her experiences about the examinations. He/she was also asked about the other factors like family and friends reactions about the examination. Information was also gathered about already existing coping skills.

Participants were asked to identify four events associated with test anxiety.

First time
Worst time
Most recent
Future incident

Presenting issue:

Students were asked to write which of the above stated times produced maximum test anxiety. The earliest recalled memory was targeted first.

Phase-2
Preparations:

Seating arrangements: the group was seated in a semi circular fashion.

Bilateral stimulations:

Butterfly hugs tapping.
Explanation of EMDR:

“When a disturbing event occurs. It can get locked in the brain with the original picture, sounds, thoughts, feelings and body sensations. EMDR seems to stimulate the information and allows the brain to process the experience. It is your brain that will be doing the healing and that you are the one in control.”
Developing a safe place:
(see appendix G)
EMDR targeting:

Once the group was able to access their safe/calm place, the group proceeded with the target image.

Phase-3
Assessment:

Specific instructions: “What we will be doing often is a simple check on what you are experiencing. You need to write your feedback in brief. Sometimes things will change and sometimes they won’t. I’ll ask you how you feel from 0 to 10; sometimes it will change and sometimes it won’t. I may ask if something else comes up; sometimes it will and sometimes it won’t. There are no ‘supposed to’s’ in this process. So just write your feedback as accurately as you can as to what is happening, without judging whether it should be happening or not. Let whatever happens, happen. We’ll do the butterfly tapping for a while, and then we’ll talk about it.”

Stop signal: “If at any time you feel you have to stop, raise your hand.”

Presenting issue: “the target memory”

Image: “What picture represents the worst part of the incident?”

Negative cognition (NC): “What words best go with the picture and express your belief about yourself now?”

Positive cognition (PC): “When you bring up that picture/ incident, what would you like to believe about yourself now?”

VOC (for PC only): “When you think of that picture/incident, how true does that [positive cognition] feel to you now on a scale of 1 to 7, where 1 is untrue and 7 is totally true?”

1-----------2-----------3-----------4-----------5-----------6-----------7
Untrue                  Completely true

[Facial expressions for different emotions]
Emotions/ feelings: “When you bring up that incident and those words [negative cognition], what emotion(s) do you feel now?”
SUDs: “On a scale of 0 to 10, where 0 is no disturbance or neutral and 10 is the highest disturbance imaginable, how disturbing does it feel to you now?”

1---------2---------3---------4---------5---------6---------7---------8---------9---------10
0 Neutral Highest
No disturbance disturbance

Location of body sensation:
“Where do you feel it [the disturbance] in your body?”

Phase-4
Desensitization:
Begin target processing: “(I’d like you to) bring up that picture, those negative words [repeat the negative cognition], notice where you are feeling it in your body, and start tapping.”

Approximately every 12 movements, a comment was made to the client, “That’s it. Good. That’s it.” Other comments especially if the client was abreacting, were “That’s it. It’s old stuff. Just notice it.” (Also used the speeding train metaphor)

After a set of tapping, the client was instructed to “Let it go and take a deep breath.”

As long as clients are reporting change, tapings were continued.
Phases five:
Installation:

*Installation of positive cognition:* (linking the desired positive cognition with the original memory or image):

"Do the words [repeated the positive cognition] still fit, or is there another positive statement you feel would be more suitable?"

"Think about the original incident and those words [selected positive cognition]. From 1, completely false, to 7, completely true, how true do they feel?"

"Hold them together." Lead the client in a tapping set. "On a scale of 1 to 7, how true does that [positive statement] feel to you now when you think of the original incident?"

VOC: VOC was measured after each set. Even if the client reported a 6 or a 7, tapping was done to strengthen, and continue until validity no longer strengthens.

Phase six:
Body scan:

"Close your eyes; concentrate on the incident and the PC, and mentally scan your body. Tell me where you feel anything." If any sensation was reported, tapping was done. If a positive/comfortable sensation was reported, tapping was done to strengthen the positive feeling. If a sensation of discomfort was reported, reprocessing was done until discomfort subsided.

Phase seven:
closure.(debriefing the experience):

"The processing we have done today may continue after the session. You may or may not notice new insights, thoughts, memories, or dreams. If you do, just notice what you are experiencing. Take a snapshot of it (what you are seeing, feeling, thinking, and the trigger), and keep a log. We can work on this new material next time. If you feel it is necessary, call me."

Phase eight:
Reevaluation.

In the next session, follow up evaluation was done.