



Research Supporting the Rhythm2Recovery Model of Social & Emotional Development

The efficacy of the Rhythm2Recovery model of social and emotional development which utilises rhythmic music aligned to cognitive reflection, has been well documented in both Professional Journals and Books, several of which detail independent research studies. Many of the earlier studies involved the original program developed by R2R Director, Simon Faulkner: DRUMBEAT. The model utilised by Rhythm2Recovery remains principally unchanged, but with an expanded level of focus and flexibility. Extensive detail is provided on the research base of the model in the book *Rhythm to Recovery* ISBN 978 1 78592 132 2

Below are some of the key articles and research studies:

Faulkner, S. (2022). Rhythms of Learning – A model of practice supporting youth mental health in the era of COVID-19. *Journal of Psychologists and Counsellors in Schools*

Faulkner, S., & Bartleet, B. L. (2019). Drumming interventions in Australian prisons: Insights from the Rhythm2 Recovery Model. In M. Balfour, B. L. Bartleet, L. Davey, J. Rynne & H. Schippers (Eds.). *Performing arts in prisons*. Bristol, UK: Intellect.

Seven prisons, 114 prisoners, three-month follow up - Significant improvements in psycho-social health, including self-worth, self-regulation and improved relationships. Reductions in depression, stress and anxiety

Faulkner, S. (2018.) Therapeutic applications for rhythm and reflection in support of people with co-occurring drug and alcohol and mental health issues. *Journal of Dual Diagnosis*, 3, 2:5

Martin, K., & Wood, L. (2017). Drumming to a New Beat: A Group Therapeutic Drumming and Talking Intervention to Improve Mental Health and Behaviour of Disadvantaged Adolescent Boys. *Children Australia*, 42(4), 268-276. doi:10.1017/cha.2017.40

Children from three socio-economically deprived schools, showing behavioural problems – improved *mental well-being*, reductions in *post-traumatic symptoms*

Faulkner, S. (2017). Rhythm 2 Recovery: A Model of Practice combining Rhythmic Music with Cognitive Reflection for Social and Emotional Health within Trauma Recovery. *Australian and New Zealand Journal of Family Therapy*. <https://doi.org/10.1002/anzf.1268>

Faulkner, S. (2017). *Rhythm to Recovery – A practical guide to using rhythmic music, voice and movement for social and emotional development*. London, UK: Jessica Kingsley Publishers

Wood, L., & Faulkner, S. (2014). Reach me & You can teach me - Engagement and social learning through hand drumming *Journal of Relational Child & Youth Care Practice*, 27,1 p18-26

Qualitative case studies show improvements in self-assurance, emotional control, interpersonal trust and reductions in anxiety.

Wood, L., Ivery, P., Donovan, R., & Lambin, E. (2013) To the beat of a different drum - improving the social and mental wellbeing of at-risk youth with drumming. *Journal of Public Mental Health*, 12,2 p70-79

180 students across 19 schools with control groups. Drumming & Cognitive therapy combination increases self-esteem in identified 'at risk' school students, whilst reducing behavioural incidents and increasing school attendance.

Faulkner, S., Wood, L., Ivery, P., & Donovan, R. (2012). It is not just music & rhythm - Evaluation of a drumming-based program to improve the social wellbeing of alienated youth. *Children Australia*, 37,1, p31-39.

Sixty students classified as 'high risk' across three schools with control - improvements in attendance, social integration and behaviour as well as reductions in suspensions.

Faulkner, S., Ivery, P., Wood, L., & Donovan, R. (2010). Music as a tool for social learning and improved educational outcomes. *Australian journal of Indigenous education*, 39 p98-108

Study of 36 Aboriginal students who had completed the drumming & reflection intervention – significant improvements in self-esteem, school attendance and behaviour - no criminal activity.

The Rhythm2Recovery Model ticks all the boxes of what we know about effective mental health interventions. It incorporates universal principles of effective practice, including active physical activity, social connection and increasing awareness and understanding of the issues that impact an individual's wellbeing. I have been involved in the research into this model and its outcomes are supported by good hard evidence. Professor Robert Donovan, Senior Principal Research Fellow School of Human Sciences, University of Western Australia.