



## Book & Journal Articles in Support of the R2R model

Faulkner, S. (2025). A therapist's reflective analysis on cultural perspectives of time, harmony and the rise in anxiety. *Australian Counselling Research Journal*, 18 (2) 60-64.  
<https://www.acrjournal.com.au/journal?id=28>

Faulkner, S.C. (2023). Drumming, rhythm, and regulation through a polyvagal lens. *JoCAT*, 18(1). <https://www.jocat-online.org/pp-23-faulkner>

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*, 1-7. doi:10.1017/jgc.2021.33

Faulkner, S. (Ed.) (2021). Leading drumcircles with specific population groups: *An introduction to drumcircles for therapeutic and educational outcomes*. London: JKP In Press

Faulkner, S. (2020). Integrating somatic approaches into practice through rhythmic music. *Counselling Australia, Summer*, 21 (4).

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: Intellect.  
146 prisoners across 8 prisons, male & female with control. Drumming & Cognitive Therapy combination reduces psychological distress & increases resilience in prisoners with improvement maintained 3-month post program.

Faulkner, S. (2017). PRACTICE NOTES: 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*, 38, 627-636  
Field notes from the use of the Rhythm2Recovery model in family practice, and with people who are recovering from trauma.

Martin, K.E., & Wood, L.J. (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*, 1-9. doi:10.1017/cha.2017.40  
62 students - Post-programme boys scored an average 7.6% higher mental wellbeing (WEMWBS) ( $p = .05$ ), 19.3% lower post-traumatic stress symptoms (A PCL-C) ( $p = .05$ ) and 23.9% lower antisocial behaviour (ARSDC) ( $p = .02$ ).

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*, 27,1,18-26

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

Wood et al, 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, & Donavon, 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, 31-39.  
60 students classified as 'high risk' across three schools with control - improvements in attendance, social integration and behaviour as well as reductions in suspensions.

Faulkner, Ivery, Wood & Donovan, (2010). Music as a tool for social learning and improved educational outcomes. *Australian journal of Indigenous education*, 39, 98-108  
36 Aboriginal students who had completed the drumming & reflection intervention – significant improvements in self-esteem, school attendance and behaviour - no criminal activity.