



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

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.

*Note several of these studies refer to the Holyoake DRUMBEAT program designed and developed by R2R Director Simon Faulkner and utilising the same model of rhythmic music combined with reflective discussions*