



Rhythm2Recovery Research Support



Introduction

At Rhythm2Recovery we are interested in collaborating with services providers, schools and individuals using our psycho-social model of rhythmic music and reflective discussions, to improve the evidence-base supporting these interventions.

The application of this model is diverse. It is currently being utilised in therapeutic practices to support people experiencing social and emotional challenges, in schools as a prevention & behaviour modification program, and for general social & emotional learning, and by service organisations as a treatment option for people working through specific mental health and relational issues; including drug and alcohol addiction, violence, trauma and grief.

Evaluation studies and more formal research programs, utilising both quantitative and qualitative approaches, are both extremely helpful in highlighting the benefits of this approach as well as exposing areas open to improvement.

Assistance from Rhythm2Recovery

We can assist you:

- With contacts in Australia and in several other countries across the world using the same model for comparative data collection
- With advice on obtaining ethics approval
- With the design of an evaluation or research project
- With participant and/or parental permission forms
- With validated pre and post evaluation forms and other measures that can help to show client/student growth. All information can be de-identified and stored securely.
- With data analysis
- With the research report design
- With writing up observations & summarising outcomes to a level suitable for publication in a relevant journal

Research Study Design

There are a range of options for assessing the impact of your work from brief evaluations to individual case studies to gold standard, randomised control studies.

It is important not to undertake evaluation until a facilitator has experience delivering the program. To undertake research into a R2R program with an inexperienced facilitator will not give genuine insight into the value, or otherwise, of a program.

To be of significance, a group work study should assess a minimum of 30 clients/students and compare them to a control group of similar size & demographic (age, gender, background, presenting issues) who do not participate in the R2R course.

A mixed method approach is a useful one where both quantitative and qualitative data is collected and presented in a research report.

Pre and Post questionnaires should be provided to both clients/students (in the R2R program & control groups) & their clinicians or teachers, (& potentially parents), and differences in responses analysed.

A half-way questionnaire – given out at the end of week 4 can also be a useful tool to ensure things are on-track in relation to the program's goals and client/student understanding & safety.

Post program interviews with the clients/students involved in the program and their clinicians/teachers and, if relevant parents, should be conducted, and summarised for inclusion in the research report.

Research into SEL

One area we are particularly interested in is assessing the impact of the eight R2R SEL lesson Plans as a specific program for Social & Emotional learning within the school system. Several funding streams for children & youth are tied to research outcomes in this area, including recognition from the leading advocacy organisation for social and emotional learning in schools CASEL

<http://www.casel.org/>

Rhythm2Recovery can provide interested educators & clinicians with the following scales for research into the CASEL criteria for positive SEL outcomes and other presenting mental health issues:

- BERS 2 – Behavioral & Emotional Rating scale <https://www.proedaust.com.au/bers-2-youth-rating-scale-25>
- Strengths & Difficulties Questionnaires <https://www.sdqinfo.org/py/sdqinfo/b0.py>
- Perth Empathy Scale
[https://www.researchgate.net/publication/358919980 Perth Empathy Scale PES Copy of questionnaire and scoring instructions](https://www.researchgate.net/publication/358919980_Perth_Empathy_Scale_PES_Copy_of_questionnaire_and_scoring_instructions)
- Rosenberg's Self-esteem scale
<https://www.wwnorton.com/college/psych/psychsci/media/rosenberg.htm>
- Kessler Psychological Distress scale <https://www.healthfocuspsychology.com.au/tools/k10/>
- Qualitative questionnaires for interviews with students, teachers and parents.

Critical Positive Youth Development (CPYD)

CPYD is a leading cross-disciplinary framework for supporting young people to thrive in diverse contexts. It encompasses the 6 C model:

- Competence – positive views of one's ability in the social, academic, cognitive & vocational areas of one's life
- Confidence – self-worth & self-efficacy
- Compassion – empathy & tolerance
- Connection – positive bonds between family and friends, peers, school and community
- Character - morality & integrity
- Contribution – to family & community

And adds the additional attribute of critical consciousness to allow young people to contribute to socio-structural change addressing health and social inequity.

CPYD is another potential framework for assessing the impact of a Rhythm2Recovery program based on the eight lesson plans, particularly for marginalised or disaffected young people. Including those living in community/social housing, living in disadvantaged/underserved/low socio-economic areas, from low-income families, from minority groups, living with disabilities, experiencing marginalization, disengaged from school and/or engaging in 'anti-social' behaviour and/or experiencing social isolation.

Rhythm2Recovery can assist with the development of qualitative questionnaires to assess the impact of the program in each of these seven areas from the perspectives of the students, parents and school staff.