

Drumming up support; Reducing Post-traumatic Stress Symptoms and Dysfunctional Behaviour Through Group Drumming

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2016 International Childhood Trauma Conference

BACKGROUND



WHAT IS DRUMBEAT



*Discovering Relationships Using Music –
Beliefs, Emotions, Attitudes & Thoughts*

2003 by **Holyoake**
with a group of
young Aboriginal
people and their
Elders in Wheatbelt
region in WA



FORMAT

Session 1.

Develop
guidelines
together,
learn
base
beats.

Sessions 2-8.

Discussions,
games,
improvise,
learning,
analogies.

Session 9.

Create &
practice
performance

Session 10.

Perform

DRUMBEAT STRATEGIES

Incorporates multiple senses-
sight, hearing, touch.



Body movement, thinking, talking

Movement;

Uses one and two handed drumming, clapping, drum 'scratching'. Rhythms/beats.

Group-work;

Generate group guidelines, discussions, problems solving, taking turns, listening, develop performance and perform together.

Individual;

Reflecting, consolidation

'Train the trainer' type approach (Master Trainers train Facilitators)



RESEARCH AND EVALUATION: METHODS

Unless you're using
evidence-based
procedures, I can't
hear a word
you're saying.



som^{ee}cards
user card

RESEARCH DESIGN

- Quasi-experimental, parallel mixed-method
- Quantitative results informed qualitative questions, qualitative results used to confirm and contextualise quantitative results
- 3 socio-economically disadvantaged secondary schools in Perth, WA.



QUANTITATIVE DATA COLLECTED

Pre and post program;
42 students.

Mental wellbeing

Psychological distress

Post traumatic stress symptoms (PTSS)

Delinquent behaviours

QUALITATIVE DATA COLLECTED

Post program interviews;

- 18 students
- 6 school staff
- 4 DRUMBEAT facilitators.

Interviews provided perceived impact data as well as contextual and mechanistic information.



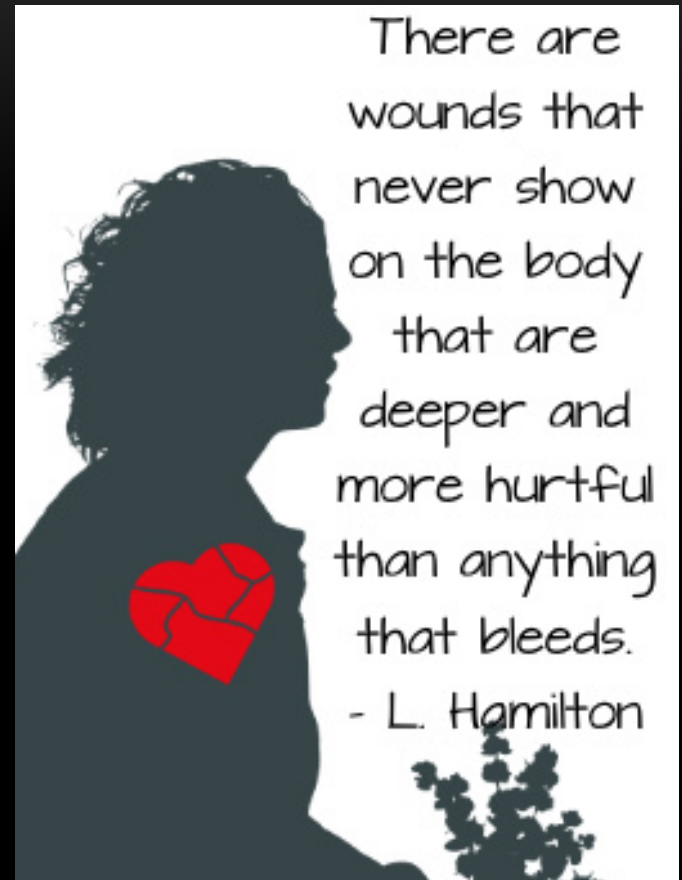
RESULTS



REDUCED PTSS IN MALES

- Significantly lower PTSS in males post DRUMBEAT ($p < 0.05$)
- Those who screened above PTSD thresholds reported decreased PTSS post program ($p < 0.05$)

No change in PTSS in females or those not reaching PTSD threshold at baseline



INCREASED WELLBEING

- Significantly higher mental wellbeing in males post program ($p < 0.05$)
- Higher mental wellbeing in females- however did not reach significance
- Reduced psychological distress but did not reach significance

REDUCED DELINQUENT BEHAVIOURS

- Males self reported significantly lower delinquent behaviours post DRUMBEAT ($p < 0.05$)

“To the beat of a different drum”: improving the social and mental wellbeing of at-risk young people through drumming

Lisa Wood, Penny Ivery, Robert Donovan and Estée Lambin

Lisa Wood is an Associate Professor at the Centre for the Built Environment and Health, School of Population Health, The University of Western Australia, Perth, Australia. Penny Ivery was formerly a Research Associate at the Centre for the Built Environment and Health, School of Population Health, The University of Western Australia, Perth, Australia. Robert Donovan is a Professor of Behavioural Research and Professor of Social Marketing at the Faculty of Health Sciences and School of Marketing, Curtin

Abstract

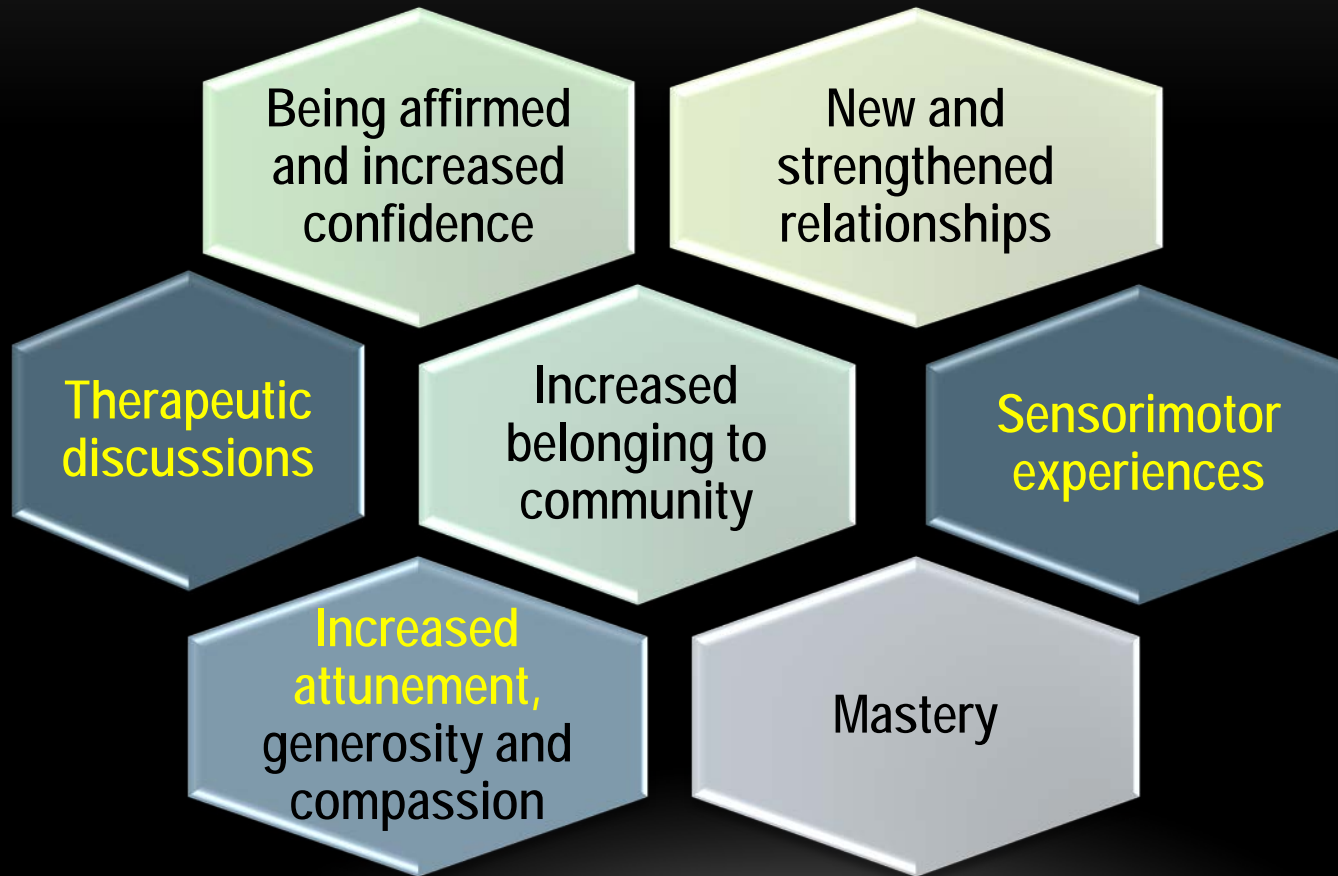
Purpose – There is growing interest in the use of music and other arts mediums as a way of addressing mental health and social wellbeing issues in a non-clinical or therapy setting. This can be particularly apt for more at-risk young people who may not engage readily with other approaches. Published evaluation of such interventions is however sparse. This paper aims to describe an evaluation of the DRUMBEAT program which uses drumming as a way to engage at-risk youth, whilst simultaneously incorporating themes relating to mental wellbeing and healthy relationships.

Design/methodology/approach – An evaluation was undertaken in 19 schools participating in the ten-week DRUMBEAT program. Pre, interim and post-program surveys were administered to participating students ($n = 180$). School-based data on student behaviour and teacher feedback was also collected.

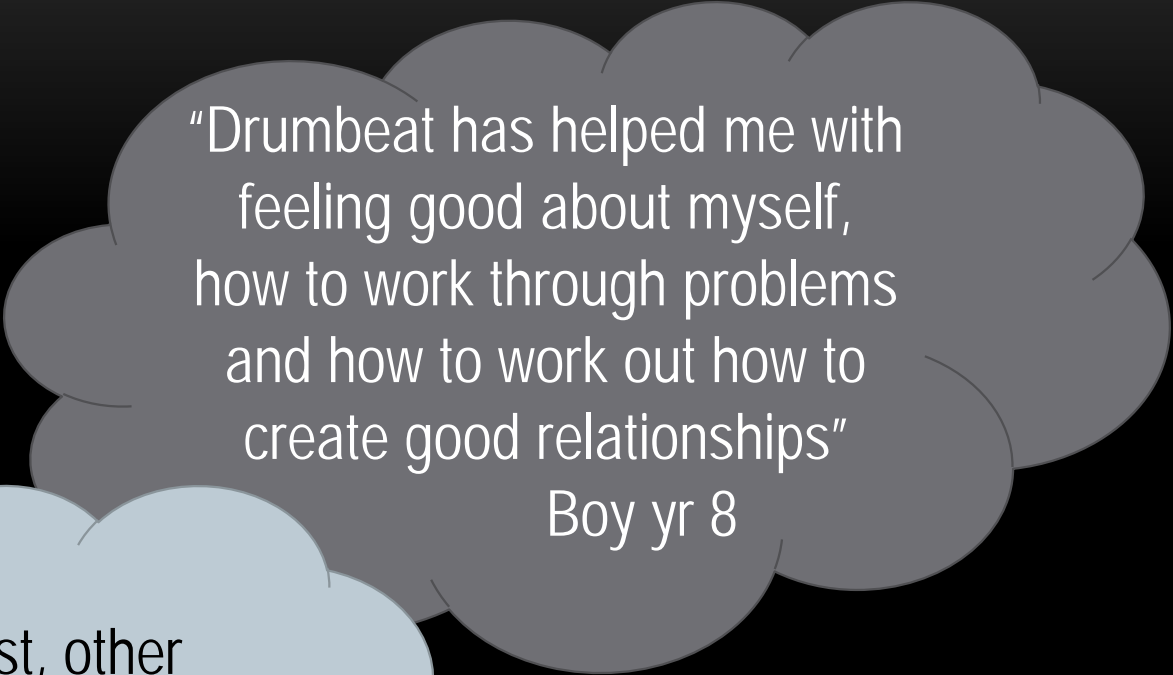
Findings – Positive changes were observed on several measures, including a 10 per cent increase in self-esteem scores by program completion. School data showed a decrease in reported behaviour incidents for 29 per cent of participants. Overall, the evaluation indicated that the DRUMBEAT program provides a creative medium for working with at-risk young people and helps develop self-esteem and social relationship skills.

Originality/value – There is a paucity of published evaluations of interventions of this kind. Also novel is the delivery of the program in a school-based rather than clinical therapy setting. The paper also demonstrates how a “real world” intervention program can go beyond basic process evaluation to collect outcome data

MECHANISMS ASSOCIATED WITH PROGRAM SUCCESS

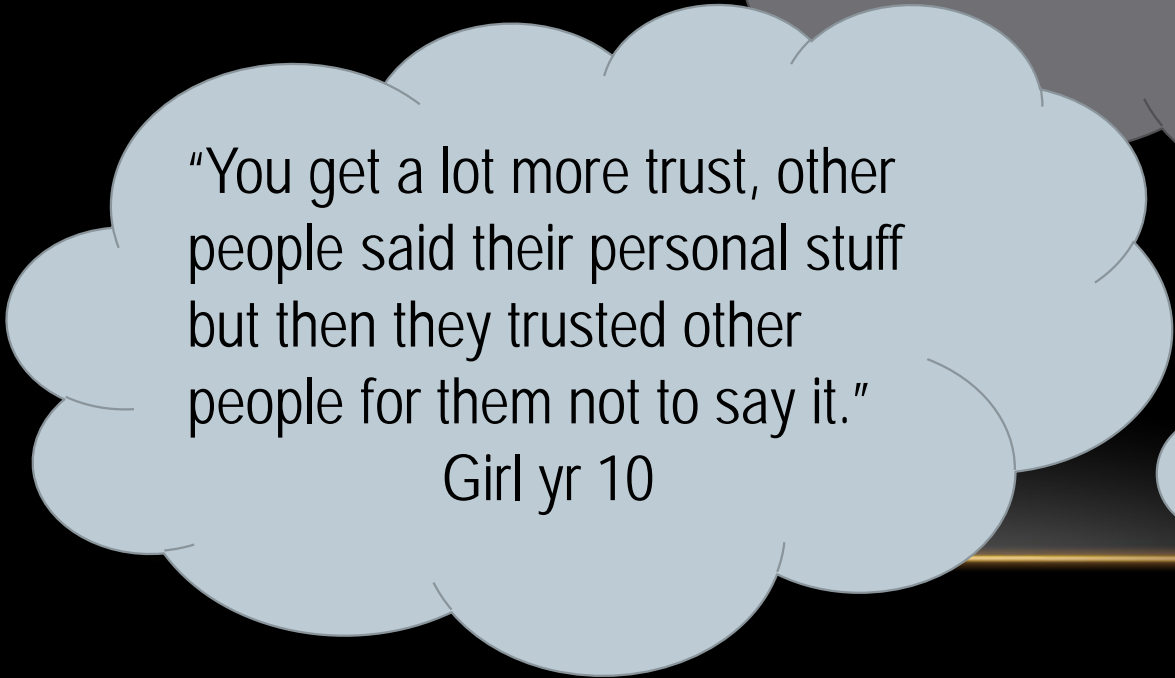


BEING AFFIRMED AND INCREASED CONFIDENCE



"Drumbeat has helped me with
feeling good about myself,
how to work through problems
and how to work out how to
create good relationships"

Boy yr 8



"You get a lot more trust, other
people said their personal stuff
but then they trusted other
people for them not to say it."

Girl yr 10

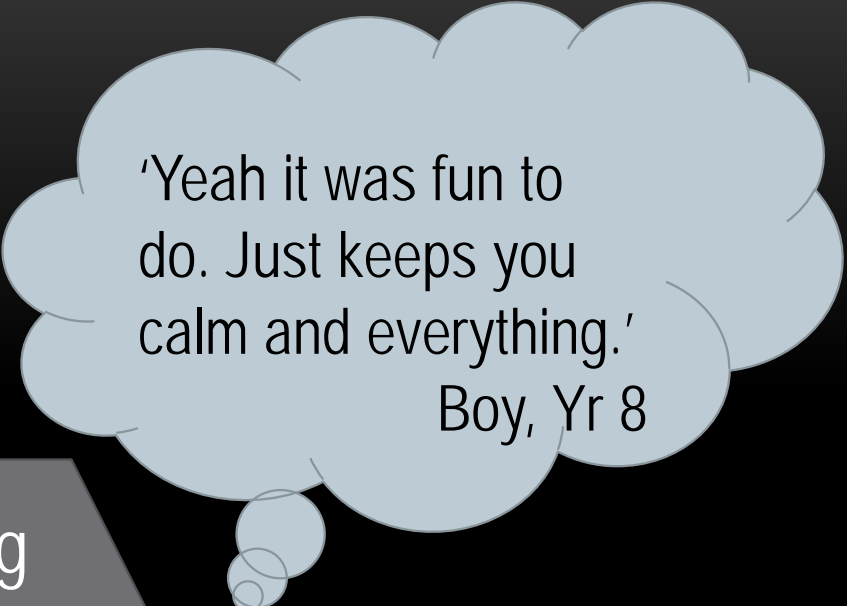
SENSORIMOTOR

Senses

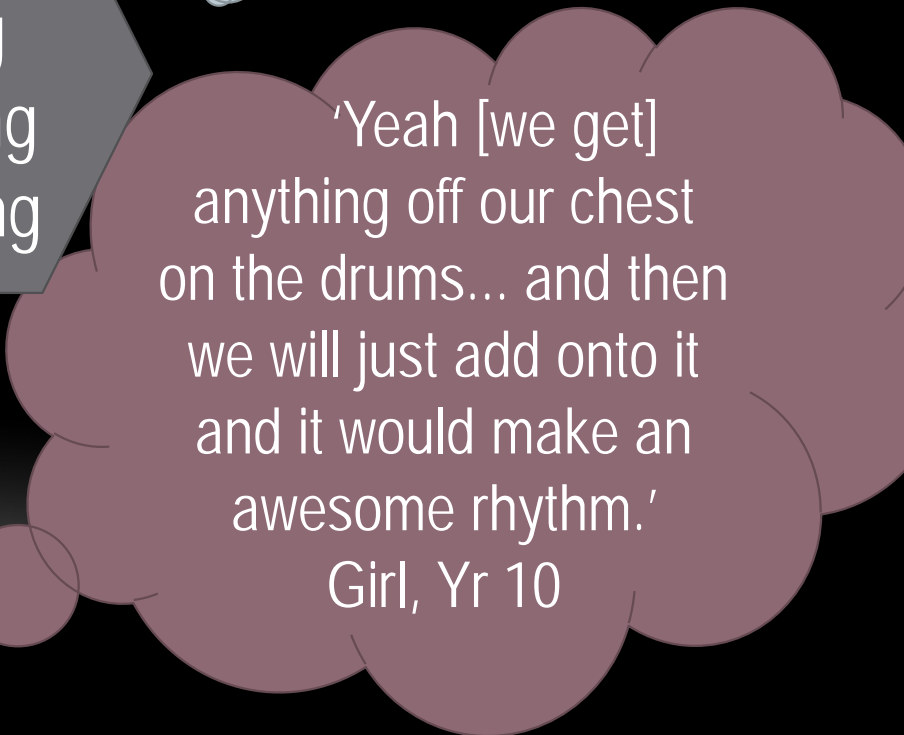
- Sound
- Touch
- Sight
- Vibration
- Bilateral stimulation?



Calming
Relaxing
Stimulating
Connecting



'Yeah it was fun to
do. Just keeps you
calm and everything.'
Boy, Yr 8



'Yeah [we get]
anything off our chest
on the drums... and then
we will just add onto it
and it would make an
awesome rhythm.'
Girl, Yr 10

RELATIONSHIPS



*'Drumbeat has helped
me control my anger,
get along with my
enemies and treat
enemies with respect'*

Girl, Yr 9

**'Well now I am doing
well with the teachers,
they're nice, I'm nice,
they treat me like I am
their kid you know.'**

Boy, Yr8

MASTERY

It [the impact of DRUMBEAT] will actually last because, you know, when I hadn't done DRUMBEAT yet, I used to sit and tell myself things like 'my god- this thing - I can't do it' Girl, Yr 8



BELONGING TO COMMUNITY

'It made me feel good of who I am, and it doesn't matter what skin colour you are, or where you come from, or what religion you are...you can belong in a group and in a community without feeling left out.'

Girl, Yr 10



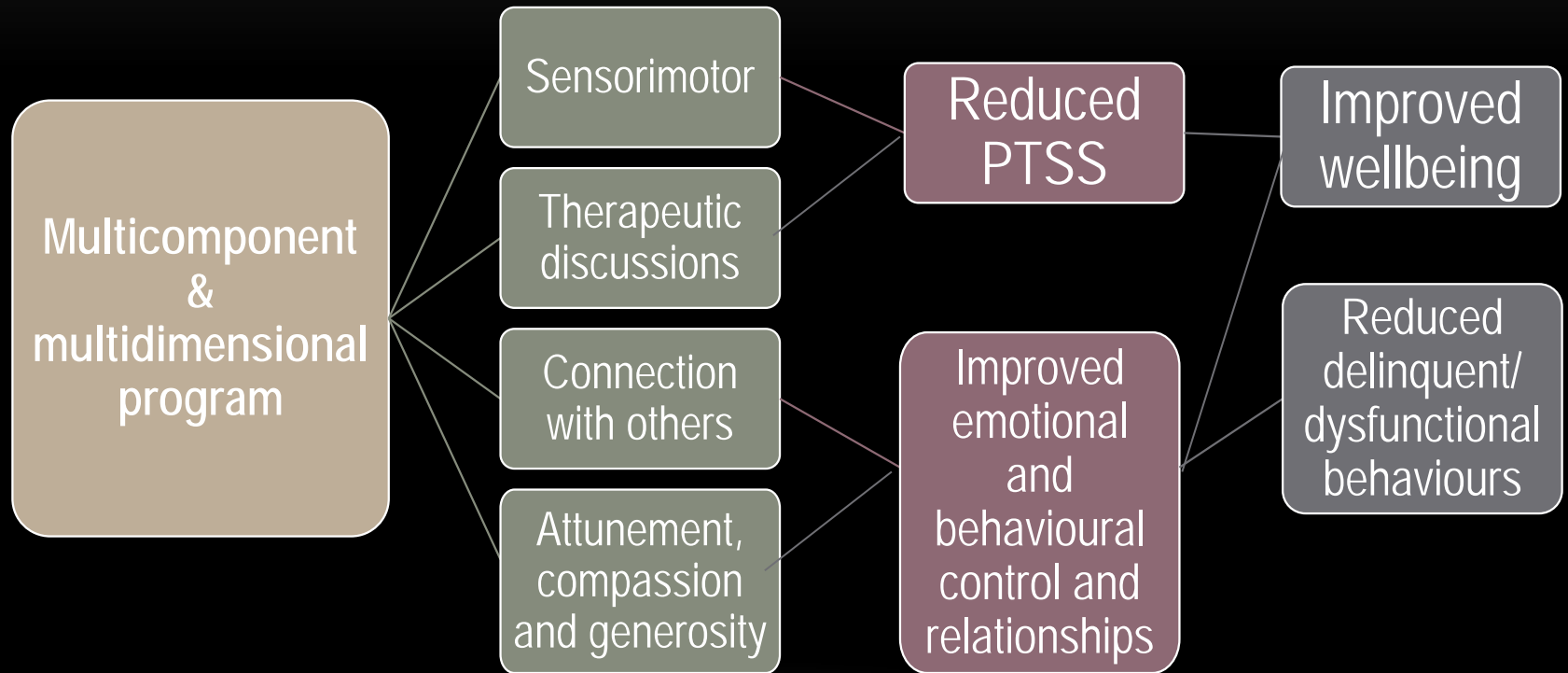
ATTUNEMENT, GENEROSITY AND COMPASSION

*"Drumbeat has helped
me with feeling good
about myself, how to
work through problems
and how to work out
how to create good
relationships"*

Boy, Yr 8

'I used to fight with mum quite
a lot, and we ended up not
fighting as much anymore,
because I've been using
everything I learned in
DRUMBEAT at home with my
fights with mum' Girl, Yr 10

PROPOSED MECHANISMS...

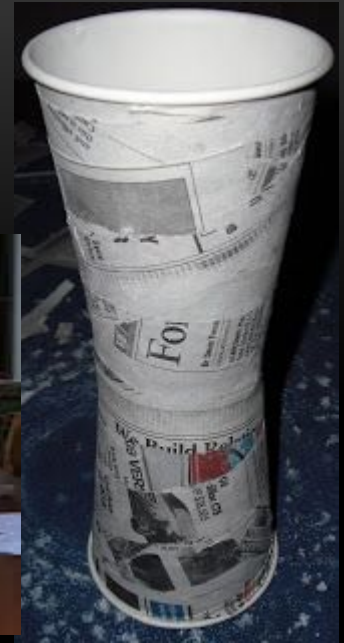


CONTEXTS ASSOCIATED WITH SUCCESS

1. Skills of facilitator
 2. Relationships
 - Between facilitators and participants
 - Between facilitator and school
 3. Voluntary
 4. Timetabling
 5. Performance location and support by school
 6. Reputation of organiser/liaison/facilitator in school
-

TO INCREASE IMPACT???

- Create drums in art or woodwork
- Decorate drums in art
- Incorporate DRUMBEAT values into school core values
- Many others... ask students





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More

Drumbeat: Drumming program helping Indigenous children overcome anger

The World Today By the National Reporting Team's [Kate Wild](#)

Updated 6 May 2016, 1:36pm

It is physical, sometimes frantic and often loud — and it has emerged as one of the most promising suicide prevention programs for young Indigenous kids in Australia.

It is called Drumbeat and it uses drums as a focal point in workshops run for children who have anger or anxiety issues or who show signs of being at risk of harm.

"I have never seen a child it hasn't helped," said



IMPLICATIONS FOR OTHER PROGRAMS

- Ensure programs are adaptable- needs analysis of group (discussion/questionnaires)
- May not need to rely solely on one-on-one programs to reduce trauma symptoms
- Potential for multi-component and multidimensional programs to have far reaching impact

Programs can increase awareness of Trauma- Informed Practice and its embedding into school culture

