

DRUMBEAT® BUILDING RESILIENCE THROUGH RHYTHM

HOLYOAKE® EARLY INTERVENTIONS & YOUTH

Rhythm for Social and Emotional Learning

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Hippocrates (450 BCE to 380 BCE)

Mental care and art therapy interventions were in accordance with the first classification of mental disorders, which was proposed by Hippocrates. In this category music and drama were used as management tools in the treatment of illness and in the improvement of human behavior

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Rhythm and Music



- Impacts the limbic system
- Increase activity in reward centre
- Develop emotional responses and memories
- Decreases anxiety and increases ability to focus and concentrate

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MUSIC

- Social skills
- Language development
- Behavioural development

DRUMBEAT – Core Elements

- Core Rhythms:** Skill, Teamwork, Concentration
- Discussion and Story Telling:** Self Awareness, Social Awareness, Communication Skills
- Games:** Cooperation and Teamwork, Fun and Engaging, Guidelines and Boundaries
- Improvisation:** Creativity, Personal Expression
- Performance:** Teamwork, Patience, Empowerment




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Drumming as a group

- Increased social connections
- Creates a sense of equality
- Shared experience
- Use with multiple demographic groups



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- There were many examples of children changing their behaviour over the course. One boy went from bullying behaviour into a leadership and teaching role

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- They showed respect for one another, shared their feelings and worked together as a team which I have not seen in this group of students since I started teaching the class. The boys took ownership of the performance and worked extremely hard.

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- One of the girls initially would freeze and hide in her jumper when participating in discussions, but by the end happily participated in the performance with confidence and reflected on the topics - her biggest lesson was that being an individual and expressing yourself strengthens the community.

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- They learnt to embrace challenges, persevere and developed a 'can do' attitude that carried across into other school subjects. Their sense of self-pride was heightened with every success they experienced, no matter how small.

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- Teachers had stated that some participant's hyper arousal in class would not enable them to participate in the programs for more than half an hour, however in the DRUMBEAT program, I witnessed the participants be involved for a full hour, not getting worked up, with minimal signs of hyper arousal and noted to have been in a state of calm.

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- With one of my students having Aspergers, I found the DRUMBEAT program to be very successful for him. I also found that the 2 students with ADHD benefitted by giving them focus and finding patience whilst in the group. I believe in nor pre-determining the programs outcome and be prepared for anything

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Research

- “To the beat of a different drum” – Dr Lisa Wood (University of West Australia)
- “The effect of background music and song texts on the emotional understanding of children with autism” – Katagiri, J (2009)
- “The Boy who was raised as a dog and other stories from a child Psychiatrist’s Notebook” – Bruce Perry
- “Effects of group drumming on modulation of neuroendocrine-immune parameters” – B Bittman

Gaming

Game play involves repeated actions that strengthen the brain cell connections underlying memory and learning.

FRONTAL LOBE
One study showed that good players can get “into game brain.” This means key parts of their frontal lobe become underused, which can alter mood.

PREFRONTAL CORTEX
Games that require creative actions, like “Space Invaders,” activate these areas, which control activity movement.

PREFRONTAL CORTEX
Regions that require logical thinking, like “Warrior” and “Pacif” activate this area, which controls decision making.

DOPAMINE
Dopamine, which is involved in learning and feelings of reward, is released in the brain’s nucleus during video game play.

DORSAL ANTERIOR CINGULATE CORTEX
Immediately after firing a weapon in a video game, players show greater activity in this area, which controls cognition and planning.

ROSTRAL ANTERIOR CINGULATE CORTEX & AMYGDALA
Areas that receive emotional input showed less activity while playing and more afterward. Studies say players may lose their emotional response to cope with their violent actions.

<http://www.onlineuniversities.com/neuroscience/gaming>

Hit that drum as many times as you can!

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What can you do?

- Encourage children and adolescents to listen to or play music
- Encourage discussion of music- what emotions does it invoke, what are people's thoughts about a particular piece of music?

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What can you do?

- Steady rhythms of 60-80 beats per minute
- Encourage individuals to find different music for different moods (e.g. pop music for energising themselves).

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For more information:

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