

DRUMBEAT Protocol - School Testimonials



Leadership skills – equipping students with life-long skills

“We call DRUMBEAT our leadership class so we're developing leadership skills, not focusing on negativity. We're focusing on the positives and how it can improve their life. We've seen that they're not as disruptive or focused on other things. They're trying to focus on doing better, they're more aware, and I think that's the key. It's like they have like an internal piece that's saying, “wait a minute, we're in DRUMBEAT, you're supposed to be a leader, not getting in trouble.” – Beth Nave, Principal

“What I like best about DRUMBEAT is the leadership that it taught me. We talked about how we could be role models in the classroom and how we can help each other out” – Courtney, Purcell student

Communication and Relationship building – teachers recognize ability to bond and connect with students, while students make friends, learn about each other and how to work together

“I noticed that with my kids we have a real bond and a connection, so that when they do have problems, we have something to fall back on and to talk about. The piece that really got to me were the things that they would share about that were deep concerns from home or school -- they really opened up and the group cherished the honesty”

“I would even counsel them, and if they were having a hard time, I might use the same terms that we used in DRUMBEAT. In order to be able to help them to remember the breathing and resetting their mind and finding the harmony and the rhythm, I'd ask them: do you feel that you are in rhythm with the class? Have you found the harmony?” – Beth Nave, Principal



Practical social and emotional learning in and out of the classroom

“We incorporate a lot of how to use these skills in the classroom. So you know we use the drums, but we also talk about the terms and the rhythm and the harmony, talking about how to do that in the classroom, when they are outside of us (the DRUMBEAT group). What does it look like? How should they do it and if they found themselves out of rhythm, out of beat, out of harmony with the others, then those are the things that they can do in order to find themselves.”

“I think it's a program that every student can benefit from. We've seen big changes in behavior with the participants...the students are doing a very, very good job in the classroom and also outside of the classroom as well. It gives the students a sense of belonging to something”

– Willie Morris, Teacher

Building self-confidence and improving academic performance

“Absolutely you see the growth of the children even the bad behavior kids have showed improvement with their behavior. When you look at kids who were very shy, they're more outspoken and willing to take risks and try. One boy wasn't reading independently - now he gets up and takes risks and does his reading. He tries on his own and he's giving it a shot instead of being so afraid to talk to me. I really do feel like it was a benefit to start DRUMBEAT at Frostproof El.”

– Renee Copeland, Teacher Frostproof Elementary FL

Creating sense of belonging and respect

“It (DRUMBEAT)also gives the students a sense of belonging to something because a lot of students they don't have extra curricular activities such as sports our scouts or things of that that nature so having the DRUMBEAT program gives them something to belong to” – Willie Morris

“I learned how to give kindness and respect, and I learned to work with others. I learned to have fun”
– Michael, Eagle Lake student

Skills to deal with peer pressure

“Students enjoyed DRUMBEAT and looked forward to attending weekly sessions. Their favorite game was Dangerous Rhythm! We were able to relate this game to peer pressure situations and discuss positive choices.”

- Katie Hileman, Teacher, Eagle Lake Elementary FL



Lasting positive change

“The young men really enjoyed playing the drums and were able to make the connections from playing music to situations in their lives. Eight out of the ten boys showed a notable positive change in at the end of the program had better behavior throughout the rest of the school year. Administration and the other teachers at the school are excited about the positive results and keeping - even expanding - to more DRUMBEAT groups for the next year.”

- Scott Mautz, Music Teacher, Alta Vista Elementary

Improving school attendance

“Students appeared to be highly motivated and excited about attending the program – thus being prompt to school and prompt to DRUMBEAT.”

- Denise Sepulveda, School Social Worker, Dundee Elementary FL

Importance of student selection for DRUMBEAT, create a self-empowered group

“The group was selected carefully and personalities meshed well. Teacher gathered and talked about who would benefit well together and turned out just right. Students who were known as being very quiet and introverted turned out to express their feelings and show care for one another.”

- Denise Sepulveda, School Social Worker, Dundee Elementary FL

The universal language of music gives students their voice

“Initially the students were reluctant to verbally engage in the group in a transparent manner. The drumming provided an alternative language that allowed their voices to be heard without precise words. For this group, playing the same songs for 2-3 weeks securely built their confidence enough to move on to more challenging songs. At the conclusion of the group, the students were impactful with their drumming and articulation of thoughts and feelings.”

- Trinetta Colleen McCalip, School Social Worker, Polk County School.

For more information on how to get the DRUMBEAT protocol into your school, please contact:

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