

*Abridged version of the report by: David Townley, Principal Educational Psychologist,
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Results from the Redbridge Independent Evaluation

A pilot course in Creative Relaxation for school staff in Redbridge was held in November-December 2008, at Roding Primary School. A further course for school staff and educational psychologists was held in June-July 2009 at Redbridge Teachers Centre. Both courses were run by representatives of Creative Relaxation for Schools and both were evaluated by Redbridge Educational Psychology Service.

Method

The approach was to administer two questionnaires to the participants; the questionnaires assess each individual for state anxiety, trait anxiety and depression. Each participant completed each of the questionnaires twice; once at the beginning and once at the end of the course. The two questionnaires used were:

1. The State-Trait Anxiety Inventory for adults (STAI), by Charles Spielberger (Mindgarden Inc. 1983)
2. The Beck Depression Inventory (second edition, BDI-II) by Aaron Beck, Robert Steer, and Gregory Brown (Psychological Corporation, 1996)

Both instruments are widely used and cited, both for clinical and research purposes. Participants were asked to complete the two questionnaires, both at the beginning and at the end of the Creative Relaxation Programme which comprised five sessions.

46 participants completed the pre-course evaluation questionnaires; 33 participants completed the post-course evaluation.

Limitations

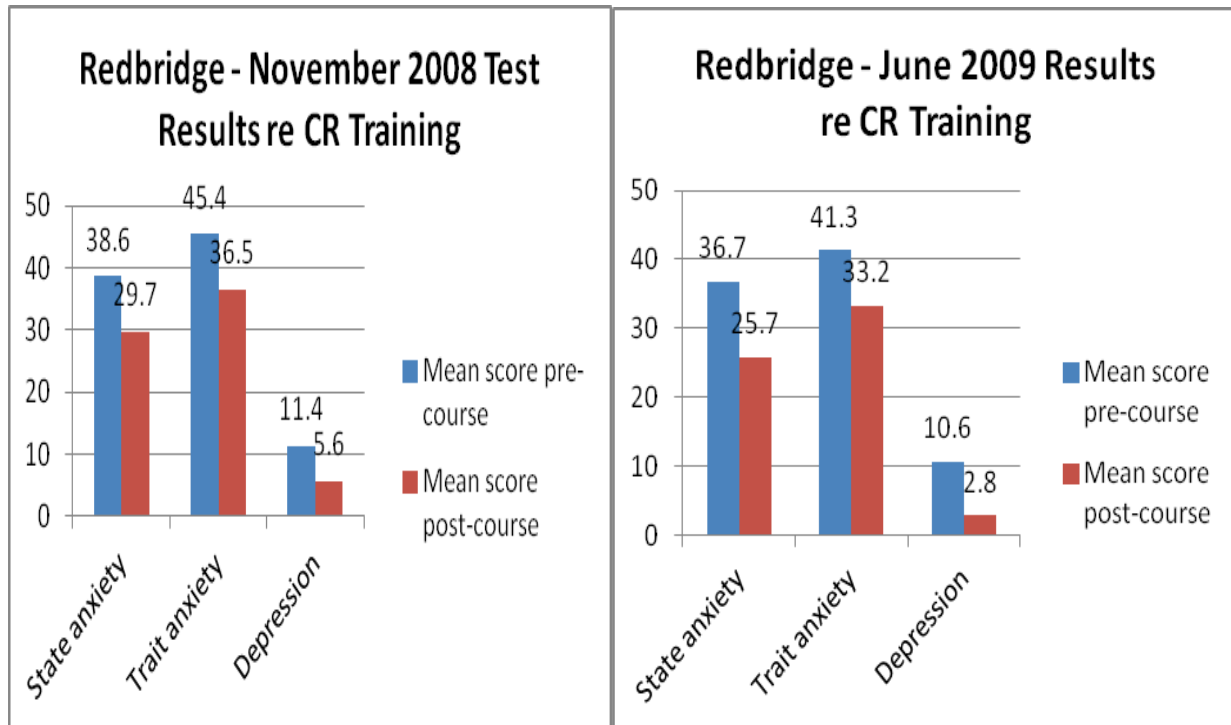
There are a number of reservations which need to be raised in considering the implications of this evaluation.

1. Firstly there was no control group
2. Secondly, there may have been a desire on the part of participants to give positive feedback to the presenters
3. Thirdly the two administrations of the forms took place respectively at the beginning and ends of the session, so effects could have been mainly from the last session (which was more salient) rather than the whole course

Because of the small numbers involved, and the lack of control groups, this was not considered to be a rigorous research study, but was considered to offer useful evaluation information about the course.

Results

The mean scores were derived for three measures, state anxiety, trait anxiety and depression at the beginning and end of the course. (A higher score implies a higher level of anxiety or depression)



In all cases the mean scores had reduced between the beginning and end of the course. The November/December 2008 training showed differences in all three measures. These were significant at the 0.01 level (i.e. there is a probability of less than one in a hundred that the difference is due to chance).

The training in June 2009 (with smaller numbers) showed differences on the STAI that were significant at the 0.05 level (i.e. there is a probability of less than five in a hundred that the difference is due to chance) and differences in the BDI that were significant at the 0.02 level (i.e. there is a probability of less than two in a hundred that the difference is due to chance)

Conclusion

The results indicate that, between the beginning and the end of the course, most participants displayed a reduction in expressions of anxiety and depression as measured by the questionnaire instruments. These differences were statistically significant. The significance was less than on the evaluation of the 2008 course, because the numbers of participants completing the course was lower on the 2009 course.

Within these constraints, this evaluation can be considered to have demonstrated positive outcomes for the participants who attended this course.