

A RE-AIM EVALUATION OF A TRAUMA-SENSITIVE SPORT PROGRAM FOR NEWCOMER YOUTH

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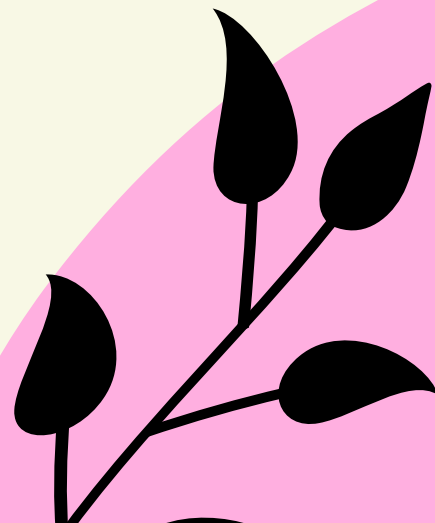
INTRODUCTION

Newcomers face high trauma risk ^{1, 2}

Intentionally structured sport programs can offer opportunities for newcomer youth to build social relatedness and develop resilience-related life skills ³⁻⁵

[1] Hebebrand et al., 2016; [2] Whitley et al, 2015;

[3] Ley & Mario, 2019; [4] Massey & Williams, 2020; [5] Spaaij, 2015;



TRAUMA-SENSITIVE SPORT



Train staff in trauma education and program design



Support and **interact** with trauma-exposed children



Design sport programs to leverage benefits



Teach **resilience**-related life skills ⁶⁻⁸

RE-AIM FRAMEWORK 9-11

Reach

Who is participating in the program?

Effectiveness

What are the outcomes of the program?

Adoption

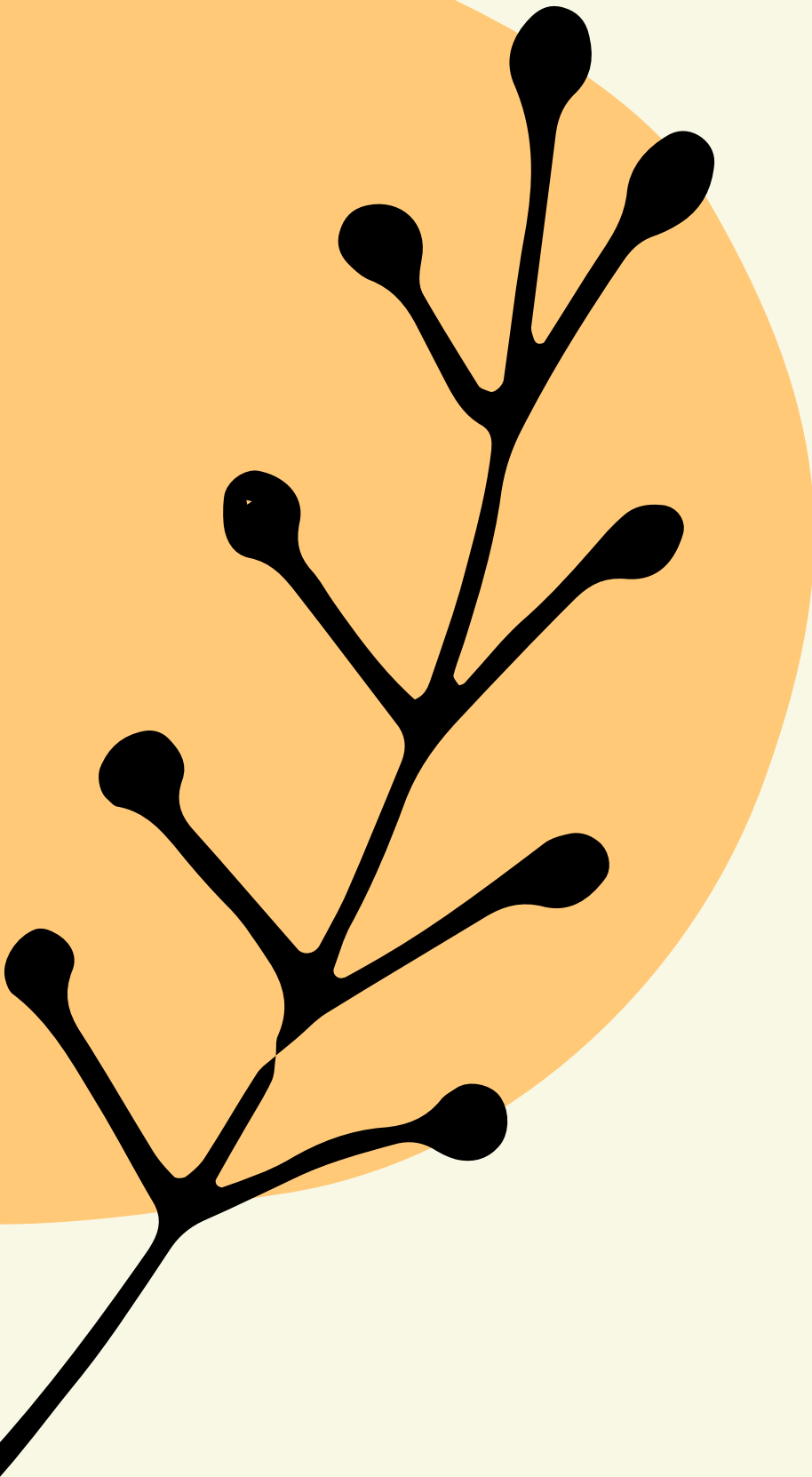
Who is delivering the program?

Implementation

How well is the program being delivered?

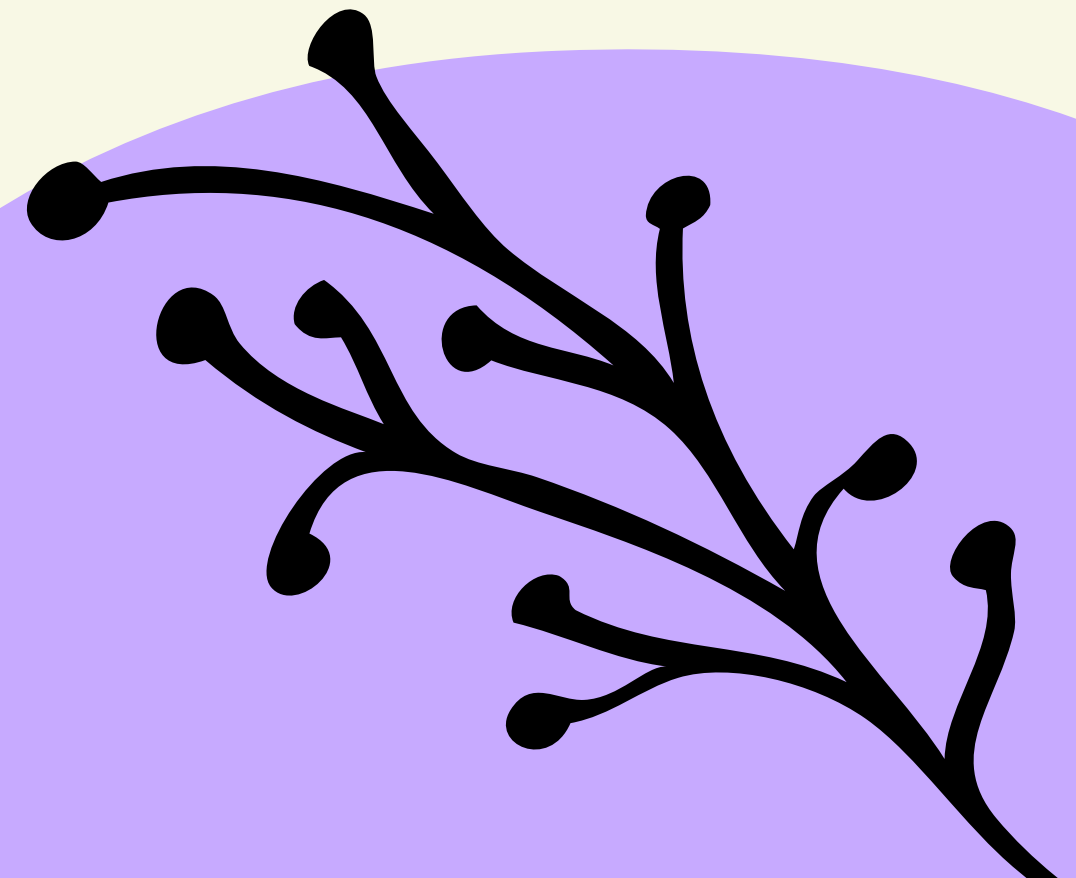
Maintenance

What are the long-term effects of the program?



PURPOSE

- To evaluate the implementation of a trauma-informed sport program for newcomer youth using the RE-AIM framework

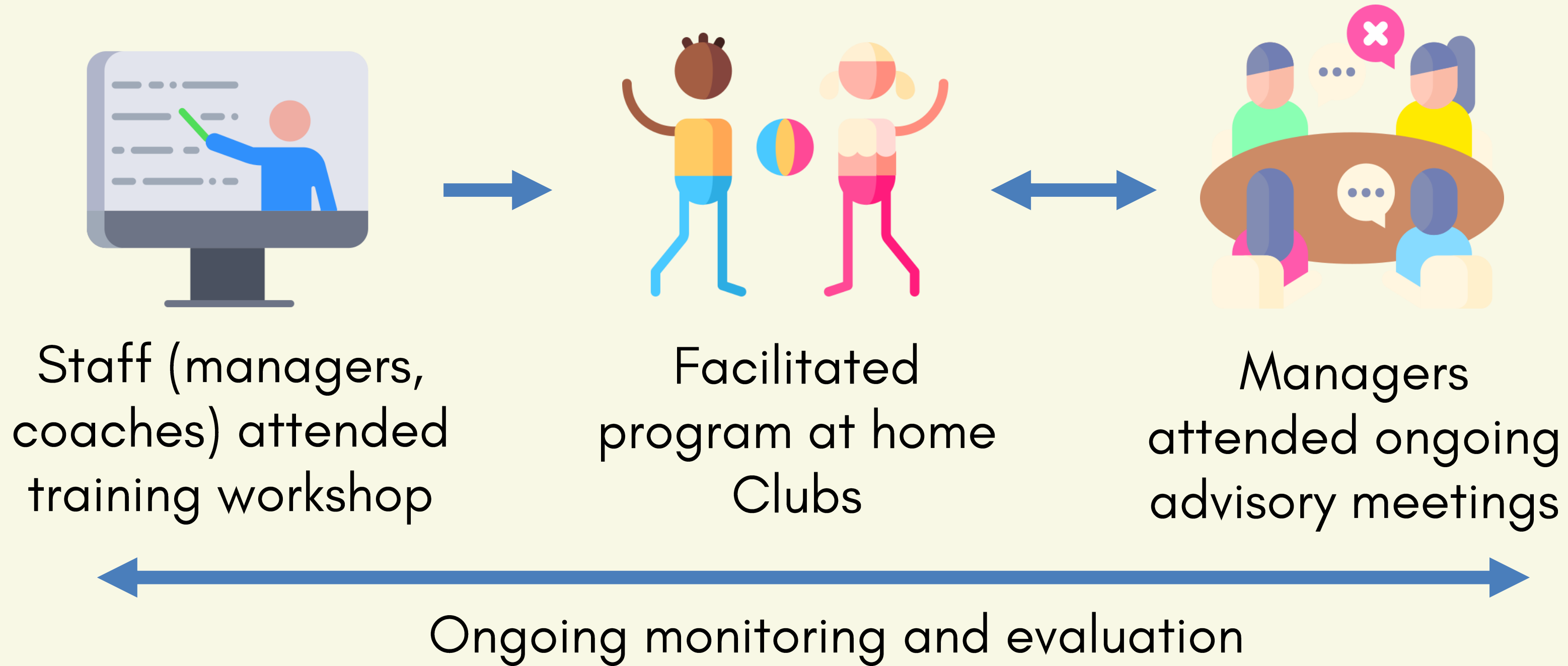




CONTEXT

- BBL for Newcomer youth – Pilot
- Program hosted by BGC Canada
- 2020 – 2021 during the COVID-19 Pandemic
- Targeted for newcomers, but open to all members
- Five clubs across Canada
- Weekly, afterschool, virtual/in-person
- Two 6–8 week seasons, multi sports

PROCEDURE



METHODS



Meeting
observations



Training surveys



Logbooks



Report cards



Documents and
Reports



REACH

n
118

Age
7 ←-----→ 12
 $M = 9.41 \pm 1.04$

Gender



54% boys 44% girls

Attendance

58%

on average

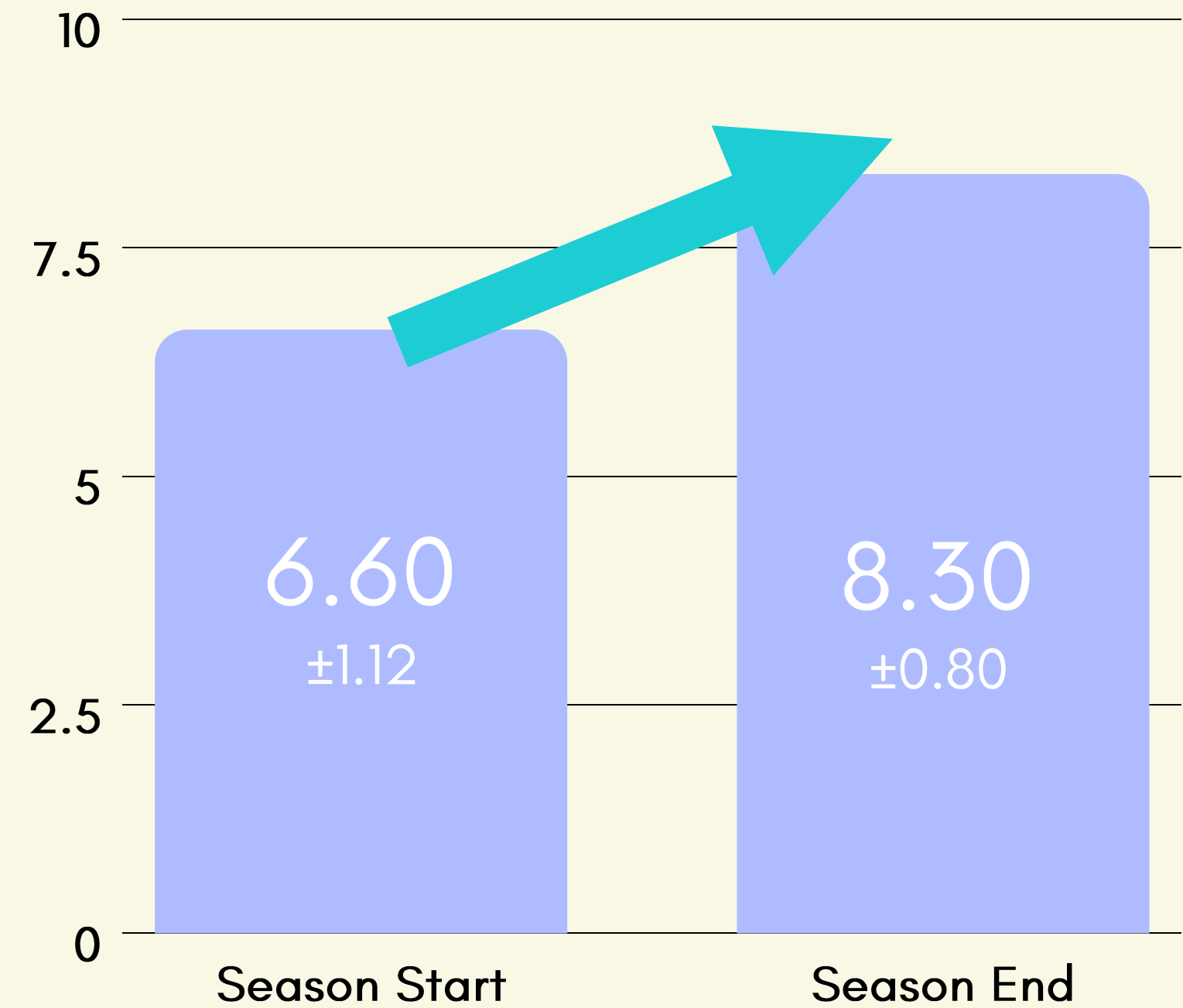


EFFECTIVENESS

Increased youth's willingness to engage, comfort with peers, and life skill development by end of season

Report cards
10 items
10-point scale
1 (low) to 10 (high)

Report Cards from Start to End Season



$t [37] = -9.89, p < .001, \eta^2 = .722$

EFFECTIVENESS

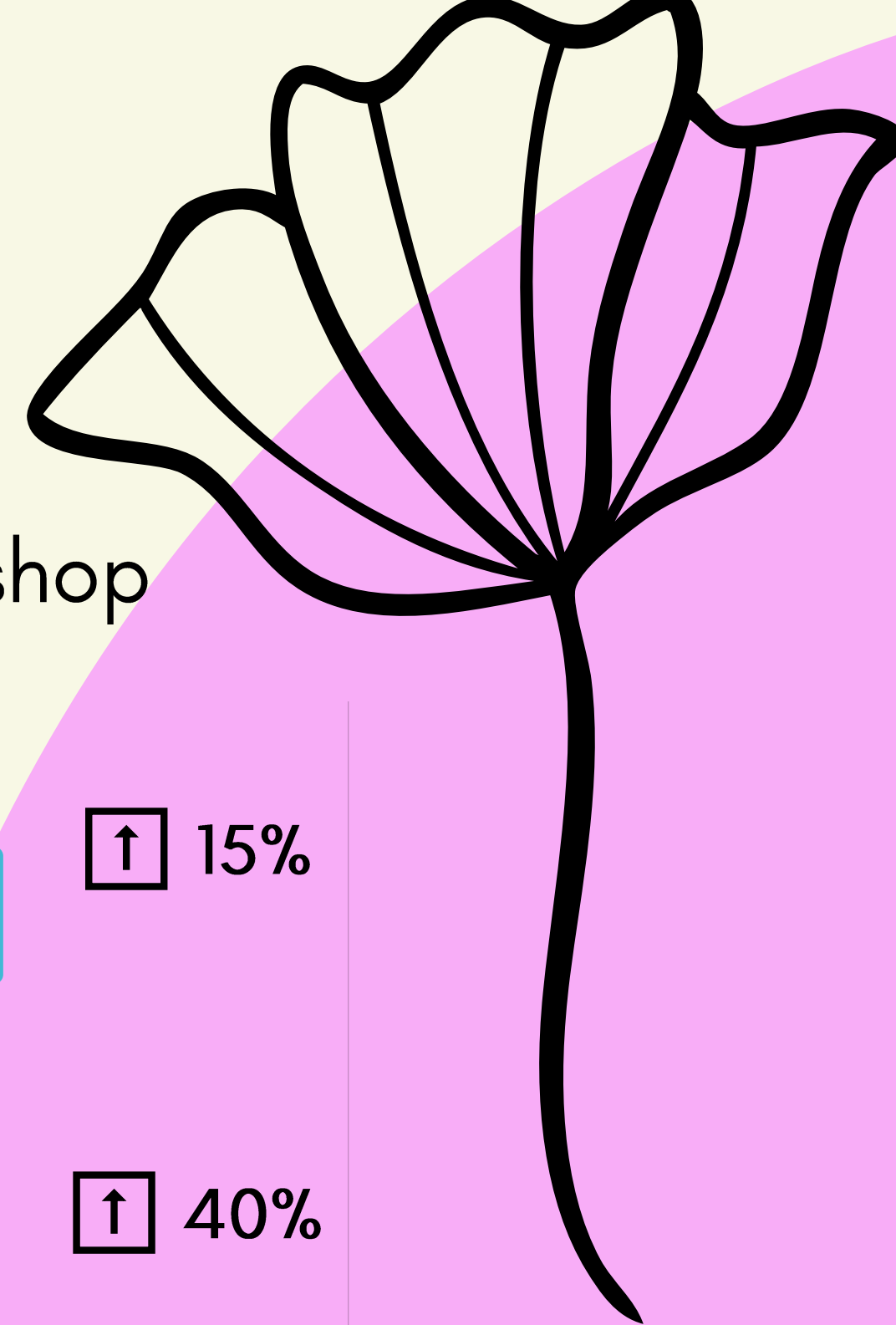
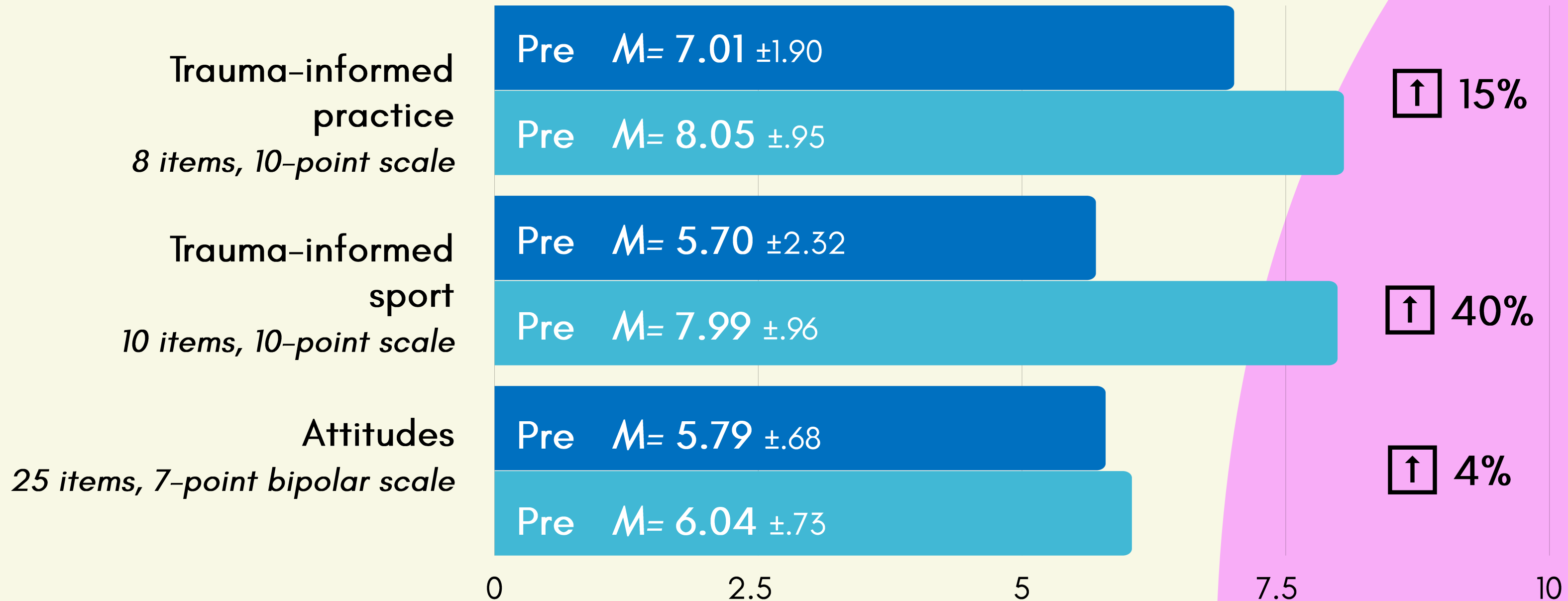
At season end, staff reported how BBL participation influenced their members

Written responses	Instances
Positive Participation <i>Willingness to engage, positive attitudes, effort, comfort, interest in sport</i>	83
Personal skills <i>Confidence, Physical and sport skills, self-regulation and perseverance</i>	31
Social skills <i>Friendship building, social awareness, seeking help, teamwork</i>	15
Leadership skills <i>Positive role modeling, leading activities, initiative</i>	9
Challenging behaviours <i>Low self-esteem, disinterest in sport, lack of focus, motivation issues</i>	14
Virtual experience <i>Increased access, tech challenges, difficulty engaging, screen fatigue</i>	13



ADOPTION

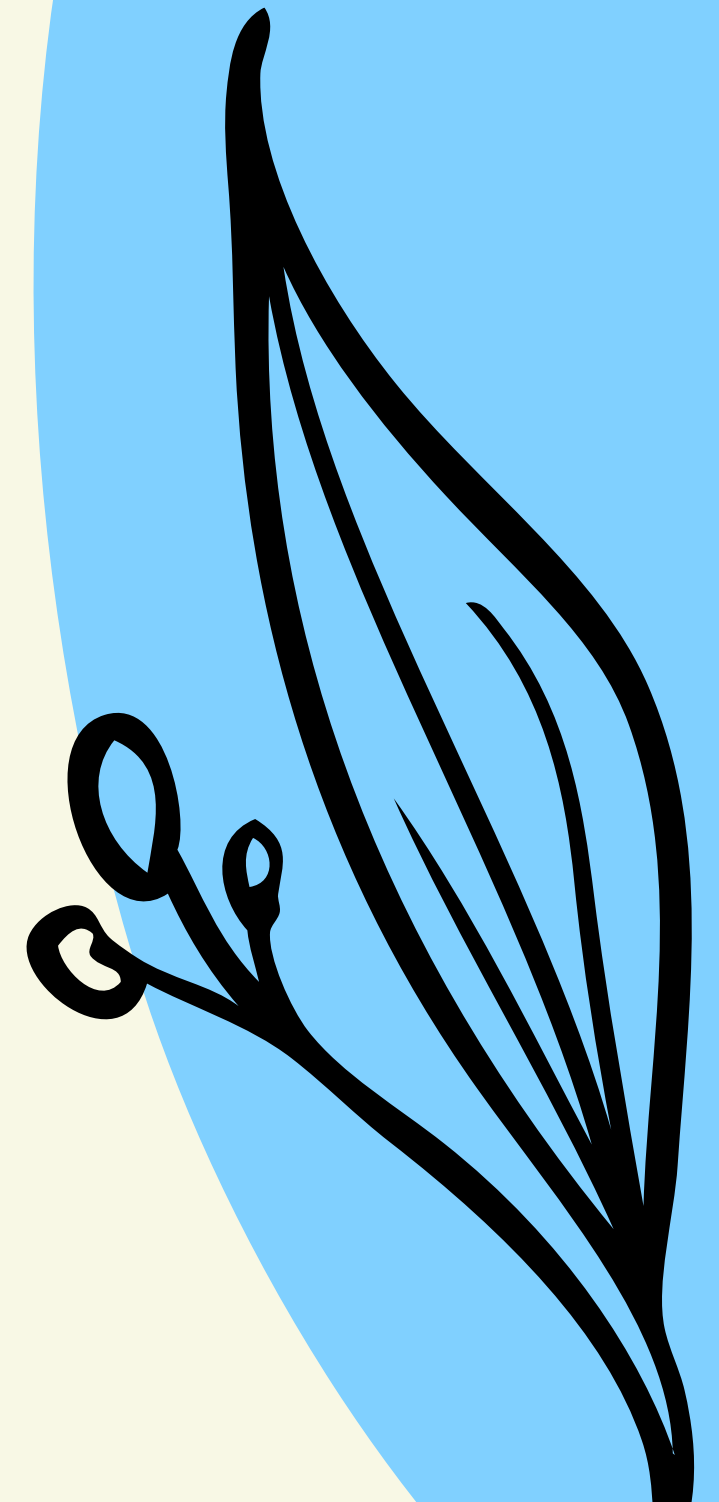
20 adult staff from 5 Clubs attended the training workshop



IMPLEMENTATION

Adaptation of programs in response to pandemic

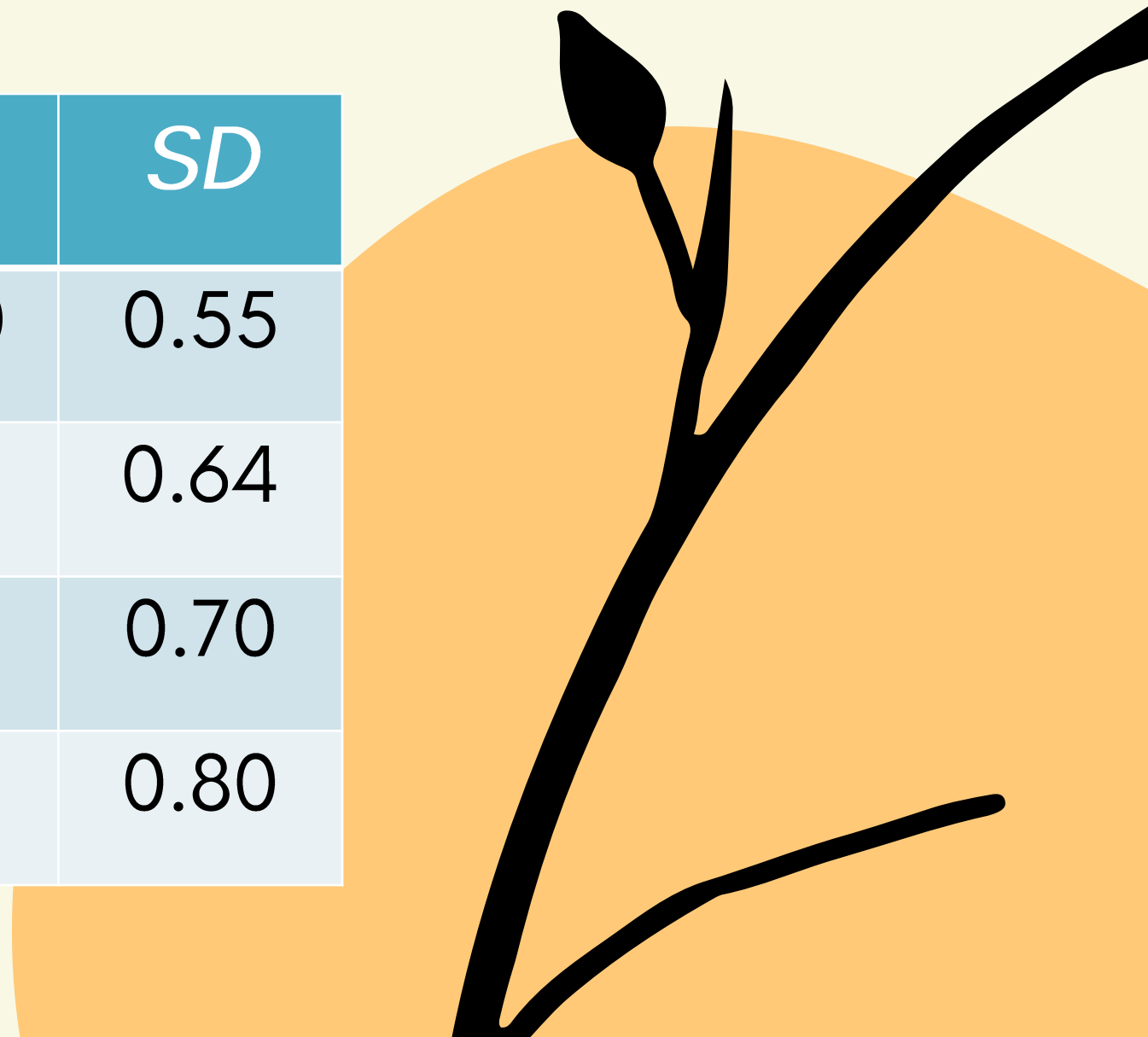
*After two weeks of in-person street hockey the provincial health restrictions required us to adapt our program to a virtual format. We ran the 6 weeks TAPPS program provided by BGC and then after the Winter Break transitioned into a virtual basketball program using over the door basketball hoops. Interestingly **very few of the in-person kids transitioned to virtual programming and we had almost a completely new group once we moved online.***



IMPLEMENTATION

Staff rated their implementation weekly on a scale of '1' strongly disagree to '5' strongly agree

Logbook responses	<i>N</i>	<i>M</i>	<i>SD</i>
Managing club members' behaviours	30	4.20	0.55
Maintaining BBL Workout Structure	30	4.07	0.64
Integrating/teaching BBL life skills	30	4.17	0.70
Integrating/teaching sport to life	30	4.10	0.80




IMPLEMENTATION

Challenges were reported in engaging kids virtually, matching activities to youth's motivation levels, and managing effective transitions between activities.

Many of our newcomer families did not speak fluent English, therefore explaining to the parent/guardian on how to access the program virtually moving forward was challenging.





MAINTENANCE

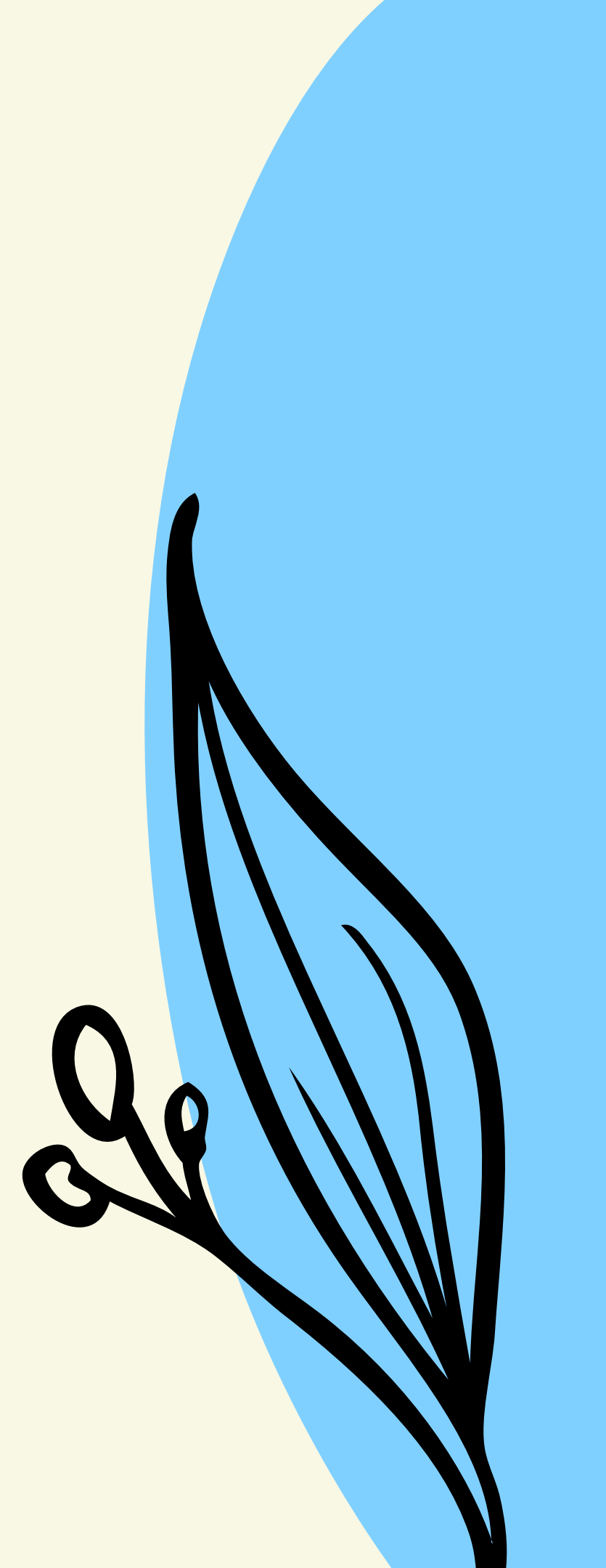
Staff reported intentions and value for continuing programming, however sustained programming will depend on continued training and access to instrumental/financial resources

*Moving forward we hope to be able to run BBL physically! In the future, in order to sustain BBL and or continue to offer a trauma-informed program, **BGC providing coaching staff with continued support** through trainings and or updated manuals (whether physical or virtual) is very important.*

DISCUSSION

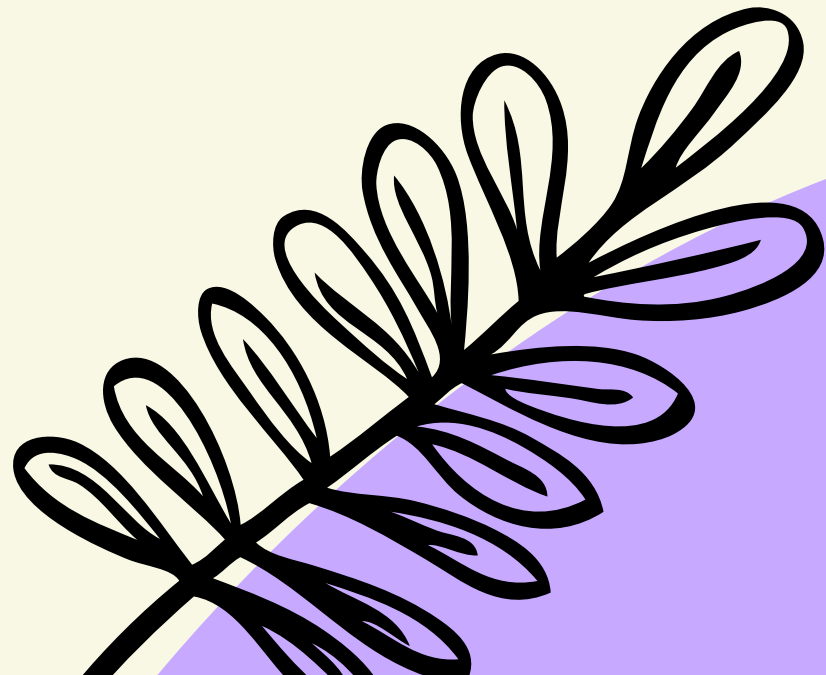
- Initial insights of the value of newcomer sport programs
 - Positive youth receptivity and benefits ^{5, 6, 12-14}
 - Feasibility of implementation
- Strength of diverse populations, sports, locations ⁶
 - Generate a variety of insights, strategies
- COVID-19 limitations to evaluation
 - Need for integrating with, rather than 'adding on' ¹

[12] Gibbs & Block, 2017; [13] Pink et al., 2020; [14] Stone, 2018; [15] Shaikh et al., 2020



IMPLICATIONS

- Further adaptations to the program with newcomer-relevant practices
- Inform implementation of trauma-sensitive sport programs for similar youth-serving organizations



THANK YOU!



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