

The value of delivering a
**trauma-informed youth sport
programme:** a pilot study of
leaders' learning experiences

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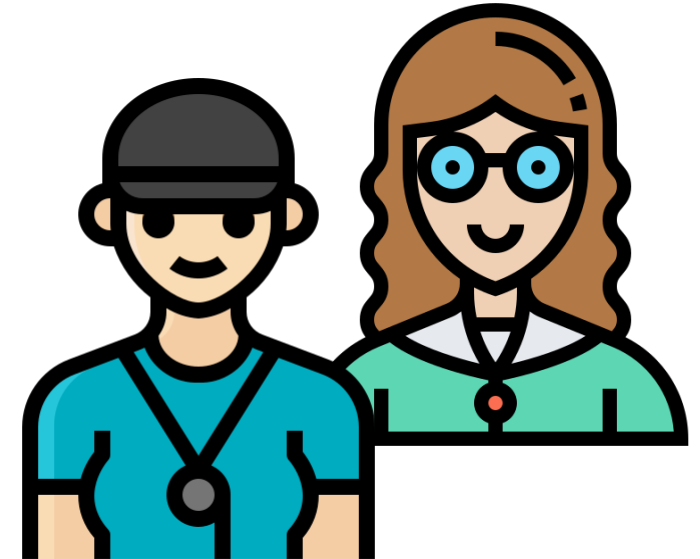
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Trauma-Informed Sport Approaches

↓ Social relatedness
↓ Cognitive and emotional regulation

Trauma-informed sport programs can support these youth and help build resilience

Community program leaders can be trained in trauma-informed sport approaches



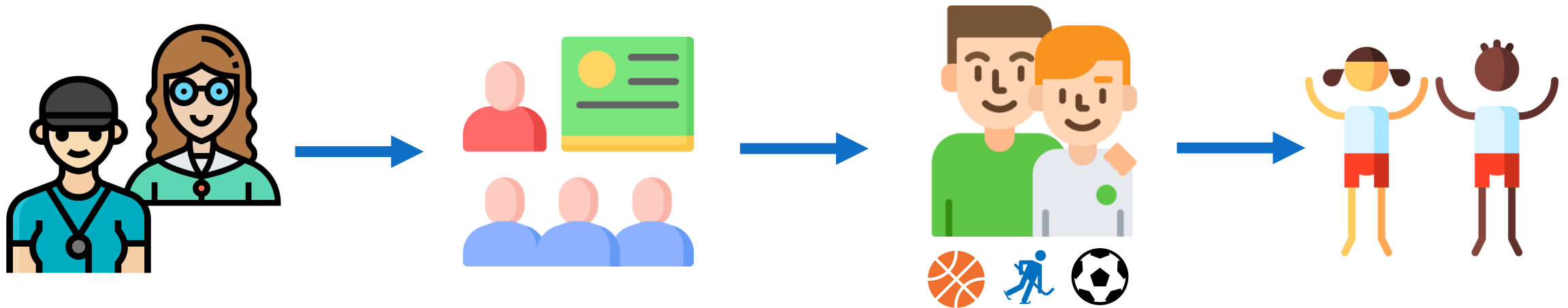
Gap

Little research has been conducted on leaders training and implementation of trauma-informed sport programming



Capturing learning experiences: Value creation

Value creation: The extent to which leaders see their participation in a social learning space conducive to a **difference that matters**



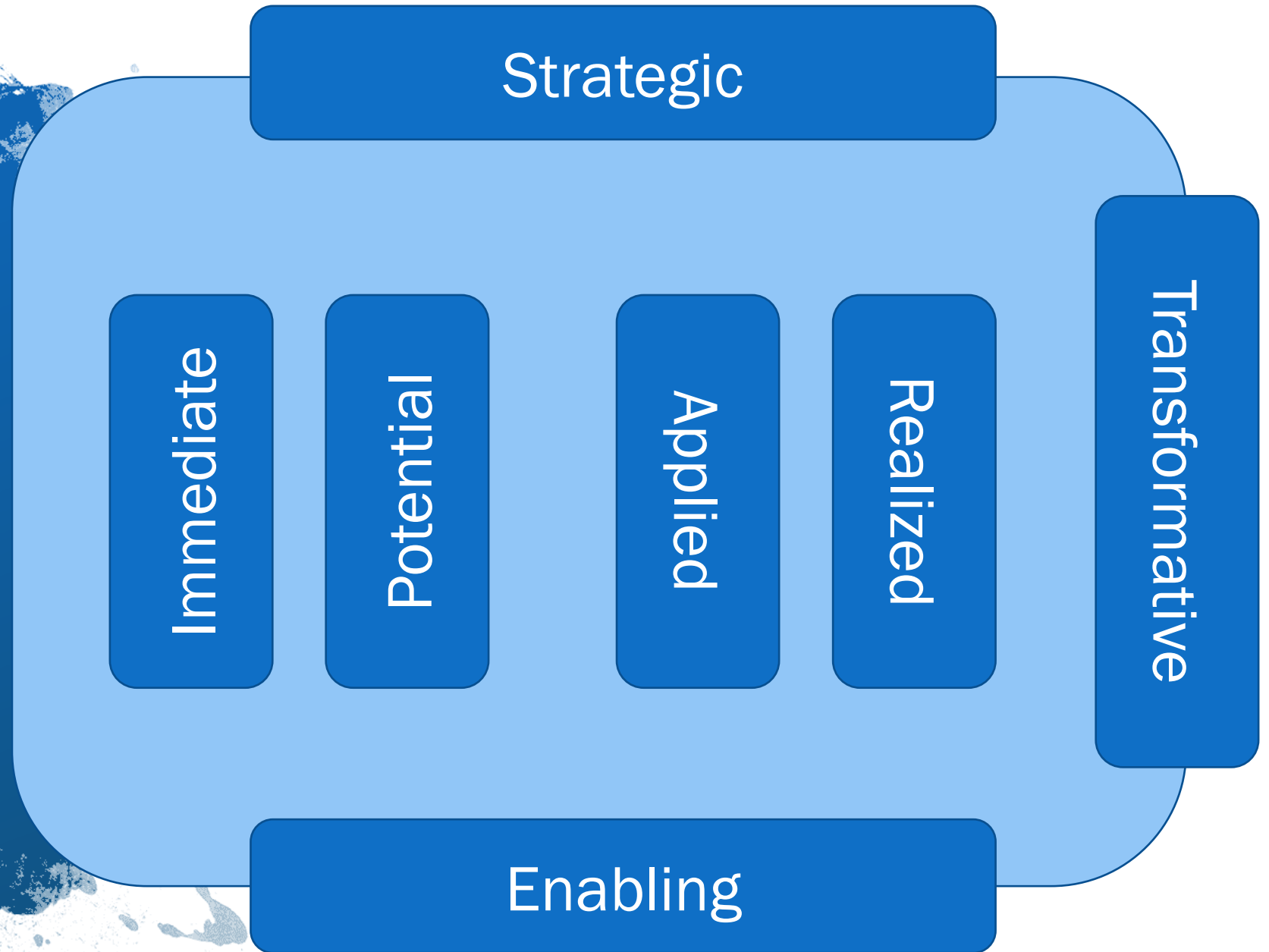
Program leaders
may perceive value
to the extent that

A training
intervention is
useful and relevant

Training strategies
can be applied
effectively

Strategies make
a difference to
children's lives

Value creation framework





Purpose

To assess the **learning experiences** of program leaders who implemented trauma-informed sport programming in the Boys and Girls Clubs of Canada



BOUNCE BACK LEAGUE



Boys & Girls Clubs
of Canada

BBL

- Trauma-informed sport program
- Age group: 8 to 12 years old
- Predominantly at-risk youth
- Total youth reached so far:
200 club members



Methodology



Community-Based
Participatory
Research
Approach

Participants

12 Program Leaders



Youth Workers



Sport Coaches



Managers

M_{age}
35.7

SD
12.0

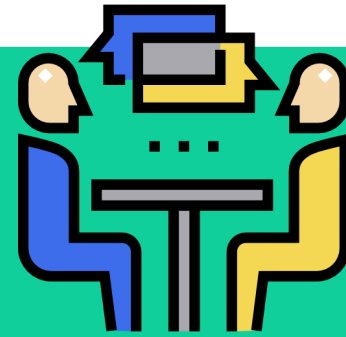
Range
27-60

$F = 6$
 $M = 6$

Training Intervention

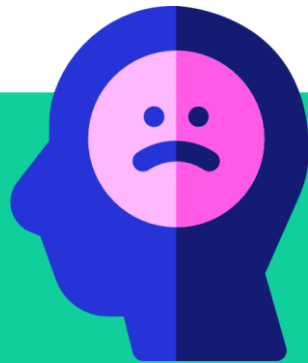


Training Workshops

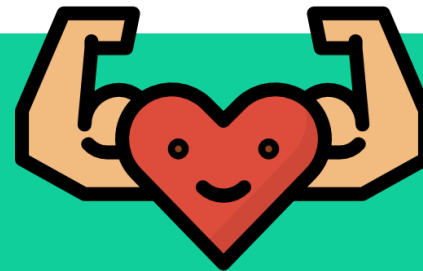


Ongoing expert consultation

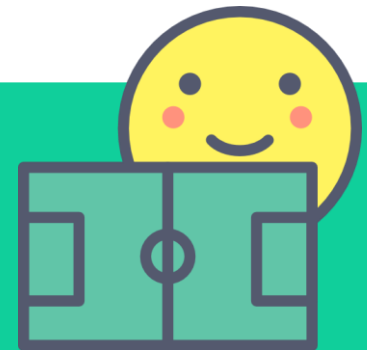
Design Components



Effects of trauma on the child



Resilience-related factors



Designing trauma-informed sport

Seasons of Play



3 Seasons

8 to 10 weeks
each

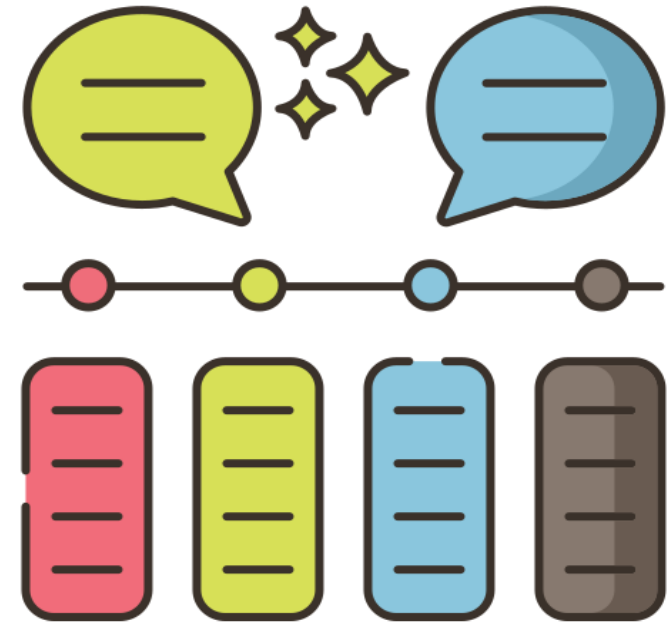
Over an 8-month
duration



Interviews and
focus groups



Deductive-
inductive
thematic analysis



Value-creation framework used
to categorise learning
experiences

Value-Creation Timeline

Timeline of Key Learning Interactions



Immediate and Potential Value

Immediate and Potential Value:

Enhanced knowledge and awareness of applying trauma-informed approaches

I have better knowledge of what trauma is, about ways in ... communication with the public or parents. I feel like I have a bit better handle on how to deal with that. I think it's easier now to explain how this isn't just a sports program, it's building resiliency with the kids



Manager



Sport Coach

I think for me to be able to run this league successfully, - just the reminder of the function of the brain and people's actions are just a reaction to the [triggering] stimulus, as opposed to they're doing it because they have a choice... they're not able to control their actions, **learning all about that, has changed my lens, ... knowing that it will take work but it can change, and it doesn't need to be clinical care** in order to make a difference.

I learned to really look at where that child's surroundings are, and all the different elements that can have an affect on the child going into that sport. Really being in the moment with the child, and helping them through those things. Just having more language – different ways to talk to children... and **the whole concept of the sport aspect was brand new to me** and something that I never looked at.



Youth Worker

Timeline of Key Learning Interactions



Program Leaders



Training Workshop

Immediate and Potential Value



Applied Value



Implement programming

Applied value: Difficulties in putting knowledge into practice

Bringing it back to our club and then having to run it implemented with a group of kids ...well, **[the consultants] made it look easy** but this is a little bit harder and harder than we thought it would be when we're actually doing in front of 20 kids.



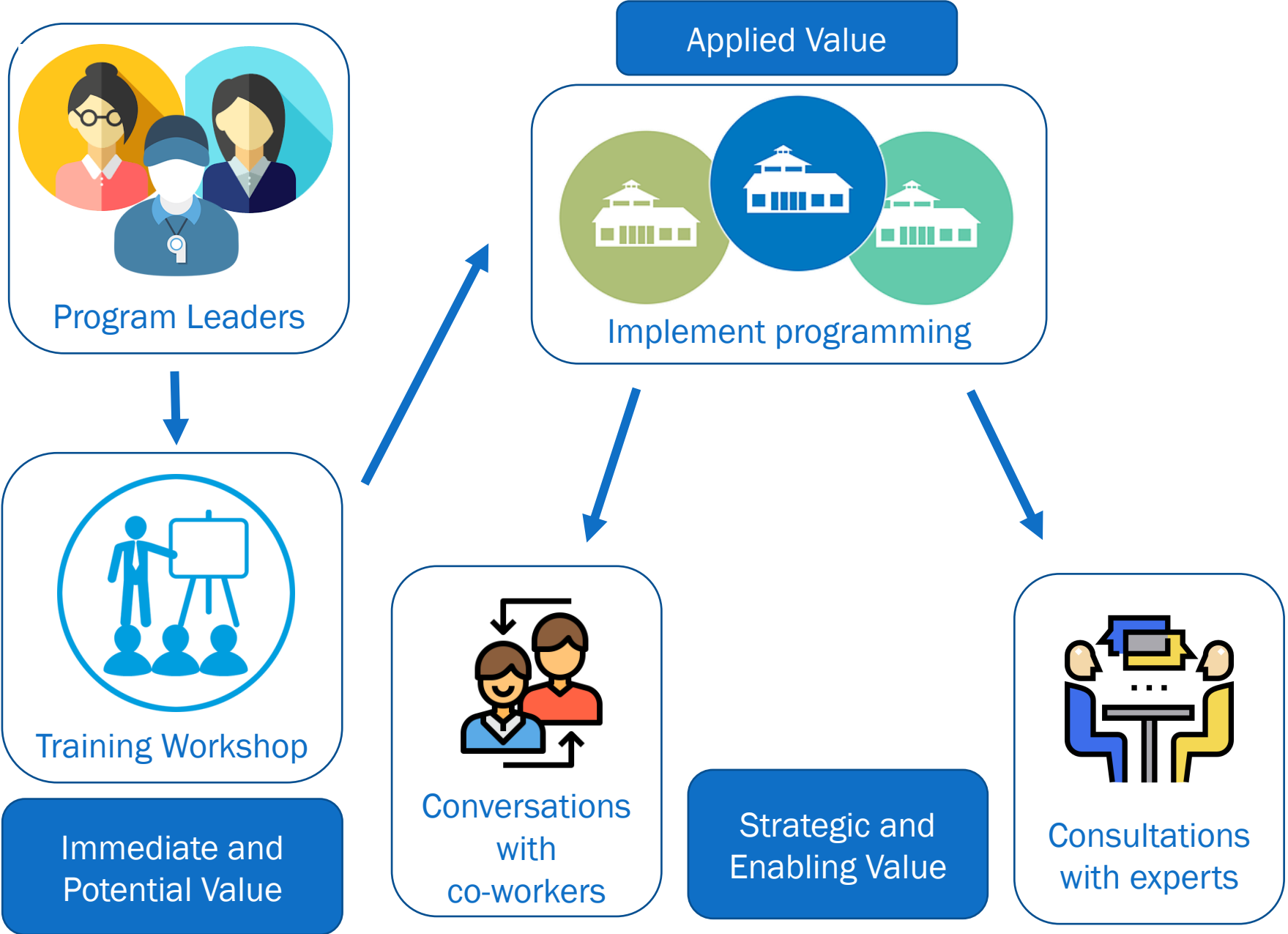
Manager



Youth
Worker

I was so worried about not being able to teach them skills. And that was really kind of my focus - I didn't want to embarrass myself by knowing that the kids, majority of the kids know more about hockey than I do and I wasn't going to get those skills perfectly.

Timeline of Key Learning Interactions



Strategic and Enabling Value: Conversations with co-workers and consultants helped to reflect and inform better practice



Youth
Worker

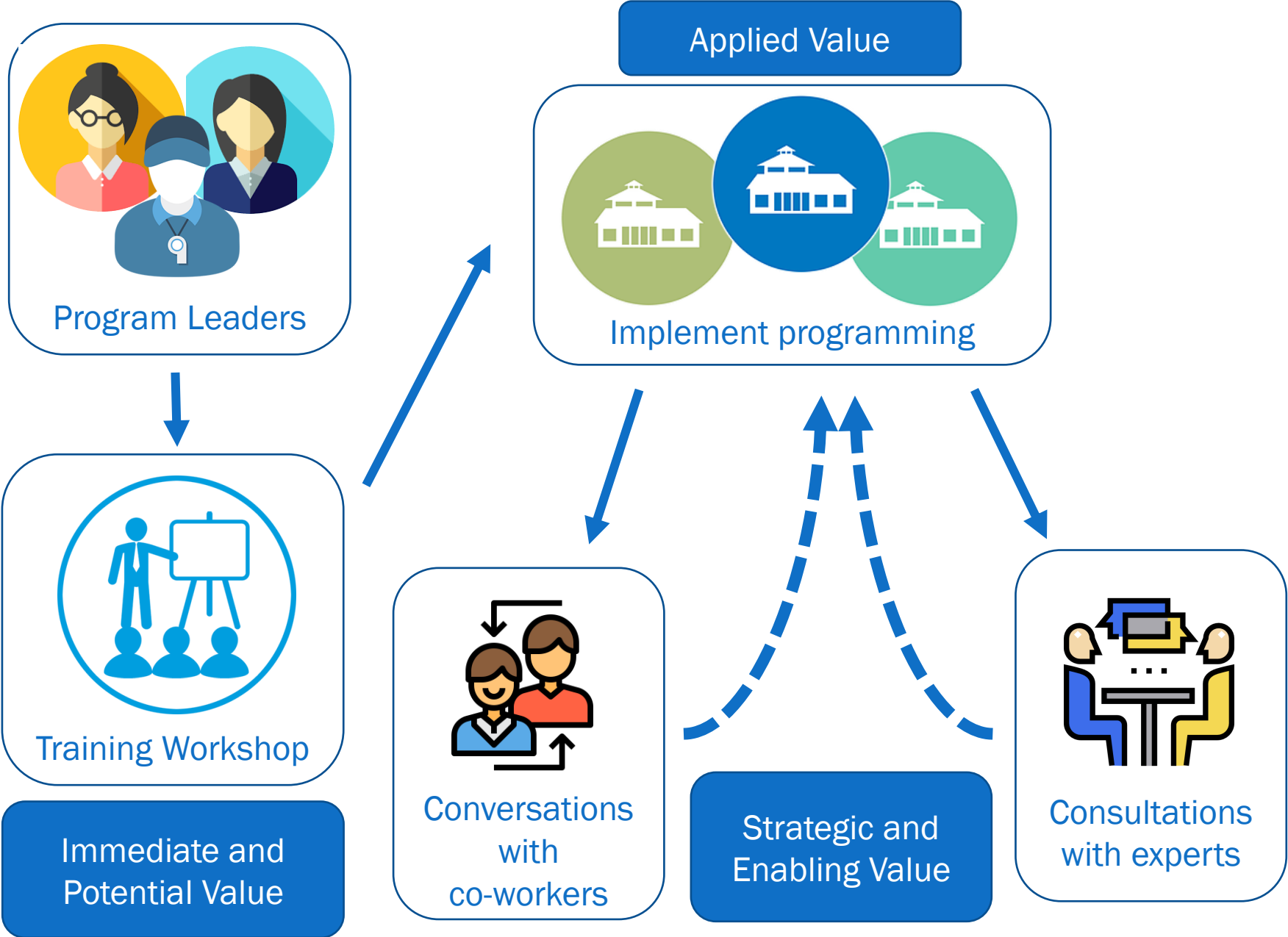
You get so involved with session and you forget about some of those pieces that are really important and that's nice to have [co-workers] watch you and help you acknowledge because once we talk about it after it makes a lot more sense like "Oh I kind of would question why I did it that way, but I just didn't in the moment." I think having them reflect on how we're doing has been really helpful.

If you have someone else there to push you to the limit, it's going to be that much better and I feel like that's kind of like what [the consultant's] role was... she makes you dive in **to how are you going to change that, how are you going to improve that.**



Sport Coach

Timeline of Key Learning Interactions



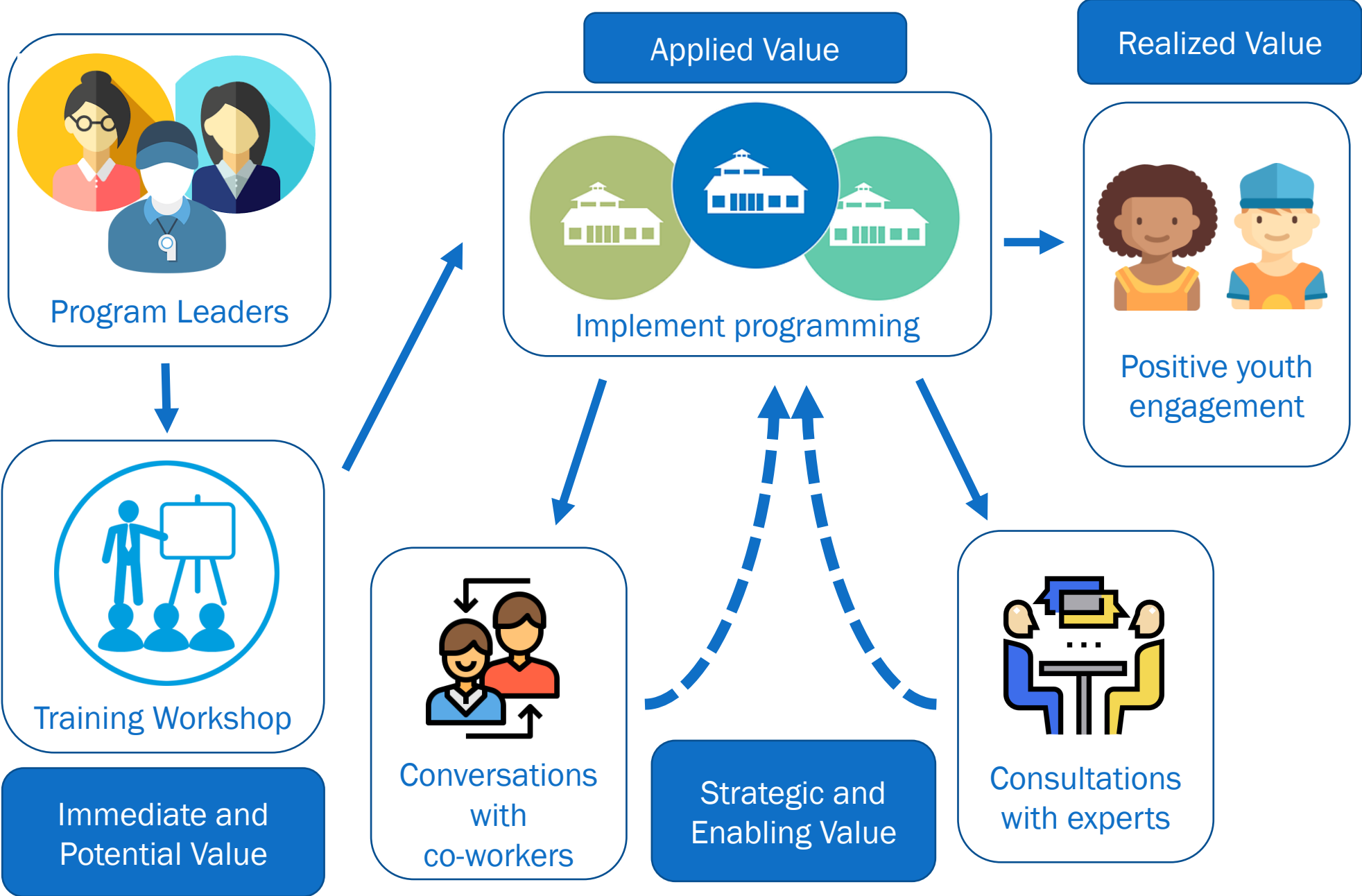
Applied value: Confidence in practice improves with experience

We had such a **rough start** in the beginning that I didn't see it being super successful which was kind of a downer... But now **having it run for a full successful season** and seeing the effects of it, **makes me hopeful again** and has a new positive light on it... just through the trial and error and going through the motions.



Manager

Timeline of Key Learning Interactions



Realized value: Positive influence on youth

I guess that [they have] a safe space, a lot of the kids now are **more comfortable** and coming in and talking about what they're going through or what they're feeling as opposed to coming in and feeling like they have to shut down or keep things to themselves.



Manager



Youth
Worker

They [the BBL members] would choose me as a staff to come through, if they were dealing with something difficult and they thought that they had someone to seek out. I just kept that relationship building so **they could see coaches as a partner** essentially

Transformative value: Uncertainty on the impact on youth



Youth
Worker

I'm hoping- I mean we haven't seen it yet. But we're going to kind of keep an eye on it that they're going to use it outside of the gym space as well. Now that they've learned the new tools and skill sets, **can they now adapt these outside of the sport environment too?**

Ideally, I know the kids will be coming back for an 8 week session, and another 8 week session and another session. But there are times when you see a kid for 8 weeks and then they don't sign up for the next thing. **I wonder, how effective what we've done has been?**



Youth
Worker

Transformative value: Identity as advocates to share knowledge with others



Youth
Worker

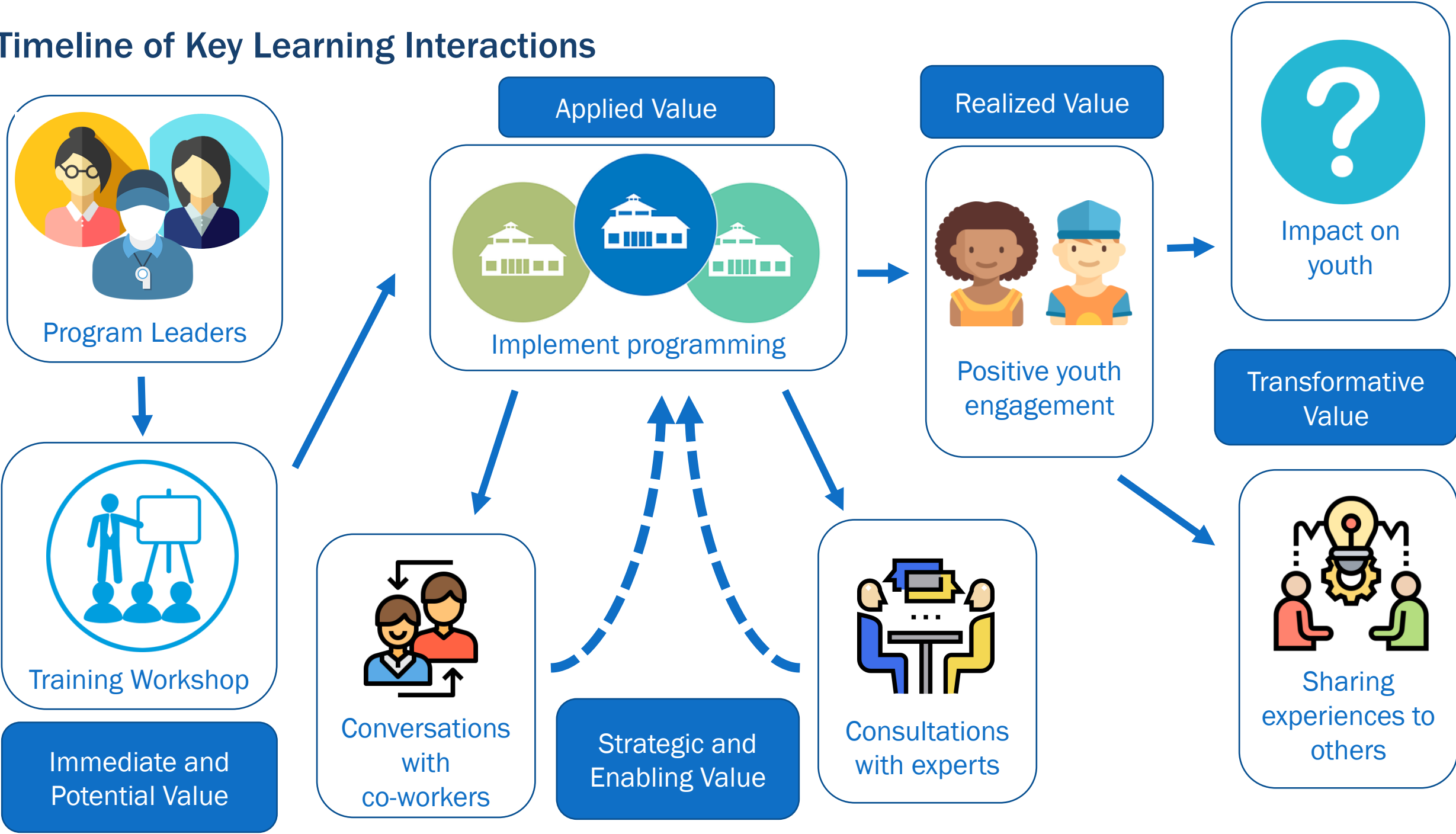
I feel that potential for a big transformation is there... when we are able to start to embed the BBL philosophy and some techniques in everything that we do. I am hoping and waiting for **that next step when we're able to share this to everybody** more effectively than we have so far

It's not about having that information or retaining it for yourself, **it's about passing that information down** to other people we can look to expand that organizationally and saying maybe there's something where we can actually do a trauma-informed training session.



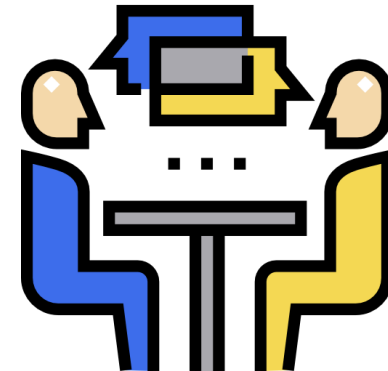
Sport Coach

Timeline of Key Learning Interactions



Discussion

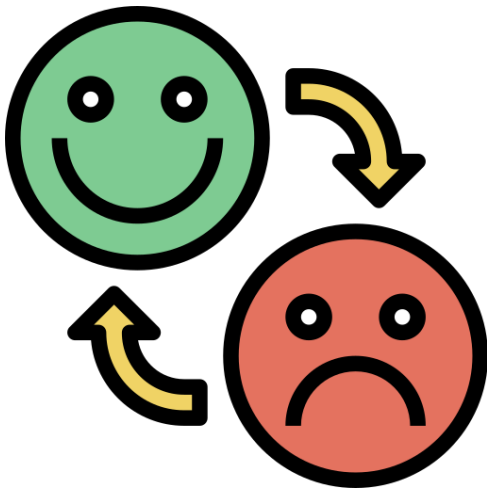
- Leaders shared their perspectives on the value that was created from their participation in a training intervention to implement trauma-informed sport programming
- Aligns with research in sport and trauma-informed care on primary pathways of learning



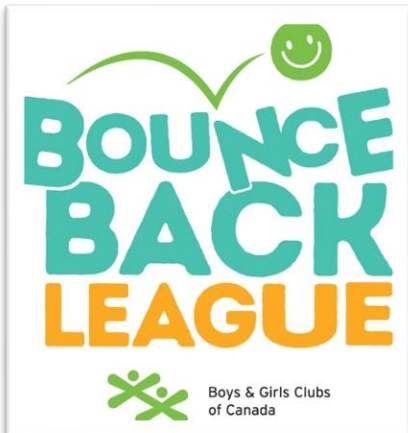
For trauma-informed sport to have a transformative impact on youth: it will take time.

Implications

- Insights into a novel and growing area of research and practice
- Use of value-creation framework as a guiding methodology
- Results can help inform future trauma-informed sport program environments



Ultimately, help contribute to the difference between dark and bright futures for youth



Thank you

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References

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