



Building up the Bounce Back League:

**Embedding Trauma-Informed Sport
Interventions throughout a National
Youth Community Organization**

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Sport as context for healing



Trauma is highly **prevalent** and can lead to negative health outcomes



Trauma-exposed children face barriers to participating in sport



Trauma-informed sport programs (TISP) can support children in building **resilience-related skills**

Trauma-informed sport programs



Train staff in trauma education and program design



Support children in times of **dysregulation**



Design sport programs to leverage benefits

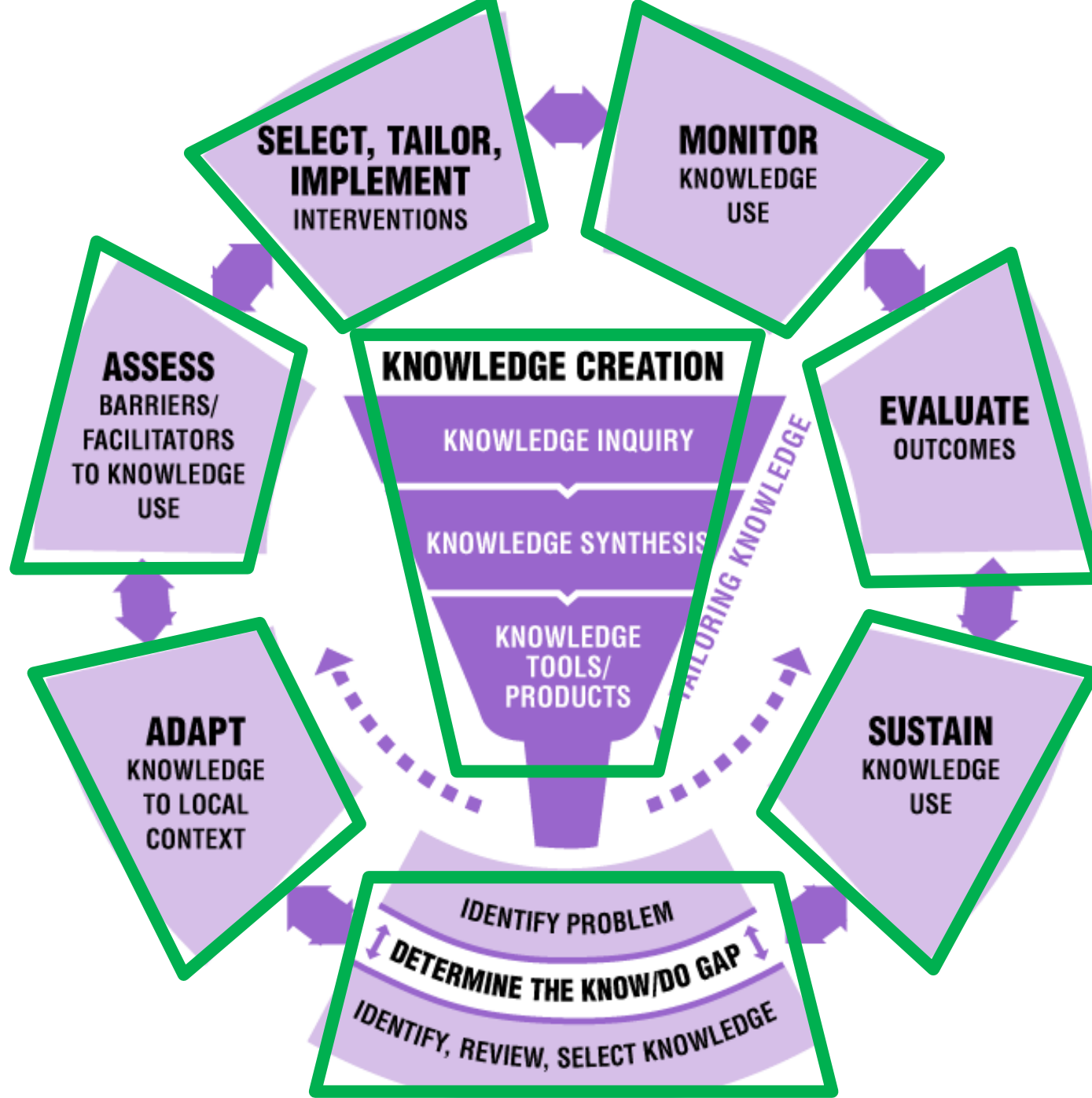


Teach **resilience**-related life skills

Partnerships in sport



- ◎ Meaningful collaboration
- ◎ Planning, resource sharing, knowledge exchange
- ◎ Enabling program sustainability



Gaps

- ⦿ Knowledge translation in youth sport
- ⦿ Understanding research partnerships in sport
- ⦿ Limited use of theory to guide interventions in sport



Purpose: To explore how TISP
is translated in BGC Canada,
through the BBL program

Community-based participatory research

- ⊙ Team comprised of:
 - ⊙ BGC Canada administrators
 - ⊙ TISP expert trainers
 - ⊙ Evaluation team
- ⊙ Established roles and responsibilities
- ⊙ Met on an ongoing basis
- ⊙ Collaborated on major decision-making





BOUNCE BACK LEAGUE



Boys & Girls Clubs
of Canada

Bounce Back League

- ◎ Trained BGC staff delivering TISP
- ◎ Open for ALL children
 - ◎ No screening of trauma history
 - ◎ Any child can benefit from resilience-building opp's
- ◎ 13 Clubs in funding period
- ◎ Weekly, afterschool 1-1.5hr sessions
- ◎ 6-8 week seasons
- ◎ 15-25 club members per Club
- ◎ Ages 9-12 years old
- ◎ 500+ club members reached

Mixed methods approach



Observations



Interviews



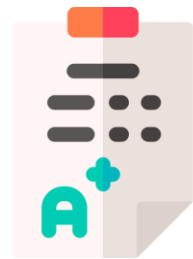
Focus groups



Surveys



Logbooks



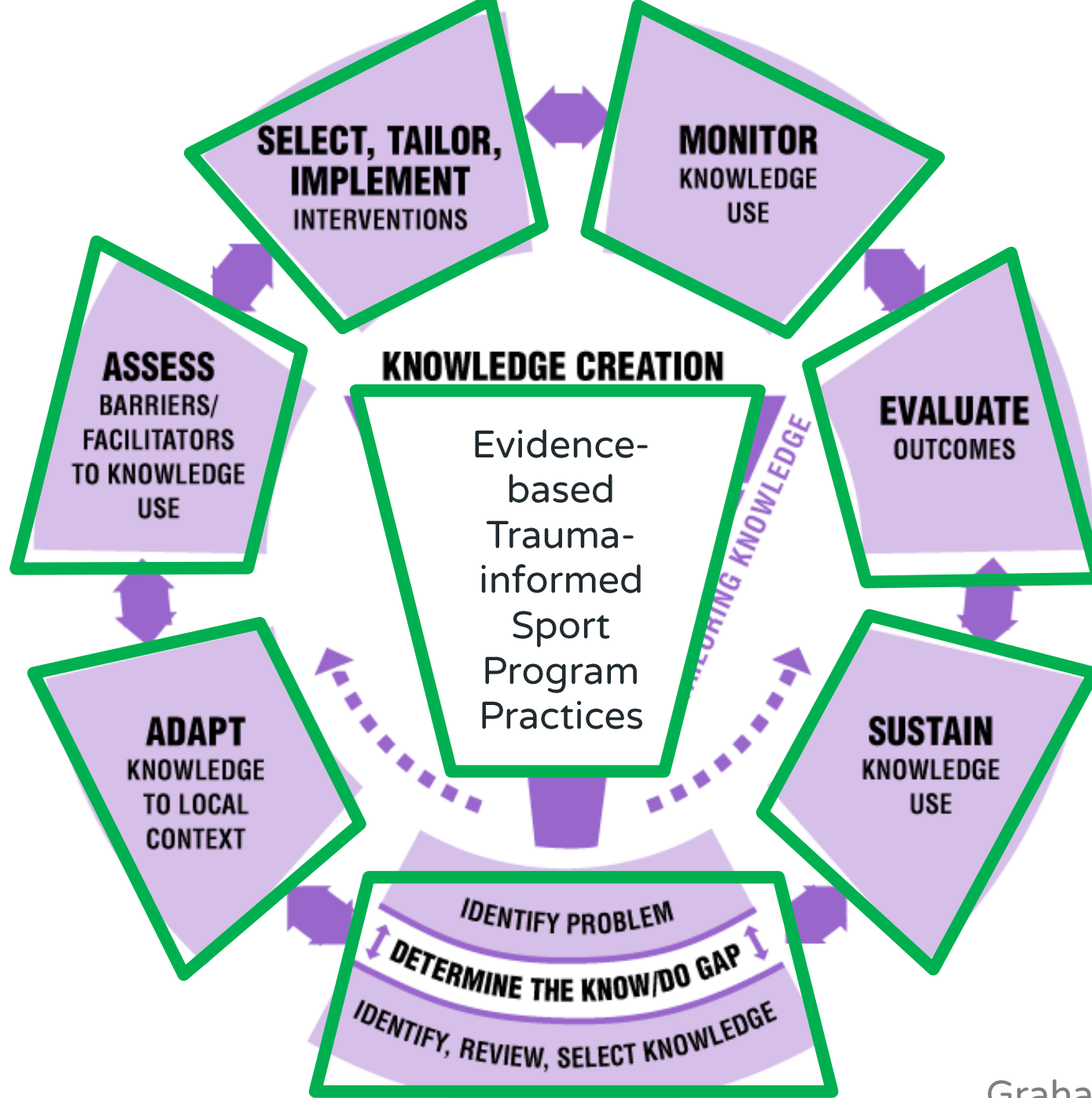
Report cards



Meetings



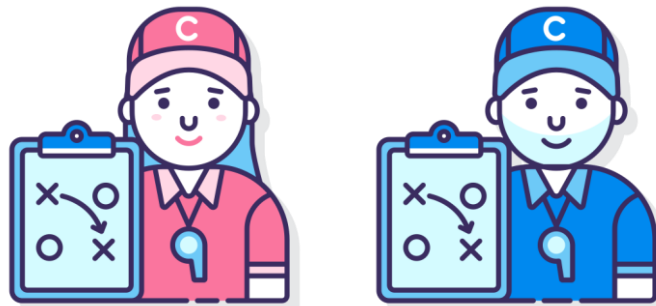
Communications



Pilot stage



12 staff



Trained/mentored by expert
trainers



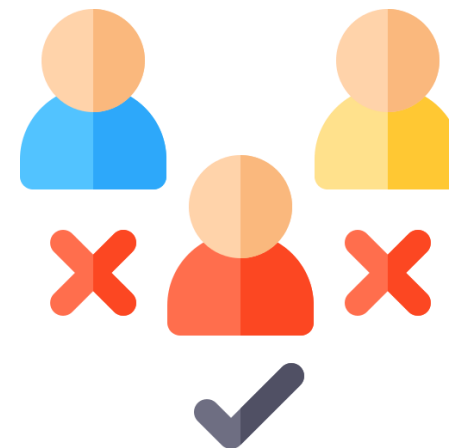
Delivered
programs at 3
Clubs

Results from pilot stage

ASSESS
barriers and
facilitators to
knowledge use



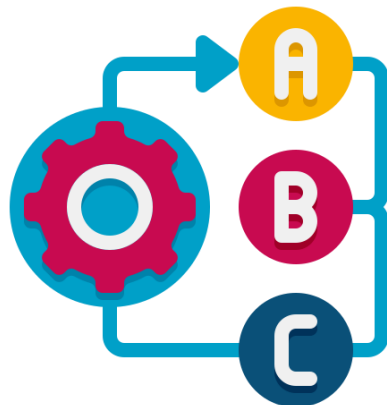
TSSP integrates well
with existing BGC
practices



Challenges with
recruitment,
turnover, and
engagement for
youth and staff

Results from pilot stage

ADAPT
knowledge to
local context



Developed new
recruitment,
retention, and
engagement
strategies



Updated program
materials, training
content, supports

Expansion stage



Pilot staff in new roles
as in-house trainers



Trained/
mentored 20
new staff



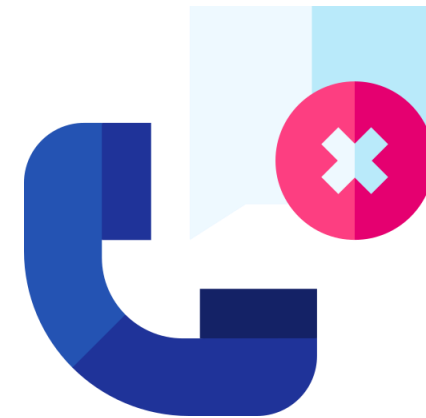
Delivered
programs at 10
additional Clubs

Results from expansion stage

SELECT,
tailor, and
implement
intervention



Training led to
improved knowledge
and attitudes of TSSP



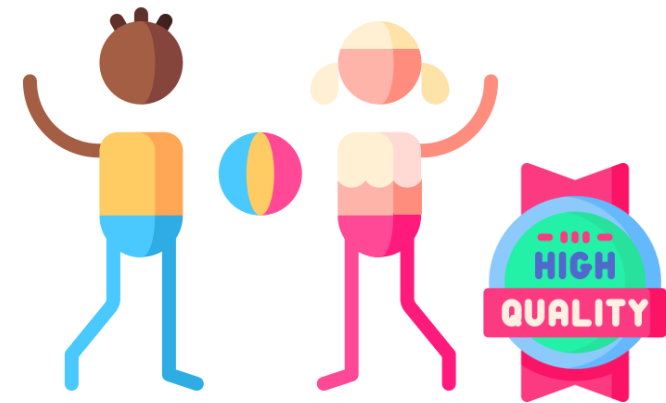
Mentoring was
challenged by limited
structure and
consistency

Results from expansion stage

MONITOR
knowledge use



All staff delivered
basic components of
TSSP



Clubs with trained
staff ran higher
quality programs
than untrained staff

Results from expansion stage

EVALUATE
outcomes



High reporting of
children's skill
development, well-
being



Some challenges in
youth's motivation,
self-esteem, and
social struggles

Results throughout pilot and expansion

SUSTAIN
outcomes



Train the trainer
model



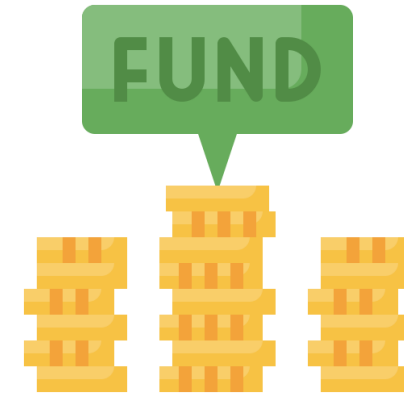
Context-specific
materials for training,
operations,
evaluation

Results from expansion stage

SUSTAIN
outcomes



Staff training offered
virtually



Securing subsequent
grant funding

Lessons Learned



Meaningful Change Starts with Small Steps

Maintain Ongoing Two-Way Communication with Stakeholders

Integrate-with Rather than Add-on to Existing Activities

Conclusions

- ◎ The value of a KT lens in youth sport
- ◎ The processes and outcomes of integrating TISP in youth sport
- ◎ Insights can inform future work in similar youth-serving sport and recreation organizations

Thank you

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Public Health
Agency of Canada

Agence de la santé
publique du Canada