

Investigating youth's
psychosocial outcomes from
participation in **trauma-
informed sport programs:**
A two-year pilot study

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Background



↓ Social relatedness
↓ Cognitive and emotional regulation



Trauma-informed sport can help youth build resilience



Little research on effectiveness of trauma-informed approaches beyond healthcare contexts

Purpose



Examine the influence of trauma-informed sport programming on psychosocial processes and outcomes for youth participants



Bounce Back League

- Coaches trained in psychoeducation of trauma
- Re-designing sport to be more intentional using trauma-informed philosophies
 - Physical and psychological safety
 - Supportive relationships
 - Opportunities for skill-building



BOUNCE BACK LEAGUE



Boys & Girls Clubs
of Canada



Seasons of Play



6 Seasons

8 to 10 weeks
each

A variety of
sports



Participants

n
211



144 Boys



67 Girls

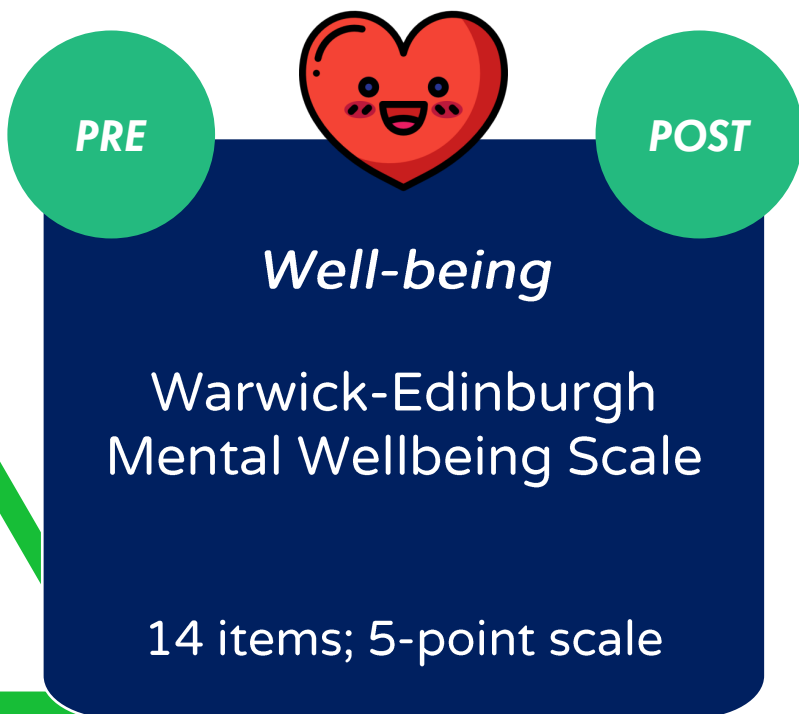
M_{age}
9.43

SD_{age}
0.47



Part I: Quantitative Design

- Data collection
 - Surveys at 12 time points. 22 months in 2017–2019

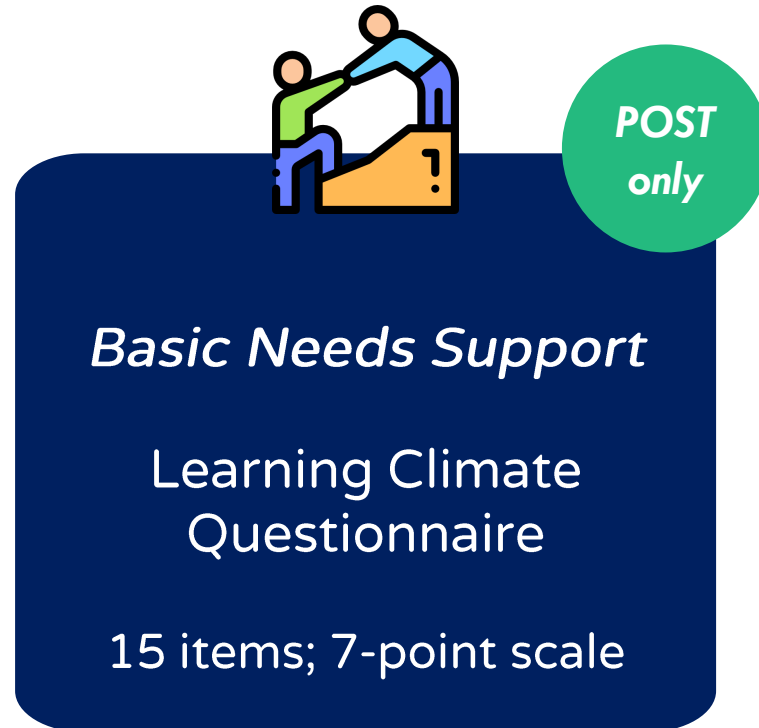


A dark blue rounded rectangle representing the Well-being measurement. At the top center is a red heart icon with a smiling face. On the left side, there is a green circle containing the word "PRE". On the right side, there is a green circle containing the word "POST".

Well-being

Warwick-Edinburgh
Mental Wellbeing Scale

14 items; 5-point scale



A dark blue rounded rectangle representing the Basic Needs Support measurement. At the top center is an icon of two people, one in a blue shirt and one in a green shirt, sitting at a table. On the right side, there is a green circle containing the text "POST only".

Basic Needs Support

Learning Climate
Questionnaire

15 items; 7-point scale



A dark blue rounded rectangle representing the Basic Needs Satisfaction measurement. At the top center is an icon of a hand holding three small human figures. On the right side, there is a green circle containing the text "POST only".

Basic Needs Satisfaction

Basic Needs Satisfaction in
Sport-Scale

14 items; 7-point scale

Part I: Quantitative Design

- **Data collection**
 - Surveys at 12 time points
 - 22 months in 2017–2019
- **Data analysis**
 - Descriptive statistics
 - Paired sample *t*-tests for pre- and post- scores
 - Compared dosage effects – high vs. low-average attenders
 - Significance at $p < 0.05$



Results



Well-Being

Pre-Season

Mage
3.90

SD
0.67

Post-Season

Mage
3.97

SD
0.68



t-Test

n
113

t
-1.28

Sig.
0.20

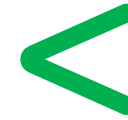




Basic Needs Support

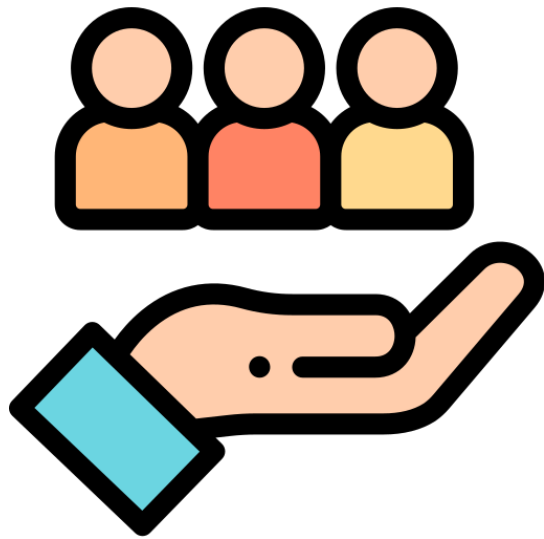


Low-Average Attenders



High Attenders (>80%)





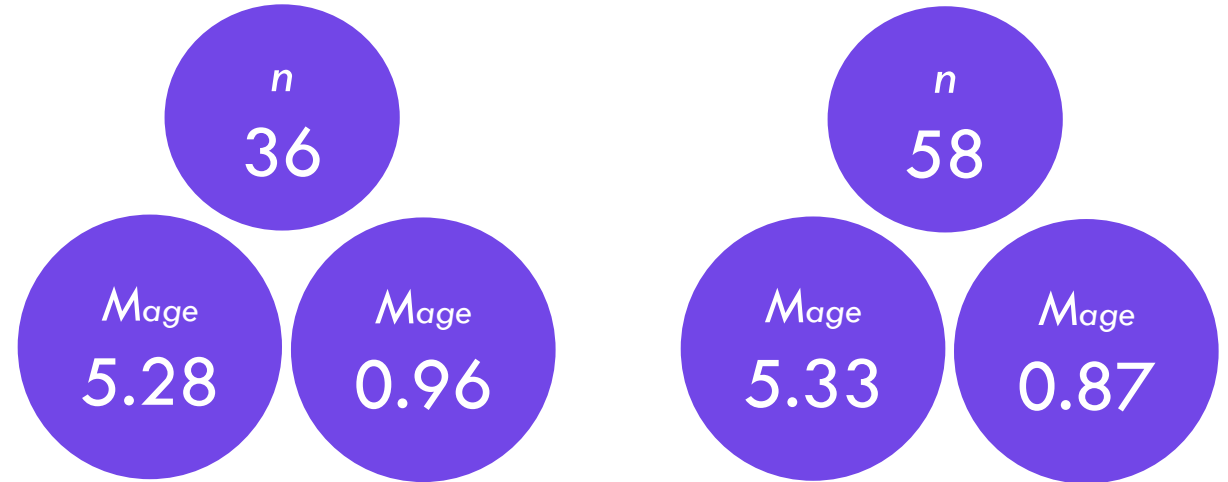
Basic Needs Satisfaction



Low-Average Attenders



High Attenders (>80%)



Part II: Qualitative Design

- Data collection:
 - Semi-structured interviews
 - Art-based approaches:
photovoice, head-heart-feet activity, *Player's Bench*
- Data analysis:
 - Transcribe data and look at together
 - Thematic analysis



Four themes

I feel
accepted

I made
friends

I learned
sport
skills

I learned
life skills



I felt accepted at the BBL



We came in, the coaches were at the door, and **they were trying to hi-5 us**. And try to be nice so they know what our names were.

When someone was feeling bad, there was the Zone, and a lot of people, **when someone was really sad maybe about 1 or 2 people, went to the Zone** and asked them if they were okay.



I made friends at the BBL

We did the circle and then we would talk about what people were doing and stuff like that... **we all got to know each other a little bit more.**



I learned physical and sport skills

At first I didn't know how to play floor hockey and then when I came I actually **learned how to shoot goals** and what not, and I didn't know anything when I signed up






I learned life skills

They taught us about **teamwork** and like not putting each other down

[I learned] to be nice to everyone and **treat everyone the way you would like to be treated**

When you tell [teammates] what they did wrong, you **don't say it in a mean way**. Cause otherwise, they'll take it offensive.



Keep on going. if a hurdle or something pops up you keep on going

I learned
life skills

Even if you just need to take a little break but then come and **play on**, that's fine too

Discussion

- ◎ Observed improvement in outcomes, although non-significant
 - ◎ Surveying 8-12 year old youth
 - ◎ Current term of engagement (once a week, for 8 weeks)
 - Higher dosage may be needed
- ◎ Evidence of youth sharing **learning experiences**

Implications

- ◎ Pilot study – inform improvements to evaluation methods
- ◎ Community implementation can reach many unscreened trauma-exposed youth



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Public Health
Agency of Canada

Agence de la santé
publique du Canada

