

Community Stakeholders' Involvement in a **Train-The-Trainer Model** to Integrate Trauma-Informed Sport Programming in the **Boys and Girls Clubs of Canada**

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This presentation focuses on a study that is part of a larger ongoing project that we're doing with the Boys and Girls Clubs of Canada. Here we evaluated community stakeholders involvement in a train-the-trainer intervention, to help better integrate and sustain trauma-informed sport programming across their organization

Trauma-Informed Sport Programming



↓ Social relatedness
↓ Cognitive and emotional regulation



Trauma-informed sport can help youth build resilience



Community staff can be trained to deliver trauma-informed sport

Bergholz et al. 2016; Massey & Williams, 2019

Youth who have experienced psychological trauma may face impairments in social relatedness and cognitive and emotional dysregulation . Trauma is a damaging experience that can disrupt typical developmental pathways for youth.

Trauma-informed sport can be used to reach these youth in accommodating their needs and supporting their building of resilience, to help them return to pathways of typical development

Programming involves building the capacities of community youth workers to deliver trauma-informed sport programming – in ways of identity

Train-the-Trainer Model

- Building the capacities of peer facilitators to train community staff



Experts train peer facilitators

Peer facilitators train community staff

Community staff deliver programming

Orfaly et al. 2005; Weingarten et al. 2018

A common challenge that community organizations face is staff turnover. So they may allocate funding and resources to have external experts come in and train these staff, but if at any point in time those staff leave the organization, they take that knowledge and training out with them. And so then these organizations are tasked with having to hire external staff again to train new staff.. Which can be cost-inefficient.

A means to mitigate the effects of these community program realities is to integrate a train-the-trainer intervention. Such an intervention involves building the capacities of peer facilitators to train community staff. First, trauma-informed experts train peer facilitators on how to train others in trauma-informed sport approaches. Then these newly trained peer facilitators go on to train community staff within their organization. Finally, these community staff are now trained to deliver trauma-informed sport programming, helping to further positively contribute to the development and well-being of their youth.

So this train-the-trainer intervention may be a promising approach for integrating and sustaining trauma-informed sport programs in multiple community settings

Theoretical Domains Framework (TDF)

- To evaluate the effectiveness of a train-the-trainer intervention we can use the TDF

14 domains of influences to behaviour change

- | | |
|-------------------------------|---|
| 1. Knowledge | 8. Intentions |
| 2. Skills | 9. Goals |
| 3. Identity | 10. Memory, attention, decision processes |
| 4. Beliefs about capabilities | 11. Environmental context and resources |
| 5. Optimism | 12. Social influences |
| 6. Beliefs about consequences | 13. Emotion |
| 7. Reinforcement | 14. Behavioural regulation |

We are looking to see how these domains may resonate in a community-based train-the-trainer intervention

Atkins et al. 2017; Cane et al. 2012

To evaluate the effectiveness of a train-the-trainer intervention we can use the Theoretical Domains Framework or TDF. This framework comprises of 14 domains or categories which may be involved in influencing behaviour change.

So in this case, the desired behaviour change is peer facilitators' training of other staff in their community. So for example we could look at whether the intervention helped peer facilitators build more procedural knowledge to construct effective learning environments and whether having that kind of knowledge is important to building their capacities to be trainers.

Essentially we're looking to see if any of these domains are involved exist/or emerge from train-the-trainer model...

Gaps

- Little research evaluating the use of train-the-trainer models in youth sport
- Behavioural science seldom used to inform evaluation of interventions
- **Need** for sustainable and cost-efficient approaches to building community's capacities to accommodate and support trauma-exposed youth

Scarce evaluations have been conducted of train-the-trainer interventions in youth sport. Furthermore, as trauma-informed sport is still a novel and emerging field, little research has been conducted on how to train staff to train others to be trauma-informed. Given limited funding availabilities and high turnover of staff in youth sport development programming (Blom et al. 2015), there is a need for sustainable and cost-efficient approaches, to build community's capacities to accommodate and support trauma-exposed youth.

This is important because trauma-informed sport approaches involve not only learning a set of strategies to apply with youth, but also a shift in mindset or philosophies in how they approach and work with youth or design sport program environments. It's not just about building skills or promoting a behaviour, it tackles about where youth are coming from

Purpose

To explore community stakeholders' involvement in a train-the-trainer model to integrate trauma-informed sport in the Boys and Girls Clubs of Canada

The Bounce Back League



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



Intrinsic case study

Stake, 2005

Prior to this study, the Boys and Girls Club had already implemented two years of a trauma-informed sport program known as the Bounce Back League or BBL.

Here, experts in trauma-informed sport approaches helped to train Boys and Girls Club staff to deliver the BBL.

And then after two years of implementing the BBL, these staff were invited become peer facilitators in this train-the-trainer intervention

So this study used an intrinsic case study methodology where the BBL is the case, and the phenomenon being studied are experiences of involvement in the train-the-trainer intervention

Timeline

Year 1: Conception

Year 2: Pilot

Year 3: Refining and adaption

Year 4: Expansion

Year 5: Sustainability and knowledge
dissemination

Participants



1 Trauma-informed sport expert

Woman, Middle-age



6 Peer facilitators

4 women, 2 men

Mean
47.50

SD
10.35

Range
32-62

One trauma-informed sport expert involved the whole way through, she was the same expert who trained all BBL staff in the pilot, and now she's training these BBL staff to become trainers for other BBL staff.

These trainers – termed peer facilitators, were purposefully sampled based on having previous experience in implementing the BBL. This sampling procedure resulted in 6 peer facilitators.

One of the expert trainers was responsible for delivering the training workshop and then assessing and providing feedback to participants.

Procedure



Pre-learn and
practice
content



Engage in
Train-the-
Trainer
Workshop



Facilitate club
training



Receive
feedback

1. First peer facilitators were given training materials ~6 weeks in advance and were tasked with learning the entire two-day curriculum and how to train others in it.
2. Peer facilitators attended a two-day intensive training workshop hosted by two expert trainers; here, peer facilitators learned and practiced how to train others to deliver trauma-informed sport programming, while receiving feedback and tips on strategies throughout.
3. The peer facilitators then hosted went on to host training workshops for community staff at their respective sites, which were monitored and assessed by the trauma-informed expert.
4. Expert trainer provided debrief/feedback sessions with peer facilitators.

Data Collection and Analysis



Focus groups
and interviews



Observations



Deductive-inductive
thematic analysis
using TDF

Atkins et al. 2017; Braun et al., 2016

Data were collected through focus groups and interviews after leaders had gone through this training intervention.

I also observed the training workshop they participated in, as well as some of the workshops they implemented back at their home sites and the debrief and feedback sessions they were involved in.

Then, I analysed data using deductive-inductive thematic analysis. The TDF was used to categorise experiences and generate themes that can be considered in relation to the domains.

Results

- 1 Identity as champions of trauma-informed sport approaches
- 2 Anxiety in taking on new leadership roles
- 3 Improved confidence through leadership practice
- 4 Enhanced communication and instructional skills
- 5 Value of feedback in peer facilitators' development
- 6 Positive intentions to continue and expand training
- 7 Unclear expectations of peer facilitators' roles moving forward

Now here is an outline of themes, that were generated from the data we received to help represent the participants' involvement in this intervention
However, for the purposes of time in this presentation, I'm only going to be discussing these four themes in relation with the TDF domains

1

Identity as champions of trauma-informed sport approaches

TDF: Identity

Being a champion of the program...- being able to take over the information that we gained from all of this. Without it being like in a training... So if staff come to me with a behaviour thing, or if a child is having a rough day, **being able to help not only the child through it but the staff with their understanding.** I don't know it's because of that "ah-ha moment" that make me see things a little differently, but **my approach has changed**, which is what I'm trying to hope to pass on to my staff

Peer Facilitator



This theme aligned best with the TDF domain of identity, where involvement in the train-the-trainer intervention helped peer facilitators adopt identities as champions of trauma-informed approaches. Here, they felt they had a strong grasp and expertise in the knowledge, and now have a responsibility to share this knowledge with others – not only through directly using trauma-informed approaches with children, but also helping share knowledge with staff.

In the passage here, the peer facilitator speaks to how her approach to youth work has changed – and that approach is what she's trying to pass on.

2

Anxiety in taking on new leadership roles

TDF: Emotion



Peer Facilitator

There is a certain level of **anxiety** of - am I going to be able to do this, **proficiently**.

Knowledge of the content is **also that confidence piece**. I just I don't think that overall they came away feeling supremely confident.



Expert



Peer Facilitator

When you're delivering the modules [at the workshop], you feel like you're delivering training to people who already know what you're trying to say, I feel like it's **more pressure**.

The next theme, aligned best with the TDF domain of emotion. where, entering into the role of a peer facilitator was associated with some levels of stress, nervousness, and anxieties.

Part of this related to whether they would perform proficiently in the training workshop (first passage, top left).

Another part of this had to do with having to train in front of peers who also happen to be experts in trauma-informed sport. Given that their peers had implemented BBL programming for the past two years, and also went through the same experience of having to learn all the content to be able to teach it in this workshop... so it may have led to more pressure (second passage, bottom left).

So this nervousness may have led to lack of feelings of confidence and beliefs about their capabilities – which here, the expert spoke to - that despite them gaining competence in terms of the content of training, she still perceived that peer facilitators' had a lack of confidence as they participated in the workshop (third passage, right).

3

Improved confidence through leadership practice

TDF: Beliefs about capabilities



Peer Facilitator

When we were doing it ourselves at our clubs, I felt way more confident...We were also **more prepared**, because we had already delivered all of those things before



Peer Facilitator

I felt more confident - **we were more of the experts** in the room, in comparison to the people or group that we facilitated.



Expert

Time-wise, I think two days [of workshop] wasn't enough... I think **the more practice opportunities, the better**... I saw a difference and an **improvement in confidence** level on the site observations for sure.

The findings of the previous theme ties into this theme, where confidence actually improved through peer facilitators practice beyond the training workshop. This theme best aligned with the TDF domain of Beliefs about capabilities.

Here, practice beyond the workshop helped peer facilitators' to feel more prepared, as well as having that homecourt advantage of training at their home sites, where they were the only experts in a room of trainees.

And this perceived confidence was also corroborated by the expert who reported that two days of the workshop wasn't enough practice, and that after seeing them implement training at their home sites, there was definitely an improvement in their confidence.

5

Value of feedback in peer facilitators' development

TDF: Social Influences

To get the feedback from experts was valuable to get to understand how **it can improve our communication skills**... I think from that perspective, the presentation skills, what you gain knowledge wise or experience there was really helpful.



Peer Facilitator



Expert

Each facilitator got to practice three different times over the course of two days. And received feedback, not only individually three different times, but also twelve different feedback sessions throughout the two days. So **they also got to learn from their peers also practicing**.

Finally, this theme most aligned with the TDF of domain of social influences. Here, for the peer facilitator, receiving feedback on their delivery was valuable to the peer facilitators to enhance their communication skills.

The expert here spoke to how they intentionally structured feedback to influence this development, as well as constructing co-learning opportunities with their peers in the workshop.

Discussion

- Efficacy of this workshop in building peer facilitators' identities
- Workshop alone is not enough
 - Practice and feedback opportunities important in improving confidence and skills
- Gaining insights to areas that staff need support
 - More time to prepare
- **Next steps:** Peer facilitators are taking on peer mentorship roles to ten new clubs

Barnett et al., 2018; Fixsen et al., 2009

From this study we learned:

- How the train-the-trainer intervention was experienced by this cohort and in some ways generated understandings of what beneficial or challenging in their participation
- The efficacy of this workshop in helping build 'facilitation' skills, and develop confidence – in turn also developing positive identities, and positive future orientation
- The benefits of feedback.
- Where staff can use support :
 - Offer more time to prepare prior to the workshop. Because in this workshop they were just given the content, and told to learn all the content and be able to deliver it as a training workshop.
 - Some leaders suggested that they had more time to prepare, had a better idea of expectations going in, or offered some strategies beforehand of how they should deliver the workshop, this could have help eased their anxieties and potentially even contribute to more learning opportunities

Now the next steps for the BBL is that these peer facilitators are going to take on mentorship roles for ten new clubs that are being onboarded this year, having already

delivered them a two-day training workshop, and are now currently providing those clubs feedback and mentoring throughout their BBL implementation.

Implications

- Insights of strategies in building capacity of community organizations to be trauma-informed
- Value of TDF
- Over time, sustained programming can continuously support this under-reached population, and optimize youth's development and well-being

Now it's important to remember that the presentation here was just a snapshot, and many more influences of the train-the-trainer were discussed by the participants that can relate to these TDF domains.

But I'd also like to speak to the value for myself of how it was useful, both as a framework for analysis.

As well as being able to provide specific and theory-based recommendations to the organization for improvement of their intervention.

Thank you

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