



Bounce Back League Evaluation Report



PREPARED FOR BGC CANADA
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GLOSSARY OF TERMS



BBL: Bounce Back League

n : Number of participants in a sample.

M : Average (mean).

\pm : Indicates standard deviation, or how spread out the data are, on average.

t : Test statistic of a t -test, which is a test to compare differences between two groups (or two time points) on a specific measure. For instance, this test can be used to compare pre- and post-intervention scores on a survey.

F : Test statistic of an Analysis of Variance (ANOVA) test. Similar to a t -test, but with more than 2 groups (or time points), or more than 1 measure.

p : The probability to which obtaining test results are an accurate reflection of what occurred. A low p -value (typically <0.05), indicates a high probability that the findings of the test are not due to chance.

ηp^2 : Effect size - the magnitude of an effect. The larger the effect size, the stronger the effect.

- Small effect: upto 0.5
- Medium effect: between 0.5 and 0.8
- Large effect: larger than 0.8

BACKGROUND



There is a pressing need to equip youth-serving community organizations to respond to the unique needs of trauma-exposed children. Early prevention measures can be an effective means of redirecting children to self-regulatory healing, while facilitating their transition toward strength-based thriving. Sport can offer a powerful opportunity to reach these children, given the popular, enjoyable, and motivating nature of these environments, and the potential to reach many unscreened trauma-exposed children.



PURPOSE

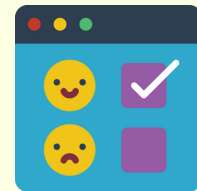
The purpose of this project was to develop, implement, and evaluate sport-based trauma-informed practices with the Boys & Girls Clubs of Canada's national Bounce Back League.

Programs that use sport-based trauma-informed practices can offer healthy psychological escape through high levels of engagement, and feelings of embodiment and control through opportunities for skill-building **[1]**. These positive program experiences can help orient these children toward pathways of resilience and thriving.

OUR APPROACH

In terms of evaluation, a multi-faceted approach was taken to understand both processes (how the BBL was delivered) and outcomes (what influence had BBL have on the club members). These findings were captured through the perspectives of coaches and club member participants.

Clubs collected data at the start, during, and at the end of their BBL seasons, using a variety of adapted evaluation materials.



EVALUATION TOOLS

Logbooks: This is a document with both quantitative and qualitative questions focused on **successes** and **challenges** the coaches encountered within the session, and **goals** for their next session. Coaches fill logbooks at the end of each weekly session.

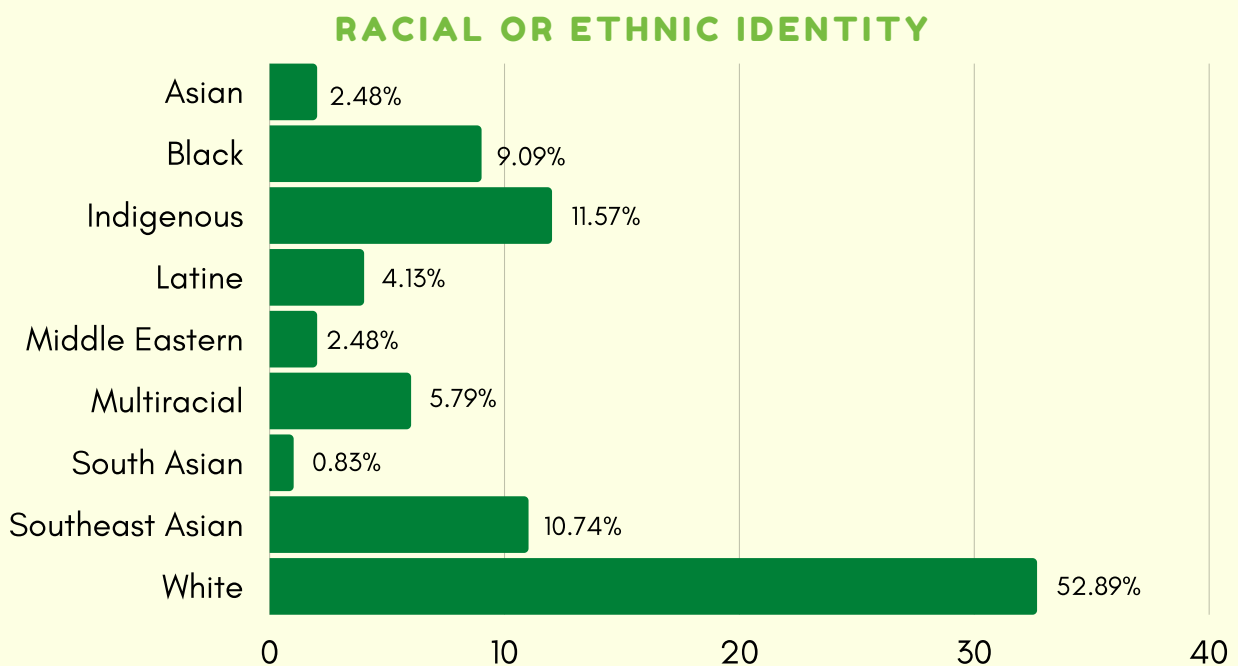
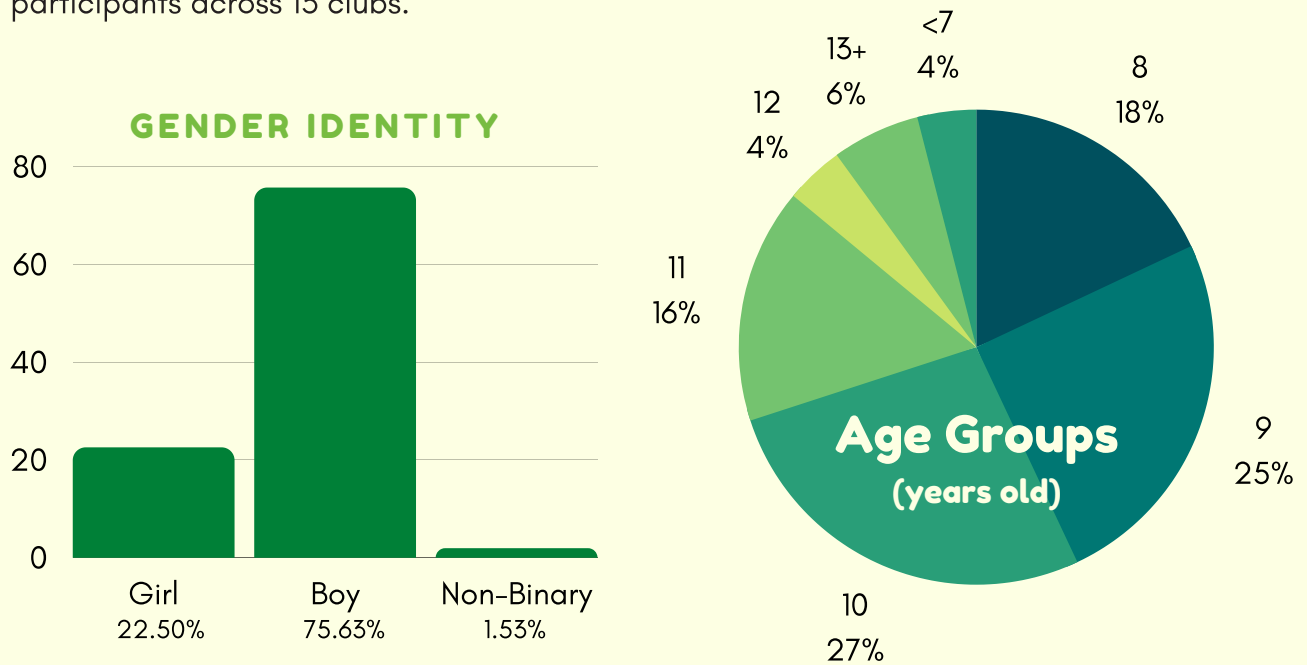
Report cards: These are assessments of club member's **skill development** from the coaches' perspective. Coaches complete one report card for each participant at the end of each season.

Youth surveys: These surveys include questions that ask youth participants' for demographic information, and about their perceptions of **well-being** and **basic psychological needs satisfaction**. Youth participants complete these at the start and end of each season.

Attendance: Coaches fill out attendance sheets at the start of each session and these are used to track **patterns in participation** and inform data analysis.

WHO DID WE REACH?

Data were collected from participants on their demographic information – their age, gender, and ethnic or racial identity. In 2019, data were collected from 196 participants across 13 clubs.^a



^a Data are not representative of all 196 participants given missing or undisclosed data.

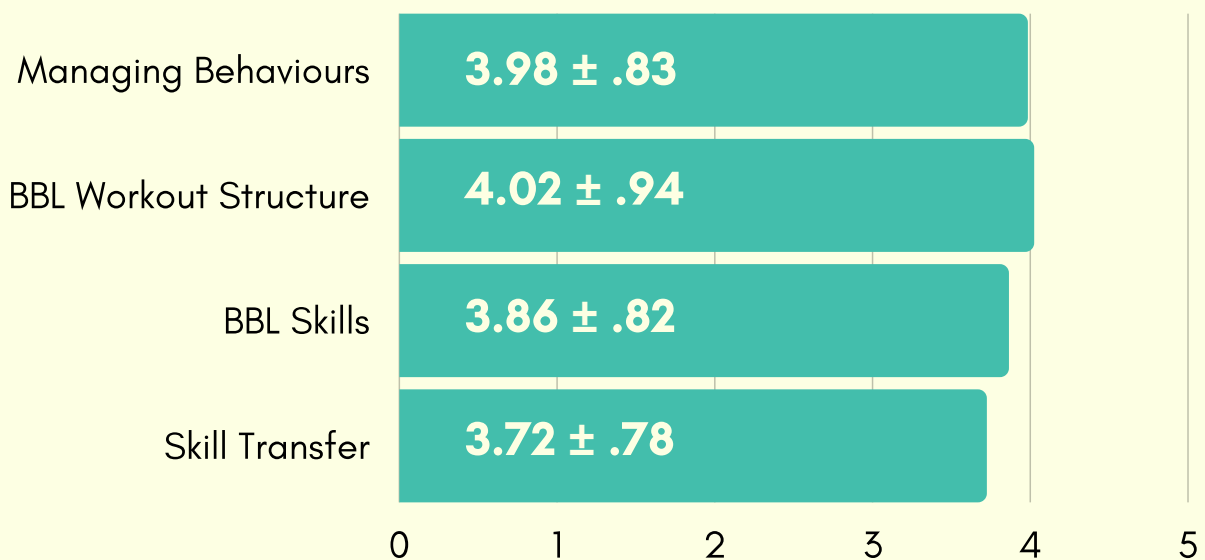
PROGRAM DELIVERY

SCALE RESPONSES

COACHES RATED THEIR INTEGRATION OF THE BBL WORKOUT STRUCTURE HIGHLY

Coaches completed weekly logbooks to reflect on program delivery. The logbook consists of four 5-point rating scales - rated from '1' (strongly disagree) to '5' (strongly agree) - related to managing individual and group behaviours, implementing the workout structure, integrating the BBL skills, and integrating skill transfer (e.g., discussion or practice of skills beyond the BBL program).

Descriptive statistics of logbook ratings were gathered for each scale. The graphs show that across each category, coaches' rated their integration of the BBL Workout Structure highly, and their ability to manage club members' behaviours. To a lesser extent, integrating BBL skills and skill transfer were also rated highly.



PROGRAM DELIVERY

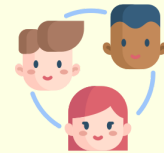
WRITTEN RESPONSES

COACHES REPORTED THEIR WEEKLY PROGRAM DELIVERY EXPERIENCES IN TERMS OF SUCCESSES, CHALLENGES, AND GOALS FOR FUTURE SESSIONS.



Success in club members' use of the BBL skill *come to play* – such as willingness to engage and readiness to participate, high effort, and strong focus.

Success in club members' use of the BBL skill *build my team* – in terms of peer support, team-building, and mentoring.



Challenges in managing behaviours often involved struggles with club members' attention and listening, often in times of transition.

Sometimes, coaches were challenged with club members' who exhibited frustration, aggression, and disengagement.



Pre-planning activities and games in advance with peer coaches enabled successful maintenance of BBL Workout Structure.

Coaches integrated BBL skills through discussion in team time, stating skills out loud, and in teachable moments.



Coaches often found it difficult to help club members understand how to transfer skills from sport to life. However, evidence of some improvements were seen with specific club members.

PROGRAM OBSERVATIONS



EIGHT CLUBS WERE OBSERVED IN-PERSON, AND INSIGHTS WERE GATHERED ON THE QUALITY OF COACHES' PRACTICES AND BBL PROGRAM DELIVERY



Evidence of supportive relationships with coaches and peers across all observed sessions. Coaches were warm, and praised and encouraged club members.

Coaches experienced challenges dealing with distracted, uncooperative, or disruptive club members, and sought more strategies for managing these groups.



Programs led by trained coaches enhanced their ability to maintain the BBL Workout Structure, and promote highly engaging, competitive activities.



Most programs focused on developing sport-specific skills. Programs led by trained coaches more often integrated BBL skills through discussion and reflection.



Coaches effectively supported children in times of dysregulation and return to recovery.

WELL-BEING

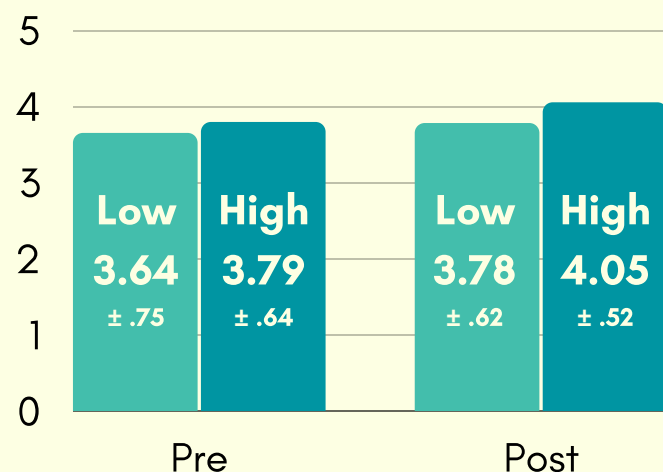
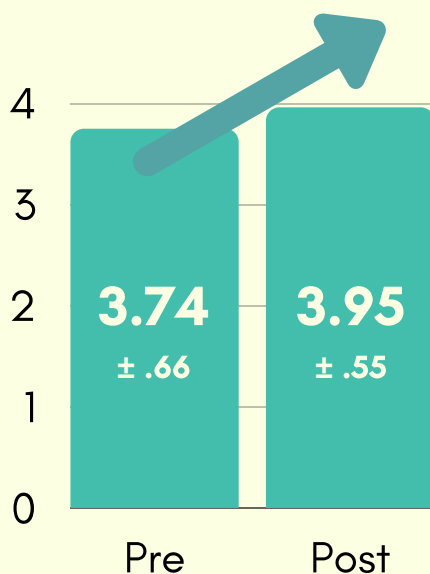


CLUB MEMBERS REPORTED IMPROVED WELL-BEING OVER A SEASON & GREATER IMPROVEMENTS FOR HIGH ATTENDERS

Club members completed the Warwick-Edinburgh mental well-being scale [2] at the start and end of the season. This survey includes 14 statements related well-being that participants rate on a scale of '1' (none of the time) to '5' (all of the time). Sample statements included: "I've been feeling good about myself"; "I've been feeling close to other people".

Participants ($n = 85$) were compared on their ratings from pre- to post-season. The results showed a **significant improvement** in perceptions of well-being over a season ($t = -3.50$, $p = 0.001$, $\eta p^2 = .12$).

Low attenders ($n = 28$) were compared to high attenders (attended >80% of sessions, $n = 56$) on their ratings from pre- to post-season. The results showed that high attenders reported greater **improvements** in well-being ($F = -8.56$, $p = 0.004$, $\eta p^2 = .09$).



BASIC PSYCHOLOGICAL NEEDS SATISFACTION



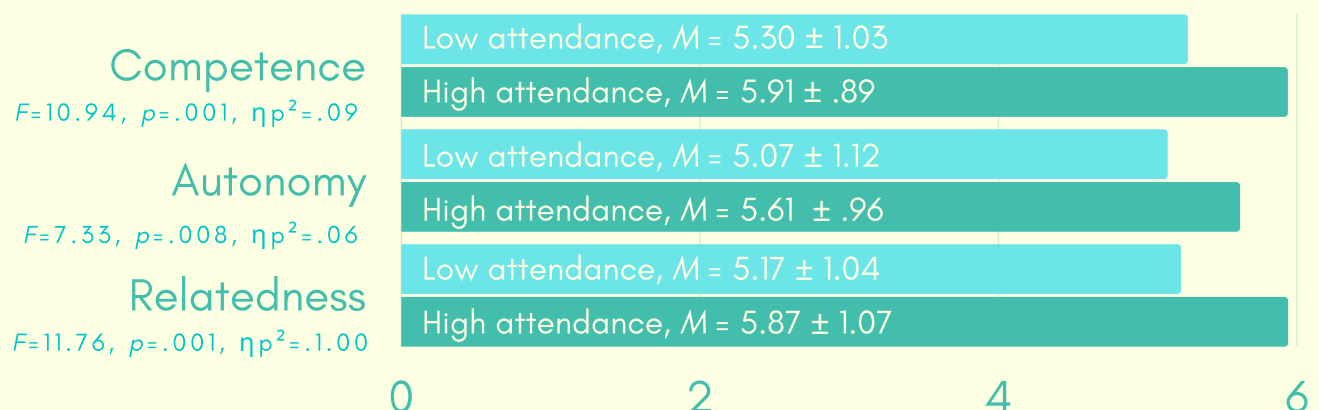
HIGH ATTENDERS REPORTED GREATER SATISFACTION FOR THEIR NEEDS THAN LOW ATTENDERS AFTER A SEASON

The Basic Needs Satisfaction in Sport-Scale (adapted [3]) was used at the end of the season to measure participants' three basic psychological needs:

- Competence: Experience of one's own ability and mastery.
- Autonomy: Experience of volition and willingness.
- Relatedness: Experience of feeling connected to others.

This survey includes 11 statements that participants rate on a scale of '1' (not true at all) to '7' (very true). Sample statements included: "I feel like I can succeed in BBL"; "In BBL, I get to make decisions for myself"; "In BBL, there are people who I can trust".

Participants ($n = 111$) were compared between low attenders ($n = 49$) and high attenders (those who attended $\geq 80\%$ BBL sessions, $n = 62$). The results showed that high attenders rated needs satisfaction **significantly better** than low attenders.



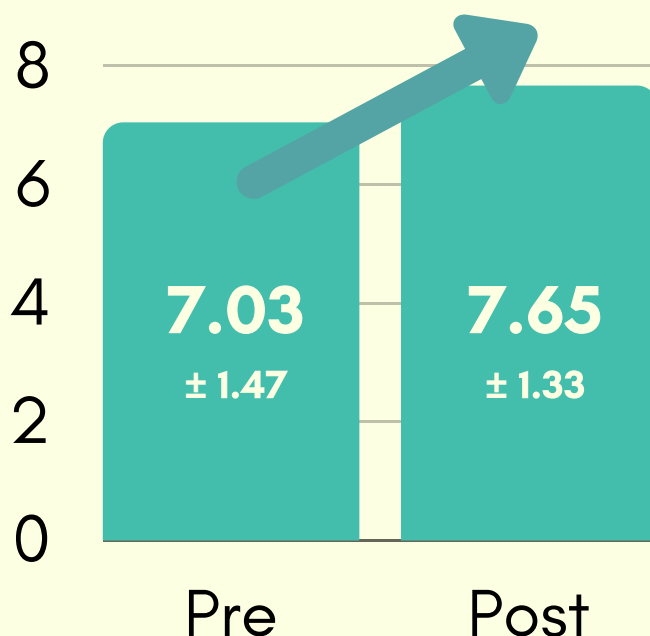
SKILL DEVELOPMENT SCALE RESPONSES

COACHES' PERCEPTIONS OF CLUB MEMBERS PARTICIPATION SIGNIFICANTLY IMPROVED FOLLOWING A SEASON



Coaches rated each participant on 8 skills on a 10-point scale from '1' (low) to '10' (high). Report cards were completed at the end of the season, rating club member improvement from pre- to post- season. Sample skills included: "Willingness to engage in BBL activities"; "Ability to develop positive relationships"; "Ability to understand how their attitudes and emotions affect others".

Participants ($n = 85$) were compared on their ratings to the questionnaire from pre- to post- season. The results showed a **significant improvement** in perceptions of skill developme over a season ($t = -7.76, p < 0.001, \eta p^2 = .97$).



While ratings from pre- to post- were significantly improved for each skill listed, the skills that showed the greatest improvement were **willingness to engage**, and **demonstrating effort**.



SKILL DEVELOPMENT

WRITTEN RESPONSES

COACHES REPORTED THAT CLUB MEMBERS EXPERIENCED PERSONAL AND SOCIAL SKILL DEVELOPMENT, WHILE ALSO CHALLENGED BY PERSONAL CONFLICT AND SOCIAL STRUGGLES

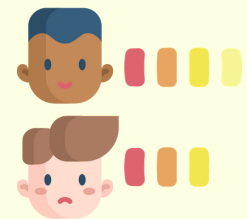


On the report cards, coaches were also responsible for answering two questions:

1. "Please provide comments on the BBL member's overall participation"
2. "How has the program impacted this BBL member?"

Responses fell across several themes where coaches observed:

- **Personal skill development** (*number of responses = 89*):
 - Willingness to engage or interested in learning
 - Demonstrating focus, immersion, and effort into activities
 - Showing perseverance or patience in face of stress
 - Emotional regulation and taking breaks when needed
 - Physical skill-building and competency
- **Social skill development** (*number of responses = 44*):
 - Fostering social relationships with peers and adults
 - Being socially responsible, cooperative, and a team player
 - Expressing voice and contribution in Team Time
 - Demonstrating leadership and mentorship
- **Personal conflict** (*number of responses = 16*):
 - Lack of self-esteem and confidence
 - Struggle to engage
 - Easily overwhelmed
- **Social struggles** (*number of responses = 10*):
 - Disruptive to activities
 - Frustration and aggression toward others



Friendships and strong peer relationships

I believe the teamwork + competition that [they] originally had troubles with, has greatly improved. [They] really enjoyed making new friendships

A fantastic team member - often seeks out friends that are upset or need more assistance than some and always offers a helping hand

Skill development

[They] were eager to learn & looking to the coaches for guidance ..

This program has let [them] practice his skills

Challenges with attentional focus and frustrations

If a play does not end in a positive outcome for [club member] [they] often gets upset and this ends in sometimes showing [their] frustration on others or refusing to play/participate

Improved emotional regulation

[They] got emotional when upset but [they] learned to manage it better during the session.

*[They, their, them] were used in place of gendered pronouns.

CONCLUSION

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The BBL program shows initial effectiveness in promoting youth development. Club members' experienced enhanced well-being, satisfaction of basic psychological needs, and improved life skill development.

Many coaches in BBL already have existing abilities to foster safe environments and build caring and supportive relationships with club members.

The BBL, when facilitated by trained coaches, offers a high-quality learning experience - maximizing engagement through dynamic and competitive activities, offering opportunities for physical and sport skill-building, and supporting club members in times of dysregulation.

To enhance program impact moving forward:

- Have all coaches familiar with BBL resources (e.g., Coach Guidebook, group management strategies) to maximize their alignment with BBL philosophies, the intention of each Workout component, and BBL coaching strategies.
- Use BBL language explicitly throughout programming, through praise and encouragement, discussion, teachable moments, and in Team Time, to optimize club members' use and internalization of BBL philosophies and skills.
- Integrate 5-10 minutes before and after BBL sessions for coaches to coordinate activities, reflect on successes and challenges, and set goals for next session.
- Continue and increase opportunities for youth empowerment and leadership - through offering choice and variety of activities, leading warmups, mentoring, and offering junior coach opportunities to BBL alumni.



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