

UNDERSTANDING HOW FAMILY STRUCTURE AND CONTEXT INFLUENCE A
FAMILY'S RESILIENCE, YOUTH SPORT INVOLVEMENT, STRESS, AND WELL-BEING

BY

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DISSERTATION

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ABSTRACT

Youth sport is viewed by many parents as a developmental context in which they can provide their children with safe, controlled opportunities for socialization, physical and emotional skill development, and social mobility, and generation of individual resilience (e.g., White & Bennie, 2015). However, not all outcomes associated with involvement in youth sport for individuals or families are positive (Erdal, 2018). Involvement in youth sport has been shown to reduce the quality of marital (Lally & Kerr, 2008), parent-child (Coakley, 1992), and sibling relationships (Côté, 1999), and increased demands required for participation can reduce opportunities for family quality time (Bean et al., 2014) among other outcomes. Negative family outcomes are also believed to be more detrimental to families with limited access to resources and opportunities, especially for families with contextual limitations due to their SES and family structure (McMillan et al., 2016).

The purpose of this quantitative study was to gain an understanding about the relationship between family youth sport involvement and family resilience, with a focus on understanding how this relationship differs for families with differing structures and contexts. To measure the relationship between youth sport participation and family resilience, a quantitative study was conducted measuring a family's resilience, sport involvement, current stress and well-being, and perceptions about current, ongoing events that could disrupt the family.

Results indicate the importance of the interaction between a family's structure and context and their influence on a family's desired elements of well-being and highlight the ways that a family's resilience and sport involvement influence their perception of major environmental stressors. A final finding indicates that family sport involvement is significantly

correlated with the dimensions of family resilience and the youth sport contexts where families participate.

In sum the findings of this study underscore the importance of both the context and structure of a family on their daily family life and resilience and show how factors of resilience and sport involvement can be used to help family perceptions of stressful events occurring in their environments.

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For my big brother, Randy...

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CHAPTER 1: INTRODUCTION

It's no secret that one's family plays a – if not *the* – critical role in their development. Not only can families meet the basic needs of their children (e.g., food, shelter), but they can provide opportunities that will allow the child to flourish and succeed in society (e.g., through socialization; Anderson & Sabatelli, 2011). In addition to this, families have cultural and ethnic histories that shape their value systems, which get transmitted to children early on during their development and extend throughout the life course (Danioni et al., 2017; Rosen, 1964).

The success of families at meeting the needs of and providing opportunities for their children relies on two things: 1) the family's access to resources and/or 2) the risk and protective factors present in the environment(s) in which they reside and with which they interact (Black & Lobo, 2008). A family's structure and context (i.e., the combination of demographic traits of a family) also play a role in the access a family has to these types of resources (Benson & Johnson, 2009; Merkel, 2013; Thomas & Sawhill, 2005). Families often sacrifice time, money, and familial stability to maximize their ability to provide opportunities for their families (Trussell, 2009). The resources gained through these sacrifices are protective factors that the family can rely upon during stressful times (Patterson, 2002).

Many parents view participation in youth sport as a developmental setting in which they can provide their children with safe, controlled opportunities for socialization, physical and emotional skill development, social mobility, and generation of individual resilience (Kay, 2004; Malina, 2010; Schwab et al., 2010; White & Bennie, 2015). However, not all outcomes associated with involvement in youth sport for individuals or families are positive (see Erdal, 2018). Specifically, youth sport involvement is responsible for reductions in the quality of marital (Dyck & Daly, 2006; Lally & Kerr, 2008), parent-child (Coakley, 1992), and sibling

relationships (Côté, 1999; Harwood & Knight, 2009b). Additionally, increased demands required for youth sport participation can reduce opportunities for family quality time, including vacations (Dorsch et al., 2009; Hellstedt, 2005) and family dinners (Bean et al., 2014), and can create barriers for entry for families from nontraditional family structures and contexts. Specifically, time and money demands and access to opportunity due to location frequently keep participation from all families (Fraser-Thomas et al., 2005; Merkel, 2013).

Currently, the provision of youth sport experiences extends beyond finding a league that fits the child's needs and abilities and registering them to play. In many instances, participation requires that members of an athlete's immediate and extended family unit provide three consistent types of support: 1) logistical, 2) financial, and 3) emotional (Biddle et al., 2011; Fredricks & Eccles, 2004; Gould et al., 2006). Briefly, logistical support is how the family gets their child to and from practices and games and the roles that they play to help the team and leagues operate (Gould et al., 2006). Financial support is the money spent on the youth sport opportunity and includes team and league fees, personal equipment, and travel expenses (Wolfenden & Holt, 2005). Emotional support is the way that family members support their youth athlete before, during, and after their participation by providing encouragement and feedback (Wolfenden & Holt, 2005). The three types of support are linked to higher levels of enjoyment for the athlete and their families, resulting in prolonged participation, opportunities for greater skill development, and generation of self-esteem/efficacy (Birchwood et al., 2008; Green & Chalip, 1998; Knight et al., 2016; Weiss & Wiese-Bjornstal, 2009; Wolfenden & Holt, 2005). Parents and other family members also functionally support leagues and teams by volunteering as coaches (Graham et al., 2016), "team moms" (Messner & Bozada-Deas, 2009),

and referees (Wicker, 2017). Without families, participation in youth sport would likely not be possible for many would-be participants (Brackenridge, 2006; Shakib & Dunbar, 2004).

Beyond the developmental setting that youth sport provides to young people, families can also experience benefits from their youth sport involvement. From a social standpoint, youth sport participation provides opportunities to families to interact with other families, stimulating friendships among adults and children (Green & Chalip, 1997; Lin et al., 2016). Families have also reported experiencing increased family pride following the good performance of their athlete (Kay, 2000), successful acculturation into new communities/societies (Christenson et al., 2006; Uecker et al., 2016), and increases in communication opportunities among family members (Dorsch et al., 2015; Tamminen et al., 2017). Increases in family communication in sport settings have been found to lead stronger relationships within a family unit (Graham & Dixon, 2017; Newhouse-Bailey et al., 2015; Trussell, 2009) and can likely lead to the generation of family resilience (Walsh, 2003, 2015).

Family resilience is the active process that a family engages in when faced with a stressor event in their environment (Patterson, 2002). Stressor events are occurrences that a family experiences (both big and small) that lead them to have to alter their established patterns of functioning (Lavee, 2013). Families with access to and the ability to use the resources available to them to adjust to the demands placed on them by the stressor event are considered to be resilient (Nichols, 2013). Families unable to do so are in danger of entering a crisis state (Walsh, 2003). In addition to reductions in their functioning, experiencing crisis often experience reductions to their family well-being (Lavee, 2013). The other systems in a family's environment with which they interact (e.g., school, work, legal) can be the cause of the stressor event or help in the generation of protective factors that the family uses to adjust to future stressor events

(Walsh, 2015). Bronfenbrenner (1977) explains that the systems within one's environment can both influence and be influenced by all other systems in their environment – of which the family is one.

Significance of the Study

Considering the importance of the entire family to the continued viability youth sport system and the reciprocal impacts that interactions with the youth sport system can have on the family unit, the lack of research concerning the relationship between a family's youth sport involvement and their family resilience is stark. Even more troubling is the lack of diversity of families – both in structure and context – who have been studied in youth sport.

Research shows that families with nontraditional family structures (e.g., single-parent, step/blended families, adoptive parents) often have different levels of access to the resources required for participation in specific youth sport settings (e.g., financial, logistical; McMillan et al., 2016). As a result, children from these families tend participate at lower rates when compared to families with more traditional structures (e.g., Barnett, 2008; Coakley, 2006; Holt et al., 2011; Misener, 2020; Sabo & Veliz, 2008). Families with diverse, nontraditional structures often have different organizational resources and unique needs, which can affect their family resilience when faced with the same or similar stressors to other families (Becvar, 2013a; Coleman et al., 2013; Walsh, 1996, 2013). Lastly, a family's context can limit their access to resources due to their geography, income, education, or racial and ethnic background, thereby reducing their ability to be resilient (Easterbrooks et al., 2011). Studies have shown that a family's contextual factors can negatively impact a child's ability to participate in organized sport in the same way their structure can (Guest, 2018; Merkel, 2013).

As a result, we must generate a complete understanding of the relationship between a family's structure, context, youth sport involvement, and resilience. Doing so will shed light on how a family's context and structure influence their resilience and youth sport involvement, after which youth sport families will know more about how the youth sport affects them. Additionally, this understanding will assist youth sport organizers in developing programming and opportunities that increase protective factors for families with diverse structures and backgrounds while limiting risk.

The purpose of this quantitative study is to understand the relationship between and ways in which a family's structure and context influence family resilience, youth sport involvement, stress, and well-being. This relationship was examined using previously developed measures of family resilience, youth sport involvement, family well-being, and family stress by surveying a population of families with diverse structures and contexts. The results of this study will provide insight into this relationship as it exists for different types of families and allow for recommendations to be made to youth sport practitioners and families alike.

The questions answered by this study are:

1. Does a family's structure and/or context affect their youth sport involvement, well-being, stress, and resilience?
 - a. Which of the outcomes (i.e., family sport involvement, family well-being, stress, and resilience) are affected by family structure and context effect?
 - b. In what ways are these effects different?
2. Can a family's resilience and/or involvement in youth sport impact how the family viewed a major external stressor (e.g., the COVID-19 pandemic)?

- a. Which aspects of resilience are associated with perceptions of environmental stressors?
- b. Which aspects of family sport involvement are associated with perceptions of environmental stressors?

Definition of Constructs

The following are the operational definitions of key terms and constructs that will be utilized throughout the study.

- Family Structure – Due to societal shifts in understanding the family as more complex than the traditional nuclear family, a universally agreed-upon definition of family structure does not exist (Furstenburg, 2014; Greenstein, 2006). The current study identifies family structure as the number of adults and children living in a household and the relationships that exist between and among them. While numerous structures are possible (cf. Tourangeau et al., 2009), this study focuses on four specific structures: 1) two-parent households, 2) blended/stepfamilies in which one or both partners have children from a previous relationship, 3) single-parent households in which the child lives with the respondent most of the time, and 4) single-parent households in which the child lives with the non-responding parent most of the time.
- Family Context – Family context includes several factors, including but not limited to the family's socioeconomic status and ethnicity, and is often an indicator of how accessible resources and opportunities are (Marks, 2006; Simpkins et al., 2011).
- Family Resilience – A family's functioning is often the result of how well equipped they are to deal with stressors that occur (Bush et al., 2017) and how cohesive and adaptable they are to situations occurring in their daily lives (Olson, 2000). Resilience in

individuals and families allows for maintaining development and functioning, which can often be disturbed by accumulating risk (Jensen & Fraser, 2006). Families create resilience by generating protective and promotive factors that help moderate environmental risks (Simon et al., 2005). The maintenance of family functioning is the primary goal of a family system (Wedemeyer & Grovetant, 1982), which is also the primary outcome of studies of family resilience.

- Family Stress – Much like resilience, the amount of stress a family encounters and how they manage it can affect their overall functioning. Families often experience stress on both an acute and chronic level simultaneously (Boss, 1987). A family's ability to manage the stressors they face results from the available resources and perceptions about the stressor they have at their disposal, including monetary and social resources (Lavee, 2013). When families are incapable of managing the stressors they face, they often find themselves in crisis, a state in which forward momentum as a unit is not attainable (Boss, 1987). The current study defines family stress as the stress level that a family is experiencing and how close they currently feel to a crisis state.
- Family Well-being – Family well-being highlights the resources and capabilities of the family to address the stressors that occur in their daily life. These resources often include closeness to others in the family or community, the number of physical resources (e.g., money, shelter) one has, and the overall health of the family and its members (Newland, 2015). In this study, family well-being explains how happy the respondent was with certain aspects of their current life, which may help them reduce the effects of stress, including their health, their neighborhood, and their closeness with others.

- Family Sport Involvement – The current study defines a family’s sport involvement in two ways. First, involvement is the number, type, and level of sports played by each child in the family. This type of family involvement will be referred to throughout the study as youth sport participation to avoid confusion with the second definition of involvement. The second way that family involvement is defined in the current study is the affective, behavioral, cognitive, and dysfunctional involvement of all family members (see Beaton et al., 2011; Snyder & Spreitzer, 1973).

CHAPTER 2: REVIEW OF LITERATURE

The purpose of the following chapter is to provide an in-depth review of the current body of knowledge on youth sport, the family, and family resilience. The chapter will begin by addressing youth sport as a developmental setting and focus on youth sport families. This section will also present information about available youth sport settings and discuss different types of family youth sport involvement. The following section will provide an overview of the family, including family systems theory, family structure, and family context. Following the introduction of the family will be a discussion of outcomes for families and their children resulting from their structures and contexts, emphasizing youth sport families when possible. The concluding section of this chapter will detail family resilience, including a discussion about its inclusion as the theoretical framework for the current study. Following the introduction to family resilience theory, information will be presented about how a family's structure and context influence their resilience and how their environments influence their resilience, focusing on youth sport.

Youth Sport

Youth sport in America is currently a multi-billion dollar industry that over 70% of families take part in each year (Aspen Institute, 2021; Gregory, 2017). A staple of childhood for many in America (Gems & Pfister, 2009; Wiggins, 2013), many parents view participation in youth sport as an opportunity for young people to generate physical and life skills (Bean & Forneris, 2017; Strachan et al., 2011; Weiss & Wiese-Bjornstal, 2009). Youth sport also provides opportunities for children and parents to become socialized and acculturated into their communities and overcome broader social problems associated with their structure or context (Anderson-Butcher, 2019; Dorsch et al., 2015; Kirk & MacPhail, 2003; Uecker Mercado & Bernthal, 2016).

Historically, local communities were the primary providers of sport opportunities for young people and their families (Coakley, 2010, 2014; Wiggins, 2013). Leagues were constrained to the municipal boundaries of cities and subsidized through tax revenue – unless operated by a nonprofit organization (e.g., YMCA, Boys and Girls Clubs, JCCs; Taylor et al., 2008). Regardless of the type of organization operating leagues and teams, it was common for community members to have access to youth sport opportunities at low costs until young athletes reached an age at which schools provided organized sport (Coakley, 2016; Gems & Pfister, 2009). In these instances, youth sport was seen as an opportunity for individuals to develop civic pride and attachment to one’s community (Gems & Pfister, 2009).

Over time, privatized sport offerings relying heavily on financial backing from parents and corporate sponsorships to maintain their operations and have replaced many community sport offerings (Farrey, 2008; Gems & Pfister, 2009; Hyman, 2012; Phillips & Newland, 2014). In stark contrast to using sport to develop civic pride, privatized youth opportunities are more focused on the individual outcome of the athlete (Farrey, 2008; Hyman, 2012). Also accompanying the shift towards youth sport privatization is increased pressure on young athletes to specialize in one sport at early ages and succeed (Dunn et al., 2016; Malina, 2010) and their families to provide these opportunities, lest they be viewed as inadequate (Coakley, 2006).

Private youth sport teams – referred to commonly as club teams – often attract players from multiple communities, have rigorous try-out processes, and come with fees far exceeding community-based sport (Gregory, 2017; Newhouse-Bailey et al., 2015; Wiersma, 2000). Additionally, regular-season and tournament schedules in club sport require participating families to travel long distances to games and practices that are no longer situated close to one’s home, including multiple trips yearly to compete in regional tournaments located out of state

(Coakley, 2016; Hyman, 2012). A recent study found that the average youth sport team travels roughly 1,200 miles a year, with “elite” youth teams traveling as much as 5,000 miles annually (Frank, 2021). Also, it was reported that most of this travel occurred via automobile, with girl's softball teams forced to travel 38 percent more than their baseball counterparts due to inequities of availability of participation in youth girls’ sports. The continued shift towards privatization of youth sport and the resources required to participate is shown to widen the participation gap and separate participating families into the haves and have-nots (Farrey, 2008; Wagstaff, 2015).

Additional issues associated with the shift towards privatized club sport exist for parents and families as a whole, as increases in time spent traveling to and from sporting events and the resources required to participate have been shown to negatively affect individual members of the family as well as relationships between and among family members (Coakley, 2016; Hellstedt, 2005; Seefeldt et al., 2002). Specifically, increases in the amount of time families spend managing sport-related schedules decrease a primary opportunity for families to convene and become closer to one another – family dinner time (Black & Lobo, 2008; Buswell et al., 2012; Hodge et al., 2017). Multiple studies of youth sport families report that opportunities to have dinner as a family decrease due to increased sport participation (Chircop et al., 2015; Dorsch et al., 2009; Dorsch et al., 2015; Merkel, 2013). These same studies have found that other opportunities for family quality time (e.g., vacations) are also reduced due to the demands placed on them by their youth sport participation.

Ways Families Participate in Youth Sport

The current study identifies four settings for participation in youth sport: recreational or intramural sport; community-based sport; school-based sport; and club/select/travel sport. In recreational or intramural sport settings, all leagues and teams are in the local community and

often require little to no travel for participation. They also provide low-stakes opportunities for sampling different sports and building a physical literacy base that youth athletes can use in future athletic and physical activity endeavors. In many instances, recreational sport seasons are shorter and require less commitment than those in other youth sport settings. Community-based sport settings are similar to recreational sport in that leagues and teams are all situated locally within one's community. The primary difference between them is that community-based sport can require minimal travel at times to neighboring communities. These trips are often short and do not require overnight stays, but they can be more than is needed for participation in a recreational sport setting. Participation fees associated with recreational and community-based sport participation cover uniforms, facility costs, and most team equipment used and viewed by many as affordable to most participating families.

School-based sport provides athletes with opportunities to represent their school in competition with other schools in their region. Commonly, opportunities to participate in school-based sport begin in middle school and continue through high school. An issue associated with youth sport is the limited number of teams per school, reducing participation opportunities. Because of this, participation in school sport requires athletes to try out, meaning that this is the first time in their sporting life where the interest to participate of a young athlete no longer guaranteed them the opportunity to play. This experience with the up-or-out nature of the American sport system often leads young athletes to leave the sport altogether and is therefore detrimental to the development of young athletes (Bowers & Green, 2016; Green, 2005). Participation in school-based sport often comes at a low cost to families, as most expenses needed to provide school sport have come from local tax revenue. Expenses covered include team uniforms, facility costs, and any sport-related travel. Any personal equipment required for

participation (e.g., shoes, gloves and bats for softball/baseball, golf clubs, tennis rackets) is still provided directly by families. Increasingly in districts with fewer resources or in instances where the sport requires specialized equipment or increased travel, costs for school sport are passed along to families.

Club sport – referred to colloquially as elite, select, or travel sport – is operated by private organizations and requires participants to agree to long-distance and overnight travel to practice and games as part of their participation agreement. In most instances, roster spots on club sport teams are earned through a try-out process, meaning that even families with resources to participate are not guaranteed a spot on the team of their choice. When this occurs, parents often seek out opportunities for continued participation farther from where they live, increasing the travel requirement and resources needed simply as a matter of participation. Fees in club sport are substantially higher than those associated with the other three levels of participation and cover the business's overhead (e.g., salaries of coaches, facility maintenance) and uniforms for players. Travel expenses, team merchandise, and private instruction are not covered by participation fees and are additional expenses incurred by families.

Commonly, recreational and community-based sport are used as entry-level sport participation settings where families can get their children active and gauge their interest in several different sports at a low cost of entry. In addition to its ability to help young people overcome perceived deficits (Shakib et al., 2011), school-based sport is historically viewed as the pinnacle of youth sport and a rite of passage for athletes looking to reach higher levels of sport (e.g., collegiate, professional). The popularity of club sport has shifted many of these opportunities into the private sector, however, with clubs often hosting recruiting camps. College and professional teams are invited to club team facilities to scout up-and-coming athletes during

practice and games at these camps. However, there are exceptions to this shift when considering sports like American football that have a smaller club sport presence or individual sports (e.g., gymnastics, golf, tennis) that are less prevalent in schools. Youth sport athletes in these sports often still have various exposure to both school and club sport through private coaching and skills-based camps. The increased exposure to coaches from higher levels has led many families to prioritize club sport over school sport, setting up a *de facto* pay-for-exposure model in youth sport that fundamentally advantages some families over others.

Types of Family Youth Sport Involvement

There are numerous settings in which families participate and involve themselves in youth sport. Their involvement is guided by how the family values sport participation and is displayed by how they engage with these youth sport settings. Beaton et al. (2011) define sport involvement broadly as a multifaceted construct representing the degree to which participation in a sporting activity is central to one's life. While the individual is at the heart of this definition, it is not hard to expand its focus to the family. Missing from Beaton and colleagues' (2011) definition is the interrelated nature of sport involvement, as each type of family involvement influences and is influenced by the other involvement types. For the current study, the accepted definition of family youth sport involvement is, "Family sport involvement is a multidimensional construct comprised of four interrelated involvement types that represent the degree to which participation in sport is central to a family's everyday life." The four dimensions included in this definition are the affective, behavioral, cognitive, and dysfunctional family sport involvement, each of which is discussed below.

Affective Involvement.

Snyder and Spreitzer (1973) defined affective sport involvement as a person's attitudes and feelings about sports and present evidence that, along with cognitive involvement, this dimension is relatively stable across the life course for an individual. When extended to the family, this dimension includes how the family unit feels about and values sport and sport participation. Studies have found direct links between a parent's affect toward sport and their child's attitude towards sport or physical activity (Kimiecik & Horn, 2012; Weiss & Wiese-Bjornstal, 2009). Studies have also found that a child's affective experience with sport can be influenced by their perceptions of pressure or support from their parents (Anderson et al., 2003), as can their long- and short-term sport participation (Hodge et al., 2017; Mazer, 2012). It is believed that the family's affective involvement is in a feedback loop with the participation of the youth athlete and behavioral involvement, in which the sport attitudes of the parents may influence participation and in which participation influences the attitude of the parent(s) about the benefits of youth sport participation.

Behavioral Involvement.

A family's behavioral sport involvement is how they are either actively or passively engaged in youth sport (Snyder & Spreitzer, 1973). This dimension of family involvement is simply concerned with how families and their members participate in and engage with youth sport. Beyond participation in the sport itself by the member(s) of the family playing sport, opportunities for behavioral sport involvement include parents serving as volunteer coaches, referees, "team moms" (Bergeron, 2007; Kirk & MacPhail, 2003; Trussell, 2016), with siblings serving as bat/water boys and girls and other forms of team support. This dimension also

includes the practical aspects of sport provision by the family (e.g., paying entry fees, providing transportation; Fredricks & Eccles, 2004) and supporting the team as a fan (Pynn et al., 2019).

The benefits and drawbacks of a family's behavioral involvement are the most studied aspects of a family's sport involvement. Positive outcomes presented include the generation of individual resilience traits (Johnston et al., 2013; Schinke et al., 2004), increased relationship quality between and among family members (Wiersma & Fifer, 2008), and overall increases in family pride following a good performance (Kay, 2004). Parents' behavioral involvement in youth sport through volunteering has also increased the parent's sense of community (Legg et al., 2015). Negative outcomes of behavioral family involvement include poor behaviors from parents during sport that can diminish enjoyment of participation by the athlete (e.g., yelling at children during and after a game; Dorsch et al., 2015; Goldstein & Iso-Ahola, 2008), reductions in family quality time as a result of the business of the sport schedule (e.g., vacation funds used on sport; Buswell et al., 2012; Merkel, 2013), and erosions of relationships between and among family members (Coakley, 1992; Dyck & Daly, 2006; Lally & Kerr, 2008). As with most outcomes, how individuals and family units are affected by their behavioral involvement depends on how they perceive it. Additionally, family behavioral involvement in youth sport is affected by the family's context and environment, as families with fewer resources often have fewer participation opportunities.

Cognitive Involvement.

A family's cognitive sport involvement is how the family thinks about and engages with sport, the importance placed on youth sport, and the functional knowledge that family members have about sport (Snyder & Spreitzer, 1973). Though infrequently studied in youth sport settings and/or with families, studies of cognitive sport involvement are prevalent in areas of sport

fandom (e.g., Lee & Trail, 2011; Swanson & Kent, 2015). Lee and Trail (2011) find that personal values of conservatism, ambition, and patriotism predict one's cognitive involvement with sport better than behavioral sport involvement. Other studies looking to link one's cognitive involvement with behavioral involvement have identified linkages between cognitive understanding of sport and physical activity behavioral outcomes, including higher participation rates (Beaton et al., 2011; Lower-Hoppe et al., 2021).

Parents who frequently participated in organized sport in their youth (and sometimes early adulthood) are thought to have high levels of cognitive sport involvement. This is because their participation has given them functional knowledge about the fundamentals of the sport that their children are playing (Dorsch et al., 2009; Harwood & Knight, 2009b; Holt et al., 2008; Knight et al., 2016). Parents in these studies also reported feeling more capable of providing task-specific feedback to their children than parents with less personal experience (cf. Dorsch et al., 2015). It is believed that a family's cognitive involvement originates with the parents in the household and is what pushes all other forms of family sport involvement.

Dysfunctional Involvement.

A family's dysfunctional involvement stems from what the family does or values in sport that results in negative sport experiences and/or reductions in sport participation. Dysfunctional family sport involvement is frequently associated with two things, both of which can lead to differences in perception of the overall sporting experience by both the athlete and their parent(s): 1) increased pressure from parents on youth athletes to succeed; and 2) a focus on winning. (Kanters et al., 2008; Merkel, 2013; Schwab et al., 2010). When this occurs, the focus on the extrinsic rewards linked to participation by parents and intrinsic joy experienced by athletes leads to conflict within the family (Coakley, 2006; MacDonald et al., 2011; Malina,

2010; Wheeler, 2012). Outcomes of a family's dysfunctional involvement on the athlete include overuse injuries (Andrews, 2011; Gregory, 2013; Myer et al., 2015), burnout (Ferguson & Stern, 2014; Jayanthi et al., 2013; Strachan et al., 2009), increases in athlete stress (Harwood & Knight, 2009a; Hellstedt, 2005; Smoll et al., 2011), and dropout (Baker & Robertson-Wilson, 2003; Ferreira & Armstrong, 2002; Wall & Côté, 2007). While dysfunctional family sport involvement is not a new phenomenon, it is thought that increased demand for resources needed to participate in youth sport will lead to more dysfunctional family involvement in all youth sport opportunities.

The Family

The family is a system comprised of individuals with a shared sense of history and an emotional bond who have developed strategies that allow for the needs of the group and its members to be met (Anderson & Sabatelli, 2011). Understanding the family as a system and not as a collection of individuals is an essential element of family systems theory known as holism (Wedemeyer & Grotevant, 1982). Holism is a primary assumption in all systems theories that states that systems must be studied as units in and of themselves and cannot be adequately studied by simply adding observations of individual components to one another (Bavelas & Segal, 1982; Whitchurch & Constantine, 1993). In family systems theory, the family unit is a complex, organized, and fluid system of individuals and relationships between and among them which sets boundaries, develops rules, and can influence *and* be influenced by the world in which it exists (Bavelas & Segal, 1982; Cox & Paley, 2003; Whitchurch & Constantine, 1993). The family's influences on its environment occur as it interacts with other systems both as a family unit and individuals (e.g., church congregations, schools, youth sport teams/leagues, the local economy; Anderson & Sabatelli, 2011). The mutually influential relationship between and

among family systems and the systems in their environment described in family systems theory is similar to Bronfenbrenner's (1977) ecology of human development which conceives human development as occurring within a set of nested developmental settings, each one influencing the other. Both family systems theory and the ecological model of human development underpin Walsh's (e.g., 2003, 2015) Systems Theory of Family Resilience, discussed in detail later in this chapter.

Understanding a family system requires an understanding of three elements of the family and the relationships among them: 1) the structure and context of the family, which includes the number and position of family members and the relationships among them and the social standing and resources of the family; 2) the interactions between the family system and other systems in the environment; and 3) the pattern of functioning that the family has developed, which allows it to adjust to adversity arising from these interactions and be resilient. Each of these concepts will be explained in greater detail in the sections to follow.

Structure

A longstanding issue with studying families is that there is no single agreed-upon definition of the family (Greenstein, 2006). The traditional heteronormative "nuclear" family (i.e., heterosexual, cisgender married couple, father as breadwinner, biological children) served as the standard definition of the family for generations both in society and in social science literature. A recent shift in understanding has occurred in most economically advanced nations that has caused this once-consensus definition of the family to become more complex (Furstenberg, 2014). These shifts in understanding have included changes in perceptions of marriage and who is allowed to marry, cohabitation before marriage and as an alternative to

marriage, child-bearing/rearing, the link between sex and marriage, and the time of first birth in a family (Heuveline et al., 2003; Lesthaeghe & Neidert, 2006; Smeeding, 2005).

In family systems theory, family structure is defined as the composition of the family and the relationships that occur between and among family members and is formed by external boundaries of the family, which help identify who is included in the family (Cox & Paley, 2003; Whitchurch & Constantine, 1993). At its most basic, understanding the family structure means understanding how many parents (or other adults accepting and performing childrearing roles) and children are in a given household and the relationships between and among family members.

The relationships between and among family members are often based on similar roles played, characteristics of the individuals, or status held in the family hierarchy and are often dyadic (Whitchurch & Constantine, 1993). As with the external boundaries that form around families, internal boundaries exist within families and form around the relationship-based subsystems. Three common subsystems exist within a family system: 1) the “marital” subsystem, which teaches children about intimate partner relationships and partnerships; 2) the “parental” subsystem, which focuses on the many aspects of childrearing (e.g., socialization, guidance, discipline); and 3) the sibling subsystem, which serves as a child’s first peer group in which they learn about social norms (Anderson & Sabatelli, 2011). Over time, the definitions of marital and parental subsystems have broadened to include nontraditional membership (Furstenberg, 2014). For instance, inclusion in a marital subsystem is no longer limited to a heterosexual married couple. It now includes cohabitating (i.e., non-married) parents, fictive kin, and same-sex domestic or romantic partnerships. The parental subsystem now can consist of anyone serving in a parental role (e.g., a godparent, grandparent, community leader; Demo & Cox, 2000; Oswald, 2002; Segrin & Flora, 2011; Zaidi & Morgan, 2017). When combined, shifts in knowledge about

how families are formed have led to a more comprehensive understanding of the unique nature of a family's structure. They have also allowed researchers to begin to examine how these unique differences may affect families differently.

Context

Like family structure, each family's context is unique to them. Family context includes several factors, including but not limited to their socioeconomic status and ethnicity. A family's context is often an indicator of how accessible resources and opportunities are to them (Marks, 2006; Simpkins et al., 2011). Families with high socioeconomic status are often those with more access to education, employment, and favorable living environments that are safe and have more resources (e.g., schools, grocery stores, clean water). Increased access to resources and opportunities has been shown to advantage children with favorable socioeconomic and ethnic backgrounds, which widens achievement gaps both currently and generationally (Hao & Yeung, 2015; Reardon, 2011).

The advantage arising from family structure and context has been found in many different youth developmental settings, including schools (Chien & Mistry, 2013; Davis-Kean, 2005; Dearing et al., 2006; Yeung & Pfeiffer, 2009) and youth sport/recreation programs (Brockman et al., 2009; Eime et al., 2013; Farrey, 2008; Mahatmya & Lohman, 2011). In youth sport settings, the widening participation gap is attributed to the increased resources needed by families and exacerbated when considering families' unique context and structure. Dorsch and colleagues (2009) referred to these resources as "family sacrifice," noting that families would have otherwise used the money and time for family quality time (e.g., vacations or other full-family leisure activities). McMillan and colleagues (2016) noted that children from single-parent and remarried homes were less likely to participate in youth sport than those in traditional family

structures. They also found that the perceived wealth of the family moderated the relationship between their structure and youth sport participation. The idea that family structure and context influence a family's youth sport participation is not an entirely new phenomenon, as income, family structure, culture, and education have all been found to influence parental sport experience (Fredricks & Eccles, 2004).

Taken together, examining the structure and context of the family provides a better understanding of the different and unique needs and challenges of families than cannot be attained by only looking at one or the other. This is critical as it is believed that a family's structure and context influences individual and family-level outcomes and that families with greater access to resources have better outcomes. Taking this approach also urges researchers to examine the intersectionality of families who may be facing discrimination from multiple long-held societal stigmas about what a family "should look like" (e.g., black, same-sex cohabiting parents; Dang & Frazer, 2005). When studying families with varied structures and contexts, two primary outcomes have been the focus: 1) impacts on parents and their relationships, and 2) child development/well-being.

Child Development Outcomes.

Child development outcomes have been examined in families with many family structures, including single-parent families (Salami & Alawode, 2000), families with co-parenting arrangements (Don et al., 2013; Nielsen, 2011), families where a grandparent or grandparents are the primary caregivers (Robbins et al., 2006), and in families with LGBTQIA+ parents (Farr & Patterson, 2013; Few-Demo et al., 2016). While not identical, the results of studies looking at outcomes on a child's well-being and development often reach similar conclusions. The structural composition of the family or the sexual orientation of the parents has

been found to matter less to the generation of positive developmental outcomes and well-being of children than does the relationship between parents, the security felt in the household, and the support received from their family (extended and immediate) and others (Attar-Schwartz et al., 2009; Feinberg, 2003; Lansford et al., 2001; Perrin et al., 2013).

Family structure has also been found to impact family leisure interactions, as children from single-parent households participate in fewer extracurricular activities than children from two-parent homes (Barnett, 2008). In instances where children from single-parent households participate in sport, single mothers can experience reduced relationship quality with their co-parent over the division of labor required to provide youth sport participation for the child is skewed (Coakley, 2006). Children in these situations would likely have their sport opportunities cut short and would be at risk of experiencing adverse developmental outcomes (Perrin et al., 2013). The combination of a family's structure and context can moderate developmental outcomes for youth sport athletes, as children from single-parent families often must overcome additional barriers for entry due to reduced/limited resources (e.g., time, money, reliable transportation; Coakley, 2006; Holt et al., 2011; Sabo & Veliz, 2008; Yang et al., 1996).

Reyes and colleagues (2013) reviewed how the ecological instability of a single-parent family caused by lower socioeconomic standing, marital instability, and sometimes frequent relocation have all been associated with reductions in academic performance and increases in behavioral problems at school. The experiences of these families are like that of military families (cf., marital instability resulting from deployment and relocation), but military children typically have more positive outcomes. This outcome is believed to occur because military families, especially those living on base, seem to adjust successfully, where single-parent civilian families struggle for two reasons. First, military families experience financial security from the salary and

benefits associated with enlistment. This financial security is bolstered when families live on base, as housing and services are provided at discounted rates in a controlled market. In contrast, civilian single-parent families must compete in the free market for housing and goods. Second, military bases have built-in communities populated by like-minded people, all of whom are experiencing or have experienced similar hardships to any experienced by families on the base. This built-in support network provides families with social support during times of need, which can be limited in civilian single-parent families who may not have the luxury of a supportive neighborhood community or services.

Family Outcomes.

Studies of how variations in family structure influence the stress and health of parents and relationships are common. Single-parents with primary custody of a child frequently take on the role of two parents (Bauserman, 2002), which can lead to task overload and financial strain as they try to make up for the loss of income and support that comes from having a co-parenting partner (Coles, 2009; Jackson et al., 2000). Single mothers also experience more negative health outcomes than single fathers, even though both experience higher stress levels than their two-parent counterparts (Cairney et al., 2003; Taylor & Conger, 2017). Single-parents often turn to co-parenting arrangements with another person (e.g., ex-spouse, their biological parents, extended family member) to reduce the financial or task-related stress associated with single parenthood. While co-parenting arrangements can mitigate some of the stress related to single parenthood, they can also introduce new stressors to the family (Farr & Patterson, 2013; Margolin et al., 2001) and exacerbate existing imbalances and conflict within the co-parenting relationship (McDaniel et al., 2018; Petren et al., 2017).

When combined with specific family contexts (e.g., single-parent households in lower-income communities), family structure has also been shown to reduce positive developmental outcomes of children *and* their parents. In these intersections, financial constraints on parents with low-wage jobs and structural constraints have been shown to lead to diminished parental mental health (Jackson & Scheines, 2005). For instance, single parents have been shown to experience greater levels of depressive symptoms than parents in two-parent households (Barrett & Turner, 2005), and these symptoms were exacerbated by race and socioeconomic status. Reductions in mental health in parents have been shown to reduce the quality of parenting (Jackson et al., 2000), which can lead to diminished developmental outcomes for children (Sun & Li, 2011).

A family's context and structure are also two significant determinants in their access to youth sport settings (Buchanan et al., 2016; Dixon, 2009; Eime et al., 2013; Gould, 2019). Families with lower socioeconomic statuses living in rural communities, and with structures with fewer built-in support systems are shown to have limited access to youth sport programs and facilities (Merkel, 2013). This reduction in access to programming is not only the result of shifts towards privatized sport systems; it is also the outcome of cutbacks in federal funds dedicated to community-operated after-school operations (Hyman, 2012). When youth sports are too far away or too expensive, families with available resources can find ways to participate. However, every family has different available resources resulting from their structure and context, so their involvement could be limited.

Family Stress and Well-Being.

Two family outcomes studied frequently are family stress and family well-being. Family stress is a common occurrence that can be either positive or negative in nature. Like a “Check

Engine” light in a vehicle, when a stressor event happens in a family, it is usually nothing more than a warning that something needs attention in the family system (Anderson & Sabatelli, 2011). A stressor event is a challenge to the status quo that is a family's functioning (Boss, 1987). The family’s ability to adjust is a direct result of their resources and their perceptions of the stressor event (McCubbin & McCubbin, 2013). When a family does not have adequate resources in place or has not developed successful strategies to adjust to the stressors presented by its environment, it is at risk of entering crisis (Boss, 1987).

Similarly, a family’s well-being is both a confluence of individual and structural factors that assist in the continued functioning of the family and an outcome determined by the functioning of a family. The individual and structural factors generating family well-being are personal well-being, physical and mental health, and the self-sufficiency and resilience of the family (Newland, 2015). The factors of family well-being are frequently interrelated with the context of the family system (e.g., self-sufficiency, physical and mental health are associated with socioeconomic status), so isolating how each factor affects a family’s well-being is challenging (Chien & Mistry, 2013; McCubbin & McCubbin, 2013; McKeown et al., 2003). As with other family processes (e.g., functioning and resilience), well-being is not a static trait and is susceptible to disruption from a pile-up of external and internal stressors (Lavee et al., 1987; Lavee & Olson, 1991; Prime et al., 2020).

Families experiencing stress is common. The types of stress encountered and how families are impacted often depend on the family’s structure and context, especially for families where their structure and context limit their access to environmental resources. Examinations of families with lower socioeconomic status (SES), nontraditional family structures, and from racial or ethnic backgrounds traditionally discriminated against in society show that these families

experience increased parenting role stress, lower perceived social support, and higher levels of depressive symptoms than families with traditional backgrounds and better access to resources (Barrett & Turner, 2005; Cain & Combs-Orme, 2005; Cairney et al., 2003). The stress and well-being of military families are studied frequently in this setting, as their functioning is commonly challenged by stressors related to deployment (e.g., changes in roles, ambiguous loss) and relocation (Lester et al., 2011; MacDermid Wadsworth, 2010; McFarlane, 2009).

In many ways, the outcomes stemming from participation in a youth sport setting are like those experienced by military families, albeit with much lower stakes. For example, it is thought that a youth sport family participating in travel sport could have similar experiences to military families experiencing deployment (e.g., Lester et al., 2011). This experience is similar as both families have to adjust their daily functioning when members are around less often and manage reintegration when the season or deployment ends. The similarity between military and travel sport parents is not limited to the types of stressors they experience and exists in the resources available, as both family types would likely have greater access to social and economic resources, allowing for easier adjustment to the experienced changes.

When participating in sport at any level, families encounter stress related to reductions in quality family time (Dorsch et al., 2015; Merkel, 2013) and increases in demands on the family required for continued participation (e.g., time, money, travel; Newhouse-Bailey et al., 2015; Trussell, 2009). Families have noted that the demands associated with sport often exceed their expectations before enrollment at both the recreational and club levels (Bean et al., 2014; Dorsch et al., 2015). These increases in demand diminish available time and money resources and affect individual family members' mental health and resilience. If the families experiencing increases in stress related to their sport involvement commonly have the expendable resources available to

provide sport, how are families who have reduced access to resources affected? Have their perceived deficiencies saved them from the stressors associated with youth sport participation? Or have they increased their time spent at work, leveraged social support systems, and overextended themselves financially to provide these experiences for their children, thereby exposing their families to additional stressors? It is thought that the context and structure of a family will influence sport involvement and settings differently and be the result of the family's access to resources.

Family Resilience

The primary goal of each family system is to maintain the functioning that it has developed over time (Wedemeyer & Grotevant, 1982). While often presented as a single dimension that can help understand how families work, family functioning is multidimensional. It includes understanding how families cope with adversity, their flexibility, and how they communicate (Patterson, 2002). Maintaining functioning requires each family system to create rules, strategies, and roles (Anderson & Sabatelli, 2011). Other systems in a family's environment with which they interact create challenges to maintaining family functioning. These challenges presented to families are known as risk factors, and a family's resilience is the degree to which the family overcomes risk to maintain its functioning (Sheridan et al., 2013). The following section provides an overview of the study of family resilience, followed by a presentation of the theoretical frameworks used to guide the current study.

Overview of Family Resilience

The general concept of resilience emerged from studies of children who were, despite experiencing adversity in early childhood, still functioning in what was considered a proper manner (Nichols, 2013). Stated simply, resilience is the phenomenon associated with an

individual or system that adapts successfully to disturbances (known as risks) that threaten functioning, development, or viability (Masten, 2014). While the concept of resilience is frequently used in understanding children's experiences, researchers have also examined resilience patterns in the human body following illness and of Holocaust survivors (Walsh, 1996). Masten (2001) noted that the presence of risks is not necessary for the development of resilience. Instead, ordinary everyday practices (referred to as “ordinary magic”; Masten, 2001, 2009) may be the driving force behind the generation of resilience in youth. These ordinary practices include creating a sense of safety in the home and community and simple acts like eating dinner together as a family unit (Masten, 2001). Programs have also been designed to create a “resilient mindset” in individuals, helping those involved adjust to everyday stressors, continue their development, and maintain their functioning (Winslow et al., 2013).

In the same way that challenges arising from interactions with one’s environment are not limited to individuals, the concept of resilience expands beyond individuals. Family resilience considers the key processes developed by families that help them adjust to challenges and maintain or strengthen the family as a unit (Sheridan et al., 2013). Defining family resilience has been a topic of debate over time between clinical practitioners and family studies researchers. Clinical practitioners are often more interested in understanding family resilience from a strengths and deficits perspective. At the same time, researchers are more interested in how families maintain functioning in the face of unexpected and significant risk (Patterson, 2002). Over time, many prominent family studies scholars from both the areas of practice and research have presented their definitions of resilience (e.g., "the path a family follows as it adapts and prospers in the face of stress"; Hawley & DeHaan, 1996, p. 293; "the positive behavioral patterns and functional competence...restoring...the well-being of family members and the family unit as

a whole; McCubbin & McCubbin, 1996, p. 265; "the capacity to rebound from adversity strengthened and more resourceful"; Walsh, 2015, p. 8). Whether defined as a family's coping and adaptational processes (Walsh, 2015), functional competence (McCubbin & McCubbin, 1996), or path that a family follows to adapt to stress (Hawley & DeHaan, 1996), two ideas stand out as the most prominent: stress and strengths (Nichols, 2013). The family's ability to use their strengths to mitigate the stress they are experiencing in their environment is vital to youth sport scholars because youth sport is a setting shown to benefit and create stress for families. The continued functioning of families is considered crucial to continued participation in sport as families in crisis often withdraw from their engagements. To develop youth sport opportunities that provide more benefit than stress for families, we must first know how they affect the resilience of families.

Risk and Protective Factors.

The resilience of a family system or that of an individual is not an inherent trait. Instead, it results from interactions between risk and protective factors with the system or individual (Sheridan et al., 2013). Risk factors are the challenges faced by the individual or system and include chronic (e.g., living in a dangerous community) or acute risk (e.g., relocation to a new city; Masten & Reed, 2002). Additionally, when considered nontraditional, a family's structure has been considered a risk factor by some scholars (Coleman et al., 2013; Criss et al., 2002; Masten & Sesma, 1999). The accumulation of risk factors in a family puts them at risk of entering crisis. "Protective factors" is an umbrella term used by resilience scholars to describe the array of factors that facilitate resilience, including promotive factors, and this is how this term is used in this study. Protective factors are those that the individual or system has that can moderate the effect of the experienced risk. These factors are thought to be resources obtained

before the experience of risk (e.g., health insurance, safe automobile). Promotive factors are measurable characteristics of an individual or system (e.g., cognitive skills, social class) that, when combined, promote resilience when a family or individual is experiencing risk (O'Dougherty Wright et al., 2013).

Settings of Risk and Protective Factors.

Just as no individual or family system is inherently resilient, no singular developmental setting presents only risk *or* protective factors. Instead, most developmental settings that the individual or family interacts with can introduce *both* risk factors and generate protective factors. For instance, exercising at a local gym can develop the protective factors associated with physical activity (e.g., boosts in immune system functioning, increases in cardiovascular health) and present risk in the forms of injury or increased exposure to germs through contact with others. This aspect of the local gym is frequently understood by those who engage in this setting and explains why the risks associated are presented to and agreed upon by new clients prior to joining.

While the example of the local gym is easy to understand, other developmental settings are trickier, as they are believed to be *only* associated with the presentation of risk or *only* associated with the generation of protective factors. Developmental settings like schools, churches, and youth sport often fall into the latter category, with many people viewing them as inherently positive community-wide developmental settings (Coakley, 2011). One primary difference among the three developmental settings is that individual and family interaction with schools is often compulsory. In contrast, interactions with both youth sport systems and churches are considered voluntary. While it is likely shortsighted to say that the risk factors presented in these three settings outweigh the protective factors gained, it is equally shortsighted to claim that

none of these settings can increase the exposure to risk factors to individuals and their families. Increases in how much exposure to risk factors exist in these developmental settings are moderated by a family's context and structure. Families from lower socioeconomic standing and structural disadvantages are affected more negatively than their counterparts with fewer limitations (see Merkel, 2013).

The growing prevalence of risk factors (e.g., violence in schools, religious-based intolerance) associated with these settings has led advocates to seek reform in public schools and challenge oppressive and exclusionary practices in some churches and religious leaders. This understanding of risk factors in developmental settings also explains why scholars challenge narratives that youth sport is inherently good for society (e.g., Coakley, 2011; Coalter, 2015). These challenges of youth sport have resulted in a call for changes to be made in programming to make all sport opportunities more accessible and inclusive for all family structures and contexts to benefit families more than they disrupt them (Fraser-Thomas et al., 2005; Trussell, 2020). It is worth noting that differences between sport settings and types of sport played lead to a diverse set of outcomes related to sport participation, and these outcomes can affect families differently depending on their structure or context (Bean et al., 2014).

Shifts in how some youth sport settings are offered to families have increased the associated risk factors for individuals and families and not made requisite changes in the protective factors available to be gained by families. Families engaging with club sports have seen shifts towards specialization, privatization, and year-round play, leading to injuries and burnout among athletes (Brenner, 2016; Jayanthi et al., 2013). Club sport families have also experienced increases in pressure to provide additional financial and functional support to their athletes, leading to further stress on the family and, at times, the fracturing of familial

relationships (Bean et al., 2014; Dunn et al., 2016; King & Rothlisberger, 2014). Families participating in other youth sport settings also experience added demands related to participation, but the outcomes associated are considered less detrimental (Dorsch et al., 2015). Regardless of the settings of sport with which the family is interacting, parents have noted the increases in demands placed on them have exceeded their expectations in both the short and long term (Dorsch et al., 2009; Dorsch et al., 2015). With the information that family processes and stress are affected by youth sport involvement, it is expected that a family's resilience will also be related to their sport involvement.

Additionally, the expansion of sport provision and participation settings frequently "prices out" families with fewer resources, thereby reducing potential increased protective factors provided by participation, which was once considered a common good provided by communities (Coakley, 2016; Farrey, 2008; Gems & Pfister, 2009; Wiggins, 2013). The current study identifies youth sport as a developmental setting capable of making families vulnerable to risk factors and able to help them develop protective factors. It is therefore expected that the family's perceptions of the risk encountered and protective factors generated from participation in youth sport will result directly from the combination of the family's structure and context and will depend on the setting of sport with which they interact.

Resilience in Minority Families.

Knowledge about how ethnic, racial, cultural, and sexual minority families generate resilience is historically based on understanding resilience in white, heterosexual families. This approach stems from the foundations of family stress theories in which the resilience of these families was the only family resilience studied. The emphasis on these families and continued use of them as the standard-bearers for family resilience studies diminishes much of the nuance

found in current family systems. Comparing the experiences of white middle-class families to families with diverse cultural and ethnic backgrounds leads many to believe that minority families start at a deficit simply because they adhere to their own ancestral and cultural practices (McCubbin & McCubbin, 2013). The McCubbins also note that by centering whiteness in minority families' studies, measures employed are likely not sympathetic to the ethnic and cultural dynamics present and can therefore overlook successful resilience-generating cultural behaviors and practices.

In some minority family populations, the family structure assisting in childrearing is multigenerational and is not a traditional mother-father-child organizational pattern commonly found in white, middle-class populations. Multigenerational childrearing practices are prevalent among indigenous and Latinx populations, where family cohesion across generations is expected (Bermúdez et al., 2010; Martinez et al., 2004; Mooradian et al., 2006; Sue & Sue, 2005). In indigenous populations, multigenerational caretaking is also multidirectional. Younger family members and tribes are frequently tasked with caring for older and more vulnerable members of one's family or tribe. Multigenerational-multidirectional caretaking is not limited to indigenous populations and is also found in Asian families and communities (Croll, 2006; Kanti, 2014).

A trait that is specific to Native American communities is the understanding that the definition of the family extends far beyond bloodlines to include members of the tribal community in which the related family resides. A central tenet of tribes and tribal sovereignty is that they are interdependent on one another, which helps to form relationships, trust, and a sense of belonging (Morrison et al., 2010; Robbins et al., 2013). While community and social support are common factors found in studies of a family's resilience (cf. Patterson, 2002; Walsh, 2015),

the singular idea of interdependence allows tribes to maintain their sovereign tribal identities and makes them unique and powerful.

Similarly, members of the LGBTQIA+ community use social supports found in their community to reformulate families when they have been rejected by their biological family (Zimmerman et al., 2015). Studying resilience in LGBTQIA+ families requires accepting that, in some cases, the studied family does not have a romantic component, as these formed families can be comprised of fictive kin (Oswald, 2002). Finding supportive and empathetic communities has been shown to serve as an essential adjunct for the loss of one's familial support following their "coming out" to their families, which is a vital protective factor for LGBTQIA+ populations from multiple ethnicities (Shilo et al., 2015). The generation of adjunct family support is shown to be increasingly important in generating individual resilience when one's sexual identity intersects with their cultural identity, especially for individuals from traditionally unaccepting cultures (Beasley et al., 2015).

Minority families often face challenges to their resilience associated with the long-held stigma related to their race, ethnicity, cultural heritage, or sexual identities that other families do not. These challenges are exacerbated by the intersectionality of identities, which can lead to exponential exposure to contextual risk factors, including access to health care and ostracization from one's own community.

Studying Families with Inherent Deficits.

Many families are considered to have inherent deficits that can affect their resilience because of their formation, family structure, or family context. Military families are frequently studied, as they repeatedly encounter an increased number of risk factors compared with civilian families, resulting from their participation in the armed services that can lead to stress

accumulation. Unique risk factors encountered by military families include the stress associated with frequent and unexpected relocation and exposure to combat, which can lead to bouts with PTSD, boundary ambiguity, and ambiguous loss (Boss, 2016; Crow et al., 2016). Additionally, post-deployment reunion and reintegration into the family and society can cause individual and family stress (Palmer, 2008). What has been found to set military families apart when experiencing stress is that they frequently rely on the social supports that are built-in to their environment (Masten, 2013; Paley et al., 2013; Riggs & Riggs, 2011). This reliance on provided systems increases the connectedness of the military family with others in their communities (Werner, 2012). It also positively affects their communication practices within the family (O'Neal et al., 2018), thereby mitigating potential harm caused by their existence as a military family.

Both minority families and families considered to have nontraditional structures are also perceived by many scholars to be in a deficit simply by being. In these instances, most families that are not white, middle-class, suburban dwelling families with a heterosexual married couple are considered deficient due to the unique challenges they encounter. Families with nontraditional family structures (e.g., single-parent, stepfamily) frequently try to maintain co-parenting relationships with nonresidential biological parents for the sake of the children involved (Demo & Acock, 1996; Don et al., 2013; Weaver & Coleman, 2010). However, these families still face social stigmas associated with having a nontraditional family structure (Claxton-Oldfield et al., 2006; Ganong & Coleman, 1997; Leon & Angst, 2005; Perrin et al., 2013; Prendergast & MacPhee, 2018) and have to overcome historical systems of oppression that have led to discrimination and socioeconomic barriers (Arditti & Johnson, 2020; Boyd-Franklin & Karger, 2012; Burnette et al., 2019).

Children in single-parent households are frequently considered to be at an ecological disadvantage (Criss et al., 2002; Masten & Sesma, 1999) to their counterparts from two-parent homes, simply as a factor of their family structure. Studies of single-parent homes have also noted that a cumulation of risk over time can occur when the family structure is coupled with other inherent risk factors (e.g., socioeconomic status, race, ethnicity). Similarly, Coleman and colleagues (2013) note a common assumption about stepfamilies is that divorce and remarriage damages both children and adults, regardless of what led to the divorce (e.g., infidelity, intimate partner violence) or if the remarriage is adding a second stable income to the family. Additionally, it is common for researchers studying minority family resilience to view unique cultural aspects of these families as either subpar or insufficient, even if they are crucial to their resilience and functioning (e.g., multigenerational caretaking; Croll, 2006; Kanti, 2014; McCubbin & McCubbin, 2013; Robbins et al., 2013).

Theoretical Frameworks of Family Resilience

Several theoretical models have been developed that attempt to explain a family's resilience. While many of the developed models examine how families adjust to stressful situations (e.g., The Circumplex Model; Olson et al., 1979; Olson, 2000; Olson et al., 1983), only two theories directly examining family resilience have emerged: 1) the Family Adjustment and Adaptation Response (FAAR) Model (Patterson, 1988), and 2) the Systems Theory of Family Resilience (Walsh, 2015). Both models – the FAAR model and Systems Theory of Family Resilience – are used by researchers and clinicians alike as they work to understand family resilience better. While different in their aims and approaches, both models encourage examining the family as a unit and focus on how families can best utilize their strengths, family traits, and environmental support to foster family resilience (Simon et al., 2005). While both the FAAR

model and Systems Theory of Family Resilience were beneficial in conceptualizing family resilience for the current project, the assumptions and processes detailed in the Systems Theory of Family Resilience were used as the primary theoretical framework for the present study. Below is an outline of both the FAAR model and the Systems Theory of Family Resilience, with an emphasis placed on the Systems Theory of Family Resilience.

Family Adjustment and Adaptation Response (FAAR) Model.

By elaborating on previous models of family stress (e.g., Double ABC-X model; McCubbin & Patterson, 1983), the Family Adjustment and Adaptation Response (FAAR) model emphasizes the active process the family goes through to generate resilience and maintain functioning. The model shows the interaction between the demands experienced by the family (e.g., normative and non-normative daily stressors, environmental strains), their capabilities (a combination of their resources and coping behaviors), and the ways that their family identity and world view influence the interaction between the two (Patterson, 2002). The family's goal in the FAAR model is to balance the impacts of demands placed on them with their capabilities, moderated by their family beliefs. Achieving balance in the FAAR model helps families arrive at a state of family adjustment or adaptation and maintain their functioning.

Adjustment within this model is the successful attempt by the family to adjust to an external stressor and avoid any significant disruptions in its established patterns of functioning (Lavee, 2013) through one of three processes: 1) avoidance strategies to deny the existence of the stressor; 2) elimination strategies to alter or remove the stressor; or 3) assimilation strategies in which they accept the demands of the stressor into their existing patterns of interaction or functioning. Failure to adjust to the stressors likely means that the family will experience crisis within their family system, leading to discontinuity of the family's functioning (Patterson, 2002).

As it is a primary goal of the family system to maintain functioning (Wedemeyer & Grotevant, 1982), discontinuity within the system will activate a family's resilience. The restoration of family balance and adaptation of the family occurs when the family can either reduce the demands they are experiencing, increase their available capabilities, or change the meanings they hold towards the stressor event (Patterson, 2002). Patterson notes that the FAAR model views family resilience as a process and not a static trait and points out that the balancing process for families is ongoing and always in danger of tipping as demands on the family can occur from both inside and outside the family system.

Systems Theory of Family Resilience.

The Systems Theory of Family Resilience, introduced by Walsh in 2003, provides a conceptual map of family resilience that helps to target key processes within the family that can reduce stress and vulnerability within high-risk situations and empower families to recover from prolonged adversity. The Systems Theory of Family Resilience defines family resilience as the “capacity of the family, as a functional system, to withstand and rebound from stressful life challenges – emerging strengthened and more resourceful” (Walsh, 2016, p. 315). A critical word in this definition is “system.” The Systems Theory of Family Resilience employs an ecosystemic lens based on the work of Bronfenbrenner (1977). By utilizing this lens, Walsh accepts that all other systems with which the family interacts in its environment can affect their resilience.

The primary assumption in the Systems Theory of Family Resilience is that all families are functional systems impacted by stressful events and engagement with social settings within their environment, which can facilitate positive adaptation and strengthening of the family system (Walsh, 2016). Two additional assumptions help to form the base of the Systems Theory

of Family Resilience. First, the individual is best understood and nurtured within the context of the family and the world in which they belong. Second, all families can be resilient, and their resilience can be bolstered by identifying key strengths and resources within and available to the family (Simon et al., 2005). A family's access to resources is often the result of their family structure or context, where families with nontraditional structures and fewer environmental resources are often at a deficit (Thomas & Sawhill, 2005; Walsh, 2016). Taken together, the assumptions and definitions of the Systems Theory of Family Resilience provide a framework for understanding families that presents them as inherently resilient systems whose functioning is influenced daily by interactions with their environment and whose resilience depends on the resources available to each family unit and individual member.

Key Processes and Dimensions of Resilience.

Walsh identified nine key transactional processes that facilitate family resilience and organized them over three “mutually interactive and synergistic” domains (or dimensions) of family functioning to be used to guide research with families facing adversity (Walsh, 2003, 2016, p. 320). The three key domains identified by Walsh are the family's belief system, organizational patterns, and processes of communication and problem-solving, and each domain contains three processes.

The belief systems of the family influence the lens(es) with which a family views a situation they are experiencing and are the heart and soul of a family's resilience (Walsh, 2003, 2015). The three processes included in the belief systems dimension are (1) making meaning out of adversity, (2) maintaining a positive outlook, and (3) transcendence and spirituality. A family's ability to make meaning of the adversity allows them to clarify the stressors they are experiencing (Walsh, 2015). The meaning attached to the stressor event can result from the

family's shared worldview or generate directly from their response to the stressor event. Doing this as a family unit can help families develop a stronger sense of family coherence and can help them contextualize the stressor event that they are experiencing. A family's ability to maintain a positive outlook when experiencing a stressor event is crucial in maintaining their functioning and critical in the resilience process. It provides the family with hope and focuses on the shared strengths and abilities of the family unit to be confident in their abilities to overcome the challenges they are facing (Walsh, 2015). A family's spirituality is a part of their belief system that allows them to situate their current experience within a larger context and helps them associate their experience with a connection beyond the family unit or individuals within. While family spirituality is frequently linked to a specific religion or cultural heritage, it can also be associated with philosophical or ideological convictions and allows families to accept stressful events outside of their control as less threatening (Walsh, 2015).

Family organizational patterns are the relational and structural supports of the family that help strengthen family resilience through (1) flexibility, (2) connectedness, and (3) mobilization and organization of the social and economic resources available to them (Walsh, 2003, 2015). A family's flexibility is a dynamic balance between stability and change and results from the family's ability to adjust rules and roles to meet the needs of a specific challenge (Walsh, 2015). Flexible families work collaboratively with mutual respect for all family members and have clear leadership during a crisis. This ability to work collaboratively to maintain flexibility is true for families with both traditional and nontraditional family structures (Walsh, 2015). The connectedness of the family unit relates to the structural and emotional bonding (i.e., cohesion) between family members (Olson & Gorall, 2006). More connected families enjoy spending time together both in and outside of the home, involving one another in activities, balancing their

closeness with mutual support from others, and respecting individual needs (Walsh, 2015).

Families with high levels of connectedness can adjust to adversity because they know they can count on their other family members to work together.

The third and final process in a family's organizational patterns is mobilizing social and economic resources. Social resources are gathered by the family from their environment and include extended kin networks and other forms of community and social support that can provide practical assistance and emotional support during a hardship (Walsh, 2015). Additionally, community programs (e.g., schools, churches, youth sport) are vital in providing families with a sense of belonging (Fader et al., 2019; Legg et al., 2015; Lin et al., 2016). Walsh (2015) notes that regular social activity of any kind, especially when done to avoid social isolation, is life-protective and can lead to resilience. The development and maintenance of social support networks are also beneficial for families with varied structures and backgrounds (see Anderson, 2016; Falicov, 2016). Financial resources are also critical to a family's resilience as families that can build a safety net of economic resources are more equipped to overcome many adversities. Interestingly, families may be putting themselves at risk for increased hardship as many of them encounter strains between their work and family lives resulting from this pursuit for financial security (Walsh, 2015).

Communication and problem-solving processes are cornerstones of family functioning and resilience as they help families reduce uncertainty in times of crisis. Clear communication, (2) open and honest emotional expression, and (3) collaborative problem solving with all members of the family are the three key processes described by Walsh (2003, 2015) in this dimension of family resilience. In addition to defining relationships and setting behavioral expectations, clear and consistent communication (verbal and nonverbal) between and among

family members enables the family unit to share bad news openly and define the problems being faced, thereby beginning the process of overcoming hardship (Walsh, 2015). Similarly, when families can express a wide range of emotions (positive and negative) about an adverse situation, they are often more resilient (Walsh, 2015). When families can communicate clearly with open, emotional expression, they are also well-prepared to collaboratively solve and adjust to the issues they face, which is at the heart of family resilience. This is because families with these processes in place are open to disagreement, are comfortable expressing themselves, and are used to expressing themselves (Walsh, 2015). A family's ability to solve problems collaboratively relies upon their success in identifying the problem, fairly negotiating the shared decision-making process for everyone, and learning from the current challenge to prepare for future challenges (Walsh, 2015).

Studying the Dimensions of Family Resilience.

Much of the research on family resilience centers on individual members of the family – primarily children – as the unit of study and not the family as a whole. This approach to resilience is likely due to the belief that children are more susceptible to disruptions in their everyday experiences than adult society members because of their limited experience with new experiences (MacDermid Wadsworth, 2010). Similarly, the resilience of military families, minority families, and families considered nontraditional generate a lot of attention because their formation and/or existence is perceived to be rife with inherent risk. Even if not exposed to additional risk factors in their environments, these families are viewed as starting from a deficit and susceptible to disruption.

Studies of family resilience have been completed in several different environmental contexts with diverse families from all over the globe. Results from these studies provide

evidence of the numerous ways that families are adjusting to risk factors in their environment, both individually and as a family unit. Findings of examined studies are presented below, grouped into three *a priori* themes associated with the three key dimensions of family resilience outlined by Walsh (2003, 2015).

Belief Systems.

When experiencing loss, it is common for families to rely on their belief systems to help them maintain their functioning. Greeff and Human (2004) found that in single-parent households in which the other parent died that a combination of individual (e.g., keeping positive outlook) and societal (e.g., support from religious organizations and friends) protective factors helped facilitate the family's successful adjustment to the loss. A less tangible form of loss that families experience is ambiguous loss. Ambiguous loss is a phenomenon associated with the unclear loss of a family member, leading to stress and uncertainty within the family unit and a feeling of incompleteness (Boss, 2016). The sense of incompleteness in a family is considered a risk factor as it has been shown to hinder a family's ability to function (Boss & Greenberg, 1984). Originally developed to explain how families were coping with soldiers who are missing in action, the concept of ambiguous loss has been used in various other situations, including in transgender populations (Norwood, 2013), immigrants (Falicov, 2012), and stepfamilies (Afifi & Keith, 2004). Military families adjusting to deployment and families who have experienced divorce adjusting to their new structure have reduced the negative impacts of ambiguous loss by maintaining a positive attitude (Afifi & Keith, 2004; Crow et al., 2016). Maintaining a positive attitude was also linked to how athletes continue to pursue sport following a setback (Schinke et al., 2004).

Making meaning of adversity is another key process in the family's belief system. Military families have been found to be well-suited to adapt to change in their lives as these changes are often expected to occur, even if the timing is unexpected (e.g., Sheppard et al., 2010). The ability to make meaning out of adversity and generate resilience was also found in adults who experienced divorce as children (Eldar-Avidan et al., 2009). While not pleased with their parents' decisions in the divorce process, this population used meaning-making about the divorce to adjust accordingly and not let it hinder their upward trajectory from childhood into adulthood. Similarly, in youth sport, individual hardiness and an athlete's ability to make meaning of the adversities they face on the field has been studied as a companion to studies of individual resilience in sport (Malkin et al., 2019; Nezhad & Besharat, 2010; Salim et al., 2015). Athletes have also expressed how value systems and personal spirituality have helped them overcome on-field adversity and deal with uncertainties in their sporting experience (Galli & Reel, 2012; Noh & Shahdan, 2020).

Organizational Patterns.

Family organizational patterns refer to the resources that the family has at their disposal to combat potential disruptions. The resources families use in these instances include their financial and social resources. In her examination of the effects of war on children, Werner (2012) found that a strong bond between the child and their primary caregiver, social support from teachers and peers, and a shared sense of values within the community are all protective factors that can lead to individual resilience in children. Similar findings were identified in studies of children who suffered direct (e.g., physical, verbal, emotional) and indirect (e.g., exposure to violence in the home, neglect) forms of maltreatment in the home and community (Banyard & Williams, 2007; Collishaw et al., 2007). Specifically, Herrenkohl and colleagues

(1994) that the stable presence of one caregiver (parent or otherwise) was enough to establish resilience in their study of high-functioning adolescents that had been abused and/or neglected, especially if that caregiver was not the perpetrator of the abuse. Findings across multiple studies suggest that a key factor in producing resilience following abuse is that the maltreated child feels supported and cared for in their family/home environment (Afifi & MacMillan, 2011; Herrenkohl et al., 1994; Howell et al., 2010; Rosenthal et al., 2003; Sagy & Dotan, 2001; Spaccarelli & Kim, 1995). Additionally, families serving as caretakers for chronically ill family members (e.g., autism) rely frequently on support from both inside and outside the family (e.g., Hamall et al., 2014; Woodson et al., 2015). Both race and ethnicity were significant moderators of the relationship between family resilience and parenting stress in families providing care for autistic children, with the most substantial effects occurring for and negatively affecting parents of Black children (Kim et al., 2020).

Community and social support are also primary drivers of family resilience. The most commonly identified community support systems located outside of the family are schools, churches, and sport and often come in the form of teachers and tutors, pastors/priests/rabbis/imams, and coaches (Griffiths & Armour, 2014; Harwood et al., 2019; Henley et al., 2008; Louw, 2018; Sheridan et al., 2014; Theron & Engelbrecht, 2012). Children and other individuals in military families who seek support from outside sources and who embed themselves within their larger community can adjust better to the stresses associated with a deployment than those who do not seek external support (Masten, 2013; Paley et al., 2013). Similarly, in youth sport, positive relationships with a coach and/or team members have been linked to greater enjoyment of the sport experience and increased athlete retention for individuals and their families (Fraser-Thomas et al., 2008; Green, 2005; Wagstaff, 2015). Both Dixon (2009)

and Misener (2020) similarly found social support and peer relationships beneficial in providing and enjoying sport or physical activity for parents. The prevalence of both community and family support has also been shown to assist in the resilience generating processes of migrant families and in families who are experiencing structural change resulting from divorce or loss of a loved one (Greeff & Holtzkamp, 2007; Greeff & Human, 2004; Shin et al., 2010). Lastly, engagement with social and community support systems has been vital in helping families recover from disaster experiences (see Masten & Motti-Stefanidi, 2020; Osofsky & Osofsky, 2018; Price-Robertson & Knight, 2016; Wallace & Wallace, 2008; Walsh, 2020).

Another aspect of the organization of the family that aids in family resilience is the family's flexibility. Simply, families with stronger bonds among members and greater flexibility have also been shown to be more resilient (see Black & Lobo, 2008). A family's bond is not limited to the family's residential context or even biological relation. Instead, relationships with extended family members, fictive kin (i.e., close friends considered to be family), members of one's tribal community, and nonresidential parents are all beneficial to the generation of family resilience (Croll, 2006; Falicov, 2012; Halme et al., 2009; Robbins et al., 2013; Shin et al., 2010).

The resilience of stepfamilies is commonly examined, with multiple resilience-generating factors explicitly identified relating to their organizational patterns. First, in school-aged children, it has been found that maintaining a close bond with all parents (both residential and nonresidential) is beneficial (King, 2006; White & Gilbreth, 2001). This accumulation model of stepparenting is thought to be better for children experiencing the remarriage of their residential parent than other options (e.g., the loss or substitution models; White & Gilbreth, 2001). In addition to using an accumulation model of stepparenting, stepparents that use friendship to

connect with their stepchildren have been shown to generate more positive and lasting bonds than other approaches (Erera-Weatherley, 1996). Additionally, the friendship approach reduces feelings of competition with nonresidential parents, which likely assists in developing an accumulation model of parenting. Lastly, nonresidential biological fathers in stepfamilies are key in forming and accepting the new family structure and narrative for children, which is crucial to developing family resilience (Pylyser et al., 2019).

Youth sport is a developmental setting capable of helping families build emotional bonds between parents and children, with parents often using sport as a way to “be there” for and communicate with their child(ren) (Elliott & Drummond, 2017; Stefansen et al., 2018; Tamminen et al., 2017). Youth sport participation can also provide opportunities for increased involvement of stepparents in the lives of their stepchildren (Jensen & Pace, 2016) and influence the closeness in the relationships among siblings (Blazo et al., 2014). It is thought that the youth sport setting could help stepfamilies build an accumulated family, reduce parental competition, and build acceptance of the new family system, thereby providing more opportunities for the generation of protective factors and family resilience. If valid for stepfamilies, it is also assumed that youth sport could help all other family structures create family resilience.

Communication and Problem Solving.

Communication and problem solving are central tenets of family resilience and functioning. When family members perceive communication in a family system to be open, honest, and free of ambiguity, they can collaboratively solve problems better and generate lasting family resilience (Walsh, 2003, 2015). Good communication practices between and among family members benefit all families, regardless of their background or structure. For instance, in families that have experienced divorce, adolescents living with their mothers reported being

more likely to engage in open and honest communication with all family members (Shin et al., 2010). This experience leads them to perceive that their families are more adept at managing stressful life events. Conversely, fathers in these situations reported negative communication experiences with their adolescents (Demo & Cox, 2000). Additionally, step and adoptive parents who are open and flexible with their communication style with their children are often more accepted (Buchanan, 2009; Baxter et al., 2004; Erera-Weatherley, 1996; Ganong et al., 2018; Henry & Lovelace, 1995). Similar results linking communication to acceptance have also been found in coach-player and coach-parent relationships in youth sport settings, both of which lead to more positive experiences for all involved (Harwood & Knight, 2009a; Holt et al., 2009).

Communication is the most studied family resilience trait in studies of family resilience and sport. This frequency is likely because youth sport participation provides families with novel opportunities for interaction and frequently shapes the communication topics and patterns of the family (Dorsch et al., 2015). One example of the novel opportunity for interaction and communication between a parent and child in youth sport occurs when parents also serve in coaching roles on their child's sport team. In their study of parents who were also coaches of their children, Graham and Dixon (2014) show how parents are frequently required to shift their communication style with their children depending on the role they were currently occupying (i.e., parent or coach). Similar studies present evidence that fathers who serve as coaches are prone to use the more gender-comfortable platform of instructing their children in sport to generate comfort in communicating with their children in other aspects of their relationship (Kay & Bradbury, 2009; Messner & Bozada-Deas, 2009). While helpful, this finding can also be viewed as problematic in that it reifies the socially acceptable heteronormative gender roles associated with sport and parenting (i.e., the father as coach). It also does not address how

damaging it can be for families to accept that fathers should not be good communicators and need sport as a crutch.

Another example of the unique opportunities to communicate between parents and their children is the car ride to and from practice or games (Tamminen et al., 2017). This setting allows parents to have open conversations with their children about their performance in the game or practice, which engenders trust between the parent and child and leads to additional conversations about topics not directly related to their sport performance. The findings of this study are similar to that of Saltzman and colleagues' (2013) examination of the use of communication to develop co-constructed narratives that can help families manage stressful experiences related to military involvement. The similarity lies in the finding that the development of narratives can re-engage communication between family members and support processes that have been undermined by stress.

Not all communications between family members are positive, and when they are not, the family can suffer. Bai and Repetti (2015) report that even a minor miscommunication between parents can increase family members' stress. In the sport setting, parental communication from the sideline during practice or games often ranges from positive encouragement to negative and derogatory and can be misconstrued by the athlete (Holt et al., 2008). Unclear or negative communication could increase stress between parent and child, resulting in negative outcomes for the child in sport and other developmental settings (cf. DuMont et al., 2007). Similarly, Dorsch et al. (2015) identified a discrepancy in the communication between parent's stated goals for their child's participation and their sideline behavior and communication, indicating another opportunity for stress to arise in families resulting from unclear communication.

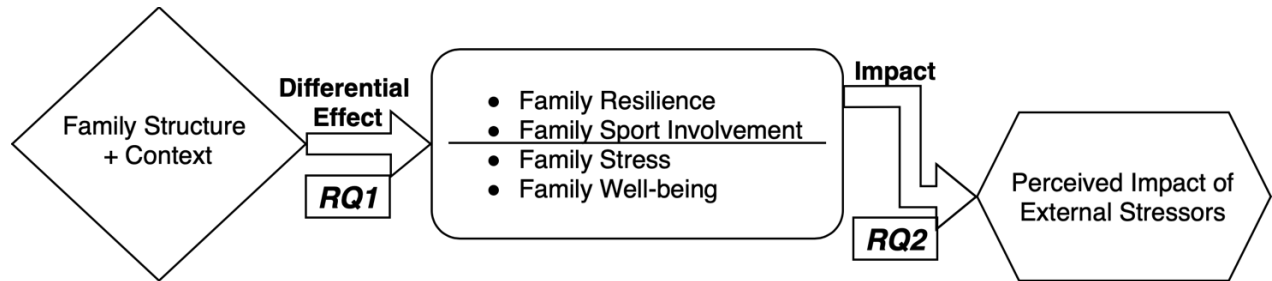
Even though studies about the communication patterns between individuals involved in youth sport are prevalent, it is most common for studies looking at communication and problem-solving in youth sport to look for links between sport participation and the individual resilience of athletes. Specifically, youth sport is thought to enhance an athlete's problem-solving ability as part of the inherent life skills generated through one's youth sport participation (Cronin & Allen, 2017; Johnston et al., 2013; Papacharisis et al., 2005). This enhancement is thought to result from an athlete overcoming a challenge during practice or competition (White & Bennie, 2015). In youth sport settings, increased problem-solving ability has been explicitly linked to directive instruction from a parent or coach to an athlete (i.e., one-way communication where one party instructs another; Mossman & Cronin, 2019) or dedicated team-building exercises aimed at problem-solving and teamwork (Bloom et al., 2008). Athletes have also reported increases in their ability to problem-solve when they engage in structured and unstructured sport (Pellegrini et al., 2007). Participation in unstructured play has identified increased problem-solving outcomes that extend beyond resilience into creativity (Bowers et al., 2014) and quality of life (Baciu & Baciu, 2015). Individual increases in communication abilities and confidence have also been expressed by athletes competing in sport (Hall, 2011; Johns et al., 2014). Athletes who have been asked to give evaluative feedback to their peers have reported that this practice gave them confidence in their communication abilities (Keegan et al., 2009, 2010). Parents of athletes have also generated better communication abilities resulting from increases in communication with coaches, team administrators, and their children (Blom et al., 2013; Smoll et al., 2011; Wall et al., 2019).

Hypotheses and Conceptual Model

Following the review of literature, a conceptual model (see Figure 1) and three hypotheses and of the current study were formed.

Figure 1

Conceptual Model of Youth Sport Families and Resilience



The three hypotheses developed are:

Hypothesis 1: A family's resilience, youth sport involvement, stress, and well-being will be different due to their structure and context.

Hypothesis 2: A family's resilience, youth sport involvement, stress, and well-being will impact their perception of external stressors.

Hypothesis 3: It is expected that a family's youth sport involvement and resilience are related.

CHAPTER 3: METHOD

When discussed clinically, family resilience is often presented as a process. In doing so, researchers and clinicians present family resilience as adaptive pathways that families take both in the moment and over time when faced with stressors originating from their environment (Hawley & DeHaan, 1996). Walsh (2015) notes that due to the unique nature of each family and adaptive pathway, there is no singular blueprint for what makes a resilient family. As discussed, process-focused studies of resilience are explicit in their concern about dealing with stress over time, noting that looking for a "quick fix" when faced with stressors may inhibit the long-term growth and success of the family (Walsh, 2007). This approach is similar to the earliest theoretical frameworks presented in the study of families, often referred to as the roller coaster models, that showed how families responded to crises over time.

Roller coaster models of family stress and functioning display how families experience a period of disorganization followed by a recovery and reorganization phase when faced with a stressor event. The length of time a family spends working through the periods of disarray and recovery depends on the family itself, as some families may bounce back quickly while others may have a more challenging time. The ABC-X model of family stress (and its multiple iterations over time) is the most common roller coaster model, outlining how families adjust to stressors to maintain their functioning (Lavee, 2013). In this model, families use their available resources (B) and perceptions of an event (C) to adjust a stressor event (A) from their environment (Rosino, 2016). Regardless of how long the adaptation process takes, at the end of the "roller coaster" (the X in the ABC-X model), families are expected to return to or surpass their pre-crisis level of functioning (DeHaan et al., 2013).

The other way that researchers have conceptualized and studied family resilience is to identify the resilience a family displays as a static trait. Borrowed from studies of individual resilience (e.g., Shin et al., 2010), family resilience researchers who examine resilience as a trait look to identify sets of risk and protective factors whose presence or absence will define a family's resilience and functioning (DeHaan et al., 2013). In these studies, the most predominant traits that help families adapt to environmental stressors and maintain their functioning problem solving, communication, family hardiness, the family's "fit" into the community, maintaining a positive outlook [when dealing with a stressor], and a family's spirituality/belief in a higher power (see Bayat, 2007; Black & Lobo, 2008; Buchanan, 2009; Greeff & Holtzkamp, 2007; McCubbin, 1995; McCubbin et al., 1994; Rolland & Walsh, 2006; Simon et al., 2005; Walsh, 2015; Walsh, 2016).

Research Design

The primary concern in the debate of resilience as a process or a trait comes down to the period of data collection. Historically, studies identifying resilience as a trait are done cross-sectionally using standardized measures and instruments that identify resilience at a single point in time. The concern over this from researchers and clinicians who view resilience as a process comes from their definitional opposition to the idea that resilience is static. Process-oriented studies of family resilience must adhere to the assumption that a family's resilience is an ever-changing process that takes multiple pathways due to the unique nature and structure of the family and can therefore only be studied through longitudinal research design (DeHaan et al., 2013).

It is the view of the current study that family resilience is a process that families generate over time and that any "traits of resilience" found in families are products of this process. As the

study took place during a global pandemic, economic recession, and a worldwide campaign for civil rights, and it is expected that one if not all these occurrences will influence the resilience and perception of resilience in families, the current study used a cross-sectional design aimed at identifying a snapshot of family resilience during these unprecedented times. Doing so is expected to generate knowledge about the presence of a connection between a family's youth sport participation and their family resilience that can then be explored further using longitudinal methods.

While the limitations and concerns associated with a cross-sectional design are noted, the current study has been designed cross-sectionally for two primary reasons related to the COVID-19 pandemic. First, reductions in sport opportunities during the pandemic combined with safety protocols for in-person data collection limited how research observing families could be completed. Therefore, online data collection in which families described previous experiences was necessary. Second, it was thought that the confluence of environmental stressors (e.g., COVID-19 pandemic, economic recession, social justice movement) taking place in the summer of 2020 would cause family resilience to become "activated" for most families as they attempted to maintain their functioning. While infrequently discussed as dormant and activated, studies have shown that resilience gained through stress can become active when experiencing a new stressor (Abramson et al., 2015; Boss, 1987; Lietz et al., 2016; Morgan et al., 2019; Powley, 2009). Additionally, the primary goal of many resilience intervention studies is to give risk-experiencing populations strengths and capabilities through exposure to risk that they can rely on in the event of a new stressor in the future (Henry et al., 2015).

To measure the relationship between youth sport participation and family resilience, a quantitative study was developed that provided measurement of a family's resilience, sport

involvement, current stress and well-being, and perceptions about current, ongoing events that could disrupt the family. Quantitative methodology was determined to be suitable for this study as it can lead to the inclusion of a greater number of more diverse participants, which could lead to better generalizability of results. Additionally, using quantitative methods helped provide anonymity for participants throughout the process, as all data were collected using Qualtrics online software. Anonymity was guaranteed as no personal identifying information was collected as part of the survey. Lastly, as data collection took place during the summer of 2020, many COVID-19 safety protocols were in place that restricted the availability of in-person recruitment and data collection. These restrictions made it more viable to conduct quantitative research via online platforms.

Subjects and Sampling

The target population for this study was parents in the United States with children under the age of 18 that had participated in at least one organized sporting activity in the 12 months prior to data collection. All parents meeting this criterion were granted access to the survey, regardless of the level of their child's participation or type of sport played. The current study sought to obtain a broad range of families regarding their family structures, contexts, and experiences with youth sport.

Recruitment and Sampling

This study utilized a combination of convenience, snowball, and purposive sampling procedures to recruit participants completed in two waves. The first wave included a mix of convenience, snowball, and purposive sampling targeted at members of the researcher's personal network and youth sport organizations from around the country. Both social media and direct email recruitment methods were used during this wave of data collection beginning in July 2020

and concluded in October 2020. Just over 20 social media posts across five platforms and 120 emails were sent to youth sport organizations during the first wave of data collection.

Following the first wave of data collection, a second wave of data collection was conducted over five weeks from late October to late November 2020, which included the use of a third-party online polling website was used to target recruitment to those populations who were not adequately represented during the first wave of data collection.

Convenience Sampling.

Participants were first recruited from the researcher's personal network using posts on various social media platforms used by the author (e.g., Facebook, Instagram, Twitter, LinkedIn, Nextdoor). Posts contained a brief overview of the study, its aims, and a link to the online survey (see Appendix B). Members of the researcher's social media networks who did not meet the inclusion criteria for the study (e.g., no children living in the home) were encouraged to share the link to the survey with members of their own social media network, as were study participants.

Additionally, groups organized on social media sites believed to have access to the population of interest – including sport parent group pages and group pages dedicated to special interests of parents (e.g., single parent support groups, LGBTQIA+ parent groups) – were directly targeted. The first groups targeted were those in which the researcher was already involved. Other groups recruited from Facebook were found by keywords the keywords "youth sport," "sport," "parents," "parenting," and "youth sport parents." Only public groups were targeted for recruitment, and the community moderator for each board was contacted before posting to verify that it would not be against community guidelines to recruit participants (see sample request in Appendix B). Once granted permission, a post similar to the initial recruitment post was distributed on the public board (see Appendix B). Follow-up recruitment occurred once

each month during data collection on each of the five sites, with a post sent to the researcher's entire network and the recruited groups. Follow-up posts were spaced across platforms to avoid overwhelming the personal networker of the researcher (see sample recruitment posts in Appendix B).

While social media recruitment was underway, a third group of participants from outside of the researcher's existing network was recruited directly using email addresses found on team, league, and organizational websites. Contact lists were generated using national and regional databases of both public and private teams and leagues operating five of the nation's most populous cities (Chicago, Houston, Los Angeles, Miami, and New York City), which represented the five regions included in the demographic section of the survey (Midwest, Southwest, West, Southeast, and Northeast). Selected teams and organizations included AAU and other select/club programs competing in different sports and nonprofit organizations operating in the youth sport landscape (e.g., Beyond the Ball – Chicago, IL, Boys and Girls Clubs from each of the five large cities). Emails explaining the survey and requesting that the survey be shared with the member families of their respective organizations were sent directly to coaches or administrators of youth sport programs. Similar to the social media recruitment tools, the email informed the recipient about the purpose of the study and provided a link to the survey to share with the families affiliated with their organizations (see sample email in Appendix B).

Purposive Sampling.

Following the first three months of data collection, the results were briefly analyzed to identify any gaps in respondent demographics. Following this brief analysis, single-parent families were underrepresented in the sample by a wide margin (only 5% of the first 200 completed surveys, not including surveys answered as "other," of which there were only three).

As the role of family structure is of primary interest to this study, direct recruitment of single-parent households was required. Using a third-party survey distribution website (Pollfish – www.pollfish.com), single-parent families were targeted directly and paid for their participation. The survey was live on Pollfish for five weeks, during which 246 completed surveys from single-parent households – 85% of the total number of responses from single parents – were collected.

Participants

A total of 1,559 participants were recruited, with 550 (35.3%) submitting a completed, usable survey. The incompleteness rate of 64.7% was due primarily to limitations of the Pollfish site, as anyone matching the overall study criteria could opt into the study only to be removed following their answer on the first survey question, which asked about their family structure. To describe their family structure, survey respondents were given four options from which to choose (two-parent household, blended family, single-parent household with primary custody, and single-parent household without primary custody) as well as an option for "other," which allowed them to describe their structure in their own words. Forty-four respondents chose "other" and described their family structure. Of those 44 responses, 13 were recoded into one of the primary four structures used in analysis based on their description. The remaining 31 responses were removed from the analysis as they either included information that excluded them from the survey (e.g., no children living at home, children over the age of 18) or described family structures too unique to generate a category for analysis (e.g., three-parent households, children living with grandparents or other kin). These 31 respondents are not included in Table 1 below.

Survey respondents represented multiple backgrounds, age groupings, levels of education, and socioeconomic status. For the question of racial and ethnic identity, respondents

were not limited to one selection (i.e., mixed-race respondents were able to select their representative identities). Respondents who selected more than one racial identity were recoded manually into a newly created mixed-race variable prior to data analysis. Additionally, Indigenous and Hawaiian/Pacific Islander populations were collapsed into one group due to low levels of response from both. Last, respondents choosing to self-identify were sorted into existing categories when possible. Of the nine participants choosing to self-identify, only one could be sorted due to their identification. Those excluded either did not provide a description or provided a non-racial description of their identity (i.e., their religion or home country).

Most respondents were white (74.2%) and female (62.2 %), with an average age at the time of data collection of 41 years ($SD = 9.45$). Additionally, 58.1% of respondents reported that they either attended or graduated from college, and 45.1% of respondents reporting an annual household income below \$60,000. Participants also represented every region of the country provided on the survey, with most respondents (52.1%) coming from the Southwest and Southeast regions. A complete list of respondent characteristics is located in Table 1.

Table 1

Characteristics of Survey Respondents

Characteristics	N (Respondents %)
Gender (N=550)	
Male	207 (37.6)
Female	342 (62.2)
Self-Identify	1 (.2)
Educational Attainment (N=551)	

Table 1 (cont'd)

	< High School	29 (5.3)
	High School Graduate	96 (17.4)
	Some College	116 (21.1)
	Associates Degree	64 (11.6)
	Bachelor's Degree	140 (25.4)
	Master's Degree	70 (12.7)
	Professional Degree (JD/MD)	16 (2.9)
	Doctorate (Ph.D./Ed.D.)	20 (3.6)
Race (N=595)		
	White	429 (72.1)
	Black	60 (10.1)
	LatinX	45 (7.6)
	American Indian/Alaska Native	17 (2.9)
	Asian	26 (4.4)
	Native Hawaiian/Pacific Islander	9 (1.5)
	Prefer to self-identify	9 (1.5)
Income (N=545)		
	< \$30,000	124 (22.8)
	\$30,000 – 59,999	122 (22.4)
	\$60,000 – 89,999	87 (16)
	\$90,000 – 119,999	62 (11.4)

Table 1 (cont'd)

	\$120,000 – 159,999	65 (11.9)
	>\$160,000	85 (15.6)
Region (N=549)		
	Midwest (<i>IL, IA, IN, KS, MI, MN, MO, ND, NE, SD, WI</i>)	107 (19.5)
	Northeast (<i>CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT</i>)	85 (15.5)
	Southeast (<i>AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV</i>)	148 (27)
	Southwest (<i>AZ, NM, OK, TX</i>)	138 (25.1)
	West (<i>AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY</i>)	64 (11.7)
	Other	7 (1.3)
Family Structure (N=803)		
	2-Parent Household	380 (47.3)
	Blended/Stepfamily	120 (14.9)
	Single-parent primary provider	181 (22.5)
	Single-parent non-primary provider	74 (9.2)
	Other	48 (6.0)

Instrumentation

The quantitative survey for this study was designed in five parts: family structure, youth sport involvement, including current participation and feeling about involvement, family resilience, family stress and well-being, and the effect of current events on the family (see Appendix C). Measures included in each part of the survey were either existing measures

adapted for use in the present study or were developed specifically for use in this survey by the researcher.

Family Structure

Family structure is the number of adults and children living in a household and the relationships that exist between and among them. While various structures are possible, this study focused on four specific structures: two-parent families, blended/stepfamilies in which one or both partners have children from a previous relationship, single-parent households in which the child lives with the respondent most of the time, and single-parent homes in which the child lives with the non-responding parent most of the time. Survey respondents were asked to choose the structure that best represented their family unit at the time of data collection from the four specified structures. In addition to choosing a structure, respondents were asked to provide information about the number of children currently residing in the household. Respondents were also given an opportunity to describe their family unit if they did not identify directly with one of the provided answer choices.

Sport Involvement

The measurement of sport involvement was split into two categories on the survey instrument: child participation in youth sport over the last calendar year and how the family is involved and views its involvement.

Child Participation in Youth Sport.

Respondents were asked to describe their family's participation in youth sport in the previous calendar year, including how many children under 18 living in their household had participated, the age and gender of each participant, and the number, type, and level of sport played. The level of sport played was broken into four categories: 1) Recreational/Intramural,

where all games are played locally; 2) Academy/Community-based, where there may be travel, but it is limited and never overnight; 3) Club/Select/Travel, in which competitions primarily consist of overnight travel; and 4) School-based sport. Respondents completed this part of the survey for each participating child and sport. They also could select multiple levels for the same sport for the same child, if necessary (e.g., volleyball could be played both at the club and school level by the same child).

Data collected about the number, type, and level of sport played were aggregated into four variables detailing the proportion of children playing at each level of sport (Recreational, Community, Club, and School). This aggregation was completed by dividing the number of children playing at each level of sport by the total number of children in each household. The resulting four variables will be used in the contextualizing of the family through cluster analysis.

Family Sport Involvement.

A 33-item measure of family sport involvement gathered information about four dimensions of family sport involvement: affective, behavioral, cognitive, and dysfunctional. The measure was conceptualized using Snyder and Spreitzer's (1973) seminal work on the family's influence and involvement in sport, which introduced the dimensions of affective, behavioral, and cognitive involvement to the sport involvement conversation.

Affective Sport Involvement.

A family's affective sport involvement is how the family feels about and values sport and sport involvement. Items created for this section were informed by studies from Snyder and Spreitzer's (1973) presentation of affective family sport involvement, Hurtel and Lacassagne's (2013) scale of parental involvement in tennis, and Hill and Green's (2000) use of concepts from Bloch and colleagues (1986) measure of psychological involvement. The eleven affective

involvement items were measured using a 6-point Likert scale (1 = Strongly Agree; 6 = Strongly Disagree). Examples of items used in this section are: "lessons learned from sports are consistent with our family's values"; "we consider our family a sports family"; and "our family is always looking for more sport opportunities." Responses were factor analyzed to verify single component extraction and averaged to create an aggregate measure of Affective Involvement to be used in data analysis.

Behavioral Sport Involvement.

A family's behavioral sport involvement is how they actively or passively engage in youth sport. The work of Snyder and Spreitzer (1973) was also informative in the creation of items in this section, as were studies of parental involvement from Hurtel and Lacassagne (2013) and Turman (2007). The nine behavioral involvement items were measured using a 6-point Likert scale (1 = Strongly Agree; 6 = Strongly Disagree). Examples of items used in this section are: "our family spends a lot of our time together traveling to and from or at sporting events"; "we shift household responsibilities to allow for a member of our family to participate in sport"; and "we celebrate on-field successes as a family unit." Responses were factor analyzed to verify single component extraction and averaged to create an aggregate measure of behavioral involvement to be used in data analysis.

Cognitive Sport Involvement.

A family's cognitive sport involvement is how the family thinks about and engages with sport opportunities, the importance that the family places on youth sport, and how much knowledge family members have about sport. The work of Snyder and Spreitzer (1973) was also informative in the creation of items in this section, as were studies of parental cognitive involvement from Hurtel and Lacassagne (2013), Kanters et al. (2008), and Turman (2007). The

seven cognitive involvement items were measured using a 6-point Likert scale (1 = Strongly Agree; 6 = Strongly Disagree). Examples of items used in this section are: "we provide our child(ren) with sport-specific advice/coaching," and "sport is a primary way that we connect with our kids." Responses were factor analyzed to verify single component extraction and averaged to create an aggregate measure of cognitive involvement to be used in data analysis.

Dysfunctional Sport Involvement.

A family's dysfunctional involvement is what the family does or values that can often lead to negative sport experiences and/or reductions in sport participation and development. As scales of dysfunctional family involvement were nonexistent, items for this section of the measure were developed through a literature review that targeted behaviors determined to be detrimental to the sport involvement of children and their families. The resulting items were informed by several studies, including those of Brown (2013), Erdal (2018), Kanters et al. (2008), Merkel (2013), and Turman (2007). The five dysfunctional involvement items were measured using a 6-point Likert scale (1 = Strongly Agree; 6 = Strongly Disagree). Examples of items used in this section are: "We feel that winning is the most important thing when playing sport," and "We would do whatever is needed to help our child reach the next level of their sport." Responses were factor analyzed to verify single component extraction and averaged to create an aggregate measure of dysfunctional involvement to be used in data analysis.

Family Resilience

While helpful in providing theoretical guidance and a deeper understanding of family resilience, neither the FAAR model nor the Systems Theory of Family Resilience presents a methodological blueprint for examining a family's resilience. Over time, clinicians have used

many scales to identify the strengths and resources of a family, their well-being, and the support that they receive (e.g., Dunst et al., 1986; Dunst & Leet, 1987; Koren et al., 1992; Lavee et al., 1987; Weiss & Lunskey, 2011).

Even with the available measures designed to study aspects of the family, a singular measure of family resilience rooted in the theoretical underpinnings of family resilience did not exist until Sixbey used Walsh's Systems Theory of Family Resilience to develop the Family Resilience Assessment Scale (FRAS) in 2005. Designed to assess and test the three overarching constructs and nine sub-constructs found in Walsh's conceptual model of family resilience (2003, 2016), the FRAS is a 54-item measure assessing six factors of family resilience and maintaining all three key processes outlined Walsh's theory: 1) family communication and problem-solving; 2) utilizing social and economic resources; 3) maintaining a positive outlook; 4) family connectedness; 5) family spirituality; and 6) ability to make meaning out of adversity.

Adopting the FRAS as a standard-bearer for examining family resilience has not occurred since its publishing, likely for two reasons. First, the length of the measure (54 items) does not provide many opportunities to be paired with and compared to other resilience-related topics (e.g., family stress and well-being). Second, as the measure is quantitative by design and thereby suited to be used in cross-sectional studies, it likely does not meet the needs of scholars looking to understand the process of family resilience. Additionally, scholars accepting Walsh's notion of the family as a system have likely been turned off to the FRAS because it only measures the feelings of the respondent and not the family unit. That said, the scale is valid and reliable at identifying dimensions of resilience that fall in line with the three key processes outlined in Walsh's Systems Theory of Family Resilience (2003, 2015). Therefore, any limitations present

with the scale should be overcome through thoughtful study design intended to reduce their impacts.

Even with its limitations, the measure has been tested and adapted to suit the needs of scholars who are looking to examine family resilience from many different nationalities and ethnic backgrounds (e.g., Chew & Haase, 2016; Chiu et al., 2019; Isaacs et al., 2018; Li et al., 2016). It is believed that as this process becomes more frequent that the scale will gain better traction with family resilience scholars, thereby verifying its effectiveness and increasing its acceptability for use. Studies using the FRAS frequently look at the effects of chronic illness of a family member on a family's resilience (Chew et al., 2017; Chiu et al., 2019; Das et al., 2017) and have not examined how external stressors affect resilience.

Sixbey's (2005) Family Resilience Assessment Scale (FRAS) was used to measure family resilience. The 54-item FRAS measure was developed using Walsh's (2015) conceptual model and presented family resilience across six of the original nine factors: 1) Family communication and problem-solving (27 items); 2) Utilizing social and economic resources (8 items); 3) Maintaining a positive outlook (6 items); 4) Family connectedness (6 items); 5) Family spirituality (4 items); and 6) Ability to make meaning out of adversity (3 items). Reliability tests of the measure showed Cronbach's alphas ranging from 0.70 (family connectedness) to 0.96 (family communication and problem-solving). Validity for FRAS was confirmed as this scale is moderately correlated with the Family Assessment Device 1 validation instrument (Epstein et al., 1983).

Sixbey's (2005) original scale was adapted by Chiu and colleagues (2019) for Mandarin-speaking populations. Tests of internal consistency run by Chiu et al. (2019) maintained a similar range in the Cronbach's alphas on the factor subscales found by Sixbey (0.68 to 0.96; 2005). The

factor analysis completed by Chiu and colleagues (2019) on the converted scale supports the scale's continued construct validity. Lastly, convergent validity was determined by the correlation coefficient between the two overall family functioning items (“maintain good interactive relationships” and “use effective coping strategies”) and the FRAS with Pearson’s correlation coefficient scores of 0.56 and 0.61 (both $p < 0.01$), respectively (Chiu et al., 2019).

Both Sixbey (2005) and Chiu and colleagues (2019) used the FRAS as a standalone measure of a family’s resilience in their studies of family resilience. When used as such, its original length of 54 items is not an issue. The current study uses the FRAS in conjunction with multiple other measures, so the length of the original scale is problematic. It was determined that using all 54 items is likely unnecessary to retain the original dimensionality of the measure, so a pilot study was completed to select an optimal and reduced number of items while maintaining the measure’s original dimensionality.

Pilot Study.

A pilot study using the 54-item scale developed by Sixbey (2005) was conducted to determine an optimal but reduced number of items to make the length of the overall survey for the current study feasible for potential participants. Exploratory factor analysis was used to reduce the 54-item FRAS measure to an optimal number of items.

Participants.

Recruitment for the pilot study was done through convenience sampling using social media networks. A recruitment post containing general information about the scope and nature of the study and a link to the survey was published on the Facebook and Nextdoor social media sites of the researcher. Data were collected from 125 respondents, of which 72% identified as female, 86% identified as White, and 76% had received a bachelor’s degree or higher.

Data Collection.

Data for the pilot study were collected using Qualtrics online survey software and the collection period lasted approximately one week. The survey measure collected responses on the 54-item FRAS as well as demographic data from participants. Four of the 54 items were reverse-scored in the original instrument, and reverse scoring was maintained in the pilot study. All FRAS items were measured using a 6-point Likert scale (1= Strongly Agree, 6 = Strongly Disagree). The full measure used in the pilot study is in Appendix D.

Data Analysis.

An exploratory factor analysis was conducted using a Varimax rotation with Kaiser Normalization following each analysis. Factors were extracted using eigenvalues greater than one. Iterative factor analyses were used to remove items. Variables were removed from analysis in groups not exceeding three items at a time. The first items removed were those with multiple loadings across dimensions. Second, items with weak loadings on the expected factor were removed. Third, items not loading on their original dimension were removed. Last, items within each dimension were maintained to represent a full range of the original construct.

Results.

Initial factor analysis with the 54 items generated thirteen factors and explained 72.51% of the variance. The original model is presented in Table 2. A list of all original items by dimension is presented in Appendix E.

Table 2

Results of Initial Pilot Study Factor Analysis

FRAS Item	1	2	3	4	5	6	7	8	9	10	11	12	13
FAMCOM17	.78	.14	-.06	-.05	.003	-.16	.01	.13	.03	.17	.02	.08	-.01
FAMCOM18	.78	.17	-.07	-.06	-.08	-.09	-.08	.14	-.05	.01	.15	.06	-.07

Table 2 (cont'd)

FAMCOM8	.77	.05	.01	.10	-.16	.08	.19	.09	.11	-.002	-.24	-.08	.05
FAMCOM19	.75	.15	-.06	-.05	-.12	.11	.12	.01	.14	.23	-.19	-.01	-.02
FAMCOM13	.70	-.08	.001	-.03	-.08	0.12	.33	.04	-.003	-.06	.07	.06	-.32
FAMCOM10	.68	.30	.107	-.01	-.06	.25	.13	.09	0.06	-.01	.19	-.15	.29
FAMCOM6	.67	.11	.131	.03	-.02	.01	.35	-.14	.003	.04	-.04	.08	-.05
FAMCOM3	.64	.30	.131	.01	-.11	.08	.11	-.11	.14	.28	.12	-.07	-.23
FAMCOM14	.62	.28	-.08	.03	-.07	.13	.39	.21	-.06	.02	.12	.12	-.08
FAMCOM7	.61	.22	-.03	.05	-.17	.22	.38	.01	-.11	-.01	-.23	0.01	.29
FAMCOM16	.60	.19	-.05	-.02	.06	.02	-.01	.37	.01	.08	.17	-.05	.22
FAMCOM25	.59	.19	0.08	-.11	.05	.07	.05	.28	.16	.13	.14	-.12	-.38
FAMCOM22	.59	.18	-.05	-.02	.002	.06	.04	.07	-.21	.05	.28	.08	.17
FAMCOM26	.52	0.32	.04	.01	.06	0.03	.02	-.004	-.05	.04	.27	-.04	-.28
FAMCOM5	.52	.25	-.02	-.06	-.06	-.02	.08	.07	.31	.25	.29	-.15	-.1
FAMCOM11	.52	.15	.11	.11	-.08	.11	.39	.12	-.20	.12	.12	0.07	.27
FAMCOM9	.51	.20	.08	-.05	-.02	.31	.06	.23	.05	.03	-.13	-.46	.2
FAMCOM4	.47	.39	-.1	.12	-.06	.21	.2	-.003	.16	.24	.38	-.09	.06
POSOUTLOOK2	.25	.89	.03	.08	.02	.03	.01	.01	-.01	-.03	-.05	.1	.08
POSOUTLOOK4	.15	.89	.02	.09	-.07	.04	.05	.07	.004	.04	.05	.01	.01
POSOUTLOOK5	.17	.88	.04	-.01	-.11	-.02	.05	.05	.02	.002	.17	.02	-.02
POSOUTLOOK3	.17	.85	.05	-.03	-.07	.04	.08	.04	.01	-.04	.06	.04	-.07
POSOUTLOOK1	.22	.81	.03	.07	.04	.02	-.04	-.03	-.02	.08	-.07	.04	.13
POSOUTLOOK6	.16	.67	.004	.17	.07	-.08	.16	.18	.06	.12	-.04	-.22	-.14
FAMCOM1	.33	.38	-.08	.21	-.17	.24	.09	-.04	.10	.32	.25	-.31	.29
SOCIAL2	-.08	.01	.87	.14	-.05	.05	.02	.04	.09	.01	-.03	.03	.04
SOCIAL5	.01	.05	.86	.03	.03	-.01	.07	-.02	.14	.05	-.09	.07	.02
SOCIAL1	.08	.002	.83	.04	-.06	.04	.05	-.07	-.001	-.06	.13	-.29	-.12
SOCIAL3	-.03	.05	.82	.10	.03	.002	.03	.02	.13	.05	-.16	.16	.06
SOCIAL7	.02	.03	.78	.06	.02	.03	-.02	.04	.18	-.07	.10	.04	-.05

Table 2 (cont'd)

SPIRIT3	-.004	.06	.08	.92	.03	.03	.05	-.11	.10	-.01	.01	.06	.004
SPIRIT1	-.09	.08	.08	.91	.01	.02	.03	-.05	.11	-.01	-.02	.08	.03
SPIRIT4	-.03	.01	.12	.89	.14	-.004	.000	-.06	.02	.4	.03	-.02	-.02
SPIRIT2	.06	.13	.10	.85	.15	-.003	-.11	.08	-.02	.03	-.05	-.07	.03
CONNECT2	.001	-.08	.01	.04	.82	.01	-.004	.04	-.01	.03	-.17	-.06	-.16
CONNECT4	-.12	-.04	-.06	.17	.73	.06	-.01	-.28	.03	-.01	-.14	.01	-.11
CONNECT6	-.05	-.05	.03	.14	.70	-.02	-.18	-.03	-.03	-.08	.23	.02	.13
CONNECT3	-.35	.05	-.01	.05	.64	-.11	.19	-.18	.04	-.04	.11	-.003	.29
MEANING3	.07	.001	.02	.04	-.03	.87	.06	.04	.06	.04	.11	.04	.02
MEANING2	.02	.04	.06	-.02	.04	.87	.06	.01	.06	-.04	.03	-.09	.03
MEANING1	.19	-.04	.07	.01	-.01	.64	-.20	-.04	-.11	.21	.03	.13	-.47
FAMCOM12	.32	.06	.21	-.07	.02	.01	.67	.18	.07	-.04	.07	-.23	.02
FAMCOM21	.42	.06	.05	-.09	.14	.01	.64	.06	.05	-.02	.12	-.11	.002
FAMCOM15	.2	.14	-.07	.10	-.31	.05	.63	.01	.02	.24	.08	.27	.03
CONNECT5	.12	.000	.04	-.13	-.33	-.09	.03	.76	-.04	.04	.1	-.06	-.01
FAMCOM24	.33	.19	.003	-.05	-.05	.13	.18	.65	-.03	.12	-.01	.12	-.08
FAMCOM20	.33	.18	-.04	.1	-.08	.37	.22	.42	.05	.05	.13	.21	.15
SOCIAL6	.12	.03	.33	.06	.000	.03	.01	-.08	.81	.01	.05	-.03	-.04
SOCIAL8	-.003	-.01	.3	.13	.01	.06	.03	.03	.79	-.05	.01	.07	.06
CONNECT1	.19	.01	.04	-.02	.01	.04	.04	.07	-.06	.8	-.02	.03	.03
FAMCOM2	.43	.11	-.07	.12	-.12	.03	.03	.15	.1	.56	.1	.04	-.18
FAMCOM23	.26	.08	-.07	-.06	-.07	.23	.23	.19	.04	.01	.68	.01	-.04
SOCIAL4	-.03	.06	.38	.14	.06	.04	.02	.04	.41	.11	-.13	.52	-.04
FAMCOM27	.45	.16	.05	-.03	-.17	.1	-.08	.19	-.02	.03	.05	.51	.07
Variance explained	8.83	5.37	4.02	3.56	2.63	2.62	2.41	1.94	1.92	1.57	1.54	1.39	1.36

The final 27-item scale consisted of the original six dimensions presented by Sixbey (2005) and explained 72.67% of the total variance. The six factors extracted from the factor

analysis are the same as those shown in the full model. Factor 1, family communication and problem-solving, was reduced from 27 items to seven with a Cronbach's alpha of 0.89. Factor 2, utilizing social and economic resources, was reduced from eight items to five with a Cronbach's alpha of 0.89. Factor 3, maintaining a positive outlook, was reduced from six items to five with a Cronbach's alpha of 0.94. Factor 4, family connectedness, was reduced from six items to three with a Cronbach's alpha of 0.72. Factors 5 and 6, family spirituality and the ability to make meaning out of adversity, respectively, retained all of their items (four and three, respectively) and presented Cronbach's alphas of 0.93 and 0.78. The final factor loadings are presented in Table 3.

Table 3

Final Pilot Study Factor Loadings

FRAS Item	1	2	3	4	5	6
FAMCOM8	.796	.082	.047	.087	.067	-.108
FAMCOM13	.791	-.070	.018	-.054	.164	-.042
FAMCOM19	.780	.160	-.016	-.042	.109	-.086
FAMCOM17	.776	.183	-.067	-.050	-.115	-.011
FAMCOM18	.755	.209	-.083	-.070	-.053	-.069
FAMCOM6	.738	.126	.146	.020	.013	.009
FAMCOM14	.723	.288	-.074	.023	.158	-.107
POSOUTLOOK2	.216	.914	.029	.090	.014	.025
POSOUTLOOK4	.141	.892	.020	.100	.023	-.076
POSOUTLOOK5	.145	.891	.034	.002	-.017	-.118
POSOUTLOOK3	.147	.861	.055	-.024	.035	-.068
POSOUTLOOK1	.180	.827	.024	.082	.008	.046
SOCIAL2	-.077	.011	.882	.134	.043	-.043
SOCIAL5	.019	.049	.873	.041	-.011	.033
SOCIAL3	-.034	.042	.836	.126	-.008	.011
SOCIAL1	.062	-.005	.826	.014	.054	-.016
SOCIAL7	.017	.043	.790	.064	.054	.003
SPIRIT3	.008	.037	.096	.929	.025	.042
SPIRIT1	-.074	.060	.100	.925	.023	.001
SPIRIT4	-.023	-.001	.108	.891	.003	.155
SPIRIT2	.038	.128	.075	.853	-.005	.159
MEANING3	.064	.032	.028	.053	.894	-.058

Table 3 (cont'd)

MEANING2	-.025	.058	.049	.011	.876	-.018
MEANING1	.185	-.035	.038	-.021	.711	.077
CONNECT2*	.004	-.077	.011	.009	.029	.849
CONNECT4*	-.156	-.066	-.026	.155	.027	.800
CONNECT6*	-.134	-.007	.001	.135	-.045	.703
Variance explained	4.351	4.107	3.635	3.373	2.171	1.983

*=Reverse scored item.

Family Resilience Assessment Scale – Short Form.

The 27-item Family Resilience Assessment Scale – Short Form (FRAS-SF) was used to measure the six dimensions of family resilience outlined by Sixbey (2005): 1) Family communication and problem-solving (7 items); 2) Utilizing social and economic resources (5 items); 3) Maintaining a positive outlook (5 items); 4) Family connectedness (3 items); 5) Family spirituality (4 items); and 6) Ability to make meaning out of adversity (3 items). The three family connectedness items included are the only items on the scale that are reverse scored. The 27 items in the FRAS-SF were measured using a 6-point Likert scale (1 = Strongly Agree; 6 = Strongly Disagree). Responses for each of the six dimensions were factor analyzed to verify single component extraction and then averaged to create an aggregate measure of each dimension used in data analysis.

Family Stress

Family distress was measured using the Brief Family Distress Scale (BFDS; Weiss & Lunskey, 2011). This one-item scale asks the respondent to select one statement about their family's current stress level from a list of ten statements, ranked lowest to highest from "everything is fine" =1 to "we are currently in crisis" =10. Reliability for the BFDS was not reported by Weiss and Lunskey (2011), but the scale was shown to be positively correlated with known stressors (e.g., adverse life events). This construct validity was calculated among stressor,

coping, and positive and negative adjustment variables and presented using Pearson's product-moment correlations and Spearman's rho. Responses on the BFDS were factor analyzed to verify single component extraction and then averaged to create an aggregate measure of family stress used in data analysis.

Family Well-being

Family well-being was measured using a family quality of life scale developed by Olson and Barnes (1982). The original measure consists of 40 items for parents and 25 for adolescents and measures satisfaction on 12 subscales: family life, friends, extended family, health, home, education, time, religion, mass media, financial well-being, neighborhood and community, and employment (Sherman & Fredman, 2013). Internal consistency reliability estimates for the entire scale were 0.92 for the parent scale and 0.85 to 0.87 for the adolescents. No consistency estimates for the subscales as many include only one item (Sherman & Fredman, 2013). Lavee and colleagues (1987) used the FAAR model's conceptualization of family adaptation outcomes to select 11 items from the original scale to measure family well-being and included this scale with eight others in their study of stressful life events on family functioning. The 11 items selected by Lavee et al. (1987) measured one's satisfaction with their family, friends, relationships with others, health, space, financial well-being, and family neighborhood. Lavee and colleagues (1987) report a .89 correlation between their modified scale and the original 40-item scale.

The number of items used in the current study was reduced from 11 to nine by combining two separate individual well-being statements with their family-level counterparts for the current study. The two new statements reflected the family context and reduced individual emphasis. The first created statement is concerned with the perception of family health and reads, "I am

pleased with the health of all of my family members.” The second created statement involves the perception of available space for the self and family and reads, “Family members have enough space to live comfortably.” The nine family well-being items were measured using a 6-point Likert scale (1 = Strongly Agree; 6 = Strongly Disagree). Responses were factor analyzed to verify single component loading and averaged to create an aggregate measure of family well-being to be used in data analysis. Results of the factor analysis revealed two factors family well-being to be used in analysis. The separation of items into multiple factors was seemingly based on whether the statement presented was a reverse-scored item.

Upon examination of the items loading in each factor the two factors were labeled, “Existing Family Well-being” and “Desired Elements of Family Well-being.” The two items presented above were part of the Existing Family Well-being factor along with five other items, including, “My family is happy right now,” and, “Our neighborhood is a good place for our family.” The two items identified as the Desired Elements of Well-being were, “I would like for my family to be closer to our relatives,” and, “Family members would like to have more time to focus on their own interests.” The full list of variables for this measure is in Appendix C.

Other studies using the full 40-item scale developed by Olson and Barnes (1982) or the 11-item scale developed by Lavee et al. (1987) do not show a similar pattern of factor loadings for what appears to be one of three reasons: 1) none of the presented items were reported to be reverse-scored (Olson & Barnes, 1982); 2) the measure was not analyzed in a manner that required factor analysis and instead relied upon summing the scores (e.g., Mellon & Northouse, 2001); or 3) the measure was not used in its entirety or was combined with other instruments (Macon et al., 2017; Wisawatapnimit, 2009).

Effect of Environmental Stressors

The year 2020 was a trying year for individuals and families alike, with a global pandemic, economic recession, and the most prominent civil rights movement of the last 50 years taking place simultaneously. As this is a study of family resilience, which is affected by environmental risk factors that lead to stress pile up (Becvar, 2013b), it was necessary to ask families questions about how these three events affected their resilience. Therefore, in addition to the scales and measures adapted from previous studies, a set of general statements were developed to address the current state of families resulting from external stressors taking place in the United States.

For context, many residents across America were experiencing restrictions to their everyday lives during data collection due to the COVID-19 pandemic. For many, state and local restrictions required them to stay at home, leading many families into situations where parents were working from home while also guiding their children through remote, online schooling. People who could not work from home either continued working jobs and risked exposure to the potentially deadly coronavirus or lost their jobs. The massive increase in unemployed people in a short period led to the largest economic recession since the 2008 housing crisis.

In addition to the economic uncertainty that accompanied the pandemic, the murder of George Floyd and deaths of Breonna Taylor, and Ahmaud Arbery in the spring of 2020 led to a large-scale civil rights movement aimed at addressing systemic and institutional racism within society. While not every family supports how the movement happened, its scale and visibility and the resulting local protests during the data collection period are expected to impact families.

To measure the perceived impact of the COVID-19 pandemic, the economic recession, and the racial justice movement, nine total items – three per environmental stressor – were

created. Each of the nine items was measured using an eleven-point sliding scale ranging from much better (-5) to much worse (+5). For each stressor, the respondent was asked to rate how they perceived their family's day-to-day life, closeness among family members, and overall stress had been affected. Responses were averaged to create an aggregate measure of the perceived impact of each of the three external stressors which will be used in data analysis.

Data Analysis

Contextualizing the Family

The first step in the data analysis process was the completion of a two-step cluster analysis. Completing this analysis is crucial in explaining whether and how a family's structure and/or context effect their youth sport involvement, well-being, stress, and resilience. Two-step cluster analysis was chosen as the right clustering option because the process defines the number of clusters to be analyzed. This step was a necessary starting point for analysis as there were no set numbers of groups defined for the grouping of variables used in this study. The variables included in the cluster analysis were the respondent's region, racial identity, income, education, and the proportion of children participating at each of the four settings of youth sport. Following the initial results, additional cluster analyses were generated to determine the cluster grouping that would be most useful in answering questions regarding the context and structure of the family. Upon selecting the cluster grouping that would be used, an aggregate variable was created and used to contextualize the family for analysis.

Determining how Family Context and Structure Effect Outcomes

A 4 x 4 between-subjects Multivariate Analysis of Covariance (MANCOVA) was performed on 13 dependent variables and four covariates to answer research questions concerning how a family's structure and context effect sport participation outcomes, family

resilience, well-being, and stress. In addition to addressing these effects, results from the MANCOVA will explain which dimensions of the four outcomes are affected by both a family's structure and context and how these effects are statistically different. The independent variables to be included in the analysis are a family's structure and context. The included dependent variables were the aggregate variables created for the six dimensions of family resilience, four dimensions of family youth sport involvement, two dimensions of family well-being, and family stress. The covariates used in this analysis were the three factors of COVID-19 impact (day-to-day living, closeness, and overall stress) and the total number of children reported in the study.

Impact of Resilience on Perception of External Stressors

The impact of a family's resilience and youth sport involvement on how they perceive the major external environmental stressors existing at the time of data collection was analyzed using a series of regressions. The dependent variable in each regression was the aggregated variable of perceived impact of each external stressor (i.e., COVID-19) with the independent variables including the six family resilience dimensions, four family sport involvement dimensions, and proportions of children participating in each youth sport setting. Results of the regressions were used to explain which aspects of family sport involvement and resilience affect the perception of external environmental stressors.

CHAPTER 4: RESULTS

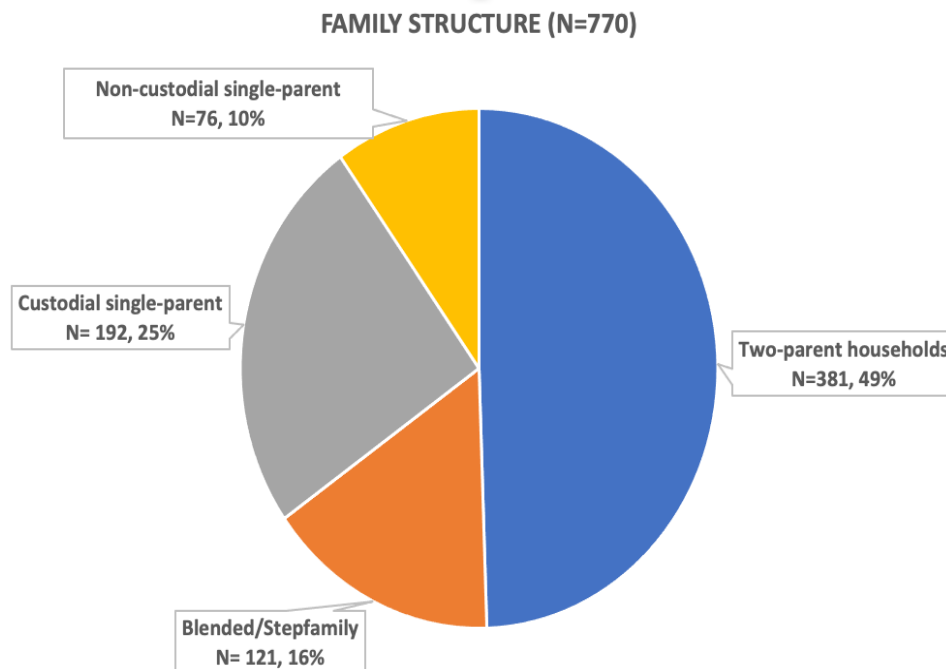
The data analysis addresses two central issues: (1) how families with different structures or contexts perceive their stress, well-being, resilience, and youth sport involvement, and (2) how families' resilience and youth sport involvement affects their perceptions of the impact of external environmental stressors on their family. Since these issues are conceptually independent, they are analyzed separately.

Family Structure

The four categories of family structure in the current study are two-parent households, blended/stepfamilies (one or both partners has at least one child from a previous relationship), custodial single-parent homes, and non-custodial single-parent homes. The majority (49.5%) of respondents identified themselves as two-parent households (see Figure 2).

Figure 2

Respondent Family Structure



Family Context

A two-stage cluster analysis was conducted to identify groups based on critical contextual elements: geographic region of the country, racial/ethnic identity, educational attainment, family income, and the youth sport setting in which their children participated (i.e., recreational, community-based, club/select, school). In the cluster analysis, the proportion of children participating in each setting during the previous year was the variable for sport setting. As it is possible for a child to participate in more than one club sport in a calendar year, the proportion variables can (and do) exceed one. The initial hierarchical cluster analysis auto-generated six clusters, as shown in Table 4.

Table 4

Output of Hierarchical Cluster Analysis

Clustered Variables*	Clusters					
	1 (N=107)	2 (N=120)	3 (N=31)	4 (N=83)	5 (N=90)	6 (N=99)
Sport Setting^a						
Rec Sport	.33	.36	2.2	.22	.39	.55
Club Sport	.11	.10	1.48	.12	.14	.20
Community Sport	.26	.21	1.44	.30	.31	.36
School Sport	.19	.20	1.47	.18	.21	.24
Education	3.68	3.85	4.45	4.07	3.91	4.54
Income	2.53	2.94	3.26	2.90	3.13	4.25
Region^b						
Midwest	–	17	4	82	–	–
Northeast	–	24	8	–	48	–
Southeast	107	33	6	–	–	–
Southwest	–	31	3	–	–	99
West	–	14	6	–	42	–

Table 4 (cont'd)

Racial/Ethnic Identity ^b						
White	106	–	16	83	90	99
Black	–	44	4	–	–	–
Latinx	–	32	2	–	–	–
Asian	–	17	1	–	–	–
Indigenous/Hawaiian	–	7	–	–	–	–
Mixed Race	1	20	8	–	–	–

*N = 530

^a Proportion of children in each family participating in each sport setting.

^b Number of families within each cluster.

The six clusters in the initial analysis were not well-differentiated. Therefore, the optimal number of groups was reconsidered based on the agglomeration schedule and the desire for conceptual differentiation. The four-cluster model best balanced changes in clustering coefficients with conceptual clarity. A K-means cluster analysis was then used to assign respondents to one of the four clusters. The final cluster model is shown in Table 5.

Table 5

Output of K-means Cluster Analysis

Clustered Variables	Clusters			
	Southern White Families (N=205)	Non-White Families (N=121)	High Achieving Families (N=36)	Western and Northern White Families (N=168)
Sport Setting ^a				
Rec Sport	.43	.36	2.05	.28
Club Sport	.15	.11	1.28	.14
Comm. Sport	.30	.21	1.39	.28
School Sport	.21	.19	1.38	.18

Table 5 (cont'd)

Education	M= 4.09	M= 3.87	M= 4.61	M= 3.94
<High School ^b	3.9%	5%	8.3%	6%
High School Grad ^b	18.5%	15.7%	16.7%	17.9%
Some College ^b	19.5%	28.9%	11.1%	19%
Associate's degree ^b	8.8%	11.6%	-	17.9%
Bachelor's degree ^b	29.3%	24%	22.2%	22%
Master's degree ^b	14.6%	9.9%	25%	10.7%
Doctorate (Ph.D./Ed.D) ^b	2.9%	1.7%	8.3%	3%
Post-grad degree(MD/JD) ^b	2.4%	3.3%	8.3%	3.6%
Income	M= 3.37	M= 2.93	M= 3.50	M= 2.96
< \$30,000 ^b	22.4%	24.8%	22.2%	21.4%
\$30,000-59,999 ^b	20.5%	24%	8.3%	26.8%
\$60,000-89,999 ^b	11.2%	19%	19.4%	17.9%
\$90,000-119,999 ^b	10.7%	9.1%	16.7%	13.1%
\$120,000-159,999 ^b	13.7%	12.4%	13.9%	9.5%
> \$160,000 ^b	21.5%	10.7%	19.4%	11.3%
Region ^c				
Midwest	-	17	4	82
Northeast	-	24	9	47
Southeast	106	34	6	-
Southwest	99	31	3	-
West	-	14	9	39
Race/Ethnicity Identity ^c				
White	205	-	21	168
Black	-	44	4	-
Latinx	-	32	2	-
Asian	-	17	1	-
Indigenous/Hawaiian	-	7	-	-

Table 5 (cont'd)

Mixed Race	–	21	8	–
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^a Proportion of children in each family participating in each sport setting.

^b Percent of overall cluster population.

^c Number of families within each cluster.

Cluster 1 is the grouping of white, southern families. Families in this cluster have a wide distribution of family income, with large portions of families (58.1%) belonging to the two top or bottom income brackets. Even with the disparities in income distribution, most of these families (57.1%) have household incomes of greater than \$60,000 annually. Educationally, 58% of the families achieving an associate's degree or higher among the families in this cluster.

Interestingly, these families participate at low proportional rates across the four youth sport settings, with especially low participation in the club and school sport settings. At face value, this is interesting because of the popularity of youth sport participation in the states where these families all live, specifically Arizona, Texas, and Florida. However, the low proportion of children participating in each setting relative to the overall population of children in the study may result from single-sport specialization, as children participating in these two sport settings often have narrowed the breadth of their participation to a single sport.

Cluster 2 is the grouping of non-white families, with a multiracial and ethnic group of families living in each of the country's five regions. This grouping of families predominately comprises Black, Latinx, and mixed-race families (79% of the total group population) and have achieved moderate-to-low educational success, with just over 50% have earned an associate's degree higher. Just under half of the families in this grouping (48.8%) make less than \$60,000 annually. Lastly, the families in this grouping have children participating in all four sport settings at low rates compared to the other family context groupings, especially within club sport.

Cluster 3 is the grouping of diverse, high achieving families, with 64% of the families clustered having earned a bachelor's degree or higher. Families in this cluster grouping are from multiracial/multiethnic backgrounds and diverse locations. The division of income among the group is split evenly, with exactly 50% of families earning above and below \$90,000. Additionally, this cluster grouping has the highest percentage of families making under \$30,000 (22.2%) of the four cluster groupings. Children from these families are participating in each of the four settings of youth sport frequently, with proportions showing that more than one child per household participates in each sport. The proportions of over one for participation means that these families have multiple children playing multiple sports in various settings each year. This implies a few possibilities. First, these families have the available resources (e.g., money, time, support networks) to provide sport opportunities for their children. Second, children in these families could be younger or in earlier developmental stages where sport sampling in the type and setting of sport is more common.

Cluster 4 is a grouping of western and northern white families, with all cluster member families located in the Northeast, Midwest, and West. Within the sizeable geographical north and western area, families in this cluster grouping have achieved low-to-moderate educational success, with 61% of families earning under an associate's degree. The lack of educational attainment has not affected the reported incomes of these families as much as expected, with just under half (48.2%) of the families earning a household income under \$60,000. Like the southern white and non-white family clusters, children in the northern and western white families participate in sport settings at low proportions, specifically in the club and school sport settings. This could once again mean that children in these families specialize in one type of sport in one setting year-round and/or that only one child in the house participates in sport.

The high-achieving families are the outlier among the family context groupings for three reasons. First, these families are more diverse geographically, racially, and ethnically than the other groups. Second, this grouping of families reports higher educational attainment levels and is primarily middle to upper-middle-class financially. The last and most stark contrast between the high achieving diverse families and the other grouping is their frequent participation in youth sport. The remaining three family clusters have similar rates of participation in sport settings and educational attainment to one another and are either differentiated by their region (Southern vs. Western/Northern White families) or their racial and ethnic identity/background (Non-white grouping vs. White groupings) or their income levels (Western/Northern White and Non-White families vs. Southern White families).

While family-level inferences cannot be made with the presented data about the sport participation of the families in each cluster, there is a pair of trends worth identifying. First, it appears that a higher level of educational achievement is the dividing line for high participation rates of children across sport settings. This is seemingly the case compared across cluster groupings; income levels and other demographic variables for each family context are not differentiated enough to explain the significant disparity in sport participation. Second, while low proportional participation in all youth sport settings could indicate that families are not participating in sport frequently, it could also be an indicator of single-sport, year-round participation in a single setting. This type of participation is associated with a high level of youth sport participation, especially in the club sport setting as participation in this setting frequently demands more from families (cf. Dorsch et al., 2015; Merkel, 2013).

Family Structure and Context Effects

A 4 (structure) × 4 (context) between-subjects multivariate analysis of covariance (MANCOVA) was performed on 13 dependent variables associated with family outcomes: six dimensions of family resilience, four dimensions of family youth sport involvement, two dimensions of family well-being, and family stress. Adjustment was made for four covariates: perceived impact of the three external stressors (COVID-19, Economic Recession, Social Justice Movement) and the total number of children in the family. Independent variables were the primary family structures (two-parent family never divorced; blended/stepfamily; single-parent with primary custody; single-parent without primary custody) and four family context clusters (Southern White (SW), Non-White (NW), High Achieving (HA), Western and Northern White(W/NW)). Additionally, the interaction between family structure and context was tested. The results of the MANCOVA were used to answer questions about if and how a family's structure and context affect the family-level outcomes of resilience, sport involvement, well-being, and stress.

The MANCOVA revealed that the overall model was significant [$F(13, 226) = 2.90, p = 0.001$]. There was a significant interaction between family structure and context. None of the covariates was significant. Results of the MANCOVA can be found in Table 6.

Table 6

Results of Overall MANCOVA

Effect	Roy's Largest Root	F	p	η^2
Family Structure × Context	.167	2.900	.001	.143
Family Structure	.135	2.290	.007	.119
Family Context	.149	2.533	.003	.130
Covariates				
COVID – 19	.068	1.153	.316	.064
Economy	.078	1.319	.203	.073

Table 6 (cont'd)

Social Justice	.047	0.792	.669	.045
Total # Children	.048	0.807	.652	.046

Univariate analyses revealed a significant relationship between the interaction of family structure and context and the desired elements of family well-being, $F(8, 325) = 2.67, p = 0.008$. Family structure had a significant main effect on existing family well-being, $F(3, 330) = 4.29, p = 0.006$; and family stress, $F(3, 330) = 4.09, p = 0.007$. Family context had a significant main effect on the family's ability to make meaning in adversity, $F(3, 330) = 2.90, p = 0.036$; and family connectedness, $F(3, 330) = 2.92, p = 0.035$. There were no significant effects of structure or context on any family sport involvement variables or the family resilience dimensions of communication, positive outlook, resources, or spirituality. The full results of the univariate tests are in Tables 7, 8, and 9.

Table 7*Univariate Effects of Family Structure \times Family Context*

DV	Type III sum of squares	df	MS	F	Sig.	η^2
Family Resilience						
Making meaning out of adversity	7.687	8	.961	1.912	.059	.062
Family communication/problem-solving	3.725	8	.466	1.010	.429	.034
Maintaining a positive outlook	4.781	8	.598	1.057	.394	.035
Utilizing social and economic resources	12.038	8	1.505	1.249	.272	.041
Family spirituality	5.104	8	.638	.318	.959	.011
Family connectedness	15.917	8	1.990	1.272	.259	.042
Family Sport Involvement						

Table 7 (cont'd)

Affective	4.504	8	.563	.702	.690	.024
Behavioral	3.919	8	.490	.828	.579	.028
Cognitive	5.361	8	.670	.786	.615	.027
Dysfunctional	3.389	8	.424	.404	.918	.014
Family Well-Being						
Desired elements	21.201	8	2.650	2.672	.008*	.085
Existing well-being	3.958	8	.495	.786	.607	.027
Family stress	38.551	8	4.819	1.150	.331	.038

Table 8*Main Effects of Family Structure*

DV	Type III sum of squares	df	MS	F	Sig.	η^2
Family Resilience						
Making meaning out of adversity	1.135	3	.378	.753	.522	.010
Family communication & problem-solving	.409	3	.136	.296	.828	.004
Maintaining a positive outlook	2.171	3	.724	1.280	.282	.016
Utilizing social and economic resources	4.390	3	1.463	1.214	.305	.016
Family spirituality	5.521	3	1.840	.918	.433	.012
Family connectedness	3.347	3	1.116	.714	.545	.009
Family Sport Involvement						
Dysfunctional	2.802	3	.934	.890	.447	.011
Affective	2.142	3	.714	.890	.447	.011
Behavioral	.895	3	.298	.504	.680	.007
Cognitive	2.627	3	.876	1.028	.381	.013
Family Well-Being						

Table 8 (cont'd)

Existing well-being	8.005	3	2.668	4.292	.006*	.053
Family stress	51.345	3	17.115	4.086	.007*	.050

Table 9*Main Effects of Family Context*

DV	Type III sum of squares	df	MS	F	Sig.	η^2
Family Resilience						
Making meaning out of adversity	4.364	3	1.455	2.896	.036*	.036
Family communication and problem-solving	2.652	3	.884	1.917	.127	.024
Maintaining a positive outlook	4.292	3	1.431	2.530	.058	.032
Utilizing social and economic resources	3.703	3	1.234	1.024	.383	.013
Family spirituality	3.430	3	1.143	.571	.635	.007
Family connectedness	13.714	3	4.571	2.924	.035*	.037
Family Sport Involvement						
Dysfunctional	5.172	3	1.724	1.643	.180	.021
Affective	.307	3	.102	.127	.944	.002
Behavioral	.243	3	.081	.137	.938	.002
Cognitive	1.176	3	.392	.460	.710	.006
Family Well-Being						
Existing well-being	.862	3	.287	.462	.709	.006
Family stress	9.279	3	3.093	.738	.530	.009

An inspection of the marginal means was completed to determine how the groups differed. Mean differences were grouped closely for Southern white (SW), Non-white (NW), and Western and Northern white families (W/NW) when examining the relationship between the

interaction of family context and structure and the desired elements of family well-being, with less than a one-point difference in marginal means existing between the family structures in each cluster. That said, there were position changes of family structures within each group. The High Achiever (HA) families presented the widest spread of means among family structures, with almost a 1.75-point difference in marginal means existing between blended families (3.02) and two-parent households (4.74). Blended families in this context also had close to a 1.5-point difference in marginal means compared to single-parent households with primary custody (4.5). Lastly, blended families in the High Achieving family context had over a 1-point difference in marginal means to every other family structure and context interaction.

As the items on this measure are reverse-scored, higher scores mean that these families long for these desired well-being elements more, and lower scores mean that these families desire for these elements less. Additionally, the High Achiever family grouping was the only one that did not have an estimable marginal mean calculated for the non-custodial single-parent family structure. These numbers mean that blended families participating in sport settings frequently are better off in terms of their desired well-being than other family structures and contexts. The mean scores for this measure are listed in Table 10, and a graph of the plots of the means is in Figure 3.

Table 10

Estimated Means and Standard Errors: Family Structure × Family Context and Family Well-Being

Dependent Variable	Structure × Context	Main effect of Structure	Main effect of Context	Grand Mean
Resilience				
Adversity			SW ³	5.22 (.11)
			NW	4.95 (.11)
			HA ¹	4.65 (.17)
			W/NW	5.03 (.09)
Communications				4.99 (.06)
Resources				4.25 (.09)
Spirituality				4.09 (.12)
Positive Outlook				4.93 (.06)
Connectedness			SW	5.22 (.11)
			NW ⁴	4.95 (.11)
			HA ⁴	4.65 (.17)
			W/NW ²³	5.03 (.09)
Sport Involvement				
Affective				4.64 (.07)
Behavioral				4.35 (.06)
Cognitive				4.40 (.08)
Dysfunctional				4.11 (.09)
Stress & Well-being				
Family Stress		2 Parent ⁴		2.35(.26)
		Blended		3.19(.35)
		Single w/c ⁴		3.10(.28)
		Single wo/c ¹³		4.25(.50)

Table 10 (cont'd)

Existing Family

Well-being	2 Parent ⁴	4.82(.10)
	Blended	4.53(.14)
	Single w/c ⁴	4.56(.11)
	Single wo/c ¹³	4.12(.19)

Family Desire for

Well-being*

Southern White

Two-parent	4.42 (.16)
Blended	5.13 (.33)
Single w/c	4.66 (.22)
Single wo/c	4.49 (.45)

Non-white

2 parent	4.26 (.18)
Blended	4.63 (.29)
Single w/c	4.89 (.24)
Single wo/c	4.49 (.45)

High Achiever

2 parent	4.74 (.41)
Blended	3.02 (.45)
Single w/c	4.50 (.36)
Single wo/c	– (–)

Western/Northern White

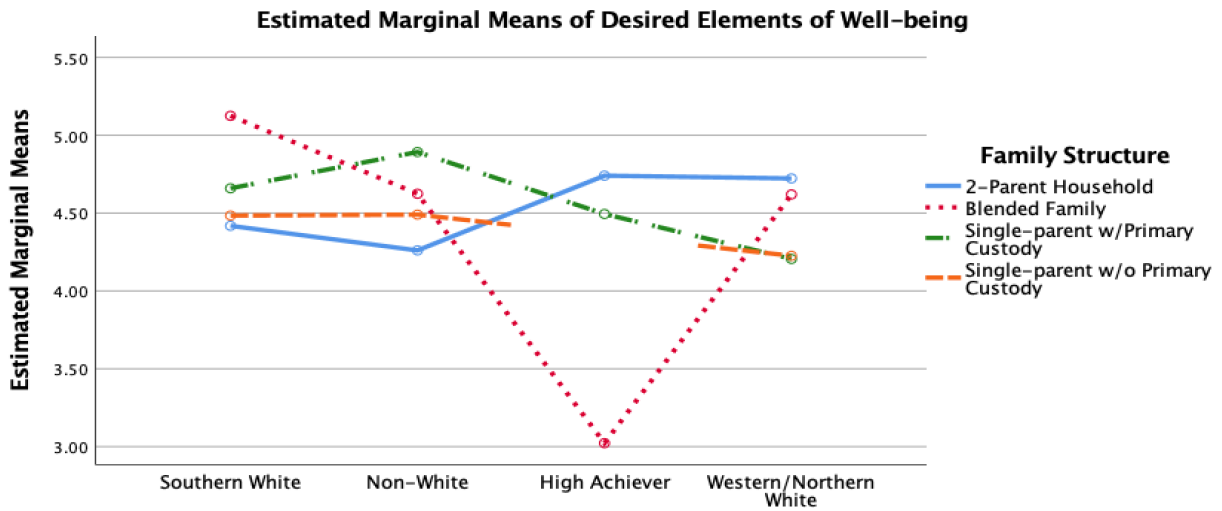
2 parent	4.72 (.15)
Blended	4.62 (.28)
Single w/c	4.21 (.22)
Single wo/c	4.23 (.36)

*Reverse-scored items.

Figure 3

Estimated Marginal Means of Desired Elements of Well-being: Family Structure × Family

Context



Covariates appearing in the model are evaluated at the following values: How many children do you have living in your household? = 1.98, REGR factor score 1 for analysis 1 = -.0412117, REGR factor score 1 for analysis 1 = -.0730974, REGR factor score 1 for analysis 1 = -.0430013

Non-estimable means are not plotted

Impact of Resilience and Sport Involvement

A series of three stepwise multiple regressions were employed to determine how family resilience and involvement in youth sport effects families' perceptions of the impact of external stressors on the family. For each regression, one of the external stressors (i.e., COVID-19 pandemic, economic recession, and racial justice movement) was regressed on the six dimensions of family resilience, the four dimensions of family sport involvement, and the proportion of children participating in each of the four sport settings.

Perceived Impact of COVID-19

Two family resilience dimensions had a small but significant effect on the family's perception of the impact of COVID-19, $R^2= 0.10$, $p <.001$. Higher levels of family connectedness

and the family's ability to maintain a positive outlook were associated with families reporting less impact of COVID-19 (see Table 11).

Table 11

Regressions of Resilience, Sport Involvement, and Youth Sport Participation on Perceptions of COVID-19 Impact on the Family

Variable	B	β	SE	t	p
Constant	1.637	–	.344	4.763	<.001
Resilience-Family Connectedness	-.192	-.255	.038	-5.094	<.001
Resilience-Positive Outlook	-.184	-.140	.066	-2.800	.005

Perceived Impact of Economic Recession

The results of the stepwise process identified three significant predictors of the perceived impact of the economic recession on the family: family connectedness, the ability of the family to maintain a positive outlook, and the proportion of children participating in club sport. The three variables had a small but significant effect: $R^2 = 0.09$, $p < .001$. The more positive families' outlook and the more connectedness they reported, the less they perceived that the recession had impacted their family. On the other hand, the more children participated in club sport, the more the family felt the recession impacted them (see Table 12).

Table 12

Regressions of Resilience, Sport Involvement, and Youth Sport Participation on Perceptions of Recession Impact on the Family

Variable	B	β	SE	t	p
Constant	1.589	–	.355	4.477	<.001
Resilience-Family Connectedness	-.177	-.238	.039	-4.550	<.001
Resilience-Positive Outlook	-.181	-.142	.067	-2.712	.007
Proportion of children in club sport	-.178	-.117	.079	-2.239	.026

Perceived Impact of Racial Justice Movement

Two family resilience dimensions had a small but significant effect on the family’s perception of the impact of the racial justice movement on their family, $R^2= 0.084$, $p <.001$. Higher levels of family connectedness and the ability to maintain a positive outlook were associated with families reporting less impact of the racial justice movement (see Table13). This means that as families perceive greater stress from the public push towards racial justice happening in society, they are also experiencing reductions in their ability to maintain a positive outlook and connectedness as a family unit.

Table 13

Regressions of Resilience, Sport Involvement, and Youth Sport Participation on Perceptions of Racial Justice Movement Impact on the Family

Variable	B	β	SE	t	p
Constant	1.403	–	.374	3.755	<.001
Resilience-Family Connectedness	-.178	-.249	.040	-4.466	<.001
Resilience-Positive Outlook	-.153	-.120	.070	-2.154	.032

Relationship between Family Resilience and Sport

Family sport involvement is significantly correlated with all categories of family resilience (see Table 14). Affective, behavioral, and cognitive sport involvement are moderately and positively correlated with all dimensions of family resilience except family connectedness. Dysfunctional sport involvement is significantly correlated with all dimensions of family resilience. However, it is negatively correlated with family connectedness. Affective involvement is positively and significantly correlated with the proportion of children in the family participating in three of the four sport settings: recreation, club, and school. Participation in the club sport setting shows small but significant positive correlations with all forms of family sport involvement except cognitive involvement. The positive correlation with dysfunctional involvement reflects the aspirational, selective, and all-encompassing nature of participation in club sport (cf. Wendling et al., 2018).

Table 14

Correlations: Family Resilience and Sport

N=531	Family Sport Involvement			
	Affective	Behavioral	Cognitive	Dysfunctional
Family Resilience				
Adversity	.393**	.350**	.312**	.174**
Communication	.386**	.390**	.341**	.200**
Positive outlook	.389**	.332**	.286**	.189**
Resources	.391**	.362**	.358**	.379**
Spirituality	.330**	.289**	.338**	.352**
Connectedness	.039	.025	-.147**	-.333**
Sport Setting: proportion of children participating				
Recreation	.089*	.039	-.013	.059
Community	.030	.005	-.003	.027

Table 14 (cont'd)

Club	.127**	.083*	.048	.123**
School	.090*	.054	.009	.061

** Correlation is significant at 0.01 level (2-tailed).

* Correlation is significant at 0.05 level (2-tailed).

Summary of Results

In summary, the results address two central issues concerning a family's structure, context, resilience, and sport involvement. First, they show the importance of the interaction between a family's structure and context and their influence on a family's desired elements of well-being. However, results also show that the interaction between family structure and context does not significantly influence the family's existing well-being or sport involvement. When taken separately, findings indicate that family context affects multiple dimensions of family resilience, and that family structure affects a family's stress and well-being. Covariates of extreme external stressors (e.g., COVID-19 pandemic, economic recession, racial justice movement) were not significantly affecting family resilience, sport involvement, stress, or well-being as was expected.

Second, this study identified how a family's resilience and sport involvement influenced family perception of three major environmental stressors. Unsurprisingly, findings show that a family's connectedness and positive outlook were key factors in the family's perception of the impact of the COVID-19 pandemic and resulting economic recession (cf. Walsh, 2020). Families reporting higher levels of connectedness and positive outlook perceived the negative effects of the recession as less severe. The exact two dimensions of family resilience were found to influence the family's perception of the impact of the racial justice and civil rights movement, with families reporting that the perceptions of the movement had negatively affected their

closeness and ability to maintain a positive outlook. The only non-resilience factor to influence family perception of an external stressor was the influence of the proportion of club sport participants on the perception of the economic recession, with higher proportions of participants positively influencing family perception.

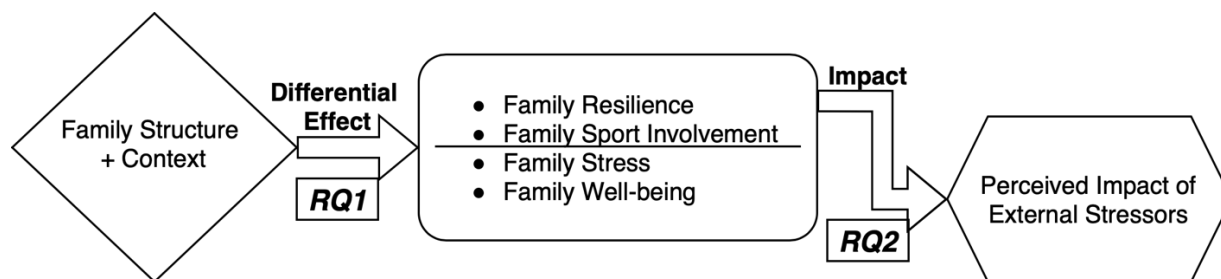
Finally, findings indicate that family sport involvement is significantly correlated with all dimensions of family resilience. Additionally, family sport involvement is significantly correlated with the youth sport settings where families participate, with affective involvement showing as the most salient, correlated with participation in three of the four sport settings. The club sport setting was related to three of the four types of family sport involvement, with highly significant correlations between it and families' affective and dysfunctional involvement. Taken together, the findings of this study underscore the importance of both the context and structure of a family on their daily family life and resilience and show how factors of resilience and sport involvement can be used to help family perceptions of stressful events occurring in their environments.

CHAPTER 5: DISCUSSION

The purpose of the current study was to understand how a family's structure and context affect their resilience, youth sport involvement, stress, and well-being. Walsh's (2013, 2016) Systems Theory of Family Resilience provided the theoretical base for the study, with models of family resilience, family youth sport involvement, family stress, and family well-being used to answer two research questions. Following an extensive review of existing literature, three hypotheses were formed about expected findings, after which a conceptual model of the study was developed. The study's conceptual model is presented below (see Figure 4) and will guide the following discussion of results.

Figure 4

Conceptual Model of Youth Sport Families and Resilience



The study suggests that a family's structure and context determine some aspects of family resilience, stress, and well-being and that there is a significant interaction between the two (Research Question #1). In other words, structure and context must be considered together. Additionally, two family resilience processes were found to reduce families' perceptions of the impact of the stressors they are facing (Research Question #2). Family perceptions of stressors have been shown to affect family adjustment, thus less perceived impact would lead to positive family adjustment (cf. Walsh, 2015). These findings are discussed fully below, followed by a

presentation of the practical and theoretical implications of the study. This chapter concludes with a presentation of the current study's limitations, followed by suggestions for future research.

Differential Effects of Family Structure and Context on Family Resilience, Sport Involvement, Stress, and Well-being

The first research question posed by this study was, “Does family structure and/or context effect a family’s youth sport involvement, well-being, stress, and resilience?” Specifically, this study looked to uncover which outcomes would differ as a function of family structure or context, and in what ways. Results show that a family’s structure and context make a difference, but in fewer ways than expected. It was expected that a family’s structure and context would have differential effects on family resilience, sport involvement, stress, and well-being. However, the interaction between a family’s structure and context only affected the family’s desired elements of well-being. These elements of well-being were those that respondents were longing for more of and included the desire for more closeness among relatives and for more time to focus on one’s interests and hobbies.

This finding was expected because many families rely on extended family members to provide emotional, functional, and sometimes financial support in childrearing (Paley et al., 2013). This is especially true for single-parent homes and stepfamilies, as positive support from a co-parent or other extended family member promotes the psychological well-being of parents, which increases the well-being of the family (Eldar-Avidan et al., 2009; Newland, 2015; Rafferty et al., 2010). It is thought that the family and individual desires expressed were possibly exacerbated because of the COVID-19 restrictions in place at the time of data collection, which restricted families to their homes. During this time, many parents took on additional roles, including educator to young children, as most schools and office-based jobs shifted to homes.

These shifts likely increased the time spent at home with one's household family, but limited the access to extended members of the family, which diminished opportunities to connect meaningfully.

Parents adding the role of primary school educator to their existing roles of employee, parent, and spouse (in some cases) likely experienced increased role demand and strain. Increased role strain has been shown to have adverse effects on mothers, who comprised 62% of the sample population of the current study and who are frequently required to provide more logistical and emotional support to their families than are fathers (Erdwins et al., 2001; Henderson et al., 2016; Messner & Bozada-Deas, 2009). Additionally, this increase in role demand and strain was likely the cause for individuals expressing a desire for more time to do things they enjoyed. It is assumed that they were experiencing decreases in their ability to do so resulting from the additional roles. As parents, particularly mothers, adjusted to take on multiple roles, they likely had less time to themselves and for their own interests.

It is well-known that individual well-being can be increased through participation in leisure activities (Ryan et al., 2006; Zawadzki et al., 2015) and that individual, parental well-being is positively associated with family well-being (Newland, 2015). During the COVID-19 pandemic, however, access to leisure activities was limited. Increases in role demands coupled with reductions in individual leisure time make it understandable as to why respondents would have expressed this desire for more time to do individual activities. It is also understood why both the context and structure of the family influenced these desires, as families with more access to resources and support from their extended family and social networks report higher outcomes of well-being (e.g., Chien & Mistry, 2013; Coles, 2009; Rafferty et al., 2010; Thomas & Sawhill, 2005). Families with more resources likely were better suited to address the increased

role demands, as they likely had enough space and technology resources available to transition easier than families without. However, the availability of leisure opportunities was limited for most people, as most workout facilities, public parks, theme parks, airports, and sports were not operating as normal. As most families were affected in some way by restricted access to leisure regardless of context or structure, it makes sense that the desire for more individual free time was significant for the interaction between structure and context.

Family Structure

The results of the current study found that noncustodial single parents reported significantly more stress than did single parents with primary custody over their children, blended families, or two-parent families. This finding is consistent with studies finding that single parents experience greater levels of stress than do parents in two-parent and married households (Grzywacz et al., 2002). However, it is unusual to find greater stress levels for noncustodial single parents. It is far more common to find higher stress levels for single-parents that have sole/primary custody of a child (Amato, 2000, 2010; Bauserman, 2002, 2012). Custodial single parents frequently take on the role of two parents, leading to possible task overload and financial strain as they attempt to make up for the loss of income and support that comes from having a co-parenting partner (Coles, 2009; Jackson et al., 2000). This is likely the case during pandemic lockdowns. However, these same lockdowns may have interfered with the noncustodial parent's opportunity or capacity to interact with their children, thereby increasing their stress level. Clearly, noncustodial parents were experiencing greater stress than custodial single parents, reporting on average that, "Things are often stressful, but we are managing to deal with the problems when they arise." Custodial single parents and blended families were similar in their reports of family stress, reporting on average that, "Things are sometimes stressful, but

we *can* deal with problems if they arise.” Two-parent households were the only family structure reporting that “Everything is fine,” even if they sometimes have their difficulties.

Possibly as a result of their increased stress levels, noncustodial single parents reported the lowest levels of well-being, significantly lower than other single-parent families, blended families, or two-parent families. This is consistent with research on divorced fathers that found emotional well-being among noncustodial parents to be less than that of parents with full or joint custody (Bokker et al., 2006). This result could be due to the amount of parenting time the respondent was doing at the time of data collection (cf. Sodermans et al., 2015) or it could be related to their dissatisfaction with their current situation financially or emotionally (cf. Nelson et al., 2014). In both instances, it is likely that increases in stress and decreases in well-being for noncustodial single parents are interrelated and possibly exacerbated by the multiple uncertainties and stressors that accompanied the COVID-19 pandemic.

This aligns with previous research about family structure and family stress and well-being (e.g., Prime et al., 2020). But this same research suggests that family stress and well-being is also affected by the interaction between family structure and family resilience. Similarly, Merkel (2013) posits that sport and family structure together impact families’ stress and well-being. But neither family resilience nor sport involvement was found to interact with family structure to impact on stress or well-being in this study. Research suggests that family structure can influence family resilience, and that the effects are more pronounced for families with nontraditional structures as they frequently face long-held social stigmas and unique stressors related to their formation (T. Afifi & Keith, 2004; Prendergast & MacPhee, 2018; Waldron et al., 2018). The link between family structure and resilience is based on an assumption that families with different structures face different challenges (see Criss et al., 2002; Masten & Sesma, 1999),

with single parent and other nontraditional families facing more challenges than those faced by two-parent families including interpersonal conflicts between parents, co-parenting agreements, and forming new family bonds (Coleman et al., 2013).

One could argue that the external stressors occurring during the data collection period were unprecedented in their impact on *all* families in all parts of the country. Consequently, the challenges faced by families during this time may be much more similar than has been the case in other studies. Still, different family structures would, in theory, bring different resources to these challenges. For example, families with nontraditional structures have to navigate more complex relationships with family members not located in their households (Demo & Acock, 1996; Don et al., 2013; Weaver & Coleman, 2010) and must overcome long-held social stigma to overcome barriers to social mobility (Arditti & Johnson, 2020; Boyd-Franklin & Karger, 2012; Burnette et al., 2019). Similarly, the structure of the family can influence a family's behavioral sport involvement by serving as a barrier to entry for single-parent families (Barnett, 2008) or as a facilitator for dual-parent households (Hornberger et al., 2010). Clearly, families with different structures may differ somewhat in the ways that challenges are perceived and manifested, but the family context would also be expected to play a big role in the resources that families of all types are able to mobilize to face those challenges.

Family Context

Two aspects of family resilience were affected by family context: connectedness and ability to make meaning of adversity. That these were the only dimensions of resilience that varied as a function of family context is inconsistent with Walsh's (2015) Systems Theory of Family Resilience, as the interrelated nature of the processes of family resilience are well-established.

Family connectedness in the current study varied by context, with diverse ethnic groups (i.e., Non-white and High Achievers) reporting lower levels of connectedness than the Western/Northern white families. Family connectedness is an organizational pattern of family resilience related to the structural and emotional bonding (i.e., cohesion) among family members (Olson & Gorall, 2006). Highly connected families enjoy spending time together both in and outside of the home, involving one another in activities, balancing their closeness with mutual support from others, and respecting individual needs (Walsh, 2015).

A possible explanation for the lower reported connectedness lies in different ways in which families define themselves. In some minority populations, extended family and people in the family's social network are considered family members and frequently assume parental roles (e.g., Bermúdez & Mancini, 2013; Croll, 2006; Falicov, 2012; Kanti, 2014; Sue & Sue, 2005). Specifically, it is expected in indigenous and Latinx populations for families to engage in multigenerational childrearing practices (Bermúdez et al., 2010; Martinez et al., 2004; Mooradian et al., 2006; Sue & Sue, 2005). A unique trait of Native American families' identity is that family extends far beyond bloodlines to include members of the tribal community (R. Robbins et al., 2013). Doing so is thought to protect tribal sovereignty and culture. Families with Asian heritage often extend upwards as well as downwards to include multigenerational-multidirectional caretaking, in which it is the duty of younger family members to care for aging family members (Croll, 2006; Kanti, 2014).

In addition to how a family's ethnicity defines the family, families can also be defined by the cultural context in which they live. Holst (2014) noted in her study of rural Iowans that the closer members of the family are to one another, the better the quality of the relationship is with extended members of the family. However, when families live further away from their families

or don't have positive relationships within the family, organization of a family unit of fictive kin within a geographical community is also possible (e.g., military families, LGBTQIA+ families; Masten, 2013; Oswald, 2002). Consequently, both the context and the situation likely combined to affect family connectedness in this study. COVID-19 restrictions limited the ability of families to connect with family members (however they were defined) outside of their household in a meaningful way, thereby reducing their feelings of overall family connectedness. For those families relying upon extended kinship networks for support in childrearing, this reduced access to others would be more impactful than for those whose definition of family was more limited (Fernandez et al., 2013).

A family's ability to make meaning out of adversity also varied by context. The families' ability to make meaning of the adversity that they are experiencing is one of the three processes within the belief system of the family. When a family is able to make meaning of the adversity that they are facing, they are able to clarify and contextualize the stressors they are experiencing, allowing them to adjust successfully and develop a stronger sense of coherence (Walsh, 2015). The diverse High Achiever cluster context reported less ability to make meaning of adversity than did Southern White families. As the ethnic heritage of a group has been linked to positive and negative family resilience outcomes (Henry et al., 2015), the difference between the High Achiever and Southern White contexts may be a result of the ethnic differences between the two family context groupings. Although the High Achiever cluster is more ethnically diverse than the Southern White cluster of families, it also consists of predominately white families (58.3%). Therefore, the difference cannot be attributed only to the racial and ethnic differences between the two groups. Another key difference between the groups is the percentage of the cluster populations that did not earn a high school diploma. The High Achiever families reported the

highest rate of respondents in this category of any of the four cluster groupings. Resilience scholars consider schools to be positive resources in which individuals can generate protective factors that will help them become resilient (Masten, 2009), so the difference in the percentage of the overall population with the lowest level of education could be a factor in why these two groups are different on this dimension of resilience.

Sport involvement was consistent across all family contexts. This is inconsistent with youth sport research suggesting that families with contextual disadvantages have less youth sport involvement due to barriers and cultural norms that limit opportunities for involvement (Farrey, 2008; Hyman, 2012; Merkel, 2013; Trussell, 2020). Involvement in most youth sport settings now requires families to commit a sizable amount of time and money to their child's youth sport participation. Non-existent 25 years ago, participation fees to be a member of a league or team currently range from \$50 to \$1,000, with some parents paying upwards of \$12,000 for their child's participation (Frank, 2021). Frank also notes that the average youth sport team travels roughly 1,200 miles per year, thereby requiring further family investment.

These increases in time and money required for participation would seemingly limit participation opportunities for families in this study who report incomes in the lower two brackets (<\$60,000) or those from geographical locations that are either remote in relation to the closest sporting opportunity (e.g., Colorado; Frank, 2021) or that have climates that limit the duration of the season (e.g., South Dakota). Each cluster of family contexts in this study have over 50% of families reporting incomes over \$60,000. The Aspen Institute (2021) reports that once above \$50,000 in household income, participation rates are roughly the same, regardless of income bracket. While specific geographic location information was not collected, a large proportion (64%) of all families included in the cluster analysis reported living in one of three

regions, all of which have the climate capabilities to host outdoor sports and allow for safe road travel on a year-round basis (Southeast, Southwest, and West). Lastly, while there was some racial and ethnic diversity among the families included in the context clusters, the overwhelming majority of participants (75%) in this study identified themselves as white, the racial group that consistently has the highest percentage of children in sport (Aspen Institute, 2021). It is well-established that shifts towards privatization of youth sport have developed opportunity and participation gaps among families (Farrey, 2008) and that these gaps are experienced more frequently by families with disadvantages related to geographic location, lack of free time due to work, and financial concerns (Hyman, 2012; McMillan et al., 2016; Merkel, 2013). This is thought to be especially true in the club sport setting. Instead, it seems that once families overcome the initial barriers to access, their sport involvement is similar to that of other families.

Impact of Family Resilience and Sport Involvement on Perceptions of External Stressors

The second research question asked was, “Can a family’s resilience and/or involvement in youth sport affect the perceived impact of a major external stressor (e.g., the COVID-19 pandemic)?” Specifically, this study sought to identify which aspects of resilience and sport involvement are associated with perceptions of environmental stressors, and how they affect the way that families view the impact of those stressors.

While none of the dimensions of sport involvement were found to significantly impact families’ perceptions of the impact that the COVID-19 pandemic, the resulting economic recession, or the racial justice protests had on families in the past year, two dimensions of family resilience – connectedness and ability to maintain a positive outlook – depressed the perceived impact of external stressors on families. Families reporting higher levels of connectedness and ability to maintain a positive outlook felt the impact of each of the three stressors less than did

families reporting lower levels of these same resilience factors. Walsh (2015) states that the ability of a family to maintain a positive outlook when facing challenges provides them with hope and allows them to focus on the shared strengths and abilities of the family. Maintaining a positive outlook has been shown to help families adjust to ongoing and extreme external stressors (Walsh, 2020) and to help families turn their hope towards the future following a disaster (Landau & Saul, 2004). Similarly, the connectedness of the family goes a long way in helping families adjust to adversities they are facing because they know they can count on their other family members to work together (Walsh, 2015). The connectedness of the family unit has been shown to help overcome social and economic burdens associated with their structure and context (Black & Lobo, 2008). Walsh (2007) also notes that in times of traumatic loss, strong family connectedness enables family members to work together to fulfill roles and duties that used to be carried out by the member of the family who has died. The shared idea of maintaining a positive, cohesive bond underlies these two resilience processes and the interrelated nature of the family resilience dimensions detailed in the Systems Theory of Family Resilience (Walsh, 2003, 2015).

Consequently, it was expected that at least one of the family problem-solving and communication processes would have activated in concert with the other two dimensions when faced with the same three external stressors as the three processes are “mutually interactive and synergistic, both within and across domains” (Walsh, 2016). Felix and colleagues (2020) state that not all communication during a disaster experience can be helpful and that it instead depends on the delivery of the message. Failure to do this properly could result in exacerbation of the stress being experienced. And yet, communication did not significantly affect families’ perceptions of the stressors they faced. This is inconsistent with other research (e.g., Buchanan,

2009; O’Neal et al., 2018), and with the study’s theoretical framework (Walsh, 2015). Although it is not possible to determine with the data collected in this study, this result may be an artifact of the FRAS measure (Sixbey, 2005). The FRAS uses a reduced set of items which includes only six of Walsh’s (2015) original nine key processes. This has reduced the key processes in the communication and problem-solving dimension from three to one. It is possible that one of the two remaining processes was therefore not examined. Further, family resilience is an ongoing process and not a set of static traits. Consequently, it may be that the snapshot of family resilience produced during this cross-sectional study simply missed when the family’s problem-solving and communication processes were activated. Had data collection occurred earlier in the pandemic when school was still in session when most families were adjusting to new roles and processes in their households, it is possible that the family’s problem-solving and communication processes would have been significant.

It should be noted that neither Walsh (2015) in the third edition of her book, *Strengthening Family Resilience*, nor any of the authors in Becvar’s (2013b) most recent edition of the *Handbook of Family Resilience* present family resilience as an ordered process in which one step on the pathway follows another every time. Instead, time and again family resilience is presented as a set of interrelated “dynamic processes involving strengths and resources that the family *can* access and gain to increase family resilience” (emphasis mine; Walsh, 2015, p. 19). While never presented in such an ordered fashion, understanding if the ways and order in which families with similar backgrounds, context, and structures activate their resilience in times of adversity could be useful.

As with structure and context, families’ perceptions of the impact of external stressors was not affected by their sport involvement. Research has shown that family youth sport

involvement can influence the ways in which the family interacts with the environment in which they are situated by increasing family members' sense of community (Fader et al., 2019; Legg et al., 2015), generating civic pride (Gems & Pfister, 2009), promoting the acculturation of families into new communities (Anderson-Butcher, 2019; Anderson-Butcher & Bates, 2021), and generating friendships among members of the family and other participating families (Green & Chalip, 1997; Lin et al., 2016). Because of the positive outcomes associated with family sport involvement that are linked with aspects of resilience (e.g., generating support systems), it was thought that the dimensions of sport involvement in this study would prove valuable in influencing families' perceptions of the impact of external stressors, but this did not occur.

Sport can be implemented in many ways, and that implementation likely affects whether it exposes families to more risk or serves as a protective factor against other stressors. To this end, Dorsch and colleagues (2009, 2016) present evidence that different sport settings can negatively affect families of all structures and contexts simply through the demands placed on the family, and these effects are not limited to families in the club sport setting. If so, then the potential dual or diverse impacts of sport involvement may have canceled one another out, thus showing no significant impact. Second, the broad net cast by this study is also likely a cause for this finding, as it does account for differences in the ways in which families engaged with sport or the environmental factors that they were experiencing. It is well-established that families in more competitive youth sport settings who use more resources engage with sport in different ways than do families participating in less competitive settings (Dunn et al., 2016; Sutcliffe et al., 2019). By requesting responses from sport families participating in all settings of sport, the impact of responses was likely diminished as differences in the experiences of families and demands placed on them by the sport setting in which they are participating are too vast (e.g.,

club and recreational sport). Therefore, having a broad study population effectively canceled out any potential significance. Third, it is possible that reduced opportunities for sport participation at the time of data collection muted what may have been a more robust or salient factor before the pandemic.

Interestingly, the proportion of children in the family participating in club sport impacted families' perceptions of the economic recession. However, the direction of influence was not expected as the more children families had participating in club sport was associated with perceptions that the recession had *less* of an impact on the family. This is likely an artifact of income as income was positively correlated with the proportion of children playing club sport ($r^2=.13, p<.01$) and negatively correlated with perceptions of the economic impact on the family ($r^2=-.19, p<.01$). But it is important to note that both correlations, while significant, are small. Alternatively, it may be that families participating in club sport were able to continue participation at the time of data collection, as many club sport opportunities continued to operate during COVID-19 when other sport settings could not or did not. In addition to the small correlation between income and club sport participation, the ability for continued participation in this setting is thought to have provided families an opportunity to dissociate with the overwhelming impact that the recession was having on others (cf. Genoe & Liechty, 2017).

Relationship between Family Resilience and Sport Involvement

The primary tenets of family systems theory (Whitchurch & Constantine, 1993) and Bronfenbrenner's ecological model of human development (1977) position the family and the individual within an environment where they are influence and are influenced by the other systems with which they interact. Walsh's (2015) Systems Theory of Family Resilience accepts the assumptions of the ecological framework, stating that a family's resilience is uniquely

generated resulting from the family's interactions with other systems within its environment. As youth sport is one of these systems with which many families interact with frequently (Aspen Institute, 2021), it would be expected that a family's youth sport participation would be linked to their family resilience. Studies of youth sport have found some of the processes of family resilience to be observable in the families studied, as families have developed better communication among members (Tamminen, 2017), increases in family connectedness (Kay, 2000), and increases in their abilities to make meaning of and overcome the adversities they are facing (Galli & Reel, 2012; Noh & Shahdan, 2020). Not all interactions between the family and sport systems result in the generation of protective factors, however, as sport has been suggested to be capable of leading to diminished communication among family members (Bai & Repetti, 2015), reductions in family quality time and closeness (Dorsch et al., 2009), and splintered relationships throughout the family (Coakley, 2006; Côté, 1999; Dyck & Daly, 2006; Harwood & Knight, 2009; Lally & Kerr, 2008)

Although families differed on only a few aspects of resilience and did not differ in their sport involvement, nearly all dimensions of resilience were associated with sport involvement. Families reported a positive relationship between sport involvement and resilience, with the exception of family connectedness. This dimension of family resilience was not associated with either behavioral or affective involvement but was negatively related to cognitive and dysfunctional sport involvement. In short, the more families thought about sport, knew about sport, and valued winning and achievement in sport, the less they reported family connectedness. Similarly, club sport participation was positively associated with all involvement dimensions except for cognitive sport involvement. This was an interesting finding given what is known about the importance placed on youth sport by families in the club sport setting, with some

parents hiring private coaches for their toddlers simply to give them a head start (Hyman, 2012). Lastly, the affective involvement of youth sport families was positively associated with all sport settings except for community sport but was more highly correlated with club sport than with recreational or school sport.

These findings are directly aligned with previous youth sport research that found that increases in demands associated with youth sport settings lead to negative outcomes for families and their members (Bean et al., 2014; Farrey, 2008; Hyman, 2012). These negative outcomes are consistent with the negative correlations between the cognitive and dysfunctional dimensions of youth sport involvement and family connectedness. Families experiencing greater connectedness are those that enjoy spending time with one another and share involvements with one another (Beavers & Hampson, 2000; Olson & Gorall, 2006; Walsh, 2015). The more sport is central to the family's sharing (e.g., parents provide advice, feedback), the less connected the family. Similarly, families are less connected when they have a strong (some would say, dysfunctional) emphasis on winning, persevering, and advancing in the sport. The reduction in connectedness in the families in this study resulting from sport involvement is seemingly doing the opposite of bringing the family together and is possibly leading to reductions in family quality time (Dorsch et al., 2009; Dorsch et al., 2015; Merkel, 2013), relationship quality among family members (e.g., Coakley, 2006), and individual well-being (Appleton et al., 2010; Bowers et al., 2014; Sagar & Lavalley, 2010).

Finding that family resilience and sport involvement are largely related across all dimensions points to the interrelated nature of the systems located within a family's environment that is consistent with systems theories more generally (Whitchurch & Constantine, 1993). The interrelationship of family resilience and sport involvement is a promising finding for sport

practitioners and scholars interested in using youth sport as a vehicle for positive family outcomes, as it illuminates the connection between the two aspects of the family and the potential to increase a family's resilience through their sport involvement.

Theoretical Implications

Findings from the current study address the notion of the process or trait orientation of family resilience (see Becvar, 2013). While not advancing the theoretical knowledge of family resilience *per se*, this study does challenge the conceptualization of cross-sectional work as being that which can *only* identify traits of family resilience and not the process. Instead, this study advances the notion that cross-sectional studies can and should be viewed as those able to understand points on the family resilience process timeline when a family's resilience is active or dormant. While possibly semantic, this conceptual shift in thinking allows researchers to accept that resilience is a process *with* traits and not a dichotomy of processes *or* traits. At the very least, future work should consider the idea of differential activation of traits as a function of stressors faced by families with different structures and contexts, and consider the sequential activation of dimensions of resilience.

This study offers further evidence of the need to consider the entirety of the family (i.e., both its context and structure) in studies of family in sport settings, decentering individualistic approaches often taken (see Coakley, 2011). While we have long known that families provide the support necessary for sport participation (e.g., Fredricks & Eccles, 2004) and can be influenced by their sport involvement (Côté, 1999), the current study takes a major step forward by establishing additional links between family youth sport participation and family resilience. Doing so can help youth sport scholars interested in families develop theory, design studies that look further into the relationship, and make recommendations for families and youth sport

practitioners moving forward. Additionally, establishing the link between sport involvement and family resilience helps to establish systems theory as a framework capable of assisting scholars in understanding the impacts of sport involvement on the family and the impact of the family on the other systems located in their environment (Whitchurch & Constantine, 1993).

This study also advances the notion of youth sport as a viable developmental setting in which families can be studied. Like other settings with which families frequently interact (e.g., schools and churches), youth sport is a developmental setting capable of generating protective factors and vulnerabilities for families, as evidenced by the strong associations among family resilience and sport involvement dimensions. Given the current popularity and size of the industry (Aspen Institute, 2021) and the evangelical views held by many parents about the benefits of sport participation (Coakley, 2011), it is likely that youth sport settings could provide further knowledge about how interactions with other systems influence family functioning. Lastly, the seasonality of youth sport combined with the various settings in which participation can occur and the heterogeneity of participants provides a controlled environment for research that is potentially more differentiated than school or church settings.

Lastly, this study was designed and executed with the intent to decenter the heteronormativity of the youth sport family (i.e., white, middle-class, “traditional” family structure) that is frequently presented in the literature, as suggested by Oswald and colleagues (2005). This was done through intentional recruitment and inclusion of families often not included in studies of this nature. Clearer pictures of the variety of youth sport families, their structures, and their contexts were gleaned in so doing. Although a more nuanced understanding of these families now exists, much more work is required to understand fully the experiences of marginalized youth sport families and to reverse long-held myths and stigma associated with these families. It is hoped that current

and future youth sport scholars will follow the spirit of this study and actively seek to include the experiences of historically marginalized populations of youth sport families in their studies.

Practical Implications

While the impact of sport involvement was not significant in many aspects of the current study, there are still multiple recommendations for both youth sport development practitioners and families. From an organizational standpoint, the present study can help better understand the nuances that exist among participating families, both in their context and structure. By better understanding the how families differ in terms of their structure or context and what that means for participating families, organizations would likely reduce adverse outcomes and amplify positive aspects of their youth sport offerings. This study found that the proportion of youth sport participants per household differed based on family context. Therefore, youth sport organizations need to identify the elements of context found to lead to higher participation and adjust their offerings accordingly. This is especially true for organizations aimed at mass participation and with a developmental focus (i.e., recreational, intramural, and community sport). It is recommended that youth sport organizations with these aims look for ways to make their opportunities as broad as possible, as the family context with the highest proportion of participating children – the High Achievers – was racially and ethnically diverse, and had a wide range of incomes, and educational attainment. The good news for sport organizations is that the High Achiever family context was also geographically diverse, meaning that these recommendations could be applied in all regions of the country. Creating youth sport programming that amplifies positive outcomes of sport would likely result in the generation of youth sport programming that is more accessible to a greater number of families, thereby

increasing the population base available for participation and the longevity of participation through greater enjoyment for participants and their families.

Additionally, youth sport programs and practitioners dedicated to the practice of sport for development could use the correlations found between sport involvement and the dimensions of family resilience to develop programming aimed at using sport to generate family resilience for families who are experiencing environmental stressors. Walsh (2015) notes that applying a family resilience framework has broad utility in practice for families facing adverse situations, including recovering from the loss of a loved one, navigating disruptions in everyday life, or overcoming chronic issues (e.g., poverty) and barriers to success (at-risk youth). Five of the six dimensions of family resilience are positively correlated with all four dimensions of family sport involvement, increases in sport involvement would lead to increases in resilience. To do this, it is recommended that practitioners find ways to include family members in their programming to develop more ways for parents and children to share the affective and cognitive aspects of sport involvement. Both dimensions of youth sport involvement are related to the behavioral involvement of the family, so by focusing on increasing the attitudes and feelings of a family towards sport and educating those in the family about the functional aspects of sport, it is expected that increases in behavioral involvement will be associated. This link is consistent with previous studies indicating a relationship between a parent's affective and cognitive sport involvement and their child's attitude towards and participation in sport (Kimiecik & Horn, 2012; Weiss & Wiese-Bjornstal, 2009).

To encourage the development of family resilience, practitioners in these spaces should design aspects of their sport programming with specific aims to improve family communication and problem-solving, generate and use social resources, develop a family spirituality, and create

the ability to make meaning of the adversity they may be facing while keeping a positive outlook. To develop communication, it is recommended that parents and children participate in the same sport at the same time. Additionally, both children and their parents could alternate roles of coach and referee, depending on the sport being played. This would not only increase the behavioral and cognitive involvement of families, but it would encourage two-way communication between the parent and child. Program managers could meet with all participants prior to participation to help guide them through useful communication while playing sport. They could also manipulate a sporting experience that requires the participants to work together in a problem-solving exercise, allowing them to continue increasing positive communication patterns and overcome adversity. By developing programming with a family focus, practitioners can assist families to generate social support resources, both with the other participating families and the organization. While applicable to all families, it is recommended that this program design be implemented in three communities: (1) families looking to acculturate to a new city/country; (2) families with limited resources related to their structure or context; and (3) blended families seeking to form familial bonds and resilience capabilities.

Lastly, the current study's findings can help youth sport families understand how their involvement in youth sport influences how they are resilient and their overall functioning. It is hoped that generating this understanding will help sport families better navigate their youth sport involvement. Identifying a prescriptive pathway for families to have the best sport experience was not the aim of this study, nor is it likely possible. Instead, it is hoped that parents will use the findings of this study to self-monitor how they feel that their youth sport participation is influencing their closeness, communication, and belief systems and adjusting when necessary to make sure that they are not in danger of being negatively affected. With the number of

opportunities to participate in sport continuing to rise, it is understandable that parents will rely on their networks of friends and family members to make decisions about participating in youth sport without fully considering the impacts. Also, parents are easily swayed by wanting to be viewed as going above and beyond in providing opportunities for their children (Coakley, 2006), often ignoring the intention of youth sport involvement. However, as was detailed in the current study, the nuances of families in structure and context mean that using the experiences of others as a benchmark for participation will possibly lead to an experience that is less enjoyable for the family. Instead, it is recommended that families understand that there are multiple settings of youth sport that they can choose and that the benefits and enjoyment of participation will likely be greater when the family has selected an opportunity that does not cause reductions in their functioning.

Limitations and Future Research

As with all studies, this study is not without its limitations. The most glaring limitation to this study that likely impacted the results was that of recruitment. As data collection took place during the height of COVID-19 restrictions, recruitment could only take place online. A primary concern with limiting the data collection to a single modality is that access is reduced to only those with access, thereby eliminating the chance for an all-inclusive study. While the population of respondents was diversified through direct and paid recruitment, the final sample population skewed predominantly white, highly educated, and middle-to-upper class, which is not wholly representative of the general population of youth sport families (Aspen Institute, 2021). Notably, data about same-sex parents and cohabiting youth sport families, and information about other family structure and context variations were not collected as part of this study.

An additional limitation associated with COVID-19 restrictions is that the data collection process occurred when youth sport participation opportunities were reduced. As a result, the study relied on self-report data concerning previous experiences from respondents without the ability for the researcher to directly observe the phenomena, which has been believed over time to diminish accuracy in reporting (Nisbett & Wilson, 1977; Schacter, 1999). Additionally, self-report measures have historically been biased in two primary ways: 1) respondents tend to answer in a way that they think the researcher wants to see, and 2) respondents answer in a way that makes them look more favorable (Cook & Campbell, 1979). The second aspect of bias listed is likely present in this study as the survey respondent would not only be looking to present themselves in the best light, but their entire family. It is hoped that by designing and presenting an anonymous instrument with neutral language that both biases could be mitigated, but the issues with self-report data likely still exist. It is believed that had youth sports been operating as usual that the results may have been different. It is recommended that a replication study using the same measure be completed during a time in which youth sports are operating as normal to determine if this is a limitation of the study procedures or if the results were skewed because of the COVID-19 pandemic. On a positive note, it is difficult to imagine a time when families as-a-whole faced more ubiquitous external stressors or were more in need of resilience.

Another limitation to the current study is that the measures chosen for the study were not designed to be sympathetic to the nuances that exist across cultures and family structures and contexts (McCubbin & McCubbin, 2013). While broad measures like the ones employed in the current study are useful, it is recommended that future studies use frameworks and measures designed to be culturally sympathetic. Both Bermúdez and Mancini (2013) and Hollingsworth (2013) have generated extended models of Walsh's (2015) widely accepted framework for Latinx

and Black families but have not developed measures to encompass these frameworks.

Additionally, future studies should consider the cultural structural differences common to minority families, as they often extend beyond biological family members in the household. In doing so, scholars could gain a better understanding of how resilience in these family structures works regarding youth sport participation. Future research should focus on minority family populations with these measures, including racial, ethnic, and sexual minority families.

The current study would be improved by obtaining multiple perspectives from a single family, including the athlete's perspective. This is a common problem with quantitative research methods examining family systems and in studies of youth sport and should be addressed in the design of future studies. To understand how youth sport participation affects families, it would be useful to hear from all family members, including athletes and their siblings. To achieve this aim, it is recommended that future studies are conducted using qualitative methods. It is thought that the case study approach would lend itself easily to these studies, as multiple families with different family structures and contexts from a single team (cases) could be interviewed and observed throughout a season, providing insight into the nuanced shifts in family functioning that are thought to occur during the youth sport season. This approach would also allow for a targeted focus on specific family structures, contexts, types of sport participation, and processes of resilience of individual families. While qualitative work in this area would provide scholars with a more descriptive understanding of youth sport families, DeHaan and colleagues (2013) have proposed a methodological strategy and quantitative research design and data analysis procedure aimed at gaining a greater understanding of family resilience which would be easily applied to youth sport settings. Both methods described would take advantage of the seasonality of youth sport, allowing researchers the chance to collect data before, during, and following the youth

sport season, something considered necessary if we are meant to understand how youth sport participation is affecting families.

Lastly, it is recommended that future studies of youth sport families and the sport settings they interact with embrace the idea that the interaction between the two systems could create benefits extending beyond individual development to families and the communities in which they are embedded. Therefore, sport programming should be redesigned with the aim being that the positive impact on the sport family is placed at the heart of programming. As is known, children are the primary beneficiaries of youth sport programming, but their experiences rely on their families. As families are systems that are in constant interaction with other systems in their environment (e.g., youth sport), it is thought that shifting the focus of sport programming to one centered on the generation of promotive factors and negation of risk that sport would become more beneficial and enjoyable for individuals and families alike, which could have positive effects on recruitment and retention practices. Although the pandemic limited organized youth sport opportunities, at least temporarily, it also created more informal opportunities for families to do sport together. This model should be further explored and perhaps incorporated into the youth sport landscape creatively and permanently.

Conclusions

The current study has made a significant contribution to our understanding of how the structure and context of the family influence their resilience and the relationship between a family's resilience the youth sport involvement. This study also provides new insight into whether family resilience is a process or trait (Becvar, 2013b) and demonstrates the need to examine families as a system influenced by its structure and context. The insights gained from the current study will guide future research in both youth sport and family studies, help youth

sport families be aware of the pitfalls and benefits to their well-being associated with their participation, and provide information to practitioners that can be used to generate sport that is more enjoyable for all families.

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APPENDIX A: IRB APPROVAL DOCUMENTS



OFFICE OF THE VICE CHANCELLOR FOR RESEARCH & INNOVATION

Office for the Protection of Research Subjects
805 W. Pennsylvania Ave., MC-095
Urbana, IL 61801-4822

Notice of Exempt Determination

July 8, 2020

Principal Investigator	Julian Woolf
CC	Jeffery Farr
Protocol Title	<i>Identifying the Role of Youth Sport Involvement in Family Resilience</i>
Protocol Number	21017
Funding Source	Unfunded
Review Category	Exempt 2 (i)
Determination Date	July 8, 2020
Closure Date	July 7, 2025

This letter authorizes the use of human subjects in the above protocol. The University of Illinois at Urbana-Champaign Office for the Protection of Research Subjects (OPRS) has reviewed your application and determined the criteria for exemption have been met.

The Principal Investigator of this study is responsible for:

- Conducting research in a manner consistent with the requirements of the University and federal regulations found at 45 CFR 46.
- Requesting approval from the IRB prior to implementing major modifications.
- Notifying OPRS of any problems involving human subjects, including unanticipated events, participant complaints, or protocol deviations.
- Notifying OPRS of the completion of the study.

Changes to an **exempt** protocol are only required if substantive modifications are requested and/or the changes requested may affect the exempt status.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

IORG0000014 • FWA #00008584
217.333.2670 • irb@illinois.edu • oprs.research.illinois.edu

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- Notifying OPRS of the completion of the study.

Changes to an **exempt** protocol are only required if substantive modifications are requested and/or the changes requested may affect the exempt status.

Exempt Form

IRB Number: 21017

Human Subjects Research – Exempt Form

Guidelines for completing this research protocol:

- Please submit typed applications via email. Handwritten forms and hard copy forms will not be accepted.
- For items and questions that do not apply to the research, indicate as “not applicable.”
- Provide information for all other items clearly and avoid using discipline-specific jargon.
- Please only include text in the provided boxes. The text boxes will expand as they are typed in to accommodate large amounts of text.
- Ensure that your research qualifies as exempt. Exempt categories of research can be viewed [here](#). If the proposed research does not qualify in any of these categories, please complete and submit the [Protocol Form](#).

Before submitting this application, ensure that the following have been completed.

- Exempt Form is complete.
- Relevant CITI modules have been completed for all members of the research team at www.citiprogram.org.
- Informed consent/assent/parental permission document(s) are provided.
- Recruitment materials are provided.
- Research materials (e.g. surveys, interview guides, etc.) are provided.
- Any relevant letters of support are provided.

Instructions on the exempt review process and guidance to submitting applications, can be found on the OPRS [website](#). You may also contact OPRS by email at irb@illinois.edu or phone at 217-333-2670.

Submit completed applications via email to: irb@illinois.edu.

OFFICE FOR THE PROTECTION OF RESEARCH SUBJECTS	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
805 West Pennsylvania Avenue, MC-095, Urbana, IL 61801	T 217-333-2670
irb@illinois.edu	www.irb.illinois.edu
	Revised: 12/3/18

Exempt Form

Section 1: PRINCIPAL INVESTIGATOR (PI)

The Illinois Campus Administrative Manual allows assistant, associate, and full professors to act as PI. Other individuals may serve as PI after obtaining approval from the necessary party.			
Last Name: Woolf	First Name: Julian R.	Degree(s): Ph.D.	
Dept. or Unit: Recreation, Sport, & Tourism	Office Address: Huff 224		
Street Address: 1206 S. Fourth St.	City: Champaign	State: IL	Zip Code: 61820
Phone: 217-300-8758	E-mail: jwoolf@illinois.edu		
Urbana-Champaign Campus Status: Non-visiting member of (Mark One) <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Academic Professional/Staff (Student Investigators cannot serve as PI)			
Training <input checked="" type="checkbox"/> Required CITI Training, Date of Completion (valid within the last 3 years), 11/07/2018 <input type="checkbox"/> Additional training, Date of Completion,			

Section 2. RESEARCH TEAM

2A. Are there other investigators engaged in the research? <input checked="" type="checkbox"/> Yes (include a Research Team Form) <input type="checkbox"/> No
2B. If yes, are any of the researchers not affiliated with Illinois? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Section 3. PROTOCOL TITLE

Identifying the Role of Youth Sport Involvement in Family Resilience
--

Section 4. FUNDING INFORMATION

4A. Is your research funded? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, is there a pending funding decision? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
4B. If either of the above were answered yes, please indicate the funding agency:
4C. A copy of the funding proposal is included: <input type="checkbox"/> Yes

Section 5. CONFLICTS OF INTEREST

Please indicate below whether any investigators or members of their immediate families have any of the following. If the answer to any of the following items is yes, please submit the University of Illinois approved conflict management plan. If you have any questions about conflicts of interest, contact coi@illinois.edu .
--

Exempt Form

5A. Financial interest or fiduciary relationship with the research sponsor (e.g. investigator is a consultant for the research sponsor). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
5B. Financial interest or fiduciary relationship that is related to the research (e.g. investigator owns a startup company, and the intellectual property developed in this protocol may be useful to the company). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
5C. Two or more members of the same family are acting as research team members on this protocol. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Section 6. RESEARCH SUMMARY

<p>6A. In lay language, summarize the objective and significance of the research. The objective of this research is to understand how a family's involvement in youth sport is related to their resilience as a family. This will be accomplished by having parents of youth sport athletes complete an online survey.</p> <p>This study will add to the literature about family units, not just athletes, as stakeholders of youth sport experiences. By gaining a better understanding how a family's involvement in youth sport is related to their overall family resilience, we can provide information to families that can help reduce potential negative outcomes associated with their involvement. Additionally, this knowledge will allow sport managers to better design and promote experiences in youth sport that takes into consideration the entire family as a stakeholder.</p>
<p>6B. Indicate if your research includes any of the following:</p> <p><input type="checkbox"/> Secondary data (use of data collected for purposes other than the current research project)</p> <p><input type="checkbox"/> Data collected internationally (include International Research Form)</p> <p><input type="checkbox"/> Translated documents (include Certificate of Translation and translated documents)</p> <p><input type="checkbox"/> Research activities will take place at Carle</p>
<p>6C. Letters of support from outside institutions or entities that are allowing recruitment, research, or record access at their site(s) are attached. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> Not Applicable</p>

Section 7. PARTICIPANTS AND RECRUITMENT

<p>7A. What is the estimated total number of participants? 500</p>
<p>7B. Select all participant populations that will be recruited, either intentionally or unintentionally.</p> <p>Age:</p> <p><input checked="" type="checkbox"/> Adults (18+ years old)</p> <p><input type="checkbox"/> Minors (≤17 years old)</p> <p><input type="checkbox"/> Specific age range, <i>please specify:</i></p> <p>Gender:</p> <p><input checked="" type="checkbox"/> No targeted gender (both men and women will be recruited/included)</p> <p><input type="checkbox"/> Targeted gender, <i>please indicate:</i> <input type="checkbox"/> Men/boys <input type="checkbox"/> Women/girls <input type="checkbox"/> Other, <i>please specify:</i></p> <p>Race/Ethnicity:</p> <p><input checked="" type="checkbox"/> No targeted race or ethnicity (all races and ethnicities will be recruited/included)</p> <p><input type="checkbox"/> Targeted race or ethnicity, <i>please specify:</i></p>

Exempt Form

College Students:

No targeted college population

UIUC general student body

Targeted UIUC student population, *provide the instructor or course information, name of the departmental subject pool, or other specific characteristics:*

Students at institution(s) other than UIUC, *please specify:*
Any research with students on UIUC's campus needs to be registered with the [Office of the Dean of Students](#).

Other:

People who are illiterate or educational disadvantaged

People who are low-income or economically disadvantaged: Low income or economically disadvantaged people will not be intentionally recruited, however, given the popularity of youth sports among all populations, it is foreseeable that people who are recruited may have these characteristics.

People who are non-English speaking

Other, *please specify:* Adults with children 18 years old or under who are participating in youth sport

7C. Select all recruitment procedures that will be used.

Student subject pool, *please specify:*

Email distribution

MTurk, Qualtrics Panel, or similar online population

US Mail

Flyers

Website ad, online announcement (e.g. eWeek), or other online recruitment

Newspaper ad

Verbal announcement

Other, *please specify:* Social media sites: LinkedIn, Facebook, Twitter, Instagram

Not applicable (secondary data only)

Drafts or final copies of all recruitment materials are attached. Yes

7D. For each group of participants, describe the details of the recruitment process.

Parents of youth sport athletes will be recruited using the researcher's personal and professional networks. The co-investigator (Jeffrey Farr) will post an announcement on various social networking sites (e.g., Facebook, Twitter, LinkedIn) asking parents of youth sport athletes to complete the attached survey. Participants will be asked upon completion to share this survey to their own personal networks of sport parents. Additionally, Mr. Farr will be contacting league organizers and other youth sport professionals (e.g., private coaches, youth sport volunteers, researchers) directly via email and requesting that they distribute the survey to their participating families. During his time studying youth sport in addition to his existing social network, Mr. Farr knows a large number of families that have children who are participating in youth sport currently and has maintained contact with them on his various social media platforms and/or via direct messaging (e.g., phone, text, email). Since the current study is not focused on a specific type of youth sport experience, any parent that receives the survey will be able to participate.

Exempt Form

Due to the length of the data collection process, it is expected that social media posts will be made on multiple occasions and a minimum of 1 follow up email will be sent to those with whom Mr. Farr is in direct contact.

7E. Will subjects receive compensation or rewards before, during, or after participation?

Yes No

If yes, provide a brief description of compensation or rewards.

Section 8. RESEARCH PROCEDURES

8A. Select all research methods and/or data sources that apply.

Surveys or questionnaires, *select all that apply:* Paper Telephone Online

Interviews

Focus groups

Field work or ethnography

Standardized written, oral, or visual tests

Taste or smell testing

Intervention or experimental manipulation

Recording audio and/or video and/or taking photographs

Materials that have already been collected or already exist, *specify source of data:*

[HIPAA-protected data](#)

[FERPA-protected data](#)

[GDPR-protected data](#)

Other, *please specify:*

8B. List all testing instruments, surveys, interview guides, etc. that will be used in this research.

Copy of the survey is attached.

Drafts or final copies of all research materials are attached. Yes

8C. List all locations where research will take place.

Data collection will only take place online.

8D. List approximate study dates. July 2020 – May 2021

8E. What is the duration of participants' involvement? ~15-20 minutes

8F. How many times will participants engage in research activities? One

8G. Narratively describe the research procedures in the order in which they will be conducted.

Participants will complete the provided survey at their convenience.

Section 9. CONFIDENTIALITY AND PRIVACY

9A. How are participant data, records, or specimens identified when received or collected by researchers? Identifiers include, but are not limited to, name, date of birth, email address, street address, phone number, audio or video recordings, and SSN.

No identifiers are collected or received

Direct identifiers

Indirect identifiers (e.g. a code or pseudonym used to track participants);

Exempt Form

Does the research team have access to the identity key? <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>9B. Select all methods used to safeguard research records during storage:</p> <p><input type="checkbox"/> Written consent, assent, or parental permission forms are stored separately from the data</p> <p><input checked="" type="checkbox"/> Data is collected or given to research team without identifiers</p> <p><input checked="" type="checkbox"/> Data is recorded by research team without identifiers</p> <p><input type="checkbox"/> Direct identifiers are removed from collected data as soon as possible</p> <p><input type="checkbox"/> Direct identifiers are deleted and no identity key exists as soon as possible</p> <p><input type="checkbox"/> Participant codes or pseudonyms are used on all data and the existing identity key is stored separately from the data</p> <p><input checked="" type="checkbox"/> Electronic data is stored in a secure, UIUC-approved location, <i>please specify:</i> All data will be stored in a folder on the Illinois Box system, on a password protected computer</p> <p><input type="checkbox"/> Hard-copy data is stored in a secure location On UIUC's campus, <i>please specify</i></p> <p><input type="checkbox"/> Other, <i>please specify:</i></p>
<p>9C. How long will identifiable data be kept? N/A</p>
<p>9D. Describe provisions to protect the privacy interests of subjects. Respondents will have the opportunity to complete the survey at a time and place of their choosing.</p>
<p>9E. Describe the training and experience of all persons who will collect or have access to the data. All members of the research team have completed the CITI training program.</p> <p>Mr. Jeff Farr has recently completed his fourth year as a Ph.D. student in Recreation, Sport and Tourism at UIUC. He has taken the following relevant coursework as part of his graduate education at UIUC: RST 503 – Advanced Leisure Research Methods; RST 520 – Critical Issues in Sport; RST 550/551 – Theory and Methods of Leisure; HDFS 521 – Family Theories; HDFS 528 – Parenting; HDFS 590 – Advanced Research Methods</p> <p>As part of his coursework, Mr. Farr has both learned how to create and adapt existing measures to be used on surveys and has had the opportunity to conduct smaller-scale studies using this methodology. The feedback provided during these interactions has provided Mr. Farr with insight as to how to produce and distribute survey measurements that reach their intended audiences and meet reliability and validity standards.</p> <p>Dr. Jules Woolf is an assistant professor in Recreation, Sport and Tourism at UIUC and received his research training and Ph.D. at the University of Texas at Austin. Dr. Woolf's research interests involve examining the positive and negative health outcomes from sport participation. He has conducted and published studies on doping with vulnerable populations (such as adolescents), elite athletes (such as Olympians), and professional athletes. He has published studies that use qualitative, quantitative, and mixed-method procedures. He has received grants from the American Alliance for Health, Physical Education, Recreation, and Dance, the World Anti-Doping Agency, and in Canada, the SSHRC Tri-Success Grant Program. In addition, he regularly serves as a reviewer for the World Anti-Doping Agency Social Science Research Grants. He is a Research Fellow with the North American Society for Sport Management and serves on the editorial board of Sport & Entertainment Review, and Case Studies in</p>

Exempt Form

Sport Management. As an instructor, he has taught Research Methods to graduate students at several institutions and has supervised numerous (in excess of 25) graduate students who have conducted and presented their research at various national and international conferences.

Section 10. CONSENT PROCESS

<p>10A. Indicate all that apply for the consent process.</p> <p><input type="checkbox"/> Written informed consent</p> <p><input checked="" type="checkbox"/> Waiver of Documentation (signature) of Informed Consent</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Online consent <input type="checkbox"/> Oral consent <input type="checkbox"/> Unsigned Information Sheet Provided</p> <p style="padding-left: 20px;">Explain why a Waiver of Documentation is necessary: The signature would be the only link between the survey respondents and their data. By not requiring a signature, we are able to eliminate personal identifiers from being collected.</p> <p><input type="checkbox"/> Waiver of Informed Consent</p> <p style="padding-left: 20px;">Explain why a Waiver of Informed Consent is necessary:</p>
<p>10B. List all researchers who will obtain consent from participants. N/A</p>
<p>10C. Describe the informed consent process. The first statement presented to participants when beginning the online survey will be one of consent to which they will be able to agree or disagree. Those who agree will be taken to the survey while those who disagree will not. Linked to this statement will be a downloadable version of the consent form for all participants to access.</p>
<p>10D. Where will consent be obtained? It will be included as part of the survey</p>
<p>10E. Will participants receive a copy of the consent form for their records?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, if no, explain:</p>
<p>10F. Indicate factors that may interfere or influence the collection of voluntary informed consent.</p> <p><input checked="" type="checkbox"/> No known factors</p> <p><input type="checkbox"/> Research will involve students enrolled in a course or program taught by a member of the research team</p> <p><input type="checkbox"/> Research will involve employees whose supervisor(s) is/are recruiting participants</p> <p><input type="checkbox"/> Participants have a close relationship to the research team</p> <p><input type="checkbox"/> Other, specify any relationship that exists between the research team and participants:</p> <p>If applicable, describe the procedures to mitigate the above factors.</p>
<p>10G. Copies of the consent form(s) are attached. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not applicable</p>

Section 11. DISSEMINATION OF RESULTS

<p>11A. List proposed forms of dissemination (e.g. journal articles, thesis, academic paper, conference presentation, sharing within industry, etc.).</p> <p>Dissertation; Journal article; Conference presentation</p>
<p>11B. Will any identifiers be published, shared, or otherwise disseminated? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, does the consent form explicitly ask consent for such dissemination, or otherwise inform participants that it is required in order to participate in the study? <input type="checkbox"/> Yes</p>
<p>11C. Do you intend to put de-identified data in a data repository? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

Exempt Form

If yes, explain how data will be de-identified.

Section 12. EXPECTED COMPLETION DATE

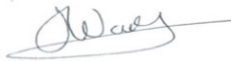
12A. What is the expected completion date of this research? May 2021

12B. *Please note:* Exempt protocols are given a closure date 5 years after their initial approval date, although researchers can request that the study remain open as the closure date approaches.

Section 13 INVESTIGATOR ASSURANCES

I certify that the project described above, to the best of my knowledge, qualifies as an exempt study. I agree that any changes to the project will be submitted to the Office for the Protection of Research Subjects for review prior to implementation. I realize that some changes may alter the exempt status of this project.

The original signature of the PI is required before this application may be processed (electronic signatures are acceptable).



June 26, 2020

Principal Investigator

Date

Section 14. DEPARTMENTAL ASSURANCE (OPTIONAL)

If the PI is not eligible to serve as PI under the [Campus Administrative Manual](#), the applicable academic dean, institute director, or campus administrative officer indicates their approval of the researcher to act as Principal Investigator.

Applicable Authorizing Officer

Date

Research Team

For Listing Additional Researchers who are Involved in the Project
All forms must be typewritten and submitted via email to irb@illinois.edu.

When to use this form: If there are collaborating researchers participating in a research study, including those from other institutions, complete this form by listing all collaborating researchers. Include all persons who will be: 1) directly responsible for project oversight and implementation, 2) recruitment, 3) obtaining informed consent, or 4) involved in data collection, analysis of identifiable data, and/or follow-up. **Please copy and paste text fields to add additional research team members.**

Note:

- Changes made to the Principal Investigator require a revised [Protocol Form](#) and an [Amendment Form](#).
- A complete Research Team form with all research team members included needs to be submitted every time the research team is updated.

Section 1. PROTOCOL INFORMATION

1A. Principal Investigator: Julian R. Woolf
1B. Protocol Number:
1C. Project Title: Understanding the Relationship Between Family Functioning and Youth Sport Participation

Section 2. ADDITIONAL INVESTIGATORS

Full Name: Jeffrey R. Farr	Degree: M.S. Kin	Dept. or Unit: RST
Professional Email: jfarr2@illinois.edu		Phone: (512) 838-1026
Campus Affiliation: <input checked="" type="checkbox"/> University of Illinois at Urbana-Champaign <input type="checkbox"/> Other, <i>please specify:</i>		
Campus Status: <input type="checkbox"/> Faculty <input type="checkbox"/> Academic Professional/Staff <input checked="" type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student <input type="checkbox"/> Visiting Scholar <input type="checkbox"/> Other, <i>please specify:</i>		
Training: <input checked="" type="checkbox"/> Required CITI Training, Date of Completion (valid within last 3 years): Social and Behavioral Research Protection of human subjects – Completed March 5, 2020 <input checked="" type="checkbox"/> Additional training, Date of Completion: Internet Research SBR – Completed January 26, 2018 <input checked="" type="checkbox"/> Additional training, Date of Completion: Social and Behavioral Responsible Conduct of Research – Completed March 9, 2019		
Role on Research Team (check all that apply): <input checked="" type="checkbox"/> Recruiting <input checked="" type="checkbox"/> Consenting <input checked="" type="checkbox"/> Administering study procedures <input checked="" type="checkbox"/> Handling identifiable data <input type="checkbox"/> Other, <i>please specify:</i>		
<input checked="" type="checkbox"/> This researcher should be copied on OPRS and IRB correspondence.		
<input type="checkbox"/> This researcher is no longer an active research team member.		
Date added to research team: 5/18/2020		Date removed from research team:



Online Consent Form

Identifying the Role of Youth Sport Involvement in Family Resilience

You are being asked to participate in a voluntary research study. The purpose of this study is to understand how a family's involvement in youth sport is related to their resilience as a family unit. Participating in this study will involve completing an online survey and your participation will last around 15-20 minutes. There are no known risks related to this research study; benefits related to this research include the development of youth sport opportunities that are more family-friendly.

Principal Investigator Name and Title: Dr. Julian R. (Jules) Woolf, Assistant Professor
Department and Institution: Department of Recreation, Sport & Tourism, University of Illinois
Contact Information: 220 Huff Hall 1206 South Fourth Street; Champaign, IL 61820
Email: jwoolf@illinois.edu; Tel: (217) 300-8758

Co-Investigator Name and Title: Jeffrey R. (Jeff) Farr, Doctoral Candidate
Department and Institution: Department of Recreation, Sport & Tourism, University of Illinois
Contact Information: 219 Huff Hall 1206 South Fourth Street; Champaign, IL 61820
Email: jfarr2@illinois.edu; Tel (mobile): (512) 838-1026

What procedures are involved?

The study procedures are one online survey that should take around 15-20 minutes to complete.

This research will be performed at your convenience at a location that works best for you. You will be able to participate one time over the next 8 weeks. Each survey will last around 15-20 minutes.

Will my study-related information be kept confidential?

Members of the research team who may see your information will maintain confidentiality to the extent of laws and university policies. Personal identifiers will not be collected, published, or presented.

Will I be reimbursed for any expenses or paid for my participation in this research?

You will not be offered payment for being in this study.

Can I withdraw or be removed from the study?

If you decide to participate, you are free to withdraw your consent and discontinue participation at any time. Your participation in this research is voluntary. Your decision whether or not to participate, or to withdraw after beginning participation, will not affect your current or future dealings with the University of Illinois at Urbana-Champaign.

The researchers also have the right to stop your participation in this study without your consent if they believe it is in your best interests and/or if you were to object to any future changes that may be made in the study plan.

Will data collected from me be used for any other research?

Your de-identified information could be used for future research without additional informed consent.

Who should I contact if I have questions?

University of Illinois at Urbana-Champaign
Institutional Review Board

Approval Date: July 8, 2020
Closure Date: July 7, 2025
IRB # 202017



Online Consent Form

Contact the researchers Jeffrey (Jeff) Farr at (512) 838-1026 or jfarr2@illinois.edu, or Julian (Jules) Woolf at jwoolf@illinois.edu if you have any questions about this study or your part in it, or if you have concerns or complaints about the research or its procedures.

If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact the University of Illinois at Urbana-Champaign Office for the Protection of Research Subjects at 217-333-2670 or via email at irb@illinois.edu.

Please print this consent form if you would like to retain a copy for your records.

I have read and understand the above consent form. I certify that I am 18 years old or older and have a child who has participated in organized youth sport in the past 12 months. By clicking the "Submit" button to enter the survey, I indicate my willingness to voluntarily take part in this study.

SUBMIT

APPENDIX B: SAMPLE RECRUITMENT DOCUMENTS

Sample Social Media Recruitment Post

Hi everyone! As many of you already know, I am currently in the process of completing my Ph.D. in sport management at the University of Illinois. To complete my degree, I am doing online research about families with youth sport athletes. If you have a child who has played any type of organized youth sport in the past 12 months, you are eligible to take part in this survey. If you are willing to take part, please follow the link below to begin the brief survey. If you have any questions prior to your participation, please reach out to me directly at jrfarr2@illinois.edu. You can also leave a comment below or message me directly if that is easier for you. Thank you!

Sample Recruitment Email(s)

To person already in network:

Hello, (insert name of contact),

As you likely know, I am a Ph.D. student in the in the Recreation, Sport, and Tourism department at the University of Illinois. I am currently doing my dissertation research on families and how their involvement in youth sport is related to their overall resilience as a family. It is my goal to have this study be the first of many that helps youth sport managers like yourself develop advanced programming that increases retention of participation as a result of its appeal to families.

I am contacting you today to see if you would please share the attached survey with the parents in your league/on your team. Participation in this research includes completing 1 online survey that will cover topics including family resilience, the ways in which the families are involved in sport, and their thoughts on how the current situation with the COVID-19 pandemic has affected their family and their approach to sport. The survey should take between 15 and 20 minutes to complete and can be done at the parent's convenience, as long as they have the link. If you have any questions for me about the study that I have not addressed above please don't hesitate to reach out to me at (512)838-1026 or jrfarr2@illinois.edu.

To person not already in network:

Hello, (insert name of contact),

My name is Jeff Farr and I am a Ph.D. student in the in the Recreation, Sport, and Tourism department at the University of Illinois. I am currently doing my dissertation research on families and how their involvement in youth sport is related to their overall resilience as a family. It is my goal to have this study be the first of many that helps youth sport managers like yourself develop advanced programming that increases retention of participation as a result of its appeal to families.

I found your information on your (team/league) website and I am contacting you to see if you would please share the attached survey with the parents in your league/on your team.

Participation in this research includes completing 1 online survey that will cover topics of family resilience, the ways in which the families are involved in sport, and their thoughts on how the current situation with the COVID-19 pandemic has affected their family and their approach to sport. The survey should take between 15 and 20 minutes to complete and can be done at the parent's convenience, as long as they have the link. If you have any questions for me about the study that I have not addressed above, please don't hesitate to reach out to me at (512)838-1026 or jrfarr2@illinois.edu.

APPENDIX C: FULL STUDY MEASURE

*Note: Anything listed in **bold** below does not appear on the survey.*

Survey welcome page:

Thank you for your interest in taking part in this research project. This research may help make youth sport better for all families. We ask that only one adult per household complete the survey and request that the adult with the closest upcoming birthday be that adult, if possible. The following survey should take you around 20 minutes to complete.

Survey Consent page:

You are being asked to participate in a research study being done by Jeffrey (Jeff) Farr and Dr. Julian (Jules) Woolf at the University of Illinois at Urbana-Champaign. The purpose of this study is to understand how a family's involvement in youth sport is related to their resilience as a family unit. Participating in this study will involve completing an online survey and your participation will last around 15-20 minutes. There are no known risks related to this research study; benefits related to this research include the development of youth sport opportunities that are more family-friendly.

To qualify for participation in this study, you need to have at least one child 18 years old or younger who is or has participated in organized youth sport within the past 12 months.

Members of the research team who may see your information will maintain confidentiality to the extent of laws and university policies. Personal identifiers will not be collected, published, or presented. Your de-identified information could be used for future research without additional informed consent.

If you decide to participate, you are free to withdraw your consent and discontinue participation at any time. Your participation in this research is voluntary. Your decision whether or not to participate, or to withdraw after beginning participation, will not affect your current or future dealings with the University of Illinois at Urbana-Champaign.

If you have any questions about the research study, please contact Jeff Farr at jrfarr2@illinois.edu. If you have questions or concerns about your rights as a participant, please contact the University of Illinois at Urbana-Champaign Office for the Protection of Research Subjects at 217-333-2670 or via email at irb@illinois.edu.

You may view and print this consent form using the following link if you would like to retain a copy for your records.

I have read and understand the above consent form. I certify that I am 18 years old or older and have a child who has participated in organized youth sport in the past 12 months. By clicking the "Yes" button to enter the survey, I indicate my qualification for and willingness to voluntarily take part in this study.

- Yes, I am willing and qualified to participate in this study

- No, I am not willing/am not qualified to participate in this study
-

Survey Block 1 – Family Structure:

Block header: “Thank you once again for your willingness to take this survey. We are trying to understand how a family’s participation in youth sport is related to their resilience, stress, and overall functioning. While taking the survey, please keep in mind that there are no correct answers. We really just want to know what you think. Have fun!”

SCALING: Multiple choice & Open ended

1. Which of the following statements best represents your family unit?
 - a. Two-parent household
 - b. Blended/ Step-family (one in which one or both partners has a child/children from a previous relationship)
 - c. Single-parent household (child lives with me most of the time)
 - d. Single parent household (child lives with other parent most of the time)
 - e. Other (describe) _____
 2. How many children are currently living in your household?
 3. How many of your children have participated in youth sport over the last 12 months?
-

Survey Block 2 – Current youth sport involvement information:

Block header: “The following set of questions are about the sport participation of your child(ren). Please answer the following set of questions for each child you have who has participated in organized youth sport over the last 12 months.

Note: You will be asked the same set of questions for the number of children you said played youth sport in the previous question (e.g., if you said you have 2 kids playing sports, you will get the same set of questions 2 times). ”

SCALING: Multiple choice and open ended (Block will be repeated for each child identified in Block 1, Question 3)

1. How old are they (the child(ren) sport participant; repeat for each child based on the response in Q3 in previous section)?
2. Are they:
 - a. Male
 - b. Female
 - c. Prefer not to say
3. How many different youth sports do they play yearly?
 - a. 1
 - b. 2
 - c. 3
 - d. 4+
4. Which sport(s) did your child play in the last full year of sports (pre-pandemic shutdown)
 - a. Select all levels that apply to this sport (repeat per sport):
 - Recreational/Intramural (No travel; All games local) _____

- Community-based or academy (No overnight travel) _____
- Club/Select/Travel (Primarily travel-based competitions, including overnight travel) _____
- School-based (Official school team) _____

Survey Block 3 – Family Resilience Assessment Scale (Sixbey, 2005):

Block header: “This section helps us to further understand your family and its interactions with one another as well as others.”

SCALING: 6-point Agree-Disagree Likert scale with 27 items; 1= Strongly Agree, 6 = Strongly Disagree

All sections include the following directions: “Please read each statement carefully. Tell us the degree to which you agree or disagree with each statement. There are no right or wrong answers, we are interested in your perceptions of your family.”

***Dimension: Family communication (7 items):**

1. As a family, we understand one another.
2. We can be honest and direct with each other in our family.
3. We can talk about the way we communicate in our family.
4. We can work through difficulties as a family.
5. We discuss problems and feel good about the solutions.
6. We discuss things until we reach a resolution.
7. We feel free to express our opinions.

Dimension: Utilizing social and economic resources (5 items):

1. We ask neighbors for help and assistance.
2. We can depend upon people in this community.
3. We feel people in this community are willing to help in an emergency.
4. We know there is community help if there is trouble.
5. We receive gifts and favors from neighbors.

Dimension: Maintaining positive outlook (5 items):

1. We believe we can handle our problems.
2. We can solve major problems.
3. We can survive if another problem comes up.
4. We feel we are strong in facing big problems.
5. We have the strength to solve our problems.

Dimension: Family connectedness (3 items):

1. We feel taken for granted by family members.
2. We seldom listen to family members' concerns or problems.
3. We think we should avoid getting too involved with people in this community

Dimension: Family spirituality (4 items):

1. We attend church/temple/mosque services.
2. We have faith in a supreme being.
3. We participate in religious activities.
4. We seek advice from religious consultants.

Dimension: Ability to make meaning out of adversity (3 items):

1. The things we do for each other make us feel like part of the family.
2. We accept stressful events as a part of life.

3. We accept that problems occur unexpectedly.

**Statements on the survey do not appear in this order. They have been randomized by the research team.*

Survey Block 4 – Family Sport Involvement:

Block header: “This section helps us to understand your involvement in youth sport.”

All sections include the following directions: “Please read each statement carefully. Tell us the degree to which you agree or disagree with each statement. There are no right or wrong answers, we are interested in your family's involvement in youth sport.”

SCALING: 6-point Agree-Disagree Likert scale with 32 items; 1= Strongly Agree, 6 = Strongly Disagree

All sections include the following directions: “Please read each statement carefully. Tell us the degree to which you agree or disagree with each statement. There are no right or wrong answers, we are interested in your family's involvement in youth sport.”

***Dimension: Affective involvement**

Dimension defined: How the family feels about and values sport and sport involvement

1. Involvement in youth sport has been valuable to our family. (S&S)
2. Lessons learned from sports are consistent with our family’s values.
3. We consider our family a sports family.
4. Athletic participation is important in our family. (S&S)
5. Our family is excited about the start of the sport season
6. Our family would be upset if youth sports were no longer available
7. Our family is excited to watch our child(ren) play sport
8. Our family is very involved in sport (S&S; BCG)
9. Our family enjoys going to youth sport practices. (H&L)
10. Our family enjoys going to youth sport competitions (H&L)
11. Our family is always looking for more sport opportunities

Dimension: Behavioral involvement

Dimension defined: How the family is actively or passively engaging in youth sport opportunities.

1. Our family spends a lot of our time together traveling to and from or at sporting events. (S&S)
2. Our whole family goes to watch our child(ren)’s youth sport competitions. (S&S)
3. We never expect friends and extended family members to come to sporting events involving our child(ren). **(reverse scored)**
4. We shift household responsibilities to allow for a member of our family to participate in sport. (H&L)
5. We consider the needs of all family members registering our children for sport.
6. We often seek out sport opportunities in which multiple members of our family can be involved (as coaches, team administrators, umpires, team mascots, team mom, etc.). (S&S)
7. We celebrate on-field successes as a family unit. (H&L)
8. We proudly display our family’s youth sport involvement (e.g., trophy shelf, photos, social media posts, car decals).
9. We always plan family time around sport commitments. (Turman)

Dimension: Cognitive involvement

Dimension defined: How the family thinks about and engages with sport. Also includes the importance that the family places on sport and how much knowledge family members have about sport.

1. We provide our child(ren) with sport-specific advice/coaching. (S&S; H&L, Kanters)
2. Most of our family conversations are centered around sport and/or sport participation. (S&S)
3. We routinely provide feedback to our kids to help them become better at their sport. (H&L, Turman Kanters)
4. Sport is a primary way that we connect with our kids. (H&L)
5. We think about ways we can help our child(ren) be more competitive in sport. (H&L)
6. Money spent on youth sport is a good investment for our family.
7. Our child(ren) turn(s) to family members when they are experiencing difficulties in their sport. (S&S)

Dimension: Dysfunctional involvement

Dimension defined: The things that a family does or values that often lead to negative experiences and/or reductions in sport development.

1. We feel that winning is the most important thing when playing sport. (Turman, Kanters, Merkel)
2. Our closest friends are other youth sport families.
3. We would choose sport over other activities for our child(ren).
4. We would do whatever is needed to help our child reach the next level of their sport.
5. We would never let our child quit sport before the season is over.

**Statements on the survey do not appear in this order. They have been randomized by the research team.*

Survey Block 4 – Family Stress:

Block header: *“This section helps us to further understand stress and your family.”*

SCALING: Multiple

Dimension: Family Distress Scale (J. A. Weiss & Lunsky, 2011) – Multiple Choice

1. Please select the statement below that best describes your family situation currently.
 - a. Everything is fine, my family and I are not in crisis at all.
 - b. Everything is fine, but sometimes we have our difficulties.
 - c. Things are sometimes stressful, but we can deal with problems if they arise.
 - d. Things are often stressful, but we are managing to deal with the problems when they arise.
 - e. Things are very stressful, but we are getting by with a lot of effort.
 - f. We have to work extremely hard every moment of every day to avoid having a crisis.
 - g. We won't be able to handle things soon. If one more thing goes wrong – we will be in crisis.
 - h. We are currently in crisis, but we are dealing with it ourselves.
 - i. We are currently in crisis, and have asked for help from crisis management services (emergency room, hospital, community crisis services)
 - j. We are currently in crisis and it could not get any worse.

Dimension: Family Well-Being (Lavee et al., 1987) – 6-point Agree-Disagree Likert scale with 9 items; 1= Strongly Agree, 6 = Strongly Disagree (* = reverse-scored item)

The following section includes the following directions: “Please read each statement carefully. Tell us the degree to which you agree or disagree with each statement. There are no right or wrong answers, we are interested in your perceptions of your family.”

- a. My family is happy right now.
- b. I am happy with my friends right now.
- c. I would like for my family to be closer to our relatives.*
- d. I am pleased with the health of all of my family members.
- e. Family members have enough space to live comfortably.
- f. Family members would like to have more time to focus on their own interests.*
- g. I am satisfied with how much time I get to spend with my family.
- h. My family is doing well financially.
- i. Our neighborhood is a good place for our family.

Survey Block 5 – Effect of current events:

Block header: “The questions in this short section will help us to understand how the COVID-19 pandemic and other current events are affecting your family.”

SCALING: Multiple

The following 2 questions are answered using a slider that ranges from -5 (Far too much) to 5 (Not nearly enough)

1. Before the pandemic, how would you describe your family's involvement with each of the following?
 - a. Watching sport
 - b. Participating in youth sport
 - c. Informal sport or physical activities
2. During the pandemic (currently), how would you describe your family's involvement with each of the following?
 - a. Watching sport
 - b. Participating in youth sport
 - c. Informal sport or physical activities

The following 3 questions are to be answered using a slider that ranges from -5 (much better) to 5 (much worse)

3. How would you say your family is doing during the Corona Virus Pandemic in terms of their:
 - a. Day-to-day practical aspects of living together?
 - b. Closeness among family members?
 - c. Overall stress levels?
4. How would you say your family is doing during the recent economic downturn in terms of their:
 - a. Day-to-day practical aspects of living together?
 - b. Closeness among family members?
 - c. Overall stress levels?
5. How would you say your family is doing as a result of the protests about racial equality began in early June in terms of their:
 - a. Day-to-day practical aspects of living together?

- b. Closeness among family members?
- c. Overall stress levels?
- 6. Is anyone in your family currently working outside the home?
 - a. No
 - b. Yes (How many?) _____
- 7. Has anyone in your family lost their job, been laid off or furloughed due to stay-at-home orders?
 - a. No
 - b. Yes (How many?) _____
- 8. Has anyone in your family tested positive for Covid-19, been quarantined, or suspect that they had Covid-19?
 - a. No
 - b. Yes (How many?) _____

Survey Block 6 – Demographics

Block header: *“This section tells us more about you. Even though you are providing some personal information, we have no way to identify you or your family. These questions help us understand you and your family better.”*

1. What is your year of birth? _____
2. What is the highest level of school you have completed or the highest degree you have received?
 - a. Less than high school degree
 - b. High school graduate (high school diploma or equivalent including GED)
 - c. Some college but no degree
 - d. Associate degree in college (2-year)
 - e. Bachelor's degree in college (4-year)
 - f. Master's degree
 - g. Doctoral degree
 - h. Professional degree (JD, MD)
3. Choose one or more of the following that best represents your ethnicity?
 - a. White
 - b. Black or African American
 - c. Spanish or Hispanic or Latinx?
 - d. American Indian or Alaska Native
 - e. Asian
 - f. Native Hawaiian or Pacific Islander
 - g. Other _____
4. What is your gender?
 - a. Male
 - b. Female
 - c. Other _____
5. Please indicate the answer that includes your entire household income in (previous year) before taxes.
 - a. Less than \$30,000
 - b. \$30,000 to \$59,999
 - c. \$60,000 to \$89,999

- d. \$90,000 to \$119,999
 - e. \$120,000 to \$149,999
 - f. \$150,000 or higher
6. In which region of the country are you located?
- Midwest - IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI
 - Northeast - CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT
 - Southeast - AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV
 - Southwest - AZ, NM, OK, TX
 - West - AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY
 - Other: _____
-

Survey Block 7 – Open-ended wrap-up questions:

Block header: *“These last few questions give you an opportunity to describe how your family’s sport experience has been affected by the coronavirus pandemic. It would be incredibly valuable for sport management scholars like myself and sport managers to hear about your experiences from the past few months”*

1. How has the cancellation of youth sport affected your family?
2. How might your family involvement/participation be different post-pandemic when youth sport is “back to normal”?
3. Do you think the pandemic has made lasting changes to your family’s free time activities?

APPENDIX D: PILOT STUDY MEASURE

*Note: Anything listed in **bold** below does not appear on the survey.*

Survey welcome page:

Thanks for your willingness to take this survey. We are working to refine a measure that we can use to understand how families of all types deal with challenges. These times are certainly challenging! We are interested in your opinions. There are not correct answers. We really just want to know what you think. Please answer each of the questions thoughtfully. Thank you!

Survey Block 1 – Family Structure:

SCALING: Multiple choice and open ended

4. First, we'd like to know something about your current household. Please select the option that best describes your current household unit.
 - a. Adult only household
 - b. Adult only household with children living outside the home
 - c. Adults with children living outside and inside the home
 - d. Adults with children in the home _____
 5. Please select the option that best describes the adults currently living in your home.
 - a. Adult couple
 - b. Adult couple with unrelated adults living in the home
 - c. Adult couple with adults from the same family living in the home
 - d. Single adult
 - e. Single adult with adult family members living in the home
 - f. Multiple, unrelated adults
 - g. Other (please describe)
 6. Please select the option that best describes the children currently living in your home.
 - a. your own children (please note how many)
 - b. your own children and children of other family members (please note how many)
 - c. others' children (please note how many)
 - d. your own children and other (non-family members') children (please note how many)
 - e. other (please note how many)
-

Survey Block 2 – Family Resilience Assessment Scale Items on family communication and problem solving (Chiu et al., 2019; Sixbey, 2005):

Block header: “This section asks about your family and the ways in which you interact with one another.”

SCALING: 6-point Agree-Disagree Likert scale; 1= Strongly Agree, 6 = Strongly Disagree

All sections include the following directions: “Please read each statement carefully. Tell us the degree to which you agree or disagree with each statement. There are no right or wrong answers, we are interested in your perceptions of your family.”

***Dimension: Family communication and problem solving (27 items)*:**

8. Our family structure is flexible to deal with the unexpected.
9. We all have input into major family decisions.
10. We are able to work through pain and come to an understanding.
11. We are adaptable to demands placed on us as a family.
12. We are open to new ways of doing things in our family.
13. We are understood by our other family members.
14. We can ask for clarification if we do not understand each other.
15. We can be honest and direct with each other in our family
16. We can blow off steam at home without upsetting someone.
17. We can compromise when problems come up.
18. We can deal with family differences when accepting a loss.
19. We can question the meaning behind messages in our family.
20. We can talk about the way we communicate in our family.
21. We can work through difficulties as a family.
22. We consult with each other about decisions.
23. We define problems positively to solve them.
24. We discuss problems and feel good about the solutions.
25. We discuss things until we reach a resolution.
26. We feel free to express our opinions.
27. We feel good giving time and energy to our family.
28. We learn from each other's mistakes.
29. We mean what we say to each other in our family.
30. We share responsibility in the family.
31. We tell each other how much we care for one another.
32. We try new ways of working with problems.
33. We understand communication form other family members.
34. We work to make sure other family members are not emotionally or physically hurt.

**Statements on the survey do not appear in this order. They have been randomized by the research team.*

Survey Block 3 – Family Resilience Assessment Scale (Chiu et al., 2019; Sixbey, 2005):

Block header: “This section helps us to further understand your family and its interactions with others.”

SCALING: 6-point Agree-Disagree Likert scale; 1= Strongly Agree, 6 = Strongly Disagree

All sections include the following directions: “Please read each statement carefully. Tell us the degree to which you agree or disagree with each statement. There are no right or wrong answers, we are interested in your perceptions of your family.”

Dimension: Utilizing social and economic resources (8 items)*:

6. We ask neighbors for help and assistance.
7. We can depend upon people in this community.
8. We feel people in this community are willing to help in an emergency.
9. We feel secure living in this community.

10. We know there is community help if there is trouble.
11. We know we are important to our friends.
12. We receive gifts and favors from neighbors.
13. We think this is a good community to raise children.

Dimension: Maintaining positive outlook (6 items):

6. We believe we can handle our problems.
7. We can solve major problems.
8. We can survive if another problem comes up.
9. We feel we are strong in facing big problems.
10. We have the strength to solve our problems.
11. We trust things will work out even in difficult times.

Dimension: Family connectedness (6 items):

4. Our friends value us and who we are.
5. We feel taken for granted by family members.
6. We keep our feelings to ourselves.
7. We seldom listen to family members' concerns or problems.
8. We show love and affection for family members.
9. We think we should avoid getting too involved with people in this community

Dimension: Family spirituality (4 items):

5. We attend church/temple/mosque services.
6. We have faith in a supreme being.
7. We participate in religious activities.
8. We seek advice from religious consultants.

Dimension: Ability to make meaning out of adversity (3 items):

4. The things we do for each other make us feel like part of the family.
5. We accept stressful events as a part of life.
6. We accept that problems occur unexpectedly.

**Statements on the survey do not appear in this order. They have been randomized by the research team.*

Survey Block 4 – Effect of current events:

Block header: “The questions in this short section will help us to understand how the COVID-19 pandemic is affecting your family.”

SCALING: Multiple

9. Is anyone in your family currently working outside the home?
 - a. No
 - b. Yes (How many?) _____
10. Has anyone in your family lost their job, been laid off or furloughed due to stay-at-home orders?
 - a. No
 - b. Yes (How many?) _____

11. Has anyone in your family tested positive for Covid-19, been quarantined, or suspect that they had Covid-19?
- No
 - Yes (How many?) _____

The following question was answered using a slider ranging from -5 (much better) to 5 (much worse)

12. How would you say your family is doing during the Corona Virus Pandemic in terms of their:
- Day-to-day practical aspects of living together?
 - Closeness among family members?
 - Overall stress levels?

The following question was answered using a slider ranging from -5 (far too much) to 5 (far too little)

13. Before the pandemic, how would you describe your family's involvement with each of the following?
- Watching sport
 - Participating in youth sport

Survey Block 5 – Demographics

Block header: “This section tells us more about you. Even though you are providing some personal information, we have no way to identify you or your family. These questions help us understand you and your family better.”

- What is your year of birth? _____
- What is the highest level of school you have completed or the highest degree you have received?
 - Less than high school degree
 - High school graduate (high school diploma or equivalent including GED)
 - Some college but no degree
 - Associate degree in college (2-year)
 - Bachelor's degree in college (4-year)
 - Master's degree
 - Doctoral degree
 - Professional degree (JD, MD)
- Choose one or more of the following that best represents your ethnicity?
 - White
 - Black or African American
 - Spanish or Hispanic or Latinx?
 - American Indian or Alaska Native
 - Asian
 - Native Hawaiian or Pacific Islander
 - Other _____
- What is your gender?
 - Male
 - Female
 - Other _____

11. Please indicate the answer that includes your entire household income in (previous year) before taxes.
- a. Less than \$30,000
 - b. \$30,000 to \$59,999
 - c. \$60,000 to \$89,999
 - d. \$90,000 to \$119,999
 - e. \$120,000 to \$149,999
 - f. \$150,000 or higher
12. In which region of the country are you located?
- Midwest - IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI
Northeast - CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT
Southeast - AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV
Southwest - AZ, NM, OK, TX
West - AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY
Other: _____
-

Survey Block 6 – Open-ended wrap-up questions:

Block header: *“These last two questions give you an opportunity to describe how your family has been affected by the Coronavirus Pandemic. Although you are not required to answer these questions, it would be incredibly valuable to hear, in your own words, the impact on your family.”*

- 4. As you think about the changes that have occurred as a result of the Coronavirus Pandemic, what has been the worst part for your family (if anything)?
- 5. As you think about the changes that have occurred as a result of the Coronavirus Pandemic, what has been the best part for your family (if anything)?

APPENDIX E: LIST OF FRAS ITEMS

Dimension 1: FAMILY COMMUNICATION AND PROBLEM SOLVING

- FAMCOM1: Our family structure is flexible to deal with the unexpected.
- FAMCOM2: We all have input into major family decisions.
- FAMCOM3: We are able to work through pain and come to an understanding.
- FAMCOM4: We are adaptable to demands placed on us as a family.
- FAMCOM5: We are open to new ways of doing things in our family.
- *FAMCOM6: We are understood by our other family members.**
- FAMCOM7: We can ask for clarification if we do not understand each other.
- *FAMCOM8: We can be honest and direct with each other in our family.**
- FAMCOM9: We can blow off steam at home without upsetting someone.
- FAMCOM10: We can compromise when problems come up.
- FAMCOM11: We can deal with family differences when accepting a loss.
- FAMCOM12: We can question the meaning behind messages in our family.
- *FAMCOM13: We can talk about the way we communicate in our family.**
- *FAMCOM14: We can work through difficulties as a family.**
- FAMCOM15: We consult with each other about decisions.
- FAMCOM16: We define problems positively to solve them.
- *FAMCOM17: We discuss problems and feel good about the solutions.**
- *FAMCOM18: We discuss things until we reach a resolution.**
- *FAMCOM19: We feel free to express our opinions.**
- FAMCOM20: We feel good giving time and energy to our family.
- FAMCOM21: We learn from each other's mistakes.
- FAMCOM22: We mean what we say to each other in our family.
- FAMCOM23: We share responsibility in the family.
- FAMCOM24: We tell each other how much we care for one another.
- FAMCOM25: We try new ways of working with problems.
- FAMCOM26: We understand communication from other family members.
- FAMCOM27: We work to make sure other family members are not emotionally or physically hurt.

Dimension 2: UTILIZING SOCIAL AND ECONOMIC RESOURCES

- *SOCIAL1: We ask neighbors for help and assistance.**
- *SOCIAL2: We can depend upon people in this community.**
- *SOCIAL3: We feel people in this community are willing to help in an emergency.**
- SOCIAL4: We feel secure living in this community.
- *SOCIAL5: We know there is community help if there is trouble.**
- SOCIAL6: We know we are important to our friends.
- *SOCIAL7: We receive gifts and favors from neighbors.**
- SOCIAL8: We think this is a good community to raise children.

Dimension 3: MAINTAINING POSITIVE OUTLOOK

- *POSOUTLOOK1: We believe we can handle our problems.**
- *POSOUTLOOK2: We can solve major problems.**
- *POSOUTLOOK3: We can survive if another problem comes up.**

- ***POSOUTLOOK4: We feel we are strong in facing big problems.**
- ***POSOUTLOOK5: We have the strength to solve our problems.**
- POSOUTLOOK6: We trust things will work out even in difficult times.

Dimension 4: FAMILY CONNECTEDNESS

CONNECT1: Our friends value us and who we are.

***CONNECT2: We feel taken for granted by family members.**

CONNECT3: We keep our feelings to ourselves.

***CONNECT4: We seldom listen to family members' concerns or problems.**

CONNECT5: We show love and affection for family members.

***CONNECT6: We think we should avoid getting too involved with people in this community**

Dimension 5: FAMILY SPIRITUALITY

***SPIRIT 1: We attend church/temple/mosque services.**

***SPIRIT 2: We have faith in a supreme being.**

***SPIRIT 3: We participate in religious activities.**

***SPIRIT 4: We seek advice from religious consultants.**

Dimension 6: ABILITY TO MAKE MEANING OUT OF ADVERSITY

***MEANING1: The things we do for each other make us feel like part of the family.**

***MEANING2: We accept stressful events as a part of life.**

***MEANING3: We accept that problems occur unexpectedly.**

*Note: Items in **bold** with an * were the items retained after factor analysis.*