Running head: PARENTS AND INJURY

CHAPTER 7

MY DAUGHTER’S INJURED AGAIN…I JUST DON’T KNOW WHAT TO DO ANYMORE

Francesca Cavallerio

Anglia Ruskin University

ORCID: 0000-0003-2391-3657

Nicole Kimpton

Swansea University

ORCID: 0000-0002-2003-2785

Camilla J. Knight

Swansea University

ORCID: 0000-0001-5806-6887

Correspondence concerning this article should be addressed to Francesca.Cavallerio@aru.ac.uk

Submitted: 14.08.2019

# Abstract

This chapter provides a review of current perspectives on the role of parents in relation to their children’s sport injuries. Starting with a critical review of existing research, the chapter develops focusing on adopting an ecological system view of the sport injury process, and discussing how parents are both impacted by, and impact upon, children’s sport injuries. Autoethnographic extracts are presented alongside the review to encourage readers to reflect, and become more aware of, the challenges parents encounter when facing injury situations. The chapter concludes with suggestions for future research to achieve a more in-depth understanding of parents’ experiences of sport injuries (e.g., explore the role of coercive behaviors in the coach-parent relationship), as well as to provide effective tools for sport psychologists to support them (e.g., interventions to allow sharing, discussing, and reflecting on one’s experience). Finally, it closes posing three critical questions to provoke debate.

# Introduction

If, or perhaps more accurately when, athletes get injured their access to social support can play an important role in both their psychological and physical recovery. Although the support networks athletes have access to may vary in size and make-up, in most instances arguably one of the most important sources of support are parents[[1]](#footnote-1). Unfortunately, despite the importance of parents, little research attention is given to the experiences or influences of parents when their children are injured. Therefore, the aim of this chapter is to provide readers with a critical review of current understanding of the role of parents in relation to injury. Specifically, this chapter seeks to examine three questions: (a) how parents are impacted by their child’s sport-related injuries? (b) what role parents play in injury development?, and (c) how can sport psychologists support parents of injured athletes? To answer these questions, a review of existing work is presented, combined with critical reflections taken from Nicole’s autoethnographic extracts to encourage readers to critically appraise existing knowledge by considering existing gaps between research and real life. The points raised through the critical review will be used to illuminate future research implications to improve support provision for sport parents.

# Critical Review and Reflections

Over the last 40 years there has been an increasing interest in psychological research on sports injury, which has addressed two main objectives (Brewer, 2001). On one hand, sports injury research focused on developing an understanding of the factors that can help predict and prevent sport-related injuries (see Chapter 9); on the other, it examined athletes’ responses to injury (see Chapter 11) to provide functional psychological strategies to support their rehabilitation and return to sport (Wadey, Day, Cavallerio, & Martinelli, 2018). Such research has been extremely beneficial in advancing understanding of sport injuries; however, a critical pursual of the research soon reveals an almost exclusive focus on the athlete (cf. Wadey et al., 2018). Although this might appear logical, it can become limiting when, for example, one realizes the amount of studies that have highlighted the substantial role of social support for a positive recovery from injury (e.g., Mitchell, Evans, Rees, & Hardy, 2014). Only a dearth of studies that have focused on injury have adopted a level of analysis which looks beyond the athlete (e.g., Cavallerio, Wadey, & Wagstaff, 2016; Martinelli, Day, & Lowry, 2016). Chapters 5 (i.e., physiotherapists) and 6 (i.e., coaches) also provide additional perspectives on the social influence of injury.

What about sport parents, though? They are referred to in the literature as being of fundamental importance to enable participation and positive experiences in sport (e.g., Holt, Tamminen, Black, Sehn, & Wall, 2008; Knight & Holt, 2014), but there is limited research examining their role in relation to sport injury. Podlog, Kleinert, Dimmock, Miller and Shipherd (2012) investigated parents’ perspectives on their children’s rehabilitation from injury, as well as the impact of injury on parents themselves. The themes highlighted by the study’s participants mainly related to the financial burden of surgeries and specialists’ support, also linked to unpleasant feelings of uncertainty with regard to the injury’s seriousness (Podlog et al., 2012). Similarly, research examining parents’ experiences in sport have commonly identified injury as a substantial stressor for parents to manage (Knight & Harwood, 2009) but one which they often feel ill-equipped to cope with (Burgess, Knight, & Mellalieu, 2016). Consequently, parents are often found searching for guidance and information pertaining to how best to support their children when they are injured (cf. Burgess et al., 2016; Knight & Holt, 2014) and note that worries around injury can impact upon their behaviors and involvement with respect to their child’s sport (e.g., Knight, Dorsch, Osai, Haderlie, & Sellars, 2016). The following subsections will draw from different disciplines (e.g., sociology, legal studies, psychology) to illuminate the dual role of parents during their children’s sport injuries, firstly as ‘victims’ of the situation, and secondly as potential ‘main characters’.

# How are Parents Impacted by Injury?

Beyond studies identifying children’s injury as a stressor for parents (e.g., Harwood, Drew, & Knight, 2010; Knight & Harwood, 2009), one of the few studies that focused on parents’ experience in-depth was Lally and Kerr’s (2008) work examining the effects of gymnasts’ retirement on parents. In this study, parents frequently discussed the pain their daughters were still experiencing even following retirement, and expressed lingering doubts about their daughters’ physical health, highlighting feelings of helplessness and lack of knowledge. This lack of knowledge was reflected in an almost blind trust that the coach had their daughters’ best interests at heart, as highlighted in recent studies (cf. Smits, Jakobs, & Knoppers, 2017; Tynan & McEvily, 2017), although on reflection they realized that perhaps they did not. As parents were socialized into the culture of gymnastics, the unwavering trust in coaches and a lack of awareness of the negative consequences of unhealthy behaviors towards pain and injury (e.g., training despite pain, not allowing complaints to be voiced) resulted in the normalization of such behaviors (Smits et al., 2017). For the parents interviewed by Lally and Kerr (2008), doubts about such behaviors, which were deemed ‘normal’ in the gymnasium, only surfaced after retirement and detachment from the world of gymnastics.

Extending this study, Kerr and Stirling (2012) interviewed parents of retired elite athletes to explore their reflections of their child’s experiences of emotionally abusive coaching practices. Reflections were categorized according to five consecutive phases of socialization into the elite sport culture: an initial ‘honeymoon phase’, followed by decreased control over the young athletes, growing concerns being silenced, and a resultant acceptance of cultural norms. Finally, parents moved into a phase of guilt once their child retired from sport. Although this study focused explicitly upon emotional abuse, the process shared by parents closely resembles the thoughts reported in Lally and Kerr’s (2008) earlier work, pointing to the similarities of experiences between emotional abuse and injuries, particularly if they accrue as a result of physical abuse. Physical abuse is defined as causing physical harm or injury to a child on purpose, and in sport can be manifested when the intensity of training and competition exceeds a child’s developmental stage, through physical punishment, or training while injured or ill (National Society for the Prevention of Cruelty to Children, 2017).

So, what is it like for the parent of a young artistic gymnast who finds themselves in this situation? To help us gain insight into the complexities of the pain/injury nexus from a parental perspective Nicole shares two scenarios with us involving her daughter Willow. We invite you to become co-participants - engage with the reflections, think with the story and actively consider the quandary parents of elite child athletes may face.

**Nicole:** *Waiting, waiting, waiting. I feel as though I have been waiting a lifetime for the call. My daughter, Willow had a Magnetic Resonance Imaging scan on Friday morning and the consultant said he would call this afternoon after speaking with the medical advisor from [National Governing Body]. I have been on tenterhooks since waking this morning and have had my phone within reach all day, after waiting out what felt like the longest weekend ever.*

*The pain had started in her lower back about 3 weeks previously, at first just a niggle doing certain skills, then more frequently during the training sessions. She was now at the point that although she was avoiding training any skills that caused her acute pain, there was a constant dull ache that was bad enough for her to wake at night. I glance at the phone to see if I have somehow missed a call. Still nothing. I am due to pick her up from school and go to training in less than half an hour, the outcome from the meeting will determine how tonight’s session will pan out. I have an uneasy feeling in my stomach with slight waves of nausea, so much is riding on this phone call. Willow has been selected to represent [Country] in a few weeks, her participation in this event all hinges on the conversation. Waiting, watching, wrestling with my thoughts – what do I actually want to hear? I really don’t know. Before I fall further into the ever-widening crevasse of my conflicting cognitions, the phone rings causing me to fumble in my haste to answer.*

*“The scan is clear, there is no anatomical reason for Willow’s pain”. A million, minute bursts of electricity explode in my mind. I grapple with the information bestowed upon me. A wave of nausea hits a crescendo as the doctor states there is no clear reason why my daughter is in pain each day. I thank him for his time and slump back into the chair on which I am perched. How can this be? We were so certain it was a stress fracture that had been causing her to take painkillers on a regular basis. A cocktail of non-prescription drugs has been the only way for her to make it through even a reduced-load training session.*

*“She’s weak … she’s lying … she’s lazy”, words reverberate around my mind, mocking me, reminding me of past interactions with previous coaches. The fear of them not believing Willow haunts me; too many coaches have labelled her with the same moniker “not tough enough”. I fear her new coach will now be of the same opinion; experience informs me that no physical abnormality on a scan equals crying wolf in a coach’s mind. If it can’t be seen it’s not a real problem. I am devastated … devastated for Willow who will now, more than likely, be expected to train through the pain. I had secretly hoped the scan would show a problem; a disk bulge, a stress fracture, something tangible that could be rested, treated, and rehabilitated. I pick up her kit bag and head out the door to break the bad news to her … ‘your back is fine’.*

# How Might Parents Impact upon Injury?

Consideration of how parents might impact upon youth athletes’ experience of injury is limited within sport injury psychology literature but has been considered from a sociological perspective. For instance, sport sociologists Grenfell and Rinehart (2003) provided an analysis of those aspects of the parent-child relationship that have an impact on young athletes’ approach to intensive involvement in the sport, influencing behaviors of pain normalization and risk glorification (Hughes & Coakley, 1991). Grenfell and Rinehart (2003) suggested that children are used as a means for displaying parenting skills and therefore, “if children are only seen for their use-value, then it follows that whatever means it takes to achieve success (by whomever) could be deemed appropriate behavior” (p. 87). The authors identify what they call “conspicuous parenting” (p. 87) as a non-altruistic behavior, which, in ways that might be conscious or unconscious, aims to display the parent’s own excellence. Tofler, Knapp and Lardon (2005) analyzed this type of parental behavior from a clinical perspective, associating it with achievement-by-proxy distortion, supporting the idea that such a distorted view would warrant abuse on the child.

Drawing on a social and legal perspective, Friesen, Saul, Kearns, Bachynski and Caplan (2018) recently examined the specific relationship between parents involved in their child’s sporting lives and overuse injuries. These authors highlighted the potential damaging role of parents on their children’s experience in sport, pointing out the disconnect existing between parents’ and children’s experiences (e.g., amount of pressure from parents). By citing the “whatever it takes” attitude towards the achievement of their child’s goals (Dorsch, Smith & McDonough, 2009, p. 459), Friesen et al. drew attention towards a potential breach of fulfilling duty of care with regard to overuse injuries. They compared youth elite sport programs to child labor situations, governmental organization and laws, and concluded that except for those cases of gross negligence and child abuse, parental ignorance is what has an effect on overuse injuries. While ignorance is not something punishable from a legal perspective, a lack of knowledge and understanding of risks is an aspect shared with studies from other fields of sport (e.g., Cavallerio, Wadey, & Wagstaff, in preparation; Smits et al., 2017). However, whether it is ignorance *per se* or, as Smits et al. (2017) described, the enactment of an environment with “a code of silence surrounding pain and injuries” (p. 75), warrants further consideration.

Recognizing the impact of cultural and structural factors, Coakley (2006) provided a slightly more moderate reflection on why and how parents, specifically fathers, are involved in children’s sporting lives and consequently may influence injury development. Firstly, he suggested that based on a combination of cultural and structural factors, parents tend to feel that they are meeting their responsibilities as parents when their children play sport. In addition, Coakley suggested that fathers feel accountable for their children’s achievements and failures within an organized sport setting and experience guilt if developmental expectations are not met, especially in the highly visible competitive arena of sport. Coakley’s study highlighted how the involvement in an organized sport setting can be experienced by parents as an opportunity to provide their child with not only safe developmental opportunities, but also a competent version of themselves. More recently, work by Pynn et al. (2019) and Watchman and Spencer-Cavaliere (2017) also pointed out how parents’ perspectives towards children’s sport have evolved over time. Pynn et al.’s study stressed the role of social media in creating a culture where parents feel constantly judged and questioning their own parenting skills, therefore trying to ensure their children do not miss out on opportunities. Watchman and Spencer-Cavaliere illuminated the prioritizing role given to organized sport over free play, with the former considered as a better opportunity for children to develop important life skills. Parents in the study also discussed the role played by sport organizations in forcing early specialization, which often is perceived as a non-choice on the parts of families (Watchman & Spencer-Cavaliere, 2017). Once involved in the competitive sport environment though, the accepted cultural norms are so strong that even the parents who might not be fully convinced, once in the process–as stated by Kerr and Stirling (2012)–often end up as acceptant and acquiescent beings. In their new role, parents feel depleted of their voice due to lack of sport-specific knowledge and the desire to ensure they are supporting their children’s dreams (Smits et al., 2017). Nicole’s extract provides a glimpse of the internal struggle of a mother who faces the silencing and belittling of a sport environment that disempowers parents, rather than supporting them to ensure the wellbeing of young athletes.

**Nicole:** *“Every kid in this gym has something that hurts, it’s part of the job, it comes with the sport”. I look around as the coach waves his arm to highlight his point, “Look at the lump on my wrist, that came from pommel work when I was a gymnast. It hurt to train, but I learned to deal with it – Willow needs to toughen up if she wants to get anywhere.” Yada yada … here we go again. Let’s bash the kid when she’s injured, let’s make it her fault she can’t, or should I say ‘won’t’ train properly, the inference being it’s a choice rather than an inability. Another meeting to inform me of the inadequacies of my daughter’s character.*

*This wrist injury has been problematic for almost a year, Willow has already had three Cortisone injections and has been warned she must look after herself as she has hit the limit for steroid shots. Each time she returns to training the medical advice is to build back up slowly and step back when the ‘ache’ lasts for more than 12 hours. Willow insists she’s been keeping to the plan, but I have my doubts. The gym is closed off to parents, so I am unable to track the number of repetitions she is doing, and today’s conversation leads me to believe the medical advice is not being adhered to. I know Willow is concerned she will not be ready to compete at the National Championships in a few months and she is all too aware her place on the National Team as well as her financial and medical funding are dependent on a good performance. I fear the combination of Willow’s desire to train and being pushed by the coaches to ignore the pain is going to drown out the voice of reason. I can only remind her of the medical advice and enquire how she is doing; I have no say in her training plan and know any interference will result in me being labelled a “difficult parent” and Willow will bear the brunt of my actions in the training hall.*

*I leave the gym feeling as though I have failed my child: I have not demanded to watch the sessions, I have not stated we will be taking our business elsewhere if they do not conform to the medical advice, I have not asked them to treat my child with the respect she deserves. My parental instincts to protect my child from harm have been whittled away over the years. I have been conditioned to accept pain and injury as par for the course and accept the coaches are experts in their field. I have been pushed into the shadows of my daughter’s life. Why have I let this happen?*

# Future Research Implications

Given the limited literature focused on understanding and supporting parents of injured athletes, there are several avenues for future research. A recent review of the existing sport psychology literature on sport parents illuminated various aspects that need investigating, but one of the main limitations highlighted by the authors is the oversimplification of parenting and parental involvement in sport (Harwood, Knight, Thrower, & Berrow, 2019). Harwood et al. (2019) suggested that “when we talk about pressure or support, we might actually be making reference to a range of different practices that may make their own unique contribution to children’s sport experiences and developmental outcomes” (p. 68). Attitudes towards parents and sport injuries appear to suffer from this oversimplified view of a situation that–as portrayed through Nicole’s autoethnographic extracts as the mother of a young elite gymnast–goes beyond the binary version of pressure versus support. There is a need for researchers to illuminate the nexus between performance and health (Scott, 2012), to unveil its complexity and understand how to better support sport parents in managing their child being in pain and/or injured. This section aims to address two main points: firstly, it will reflect on how we can–as sport psychology researchers–reach a better understanding of parents’ experiences of managing injuries in youth sport. Secondly, it will suggest future implications for research to allow us to provide better informed and more effective psychological support to parents of young athletes.

# How Can we Better Understand Parents’ Experiences?

Research examining parents’ experiences of injury in sport should consider looking beyond injury models focused on the individual and instead focus upon exploring theories and models that encourage examination at other levels (e.g., interpersonal, cultural). Wadey et al. (2018) and Wiese-Bjornstal (2019) provide recent examples of models that look at the different systems that surround, influence, and are influenced by the injured athlete (i.e., parents and the broader family network). Knight and Holt’s (2014) grounded theory of optimal parental involvement in youth tennis also shows the importance of adopting theories that take relationships into consideration. Moreover, adopting more inter-disciplinary approaches to study, for instance combining psychological and sociological approaches (see Chapters 2-4), may be particularly useful in unpacking the complexity of this experience (cf. Cavallerio et al., 2016).

The parent-coach relationship, which appears to play such a key influence on parents’ experiences of injuries would also benefit from further examination, particularly considering concepts such as coercive persuasion. Tourish, Collinson, and Barker (2009) define this as a behavior that “encourages subjects to internalize dominant cultural norms as their own, subsequently producing individuals deemed to be ‘appropriate’ by the ruling group while disguising many of the elements of compulsion that are involved, even from those directly affected” (p. 363). Coercive behaviors in leaders (i.e., coaches, recognized as the experts) become reflected in unquestioning conformity in followers (i.e., parents), which has been reported as having potential harmful consequences (Hogg, 2001). Sport psychology scholars could explore the effect of coercive behaviors between coaches and parents, but also strive to understand how these behaviors could be prevented and/or decreased to foster a more collaborative and trustful environment.

# How Can We Better Support Parents (and, in turn, Athletes)?

The present chapters highlighted a need to develop a specific understanding of sport situations that encourage or facilitate physical abuse. Although knowledge stemming from research on emotional and sexual abuse in the sport psychology literature has shown to be often transferable to physical abuse (e.g., Kerr & Stirling, 2012), we need to examine what other aspects might be at play in cases of physical abuse. Building on this understanding then, we could work to support parents to recognize physically abusive behaviors that are normalized in the sport environment. Research should also look into how we can empower parents, as well as coaches, to stand up against these behaviors, rather than falling into the process of acceptance and acquiescence.

Finally, when working with parents, there is a need to provide different ways to allow them to express, discuss, and reflect on their own lived experiences, as well as those gained through witnessing other parents. Knight and Newport (2017) encouraged practitioners to develop engaging and effective interventions when working with parents, and researchers and practitioners should consider how to disseminate knowledge in ways that are creative and accessible (e.g., McMahon, Knight, & McGannon, 2018). Creative analytical practices (e.g., creative nonfiction, ethnodrama, poetry; CAP; Richardson, 2000) allow vivid representations of research findings that make them available to non-academic audiences (Smith, McGannon, & Williams, 2015) by evoking emotions, fostering reflection and potentially encouraging change (McMahon, 2017). Representing research findings using CAP then, will provide practitioners with the engaging ‘tools’ suggested by Knight and Newport (2017), increasing the potential for effective interventions to support sport parents.

# Conclusion

The aim of this chapter was to review the literature related to the experience of parents in relation to injuries in sport. Existing research has almost exclusively focused on examining injuries from athletes’ perspectives, and as a result little is known regarding how parents are impacted by or impact upon injury. A review of current work highlighted the need for much more research in this area, particularly exploring aspects related to the parent-coach relationship and the sport environment and culture. Autoethnographic experiences of one sport parent served to highlight the complexity of the situations that parents have to deal with and, given such complexity, far more insights and parent voices are needed to stimulate action in this important and under-researched area.

# Critical Discussion Questions

1. How can we give voice to parents’ experiences of injuries in sport?

2. How can we critically examine and appraise an environment and resultant parent behaviors, if the culture requires strict adhere and limited reflection?

3. How can we support parents from ‘being pushed into the shadows’, while also building a positive and trustful relationship with their young children’s coaches?

# References

Brewer, B. W. (2001). Psychology of sport injury rehabilitation. In R. N. Singer, H. A. Hausenblas, H.A., & C. M. Janelle (Eds.), *Handbook of sport psychology* (pp. 787-809). New York: John Willey and Sons. doi: 10.1002/9781118270011.ch18.

Burgess, N. S., Knight, C. J., & Mellalieu, S. D. (2016). Parental stress and coping in elite youth gymnastics: an interpretative phenomenological analysis. *Qualitative Research in Sport, Exercise and Health*, *8*(3), 237-256. doi: 10.1080/2159676X.2015.1134633.

Cavallerio, F., Wadey, R., & Wagstaff, C. R. D. (2016). Understanding overuse injuries in rhythmic gymnastics: A 12-month ethnography. *Psychology of Sport and Exercise, 25*, 100-109. doi:10.1016/j.psychsport.2016.05.002.

Cavallerio, F., Wadey, R., & Wagstaff, C. R. D. *“When do I stop her?” Overuse injuries through the eyes of young gymnasts’ parents: An ethnodrama*. Manuscript in preparation.

Coakley, J. (2006). The good father: Parental expectations and youth sports. *Leisure Studies*, *25*(2), 153-163.doi:10.1080/02614360500467735.

Dorsch, T. E., Smith, A. L., & McDonough, M. H. (2009). Parents' perceptions of child-to-parent socialization in organized youth sport. *Journal of Sport & Exercise Psychology*, *31*(4), 444-468. doi: 10.1123/jsep.31.4.444.

Friesen, P., Saul, B., Kearns, L., Bachynski, K., & Caplan, A. (2018). Overuse injuries in youth sports: Legal and social responsibility. *Journal of Legal Aspects of Sport, 28*(2). 151-169. doi:10.18060/22569.

Grenfell, C. C., & Rinehart, R. E. (2003). Skating on thin ice: Human rights in youth figure skating. *International Review for the Sociology of Sport*, *38*(1), 79-97. doi:10.1177/10126902030381005.

Harwood, C., Drew, A., & Knight, C. J. (2010). Parental stressors in professional youth football academies: A qualitative investigation of specializing stage parents. *Qualitative Research in Sport and Exercise*, *2*(1), 39-55.

Harwood, C. G., Knight, C. J., Thrower, S. N., & Berrow, S. R. (2019). Advancing the study of parental involvement to optimize the psychosocial development and experiences of young athletes. *Psychology of Sport and Exercise*, *42*,66-73. doi: 10.1016/j.psychsport.2019.01.007.

Hogg, M. A. (2001). A social identity theory of leadership. *Personality and Social Psychology Review, 5*(3), 184-200. doi: 10.1207/S15327957PSPR0503\_1.

Holt, N. L., Tamminen, K. A., Black, D. E., Sehn, Z. L., & Wall, M. P. (2008). Parental involvement in competitive youth sport settings. *Psychology of Sport and Exercise*, *9*(5), 663–685. doi: 10.1016/j.psychsport.2007.08.001.

Hughes, R., & Coakley, J. (1991). Positive deviance among athletes: The implications of overconformity to the sport ethic. *Sociology of Sport Journal*, *8*(4), 307-325. doi:10.1123/ssj.8.4.307.

Kerr, G. A., & Stirling, A. E. (2012). Parents’ reflections on their child's experiences of emotionally abusive coaching practices. *Journal of Applied Sport Psychology*, *24*(2), 191-206. doi:10.1080/10413200.2011.608413.

Knight, C. J., Dorsch, T. E., Osai, K. V., Haderlie, K. L., & Sellars, P. A. (2016). Influences on parental involvement in youth sport. *Sport, Exercise, and Performance Psychology*, *5*(2), 161-178. doi:10.1037/spy0000053.

Knight, C. J., & Harwood, C. G. (2009). Exploring parent-related coaching stressors in British tennis: A developmental investigation. *International Journal of Sports Science & Coaching*, *4*(4), 545-565. doi:10.1260/174795409790291448.

Knight, C. J., & Holt, N. L. (2014). Parenting in youth tennis: Understanding and enhancing children's experiences. *Psychology of Sport and Exercise, 15*(2), 155-164. doi: 10.1016/j.psychsport.2013.10.010.

Knight, C.J., & Newport, R.A. (2017). Understanding and working with parents of young athletes. In C. J. Knight, C. G. Harwood, & D. Gould (Eds.), *Sport psychology for young athletes* (pp. 303-314). London: Routledge.

Lally, P., & Kerr, G. (2008). The effects of athlete retirement on parents. *Journal of Applied Sport Psychology*, *20*(1), 42–56. doi:10.1080/10413200701788172.

Martinelli, L. A., Day, M. C., & Lowry, R. G. (2016). Sport coaches’ experience of athlete injury: The development and regulation of guilt. *Sports Coaching Review, 6*(2), 162- 178. doi: 10.1080/21640629.2016.1195550.

McMahon, J. (2017). Creative analytical practices. In B. Smith & A. C. Sparkes (Eds.), *International handbook of qualitative methods in sport and exercise*. London: Routledge.

McMahon, J., Knight, C. J., & McGannon, K. R. (2018). Educating parents of children in sport about abuse using narrative pedagogy. *Sociology of Sport Journal*, *35*(4), 314–323. doi: 10.1123/ssj.2017-0186.

Mitchell, I., Evans, L., Rees, T., & Hardy, L. (2014). Stressors, social support, and tests of the buffering hypothesis: Effects on psychological responses of injured athletes. *British journal of health psychology*, *19*(3), 486-508. doi: 10.1111/bjhp.12046.

National Society for the Prevention of Cruelty to Children (2017). Physical abuse. Retrieved from https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/physical-abuse

Podlog, L., Kleinert, J., Dimmock, J., Miller, J., & Shipherd, A. M. (2012). A parental perspective on adolescent injury rehabilitation and return to sport experiences. *Journal of Applied Sport Psychology*, *24*(2), 175–190. doi:10.1080/10413200.2011.608102.

Pynn, S. R., Neely, K. C., Ingstrup, M. S., Spence, J. C., Carson, V., Robinson, Z., & Holt, N. L. (2019). An intergenerational qualitative study of the good parenting ideal and active free play during middle childhood. *Children's Geographies*, *17*(3), 266-277. doi:10.1080/14733285.2018.1492702.

Richardson, L. (2000). New writing practices in qualitative research. *Sociology of Sport Journal, 17*, 5-20. doi:10.1123/ssj.17.1.5.

Scott, A. (2012). Making compromises in sports medicine: An examination of the health performance nexus in British Olympic sports. In D. Malcolm & P. Safai (Eds.), *The social organization of sports medicine: Critical sociocultural perspectives* (pp. 227–246). London: Routledge.

Smith, B., McGannon, K. R., & Williams, T. L. (2015). Ethnographic creative nonfiction: Exploring the whats, whys and hows. In G. Molnar & L. Purdy (Eds.), *Ethnographies in sport and exercise research* (pp. 73-88). New York: Routledge.

Smits, F., Jacobs, F., & Knoppers, A. (2017). ‘Everything revolves around gymnastics’: Athletes and parents make sense of elite youth sport. *Sport in Society, 20*(1), 66-83. doi:10.1080/17430437.2015.1124564.

Tofler, I. R., Knapp, P. K., & Lardon, M. T. (2005). Achievement by proxy distortion in sports: A distorted mentoring of high-achieving youth. Historical perspectives and clinical intervention with children, adolescents, and their families. *Clinics in Sports Medicine*, *24*(4), 805-828. doi: 10.1016/j.csm.2005.06.007.

Tourish, D., Collinson, D., & Barker, J. R. (2009). Manufacturing conformity: Leadership through coercive persuasion in business organizations. *Management, 12*(5), 360-383.

Tynan, R., & McEvilly, N. (2017). 'No pain, no gain’: Former elite female gymnasts’ engagements with pain and injury discourses. *Qualitative Research in Psychology*, *9*(4), 469–484. doi: 10.1080/2159676X.2017.1323778.

Wadey, R., Day, M., Cavallerio, F., & Martinelli, L. (2018). Multilevel Model of Sport Injury (MMSI): Can coaches impact and be impacted by injury? In R. Thelwell & M. Dicks (Eds.), *Professional advances in sports coaching* (pp. 336-357). London: Routledge.

Watchman, T., & Spencer-Cavaliere, N. (2017). Times have changed: Parent perspectives on children's free play and sport. *Psychology of Sport and Exercise*, *32*, 102-112. doi: 10.1016/j.psychsport.2017.06.008.

Wiese-Bjornstal, D. M. (2019). Sociocultural aspects of sport injury and recovery. In E.O. Acevedo (Ed.), *Oxford Research Encyclopedia of Sport, Exercise and Performance Psychology.* Oxford, UK: Oxford University Press.

1. For the purpose of this chapter, parent(s) refers to parents, step-parents, guardians, and main caregivers [↑](#footnote-ref-1)