

Wyman's Teen Connection Project (TCP): Summary of Results

Wyman's Teen Connection Project (TCP) was developed through a 3-year research-practice partnership between Wyman and Dr. Joe Allen, Director of the Adolescent Research Group at the University of Virginia. From 2016-2019, Wyman implemented TCP at four St. Louis area high schools, and the Adolescent Research Group conducted a rigorous randomized control study to determine the program's effects.

Study Details & Key Findings

A total of 610 youth participated in the study¹, with 322 receiving TCP and 288 serving as controls. All participants completed a pre-survey, a post-survey immediately following the program, and a follow-up survey four months after the program. The study showed positive results: Immediately following the program, teens who experienced TCP reported significantly increased quality of peer relationships compared to teens assigned to the control group. By the 4-month follow-up, TCP teens also showed higher levels of using social support to cope, increased school engagement and lower levels of depressive symptoms.

National Replication & Evaluation

Wyman launched a national pilot replication with five National Network partners in Fall 2019, and conducted an internal evaluation of implementation and outcomes. A total of 86 teens were served in the pilot across eight groups. A survey to measure program outcomes was developed using the measures in the research study and designed to be administered at the completion of the program using a retrospective-pre methodology to assess change. The adapted survey also includes measures to assess teen satisfaction with the program. Consistent with the research, teens reported improvements in peer relationships, social coping, school belonging, and SEL skills including empathy, communication, self-efficacy, and hopefulness. Teens also reported a high level of satisfaction with the program.

Evidence Based Listings

In 2020, TCP's program design and research was reviewed by the Collaborative for Academic, Social and Emotional Learning (CASEL) and received CASEL's Promising Program designation.

References

¹Allen, J.P., Narr, R.K., Nagel, A.G., Costello, M.A., & Guskin, K. (2020). The Connection Project: Changing the peer environment to improve outcomes for marginalized adolescents. *Development and Psychopathology*, 1-11. <https://doi.org/10.1017/S0954579419001731>