

Wyman’s Teen Outreach Program (TOP): Summary of Selected Results

The following table summarizes positive outcomes from rigorous research studies conducted on Wyman’s Teen Outreach Program over the last 20 years.

Study	Type of Evidence	Study Description	Outcome Results
Allen, Philliber, Herrling & Kuperminc (1997) ¹ – <i>TOP Historical Study</i>	Experimental (RCT)	695 high school teens in 25 school- and community-based sites across the US were randomly assigned to either receive TOP or regular programming offered by the site	Improved academics: TOP teens showed lower risk of course failure compared to controls Decreased risky behavior: TOP teens showed lower risk of school suspension and pregnancy compared to controls
Allen & Philliber (2001) ² – <i>TOP Historical Study</i>	Quasi-experimental	1673 high school teens participating in TOP across the US were compared to 1604 teens not receiving TOP	Improved academics: TOP teens showed lower risk of course failure compared to controls Decreased risky behavior: TOP teens showed lower risk of school suspension and pregnancy compared to controls
Daley & Buhi (2015) ³ – <i>Report of study on TOP implemented by Florida Department of Health funded by Office of Adolescent Health to examine sexual health outcomes</i>	Experimental (RCT)	26 Florida high schools were randomly assigned to either implement the program during the school day or to a control group that did not. This report was based on approximately 4,000 teens from one of two cohorts of study participants.	Decreased risky behavior: Compared to teens in the control group, fewer TOP teens engaged in sexual intercourse and fewer TOP teens had ever been pregnant or gotten someone pregnant at program exit

Study	Type of Evidence	Study Description	Outcome Results
<p>McBride, Chung & Robertson (2016)⁴ – <i>Study conducted in St. Louis MO by Washington University researchers</i></p>	<p>Quasi-experimental</p>	<p>Two demographically similar middle schools were selected to participate as the intervention (TOP) and comparison school. The intervention school implemented TOP in 7th grade. Study included sample of approximately 200 teens.</p>	<p>Improved academics: TOP teens were less likely than comparison teens to report failing grades Decreased risky behavior: TOP teens were less likely than comparison teens to report skipping classes without permission</p>
<p>Walsh-Buhi et al. (2016)⁵ -- <i>Peer-reviewed journal article based on the Florida Department of Health/OAH funded TOP study</i></p>	<p>Experimental (RCT)</p>	<p>26 Florida high schools were randomly assigned to either implement the program during the school day or to a control group that did not. The sample size for this article was approximately 8,000 teens from two cohorts of study participants.</p>	<p>Decreased risky behavior: Compared to teens in the control group, TOP teens were less likely to engage in recent sex and TOP females were less likely to engage in recent risky sex compared to control group females</p>
<p>Daley et al. (2019)⁶ – <i>Peer-reviewed journal article based on the Florida Department of Health/OAH funded TOP study</i></p>	<p>Experimental (RCT)</p>	<p>26 Florida high schools were randomly assigned to either implement the program during the school day or to a control group that did not. The sample size for this article includes approximately 4,000 teens from one of two cohorts.</p>	<p>Decreased risky behavior: Compared to the control group, teens in TOP were less likely to report recent sex, recent risky sex, and intention to have sex in the next year Long-term outcome: At 1 year follow-up, TOP teens were less likely to ever be pregnant or have gotten someone pregnant</p>

References

¹Allen, J.P., Philliber, S., Herrling, S., & Kuperminc, G.P. (1997). Preventing teen pregnancy and academic failure: Experimental evaluation of a developmentally based approach. *Child Development, 64*(4), 729-742.

²Allen, J.P. & Philliber, S. (2001). Who benefits most from a broadly targeted intervention program? Differential efficacy across populations in the Teen Outreach Program. *Journal of Community Psychology, 29*(6), 637-655.

³Daley, E.M., Buhi, E.R., Wang, W., Singleton, A., Debate, R., Marhefka, S., et al. (2015). Evaluation of Wyman's Teen Outreach Program in Florida: Final impact report for Florida Department of Health. Findings from the replication of an evidence-based teen pregnancy program.

⁴McBride, A.M., Chung, S., & Robertson, A. (2016). Preventing academic disengagement through a middle school-based social and emotional learning program. *Journal of Experiential Education, 39*(4), 370-385.

⁵Walsh-Buhi, E.R., Marhefka, S.L., Wang, W., Debate, R., Perrin, K., Singleton, A., Noble, C.A., Rahman, S., Maness, S.B., Mahony, H., Ziemba, R., Malmi, M., Marwah, E., Hall, K., Turner, D., Blunt-Vinti, H., Noble, S., & Daley, E.M. (2016). The impact of the Teen Outreach Program on sexual intentions and behaviors. *Journal of Adolescent Health, 59*, 283-290.

⁶Daley, E.M., Marhefka, S.L., Wang, W., Noble, C.A., Mahony, H., Arzola, S., Singleton, A., Malmi, M., Ziemba, R., Turner, D., Marwah, E., & Wash-Buhi, E. (2019). Longitudinal evaluation of the Teen Outreach Programme: Impacts of a health promotion programme on risky sexual behaviours. *Health Education Journal, 78*(8), 916-930.

Additional Peer Reviewed Articles on TOP

Chung, S. & McBride, A.M. (2015). Social and emotional learning in middle school curricula: A service learning model based on positive youth development. *Children and Youth Services Review, 53*, 192-200.

- Presents a case study of TOP as an example of a program implemented in middle school that integrates service learning and is built on a positive youth development framework.

Robertson, A.S., McBride, A.M., Chung, S. (2017). Sharing the classroom: A professional development opportunity for teachers and social workers. *Power and Education, 9*(3), 161-176.

- Explores the strengths and challenges of using interdisciplinary collaboration to deliver TOP in the classroom. The article presents results of three years of qualitative interviews with school administrators, social studies teachers, and TOP Facilitators, as well as student focus groups.