TeenTee: Pre-Post Comparison

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Abstract

Black girls often face unique challenges due to the intersecting forms of oppression they face, thus requiring targeted support to navigate these barriers and promote their well-being. The Teen TEE (Talk, Educate, Experience) program is a strengths-based initiative aimed at empowering early adolescent Black girls by fostering identity development, belonging, and community building. The current study evaluates the effectiveness of the Teen TEE program by comparing pre- and post-intervention results on 10 key constructs i.e. Empathy and Sympathy (Ames), Self-Compassion, Emotional Clarity, Self-Esteem, Black Girl Identity, Image Acceptance, Relatedness, Belongingness, Black Girl Space, and Critical Agency. Findings reveal a significant increase in belonging and the creation of supportive Black girl spaces pre and post intervention, while no other scales showed significant changes.

Keywords: Black girls, Intersectionality, Identity development, Belongingness, Black Girl Space

TeenTee: Pre-Post Comparison

Being a youth in today's world is not easy. According to Erikson (1968), Adolescence is a critical and vulnerable stage of development, shaping an individual's identity, sense of belonging, and future opportunities. In order to thrive, young people need access to sufficient support that can help mitigate the risks and challenges they face while growing up (Hope & Spencer, 2017).

However, in a society structured by layers of intersectional oppression, the support-to-risk ratio is not equal for all youth. This imbalance is particularly pronounced for Black girls, whose experiences are often compounded by societal bias and systemic inequities (Crenshaw et al., 2015). For example, by the age of 5, Black girls are perceived as more "adult-like" than their same-aged peers, a phenomenon known as adultification bias [González (2018). This bias magnifies their vulnerability to sexual harassment, harsher disciplinary measures in schools, and long-term psychological and educational challenges (González, 2018; Morris, 2016). This systemic marginalization demands intentional and transformative efforts to reimagine the kinds of support Black girls need, focusing on strengths-based initiatives that address their lived realities and nurture their holistic well-being.

The Teen TEE (Talk, Educate, Experience) [1] program is an evidence-based initiative designed to support early adolescent Black girls by fostering a positive environment where they can develop healthy relationships, strong identities, and a sense of community. This strengths-based program provides a space for Black girls to engage in open dialogue, gain education on relevant topics, and participate in hands-on experiences that help them navigate the unique challenges they face. The program aims to create an affirming and empowering space where participants can explore their identities, learn about their cultural heritage, and build resilience in the face of societal pressures.

The current study evaluates the efficacy of the Teen TEE program in promoting key outcomes for Black girls, including increased self-esteem, a stronger sense of Black girl identity, and a greater sense of belonging. Specifically, the project looks at how participation in the

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[1] project started by Dr. Onnie Rogers and Gloria Dotson-Lewis

program influences the development of positive self-concept, the creation of supportive Black girl spaces, and the overall enhancement of belongingness in a society that often marginalizes them. Through this assessment, the project seeks to determine the program's impact on the personal growth and well-being of Black girls, helping to inform future initiatives that support their empowerment and development.

Hypotheses

The current study aims to evaluate the impact of the Teen TEE program in promoting key outcomes among early adolescent Black girls. Specifically, the study focuses on 10 constructs: Empathy and Symapthy, Self Compassion, Emotional Clarity, Self Esteem, Black Girl Identity, Image Acceptance, Relatedness, Belongingness, Black Girl Space, and Critical Agency. Each construct represents an important aspect of identity, social well-being, and personal growth for the participants. For each construct, the following hypotheses are proposed:

- Null Hypothesis (H_0): There is no significant difference in pre- and post-intervention scores for each construct.
- Alternative Hypothesis (H_1): There is a significant difference in pre- and post-intervention scores for each construct.

Methodology

Sample

The study sample consists of 15 Black girls, aged 11-14 years old (6th-8th grade), who participated in the Teen TEE (Talk, Educate, Experience) program. Data was collected during the 2023-2024 academic year across two program cycles (Spring and Fall). Participation was voluntary, and parental consent and youth assent were obtained. The study was conducted in a school setting, with program sessions held after school hours. To support engagement, participants were provided with snacks during each session.

Study Design & Measures

This study employs a pre-post intervention design to assess changes in key psychological and identity-related constructs before and after participation in the Teen TEE program. Each participant completed self-report measures at two time points: before (pre) and after (post) the program. Data collection occurred across both program cycles, capturing changes in participant outcomes over the course of the intervention.

To ensure the measures were relevant to the experiences of Black girls, full standardized scales were not used. Instead, selected items from ten established psychological measures were adapted to create a customized assessment tool. This tool included questions specifically relevant to Black girl identity, self-concept, and belonging, forming a structured interview schedule tailored to the study's objectives. The constructs assessed included:

1. Empathy and Sympathy (items adapted from the Adolescent Measure of Empathy and Sympathy (AMES) by Vossen et al. (2015))
2. Self Compassion (items adapted from the Self-Compassion Scale Youth Version by Neff et al. (2021))
3. Emotional Clarity (items created for Teen TEE)
4. Self Esteem (items adapted from the Rosenberg Self-Esteem scale by Rosenberg (1965))
5. Black Girl Identity (items adapted from the ERI measure of identity exploration and

resolution by Umaña-Taylor et al. (2004))

6. Image Acceptance (items adapted from the Image Acceptance Measure (I AM) colorism scale by Plybon et al. (2003))

7. Relatedness (items adapted from The Youth Relatedness Scale by D'Eloia and Sibthorp (2012))

8. Belonging (items adapted from the Simple School Belonging Scale (SSBS) by Whiting et al. (2018))

9. Black Girl Space (items created for Teen TEE)

10. Critical Agency (items adapted from the Measure of Adolescent Critical Consciousness (MACC) scale by (**?**))

This approach ensured that the assessment was both culturally responsive and developmentally appropriate for the participants, aligning with the unique experiences of Black girls and the goals of the Teen TEE program.

Procedure

Participants completed the pre-intervention survey at the beginning of the program. The Teen TEE program ran for a specified 10-week duration, incorporating discussions, educational sessions, and experiential activities. Upon program completion, participants completed the post-intervention survey to assess changes in the measured constructs. Data was collected in paper format and then entered in Qualtrics by research assistants.

Results & Discussion

The data was collected and scored according to the scoring manual of scales applied. The responses were analysed using paired T-Test to analyse and asses the pre and post scores of different scales. The tables and plots below indicate the findings.

Table 1: Paired T-Test Results for Key Constructs

Scale	Pre Mean	Post Mean	Significance
Ames	25.73	26.80	0.403
Self Compassion	25.43	27.50	0.330
Emo Clarity	8.29	9.12	0.398
Self Esteem	18.69	20.69	0.056
Black Girl Id	14.27	15.07	0.209
Img Acceptance	40.20	43.88	0.064
Relatedness	55.57	57.94	0.136
Belonging	46.25	50.91	0.007
Black Girl Space	13.40	14.00	0.023
Critical Agency	23.47	25.00	0.063

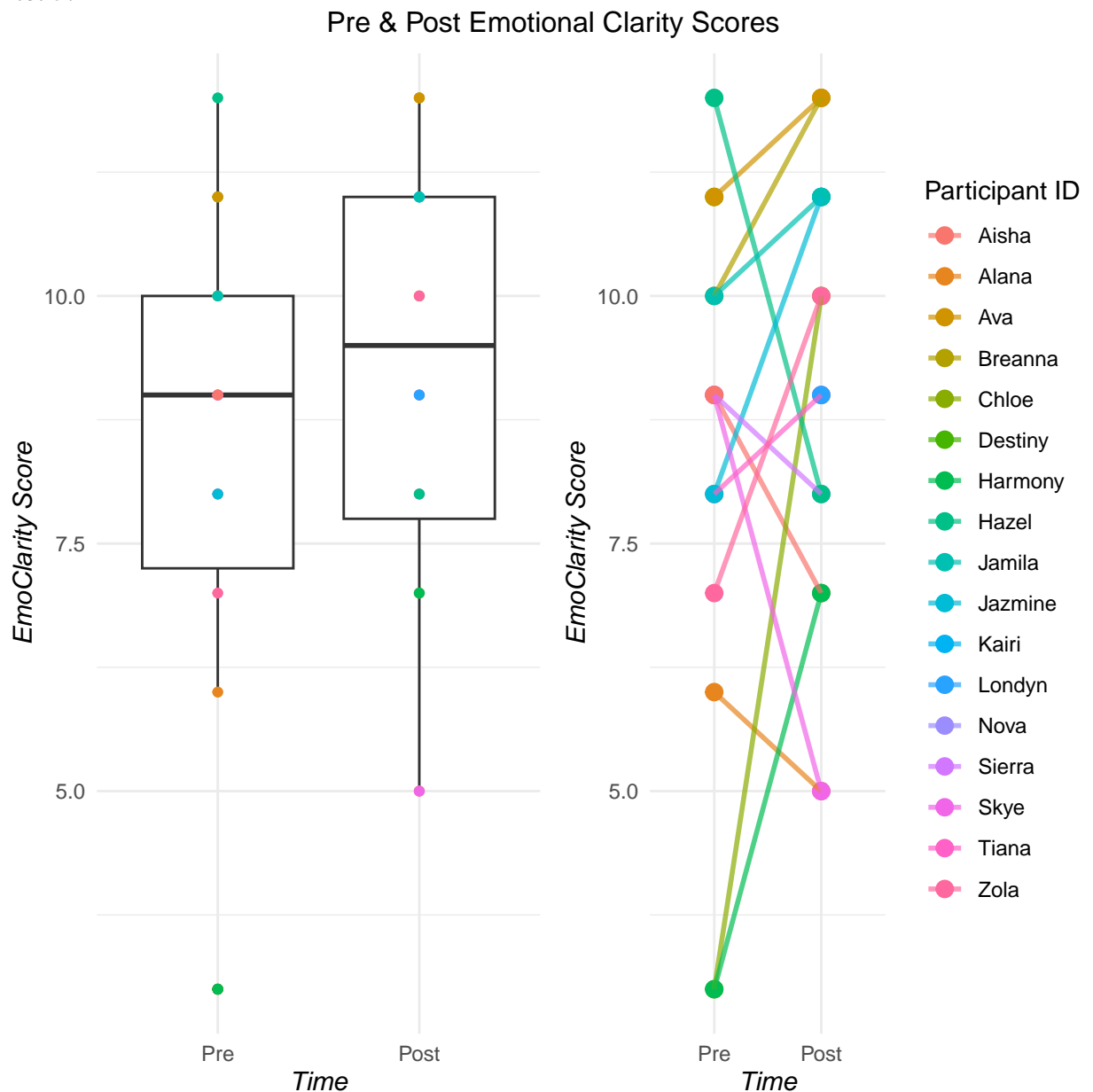*Plot 1:*

Pre & Post Ames Scores
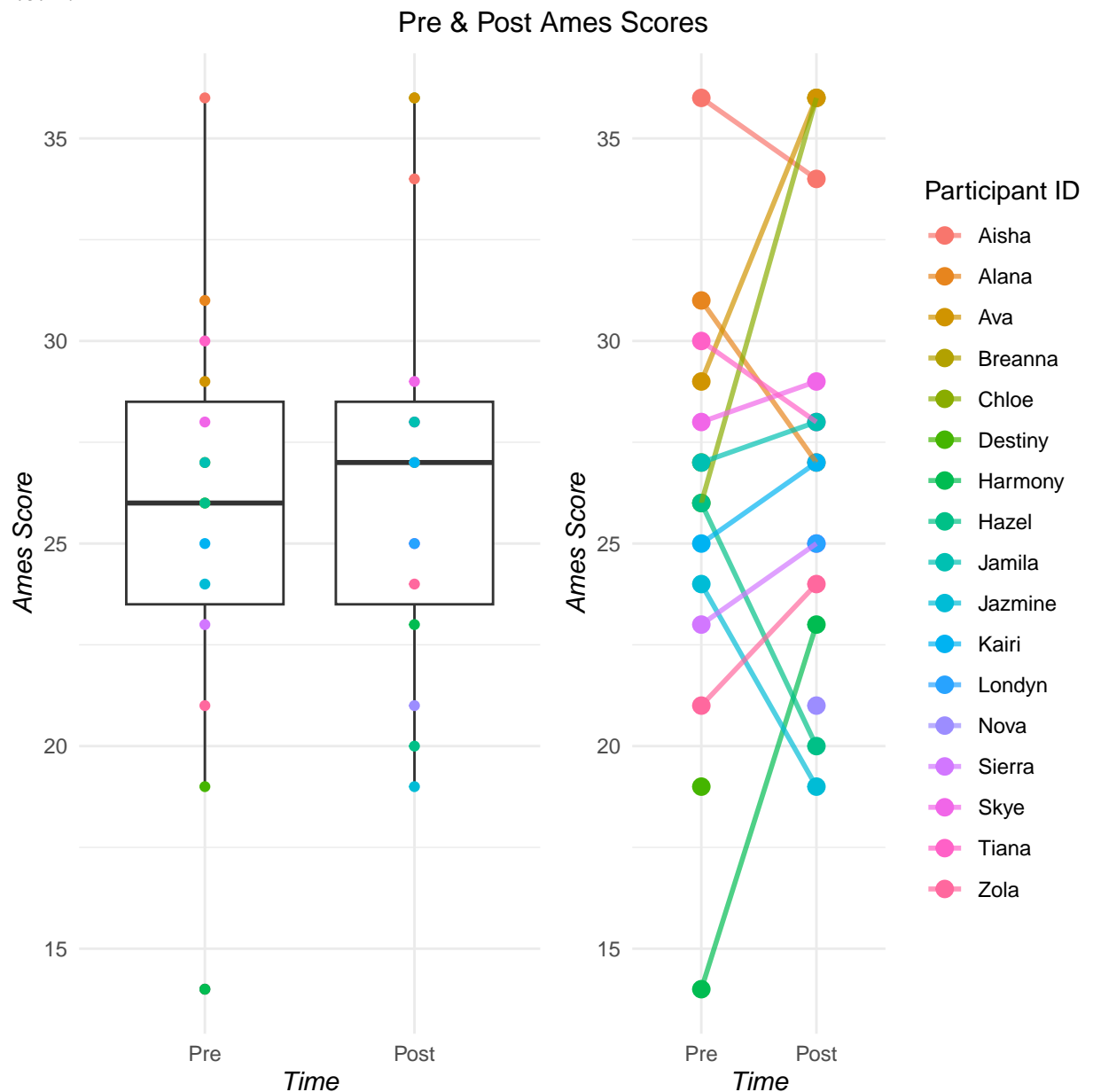
For the construct of Empathy and Sympathy (Ames), it was found that the mean scores increased following the Teen TEE intervention (Pre = 25.73 and Post = 26.8). To assess whether this change was statistically significant, a paired t-test was conducted comparing the pre and post-intervention score, and significance values was calculated. (p = 0.403). Since the p-value is greater than than 0.05, i.e. the results are not significant. Therefore, the null hypothesis is accepted and there is no meaningful improvement in the scores as a result of the intervention.
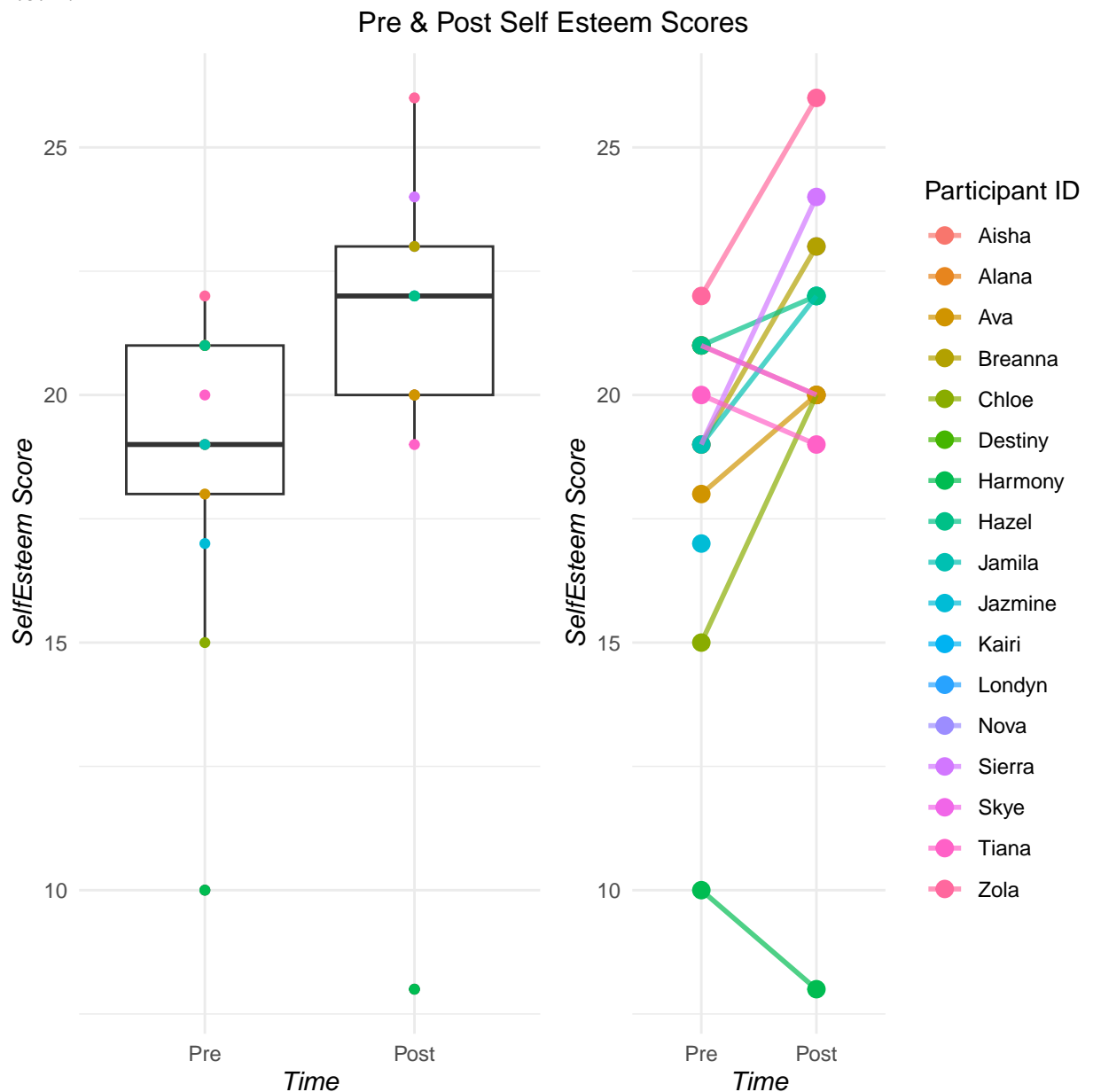
Plot 2:

Pre & Post Self Compassion Scores
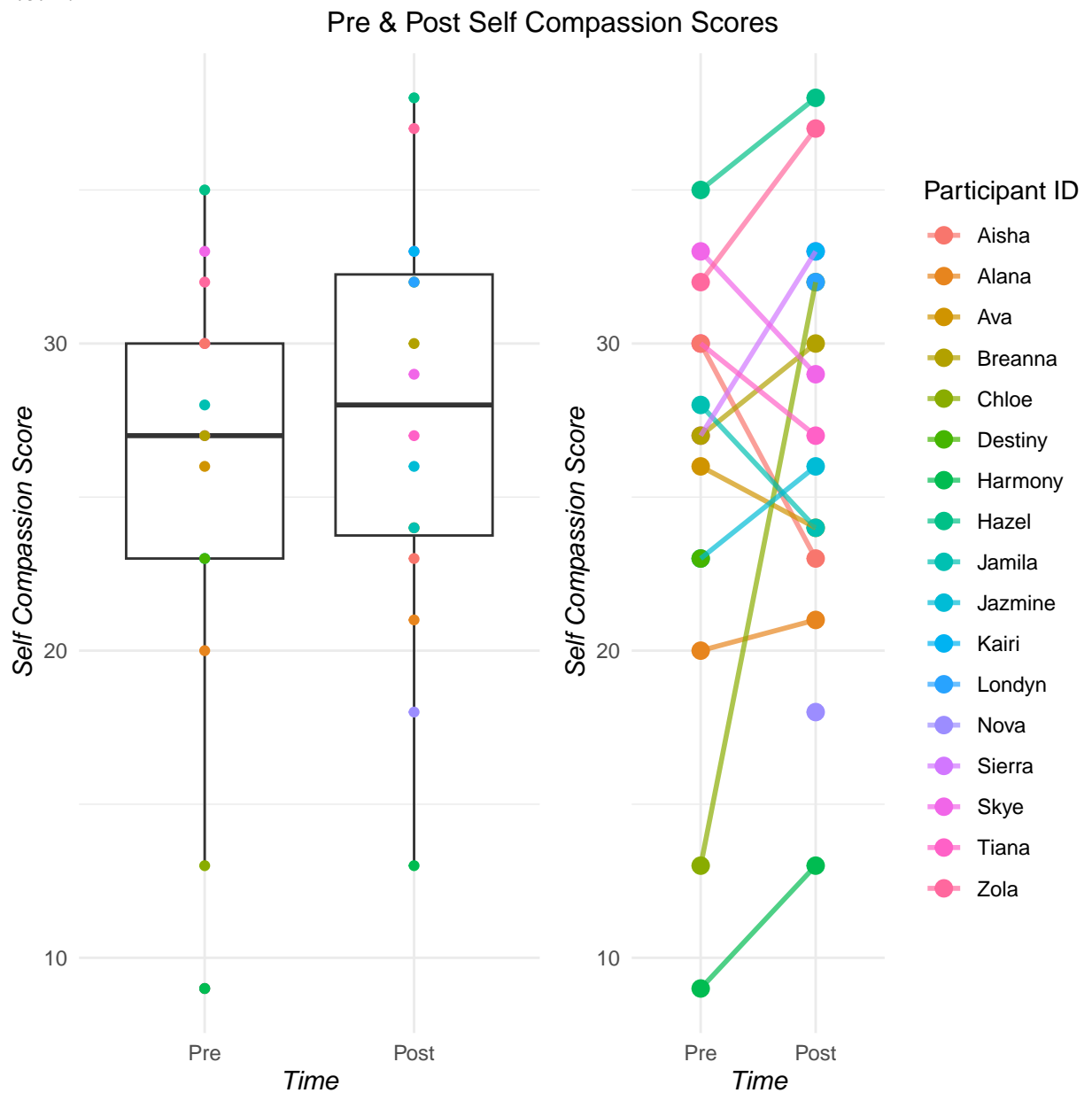
For the construct of Self Compassion, it was found that the mean scores increased following the Teen TEE intervention (Pre = 25.43 and Post = 27.5). To assess whether this change was statistically significant, a paired t-test was conducted comparing the pre and post-intervention scores, and significance values were calculated. (p = 0.330). Since the p-value is greater than than 0.05, i.e. the results are not significant. Therefore, the null hypothesis is accepted and there is no meaningful improvement in the scores as a result of the intervention.
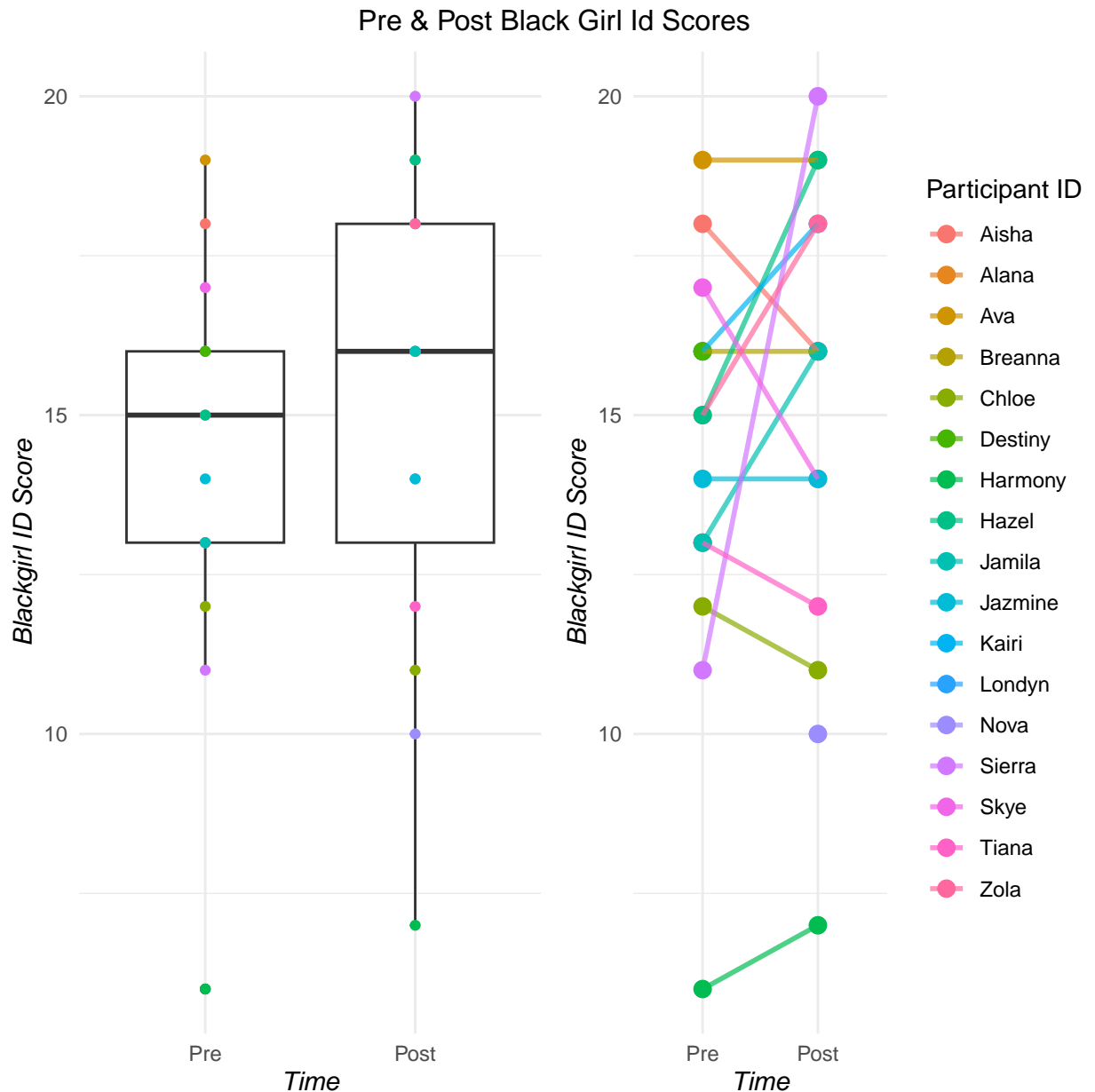
Plot 3:

Pre & Post Emotional Clarity Scores

For the construct of Emotional Clarity, it was found that the mean scores increased

following the Teen TEE intervention (Pre = 8.29 and Post = 9.12). To assess whether this change

was statistically significant, a paired t-test was conducted comparing the pre and post-intervention

scores, and significance values were calculated. (p = 0.398). Since the p-value is greater than than

0.05, i.e. the results are not significant. Therefore, the null hypothesis is accepted and there is no

meaningful improvement in the scores as a result of the intervention.
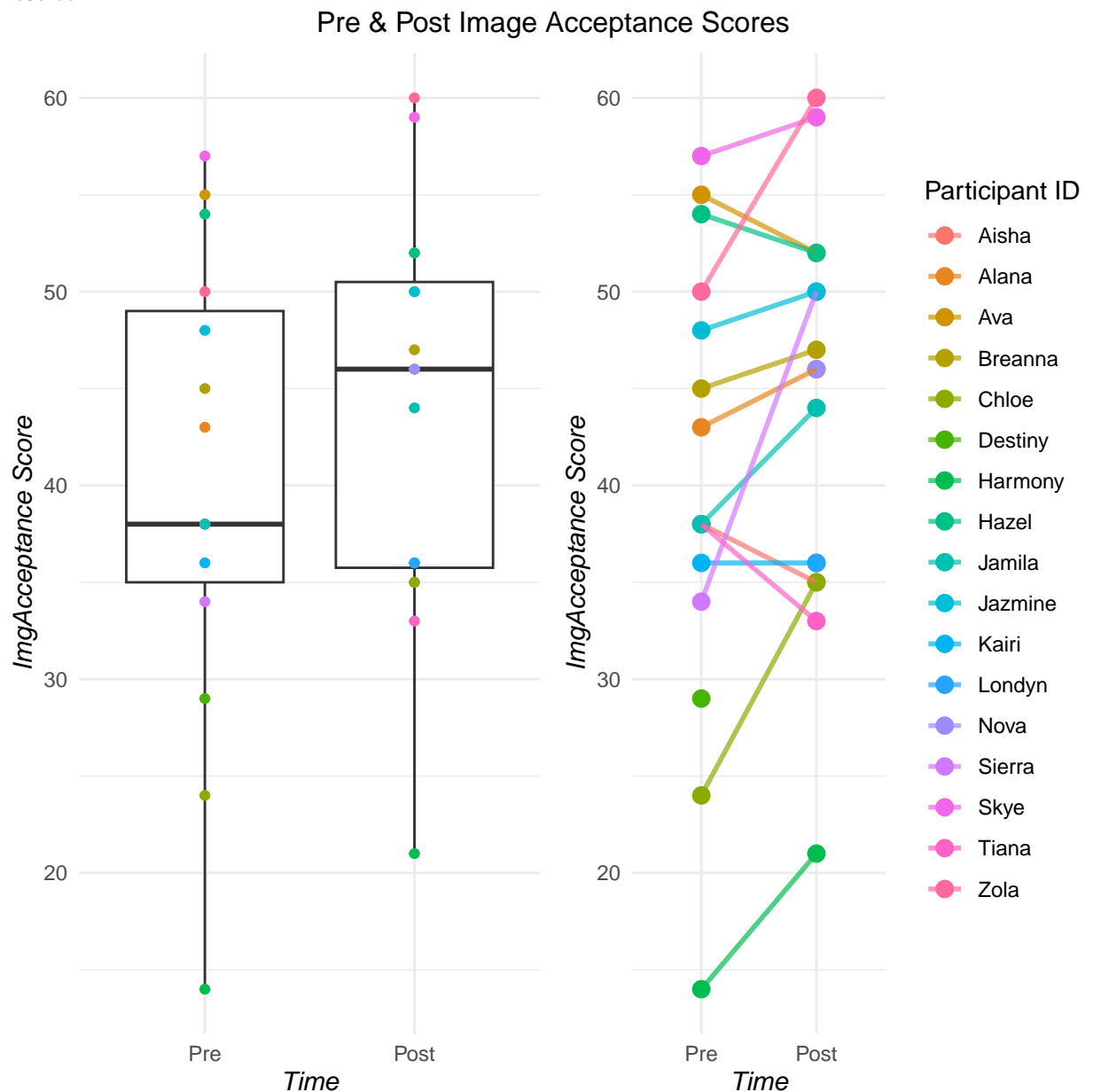
Plot 4:

Pre & Post Self Esteem Scores

For the construct of "Self Esteem" (Ames), it was found that the mean scores increased following the Teen TEE intervention (Pre = 18.69 and Post = 20.69). To assess whether this change was statistically significant, a paired t-test was conducted comparing the pre and post-intervention score, and significance values were calculated (p = 0.056). Since the p-value is greater than than 0.05, i.e., the results are not significant. Therefore, the null hypothesis is accepted and there is no meaningful improvement in the scores as a result of the intervention.
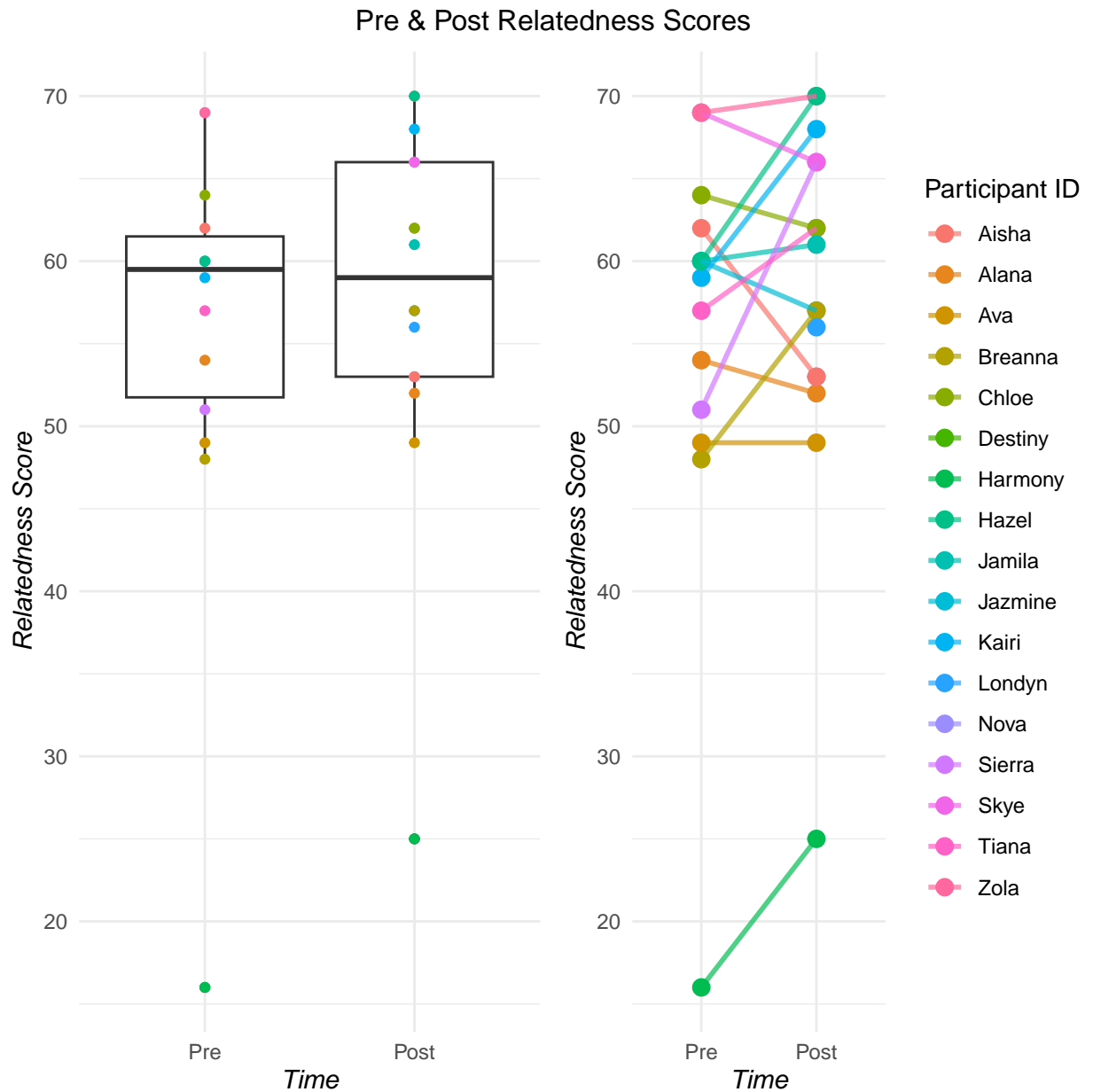
Plot 5:

Pre & Post Black Girl Id Scores

For the construct of "Black Girl Id" (Ames), it was found that the mean scores

increased following the Teen TEE intervention (Pre = 14.27 and Post = 15.07). To assess whether

this change was statistically significant, a paired t-test was conducted comparing the pre and

post-intervention score, and significance values were calculated (p = 0.209). Since the p-value is

greater than than 0.05, i.e., the results are not significant. Therefore, the null hypothesis is

accepted and there is no meaningful improvement in the scores as a result of the intervention.
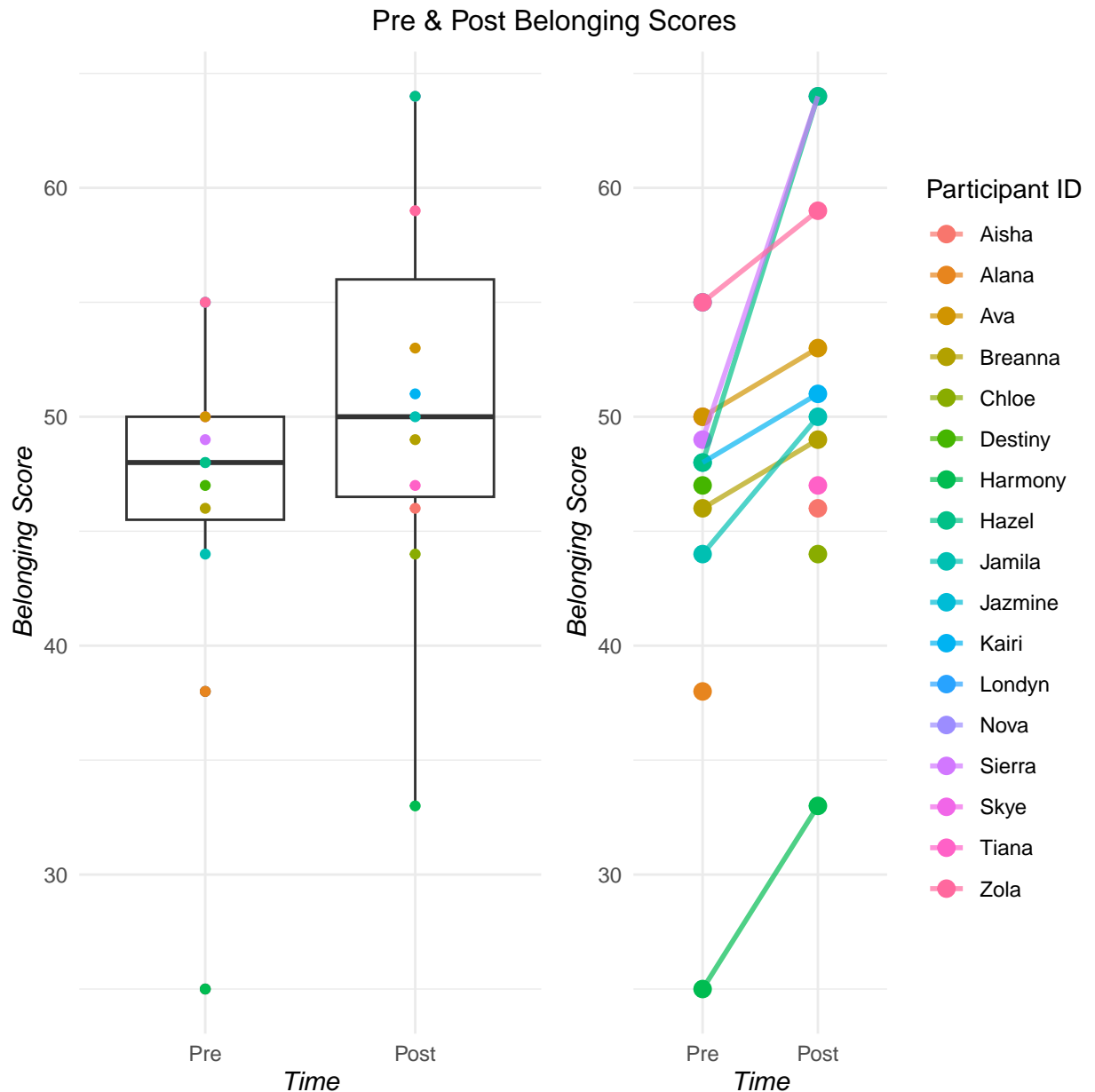
Plot 6:

Pre & Post Image Acceptance Scores

For the construct of Image Acceptance, it was found that the mean scores increased

following the Teen TEE intervention (Pre = 40.2 and Post = 43.88). To assess whether this change

was statistically significant, a paired t-test was conducted comparing the pre and post-intervention

score, and significance values were calculated. (p = 0.064). Since the p-value is greater than than

0.05, i.e., the results are not significant. Therefore, the null hypothesis is accepted and there is no

meaningful improvement in the scores as a result of the intervention.
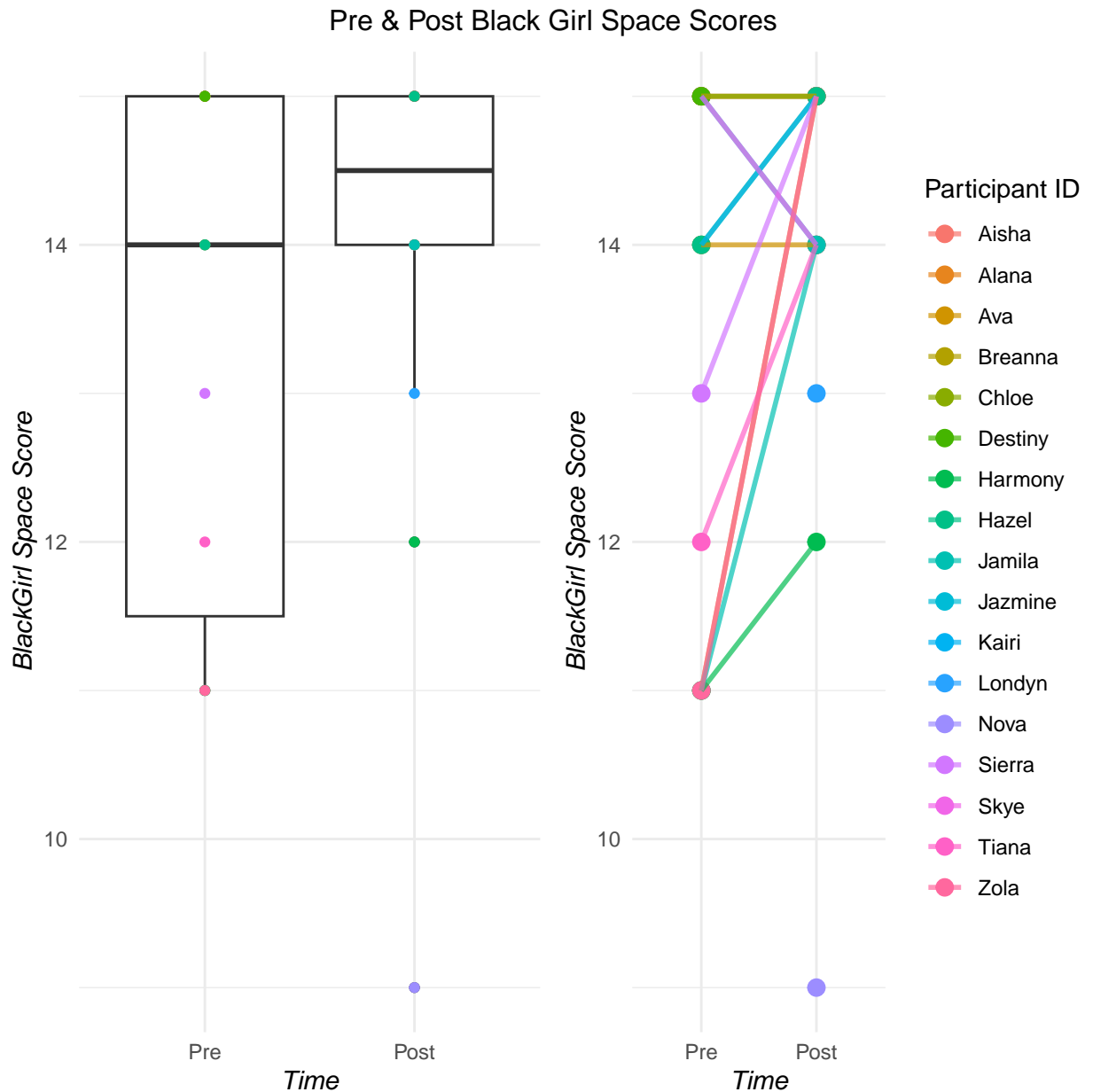
Plot 7:

Pre & Post Relatedness Scores

For the construct of Relatedness, it was found that the mean scores increased following the Teen TEE intervention (Pre = 55.57 and Post = 57.94). To assess whether this change was statistically significant, a paired t-test was conducted comparing the pre and post-intervention score, and significance values were calculated. (p = 0.136). Since the p-value is greater than than 0.05, i.e., the results are not significant. Therefore, the null hypothesis is accepted and there is no meaningful improvement in the scores as a result of the intervention.
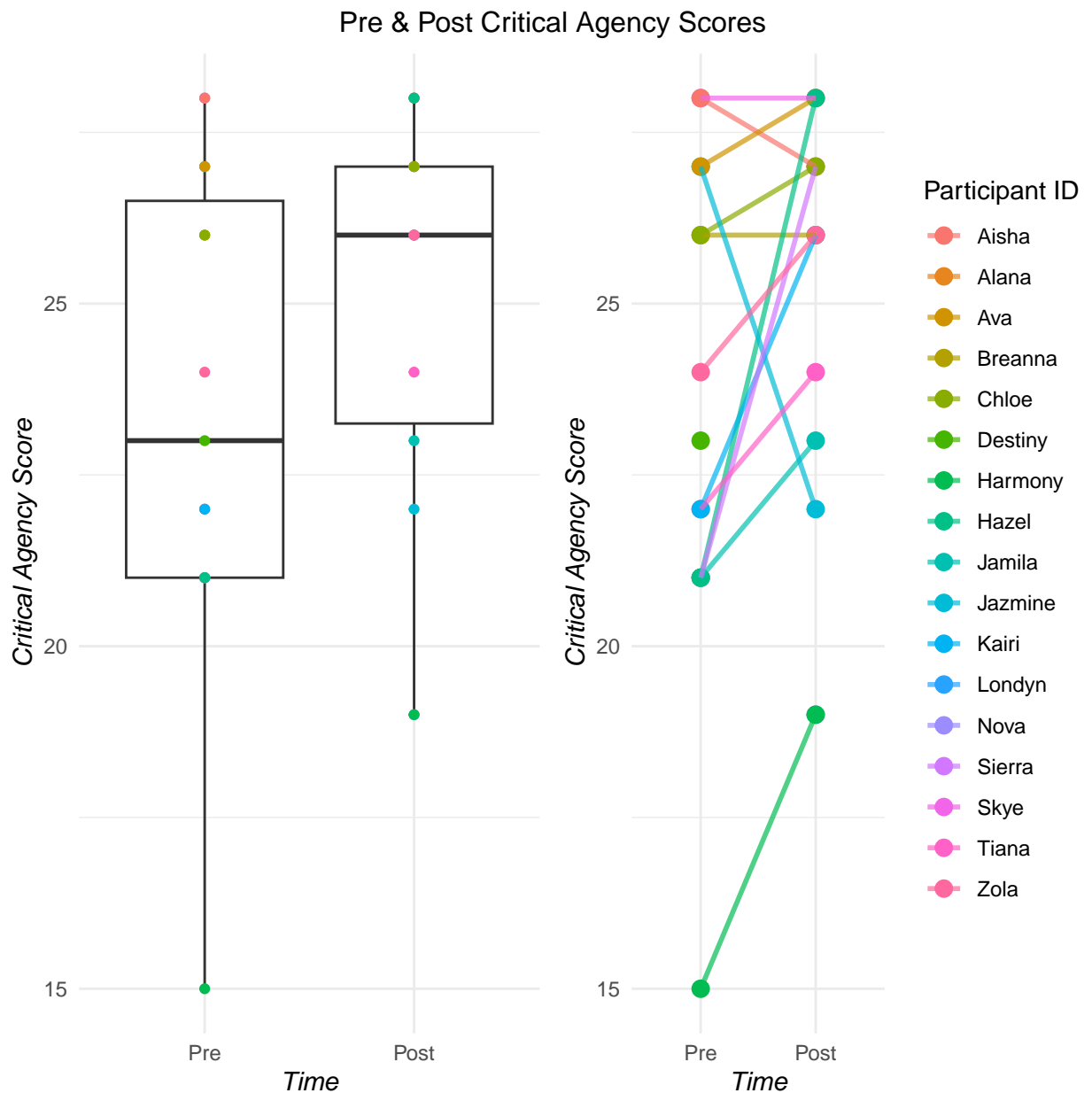
Plot 8:

Pre & Post Belonging Scores

For the construct of Belonging, it was found that the mean scores increased following the Teen TEE intervention (Pre = 46.25 and Post = 50.91). To assess whether this change was statistically significant, a paired t-test was conducted comparing the pre and post-intervention score, and significance values were calculated. (p = 0.007). Since the p-value is less than than 0.05, i.e. the results are statistically significant. Therefore, the null hypothesis is rejected and it is found that there is a meaningful improvement in the scores as a result of the intervention.

Plot 9:

Pre & Post Black Girl Space Scores

For the construct of Black Girl Space, it was found that the mean scores increased following the Teen TEE intervention (Pre = 13.4 and Post = 14). To assess whether this change was statistically significant, a paired t-test was conducted comparing the pre and post-intervention score, and significance values were calculated. (p = 0.023). Since the p-value is less than than 0.05, i.e. the results are statistically significant. Therefore, the null hypothesis is rejected and it is found that there is a meaningful improvement in the scores as a result of the intervention.

Plot 10:

Pre & Post Critical Agency Scores

For the construct of Critical Agency, it was found that the mean scores increased following the Teen TEE intervention (Pre = 23.47 and Post = 25). To assess whether this change was statistically significant, a paired t-test was conducted comparing the pre and post-intervention score, and significance values were calculated ($p = 0.063$). Since the p-value is greater than than 0.05, i.e. the results are not significant. Therefore, the null hypothesis is accepted and there is no meaningful improvement in the scores as a result of the intervention.

Conclusion

The current study wanted to look at the impact of strength based programs such as Teen TEE on several psychological and identity-related constructs among Black girls. For the chosen 10 constructs, scores were collected pre and post intervention. As (**?**) shows, that although there was a positive increase in all constructs, only two had significant differences i.e **Belonging** and **Black Girl Space**. This suggests that the program significantly fostered a stronger sense of community and affirmation among participants.

Pre and Post Mean Scores by Scale
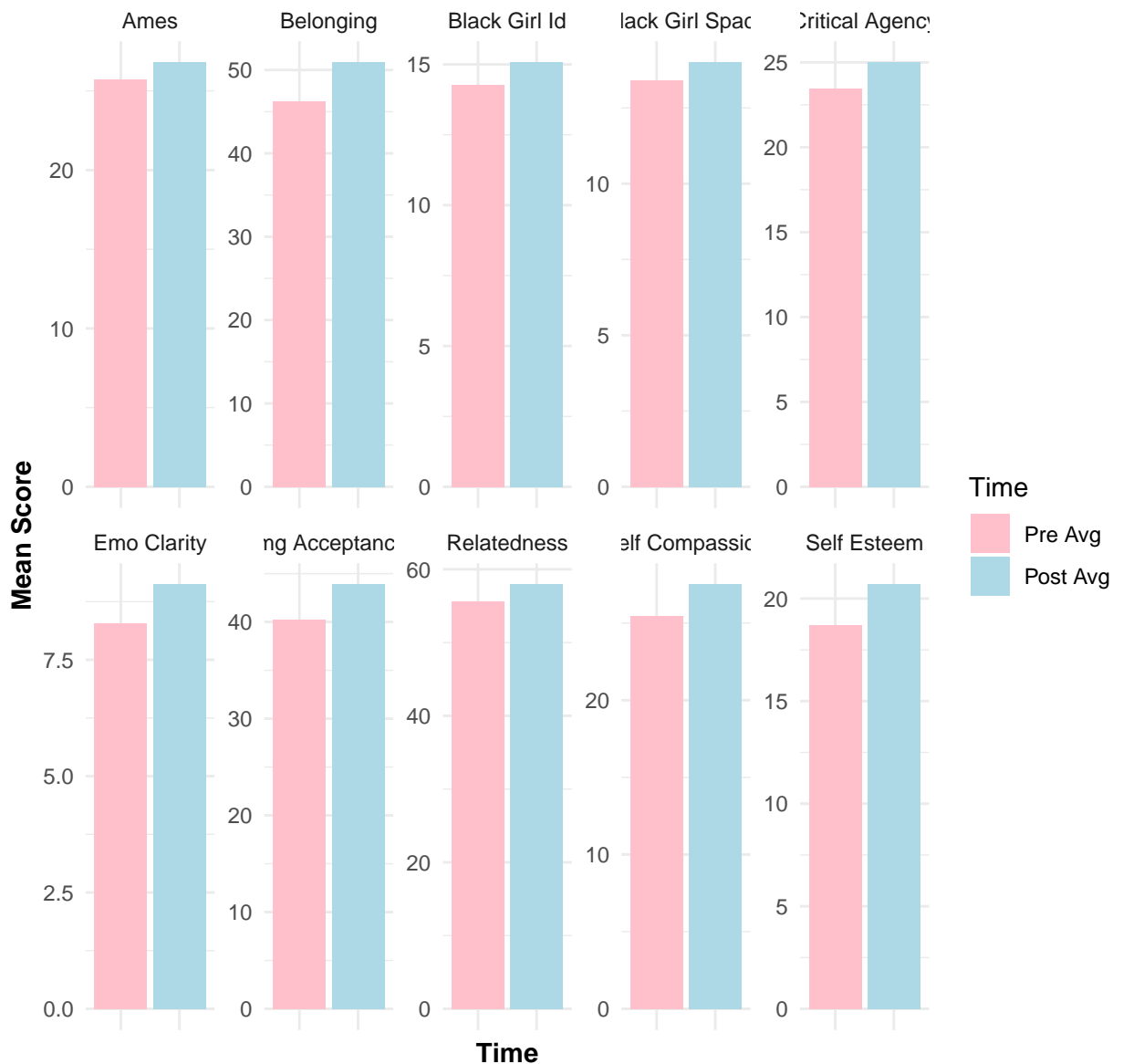
However, most constructs showed no significant differences. This could be because of several limiations which should be considered when interpreting the results of this study. First, most constructs showed no significant differences, which could be attributed to the small sample size. A larger sample would provide more reliable data and better insights into the effectiveness of the Teen TEE program. Second, the reliance on quantitative data may not fully capture the complexity of the constructs being assessed. Incorporating qualitative methods, such as interviews, could provide a more comprehensive understanding of how these constructs are experienced and enhanced in the participants' lives. Additionally, the constructs were not fully assessed: questions were handpicked to suit the needs which could affect the validity and reliability of the constructs.

Despite these limitations, the results highlight the importance of tailored, strengths-based approaches that address the unique challenges faced by Black girls and underscore the potential of community-building initiatives in promoting positive identity development and resilience. Future research should aim to enhance the program's impact on personal constructs and explore its long-term effects. [2]

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[2] This conclusion is based on the findings of the current study. If future results differ, the conclusion should be revised accordingly.

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Appendix