What happened to Dad: A portrayal of teenage fathers in young adult literature

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What Happened To Dad: A Portrayal of Teenage Fathers in Young Adult Literature

The Graduate Research Paper
Submitted to the
Department of Curriculum and Instruction
Division of School Library Media Studies
In Partial Fulfillment of the Requirements for the Degree
Master of Arts

University of Northern Iowa

by
Becky R. Schafer Andrews
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The purpose of this study was to see if authors of realistic fiction accurately portray the characteristics of teenage fathers. Abundant fictional novels on the topic of teenage pregnancy are in print; however, most seemed concerned with teen mothers and neglect teen fathers. How teen fathers react to being told about the conception to accepting responsibility for their actions was evaluated through a checklist. This research demonstrated that a realistic portrayal of teen fathers is absent from much young adult fiction. In sharing this research with others it is in hopes that more authors will give teen fathers a more important role in their storylines. If teen fathers perspectives are included maybe more adolescent boys will read more of this genre finding comfort that they are not alone and they have options and responsibilities just as teen mothers.
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Chapter One

"I kinda got the feeling that it couldn't be true—I was scared to death, didn't know what to do. Just a million things went through my mind. I was scared on one hand having to consult my parents about the situation and then on the other hand I was kinda excited to know that I could be a father in nine months." (Robinson, 1988 p. 56; Lang, 1995 p. 33).

Each year adolescent males are responsible for about 1.1 million unplanned teen pregnancies (Marcell, 2003, p. 180). There is nothing new about adolescent pregnancies (Gillham, 1997, p. 1). Although the majority of teenagers are not sexually active before the age of 15, by the age of 19, 52% are engaging in sexual activity (U.S. Department of Health and Human Services, [DHHS], 2001, p. 8). On average, males have sex for the first time between the ages of 16-17, and females have sex for the first time between the ages of 17-18. It should be noted that certain at-risk people have had their first sexual experience by the age of 12. (Kagan, 1998, p. 566). According to the Alan Guttmacher Institute (1999) 8 out of 10 girls, and 7 out of 10 boys, are inexperienced in sexual intercourse. Only 20% of teenage girls (between the ages of 15-17) and 30% of teenage boys (between the ages of 15-17) are experimenting with sex (Alan Guttmacher Institute, 1999, p. 1).

One study, created by the Alan Guttmacher Institute on the age differences between sexual partners, shows that in the United States 64% of girls who are sexually active between the ages of 15-17 choose to have sex with boys no more than two years older than themselves. This leaves a margin of around 36% of girls who choose younger or older men (Alan Guttmacher Institute, 1999; Robinson, 1988, p. 8;
Wei, 2000, p. 626).

The definition of teenage fatherhood is hard to define for several reasons. With that in mind, chronological age may be a good place to start. Ages 12-19 could be defined as teenagers, but what about the 20 year old males who impregnate girls, or the adult men who get teenage girls pregnant. Since the mother is a teenager, this could also be known as a teenage pregnancy. (Robinson, 1988, p. 120-121). For the purpose of this study, a teen father “is a male who becomes a parent between the ages of 12-20” (Kiselica, 2001, p. 246). Statistics have shown that boys are definitely more sexually active than girls. Boys start at a younger age and are more likely to have multiple partners (Marcell, 2003, p. 180).

A taboo or problem novel as they were once known was given a new terminology after three books were written in 1967 and 1968. The Outsiders written in 1967 by S.E. Hinton deals with teenagers from the stereotypical view point by society. Also in 1967 Robert Lipsyte wrote The Contender in which he brought in major characters that were not white, male or Christian. His characters were Jewish, black and Italian depicting the diversity of New York City. Paul Zindel’s The Pigman (1968) tells about two teenagers who exploit an elderly man who recently lost his wife. These three books broke the mold and made their characters more real and today we know these taboo novels as realistic novels. Realistic novels talk about issues that are difficult to talk about and deal with like child abuse, racism, sexual encounters and children having children (Silvey, 2000, p. 703-705). The purpose of this study was to discover the characterization of teenage fathers and how they are portrayed in fictional novels intended for the young adult audience.
Teenage Pregnancy

Much has been written about the teenage mother and all of her difficulties. There are, however, few published articles, books, or statistics dedicated to teenage fathers and their perspectives (Gravelle, 2000, p. v). Despite the increased interest in teen fathers, this researcher has found that most information is usually generalized as teenage pregnancy and does not separate the fathers from the mothers. Lack of information on teenage fathers may give unrealistic views towards the father. Boys need to know the choices they have during a pregnancy. Three common choices during a pregnancy are: raising the child with or without marriage, having the child and giving it up for adoption, or aborting / terminating the pregnancy (Vaughn, 1992, p. 3). Approximately 89% of girls have sexual relationships with the same racial background as themselves, and thus chances of marriage are more probable in those relationships (Zavodny, 2001, p. 195-198).

Teenage birth rates in the United States are twice as much as any other country in the industrialized world. In 26 states and the District of Columbia, one out of ten teenage girls between 15 to 19 years of age will become pregnant. The United Kingdom has the second highest teen birth rate, but is one out of twenty teenage girls for the same age bracket (Annie E. Casey Foundation, 1998, p.25; Boonstra, 2002, p. 8-9). A study done by Boonstra (2002) tries to explain the wide disparity. The research found that the levels of sexual behavior and the age that sex was being initiated between teens varied only slightly among the industrialized countries. The researcher did discover that a major factor to teen pregnancy is in the element of disadvantaged homes. The U.S. population was found to have the largest
percent in poverty (Boonstra, 2002, p. 9). The high proportions of unwed fathers in the United States who are poor, have strained relationships with parents, or who have not known a father themselves has led some to speculate that three-fourths of all unwed teenage fathers fall into this disadvantaged population.

Kids are having kids because youth are sexually active. As noted above, adolescent males are responsible for approximately 1.1 million unplanned teenage pregnancies. Approximately 50% of teenage pregnancies never reach full term because of abortions and miscarriages. Nevertheless, this still leaves one half-million new teen fathers every year (Marcell, 2003, p. 180; Robinson, 1988 p. 2; Jamiolkowsky, 1997, p. 9). It should also be noted that father information is missing on 15% of birth certificates. This information includes the father’s age so the percentage of teenage fathers could be higher than typically projected (Wei, 2000, p. 626).

Trepidation of contracting AIDS or a number of other sexually transmitted diseases, legalizing abortions, and different prevention strategies, has not changed the birth rate much in the past 30 years among teenagers.

What part does the teenage father play in raising his child? Most teen fathers (92%) want to be involved with their child and the child’s mother in someway (Robinson, 1988, p. 11). The degree of involvement varies. Involvement could be as little as helping to pick out a name, or giving financial and emotional support (p. 11).

Factors in Teenage Fatherhood

Cultures play a part in determining whether a young male may achieve fatherhood early. Carlos, a nineteen-year-old father of nine children spoke of his
experiences with Karen Gravelle and Leslie Peterson, the authors of *Teenage Fathers*, a 2000 collection of interviews with young fathers (Gravelle, 2000, p. vi).

Carlos is one of three fathers interviewed who has no contact and feels no responsibility for any of his children. Carlos moved from South America to the United States when he was ten, two years later he became a father. He made the comment that his fathering technique (which is nothing other than reproduction) was a reflection of what his father and other men in his village did (Gravelle, 2000, p. 6). For many cultures, this is an acceptable behavior (Robinson, 1988, p. 8). In many cultures, young men do not consider themselves a man until they have fathered a child (Jamiolkowsky, 1997, p. 8). Going one step further, there are other people who truly believe that fathering a child makes that boy an adult (Jamiolkowsky, 1997, p. 28).

Teenage pregnancy is a concern for all ethnic groups in our society (Robinson, 1988, p.x). Studies have been done on ethnicity of teen pregnancy. In this finding, Black teenage males seem to have the highest percentage of impregnating women and are less likely to marry. One reason for this is that many Blacks come from disadvantaged homes, like other teen fathers. Another difference is that Blacks do not use condoms as often as Hispanics and Caucasians (Wei, 2000, p. 626).

Living in a single parent home, without having a good male role model around, increases the chances of young men becoming fathers. According to many of the boys in Gravelle’s interviews, their fathers were alcoholics, abusive, never around, or all three. In turn, this may help determine if the boys will become the same
type of father as their own. "While it is not accurate to say that a boy must have an adequate male role model in order to become a good father, not having one certainly makes the task more difficult (Gravelle, 2000, p. 3)."

Lack of education, whether it is dropping out of school or the lack of proper instructional guidance, can also play a factor in the chances of becoming a teen father. Most schools do provide sex educational classes, but emphasize abstinence. In 1996, 50 million dollars, for abstinence-only education, was authorized by the federal welfare reform. Moreover, many states require abstinence education in schools. This requires schools to teach about not having sex in order to receive their federal and state funding (Lindberg, 2000, p. 220). Abstinence is the only way of assuring oneself that a baby will not be arriving on one's doorstep before the child is wanted and the parents are ready for the responsibilities. Nevertheless, most schools are not giving proper instruction to those choosing to have sex. Sex education classes have been studied to see if they are successful. Effectiveness of abstinence-only education is inconclusive. There is no reliable evidence, to date, that demonstrates abstinence education has a positive effect on sexual behavior (Alan Guttmacher Institute, 2001, p. 13). All aspects of sex education must be taught in school to give teenagers a foundation to build on. Sexually active teens need to know how to avoid parenthood. If birth control isn't taught at home, school, church, or by society, then teenagers will turn to their peers to find out what they may or may not know (Lang, 1995, p. 23-24).

With all the advantages of having formal sex education, it is important for teenagers to be able to talk to their parents about sexual activities and prevention.
methods. Nevertheless, most times all common sense goes out the window when adolescences are caught up in the heat of the moment. Teenagers usually do not plan to have sex, so condoms and other contraceptives are not bought ahead of time. Another reason prevention methods are not being used is that many males believe that it is solely the woman's responsibility if she does not want to get pregnant (Robinson, 1988, p. 3-4).

Society is giving a mixed message to the teenage population. Through different mediums (TV, movies, songs, books, plays, sayings on apparel, and billboards) teens see that sex is romantic and exciting they don't see the consequences of their actions (Lang, 1995, p. 23; Vaughn, 1992, p. 2). Teenagers are constantly being tempted. Many teens make the comment that it will never happen to them and truly believe they are infallible whether it pertains to alcohol, drugs, or pregnancy (Robinson, 1988, p. 5). When they are not listening to music, watching TV, going to the movies, and so on, the opinions teenagers value most are their parents, teachers, clergymen, and themselves. Many teenagers say that experimenting with sex is not the best choice for them and strongly disapprove with having premarital sex (Lang, 1995, p. 23).

**Legal Responsibilities**

In the 1960s, teenage pregnancy was considered taboo, not only by the family, but also by society itself. By law, girls could not attend school if they were pregnant, and males were not held accountable. Many times girls, or the families of the girls, wouldn't divulge the name of the boy who impregnated them so that the he could live his life with no disruptions. Today teenage pregnancy is considered
commonplace (Robinson, 1988, p. 2). Girls are allowed to stay in school up to the
day of delivery if they wish to do so. Names of fathers are given so they can share
the burden of responsibilities of raising a child. In 1988 legislation created two laws
called Personal Responsibility and The Family Support Act. These laws, plus the
Work Opportunity Reconciliation Act of 1996, make it easier for fathers to claim
paternity. Claiming paternity puts more of the responsibility on the father instead of
the welfare programs (Wei, 2000, p. 625).

Law holds teenage fathers accountable for part of the financial burden of
raising a child. Many young fathers get a job, but usually it is blue-collar work,
which pays only minimum wage. At first, boys stay in school and work, but for those
teens who have no family support system, they eventually dropout of school to work
more hours to help support their child. Teen fathers usually have a higher income
and work more hours when they are young, but by the time both teen fathers and
non-teen fathers are in their late 20s, the lack of education will prevent the teen dad
from earning more income than the non-teen father (Maynard, 1996, p. 12).

In the industrialized world over a million teen males become fathers every
year. Today, pressures are placed on teenage fathers to take responsibility for their
actions. This creates many hurdles for teen fathers in areas of education, employment,
parenting, and everyday life skills (Wei, 2000, p. 626).

Teenage fiction has a specific targeted audience, those students just reaching
the 6th grade through high school graduation, somewhere between the ages of 12-20.
The books usually range from 125-250 pages in length with a goal of echoing the
language and the problems facing young adults. There is usually one major plot with a
few subplots, limited number of characters, and within a relatively short time span (Stover, p. 5).

Problem Statement

Teenage fathers may not be portrayed accurately in young adult fictions.

Purpose of Study

The purpose of the study was to discover if authors of realistic fiction accurately portray the characteristics of teenage fathers.

Hypotheses

1. Fifty percent in the identified young adult fiction novels will depict teenage fathers as a major character.

2. More than 75 percent in the identified young adult fiction novels will depict teenage fathers living in disadvantaged homes. Disadvantaged homes include family structure, socioeconomic status and relationships with parents.

3. The majority of teenage fathers will have the preconceived notion that it cannot happen to me.

4. Teenage fathers will exhibit low self-esteem and at-risk behaviors over 50 percent in the identified young adult fiction novels.

5. Fifty-one percent of teenage fathers in the identified young adult fiction novels will be depicted as having some form of sex education.

6. Contraceptive use during the time of conception will be less than 10 percent in the identified young adult fiction novels.
7. Less than 5 percent of the teenage fathers in the identified young adult fiction novels will be recognized as having prior forced sexual experiences.

8. Less than 25 percent of teenage fathers in the identified young adult fiction novels will be sexually active with more than one partner.

9. Seventy-five percent of the identified young adult fiction novels will depict teenage fathers as not taking any responsibilities for the care of their child.

10. More than 75 percent of teenage fathers in the identified young adult fiction novels will be from Black or Hispanic descent.

**Assumptions**

Despite emphasis on teenage mothers, teenage fathers will appear in young adult books in sufficient numbers for analysis. Teenage fatherhood is seldom discussed in research, non-fiction, fiction, biography, or any media therefore teenage boys tend to ignore this issue. If teenage fathers were portrayed in fiction novels this might be a good way of getting teenage boys in discussions about teen pregnancy.

**Limitations**

The research study will be limited only to Young Adult literature. No materials published before 1980 will be used in this study. The 1980s were a decade of dramatic increases in birth rates for teen pregnancy. The books chosen will be limited to the availability of the researcher through Central Decatur Community schools, Green Valley Agency #14 (AEA) in Creston, IA, Gibson Memorial Library (Creston public library), Mt. Ayr Public Library, Leon Public Library, and through inter-library loans.
Definitions

abortion—A pregnancy resolution to intentionally terminate a pregnancy (Vaughn, 1992, p. 7).

abstinence—Complete avoidance of sexual relationships (Corsini, 1999, p. 4).

adolescence—a transitional developmental period between childhood and adulthood which is characterized by a host of biological, psychological, and social role changes. Although the period is typically viewed as spanning the age range of 10-20, the actual onset and endpoint of adolescence vary depending on individual differences and the manner in which one assesses the onset and endpoint (Holmbeck, 1994, p. 17).

adoption—a pregnancy resolution to legally relinquish a child to others to raise as their own (Vaughn, 1992, p. 6).

AIDS—a sexually transmitted disease that is caused by the human immunodeficiency virus (HIV), which destroys the body’s immune system (Santrock, 1997, p. 1-GLO).

at-risk—Generally, a child or youth about whom one has a higher than usual expectation of future difficulties as a result of circumstances relating to his or her health status, disability or family or community situation; typical characteristics of student who is at-risk for reasons other than disability may include being 1 or more grade levels behind in reading or mathematics achievement, chronic truancy, personal or familial drug or alcohol abuse, or low self-esteem (“Special Education Dictionary”, 1997, p. 17).

birth control—intentionally controlling or encouraging the control of the number of children born in a given society or family (Kelly, 1971, p. 29).

birth rates—the number of births per hundred or thousand of a population in a given area during a specified period of time (Kelly, 1971, p. 29).

Blacks—a person having origins in any of the black racial groups of Africa (Colacecchi, J., 2001, p. ii).

characterizations—the process by which a character is developed in a narrative or drama. Often the character’s personality is revealed through conflict or stress in the plot (Beetz, 1989, p. 505).

culture—The distinctive customs, manners, values, religious behavior, and other social and intellectual aspects of a society (Corsini, 1999, p. 243).
disadvantaged—Individuals or families who lack the advantages of economic or cultural assets (Corsini, 1999, p. 282).

ethnicity—a dimension based on cultural heritage, nationality, race, religion, and language (Santrock, 1997, p. 6-GLO).

fiction—a prose story that is produced from the imagination rather than from fact, although some works of fiction are based on historical or biographical information (Beetz, 1989, p. 506).

Hispanic—a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race (Colacecchi, J., 2001, p. ii).

miscarriage—the unintentional termination of a pregnancy, usually through a spontaneous abortion (Vaughn, 1992, p. 7).

novels—a long work of fiction that has both a main plot and subplots. It often, but not always, features many characters. A novel always builds to a climax, the moment when the characters must face the consequences of their actions (Beetz, 1989, p. 508).

role model—Anyone who serves, knowingly or unknowingly, as a model for others (Corsini, 1999, p. 851).

sex education—mean curriculum that is used to teach youth about learning factual information on all aspects of sex, sexual self, the opposite sex, the sexual behavior of others, and that sex is a part of life (Campos, 2002, p. 4).

sexually transmitted diseases (STD)—diseases that are contracted primarily through sex—intercourse as well as oral-genital and anal-genital sex (Santrock, 1997, p. 17-GLO).

society—a group of individuals of the same species that is organized in a cooperative manner that goes beyond sexual and parental behavior (Santrock, 1997, p. 18-GLO).

teenage father—a male who becomes a parent between the ages of 12-20 (Kiselica, 2001, p. 246).

teenage mother—young women under the age of twenty who have children (Trapani, 1996, p. 9).

young adults—anything readers between the approximate ages of 12-18 choose to read (as opposed to what they may be coerced to read for class assignments) (Nilsen, 2000, p. 3).

Significance
Teenage pregnancies are a burden for today's society. Federal programs are supplying financial and emotional support for many teenage babies, but few programs support teen fathers. No longer are teens being shunned for being sexually active and finding themselves in a family way. Adolescent boys need to be able to read about, and find some comfort in, the fact that other teenagers have gone through what they are going through. There are many nonfiction books published with information, but it is easier to get adolescents to read fiction. Information about pregnancies tends to be statistical and most teens find it boring. Health teachers may find it easier to relate sex education by integrating novels in their program if what is being written is realistic. Young adults may find that it is difficult for teen parents. Teen fathers may need help about how to take responsibilities, to get some assurance emotionally, and about prevention methods, so they don’t accidentally become a father before planned.
Chapter Two

Review of Related Research

This study was to discover characteristics of teen fathers and investigate if those characteristics are portrayed realistically in young adult fiction novels. The related research literature reviews was focused on factors associated with teenage pregnancy, sexual attitudes toward sexual behaviors, and on the teenage fathers’ characteristics. Research included aspects of the following: a) those with a higher risk at becoming pregnant; b) options available after discovering about the pregnancy; c) sexual attitudes toward pregnancy; d) characteristics associated with teenage fathers; and e) responsibilities of teenage fathers.

Teenage Pregnancy

No culture, socioeconomic group or race is immune from teenage pregnancy. Studies have shown teen birth rates had increased in the 1980s and declined in the early 1990s (Manlove, 2000, p.167; Zavodny, 2001, p. 192). The United States is still the highest ranked country of any other industrialized nation for teen births at 60% (Annie E. Foundation, 1998, p. 10; Boonstra, 2002, p. 8-9).

Manlove, Gitelson, Papillo, and Russell (2000) did a study to explain sharp increases in teenage birthrate from the 1980s to the early 1990s and then the decline of birthrates in the 1990s to 1995. They used a quantitative design using a life-course approach. Manlove, Gitelson, Papillo, and Russell (2000) hypothesized that the following eight factors may play a role in explaining the trend in fertility: 1) the changing family environment, 2) racial and ethnic composition, 3) the dropout rate, 4) sex education programs, 5) a higher increase in teens participating in sexual
intercourse, 6) use of contraceptive or lack there of, 7) non-voluntary sex as their first experience, and 8) the age of the partner (p. 168).

Data from the 1995 National Survey of Family Growth (NSFG) were used to follow teenage mothers (ages 12-19) from the 1980s and 1990s. Teenage mothers (ages 12-19) who gave birth between the years 1987-1991 were compared with the teenage mothers prior to fertility increases and with teenage mothers from 1992-1995 when birthrates started to decline again (p. 166). Three Cohorts were established, Cohort 1 contained data about adolescent females before the increase in birthrates (1980-1986). In this group, there were 4,883 women with only 580 being teen mothers (p. 167). Cohort 2 (the base group) was the group with the highest fertility rate of the three groups studied. This group included 3,672 women between the years 1987-1991. Of this group, there were 1,287 teen mothers (p. 167). Cohort 3 fell within the years 1992-1995, which had a declining birthrate for teenagers and included 2,168 women with only 234 teens becoming mothers (p. 167).

To test their hypotheses the researchers examined the characteristics of adolescents (both teenage mothers and those who did not give birth) using bivariate chi-square and the Generalized Linear Model to analyze the data. Secondly, they investigated the importance linked with the risk of teenage birth in the three cohorts using multivariate models. A predicted probability was used for the final analysis of how changes in the teenagers' background affect the probability of a teen birth across all three cohorts (p. 168). The SUDAAN was used to help eliminate any errors that might have occurred in their results of the predicted probability testing.
Manlove et. al. (2000) found that 14% of the teenagers in Cohort 1 and Cohort 3 had given birth, but 18% of the teenagers in Cohort 2 had given birth (p. 169). Their findings showed that there was a definite decline in family backgrounds in all three cohorts. Criteria for evaluating family backgrounds (environment the teenagers were raised in) included such items as two-parent families, family disruption, or divorce. The other criterion included in family background was the racial and ethnic composition. The three cohorts showed no major changes based on racial and ethnic population. Changes did occur for the teenage mothers in the dropout rate, but did not make a considerable change for those who were not teenage mothers. When studying the variable about sex education, the results in all three groups showed an increase in education when compared with results from the NSFG study done in 1995 in both formal instruction and with teenagers talking with parents about sexual activities. The number of teenagers (before the age of 15) choosing to have sex for the first time had increased between Cohort 1 (1980-1986) and Cohort 2 (1987-1991), but had remained stable between Cohort 2 (1987-1991) and Cohort 3 (1992-1995). Again when comparing the results from the NSFG study done in 1995 contraceptive use increased in all the groups, in fact there was a 17% increase in contraceptive use from Cohort 1 to Cohort 3 (p. 170). Researchers discovered many teenage girls were still unwilling to report non-voluntary first sexual experiences, but from those who did report, non-voluntary first sexual experience showed a decline in all cohorts. The age of sexual partners was found to be within 2.3-2.6 years of the teenage female. This showed that teenage females are choosing partners close to their own age for their first sexual experiences (p. 170).
Manlove et.al. (2000) suggest that continuing sex education at home and school, encouraging the use of contraceptives, decreasing the dropout rate of teenagers, and nurturing a more stable family atmosphere will all help decrease the fertility of teenagers in the United States.

Rodriquez and Moore (1995) were concerned with the problem that innumerable unplanned pregnancies have serious cost toward the family unit, the individual, and society. The researchers wanted to determine correlations, if any, between the family unit, the individual person, and educational background to unplanned pregnancy. The route the researchers chose to evaluate was through the perceptions of pregnant teens then attending Teenage/Pregnancy/Parenting Programs (TAPPS) in Texas. Those programs were academically based so teens had a chance of finishing high school even if they were pregnant.

Rodriquez and Moore (1995) hypotheses were that teens would display irresponsibility in deciding to have sexual intercourse and would exhibit the following attributions concurrent with early pregnancy to: 1) living in a single parent home environment, 2) distance between family members emotionally, 3) talking about sexual behaviors and activities would be limited, 4) there would be differences between races in regards to marriage of the parents, 5) church attendance would vary, and 6) having a more positive feeling about ones self.

Data obtained for this study were through an anonymous questionnaire containing 83 items pertaining to the family unit, personal characteristics, plus the relationships pregnant teens have with peers, their future goals, and prenatal care. The program's personnel administered the questionnaire to 341 teens who volunteered to
participate in the survey. Female teens (aged 11-19) were chosen from a population from 14 different TAPPS programs throughout Texas (p. 690-691). Forty-six percent of all the teenagers who participated in this study were 16 years and younger. The majority (59%) were Hispanic, never married, raised in single parent homes, and academically classified below the 12th grade in school. Whites accounted for 23% followed by Blacks at 18% (p. 692).

Because participants were from a nonrandom selection, and to help determine the validity of the data the chi-square test was chosen. From the family relation questions, it was determined that 58% (p. 691) of the teens lived in single parent homes. From those teens living in two parent homes 62% (p. 691) were involved in a remarriage of some kind. Teens in a two-parent home were more likely to feel better about themselves and have a more positive mother/daughter and father/daughter relationship than those who lived in a single parent home.

When examining the relationship between teenage mothers and the fathers of their children, it is interesting to note that before the conception 82% (p. 694) of the teen mothers reported exclusive relationships with the father. When conception became known 21% (p. 694) claimed no further relationship with the father and 17% (p. 694) remained friends only.

After analyzing the section on risk-taking, it was determined that 60% (p. 694) of teens having their first sexual intercourse fell between the ages of 14-16 and from this group 89% (p. 694) had used no form of contraceptive. Forty-eight percent (p. 694) of teens (mother, father, or both) had been engaged in alcohol or some other
form of drugs at the time of conception. Early sexual intercourse, no contraceptives used, and use of alcohol and/or drugs are all risky sexual behavior.

Two important facts came out about parenting plans; 69% (p. 694) of the teens were going to use their own personal experiences in regards to strictness in raising their child and 42% (p. 694) were going to use the advice given to them by their parents. Many were willing to learn more about financial managing, child development, effective discipline, interaction with others and self and home management.

Under the heading of sexual education, Blacks were more likely given information about sex than Hispanics and White teens. Blacks also attended church more often and felt better about themselves. Hispanic teens however were more likely to come from two parent homes and planned to educate their children better on the subject of sex than the Black and White teens. The only significant discoveries about White teens were that they were more likely to come from a broken home (divorced parents). This study insists that sex education is essential, but sex education is usually too little, too late. Education done in the home and at schools needs to start at an earlier age.

The results from this study indicate a need in schools, churches, and/or other agencies for increasing the bonds of family life education. Disruption in the cycle of teen pregnancy may lie within the healthy backgrounds of family education. In conclusion, the researchers felt this study could not be generalized to other populations and that further research was needed.
A study by Young, Martin, Young, and Ting (2001) investigated the negative effects that teenage pregnancy had on the teenager, the teen's child, and on society. The purpose of the study was to look at various characteristics of internal poverty to those who became pregnant later in life. Internal poverty is defined as being able to attain particular goals, motivation, control over ones life and the way one sees their future (p. 290).

The method chosen for this study was a longitudinal survey. Information from a previous study done in 1988 by the National Education Longitudinal Study (NELS) was used. National probability samples of approximately 25,000 females, from the 1988 study, were chosen from 1000 schools (800 public and 200 private). Young et. al. (2001) took data from the 1988 study, analyzed that data, and went a step farther. Using the same population, the researchers gave follow-up questionnaires and achievement tests in 1990 (when the girls would have been in the 10th grade) and in 1992 (when the girls would have been in the 12th grade) and made comparisons between those who later became pregnant with those who did not get pregnant. The researchers located those girls who had dropped out before the tenth and twelfth grades in order for them to participate in the survey.

Internal poverty was assessed with three variables: 1) locus of control "the degrees in which individuals believe they have control over events in their lives versus the degree to which they believe they are victims of fate or external circumstances" (p. 290) (using a six-item scale designed by Kaufman and Rasinski in 1991 (p. 294). 2) personal efficacy is defined as "a person's beliefs about his or her ability to attain particular goals" (p. 290) using a four point Likert-type scale (p. 295).
3) *future expectation* was defined as how the young women saw themselves at the age of 30. These variables were assessed using several questions pertaining to perceptions of a future occupation.

Young et. al (2001) used Cronbach's Alpha criterion and the chi-square test in analyzing and interpreting the data from their research. The researchers concluded that *locus of control* was more external and shows a significant amount of difference between the two groups (p. 299). In other words teenagers who had high expectations and goals had a better chance at achieving those goals than the teens that had a more difficult time setting and obtaining goals. With *personal efficacy*, they found individuals with less confidence in meeting goals also had low self-esteem making it more difficult for them to refuse sex. Females with low self-efficacy have a higher risk not only for pregnancy, but also for sexually transmitted diseases (STD's). Questions about *future expectations* turned up results that were mixed. Lower expectations of finishing high school were more prevalent with teens who later became pregnant than those teenagers not getting pregnant, but pregnant teens did not have lower expectations concerning careers that required higher education levels (p. 297).

Limitations pointed out in the study were as follows (p. 296): 1) Data did not allow for identification of those students who were pregnant at the time before the survey. 2) Data did not take into consideration those students that did not drop out of school because of pregnancy or giving birth. 3) The personal efficacy scale was not in the original NELS survey.
Future studies need to investigate within internal poverty for attributes relating to out-of-wedlock births and health risk associated with external poverty. Past studies have shown that low-income status indicates a greater chance for multiple health problems such as 'heart disease, cancer (most types), communicable diseases, high blood pressure, obesity, tobacco use, infant mortality and traumatic injury and death as compared to those who are not in the lower income bracket' (p. 302). Thus, researchers need to know if socioeconomic status is the only attribution for out-of-wedlock births or if behaviors turn out to be a cause.

**Sexual Attitudes**

Sexual attitudes do play a role in teen pregnancy and a quantitative study by Saltz, Perry and Cabral (1994) using an experimental design involving role-play tried to implement more responsible attitudes that will lead to behavior that is more responsible through psychological dealings with teenage weaknesses toward pregnancy. The premise behind this study dealt with the attitude *it cannot happen to me*.

Selection of population came from two middle-size schools in the Midwest. These schools were identified as Alpha High and Beta High. Alpha High had a higher family income $34,000 (p. 227) a year versus the $22,800 (p. 227) for Beta. Students chosen were from the 9th grade and from the enrollment list for the health classes in the fall of the year. With those criteria, 373 qualified, eight refused to participate and 98 were eliminated because of absenteeism from part or all of the study. Of the 267 students left, 53% were boys and 47% were girls (p. 227). Teens were randomly assigned to one of three intervention conditions. Within each of the three intervention
condition groups students were randomly divided into coed subgroups (4-5 students). Conditions for the experiment were: (1) Video Role-Play group (this group of 79 students was involved with all three parts of the experiment), (2) Video Viewing group (a group of 95 students only watched the videos and commented on them and took the questionnaires), (3) Questionnaire group (also 95 students participated in the questionnaire only) (p. 226-227).

Instruments used were the Attitudes Toward Sexual Behavior Scale and scales from previous studies (Ager, Shea, & Agranow, 1982; Cabral, Handelsman, Weisfeld, & Firestone, 1984; Sorenson, 1973; and Steinlauf, 1977), but revised to use only the items that measured attitudes concerning personal risk/responsibility and with premarital sex. Each item had a 5-point scale ranging from strongly agree to strongly disagree (p. 228). The number 5 was not always represented with the same response so the questions were recoded so all number 5s represented attitudes in favor of avoiding early pregnancy. To obtain an orthogonal three-factor, simple-structure a Varimax program was used.

Six sessions were created to accommodate this experiment and these sessions were held six days in a row with only one day or a weekend between sessions. This was so there was as little inconvenience to the teachers, administrators and students as possible. Session 1 was orientation where students were introduced to the project. Session 2-3 was spent randomly dividing the 79 participants into the 18 coed subgroups for the Video Role Playing. Each subgroup was instructed to write a skit dealing with consequences of teenage pregnancy. Session 4 was devoted to videotaping the scenarios. During Session 5, the Video Viewing group joined the
Role-Play group. Both groups watched the videos and the teenagers made comments about the skits. Session 6 was the distribution of the questionnaire that all three conditioning groups filled out (p. 226-231).

Only two basic themes came from the role-play videos from both schools: a) girl finds out boyfriend is falsely telling his friends that they are having sex. She confronts him and then she breaks up with him for ruining her reputation; and b) girl gets pregnant confronts boy and he had to decide between supporting his child and taking the athletic scholarship. No stories were concerned with events that took place after first discovering a pregnancy. Many teenagers can handle only the present situation, not what might lie in the future especially when confronted with a major topic. Participants ignored the instructions of selecting themes relating to a birth or the raising of a child. They chose boy-girl relationships themes. This action alone defends the hypotheses that teenagers' psychological time frames are limited (p. 231-232).

Two independent factors were identified from the questionnaires, attitudes about abstinence and contraceptive behaviors. Factor one (attitudes about abstinence) had seven items with loadings over .45 and this accounted for 23.7% (p. 229) of variance (p. 229). Some of the questions were “It’s good to be sexually experienced before marriage.” “I would prefer to wait until I am older to being having sex.” In addition, “Sometimes if a method of birth control were not available, I think I might have sex anyway.”

Factor two (attitudes toward the use of contraceptives) included six items with loading over .45 and accounted for 11.2% (p. 229) variance of the questionnaire.
Items on this part of the survey dealt with concerns with the ‘amount of trouble involved in using contraceptives’ and ‘feeling that the use of birth control methods might suggest something immoral about teen’s behavior’ (p. 229).

Factor three had only three items and dealt with attitudes toward communication concerning sexual behavior and willingness to use contraceptives.

Two main effects were discovered from Factor 1: gender and the schools themselves. Girls were more favorable toward abstinence than boys and Alpha High endorsed abstinence more than Beta High. Girls (from the Video Role-Play and Video Viewing) from Alpha High also had more conventional views about premarital sex when compared with the Questionnaire group also from Alpha High, but this was not seen among the three groups at Beta High. When looking at the same variables about premarital sex from the boys’ perspective (from the Video Role-Play and Video Viewing at both schools) results showed that their scores were actually lower than the Questionnaire groups from both schools. Comparing both schools and both genders, Alpha High has more traditional attitudes about premarital sex than Beta High. Factor 2 also shows a major gender effect, that girls are more likely to endorse contraceptive use over boys. No other statistical significance was found for Factor 2 (pp. 232-238).

This study showed some limitations, each Video Role-Play subgroup created only one scenario over a single week and the Video Viewing groups watched only one hour of those videos. Time itself was a limitation. If Video Viewing were as effective as Video Role-Play, it would have had an advantage economically, because pre-taped videos could be purchased.
In conclusion, although they anticipated the boys would be affected less by the intervention conditions the researchers had no way of foreseeing the negative results from the boys from Video Role-Play compared to the Questionnaire group conditioning. When asked to develop a story line about raising a child or giving birth they ignored the instructions and dealt with boy-girl relationships, which is a concern to them at the present rather than what might happen to them in the future. This study showed no indication of lack of contraceptive use or intercourse related to wanting a child; this contradicts the theory that girls have unprotected sex because they want someone to love.

In another study, Ku, Sonensten, Lindberg, Bradner, Boggess, and Pleck (1998) investigated trends about sexual activity among young metropolitan men. The study examined how adolescent male attitudes and educational experiences could affect sexual behavior. Data obtained from the National Survey of Young Men (NSYM) from 1979, and two surveys from National Survey of Adolescent Males (NSAM) from 1988 and 1995 were analyzed. A follow-up survey in 1991 (NSAM) was also adapted for the 1998 cohort (p. 256).

Ku et al. (1998) had to make all three surveys comparable. In doing so, criteria formed: unmarried males at the time of the survey and males who fell within 17-19 years of age. Males were classified as Blacks and non-Black. The categories of Blacks and non-Blacks were used because of the limited information from the 1979 questionnaire of racial and ethnic backgrounds (p. 256).

With many variables taken out to make all the surveys comparable this eliminated some of the population in the original surveys. Left were 2,087 males
living in metropolitan areas aged 17-19 who had never married. One thousand nine hundred and ninety-eight responded to the first interviews, but during the follow-up survey, only 1,676 complied (p. 257).

Bivariate analysis compared the variable across time (for global and pairwise differences), and multivariate analysis helped to eliminate bias. For categorical variables, chi-square tests were chosen for analysis. Logistic regression tested recent intercourse data while the tobit model calculated the acts of intercourse over the 12 months prior because of the large numbers of individuals who had abstained in sexual activity that year.

Heterosexual activity outcomes were measured with four variables; having had intercourse; having had intercourse within the last four weeks; lifetime number of partners (limited to 20); and the actual number of times having intercourse in the past 12 months (this limited to 100 acts), with limitations put in place again because of the 1979 survey. In the 1979, survey estimates were based on responses to a specific question where the others (1988 and 1995) were computer based on partner-to-partner information (p. 257).

When studying adolescent attitudes about sex Ku et al. (1998) used two questions for measuring. Question one measured support for premarital sex and stated “Which one of these statements best describes how you feel about sexual intercourse before marriage: (1) Sexual intercourse before marriage is okay even if the couple has no plans to marry, (2) sexual intercourse before marriage is okay but only if the couple is planning to marry, (3) sexual intercourse before marriage is never okay” (p. 257).
The other question dealt with resolutions for the nonmarital pregnancy and described a situation with solutions. The scenario stated: “Consider the case of a young man who has made an unmarried girl pregnant. He likes her but does not love her.” Selection were “(1) get married; (2) have the baby and support it; (3) suggest abortion and (4) suggest adoption/other” (open-end responses were allowed on the 4th option (p. 257).

Other topics analyzed relating to sexual behavior were birth control, AIDS, and STD’s, all school-based education plus religion and moral beliefs.

Researchers found that non-Black unmarried males aged 17-19 increased sexual activity from 66% in 1979 to 76% in 1988 then reduced to 68% in 1995 (p. 258). Young Black males increased sexual activity in 1979 and remained constant in 1988 to 1995 (p. 258).

Rates for all youth who had had sex four weeks prior to the survey increased from 40% in 1979 to 45% in 1988 and decreased to 39% in 1995 (p. 258). When breaking this down into the Black and non-Black groups there was only the slightest increase for Blacks and a significant increase for non-Black between 1988-1995 (p. 258).

Four is the average number of lifetime female partners for males among all cohorts. This number decreased for non-Black men, from 3.8 in 1979 to 2.9 in 1995; however, the mean increased for Black male adolescents from 5.1 in 1979 to 6.9 in 1995 (p. 258). The area of the most increase was heterosexual intercourse. Among all teenage males, sexual intercourse acts in the 12 months prior to this survey showed 14 acts per year in 1979 to 17 acts per year in 1988 and to 21 acts per year in 1995. These
results paralleled with non-Black youths, however Black youths showed no change between 1979 and 1988, but Black youth increased almost 50% (13 acts per years to 24 acts per year) between 1988 and 1995 (p. 258). The frequency of intercourse in a year of Black and non-Black men was similar; however, Black men were more likely to have sex and have more lifetime partners.

Positive attitudes about sexual intercourse and education increased from 55% in 1979 to 80% in 1988 and decrease to 71% in 1995 (there was a larger percent of decrease from the non-Black group than the Black group) (p. 258). Over half (59%) (p. 258) of the adolescent males faced with the scenario in the 1995 survey of getting a nonmarital female pregnant chose keeping the child and supporting it. This had increased dramatically from the 19% in 1979 and 37% in 1988. Distribution of attitudes were very similar between Blacks and non-Blacks in 1995, but showed a bigger difference by race in earlier time periods. The other options (getting married, adoption and abortion) became less popular over time.

Data from the 1991 NSAM follow-up survey helped determine whether sexual attitudes predict behaviors or whether behaviors predict attitudes. Close correlations between attitudes and behaviors are shown, both cross-sectionally and over time. This study also showed that religion is a part of the shift in attitudes among young males, but no other factors could be defined.

Schuster, Bell, Berry, and Kanouse (1998) investigated whether knowledge, attitude, and perspective of sexual behaviors would change with the implementation of the condom availability program. Choosing a quantitative design, a baseline survey (survey given to students before the condom availability program came into the school)
and posttest (one year after the condom availability program was implemented) were developed. To minimize confusion on the survey about types of sexual behaviors, technical and anatomic descriptions were used. Some questions that had been adapted to fit the needs of this study came from the Center for Disease Control and Prevention. Questions covered lifetime history of vaginal intercourse, history of vaginal intercourse during the previous year, and other sexual activity experiences also during the previous year.

Those surveys were administered to 9-12 grade students from Los Angeles county high schools (the first survey given prior to the implementation of a condom availability program) in April 1992. Those schools presented a potential population of approximately 2500 students; but students who could not speak English, intensive Special Education students, and those considered high risk for dropping out of school were not eligible. The baseline surveys were distributed to 1,945 students after consent forms from parents, students, and administrators were returned.

Someone outside the school districts administered the questionnaires as a safeguard for confidentiality. Instructions were given to students (orally and in written form on the survey) to skip questions that they did not wish to answer; whole sections could also be left unanswered.

It should be noted that when the condom availability program was activated, packets of condoms were placed in baskets in four classrooms and outside the nurse’s office. A can beside the condoms had a sign attached asking the students to leave a quarter for each packet they took. During the first year of the program between 1,800 and 2,000 condom packets were taken each month and almost no money collected.
Forty-five percent of the students reported taking condoms with an additional 5% getting them from other students (p. 68).

A follow-up survey was administered a year later in the same procedure. Liket-scale responses were given for attitude items from strongly agree to strongly disagree. Responses for the knowledge questions were true, false or don't know, and the perception questions were coded. All questions were weighted; the logistic regression model was used; however, male and female responses were separated. Linearization method, which produces asymptotically standard errors, was also used and is the basis for all the inferences in this study.

Fewer Blacks and Hispanics participated in the follow-up survey, than did Whites, Asian, and Pacific Islanders. Those who did respond to the second survey were more likely to have parents who had graduated from college and they were more likely to pursue a higher level of learning.

In sexual behavior, very little changes were revealed after a year except from the females reporting increases in fellatio with ejaculation, cunnilingus (with a male partner) and anal intercourse. Many changes had occurred with males in regards to condom use. An increase of males using condoms during vaginal sex from 37% at baseline to 50% at follow-up, use of a condom for first time vaginal sex increased from 46% to 56%, and males who initiated vaginal sex that used a condom increased from 65% to 80%. Results showed little or no changes in these categories for females, however the largest change for both genders were the increases in the anticipated use of a condom for virgins; males' practice increased from 62% to 90% and females' rose from 73% to 94% (p. 70).
Seven items dealing with attitudes, self-efficacy and knowledge were on the survey. Males tended to change their minds on certain questions while the female population did not. For example, the question “People my age should not be having vaginal intercourse” the males disagreed with at baseline, but agreed more in the follow-up survey. To the question “Having condoms with you makes it more likely that you will decide to have vaginal intercourse” they disagreed more in the follow-up survey. The last question that showed a difference was “Imagine you and your partner both want to have vaginal intercourse. You really want to use a condom but you partner does not want to. What do you think would happen?” In the follow-up survey, more responses disagreed to the choice “We would have vaginal intercourse without a condom” (p. 71).

One significant limitation was in the 41% (p. 72) of students who refused to take the follow-up survey, another was the honesty and seriousness of the students taking the surveys. A randomized controlled experiment could not be conducted because there were only two schools in the district. Another limitation was that is it unknown if the set of characteristics used in weighting was adequate for those participating in both surveys.

Students’ attitudes remained the same or showed very little difference between the two surveys toward sex and condom use, but in fact the change went toward prevention of sexual and risky behavior. The condom availability seems not to have increased sexual activity, but increased condom use among males. For the most part, teenage fathers want to be responsible for their actions, but may not know how or where to turn to get help.
Teenage Fathers

Researcher East and Felice (1996) wanted to investigate different aspects of the forgotten partners of a teenage birth. They wanted to find descriptive data on the fathers, chart changes in the relationship of the fathers and mothers, determine whether certain intake (information obtained upon the prenatal visit to the clinic) variables of both parents had any relationship to the fathers racial background, compare adolescent fathers with adult fathers and examine adolescent father’s financial support and relationship commitment to his child, and the child’s behavioral outcomes over a three year period.

Quantitative design was used by way of a longitudinal study. Information was gathered by interviews during intake visits at the University of California, San Diego (UCSD Teen OB) Medical Clinic, and follow-up interviews were obtained at UCSD Teen OB clinic and outlying community clinics every six months thereafter for a three-year period. Only those teen mothers who showed up for prenatal checkups were asked to participate. There were 127 girls who registered at UCSD Teen OB clinic, one mother didn’t know who the father was and three of the other fathers were deceased (gunshot wounds) so there were a total of 123 who participated in the first part of this survey (p. 105-106). The follow-up interviews added an additional 69 fathers (p. 105). Whenever possible the fathers themselves (5%) were interviewed, but most of the time the males never accompanied the girls to the clinic so 95% of the information gathered was from the teenage mothers (p. 106, 112).

The initial intake information stated that the racial background of the father was identical to the mothers except in two situations. Most fathers were 16-24 years
old and were subcategorized as older adolescents and young adults. There was one father aged 15 and another one aged 34, but 70% were 21 and younger (p. 108).

The majority, (78%) of the fathers were ethnic minorities. Because of the small proportion of Southwest Asian and others, they were not considered in this study. Only Hispanic, Blacks, and Whites participated. It was found that Hispanics were less likely to be a U. S. citizen and had less formal education than the other two groups. Whites reported using more drugs and alcohol, where as the Blacks were more likely to have a family history of out-of-wedlock children (66% compared to 13% Whites) (p. 112).

Teenage fathers had only an average of 11 years of formal education. Data showed that [fathers aged 18 years or less] 25% were in school (p. 108); however, 33% (p. 108) received their graduate equivalency diplomas (GEDs) or finished high school. For those not in school 8% were on active duty (this was no surprise since San Diego is a military center for the Navy and Marines), 47% were employed elsewhere and 20% were not employed at school or in training programs (p. 109). Data showed 75% of the males had used alcohol or drugs at some time or another.

In the interviews, teen mothers (50%) stated that they knew the fathers well and that 50% of the fathers still lived at home. Knowing the father’s family was a different story, only 75% had known family members and this does not sound too bad until the statistics are reversed thus stating that 25% of the girls did not know any family members and did not know where the father lived (p. 109).

Follow-up questions were asked about financial support given to the teen mother for the care of the baby, and the father’s relationship with the mother and child.
In the follow-up questions, 69 more fathers (or teen mothers) were interviewed and those questions were repeated at six-month intervals until three years had expired. At the end of the three years, teenage mothers reported that 30% (p. 112) of the fathers were their primary source of income and Hispanics made up a large portion of that percent.

In regards to relationships, 1/5 of the fathers had married the mothers at the six-month session compared to the 8% at the intake and 7% prior to conception and this increased to 27% at the end of the three years (p. 114). In all other categories, in relationships with the mother, there was a decline. In talking about the relationship that the father has with his child, teenage mothers reported that 75% were caring and loving at six months and there was a decrease (61%) at three years (p. 114). The study noted that Black teenage fathers were less likely to live with their infants.

When dividing the fathers into subgroups, no surprises were found in the data. Fathers who were 18 and younger were categorized as adolescent fathers (this contained 50 individuals) and 73 fathers had an average age of 21.5 (p. 115). As expected more adult men had graduated (53% vs. 15%), but more adolescent fathers were in school (59% vs. 2%) (p. 115). Young adult fathers worked more (67% vs. 35%) (p. 115), and except for school and work, the two groups were very similar.

In the intake interviews young adult fathers appeared to have closer relationships with teen mothers (more were married, living together or engaged); however, no differences between young adult and adolescent fathers were shown from 18 months until the end of the three years (p. 115). Another interesting note is, one year after the birth of the child, young adults were the primary source of income
(48% vs. 9%), but at 18 months there was no difference between the young adults and the adolescent fathers.

This study has multiple limitations. Few fathers gave their perspective of the situation; it was information furnished by the teen mother. Another limitation is that California is close to Mexico, so the study may not have given a true picture about the Hispanic American culture. The sample size of the study is also a limitation.

In conclusion, even though the study is about fatherhood, the statistics come from the mothers' point of view. The study does show, however that partners of pregnant teens do have issues that need attention. For example, they have difficulty in school; some have no desire to get a job, and others (50%) (p. 115) really do not want a relationship with the mother or the child after 3 years. The age or race of the fathers did not matter; there were few differences between them.

Research showed no distinction between adolescent fathers and unwed adult fathers. Stereotypes of adult fathers were transferred to teenage fathers. Because of this generalization, Bucklin's (1998) study researched the involvement of teenage fathers with their offspring on three levels. Investigations were done on the level of compassion teenage fathers had for their offspring, the stress level of their parental responsibilities, and influences from their parents and peers that might affect their involvement with their children.

Bucklin used a quantitative design, surveying 34 teen fathers, 16 from Central California and the other 18 from Kansas. Participants for the surveys were boys who became teenage fathers or adult men who impregnated a young girl who had been a teenager at the time of delivery. The range of age for the fathers was 15-21 years old
and the age of the mothers ranged from 15-36 (one mother was 32 and another was 36 creating a large age gap between the two mothers and the two teen fathers) (p. 39). The ethnic breakdown was as follows, 35% Hispanic, 50% African American, 9% White, 3% Native American, and 3% mixed (African American and White) (p. 39). Teen fathers described their religious background as 33% Christian, 30% Catholic, 22% Baptist, and 15% no affiliation (p. 39).

Bucklin’s hypotheses were that teenage fathers would have higher levels of involvement toward their children if they showed higher levels of compassion, higher levels of attachments to peers and parent(s), and lower levels of stress in their perceptions of bonds and responsibilities of being a parent that they associate with children (pp. 55-56).

Five instruments were used in the study. The *Father-Infant Involvement Scale*, created by Forward in 1984 tested the intensity and dimension of involvement. There were 16 items, half-measuring affective interaction and the other half-measuring physical interaction (p. 47). The *Father-Infant Involvement Scale* measured affective interaction (emotional, cognitive and sensor stimulation) with questions such as “how often do you talk to your baby?” and “how often do you comfort baby when he/she cries?” (p. 45) *Father-Infant Involvement Scale* measures the physical care level with questions such as “how often do you see your child?” and “how many minutes/hours of actual daily involvement do you have with your child?” (p. 46). Financial involvement was calculated by asking seven questions in regards to monetary support given by the father. Did the teen father pay for medical bills, daycare, child support, purchase food, diapers, clothes and/or new toys (p. 47).
Another tool (a self-report, pencil and paper test) called *Parenting Stress Index/Short Form* was used to measure the future behavior of parenting by analyzing three factors related to dysfunctional parent-child relations (p. 50). The *Bavolek Adult-Adolescent Parenting Inventory* (1978) was used to measure attitudes between child and parent that might indicate a high risk of mistreatment or neglect. This test, a self-report survey, had responses ranging from *strongly agree* to *strongly disagree*.

Bucklin used a fourth instrument in 1987, *Inventory of Parent and Peer Attachment*, which contained 25 items (p. 53). This analyzed teens’ perception of attachment to his peers and parents. A demographic questionnaire designed by Bucklin asked 31 questions (p. 53) regarding religious ties, place of residence, and type of employment (pp. 44-54).

Bucklin developed a flyer that told the purpose of the study. The researcher went to the schools and talked to teen fathers, administrators and teachers who might know teen fathers who were willing to participate. In addition, agencies were consulted for possible candidates. Times and dates were set up for the researcher to return to give the surveys. All the fathers who participated signed a consent form and those under the age of 18 brought a signed form from a parent or guardian. After all five questionnaires were given; all teen fathers were paid a $10 stipend for their time in answering the questions. Pearson’s product-moment correlation and one-tailed tests of significance were used to analyze the data (p. 57).

Results did not show that having higher levels of empathy made teen fathers more involved with their children. Teen fathers do become more involved with their children if the communication between the teen father and his own mother are positive;
however, it is a small difference. On examining parental stress issues, the study stated that those teen fathers who are more involved in commitment, activities with their children had a more positive parent-child relationship (p. 73-74).

At this point, a modification was made in the data analysis by using the Mann-Whitney test. This testing reveals two groups of subjects (those teen fathers who had been restricted from involvement with their children and those who had never been restricted). This analysis showed much higher levels of empathy when associated with the Financial Involvement test. Positive parent-child relationships resulted when teen fathers carried out commitment behaviors. Attachments to the teens’ parents were also higher except when there was low financial involvement from the teen fathers’ father. Tasks most often done by teen fathers for their children included talking, hugging, holding the baby for pleasure, and buying diapers and other essentials. Jobs rarely or never done include paying child support, waking up in the middle of the night to take care of the child, remembering to give the baby vitamins, and singing to the child (p. 48-49).

Results showed higher involvements in all three levels (physical, affective, and financial) if the teen fathers had a male (father, grandfather, uncle, etc.) role model in their life and if they had family members who had been teen parents. The researcher showed that teen fathers (at least those who choose to participate in the survey) want to be involved with their children, despite the general public perception.

Pierre, Shrier, Emans and DuRant (1998) investigated the connection between adolescent fathers, forced sexual intercourse and risky behaviors. Through a quantitative approach, a collaborative project between Massachusetts Department of
Education and the Center for Disease Control and Prevention (CDC) conducted a survey (*Massachusetts Youth Risk Behavior Survey* [YRBS]) in 1995 between March and June.

Fifty-nine out of 63 (94%) of schools randomly selected took part in a cross-sectional survey; this involved 4,159 students in grades 9-12 (pp. 364-365). Within each school, three to five classrooms were also randomly selected as sites where the surveys were administered. Only ten students were not allowed to participate because of the lack of parental consent. An additional 15 students chose not to complete the questionnaire.

The data collection instrument had 91 multiple-choice questions, and was made available in two languages, English and Spanish (p. 365). Attached to the survey was an extra page for students to make personal comments. Approximately 40 minutes was allowed for the completion of the survey.

Questions assessed variables dealing with pregnancy, suicide, violence, indicators of sexual behaviors, and demographic information from 824 sexually active men (p. 364-365). Because only 824 male responses were analyzed, data were weighted to compensate for no-responses, over-sampling of Boston students, and sampling errors.

Pearson chi-square tests compared differences between males who had been involved with pregnancy against those who had not. Cramer's V or Phi coefficient (p. 366) calculated the strength of connection to each major relationship. Multiple logistic regressions analyzed any variables that were connected with a history of
pregnancy. All data were administered into the SPSS program, in Windows Version 6.1 (p. 366) to be analyzed.

When asked about having been involved with a pregnancy, respondents showed 12% (p. 366) of the 824 males reported being involved with a pregnancy and 2.3 or 19 students (p. 366) made no response to this question. As the boys grew older, the percentage of involvement of impregnating a girl also increased. When asked if they had ever been forced to have sexual contact with anyone approximately 8% (p. 367) reported with a positive answer. Twenty-five students (p. 367) did not respond to this question and 31% (p. 367) did not answer either one of the questions.

Of those adolescent males reporting forced sexual experience, 36.4% also reported to be involved with a pregnancy. For those not reporting forced sexual contacts, only 9.4% (p. 367) were involved with getting a girl pregnant (p. 367).

With approximately 90% (p. 367) accuracy in classifying the questions multiple logistic regression analyzed all variables. Five variables were independently associated with involvement of a pregnancy. The five variables are as follows: 1) number of sexual partners within a 3-month period; 2) being forced to have sexual contact; 3) boys who had been forced with sexual experience were approximately 3 ½ (p. 367) times more likely to report being involved with a girl impregnated; 4) boys carrying weapons on school property more likely to be involved with pregnancy; and 5) number of cigarettes smoked per day showed correlations with pregnancy (p. 367).

This study had several limitations. Causes for problem behaviors and getting someone pregnant cannot be inferred from this data. Absenteeism on the day the survey was administrated created another limitation. The honesty of the students
could not be accurately tested. This study did not include differentiations in the questions regarding forced sexual experiences by rape, incest, or sexual child abuse. Nor was there information about the age of the child when the offense happened or the relationship and gender of the offender revealed.

This study included sexually active high school boys and compared health-risk and problem behavior involved in pregnancy. Pierre et al. (1998) findings from this study correlate adolescent males’ history of experienced forced sexual activities with a higher chance of being involved with pregnancy.

Summary

The United States has a very high teenage birth rate (60%) (Annie E. Foundation, 1998, p. 10; Boonstra, 2002, p. 8-9) compared to any other industrialized nation. Family backgrounds are a central theme in many studies associated with teenage pregnancy. Family background encompasses living arrangements, racial and ethnic composition, and socioeconomic status. Boonstra (2002) also found that economic standing can create a disadvantage for many teenagers. Manlove, Gitelson, Papillo, Russell (2000) showed a definite decline in family stability throughout all three of their cohorts. Rodriguez and Moore (1995) agree reporting that 58% (p. 691) of the adolescents live in a single parent home and 62% (p. 691) of teens living in two-parent homes are involved in a remarriage. Teens tend to feel better about themselves if they are living with two biological parents. Relationships are more positive between mother/daughter and father/daughter compared with those teens living in a single-parent home (p. 691).
Poverty is one of the leading factors that have been associated with teenage pregnancy. According to Young, Martin, Young, and Ting (2001), there are two types of poverty, external and internal. External deals with finances and the ability to provide material needs and comfort. Internal poverty deals with emotions and belief that one can obtain goals. Locus of control is believed to be more external and shows a major difference between girls as they developed mentally and physically over time (p. 299). As one would expect, girls indicating low personal efficacy (internal poverty) had low self-esteem and had a difficult time refusing sexual contact (p. 297).

The premise behind Saltz, Perry and Cabral’s (1994) study started with the attitude *it cannot happen to me*. Results showed that poverty could be an attribution toward perception of sexual behaviors. The researchers chose two different schools. One major difference between the two schools was the average family income. Alpha High had an average income of $34,000 (p. 227) and Beta High had an average income of $22,800 (p. 227). Alpha High views about premarital sex were more traditional than Beta High.

Another factor increasing chances of adolescents becoming a parent is racial and cultural differences. Three groups, Blacks, Hispanics, and Whites (sometimes only distinguished as Blacks and non-Black) (Ku, 1998, p. 256) were assessed throughout many studies. According to Rodriguez and Moore (1995), Blacks are more likely informed about sex education, generally feel better about themselves and are more likely to attend church over the other two groups. East and Felice (1996) state Blacks were more likely to have a family history of out-of-wedlock children (66% compared to 13% Whites) (p. 112). Rodriguez and Moore (1995) found that
Hispanics were more likely to come from two parent homes and plan to educate their children more than they were educated. East and Felice’s (1996) findings confirm that Hispanics had less formal education in comparison to Blacks and Whites (p. 112). The only aspects Rodriquez and Moore (1995) found to differentiate Whites from the other two groups were that they came from more broken homes (parents were divorced) (p.696, 699). In Ku et al. (1998) study found non-Blacks unmarried males aged 17-19 increased sexual activity 10% (p. 258) from 1979 to 1988 and reduced slightly in 1995. In addition, East and Felice (1996) states Whites reported using more drugs and alcohol (p. 112).

Trends in attitudes about sexual activities and education increased from 55% in 1979 to 71% in 1995 (Ku et al., 1998). Their studies showed keeping the child and supporting the child was a choice over half of the males chose to take (p. 258) when faced with a scenario of getting an unmarried girl pregnant. This study showed the other options, getting married, adoption, and abortion, became less popular over time.

Formal sex education plays a role on the outcome of contraceptive use. Manlove, Gitelson, Papillo, and Russell (2000) showed formal sex education (contraceptive methods is a part of the sexual education curriculum) increased in many school districts as years passed by. Being able to converse with parents was not only important, but teenagers talking to their parents about sex seemed to get easier over time (p. 170). Choosing to have sex for the first time before the age of 15 also increased (p. 170). Rodriquez and Moore (1995) agreed with this, and added that 89% (p. 694) of those having sex for the first time do not use any form of contraception and 48% (p.694) of the teens (whether it is the female, male or both) are engaged in alcohol
or some other form of drugs at the time of conception. East and Felice (1996) agreed that a high percentage of males had used alcohol or drugs at some time or another (p. 109).

Saltz, Perry and Cabral (1994) found two independent factors: attitudes about abstinence and contraceptive behaviors. Girls were more in favor of abstinence and had views about premarital sex that were more conventional. Since the Rodriquez and Moore (1995) and Saltz, Perry and Cabral (1994) studies, Schuster, Bell, Berry, and Kanouse (1998) showed that after a year of having the condom availability program in schools that condom use for first time vaginal sex increased 10% (p. 70) for females and 15% (p. 70) for males. In addition, an increase between both genders in the anticipated use of a condom rose approximately 20% (p. 70) for females and approximately 30% for males (p. 70). Schuster, Bell, Berry, and Kanouse (1998) did not find that the condom availability programs encouraged sexual activity more.

Rodriquez and Moore (1995) recognize that sex education classes are essential, but it is usually too little, too late because education needs taught at home and at schools starting at an early age.

Besides family backgrounds, race, ethnicity, and sex education other conditions increase teenage pregnancy. Within the academic educational institutions, many teenagers involved with teenage pregnancy drop out of school. According to East and Felice (1996), teenage parents show an average of 11 years of formal education. Fathers aged 18 years or less showed that only 25% were in school (p. 108); however, 33% (p. 108) received their graduate equivalency diplomas (GEDs) or finished high school. Young, Martin, Young, and Ting (2001) found that students
who later became pregnant had lower aspirations of finishing high school, but did not
have lower expectations concerning the level of career (p. 297). East and Felice (1996)
found that adolescents had a hard time staying in school, and some had no desire to get
a job (p. 121).

Number of partners also related to teenage pregnancy. The average number of
lifetime partners for males among all youth was four females, according to Ku et al.
(1998). This number had decreased from 3.8 in 1979 to 2.9 in 1995 for non-Black men,
but had increased for Black men by approximately two more partners (same time span)
(p. 258). Blacks also showed an increased in the number of physical sexual acts per
year at approximately 50% (p. 258). In association with the number of partners,
relationships between partners came into play. When examining the relationship
between the teenage mothers and the fathers of their children Rodriquez and Moore
(1995) report that before the conception 82% (p. 694) of the teen mothers reported
exclusive relationships with the father; but when conception became known 21%
(p.694) claimed no further relationship with the father and 17% (p. 694) remained
friends only.

In interviews done by East and Felice (1996), teen mothers (50%) (p. 108)
stated they knew the fathers well and that half of the fathers still lived at home.
Knowing the family members was a different story, 25% (p. 108) of the girls did not
know any family members and they did not know where the father lived. At the end,
the three-year study concluded that 27% of the fathers had married the mother of their
child. On the other hand, 50% (p. 121) of the fathers did not want a relationship with
the mother or the child after three years; the age or the race of the father did not matter.
According to Bucklin (1998), teen fathers do become more involved with their child if the communication between the teen father and teen mother is positive. This in turn creates a more positive parent-child relationship especially if the father is committed to being involved with the child. Involvements on all three levels (physical, affectionate, and financial) were higher if the teen father had a male (father, grandfather, uncle, etc.) role model in his life and if he had family members who had been teen parents. The researchers also showed that teen fathers want to be involved with their children.

One of the most surprising results were found by Pierre, Shrier, Emans and DuRant (1998) in their study investigating connections between adolescent fathers’ involvement with pregnancy and prior forced sexual contact. Their finding concluded that boys who had been forced with sexual experiences were approximately 3 ½ times more likely to be involved with a pregnancy (p. 367).

Teenage pregnancy is a burden for today’s society. Many aspects are involved in teen pregnancy. Family background is a major influence in regards to attitudes and sexual behaviors for young adults. Formal sex education classes, staying in school, relationships and roles the father take with the teen mothers and the children are all factors in teenage pregnancy.
Chapter Three

Methodology

Teenage pregnancy is a big problem for society in the United States. Teenage mothers have had multiple studies and research projects associated with them, but not much has been done on their partners. This researcher investigated characterizations of teenage fathers as they are portrayed in young adult fiction and how close those portrayals are to real life situations.

The methodology used was a quantitative content analysis. Creswell (2002) sums up quantitative designs as trends that need to be explained through variables with commonalities (p. 50). Originally defined by Berelson (1952) content analysis is “a research technique for objective, systematic and quantitative description of the manifest content of communication” (p. 18). Content analysis provides the researcher with a better understanding of an unaccountable fact or occurrence and is a reliable scientific tool for research studies (Krippendorff, 2004, p. 18).

Creswell (2002) also describes the purpose of content analysis as determining whether the analytical theory holds true (p. 439). According to Bekkedal (1973) content analysis has given tangible information on many aspects of children’s literature: 1) how human relationships are depicted in books; 2) values and cultural content and how those are integrated into books; and 3) how racial and ethnic groups are characterized in books (p. 110).
Justification

This researcher chose this methodology because of Bekkedal’s (1973) arguments regarding human relationships in children’s literature. Content analysis is a common tool for examining text or other media.

Population

The major focus was to examine the portrayal of teenage fathers in young adult literature. Young adult literature for this study is defined as “anything readers between the approximate ages of 12-18 choose to read” (Nilsen, 2000, p. 3). All books were fiction. All books contained teenage fathers as either a major or minor character. Only books published in the years 1980-2004 were selected.

This researcher searched catalogs and retrospective bibliographies for relevant materials, using keyword entries and subject headings including: teen pregnancy, teenage pregnancy, teen fathers, teenage fathers, father-son relationships, father-daughter relationships, young fathers, adolescent fathers, adolescent pregnancy, and teenage boys. Books were identified by those subject heading and keyword entries and were used if they fit the other criteria. A list of catalogs that were searched is Appendix A. The list of book titles used is Appendix B.

Data Gathering Instrument (DGI)

Survey questions from Williams’ (1991) DGI, who did a content analysis survey on black teenage mothers and Vaughn’s (1992) DGI, who did a content analysis on the portrayal of adolescent pregnancy in fictional novels were altered to fit the criteria for this study which were also based on findings from studies in the literature review. A checklist containing 49 items was generated. The DGI used is
Appendix C. This checklist will be used on one book not part of this study as a control. Adjustments were made on the checklist if necessary.

**Procedures**

Books were selected to meet the criteria. A checklist was generated to be used as a DGI. A test was done using the DGI with an alternate book (titled *Detour for Emmy* by Marilyn Reynolds) not found in the list of titles in Appendix B. Adjustments were made to the DGI if necessary. The 25 books designated in Appendix B were read. While reading the books the DGI was used. The results from the data will be displayed in tables and narrative.
Chapter Four  
Data Analysis

One big problem for society in the United States is teenage pregnancy. Every year over a million teenage girls get pregnant. Society usually focuses on how to help the mothers and children and they do that in a variety of ways. Included are fictional novels that girls can read and understand a little more about what is happening to their bodies and what alternatives they have, but what about the teenage fathers? There are multiple young adult fictional books in publication that deal with teenage mothers and their emotions and decisions that they have to encounter during the pregnancy; but for their partners, the teenage fathers, very few books have been written from the boy’s perspective on the topic of pregnancy. The purpose of this study was to investigate characteristics of the teenage fathers in fictional novels and see if those characteristics are realistically being portrayed.

Twenty-five young adult fictional novels were read and data were collected using the content checklist. Ten hypotheses structured the analysis of the study. Hypothesis one stated, “Fifty percent of the identified young adult fiction novels will depict teenage fathers as a major character.” In the sample of books, nine teenage fathers (36%) were major characters.

Margaret Bechard wrote *Hanging with Max*. She is one of the authors from the sample book list that chose to have the teenage father, Sam, as the main character. Sam is 17 years old, a senior in high school and after one night of passion his life and dreams are changed forever. With Sam narrating the story you understand and feel what emotions and thoughts he goes through plus how his priorities and
responsibilities take a turn on a different path because of his son, Max. Max’s mother did not want anything to do with Sam or Max after she found out she was pregnant. She hated the baby that she was carrying and giving it up for adoption wasn’t a difficult choice for her, but Sam wanted the baby and knew he could never give him up. There were a lot of trials and tribulations on that road of parenting including Sam’s most painful decision putting Max up for adoption after taking care of him for almost a year. Sam knew he would never have enough money if he didn’t go back to school and earn a degree. He also was running out of energy to be a good father. People say all you need is love, but love just was not enough.

An example of a teen father as a minor character comes from the book *Someone Like You* by Sarah Dessen. Hallie, the best friend of the teenage mother, Scarlett tells the story of Scarlett and what she went through during her pregnancy. Hallie has very little to say about the young man who got Scarlett pregnant, but what she does say is that Michael was 16 years old and in the eleventh grade. Michael had the ideal life that many kids dream about. His parents had never divorced and earned a moderate income, not making them wealthy but not needing the essentials. Michael dies tragically in a motorcycle crash just right after Scarlett tells him that she is pregnant. So for Michael this is where his story ends. The rest of the story is focused on Scarlett through Hallie’s eyes. Hypothesis one is rejected because only 36% of the books had teenage fathers as major characters.

Hypothesis two stated, “More than 75 percent in the identified young adult fiction novels will depict teenage fathers living in disadvantaged homes.” Disadvantaged homes include family structure, socioeconomic status and
relationships with parents. Table 1 and 2 and Graph1 illustrates the data used to address Hypothesis number 2.

Table 1: Socioeconomic Status

<table>
<thead>
<tr>
<th>Title of Book</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
<th>Not Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanging on to Max</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Death Wind</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weetzie Bat</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Confinement</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>What kind of Love</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Someone Like You</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>“I’m late.” ...</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keesha’s House</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mahalia</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>The first part last</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Just like ice cream</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Girls in trouble</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Where the heart is</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Doormat</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Lullaby</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>A dance for three</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Too soon for Jeff</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highwire Moon</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Waiting for June</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Teen Angel</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Tango’s Baby</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>One Night</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting: a novel</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make Lemonade</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Baby Blue</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
Graph 1: Family Structure  
(Single parent home includes living with Mom, Dad and/or a grandparent)

Table 2: Relationship With Parents  
(not every book mentioned parents of the teenage father)

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Negative</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

From the sample of books 13 fathers came from low-income families, this is 52% of the fathers. Fifteen either lived alone or with a single parent or grandparent. Graph 1: Family Structure shows that out of the 15 boys, two were living on their own and the other 13 were living in a single parent home. The break down for the single parents are as follows: four were living with grandmothers because of abandonment or death of their parents; five lived with their Mom’s with little contact with their fathers; and four lived only with their fathers. This is 60% of the fathers talked about in the
novels. In nine books the teenage fathers had a positive relationship with their mothers and eight with their fathers; this is only 36% of the teen fathers.

Disadvantaged homes often play an important part in the decisions that teenagers make about sexual activities and the pregnancies that can occur from having sex. With no positive male role model they may not get the best information from the streets or their peers about sex education. For example in the book "I'm Late.": The Story of LaNeese and Moonlight and Alisha Who Didn't Have Anyone of Her Own has a character, Moonlight, who is 15 and living with his blind grandmother. His parents died when he was nine, and he is basically taking care of his grandmother instead of the other way around. There is no male role model for Moonlight. Moonlight attends school and was in the tenth grade. He participated in sports, but he excelled in football and was probably destined for pro action. When he was told that LaNeese was pregnant, he didn’t want any part of fatherhood and denied paternity.

Kyle on the other hand was totally opposite. Kyle is the teenage father in Just Like Ice Cream. Kyle lives with both parents and had positive relationships with both his mom and dad plus his parents were wealthy. Kyle was smooth talking and every girls dream-then nightmare. Kyle wanted one thing: to get Julie to sleep with him. He found out that Julie loved ice cream and after several ice cream dates told her that sex was just like ice cream. You wouldn’t want to wait until you were older to have had your first taste of ice cream so why wait for sex it is every bit as good as ice cream. He knew what to say and how to say it and when he had got what he wanted he went on to a new conquest.
The average of the three criteria: family structure, socioeconomic status and relationships with parents are only 52%, which is below the 75% predicted. Therefore Hypothesis two is rejected.

Many teenagers are under the assumption that they are infallible. Hypothesis three addresses this concept stating, "The majority of the portrayed teenage fathers will have the preconceived notion that it cannot happen to me." Twenty-three out of 25 teenage fathers believed it could not happen to them. Shelia Cole made Peter a major character in the book *What Kind of Love*. Peter, a senior in high school was dating Val an eleventh grader. They were on a date and things heated up pretty fast and both of them believed that conception was impossible the first time. They did use condoms every time after their first sexual experience, but Val was already pregnant. Peter denied being the father and his Mom sent him to live with his Dad out east to get away from the situation.

In the story *Weetzie Bat* there were two men who could have been the father of Weetzie Bat’s child. Weetzie Bat wanted a child so bad, but her husband didn’t want children. Weetzie was extremely good friends with a gay couple and they volunteered to sleep with her and help her with her conception. They were all in bed together so no one would know who the real father would be and they would all share in the responsibility of raising the child. Therefore they were trying to get pregnant.

In 92 percent of the books read the teenage fathers believed the it could not happen to them. Hypothesis three is accepted.
Hypothesis four stated, "Teenage fathers will exhibit low self-esteem and at-risk behavior in over 50 percent of the identified young adult fiction novels." Graph 2 illustrates some of the data used to address hypothesis number four.

Graph 2: At-Risk Behaviors

The graph shows that 22 of the teen fathers exhibited some sort of at-risk behavior. Low self-esteem showed evidence in 11 teenage fathers from the sample list of 25.

Willy Jack Pickens is a prime example of at-risk behavior. He is a character in *Where the Heart Is*. He dropped out of school because of behavioral problems. Truancy was a big problem for Willy Jack as well as his temper. He drank a lot and sometimes did drugs. He always seemed to have a get rich quick schemes that never seemed to work out. He stole a car and headed for California where he thought he could cause an accident to himself in order to sue the railroad so he would not have to work for a long time. Along the way he left Novalee, who was very pregnant, at a
Wal-Mart store. Novalee went in to purchase some slippers since her feet were constantly swollen and she had just lost her shoes through a hole in the car floor. Willy Jack picked up another girl who happened to be a minor and had just stolen 14 cartons of cigarettes. The girl lied and told the cops that Willy Jack stole the cigarettes and he ended up in prison for several years. Willy Jack Pickens had low self-esteem, showed behavior problems, drank way too much and did drugs.

Milo is almost 17 and it's the summer before his senior year. He had a summer romance with Hannah. Milo had high self-esteem, was popular with his peers and loved by his parents. When Hannah told Milo she was pregnant he slapped her and called her a slut. DNA testing had to be done and even when the tests showed positive for paternity he still denied having sex with Hannah. *A Dance for Three* captured how some young fathers react even though they are confident with themselves and there was no substance abuse involved.

Eighty-eight percent of the teen fathers exhibited at-risk behavior, but only 44% showed low self-esteem and 44% is below the 50% projected. Hypothesis four is rejected.

Sex education can be taught at home, by peers or through formal education. In the 21st century sex education is taught in most if not all public schools in health classes. Hypothesis five says that, "Fifty-one percent of teenage fathers in the identified young adult fiction novels will be depicted as having some form of sex education." Table 3 illustrates how many young fathers had some form of sex education and Table 4 shows whom they received their information from. These data were used to help address Hypothesis number five.
Table 3: Having Sex Education

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 4: Obtained Education From

<table>
<thead>
<tr>
<th>Parents</th>
<th>School</th>
<th>Peers</th>
<th>Not Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

In the story *Girls in Trouble*, Danny is a senior in high school and he fell in love with Sara. He knew they should use birth control, but he was out of condoms and Sara was not on the pill. He tells her it will be okay and tries to convince himself with the same statement. Danny had learned all about sex education in health class at school, but also believed conception would not happen on the first time of intercourse. They found out that that opinion was wrong, because Sara did become pregnant.

Sex education was also taught in *Doormat*, but after the baby had already been conceived. So sex education for Greg should have started sooner. Greg was 15 and Melissa 14 when they had their first sexual relationship. Greg received talks about intercourse and ways of prevention from school health classes a little too late. Sex education is being taught, but only 44% of the books from the sample list talked about sex education. When the 44% is broken down 12% of the teenage fathers talked to their parents about sex and only 24% received formal education from school.

However as in Greg’s case his education came after the pregnancy. Hypothesis five is rejected.
Unprotected sex can transmit the AIDS virus, HIV virus and other sexually transmitted diseases, as well as resulting in pregnancy. Hypothesis six stated, "Contraceptive use during the time of conception will be less than 10 percent in the identified young adult fiction novels." From the sample list seven books talked about using some type of contraceptive methods (6 males used condoms and one female used contraceptive pills) and 17 teen couples used no form of protection. Two books didn't mention birth control use at all.

In the book *Lullaby*, Wayne is an example of a teenage boy who used no protection during sex and really did not care about the consequences. Wayne raped Merrilee. Wayne lived with his father and really liked to drink. As soon as he heard that Merrilee was pregnant he left town, and Merrilee presumed him dead. There really was not a lot said about this teen father, as the focus was on the teen mother.

Gabe is 17 years old and already a ladies man. Gabe and Helen are characters in *One Night*. Gabe meets Helen and a relationship begins. Gabe was always responsible and used condoms with all his sexual encounters. Unfortunately one of his condoms broke while having intercourse with Helen. Seven books out of 25 mentioned some form of contraceptive. Therefore only 21% of the teenage fathers from the sample list used a form of birth control thus hypothesis six is rejected.

Hypothesis seven stated, "Fewer than 5 percent of the teenage fathers in the identified young adult fiction novels will be recognized as having prior forced sexual experiences." This is still not a topic that authors from the sample list were willing to write about. There was not one book from the list that mentioned prior forced sexual experiences. Hypothesis seven is accepted.
Statistics show that teenagers are having sexual experiences starting at the age of 12. Statistics also state that the younger teens start having intercourse the more partners they will probably have. Hypothesis eight deals with this issue and stated, “Fewer than 25 percent of teenage fathers in the identified young adult fictional novels will be sexually active with more than one partner.”

Two of the 25 books did not give enough details about the teenage fathers to know if they had multiple partners. There were six books where the boys only had sex with the young women they impregnated, two had relationships with two partners and the other 13 had multiple partners.

*Highwire Moon* is a story about a young girl, Elvia, trying to find out what happened to her mother. Her story begins where her mother abandons her, or so she thinks, and her journey takes her to Mexico. Along the way she meets Michael. Michael is homeless and living in a cardboard box under a bridge. He dropped out of school when he was in the tenth grade and was involved with drugs and alcohol. Michael is also a lost soul trying to find his place in the world and looking for comfort wherever he can find it. One comment that Michael had made to Elvia was that he always pulls out before ejaculation. Four months had passed when Elvia ran away from home searching for Michael to tell him about the baby. She also had hope that he would help her find her mom. After finding Michael and they started migrant work to earn money Elvia encountered teen girls that had had relationships with Michael.

Elvia was a virgin and for Michael just another reach for love and companionship. This is an example from one of the books that demonstrates multiple partners.
An example with only a single partner comes from the book *Tango's Baby.* Brian Tangello only had one sexual experience and that was with Crystal. Tango also had a hard life growing up. He lived in a disadvantaged home with his grandmother. Brian was a loner most of the time and a victim of bullies when he attended school. He dropped out of school for six weeks until the authorities made him return. Then when Crystal showed him some attention he turned to her for the love that he so desperately wanted and needed. Michael and Brian each had a hard life growing up. Even though Brian had his grandmother for some stability at home the bullies at school took away all his self-esteem and he had no friends until Crystal. Michael survived on instincts, but longed to be loved. When the opportunity for love came for these boys they took advantage of it, Michael with multiple partners and Brian with one. Hypothesis eight stated that fewer than 25% would have multiple partners, however from the sample list 52% had multiple partners so therefore hypothesis eight is rejected.

Hypothesis nine simply stated, “Seventy-five percent of the identified young adult fiction novels will depict teenage fathers as not taking any responsibilities for the care of their child.” Table 5 and graph 3 illustrates the data used to address Hypothesis number nine.

Table 5: Responsibilities for the care of the child

<table>
<thead>
<tr>
<th>Emotional Support</th>
<th>Financial Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
Table 5 shows the same statistics for both emotional and financial support; however, one teen father that showed emotional support did not show financial support and one teen father that showed financial support did not give emotional support. The other nine teen father gave both emotional and financial support.

Graph 3: Number of fathers who continued support after the following lengths of time (note that the emotional and financial support are the same)

Graph 3 shows that six teen fathers continued with both emotional and financial support after the birth of their child.

An example of a teenage father giving no support whatsoever comes from the book *Teen Angel*. Fifteen-year-old Celia is the daughter of migrant workers. Her parents are very protective and strict. Celia goes over to her best friend's house and there is Nicky, 17, a cousin to her friend and gorgeous. Nicky has just moved in with his aunt and uncle because he had gotten in trouble at his own hometown. Nicky was involved with drinking heavily and some stealing. Nicky showed a lot of interest in Celia and said all the right things to keep Celia interested in him. Celia lied to her parents to go out and be with Nicky. Nicky tried to have sex with Celia on the first
date, but she had never even been kissed and she got scared. Nicky didn’t let her say ‘no’ on the second date. Nicky went back home and had no communication with Celia. When she found out that she was pregnant she wrote to Nicky to let him know. He denied any responsibility and had no further communication until he and his parents got a letter stating he had to have blood drawn for a paternity test. Even with the test proving his paternity he still didn’t give any support emotional or financial.

Just the opposite story was written about Matt in *Mahalia*. Matt was 16 going on 17 when he met Emmy who was as reckless as Matt was cautious. That recklessness is what attracted Matt to Emmy. They would skip school so they could be together. When Matt found out he was going to be a father, he continued with the emotional support, making sure Emmy ate right and went to her doctor appointments. Emmy didn’t want the baby so when Mahalia was born he took care of her with financial help from welfare and other government programs and his mother offered help. Matt tried to get a job, but just couldn’t stand the thought of leaving Mahalia. When Mahalia was about 15 months old Matt finally got a job playing in a band as the bass guitar player.

Sixty-six percent of the teenage fathers from the sample list gave no emotional or financial support so hypothesis nine is rejected because it was projected that 75% would show no responsibilities.

More than 75 percent of teenage fathers in the identified young adult fiction novels will be from Black or Hispanic descent was the tenth hypothesis. Table 6 illustrates the data used to address hypothesis number ten.
Table 6: Race of the Teenage Father

<table>
<thead>
<tr>
<th>Race</th>
<th>Blacks</th>
<th>Hispanics</th>
<th>Whites</th>
<th>Others</th>
<th>Not Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teenage fathers</td>
<td>5</td>
<td>1</td>
<td>14</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

By the age of 17 Jolly had two children that she was trying to raise by herself. The babies had two different fathers and they were both Black. Jolly is the teenage mother in *Make Lemonade*. She never identified the fathers other than to say they were not in the picture. Virginia Euwer Wolff wrote *Make Lemonade* and it is an inspiring story about never giving up even though bad things are happening and it looks like there is no hope.

Jimmy and Annie have both dropped out of school. Jimmy is White and lives with both his parents which he has a negative relationship with both. Jimmy has behavioral problems, is mixed up in a gang and gang related activities and drinks heavily and does some drugs. Hope Wurmfeld in *Baby Blues: A Novel*, writes Jimmy’s story. The research shows that Blacks and Hispanics are the majority of the teenage fathers was not portrayed that way from this sample list. Race did not seem to be the issue; however, if Blacks and Hispanics would like to read about young men similar to themselves from the sample list used it would be difficult. In fact, 66% of the teen fathers were White; therefore the tenth hypothesis is rejected.
Summary, Conclusions and Recommendations

Summary
Teenage pregnancies are a burden for today’s society financially and emotionally. Federal programs are supplying support for many teenage mothers and their babies, but there are fewer programs to help support the teenage fathers. Parents no longer shun or send their daughters to birthing houses and teen mothers are not as silent about who fathered their children. Paternity testing now makes teen fathers share in the responsibility whether they want to or not.

With all the federal programs and sex education being taught at school in health classes it still does not take away the fact that over a million babies are born to teenagers every year. There are many nonfiction books published with information on sex education and childbirth, but it is easier to get adolescents to read fiction. Adolescent boys need to be able to read, and find comfort in the fact, that other teenagers have experienced what they may or may not be going through. Health teachers may find it easier to relate sex education by integrating novels into their curriculum if what is being written is realistic. Boys might open up more if more novels are written from the boy’s perspective. Many young adults find themselves in a parental role before they are ready to be a parent. Unfortunately there seems to be more help for teen mothers than for the teen fathers. Detour for Emmy was the first book read and used as the control book. Then twenty-five other fictional novels also specifically written for young adults were read to see how realistically the teen fathers were being portrayed.
All the novels read had a copyright date of 1980 to 2006. Those years were selected since after the 1980s more government programs were developed to help teen mothers, formal sex education has been implemented, condom availability programs have been designed and put into place, and authors are no longer afraid to write about teen pregnancy. Ten hypotheses structure the analysis; two were accepted and eight rejected.

Conclusions

Finding enough young adult fictional novels became a problem. On the original sample list there were 27 possible titles with only 25 needed, but after starting to read some of the novels a few turned out to be historical fiction not realistic fiction. Others also did not fit the criteria of this study. For example two books had adult men who impregnated teen girls and since the mothers were teenagers, this could also be considered a teenage pregnancy, but did not fit with this study. Thirty-four books were read to get the needed 25.

One conclusion from this study is that there really are not a lot of realistic fictional novels dealing with the characteristics of real teenage fathers. Fewer than 40% of the novels read had teen fathers as major characters. Even though enough material was located to complete this research the last few books were hard to find.

Conclusions can be drawn that fictional novels are not realistically portraying teenage fathers in the criteria of disadvantaged homes. Based on research, it was projected that 75% of these teen fathers should have come from single parent homes or be living on their; however, the data collected represented only 48%. Most of the teen fathers (9) lived with one parent or the other in a single parent home, but three teen
fathers also lived with just their grandmothers because their parents had abandoned
them or had died tragically. Another two lived by themselves; this makes a total of 14
boys out of 25. Five were living with both parents, two lived in a two-parent home,
but involved in a remarriage and the living arrangements were not mentioned about
the other four teen fathers. Teen fathers are not realistically portrayed as living in
disadvantaged homes.

An important part in deciding the resolution of the unborn baby in some of the
novels had to do with the type of relationship the teens had with their parents. Parents
of both the teen mothers and teen fathers had very strong convictions about what to do
with the baby. Sometimes the solution was abortion and other times adoption, but a
few parents of the teen father offered help financially and emotionally. Other parents
denied their son had anything to do with the pregnancy. Some parents’ denial was so
adamant that they made their sons leave town in a ruse to finish school elsewhere, but
the real reason was to eliminate the physical contact with the teen mother and unborn
child.

Finding for the criteria it cannot happen to me myth caused no unexpected
surprises. The percentage of teen fathers who thought it would not happen to them
was 92% with two books not stating an opinion because there was very little said about
the father. Also the forced prior sex issue ended exactly the way it was projected to go.
Even though the author never mentioned forced prior sexual encounters Jane Orcutt
who wrote Lullaby did have the teen father in her storyline as a rapist, but then he was
presumed dead so the story just dealt with the teenage mothers emotions and
difficulties.
At-risk behaviors increase the chances of an adolescent male becoming a teen father. There were four at-risk behaviors identified: gangs, drugs, alcohol and behavior problems. The more of these types of behavior the boys were involved in the less responsible that young man became. These were the young fathers who usually ran away or denied paternity. They also were more likely to drop out of high school, not get a GED or go on to higher education.

We know that it takes an egg and a sperm for conception, but who is responsible for the child. Should responsibility be shared between the young lady and young man that are involved in the paternity? In the stories that talked about teen dads giving emotional and financial, support was not as high as projected, however 66% of those teen fathers at least tried their best to fulfill their responsibilities. It is very hard to go to school, hold down job, and be a good parent when one is still a child.

Earlier in the paper it is stated that teenagers are having sexual experiences at a younger age than ever before. Statistics also show that the younger an individual starts with sexual experiences the more partners they will have. Hypothesis eight stated that fewer than 25% of the teenage fathers would have multiple partners where the data in this study showed that 52% of the portrayed teenage fathers had more than one partner.

It is very difficult to stop yourself or your partner in the middle of heavy petting to go put on a condom or use some other form of contraception especially if the sexual experience is your first time because you are unsure of what is expected of you and you do not want to disappoint your partner. The data from this study showed that some form of contraception was used with 21% of the teen fathers from the sample list.
The belief in abstinence was not mentioned in any of the novels. Prevention methods that did not work were one condom which broke, one girl lied and told the young man that she was on the pill thinking that if she got pregnant he would not leave her; and one young man pulled out before ejaculation thinking that would be safe sex.

Information on sex education can come from a variety of sources. Sex education can be taught formally in a school classroom. Unfortunately as mentioned in several of the books, it is being taught too late. Some of the adolescent boys are fathers before they have health class in school. Another source is parents, but some parents find it hard to talk about sex with their children. Others get sex questions answered from their peers; however, sometimes the answers are misguided and untrue.

From the 25 books read only 11 talked about where the teen fathers got their information about sexual intercourse. No one spoke about getting information from their friends, only three had ‘the talk’ with their parents and the last eight received their knowledge or lack there of from school. The data from this study show that not enough authors are writing about sex education in their storylines which makes this criteria also not portrayed accurately for young adult readers.

Looking at the data one can conclude that for the criteria of race, fictional novels are not portraying teen fathers accurately either. The data showed that only 24% of teen fathers were Black or Hispanic, which is below the research hypothesis in this paper, based on Boonstra’s research. In fact 66% of the novels specified teen fathers as White. This researcher concludes that teenage fathers are not being portrayed realistically in young adult fictional novel in seven out of the ten criteria.
Recommendations for Further Research

While the research for this project resulted in much data about literature portraying teen fathers, the current research suggest other topics. One avenue that was not pursued strongly in my study was how many teen fathers helped in the decision of the resolution and how many teen fathers raised their sons or daughters. Analyzing parents’ reactions and resolutions with teen pregnancy. Adult men being the fathers of the babies of teenage girls could possible be an option for future research. Teen fathers exist; more teen fiction should portray them in an accurate manner.
Reference List


*Special education dictionary.* Horsham, PA: LRP Publications.


Appendix A

Catalog Searches

*Searches*

Amazon.com (http://www.amazon.com)

Children's Literature Review Catalog

Follett Catalog (http://www.titlewave.com)

H. W. Wilson's Senior High School Catalog

Library of Congress Catalog (http://www.loc.gov)

UNISTAR (http://www.library.uni.edu)
Appendix B

Titles


Appendix C

Sample Checklist
(Blank if Not Mentioned)

Title: 

Place of Publication: 

Copyright/Publication Date: 

Teenage Mother’s Age: 

Teenage Father’s Age: 

Teenage Father 

_____ Major character 

_____ Minor character 

Teenage Father’s characteristics 

1) Socioeconomic Status 

_____ low 

_____ middle 

_____ high 

2) Race of teenage father 

_____ Black 

_____ Hispanic 

_____ White 

_____ Other 

_____ Not mentioned 

3) Cultural background of teenage father 

4) Family structure 

_____ living alone 

_____ single parent home (with Mom _____ with Dad _____) 

_____ two parent home 

_____ two parent home involving a remarriage 

Relationship with parents 

Mother _____ positive  _____ negative
Father  _____ positive  _____ negative

5) Self-esteem
   _____ low  _____ middle  _____ high

6) At-risk behaviors
   _____ drugs  _____ gangs  _____ alcohol
   _____ behavioral problems

7) Prior belief ‘it won’t happen to me’
   _____ yes  _____ no

8) Prior forced sexual experiences
   _____ rape
   _____ incest
   _____ sexual child abuse
   _____ other

Had sex education been taught?
   _____ yes  _____ no

How was sexual education obtained?
   _____ parents  _____ school  _____ peers

Levels of sexual activities
   _____ Number of partners

Reaction from peers
   _____ thought it was cool  _____ thought it uncool

Pregnancy Resolutions
   _____ keeping the child without marriage
   _____ married and keeping the child
   _____ abortion
   _____ adoption

Did the father help in the decision for a resolution?
   _____ yes  _____ no

Abortion considered
   _____ yes  _____ no

Believe in abstinence
   _____ yes  _____ no
Birth Control Used
____ yes    _____ no

What type of contraceptive method was used?
____ oral contraceptive pills
____ condoms
____ spermicidal vaginal film
____ spermicidal vaginal foam
____ diaphragm
____ other

Availability of condoms
____ receive through condom availability programs
____ get from a clinic/doctor
____ parents provide

Responsibilities
Emotional Support
____ yes    _____ no

Did the support continue after
_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Did the father have a job?
____ yes    _____ no

Was he planning on getting a job?
____ yes    _____ no

Financial Support
____ yes    _____ no

Did the support continue after
_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

What kind of a job was it?

Hours per week____

Married to teen mother
____ yes    _____ no

Planning on matrimony to teen mother
____ yes    _____ no

Was there contact with teenage mother?
____ yes, live together
____ yes, do not live together
_____ no

Was there contact with child?
____ yes, living with the child
____ yes, not living with the child
_____ no
How often did he see her?

_____ everyday
_____ several times a week
_____ once a week
_____ once a month
_____ less than once a month
_____ never

Presently attending school

_____ yes  _____ no

If no, did he drop out?

_____ yes  _____ no

Why did he drop out?

_____ did not like it
_____ behavioral problems
_____ because of pregnancy

What is the highest level of education the teen father planned on achieving?

_____ 6-8\textsuperscript{th} grade
_____ 9-11\textsuperscript{th} grade
_____ 12\textsuperscript{th} grade
_____ B.A. degree
_____ Graduate school (MA, MS, PhD)
_____ other

Comments
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Hanging on to Max
Author: Bechard, Margaret

Place of Publication: Brookfield, Conn
Publisher: Roaring Book Press

Copyright/Publication Date: 2002
Age/Grade Level of Book: YA

Teenage Mother’s Age: 16
Grade in school: 

Teenage Father’s Age: 16
Grade in school: Senior

Teenage Father

\[ \text{X} \quad \text{Major character} \]
\[ \text{___} \quad \text{Minor character} \]

Teenage Father’s characteristics

2) Socioeconomic Status

\[ \text{____ low} \quad \text{X middle} \quad \text{____ high} \]

2) Race of teenage father

\[ \text{____ Black} \]
\[ \text{____ Hispanic} \]
\[ \text{X White} \]
\[ \text{____ Other} \]
\[ \text{____ Not mentioned} \]

3) Cultural background of teenage father


9) Family structure

\[ \text{____ living alone} \]
\[ \text{X single parent home (with Mom ___ with Dad ___)} \]
\[ \text{____ two parent home} \]
\[ \text{____ two parent home involving a remarriage} \]

Relationship with parents

\[ \text{Mother ___X positive ___ negative} \]

\[ \text{Father ___X positive ___ negative} \]
Father  __X__ positive  _____ negative

10) Self-esteem
    _____ low  ____X__ middle  _____ high

11) At-risk behaviors
    _____ drugs  _____ gangs  _____ alcohol
    _____ behavioral problems

12) Prior belief 'it won’t happen to me’
    __X__ yes  _____ no

13) Prior forced sexual experiences
    _____ rape
    _____ incest
    _____ sexual child abuse
    _____ other

Had sex education been taught?
    _____yes  _____ no

How was sexual education obtained?
    _____parents  _____school  _____peers

Levels of sexual activities
    ___1___Number of partners

Reaction from peers
    _____ thought it was cool  _____ thought it uncool

Pregnancy Resolutions
    __X__ keeping the child without marriage
    _____ married and keeping the child
    _____ abortion
    _____ adoption

Did the father help in the decision for a resolution?
    __X__ yes  _____ no

Abortion considered
    _____yes  __X__ no

Believe in abstinence
    _____yes  __X__ no
Birth Control Used
___ X yes ___ no

What type of contraceptive method was used?
___ oral contraceptive pills
___ X condoms
___ spermicidal vaginal film
___ spermicidal vaginal foam
___ diaphragm
___ other

Availability of condoms
___ receive through condom availability programs
___ get from a clinic/doctor
___ parents provide

Responsibilities
Emotional Support
___ X yes ___ no

Did the support continue after
___ X 6 months
___ 1 year
___ 2 years
___ 3 years
___ longer

Financial Support
___ X yes ___ no

Did the support continue after
___ X 6 months
___ 1 year
___ 2 years
___ 3 years
___ longer

Did the father have a job?
___ yes ___ X no

What kind of a job was it?

Did the child have a job?

Was he planning on getting a job?
___ X yes ___ no

Married to teen mother
___ yes ___ X no

Planning on matrimony to teen mother
___ yes ___ X no

Was there contact with teenage mother?
___ yes, live together
___ yes, do not live together
___ X no

Was there contact with child?
___ X yes, living with the child
___ yes, not living with the child
___ no
How often did he see her?

- ___ everyday
- ____ several times a week
- ____ once a week
- ____ once a month
- ____ less than once a month
- ___ never

How often did he see the child?

- ___ everyday
- ____ several times a week
- ____ once a week
- ____ once a month
- ____ less than once a month
- ___ never

Presently attending school

- ___ yes
- ___ no

If no, did he drop out?

- ___ yes
- ___ no

Why did he drop out?

- ____ did not like it
- ____ behavioral problems
- ____ because of pregnancy

What is the highest level of education the teen father planned on achieving?

- ____ 6-8th grade
- ____ 9-11th grade
- ____ 12th grade
- ___ B.A. degree
- ___ Graduate school (MA, MS, PhD)
- ___ other

Comments

- Sam is the teen father
- Sam’s Dad helps out financially
- Most of the older characters that come in contact w/teenage father in public places think the baby (Max) is Sam’s brother
- Sam goes to an alternative school so he can have daycare
- Brittany (teen mother) moved away after Max was born did not want anything to do with the baby
- Sam keeps Max until Max is about one then puts him up for adoption
- Sam hears from Max 17 years later
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Death Wind
Author: Bell, William

Place of Publication: Custer, WA
Publisher: Orca Book Publishers

Copyright/Publication Date: 2002
Age/Grade Level of Book: YA

Teenage Mother’s Age: 16
Grade in school: Sophomore

Teenage Father’s Age: 17
Grade in school: Junior

Teenage Father

_____ Major character
____ X Minor character

Teenage Father’s characteristics

3) Socioeconomic Status

_____ low
_____ middle
_____ high

2) Race of teenage father

_____ Black
_____ Hispanic
_____ White
_____ Other
_____ Not mentioned

3) Cultural background of teenage father


14) Family structure

_____ living alone

_____ single parent home (with Mom _____ with Dad _____)

_____ two parent home

_____ two parent home involving a remarriage

Relationship with parents
Mother _____ positive _____ negative
Father ______ positive ______ negative

15) Self-esteem
   ______ low ______ middle ______ high

16) At-risk behaviors
   ______ drugs ______ gangs ______ alcohol
   ______ behavioral problems

17) Prior belief ‘it won’t happen to me’
   ______ X yes ______ no

18) Prior forced sexual experiences
   ______ rape
   ______ incest
   ______ sexual child abuse
   ______ other

Had sex education been taught?
   ______ yes ______ no

How was sexual education obtained?
   ______ parents ______ school ______ peers

Levels of sexual activities
   ______ Number of partners

Reaction from peers
   ______ thought it was cool ______ thought it uncool

Pregnancy Resolutions
   ______ keeping the child without marriage
   ______ married and keeping the child
   ______ abortion
   ______ adoption

Did the father help in the decision for a resolution?
   ______ yes ______ no

Abortion considered
   ______ yes ______ no

Believe in abstinence
   ______ yes ______ no
Birth Control Used

_____ yes          _____ no

What type of contraceptive method was used?

_____ oral contraceptive pills
_____ condoms
_____ spermicidal vaginal film
_____ spermicidal vaginal foam
_____ diaphragm
_____ other

Availability of condoms

_____ receive through condom availability programs
_____ get from a clinic/doctor
_____ parents provide

Responsibilities

Emotional Support

_____ yes          _____ no

Did the support continue after

_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Financial Support

_____ yes          _____ no

Did the support continue after

_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Did the father have a job?

_____ yes          _____ no

Was he planning on getting a job?

_____ yes          _____ no

Married to teen mother

_____ yes          _____ no

Planning on matrimony to teen mother

_____ yes          _____ no

Was there contact with teenage mother?

_____ yes, live together
_____ yes, do not live together
_____ no

Was there contact with child?

_____ yes, living with the child
_____ yes, not living with the child
_____ no
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

Presently attending school

- yes
- no

If no, did he drop out?

- yes
- no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Story started out with Allie (teen mother) was pregnant
- Jack dumped Allie three weeks before she realized she was pregnant
- Allie runs away from home going with her friend who is a skateboard competitor
- Then the story focuses on the tornado that goes through
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Weetzie Bat

Place of Publication: New York

Copyright/Publication Date: 1989

Teenage Mother’s Age: ?

Teenage Father’s Age: ?

Author: Block, Fraccesea Lia

Publisher: Harper & Row

Age/Grade Level of Book: YA

Grade in school: ?

Teenage Father

____X Major character

_____ Minor character

Teenage Father’s characteristics

4) Socioeconomic Status

____X low

____ middle

_____ high

2) Race of teenage father

____ Black

____ Hispanic

____X White

____ Other

_____ Not mentioned

3) Cultural background of teenage father

__________________________________________

19) Family structure

____ living alone

____X single parent home (with Mom ___ with Dad ___) Grandma

____ two parent home

____ two parent home involving a remarriage

Relationship with parents

Mother _____ positive _____ negative
Father ______ positive ______ negative

20) Self-esteem
   ___ X ___ low ______ middle ______ high

21) At-risk behaviors
   ___ X ___ drugs ______ gangs ______ alcohol
   ___ behavioral problems

22) Prior belief 'it won't happen to me'
   ___ yes ______ no

23) Prior forced sexual experiences
   ___ rape ______ incest
   ___ sexual child abuse ______ other

Had sex education been taught?
   ___ yes ______ no

How was sexual education obtained?
   ___ parents ______ school ______ peers

Levels of sexual activities
   ___ multiple ______ Number of partners

Reaction from peers
   ___ thought it was cool ______ thought it uncool

Pregnancy Resolutions
   ___ X ___ keeping the child without marriage
   ___ married and keeping the child
   ___ abortion
   ___ adoption

Did the father help in the decision for a resolution?
   ___ X ___ yes ______ no

Abortion considered
   ___ yes ______ X ___ no

Believe in abstinence
   ___ yes ______ X ___ no
Birth Control Used

_____ yes  X no

What type of contraceptive method was used?

_____ oral contraceptive pills
_____ condoms
_____ spermicidal vaginal film
_____ spermicidal vaginal foam
_____ diaphragm
_____ other

Availability of condoms

_____ receive through condom availability programs
_____ get from a clinic/doctor
_____ parents provide

Responsibilities

Emotional Support

X yes  no

Financial Support

X yes  no

Did the support continue after

_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
X longer

Did the father have a job?

X yes  no

Did the support continue after

_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
X longer

What kind of a job was it? Making movies

Hours per week____

Was he planning on getting a job?

_____ yes  no

Married to teen mother

_____ yes  X no

Planning on matrimony to teen mother

_____ yes  X no

Was there contact with teenage mother?

X yes, live together
_____ yes, do not live together
_____ no

Was there contact with child?

X yes, living with the child
_____ yes, not living with the child
_____ no
### How often did he see her?

- _X_ everyday
- ___ several times a week
- ___ once a week
- ___ once a month
- ___ less than once a month
- ___ never

### How often did the he see the child?

- _X_ everyday
- ___ several times a week
- ___ once a week
- ___ once a month
- ___ less than once a month
- ___ never

### Presently attending school

- ____ yes
- ___ no

### If no, did he drop out?

- ____ yes
- ___ no

### Why did he drop out?

- ____ did not like it
- ____ behavioral problems
- ____ because of pregnancy

### What is the highest level of education the teen father planned on achieving?

- ____ 6-8th grade
- ____ 9-11th grade
- _X_ 12th grade
- ____ B.A. degree
- ____ Graduate school (MA, MS, PhD)
- ____ other

### Comments

- Dirk and Ducks are sexual partners
- Dirk lives with grandma Fifi
- Weetzie Bat is artistic
- Weetzie got married, but her husband did not want children
- Weetzie longed for a child so Dirk and Ducks slept with Weetzie together that way no one would know how the father was and they could all raise her as their own
- Don't really know who the father is
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Confinement  
Author: Brown, Carrie

Place of Publication: Chapel Hill: NC  
Publisher: Algonquin Books of Chapel Hill

Copyright/Publication Date: 2004  
Age/Grade Level of Book: YA

Teenage Mother’s Age: 16  
Grade in school: Junior

Teenage Father’s Age: 17  
Grade in school: Senior

Teenage Father

____ Major character  
X  Minor character

Teenage Father’s characteristics

4) Socioeconomic Status

____ low  
X  middle  
____ high

2) Race of teenage father

____ Black  
____ Hispanic  
X  White  
____ Other  
____ Not mentioned

3) Cultural background of teenage father

Father of Agatha (teen mother) is Jewish and survived the Holocaust

24) Family structure

____ living alone  
X  single parent home (with Mom _____ with Dad X)  
____ two parent home  
____ two parent home involving a remarriage

Relationship with parents

Mother _____ positive  
_____ negative
25) Self-esteem
   _____ low  _____ middle  _____ high

26) At-risk behaviors
   _____ drugs  _____ gangs  _____ alcohol
   _____ behavioral problems

27) Prior belief ‘it won’t happen to me’
   X yes  no

28) Prior forced sexual experiences
   _____ rape
   _____ incest
   _____ sexual child abuse
   _____ other

Had sex education been taught?
   _____ yes  no

How was sexual education obtained?
   _____ parents  _____ school  _____ peers

Levels of sexual activities
   1 Number of partners

Reaction from peers
   _____ thought it was cool  _____ thought it uncool

Pregnancy Resolutions
   _____ keeping the child without marriage
   _____ married and keeping the child
   _____ abortion
   X adoption

Did the father help in the decision for a resolution?
   _____ yes  X no

Abortion considered
   _____ yes  X no

Believe in abstinence
   _____ yes  X no
Birth Control Used

____ yes   _X_ no

What type of contraceptive method was used?

_____ oral contraceptive pills
_____ condoms
_____ spermicidal vaginal film
_____ spermicidal vaginal foam
_____ diaphragm
_____ other

Availability of condoms

_____ receive through condom availability programs
_____ get from a clinic/doctor
_____ parents provide

Responsibilities

Emotional Support

_____ yes   _X_ no

Did the support continue after

_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Financial Support

_____ yes   _X_ no

Did the support continue after

_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Did the father have a job?

_X_ yes   _____ no

Was he planning on getting a job?

_____ yes   _____ no

Married to teen mother

_____ yes   _X_ no

Planning on matrimony to teen mother

_____ yes   _X_ no

Was there contact with teenage mother?

_____ yes, live together
_____ yes, do not live together
_X_ no

Was there contact with child?

_____ yes, living with the child
_____ yes, not living with the child
_X_ no
How often did he see her?  
_____ everyday  
_____ several times a week  
_____ once a week  
_____ once a month  
_____ less than once a month  
X never

How often did the he see the child?  
_____ everyday  
_____ several times a week  
_____ once a week  
_____ once a month  
_____ less than once a month  
X never

Presently attending school  
X yes  
no

If no, did he drop out?  
_____ yes  
X no

Why did he drop out?  
_____ did not like it  
_____ behavioral problems  
_____ because of pregnancy

What is the highest level of education the teen father planned on achieving?  
_____ 6-8th grade  
_____ 9-11th grade  
_____ 12th grade  
X B.A. degree  
_____ Graduate school (MA, MS, PhD)  
_____ other

Comments
- Teen father (Toby) talked about very little
- Finished high school worked construction full time during the summer then quit and started college in the fall
- Story is told by the Arthur Henning’s (Agatha’s father) perspective
- Toby left before the baby was born
- Gave no emotional or financial support
- Toby’s mother died so only lives with father
- Toby went to a public school
- Agatha went to a private school
- Arthur made all the decision about what Agatha would do
- The baby was given up for adoption
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: What Kind of Love  
Author: Cole, Shelia

Place of Publication: New York  
Publisher: Lothrop, Lee & Shepard Books

Copyright/Publication Date: 1995  
Age/Grade Level of Book: YA

Teenage Mother’s Age: 15  
Grade in school: Junior

Teenage Father’s Age: 17  
Grade in school: Senior

Teenage Father

- Major character
- Minor character

Teenage Father’s characteristics

5) Socioeconomic Status
   - low
   - middle
   - high

2) Race of teenage father
   - Black
   - Hispanic
   - White
   - Other
   - Not mentioned

3) Cultural background of teenage father

_____________________________________________________________________________________

29) Family structure
   - living alone
   - single parent home (with Mom X with Dad ___)
   - two parent home
   - two parent home involving a remarriage

Relationship with parents
Mother  X positive    ___ negative
Father  X positive    ___ negative

30) Self-esteem
    ___ low     ___ middle     X high

31) At-risk behaviors
    ___ drugs    ___ gangs     ___ alcohol
    ___ behavioral problems

32) Prior belief ‘it won’t happen to me’
    X yes     ___ no

33) Prior forced sexual experiences
    ___ rape
    ___ incest
    ___ sexual child abuse
    ___ other

Had sex education been taught?
    ___ yes     ___ no

How was sexual education obtained?
    ___ parents   ___ school     ___ peers

Levels of sexual activities
    1 Number of partners

Reaction from peers
    ___ thought it was cool     ___ thought it uncool

Pregnancy Resolutions
    ___ keeping the child without marriage
    ___ married and keeping the child
    ___ abortion
    X adoption

Did the father help in the decision for a resolution?
    X yes     ___ no

Abortion considered
    X yes     ___ no

Believe in abstinence
Birth Control Used

_____yes  _____no

What type of contraceptive method was used?

_____oral contraceptive pills
_____condoms
_____spermicidal vaginal film
_____spermicidal vaginal foam
_____diaphragm
_____other

Availability of condoms

_____receive through condom availability programs
_____get from a clinic/doctor
_____parents provide

Responsibilities

Emotional Support

_____yes  _____no

Did the support continue after

_____6 months
_____1 year
_____2 years
_____3 years
_____longer

Financial Support

_____yes  _____no

Did the support continue after

_____6 months
_____1 year
_____2 years
_____3 years
_____longer

What kind of a job was it?

Hours per week_____

Did the father have a job?

_____yes  _____no

Was he planning on getting a job?

_____yes  _____no

Married to teen mother

_____yes  _____no

Planning on matrimony to teen mother

_____yes  _____no

Was there contact with teenage mother?

_____yes, live together
_____yes, do not live together

Was there contact with child?

_____yes, living with the child
_____yes, not living with the child
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

Presently attending school

- yes
- no

If no, did he drop out?

- yes
- no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Val (teen mother) commented I know we shouldn’t have, but things got to far and fast to stop
- Got pregnant the first time
- Peter (teen father) as soon as he found out he wanted her to get an abortion
- Peter no longer found her desirable-didn’t want to hold or kiss her any more
- Peter was force to go live with his Dad in another state(out east)
- Neither families wanted the teens to marry
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Someone Like You
Author: Dessen, Sarah

Place of Publication: New York
Publisher: Viking

Copyright/Publication Date: 1998
Age/Grade Level of Book: YA

Teenage Mother’s Age: 16
Grade in school: Junior

Teenage Father’s Age: 16
Grade in school: Junior

Teenage Father

_____ Major character

_____ X Minor character

Teenage Father’s characteristics

6) Socioeconomic Status

_____ low

_____ middle

_____ high

2) Race of teenage father

_____ Black

_____ Hispanic

_____ X White

_____ Other

_____ Not mentioned

3) Cultural background of teenage father


34) Family structure

_____ living alone

_____ single parent home (with Mom _____ with Dad _____)

_____ X two parent home

_____ two parent home involving a remarriage

Relationship with parents

Mother _____ positive _____ negative
Father positive negative

35) Self-esteem
    low middle high

36) At-risk behaviors
    drugs gangs alcohol
    behavioral problems

37) Prior belief 'it won’t happen to me'
    yes no

38) Prior forced sexual experiences
    rape incest sexual child abuse other

Had sex education been taught?
    yes no

How was sexual education obtained?
    parents school peers

Levels of sexual activities
    multiple Number of partners

Reaction from peers
    thought it was cool thought it uncool

Pregnancy Resolutions
    keeping the child without marriage
    married and keeping the child
    abortion adoption

Did the father help in the decision for a resolution?
    yes no

Abortion considered
    yes no

Believe in abstinence
    yes no
Birth Control Used

____ X yes ______ no

What type of contraceptive method was used?

____ X oral contraceptive pills

____ X condoms

____ spermicidal vaginal film

____ spermicidal vaginal foam

____ diaphragm

____ other

Availability of condoms

____ receive through condom availability programs

____ get from a clinic/doctor

____ parents provide

Responsibilities

Emotional Support

____ yes ______ X no

Did the support continue after

____ 6 months

____ 1 year

____ 2 years

____ 3 years

____ longer

Did the father have a job?

____ yes ______ X no

Was he planning on getting a job?

____ yes ______ X no

Financial Support

____ yes ______ X no

Did the support continue after

____ 6 months

____ 1 year

____ 2 years

____ 3 years

____ longer

What kind of a job was it?

Hours per week_____

Was there contact with child?

____ yes, living with the child

____ yes, not living with the child

____ X no

Married to teen mother

____ yes ______ X no

Planning on matrimony to teen mother

____ yes ______ X no

Was there contact with teenage mother?

____ yes, live together

____ yes, do not live together

____ X no

Was there contact with child?

____ yes, not living with the child

____ X no
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
X never

Presently attending school

- yes
X no

If no, did he drop out?

- yes
X no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
X 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Not much mentioned about Michael, teen father
- Story told by Hallie the best friend of teen mother, Scarlett
- Story ends the night Grace was born on Prom Night
- Michael dies in a motorcycle wreck shortly after Scarlett tells him she is pregnant
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: "I'm late": The story of LaNesse and…

Author: Evans, Mari

Place of Publication: East Orange, NJ

Publisher: Just Us Books, Inc.

Copyright/Publication Date: 2006

Age/Grade Level of Book: YA

Teenage Mother’s Age: 14

Grade in school: Freshman

Teenage Father’s Age: 15

Grade in school: Sophomore

Teenage Father

_X_ Major character

_____ Minor character

Teenage Father’s characteristics

7) Socioeconomic Status

_X_ low

_____ middle

_____ high

2) Race of teenage father

_X_ Black

_____ Hispanic

_____ White

_____ Other

_____ Not mentioned

3) Cultural background of teenage father

poverty

5) Family structure

_____ living alone

_X_ single parent home (with Mom _____ with Dad ____ ) Grandma

_____ two parent home

_____ two parent home involving a remarriage

Relationship with parents

Mother _____positive _____negative
Father ______ positive ______ negative

39) Self-esteem
   ______ low ______ middle ______ high

40) At-risk behaviors
   ______ drugs ______ gangs ______ alcohol
   ______ behavioral problems

41) Prior belief ‘it won’t happen to me’
   ______ yes ______ no

42) Prior forced sexual experiences
   ______ rape
   ______ incest
   ______ sexual child abuse
   ______ other

Had sex education been taught?
   ______ yes ______ no

How was sexual education obtained?
   ______ parents ______ school ______ peers

Levels of sexual activities
   ______ multiple ______ Number of partners

Reaction from peers
   ______ thought it was cool ______ thought it uncool

Pregnancy Resolutions
   ______ keeping the child without marriage
   ______ married and keeping the child
   ______ abortion
   ______ adoption

Did the father help in the decision for a resolution?
   ______ yes ______ no

Abortion considered
   ______ yes ______ no

Believe in abstinence
   ______ yes ______ no
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Keesha’s House
Author: Frost, Helen

Place of Publication: New York
Publisher: Farrar, Straus and Girous

Copyright/Publication Date: 2003
Age/Grade Level of Book: YA

Teenage Mother’s Age: 16
Grade in school: Sophomore

Teenage Father’s Age: 18
Grade in school: Senior

Teenage Father

____ Major character

X Minor character

Teenage Father’s characteristics

6) Socioeconomic Status

_____ low  _____ middle  _____ high

2) Race of teenage father

_____ Black

_____ Hispanic

_____ White

_____ Other

_____ Not mentioned

3) Cultural background of teenage father


43) Family structure

_____ living alone

_____ single parent home (with Mom _____ with Dad _____)

_____ two parent home

_____ two parent home involving a remarriage

Relationship with parents

Mother _____ positive  _____ negative
Father  _____ positive  _____ negative

44) Self-esteem
   _____ low  _____ middle  _____ high

45) At-risk behaviors
   _____ drugs  _____ gangs  _____ alcohol
   _____ behavioral problems

46) Prior belief ‘it won’t happen to me’
   _____ X yes  _____ no

47) Prior forced sexual experiences
   _____ rape
   _____ incest
   _____ sexual child abuse
   _____ other

Had sex education been taught?
   _____ X yes  _____ no

How was sexual education obtained?
   _____ parents  _____ X school  _____ peers

Levels of sexual activities
   _____ Number of partners

Reaction from peers
   _____ thought it was cool  _____ thought it uncool

Pregnancy Resolutions
   _____ keeping the child without marriage
   _____ married and keeping the child
   _____ abortion
   _____ adoption  miscarried

Did the father help in the decision for a resolution?
   _____ yes  _____ X no

Abortion considered
   _____ X yes  _____ no
Believe in abstinence
_____yes  X no

Birth Control Used
X yes  ____no

What type of contraceptive method was used?
____oral contraceptive pills
Xcondoms
____spermicidal vaginal film
____spermicidal vaginal foam
____diaphragm
____other

Availability of condoms
Xreceive through condom availability programs
____get from a clinic/doctor
____parents provide

Responsibilities
Emotional Support
Xyes  ____no

Did the support continue after
____6 months
____1 year
____2 years
____3 years
____longer

Did the father have a job?
_____yes  ____no

Was he planning on getting a job?
_____yes  ____no

Financial Support
_____yes  X no

Did the support continue after
____6 months
____1 year
____2 years
____3 years
____longer

What kind of a job was it?

Hours per week____

Married to teen mother
_____yes  ____no

Planning on matrimony to teen mother
_____yes  ____no

Was there contact with teenage mother?
_____yes, live together

Was there contact with child?
_____yes, living with the child
X yes, do not live together  
no

How often did he see her?  
X everyday  
several times a week  
once a week  
once a month  
less than once a month  
never

How often did the he see the child?  
X everyday  
several times a week  
once a week  
once a month  
less than once a month  
never

Presently attending school  
X yes  
no

If no, did he drop out?  
yes  
no

Why did he drop out?  
X did not like it  
behavioral problems  
because of pregnancy

What is the highest level of education the teen father planned on achieving?  
6-8th grade  
9-11th grade  
12th grade  
B.A. degree  
Graduate school (MA, MS, PhD)  
other

Comments
• Stephie (teen mother) Jason (teen father)
• Jason a huge basketball star getting ready to play in championship games
• Great candidate for scholarships wants to go to college
• “I just can’t seem to say, Yes I’ll be the kind of steady father I should be. It’s hard to forget about college.” (p. 5)
• when Stephie disappeared Jason was worried and saw how worried her dad was and told him about the baby
• Jason is not one to shirk his responsibilities
• Jason wants to play ball, but still do the responsible thing
• Stephie went to hospital early-Jason was suppose to play in big tournament and choose to be at the hospital with Stephie
• Lost the baby
• Jason becomes confused and sad
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Mahalia
Author: Horniman, Joanne
Place of Publication: New York
Publisher: Knopf
Copyright/Publication Date: 2003
Age/Grade Level of Book: YA
Teenage Mother’s Age: 15
Grade in school: Sophomore
Teenage Father’s Age: 16
Grade in school: Junior

Teenage Father

_X_ Major character
___ Minor character

Teenage Father’s characteristics

7) Socioeconomic Status

_X_ low
___ middle
___ high

2) Race of teenage father

_X_ Black
___ Hispanic
___ White
___ Other
___ Not mentioned

3) Cultural background of teenage father

Matt (teen father) is from Australia

48) Family structure

living alone

_X_ single parent home (with Mom ___ with Dad ___)
___ two parent home
___ two parent home involving a remarriage

Relationship with parents
Mother  **X** positive  **__** negative
Father  **__** positive  **X** negative

49) Self-esteem
   **X** low  **__** middle  **__** high

50) At-risk behaviors
   **X** drugs  **__** gangs  **X** alcohol  **__** behavioral problems

51) Prior belief 'it won’t happen to me'
   **X** yes  **__** no

52) Prior forced sexual experiences
   **__** rape  **__** incest
   **__** sexual child abuse  **__** other

Had sex education been taught?
   **X** yes  **__** no

How was sexual education obtained?
   **X** parents  **__** school  **__** peers

Levels of sexual activities
   **1** Number of partners

Reaction from peers
   **X** thought it was cool  **__** thought it uncool

Pregnancy Resolutions
   **X** keeping the child without marriage
   **__** married and keeping the child
   **__** abortion
   **__** adoption

Did the father help in the decision for a resolution?
   **X** yes  **__** no

Abortion considered
   **__** yes  **X** no

Believe in abstinence
Birth Control Used

____ yes  _X_ no

What type of contraceptive method was used?

____ oral contraceptive pills
____ condoms
____ spermicidal vaginal film
____ spermicidal vaginal foam
____ diaphragm
____ other

Availability of condoms

____ receive through condom availability programs
____ get from a clinic/doctor
____ parents provide

Responsibilities

Emotional Support

_ X_ yes  ____ no

Did the support continue after

6 months

_ X_ 1 year
____ 2 years
____ 3 years
____ longer

Financial Support

_ X_ yes  ____ no

Did the support continue after

6 months

_ X_ 1 year
____ 2 years
____ 3 years
____ longer

Did the father have a job?

____ yes  _X_ no

Was he planning on getting a job?

_ X_ yes  ____ no

What kind of a job was it?

Playing in a band, bass guitar

Hours per week____

Married to teen mother

____ yes  _X_ no

Planning on matrimony to teen mother

____ yes  _X_ no

Was there contact with teenage mother?

____ yes, live together

Was there contact with child?

_ X_ yes, living with the child
Yes, do not live together
No

How often did he see her?
Everyday
Several times a week
Once a week
Once a month
Less than once a month
Never

Presently attending school
Yes
No

If no, did he drop out?
Yes
No

Why did he drop out?
Did not like it
Behavioral problems
Because of pregnancy

What is the highest level of education the teen father planned on achieving?
6-8th grade
9-11th grade
12th grade
B.A. degree
Graduate school (MA, MS, PhD)
Other

Comments

- The story started out with Mahalia being 5 1/2 months
- Emmy (teen mother) was the most reckless person Matt had ever met. This is what interested him. They often skipped school together.
- Matt lived with his mother with no support. His father never wanted children.
- Matt’s mother offered emotional and financial support, but Matt wanted to do it on his own. He received help from government programs.
- Dropped out of school when Matt was 16
- Matt took drugs sometimes
- Matt tried to get a job to help support them, but after two days quit because he couldn’t stand to be away from Mahalia
- Matt gave her up when Mahalia was about 15 months old; love just wasn’t enough
- Matt had just gotten a job playing in a band as their bass guitar when he
Appendix D

Sample Checklist

(Blank if Not Mentioned)

<table>
<thead>
<tr>
<th>Title: The First Part Last</th>
<th>Author: Johnson, Angela</th>
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<tr>
<td>Place of Publication: New York</td>
<td>Publisher: Simon &amp; Schuster</td>
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<td>Age/Grade Level of Book: YA</td>
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<td>Teenage Mother’s Age: 16</td>
<td>Grade in school: Junior</td>
</tr>
<tr>
<td>Teenage Father’s Age: 16</td>
<td>Grade in school: Junior</td>
</tr>
</tbody>
</table>

Teenage Father

- X Major character
- Minor character

Teenage Father’s characteristics

8) Socioeconomic Status

- low
- middle
- X high

2) Race of teenage father

- X Black
- Hispanic
- White
- Other
- Not mentioned

3) Cultural background of teenage father

From New York City

53) Family structure

- living alone
- X single parent home (with Mom X with Dad ___)
- two parent home
- two parent home involving a remarriage

Relationship with parents

Mother X positive ___ negative
Father _X_ positive _____negative

54) Self-esteem
   _____ low   _X_ middle   _____ high

55) At-risk behaviors
   _____ drugs   _____ gangs   _____ alcohol
   _____ behavioral problems

56) Prior belief ‘it won’t happen to me’
   _X_ yes   _____ no

57) Prior forced sexual experiences
   _____ rape
   _____ incest
   _____ sexual child abuse
   _____ other

Had sex education been taught?
   _X_ yes   _____ no

How was sexual education obtained?
   _X_ parents   _____ school   _____ peers

Levels of sexual activities
   _1_ Number of partners

Reaction from peers
   _____ thought it was cool   _X_ thought it uncool

Pregnancy Resolutions
   _X_ keeping the child without marriage
   _____ married and keeping the child
   _____ abortion
   _____ adoption

Did the father help in the decision for a resolution?
   _X_ yes   _____ no

Abortion considered
   _____ yes   _X_ no

Believe in abstinence
### Birth Control Used

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<tr>
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<th>No</th>
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<td></td>
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<td>Condoms</td>
<td></td>
<td></td>
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<tr>
<td>Spermicidal vaginal film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spermicidal vaginal foam</td>
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<td></td>
</tr>
<tr>
<td>Diaphragm</td>
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<td></td>
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<tr>
<td>Other</td>
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</table>

### Availability of Condoms

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<th>Option</th>
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<th>No</th>
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</thead>
<tbody>
<tr>
<td>Receive through condom availability programs</td>
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<td></td>
</tr>
<tr>
<td>Get from a clinic/doctor</td>
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<td></td>
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<tr>
<td>Parent provides</td>
<td></td>
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</tbody>
</table>

### Responsibilities

#### Emotional Support

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Did the support continue after

<table>
<thead>
<tr>
<th>6 months</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Did the father have a job?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Was he planning on getting a job?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### Financial Support

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Did the support continue after

<table>
<thead>
<tr>
<th>6 months</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What kind of a job was it?

<table>
<thead>
<tr>
<th>Hours per week</th>
</tr>
</thead>
</table>

Was there contact with teenage mother?

<table>
<thead>
<tr>
<th>Yes, live together</th>
<th>No</th>
</tr>
</thead>
</table>

Was there contact with child?

<table>
<thead>
<tr>
<th>Yes, living with the child</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Yes, not living with the child</th>
<th>No</th>
</tr>
</thead>
</table>
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

Presently attending school

- X yes
- no

If no, did he drop out?

- yes
- no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- X 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Both families gave support
- Bobby (teen father) Nia (teen mother)
- Fred (Bobby’s father) said they were poor, but traveled out of the country several times
- Fred owns a restaurant
- Nia had eclampsia (not a perfect delivery)
- Nia is in long-term care from brain damage
- Family structure changes, Bobby lives with his father after the delivery
- Bobby didn’t know if he wanted to be a part of the baby’s life in the beginning and his Dad said for him to keep his mouth shut and do whatever Nia wanted.
- Doesn’t see the future just the present
- Bobby’s friends had said only stupid people would let it get to this because there is birth control. Lots of it.
- Bobby’s parents bought him condoms he just didn’t use them
• There was contact with the Nia until the delivery. Nia died.

Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Just Like Ice Cream
Author: Johnson, L.H.

Place of Publication: Wheaton, IL
Publisher: Tyndale House

Copyright/Publication Date: 1995
Age/Grade Level of Book: YA

Teenage Mother’s Age: 16
Grade in school: summer, going into Junior

Teenage Father’s Age: 17
Grade in school: going into Senior

Teenage Father
_____ Major character
__X__ Minor character

Teenage Father’s characteristics

9) Socioeconomic Status
_____ low
_____ middle
__X__ high

2) Race of teenage father
_____ Black
_____ Hispanic
__X__ White
_____ Other
_____ Not mentioned

3) Cultural background of teenage father

58) Family structure
_____ living alone
_____ single parent home (with Mom _____ with Dad _____)
__X__ two parent home
_____ two parent home involving a remarriage

Relationship with parents
Mother  __X__ positive
_____ negative
Father  __X__ positive  ____negative

59) Self-esteem
   ____ low  ____ middle  __X__ high

60) At-risk behaviors
   _____ drugs  _____ gangs  _____ alcohol
   _____ behavioral problems

61) Prior belief ‘it won’t happen to me’
   _____ yes  _____ no

62) Prior forced sexual experiences
   _____ rape
   _____ incest
   _____ sexual child abuse
   _____ other

Had sex education been taught?
   ____X__ yes  _____ no

How was sexual education obtained?
   _____parents  ____X__ school  _____peers

Levels of sexual activities
   ___multiple____Number of partners

Reaction from peers
   _____thought it was cool  _____thought it uncool

Pregnancy Resolutions
   _____keeping the child without marriage
   _____married and keeping the child
   _____abortion
   __X__ adoption

Did the father help in the decision for a resolution?
   ____X__ yes  _____ no

Abortion considered
   ____X__ yes  _____ no

Believe in abstinence
   _____yes  ____X__ no
Birth Control Used
   ____ yes  X  no

What type of contraceptive method was used?
   ____ oral contraceptive pills
   ____ condoms
   ____ spermicidal vaginal film
   ____ spermicidal vaginal foam
   ____ diaphragm
   ____ other

Availability of condoms
   ____ receive through condom availability programs
   ____ get from a clinic/doctor
   ____ parents provide

Responsibilities

Emotional Support
   ____ yes  X  no

     Did the support continue after
     ____ 6 months
     ____ 1 year
     ____ 2 years
     ____ 3 years
     ____ longer

   Did the father have a job?
   ____ yes  X  no

   Was he planning on getting a job?
   ____ yes  X  no

Financial Support
   ____ yes  X  no

     Did the support continue after
     ____ 6 months
     ____ 1 year
     ____ 2 years
     ____ 3 years
     ____ longer

     What kind of a job was it?
     Hours per week____

Married to teen mother
   ____ yes  X  no

Planning on matrimony to teen mother
   ____ yes  X  no

Was there contact with teenage mother?
   ____ yes, live together
   ____ yes, do not live together
   X  no

Was there contact with child?
   ____ yes, living with the child
   ____ yes, not living with the child
   X  no
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

Presently attending school

- yes
- no

If no, did he drop out?

- yes
- no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Julie (teen mother)
- Kyle (teen father)
- Kyle made a comment that he didn’t want that unwanted alien
- Wanted nothing to do with Julie after he was told she was pregnant had a new girlfriend
- This was the only book that talked about home pregnancy tests, Family Planning Centers, STD’s and AIDS
- Kyle refused to go with Julie when she went to get an abortion, but she couldn’t go through with it gave the baby up for adoption instead.
- Kyle told Julie sex was just like ice cream
- Not much information on Kyle
Appendix D

Sample Checklist
(Blank if Not Mentioned)

<table>
<thead>
<tr>
<th>Title: Girls in Trouble</th>
<th>Author: Leavitt, Caroline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of Publication: New York</td>
<td>Publisher: St. Martin’s Press</td>
</tr>
<tr>
<td>Copyright/Publication Date: 2004</td>
<td>Age/Grade Level of Book: YA</td>
</tr>
<tr>
<td>Teenage Mother’s Age: 15</td>
<td>Grade in school: Junior</td>
</tr>
<tr>
<td>Teenage Father’s Age: 16</td>
<td>Grade in school: Junior</td>
</tr>
</tbody>
</table>

Teenage Father

<table>
<thead>
<tr>
<th>Major character</th>
<th>Minor character</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Teenage Father’s characteristics

10) Socioeconomic Status

<table>
<thead>
<tr>
<th>low</th>
<th>middle</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Race of teenage father

<table>
<thead>
<tr>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
<th>Not mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

3) Cultural background of teenage father

63) Family structure

<table>
<thead>
<tr>
<th>living alone</th>
<th>single parent home (with Mom X with Dad</th>
<th>two parent home</th>
<th>two parent home involving a remarriage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Relationship with parents
Mother: X positive     _____ negative
Father: _____ positive     _____ negative

64) Self-esteem
   X low     _____ middle     _____ high

65) At-risk behaviors
   _____ drugs     _____ gangs     X alcohol
   _____ behavioral problems

66) Prior belief ‘it won’t happen to me’
   X yes     _____ no

67) Prior forced sexual experiences
   _____ rape
   _____ incest
   _____ sexual child abuse
   _____ other

Had sex education been taught?
   X yes     _____ no

How was sexual education obtained?
   _____ parents     X school     _____ peers

Levels of sexual activities
   multiple     _____ Number of partners

Reaction from peers
   _____ thought it was cool     _____ thought it uncool

Pregnancy Resolutions
   _____ keeping the child without marriage
   _____ married and keeping the child
   _____ abortion
   X adoption

Did the father help in the decision for a resolution?
   _____ yes     X no

Abortion considered
   X yes     _____ no

Believe in abstinence
Birth Control Used

X yes  no

What type of contraceptive method was used?

oral contraceptive pills

X condoms

spermicidal vaginal film

spermicidal vaginal foam

diaphragm

other

Availability of condoms

receive through condom availability programs

get from a clinic/doctor

parents provide

Responsibilities

Emotional Support

yes  no

Did the support continue after

6 months

1 year

2 years

3 years

longer

Financial Support

yes  no

Did the support continue after

6 months

1 year

2 years

3 years

longer

Did the father have a job?

yes  no

Was he planning on getting a job?

yes  no

Married to teen mother

yes  no

Planning on matrimony to teen mother

yes  no

Was there contact with teenage mother?

yes, live together

yes, do not live together

Was there contact with child?

yes, living with the child

yes, not living with the child
X no

How often did he see her?

____ everyday
____ several times a week
____ once a week
____ once a month
X less than once a month
____ never

Presently attending school

X yes
____ no

If no, did he drop out?

____ yes
____ no

Why did he drop out?

____ did not like it
____ behavioral problems
____ because of pregnancy

What is the highest level of education the teen father planned on achieving?

____ 6-8th grade
____ 9-11th grade
____ 12th grade
X B.A. degree
____ Graduate school (MA, MS, PhD)
____ other

Comments

• Danny knew they should use birth control, but he was out of condoms – Sara wasn’t on the pill. “It will be alright” he whispered. (p. 70)
• Danny lived with his mother his father was dead
• Sara wanted open adoption and choose the couple because of their dog “Lucky”
• When Sara gave birth to Anne Eva & George, the adoptive parents, was in the delivery room with her.
• Someone forged the father’s signature so the baby was adopted.
• Danny loved Sara
• Danny’s mother didn’t want Danny to know about the pregnancy
• Danny’s mother and Sara’s parents did everything to keep them separated
• They found out about the deception 16 years later
• 13 years after Anne was born Danny had married and 3 years after that Joseph was born and another one on the way
Anne’s graduation from HS Eva & George, Sara & Danny all there to help celebrate

Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Where the Heart Is  Author: Letts, Billie
Place of Publication: New York  Publisher: Warner Books
Copyright/Publication Date: 2000  Age/Grade Level of Book: YA
Teenage Mother’s Age: 17  Grade in school: dropped out
Teenage Father’s Age: 18  Grade in school: dropped out

Teenage Father
____ Major character
X  Minor character

Teenage Father’s characteristics

11) Socioeconomic Status
    X  low  _____ middle  _____ high

2) Race of teenage father
    ____ Black
    ____ Hispanic
    X  White
    ____ Other
    ____ Not mentioned

3) Cultural background of teenage father

68) Family structure
    X  living alone
    ____ single parent home (with Mom _____  with Dad ____)
    ____ two parent home
    ____ two parent home involving a remarriage

Relationship with parents
Mother _____ positive  X negative
Father _____ positive  X negative

69) Self-esteem
X low  ____ middle  ____ high

70) At-risk behaviors
X drugs  ____ gangs  X alcohol
X behavioral problems

71) Prior belief ‘it won’t happen to me’
X yes  ____ no

72) Prior forced sexual experiences
_____ rape
_____ incest
_____ sexual child abuse
_____ other

Had sex education been taught?
_____ yes  ____ no

How was sexual education obtained?
_____ parents  _____ school  _____ peers

Levels of sexual activities
multiple  Number of partners

Reaction from peers
_____ thought it was cool  _____ thought it uncool

Pregnancy Resolutions
X keeping the child without marriage
_____ married and keeping the child
_____ abortion
_____ adoption

Did the father help in the decision for a resolution?
_____ yes  X no

Abortion considered
_____ yes  X no

Believe in abstinence
Birth Control Used
_____ yes  ____ no

What type of contraceptive method was used?
_____ oral contraceptive pills
_____ condoms
_____ spermicidal vaginal film
_____ spermicidal vaginal foam
_____ diaphragm
_____ other

Availability of condoms
_____ receive through condom availability programs
_____ get from a clinic/doctor
_____ parents provide

Responsibilities
Emotional Support
_____ yes  ____ no

Did the support continue after
_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Did the father have a job?
_____ yes  ____ no

Was he planning on getting a job?
_____ yes  ____ no

Financial Support
_____ yes  ____ no

Did the support continue after
_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

What kind of a job was it?

Hours per week_____

Married to teen mother
_____ yes  ____ no

Planning on matrimony to teen mother
_____ yes  ____ no

Was there contact with teenage mother?
_____ yes, live together
_____ yes, do not live together

Was there contact with child?
_____ yes, living with the child
_____ yes, not living with the child
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

How often did the he see the child?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

Presently attending school

- yes
- no

If no, did he drop out?

- yes
- no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Novalee (teen mother) and Willy Jack Pickens (teen father)
- Willy Jack had a get rich quick scheme – head to Calif. To work for railroad like his cousin. His cousin got his finger cut off at work and got $65,000 in settlement plus $800 a month disability thought he could do the same
- Willy was a heavy drinker and liked to play the ponies
- Had a bad temper
- On the way to Calif. he dropped Novelee off at Wal-Mart and left her in her third trimester
- On down the road he pick up a minor (also a virgin)
- Was picked up for stealing cigarettes (14 cartons) actually the minor girl stole them, but lied to the cops
- Willy never saw his daughter
- Gave no support
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Doormat  Author: McWilliams, Kelly

Place of Publication: New York  Publisher: Laurel-Leaf Books

Copyright/Publication Date: 2004  Age/Grade Level of Book: YA

Teenage Mother’s Age: 14  Grade in school: Freshman

Teenage Father’s Age: 15  Grade in school: Sophomore

Teenage Father

_____ Major character

X  Minor character

Teenage Father’s characteristics

12) Socioeconomic Status

_____ low

X  middle

_____ high

2) Race of teenage father

_____ Black

_____ Hispanic

X  White

_____ Other

_____ Not mentioned

3) Cultural background of teenage father

73) Family structure

_____ living alone

_____ single parent home (with Mom _____ with Dad _____)

X  two parent home

_____ two parent home involving a remarriage

Relationship with parents

Mother  _____ positive  _____ negative
Father ______positive ______negative

74) Self-esteem
____ low ______ middle ______ high

75) At-risk behaviors
____ drugs ______ gangs ______ alcohol
____ behavioral problems

76) Prior belief ‘it won’t happen to me’
____X____ yes ________no

77) Prior forced sexual experiences
____ rape
____ incest
____ sexual child abuse
____ other

Had sex education been taught?
____ yes ________no

How was sexual education obtained?
____ parents ________school ________peers

Levels of sexual activities
____ Number of partners

Reaction from peers
____ thought it was cool ________thought it uncool

Pregnancy Resolutions
____ keeping the child without marriage
____ married and keeping the child
____ abortion
____ adoption

Did the father help in the decision for a resolution?
____ yes ________no

Abortion considered
____ yes ________no

Believe in abstinence
____ yes ________no
Birth Control Used
____yes          ____no

What type of contraceptive method was used?
____oral contraceptive pills
____condoms
____spermicidal vaginal film
____spermicidal vaginal foam
____diaphragm
____other

Availability of condoms
____receive through condom availability programs
____get from a clinic/doctor
____parents provide

Responsibilities
Emotional Support
____yes          ____no

Did the support continue after
____6 months
____1 year
____2 years
____3 years
____longer

Did the father have a job?
____yes          ____no

Was he planning on getting a job?
____yes          ____no

Financial Support
____yes          ____no

Did the support continue after
____6 months
____1 year
____2 years
____3 years
____longer

What kind of a job was it?

Married to teen mother
____yes          ____no

Planning on matrimony to teen mother
____yes          ____no

Was there contact with teenage mother?
____yes, live together
____yes, do not live together
____no

Was there contact with child?
____yes, living with the child
____yes, not living with the child
____no
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

Presently attending school

- yes
- no

If no, did he drop out?

- yes
- no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Melissa (teen mother) and Greg (teen father)
- Story told by Melissa’s best friend
- On the day of conception sex education had not been taught, but Greg received formal instruction in school after the fact
### Appendix D

#### Sample Checklist
(Blank if Not Mentioned)

<table>
<thead>
<tr>
<th>Title: Lullaby</th>
<th>Author: Orcutt, Jane</th>
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<tbody>
<tr>
<td>Place of Publication: Wheaton, IL</td>
<td>Publisher: Tyndale House Publishers, Inc.</td>
</tr>
<tr>
<td>Copyright/Publication Date: 2002</td>
<td>Age/Grade Level of Book: YA</td>
</tr>
<tr>
<td>Teenage Mother’s Age: 15</td>
<td>Grade in school: Freshman</td>
</tr>
<tr>
<td>Teenage Father’s Age: 17(?)</td>
<td>Grade in school: Senior (?)</td>
</tr>
</tbody>
</table>

**Teenage Father**
- Major character
- **X** Minor character

**Teenage Father’s characteristics**

13) Socioeconomic Status
- **X** low
- _____ middle
- _____ high

2) Race of teenage father
- _____ Black
- _____ Hispanic
- **X** White
- _____ Other
- _____ Not mentioned

3) Cultural background of teenage father

78) Family structure
- _____ living alone
- **X** single parent home (with Mom _____ with Dad **X**)
- _____ two parent home
- _____ two parent home involving a remarriage

**Relationship with parents**
- Mother _____ positive  _____ negative
Father _X_positive _negative

79) Self-esteem
_____ low _X_middle _____ high

80) At-risk behaviors
_____ drugs _____ gangs _X_alcohol
_____ behavioral problems

81) Prior belief ‘it won’t happen to me’
_____ yes _____ no

82) Prior forced sexual experiences
_____ rape
_____ incest
_____ sexual child abuse
_____ other

Had sex education been taught?
_____yes _____ no

How was sexual education obtained?
_____parents _____school _____peers

Levels of sexual activities
_____multiple _____Number of partners

Reaction from peers
_____thought it was cool _____thought it uncool

Pregnancy Resolutions
_____keeping the child without marriage
_____married and keeping the child
_____abortion
_____adoption

Did the father help in the decision for a resolution?
_____yes _X_no

Abortion considered
_____yes _____no

Believe in abstinence
_____yes _X_no
Birth Control Used
_____yes
X__no

What type of contraceptive method was used?
_____oral contraceptive pills
_____condoms
_____spermicidal vaginal film
_____spermicidal vaginal foam
_____diaphragm
_____other

Availability of condoms
_____receive through condom availability programs
_____get from a clinic/doctor
_____parents provide

Responsibilities
Emotional Support
_____yes
X__no

Did the support continue after
_____6 months
_____1 year
_____2 years
_____3 years
_____longer

Financial Support
_____yes
X__no

Did the support continue after
_____6 months
_____1 year
_____2 years
_____3 years
_____longer

Did the father have a job?
_____yes
X__no

What kind of a job was it?

Hours per week

Was he planning on getting a job?
_____yes
_____no

Married to teen mother
_____yes
X__no

Planning on matrimony to teen mother
_____yes
X__no

Was there contact with teenage mother?
_____yes, live together
_____yes, do not live together
X__no

Was there contact with child?
_____yes, living with the child
_____yes, not living with the child
X__no
How often did he see her?
- everyday
- several times a week
- once a week
- once a month
- less than once a month
X never

Presently attending school
- yes
- no

If no, did he drop out?
- yes
- no

Why did he drop out?
- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?
- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments
- Merrilee (teen mother) and Wayne (teen father)
- Very little said about father
- Merrilee’s mother was dating Wayne’s father
- Wayne raped Merrilee
- Wayne never knew about the baby he got into a bar fight and is presumed dead
- Baby still born one month early
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: A Dance For Three
Author: Plummer, Louise

Place of Publication: New York
Publisher: Dell Laurel-Leaf

Copyright/Publication Date: 2000
Age/Grade Level of Book: YA

Teenage Mother's Age: 15
Grade in school: summer before Junior

Teenage Father's Age: 16
Grade in school: summer before Senior

Teenage Father

Major character

Minor character

Teenage Father's characteristics

14) Socioeconomic Status

_____ low

_____ middle

______ high

2) Race of teenage father

_____ Black

_____ Hispanic

_____ White

_____ Other

_____ Not mentioned

3) Cultural background of teenage father

rich Italian home

83) Family structure

_____ living alone

_____ single parent home (with Mom ______ with Dad ______)

_____ two parent home

_____ two parent home involving a remarriage

Relationship with parents
Mother _X_positive  _____negative
Father  _X_positive  _____negative

84) Self-esteem
_____ low  _____ middle  _X__ high

85) At-risk behaviors
_____ drugs  _____ gangs  _____ alcohol
_____ behavioral problems

86) Prior belief ‘it won’t happen to me’
_____X__ yes  _____no

87) Prior forced sexual experiences
_____rape
_____incest
_____sexual child abuse
_____other

Had sex education been taught?
_____yes  _____no

How was sexual education obtained?
_____parents  _____school  _____peers

Levels of sexual activities
2____Number of partners

Reaction from peers
_____thought it was cool  _____thought it uncool

Pregnancy Resolutions
_____keeping the child without marriage
_____married and keeping the child
_____abortion
  _X__ adoption

Did the father help in the decision for a resolution?
_____yes  _X_no

Abortion considered
_____yes  _X_no

Believe in abstinence
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
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<td>receive through condom availability programs</td>
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<td>yes, do not live together</td>
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<td>Was there contact with child?</td>
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<tr>
<td>yes, not living with the child</td>
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</tbody>
</table>
How often did he see her?
- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

How often did the he see the child?
- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

Presently attending school
- yes
- no

If no, did he drop out?
- yes
- no

Why did he drop out?
- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?
- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments
- Hannah (teen mother) and Milo (teen father)
- Hannah was Milo’s second sexual partner, but Milo was Hannah’s first
- No birth control on the first time, but every time after that
- When Hannah told Milo that he was the father of her baby Milo hit Hannah hard enough she needed stitches and called her a slut
- When teen mother was asked if she wanted to sue Milo for paternity Hannah replied no
- DNA testing done – Milo still denied paternity after the DNA came back positive
- Milo left school the last half of his Senior year to finish his education at another school
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Too Soon for Jeff

Place of Publication: Buena Park, California

Copyright/Publication Date: 1994

Teenage Mother’s Age: 15

Teenage Father’s Age: 17

Teenage Father

___ Major character

___ Minor character

Teenage Father’s characteristics

15) Socioeconomic Status

___ low

___ middle

___ high

2) Race of teenage father

___ Black

___ Hispanic

___ White

___ Other

___ Not mentioned

3) Cultural background of teenage father


88) Family structure

___ Living alone

___ Single parent home (with Mom ___ X ___ with Dad ___)

___ Two parent home

___ Two parent home involving a remarriage

Relationship with parents

Mother ___ X ___ positive ___ negative
Father  _____positive  _____X__negative

89) Self-esteem
    _____ low  _____ middle  _____X__ high

90) At-risk behaviors
    _____ drugs  _____ gangs  _____ alcohol
    _____ behavioral problems

91) Prior belief ‘it won’t happen to me’
    _____X__ yes  _____ no

92) Prior forced sexual experiences
    _____ rape
    _____ incest
    _____ sexual child abuse
    _____ other

Had sex education been taught?
    _____X__ yes  _____ no

How was sexual education obtained?
    _____X__ parents  _____ school  _____ peers

Levels of sexual activities
    _____ multiple  Number of partners

Reaction from peers
    _____X__ thought it was cool  _____X__ thought it uncool

Pregnancy Resolutions
    _____X__ keeping the child without marriage
    _____ married and keeping the child
    _____ abortion
    _____ adoption

Did the father help in the decision for a resolution?
    _____X__ yes  _____ no

Abortion considered
    _____X__ yes  _____ no

Believe in abstinence
    _____ yes  _____X__ no
Birth Control Used

 X yes ______ no

What type of contraceptive method was used?

 X oral contraceptive pills
 ________ condoms
 ________ spermicidal vaginal film
 ________ spermicidal vaginal foam
 ________ diaphragm
 ________ other

Availability of condoms

 ______ receive through condom availability programs
 ______ get from a clinic/doctor
 ______ parents provide

Responsibilities

 Emotional Support

 X yes ______ no

 Did the support continue after
 ______ 6 months
 X 1 year
 ______ 2 years
 ______ 3 years
 ______ longer

 Financial Support

 X yes ______ no

 Did the support continue after
 ______ 6 months
 X 1 year
 ______ 2 years
 ______ 3 years
 ______ longer

 Did the father have a job?

 X yes ______ no

 Was he planning on getting a job?

 ______ yes ______ no

 Married to teen mother

 ______ yes ______ no

 Planning on matrimony to teen mother

 ______ yes ______ no

 Was there contact with teenage mother?

 ______ yes, live together
 X yes, do not live together
 ______ no

 Was there contact with child?

 X yes, living with the child
 ______ yes, not living with the child
 ______ no
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

Presently attending school

- yes
- no

If no, did he drop out?

- yes
- no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Christy (teen mother) and Jeff Browning (teen father)
- After his first kiss with Christy he masturbates so he could sleep (get some relief)
- Had dated 17 months wants to break-up "I still liked sex with her-a lot. But where it use to make me feel important that she needed me to sort of take care of her now sometimes I fell all closed in" (p.11)
- Christy was on the pill, but sometimes she forgot to take them
- When Jeff finally tells her he wants to break up he is shunned by classmates and friends for being a jerk
- He makes a pro/con list for an abortion (more pros)
- Jeff wants Christy to get an abortion, but she doesn’t-hides his head in the sand and hopes the baby will go away
- 50% of his friends thinks it is cool that he got Christy pregnant the other 50% doesn’t
- Jeff’s mom “You’ve got to be responsible for this life” (p.61)
- Christy’s Dad kicks her out she goes and lives with Jeff in spare room-Jeff moves in with uncle (for 3 weeks)
- Teen Mothers Program is mentioned along with an afterschool Teen dads program
- Book ends with Ethan under one
- Jeff is working a part-time job (25 hrs) and going to college
Appendix D
Sample Checklist
(Blank if Not Mentioned)

Title: Highwire Moon
Author: Straight, Susan

Place of Publication: Boston, Mass
Publisher: Houghton Mifflin Company

Copyright/Publication Date: 2001
Age/Grade Level of Book: YA

Teenage Mother's Age: 15
Grade in school: drop out (Sophomore)

Teenage Father's Age: 15
Grade in school: drop out (Sophomore)

Teenage Father

____ Major character
X Minor character

Teenage Father's characteristics

16) Socioeconomic Status

____ low
X middle
____ high

2) Race of teenage father

____ Black
____ Hispanic
____ White
X Other
____ Not mentioned

3) Cultural background of teenage father

Indian migrant worker

93) Family structure

X living alone
____ single parent home (with Mom _____ with Dad _____)
____ two parent home
____ two parent home involving a remarriage

Relationship with parents

Mother _____ positive _____ negative
Father  _____ positive  _X_ negative

94) Self-esteem
   _X_ low  _____ middle  _____ high

95) At-risk behaviors
   _X_ drugs  _____ gangs  _X_ alcohol
   _____ behavioral problems

96) Prior belief ‘it won’t happen to me’
   _X_ yes  _____ no

97) Prior forced sexual experiences
   _____ rape
   _____ incest
   _____ sexual child abuse
   _____ other

Had sex education been taught?
   _X_ yes  _____ no

How was sexual education obtained?
   _____ parents  _X_ school  _____ peers

Levels of sexual activities
   multiple  Number of partners

Reaction from peers
   _____ thought it was cool  _____ thought it uncool

Pregnancy Resolutions
   _____ keeping the child without marriage
   _____ married and keeping the child
   _____ abortion
   _____ adoption

Did the father help in the decision for a resolution?
   _____ yes  _____ no

Abortion considered
   _____ yes  _____ no

Believe in abstinence
   _____ yes  _____ no
Birth Control Used
______yes ______ X____ no

What type of contraceptive method was used?
_____ oral contraceptive pills
_____ condoms
_____ spermicidal vaginal film
_____ spermicidal vaginal foam
_____ diaphragm
_____ other

Availability of condoms
_____ receive through condom availability programs
_____ get from a clinic/doctor
_____ parents provide

Responsibilities

Emotional Support
_____ yes ______ X____ no

Did the support continue after
_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Financial Support
_____ yes ______ X____ no

Did the support continue after
_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Did the father have a job?
_____ X____ yes ______ no

Was he planning on getting a job?
_____ yes ______ X____ no

Married to teen mother
_____ yes ______ X____ no

Planning on matrimony to teen mother
_____ yes ______ X____ no

Was there contact with teenage mother?
_____ yes, live together
_____ X____ yes, do not live together
_____ no

Was there contact with child?
_____ yes, living with the child
_____ yes, not living with the child
_____ no
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- X less than once a month
- never

Presently attending school

- yes
- X no

If no, did he drop out?

- yes
- X no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- The story starts out with Elvia at the age of 3 and her mother Serafina (illegal immigrant Mexican/Indian) is taken back to Mexico by police.
- Elvia is found at a church and put into foster care until she is 12 and her dad finds her and takes her with him
- Elvia's Dad marries and he and Elvia's stepmom are constantly doing drugs
- Michael (teen father) impregnates Elvia (teen mother)
- Michael's mother died 10 minutes after having him
- Michael is homeless since his grandfather has past away
- Michael's home is a cardboard box under a bridge
- Michael is drunk or high most of the time
- When having sex with Elvia Michael always pulls himself out before ejaculation
- Michael said "I do a half-ass job at school. And I like to stay half stoned. All the time."
- Michael was arrested for grand theft auto
• She opened her eyes and seen Michael's eyes closed, his face empty like he was far away even though he lay on top of her
• Screwing. That's what they had done, not love
• Michael & Hector (friend) are migrant workers other boys and girls they work with mention girls still in love w/them in various towns that they did work in.
• Girls are jealous when they see Elvia with Michael
• Michael is 15 and has had multiple partners
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Waiting For June
Author: Sweeney, Joyce

Place of Publication: New York
Publisher: Marshall Cavendish

Copyright/Publication Date: 2003
Age/Grade Level of Book: YA

Teenage Mother’s Age: 17
Grade in school: Senior

Teenage Father’s Age: 17
Grade in school: Senior

Teenage Father

_____ Major character
___ X___ Minor character

Teenage Father’s characteristics

17) Socioeconomic Status

_____ low

X___ middle

_____ high

2) Race of teenage father

_____ Black

_____ Hispanic

_____ White

X___ Other

_____ Not mentioned

3) Cultural background of teenage father

Tequesta Indian

98) Family structure

_____ living alone

X___ single parent home (with Mom ___ X___ with Dad ____)

_____ two parent home

_____ two parent home involving a remarriage

Relationship with parents

Mother _____ positive _____ negative
Father ______ positive ______ negative

99) Self-esteem
____ low ______ X middle ______ high

100) At-risk behaviors
____ drugs ______ gangs ______ alcohol
____ behavioral problems

101) Prior belief ‘it won’t happen to me’
____ X yes ______ no

102) Prior forced sexual experiences
____ rape
____ incest
____ sexual child abuse
____ other

Had sex education been taught?
____ yes ______ no

How was sexual education obtained?
____ parents ______ school ______ peers

Levels of sexual activities
____ 2 ______ Number of partners

Reaction from peers
____ thought it was cool ______ thought it uncool

Pregnancy Resolutions
____ keeping the child without marriage
____ married and keeping the child
____ abortion
____ adoption

Did the father help in the decision for a resolution?
____ yes ______ X no

Abortion considered
____ yes ______ X no

Believe in abstinence
____ yes ______ X no
Birth Control Used

_____ yes  
X no

What type of contraceptive method was used?

_____ oral contraceptive pills
_____ condoms
_____ spermicidal vaginal film
_____ spermicidal vaginal foam
_____ diaphragm
_____ other

Availability of condoms

_____ receive through condom availability programs
_____ get from a clinic/doctor
_____ parents provide

Responsibilities

Emotional Support

X yes  
_____ no

Financial Support

X yes  
_____ no

Did the support continue after

_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Did the father have a job?

_____ yes  
_____ no

Was he planning on getting a job?

_____ yes  
_____ no

Married to teen mother

_____ yes  
X no

Planning on matrimony to teen mother

_____ yes  
X no

Was there contact with teenage mother?

_____ yes, live together
_____ yes, do not live together
_____ no

Was there contact with child?

_____ yes, living with the child
_____ yes, not living with the child
_____ no
How often did he see her?

_____ everyday
_____ several times a week
_____ once a week
_____ once a month
_____ less than once a month
X never

Presently attending school

_____ yes  _____ no

If no, did he drop out?

_____ yes  _____ no

Why did he drop out?

_____ did not like it
_____ behavioral problems
_____ because of pregnancy

What is the highest level of education the teen father planned on achieving?

_____ 6-8\textsuperscript{th} grade
_____ 9-11\textsuperscript{th} grade
_____ 12\textsuperscript{th} grade
_____ B.A. degree
_____ Graduate school (MA, MS, PhD)
_____ other

Comments

- Sophie (teen mother) and Nestor (teen father)
- Nestor’s dad died of a heart attack Nestor’s Junior year
- Nestor’s family gave the support not Nestor
- Not much mention about the teen father
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Teen Angel
Author: Velásquez, Gloria L.

Place of Publication: Houston, TX
Publisher: Pinata Book

Copyright/Publication Date: 2003
Age/Grade Level of Book: YA

Teenage Mother’s Age: 15
Grade in school: Sophomore

Teenage Father’s Age: 17
Grade in school: Senior

Teenage Father

--- Major character
___ Minor character

Teenage Father’s characteristics

18) Socioeconomic Status

___ low
___ middle
___ high

2) Race of teenage father

___ Black
___ Hispanic
___ White
___ Other
___ Not mentioned

3) Cultural background of teenage father


103) Family structure

___ living alone
___ single parent home (with Mom ___ with Dad ___)
___ two parent home
___ two parent home involving a remarriage

Relationship with parents

Mother ___ positive ___ negative
Father  positive  negative

104) Self-esteem
   \_ X low \_ middle \_ high

105) At-risk behaviors
   \_ X drugs \_ gangs \_ X alcohol
   \_ X behavioral problems

106) Prior belief ‘it won’t happen to me’
   \_ X yes \_ no

107) Prior forced sexual experiences
   \_ rape
   \_ incest
   \_ sexual child abuse
   \_ other

Had sex education been taught?
   \_ yes \_ no

How was sexual education obtained?
   \_ parents \_ school \_ peers

Levels of sexual activities
   multiple Number of partners

Reaction from peers
   \_ thought it was cool \_ thought it uncool

Pregnancy Resolutions
   \_ X keeping the child without marriage
   \_ married and keeping the child
   \_ abortion
   \_ adoption

Did the father help in the decision for a resolution?
   \_ yes \_ X no

Abortion considered
   \_ yes \_ X no

Believe in abstinence
   \_ yes \_ X no
Birth Control Used
_____yes  X no

What type of contraceptive method was used?
_____ oral contraceptive pills
_____ condoms
_____ spermicidal vaginal film
_____ spermicidal vaginal foam
_____ diaphragm
_____ other

Availability of condoms
_____ receive through condom availability programs
_____ get from a clinic/doctor
_____ parents provide

Responsibilities
Emotional Support
_____ yes  X no

Did the support continue after
_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Did the father have a job?
_____ yes  X no

Was he planning on getting a job?
_____ yes  X no

Financial Support
X yes  no

Did the support continue after
_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

What kind of a job was it?

Did the support continue after
_____ 6 months
_____ 1 year
_____ 2 years
_____ 3 years
_____ longer

Hours per week

Married to teen mother
_____ yes  X no

Planning on matrimony to teen mother
_____ yes  X no

Was there contact with teenage mother?
_____ yes, live together
X yes, do not live together
_____ no

Was there contact with child?
_____ yes, living with the child
_____ yes, not living with the child
_____ no
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- X never

Presently attending school

-X yes    ____ no

If no, did he drop out?

- yes    ____ no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- X 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Celia (teen mother) and Nicky (teen father)
- Celia’s parents are migrant workers
- On the second date he is already telling Celia he loves her to get her to have sex. Nicky is considered ‘a player’
- Nicky is the cousin of Celia’s best friend and even she tells Celia to have nothing to do with Nicky
- Nicky is staying with his cousin because he got into trouble in his home town
- One sexual act-and pregnant he has gotten what he wants and has nothing to do with Celia again
- Until she tells him she is pregnant in a letter and he denies being the father
- Refuses to take her calls or read her letters
- Nicky does pay financial support because the courts are making him
- The story ends before the baby is born so do not know if he ever sees the baby, but the only communication to Celia up to this point is through letters and lawyers
- Nicky does finish high school
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Tango's Baby
Author: Waddell, Martin

Place of Publication: Cambridge, Massachusetts
Publisher: Candlewick Press

Copyright/Publication Date: 1995
Age/Grade Level of Book: YA

Teenage Mother's Age: 15
Grade in school: Freshman

Teenage Father's Age: 17
Grade in school: Sr. Graduated

Teenage Father

X Major character

Minor character

Teenage Father's characteristics

19) Socioeconomic Status

X low

middle

high

2) Race of teenage father

Black

Hispanic

White

Other

Not mentioned

3) Cultural background of teenage father

108) Family structure

living alone

X single parent home (with Mom ___ with Dad ___) Grandma

two parent home

two parent home involving a remarriage

Relationship with parents

Mother ____ positive ____ negative

Father ____ positive ____ negative
Father _____positive _____negative

109) Self-esteem
_____X low _____middle _____high

110) At-risk behaviors
_____ drugs _____gangs _____alcohol
_____X behavioral problems

111) Prior belief ‘it won’t happen to me’
_____X yes _____no

112) Prior forced sexual experiences
_____rape
_____incest
_____sexual child abuse
_____other

Had sex education been taught?
_____X yes _____no

How was sexual education obtained?
_____parents _____X school _____peers

Levels of sexual activities
1 __Number of partners

Reaction from peers
_____thought it was cool _____thought it uncool

Pregnancy Resolutions
_____X keeping the child without marriage
_____married and keeping the child
_____abortion
_____adoption

Did the father help in the decision for a resolution?
_____X yes _____no

Abortion considered
_____yes _____X no

Believe in abstinence
_____yes _____X no
Birth Control Used
____ yes   X no

What type of contraceptive method was used?
 ____ oral contraceptive pills
 ____ condoms
 ____ spermicidal vaginal film
 ____ spermicidal vaginal foam
 ____ diaphragm
 ____ other

Availability of condoms
 _____ receive through condom availability programs
 _____ get from a clinic/doctor
 _____ parents provide

Responsibilities
 Emotional Support
 X yes   ____ no
 Did the support continue after
 X 6 months
 ____ 1 year
 ____ 2 years
 ____ 3 years
 ____ longer

Financial Support
 X yes   ____ no
 Did the support continue after
 X 6 months
 ____ 1 year
 ____ 2 years
 ____ 3 years
 ____ longer

Did the father have a job?
 ____ yes   X no

What kind of a job was it?
 Hours per week____

Was he planning on getting a job?
 X yes   ____ no

Married to teen mother
 ____ yes   X no

Planning on matrimony to teen mother
 X yes   ____ no

Was there contact with teenage mother?
 X yes, live together
 ____ yes, do not live together
 ____ no

Was there contact with child?
 X yes, living with the child
 ____ yes, not living with the child
 ____ no
How often did he see her?

- X everyday
- ______ several times a week
- ______ once a week
- ______ once a month
- ______ less than once a month
- ______ never

Presently attending school

- ______ yes
- X____ no

If no, did he drop out?

- ______ yes
- X____ no

Why did he drop out?

- ______ did not like it
- ______ behavioral problems
- ______ because of pregnancy

What is the highest level of education the teen father planned on achieving?

- ______ 6-8th grade
- ______ 9-11th grade
- X____ 12th grade
- ______ B.A. degree
- ______ Graduate school (MA, MS, PhD)
- ______ other

Comments

- Crystal (teen mother) and Tango (teen father)
- Tango was bullied throughout school (nerdy) left school for 6 weeks until the authority made him to back
- Tango was delighted about being a father when Crystal told him
- Tango lives with his grandmother
- Crystal was the first girl to give him any attention
- Crystal didn’t tell the welfare dept. that Tango was the father thinking he might go to prison
- Tango shows behavioral problems. One thing that he does is steal car. When the relationship breaks-up Tango kidnap the baby and Tango goes to prison
- Tango sees Crystal and the baby everyday until the breakup
Appendix D

Sample Checklist
(Blank if Not Mentioned)

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<tr>
<th>Title: One Night</th>
<th>Author: Wild, Margaret</th>
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<td>Teenage Mother's Age: 17</td>
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<td>Teenage Father's Age: 17</td>
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<table>
<thead>
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<th>Teenage Father</th>
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</tr>
<tr>
<td>___ Minor character</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teenage Father's characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>20) Socioeconomic Status</td>
</tr>
<tr>
<td>_____ low</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2) Race of teenage father</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Black</td>
</tr>
<tr>
<td>_____ Hispanic</td>
</tr>
<tr>
<td>X White</td>
</tr>
<tr>
<td>_____ Other</td>
</tr>
<tr>
<td>_____ Not mentioned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3) Cultural background of teenage father</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------------------------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>113) Family structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ living alone</td>
</tr>
<tr>
<td>_____ single parent home (with Mom _____ with Dad _____)</td>
</tr>
<tr>
<td>_____ two parent home</td>
</tr>
<tr>
<td>X two parent home involving a remarriage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship with parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother _____ positive</td>
</tr>
</tbody>
</table>
Father  X positive  _____negative

114) Self-esteem  
_____ low  _____ middle  X high

115) At-risk behaviors  
_____ drugs  _____ gangs  X alcohol  
_____ behavioral problems

116) Prior belief ‘it won’t happen to me’  
X yes  _____ no

117) Prior forced sexual experiences  
_____ rape  
_____ incest  
_____ sexual child abuse  
_____ other

Had sex education been taught?  
X yes  _____ no

How was sexual education obtained?  
_____ parents  X school  _____ peers

Levels of sexual activities  
multiple  Number of partners

Reaction from peers  
_____ thought it was cool  _____ thought it uncool

Pregnancy Resolutions  
X keeping the child without marriage  
_____ married and keeping the child  
_____ abortion  
_____ adoption

Did the father help in the decision for a resolution?  
_____ yes  X no

Abortion considered  
X yes  _____ no

Believe in abstinence  
_____ yes  X no
Birth Control Used

___ X yes ___ no

What type of contraceptive method was used?

___ oral contraceptive pills
___ X condoms
___ spermicidal vaginal film
___ spermicidal vaginal foam
___ diaphragm
___ other

Availability of condoms

___ receive through condom availability programs
___ get from a clinic/doctor
___ parents provide

Responsibilities

Emotional Support  ___ X yes ___ no

Did the support continue after

___ 6 months
___ 1 year
___ 2 years
___ 3 years
___ longer

Did the father have a job?

___ yes ___ X no

Was he planning on getting a job?

___ yes ___ X no

Financial Support  ___ X yes ___ no

Did the support continue after

___ 6 months
___ 1 year
___ 2 years
___ 3 years
___ longer

What kind of a job was it?

Hours per week___

Married to teen mother

___ X yes ___ no

Planning on matrimony to teen mother

___ X yes ___ no

Was there contact with teenage mother?

___ yes, live together
___ X yes, do not live together
___ no

Was there contact with child?

___ X yes, living with the child
___ X yes, not living with the child
___ no
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- never

Presently attending school

- yes
- no

If no, did he drop out?

- yes
- no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- 12th grade
- B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Helen (teen mother) and Gabe (teen father)
- Gabe is a ladies man
- Helen has a damaged face and like so many girls before she is a one night stand
- Helen calls Gabe several times after she finds out she is pregnant Gabe never answers, but she hears him say during one phone call ‘tell her I’m out of the country.’
- Rapheal (baby) is a year old Helen drops Rapheal at Gabe’s with a note saying she has made a promise to find her boarding house owners granddaughter. Gabe was having a party that night and didn’t call it off. Gabe’s friend Al was drunk and was going to throw Raphel down the stairs like a football, likely he was stopped.
- Gabe started giving emotional and financial support after that
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Acting: A Novel
Author: Winston, Sherri

Place of Publication: New York
Publisher: Marshall Cavendish

Copyright/Publication Date: 2004
Age/Grade Level of Book: YA

Teenage Mother’s Age: 16
Grade in school: Junior

Teenage Father’s Age: 18
Grade in school: Senior

Teenage Father
_____ Major character
X Minor character

Teenage Father’s characteristics

21) Socioeconomic Status
X low
_____ middle
_____ high

2) Race of teenage father
X Black
_____ Hispanic
_____ White
_____ Other
_____ Not mentioned

3) Cultural background of teenage father

________________________________________________________

118) Family structure
_____ living alone
X single parent home (with Mom ___ with Dad ___) Grandma
_____ two parent home
_____ two parent home involving a remarriage

Relationship with parents
Mother ___ X positive
_____ negative
Father _____ positive  ____ negative

119) Self-esteem
_____ low  ____ middle  ____ high

120) At-risk behaviors
_____ drugs  ____ gangs  ____ alcohol
_____ behavioral problems

121) Prior belief ‘it won’t happen to me’
_____ yes  ____ no

122) Prior forced sexual experiences
_____ rape
_____ incest
_____ sexual child abuse
_____ other

Had sex education been taught?
____ yes  ____ no

How was sexual education obtained?
_____ parents  ____ school  ____ peers

Levels of sexual activities
multiple Number of partners

Reaction from peers
_____ thought it was cool  ____ thought it uncool

Pregnancy Resolutions
_____ keeping the child without marriage
_____ married and keeping the child
_____ abortion
_____ adoption

Did the father help in the decision for a resolution?
_____ yes  ____ no

Abortion considered
_____ yes  ____ no

Believe in abstinence
_____ yes  ____ no
Birth Control Used

X ___ yes ___ no

What type of contraceptive method was used?

__ oral contraceptive pills
X ___ condoms
___ spermicidal vaginal film
___ spermicidal vaginal foam
___ diaphragm
___ other

Availability of condoms

___ receive through condom availability programs
___ get from a clinic/doctor
___ parents provide

Responsibilities

Emotional Support

___ yes ___ no

Did the support continue after

___ 6 months
___ 1 year
___ 2 years
___ 3 years
___ longer

Did the father have a job?

X ___ yes ___ no

Financial Support

X ___ yes ___ no

Did the support continue after

___ 6 months
___ 1 year
___ 2 years
___ 3 years
___ longer

What kind of a job was it?

Hours per week ___ 40 ___

Married to teen mother

___ yes ___ no

Planning on matrimony to teen mother

___ yes ___ no

Was there contact with teenage mother?

___ yes, live together
X ___ yes, do not live together
___ no

Was there contact with child?

___ yes, living with the child
___ yes, not living with the child
X ___ no
How often did he see her?

- everyday
- several times a week
- once a week
- once a month
- X less than once a month
- never

How often did he see the child?

- everyday
- several times a week
- once a week
- once a month
- less than once a month
- X never

Presently attending school

- yes
- X no

If no, did he drop out?

- yes
- X no

Why did he drop out?

- did not like it
- behavioral problems
- because of pregnancy

What is the highest level of education the teen father planned on achieving?

- 6-8th grade
- 9-11th grade
- 12th grade
- X B.A. degree
- Graduate school (MA, MS, PhD)
- other

Comments

- Eve-Al- (teen mother) and Lucious (teen father)
- Told by the other twins, Eve-Belly perspective
- Lucious had been barred from graduation last spring because it was rumored that he was the father of another child (Tracey Mayes’ baby)-this was a lie
- Lucious’ father had left him and his siblings when they were little and his mother had died of cancer. His brother and sister went to live q/Aunt but Lucious stayed to take care of his grandmother (see was blind)
- There was a one time gift of $500 given for support
- Lucious worked 40 hrs a week from two different jobs
- Had no contact with Eve until after the baby was born and adopted
- Lucious was going to start school in New York in July trying to get a degree in art
Title: Make Lemonade  
Author: Wolff, Virginia Euwer

Place of Publication: New York  
Publisher: H. Holt

Copyright/Publication Date: 2002  
Age/Grade Level of Book: YA

Teenage Mother’s Age: 17  
Grade in school: Junior

Teenage Father’s Age: unknown  
Grade in school: unknown

Teenage Father  
____ Major character  
____ Minor character

Teenage Father’s characteristics

22) Socioeconomic Status
____ X low  
_____ middle  
_____ high

2) Race of teenage father
____ X Black  
_____ Hispanic  
_____ White  
_____ Other  
_____ Not mentioned

3) Cultural background of teenage father

poverty

123) Family structure
_____ living alone  
_____ single parent home (with Mom _____ with Dad _____)  
_____ two parent home  
_____ two parent home involving a remarriage

Relationship with parents  
Mother _____ positive  
_____ negative
124) Self-esteem
   __ X__ low 
   _____ middle 
   ____ high 

125) At-risk behaviors
   ____ drugs 
   _____ gangs 
   ____ alcohol 
   _____ behavioral problems

126) Prior belief ‘it won’t happen to me’
   __ X__ yes
   _____ no

127) Prior forced sexual experiences
   _____ rape
   _____ incest
   _____ sexual child abuse
   _____ other

Had sex education been taught?
   ____ yes
   _____ no

How was sexual education obtained?
   _____ parents
   _____ school
   _____ peers

Levels of sexual activities
   _____ Number of partners

Reaction from peers
   _____ thought it was cool
   _____ thought it uncool

Pregnancy Resolutions
   _____ keeping the child without marriage
   _____ married and keeping the child
   _____ abortion
   _____ adoption

Did the father help in the decision for a resolution?
   ____ yes  __ X__ no

Abortion considered
   ____ yes  __ X__ no

Believe in abstinence
   ____ yes  __ X__ no
Birth Control Used
____yes  ____no

What type of contraceptive method was used?
____ oral contraceptive pills
____ condoms
____ spermicidal vaginal film
____ spermicidal vaginal foam
____ diaphragm
____ other

Availability of condoms
____ receive through condom availability programs
____ get from a clinic/doctor
____ parents provide

Responsibilities
Emotional Support
____yes  __X__ no

Did the support continue after
____ 6 months
____ 1 year
____ 2 years
____ 3 years
____ longer

Financial Support
____yes  __X__ no

Did the support continue after
____ 6 months
____ 1 year
____ 2 years
____ 3 years
____ longer

Did the father have a job?
____yes  ____no

What kind of a job was it?
Hours per week____

Was he planning on getting a job?
____yes  ____no

Married to teen mother
____yes  __X__ no

Planning on matrimony to teen mother
____yes  __X__ no

Was there contact with teenage mother?
____ yes, live together
____ yes, do not live together
____ no

Was there contact with child?
____ yes, living with the child
____ yes, not living with the child
____ no
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often did he see her?</td>
<td>■ everyday</td>
</tr>
<tr>
<td></td>
<td>■ several times a week</td>
</tr>
<tr>
<td></td>
<td>■ once a week</td>
</tr>
<tr>
<td></td>
<td>■ once a month</td>
</tr>
<tr>
<td></td>
<td>■ less than once a month</td>
</tr>
<tr>
<td></td>
<td>■ never</td>
</tr>
<tr>
<td>How often did he see the child?</td>
<td>■ everyday</td>
</tr>
<tr>
<td></td>
<td>■ several times a week</td>
</tr>
<tr>
<td></td>
<td>■ once a week</td>
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<tr>
<td></td>
<td>■ once a month</td>
</tr>
<tr>
<td></td>
<td>■ less than once a month</td>
</tr>
<tr>
<td></td>
<td>■ never</td>
</tr>
<tr>
<td>Presently attending school</td>
<td>■ yes</td>
</tr>
<tr>
<td></td>
<td>■ no</td>
</tr>
<tr>
<td>If no, did he drop out?</td>
<td>■ yes</td>
</tr>
<tr>
<td></td>
<td>■ no</td>
</tr>
<tr>
<td>Why did he drop out?</td>
<td>■ did not like it</td>
</tr>
<tr>
<td></td>
<td>■ behavioral problems</td>
</tr>
<tr>
<td></td>
<td>■ because of pregnancy</td>
</tr>
<tr>
<td>What is the highest level of education the teen father planned on achieving?</td>
<td>■ 6-8th grade</td>
</tr>
<tr>
<td></td>
<td>■ 9-11th grade</td>
</tr>
<tr>
<td></td>
<td>■ 12th grade</td>
</tr>
<tr>
<td></td>
<td>■ B.A. degree</td>
</tr>
<tr>
<td></td>
<td>■ Graduate school (MA, MS, PhD)</td>
</tr>
<tr>
<td></td>
<td>■ other</td>
</tr>
</tbody>
</table>

**Comments**
- Jolly (teen mother)
- Very little information on the fathers
- Jolly is 17 and has two children with two different men and neither one of them was talked about a lot (one paragraph was all that was written)
Appendix D

Sample Checklist
(Blank if Not Mentioned)

Title: Baby Blues: A Novel
Author: Wurmfeld, Hope

Place of Publication: USA
Publisher: Penguin

Copyright/Publication Date: 1995
Age/Grade Level of Book: YA

Teenage Mother’s Age: 16
Grade in school: drop out Junior

Teenage Father’s Age: 16
Grade in school: drop out Junior

Teenage Father

_____ Major character
_____ Minor character

Teenage Father’s characteristics

23) Socioeconomic Status

_____ low
_____ middle
_____ high

2) Race of teenage father

_____ Black
_____ Hispanic
_____ White
_____ Other
_____ Not mentioned

3) Cultural background of teenage father


128) Family structure

_____ living alone

_____ single parent home (with Mom _____ with Dad ______)

_____ two parent home

_____ two parent home involving a remarriage

Relationship with parents

Mother _____ positive
_____ negative
<table>
<thead>
<tr>
<th>Question</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>positive</td>
<td>negative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>129) Self-esteem</td>
<td>low</td>
<td>middle</td>
<td>high</td>
<td></td>
</tr>
<tr>
<td>130) At-risk behaviors</td>
<td>drugs</td>
<td>gangs</td>
<td>alcohol</td>
<td>behavioral problems</td>
</tr>
<tr>
<td>131) Prior belief ‘it won’t happen to me’</td>
<td>yes</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>132) Prior forced sexual experiences</td>
<td>rape</td>
<td>incest</td>
<td>sexual child abuse</td>
<td>other</td>
</tr>
</tbody>
</table>

Had sex education been taught?
- yes
- no

How was sexual education obtained?
- parents
- school
- peers

Levels of sexual activities
- multiple
- Number of partners

Reaction from peers
- thought it was cool
- thought it uncool

Pregnancy Resolutions
- keeping the child without marriage
- married and keeping the child
- abortion
- adoption

Did the father help in the decision for a resolution?
- yes
- no

Abortion considered
- yes
- no

Believe in abstinence
- yes
- no
Birth Control Used
____ yes ______ X no

What type of contraceptive method was used?
____ oral contraceptive pills
____ condoms
____ spermicidal vaginal film
____ spermicidal vaginal foam
____ diaphragm
____ other

Availability of condoms
____ receive through condom availability programs
____ get from a clinic/doctor
____ parents provide

Responsibilities

Emotional Support
____ X yes ______ no

Financial Support
____ yes ______ X no

Did the support continue after
____ 6 months
____ 1 year
____ 2 years
____ 3 years
____ longer

Did the father have a job?
____ X yes ______ no

What kind of a job was it?

Hours per week

Did the support continue after
____ 6 months
____ 1 year
____ 2 years
____ 3 years
____ longer

Was he planning on getting a job?
____ yes ______ no

Married to teen mother
____ yes ______ X no

Planning on matrimony to teen mother
____ yes ______ X no

Was there contact with teenage mother?
____ yes, live together
____ X yes, do not live together
____ no

Was there contact with child?
____ yes, living with the child
____ X yes, not living with the child
____ no
How often did he see her?

___ everyday
X ___ several times a week
___ once a week
___ once a month
___ less than once a month
___ never

Presently attending school

___ yes
X ___ no

If no, did he drop out?

X ___ yes
___ no

Why did he drop out?

X ___ did not like it
X ___ behavioral problems
___ because of pregnancy

What is the highest level of education the teen father planned on achieving?

___ 6-8th grade
X ___ 9-11th grade
___ 12th grade
___ B.A. degree
___ Graduate school (MA, MS, PhD)
___ other

Comments

• Annie (teen mother) and Jimmy (teen father)
• Both dropped out of school
• Jimmy was into motorcycles, graffiti, and weed
• Jimmy didn’t find out about the pregnancy until Annie was 6 months along
• Frankie (Annie’s brother took care of everything) doctors appointments, adoption agencies, etc. not Jimmy
• Frankie even called Jimmy’s parent and told them about the adoption options
• Jimmy lives with both parent and has a negative relationship with both
• Jimmy is involved with a gang and gang activities