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EARLY RECOLLECTIONS OF UNWED, PREGNANT ADOLESCENTS WHO  
HAVE CHOSEN TO KEEP THEIR BABIES AFTER BIRTH

*The University of Arizona*

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EARLY RECOLLECTIONS OF UNWED,  
PREGNANT ADOLESCENTS WHO HAVE CHOSEN  
TO KEEP THEIR BABIES AFTER BIRTH

by

Julie Ann Jorgensen

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A Thesis Submitted to the Faculty of the  
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MASTER OF ARTS  
In the Graduate College  
THE UNIVERSITY OF ARIZONA

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STATEMENT BY AUTHOR

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## ABSTRACT

This study examines in terms of Adlerian Life Style as revealed through Early Recollections the personality characteristics of the unwed, pregnant adolescents choosing to keep their babies after birth.

As part of the study, each subject participated in a structured, tape-recorded interview and each subject reported six Early Recollections. Transcripts of these interviews were given to a panel of Adlerian psychologists who collectively analyzed and interpreted the Early Recollections. They formulated a Life Style summary for each subject, and combined common themes and personality characteristics to formulate a composite Life Style summary.

Results indicate that Adlerian judges were able to identify several Life Style themes and personality characteristics common among the subjects. Among the most commonly shared attributes of this sample were the goals of achieving excitement and idealized closeness, and the expectations of being afraid, confused and unable to understand. The most obvious attribute shared by all subjects was low self-esteem.

## CHAPTER I

### INTRODUCTION

In an age when quality, availability and usage of contraceptives are at their peak, adolescent pregnancies and out-of-wedlock births in the United States have risen dramatically. Moreover, the largest increase in birthrate is accounted for by the youngest girls of childbearing age: those under the age of fifteen (Campbell 1982).

While these circumstances have caused a recent surge of concern in the United States, an outcome of these circumstances is even more unsettling. According to Fisher and Scharf (1980), "It is clearly the rise in teenage baby keeping that is a major source of the alarm generated throughout the land" (p. 393).

This study will be concerned with examining, in terms of Alderian Life Style information gathered from Early Recollections, the personality characteristics of unwed pregnant adolescents who have chosen to keep their babies after birth. By way of introduction, however, let us first examine the current situation as it exists in the United States in comparison to what is occurring in Western Europe and Canada.

### Comparative Background

In 1985, The Alan Guttmacher Institute (AGI) published a study comparing adolescent pregnancy and childbearing in thirty-seven countries in an effort to identify societal factors which may influence the rate of teen fertility. In summary, the AGI study relates cumulative age specific birthrates for girls under age 18 and women 18-19 with various independent variables representing possible societal influences on adolescent birthrates. The statistical methodology initially used pairwise correlation between each independent variable and both dependent variables followed by multivariate analysis using stepwise regression techniques. Results of the analysis revealed that the United States leads all other socio-economically developed nations in rates of pregnancy, abortion and childbirth for adolescents. In addition, the study found that the U.S. is the only developed country where the teenage pregnancy trend has been increasing in recent years (Jones et. al. 1985).

Of the thirty-seven countries, six countries including the United States were compared in depth. These countries were studied because of their cultural similarities and comparable stages of economic development, because intensive data was available, and because adolescent sexual activity was very similar. The other five countries

in the study were Canada, England and Wales, France, Sweden and The Netherlands.

Comparative data pertaining to pregnancy rates for females aged 15 to 19 from these six countries revealed the following: in The Netherlands, 14 per 1,000; in Sweden, 35 per 1,000; in France, 43 per 1,000; in Canada, 44 per 1,000; and in England and Wales, 45 per 1,000. In the United States, adolescent pregnancy rates are more than double those of England and Wales whose rates are second highest. U.S. rates are 96 per 1,000 adolescents, and 83 per 1,000 for white adolescents (Jones et. al. 1985).

While U.S. adolescents were found to be no more sexually active than their counterparts in other developed countries, they were found to be the least frequent users of contraception. They were also the least likely to use the pill which is considered the most effective contraceptive method for women. It must also be noted that while the U.S. has higher birthrates for adolescents of all ages, the greatest relative difference in birthrates among adolescents of the U.S. and other developed nations occurs among unmarried girls aged 15 and under (Jones et. al. 1985).

The Guttmacher study determined that, in general, the following societal relationships exist concerning teenage pregnancy: A positive relationship exists between high adolescent pregnancy rates and low socio-economic development. The cumulative birthrates of girls under the

age of 18 is negatively related with equality of income distribution of the bottom 20 percent of the population. Furthermore, levels of teen pregnancy are often higher in countries having policies aimed at encouraging pregnancy, such as low age requirements for marriage and high benefits including generous maternity leave policies. The study also concluded that low pregnancy rates usually exist in countries rated high in openness about sex, which was rated in terms of "media presentation of female nudity, the extent of nudity on public beaches, sales of sexually explicit literature and media advertising of condoms." (Jones et. al. 1985, pp. 53-54).

The U.S. fits Guttmacher's societal relationship patterns in that it distributes a relatively low percentage of family income to the lowest 20 percent of the population, and that as a country, it was rated lower in terms of openness about sex. Both of these conditions were found to be typical of a country with high rates of teenage pregnancy.

The U.S. runs counter to the trends found by the Guttmacher study in some respects, however. As stated previously, socio-economic development is negatively correlated with teen fertility rates as exemplified by Western Europe and Canada. The U.S. deviates, however, in that it is one of the most highly developed countries, and yet has the highest teen pregnancy rates of all comparable

nations. This deviance is most highly visible in pregnancy rates for the youngest adolescents. The U.S. also differed from typical patterns in that it did not rank highly in terms of having policies aimed at encouraging pregnancy, which might usually be associated with trends towards high teen birthrates (Jones et. al. 1985).

In addition, according to the Guttmacher study, the U.S. rated low compared to thirty-six other countries in providing education about contraceptives in the schools. Although the U.S. was not rated as being more restrictive in allowing teens access to birth control, it is apparent that U.S. teens are likely to have to pay more than teens in low pregnancy rate countries where contraceptives are more likely to be free or available at lower cost. It was also found that while all six countries studied in depth have clinic systems which offer contraceptive services, U.S. teenagers tend to view such clinics as "places where only welfare clients go." This attitude does not exist in other countries (Jones et. al. 1985, pp. 54-57).

While the Guttmacher study has generated great national concern, the most alarming aspect of this issue is the current rising trend for pregnant U.S. teenagers to give birth out of wedlock and to keep their babies. Let us examine some of the consequences likely to occur in this country, at this time. Childbearing out of wedlock is a significant problem because it often limits access to

economic as well as social support for both mother and child (Baldwin 1983). To concede, the U.S. does spend a significant amount in support of such family units. According to Wallace, "In 1975, about half of the \$9.4 billion invested by the Aid to Families with Dependent Children program went to families in which the mother had first given birth as a teenager" (1982, p. 583). This, however, is not enough to solve the inevitable health, educational, vocational and social problems which accompany births to teens. Teen mothers may expect to suffer the consequences of dropping out of school, and managing on an expected income that is one-half that of women who bear their first borns in their twenties. Their marriages are three times more likely to fail later on, and they are seven times more likely to raise their families in poverty (Wallace, Weeks and Medina, 1982).

According to results of 1979 and 1980 national surveys of 153 U.S. cities, supported by the Office of Maternal and Child Health of the Department of Health and Human Services, the following circumstances may be expected: "Major unmet needs (of pregnant adolescents) continue to exist in health supervision and medical care, education, social services, vocational assistance, financial aid, and day care for infants, as well as in family life education, family planning, and abortion services" (Wallace et. al. 1982, p. 583).

Furthermore, it does not appear that such rapidly increasing needs will be adequately met within the near future. Adolescent pregnancy researcher, Dr. Calvin E. Zongker reports that as of 1976, "...the number of one-parent families has been increasing seven times as fast as that of two-parent families" (1980, p. 176). He adds that an estimated 50 percent of all children born to unmarried mothers will become welfare recipients.

#### Derivation of the Problem

Clearly there exists societal problems associated with adolescent pregnancy. In light of such eminent social consequences, one must wonder why U.S. adolescent pregnancy, birthrates and rates of child-keeping have been rising so dramatically. While the Guttmacher study is a country-by-country analysis using aggregated societal measures to explain adolescent pregnancy, it does not use individual specific data.

The current study utilizes Early Recollections as a technique to uncover individual-specific data. Early Recollections used as a projective technique in accordance with Alfred Adler's Individual Psychology, have been successfully employed to uncover the private logic and perceptual framework which makes up an individual's Life Style. Life Style also includes attitudes developed during the first six years of life, towards the nature of the

world, the self and others, and what one must do in order to achieve one's goal in life. While several studies have been documented using Early Recollections as a means to reveal similarities in Life Style among various specific categories of people, none has been found pertaining to pregnant adolescents.

Thus, this study was derived from concern for the growing adolescent population in question, interest in the kinds of information which can be revealed through the use of Early Recollections, and the current lack of this type of data.

#### Purpose of the Study

The purpose of the present study was to describe, in terms of Adlerian Life Style information gathered from Early Recollections, the personality characteristics of those adolescents who are currently pregnant, unwed, and choosing to keep their babies after birth. The new data presented are descriptive in nature, and are intended to be initial information from which further hypotheses and research studies may be generated.

## CHAPTER 2

### LITERATURE REVIEW

To begin a discussion of unwed, pregnant adolescents in the U.S. who have chosen to keep their babies, some historical data concerning the rise of the population in question must be examined. Following this discussion, will be a review of the relevant literature concerning early recollections.

#### Rise of U.S. Adolescent Pregnancy and Birthrate

During the 47 year period between 1930 and 1977, the greatest increase in birthrate occurred for women under the age of 15. Birthrate for them had doubled, increasing from 3.4 births per 1,000 women in 1930, to 6.7 in 1977. For the same period, birthrates for 15 year-olds increased from 10.9 to 18.2 per 1,000 women (67 percent). Rates for 16 and 17 year olds also increased, although not as dramatically (Campbell 1982). By 1980, one out of 10 teenage women had borne a child before her eighteenth birthday (Jorgensen, King, and Torrey 1980).

Teenage pregnancies in general rose 13 percent during the 5 year span between 1973 and 1978 alone. In 1978, there were approximately 1,142,000 teen pregnancies in the United States. Of the total, 434,000 (38 percent) teen

pregnancies were aborted, and 154,000 (13.5 percent) were labelled as miscarriages. Only 192,000 resulted in births conceived after marriage, while 362,000 resulted in births conceived before marriage (Wallace et. al. 1982). Although only 31.7 percent of the teen pregnancies actually resulted in births conceived out of wedlock, this was not an indicator that illegitimacy rates were falling.

As shown in Table 1, a comparison of the U.S. illegitimacy rates between the years 1960 and 1977 indicates that all age groups have decreased rates sharply, except for the age group of 15 to 19 year olds.

The rise has continued. By 1978, the illegitimacy rate had climbed to 26.0 per 1,000 for mothers aged 15 to 17, the youngest ages represented in these statistics (Campbell 1982). By 1979, the number of illegitimate births to 15 to 19 year olds had risen to 250,000. This figure represents a 76 percent increase since 1960 (Baldwin 1983).

Table 2 demonstrates the number of out-of-wedlock births, and the total percentage of these as compared with birthrates in general for adolescents. Data for this chart was provided by the National Center for Health Statistics. As numbers and percentages indicate in Table 2, the trend towards more adolescents giving birth to more illegitimate children is on the rise. Simultaneously, the number of babies being put up for adoption is decreasing (Baldwin 1983). Currently, 96 percent of the unwed teenage mothers

Table 1. Illegitimacy Rates

United States estimated illegitimacy rates  
per 1000, by mothers age: 1940, 1960 and 1977.

Rates by Year	Mother's Age					
	15-19	20-24	25-29	30-34	35-39	40-44
1940	7.4	9.5	7.2	5.1	3.4	1.2
1960	15.3	39.7	45.1	27.8	14.1	3.6
1977	25.5	34.7	28.5	17.2	8.3	2.4

(Campbell 1982, p. 8)

Table 2. Out-of-Wedlock Births among Adolescents:  
1960, 1970, and 1979

Age	1960	1970	1979
Under 15	4,600 (68) *	9,500 (81)	9,500 (89)
15	8,700 (44)	19,300 (65)	21,800 (77)
16	15,100 (28)	34,000 (48)	41,300 (65)
17	19,900 (18)	42,800 (35)	56,900 (53)
18	21,800 (13)	47,500 (26)	66,400 (43)
19	21,600 (9)	46,800 (20)	66,600 (34)

\*Percentage of births out of wedlock is shown in parentheses (Baldwin 1983, p. 27).

keep their babies, and only 4 percent give them up for adoption or to relatives. According to Wallace in 1982: "About 1.3 million children in the United States are now living with 1.1 million teenage mothers" (p. 583).

### Contributing Factors to Pregnancy and Illegitimacy Rates

#### Sex

In considering adolescent behavior patterns that contribute to the rise in pre-marital conceptions and births, one must first take into account the rising percentages of adolescents who are experiencing sexual intercourse. As Table 3 indicates, there is a strong and rising trend for more adolescent girls to be sexually active, with the greatest percentage increases occurring at the younger end of the scale.

Although this researcher found no statistics on sexual intercourse for girls aged 14 and under, it must be remembered that this is the age group with the greatest increase in pregnancy and birthrates.

Many theories have been offered as explanations for the rise in pre-marital sexual experience among the young. One such theory points to the decreasing age of physical maturity in today's youth, according to Foster and Miller (1980). They point out that in 1900, the average age of menarche was 14. As of 1967, it was 12.5 years of age. According to Fisher and Scharf, (1980): "Our society has

Table 3. Percentage of Never Married Women 15-19 Years of Age Experiencing Sexual Intercourse, Metropolitan Only: 1971, 1976, and 1979

Age	1971	1976	1979	Percentage Increase 1971 - 1979
15	14.4	18.6	22.5	56.2
16	20.9	28.9	37.8	80.9
17	26.1	42.9	48.5	85.8
18	39.7	51.4	56.9	43.3
19	46.4	59.5	69.0	48.7
Total	27.6	39.2	46.0	66.7

Adapted from Zelnik M. Kantner JF: Sexual Activity, Contraceptive use and pregnancy among metropolitan-area teenagers: 1971-1979. Fam Plann Perspec 12:230-237, 1980. (Baldwin 1983, p. 30).

the unfortunate convergence of a diminishing age at menarche and an increasing age at socially defined maturity (p. 400). From the standpoint of Individual Psychology, Alfred Adler (1978) asserts that deviation from cultural standards are frequently seen in adolescence as a means of avoiding a test or challenge that they feel incapable of meeting. Such rebellion is then an attempt to appear strong in order to compensate for a feeling of weakness. Of changing cultural values, Foster and Miller (1980) suggest that changing sexual standards for society as a whole, and particularly the diminishing double standard for men and women, may be contributing to earlier and more frequent sexual experience. They also emphasize that adolescents may have difficulty coming to terms with their own sexuality because of conflicting messages from our social environment. On one hand, many schools are prohibited from teaching about methods of contraceptives, sex, or values concerning intimate relationships and family life. On the other hand, mass media exposes adolescents to a great deal of stimulation, much of which is sexual.

While these theories of rebellion, and of conflicting circumstances, societal expectations and messages do address the issue of 66.7 percent increase in single adolescent sexual activity in the U.S. between 1971 and 1979, it must be remembered that other developed nations report similar findings. It is, in fact, not the comparative level of

intercourse which is alarming, but the fact that the U.S. adolescent pregnancy rate more than doubles that of all other developed nations. For U.S. adolescents in general, national surveys from the years 1971 and 1976 indicate that 28 percent of all female teenagers who had had sexual intercourse, had been pregnant (Baldwin 1983).

In addition, it is evident that unmarried adolescents are most likely to conceive shortly after losing their virginity. According to Wallace (1982): "More than one-fifth of the pre-marital first pregnancies among teenagers occur within the first month after initiation of sexual intercourse, and half occur in the first six months thereafter" (p. 583). Although not specifically stated in Wallace's research, it is reasonable to conclude that unmarried teens have less of a tendency to use contraceptives effectively during their first six months of sexual activity, than at any other time.

### Contraceptives

The behavior patterns of sexually active adolescents regarding use of contraceptives are, of course, an important factor to consider in terms of effect on the rise of pre-marital pregnancy. Although the percentage of those reporting using contraceptives "always" has grown from 18.4 percent in 1971 to 30.0 percent in 1976, and although it appears that in general more teens are using better

contraceptives more regularly, this may be countered by less encouraging data. Those reporting "never" using contraceptives increased from 17.0 percent in 1971 to 25.6 percent in 1976 (Campbell 1982, pp. 11 and 12).

Unfortunately, in an age of improved and available contraceptives, the use of abortion as a means of adolescent fertility control is great. In 1979, while U.S. teenagers accounted for just under 600,000 births, they also accounted for over 400,000 abortions. According to Baldwin (1983): "Adolescents account for one-third of the legal abortions performed each year in the United States" (p. 27).

According to the Guttmacher Institute Study, 45 percent of all U.S. pregnancies among 15 to 19 year olds were aborted in 1980 and 1981. While this figure represents less than one-half the total number of U.S. teen pregnancies, it is still at least as high as the total number of all teen pregnancies in any other developed nation in the study (Jones et. al. 1985). Along these lines, Campbell reports that between the years of 1971 and 1976, the slack in the rise of U.S. birthrates for single adolescents was not due to more effective use of contraceptives, but to the rise in proportion of single young women who aborted their pregnancies.

In light of the preceding data, one must ask why sexually active U.S. teens are rejecting or misusing contraceptives. While ignorance of contraceptive methods

may appear to be an obvious answer, Fisher and Scharf (1980) found this not to be the case. They concluded that although the need for and importance of contraceptive information is great, research indicates that only 10 percent of teenage pregnancies may be attributed to lack of understanding of contraceptives.

After studying adolescent reasons for rejecting contraceptives, Foster and Miller (1980) reported the following four as being most widely prevalent. Adolescents may reject contraception as a means of displaying independence of their parents. Some adolescents reject the pill and intrauterine devices because of publicity about possible harmful effects. Adolescents may also reject contraception because they want to continue to perceive their sexual experiences as spontaneous, rather than premeditated. The fourth reason reported was that some adolescent girls apparently believe that pregnancy, like death, is something that cannot happen to them. A further conclusion drawn by Foster and Miller is that the least likely to use contraceptives or to demand the use of contraceptive methods are the younger adolescents.

Moreover, additional research indicates that the problem of unplanned pregnancy may be the result of lack of interpersonal communication skills, especially regarding significant others (Schneider 1982). In conjunction with poor communication skills, research concerning self-concept

of adolescent mothers conducted by Zongker (1980) suggests that "...low self-worth may predispose a girl toward acquiescence to unprotected sexual activity and consequent pregnancy" (p. 177).

#### Influential Others

It would be negligent to pursue an understanding of adolescent sexual, contraceptive and pregnancy behaviors without examining the degree of influence received from parents, peers and sexual partners.

First of all, response to parental influence may bear conforming, responsible or rebellious results. A study by Shah and Zelnick (1981) concludes that young women who have attitudes similar to their parents have less sexual experience. Of those who have had sex, contraceptive use tends to be clear cut. They either "always" use contraceptives, or they "never" use contraceptives. Findings of this study confirmed that fewer premarital pregnancies occur to young women who share parental attitudes toward sex, than for those who are more heavily influenced by peers. On the other hand, Alfred Adler warned:

A fighting child, especially in the period of adolescence, may abuse sexuality with the deliberate intention of hurting parents. Boys and girls have been known to have sex relations just after a fight with their parents. Children take these means of revenging themselves on their parents particularly when they see that they are

sensitive in this regard (Adler 1929, p. 258).

In concurrence with Adler, Foster and Miller (1980) conclude that earlier and more frequent premarital sex may be an expression of rejection of parental standards.

Response to peer influence has also proven to be highly significant. Findings by Foster and Miller (1980) reveal that some girls feel extreme peer pressure to agree to sex in order to establish themselves as desirable to men. The Shah and Zelnick study (1981) indicates that more teenagers are influenced by peers than by parents regarding sexual activity. Peers are a greater source of information regarding contraceptives than are parents, professionals or other adults. It was also determined that teen contraceptive use tends to imitate that of peers. In conclusion, Shah and Zelnick found that young women whose attitudes on sex are more closely aligned with peers than parents, have more sexual experience, tend to use contraceptives more sporadically, and experience more pregnancies.

Above and beyond parents and peers, it is the relationship existing between the adolescent and her sexual partner that will most heavily influence sexual, contraceptive and pregnancy behavior according to a recent study conducted by Jorgensen, King and Torrey (1980). According to a multivariate analysis of 147 twelve to

eighteen year old women, "...qualities of the interpersonal relationship of the adolescent dyad are more consistently and strongly associated with exposure to pregnancy risk than qualities of either peer or family relationships" (p. 141). Findings revealed that adolescent couples with the strongest interpersonal relationships and the strongest commitments to future engagement, tend to have intercourse more frequently, but also use contraceptives more regularly. Apparently, those who perceive their relationships as the strongest have better communication skills which would enable them to deal more openly and effectively with important issues such as contraceptive methods. Furthermore, findings indicated that the greater the female power of decision making and influence in the dyad, the greater the use of contraceptives, and the less frequent the instance of sexual intercourse (Jorgensen, King and Torrey 1980).

Pertaining to the non-use of contraceptives by many girls, Schneider (1982) points out an interesting dilemma. "If a girl uses contraceptives, she is admitting that she is interested in a sexual relationship" (P. 288) he says. For many girls, such an admission is perceived as most undesirable. It may contradict self-image, conflict with perceptions of being swept away by spontaneous passion, or imply the acceptance of responsibility for sexual activity

which one may prefer to avoid. Whatever the circumstances, Schneider states:

Not using contraception indicates a lack of commitment, a lack of identity diffusion and the inability to form meaningful relationships. The more stable the relationship, the greater the chances that contraceptives will be used (1982, p. 288).

In summary, while parental and peer influence regarding pregnancy risk are highly significant, it is the qualities inherent in the interpersonal relationships within adolescent dyads which will most heavily influence the levels of pregnancy risk. Foster and Miller (1980) outlined the two most frequent patterns of adolescent pregnancy risk: The higher risk category includes girls who have more than one sex partner within relatively short periods of time, and do not develop single meaningful relationships. They tend to use contraceptives sporadically. The lower pregnancy risk category includes girls who have one partner over a long period of time. Although coital activity is more frequent, the effective use of reliable contraceptives is also prevalent.

Unfortunately, in light of the previously mentioned statistics on rising pregnancy risk behavior and adolescent births out of wedlock, it appears that the perceived influence of significant others must be moving in this direction as well.

## Marriage

A fourth factor contributing to the rise of illegitimate births to adolescents exists concerning marriage behavior. It is not the circumstance of conception, but the circumstance of birth that accounts for the labelling of a child as legitimate or illegitimate. Therefore, illegitimacy rates rise or decline in accordance with the marriage behavior of pregnant girls before they give birth. Comparative statistics presented in Table 4 indicate the current trend.

As shown in Table 4, while pre-marital conceptions have increased dramatically in recent years, pre-maritally conceived births where the mother married before birth have declined. Thus it appears that teens are becoming less and less inclined to marry in response to the impending birth of a child.

### Internal Conflicts Associated With Teen Pregnancy

In 1981, Held published results of his study aimed at measuring the self-esteem and social network of the young pregnant teenager. In Held's study, pregnant girls who planned to keep their babies were given a list of possible significant others and asked to rate them according to their level of approval or disapproval of the girls' pregnancies. Most often the father of the baby was perceived as most approving. However, when asked to rank others in terms of

Table 4. Percent distribution of first births by marital status at time of birth and conception for births at ages 15 to 17 and 18 to 19, by race: 1963-1966 and 1975-1978

Year	Total	Premarital conceptions			Postmarital conceptions	Percent of pre-maritally conceived births legitimated
		Total	Premarital births	Legitimated births		
White women aged 15-17						
1975 1978 <sup>a</sup>	100.0	80.3	35.5	44.8	19.7	55.9
1963 1966	100.0	55.7	19.9	35.8	44.3	64.3
White women aged 18-19						
1975 1978	100.0	52.5	20.8	31.7	47.5	60.4
1963 1966	100.0	35.9	8.6	27.2	64.1	76.0
Black Women aged 15-17						
1975 1978 <sup>a</sup>	100.0	97.7	92.9	4.8	2.2	4.9
1963 1966	100.0	89.3	72.9	16.4	10.7	18.4
Black women aged 18-19						
1975 1978	100.0	85.1	75.8	9.3	14.8	10.9
1963 1966	100.0	66.6	41.8	24.7	33.4	37.1

<sup>a</sup> Excludes births to women aged 15 to 17 and unmarried at the time of the survey in June 1978. This source of bias tends to understate the proportion with a premarital conception and to overstate the proportion who legitimate a premarital conceived birth for the period 1975-1978 (Campbell 1982, p. 12).

their importance to herself, pregnant girls most frequently ranked the following in the top four positions: (1) their mothers, 92 percent; (2) their fathers, 63 percent; (3) themselves, 60 percent; (4) father of baby, 52 percent (Held 1981, p. 909). As indicated by these findings, the girls' mothers, perceived as the most highly disapproving of their daughters' pregnancies, are also most frequently perceived by the girls as being of greater importance than they themselves.

In addition, unwed pregnant adolescents may experience great inner difficulties in turning to their own mothers for help because an important developmental task of adolescence is to work towards establishing independence from parents. According to Fisher and Scharf (1980), "A more mature woman, who has finished adolescence, can turn to her own mother for help because she has more or less solved her adolescent issues with her mother" (p. 402).

Pregnancy puts adolescents in a paradoxical bind. Typically, age four through six is the time for the developmental tasks of sexual differentiation and individuation to be worked out within the family. Adolescence is a time to work through the same tasks again, but this time the work must take place in the adult world beyond the family. Pregnancy during this stage pulls adolescents to hurry into independence on the one hand, but at the same time they are pulled in the other direction by

the need for dependence on others for support. According to Schneider (1982):

The last major task of a girl's adolescence is in establishing her sexual identity as a woman. This milestone will enable her to feel comfortable as a woman and to be able to build new and meaningful relationships with the opposite sex. This normal growth process from girlhood to womanhood is compounded in the pregnant adolescent who has to face the intervening step of motherhood" (p. 287).

Recent comparative studies concerning self-concept have yielded informative results. A 1981 study in Houston employed the Coopersmith Self-Esteem Inventory to determine levels of self-esteem of 62 pregnant White, Black and Mexican-American girls under the age of 18, who planned to keep their babies. Findings revealed that young Black women, typically having the highest pregnancy rate among unmarried adolescents, showed the highest self-concept rates; almost 60 percent scored within normal range with a score of 70 or more. In contrast, Whites and Mexican-Americans who scored within normal range were less than 30 percent. Overall, scores were found to be consistently higher among those currently attending a school for pregnant adolescents (Held 1981).

A similar study of 84 single and married pregnant adolescents who intended to keep their babies revealed that while the married girls showed moderately low self-concepts, the unmarried girls' self-concepts were extremely low.

According to results of their responses on the Tennessee Self-Concept Scale, the unmarried girls also exhibited "inappropriate coping behaviors" and "suffered from serious emotional problems." In addition, they "...perceived themselves as undesirable, unworthy, morally bad, and unhappy with their behavior, physical selves and social relationships" (Zongker 1980, p. 175).

According to Schneider (1982), as the pregnancy progresses, anxiety concerning self-image is intensified for adolescents who are already extremely sensitive about body changes. As the body distorts with pregnancy, girls typically suffer lowered self-esteem, even to the point of denial of pregnancy. Psychosocial strains of adolescence combined with physical and emotional strains of pregnancy, at a time when teens may have few avenues of support can have extremely traumatic consequences. Pregnant adolescents exhibit higher rates of depression, guilt and suicide than their peers (Foster and Miller 1980). Moreover, teenage pregnancies bring about more of the following effects than does pregnancy for the population as a whole: maternal complications, prematurity, birth anomalies, morbidity, mortality and babies having more physical and mental handicaps (Schneider 1982).

### Reasons for Wanting a Baby

Recent studies of pregnant adolescents have produced results varying from one-third to two-thirds of the population reporting that they had wanted to get pregnant (Lindemann and Scott 1981). In light of what we know about heightened anxiety and lowered self-concept, this researcher wonders if answers claiming responsibility for intent might be low.

Numerous theories concerning the underlying motivations for early pregnancies have been documented. Most concur that the adolescent unconsciously wanted a child. Freud believed that "pregnancy fulfills a young woman's desire for a penis and for sexual relations with her father" (Lindemann and Scott 1981, p. 186). Another theory concerning the very young is that pregnancy stems from unresolved Oedipal issues (Fisher and Scharf 1980). According to Schneider (1982) girls who have not completed the major task of being comfortable with their own womanhood, may seek men to replace "lost maternal love" (p. 287). In having a baby, the girl is identifying with her mother, and may harbor fantasies about proving to be a superior mother in the process.

According to Lindemann and Scott (1981), current sociological studies concur that particularly among adolescents of lower socio-economic status, intended pregnancy may actually be conforming to community

expectations, rather than opposing them. Especially in low income areas, women achieve status through their men and families. Thus, babies fulfill the needs for love and adult status, as well as providing a new chance for family, even though it may only consist of mother and child.

(Adolescent pregnancy) incurs gains which are thought to outweigh costs and risks or to be unobtainable by other available and satisfactory courses of action. Not the least of these gains is the immediate promotion to adult status, including the right to privacy and the right to live independently. In particular, pregnancy leads to one adult role--motherhood--that is clearly and definitively prescribed for women in our society. As a result, pregnancy is perhaps of greater significance for low income teenagers who are not as able as older or higher status women to envision desirable, alternative roles and strategies of action (Lindemann and Scott 1981, pp. 186-192).

Numerous other studies agree that some girls apparently believe that pregnancy will bring them recognition and love that they have lacked, either through binding their sexual partner to them or through the baby (Foster and Miller 1980). According to Zongker (1980):

The deeply felt needs associated with low self-esteem--that is, intense longing to feel worthwhile, important, loved, and prized--may have been given promise of fulfillment through being a mother, even though unwed (pp. 182-283).

Unfortunately, the same self perceptions and unmet needs that may lead to unwed pregnancy, will hinder the possibilities of being a good parent and marriage partner.

### Early Recollections: Freud vs. Adler

In beginning a discussion on the use of Early Recollections (ERs) as a projective technique, let us first compare in brief the Freudian and the Adlerian theories on the subject. Both Freud and Adler believed that memory is selective, meaning that of the millions of experiences that one could recall from childhood, only a few actually are recalled and by no accident. Both Freud and Adler believed that these few specific recollections were purposefully chosen for retention and bear significant clues as to the personality of the reporter. This is where the agreement ends however.

The Freudian model of man is composed of the id, ego and super ego: three divisions which are often described as struggling against each other within the personality. In Freud's view, early recollections were "screen memories," concealing highly emotional and repressed experiences that have never been resolved among the differing parts of the personality. These "concealed" experiences of the past were viewed by Freud as direct causes of current behavior and conflict among the personality parts (Mosak 1969).

In contrast, the Adlerian model of man stresses the holistic condition of the personality, with all parts working indivisibly towards goals created, sometimes mistakenly, by the individual (Mosak 1969). Unity of personality, according to the Individual Psychology of

Alfred Adler, thus refers to the consistency with which one strives toward one's goal employing thought, emotion, action and even memory. The unique mode in which one moves toward one's goal is referred to as "Life Style" (Adler, 1972, pp. 155-156). According to Papanek (1972), one's Life Style is comprised of the following:

...a cognitive framework which enables him to understand the world, and to select behavior which will advance him toward his goals of safety, security, self-esteem, and success: and will protect him from insecurity, danger and frustration. All of this is more or less 'erroneous,' depending on whether the individual is more neurotic or more healthy. Each child selects from his many experiences some which impress him deeply and which he makes the landmarks of his cognitive map (p. 169).

Within this context, Adler approached Early Recollections as maps revealing--rather than concealing--current apperceptions, goals and chosen strategies for goal achievement (Mosak 1969).

#### Memory as Purposive Behavior

According to Alfred Adler (1927), "The individuality and uniqueness of a human being consists in what he perceives and how he perceives" (p. 48). Just as one selects what and how to perceive, one also selects what and how to remember one's past. Memory is selective and is used to reinforce current attitudes concerning self, world, life and future of the individual, thus contributing to self-fulfilling profecies. In memory, one emphasizes,

exaggerates or deletes details according to whether these details support or contradict current perceptions of life (Olson 1979). On the function of memories to an individual, Adler wrote (1956):

Thus his memories represent his "Story of My Life"; a story he repeats to himself to warn him or comfort him....A depressed individual could not remain depressed if he remembered his good moments and his successes. He must say to himself, "All my life I was unfortunate," and select only those events which he can interpret as instances of his unhappy fate. Memories can never run counter to the style of life. If an individual's goal of superiority demands that he should feel, "Other people always humiliate me," he will choose for remembrance incidents which he can interpret as humiliations...The first memory will show his fundamental view of life, his first satisfactory crystallization of his attitude (p. 351).

#### Value of ERs

Adler (1927) tells us that an accurate comprehension of a person's behavior is not possible without a true understanding of the "secret goal" toward which all activity is directed (p. 47). While current characteristic behaviors may not be reflected in Early Recollections, they do reflect "...mental, emotional and attitudinal movements directed toward, or determined by, a goal that for the individual, has the meaning of securing for him what he regards as his position in life," according to Adler (1979, p. 95).

In addition, Early Recollections help reveal what one perceives as the opposing barriers that must be avoided or

surmounted (Papanek 1972). ERs "...reveal beliefs, basic mistaken attitudes, self-defeating perceptions, and unique laws of psychological movement" (Dinkmeyer, Pew, Dinkmeyer 1979, p. 88). In therapeutic settings, ERs are used to help clients shed light on misunderstandings and apprehensions held since childhood, and on other areas of unnecessary suffering. In this light, clients are provided with an opportunity to choose new behaviors based on new insights gained (Papanek 1972).

It is interesting to note that while later memories tend to change according to the current mood of the reporter, ERs remain constant in nature reflecting constant basic attitudes. It has been observed, however, that when an individual has undergone a basic change in attitude, as a result of psychotherapy or trauma of some sort, his or her ERs also change. Either the same ERs are reported in such a way as to reflect different messages, or altogether different ERs are presented (Mosak 1958).

It should be emphasized that whether an ER actually occurred as reported, has been greatly distorted or never occurred at all, is not important. It is the person's perceptions of his or her historical experience in the world that is the key to his or her choice of current behaviors (Papanek 1972).

It should be pointed out that Early Recollections, from an Adlerian standpoint, must meet certain criteria.

ERs are not generalizations, nor are they retellings from other sources about one's childhood. ERs are reports of the earliest specific events that one actually remembers from his or her childhood. These reports should include the reporter's focal point, accompanying emotions, and the reasons for his or her feelings at the time of the event.

While Adler proclaimed the best projective technique for revealing Life Style to be Early Recollections, another reason for wide appreciation of this technique is its practicality. One practical aspect is that clients tend to be willing to discuss ERs as they seem non-threatening, merely a reporting of simple facts. Another is that ERs tend to be simple and compressed, which makes them easier to examine and interpret (Ansbacher 1947). According to Dr. Raymond J. Corsini, who for over 35 years has researched and clinically used projective techniques--including the Rorschach, TAT, and Free Association--ERs are the "best" and "Purest" of "all such predictive techniques known." He notes that ERs require no stopwatches nor materials which may influence responses, and that while one may make an insufficient interpretation, even "Neophytes" rarely make a wrong interpretation (Olson 1979, P. xiv).

To conclude, a great deal has been published concerning both Early Recollections as a projective technique and unwed teenage pregnancy, and childbearing. However, this researcher found no literature pertaining to

the use of Life Style or Early Recollections with this population. The present study was undertaken to determine whether ERs reflected Life Style commonalities for pregnant unmarried adolescents who have chosen to keep their babies after birth.

## CHAPTER 3

### METHODOLOGY

This chapter will be comprised of a discussion of the methodology utilized in the current study. The following sections will be included: Definitions, Assumptions, Subjects, Sampling Procedures, Data Collection, Interpretation of Early Recollections, and Analyzing Procedures. Results of recent studies concerning the use of Early Recollections as a projective technique will be summarized in the next section: Validity and Reliability. The final section of this chapter is entitled, Limitations of the Study.

#### Definitions

A few of the terms in this study require definitions. The following are definitions of these terms:

1. Adolescent--Those people under the age of 19 who are physically capable of begetting a child.

2. Birth Order--The position that one holds in relation to one's siblings according to his or her rank in the order of birth into the family. Birth order, in terms of Individual Psychology, is considered significant in

providing insight into one's original perceptions of oneself in comparison to others in one's very first social unit: the family.

3. Early Recollection--A specific childhood memory of a particular event. Early Recollections may be used as a projective technique to uncover pertinent information concerning Life Style of an individual.

4. Life Style--Characteristic perceptions of self, others, the world and the future, which are developed by an individual. Behavioral choices are determined by the Life Style created by each individual.

#### Assumptions

The following are the assumptions upon which this study is based:

1. As a projective technique, Early Recollections yield significant information concerning an individual's Life Style.

2. A person's Life Style determines a person's behavior. Understanding Life Style leads to understanding behavior.

3. Early Recollection instructions and procedures were appropriate for gathering information for this population sample.

4. Adolescents sampled responded honestly and to the best of their ability in reporting their Early Recollections.

5. Adlerian judges were competent to evaluate adolescent Early Recollections.

### Subjects

The subjects interviewed for this study were currently enrolled in the Sunnyside School District's Teenage Parent Program. This program is aimed at helping to reduce the high drop-out rate of pregnant girls aged 14 to 18 years of age by providing them with classes and flexible hours that will enable them to graduate from high school. Of the pregnant girls who attend this program, approximately 95 percent opt to keep their babies, while 5 percent give them up for adoption. Those students who indicate that they are considering abortion are referred out to other agencies for counseling and services.

### Sampling Procedures

At the time of this study, 47 unmarried pregnant adolescents between the ages of 14 and 18 years of age were registered in Sunnyside's Teenage Parent Program. Of the 47 girls enrolled, 10 were selected at random and asked to volunteer to be interviewed as part of a research study on pregnant teenagers. The subjects were told that anonymity would be guaranteed.

All of the girls agreed to participate, and were given Parent Permission Forms (see Appendix A) to have signed and to return at the time of their interview. An individual appointment was scheduled with each subject, and a private room was reserved at the school for the tape-recorded interview sessions.

Two of the original 10 subjects did not show up for their appointments, and left no message concerning their absence. As a result, two additional subjects were randomly chosen out of the remaining 37 enrolled students at the Sunnyside Teenage Parent Program. These two volunteered and fully participated, bringing the sample size to 10, which represented over 21 percent of the total population of girls enrolled in the program at the time of this study.

#### Data Collection

Each subject participated in a tape-recorded interview. Interview times ranged from 30 minutes to one hour. Each subject was interviewed once.

During the interview, subjects were asked to respond to the following questions:

1. How old are you?
2. What are the ages of your mother and father?
3. I would like to know the birth order and ages of all of your brothers and sisters and/or step- or half-brothers and sisters that you have lived with on a regular

basis. Let's start with the oldest one and work to the youngest. Please include yourself. Okay?

4. Now, I would like you to just relax for a moment, and think way back to the very first things that you can remember in your life.... See if you can stretch all the way back to your youngest years, even before the age of five if you can.... These should not be times that someone else told you about, nor should they be things like: "On Sundays we always went to Grandma's house." These should be memories of specific times that only happened once, and you can still picture them in your mind.... Have you got one yet?....

- A. How old were you at the time of this memory?
- B. What happened? (Who did what? How did it turn out?)
- C. Let's imagine that we are making a film of this memory, and we want to stop the action and focus the camera on just one picture that would show the whole feeling of the story. What would we focus on?
- D. How did you feel at this moment in the memory? (What was your emotional response?)
- E. Why did you feel that way?
- F. Thank you.... I am going to ask you for six of these Early Recollections altogether. See

if you can stretch all the way back again,  
until another time comes to mind....

Note that Interview Questions A through F were repeated or abbreviated six times for each subject who each reported six Early Recollections along with accompanying focal points, emotional responses and reasons for emotional responses.

Following each tape-recorded interview, transcripts were made of the subjects' responses. Transcripts were coded by numbers to preserve the anonymity of the subjects (see Appendix B).

#### Interpretation of Early Recollections

Many investigations concerning Early Recollections of "normal" populations have shown that most ERs tend to deal with unpleasant experiences. Adler believed that these ERs revealed the basic inferiority feelings of an individual (Kahana, Weiland, Snyder and Rosenbaum 1953). Whether negative or positive, ERs provide major clues as to self-concept, established goals, and Life Style chosen as the means of goal achievement within perceived circumstances.

But how are these clues to be understood? In brief and in general, Brodsky (1952) has written: "In evaluating Early Recollections, the analyst must always focus his attention upon the relationship of the patient to his surroundings and to the role which he elects to assign to himself" (p. 485). Within this framework, and keeping in

mind that perceptions of the past mirror perceptions of life in the present, Brodsky recommends six more specific focal points for analysis:

1. The patient's approach to the task of reproducing recollections.
2. Indications of organ inferiorities and emotional tendencies.
3. The role the patient assigns to himself in the reproduced recollections.
4. The locale of the recollection.
5. The role assigned by the patient to his mother, father and/or any other member of the family.
6. The role assigned to other people (Brodsky 1952, p. 485).

In addition to the clues provided within the ER itself, special attention should be given to the focal point, accompanying emotions and reasons for feelings as presented by the reporter. Since an ER may in fact be comprised of several themes, the interpreter should carefully examine the focal point in order to discover the central or predominant theme.

Accompanying emotions and reasons for feelings are invaluable in establishing the central theme because they expose how the reporter interpreted the remembered event (Olson 1979). In theory, negative emotions associated with an ER indicate the reporter's expectations about what obstacles he or she must overcome, endure or avoid in life. Positive emotions indicate hopes, wants and goals.

Once the central theme has been established, an ER should be examined for specific detail concerning possible prototypes which have been built upon in establishing current attitudes towards women, men, authority figures and others in general (Dinkmeyer, Pew Dinkmeyer 1979). It should be noted that Adler considered one's prototypes to be "...the core of the style of life," and that the best way to uncover them was through the examination of ERs (Adler 1929, p. 117).

#### Analyzing Procedures

The Early Recollections of each subject were analyzed and interpreted by a panel of three expert consultants: Dr. Betty J. Newlon and Dr. Oscar C. Christensen, both Adlerian Individual Psychology professors and psychologists at the University of Arizona, and Cecilia Northcutt, Ph.D. candidate, specializing in Individual Psychology, also of the University of Arizona.

The three E.R. interpreters were each given an interview transcript along with an "Early Recollections Worksheet" for each subject (see Appendix C). The three interpreters were asked to meet and collectively analyze and interpret in terms of Life Style, the Early Recollections of each of the subjects. They were asked to summarize their findings for each subject, and then to determine whether there were similar themes that could be indicative of the

Life Style of a pregnant, unwed adolescent who has chosen to keep her baby after birth.

The use of a panel of Adlerian judges to interpret ERs is a practice supported by research. According to research conducted by Magner-Harris, Riordan, Kern and Curlett (1979) and by Ferguson (1964), a statistically significant degree of reliability has been found among the clinical judgements of Adlerian practitioners concerning individual Life Style interpretation. Further reliability and validity information will be presented in the next section.

The meeting at which the three interpreters analyzed and summarized Life Style information for each subject was tape-recorded and transcribed.

Chapter Four will include a case summary for each subject based on the interpreters' judgements presented at this meeting. A composite case summary will also be presented.

#### Validity and Reliability

Jane A. Taylor (1975, pp. 217 and 218) has reviewed six validation studies which focused on determining the reliability and validity of using ERs as a projective technique. The following is a summary of the findings of these studies:

1. ERs may serve as a rapid valuable sample of the type of data likely to be obtained from the longer time consuming projective test battery examinations (Lieberman 1957; Hedvig 1965).

2. ERs may serve as a valid method of personality appraisal, specifically in the areas of degree of activity, including work, and social interest (McCarter, Tomkins, and Schiffman 1961).

3. There appear to be some thematic differences among ERs produced by subjects diagnosed as belonging to several neurotic categories (Jackson and Sechrest 1962).

4. There is evidence to suggest that ERs are not influenced by situations of success or failure, hostility or friendliness, and thus are more stable than TAT stories which do appear to be influenced by such situations (Hedvig 1963).

5. Life-style summaries based on ERs are reliably communicable to a wide range of professional workers (Ferguson 1964). On the other hand, however, information obtained from ERs only does not appear to be adequate for valid diagnosis of psychopathology for most clinicians (Ferguson 1964; Hedvig 1965) nor for the prediction of optimism-pessimism (McCarter, Tomkins, and Schiffman 1961).

In addition, research based on clinical reports has shown a tendency for "specific categories of patients" to produce ERs containing similar content. The following findings may be taken as examples (Barrett 1981, pp. 5 and 6):

...juvenile delinquents having more memories of both parents as cold and rejecting (Gunars 1974); homosexuals having a weaker gender identity and being likelier to depict the world as a hostile place (Master and King 1973); schizophrenics showing an

absence of people or positive affects, exhibiting extreme terror, and focusing on unusual types of injuries (Friedman and Schiffman 1962); and depressives showing tragic affects, concern with physical illness, and depicting strong emotional ties to others (Friedman and Schiffman 1962).

The methodology of the present study was to use ERs to uncover similarities in Life Style of unmarried pregnant adolescents who have chosen to keep their babies after birth.

#### Limitations of the Study

Possible limitations may have affected the outcome and utility of this study in terms of suggesting useful generalizations. First of all, the subjects represent middle-to-low income groups only. Furthermore, all subjects were chosen from a single secondary school program for pregnant adolescents. Finally, while the subjects were selected randomly, and the sample represents over 21 percent of the program population, there were still only ten subjects in the sample.

## CHAPTER 4

### RESULTS AND DISCUSSION

Chapter 4 will present Life Style summaries for each of the ten unwed, pregnant adolescents who had chosen to keep their babies, and who were interviewed as part of this study. These summaries are the results of the analysis by the panel of Adlerian interpreters in accordance with their judgements of the Early Recollection transcripts of the ten subjects. Each Life Style summary will be comprised of the following sections: Goals and Expectations, Apperceptions, Characteristic Outlook and Judges' Hypothesis of Purposive Pregnancy Behavior. A composite Life Style summary based on the responses of the group of subjects as a whole will also be included as a part of the results.

Following the results, this Chapter will also present a discussion of hypotheses which the judges had developed concerning this population as compared to the actual findings of this study. The discussion section will also include points of interest concerning birth order. The results and discussion sections will be followed by a summary.

## Results

### I. Life Style Summary for Subject Number One:

#### A. Goals and Expectations

1. I want to be close to others.
2. I want to be excited.
3. I expect to be confused.
4. I expect to be unable to trust my own perceptions or behavior.
5. I expect to be passive and irresponsible.
6. I expect to be embarrassed, disappointed, jealous and angry.
7. I expect to be the focus of my family.
8. I expect to be close to others.

#### B: Apperceptions

While Subject Number One perceives herself as being powerful in terms of being able to somewhat control the people around her, she also expects to be the victim of her own lack of understanding and confusion, and embarrassed as a result of her own innocence. She sees other people in general as untrustworthy, misleading, disappointing and not always dependable. Men, in particular, are perceived as undependable, deceptive, confusing and hard to know. Men are viewed as interfering, but are also considered to be controlled by women. Women are seen as being in control, secretive, untrustworthy and as being the center of the family. The world is portrayed as a confusing place where

things are not always as they seem, and as a place where one must be very cautious. Life is seen as a challenge to figure out.

C. Characteristic Outlook

I am confused and cannot trust my own perceptions in a world which is neither understandable nor trustworthy. Therefore, I must be cautious, and careful to avoid disappointment and embarrassment.

D. Judges' Hypothesis of Purposive Pregnancy Behavior

Subject Number One's goals of being close, being the focus of her family, and being excited could be the main motives behind this pregnancy. Judges noted that the goal of "I want to be excited," is a reoccurring theme among several of the subjects. It was also noted that the expectation of "being confused," often accompanies the excitement goal. Judges agreed that confusion, lack of understanding and misperception, which comprise such a large part of Subject Number One's self-concept, would also make up a great deal of her rationale for how she became pregnant.

II. Life Style Summary for Subject Number Two:

A. Goals and Expectations

1. I want to have fun.
2. I want to be special, and to be the center of attention.

3. I want to belong in a group.
4. I want to see mistakes in others.
5. I expect not to get what I really want.
6. I expect to be tricked and disappointed.
7. I expect to feel upset, angry and guilty.
8. I expect to be alone.

B. Apperceptions

Subject Number Two perceives herself as at her best when she is the focus of attention. She operates according to the belief that she should be nice to men always, even when not justified. In general, other people are seen as untrustworthy. Men are seen as special; they take care of her, take her mind off of pain, and may be the ticket to "Disneyland." She sees women as disappointing: spoiling all of her fun, letting her down and picking on her. The world is seen as a place where disappointments abound and she doesn't get what she wants. Life is perceived as lonely without a group to belong to. Subject Number Two sees life as sometimes very unfair; she indicates a belief that life should be lots of fun, but that somehow or another she is deprived of that fun. It seems that life is really "Disneyland," but everytime she tries to participate, the doors are closed.

C. Characteristic Outlook

I am disappointed in a world where I often get to the "door at Disneyland," but I never get in. I am often

disappointed in a world where others have more power and control. Therefore, I must try to be special in spite of it all.

D. Judges' Hypothesis of Purposive Pregnancy Behavior

Judges agreed that Subject Number Two's pregnancy could have resulted from her having a close physical relationship with a male as a release from pain. This seems probable in that she perceives men as highly special, enjoyable, caring, deserving of special treatment, and capable of relieving pain. This subject, who may see men "as the ticket to Disneyland," may have been trying to please or gain a permanent relationship with a man through her pregnancy.

III. Life Style Summary for Subject Number Three:

A. Goals and Expectations

1. I want to have fun with others and be happy.
2. I want to be the special focus of attention.
3. I want to be excited.
4. I want to achieve.
5. I want to be in control.
6. I expect to feel scared when I am not in control.
7. I expect to get in trouble.
8. I expect the worst when I do get in trouble.
9. I expect to be confused.
10. I expect to take care of others.

### B. Apperceptions

Subject Number Three regards herself as strong and in control of herself. She does not want to do what she perceives as the things she is supposed to do. She believes that even though she is afraid, she can survive. Others, in general, are thought to be interesting to be around. Her perceptions of men are that they are weaker, and that they are to blame. The major task of women is to take care of others; they are seen as emotionally strong. The world is seen as a place where happiness is caused by something mysterious. The world is also a place where she is afraid when she is not in control, and a place where she can get into a lot of trouble. Life, to her, is good when she is with others and having fun.

### C. Characteristic Outlook

I am okay in a world where I am in control of me. Therefore, I must always try to be in control.

### D. Judges' Hypothesis of Purposive Pregnancy Behavior

Subject Number Three also has an excitement goal, along with a goal for attention and the belief that women are strong emotionally and that the role of women is to take care of others. A pregnancy for this subject fits into the context of these goals and perceptions. This subject also expects that "men are to blame." This concept may be expected to play a large part of the story she tells herself and others about how her pregnancy came about.

#### IV. Life Style Summary for Subject Number Four:

##### A. Goals and Expectations

1. I want to feel "big" and to be seen as an adult.
2. I want to feel "authoritative,...like a parent."
3. I want to be in control of me.
4. I want to be powerful with males.
5. I want others to come to me.
6. I want what others have.
7. I want "...something to sleep with."
8. I expect not to know how to be an adult.
9. I expect to be embarrassed about not being perfect, and afraid of making mistakes.
10. I expect to be powerful.
11. I expect to feel bad when I hurt people.
12. I expect to get in trouble.
13. I expect to feel lonely and left out.

##### B. Apperceptions

Subject Number Four sees herself as less powerful than adults, whom she sees as having the authority that she wants. At the same time, however, she fears hurting others in the process of becoming more powerful. Adults are seen by her as special, as more okay than she is, and as very powerful. Men are the bosses, even when they are wrong, and that is not fair in her judgement. She perceives men as being disobedient and weak, even though they are the ones in control. Women are viewed as smarter than men, but lacking

in the power they need to get their way. Mothers know what is best--not fathers, according to her view. The world is perceived as a place where adults have all the power, and where real fun means being in charge. She also believes that when she does get her way, she hurts others. Life is seen as often unfair.

C. Characteristic Outlook

I am a female in a world where women are less powerful than men. Therefore, I must try to be special.

D. Judges' Hypothesis of Purposive Pregnancy Behavior

Because of Subject Four's goals of wanting to be in control of self and others "...like a parent," wanting "...something to sleep with," and wanting what others have, judges theorized that this subject had a peer or group of peers who were pregnant at the time that she conceived. She may have seen this as a way of having what the others had, and receiving extra attention as well as meeting other goals and expectations.

V. Life Style Summary for Subject Number Five:

A. Goals and Expectations

1. I want excitement and fun.
2. I want to have good attention focused on me.
3. I want others to attend to me.
4. I expect to feel responsible for making sure that things go right.

5. I expect to feel confused, sad, threatened and scared.
6. I expect to be afraid when people are violent.
7. I expect to get even when someone hurts me.
8. I expect to resent the importance of men.
9. I expect to feel left behind and to miss people.

B. Apperceptions

Subject Number Five views herself as being very responsible for the happiness and feelings of others. She also sees herself as one who will get revenge when someone hurts her. She sees others as very demanding. Men are perceived as unpredictable, hard to know and not to be trusted. This subject does not want to admit how much she resents men. Women are seen as strong. They are the center of the family, and they are supposed to "be there" for kids. The world is perceived as a place where she watches and she sees, but she doesn't understand. Many demands are placed on her in the world. Life is seen as sometimes sad, sometimes scary, and sometimes "like a dream, but you don't see it close."

C. Characteristic Outlook

I am responsible in a demanding world where others depend on me. Therefore, I must make sure that things go right.

D. Judges' Hypothesis of Purposive Pregnancy Behavior

Judges discussed two highly possible purposes that Subject Number Five may have had at the time she conceived. One of the judges' theories was that since a strong theme of revenge is in evidence for this subject, she may have been attempting to get even with someone by becoming pregnant. The judges' second theory, however, centers around this subject's reoccurrent excitement theme. For this subject, sexual relations could be seen as excitement, which would be enhanced by the forbidden aspect of it for one her age. While this subject expresses a strong responsibility theme, she also demonstrates a great deal of denial, fear and standing outside of herself in the role of observer; all of which may be used by the subject as ways of avoiding or escaping responsibility. It was agreed that if this subject participated in sexual relations for the excitement, like "having a cake for my party," then she would have to justify it somehow. Perhaps the act of sex to her was "like a dream," where she stood outside and watched herself get pregnant, but wasn't an active participant. Assuming the role of observer may be an attempt at escaping responsibility.

Judges agreed that this subject would be expected to report that she was stoned or drunk at the time of conception, or that "...he said he took precautions." In

any case, Subject Number Five would be expected to somehow remove herself in her own mind from the responsibility of having conceived.

#### VI. Life Style Summary for Subject Number Six:

##### A. Goals and Expectations

1. I want excitement, action and people.
2. I want to be part of a group, and to be happy with others.
3. I want to have someone look after me.
4. I want to have my curiosity aroused.
5. I expect to be hurt by others.
6. I expect to be hurt when people leave me.
7. I expect to be scared when I'm left alone.
8. I expect to be scared for others.
9. I expect to disappoint others.
10. I expect to be bored.

##### B. Apperceptions

Subject Number Six sees herself as a curious, perceptive person who can figure people out, even when they are trying to deceive her. She also sees herself as needing a man to protect her, and as being afraid when men leave her. She sees other people, in general, as disappointing. Men are seen as strong, active and exciting to be with. They both control and protect women. Men can be counted on to lead the action; they may lead her astray, but they may

also rescue her. Women, on the other hand, are perceived as not fun to be with, boring, and unkind to other women. The world is seen as a place where women need men to take care of them. Life is seen as dangerous.

C. Characteristic Outlook

I am a woman in a world where women need men to take care of them. Therefore, I must have a man to take care of me.

I fit in a group where there is something going on. Therefore, I must move toward people or be involved in trauma or tragedy.

D. Judges' Hypothesis of Purposive Pregnancy Behavior

Judges theorized that at the time that Subject Number Six became pregnant, there were probably not many people involved with her, and probably not much going on that she would consider interesting or exciting. Because of her goal for excitement and because of her perception that men should be like Santa Claus, exciting, and showering her with gifts, the judges agreed that Subject Number Six may have begun a sexual relationship with a man and became pregnant with excitement as her purpose.

VII. Life Style Summary for Subject Number Seven:

A. Goals and Expectations

1. I want to be comfortable and happy.
2. I want to be the center of attraction.

3. I want to be secure and connected with others.
4. I want to have others attend to me and be involved with me.
5. I expect lots of pain, and lots of attention when I am hurt.
6. I expect to be uncertain and unsure.
7. I expect others to finish my thoughts and my attempts for me.
8. I expect to be frustrated when unsuccessful.

B. Apperceptions

Subject Number Seven sees herself as unable to do things on her own, including finishing her own thoughts. She views herself as in need of attention, and particularly in need of being rescued by males. She sees others as very important in terms of all of the things that they are able to do for her. Men are seen as the strong rescuers of women. Women are seen as weak and in need of being taken care of by men. Women try to help, but they only hurt things more or mess things up. Women get attention by being pregnant. The world is seen as a place where belonging and being comfortable are important. It is also a place where one must get hurt in order to have somebody take care of one. She perceives life as being good as long as someone is around to rescue and take care of her.

### C. Characteristic Outlook

I am secure in a world where I am comfortable and part of a group. Therefore, I must always have others around to attend to me.

### D. Judges' Hypothesis of Purposive Pregnancy Behavior

Subject Number Seven seems to take no responsibility for her feelings nor for her behavior. Because of this, coupled with her goal of having other people take care of her, and her perception of men as being rescuers of women, the judges agreed that this subject's purpose in becoming pregnant was so that she would have someone to take care of her. They surmised that she may expect her child to grow up and take care of her.

## VIII. Life Style Summary for Subject Number Eight:

### A. Goals and Expectations

1. I want to be elevated, special, proud.
2. I want to be happy and have close friends.
3. I want to be involved with others.
4. I want to have others help me.
5. I want to learn and be surprised.
6. I expect that when I am curious, I will get in trouble.
7. I expect to be scared and nervous.
8. I expect not to know, and to be confused.

9. I expect to be afraid that I will disappoint my friends.

10. I expect to learn quickly.

B. Apperceptions

Subject Number Eight sees herself as "a princess...at the top of the stairs," curious, and proud of her ability to learn. She also sees herself as a recipient of actions or situations, not really in control of her life. Others, in general, are important to her. Others serve her by teaching her how to do things, and are therefore responsible for what she does, including her achievements. She perceives others as taking care of her and being there to bail her out. Men are viewed positively as good teachers, and as nice to be around. Women are also seen as good teachers, as well as being helpful and nurturing. The world is viewed as a place where new experiences bring excitement, and where she may get people in her service by having them teach her how to do new things. She perceives life as good when others are involved with her.

C. Characteristic Outlook

I am okay in a world where I have friends and others are involved with me. Therefore, I must always have friends and not disappoint them.

D. Judges' Hypothesis of Purposive Pregnancy Behavior

Judges agreed that Subject Number Eight probably became pregnant while involving a male in teaching her about sexual

relations. This theory would incorporate her method of getting people involved with her, and her purposes of finding excitement in new experiences. It should be remembered that even though this subject also sees new experiences as "scary", she also expects that people will be there to take care of her and bail her out if necessary. The judges also surmised that while this subject has chosen to keep her baby, the subject's mother will actually be the one to raise it, since the subject will perceive and present herself as not knowing how. This perceived ignorance will also keep the subject's mother closely involved with her.

IX. Life Style Summary for Subject Number Nine:

A. Goals and Expectations

1. I want to know what is going on.
2. I expect to be confused, shocked, surprised and scared.
3. I expect to be told one thing and to find out the opposite.
4. I expect to figure things out and learn quickly.
5. I expect to survive.
6. I expect to be afraid to hurt the baby.

B. Apperceptions

Subject Number Nine perceives herself as being a survivor: determined, strong, able to figure things out, and unwilling to be fooled. She strongly dislikes being

surprised, being out of control, and being controlled by others. Other people in general are viewed as being out to fool her. Men are seen as not as smart as women, although they are sometimes more powerful. Women are seen as smarter than men, nurturing and responsible for taking care of their kids. She sees the world as a place where others try to control her and expect a great deal from her, possibly more than she can do. She sees life as a state in which, if she remains confused, scared, shocked and surprised, she may be able to avoid responsibility and keep from being controlled by others.

C. Characteristic Outlook

I am a survivor in a world which others try to control. Therefore, I must be cautious, figure people out and take care of myself.

D. Judges' Hypothesis of Purposive Pregnancy Behavior

Judges agreed that Subject Number Nine's wish to avoid responsibility and yet remain in control may point to her as being one who would not have told her parents of her pregnancy until she was already six months into it. Such a delay would be a way of insuring that she could keep her baby, and not be controlled by others. Her confusion, fear, shock and surprise could have been used as rational for not telling her parents sooner, when other arrangements could have been made.

X. Life Style Summary for Subject Number Ten:

A. Goals and Expectations

1. I want to be amused by different, new things.
2. I want to be confused and curious.
3. I want to be excited.
4. I want to have lots of fun and be happy.
5. I want to entertain others.
6. I want to laugh at self and others.
7. I want to avoid anger.
8. I expect to be scared and upset when people fight.

B. Apperceptions

Subject Number Ten perceives herself as a good entertainer. She also enjoys being young and confused. Other people seem hard to know, but easy to entertain. Babies are viewed as providing a source of happiness, excitement and love. She sees men as very special, important and intriguing. However, they may tend to drink too much, fight and upset women. Women are veiwed as fun, trustworthy and nurturing care givers. She sees the world as a place where funny things happen a lot. She sees life as fun and entertaining, unless people are angry; then it is scary.

C. Characteristic Outlook

I am an entertainer in a world where distance from others is safer. Therefore, I must keep people laughing, and avoid anger.

D. Judges' Hypothesis of Purposive Pregnancy Behavior

Judges agreed that of the group, Subject Number Ten was the most responsible, active participant in life, and that she showed the greatest sense of humor and enjoyment of life. She was also the only one with a positive Early Recollection concerning a baby. Judges agreed that she is probably the only one of the subjects who is currently involved in a close, attached committed relationship with the father of her baby. She is seen as the subject most likely to have conceived as a result of a happy sexual relationship that had endured over a relatively long period of time. The judges surmised tht Subject Number Ten may have been the only one to have taken contraceptive precautions which failed.

XI. Composite Life Style Summary:

The composite Life Style summary information was determined by tallying the number of similar goals, expectations, apperceptions and characteristic outlooks shared by the ten subjects. The judges' generalizations concerning reoccurrent themes will also be reported in this summary. In the following section on goals and expectations, the percentage of subjects who expressed similar views will follow each statement.

### A. Goals and Expectations

1. I want to be happy and have fun. (Eighty percent)
2. I want to be special and be the center of attraction. (Seventy percent)
3. I want to be excited. (Sixty percent)
4. I want to be close to others and to belong to a group. (Sixty percent)
5. I want to have others attend to me and take care of me. (Forty percent)
6. I expect to feel a lack of competence and self-esteem. (One hundred percent)
7. I expect to feel scared. (Seventy percent)
8. I expect to be confused, or to not understand. (Seventy percent)
9. I expect to be alone, lonely and left out. (Forty percent)

### B. Apperceptions

Judges noted that in general the subjects perceive themselves as not responsible for what happens to them, and not in control of their lives. Fifty percent of the subjects negatively perceive other people as ranging from disappointing to deliberately leading one astray. Judges noted that men were fairly non-existent in the childhood ER's of most of the subjects. Except in the case of one subject, men were usually not perceived as available for positive interaction. Although ER's that show a close,

positive relationship with the subjects' mothers are also rare, fifty percent expressed agreement that a woman's role is to take care of others, and be nurturing and helpful.

According to the judges, a consistent theme for many of the subjects seems to be as follows: The world is a place where getting pregnant may be a way of connecting with another; it may be a way of buying closeness. The target of desired closeness may be a parent, sex partner, peer group or the baby itself. In any case, life is a place where one must pay the cost of closeness.

#### C. Characteristic Outlook

I am okay in a world where others are involved with me and are giving me positive attention. Therefore, I must always have others around and be careful to be special and not to disappoint or anger them.

#### D. Judges' Hypothesis of Purposive Pregnancy Behavior

Judges concur that becoming pregnant is purposive behavior, and that each girl had a purpose in conceiving in accordance with her Life Style. As mentioned above, pregnancy may have been an effort to obtain a personal goal of idealized closeness for most of these subjects. The goal of excitement, another theme repeated throughout the Life Styles, may have been sought through sexual activity, the excitement of which is enhanced for teenagers because of the newness and because of the forbidden fruit aspect of the experience. Reoccurrent themes of "confusion" and "not

knowing any better" were seen by the judges as excuses offered for irrational behavior and as techniques intended to ward off responsibility for the consequences of one's own behavior. The theme of fear may serve a similar purpose, as well as it may serve to draw people in to help, serve and comfort. In conclusion, the most evident purposes behind the pregnancies of these subjects are the desire for idealized closeness, and the desire for excitement.

### Discussion

Beyond the information included in the composite Life Style summary, the Life Style interpreters agreed upon further findings which also merit discussion. These findings concern the interpreters' hypotheses about unwed, pregnant adolescents which they had developed before participating in the current study in contrast to the actual findings of this study, and also the issues of birth order.

#### Judges Hypotheses Before Study vs. Actual Findings

The first hypothesis developed by the judges concerning the general population of unwed, pregnant adolescents was that they would demonstrate a lack of self-esteem. Examination of the Life Styles of the population sample led to findings supporting the judges' hypothesis and most of the literature reviewed in Chapter Two of this study.

The judges had also developed other hypotheses concerning unwed, pregnant adolescents which were not supported in this study. These commonly held hypotheses along with the findings of this study are listed below:

1. One hypothesis was that the Life Styles of these pregnant adolescents would illustrate a pervasive theme of victimization. In fact, this was not the case. The theme of victimization only came into play in that subjects did have a great tendency to portray themselves as victims of their own confusion or lack of understanding.

2. Another hypothesis was that the subjects' Life Styles would show a great deal of anger directed at the subjects' parents. In contrast, judges were impressed by the lack of anger demonstrated by these subjects, especially towards parents. Rather than anger, what the judges found was a prevalent sense of isolation from parents. They noted that of all of the Early Recollections reported, there was only one positive ER with a subject's father and one with a mother. Note that while fathers were usually absent, mothers were usually present. Upon reviewing their findings, judges agreed that rather than using pregnancy as a means of expressing anger towards parents, these subjects may have been using pregnancy as a way of ending feelings of isolation. They may have been attempting to have what they

perceived their parents as having. Or perhaps they wanted to create what they imagined that their parents should have: idealized closeness.

3. Another commonly held hypothesis was that the pregnant adolescents would tend to have mothers who worked outside of the home. This hypothesis was not supported. Most of the girls had mothers who were not working, although one subject reported an ER of her mother babysitting in their home. Most of the subjects' mothers seemed to be providing the role of a woman who stays at home, who is not employed and who takes care of children.

When one compares the ages of the subjects' mothers with the ages of their first borns, it becomes apparent that they modelled other significant behavior as well. Sixty percent of the mothers of this population sample were also pregnant as teenagers.

#### Birth Order

According to Adlerian theory on the subject of birth order, since the basic Life Style orientation is developed within an individual during the first five years of life, siblings who are farther than five or six years apart in age should be considered as a separate group when analyzing birth order. Thus, Subject Numbers Seven and Eight, who each have a sibling seven years younger than themselves, should still be considered as youngest in birth order

position since they spent the first seven most formative years of their lives as youngest children.

Judges agreed that the subjects in this study demonstrated similarities according to assumed birth order positions. Table 5 illustrates the Birth Order positions held by the ten subjects, the Number of Subjects born to each position and the Number of Subjects Who Assumed Role of each position regardless of actual birth order.

It should be noted that the discrepancies between the last two columns of Table 5 are accounted for by Subject Numbers Five and Nine who assumed the role of first born, even though each had one older sibling. These role switches will be discussed later.

In general, the judges found that the only child, first borns and the two who had assumed first born positions are highly aware of the "shoulds" in life. They believe that they should take care of others, conform, be perfect and feel responsible. In response to the pressure of these "shoulds," they have developed fears of not being perfect or even adequate. They also exhibit fear, confusion and "standing outside of self" as mechanisms to deflect the responsibility that they must otherwise bear.

Although Subject Number Five is actually a second born of seven children, she is the first born female and exhibits all of the above first born characteristics. She even goes so far as to feel responsible for her parents'

Table 5. Distribution of ten unwed, pregnant adolescents who had chosen to keep their babies after birth and who participated as subjects in this study, by birth order and by number of subjects who assumed the role of each given birth order

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Birth Order	Number of Subjects	Number of Subjects Who Assumed Role
Only Child	1	1
First Born	3	5
Second Born (of seven)	1	0
Third Born (of six)	1	1
Youngest Child	4	3

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marriage and divorce behavior. Subject Number Nine, the youngest of two children but also the first born female, seems to have usurped the position of first born as well, according to the judges. An indication of this is that she recalls figuring out who Santa Claus was before her older brother did. She then takes the responsibility of saying she "ruined it" for him by telling him what he didn't know yet. Another typical first born tendency is her fear that she will "do the wrong thing," as shown in her last ER about being afraid that she couldn't hold a baby right. Along with the only child and the other first borns in this study, Subject Number Nine exhibited confusion, fear, shock and surprise as a means of avoiding responsibility or avoiding being controlled by others.

Although the only child and the first borns share with the other subjects the goals of excitement and of achieving closeness with another, they distinguish themselves by being the most burdened by the issue of responsibility and how to avoid it.

The one true middle child, Subject Number Six, was found to be highly social and loves being part of a group. Judges found this to be typical of middle children. She also had more ERs with active males--both positive and negative--than any of the other subjects. It should be noted that Subject Number Six is the only one that judges suspected of being physically and possibly sexually abused.

She is the one who perceived men as either leading her astray or rescuing her. Because of her belief that women need men to take care of them, she finds the risk involved in attempting to connect with the right kind of man to be a necessity. This belief was perceived as contributing highly to her current pregnancy.

Of the four subjects who were the youngest children according to birth order, three exhibit quite similar tendencies. They enjoy being the center of attention and being taken care of by others. They are used to having others finish things for them, and often see other people as being responsible for their behavior, including their achievements. In general, according to the judges, they do not perceive themselves as being in control in life, but rather they see themselves as the recipients of action. Thus, those subjects who have assumed the position of the youngest exhibit the least concern with issues of their own responsibility, and the most interest in being taken care of by others.

Of further interest is the judges' observation that the majority of the subjects in this study were only or first born children or had assumed the role of first born. While the judges would have expected certain Life Style similarities among subjects with the same assumed birth order, they did not expect to see the majority of subjects fall into any given assumed birth order position. Judges

theorized that first born pregnant teenagers may be more likely to choose to keep their babies themselves because of their preoccupation with issues of responsibility.

#### Summary

In summary, while an examination of Life Styles of ten unwed, pregnant adolescents who have chosen to keep their babies after birth reveals the uniqueness of each individual, it also reveals themes common to the group as a whole. These themes center around the desire for a close, idealized relationship with someone, the goal of excitement and the expectation of being confused, unknowing or afraid. This population sample also shared some unexpected characteristics. First of all, the group demonstrated an unexpected lack of themes centering on their own anger or victimization. They did, however, perceive themselves as being isolated from their parents, even though their mothers usually seemed to be nearby. Their mothers typically seemed to stay at home, to be unemployed and to supply the role model of woman as housewife and care giver of children. Another significant finding is that those subjects who share the same assumed positions of birth order tend to have even more specific traits in common. For example, the youngest in terms of birth order tend to use their confusion to keep others involved with them. The only and first borns, on the other hand, tend to use their confusion and fear to deflect

the burden of responsibility which is such a strong characteristic of their Life Style. In conclusion, this sample consistently demonstrates one commonly held characteristic which was identified in most of the relevant literature and was also a finding of this study: that consistent characteristic is the lack of self-esteem.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

The purpose of the present study was to describe, in terms of Adlerian Life Style information gathered from Early Recollections, the personality characteristics of those adolescents who are currently pregnant, unwed, and choosing to keep their babies after birth. Although only ten subjects comprised the random sample of the population in this study, the Adlerian judges who analyzed the Early Recollections and birth orders were able to recognize shared Life Style themes and personality characteristics.

As shown in the composite Life Style summary, all of the subjects indicated that they felt themselves to lack competence and self-esteem. In addition, seventy percent indicated that they expected to be scared, confused and to not understand.

In terms of shared goals in life, eighty percent wanted to be happy and have fun. Seventy percent wanted to be special and to be at the center of attention. Sixty percent indicated that excitement was an ultimate goal, and

sixty percent also were striving towards the goal of achieving closeness with another or establishing themselves as belonging to a group.

The apperceptions of the subjects also revealed several similarities. In general, subjects perceived themselves as not in control of their own lives and not responsible for what happens to them. Fifty percent agreed that other people could be expected to range from disappointing to deliberately leading one astray. Fifty percent agreed that a woman's role is to care for others and to be nurturing and helpful. Ninety percent agreed that men are not usually available for positive interaction. According to the judges, the following is a consistent theme for many of the subjects: The world is a place where getting pregnant may be a way of connecting with another; it may be a way of buying closeness with someone: a parent, sex partner, baby or peer group.

In summary, the Adlerian judges concluded that several similar Life Style themes and personality characteristics could be identified among this population sample of unwed, pregnant adolescents who are choosing to keep their babies after birth. In addition, the judges concurred that becoming pregnant is purposive behavior. The judges found that the most evident purposes behind the pregnancies of these subjects are the desire for idealized closeness and the desire for excitement.

### Recommendations

Although the generalizations and conclusions reached in this study were derived from Life Style themes and personality characteristics of a population sample of only ten, when taken into account along with findings reviewed in Chapter Two, it does appear that some relevant recommendations are in order. These recommendations are aimed at parents, teachers and counselors:

1. This study points out the need for all young people to have a sense of belonging. This need might be better met through better understanding on the part of parents, teachers and counselors. A greater understanding on the part of significant adults might lead to more doors being opened within the family, academic and extra-curricular settings which would encourage a sense of belonging in young people.

2. Findings strongly suggest that early sexuality education is needed. The young women represented in this study all seemed to need help in identifying with the positive values of being a woman. Within such a program, it is recommended that an emphasis be placed on interpersonal communication skills.

3. Findings of this study may provide clues to early identification of potential purposive pregnancies among

unwed adolescents. This data could be used by counselors of female adolescents to develop a potential problem check list.

As stated previously, the new data presented concerning unwed, pregnant adolescents who are choosing to keep their babies are descriptive in nature. Further hypotheses and research studies might be suggested through this initial information.

**APPENDIX A**

**PARENT PERMISSION FORM**

## PARENT PERMISSION FORM

Dear Parent/Guardian,

Your daughter has been invited to participate in a study which will help to further understanding about the goals and expectations of the young women in the Teen Parent Program. The study will be conducted by a masters candidate from the University of Arizona Counseling and Guidance Department. Results of all individual tests will be confidential, and reports of the study will not include the names of any students.

This project has been approved by the school district and principal. If you are willing to have your child participate in this study, please sign on the line below and return this form to the school. Your cooperation is greatly appreciated.

Sincerely yours,

Julie Jorgensen, M. Ed.

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I give my consent for my daughter to participate in this study.

Signed \_\_\_\_\_

Student's name \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX B**

**TRANSCRIPTS OF SUBJECTS' EARLY RECOLLECTIONS**

## SUBJECT I

Birth Order of  
Subject and SiblingsAges of Subject's Parents

Girl, age 15 (Subject)

Dad, age 39

Mom, age 34

Early Recollections.

1. (Age 3.) This is the first thing I can really remember. It was the day my mom left my dad. We were in her car. We were driving; I don't know where we were driving, but I go: "Where are we going?" And she goes: "We're leaving your dad." And I go: "Where are we going after that?" "To your grandma's." And like that's all I remember is that we drove over there, and we had some of our clothes, and that's when we moved into our house--to my grandmother's house.

Focus: I always just see me and my mom talking in the car--me questioning her: "Where are we going?" I wished I could have got more answers, because all she said was: "We're leaving your dad."

Feeling: I was confused.

Reason for feeling: I didn't really know what was going on. I didn't know why. I didn't think they were supposed to leave each other. I thought, "Weren't you guys supposed to live together?"

2. (Age 4.) I remember going to a nursery school--a day care. And my dad had a girlfriend, so--she doesn't like kids. Well, he's not with her anymore but she doesn't like kids. So, she didn't let him come pick me up. So, when my mom went to work, she had to take me to the day care, and it was a new one; I'd never been there. And I made a friend and I thought it was a girl. He had long hair, so I thought it was a girl, and I followed him into the bathroom. And I see all these little boys going to the bathroom, and I go: "Ooo!" I got so embarrassed because I had to turn around. I thought it was a girl the whole time because we were playing house...And so I got in trouble, but it wasn't my fault. I was trying to tell them. Well I thought it was a girl!" But it was a boy. So when my mom came, I remember telling her: "I never want to ever come here again."

Focus: Walking into the boys' bathroom. I can just see all these little boys. They looked at me like...they got embarrassed themselves, you know. And I'm like: "Oh Gosh!" I turned around and the teacher looked at me like: "What are you doing?"

Feeling: I was embarrassed.

Reason for feeling: I was in the boys' bathroom, thinking he was a girl, and I was all happy because I had made a new friend, thinking it was a girl, and it was not a girl.

3. (Age 5 or 6.) Me and my mom used to live in an apartment. And everytime she would leave, I would put my records on, and I'd start jumping on her bed and dancing on her bed, thinking that this was my house. I'd dress up in her clothes, and she'd come home and look at me like: "Turn off that!"...because I had it turned up so loud, and I opened up the doors so everybody could hear the music. I just thought it was my house, you know. And I would play and pretend that I was cooking, and that that was my bedroom. I felt like I owned everything.

Focus: I always remember jumping on the bed, thinking I was singing the songs.

Feeling: Excited.

Reason for feeling: Like I was in control. You know, I didn't have anyone telling me: "Don't jump on the bed!" And I could just act like I wanted to, singing the songs and pretending they were me.

4. (Age 4.) It was Christmas Eve and my mom had a boyfriend. I didn't like him because he took her away from me. So, I never knew he slept over. So one time--it was Christmas Eve--I woke up, and I went in the living room and I saw her wrapping presents. And I looked at them, and I go: "Santa Claus didn't come because you're wrapping presents!" It was about 4:00 in the morning, and I started crying and I started yelling at him and telling him: "If you wouldn't have been here, Santa Claus would have come. You weren't asleep, and you didn't let my mom sleep, so Santa Claus didn't come!" And my mom goes: "Yes he did. I was just wrapping them to make it more exciting for you. You can open them right now." Well, I opened them, and he left. And I was shocked because I had never known that he stayed there. I guess he stayed

the night and he was leaving early in the morning. But I got all sad because I thought Santa Claus didn't come because they were awake, wrapping presents. And I didn't say anything because I was real confused. I said, "How did he get in?" It was our first year there..."He came through the keyhole"...because it was an apartment....And so they had me believing...They tricked me. I remember feeling real sad because I didn't see nothing there from Santa Claus.

Focus: The shock when I finally wake up and come out in the living room and like: "What are you guys doing here? What is he doing here?"

Feeling: I got mad. I was real jealous.

Reason for feeling: I wanted my mom to myself. I didn't want anyone else to be with her.

5. (Age 3.) My dad used to come home from work and my mom used to make cheesecake. And I hid under the bed, and my dad looked for me, and then he would find me. And my mom used to sit in this brown chair. And we would all sit on the chair, and then we would talk about what we did all day, and then we would go eat dinner, and then we'd eat her cheesecake, and then we'd all...and then they would read me a story for bed.

Focus and Feeling: I just remember being real close.

Reason for feeling: I thought it was a real close family like. You know, real involved, wanting to know what everyone did all day, and really concerned about each other and what we did. It didn't (sic) feel like we had a family, you know, like a close family...wondering...wanting to know what everybody else was doing...That's the only time I can remember.

6. (Age 5.) I remember in kindergarten we always used to do fun things. And one time I remember there was these two little boys talking next to us, and they weren't supposed to be talking. And so he went into the corner, and we started laughing at him because he had to go into the corner. And he had to go to the restroom, and the teacher wouldn't let him. He had to stay in the corner for a few more minutes. And so he didn't want to. So what he did was, he just went to the bathroom right there in the corner. And it was

funny because we all started laughing and then we all got in trouble, because, you know, we were instrumenting him to make us laugh more. It was weird because we always used to get in trouble talking. We always wanted to talk.

Focus: Us laughing at him while he was in the corner.

Feeling: Silly. We thought it was funny that he was standing in the corner.

Reason for feeling: Ha! Ha! You're there, and I'm not!

## SUBJECT II

### Birth Order of Subject and Siblings

Girl, age 15 (Subject)  
Boy, age 12  
Boy, age 11  
Boy, age 5

### Ages of Subject's Parents

Step-Dad, age 31  
Mom, age 34

### Early Recollections

1. (Age 6.) I was with my mom and my step-dad, and we went to visit my grandfather in California. And we went to Disneyland. Well, we were going to go to Disneyland, but then my mom got sick. So we had to go back to my grandfather's apartment, and we stayed there the rest of the night. We went the following day, to Disneyland, but we had to go home because she got sick again. This time we got to go in Disneyland, but we only stayed a while.

Focus: The part I remember is my mom getting sick at Disneyland, right at the doors, as we were paying.

Feeling: I was upset.

Reason for feeling: We couldn't go in. We had driven so far, and we had to make the trip back.

2. (Age 4 or 5.) I was at my grandma's house and it was my birthday, and they had made me a little ladybug cake. It's my favorite animal. And I was sitting on

my grandmother's couch, and they had just finished singing "Happy Birthday." I had blown out the candles. And, my god-mother stuck my face in the cake. And I was crying and crying. And she goes: "Don't cry! Don't cry! You can stick my face in it too!" Than I stuck her face in, and after that I was happy.

Focus: Her sticking my face in the cake.

Feeling: Mad.

Reason for feeling: She stuck my face in the cake!

3. (Age 4 or 5.) I can remember going to my aunt's. I spent a lot of time with my aunt...on my real dad's side. She lives here in Tucson, and she has eleven kids...Well, she had eleven kids living with her. But they were not her kids. They were her brothers and sisters, because her mother and father died. So she took over the kids. Well, there were eleven of us...I mean of them. And me and my cousin are real close, because his mother and my mother are sisters, and his father and my father are brothers. So we are the same relation with everybody, you know. We'd go over there and we would always play..."How many eggs?" or something like that...I was the one who got picked, and I had to run around and come back. When I was running around...they have a thing like a sidewalk...And when I was running around I hit my knee on there. And, it was funny because my cousin goes...everybody was worried and it was a little, little cut and they were all worried. My cousin, he goes: "Oh my God! Do you need 'ark-a-hol'" instead of 'alcohol'. We were all laughing. It was funny.

Focus: It was my cousin telling me that I needed 'ark-a-hol.'

Feeling: It was funny.

Reason for feeling: He said 'ark-a-hol,' instead of 'alcohol.'

4. (Age 7.) Me and my cousin that was real close...we would stay at my grandmother's...and it was a whole summer that we stayed. And, I was a real tattle-tale. And we had made a see-saw, and he had jumped off or something, and I hit! So, I got a stick and I hit him over the head with it. And he went and he told my

grandma. She said, "Well, why did she do that?" And he said, "Because I jumped off the see-saw!" And then my grandma got mad at me, and so I told her, "Well, he hit me on the head with a rock." I was lying. We both got in trouble. That was funny.

Focus: Me hitting him on the head with a stick.

Feeling: I felt kind of guilty because he started crying. I felt kind of sorry for him. I felt guilty.

Reason for feeling: It didn't hurt me, but I know I had hurt him.

5. (Age 5.) I remember being about five, and we built a snowman, but that's about all I can remember. We were at my grandma's. And, my aunts...they were young like us...and they were helping me and my cousin build a snowman. And we were having a snowball fight. That's about all I can remember.

Focus: The snowball fight. I'm by a tree...I'm getting thrown at. Everybody was bigger than me. They were all picking on me.

Feeling: I was having fun. I was happy.

Reason for feeling: Everybody was having fun.

6. (Age 3.) I can remember when my brother was born. I wanted a girl, and I didn't want him to come home. And, when they brought him home, I locked myself in a closet. I didn't want him to come home. And, my mom kept telling me: "Come out and see your little brother!" And I kept telling her: "I hate him! I don't want to see him! I want a girl." And then I came out. Then I saw him. Then I liked him.

Focus: Hiding in the closet.

Feeling: Mad and alone.

Reason for feeling: Everybody paid more attention to him. They didn't care if I was in the closet. They just...I was mad because I wanted a girl.

## SUBJECT III

Birth Order of  
Subject and SiblingsAges of Subject's Parents

Girl, age 18 (Subject)  
 Boy, age 15  
 Girl, age 10  
 Boy, age 7

Dad, age 40  
 Mom, age 37

Early Recollections

1. (Age 4.) It was me and my little brother, the brother that comes after me. And he was real little then, like about one-and-a-half. And we were outside in the yard playing. And my mom and dad, they were going to grow some grass. And my little brother was too small to even do anything to mess it up. And then I dug holes; I made holes in the ground. And when my mom and dad found out...they didn't get mad or anything, they just said, "Who could have done it?" And I knew it was me, and I knew my little brother was too small, but even then I still blamed it on him. And it was me who had done it. That's one thing I still remember.

Focus: When my mom and dad are asking, "Who did it?"

Feeling: Scared. I was afraid.

Reason for feeling: I was going to get in trouble.

2. (Age 5.) I used to go to this school. I hated it because they had these beds, and we used to have to go to sleep. I didn't like that place. We had to take naps and all that. I didn't like going. I was afraid to go. I only went for a little while, because I didn't like it. The first day. The first day, I was scared and I started to cry because I didn't know anybody there. And then when we had to take naps, I didn't want to, but we had to. It was part of the thing we had to do. The first day I was scared. I cried.

Focus: I'm sitting on the bed, looking around at everybody else. Everybody is taking it all right. Everybody is doing what they have to do. And I...I don't want to go to sleep. I'm just looking around.

Feeling: Scared.

Reason for feeling: I wanted to get out of there. I wanted my mom.

3. (Age 8.) The teacher wanted to do a program. And I didn't even remember what it was about. But, none of the kids were Americans. There were only Mexicans. She asked me if I knew how to sing, and if I would like to sing. And I told her, "Yeah, we always listen to music at my house. My mom always does." And so she asked me to sing a song in Spanish, in front of everybody in the whole school. So, that's what I did. That's what I remember. I sang up in front of everybody.

Focus: When I first go up there and I see everybody just looking at me. I thought I was going to get nervous, but I didn't. It's like it's nothing.

Feeling: Excited.

Reason for feeling: I was actually going to sing, in front of everybody.

4. (Age 9.) A car accident. It was me, my mom and my little brother who comes after me. We were coming down the road, and this guy...you know how you go when you are getting off the freeway, and you have to stop to make sure no cars are coming? And I guess the man got nervous because there was already a cop behind him, and he had been drinking, I guess. So, he saw us, but he just still went ahead and got in front of us, and we hit him. We were scared. I was scared. But, my little brother, he was fine. And I thought they were going to take him to jail. But, that was the first accident I was involved in.

Focus: Right after the cars hit, I just looked around to see what had happened.

Feeling: Scared.

Reason for feeling: I didn't know it was going to happen.

5. (Age 3 1/2.) I remember that my mother's grandmother came to live with us, because she was sick. And we took her to...What is it called? The Mission. San Xavier Mission? We took her there. So I guess she saw a priest to get better, I guess. I don't know. I

don't remember, wasn't too clear. I don't have a picture. Just, she came out, and we took her there.

Focus: After she went inside...I don't know what they did inside. But, after she came out, she looked better.

Feeling: I was happy again.

Reason for feeling: She was better, I guess. She looked better.

6. (Age 6.) We went...our family went with my dad's uncle and aunt...I think it was Mount Lemon, but I'm not too sure. We had a lot of fun because we had a picnic, and there were a lot of kids there. There wasn't a lot, but there was only me and my brother, and then my dad's aunt and uncle. They had more kids, and they were fun to play with.

Focus: When we were coming home in the truck, we were all in the back. Just the kids were in the back. That was fun.

Feeling: Happy.

Reason for feeling: I had lots of fun there.

#### SUBJECT IV

#### Birth Order of Subject and Siblings

#### Ages of Subject's Parents

Girl, age 16 (Subject)  
Boy, age 15  
Girl, age 14  
Boy, age 13

Dad, age 37  
Mom, age 36

#### Early Recollections

1. (Age 5.) I am riding my tricycle in front of my house on the sidewalk. Some people just moved into the house across the street, and the two girls asked if I'd like to go over and have an orange with them. And I, I was pretending my trike was my car, and I told them: "I can't hear you. My windows are rolled up." So, I drove over there, and I rolled down my windows, and they asked me again. And then I ate some.

Focus: Me on my trike.

Feeling: I felt all macho and big...like I could drive.

Reason for feeling: I felt like a parent, someone older.

2. (Age 8.) I can't remember that far...My brother and I got in a fight...my youngest brother. And I told him that if he didn't behave, I was going to tie him up to the pole, because I lived right next to the Indian reservation and that the Indians would get him. So, he didn't believe me because I was supposed to be watching him while my mom was at the grocery store. And I tied him up to the pole, and he was crying so hard, because I told him that the Indians were going to get him. And then a bunch of Indians went by. And he got out, and he started fighting with me. That's all I can remember.

Focus: His crying. Him tied up to the pole.

Feeling: "Authoritative," powerful, fun.

Reason for feeling: Like a parent again. I thought since I was watching him, that I could punish him.

3. (Age 9 or 10.) I was across the street at my girlfriend's house, and when her mom was at work we would sit all day and look through the paper for news and stories. And then we would play like we were newscasters. And I was like the weather woman and I would do the weather, and draw maps and everything and we would do the weather...we did this once...and then we'd play like we rehearsed it, and then we had our parents come up and watch us do the weather. It was cute.

Focus and Feeling: Being embarrassed. Yeah, I get embarrassed easy.

Reason for feeling: I was doing it in front of my parents. I was afraid I would do something that would make the others look bad.

4. (Age 4.) I was in pre-school. I remember this lady telling me that I had to go to bed, that it was nap time. And I was laying next to this little girl, and she had a teddy bear. And I asked if I could call up

my mom, and have her bring my teddy bear. And she brought it. And that's all I remember. My mom brought my teddy bear. She worked right down the street. And she brought my teddy bear. And then I took my nap.

Focus: Looking at the little girl with her teddy bear, and I want mine.

Feeling: Lonely.

Reason for feeling: She had something to sleep with, and I didn't.

5. (Age 4.) I was real scared because my brother...he was...my dad was riding him on the bike, on the back of the bike. And he got his foot stuck in the spoke, and it cut his ankle all the way to the bone. And I was so scared for him. I hated my dad for riding him on the bike. Mom told him: "No, he is too small." And he went anyway. I remember that.

Focus: My dad saying, "Yes, he is going to ride with me."

Feeling: It made me so mad.

Reason for feeling: He took him on there when my mom said he was too little. And then he got hurt.

6. (Age 7.) One time I was fighting with my sister. In the car, we all liked to sit by the window, and there were four of us, so two had to sit in the middle. So we were walking outside and it had just gotten finished raining, and the rocks fall off our roof. And I was walking outside, and then we started running. And she said, "No, I want to sit by the window!" And I pushed her. And she slid on all the rocks. And she had to get ten stitches right there in her head. I felt so bad. I cried all the way to the doctor's.

Focus: Seeing myself sitting by the window. Seeing myself wanting to.

Feeling: I felt bad afterwards. I felt real bad.

Reason for feeling: I hurt her.

## SUBJECT V

<u>Birth Order of Subject and Siblings</u>	<u>Ages of Subject's Parents</u>
Boy, age 20	Dad, age early 40's
Girl, age 17 (Subject)	Mom, age early 40's
Boy, age 15	
Girl, age 14	
Girl, age 14	
Boy, age 13	
Boy, age 13	

NOTE: Children of same age are not twins. They are step brothers and sisters who grew up together.

Early Recollections

1. (Age 3.) I remember when my mom and dad were still together. He ran over to the house, because he lived over here (United States.) He had left my mom because she was pregnant with my brother. He didn't leave her. He came to find a good job, to have money, and then to go over there (Mexico) to get married to my mom. And when he went, my mom was pregnant from him again. And when he went to go visit her, we were all in bed in the house. And he was trying to be nice to me, because I didn't like him. I didn't know who he was. He was trying to give me money, and I didn't want him to give me money. And that's all I can remember. He was wearing a cowboy hat.

Focus: Looking at my dad.

Feeling: Weird.

Reason for feeling: I didn't know who he was, and he was trying to give me money.

2. (Age 3.) My mom had come over here this time, because she wanted to bring us, but then she had to go back because she couldn't bring us. So she had left for awhile; it wasn't long, but it was long enough for us to miss her. And when she came back, it was like I didn't want to see her. You know how you hide sometimes when some people come, and you don't want to talk to them? I was hiding...you know, in Mexico they have the place where they wash the clothes at? Well,

I was hiding behind one of those. And everybody was telling me: "Your mom is here! Your mom is here!" And I didn't want to see her.

Focus: I was hiding behind the washboard.

Feeling: Sad.

Reason for feeling: My mom left.

3. (Age 3.) There was another time when my grandma--my dad's mom--she didn't like us. And we were walking in the street, and my mom...I was real small too. I remember that she didn't like mom for nothing, and she would always tell my mom stuff. And one time we were walking in the street, and my mom was holding my hand. And she came with a scissors on my mom. She tried like killing my mom. And I saw. I can still remember how my mom was trying to run. I can remember that. And when I went to California, my dad asked me about that, because they are scared that I'm going to be nervous about that.

Focus: Her holding the scissors and going after my mom.

Feeling: Scared.

Reason for feeling: I knew that she was going to try to do something. Well, I could see my mom was scared because she was crying and everything. And ever since then, I cannot forget that...She came after us with a scissors.

4. (Age 9.) One time when they were going to get a divorce...everytime they were going to get a divorce, it's me that stops it. Every single time. And my brothers and sisters, they don't know what to do. And like the first time I remember they were going to get a divorce, we were all in there talking about it and I was crying and crying, and telling them: "No! No! No!" And they didn't. And they always made fun of me because of that.

Focus: I cried and cried and cried.

Feeling: Terrible, sad.

Reason for feeling: I was going to be missing him again.

5. (Age 5.) I dropped my brother all the time...One time, my mom was outside. I don't remember him falling. I knew he fell, but I didn't see him fall. You know how you...like you dream, but you don't see it close? I remember him dropping...I remember dropping him, and my mom running. And she got mad, and she hit me because I dropped him, well. And I saw him crying. And that's all.

Focus: Me thinking of...he's on the floor.

Feeling: I'm scared. I was in shock.

Reason for feeling: I had dropped him.

6. (Age 4 or 5.) There was another time when I was having a party. And I was real happy because they made a cake...they called a factory where they make cakes, to bring me a cake. And I was all happy that time. I can always remember that time when I had a party with a cake.

Focus: Me, myself having a cake for my party.

Feeling: Real excited.

Reason for feeling: It was my birthday. And the cake.

#### SUBJECT VI

#### Birth Order of Subject and Siblings

#### Ages of Subject's Parents

Girl, age 21

Dad, age 50

Boy, age 19

Mom, age 39

Girl, age 16 (Subject)

Girl, age 13

Girl, age 12

Boy, age 11

#### Early Recollections

1. (Age 6 or 7.) We lived in Ohio, and it was miles to our next-door neighbor. And it was Christmas, and we had a real bad snow storm. And I remember they had to send people on motor scooters, and they had to take us from the house and stuff, because we couldn't go nowhere. And I can remember staying at the church in

town. And there were a bunch of people staying there in the church. And it was pretty fun, because I liked being around a bunch of people. Especially kids that age.

Focus: I could see everybody around me at the church, eating, because it was like dinnertime. I could see everybody getting their plates ready to eat. I was already sitting down. I was one of the first to eat.

Feeling: I was sort of happy that there was a snow storm.

Reason for feeling: I got to be around a whole bunch of people.

2. (Age 5.) I remember it was raining and we lived on the corner, in this big old house. And our next-door neighbors, they had a daughter about the same age as me. And, oh gosh, I really didn't like them. But, you know, I played with the daughter. And it was raining. And I walked to school with her, and she had an umbrella and I didn't. And, all of a sudden she took off running down the street. And I didn't like it, so I went home crying. That's when my real dad was with my mom. And he has this razor strap, and oh God, I hated that thing. And he was mad because I didn't go to school. And I remember him spanking me all the way to school, which was a block or two from our house where we lived. And I went to class crying. And it puffed up, and it hurt. That's when my older brother and sister hid it from him. Boy, did it hurt. I remember that.

Focus: When the girl took off running with the umbrella. I got soaked.

Feeling: I was a little mad, but I was more hurt.

Reason for feeling: She took off and left me soaking in the rain.

3. (Age 5.) We were at my grandma's house, which is my dad's mom, at Christmas. And everybody was in the living room, and my Uncle George had left, and we didn't know where he went. And all of a sudden, we heard this "Ho, ho, ho!" on my grandma's garage. And everybody went out there, and there was a Santa on the garage. And he came in with one of those big old

sacks full of presents, and then he left. And then he came back. And I figured out who Santa was. I said, "You were Santa Claus!" And he goes: "No." I said, "Yes, you were." And he finally admitted it, but only to me because I knew. But it was fun. Especially seeing him up on the garage, trying to get down.

Focus: Getting the presents out of the bag. I loved getting gifts.

Feeling: Excited. Curious.

Reason for feeling: I wanted to know what was in the box that I had.

4. (Age 5.) My older brother and I had to walk to school one day. And he didn't want to go. So, we got maybe 100 feet from school, and he wanted to ditch school, and not go home, but not go to school. After I started crying because I didn't want him to leave me. I don't know, I guess he was a protector, or something like that. He started walking the other direction from school. And I was crying, and I was wanting to go after him but I wanted to go to school too. I guess I was screaming loud when I was crying, because he came back, you know.

Focus: Watching him walk away.

Feeling: It sort of scared me.

Reason for feeling: I didn't want him to leave me.

5. (Age 6.) My cousin and my sister and my uncle, which is the same age as my older sister, were standing on the inside of the garage door. And me and my brother were standing on the outside of the garage door. And we were wanting to go in and they wouldn't let us so we were just standing out there. And I can remember seeing my sister slamming the door and laughing, because my uncle had said something. And all of the glass flew out of the door and my brother said he seen a big old piece going to go in my head. So he pushed me out of the way and then a whole bunch of glass fell on his arm. And he had to go to the doctor and get stitches. And I remember seeing the blood rush from his hand and I ran in the house and told my mom. And she panicked. So her and my second cousin and my real dad took him to the doctor.

Focus: Seeing my sister with a smile on her face and slamming the door. That's all I can remember. I don't know why. I can just see her smiling.

Feeling: I was stunned and scared for my brother.

Reason for feeling: I didn't know what was going on. And I didn't know how bad he was hurt.

6. (Age 7.) I can remember one Sunday. It was in that house that was two miles from the next-door neighbors. And we went to a nearby church; it was small. I remember the whole family going. And as you walked in the front door there were these small steps leading upstairs. And I remember going up them. And there were two classrooms, one in the back of the other. And it was sort of like real old fashioned the way it was set up. There were all these wooden chairs and stuff, and I remember sitting on a bench listening to the Sunday school teacher. And it was real boring...because I wanted to fall asleep.

Focus: Sitting there watching her. You know I was bored and I wanted to go to sleep, because I was young and I hated sitting there.

Feeling: Bored.

Reason for feeling: There was nothing for me to do but listen to her.

#### SUBJECT VII

#### Birth Order of Subject and Siblings

Girl, Age 22  
 Girl, age 21  
 Girl, age 19  
 Girl, age 17 (Subject)  
 Boy, age 10  
 Boy, age 3

#### Ages of Subject's Parents

Dad, age 49  
 Mom, age 45

#### Early Recollections

1. (Age 4.) We were moving into our new house. We were buying it. I remember our front yard was all plain.

We had just met our neighbors, and I was playing with the little boy next door. That's all I remember.

Focus: I remember my mom and dad right there, talking to our new neighbors.

Feeling: Happy, I guess.

Reason for feeling: We had a new house.

2. (Age 3.) God, I can barely remember. It was our old house, by the University. I just remember the house. It's not one day. I just remember the house. I don't remember the inside; I just remember the outside, the backyard. One time, I fell in a hole. My cousin pulled me out.

Focus: Me in the hole. My cousin pulling me out...He's a boy. He is about three years older than me. He was about six.

Feeling: I was probably hurt. A physical hurt.

Reason for feeling: I fell in the hole.

3. (Age 6.) I remember when I was six, and I fell and I broke my arm. And my sister picked me up, and she broke my arm more...because she picked me up and my arm flew back, and I broke my arm more. And that's it.

Focus: When she picked me up. She was holding me, taking me to the front door. Her and my cousin picked me up.

Feeling: All I know was I was in pain.

Reason for feeling: I broke my arm.

4. (Age 5.) Maybe when I first started kindergarten, I was five, I think. Playing in the schoolhouse that they had. It was this little house, and it had a kitchen, and real kitchen dishes and stuff. That's the freeze-frame, I guess, my little friends, my next door neighbor--I used to go to school with her all through sixth grade.

Focus: Me and her in the kitchen.

Feeling: Happy.

Reason for feeling: I'm at school.

5. (Age 7.) I was in 'gymnastics'?...and I was the oldest in my class. And they were teaching me how to do...where you roll like that...'somersaults'? Yeah. They were teaching me how to do somersaults. And I was trying to do 'back rolls'? Is that what they're called? 'Back rolls'...yeah. I was trying to do that too.

Focus: Me trying to do a back somersault, and not being able to do it.

Focus: Frustrated.

Reason for feeling: I couldn't do it.

6. (Age 6.) How about when I was in the hospital, because they had to put my arm in traction. And it was Thanksgiving, and they took me into this room and she helped me make this...what is it? "Octopus?" Stuffed animal? It was one of the nurses, because I had to stay in there for Thanksgiving dinner. The thing I remember is that they rolled my whole bed in that nursery to make the stuffed animal.

Focus: The thing I remember is making the stuffed animal.

Feeling: Happy and sad at the same time.

Reason for feeling: I was happy because I was making the stuffed animal; but then, sad at the same time, because I was in the hospital.

#### SUBJECT VIII

#### Birth Order of Subject and Siblings

#### Ages of Subject's Parents

Girl, age 28  
Boy, age 23  
Girl, age 20  
Girl, age 18 (Subject)  
Boy, age 11

Dad, age 49  
Mom, age 42

#### Early Recollections

1. (Age 3.) My mom used to babysit. And this girl came over, and she goes to school at this time when I'm not

old enough yet. So, I was helping her get dressed and ready after her mom dropped her off. And we used to walk to the school, because it was only a block away. And I went with her, even though I wasn't old enough. And I remember going into the class. I was amazed at all the stuff. It looked like fun. I just remember being there. And the teacher called the principal. And they took me home. And I was scared. I thought I was really going to get in trouble. I was hiding at the side of the house. But, nothing ever happened. Just one of my experiences.

Focus: Me hiding at the side of the wall, hearing the principal talking to my mother.

Feeling: Scared.

Reason for feeling: I thought I was going to get in trouble.

2. (Age 5.) I have a good friend now, and we must have been best friends since first grade. I remember coming home from school and riding my bike in the back yard. And we were friends in school. And I noticed her in the house across the alley. I didn't even know she lived there. I went over to her house for the first time that same day. Ever since then, I always remember going over to her house a lot. We got to be good friends. We still are.

Focus: Looking over there. Being surprised to see her over there.

Feeling: Happy. Surprised.

Reason for feeling: Seeing her over there, after being friends in school.

3. (Age 9.) I used to go to summer camp with the church group. In this church group, they had to pick someone to be like a princess to compete to be a queen in there. And it was me. And I didn't know what to do. So I went over there, and I really ended up saying a poem. I didn't win. I remember I was trying out. I don't know why they picked me, but they did. This happened around three times. Lost all three times. That first time, I was surprised. I didn't even have time to think of something to do. I just said a poem.

Focus: Me not wanting to look out in the audience. I was scared. All my friends. I was

standing there holding a microphone to my mouth. I was nervous.

Feeling: Scared. Nervous.

Reason for feeling: It was my first time being in front of a crowd like that. I guess you could say I'm shy.

4. (Age 8.) I was up at my grandmother's house a lot. I remember one day, she was teaching me how to needlepoint. And I would go over there and help her clean her house or whatever. This one time she was helping me needlepoint. She helped me a lot. She would teach me all kinds of stuff like that.

Focus: I remember us just sitting together...her helping me stitch.

Feeling: I was all interested.

Reason for feeling: I was learning a new thing, and having her teach me.

5. (Age 4.) I remember our family went on vacation to Colorado. I remember staying in this house, because it was my dad's sister's or something. I remember being on top of these stairs. It was the first time I had ever been in a two-story house.

Focus: I remember being at the top of the stairs, looking down. I don't even remember what the stairs looked like. That's about it.

Feeling: Good feeling. Like, wow!

Reason for feeling: I got to play on them. It was the first time I had been on stairs. I guess I had been wanting to.

6. (Age 4 or 5.) When my dad first taught me how to fish. I guess it was at Kennedy or something...oh no, at Patagonia. We were on this boat that he had bought, one of those rowboats. And, he taught me how to fish. I did catch a little one, but it was so little we had to throw it back in the water. But, that was the first fish I caught there, with him there too. In the boat.

Focus: Me holding up the fish, looking at it, showing my dad, all proud.

Feeling: Proud.

Reason for feeling: I caught a fish, after he had taught me.

### SUBJECT IX

#### Birth Order of Subject and Siblings

#### Ages of Subject's Parents

Boy, age 19  
Girl, age 17 (Subject)

Dad, age 42  
Mom, age 39

#### Early Recollections

1. (Age 5.) We were at my aunt and uncle's house on Long Island. That was when I decided there was no Santa Claus, because my grandmother was running around the house with bells behind her back. She was trying to make it sound like it was Santa Claus or something and my cousin was outside throwing rocks on the roof. And I knew he was out there doing that, and I told my grandmother. And that was about it. So, that was when I told my mom she was full of it. So, I think I ruined it for my brother too, but I don't think he knew yet.

Focus: My grandmother running around the house with bells behind her back.

Feeling: I was probably just confused.

Reason for feeling: Everybody had been telling me there was this Santa Claus, and now I knew there wasn't.

2. (Age 5.) The first time we went to California. We just went to California, and we went to Disneyland and Knotts Berry Farm and all those places. That's about all I remember. I was with my mom and dad and brother. My grandparents were with us that time too.

Focus: The rides that go up!

Feeling: I was scared.

Reason for feeling: I wanted to get off. I was scared of heights.

3. (Age 5.) One of my best friend's sister died. She had cancer. Yeah, I think it was cancer. And at the end everybody had to take care of her, and feed her and that. And I was supposed to go to the funeral, but my mom didn't want me to. She said I was too young. She didn't want me to go. That's about all I remember, because we didn't realize how sick she was. We were really little...when her sister died.

Focus: When I found out she died. I never even knew she was sick.

Feeling: Shocked. I was surprised.

Reason for feeling: I didn't expect it at all.

4. (Age 5 or 6.) I was about five or six when I learned how to swim. They kind of just taught me very quickly. We were on my uncle's boat, and he threw me out. And it was swim or sink. Well, my dad and cousin were in the water, but they wouldn't help me. So, I just started swimming.

Focus: When they just threw me in.

Feeling: Scared.

Reason for feeling: I didn't know how to swim. I learned quick.

5. (Age 3.) I think I was about three when I had my tonsils out. I just remember screaming because they wanted to undress me. I was kind of shy, and I just wouldn't let them. I screamed. I kicked. I bit. And, I didn't know it, but my mom said they finally put me out, and then they just undressed me. But, I guess, I just didn't want any part of it. And then I remember waking up and nobody was there. My mom was just coming up the hall; she just came back. That's all I remember from that.

Focus: Waking up and not knowing where I was or anything. Just waking up, and nobody was there.

Feeling: Really scared and confused.

Reason for feeling: I didn't know what was going on.

6. (Age 6.) When my youngest cousin was born. It was the first baby I ever held, and I didn't know what to do with it. I just was scared to hold it, because he was so little.

Focus: My aunt giving him to me. I was six and he was small. I remember she kept telling me to hold his head. But, I couldn't hold his head and his whole body.

Feeling: Scared.

Reason for feeling: I was afraid I'd hurt him.

#### SUBJECT X

#### Birth Order of Subject and Siblings

#### Ages of Subject's Parents

Boy, age 26  
Boy, age 24  
Girl, age 18 (Subject)

Dad, age 49  
Mom, age 47

#### Early Recollections

1. (Age 3 or 4.) There were some friends that lived across the street. I remember the first time seeing their monkey. He was in a cage, a big cage. It was fun. It was weird. I loved animals.

Focus: The monkey. He was mean. They kept him in the great big huge cage, in the house. I can picture him real well. He was mean. He was constantly running around and stuff, and making lots of racket. That's what I remember.

Feeling: Amusement. I remember laughing at it.

Reason for feeling: That was the first monkey I'd ever seen, besides pictures and stuff. It was funny watching him do strange things.

2. (Age 3.) I can remember sitting in somebody's house. I can't remember whose house it was. I was real little. I was with my two brothers and their friend, Shawn. And a kitten, a little orange striped kitten. It was a long time ago. I just remember sitting in

the house and my mom taking a picture of us, or somebody taking a picture of us when I was sitting on Shawn's lap, and I had the kitten.

Focus: Shawn was sitting on the floor, and I was sitting on his lap with the kitten.

Feeling: Confused and curious. I liked it.

Reason for feeling: The people I was with; and they were young too. Just being young, I guess.

3. (Age 6.) I had this friend, Noami. And, I remember the first time I went to her house. She invited me, and they had ponies over there. And I was horse-crazy and still am. But the first time we rode, it was real muddy. I was in jeans, and it was really muddy. We went bareback, because they didn't have saddles for them. And I fell face first in the mud, and we started laughing. Face first. And I remember going in and getting cleaned up. It was funny.

Focus: My face in the mud. I can picture myself. I mean, I was "splat"!

Feeling: I thought it was funny. Happy. It was amusing.

Reason for feeling: I made a fool of myself, I guess. I guess if I were all by myself, it would have been different, but when someone is there with you...I felt like a jerk. But it was funny. I didn't get hurt or anything. I remember laughing afterwards. I remember her laughing at me, too! We were having a real good time.

4. (Age 6.) I remember my mom and dad fighting a lot. But, I remember one day, it seems like it was Valentine's Day or something. I'm not sure. And my dad used to drink kind of heavy back then. I remember watching "Chitty Chitty Bang Bang," you know, that was on. And I remember them arguing and fighting. And that wasn't too good.

Focus: The thing that I picture is just everybody upset, you know. The unhappiness, I guess. But, that's what it was. It was a sad time. Anger. There was anger there, but not for me.

Feeling: I was scared and upset.

Reason for feeling: They were fighting, and I hated to see them fight. And the fact that he drank, that was upsetting. And my mom being upset like she was; that hurt too.

5. (Age 7.) My mom had this day care type thing, and she babysat during the day. And I remember this new boy that she got in. He was a little newborn, and his name was Sonny. He was a little Indian baby. I remember the first time she watched him. She didn't watch him regularly, just every once in a while. I remember him. It was neat watching him and stuff. I don't know.

Focus: I picture him. He was a big baby.

Feeling: I was happy. Excited.

Reason for feeling: Because of the baby. She usually took care of older kids, and it was a little, tiny baby.

6. (Age 4.) I had this little friend Lisa, and her mom just got out of the hospital. She had this little boy, Jeremy, you know, her brother. And my mom was watching him, and she had him laying on the couch. And me and Lisa were standing by the couch watching. And my mom was reaching for the diaper, and he peed, and he went right across both of our faces. I remember that. That was funny.

Focus: Afterwards, because my mom started cracking up, and we were laughing. It was funny.

Feeling: I don't know if you would call it happy, but it wasn't unhappy. It was just funny.

Reason for feeling: He peed in our face! I mean, could you imagine two little girls getting squirted? I mean, the expression. I can just imagine the expression we had.

**APPENDIX C**

**EARLY RECOLLECTIONS WORKSHEET**

## EARLY RECOLLECTIONS WORKSHEET

Name \_\_\_\_\_

EARLY RECOLLECTIONS Worksheet for Subject # \_\_\_\_\_

A. Goals and Expectations

I expect . . . .

I want . . . .

B. Apperceptions

I am

Others are

Men are

Women are

The world is a place where

Life is

C. Characteristic Outlook

I am. . . in a world where. . . . Therefore, I must. . .

Please note: Any further comments would also be appreciated.

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