

**A Phenomenological Analysis of the Impact of Teen Pregnancy on Education**

**Attainment: Implications for School Counselors**

Angel Riddick Dowden  
North Carolina A&T State University

Kendra Gray  
Asheboro City Schools

Niah White, Glacia Ethridge, Natalie Spencer, and Quintin Boston  
North Carolina A&T State University

### **Abstract**

The purpose of the study was to explore, in depth, the impact teen pregnancy has on education attainment for girls 13-19 years of age across racial/ethnicity and socioeconomic status. Eight girls from African American/Black and Hispanic/Latino ethnic backgrounds participated in the study. Critical race theoretical framework was utilized for the study. Results identified six themes: sex education, social stigma and psychological stress about being a pregnant or parenting teen girl, teen parenthood, impacts of male relationships, support systems, and accountability and responsibility. Strategies for school counselors working with pregnant and parenting teen girls are provided.

*Keywords:* teen pregnancy, school counseling, social justice, advocacy

## **A Phenomenological Analysis of the Impact of Teen Pregnancy on Education Attainment: Implications for School Counselors**

The overarching goal of school systems is to ensure equal education outcomes and academic achievement for all students. However, there is a struggle to extend equal educational outcomes and academic achievement to populations that may be considered at risk (Harris & Allgood, 2009; Kiselica, Gorczynski, & Capps, 1998); like pregnant or parenting teen girls. School systems also struggle to understand, prevent and/or intervene on the structural, cultural, and psychosocial factors that pregnant or parenting teen girls' experience. Too often, pregnant or parenting teen girls' experience low education attainment as a result of the school systems inability to adequately meet their needs.

There is a substantial body of quantitative research on these topics (Manlove, Steward-Streng, Peterson, Scott, & Wildsmith, 2013; Tuner, 2007; Young, Turner, Denny, & Young, 2004;). Often, this research is used to inform community-based practitioners (e.g., public health workers, therapists, social workers) on how to effectively work with pregnant and parenting teen girls. However, according to National Conference of State Legislatures (2016) the challenge of keeping pregnant and parenting teen girls in school has consistently been more successfully met in schools utilizing school-based programs. To that end, this research study seeks to qualitatively explore the lived experiences of pregnant and parenting teen girls to better understand from their perspective the impacts pregnancy and parenting has on education attainment. The qualitative results will be concisely compared to existing quantitative research and used to inform school counselors on how to better work with pregnant and

parenting teen girls; to ultimately improve educational outcomes, academic achievement and education attainment.

### **Teen Pregnancy and Education**

Teenage pregnancy rates are much higher in the United States than any other country (Basch, 2011). “Approximately one third of teen girls in the United States become pregnant and once pregnant, are at increased risk of becoming pregnant again” (Basch, 2011, p. 614). African American girls are three times more likely to be teen mothers than White girls, while Hispanic girls are four times more likely to be teen mothers than White girls (Manlove et al., 2013).

Increased risk of dropping out of school is seemingly a core barrier to education attainment for pregnant or parenting teen girls (Turner, 2007; Basch, 2011). Thirty percent of White teenage girls who dropout of high school cite pregnancy or parenting as the primary reason; this is also true for 36% of Hispanic/Latino girls and 38% of African American girls (National Conference of State Legislatures, 2016). Teen mothers are 10-12% less likely to complete high school, 14-29% less likely to go to college, and are more likely to drop out of high school than girls who wait to give birth (Basch, 2011). In 2002, only 10% of mothers between the ages of 15 and 17 graduated from high school on time, and estimates indicated that 67% of teenage mothers never graduated (Brosh, Weigel, & Evans, 2007). Those who stay in school are faced with major obstacles to academic achievement and are substantially impaired by the challenge of completing high school and going to college (Basch, 2011).

## **Consequences of low Education Attainment**

The increased inability to successfully navigate through school and complete high school has far reaching consequences. Failure to obtain at least a high school diploma negatively impacts employability and overall employment outcomes. A teen mother is likely to struggle to attain and retain employment and is likely to earn lower wages (Young et al., 2004). As a result, a teen mother and her child are more likely to live in poverty; further perpetuating the cycle and the social complexities of poverty (e.g., limited access to housing, healthcare and social support) (Basch, 2011). These outcomes result in limited social productivity, earnings, and tax revenues, which in turn reduces economic development and competitiveness. Teen mothers are more likely to rely on public assistance (i.e., publicly provided healthcare, food stamps, public housing) for financial support, resulting in millions of dollars in taxpayer revenue being spent annually to support teen childbearing (Basch, 2011).

## **Focusing on African American and Hispanic/Latino Teen Girls**

African American and Hispanic/Latino girls living in the United States are at increased risk of pregnancy because of structural, cultural, and psychosocial factors. These risk factors have contributed to higher teen pregnancy rates among this population as compared to White and Asian teen girl populations (Minnis et al., 2012). Factors contributing to increased teen pregnancy include but are not limited to the expectation of childbearing at an early age (Childs, Knight, & White, 2015), acculturation (Minnis et al., 2012), and the need for love and affection (Childs et al., 2015). The impacts these factors have on education attainment have had cyclical repercussions

and longstanding generational effects. As a result, this research focused on pregnant or parenting African American and Hispanic/Latino teen girls.

### **Critical Race Theory: A Theoretical Framework**

To examine teen pregnancy and educational attainment, a critical race theoretical framework is utilized. Critical race theory was developed as a “critical response to the problem of the color line” (Treviño, Harris, & Wallace, 2008, p.7). Critical race theory requires individuals to analyze the impact race plays in political, social, and economic systems (Treviño et al., 2008). A central critical race construct is the impact of power and privilege held by majority groups. Additionally, critical race theory provides a lens through which individuals can scrutinize how these systems and structures marginalize groups (Trahan & Lemberger, 2014). Trevino et al. (2008) point to the use of majority group microaggressions or indirect, subtle or unintentional discrimination to perpetuate power and privilege systems and structures. For example, examining teen pregnancy and parenting from a critical race perspective reveals inherent risk factors such as the perpetuation of stereotypes, limited access to resources, and the erection of barriers that can decrease the probability of success and further marginalize groups (e.g., reducing the probability of education attainment and increasing probability of poverty).

North Carolina teen pregnancy data illustrated the pervasiveness of teen pregnancy and documented the existence of racial disparities. According to the Adolescent Pregnancy Prevention Campaign of North Carolina (2013), among pregnancies in North Carolina, 35.2% are teen girls between the ages of 15-19. From that data, teen pregnancy rates by race/ethnicity are Hispanics (57.9%), African

Americans (49.2%), and Whites (24.7%) (Adolescent Pregnancy Prevention Campaign of North Carolina, 2013). Critical race theory seeks to explain these disparities based on race/ethnicity.

## **Method**

### **Research Rationale**

A review of the literature revealed a) that most research quantitatively report the impacts teen pregnancy has on education attainment, and b) limited information about the role school counselors play in ensuring education attainment for pregnant, parenting and teen girls at risk of pregnancy. Therefore, the purpose of the study was to explore the impact teen pregnancy has on education attainment for girls 13-19 years of age across race/ethnicity and socioeconomic status. This was accomplished by recording the unique experiences of pregnant and parenting teen girls. The ultimate goal of the study was to provide information that will improve the educational outcomes (e.g., dropout) and academic achievement of the aforementioned population.

This study's purpose will be accomplished by answering the following research questions: (a) How does teen pregnancy impact education attainment for girls aged 13-19 across race/ethnicity and socioeconomic status? and (b) How can school counselors positively impact education attainment for pregnant and parenting teen girls? To answer these questions, the researchers explore the lived experiences of 8 teen mothers.

### **Philosophical and Theoretical Underpinning**

A phenomenological research approach was chosen for this study to capture, in depth, the lived experiences of pregnant or parenting teen girls. By choosing a phenomenological approach participants narration of their experiences assist

researchers in understanding the core of the phenomenon, explore how individuals situate themselves in the world based on how they make meaning of the phenomenon, and consider socially just and cultural ramifications of the phenomenon.

The study is rooted in a critical race theoretical orientation. Emphasis is placed on the systematic discrimination and overall prejudice and oppression that African American and Hispanic teen mothers encounter. Additional emphasis is placed on providing school counselors with recommendations for improving education attainment for pregnant or parenting teen girls.

### **Participants**

Purposeful sampling was used in this study to select participants who could provide a description of the phenomenon being studied (Creswell, 2007). A snowball sampling process was used to select participants for the study (Creswell, 2007). Utilizing the snowball sampling approach initial participants were identified and interviewed; additional teen girls were identified based on their pregnant or parenting status and interest in participating in the study. Those chosen for the study had to be willing to recall and describe their experiences related to the phenomenon. Participants lived in a southeastern region of the United States and attended school in an urban school district that had a program for teen mothers.

Eight girls, aged 13-19, participated in the study. One participant identified as Hispanic (Puerto Rican/Dominican), one identified as Black/ Hispanic (Puerto Rican), and six identified as African American (see Appendix). The primary researcher sought a diverse group of participants for the study (girls of diverse racial/ethnic background including White). However, through extensive recruitment efforts, the final participant



group included Hispanic/Latino and African American teen girls with similar socioeconomic backgrounds (this is addressed in more detail in the limitations section).

Research questions included:

1. How does teen pregnancy impact education attainment in girls aged 13-19 years of age across race/ethnicity and socioeconomic status?
2. How can school counselors positively impact education attainment for pregnant and parenting teen girls?

### **Data Collection Procedures**

The participants' lived experiences were explored. The participants engaged in a demographic questionnaire and semi-structured interviews. The semi-structured interviews allowed participants to respond to interview questions and engage in discussion based on their experiences. The demographic questionnaire and semi-structured interview questions used in this study derived from reviewed literature on teen pregnancy, and teen pregnancy and education attainment (Basch, 2011; Manlove et al., 2013). Interview questions focused on teen pregnancy and structural, cultural, and psychosocial issues that influence teen pregnancy (i.e., what systems of support (services) do you have as a teen mom?; Do you plan to go to college?; Do you plan to graduate from high school?). Participants, and for five of the eight, their parent(s), signed Institutional Review Board-approved documents (e.g., consent and confidentiality forms) prior to participating in interviews for the study. Participants agreed to allow direct information from the interviews to be utilized within the study. Data were collected October-December 2015. Interviews were held face-to-face. Face-to-face interviews took place over lunch at a determined location (participants assisted in selecting an interview location conducive to sharing their personal experiences).

Interviews and discussions lasted approximately one hour. Each interview was audio recorded and transcribed.

### **Data Analysis**

A phenomenological model outlined by Wertz (2005) that synthesizes Giorgi's (1985) description-reduction-interpretation model was used for the data analysis of this study. From this model for analyzing phenomenological data, three core steps became the overarching process for the study's data analysis. Those steps included (a) putting forth the lived experiences of the participants, (b) reducing and categorizing the data, and (c) interpretation.

In step 1 the lived experiences of the participants were put forward. Participants were asked what are some of the challenges of going to school and being a pregnant or parenting teen girl. This question became the foundation of the data analysis and shaped the exploration of the connection between teen pregnancy or parenting and education attainment. During the analysis, this question was examined from a critical racial theoretical (CRT) perspective. Viewing participant responses to this question from a CRT perspective enhanced researchers' ability to provide psychosocial, social justice, and multicultural implications and recommendations for working with this population.

During step 2, reading, rote review of the data, and transcribing of the audiotapes led to theme development and definition. Information was categorized and coded, and rich descriptions of the themes were constructed based upon information gathered from the interviews (Dowden, Gunby, Warren, & Boston, 2014). A three-pronged triangulation and cross-verification process was utilized. Methodological, data, and investigator

triangulation assisted in the inductive and deductive analysis and cross verification of data gathered during the study.

The use of both the demographic questionnaire and the audio-taped interviews assisted in the use of multiple methodological sources to triangulate data and explore thematic information. Review of these data sources individually and then collectively assisted in initial exploration of themes. Next, the multiple data sources were routinely reviewed over a three-month time frame to allow for fresh/new review of data and the potential to reveal new information. Four of the authors participated in silo reading and rote review of the data and theme development. These researchers then met collectively to look for patterns in their analysis and move closer to final thematic conclusions.

Nvivo 10 was used as another data analysis tool. It was utilized to strengthen as well as reveal additional results potentially overlooked by researchers. Additionally, participants reviewed the codes and themes to ensure information was clear and presented accurately after data was analyzed, and saturation had been reached.

In step 3, a contextual, yet scaffolding approach, was utilized for the data analysis. The interpretation of data provided probable meanings and was utilized in the development of the implications section (Dowden et al., 2014). Reflexive journaling and the use of an external reviewer was an essential part of step 3 as it assisted in the maintenance of trustworthiness. During this process, themes were again consistently analyzed through a critical race lens. Once a CRT perspective had been established, themes were then revisited utilizing the concepts of teen pregnancy and education attainment.

## Results

The data analysis resulted in the emergence of six themes: social stigma and psychological stress about being a pregnant or parenting teen girl, managing teen parenthood, support systems, impacts of male relationships, sex education, and accountability and responsibility. Data gathered from the study qualitatively showed that teen pregnancy impacted education attainment for the African American and Hispanic/Latino girls in this study who live in poverty. It is impactful on education attainment based on the following themes garnered from the data: (a) social stigma related to being a teen parent, (b) the impact managing teen parenthood has on the ability to obtain an education (absenteeism, balancing schoolwork and parenting, psychological stress), and (c) limited and/or non-existent support systems. Additionally, the data gathered from the study supported previous research that demonstrates that living in poverty (Basch, 2011) and having immediate family members who are/were teen parents (mother, sister, aunt, grandmother) puts girls at greater risk of sexual activity and becoming teen parents (Killebrew, Smith, Nevels, Weiss, & Gontkovsky, 2014). The study also revealed that teen girls who meet the following risk factors: live in poverty, have an immediate family member who was a teen mom, and also receive limited to no sex education; are more susceptible to sexual activity, unhealthy male relationships, and teen pregnancy (Killebrew et al., 2014).

### Themes

Each theme is individually discussed providing participant feedback and critical race theoretical underpinning to support the results.

**Social stigma and psychological stress about being a pregnant or parenting teen girl.** These experiences included feelings of disappointment, psychological stress, and sadness associated with departing from the societal norm of waiting to have children. Six of the eight participants reported hiding their pregnancy, having rumors spread about them or peers talking behind their backs, and dealing with others' insensitive behavior. Participant # 2 reported, "I would say I was embarrassed at first because I was so young. I didn't want people to know... But I eventually got over it." From a critical race perspective, teen mothers experience both individual and systemic marginalization and microaggressions because of their pregnancy and forthcoming baby (Decuir & Dixson, 2004). These experiences often result in decreased school belonging.

**Impact managing teen parenthood has on the ability to obtain an education.** All eight participants revealed that balancing adolescence while being a student and a parent was challenging. Specific challenges included regularly attending school, making time for school work/homework, and handling the psychological stress of pregnancy within the school environment. While all of the study participants wanted to attend school and graduate from high school, the reality was that balancing parenthood with school was often very tough. Participant #6 stated "some of the challenges is you don't always have a babysitter which causes you to miss so much school. Missing so many days and stuff. That can cause an automatic fail and fail your grades. It's hard sometimes, but you'll get through."

As parents, the teen girls admitted that tough decisions are often made about whether to go to school or stay at home to fulfill their responsibility as a parent. For

them, adjusting to the responsibilities of becoming parents and their dual identity as students presented several challenges. CRT posits that the intersectionality of multiple marginalized identities further creates systems of privilege (Anderson & Collins, 2007) and feelings of alienation and despair throughout the educational experience (Delgado & Stefancic, 2001). These experiences further contribute to decreased interest in school and school withdrawal.

**Limited and/or non-existent support system.** All eight participants reveal that strong support systems are essential to improving education attainment for teen mothers and pregnant teens alike. For the participants, support is needed in the following areas to enhance the teen pregnancy and teen motherhood experience: (a) financial support, (b) family support, and (c) school/community support. These supports assist marginalized groups like pregnant teens and teen mothers combat hegemonic societal practices that often silence the voices of vulnerable populations (Castagno, 2008). Strong support systems for pregnant teens and teen mothers alike embody these traits: exhaustive flexibility and cultural sensitivity. The study participants all partake in a not-for-profit program called Helping Each Adolescent Reach Their Spark or H.E.A.R.T.S. This program has been essential in providing the needed supports for pregnant teens and teen mothers.

**Impacts of male relationship.** All of eight of the participants reported complexity in their relationships with men, either their father or the baby's father. Relationships between teen mothers and their fathers varied in level of contact and involvement from fathers to father figures. Six out of the eight participants lived in homes without a father or father figure. Some participants experienced death of fathers, separation and divorce

of their fathers from the home, or negative perceptions held by their mothers toward their fathers. Three of the eight participants reported having a relationship with their father or father figure although he was not in the home. Participant #4 states “she’ll (my mother) use examples like my father or brother. Both of my brothers did not finish high school, and she’ll tell me to look at them and look how their lifestyle is and tell me I don’t want to live like that.” Five out of eight of the teen mothers shared sentiments of disappointment, vulnerability and conflict as it relates to the relationship with the fathers of their children. CRT critiques social structures and forms that legitimize them in order to make just, systemic changes (Castagno, 2008). Exploring the impacts fatherless homes have on multigenerational teen pregnancy, building healthy relationships, the family system (particularly among African American and Hispanic/Latino groups), and family, community, and national economics is an important step toward social and structural change. Educational attainment is a step toward changing these structures.

**Sex education.** All eight participants lacked clear knowledge about sex education or their discussion about sex with unreliable individuals contributed to a lack of sex education. Participant #7 states that she discussed sex with “no one!” CRT draws on community, inclusion, and collaboration (Castagno, 2008). An inclusive, collaborative, community approach must be employed to combat issues of teen pregnancy.

**Personal responsibility and accountability.** All eight participants discuss the increase personal responsibility and accountability that came when the pregnancy was determined and/or the baby was born. For participants, personal responsibility and accountability includes increased focus, improved decision making, goal setting, and a

more future orientation and perspective. Participants demonstrate personal responsibility and accountability in their sexual decision making and academic school endeavors. Participant #3 states "... since I had a child, I needed [to] focus. Having a child put sense in my head." From a CRT perspective, self-awareness and cultural identity positively influences our racial self and how we interact in environments (Castagno, 2008). Enhancing these executive skills has the potential to improve education attainment and decrease poor sexual decision making.

### **Discussion**

Based on study results, it is evident that school counselors should play a more intentional and consistent role in addressing teen pregnancy. Data gathered reveals that school counselors can positively impact education attainment for pregnant or parenting teen girls. According to the American School Counselor Association (ASCA) position statements (2015), this can best be accomplished if school counselors are mindful of school and community perceptions that negatively impact vulnerable, minority groups. School counselors can counter the negative experiences that pregnant or parenting teen girls encounter by demonstrating cultural competence, a socially just perspective, and by collaborating with student services professionals to ensure mental wellness.

When working with pregnant or parenting teen girls, school counselors can employ a culturally competent and socially just approach to their school counseling practice through early identification of warning signs/risk factors, intervention and prevention programming, referrals, and responsive services. A specific and inclusive school counseling practice that can effectively address the study results includes the coordination and facilitation of youth development psychoeducational groups. The



facilitation of youth development groups allows school counselors to meet the needs of pregnant, parenting, and girls at risk of becoming pregnant at one time, while also providing this population a built-in school support system.

An open and ongoing youth development psychoeducation group would provide intervention and prevention programming. Within the group, the school counselor would structure lessons around the following topics: decision-making, leadership, integrity, self-awareness, setting boundaries, sex, sexuality, and sexual activity, healthy versus unhealthy relationships, stress management, time management, accountability/responsibility, career readiness, and academic success. Based on study results, these are topics that participants identified as impacting and/or reducing their ability to achieve education attainment. Addressing these topics has the potential to inform and educate pregnant, parenting, and girls at risk of pregnancy, which can in turn reduce pregnancy outcomes and increase education attainment.

### **Future Research**

The potential for future research related to the correlation between teen pregnancy and education attainment is expansive. Researchers might explore school based prevention and intervention options for increasing education attainment among pregnant or parenting teen girls alike. In doing so, researchers vet existing evidence-based programs that might be used during either the prevention or intervention interval to support this population. A mixed method methodology has the potential to provide a vast amount of data enriching the knowledge of researchers and practitioners alike.

Quantitatively, an experiential, single subject pre-post test design allows researchers to assess the effectiveness of a teen pregnancy program in reducing teen

pregnancy, increasing sex education knowledge, and personal responsibility and accountability thus increasing education attainment. Qualitatively, researchers might include open-ended questions that seek to gather first hand knowledge from the participants (in this case teen girls) on the effectiveness of the program. Conversely, researchers might qualitatively explore factors that contributed to decreased education attainment from a psychosocial perspective and utilize results/findings to strengthen teen girls awareness, knowledge, and skill development in the determined area. For example, how does poverty, multigenerational teen motherhood, or even unhealthy male relationships influence teen pregnancy and/or impact education attainment. Despite the future research title/topic or methodology, efforts should be made to explore or stratify minority groups; specifically, African American and Hispanic/Latino teen girls.

### **Limitations of the Study**

The study sought to recruit a diverse group of teen girls for the study. Specifically, researchers sought girls aged 13-19 from diverse racial/ethnic and socioeconomic backgrounds. Because pregnant teens are considered a vulnerable population, researchers were challenged to initially obtain IRB approval. The IRB committee, in line with their aim, worked to ensure that the research would not disrupt or harm the girls participating in the study. Once IRB approval was garnered, researchers worked to identify a school district to facilitate the study. Again, because of the vulnerable nature of the population, researchers were again challenged to get approval to enter a district to facilitate the study.

Researchers collaborated with a nonprofit startup organization that works with teen mothers and girls at risk of becoming pregnant to recruit and interview girls for the

study. Study participants identified as either African American or Hispanic/Latino who received free or reduced lunch. Researchers were unable to recruit and interview a diverse group of teen girls for the study. This limited cross-triangulation in the areas of race/ethnicity and socioeconomic background that researchers were seeking. Despite this challenge, the information gathered is used to provide implications and recommendations related to both African American and Hispanic/Latino teen girls who live in poverty. These data are critical as these two populations represent the highest rates of teen pregnancy across race/ethnic groups.

As an African-American female who has many personal experiences with individuals who are teen mothers, the first author made a conscious effort to suspend self-knowledge about the impacts teen pregnancy has on educational attainment in order to entirely engage in the experiences of the participants. "While bracketing personal experiences was challenging, it was an important step in ensuring the primary researcher (a) treated the participants with empathy, (b) put forward the lived experience of the participants and not personal experience, and (c) maintained the trustworthiness needed to support the essence of the study, while also reporting the findings" (Dowden et al., 2014, pg.61).

All researchers involved in data collection, analysis, and reporting of the findings used reflexive journaling throughout these processes to avoid inferring assumptions or bias related to the topic. Journaling allowed these researchers to maintain the trustworthiness, or the ability to ensure that the voices of the participants, and not the researcher's own, were present in the study (Hunt, 2011). The reflexive journaling provided researchers with a platform to write about experiences, feelings, thoughts and

reactions to newly discovered information, as well as emerging awareness of the phenomenon. The researchers engaged in personal reflexive writing in order to separate perceptions from the actual information relayed by participants. Reflexive journaling increased the level of self-awareness and allowed the researchers to maintain trustworthiness throughout the study. Additionally, participants were able to review the codes and themes with the goal of reducing researcher bias. Researchers also employed an external reviewer to strengthen researcher trustworthiness, and the study's results.

### **Conclusion**

Teen pregnancy negatively impacts education attainment for teen girls; even more so for African American and Hispanic/Latino teen girls. The inability to obtain a high school education has lifelong implications on the individual, family, community/society, and nation as a whole. This is clearly a public health issue, but it requires the support and assistance of all who have the ability to impact the lives of teen girls.

School counselors play a fundamental role in ensuring the education of all students including those most vulnerable and at risk of dropping out. As such, school counselors work closely with teen mothers, pregnant teens, and girls at risk of becoming pregnant to keep them in school, while also exploring alternative means for them to complete their education (ASCA, 2015). Through ongoing consultation and collaboration, the school counselor ensures cultural competence and socially just guidance and counseling. Ultimately, the school counselor works to meet the students'

academic, social/emotional, and career needs by strengthening personal/interpersonal skills (e.g., choice, self-acceptance, problem solving, decision making) (ASCA, 2015).

## References

- Adolescent Pregnancy Prevention Campaign of North Carolina. (2013). *North Carolina 2013 Teen Pregnancies* [Data file]. Retrieved from <http://www.appcnc.org/data/map/northcarolina>
- American School Counselor Association. (2012). ASCA school counselor competencies. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- American School Counselor Association. (2015). ASCA position statements. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PositionStatements.pdf>
- Basch, C. E. (2011). Teen pregnancy and the achievement gap among urban minority youth. *Journal of School Health, 81*(10), 614-618.
- Castagno, A. (2008). "I don't want to hear that!" Legitimizing Whiteness through silence in schools. *Anthropology and Education Quarterly, 39*, 314-333.
- Childs, G. D., Knight, C., & White, R. (2015). Never-pregnant African American adolescent girls' perceptions of adolescent pregnancy. *Journal of Pediatric Nursing, 30*, 310-320.
- Creswell, J. W. (2007). *Qualitative inquiry and research design. Choosing among five approaches* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- DeCuir, J. T., Dixson, A. D. (2004). "So when it comes out, they aren't that surprised that it is there": Using critical race theory as a tool of analysis of race and racism in education. *Educational Researcher, 33*(5) 26-31.

- Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York, NY: New York University Press.
- Dowden, A. R., Gunby, J. D., Warren, J. M., & Boston, Q. (2014). A phenomenological analysis of invisibility among African American males: Implications for clinical practice and client retention. *The Professional Counselor*, 4(1), 58-70.
- Giorgi, A. (1985) *Phenomenology and psychological research*. Pittsburgh, PA: Duquesne University Press.
- Harris, M. B., & Allgood, J. G. (2009). Adolescent pregnancy prevention: Choosing an effective program that fits. *Children and Youth Services Review*, 31, 1314-1320.
- Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development*, 89(3), 296-300.
- Killebrew, A. E., Smith, M. L., Nevels, R. M., Weiss, N. H., & Gontkovsky, S. T. (2014). African-American adolescent females in the southeastern United States: Associations among risk factors for teen pregnancy. *Journal of Child and Adolescent Substance Abuse*, 23(2), 65-77. doi:10.1080/1067828x.2012748591
- Kiselica, M. S., Gorczynski, J., & Capps, S. (1998). Teen mothers and fathers: School counselor perceptions of service needs. *Professional School Counseling*, 2(2), 146-152.
- Manlove, J., Steward-Streng, N., Peterson, K., Scott, M., & Wildsmith, E. (2013). Racial and ethnic differences in the transition to a teenage birth in the United States. *Perspectives on Sexual and Reproductive Health*, 45(2), 89-100.
- Minnis, A. M., Marchi, K., Ralph, L., Biggs, M. A., Combellick, S., Arons, A., Brindis, C. D., & Braveman, P. (2013). Limited socioeconomic opportunities and Latina teen

- childbearing: A qualitative study of family and structural factors affecting future expectations. *Journal of Immigrant Minority Health*, 15, 334-340.
- National Conference of State Legislatures (2016). Teen pregnancy affects education achievement. Retrieved from <http://www.ncsl.org/research/health/teen-pregnancy-prevention.aspx>
- Trahan, D. P., Lemberger, M. E. (2014). Critical race theory as a decisional framework for the ethical counseling of African American clients. *Counseling and Values*, 50, 112-124.
- Treviño, A. J., Harris, M. A., & Wallace, D. (2008). What's so critical about critical race theory? *Contemporary Justice Review*, 11(1), 7-10.
- Turner, S. L. (2007). Preparing inner-city adolescents to transition into high school. *Professional School Counseling*, 10(3), 245-252.
- Wertz, F. J. (2005). Phenomenological research methods for counseling psychology. *Journal of Counseling Psychology*, 52(2), 167-177. doi:10.1037/0022-0167.52.2.167
- Young, T., Turner, J., Denny, G., & Young, M. (2004). Examining external and internal poverty as antecedents of teen pregnancy. *American Journal of Health Behavior*, 28(4), 361-373.



## Appendix

### *Participant Demographic Information*

<b>Participant Code</b>	<b>Race/Ethnicity</b>	<b>Age</b>	<b>Family System in Home</b>	<b>Lunch Status</b>	<b>Previous Pregnancies</b>	<b>Familial Teen Pregnancy</b>	<b>Age of First Sexual Encounter</b>
1.	Black/African American	16	No father	Free	Yes	Mother	15
2.	Black/African American	18	No father	Free	Yes	Mother, aunt	13
3.	Black/African American	19	No father	Free	Yes	Sister	17
4.	Black/African American	17	No father	Free	No	None	15
5.	Black/Hispanic (Puerto Rican)	18	Father present-outside	Free	No	Mother, sister	14
6.	Hispanic (Puerto Rican/Dominican)	17	No father	Free	No	Aunt	14
7.	Black/African American	16	Father	Free	No	Mother, grandmother	15
8.	Black/African American	15	No father	Free	No	Mother, grandmother	14