

## **ANNOTATED BIBLIOGRAPHY**

### **NOTE TO THE READER**

This annotated bibliography compiles articles which have discussed and evaluated intervention strategies for teen mothers. Some of the significant and salient topics include, the need for comprehensive and flexible services, school-based interventions, home-based visitation programs, parenting classes, social support, mentoring initiatives and the provision of adequate child care. At the conclusion of each article reviewed, the reader will see key words which best describe the subject areas discussed within the specific study.

The research for the following annotated bibliography was conducted between January and May 2007. Topics related to intervention strategies for teen (or adolescent) mothers were canvassed and it should be noted that data relating to teen pregnancy and its prevention was specifically omitted (unless included in a larger discussion of teen motherhood in general). Literature from 1990 to the present was gathered and again, it should be noted, that there is a significant amount of data in preceding years, but due to the time constraints of the study, that data is omitted. The current data compiled in this bibliography refers to and builds upon previous research and the reader may review the articles in their entirety (see binder) for such references.

One of the revealing issues in the research is the oft-mentioned limitations of the studies, including small-sample sizes, attrition, lack of a comparative group, etc. As mentioned in some of the articles, evaluation of teen motherhood programs must continue to be performed so that future research and implementation of “successful” programs can be developed.

*\*This research has been funded by the National Homelessness Initiative, National Research Program*

**Authors:** Brent C. Miller and Patricia H. Dyk  
**Title:** Community of Caring Effects on Adolescent Mothers: A Program Evaluation Case Study  
**Publishing Information:** Family Relations, 1991, 40, 386-395

The authors examined the effects of participation in the Community of Caring program for pregnant and parenting teens. The Community of Caring program was designed to help the pregnant teen have a successful pregnancy, give birth to a healthy baby, learn to become a loving parent, take responsibility for education and vocation, and affirm ethical values in sexuality and family life. The study was conducted at 2 sites; specifically, the hospital-based St. Margaret's program in Boston and the Adolescent Family Life Program in Las Cruces, New Mexico. The study relied on a quasi-experimental design that compared pretest, posttest, and delayed posttest measures for non-participants against those with low and high levels of participation in the program. The authors revealed that participation in the program resulted in positive outcomes in one site and some negative outcomes in the other site. The authors concluded that "...good intervention programs, even with rigorous evaluation designs, can be hard pressed to demonstrate a substantial difference in the lives of pregnant and parenting teenagers. Consequently, some program developers have shifted their emphasis to the primary prevention of adolescent pregnancy, while continuing to provide care services for pregnant and parenting teens" (p. 395).

**Keywords:** *General Intervention Strategies*

**Authors:** Phyllis Kuziel-Perri and John Snarey  
**Title:** Adolescent Repeat Pregnancies: An Evaluation Study of a Comprehensive Service Program for Pregnant and Parenting Black Adolescents  
**Publishing Information:** Family Relations, 1991, 40, 381-385

This is a report of a 4-year follow-up evaluation study of the impact that a comprehensive service agency had on repeat pregnancies among adolescents. The sample included 52 black, urban adolescents, aged 12-19 years, who were pregnant with their first child at the time they became affiliated with the non-profit agency. The agency provides 8 primary programs which include one pre-birth service, four comprehensive pre- and post-birth services, and three post-birth services. The authors note several limitations with their research study and design (i.e., limited generalizability due to the lack of random sampling, the coarsely differentiated participation scales, the small sample size, and the resulting small variable-to-participant ratio in the analyses all limited the power of the statistical tests of significance, and, insufficient background information regarding the participants). The authors concluded that the agency's programs (i.e., "Partners" [educational program] and "Beginnings" [role models]), provided the adolescent mothers with the ability to acquire knowledge about motherhood and parenthood and to build a positive self-image in a secure environment. The study found that adolescent mothers who had a

higher level of participation in two combined pre- and post-birth service programs were likely to experience a longer period of time after their first pregnancy without a repeat pregnancy.

**Keywords:** *Comprehensive Services, Repeat Pregnancies, Education Classes, Role Models*

**Author:** P. Lindsay Chase-Landsale, Jeanne Brooks-Gunn, and Roberta L. Paikoff  
**Title:** Research and Programs for Adolescent Mothers: Missing Links and Future Promises  
**Publishing Information:** Family Relations, 1991, 40, 396-403

Two theories are used to explore the effects of teenage parenthood on the adolescent mother, her child, and her mother (i.e., the maternal grandmother): the ecological and family systems perspectives. The authors reach several conclusions about programs and services offered for teenage mothers (and their families) and provide directions for future programs:

- a) Services for children need to take a life course perspective and pay particular attention to the interaction of children's lives with the timing and sequencing of events in mothers' lives. The authors further note that services should pay particular attention to elementary and school-age children in addition to toddlers;
- b) Intervention programs need to take an ecological approach and coordinate services to both mothers and children simultaneously;
- c) Services for teenage mothers need to take a three-generation family perspective; and,
- d) New ideas about programs for families of teenage mothers would not be needed if adolescents did not become pregnant in the first place (pp. 401-402).

**Keywords:** *General Intervention Strategies*

**Authors:** Mary Elizabeth Collins, Terry S. Lane, and Joyce West Stevens

**Title:** **Teen living programs for young mothers receiving welfare: An analysis of implementation and issues in service delivery**  
**Publishing Information:** **Families in Society, New York: Jan.-Mar. 2003, Vol. 84, Issue 1, p. 31**

The authors explore teen living programs (TLPs) in Massachusetts. TLPs are residential programs that allow teen parents to fulfill the living requirement of welfare legislation when they are unable to live in the home of a parent or adult guardian due to abuse, neglect or other circumstances. The authors conducted site visits in 1998 of 21 programs. Program directors (and staff members) from the sites were interviewed and written notes were gathered during each site visit. Data was analyzed according to the categories of the interview guide in order to identify key issues in the delivery of the program to the teen parents.

At the outset, the authors explore the program goals of the TLPs, which include providing a safe place to live and mandatory and voluntary services to develop skills that lead to good parenting and self sufficiency. The authors also review the organizational structure of the TLPs. The program components of the TLPs include: education, employment services, child care, health services, and life skills training and parenting skills training. The authors note that an assumption of the TLP intervention is that a “broad array of comprehensive services is most effective for helping this disadvantaged population.” The authors commented that two of the services offered by the TLPs were reported as having continuing difficulties, specifically, housing search assistance and follow-up services.

The authors conclude the article by noting some of the critical issues in the implementation of these programs. In particular, programming and staff were identified as major components to the TLPs. The long-term nature and comprehensiveness of the services were acknowledged to be critical strengths of the TLPs as well as the relationship between staff and clients. Standardization was also raised as a crucial issue in that all sites visited were delivering the services according to program specifications. Other areas of noted importance in implementation included flexibility and individualized services, appropriateness of residential model and limitations of the program response.

**Keywords:** ***TLP, General Intervention Strategies, Comprehensive Services***

**Author:** **Rebecca Maynard**  
**Title:** **Teenage Childbearing and Welfare Reform: Lessons from a Decade of Demonstration and Evaluation Research**  
**Publishing Information:** **Children and Youth Services Review, 1995, Vol. 17, Nos. 1-2, pp. 309-332**

This paper explores the causes and consequences of teenage childbearing. Major policy considerations are considered, including that fact that teenage parents consume a disproportionate share of welfare dollars; teenage childbearing contributes to the intergenerational transfer of poverty; teenage parents on welfare are diverse in terms of their

barriers to and strengths for attaining self-sufficiency; support from family members and other adults is limited for many teenage parents on welfare; employment is the surest means to escape from welfare and poverty; fertility control is a major barrier to self-sufficiency for most teenage parents on welfare; and, marriage is not a serious goal for many teenage parents on welfare.

The author proceeds to explore an U.S. Department of Health and Human Services social experiment which tested the implications of a major change in the welfare system for teenage parents. The experiment, commonly referred to as the Teenage Parent Welfare Demonstration, was a large-scale field test of a mandatory JOBS-type program (i.e., case management to guide and support young mothers in active participation in jobs or activities preparatory to jobs, such as education or job training) for first-time teenage parents on welfare. The program required all first-time, teenage parents to participate in the demonstration and demonstration programs operated in three sites. The author reviews significant elements of the program intervention, including the mandatory participation requirement, case managers as key program staff working with the teenage mothers, skills-based workshops, education classes (e.g., GED courses), and child care and transportation subsidies.

The author made various findings with respect to the Program:

- a) Overall program participation rates were very high;
- b) The demonstration had statistically significant, but modest effects in promoting school enrollment, job training and employment;
- c) Only those who found jobs experienced significant reductions in poverty;
- d) The reformed welfare programs did not succeed in increasing support from non-custodial fathers;
- e) The reforms also failed to reduce the incidence of repeat pregnancies and births (see pp. 320-322).

The author further explores other programs which have provided services to teenage parents and provides the following recurring themes from evaluation research:

- a) All of the programs for teenage parents faced major challenges in getting young mothers to participate and remain in the programs;
- b) The impacts of the interventions on human capital development, employment, and fertility control have been modest, at best; and,
- c) None of the employment or welfare-focused programs succeeded in helping young mothers take control of their fertility (see p. 325).

At the conclusion of the article, the author provides several lessons for welfare reform, including, but not limited to:

- a) The most effective programs for teenage parents share two common characteristics: 1) clarity of purpose; and, 2) seriousness in their implementation;
- b) Mandatory, full-coverage JOBS-type programs can change key aspects of welfare culture;
- c) Financial sanctions can play a supportive role in welfare programs;
- d) The quality of existing education and job training services seriously impedes the success of aggressive job-focused for this population; and,
- e) Child care and transportation services are critical to changing the culture of welfare (see pp. 326-329).

**Keywords:** *Welfare, Limitations to Service Delivery*

**Authors:** Prue Rains, Linda Davies, and Margaret McKinnon  
**Title:** Social Services Construct the Teen Mother  
**Publishing Information:** Families in Society, New York: Jan-Mar 2004, Vol. 85, Iss. 1, p. 17

The authors engage in a comparative study of three social service agencies for teen mothers. The authors examine the way in which each agency (and the public-at-large) construct the “teen mother” and the “teen mother problem”. The study examines the history of the social construct of “teen mother” and the services available for this population (e.g., residential homes for “unwed mothers”, maternity homes, etc.). The authors also develop a brief literature review regarding studies about the services offered to teenage mothers.

The methodology employed in this study combined participation observation and interviews with staff and teen mothers at three social services agencies in two large Canadian cities. Each agency has a pseudonym to maintain anonymity and confidentiality. The interview process is described in detail in the article.

The first agency reviewed was Elmwood House, a small residence for teen mothers and their children. A history of the agency is developed and a review of its programs and services is outlined. Elmwood House operates as a second-line (backup) group home for problem teenagers when they become pregnant and were transferred from other agencies. As a result of its mandate, the authors note that “In portraying clients as problem mothers, Elmwood House problematized their motherhood in the context of the other officially recognized troubles that led to their original placement, in effect collapsing the distinction between teenagers with problems who became mothers and teenagers who have problems mothering.” Based on this philosophy, staff focused on the teenager, rather than the teenage mother. Rules and chores and minimal staff interaction were cornerstones of this agency. Although a nursery school did exist, it was not a critical component to the agency’s services and the staff were not actively involved

in the child care of residents' children. Significantly, clinical responsibility for court-ordered residents remained the domain of external social workers rather than Elmwood House staff. These social workers could revoke the teen's placement at Elmwood House and a potential temporary loss of child custody.

The second agency explored was called Albany Teen Center – a multi-service drop-in center for pregnant and parenting teenagers (18 years of age or younger) and their children. A review of the agency's services was highlighted and it appears that the critical program offered by this agency was the nursery. The authors noted that staff played an integral role in ensuring the welfare of the babies and provided extensive but discreet support to the mothers. Several key elements were noted by the authors as significant components of the agency's services. First, staff had specific expertise regarding babies and child-rearing. Second, each time a child was left in the nursery, the mother was required to complete a form asking for their instructions about baby care and giving them back similar information. The form was useful in two respects: 1) it explicitly was used to exchange important child care information, and 2), it acted as an instructional device to alert mothers to key issues in child care (i.e., feeding and sleeping times). Videotaping sessions also proved to be essential for the development of mothering skills and were very popular with the clientele.

The authors highlight several of the positive and critical attributes of Albany Teen Center. For instance, staff pay particular attention to the welfare of the babies and the development of mothering skills. Such attention, however, was provided in discreet, inconspicuous and indirect manners. Modeling was emphasized rather than explicit teachings.

The third agency explored by the authors was labeled Linden Place. Linden Place operated a small, community based, "Program for Young Parents" on Friday afternoons in a church and was a place where young mothers and their children would meet, exchange clothing and equipment and socialize with each other and the two community service workers. Children engaged in activities in one part of the Church and occasionally, activities were organized for the mothers. During the week, there was regular contact between staff and participants and on Wednesday nights, there was a drug prevention program. Linden Place emphasized three themes: 1) motherhood should be respected; 2) attempts should be made to break the social isolation of young mothers; and, 3) young mothers should be empowered to act as agents of their own futures (e.g., plan their own activities).

The authors conclude their article by providing suggestions for social service agencies working with teenage mothers. Specifically, they recommend that such agencies acknowledge their clients' comprehensive, complex and diverse concerns.

**Keywords:** *Conceptual Notions and Societal Attitudes Towards the "Teen Mother", Research Evaluation, Comprehensive Services*

**Author:** **Judi Kidger**

**Title:** **Including Young Mothers: Limitations to New Labour's Strategy for Supporting Teenage Parents**  
**Publishing Information:** **Critical Social Policy, 2004; 24; 291**

The primary focus of the author's discussion, is young mothers acting as "peer educators" within school sex education classes. Such programs were developed so that pupils in these classes would be informed about issues of young parenthood when they make choices about their own sexual behaviour. The author focuses her study on whether participation in these programs creates any benefits for the mothers' themselves. The author suggests that by acting as "peer educators," these mothers are contributing greater to the social inclusion of young mothers in the larger community. She emphasizes that such voluntary work provides significant benefits to the mothers, including, increased confidence, new skills and experiences, and the ability to "sell themselves to future employers" (p. 306). As well, the participants of this study formed new relationships and gained valuable emotional support from their endeavours as "peer educators." As stated by the author, "...the fact that the particular projects...not only were support groups but were social action projects, in the sense that they aimed to make a positive difference in the lives of others, meant that the young mothers were able to use their participation to create more positive self-identities as good citizens, thereby increasing their moral inclusion" (p. 306).

**Keywords:** ***Teen Mothers as Peer Educators***

**Author:** **Iara Lessa**  
**Title:** **Discursive Struggles Within Social Welfare: Restaging Teen Motherhood**  
**Publishing Information:** **British Journal of Social Work, (2006) 36, 283-298**

Following the general discussion regarding single motherhood and the provision of social welfare to that population, the author pays particular attention to the concept of "teen motherhood" and the discourses related thereto. The article comments upon the negative stereotypes associated with this population. The author's focus of research is an agency devoted to working with poor teen mothers, called Jessie's Centre for Teenagers and specifically, the author examines Jessie's Centre's website and the way in which it describes its mandate and provision of services. The author notes that the website is designed as a promotional tool (i.e., to obtain funding sources) and closely observes the wording of the text of the website. Of particular importance, the website uses language which denotes users as complex and multi-faceted. The text of the website demonstrates how age is used to show the needs of young mothers and motherhood is described in a manner which evokes rights, entitlement and compassion. As noted by the author, such descriptors run contrary to many of the stereotypes of "teen mothers." As the author describes, the agency also uses language to describe the women's situations as inviting respect rather than generating blame. Moreover, the description of the agency describes the young women as active participants rather than the traditional stereotype of "passive welfare recipient." As well, within the language used in the website, social responsibility and an attention to structural change is emphasized. The author concludes the

article by stating how Jessie's Place has created a new and contrary vision to that of the "teenage mother" and such a vision is one which encourages society to view this population as deserving support, respect and a voice.

**Keywords:** *Conceptual Notions and Societal Attitudes Towards the "Teen Mother"*

**Authors:** L. Davies, J. Krane, M. McKinnon, P. Rains and L. Mastronardi  
**Title:** Beyond the state: conceptualizing protection in community settings  
**Publishing Information:** Social Work Education, Vol. 21, No. 6, 2002

The authors examine the concept of child protection in a community setting, specifically, in a voluntary agency for teen mothers, called Albany Teen Center (pseudonym). After the authors examine contemporary trends in child protection and discuss feminism and child protection, they describe their method of study and provide some background information regarding the Albany Teen Center ("ATC"). ATC operates in an impoverished, multicultural neighbourhood and offers a variety of services, such as a school program, nursery, health promotion, etc. The experienced staff has a close relationship with the mothers and offer direct and tangible services, for example, changing diapers and discussion groups. In situations in which child protection issues arise, authors describe the manner in which the staff operate. ATC's commitment to maintaining ongoing and supportive relationships with the mothers provides the backdrop for all interventions. For instance, the authors note that staff attempt to ensure that the mother is involved if a referral is made to the Children's Aid Society. The authors state that ATC's focus on mothering and providing support is critical for engaging mothers in examining issues around parenting.

**Keywords:** *Child Protection, Comprehensive Services*

**Author:** Saara Greene  
**Title:** Becoming Responsible: Young Mothers' Decision Making Regarding Motherhood and Abortion  
**Publishing Information:** Journal of Progressive Human Services, Vol. 17(1) 2006

Although not directly related to the issue of interventions with young mothers, this article provides some direct comments about social workers' provision of services to this population. In particular, the author conducted her research on Stepping Stones, a local voluntary agency that provides services and support to young mothers. Much of the focus of the article examines the notion of "responsibility" and the young mother, and particular discussions relate to the issue of abortion. A theme throughout the paper is that social workers, educators and other human service professionals should challenge traditional and oft-stereotypical assumptions about teen

mothers and are in positions to develop practices that respect and acknowledged the myriad of experiences of young women. One particular suggestion is for social workers and other such professionals to include young women, pregnant teenagers and young mothers in the development of sexual health services and programs. As well, the author concludes that professionals must work in tandem with these women to challenge notions of “good mother” and “bad mother” and create a new vision regarding working-class and/or poor young mothers.

**Keywords:** *Conceptual Notions and Societal Attitudes Towards the “Teen Mother,” Social Workers’ Roles*

**Authors:** Lara J. Akinbami, Tina L. Cheng, and Dana Kornfeld,  
**Title:** A Review of Teen-Tot Programs: Comprehensive Clinical Care for Parents and Their Children  
**Publishing Information:** Adolescence, Vol. 36 (142), Sum. 2001, 381-393

In this article, the authors examine four published evaluations of teen-tot programs that provide medical care, counseling, contraception, guidance for parenting, and assistance with staying in school. The authors observed that although there are many programs for teen parents, few are comprehensive (i.e., one-stop shopping) and few have been evaluated. It was concluded that such programs had moderate success in preventing repeat pregnancies, helping teen mothers continue their education and improving teen and infant health over 6 to 18 months.

**Keywords:** *Research Evaluation*

**Authors:** Rosemary Sarri and Anna Phillips  
**Title:** Health and social services for pregnant and parenting high risk teens  
**Publishing Information:** Children and Youth Services Review, Vol. 26, Issue 6, June 2004, 537-560

The authors examined whether a broad range of health and social services in Michigan met pregnant and parenting teens’ needs, access, utilization and satisfaction. At-risk young women in shelters, community-based agencies and alternative schools were interviewed. Comprehensive data was gathered and the following conclusions were reached: young women’s lives were chaotic and traumatic, with frequent crises for which they had few resources; a majority of women suffered from clinical depression, yet few received mental health services; and many women were dissatisfied with services received and angry about the frequent denial of services. The authors conclude by noting that young women need financial benefits. Additionally, “gateway organizations” (such as schools and churches) should employ group work approaches to build greater support and solidarity amongst at-risk young women. Specifically, peer leadership education was noted as being effective. It was also noted that social supports amongst young women has been effective in preventing repeat pregnancies. The involvement of

female mentors was also recommended in order to foster positive career planning and greater motivation to complete education.

**Keywords:** *Peer Leadership Education, Social Support, Mentoring Programs*

**Authors:** Ann E. Schwartz, Ruth G. McRoy and A. Chris Downs  
**Title:** Adolescent Mothers in a Transitional Living Facility: An Exploratory Study of Support Networks and Attachment Patterns  
**Publishing Information:** Journal of Adolescent Research, Vol. 19, No. 1, Januray 2004, 85-112

The major focus of this paper is the concept of “attachment theory” which states that “...emotional bonds are not simply formed to derive food and sex nor are attachments a sign of unhealthy dependency. When individuals feel secure in their attachments, they are able to explore their environment apart from attachment figures due to the sense of safety provided by the attachment figure” (p. 86). The authors explore this concept within the framework of adolescence in general and then specifically, the influence of teen pregnancy on attachment. The study focuses upon the experiences of 25 adolescent mothers (between the ages of 18 and 21) living in a transitional shelter. The study makes several significant observations: 1) for most of the participants, familial relationships have been tenuous and often disrupted; 2) most of the participants had a boyfriend or were seeking one; 3) as a result of insecure attachments with their own early attachment figures compounded with the many challenges to parenting, some of the participants displayed a lack of sensitivity towards their own children; and, 4) a number of the participants viewed their relationships with staff members as negative. Prior to making recommendations, the authors acknowledge that the data emerged from a small sample and was derived from one point in time. With regards to creating positive and supportive relationships with staff, the authors suggest that in addition to providing concrete services to these women (e.g., assistance with education, access to health services, etc.), attachment issues are critical and should be addressed in the intervention process. The authors note that therapy may be an effective way to help participants deal with the impact of past insecure attachments and assist them with learning to view current relationships in a healthier manner. The paper suggests that staff should focus attention on building positive relationships with residents, which, according to the authors, can be done in a number of ways: 1) agencies should work diligently to retain staff; 2) agencies should consider hiring more middle-aged or older staff whom residents might be more likely to view in a parental role; 3) staff training should include a focus on respect for participants and ways to build trusting relationships with them; and, 4) staff and residents should participate in more activities in which residents feel empowered (i.e., allowing residents to have a say in programming, creating a residents’ council, etc.). With respect to creating other secure attachments, the authors state that student mentors might provide exposure to positive role models for healthier romantic attachments. Planned interactions with males (eg., barbeques) are suggested as ways in which residents may be encouraged to develop more balanced intimate relationships as well as promoting interaction between young men and their children. Formation of stronger relationships between residents themselves are viewed as positive and diversity

training was suggested as a possible method in creating better relationships among residents. Finally, the authors acknowledge that while most agencies offer parenting classes, parents might also benefit from individualized, hands-on sessions and in particular, being paired with older women from their community may be of value.

**Keywords:**                    *Social Support*

**Authors:**                    **Susan Philliber, Linda Brooks, and Linda Phillips Lehrer**  
**Title:**                        **Outcomes of Teen Parenting Programs in New Mexico**  
**Publishing Information:**    **Adolescence, Vol. 38 (151), Fall 2003, 535-553**

The authors explore the myriad of services offered to teenage mothers and they state that it cannot be concluded which type, or types, of services produce the best outcomes for teenage parents. The study presents information regarding 53 programs in New Mexico between 1997 and 2000. After presenting comprehensive quantitative data, the authors suggest that positive outcomes will be achieved by using a combination of interventions, such as assisting with educational attainment and/or employment, individualized attention from staff, discussion groups, home visits, peer interaction, ongoing education in birth control choices, counseling, transportation to office visits, and advocacy by staff and health providers.

**Keywords:**                    *Comprehensive Services, General Intervention Strategies*

**Authors:**                    **Mary Elizabeth Collins, Joyce West Stevens, and Terry S. Lane**  
**Title:**                        **Teenage parents and welfare reform: Findings from a survey of teenagers affected by living requirements**  
**Publishing Information:**    **Social Work, New York: July 2000, Vol. 45, Issue 4, 327-338**

Teen Living Programs (“TLPs”) were created in Massachusetts in response to legislation which requires teens to live in an appropriate living situation before they can obtain welfare. Such TLPs were developed for those situations in which living with family members is not a viable alternative. The article reports on a survey of 199 parents who lived in TLPs. After reviewing the quantitative data, the authors note several significant findings regarding intervention strategies for teenagers living in TLPs. First, outcomes related to health care were positive, likely because of easy access to health care providers and staff-provided education and modeling. Second, a large percentage of teen mothers engaged in educational and training activities (e.g., GED). Third, a significant decline in welfare benefits was reported, although the authors acknowledge that whether they receive welfare or not, teenage parents are likely to be poor. Some less promising outcomes of the study were related to issues of employment and income, homelessness, subsequent pregnancy and violence. As noted by the authors, the lack of adequate income can be connected to the instability of housing for teenage parents and their children. As noted by the authors, “Pervasive and systemic issues related to the broader

economy, societal attitudes toward teenage mothers, and values that emphasize power rather than vulnerability, will continue to threaten the wellbeing of teenage mothers and their children. The least successful outcomes (employment and income, housing stability, violence) were those that reflect these disadvantages. ...efforts to enhance the likelihood of optimal outcomes must simultaneously aim at educational and training systems, safe and affordable housing, and value orientations that are supportive of adolescent girls and young families.” With respect to recommendations for future programming, the authors suggest three areas for consideration: 1) program targeting (i.e., provide clear communication about program purpose and structure) before entry; 2) transitional housing; and, 3) increased follow-up services. It is also noted that extended social support networks are critical factors in the development of resilience in youths and the creation of strong, stable relational connections, involving friends, relatives and community institutions would foster this objective.

**Keywords:** *TLP, Social Support, General Intervention Strategies*

**Authors:** Mary Elizabeth Collins, Cristi Lemon, and Elizabeth Street  
**Title:** A consumer view of teen living programs: Teen parents’ satisfaction with program components and services  
**Publishing Information:** Families in Society, New York, May/June 2000, Vol. 81, Iss. 3, 284-293

In this study 199 interviews were conducted with teen parents, including 72 with those who were currently living in TLPs and 127 of those who had left the program. Both qualitative and quantitative data were collected. The authors begin their discussion by highlighting the importance of measuring program satisfaction. They note that program satisfaction in youth services is particularly important because young people typically lack the power to express dissatisfaction in meaningful ways and cannot display dissatisfaction by terminating services. Moreover, in residential settings, such young people must typically follow rules but have little input into program structure. After reviewing both the qualitative and quantitative data in detail, the authors report several conclusions. Several elements of the program were rated as high: child care and school/GED services. The three programming elements which received the lowest satisfaction ratings were life-skills classes, housing search services and employment assistance. In this regard, the authors recommend that follow-up services must be enhanced. They also suggest that system-level advocacy, at both the local and state level, is critical, in order to increase the supply of affordable housing, create access to non-traditional and well-paying jobs, and enhance a variety of transitional housing and employment services. Smaller programs were noted to create higher satisfaction ratings. Supportive relationships between residents and staff is highly encouraged. The authors conclude that the garnering of data relating to client satisfaction is critical for both the clients and future development and improvement of such programs. They state that “...attention to increasing program satisfaction will result in more teens staying with the program for longer periods, which may, in turn, lead to attainment of important outcomes.”

**Keywords:** *TLP, Measuring Participant Satisfaction*

**Author:** Mark J. Benson  
**Title:** After the Adolescent Pregnancy: Parents, Teens and Families  
**Publishing Information:** Child and Adolescent Social Work Journal, Vol. 21, No. 5, October 2004

The author explores literature in this field with a view to expressing promising practices for professionals. Much of the article is focused upon pre-birth and pregnancy discussions, however, the latter part of the article reviews teen parenthood. The “promising practices” relating to this area is explored below. First, the author suggests that professionals working with teen parents should promote supportive family of origin relationships. Second, the author recommends that healthy adolescent autonomy and individuation is encouraged (i.e., promote aspirations and education). Another noted suggestion for professionals is to evaluate the system effects of grandmother involvement. Case managing with the teen father is also suggested as a “promising practice.” Finally, the author advises professionals to evaluate contributions of members of the family system (e.g., grandfathers and younger sisters).

**Keywords:** *Literature Review, Social Support, General Intervention Strategies*

**Authors:** Pamela S. Nath, John G. Borkowski, Thomas L. Whitman, and Cynthia J. Schellenbach  
**Title:** Understanding Adolescent Parenting: The Dimensions and Functions of Social Support  
**Publishing Information:** Family Relations, 1991, 40, 411-420

The article examines the concept of social support and its critical role in teenage motherhood. In particular, it contrasts the role of social support in adult versus teenage mothers. The authors divide their discussion into four parts and examine existing literature into three categories: sources of support, types of support, and amount of support. In terms of intervention strategies in working with teen mothers, the authors provide several suggestions and implications for future research. The authors recommend that in developing intervention programs, a life-span perspective is useful in evaluating the teen mother’s social support needs (p. 418). The authors argue that the structure of the teen mother’s social supports will likely change over time. Initially, familial supports are critical to the teen mother (i.e., by providing both emotional and instrumental assistance). As the teen mother matures, other supports become important in order for the teen mother to become increasingly self-reliant (e.g., teachers, peers, social service professionals). The authors also reiterate that individual characteristics of the teen mothers must be reflected in intervention strategies, including, cultural, economic, cognitive and emotional differences. The authors suggest that research has shown that teen mothers prefer informal supports and that such supports should be encouraged where and when appropriate. The amount of support provided to a teen mother is also critical in establishing her role as an effective adolescent parent.

**Keywords:** *Social Support, General Intervention Strategies*

**Authors:** Tom Luster, Harry Perlstadt, Marvin McKinney, Kathryn Sims, and Kinda Juang  
**Title:** The Effects of a Family Support Program and Other Factors on the Home Environments Provided by Adolescent Mothers  
**Publishing Information:** Family Relations, 1996, 45, 255-264

The authors posed 2 questions as the bases for their research: 1) do adolescents who receive a relatively intense family support program provide higher quality of care for their year-old infants than adolescent mothers who receive less intensive services? and, 2) what factors other than the family support program are related to the quality of care that adolescent mothers provide for their children?

The authors note that successful programs encompass the following characteristics: 1) the primary person providing the intervention establishes a close relationship with the young mother; 2) the program is long term; 3) case loads are small; 4) the person working with the families is able to cross traditional service delivery boundaries; and, 5) the program is ecologically oriented (i.e., it focuses on the infant, the mother, the mother's support system, and the larger context rather than on any one of these components) (p. 255).

The primary focus of the authors' study was Family TIES (Trust, Information, Encouragement, and Support) – a program which provides services to low income, teenage mothers and their children from the prenatal period until the children enter kindergarten. Following a detailed methodology, the authors reported their findings and concluded that the teens who were visited at home on a weekly basis tended to provide a more supportive (i.e., the manner in which the mother interacted with the child) environment than the teens who received less assistance and information (i.e., telephone calls and mail). Other results were reviewed and the authors concluded that the overall effects of the program were modest in magnitude. The authors explain these findings using two hypotheses: 1) two treatment groups were compared as opposed to one treatment and one non-treatment group and the teens receiving less intensive treatment nonetheless received a considerable amount of services; and, 2) Family TIES was just one of many factors influencing the teens.

At the conclusion of their study, the authors provide several implications for service delivery and future research in this area. For example, the authors note that paraprofessionals can work effectively in this environment (i.e., once carefully screened and after rigorous training). The authors also recommend that programs such as Family TIES work alongside other programs for more intensive services (e.g., in high-risk families). It was also suggested that programs must be responsive to mothers' individual needs and adjust services accordingly.

**Keywords:** *Social Support, General Intervention Strategies*

**Authors:** Richard Solomon and Cynthia Pierce Liefeld  
**Title:** Effectiveness of a Family Support Center Approach to Adolescent Mothers: Repeat Pregnancy and School Drop-out Rates  
**Publishing Information:** Family Relations, 1998, 47, 139-144

This article provides an in-depth review of the literature regarding teen mothers and the support programs developed to serve their needs. The authors acknowledge that evaluations regarding community-based programs have been inconsistent and only a few of the evaluated programs have proven long term success in terms of delaying second pregnancies, achieving higher education and getting off welfare.

The authors' focus of study is a community based family support center in Pittsburgh, called the Family Growth Center ("FGC"). The basis for this model is that the contexts of family and neighbourhood are the two most important influences in an adolescent's life. The authors provide a detailed description of FGC including its goals (i.e., to promote health and development of first-time adolescent mothers and their children using the family support center approach) and its objectives (i.e., providing mothers with social supports, teaching, and other concrete services within a family and neighbourhood context).

One of the critical elements of FGC was its close link to an urban, university-affiliated hospital in order to provide comprehensive medical care (for example, the teens had access to a prenatal counselor (i.e., if they were recruited prior to the child's birth) and perinatal coaching. FGC's social workers made home visits during the child's first six months. The researchers determined four of FGC's services as critical: 1) early contact with adolescent mothers, both prenatally and in the newborn nursery; 2) involvement of the nuclear and extended family; 3) issues-oriented parenting groups; and, 4) community involvement.

The authors conducted an extensive and longitudinal evaluation to assess the effectiveness of FGC with a special emphasis on two measures: 1) repeat pregnancy; and, 2) school drop-out rates. A detailed explanation of the methods used in the study and the results therefrom are included in the article. The authors also recognize some of the important limitations of the study in terms of research design and note therefore that some of the results must be carefully considered. However, the authors concluded that FGC met its goals of helping adolescents delay second pregnancies and stay in school (when compared to a control group of demographically similar adolescent mothers). The authors state the following factors as central to FGC's successes: 1) FGC staff focused much attention to teaching mothers about family planning options and on keeping mothers in school; 2) medical care was accessible as FGC mothers and children used the van service and therefore doctors appointments would be kept; 3) caseworker care and availability was cited by the teens as commendable; 4) availability of daycare; 5) recreational programming; 6) parenting groups (i.e., discussing issues of development, feeding, etc.); and, 7) community involvement.

At the conclusion of the article, the authors list several implications for consideration, including: early intervention and prevention approaches typified by family support should be emphasized; the family support model should focus upon "bridging" to existing services and "gap-filling" of

missing services; the program is easily replicated because it offers a convenient, flexible, self-contained and locally controlled approach; funding could come from public and private sources with an emphasis on cost savings through prevention; and, evaluation of such programs assures that they deserve their funding and maintain quality.

**Keywords:** *Literature Review, Access to Health Services, Early Intervention, Comprehensive Services*

**Authors:** Diane Fuscaldo, Jacqueline W. Kaye, and Susan Philliber  
**Title:** Evaluation of a Program for Parenting  
**Publishing Information:** Families in Society, Jan/Feb. 1998, 79, 1, p. 53

This article provides a detailed and comprehensive review of previous studies regarding the provision of services for teenage mothers. In particular, it reviews both disappointing results and methodological limitations of previous evaluations. The authors focus their research on a program for parenting teens in a regular school setting – the Plainfield Teen Parenting Program (“PTPP”). PTPP offers the following services: infant toddler center (including child care services at no cost to teen parents during school, transportation, meals, nurse and pediatrician visits); parenting classes; parent support group; life-skills training; job-skills training; tutoring and mentoring. After providing a detailed methodology and making specific mention of the study’s research limitations, the authors provide these conclusions: PTPP did not affect mental health symptoms, indicators of more positive parenting nor receipt of welfare. However, self-esteem, high school graduation rates and employment or pursuit of additional education were noticeably improved. The authors also found that the repeat birth rate of the mothers compared favourably with other studies.

**Keywords:** *Literature Review, School-Based Intervention, Comprehensive Services*

**Authors:** Hugh F. Crean, A. D. Hightower, and Marjorie J. Allan  
**Title:** School-based child care for children of teen parents: evaluation of an urban program designed to keep young mothers in school  
**Publishing Information:** Evaluation and Program Planning, Vol. 24, Iss. 3, August 2001, 267-275

The study reviews the effects of the school-based Early Childhood Centers for Children of Teen Parents Program (the “Program”), which operates in a large urban school district in Western New York State. The primary goal of the Program is to enhance the adaptation and educational level of teen parents. Other goals include providing teen parents with practical information and training in effective parenting; providing health services for children enrolled in the Program; and, ensure that children receive developmentally appropriate child care. The Program offers services such as: on-site child care facilities; basic parenting classes; referral information; and, a

natural support system. In order to participate in the Program, teens are required to adhere to certain ground-rules, such as attending classes at least 80% of the time and being on-site while the children are in the centers.

The analysis compared participant teen mothers with non-participant teen mothers on important educational variables. The researchers elicited some positive findings. First, a majority of the participants (70%) graduated from high school (compared to only 28% for the non-participant teen mothers). The study concluded that the provision of free and licensed child care services physically located at the schools was influential in this outcome. The participants also showed a higher attendance rate than non-participants and lack of child care appeared to be an important factor for the teen parents' non-participation in school. Another positive factor related to the Program included supervisors and aides who provided support and guidance to the teen mothers.

One of the major limitations of the study was the non-random construction of the two test-groups. Nonetheless, the authors were confident that their study has long-term implications.

**Keywords:** *School-Based Intervention, Comprehensive Services, Child Care*

**Authors:** **Ruhul Amin, Dorothy C. Browne, Jamir Ahmed and Takanori Sato**  
**Title:** **A Study of An Alternative School for Pregnant and/or Parenting Teens: Quantitative and Qualitative Evidence**  
**Publishing Information:** **Child and Adolescent Social Work Journal, Vol. 23, No. 2, April 2006**

The article is premised upon the assumption that comprehensive and integrated services are the best models to serve pregnant and/or parenting teens (i.e., rather than a fragmented delivery system). In this regard, the authors examined the Laurence Paquin School ("LPS") for pregnant and/or parenting teens in Baltimore City.

LPS is a comprehensive services model. It is a separate school for pregnant students that it fully integrated with the larger school system. It follows the regular school calendar, schedule and curriculum. It also provides such services as, employment counseling, parenting education, childcare, transportation, etc. Health services are coordinated with through a formal agreement with a local hospital.

The authors surveyed pregnant and/or parenting teens enrolled in LPS and comparable pregnant and/or parenting teens who attended regular public schools. Both qualitative and quantitative data was collected for this study. While acknowledging several limitations to the research design, the authors confirmed their hypotheses. Specifically, it was determined that the "...multiple problems faced by the pregnant and/or parenting teens from disadvantaged socioeconomic backgrounds are better served by a well-integrated comprehensive range of services than by a more typical fragmented service delivery system designed to deal separately with various problems" (p. 192). The authors also concluded that by providing such

comprehensive services in the setting of a school where the students felt comfortable was directly related to their capacity and motivation to improve academic performance as well providing them with necessary information and services to take care of their educational, social and reproductive health needs so that they become hopeful about their future lives.

In terms of policy implications, the authors recommend developing "...strategies to foster inter-agency or interdepartmental collaborations and fundings to encourage and assist school districts in planning and initiating, or strengthening, comprehensive school-based alternative programs to deal with multiple problems faced by pregnant teens from disadvantaged backgrounds. This is essential because a school system may have neither the expertise nor the resources to sustain, let alone initiate, a comprehensive range of services needed by disadvantaged teens" (p. 193).

**Keywords:** *School-Based Intervention, Comprehensive Services*

**Author:** M. Laurie Leitch  
**Title:** Contextual Issues in Teen Pregnancy and Parenting: Refining Our Scope of Inquiry – An essay for practitioners  
**Publishing Information:** Family Relations, 1998, 47, 145-148

The author reviews three articles regarding pregnant and/or parenting teens. The author discusses the themes raised from the articles and some of the relevant themes are discussed herein. The author suggests that the experience level of program staff is a critical component for service delivery to pregnant and/or parenting teens. In this regard, the author suggests that, "[a]t a minimum, programs need to provide staff support in the form of case consultation by an experienced family-oriented clinician. ... Evaluations of family-oriented programs that serve teens need to assess the role of agency factors such as definitions of family involvement, caseloads and how they are counted, and the presence or absence of staff support" (p. 146). Another discussion raised by the author is to advocate on behalf of youth, is to strengthen family relationships (i.e., advocating for the teen through her parent). In doing so, the author suggests that the teen's relationship with her own child will be enhanced.

**Keywords:** *Literature Review, Advocacy, Staff Experience*

**Authors:** S.A. Stephens, Wendy C. Wolf, and Susan T. Batten  
**Title:** Improving Outcomes For Teen Parents And Their Young Children By Strengthening School-Based Programs  
**Publishing Information:** Center for Assessment and Policy Development, 1999

The article is a policy-driven study which looks at ways in which to strengthen school-based efforts for teen parents and their children so that they can more effectively meet the needs and improve outcomes for young families. Some of the major policy recommendations include: 1) making teen parents and their children more visible; 2) improving the education system for

adolescent families; 3) providing critical services and support to teen parents and their children; and, 4) link schools with welfare services and resources. Each of these recommendations are discussed in great detail within the article. With respect to the third recommendation (i.e., critical services for teen families), the authors suggest the following core set of services as critical: developmentally appropriate child care; prenatal care and family planning services; preventive health care for infants and young children; and, case management, including assessment, care planning and coordination of services in the areas of health, nutrition, education, parenting, psychosocial development, life skills and economic self-sufficiency. Other recommended services include transportation, counseling, housing assistance and economic assistance.

**Keywords:** *School-Based Intervention, Comprehensive Services*

**Authors:** Margaret A. Waller, Bernice Brown and Brenda Whittle  
**Title:** Mentoring as a Bridge to Positive Outcomes for Teen Mothers and Their Children  
**Publishing Information:** Child and Adolescent Social Work Journal, Volume 16, Number 6, December 1999

The authors begin the article by examining the negative public perception directed towards teenage mothers. The focus of the study is the role of a mentor in the lives of these adolescents and the authors state that the most important benefit of mentoring programs for pregnant and parenting teens is social support.

The study examines specific guidelines for establishing a mentoring program (including recruitment, selection and training of mentors) and uses as its model an urban community health center in New England where more than 50% of the women receiving care were between the ages of 15 and 18 years of age. The study was conducted over a three year period.

The authors suggest that the recruitment phase begins by heightening community awareness of the issues confronting young mothers. Recruitment can take place through speaking engagements, newspaper articles and word-of-mouth referrals. Personal stories of teens in need of mentors are recommended as a powerful way in which to engage the interest of potential mentors. After expressing initial interest, the authors suggest that the potential mentors attend an introductory orientation in which participants will learn about the needs of the community, ways the agency responds to those needs as well as some of the myths and realities related to teen pregnancy. Specifics of the mentoring program will then be provided, including, role definition and time commitment. Following the introductory meeting, a pre-training interview will be conducted in which questions regarding motivation, family experiences and beliefs about teen pregnancy will be addressed. Some of the essential qualities of a mentor include “endurance and unflagging optimism” (p. 473) as well as interpersonal skills, cultural sensitivity, motivation, reliability and perspective related to parenting. Young women must also volunteer for the program and they must agree to keep appointments with their mentor.

The authors proceed to review the specifics of the training program for the mentors which includes a “multi modal approach that combines didactic information, group discussion, role play, audiovisual material, and presentations by health care professionals and representatives of community agencies” (p. 473). One of the critical goals of the training program is to foster empathy for the young parent.

After the training sessions are completed and the mentors are matched with the teen parents, the group of mentors continue to meet with the program coordinator on a monthly basis in order that they receive peer support and professional supervision. As well, it is recommended that the program coordinator provide individual supervision on a weekly basis.

**Keywords:** *Conceptual Notions and Societal Attitudes Towards the “Teen Mother”, Mentoring Programs, Social Support*

**Authors:** Evaluations Design Ltd.  
**Title:** First Steps Housing Project Inc., Literature Review: Poverty, Homelessness and Teenage Pregnancy  
**Publishing Information:** Fredericton, N.B., February 2006

The study provides a comprehensive and recent review of the published literature on the topics of teen pregnancy, poverty, homelessness, effects of teen poverty on child development, effects of childhood abuse and the societal and financial costs of “doing nothing.”

One of the topics reviewed is “Residential Homes.” Within that section, both Canadian and American examples of residential homes are reviewed. As well, a Canadian example of a drop-in program for pregnant and parenting teens is discussed. With respect to the American services, the authors focus upon “Second Chance Homes” which are defined as “adult-supervised, supportive group homes, network of homes or apartment clusters for teen mothers and their children who cannot live at home because of abuse, neglect or other extenuating circumstances.”<sup>√</sup> They provide support services for teen mothers, including education, parenting and life skills classes, etc. The authors review the literature with respect to these Second Chance Homes and suggest some criteria for effective service delivery, including:

- 1) providing a range of services with the ability to tailor services to each individual (i.e., providing flexible and comprehensive services);
- 2) offering a service model that begins with a highly structured environment which lessens as the teens progress through the program (i.e., increasing autonomy and flexibility);
- 3) creating a comprehensive agency which interacts with many different types of agencies;
- 4) recruiting, training and retaining staff who possess patience and commitment; and,

---

<sup>√</sup> Second Chance Homes are described in more detail below.

- 5) establishing an agency that is highly responsive to the needs of the community where the home is located and specifically, to the young women who are in need.

In their review, the authors explore one study of a Second Chance Home evaluation conducted in Massachusetts in 1998 and found the following aspects as critical program components: education (e.g., GED); employment services (employment was not encouraged while in the program due to educational and other program requirements but employment-related issues such as resume writing were addressed through life skills instruction); child care (including selection of and transportation to appropriate child care facilities); health services; life skills and parenting skills training (a focus on individual needs was recommended); housing search assistance; and, follow-up services (i.e., this area was recognized as difficult to maintain). The authors acknowledge that evaluation is critical in new program design for residential homes (i.e., tracking outcomes of participants).

**Keywords:** *Literature Review, Second Chance Homes, Comprehensive Services*

**Author:** Kathleen Sylvester  
**Title:** **Second-Chance Homes: Breaking the Cycle of Teen Pregnancy**  
**Publishing Information:** **June 23, 1995**

The author provides the foundation and rationale for creating “second-chance homes” which she defines as group residences in which teen mothers would live – under adult supervision – with their children. The key elements of these homes would include nurturing and support, structure and discipline and socialization. After discussing the policy objectives of such homes, the author provides a detailed history of the concept of “maternity home” as well as a comprehensive analysis of the target population of such homes (i.e., teen mothers).

Within her research study, the author explores critical elements of a successful home and thereafter provides specific examples of agencies who adopt such practices. Some of the beneficial program components include:

- 1) creating a sense of order (i.e., establishing rules and regulations – breaches of which result in a loss of privileges or after a series of breaches, eviction, and concomitantly, establishing incentives to acknowledge and reward good work);
- 2) helping teen mothers grow up (i.e., building coping mechanisms and learning and mastering daily life skills such as cooking, cleaning, and budgeting);
- 3) requiring and supporting continued education and job training (e.g., GED programs);
- 4) offering health care and mental health services;
- 5) offering opportunities to find mentors;

- 6) offering protection from abusive and predatory men; and,
- 7) providing a sense of family.

In summary, the author provides the following commentary about successful programs: “The programs that work the best are those that function under true social contracts: Residents know that they must abide by certain standards of behavior and contribute to their own success. House mothers or other program officials must have the ability to discipline these young women and evict them for persistent failure to follow rules and procedures.”

The author suggests that researchers have observed that a continuum of care is crucial and a three-tiered approach is the means by which to achieve this goal. Specifically, the first tier would involve strict 24-hour supervision and a demanding daily structure for young teen mothers (i.e., 13-15 year olds). Older teens would still be supervised but would have more independence “...commensurate with their willingness to be responsible and fulfill their obligations.” The author suggests that this stage would be transitional. When moved to an independent living arrangement, follow-up services would be required (e.g., support groups or monthly visits from a mentor).

The author concludes by establishing measurements of success for such programs, such as school completion, independent living, reducing second pregnancies, increased placement for adoption, healthier babies, and saving money.

**Keywords:** *Second Chance Homes, Comprehensive Services*

**Authors:** Andrea Rothenberg and Andrew Weissman  
**Title:** The Development of Programs for Pregnant and Parenting Teens  
**Publishing Information:** Social Work in Health Care, Vol. 35(3), 2002

As with much of the data in this area, the authors commence their discussion by reviewing the literature regarding the problems facing pregnant and/or parenting teens. These authors then take a closer look at this troubled population in a very poor neighbourhood in New York City. The authors examine the efforts of a large hospital’s efforts to provide comprehensive services to this group of teens. A very specific review of the program’s components are discussed, such as, the manner in which teens are referred to the program, the staff employed by the program, and the specific services offered by the program (including times of meetings, provision of healthy snacks, etc.).

Of specific interest, is the service providers’ realization that mothers with older children who were in the same parenting group as those mothers with young infants, began look at the second group with envy and longing. Accordingly, the program designers created a Mom and Tots program for young mothers with children between the ages of one and four. Specific services for this program are discussed within the article and are worthy of a closer examination.

Some of the supplemental programs offered are Pathways to Success, which is an individualized case management program for those teens believed to be at high risk for secondary pregnancy or educational failure. Other services provided include summer employment and training programs, which were noted to have been very successful. The program also offers specific services for children between the ages of five to nine, including assistance with homework and health education.

The authors determined that their model was successful, in part, due to, the comprehensive services provided and the multidisciplinary staff involved. Collaborations with other community workers assisted their efforts. The authors recommend that re-evaluating and refining a program will assist service providers to meet the ongoing and changing needs of young mothers. They note that a teen mother is rarely turned away or refused services from this program. Rather, efforts are made so that she may remain in the program or other services are found for her.

**Keywords:** *Comprehensive Services, Hospital-Based Intervention, Older Children, High-Risk Mothers*

**Authors:** Janice D. Key, Gail A. Barbosa, and Virginia J. Owens  
**Title:** The Second Chance Club: Repeat Adolescent Pregnancy Prevention With a School-Based Intervention  
**Publishing Information:** Journal of Adolescent Health, 2001, 28: 167-169

The Second Chance Club is a high-school based intervention for pregnant and parenting teens and was evaluated by the authors to determine the repeat birth rate among participants.

The authors concluded that there was a significant decrease in repeat birth rates among participants and contribute their success to the provision and utilization of such services as: peer counseling or groups, case management, a focus on education and career planning, facilitated access to contraceptives, and a project coordinator closely culturally matched with the participants (p. 169). Other specific services worthy of mention include the organization as a school club activity and focus on service projects by participants. The authors note that the daily contact with peers and the project coordinator is the most critical factor in the group's success. The authors note several limitations including, a lack of qualitative analysis to determine the most important program components.

**Keywords:** *School-Based Intervention, Social Support*

**Authors:** Ann L. O’Sullivan and Barbara S. Jacobsen  
**Title:** A Randomized Trial of a Health Care Program for First-Time Adolescent Mothers and Their Infants  
**Publishing Information:** Nursing Research, July/August 1992, Vol. 41, No. 4, 210-215

The authors tested the effectiveness of a special health care program for 17 year old (or younger mothers) and their infants. 243 mother-infant pairs were randomly assigned to one of two groups: one group received routine well-baby care and the other (experimental) group received those services and rigorous follow-up, discussions with the mother about education and the use of family planning methods and extra health teaching.

Some of the suggestions for program planners include: a) working with the teen’s entire family (i.e., including maternal grandmother and siblings) may improve knowledge regarding family planning and change attitudes about future pregnancies. Providing information regarding satisfactory methods of family planning should be discussed immediately after the first birth and reinforced continuously.

The authors concluded that the following specific services were effective in their program design: a) rigorous follow-up and outreach to the young mothers when they missed an appointment for well-baby care; b) health teaching in the waiting room and one-to-one health teaching by a nurse practitioner; c) the interdisciplinary nature of the staff; d) the insistence on talking with the mother about her plans for the future and her use of family planning; and, e) writing notes on the infant’s chart about whether the mother was using family planning and whether she liked her method. Despite these “successes,” the authors noted that for both groups, there was a high drop-out rate and that future research is warranted.

**Keywords:** *Health-Based Intervention*

**Authors:** Cary Cherniss and Elaine Herzog  
**Title:** Impact of Home-Based Family Therapy on Maternal and Child Outcomes in Disadvantaged Adolescent Mothers  
**Publishing Information:** Family Relations, 1996, 45, 72-79

The authors examined the effects of a home-based family therapy program on 116 high-risk, urban, disadvantaged, teenage mothers and their children. The participants received case management and supportive counseling or these services plus family therapy.

At the outset of their discussion, the authors suggest that intervention strategies must identify different levels of need amongst teenagers. As well, the authors identify that intervention strategies must focus on other members of the teen’s family and social support system. By failing to involve the extended family members, teens have a higher risk of long-term economic dependence and emotional and social problems (p. 72).

At the conclusion of their study regarding the home-based family therapy program, the authors

cited mixed results. For example, half of all clients became pregnant within 2 years of the study and welfare dependency also increased within this time frame. One of the more positive outcomes was that the student drop-out rate did not get worse over time (although it did not get better either). The authors suggested that as a whole, this intervention had the greatest impact on the quality of parenting. The study did note that the outcomes for the home-based family therapy program were stronger at the 12-month follow up mark. It is significant to note that the lack of positive results at the 24-month mark was due more to an improvement in the non-family treatment clients between 12- and 24-month follow-ups than due to a deterioration in the family treatment clients. It should also be noted that the family treatment group was not compared to a no-treatment control group. The other group also received intensive services which have been noted to be essential to teen mothers.

**Keywords:** *Family Therapy, General Intervention Strategies*

**Author:** Allison Zippay  
**Title:** Expanding Employment Skills and Social Networks Among Teen Mothers: Case Study of a Mentor Program  
**Publishing Information:** Child and Adolescent Social Work Journal, Vol. 12, Number 1, February 1995

This is a case study of 20 low-income teen mothers who were assigned a professionally-employed adult mentor while in high school. The aim of the program was to increase the educational attainment and employment skills of the teen mothers.

At the outset, the author provides some general information regarding the definition and function of mentors as well as describing the effects of mentoring. Information is provided regarding the mentoring process, in general, and then specifically, the role of mentors in social services. As a basis for her study, the author describes the concept of “social network theory” which “...posits that resource mobilization, upward mobility, and social adaptation are correlated with social networks that are large and diverse as opposed to small and intimate” (p. 55).

The author provides specific details about the program of study including the method by which mentors were chosen and matched with teens; the training of the mentors; and, the expectations of the mentors. Additional detailed information was stated regarding the demographics of the teen mothers.

The author noted that one significant finding of her study was the number of teens who had enrolled or planned to enroll in post-secondary education and the number who had stated that their mentor had influenced those plans (i.e., by being told of job options, income gains, etc.). Many of the teens expressed an admiration for their mentors and felt that their mentors cared for them.

The author does acknowledge that although the study is small and not generalizable to a larger population, it does suggest future areas for research and evaluation.

**Keywords:** *Mentoring Programs, Education and Employment Skills*

**Authors:** Claire Brindis and Susan Philliber  
**Title:** Room To Grow – Improving Services for Pregnant and Parenting Teenagers in School Settings  
**Publishing Information:** Education and Urban Society, Vol. 30, No. 2, February 1998, 242-260

The authors commence their study by examining the social phenomenon of teenage motherhood and the problems related thereto. They then examine 16 previous studies in this area in order to ascertain which array of programs and service components was most effective with this population. Detailed tables are included in this article which focus upon the types of interventions offered by these programs (i.e., case management, parent training, child care, etc.). Several key outcomes are reviewed including, education and employment, repeat pregnancy, etc.

In their section entitled “Implication of Lessons Learned From the Past,” the authors note that there have been only a few solid evaluation studies of programs for teen mothers and second, that only some of the reviewed programs can report any impact on economic indicators of well-being (p. 252).

The authors posit that even when programs have the correct combination of services, there are substantial problems related to attrition.

At the end of their review, the authors propose a conceptual model for future program planning and evaluation. Within this discussion, the authors suggest that service providers must consider the characteristics of clients, dimensions of service implementations, service receipt and desired outcomes (p. 254). Each of these concepts is further explored in detail at the conclusion of the article.

**Keywords:** *Conceptual Notions and Societal Attitudes Toward the “Teen Mother,” School-Based Intervention, Literature Review*

**Authors:** Maxine Seaborn Thompson and Wilma Peebles-Wilkins  
**Title:** The Impact of Formal, Informal, and Societal Support Networks on the Psychological Well-being of Black Adolescent Mothers  
**Publishing Information:** Social Work, Jul. 1992, 37, 4; p. 322-328

The authors describe the purpose of their study as examining “...the mental health of black adolescent mothers to broaden the understanding of the relative importance of different support systems on the teenagers’ general distress, depression, and self-esteem” (p. 322).

The researchers engaged in a study of black, teenage mothers and specific information about the demographic characteristics regarding the participants is provided in the article. After describing their study design and methods, the authors suggest some significant findings. For example, both lay and professional supports were important for the teen mother's psychological well-being. Supports from a male partner also had beneficial effects and therefore, it is suggested that husbands, fathers of the baby and other males who act as parents be included in the intervention strategies. Societal supports are also noted as critical to the mother's well-being (i.e., caseworkers who enhance the self-esteem of the client within the professional-client relationship is needed). Furthermore, participation in a self-help group was noted to have relieved the mothers' psychological distress. In conclusion, the authors state: "A professional service plan that effectively incorporates maternal grandmothers, male partners, and self-help groups in a complementary manner appears to offer the best possibilities for reducing or alleviating the distress of black teenage mothers" (p. 327).

**Keywords:**                    *Mental Health, Social Support*

**Author:**                         **Linda Flynn**  
**Title:**                             **The Adolescent Parenting Program: Improving Outcomes Through Mentorship**  
**Publishing Information:**     **Public Health Nursing, Vol. 16, No. 3, pp. 182-189**

The purpose of the study was to examine the efficacy of The Adolescent Parenting Program of the Essex Valley Visiting Nurse Association. The objectives of this program was to improve infant outcomes through the enhancement of health practices and parenting skills in a sample of 137 low-income, urban pregnant and parenting teens who screened positive for risk of child maltreatment. Using the concepts of mentorship and social support, the program provided intensive home visitation by nursing para-professionals, indigenous to the area, for two years. Program outcomes were compared to local and national data.

Several positive findings were reached in this study, such as, neonatal and postneonatal mortality were 0. Also noted was a lower incidence of child neglect within the sample compared to adolescents nationwide. Other favourable findings included a higher percentage of age-appropriate immunizations compared to local or national populations and a lower percentage of repeat pregnancies.

The authors did recognize several limitations to their study, including lack of generalizability, and the fact that although the program was conceptualized within a mentorship framework, the mentoring relationships were not directly measured in this phase of the research. Accordingly, the authors concluded that further research in this area is warranted.

**Keywords:**                    *High-Risk Mothers, Mentoring Programs, Social Support, Home-Visitation*

**Author:** Cynthia Dailard  
**Title:** Reviving Interest in Policies and Programs to Help Teens Prevent Repeat Births  
**Publishing Information:** The Guttmacher Report on Public Policy, June 2000, Vol. 3, No. 3

This brief report commences by explaining the scope of the problem regarding teenage motherhood and repeat births as well as the trends and explanations for this phenomenon. Although it is acknowledged by the author that to date, few programs have demonstrated scientifically their ability to reduce second births, she states that one long-term, integrated, health-based approaches can produce positive results in diverse communities. The program described was a nurse visitation program in a largely white, semirural community in New York, in which nurses visited with low-income, pregnant teens for 2 ½ years. The nurses assisted the mothers with health-related behaviours and parenting skills and emphasized life-course development, participation in the workforce and the importance of pregnancy planning. Two years after the end of the program, there were significant findings regarding repeat pregnancies and participation in the work force.

The author cites some of the work of Rebecca Maynard, an eminent scholar in this area, who posits that programs that adopt an overall health focus and have a strong family planning component are successful in reducing repeat pregnancy rates. Specifically, "...the effectiveness of such interventions depends on a counselor's ability to help a young mother understand the importance of waiting to become pregnant until she is better able to care for herself and her family, to help her set her goals (including goals involving contraceptive use) and to help her to be committed to achieving those goals. This...entails speaking in an authoritative way about contraception and providing teenage mothers with the support and guidance they need to avoid contraceptive failure..."

**Keywords:** *Repeat Pregnancies, Nurse-Visitation Programs*

**Authors:** C. Stevens-Simon, J.I. Dolgan, L. Kelly, and D. Singer  
**Title:** The effect of monetary incentives and peer support groups on repeat adolescent pregnancies. A randomized trial of the Dollar-a-Day Program  
**Publishing Information:** Abstract from The Journal of the American Medical Association, Vol. 227, No. 12, March 26, 1997

The abstract explains the method by which the program developers created a two-year randomized controlled trial in which 286 girls (aged 18 years and younger) and who had infants less than 5 months of age, were assigned to 4 intervention groups, including: 1) monetary incentive and peer support group; 2) peer support group only; 3) monetary incentive only; and, 4) no intervention.

The authors concluded that monetary incentives draw the teen mothers to the sites where they can discuss contraceptive use and types, etc., but these discussions do not prevent repeat pregnancies.

**Keywords:** *Monetary Incentives, Repeat Pregnancies*

**Author:** Robert L. Fischer  
**Title:** **Toward Self-Sufficiency: Evaluating a Transitional Housing Program for Homeless Families**  
**Publishing Information:** **Policy Studies Journal, Vol. 28, No. 2, 2000: 402-420**

The author examined the Family Development Center (“FDC”) in Atlanta, Georgia, which was designed to assist young mothers attain self-sufficiency in their lives.

The author commences his article with a comprehensive review of the literature regarding services for homeless families. Thereafter, he provides a rich description of the FDC program itself (eg., the population it houses; the length of stay in the program; the chores and responsibilities each mother is expected to perform, etc.). The methods by which the author undertook his study included, examining program documentation, in-person contact with some of the residents, discussions with staff members, and, direct observation of program operations.

The author concluded that although many families were able to effect positive changes in their lives while residents at FDC, the overall recovery from homelessness is extremely difficult. Accordingly, policy and research implications are suggested in order to better serve these troubled families.

**Keywords:** *Literature Review, Homelessness*

**Authors:** Lois S. Sadler, Martha K. Swartz, and Patricia Ryan-Krause  
**Title:** **Supporting Adolescent Mothers and Their Children Through a High School-based Child Care Center and Parent Support Program**  
**Publishing Information:** **Journal of Pediatric Health Care, Vol. 17, No. 3, May/June 2003, 109-117**

The authors engaged in a pilot study examining adolescent parents and their children at a high school-based child care center; the purpose of which was to examine the influence of the program on parental competence, parent-child interaction, and child development.

The methods included a cross-sectional survey and the convenience sample consisted of 18 mothers and their children who had been enrolled in the program for an average of 1.2 years.

Other specific data regarding the participants are included in the “Methods” section of the article. The setting of the child care program (“ECCCC”) include infant and toddler day care during the day, during the school year. Parents are required to take a parenting course and spend some time in the center each week. Also included in ECCCC’s services are outreach programs, such as home visitation, legal services and transportation.

The authors concluded that both the parents and the children enrolled in ECCCC appeared to benefit from its programs and services. For instance, parental competence yielded positive results, such that the quality of mother-child teaching interactions was significantly greater in the study group when compared with a matched group of teen mothers and children drawn from a larger, national database (p. 114). As well, the children’s development seemed appropriate for age in the majority of children examined. The authors did acknowledge limitations of their study, including the convenience small sample size which results in limited generalizability.

**Keywords:** *School-Based Intervention*

**Author:** Edward J. Saunders  
**Title:** Residential Program Serves Pregnant Teens and Young Mothers in Iowa  
**Publishing Information:** Children Today, Jan. 1990, 19, 1, pp. 8-12

The program under study is the Adolescent Pregnancy Program of Central Iowa which provides comprehensive services for 12 pregnant or parenting teens, including such services as educational, vocational, and counseling. Services are received both on-site and within the larger social community. After a detailed profile of the youth who use the program are reviewed, the author examines two case studies which highlight some of the beneficial features of the program and some of the residents’ success stories. Future directions of the program include the creation of independent living apartments for teens leaving the program and a structured mechanism for follow-up services.

**Keywords:** *Comprehensive Services, Case Studies*

**Authors:** Elizabeth Gillis Williams and Lois S. Sadler  
**Title:** Effects of an Urban High School-Based Child Care Center on Self-Selected Adolescent Parents and Their Children  
**Publishing Information:** The Journal of School Health; Feb. 2001, 71, 2, pp. 47-52

The authors commence their article by reviewing the risks associated with teenage pregnancy and teenage motherhood and thereafter, provide an overview of the research regarding school-based programs designed to serve this population. The particular center which was the focus of this study – “CCCC,” is located in New Haven, Connecticut. The CCCC required the student mothers to attend school and take part in parenting classes as well as spend some time in the

center each week. Payment for day care was required (either through assistance or self-payment). Other outreach services, such as home visitation, were provided.

52 adolescent parents and their children were involved in the study as they had been involved with the CCCC program during its first three years of operation. Data was obtained through center's intake records, health records and attendance records.

Positive results were garnered from this study. Specifically, improvement in grade point averages were noted as well as a decrease in absences. According to the authors, "...the specialized child care support services of the Center and its unique location within the high school most likely influenced both attendance and scholastic achievement for these student parents" (p. 49). Also, there were no repeat childbirths for the students during the three year study. The authors contribute this fact to the teens' enrollment in the CCCC, which they believe, provided the parents with opportunities and experiences that helped them to see an array of life options and goals. The authors also commented upon the school successes achieved by these teens (i.e., continuation of school and/or graduation) and contribute some of those successes to the provision of services from CCCC. Finally, there was a noted increase in the child health outcomes tested (i.e., high rates of up-to-date immunizations).

The authors recognized the limitations of their study, which included a small sample size and self-selection bias, as well as the potential problems associated with accuracy of record review. Nonetheless, the authors advocate for further research in this area, include longer-term studies.

**Keywords:** *School-Based Intervention, Child Care, Education, Repeat Pregnancies*

**Authors:** Kristin D. Stockman and Karen S. Budd  
**Title:** Directions for intervention with adolescent mothers in substitute care  
**Publishing Information:** Families in Society, Nov/Dec 1997, Vol. 78, Iss. 6, pp. 617-624

The authors present the findings of a parent training study conducted with service providers in 28 agencies across Illinois that serve teen mothers who are wards of the State. The service providers, through structured interviews, identified five priority interventions topics: 1) teen-parent concerns, 2) basic care-giving routines, 3) child health/medical needs, 4) child emotional needs, and, 5) discipline. The most effective parent training methods identified included: informal modeling, didactic classes, home visiting, peer support groups and mentoring. In terms of motivating teens to participate, the service providers suggested that making sessions easy to access (i.e., transportation and child care), providing food, and providing emotional reinforcement, were effective ways in which to meet the mothers' needs. Some agencies even offered "awards," such as manicures. The authors suggested that parent training needs to be teen-centered rather than program centered, personal rather than generic, and thought provoking rather than guilt provoking. Other methods for engaging teens, include: video feedback, incorporating cultural and heritage teachings, and involving the teens in program planning.

**Keywords:** *General Intervention Strategies, Mothers in Care*

**Authors:** Brenda W. Donnelly and Jennifer Davis-Berman  
**Title:** A Review of the Chance to Grow Project: A Care Project for Pregnant and Parenting Adolescents  
**Publishing Information:** Child and Adolescent Social Work Journal, Vol. 11, No. 6, December 1994

The Chance to Grow Project is located in Florida and the goal of the program is to assist young mothers by providing structured decision-making counseling and case management services. Within this particular study, 161 pregnant adolescents were exposed to such counseling and case management services and were followed for 24 months. The comparison group consisted on 87 pregnant teens.

Both the staff roles and the particulars of the participants are described in detail within the article. Following these discussions, the authors noted that this Project had several different benefits for its clients. First, there was a high adoption rate among the clients. Second, at six months postpartum, there was a high percentage of clients in school or having graduated from school. There was also improvement in economic self-sufficiency (i.e., part-time employment). Notably, there was also a fewer number of reported subsequent pregnancies amongst the Project's clients.

**Keywords:** *Counseling Services, Case Management*

**Authors:** Maureen M. Black and Lauren O. Teti  
**Title:** Promoting Mealtime Communication Between Adolescent Mothers and Their Infants Through Videotape  
**Publishing Information:** Pediatrics, Vol. 99, No. 3, March 1997, pp. 432-437

Recognizing that adolescents are often influenced by the behaviours they observe in their peers, and the fact that television and videos occupy a central position in the lives of many teens, the authors used social learning theory to develop and examine the effectiveness of a 15 minute, culturally sensitive videotape in altering mealtime communication and attitudes among African-American teen mothers.

There were two phases in this study. First, an advisory group of African-American mothers were recruited from urban high schools to help prepare the videotape, with the advice and assistance of trained professionals.

The second phase involved first-time, African-American, adolescent mothers of infants from low-income families to evaluate the videotape.

Both quantitative and qualitative results were gathered. According to the researchers, the brief, culturally-sensitive videotape is effective in altering mealtime attitudes and enhancing maternal mealtime communication within the population studied in the project.

A few limitations were noted within the study. First, the sample chosen may have represented a select group (i.e., they were still in school and demonstrated relatively high levels of communication with their baby at baseline). As well, the changes observed occurred over 2-3 weeks time and therefore, the durability of the changes could not be observed. As such, the authors recommend long-term follow-up. In addition, there is no indication that the culturally-sensitive material was critical in the changes observed (as the only comparison was no videotape shown). However, the participants interviewed did suggest that they identified with the mothers on the tape.

The authors conclude by recommending this type of intervention as it is a cost-effective and innovative approach to working with this population.

**Keywords:** *Videotape, Mealtime Communication*

**Authors:** Holly S. Ruch-Ross, Elizabeth D. Jones, and Judith S. Musick  
**Title:** Comparing Outcomes in a Statewide Program for Adolescent Mothers With Outcomes in a National Sample  
**Publishing Information:** Family Planning Perspectives, Vol. 24, No. 2, March/April 1992, pp. 66-72

The beginning of the article is devoted to examining previous studies in this area and recognizing that while there has been an increase in the number of programs serving young mothers, there has not been equal attention devoted to the assessment of the effectiveness of such programs. Therefore, the authors chose to examine Ounce of Prevention Fund (OPF) Parents Too Soon Project, which is a network of 27 programs in Illinois. These programs are based on the family support and education model of service delivery and are housed in a wide range of settings (e.g., traditional child welfare agencies, medical clinics, etc.). The overall design is to serve the young mother for up to two years postpartum. The two primary services offered were home visiting and parent groups – each of these services is explained in greater detail in the article.

The authors found positive results for participating in OPF. Specifically, OPF participants were more likely to remain in school, to become employed and to have avoided a subsequent pregnancy at 12 months post-baseline (p. 70). The authors suggest that long-term contact is important to these mothers' success.

In terms of the evaluation process, the authors state that although using a national data set as a comparison for program data is a valuable approach when there is no other control group available, it is a complicated and imperfect approach. At the end of the article, the authors provide specific details regarding these inherent problems.

**Keywords:** *Literature Review, Home-Visitation, Parenting Groups*

**Authors:** Anne McDonald Culp, Rex E. Culp. Maureen Blankemeyer, and Linda Passmark  
**Title:** Parent Education Home Visitation Program: Adolescent and Nonadolescent Mother Comparison After Six Months Of Intervention  
**Publishing Information:** Infant Mental Health Journal, Vol. 19(2), 11-123 (1998)

Low-income, first-time adolescent mothers and first-time, nonadolescent mothers were visited weekly by trained and supervised child development paraprofessionals. The mothers were taught parenting skills, child development and were linked to community services.

The female Parent Educators spent approximately two weeks with each family and discussed such topics as expectations, discipline issues, financial management, etc. The Parent Educators also discussed each of the mother's needs and what services they were using. The Parent Educator would assist to connect the family to available community services, if needed.

The evaluation component assessed four areas: 1) parents' knowledge level of appropriate developmental expectations; 2) parents' knowledge level of appropriate parenting skills; 3) safety of the home; and, 4) use of community resources. Various positive outcomes for both groups of women were yielded. For instance, after 6 months, the mothers improved their knowledge of infant development, improved their understanding of empathic responsiveness, improved their understanding of child and parent roles in the family, improved the safety in their homes, and increased their involvement in the number of agencies in the community (p. 119). In conclusion, the authors stated that "[t]he model seems to help adolescent mothers and nonadolescent mothers even when the adolescent mothers begin the program with less information on child development and parenting than nonadolescent mothers do" (p. 119).

**Keywords:** *Home-Visitation*

**Authors:** Louise Warrick, Jon B. Christianson, Judy Walruff and Paul C. Cook  
**Title:** Educational Outcomes in Teenage Pregnancy and Parenting Programs: Results from a Demonstration  
**Publishing Information:** Family Planning Perspectives, 25: 148-155, 1993

- *The abstract is repeated in its entirety*

*A comparison of five in-school educational and service approaches offered at seven sites in Arizona to 789 pregnant and parenting teenagers shows that except for those who enroll in a program in their third trimester, pregnant and parenting teenagers who attend a comprehensive,*

*school-based, community-linked program are significantly more likely to continue in school than are those who have no access to a special program. The comprehensive program's impact is greatest among Hispanic students, younger students, those in grades 9-10, those who are living with their partner and those who enter the program in the first trimester. Two of the program components – strong outreach efforts and case management – are believed to have an especially favorable impact in continuation in school.*

**Keywords:** *Comprehensive Services, School-Based Intervention*

**Author:** Lee SmithBattle  
**Title:** Helping Teen Mothers Succeed  
**Publishing Information:** The Journal of School Nursing, June 2006, Vol. 22, No. 3, 130-135

The article provides a detailed review of the literature on teen mothers' educational attainment, their school aspirations, and the policies that impact their education. Specifically, to increase the educational successes of teen mothers, the author suggests ways in which school nurses can help this population. For instance, the author suggests that "[s]chool nurses decrease educational barriers that students encounter in remaining in school by conducting comprehensive assessments of their needs, concerns, priorities, strengths and challenges" (p. 133). School nurses can assist teen mothers in locating necessary resources such as day care programs in schools.

**Keywords:** *School-Based Intervention*

**Authors:** A.M. Fulton, and K.R. Murphy  
**Title:** Increasing Adolescent Mothers' Knowledge of Child Development: An Intervention Program  
**Publishing Information:** Adolescence, Vol. 26, Iss. 101, Spring 1991

76 females participated in an intervention program which allowed them to have input in identifying knowledge they needed concerning their children's growth and their own parenting skills. This program lasted 4 months and combined bi-monthly home visits with visits to a local health department to obtain information on prenatal care, parenting skills, availability of medical and social services, and to provide support. The mothers were encouraged to select topics to read and discuss that were of the most interest to them and it was these selections which were used to develop a curriculum for the participants.

The researchers determined that the program was effective in yielding significant gains in knowledge of infant development by the young mothers. The authors suggest that although long-term intervention is ideal, intensive, short-term efforts can be beneficial.

**Keywords:** *Home-Visitation, Mother's Role in Developing Intervention Strategies*

**Authors:** Nicole I. Letourneau, Miriam J. Stewart, and Alison K. Barnfather  
**Title:** Adolescent Mothers: Support Needs, Resources, and Support-Education Interventions  
**Publishing Information:** Journal of Adolescent Health, 2004, 35: 509-525

This article is a literature review of relevant research published between January 1982 and February 2003. As stated by the authors, “[t]he purposes of this review article are to: (a) describe the support needs and challenges faced by adolescent parents and their children; (b) describe the support resources available to and accessed by adolescent parents; and (c) review relevant support-education intervention studies to provide directions for future research” (p. 509).

This article provides a comprehensive overview of the research in this area and focuses upon the literature regarding social support, including family support, partner support, and multiple sources of support, such as professional support. Beneficial outcomes have been reported within these studies, including employment-related outcomes, increased parental confidence and psychological well-being, improved parenting skills and knowledge, and benefits in the areas of child health and development.

Despite these positive outcomes, the authors relay that many evaluations of support programs have encountered difficulties within their research design, such as, small sample sizes and attrition, lack of suitable comparison groups and measurement inconsistencies. The authors suggest that when planning support-education interventions, content, duration, intensity, mode, level, intervention agents, and targets should be considered.

**Keywords:** *Social Support*

**Authors:** Elizabeth R. Woods, Dawn Obeidallah-Davis, Mollie K. Sherry, Sherri L. Ettinger, Ephlyn U. Simms, Rebecca R. Dixon, Sylvia M. Missal and Joanne E. Cox  
**Title:** The Parenting Project for Teen Mothers: The Impact of a Nurturing Curriculum on Adolescent Parenting Skills and Life Hassles  
**Publishing Information:** Ambulatory Pediatrics, Vol. 3, No. 5, Sept-Oct. 2003, 240-245

This study is focused upon the Young Parents' Program (“YPP”), located in Boston. YPP is based on a teen-tot model, and was developed to meet the need for comprehensive services for young mothers and their children.

Specific demographic information about the participants in the study is provided within the text of the article. All the young mothers in YPP were offered enrollment in a 12-week group parenting curriculum (i.e., intervention group of 91 participants) and were compared with those that declined the intervention but agreed to participate as comparison subjects (comparison group of 54 participants). The Nurturing Curriculum is noted as one of several effective psychoeducational interventions that have been developed to comprehensively improve teen parenting skills and reduce life stress (p. 241). Within this curriculum, YPP offered sessions on early parenting experiences, child safety, discipline and development.

The data showed that the comparison group mothers were slightly older and had older children than the intervention group but were similar for all other demographic variables. The authors note that because parenting skills may improve and life hassles may change with the age of the baby and the mother, this may be an important difference. Nonetheless, with respect to the intervention group, the researchers were confident that there were recognizable improvements relating to group participation and number of group sessions attended.

It appears that the young mothers with the lowest parenting skills enrolled in the intervention group. This may be due to self-selection or encouragement by staff to participate in the intervention group.

In conclusion, the research demonstrated that the intervention group showed improvement in parenting skills and life hassles after participation in the intervention curriculum. Limitations of this study include bias and no long-term follow-up.

**Keywords:** *Comprehensive Services*

**Authors:** James R. McDonell, Susan P. Limber, and Jennifer Connor-Godbey

**Title:** Pathways Teen Mother Support Project: Longitudinal findings

**Publishing Information:** Children and Youth Services Review (2007)

- *The abstract is repeated in its entirety*

*This article reports the outcomes for the Pathways Teen Mother Support Project, a randomized field trial of an intensive intervention for low income pregnant and parenting teens in a four-county area of rural South Carolina. 107 treatment group and 90 control group teens were recruited from a variety of sources and randomly assigned to treatment and control conditions, with the treatment group receiving services including case management, support groups, family group decision making, life skills education and training, leadership development, and related services over 24 months. The project's goals were to a) reduce repeat pregnancies; b) increase school retention and graduation; c) reduce substance abuse; and d) improve well-being. Data were collected at baseline and 6-month intervals over the course of the intervention and were analyzed through mixed effects analysis of variance. The results showed that, compared to the*

*control group, treatment group teens had fewer pregnancies; performed better academically and graduated at higher rates; reduced their marijuana use; were less impulsive; improved their problem solving beliefs; and had more social support, especially from family members. These findings hold promise for designing and implementing community interventions to support pregnant and parenting teens, particularly in rural communities.*

**Keywords:** *Comprehensive Services*

**Authors:** Marilyn M. Herrmann, Lois Van Cleve, and Linda Levisen  
**Title:** Parenting Competence, Social Support, and Self-Esteem in Teen Mothers Case Managed by Public Health Nurses  
**Publishing Information:** Public Health Nursing, 2001, Vol. 15, No. 6, pp. 432-439

56 first-time teen mothers from a health department parenting project agreed to participate in this study in which they were case managed by a public health nurse (“PHN”) during the first 18 months of motherhood. The focus of the examination was on the mothers’ self-esteem, social support, and parenting competence.

Services provided by the PHN included assessment, intervention, and referrals for medical, educational, vocational, financial and other services. Other services included diet instruction, family planning, developing a safe environment for the baby, and encouraging the teen to stay in school. The PHN conducted home visits at least once per month or more if needed. The PHN was always available by phone.

The limitations to this study included: lack of control group, non-random sample, small sample size, the records were not all at the same level of completeness and there was data missing from some of the records. Nonetheless, the authors concluded: “[i]t is difficult to show from this study that PHN case management made a significant difference in the outcome for teen mothers. However, this study has shown that teen mothers under PHN supervision are likely to stay in school, follow-up on medical advice, have their babies immunized, and stimulate normal development for their children. This adds support to previous studies that have shown positive outcomes for mothers who are visited by nurses” (p. 437).

**Keywords:** *Case Management, Health-Based Intervention, Home-Visitation*

**Authors:** Lois S. Sadler, Martha K. Swartz, Patricia Ryan-Krause, Victoria Seitz, Mikki Meadows-Oliver, Margaret Grey, and Donna A. Clemmens  
**Title:** Promising Outcomes in Teen Mothers Enrolled in a School-Based Parent Support Program and Child Care Center  
**Publishing Information:** Journal of School Health, March 2007, Vol. 77, No. 3

65 adolescent mothers and their 68 children who were enrolled in a parent support program were interviewed, surveyed and assessed. 53 of those mothers had their children enrolled in the school-based child care center and the other 12 women had their children cared for by family members. This sample included a number of high-risk young families with respect to issues of resources, depression, housing and other social stressors.

The study demonstrated that the mothers enrolled in this program demonstrated good rates of high school continuation and graduation, positive mother-child interactions, low rates of subsequent births and the children showed positive indicators of child health and development (p. 127). However, the authors note that there was no comparison group in this study.

One of the reasons for the noted success of this program is the daily contact between highly trained and skilled educational professionals and the young mothers and their children. Moreover, the high quality infant and early childhood day care was noted to have both short- and long-term effects. As stated by the authors: “[f]or teen mothers, the parent support classes and the daily involvement in the child care setting make possible both close monitoring as well as opportunities to help them stay connected and engaged with school, as well as other important services such as health care (especially reproductive health care), mental health care, parenting role modeling, and problem solving on site. In the case of student-parents who drop out of school or are unable to stay engaged and use school-based services, community or home-based services are even more important” (p. 129).

**Keywords:** *School-Based Intervention, Child Care*

**Authors:** Bernadette B. Sangalang and Kathleen Rounds  
**Title:** Differences in Health Behaviors and Parenting Knowledge Between Pregnant Adolescents and Parenting Adolescents  
**Publishing Information:** Social Work in Health Care, Vol. 42(2), 2005, pp. 1-22

The purpose of the study was to examine the differences in substance use, contraceptive behavior, and parenting knowledge among first-time pregnant and parenting adolescents enrolled in an adolescent parenting case management program in North Carolina (“APP”). The authors chose these areas of focus because they are critical factors which affect the life course of young parents and their children and therefore, “...services for adolescents at the different stages of the pregnancy-parenting cycle call for approaches that are tailored to their specific needs” (p. 4).

The methods of study involved assessing one-year outcomes for those women who entered the

program while pregnant compared to those women that entered the program already parenting. 91 pregnant and parenting adolescents were involved in this study and the women completed a self-report questionnaire within one month after entry into the program and again at about one year after receiving the program's services.

A detailed description of the program under study is provided in the article. Some highlights of the program include: a) a full-time coordinator who provides direct case management services to program participants; b) participation in the program is voluntary; c) adolescents may stay in the program as long as they remain in school and do not have a second pregnancy; and, d) the goals of the program are to provide services that will lead to personal self-sufficiency and economic self-support. The authors note that the program "...aims to strengthen or establish individual support systems, preserve family stability, develop effective parenting skills, and prevent child abuse and neglect" (p. 5). The case management function operates in accordance with three primary approaches: 1) develop a case plan with each participant outlining specific program goals; 2) provide case management; and 3) provide peer group meetings at least once a month. Such services are provided at the youth's home, school, program offices and through telephone contacts.

Based on their findings, the authors advocate for case management interventions with this population. Such services include linking these women to community resources to ensure access to health care, education and other support services. Some of the specific findings of the study include: 1) the program's case managers had more contact with their clients when they initially entered the program and then service intensity leveled off the longer the mother was in the program; 2) the pregnant-entry group received more telephone contacts and the parenting-entry group received more home or school visits; and, 3) the goals for each of the groups were different (i.e., for the pregnant-entry group the most often cited goal was related to health care issues, compared to the parenting-entry group whose goals were related to school completion). One of the more negative outcomes cited by the authors is the increased reported use of cigarettes, alcohol, and other substances after one year.

The authors acknowledged the following limitations: a) high program attrition rate; b) no randomized experimental design; c) absence of a comparison group; and d) the lack of inclusion of the program's service utilization. Nonetheless, the authors suggest that program yielded favorable short-term outcomes. At the conclusion of the article, the authors provide several implications for practice, such as: 1) early intervention is critical; 2) the level of intervention should be intensified postpartum; 3) adolescent mothers' needs should be reassessed and new interventions should be introduced to address ongoing needs and challenges; and, 4) parenting programs should target teen health behaviors (i.e., regarding drug and alcohol use for example).

***Keywords:***                    ***Case Management***

**Authors:** Bernadette B. Sangalang, Richard P. Barth and John S. Painter  
**Title:** First-Birth Outcomes and Timing of Second Births: A Statewide Case Management Program for Adolescent Mothers  
**Publishing Information:** Health and Social Work, Feb. 2006, Vol. 31, Iss. 1 pp. 54-64

This study examines a case management intervention for first time pregnant and parenting adolescents in the Adolescent Parenting Program (“APP”)<sup>√</sup> in North Carolina. 1,260 adolescent mothers who participated in the program were compared with 1,260 mothers who did not participate in the program. The focus of this study dealt with two of APP’s primary objectives: 1) avoiding a second pregnant during program participation; and, 2) using appropriate health care for the adolescent mother and her child.

The results of the study demonstrated that the mothers in the APP group were more likely to give birth to a normal weight or full-term baby than the non-APP group. Moreover, it was concluded that APP participation was strongly associated with delays in second births among the 12 to 16 year old mothers – specifically, the likelihood of a second birth was 20 percent less for the young mothers who participated in APP than non-APP mothers. The reasons for this outcome are believed to be related to the program’s goal of assisting young mother’s gain access to contraceptive services, as well as the provision of social supports and helping to assist adolescent mothers’ support systems. However, it was discovered that the APP’s services did not appear to have an influence on the adolescent mothers ages 17 to 19 in delaying a second birth (one potential explanation is that the older mothers had not been in the program as long as the younger mothers).

The authors conclude that case management can address multiple and complex needs of pregnant and parenting adolescents, in addition to social support which has been linked to adolescents’ health and mental well-being. It is recommended that services should be extended beyond the high school years so that sufficient support can be provided to these mothers throughout their often difficult transition to young adulthood. New services should be introduced according to the changing and complex needs of these women.

**Keywords:** *Case Management, Long-Term Intervention*

**Author:** Bernadette Sangalang  
**Title:** Teenage Mothers in Parenting Programs: Exploring Welfare Outcomes During Early Transition to Parenthood  
**Publishing Information:** Families in Society, Jan.-Mar. 2006, Vol. 87, Iss. 1, pp. 105-112

The article compares welfare participation and economic well-being among 849 teenage mothers who received case managements services from APP<sup>√</sup> with a comparison group of 700 teenage

---

<sup>√</sup> The APP program description is described in detail in the article by Sangalang and Rounds.

<sup>√</sup> See above.

mothers who did not participate in the program. The authors note that prior research in this area has proven that interventions to help mothers become self-sufficient and develop job skills have not shown a marked reduction in the length of time these women have stayed on welfare.

Results of the study demonstrated that the APP helped the teen mothers access welfare services, which, as noted by the authors, is critical because teenage mothers often do not apply for or are turned away from receiving welfare. It is also believed that teenage mothers who receive welfare also gain access to other support programs, such as medical and child care assistance.

The manner by which APP operates to assist young mothers with their transition to adulthood is described by the authors as follows: "...APP helps the program participants access community resources related to education services, health care, welfare benefits, and other support services. In doing so, APP encourages positive social and health behaviors among teen mothers, including identifying and making use of support systems, utilizing appropriate health care, delaying a second pregnancy, completing high school, enhancing parenting skills, and becoming economically self-sufficient, with the expectation that these behaviors will have an influence throughout their early transition to parenthood and transition to young adulthood."

The authors were not able to definitively state whether the participants in the APP had better economic prospects than those that did not participate in the APP, however, the results did show that participation may have curtailed welfare dependency.

As with the other studies resulting from the APP, it is recommended that service providers must make a long-term commitment to these young women (i.e., through to early adulthood) and services should be tailored to meet ongoing needs and challenges.

**Keywords:** *Welfare, Case Management*

**Author:** Chanza M. Baytop  
**Title:** Evaluating the Effectiveness of Programs to Improve Educational Attainment of Unwed African American Teen Mothers: A Meta Analysis  
**Publishing Information:** The Journal of Negro Education, Summer 2006, Vol. 75, Iss. 3, pp. 458-478

- *The abstract is repeated in its entirety*

*This study applied meta-analytic methods to synthesize the findings and examine the effects of interventions, including secondary teen pregnancy programs, on educational attainment among unwed African American teen mothers. Multiple search strategies were employed to identify published and unpublished reports of randomized and non-randomized intervention studies that evaluated the impact of school enrollment and completion among adolescent mothers (ages 13-19) in the U.S. from 1970-2003. Eligible criteria were applied to yield 29 studies. Based on the pooled estimates of 15 randomized studies, the results suggest that secondary teen pregnancy*

*prevention programs and other interventions for adolescent mothers have had minimal impact on increasing rates of educational attainment among adolescent mothers. The 14 non-randomized studies, primarily based on school-based interventions, estimated significantly larger effects that are not reliable due to the inherent selection bias in these studies. Future research is needed to explore the influence on study characteristics on intervention effect.*

**Keywords:** *Literature Review, Education, Research Evaluation*

**Authors:** April Ann Benasich, Jeanne Brooks-Gunn, and Beatriz Chu Clewell  
**Title:** How Do Mothers Benefit From Early Intervention Programs?  
**Publishing Information:** Journal of Applied Developmental Psychology, (1992), 13, 311-362

This article is a comprehensive literature review of early intervention programs that are educationally oriented, that are six months in duration, that begin prior to age 3, and that serve disadvantaged families. See article for specific information.

**Keywords:** *Early Intervention, Literature Review, Education*

**Authors:** Robert C. Granger and Rachel Cytron  
**Title:** Teenage Parent Programs: A Synthesis of the Long-Term Effects of the New Chance Demonstration, Ohio's Learning, Earning, and Parenting Program, and the Teenage Parent Demonstration  
**Publishing Information:** Evaluation Review, 1999; 23; 107

- *The abstract is repeated in its entirety*

*This article synthesizes the long-term findings from three major evaluations of programs that began in the late 1980s and were designed to improve the self-sufficiency of teenage mothers on welfare. Although each of the programs emphasized a different approach, an important story emerges. Economic outcomes for the mothers improved over time, and the interventions had some positive effects, particularly for the women who began these programs while they were enrolled in school. However, the interventions did not affect fertility, and the data on outcomes for the mothers' children raise concern.*

**Keywords:** *General Intervention Strategies*

**Author:** U.S. Department of Health and Human Services – Office of the Assistant Secretary for Planning and Evaluation  
**Title:** *Second Chance Homes: Providing Services for Teenage Parents and Their Children*  
**Publishing Information:** <http://aspe.hhs.gov/hsp/2ndchancehomes/>

Second Chance Homes (“SCHs”) cannot be defined uniformly but have common elements, including: support, supervision, and a safe place to live. Such SCHs can refer to a group home, a cluster of apartments or a network of homes that integrate housing and services for teen mothers and their children who cannot live at home because of abuse, neglect or other extenuating circumstances. SCHs can be transitional or long-term in nature. The underlying intent of SCHs is to promote self-sufficiency of young mothers as well as emphasize the well-being of their children. More details regarding SCHs are provided in the article.

Some of the key elements of SCHs include their ability to offer tailored services to the individual (i.e., programs should be flexible and comprehensive in nature). There is also some discussion in the article regarding the need for a structured environment within the SCHs (e.g., some models have had success with a service model that begins with a highly structured environment, but offers the teen mothers more autonomy and flexibility as they progress through the program). It is also noted that particular attention must be paid to the recruitment, training and retention of staff (as it is these individuals that must exhibit patience and commitment when working with these young families). The program and design of a SCH must be highly responsive to the needs of the community, and specifically to the young women in need. It is acknowledged in the article that program evaluations must be done in order to define or refine programs serving young mothers and their children.

**Keywords:** *Second Chance Homes, Comprehensive Services, Structured Environment*

**Authors:** Kathy Reich and Lisa M. Kelly  
**\*Title:** *Starting a Second Chance Home: A Guide for Policymakers and Practitioners*  
**Publishing Information:** Social Policy Action Network, 2001

This highly informative guide provides comprehensive and detailed information regarding Second Chance Homes (“SCHs”). The guide is divided into easily accessible and readable chapters such as, defining SCHs; defining goals for SCHs; recognizing community needs; and deciding which families to serve, etc. In addition, personal stories and case studies are provided within each chapter to highlight the issues raised within that particular area of discussion.

Chapter Seven of the Guide discusses some of the services that SCHs should consider providing. For instance, SCHs do not attempt to provide all services for teen mothers and their children in-house – either they bring service providers into the homes to work with the families or they help the teen families make connections with services outside of the homes. As stated in the guide,

“[t]he best SCHs act as case managers, brokers, and gatekeeper for teens – helping them find and access the best housing, education, job training, medical care, child care, and counseling services in their communities.” The authors suggest that the services to offer in-house include parenting and life-skills classes, as these programs will build community among teen residents (examples include bringing in a chef once a week to give residents cooking lessons or having a representative from a local women’s organization to talk about wearing professional attire). Services that are believed to work well when provided by outside organizations include counseling as teens may be reluctant to share personal information with in-house staff. In addition, careful attention must be paid to which services are optional and which services are mandatory.

Some of the core services provided by SCHs are as follows (within the guide, specific information is provided regarding each item):

- a) adherence to basic health and safety standards;
- b) a family atmosphere;
- c) rules that reward responsibility;
- d) personal attention;
- e) culturally and linguistically sensitive services;
- f) parenting and life-skills training;
- g) case management;
- h) mental health services;
- i) access to medical care;
- j) access to education and/or job training;
- k) access to child care;
- l) access to transportation for teens using off-site services;
- m) outreach to fathers and families;
- n) transitional services; and,
- o) “a little free time.”

Additional services which might also be considered include the following (again, the guide provides more detailed information regarding each of these items):

- a) high quality homes;
- b) tiers of service;
- c) emergency beds;
- d) special homes for special needs;
- e) specialized staff;
- f) support services for staff;
- g) computers for teens;
- h) individual development accounts;
- i) community mentor programs;
- j) “emergency” funds;
- k) guaranteed housing assistance when teens leave;
- l) follow-up services to program alumnae;
- m) step-down programs; and,

n) “whatever it takes.”

**Keywords:** *Comprehensive Services, Second Chance Homes*

**Author:** Center for Law and Social Policy  
**Title:** Early Head Start and Teen Parent Families: Partnerships for Success  
**Publishing Information:** [www.clasp.org](http://www.clasp.org)

The Early Head Start (“EHS”) program was created in 1995 to reach children under 3 and pregnant women. EHS provides children and their families with access to a range of services tailored to meet the needs of this population. Such services include: parenting resources, nutritious meals and health education, comprehensive medical, dental and mental health screenings and referrals for follow-up treatment, access to pre- and post-natal care, and social services and referrals for the entire family.

The report comments upon a study conducted of 17 EHS programs funded in 1995-1996, entitled *Making a Difference in the Lives of Infants and Toddlers and Their Families: The Impacts of Early Head Start* (June 2002). Specific details regarding this study are found in the article and the various successes of the EHS programs are reviewed. For example, the study found that EHS participation benefited teen families in areas such as child development, access to support services, parenting behavior, and economic self-sufficiency.

The report further explores the benefits of EHS participation for teen parents involved with the child protective services system and for those with disabilities. For further discussion regarding these issues, a review of the report is warranted.

At the conclusion of the report, various EHS programs are listed and some of the specific services offered by those programs are highlighted. Contact information for some of the EHS programs are listed at the end of the report.

**Keywords:** *Comprehensive Services, Mothers in Care, Mothers with Disabilities*

### **BOOKS TO REVIEW**

The following are some relevant books (or articles within books) related to the issue of teen parents and their children and the programs and/or services created to meet their needs:

- 1) *Supporting & Strengthening Families*, Carl J. Dunst, Carol M. Trivette, and Angela G. Deal, Eds., (Massachusetts: Brookline Books, 1994).
- 2) “A Play-Based Teen Parenting Program to Facilitate Parent-Child Attachment” by Sue A. Ammen, in *Short-Term Play Therapy for Children*, Heidi Gerard Kaduson and Charles E. Schaefer, eds., (New York: The Guilford Press, 2000) at 345.
- 3) *Books, Babies and School-Age Parents*, Jean Warren Lindsay and Sharon Githens Enright (Buena Park, California: Morning Glory Press, Inc., 1997, 2003).
- 4) *Kids Having Kids*, Rebecca Maynard (Washington, DC: Urban Institute Press, 1997).