DOCUMENT RESUME

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DESCRIPTORS *Annotated Bibliographies; Counseling Services; *Dropout Prevention; *Pregnant Students; Psychological Services; *Research Reviews (Publications); *Resource Materials

ABSTRACT
This updated search reviews 14 documents that cover attempts by several school systems to provide medical, psychological and educational support for this population group in order to prevent their dropping out of school. (SD)
Counseling the Pregnant Teenager
Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.
ERI Documents

ED 048 614  CG 006 277
Schreiber, Samuel  Day, Ruby J.
Schools for Pregnant Girls in New York City,
American Association of School Administrators,
Washington, D.C., New York City Board of
Education, Bronx, N.Y.
Pub Date Feb 71
Note—12p.; Paper presented at the American
Association of School Administrators in Atlantic
City, New Jersey, February, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care, *Contraception,
*Dropout Prevention, *Dropout Problems,
Dropouts, *High School Students, *Homemak-
ing Education, *Homemaking Skills, *Pregnan-
Problems, *Special Programs
Identifiers—New York City, Title I Elementary
and Secondary Education Act
New York City's former policy of excluding
pregnant girls from school is briefly reviewed,
and the rationale underlying the current program
is presented. Six schools for pregnant students are
described as multi-disciplined centers which allow
the student to continue her full-time education
with provision for special health and counseling
services. The Board of Education is viewed as
responsible for educating even pregnant students.
The objectives of the six schools, funded under
Title I ESEA, include: (1) to improve attendance;
(2) to increase the incidence of live births among
pregnant students; (3) to increase infant care and
homemaking skills; (4) to provide the girls with
saleable skills; and (5) to change their academic
needs. The Board of Education is responsible for
providing special health and counseling
services. A discussion of several areas which require
further study and implementation concludes the
report. (TL)

ED 050 387  CG 006 391
The Contraception Counseling and Education
Clinic, California Univ., Berkeley.
Pub Date 70
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Contraception,
*Counseling Services, *Health Services, *Medical
Services, *Sex Education, *Student Needs,
*Student Personnel Services
This report is a detailed summary of how the
contraception counseling and education clinic at
Berkeley operates. The clinic is a broad-based
contraception service within the student health
service, designed to meet the specific needs of
College students. It offers contraception education
service, and devices, venereal disease screening,
pregnancy counseling, and medical and social-psychiatric
referrals in Cowell Hospital on campus. The
details of the service offered are outlined thoroughly, and the present
offered part evaluation program is described. Ti-
the qualifications and functions of the employed
staff are also given, as well as the types of volun-
teers and their training. (TA)

ED 059 329  UD 012 109
Syropoulos, Mike
Evaluation of the Program to Continue the Educa-
tion of Girls Who Must Leave School Because of
Detroit Public Schools, Mich. Dept. of Research
and Development
Pub Date Nov 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adolescents, *Compensatory Educa-
tion Programs, Dropout Prevention, Dropout
Rehabilitation, Females, Illegitimate Births,
Medical Services, *Pregnancy, *Program
Work
Identifiers—Elementary Secondary Education Act
Title I, ESEA Title I, *Michigan
The purposes of Detroit's Continuing Educa-
tion for Girls Project, funded under Title I
ESEA, are as follows: (1) to continue the educati-
onal program of girls who might otherwise be
compelled to drop out of school either during
their pregnancy or permanently after childbirth;
and, (2) to provide comprehensive educational,
social work, and medical services to meet the
multiple needs of the pregnant school-age
adolescent. Its primary function is to coordinate
in a school setting educational, psychological,
health, and social services for girls under 16 years
of age who are pregnant. The project endeavors,
everywhere possible, to include girls over 16 who
wish to continue their education. This is a ten-
month project with eight weeks summer school
session. Girls were carefully selected for admis-
sion, so that those given this opportunity were the
ones judged most likely to take advantage of the
program. During the school year ending August
1971, 233 girls were enrolled in the program.
The center accommodates about 110 girls at one
time at maximum. Fourteen percent completed
their graduation requirements while in the project
and received high school diplomas, while 56 per-
cent left the program planning to return to regu-
lar school. Fourteen percent dropped from the
program. (Author/JS)
Journal Articles

EJ 038 451 420 CG 502 923
The Psychology of the Unwed Mother. Crawshaw, Ralph. Medical Aspects of Human Sexuality, v5 n6, pp176-188, Jun 71

EJ 039 785 380 CG 503 043
The author concludes that school social work has a place in continuing education as it does in any other school setting. It is best supplied on a coordinated level, but wherever possible, it should provide direct service to the client by the school social worker. (Author)

EJ 040 042 490 PS 501 158
Unwed Mothers and their Decisions to Keep or Surrender Children. Festinger, Trudy Bradley, Child Welfare v50 n5, pp223-223, May 71
Factors that might allow prediction of the unwed mother's decision to keep her child or to surrender it for adoption are examined in this study of 137 white and black clients of a social agency. (NH)

EJ 041 796 020 EA 501 841
North Carolina Charts a Course Toward Positive Policies on Pregnant Students' Narron, Janice L. Updating School Board Policies v2 n9, pp1-3, Sep 71

EJ 043 690 070 CG 503 445
The article discusses the problems of the pregnant school age girl and describes the kinds of programs best suited to improving comprehensive services to these girls and their families. The author stresses the role of school health personnel in helping school systems understand the risks involved. (BY)

EJ 043 698 070 CG 503 612
It was not the original intention of this study to promote sex education, but it is apparent from the data young people need more information at the time they are first capable of reproduction. (Author)

EJ 044 283 230 EA 501 993
Redefining the Status of Married High School Students. Research Notes Brown, B. B., Phi Delta Kappan v53 n2, pp126-127, Oct 71

EJ 044 933 380 CG 503 611
The purpose of this literature search was to determine the nature and extent of national changes in education policy and programs for married and pregnant students of high school age in the 1960's as reflected by education journals. (Author)

EJ 059 538 490 CG 504 560
This report describes the study, its findings relative to recidivism and school withdrawal, the implications of the findings for planning preventive intervention services, and the implications of the findings for further research. (Author)
The purpose of this study was to isolate the parameters of a counseling model that would be appropriate for pregnant junior-senior high school students enrolled in the increasing number of nonresidential schools that school districts are incorporating for their pregnant students. From previous research investigated, it was determined that pregnancy caused a maturational crisis involving poor self-perceptions and perceived relationships with the subject's: mother, father, baby, baby's father, the hospital where the baby was to be born and the nonresidential school. An approach aimed at improving both of these was developed from a review of the literature which suggested that group counseling might improve them.

The study was conducted at the Educational Medical School, a nonresidential school for pregnant junior-senior high school students, Pittsburgh, Pennsylvania during the Spring and Fall 1970. The volunteer subjects were randomly assigned to treatment or control group.

The parameters of the group counseling model that were suggested in the literature and incorporated and evaluated in this study were: closed, volunteer groups of between ten and twenty members meeting for six weeks; using the same leader(s) for the group's duration; encouraging the introduction of topics by participants and focusing on those topics of immediate and future concern; employing direct and interpretive question answering style on the counselor's part; and, using counseling techniques that involved active participation in problem solving rather than introspection on the etiology of problems. Pre- and posttests of the Interpersonal Check List and Semantic Differential, attendance data, individual reports written by the counselors and subjects following each counseling session, and a Follow-up Study were employed to evaluate the group counseling model.

Results of the above measures indicated that perceptions of self and mother were the dependent variables most affected by the group counseling experience. Perceived relationships between father and baby's father were closely identified and much hostility was voiced towards the baby's father. Some subjects were prevented from discussing and describing their baby by a fear that these behaviors would adversely affect him. Perceived relationships with hospital were not affected by the model. Attendance data indicated that counseling aided in preventing the students from dropping out of school. Trimester of pregnancy and subject age were subject variables that interacted with the effects of the treatment model. And, comparisons of Follow-up data with data gathered prior to the baby's birth indicated that the counseling model had present and personal effects before the baby's birth and future and other oriented effects following the baby's birth.

All parameters of the model were evaluated with positive results especially the retention of the same counselor for each group, contribution of topics by the participants and focusing on topics of present and future concern. Recommendations centered mainly on retention of all parameters of the group counseling model, but forming groups with regard to the age and trimester of pregnancy of the subjects, and using the model only during double school periods, and in rooms wherein the chairs could be moved to form a circle.

Upon examining the results of the study it was concluded that group counseling can provide a means of resolving the maturational crisis that pregnant students enrolled in non-residential schools experience.
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