

APPENDICES

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APPENDIX A: CONSENT FORM

CONSENT TO PARTICIPATE

I, _____, agree to participate in research conducted by Fay Martin exploring how young people conceptualize (think about) and manage the challenge of their 18th year.

I agree to attend four sessions at the times and places to be mutually arranged. The first three sessions are individual meetings, at which I may expect to be asked to

- 1) complete a questionnaire,
- 2) produce a self-narrative (a story about myself), and
- 3) analyze the narrative.

The fourth session will be a group meeting, at which I will be asked to share my narrative with other participants and to take part in discussion. Because some of the other participants or those of whom they speak may be known to me, I may choose not to share some material in this group. I will take part in reaching an agreement with other group participants to safeguard the privacy and confidentiality of all participants and those of whom they speak, and will abide by it. I will provide a photograph of myself, or allow one to be taken, for the sole purpose of showing it to other group participants, in order to assist us in preparing to participate in the group session. The photograph will be returned or destroyed at the group session.

For each session that I attend, I will be paid twenty dollars (\$20.00).

In order to protect my privacy and that of others of whom I may speak, I will choose names for myself and others that are not the actual names of the persons involved. Only these chosen names will be used in the research process and in the research data (material).

Fay Martin agrees to regard and maintain the best interest of each participant in this project as a primary professional obligation in conducting this research. She will respect the privacy and confidentiality of material presented by me and other participants by using only chosen names in any discussion or presentation of the material, both during and after the research process. She will keep any material that ties the true identity of participants or those of whom they speak with their chosen names in a secure place where it is available only to her.

I certify that I am eighteen years of age as of _____.

I have read this Agreement and understand what I am signing.

Participant

Print name

Date

Fay Martin, researcher
213 Glenlake Avenue
Toronto, Ontario
Phone 766-0213

APPENDIX B: CENSUS '91 LONG QUESTIONNAIRE (REVISED)

(COVER PAGE, KEPT SEPARATE FROM QUESTIONNAIRE)

1. Name:
2. Address:
3. Telephone:
4. Chosen name for research:
5. Please give a brief summary of your living circumstances from the time you left CAS placement, until your current living situation.
[capture narrative, including from (date) to (date) with (whom) in (what circumstances)]

- 5b. List below all the people who usually live in your current dwelling.
[A dwelling is a separate set of living quarters with a private entrance from the outside or from a common hallway or stairway inside the building. This entrance should not be through someone else's living quarters. Include children, relatives, room-mates, boarders and live-in employees, anyone temporarily away, anyone staying temporarily who has no other permanent address, anyone in an institution (e.g., hospital, home, prison) for less than six months].

PERSON # 1:
chosen name:

PERSON # 2:
chosen name:

PERSON # 3:
chosen name:

PERSON # 4:
chosen name:

PERSON # 5:
chosen name

QUESTIONNAIRE

(Stored under chosen name and suffix;e.g., Victoria1, Victoria2)

3. For each person, indicate

1) (chosen) Name

2) relationship to you:

- husband/wife
- common-law partner
- son/daughter
- father/mother
- brother/sister
- brother-in-law/sister-in-law
- lodger/boarder
- room-mate
- other (specify)

3) date of birth

- day
- month
- year

4) sex

- male
- female

5) legal marital status [one choice only]

- legally married and not separated
- legally married and separated
- divorced
- widowed
- never married (single)

6) Is this person currently living with a common-law partner?

- yes
- no

7) Can this person speak English or French well enough to conduct a conversation?

- English only
- French only
- both English and French
- neither English or French

8) What languages (other than English or French) can this person speak well enough to conduct a conversation?

- none
- specify any other language

9) What language does this person speak most often at home?

- English
- French
- other (specify)

10) What is the language that this person first learned at home in childhood and still understands? [If this person no longer understands the first language learned, indicate the second language learned.]

- English
- French
- other (specify)

11) Where was this person born? [mark one only, according to present boundaries]

- in Canada
 - Newfoundland
 - Prince Edward Island
 - Nova Scotia
 - New Brunswick

- Quebec
- Ontario
- Manitoba
- Saskatchewan
- Alberta
- British Columbia
- Yukon
- North West Territories
- outside Canada
 - United Kingdom
 - Italy
 - USA
 - West Germany
 - East Germany
 - Poland
 - other (specify)

12) Of what country is this person a citizen? [Mark more than one circle if applicable.]

- Canada, by birth
- Canada, by naturalization
- Same as country of birth, other than Canada
- Other country

13) Is this person now, or has this person ever been, a landed immigrant?

- no [go to question 15]
- yes [continue with question 14]

14) In what year did this person first become a landed immigrant in Canada? [If exact year is not known, enter best estimate.]

- 1---

15) To which ethnic or cultural group(s) did this person's ancestors belong? [Mark or specify as many as applicable.]

Note: While most people of Canada view themselves as Canadian, information about their ancestral origins has been collected since the 1901 census to reflect the changing composition of the Canadian population and is needed to ensure that everyone, regardless of his/her ethnic or cultural background, has **equal opportunity** to share fully in the economic, social, cultural and political life of Canada. Therefore, this question refers to the origins of this person's **ancestors**.

- French
- English
- German
- Scottish
- Italian
- Irish
- Ukrainian
- Chinese
- Dutch (Netherlands)
- Jewish
- Polish
- Black
- North American Indian
- Metis
- Inuit/Eskimo
- other ethnic or cultural groups (specify)

[Examples...are: Portuguese, Greek, Indian from India, Pakistani, Filipino, Vietnamese, Japanese, Lebanese, Haitian, etc.]

16) Is this person a **registered Indian** as defined by the Indian Act of Canada?

- no

- yes (specify Band or First Nation, e.g., Musqueam)
- 17) What is this person's religion? [Indicate a specific denomination or religion even if this person is not currently a practicing member of that group. For example, Roman Catholic, Ukrainian Catholic, United Church, Anglican, Presbyterian, Lutheran, Baptist, Pentecostal, Greek Orthodox, Jewish, Mennonite, Jehovah's Witnesses, Salvation Army, Islam, Buddhist, Hindu, Sikh]
- Specify one denomination or religion only:
- - no religion
- 18) Is this person limited in the kind or amount of activity that he/she can do because of a long-term physical condition, mental condition or health problem?
- at home?
 - no, not limited
 - yes, limited
 - at school or work?
 - no, not limited
 - yes, limited
 - not applicable
 - in other activities, e.g., transportation to and from work, leisure time activities?
 - no, not limited
 - yes, limited
- 19) Does this person have any **long-term** disabilities or handicaps?
- no
 - yes
- 20) Where did this person live 1 year ago?
- lived at the same address as now
 - lived in the same province/territory, but at a different address
 - lived in a different province/territory in Canada
 - name of province/territory: _____
 - lived outside Canada
 - name of country: _____
- 21) Did this person live at this present address **5 years ago**?
- yes, lived at the same address as now [go to # 23]
 - no, lived at a different address
- 22) Where did this person live 5 years ago? [Some large cities are made up of smaller cities or towns called municipalities. Where applicable, distinguish between the municipality and the large city, such as Anjou and Montreal, Scarborough and Toronto, Burnaby and Vancouver, Saanich and Victoria. Mark one circle only.]
- lived in the same city
 - lived in a different city, town
 - name of city, town, village, municipality or Indian reserve: _____
 - name of county, if known: _____
 - name of province: _____
 - lived outside Canada
 - name of country: _____
- 22b) If this person was in child welfare care, what was the period of time in which s/he was placed outside his/her home? [include more than one cycle if necessary]
- from d/m/yr to d/m/yr:
- 23) How many children were **ever born to this person**? [Count all children including those who may have died since birth or who may now be living elsewhere. Do not include stillbirths.]
- none
 - number of children: ____
- 24) What is the highest grade (or year) of secondary (high school) or elementary

school this person ever attended?

- ___ Enter highest number (1 to 13) of grades or years, excluding kindergarten.
- never attended school or attended kindergarten only.

25) How many year of education has this person completed at university?

- none
- less than 1 year (of completed courses)
- ___ number of completed years of university

26) How many years of schooling has this person ever completed at an institution other than a university, a secondary (high school) or an elementary school? [Include years of schooling at community colleges, institutes of technology, CEGEPs (general and professional), private trade schools or private business colleges, diploma schools of nursing, etc.]

- none
- less than 1 year (of completed courses)
- ___ number of completed years at community colleges, trade schools, CEGEPs, etc.

27) In the current academic year, was this person attending a school, college or university? [Include attendance at elementary or secondary schools, business or trade schools, community colleges, institutes of technology, CEGEPs, etc., for courses which can be used as credits towards a certificate, degree or diploma. Mark one only.]

- no, did not attend in this academic year
- yes, full time
- yes, part time, day or evening

28) What certificates, diplomas or degrees has this person ever obtained? [Include all qualifications obtained from secondary (high) schools, or trade schools or other postsecondary educational institutions. Mark as many as applicable.]

- none [go to 30]
- secondary/high school graduation certificate or equivalent
- trades certificate or diploma
- other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)
- university certificate or diploma below bachelor level

29) What was the major field of study or training of this person's highest degree, certificate or diploma (excluding secondary or high school graduation certificates)?

- major field of study _____
- this person's highest qualification is a secondary/high school graduation certificate.

30) Last week, how many hours did this person work (not including volunteer work, housework, maintenance or repairs for his/her own home)?

- ___ number of hours, to the nearest hour [go to # 36]
- none [continue with next question]

31) Last week, was this person on temporary lay-off or absent from his/her job or business? [mark one only]

- no
- yes, on temporary lay-off from a job to which this person expects to return
- yes, on vacation, ill, on strike or locked out, or absent for other reasons

32) Last week, did this person have definite arrangements to start a new job within the next four weeks?

- no
- yes

33) Did this person look for work during the past 4 weeks? [For example, did this person contact a Canada Employment Centre, check with employers, place

or answer newspaper ads? Mark one only.]

- no [go to # 35]
- yes, looked for full-time work
- yes, looked for part-time work (less than 30 hours per week)

34) Could this person have started work last week had a job been available?
[mark one only]

- yes, could have started work
- no, already had a job
- no, temporary illness or disability
- no, personal or family responsibilities
- no, going to school
- no, other reasons

35) When did this person last work, even for a few days (not including volunteer work, housework, maintenance or repairs for his/her own home)?

- in 1994 [continue with next question]
- in 1993 [continue with next question]
- before 1993 [go to # 45]
- never worked in lifetime [go to # 45]

[Note: #s 36-42 refer to this person's job or business last week. If this person held no job last week, answer for the job of longest duration in the last six months. If this person held more than one job last week, answer for the job at which he/she worked the most hours.]

36) For whom did this person work?

- name of firm, agency, etc:

- department, branch, division, section or plant:

37) What kind of business, industry or service was this? [Give full description. For example, wheat farm, trapping, road maintenance, retail shoe store, secondary school, temporary help agency, municipal police.]

- kind of business, industry or service:

38) At what address did this person usually work? [If street address is unknown, print the name of the building or nearest street intersection. Some large cities are made up of smaller cities or towns called municipalities. where applicable, distinguish between the municipality and the large city, e.g., Toronto and Scarborough.

- worked at home (including farms)
- worked outside Canada
- worked at the address specified below:

- street: _____

- city: _____

- county: _____

- Province: _____

- postal code: _____

39) What kind of work was this person doing? [For example, medical lab technician, accounting clerk, manager of civil engineering department, secondary school teacher, supervisor of data entry unit, food processing labourer, fishing guide. If in armed forces, give rank only.]

- kind of work:

40) In this work, what were this person's most important duties or activities? [For example, analyzing blood samples, verifying invoices, co-ordinating civil engineering projects, teaching mathematics, organizing work schedules and monitoring data entry systems, cleaning vegetables, guiding fishing parties.]

- most important duties or activities:

41) In this job, was this person mainly:

- working for wages, salary, tips or commission? [go to # 43]
- working without pay for his/her spouse or another relative in a family farm or business? [go to # 43]
- self-employed without paid help (alone or in a partnership)? [continue with next question]
- self-employed with paid help (alone or in partnership)?

42) If self-employed, was this person's farm or business incorporated?

- no
- yes

43) In how many weeks did this person work in 1994?

- none [go to # 45]
- number of weeks: ___ [continue with next question]

44) During most of those weeks, did this person work full time or part time?

[mark one only]

- full time (30 hours or more per week)
- part time (less than 30 hours per week)

45) During the year of 1994, did this person receive any income or suffer any loss from the sources listed below? [Answer "yes" or "no" for all sources. If "yes", also enter the amount; in case of a loss, also mark "loss". Do not include Family Allowance and Child Tax Credits.]

a) total wages and salaries including commissions, bonuses, tips, etc., before any deductions:

- yes --> \$____.
- no

b) net income from unincorporated non-farm business, professional practice, etc., on own account or in partnership (gross receipts minus expenses)

- yes --> \$____.
- no

c) net farm self-employment income from agricultural operations on own account or in partnership (gross receipts minus expenses)

- yes --> \$____.
- no

d) old age security pension and guaranteed income supplement from federal government only (provincial income supplements should be reported in (g))

- yes --> \$____.
- no

e) benefits from Canada or Quebec Pension Plan

- yes --> \$____.
- no

f) Benefits from Unemployment Insurance (total benefits before tax deductions)

- yes --> \$____.
- no

g) Other income from government sources including provincial income supplements and grants and social assistance, (e.g., veterans' pensions, workers' compensation, welfare payments. do not include Family Allowance and Child Tax Credits.)

- yes --> \$____.
- no

h) Dividends and interest on bonds, deposits and savings certificates, and other investment income (e.g., net rents from real estate, interest from mortgages)

- yes --> \$____.
- no

j) Other money income (e.g., alimony, scholarships)

- yes --> \$____.
- no

k) Total income from all the above sources

- yes --> \$____.
- no

H1. What is the name(s) of the person(s) who pay the rent or mortgage, taxes, electricity, etc., for this dwelling? [A dwelling is a separate set of living quarters with a private entrance from the outside or from a common hallway or stairway inside the building. This entrance should not be through someone else's living quarters.]

- first, last name _____

Note: One of these persons should answer H2-H8. If no one living here makes such payments, indicate here

-

and answer these questions yourself.

H2. Is this dwelling

- owned by you or a member of this household (even if it is still being paid for)?
- rented (even if no cash rent is paid)?

H3. a) How many rooms are there in this dwelling? [Include kitchen, bedrooms, finished rooms in attic or basement, etc. Do not count bathrooms, halls, vestibules, and rooms used solely for business purposes.]

- number of rooms: _____

b) How many of these rooms are bedrooms?

- number of bedrooms: _____

H4. When was this dwelling originally built? [Mark the period in which the building was completed, not the time of any later remodelling, additions or conversions. If year is not known, give best estimate.]

- 1920 or before
- 1921-1945
- 1946-1960
- 1961-1970
- 1971-1980
- 1981-1985
- 1985-1990
- 1991 and later

H5. Is this dwelling in need of any repairs? [Do not include desirable remodelling or additions.]

- no, only regular maintenance is needed (painting, furnace cleaning, etc.)
- yes, minor repairs are needed (missing or loose floor tiles, bricks or shingles, defective steps, railing or siding, etc.)
- yes, major repairs are needed (defective plumbing or electrical wiring,

structural repairs to walls, floors or ceilings, etc.)

Note: answer H6 to H7 for the dwelling you now occupy. If the exact amount is not known, please enter best estimate.

H6. For this dwelling, what are the yearly payments for

a) electricity?

- none
- included in rent or other payments
- amount: \$____.____ per year

b) oil, gas, wood or other fuels?

- none
- included in rent or other payments
- amount: \$____.____ per year

c) water and other municipal services?

- none
- included in rent or other payments
- amount: \$____.____ per year

H7. For renters only: What is the monthly cash rent paid for this dwelling

- rented without payment of cash rent
- amount: \$____.____ per month

**APPENDIX C: COPYRIGHT AGREEMENT
AGREEMENT**

B E T W E E N

FAY E. MARTIN

of 213 Glenlake Avenue, Toronto, Ontario, M6P 1E9
(hereinafter "Martin")

THE PARTY OF THE FIRST PART
AND

of _____
(hereinafter "_____")
THE PARTY OF THE SECOND PART

WHEREAS Martin recorded information and transcribed a narrative told by _____;

AND WHEREAS Martin and _____ collaborated in editing the narrative to express as accurately as possible the meaning intended by _____;

AND WHEREAS Martin and _____ collaborated in analyzing the narrative and augmenting and amending it to capture as fully as possible the meaning intended by _____;

AND WHEREAS Martin discussed with _____ the intention that the narrative and other information provided, in whole or in part, alone and in combination with other material, would be used by Martin in her doctoral thesis and in other forms of communication;

AND WHEREAS Martin discussed with _____ the possibility of embarrassment or legal problems resulting from the actual identity of _____ or people referred to in the narrative being known;

AND WHEREAS Martin and _____ agreed that chosen names that were not actual names for all individuals referred to in the narrative would be used in all written, oral, and other references to the research material;

AND WHEREAS Martin reviewed with _____ his/her narrative with a view to amending the narrative to avoid the probability that any living person would be identifiable in the narrative, and offended or embarrassed by his/her inclusion:

AND WHEREAS _____ received a copy of his/her narrative;

THEREFORE, IN MUTUAL EXCHANGE OF ONE DOLLAR AND OTHER GOOD AND VALUABLE CONSIDERATIONS, THE PARTIES HEREBY AGREE THAT

1) the information and narrative obtained in the research process as described above, hereinafter called the "property", is jointly authored and that both parties have copyright of the property;

2) the parties grant to each other a non-exclusive world-wide licence for twenty-five years to make use of the property as he or she wishes, in verbal, written, video or any other form of communication that is now known or will become known in the future, provided that they comply with the confidentiality provisions contained in the consent form attached to the Agreement as Schedule A;

3) each party has the sole right to any financial or other benefit arising from his or her own use of the property;

4) each party is solely responsible for any legal liability arising from their own use of the property, and will indemnify the other against any third party claims;

MARTIN AND _____ HAVE DISCUSSED THIS AGREEMENT AND ANY QUESTIONS ARISING, AND ARE SATISFIED THAT A COMMON UNDERSTANDING ABOUT THE NATURE AND INTENT OF THE AGREEMENT HAS BEEN REACHED.

SIGNED In the City of _____ in the Municipality of Metropolitan Toronto, this ___ day of _____, 199__.

(Party of the First Part)

(Party of the Second Part)

Print Name

Address

thesis4/agreemt.fin

APPENDIX D: FOCUS GROUP DISCUSSION PROTOCOL

September 19/20, 1995

FOCUS GROUP PROTOCOL

INTRODUCTION:

1) TIME FRAME AND HOUSEKEEPING DETAILS:

- a) I would like to introduce my helper...Her job is
- to keep an eye on the tape recorder,
 - to keep a written record of the order in which people speak to help with transcription later,
 - to sort out speaking order when several people are contributing,
 - to pay attention to participation patterns, to ensure that we hear from everyone on each topic (and that may include telling me to keep quiet).

b) The total meeting time is two hours. We'll have a break at the half-way point. This is a no-smoking building.

- c) The session is being audio-recorded so I can transcribe it later, to join all the other material in my computer. To save my sanity, would you please try to
- have only one person speak at a time,
 - speak clearly and not too fast,
 - speak in the direction of the recorder,
 - don't thump the table.

To introduce your voice on the tape, could we go around and each of you say "my name is ---- and I came here today from ----"

2) CONFIDENTIALITY: You'll remember that when we met for the first interview, you all signed these agreements that included working out with each other confidentiality about anything you would say today. Now's the time. The usual thing is that what is said in this room is not repeated outside this room in a way that can be connected to the person who said it. And that anything and everything is treated in the way you would wish, had you said it. Does that cover it? Questions? Discussion? Agreement?

3) AGENDA: The questions will be organized around a model that I made up to help me keep the literature organized in my mind; I called it the Adolescent Mandala. It has also been useful for me to begin to "digest" the material you have given me. We can talk about the model briefly if you want to.

(If they do) The idea is that everything that has something to do with the adolescent transition to adulthood can be located somewhere in this Mandala. The 4 concentric circles indicate a widening social world as the individual matures. The "little" worlds aren't left behind, though; each is enclosed within the larger world -- we carry our past experiences and beliefs with us as we age.

Each of the 6 sectors is an area of development, as defined by me. The questions I'll be asking today will relate to those areas, at least one question for each sector.

I. PHYSICAL:

- a) There is some evidence in the literature that physical maturity is a positive event for boys and an negative or mixed event for girls. One of the explanations for this is that at sexual maturity, social expectations of behaviour become more gendered. Another way

of saying this is that at adolescence, the behaviour expected of boys and girls becomes more differentiated, and the difference becomes more important.

I don't recall that any of you commented about the impact of reaching physical maturity in your narratives. Is it important? Is the impact different for boys than girls? What does being in care have to do with it, if anything?

b) In this study population (remind them of how it is defined), boys came into care earlier than girls and stayed in care longer. In the research samples, more boys received ECM and more girls received welfare.

How do you understand these findings, that boys come into care earlier and stay longer? (E.g., are they more "needy"? Is the cw system biased in favour of them, more willing to take them in? Is the outside world biased against them, less able to manage them? Is it about the kind of problem they present to their parents/society?)

II: PSYCHOLOGICAL

a) The literature divides psychological coping into two types, "problem-focused" or "active" coping -- changing/solving the problem -- and "emotion-focused" or "internal" coping -- changing how one feels about the problem. "Withdrawal" (denial) fits somewhere in here too -- avoiding thinking about the problem, sometimes with the help of alcohol or drugs.

The literature suggest that girls get stressed by more things, use both internal and active coping, but continue to worry even after they've taken action; they are at higher risk for depression. Boys, on the other hand, tend to take action and then forget about it, or to ignore the problem, sometimes through alcohol/drug use, which puts them at higher risk for substance abuse.

How does this fit with your experience of boys and girls?

b) Most studies on young people leaving care report very high rates of depression. One reaction to this is to suggest that youth in/leaving care should be taught better/different coping skills, since they have had and will likely continue to have a hard row to hoe. Some of you in your narratives have talked about how you try/tried (past and present) to manage your sadness and anger about circumstances that seemed impossible to change, with varying success.

Would each of you say, based on your experience, one coping skill that you think should be taught, and one you think should be dumped for youth having hard times.

c) Many of you have talked about physical "coping" in the system: being restrained, being locked up in "quiet rooms", trashing places and things, verbally and physically assaulting/ being assaulted. It also seems from your narratives that physicality works quite differently for boys and girls in the cw system, both externally (i.e., what the outside does to boys/girls) and internally (i.e., how boys/girls experience it).

I would like to hear this discussed by the group: internal and external gender differences in physical altercations.

III: SOCIAL

a) Girls are thought to be more social than boys; they have more relationships, are more skilled at it, share personal thoughts and experiences more, and when solving problems, tend to make "caring" choices that satisfy as many people as possible rather than (as

boys are said to do) choose on the basis of who/what is right or wrong--"justice". This difference doesn't go away with age: women are thought to be better at relationships than men generally. For example, most adolescents of both sexes report that they are more likely to confide in their mothers than their fathers, particularly about "personal" issues.

Do you think this is so? Are girls/women more dependent on relationship? Are they better at it? Are they into caring rather than justice?

b) The child welfare system is big on relationships. Most people who work on the front lines are women. On the other hand, most males who work on the front lines in child welfare work with adolescents. So little kids in child welfare are likely to experience a mostly-female care system, but older youth may have a bit more gender-balanced experience.

What are your thoughts about the effects of gender in your experience in the system. i.e., the interaction between the sex of the youth/child and the sex of the worker/care-giver? Does it make a difference? (Now/Ever?) What sort of difference? What about the lack of male role models in family/cw system?

If girls are better at relationships than boys, are boys at a disadvantage in the cw system because of the importance it gives to relationships?

c) The literature suggests that children learn very young how to use adults as helpers. If this goes well, the number of adults that are considered potential resources grows with the child; if it doesn't go well, the child/youth becomes increasingly resistant to trusting that adults will be helpful. The end result may be that youth who most need help or who need the most help are least likely to trust adults to be helpful.

Do you think this is/has been so for you?

Are there ways of breaking into that cycle?

IV: ECONOMIC

a) Education is a problem for most youth in/from care for a variety of reasons. In this sample, only one person has her OSSD, compared with 45% of youth your age in Toronto area. There are many good suggestions about how this should be addressed, but my bias, from my experience as a parent, is that good solutions are very individualized.

To sharpen this discussion, could each of you say what ONE CHANGE in how your education was managed/supported would have benefited you MOST?

Could each of you make ONE comment on what you have heard.

b) Education is supposed to prepare one for employment, but as we all know, youth have the highest rate of unemployment in the country, and youth without at least a high school diploma are doubly disadvantaged. Very few of you in this sample have had reasonably-paying work for any length of time. This may be an issue, particularly for boys, because making money -- "bringing home the bacon" -- is the backbone of the traditional male role in society and in the family. Quite a high proportion of guys in this sample (2/3+) have been/are involved with the justice system.

I'm going to take what some might say is an extreme position, that disadvantaged boys are pressured toward criminal behaviour because of their inability to get "decent" jobs, both directly (because they can't get legal jobs) and indirectly (because they are angry at society for denying them the means to earn a living). What do you think of that idea?

Does it apply to girls as well? Are there differences?

c) The "job" that a high proportion of girls in this sample (6/15) have undertaken is parenting (as have several guys, with varying amounts of hands-on responsibility). Let me again take an extreme position and say that disadvantaged girls are pressured toward early parenthood by the lack of other routes to adult recognition and self-sufficiency. What do you think of that idea? Does it apply to boys as well? Are there differences?

V: POLITICAL

This area is a bit complicated; it's basically the power relationship between you and your life. I want to approach it through your narratives. I'll start by saying as a listener that your narratives were wonderful, very powerful, very thoughtful, very courageous, very wise. And I do intend that your narratives will eventually have a wider audience, so they can work their magic on others as they have on me.

As your stories poured into my head, my overwhelming impression was that as each of you talked about your beginning point, usually when you realized that whoever was supposed to be taking care of you couldn't necessarily be counted on to do so, it was as if you stepped into a fast-flowing river and were swept into its strong current. And most of the rest of your stories were about struggling to find and keep to your own course within the river.

What I would like to hear you talk about is how you resisted the current, how you thought about and managed to go this way when the river was flowing that way (a "Y" motion).

(E.g., you could just float down the river, go with the flow. You could keep an eye on where the river was taking you and paddle like hell when you felt like you were getting off your course. You could paddle until you got tired, float while you re-gather your strength and then paddle again. You could just paddle slow and steady all the way. Probably other patterns as well; how would you describe yours?)

b) Do you think the problem of finding/keeping your own course against the current of life is different for boys/men than for girls/women?

c) Did participating in this research in any way help you to understand your life? Did you do anything differently as a result?

VI: SPIRITUALITY

There is a belief that religion has gone the way of the dodo bird: extinct. Certainly church membership and attendance is in decline. But adolescence has traditionally been a time when individuals become idealistic, sure of right and wrong, active in fixing up the errors that their elders have made. Again my question comes from your narratives. Many of you have said in various ways that "nothing ever happens for nothing", that you have been challenged by life circumstances for a reason, that you are learning lessons that will stand you in good stead. All of this suggests that you consider that there is something like a grand scheme, a master plan, a higher force that is interested in how you personally live your life. I would like to hear each of you on that, since there is very little in the literature, particularly from young people who have had tough lives.

So: a) Would each of you say whether you consider that there is a grand scheme, a master plan, a higher force interested in you personally?

b) This may be something that you don't want to share, because it is quite a private

thing, but I would like to offer you the opportunity, if you'd like to take it, to talk about your personal value system or your sense of responsibility to/for yourself and/or the world, maybe particularly about how you see it coming out of your life experience.

CONCLUSION:

My job is now to put together everything you all have said, individually in three interviews and collectively in two groups today, with the literature, and with what I have experienced in you sharing your thoughts and stories with me, to come to some conclusions that will enrich how people understand the challenge of providing care to children and young people so that they make a good transition to adulthood.

By using the stories of young people whose parents have not been able to care adequately for them, and who have therefore had challenges that most people haven't had, I hope that the issues become starkly clear. I think that there are not many issues that at least one person among the 30 of you has not had and spoken about. And the issues are often writ large, bigger than life, so that they can be dissected and explored. In this way, I think that your lives have lessons to teach the more privileged, and those who are responsible for children/youth in care. On one hand, this is people directly involved in the child welfare system, but on the other hand, it is a much larger group of people, the voters and tax-payers who determine what resources are made available to all young people, but in particular to those for whom the state has assumed family responsibility.

I would like first of all to thank each of you for what you have shared. It has been a wonderful and challenging experience, to take it in and ponder it and learn from it. I'm an old, and I think wise, bird, but I have learned a lot. And for that I thank you.

The primary "product" from this exercise is a thesis, a biiiig essay on the basis of which I hope to get a degree. But equally important is what is called "dissemination", getting the word out to the people who could and should learn from it. I don't know just now what shape that will take, but I do know that I have some obligation to report back the findings, the conclusions and recommendations, to the agency to repay them for allowing me access to you. And I have a bit of a reputation within the agency for thinking that young people's words coming from them are more influential than adults' words about young people.

So: on the off-chance that I am able to negotiate for you as research participants to have a personal role in presenting the findings of this research, I would like to invite any of you who would be interested -- or think you might: you can decide for sure when/if the time comes -- in having a part in that, please let me know today, and then KEEP IN TOUCH!!!! We're talking quite a while, perhaps a year, before this will happen.

**APPENDIX E: LETTER FROM THE DEPARTMENT
OF THE SOLICITOR GENERAL**

APPENDIX F: FULL DATA SET

I: COVER SHEET

1. Name: XXXXXX

2. Address: XXXXXX

3. Telephone: XXXXXX

4. Chosen name for research: VERONICA

5. Please give a brief summary of your living circumstances from the time you left CAS placement, until your current living situation.

I WENT BACK HOME WITH MY MOM SHORTLY AFTER I TURNED 17, AND I'VE BEEN THERE EVER SINCE UNTIL LAST FRIDAY, FEB 3, WHEN I CAME HERE. IT'S A HOME FOR GIRLS WHO ARE PREGNANT.

5b. List below all the people who usually live in your current dwelling.

[A dwelling is a separate set of living quarters with a private entrance from the outside or from a common hallway or stairway inside the building. This entrance should not be through someone else's living quarters. Include children, relatives, room-mates, boarders and live-in employees, anyone temporarily away, anyone staying temporarily who has no other permanent address, anyone in an institution (e.g., hospital, home, prison) for less than six months].

PERSON # 1:

chosen name:

PERSON # 2:

chosen name:

PERSON # 3:

chosen name:

PERSON # 4:

chosen name:

PERSON # 5:

chosen name::

II: THE CENSUS 1991 QUESTIONNAIRE

THE FOLLOWING QUESTIONS NEED TO BE ANSWERED FOR EACH PERSON NAMED ABOVE:

FOR PERSON # 1

1) NAME: (Chosen Name): VERONICA

2) RELATIONSHIP TO YOU:

- husband/wife
- common-law partner
- son/daughter
- father/mother
- brother/sister
- brother-in-law/sister-in-law
- lodger/boarder
- room-mate
- X other (specify) IS MYSELF

3) DATE OF BIRTH:

- 30 day
- 07 month
- 76 year

4) SEX:

- male
- X female

5) LEGAL MARITAL STATUS [one choice only]

- legally married and not separated
- legally married and separated
- divorced
- widowed
- X never married (single)

6) is this person currently living with a common-law partner?

- yes
- X no

LANGUAGE:

7) can this person speak English or French well enough to conduct a conversation?

- X English only
- French only
- both English and French
- neither English or French

8) What languages (other than English or French) can this person speak well enough to conduct a conversation?

- X none
- specify any other language

9) What language does this person speak most often at home?

- X English
- French
- other (specify)

10) What is the language that this person first learned at home in childhood and still understands? [If this person no longer understands the first language learned, indicate the second language learned.]

- X English

- French
- other (specify)

PLACE OF BIRTH:

11) Where was this person born? [mark one only, according to present boundaries]

- X in Canada
 - Newfoundland
 - Prince Edward Island
 - Nova Scotia
 - New Brunswick
 - Quebec
- X Ontario
 - Manitoba
 - Saskatchewan
 - Alberta
 - British Columbia
 - Yukon
 - North West Territories
- outside Canada
 - United Kingdom
 - Italy
 - USA
 - West Germany
 - East Germany
 - Poland
 - other (specify)

CITIZENSHIP:

12) Of what country is this person a citizen? [Mark more than one circle if applicable.]

- X Canada, by birth
- Canada, by naturalization
- Same as country of birth, other than Canada
- Other country

IMMIGRATION:

13) Is this person now, or has this person ever been, a landed immigrant?

- X no [go to question 15]
- yes [continue with question 14]

14) In what year did this person first become a landed immigrant in Canada? [If exact year is not known, enter best estimate.]

- 1---

ETHNIC ORIGIN:

15) To which ethnic or cultural group(s) did this person's ancestors belong? [Mark or specify as many as applicable.]

Note: While most people of Canada view themselves as Canadian, information about their ancestral origins has been collected since the 1901 census to reflect the changing composition of the Canadian population and is needed to ensure that everyone, regardless of his/her ethnic or cultural background, has **equal opportunity** to share fully in the economic, social, cultural and political life of Canada. Therefore, this question refers to the origins of this person's **ancestors**.

- X French
- English
- German

- Scottish
- Italian
- Irish
- Ukrainian
- Chinese
- Dutch (Netherlands)
- Jewish
- Polish
- Black
- North American Indian
- Metis
- Inuit/Eskimo
- other ethnic or cultural groups (specify) GREEK, CZECHOSLOVAKIAN (DAD)

[Examples...are: Portuguese, Greek, Indian from India, Pakistani, Filipino, Vietnamese, Japanese, Lebanese, Haitian, etc.]

16) Is this person a **registered Indian** as defined by the Indian Act of Canada?

no

- yes (specify Band or First Nation, e.g., Musqueam)

RELIGION:

17) What is this person's religion? [Indicate a specific denomination or religion even if this person is not currently a practicing member of that group. For example, Roman Catholic, Ukrainian Catholic, United Church, Anglican, Presbyterian, Lutheran, Baptist, Pentecostal, Greek Orthodox, Jewish, Mennonite, Jehovah's Witnesses, Salvation Army, Islam, Buddhist, Hindu, Sikh]

Specify one denomination or religion only:

- PROTESTANT

- no religion

ACTIVITY LIMITATIONS:

18) Is this person limited in the kind or amount of activity that he/she can do because of a long-term physical condition, mental condition or health problem?

- at home? no, not limited

- Yes, limited

- at school or work?

no, not limited

- yes, limited

- not applicable

- in other activities, e.g., transportation to and from work, leisure time activities?

no, not limited

- yes, limited

19) Does this person have any **long-term** disabilities or handicaps?

no

- yes

ANSWER QUESTIONS 20-45 FOR PERSONS 15 YEARS OF AGE AND OVER

MOBILITY:

20) Where did this person live 1 year ago?

- lived at the same address as now

lived in the same province/territory, but at a different address

- lived in a different province/territory in Canada

- name of province/territory:

- lived outside Canada

- name of country:

21) Did this person live at this present address **5 years ago**?

- yes, lived at the same address as now [go to # 23]
- no, lived at a different address

22) Where did this person live 5 years ago? [Some large cities are made up of smaller cities or towns called municipalities. Where applicable, distinguish between the municipality and the large city, such as Anjou and Montreal, Scarborough and Toronto, Burnaby and Vancouver, Saanich and Victoria. Mark one circle only.]

- lived in the same city
- lived in a different city, town
 - name of city, town, village, municipality or Indian reserve:
ETOBICOKE
 - name of county, if known:
 - name of province: ONTARIO
- lived outside Canada
 - name of country:

22b) If this person was in child welfare care, what was the period of time in which s/he was placed outside his/her home? [include more than one cycle if necessary]

- from d/m/yr to d/m/yr: I WAS 14 -15 AND I STAYED IN CARE FROM THEN UNTIL THEY DISCHARGED ME WHEN I WAS 17.

PROCREATION:

23) How many children were **ever born to this person**? [Count all children including those who may have died since birth or who may now be living elsewhere. Do not include stillbirths.]

- none (EXPECTING JUNE '95)
- number of children:

23B) How many pregnancies have been terminated?

- spontaneous abortion
- therapeutic abortion
- none
- don't know

EDUCATION:

24) What is the highest grade (or year) of secondary (high school) or elementary school this person ever attended? [

- 11 Enter highest number (1 to 13) of grades or years, excluding kindergarten.
- never attended school or attended kindergarten only.

25) How many year of education has this person completed at university?

- none
- less than 1 year (of completed courses)
- number of completed years of university

26) How many years of schooling has this person ever completed at an institution other than a university, a secondary (high school) or an elementary school? [Include years of schooling at community colleges, institutes of technology, CEGEPs (general and professional), private trade schools or private business colleges, diploma schools of nursing, etc.]

- none
- less than 1 year (of completed courses)
- number of completed years at community colleges, trade schools, CEGEPs, etc.

27) In the current academic year, was this person attending a school, college or university? [Include attendance at elementary or secondary schools, business or trade schools, community colleges, institutes of technology, CEGEPs, etc., for courses which can be used as credits towards a certificate, degree or diploma. Mark one only.]

- no, did not attend in this academic year
- yes, full time
- yes, part time, day or evening

28) What certificates, diplomas or degrees has this person ever obtained? [Include all

qualifications obtained from secondary (high) schools, or trade schools or other postsecondary educational institutions. Mark as many as applicable.]

none [go to # 30]

- secondary/high school graduation certificate or equivalent
- trades certificate or diploma
- other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)
- university certificate or diploma below bachelor level
- Bachelor's degree(s) (e.g., BA, BSc, LLB_)
- University certificate or diploma above bachelor's level
- Master's degree(s) (e.g., MA, MSc, MEd)
- Degrees in medicine, dentistry, veterinary medicine or optometry (MD, DDS, DMD, DVM, OD)
- Earned doctorate (e.g., PhD, ESc, DEd)

29) What was the major field of study or training of this person's highest degree, certificate or diploma (excluding secondary or high school graduation certificates)?

- major field of study:
- this person's highest qualification is a secondary/high school graduation certificate.

WORK:

30) Last week, how many hours did this person work (not including volunteer work, housework, maintenance or repairs for his/her own home)?

-- number of hours, to the nearest hour [go to # 36]

none [continue with next question]

31) Last week, was this person on temporary lay-off or absent from his/her job or business? [mark one only]

no

- yes, on temporary lay-off from a job to which this person expects to return
- yes, on vacation, ill, on strike or locked out, or absent for other reasons

32) Last week, did this person have definite arrangements to start a new job within the next four weeks?

no

- yes

33) Did this person look for work during the past 4 weeks? [For example, did this person contact a Canada Employment Centre, check with employers, place or answer newspaper ads? Mark one only.]

no [go to # 35]

- yes, looked for full-time work
- yes, looked for part-time work (less than 30 hours per week)

34) Could this person have started work last week had a job been available? [mark one only]

- yes, could have started work
- no, already had a job
- no, temporary illness or disability
- no, personal or family responsibilities
- no, going to school
- no, other reasons

35) When did this person last work, even for a few days (not including volunteer work, housework, maintenance or repairs for his/her own home)?

- in 1994 [continue with next question]

- in 1993 [continue with next question]

before 1993 [go to # 45]

- never worked in lifetime [go to # 45]

[Note: #s 36-42 refer to this person's job or business last week. If this person held no

job last week, answer for the job of longest duration in the last six months. If this person held more than one job last week, answer for the job at which he/she worked the most hours.]

36) For whom did this person work?

- name of firm, agency, etc:
- department, branch, division, section or plant:

37) What kind of business, industry or service was this? [Give full description. For example, wheat farm, trapping, road maintenance, retail shoe store, secondary school, temporary help agency, municipal police.]

- kind of business, industry or service:

38) At what address did this person usually work? [If street address is unknown, print the name of the building or nearest street intersection. Some large cities are made up of smaller cities or towns called municipalities. where applicable, distinguish between the municipality and the large city, e.g., Toronto and Scarborough.

- worked at home (including farms)
- worked outside Canada
- worked at the address specified below:
 - street:
 - city:
 - county:
 - Province: ONTARIO
 - postal code:

39) What kind of work was this person doing? [For example, medical lab technician, accounting clerk, manager of civil engineering department, secondary school teacher, supervisor of data entry unit, food processing labourer, fishing guide. If in armed forces, give rank only.]

- kind of work:

40) In this work, what were this person's most important duties or activities? [For example, analyzing blood samples, verifying invoices, co-ordinating civil engineering projects, teaching mathematics, organizing work schedules and monitoring data entry systems, cleaning vegetables, guiding fishing parties.]

- most important duties or activities:

41) In this job, was this person mainly:

- working for wages, salary, tips or commission? [go to # 43]
- working without pay for his/her spouse or another relative in a family farm or business? [go to # 43]
- self-employed without paid help (alone or in a partnership)? [continue with next question]
- self-employed with paid help (alone or in partnership)?

42) If self-employed, was this person's farm or business incorporated?

- no
- yes

43) In how many weeks did this person work in 1994?

- none [go to # 45]
- number of weeks: [continue with next question]

44) During most of those weeks, did this person work full time or part time? [mark one only]

- full time (30 hours or more per week)
- part time (less than 30 hours per week)

45) During the year of 1994, did this person receive any income or suffer any loss from the sources listed below? [Answer "yes" or "no" for all sources. If "yes", also enter the amount; in case of a loss, also mark "loss". Do not include Family Allowance and Child Tax Credits.]

- a) total wages and salaries including commissions, bonuses, tips, etc., before any deductions:

- yes --> \$
- X no
- b) net income from unincorporated non-farm business, professional practice, etc., on own account or in partnership (gross receipts minus expenses)
 - yes --> \$
 - X no
- c) net farm self-employment income from agricultural operations on own account or in partnership (gross receipts minus expenses)
 - yes --> \$
 - X no
- d) old age security pension and guaranteed income supplement from federal government only (provincial income supplements should be reported in (g))
 - yes --> \$
 - X no
- e) benefits from Canada or Quebec Pension Plan
 - yes --> \$
 - X no
- f) Benefits from Unemployment Insurance (total benefits before tax deductions)
 - yes --> \$
 - X no
- g) Other income from government sources including provincial income supplements and grants and social assistance, (e.g., veterans' pensions, workers' compensation, welfare payments. do not include Family Allowance and Child Tax Credits.)
 - yes --> \$
 - X no
- h) Dividends and interest on bonds, deposits and savings certificates, and other investment income (e.g., net rents from real estate, interest from mortgages)
 - yes --> \$
 - X no
- j) Other money income (e.g., alimony, scholarships)
 - X yes --> \$ VARIABLE SPENDING FROM MOM; \$70/WK INCLUDING PURCHASING FOOD, FROM HER FBA, AFTER AUGUST. BEFORE THAT, \$10/WK OR SO.
 - no
- k) Total income from all the above sources
 - X- yes --> $\$70 \times 22 \text{ WKS} = \$1540 + \$10 \times 30 = \$300 = \$1840.$
 - no

One person must answer questions about the dwelling. Please go to Quest.dwl if you are that person.

Thank you. That is the end of the questionnaire for this person. Please complete the questions as they apply to other individuals in the dwelling.

III: TELLING A NARRATIVE

August 18, 1995

THE STORY OF VERONICA

I've been on my own in many different ways. First way was when I ran away from group homes and decided to live on the streets. Not really actually sleeping on the street, but not really having anywhere permanent to go. I would stay by friends' houses, hotel rooms, depending if I was making money. Not as a prostitute, but by robbing people and selling drugs, crack.

The second way would be just living independently in some small apartment, bachelor, 1-bedroom, whatever. It wasn't all that nice, but it was somewhere to stay. That was when I was 16, that was when I was allowed to live on my own. And CAS would pay me money every month. But sometimes it wasn't enough, so I'd still have to rob a couple people here and there for food and stuff.

I guess there was another way. The next way would be taking care of a baby, which is a lot of hard work. And buying everything for the baby, doing everything independently. I'm living at home with my mother, but I'm still paying rent, buying the groceries, baby supplies and everything you would if you were on your own.

Those are three ways.

R: I'd be interested to hear about the transitions from one way to the others...

Okay. I dunno.

R: Let me ask, for example, how you made the switch from living on the street to living in a room?

Okay. It wasn't really a room, it was an apartment. Because when I was living on the street, I was under 16 and I was running away from the police because I wasn't allowed to be on the street. Like I was in a group home, and they kept locking me up in [*a closed CAS short-term facility for underage youth picked up on the street*] and [*a longer-term facility for street youth*] and stuff. And I didn't like the group homes, so I just took off with this girl that I met in a group home, and we just lived around.

R: You were how old when you first went to group homes?

I think 14. But it seemed a lot longer than that. And when I turned 16, I decided to get my own apartment because I was now legally able to live independently.

R: If it had been legally possible, would you have done that earlier?

I think so, yeah.

R: Do you think you would have managed it as well earlier as you did when you were 16?

No, because I learned so much on the streets. I didn't know anything at first, but then I learned how to take care of myself. I became "street-smart".

R: But before you came into care, were you at all into that sort of street stuff?

Before I was in care, no, not at all. Like I used to drink a little bit and smoke weed, but not as much as when I went into the group home.

R: Would you say a bit about what brought you into care?

I guess my mom just couldn't handle me any longer. I would stop going to school. I would go out in the nights and I would start cursing at her. And she just couldn't take it no more.

R: When did you start driving your mother crazy?

I think it was when I was 13.

R: Why?

I dunno.

R: Puberty?

I doubt it.

R: But did it have to do with boys and going out and all those teenage priorities?

Well, I wasn't really with boys in that way, but I would just hang out with a bunch of friends. So it wasn't really boys.

R: Were there any other changes in your life situation that would account for this change in your behaviour?

Maybe because my mom was strict when I was younger, so when she couldn't push me around any more, I just didn't care any more. I got lazy and didn't want to wake up in the morning to go to school. I don't know if that's the reason, but I know that she was really strict. Well, not beyond strict, but stricter than my friends.

R: Like, she didn't beat you or stuff, but...

...had too many rules.

R: Is she from another ethnic culture, that would explain that to some extent?

No. But my grandmother was Greek, and I think she was really strict with my mom.

R: And your older brother had no trouble with her when he was a teenager?

Yeah, he did too. I think it was just my mom.

R: Okay. So the picture I have is this sweet little girl who hits adolescence and rebels against her mother's standards, that she thinks are unreasonable. And it quickly gets out of hand, and the mother asks CAS to get involved.

Yeah, because she can't handle certain situations, like if something has gone wrong and she can't deal with it, she'll just want to throw you out and just get rid of it. She can't deal with problems.

R: So she gets rid of the person as well as the problem?

I guess you could say that if you want.

R: Because it's interesting that you keep coming back home even though things are a bit tense. Maybe that's because there aren't a lot of other options.

Yeah. Because when I had my baby, I was living in a small hot room that was overcrowded. I needed a bigger place and I moved back home after my mom asked me to come back.

R: Is she helpful to you with the baby, like babysitting or giving advice?

Not really. She loves to give advice sometimes, and she babysat once in two months, which isn't that great. And then I complained all the time, saying that she's the grandmother and that she should help a little bit. I'm not expecting her to babysit while I go out and party or anything, because I know it's my responsibility. I'll ask her little favours, like if you couldn't pick the baby up if she cries while I'm in the shower, because she's a little colicky, but sometimes she just says she's busy, but I think she could take 5 minutes off. Just little things like that, a lot of little things like that she doesn't do. But now she's helping out a little more since I've been complaining to her all the time.

R: Do you think she loves the baby?

Yeah.

R: Maybe just waiting for an invitation, doesn't want to barge in with the baby?

She knows she could babysit anytime she wants. She sees me struggling a lot. She doesn't need no invitation!

R: What about the baby's dad?

Yeah, he's still around. We're supposedly still going out, but I haven't been seeing him that much lately.

R: He was your boyfriend for quite a long time, wasn't he?

Yeah. It's been like 2 1/2 years now.

R: But he isn't keen about being a father? Like, going out is one thing, but assuming parental responsibility is another?

No, no, no, he doesn't take the responsibility like I do.

R: When you got pregnant, did he think becoming parents was an okay idea?

No. It was an accident and he wasn't thrilled at the beginning. But then he just couldn't leave me, and...

R: But he kinda slip-slided away?

No. I would still see him a lot, a lot more than I do now. Maybe he just doesn't come because of my mom. Plus he hasn't had insurance on his car lately and he lives pretty far away.

R: But what you are free to do is quite different now that there's a babe, so

maybe it's about finding things to do together with this new reality?

I can't do what I used to do, but I still take her out everywhere I go, like to the mall and things like that.

R: Okay.

Do you have any regrets? No.

R: Do people ask you that all the time?

Not really.

R: Do you ask yourself that all the time?

Yeah, but I don't have any regrets.

R: Can I ask how you see yourself in the future, the close future, year or so down the road?

I think things will get better. Maybe harder, maybe not. Baby will be bigger, able to walk so I don't have to drag the stroller around everywhere, on the bus. I could do more things with her, take her more places. I think it will be better.

R: A man in that picture?

Depending on my boyfriend, if he learns to take more responsibility.

R: If he doesn't, will you dump him and look for somebody else?

I'll definitely dump him. Maybe I'll talk to a couple guys but nothing serious, because I'm not ready for a big relationship yet. Like it's a big circle. First they treat you all nice, and then, once they know they have you, they don't put you first any more. That's true, not just with me but with friends and stuff.

R: I wanted also to ask about a father in your life, your father...

I don't have him in my life. I haven't seen him for maybe 13-14 years. But he knew when I was pregnant and he sent me a present and he called me at the hospital and I talked to him for like 2 minutes.

R: How did he know that you were pregnant?

I think my brother told him because my brother had contact with him recently. Or it could have been my mom, who knows?

R: A bit more about how you went to the street. Can you draw a more specific picture of how that happened?

I was in an all-girls group home (*Adventure House*) and I didn't like it there too much. And my friend from my old group home just had a baby and she wanted me to come out and I went out with her to her baby-father and her apartment and I think I just never came back. I stayed there for awhile, and I met this guy at this plaza right by there (he's dead now, he got stabbed in the heart) and I liked him. But I didn't know that he was much older than what I thought, he looked young, he really did. We were talking and he was a dealer and I would hang around that plaza with all the other dealers. And then -- we

didn't do anything, because I was a virgin and very young, like 15 and I didn't know much then -- so then I remember "Nicole" finally went out with me alone, without the baby, who was with its father, and she was so happy to be out because she hadn't been out for so long. And we went out to this place, got some weed for free from her friends, smoked some weed, drank a couple of beers, chilled out. And then I guess she just wanted to go out more and more until somehow she just ended up on the streets with me. I don't know how it happened. I just can't remember, it's like a blank. Because she was with the father, and then she wasn't. It was weird. I kinda blame myself, because now she's a crackhead, and I could have ended up like that, but I didn't. But now I'm here with my baby, taking my responsibility. But I never asked her to smoke crack. I tried to stop her so many times, but that was later in life. Back then it was pure weed.

R: But you said that you sold crack.

Yeah, because it was winter. We met up with this next girl at Lakeshore Blvd. We couldn't rent a motel because we had no i.d., but we had money. We'd robbed people for money so we could rent a motel room, because we desperately needed some place to sleep. And we were walking around with our back-packs, our hair all messy, when this girl called us with two other guys. She looked good, with this cord suit on that was in style. She called us and we ended up talking to her and she asked if we needed someplace to stay, and offered for us to stay with her, in the motel. So we three slept in one bed, two on the other, with our shoes on because it was nasty and dirty. But...it was someplace to sleep, so who cared, we were just crashing out anyway.

We started selling with her, because she was selling. And I learned the hard way how to sell crack, because I got ripped off a couple of times. I was so dumb! So eventually we just sold crack all winter, because it was so hard finding a place to sleep and we needed clothes and food and all.

R: But you weren't using crack?

Oh no. I tried it before, but that wasn't my type of drug.

R: And you weren't prostituting?

No.

R: Was there pressure to prostitute?

Yeah, but I thought it was disgusting and my friend did it sometimes. I would always try to stop her from doing it, but I don't know what was wrong with her. She would do it and I would tell her not to. I would say let's just rob the guy, because you get the money first. But sometimes I would just have to make her run; after I would run, she couldn't just stay there. Because I didn't want her to do it, with old strange dirty men.

R: But no pimps trying to sign you on?

No pimps could sign me on.

R: What do you think was the difference between you and her, that she went the street way and you didn't?

I know a long time ago that she used to smoke crack until she got pregnant. She was smoking until she was 4 months pregnant but she didn't know. So the father made her quit. They were both smoking. So she stopped. So one day I went into 311 Jarvis [*the juvenile court and detention centre*] and left her on the street by herself. When I went in

she was fat. When I came out she was skinny. I didn't even recognize her: she was a crack-head.

R: How long was that?

Only two months.

R: Talk about your experience with the justice system, since you mention 311.

I've just been charged maybe 8 times. 3 assault charges, fail to appear for prints and fail to appear for court, and fail to comply, theft under \$1000 and mischief over \$1000.

R: And how much time did you do?

3 1/2 weeks. They all got dropped in the end so I didn't have a record. I was lucky. Everything was a fluke. One time the guy who charged me didn't show up. It just got dropped. I had to pay for the theft under.

R: And you never got charged for robbing people?

No, never got caught by the guys or the police.

R: Tell me about how you did that, robbing people.

I'd have to pretend I was a prostitute.

R: So you'd make a deal, get the money, and take off?

And jet!

R: Did you think that up yourself, or is...

Yeah, I guess. I don't know anybody else who did that. It was my own style. It was easier to get opportunities like that. I can't even count how many times I robbed people like that.

R: Did you ever rob people who weren't potential clients? Like the more usual means of robbing people.

Yeah, I have. Like sometimes we'd pretend we were going to buy drugs for them, and we'd take their money. Like stupid people. Like whatever situation we're in, where-ever money is, we're going to take it.

R: Is this still part of your routine?

Like now? No. I have better things to think about, like my baby. That life is done for me.

R: Do you still have friends who are involved?

Not really, all my friends are in the downtown area and I don't talk to them any more. I talk to other friends around here who aren't into that. Friends I grew up with.

R: Is the baby's father from your street era?

I met him when I was on the street, but he didn't know that because I would take care of myself, I didn't look all bummy-looking. I just looked like a normal girl to him.

R: Does he know that you were on the streets? And what does he think of that?

He didn't want me to rob people any more. I used to be rude and he kinda changed me for the better.

R: Has he been street-involved?

No. He's an ordinary guy, a normal person.

R: And black?

Yeah, he's a Jamaican.

R: Born here?

No. Came over when he was 13.

R: I want to go back to the question of why your friend got eaten up by the street and you escaped.

It's all about will-power. I had it and she didn't. I tried so many times to get her off it. I took her out of dirty crack houses. She was a junky sometimes. I used to take her off the street and tell her to stop smoking. And she would stop for pretty long, but then if it was introduced to her, she didn't have the will-power to say no.

R: And you always kept one toe in the straight world, right?

Yeah.

R: Your family the connection, or friends, or the way you were raised, what?

Just my brains. It doesn't really....like anyone could get addicted to crack, whether they were from the richest family.

R: Do you think that if you don't get addicted, you can leave the street without too much trouble?

It all depends what else you do on the street.

R: Like prostituting, you mean?

Exactly.

R: And you avoided that, over 2 years?

Oh, yeah.

R: Did people, like your worker and your mom, think you were prostituting?

I have no idea.

R: Okay...I don't have any more questions.

Really???

R: I do. I wondered if you think that getting pregnant, even though you didn't plan it, helped you settle down.

Definitely. I can't do all the other stuff any more.

R: Do you miss it?

In a way. My weed, that's all I miss. If I was out and my baby wasn't with me, maybe I would smoke a spliff, but if I'm with her, I wouldn't feel right.

R: I also wondered if most of your friends are Caribbean, because sometimes they have a special attitude toward weed.

Most of my guy friends, some of my girlfriends are. But most of the friends I hang around with now are Spanish, Canadian, just a mix. I used to hang around with a lot of Jamaicans, though.

R: In your street days?

Yeah, for sure.

R: Okay. Anything more from you?

I can't really think of anything.

IV: ANALYZING THE NARRATIVE

August 25, 1995

ANALYSIS OF THE STORY OF VERONICA

Q1. RE-READ NARRATIVE

Q2. ADD OR AMEND:

Q3. THE FORM:

The beginning is...when I started going out more, like teenagers do.

The middle is...how I was in group homes. There's another middle, which is when I went from group home to the streets.

The end is...when I got back on track and had a baby and settled down.

Q4. LIST THE EVENTS:

1. Going into care
2. Moving all over the place.
3. Running away.
4. Living on the streets.
5. Trying to find places to sleep.
6. Robbing people, selling drugs.
7. Hiding all the time from police.
8. Getting in trouble with the police.
9. Living independently.
10. Having a baby.

5. VALUE THE EVENTS:

1. Going into care: -1 because...at the time I really really hated it, because I kept moving from school to school. I never really finished my high school to this day.

2. Moving all over the place in care: I didn't like that. -3.

3. Running away: I liked it, obviously, or I wouldn't have done it. +2

R: Let me ask a question. Some kids run not because they like running, but because they hate the circumstances they're in. So they run away, rather than to something. It sounds to me like you ran to the excitement of the street, rather than away from horrible group homes. Yeah?

Well, I didn't run to the street at first. I just didn't want to be where I was.

R: What was so bad for you about where you were?

There were so many rules. And I just hated it so much. The first one I liked, the one group home I didn't run from. I ran from all the foster homes I was in, because it was so un-home-ly, all of a sudden in this brand new family. I didn't like it even when I was in my friend's families. Because I was with my friend's [family] and I still didn't feel right. It's just odd. I preferred group homes because two people aren't trying to be parents to you all of a sudden. And there would be little kids, and all of a sudden I'm your sister now; too weird! In group homes, I liked that there are other people in my situation, other kids there as well.

R: So how long did you stay in the group home you liked, and why did you leave?

Because it was only a temporary group home and they transferred me to this all-girls' home. And I didn't like it too much. The staff was rude. Like one of the staff thought she could just tell us anything, she'd just make up things sometimes that she didn't like, like she became assistant or something and she just thought she could run everything, and I just hated it.

4. Living on the streets: That's hard to say. I didn't like it, but it was better than all those rules. And being locked up in those places. I had more freedom. It was good in a way because I wouldn't have met my boyfriend and wouldn't have had a baby and wouldn't have the experience of independence and being street-smart. So it was good and it was bad. Rough, though. So +3 because of my baby, and -3 because of the starvation, struggling.

R: But don't you think that you could have managed to have a baby without going through that process?

Well, then I wouldn't know how to live independently as much as I do, like how to budget my money and stuff.

R: Okay, so living on the street is a bit like putting your life on fast forward?

Yeah.

R: Learned a lot of things before your time so you were ready to have a baby when you were 18?

It was easier in a way. But I have to give up all the things I used to do. (Mom is in the scene at this point, which makes candidness a bit difficult. Then she leaves.) Like going out and smoking my weed. Like that's all I did was smoking weed, that was all my excitement. And sometimes drinking rum and beer, that's all I really drank.

R: I still gotta go on this one a bit longer. It is sounding to me like your goal was to become a mother.

My goal, no, I wasn't expecting it at all. I said I never want to have a kid.

R: So how did it happen?

We'd been together for so long, so after a while we stopped using protection, and then you keep doing it because you don't expect anything to happen. And then it does. That's exactly what happened for sure; I never wanted to have a child until I was married.

R: But...gotta say that if you stopped using protection, you must have expected...

No, no. I just didn't think it would happen to me for some reason.

R: What reason?

I just, I don't know. I just didn't think it would happen. Because you know you're just stupid. Like sex just happens and sometimes we wanted it without protection just for, it was better without. Like sometimes we'd just sneak it once in a while, just risk it. And once I got pregnant...I was going to go on birth control pills after my next period, and I was pregnant before that.

R: Why didn't you consider birth control pills earlier?

I'd taken it once before just to be regular, and it gave me some bad side-effects. Like it made me sleep all day. And I didn't know that there were these low-dosage pills, and then my doctor told me there are different kinds and you just have to find the right ones. Because I thought all of them would give me that side-effect. But then I got pregnant.

5. Trying to find places to sleep: -3 for sure. I hated it. It was so hard.

R: Because you were under 16 and couldn't use hostels?

I didn't like hostels.

R: So even though finding places to sleep was rotten, it was better than hostels?

Well, my friend could get into it but I couldn't because of age and because I'd have to give my name and they'd call places and find out that I was a runaway, and I wasn't into that.

R: Let me ask this: some thought that there should be a place for kids who are on the street to stay without having to give names or be discovered as runaways. What do you think about that?

I guess for some people it would be okay. But I'd probably be afraid that someone would take my stuff, I'd have to sleep with [it] under my head. And I wouldn't like to sleep with a bunch of street people; you never know what could happen.

6. Robbing people, selling drugs: It wasn't that great. It was risky. 0 It was bad because you're risking your life in a way, somebody could just pull out a knife, kill you, rape you, molest you, kidnap you, whatever. And selling drugs was hard because of the police, you'd have to do some hard time. But the reason why I put 0 was that if I didn't do that, I wouldn't have food and clothes and somewhere to sleep. Like it was good in a way, but it was risky.

R: A hard job, but better than none?

Yeah.

7. Hiding all the time from police: It was hard because a lot of police recognized me. And my friend, if they saw her they'd know I was around somewhere. I'd always have to hide. It was hard. -3.

8. Getting in trouble with the police: -3 obviously, because why would you want to get in trouble with the police?

R: Well, some kids say it was a bit of a relief because for a little while you didn't have to worry about a place to sleep and food to eat.

Yeah, in a way that's true. It depends what time you get in trouble. Sometimes you'd be doing so good, you'd have a permanent place to stay and you'd be so happy, and they'd come and you didn't want to get locked up.

9. Living independently: +3. Learned a lot about paying my rent and budgeting. Had a place to sleep every night. Food to eat-- sometimes, because I didn't get all that much money, but it was good.

R: Did you have difficulty ever with friends crashing and wrecking your place or eating your food or getting you kicked out?

It was really just "Nicole" but I didn't have that much problem with her. She would just bring guys there and I wouldn't approve. Once there was these guys that came in when I wasn't there and took my stereo. They wouldn't leave one time and I wasn't into calling the police, so this guy came that I knew and he just made them, well he didn't make them leave but they just left after he came.

10. Having a baby: +3. It's hard at times, but I'm glad that I had a baby. Because now I can't imagine how it would be without her.

R: Do you think that you could have settled down without having a baby?

I already was settling down, going to school.

R: So once it was legally possible for you to live independently, you had no difficulty really leaving the street and getting on with your teenage business?

No, when I was already settling down, I was living at home. It's a long story about my landlord, so I moved back home.

R: And did you fight with your mom then more or less than now?

I couldn't tell you.

R: The same amount, maybe about different things?

Yeah.

Q6. 6-4-2-1

1. Going into care
2. Moving all over the place.
3. Running away.
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5. Trying to find places to sleep.
6. Robbing people, selling drugs.
7. Hiding all the time from police.
8. Getting in trouble with the police.
9. Living independently.
10. Having a baby.

6 = 1, 3, 4, 6, 9, 10

4 = 1, 4, 9, 10

2 = 4, 10

1 = 10

Q7. WHAT DOES IT MEAN? It's about life and how a little thing like going out a little bit more than before can lead to all this. So my life is not the normal typical life that everyone has.

V: GROUP DISCUSSION

Veronica anticipated that she would have difficulty finding someone to care for her baby, then 3 months old and colicky, while she attended the meeting, even if the cost were paid. She also indicated that she didn't really like group discussions. She didn't attend.