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| No.  Digital Appendix: Analysis sheet 1 (Sasha) | Title | Line | Summary (structural) | Thematic | Language | Characters | I Poem |
| 1 | **The unexpected student experience** | 15-42 | Orientation  Sasha was studying, Chemistry, Maths and Business studies A-levels  Complicating Actions  1) She had a lot going on at home, her Mum suffered from depression so she was running the house at sixteen  2) Sasha was also working part time at a retail store  Resolution  Sasha didn’t do very well in her first set of A-level exams and it looked like she was going to have to re-sit the year. Sasha though about going to college instead.  Evaluation  Sasha wasn’t able to concentrate on her studies and she wasn’t enjoying it. Sasha didn’t like the idea of having to re-sit the entire year. | Failing A-levels  Not enjoying A-levels  A-levels differ from expectation  Responsibilities - Running household at sixteen  Working in a retail store  Hate going to school  Prospect of re-sitting  Reactive decision making  Considering educational options | ‘I really hated it, I really hated’ (19) repetition  ‘sixteen’ (26) – cultural assumptions of age role  ‘my head wasn’t fully there’ (29) idiom (justification)  ‘really really hated’ (32) emphasis on emotional experience  ‘absolutely’ (34) - amplified | Sasha – failing, suffering, carer, responsible, too much, worker | I was (pregnant)  I was (studying)  I think I was  I really hated  I thought  I wasn’t enjoying  I wasn’t doing well  I had a lot going on  I was (running household)  I was (sixteen)  I wasn’t  I was also (working)  I was working  I hated  I got my results  I did  I failed  I think I got  I was going  I was thinking  I don’t want (resit)  I don’t want (resit  I’ll go to (college)  I felt |
| 2 | **Unsupported by school staff** | 43-67 | Orientation  She told her school that she was a young carer for her Mum who had depression and her brother who was diagnosed with Autism.  Complicating Actions  1) Her teachers weren’t supportive of her being a carer and didn’t believe her  2) Sasha clashed with the head of sixth form who was also her business studies teacher  Resolution  Sasha didn’t want to stay at that school and started looking at college and apprenticeships  Evaluation  Sasha felt that the head of sixth form made her life a at school miserable | Ambitious- excel in business studies  Powerful adversary – head of sixth form  Negative relationship – head of sixth form  Carer – Mum (depression)/ brother (autism & medical needs)  Appeal for help rejected (Head of sixth form)  Accused of being dishonest  victim  Decision to leave school  Look for college places  Loss of direction | ‘Clash’ (44)  ‘excel’ (47)  ‘Hell’ (50) - metaphor  ‘express’(52) & ‘expressed’ (60) – more effortful than say just told | **Sasha** – ambitious, solution finder, dependent, victim  **Head of sixth** **form** – powerful, judgemental (accuser) |  |
| 3 | **Belief that they couldn’t support a pregnancy** | 68-81 | Orientation  Sasha found out she was pregnant when she was studying for her second set of A-level exams  Complicating Actions  She believed that if they couldn’t support her as a young carer then there was no way they’d support her through pregnancy  Resolution  Sasha realised she would have to leave the college  Evaluation  Sasha was very upset about this | Assumption – school won’t support pregnancy  Decisive about having child  Less likely to support pregnancy than carer  Decision to leave  Miserable | ‘I was really upset about it, I was always upset at school, so I was really upset about it.’ Repetition (81) emphasises emotional response  ‘no way’ (74 &77) repeated in same context- emphasises – strength of resolve | **Sasha** – unsupported, miserable, decisive , |  |
| 4 | **Plea for help rejected** | 82-106 | Orientation  Sasha was predicted high grades but was failing. She didn’t understand the work having missed lessons because of her carer responsibilities. This led to arguments with her teachers  Complicating Actions  1) The head of sixth form called her a liar and wasn’t sympathetic even when she was in tears  2) They didn’t do anything to validate Sash’s story  3) They didn’t offer her any support  4) They failed to recognise that there was an underlying reason for her grades  Resolution  Sasha left school one day and never went back  Evaluation  Sasha left that the teacher’s response to her was really bad | Negative relationships (teachers) – arguing  Gaps in knowledge – missed lesson (responsibilities)  Failure to support wellbeing (school)  Able student  Failure to recognise difficulties  Accused – liar & lazy  No empathy (head of sixth form)  Breaking point (school) | ‘I just thought do you know what I’m not going back to school, I’m not going back, I don’t want to go back.’(106)  ‘really, it was really really bad’ (91) – emphasis on judgement amplifier/ repetition  ‘really high grades’ (92) – emphasis on ability | **Sasha** – victim, less powerful, dependent, able  **Head of sixth form** – powerful, lack of empathy, wrong, judgemental  **Teachers** – lack of understanding, |  |
| 5 | **Mum’s response to daughter’s pregnancy** | 107-109 | Orientation  Sasha had told her Mum about the pregnancy  Complicating Actions  Her Mum was really disappointed  Resolution  Her Mum said she would support Sasha though whatever she decided | Disappointment (Mum’s reaction)  Support (Mum)  Done wrong (positioned by Mums response) | ‘really really disappointed’ (108) amplifier/ repetition – emphasis on impact of reaction | **Sasha** – less powerful, victim (positioned as ‘wrong’  **Mum** – disappointed, powerful, supporting , moral high ground/ righteous – this positioning Sasha as wrong |  |
| 6 | **Decisions in light of the perceived school response** | 110-123 | Orientation  Sasha’s Mum asked her what she was going to do about school having failed the exams  Complicating Actions  She felt that because she was pregnant the school wouldn’t allow her to attend especially as she was a school representative  Resolution  Sasha and her Mum made the decision to go to college. Sasha applied to study applied science.  Evaluation  Sasha felt that it wouldn’t be appropriate to go to the school | Best interest at heart (Mum)  Not appropriate to stay at school pregnant  Contaminate younger students  Damaged role model  College different (your own business)  Responsible – head girl/ council representative  Joint decision making  Assertive – applied | ‘we’ - joint | **Sasha** – assertive, responsible, reflective, dangerous?  **Mum** - supportive |  |
| 7 | **College unaware she was pregnant** | 124-134 | Orientation  Donna Wheeler wanted to know what Sasha was doing about College. Sasha had already had her interview and because of her good GCSE results the college wanted her  Complicating Actions  Sasha was 6 months pregnant when she started college  Resolution  Nobody realised she was pregnant. Sasha always wore a scarf and a jacket  Evaluation  Sasha wasn’t sure how they didn’t notice | Resource –Donna (education already arranged)  Able/ confident (interview)  Secret pregnancy (nobody knew)  Body image/ awareness (massive)  hiding pregnancy | ‘really, really good GCSE’ (127) – amplifier/ repetition – emphasises able student  ‘Nobody knew at college, nobody knew and nobody could tell’ (131) & ‘nobody knew, nobody could tell. (133)– emphasised – stunned? Or wishful?  ‘absolutely massive’ (132) emphasises body awareness | **Sasha** – hiding, fearful? unsupported, able, confident, desired (grades)  **Nobody** – unaware  **College** – accepted/ wanted by (grades), unaware (pregnancy)  **Donna** – redundant? |  |
| 8 | **Course too easy?** | 135-148 | Orientation  Sasha’s chemistry teacher told her that the course was too easy for her and that she should try a more challenging course like her A-level group  Complicating Actions  Sasha knew that things were going to get more difficult  Resolution  She wanted something that she could do without it impacting on her home life | Able student validated  Positive relationship (chemistry teacher)  Awareness demand of work & other responsibilities  Anticipated increase in demand on self |  | **Sasha** – Able, recognised  **Chemistry teacher** - encouraging |  |
| 9 | **College staff member’s less than inclusive stance** | 149-187 | *Part1*  Orientation  Sasha was meeting her course demands and was top of her class  Complicating Actions  1) Sasha began to get tired and wanted to go on maternity leave  2) Sasha didn’t have the confidence to tell the college by herself  Resolution  Sasha contacted Donna to help her  *Part2*  Orientation  Donna and Sasha met with a member of staff  Complicating Actions  1)The member of staff appeared shocked  2) She was resistant to Sasha taking maternity leave  3) She suggested Sasha leave the course and restart it at a later date  3) She told Sasha they would never have let her onto the course had they known she was pregnant  Resolution  Sasha wanted to complete the course and Donna pointed out that Sasha had the right to take maternity leave  They made a plan for her to keep up with her studies  Evaluation  Sasha was upset by the reaction of the member of staff | Best student  Tired  Maternity leave (desired)  Dependent  (Donna) – advocate  Complete qualification  Risk assessment  Personal achievement (responsibilities met, work & home)  Admission of discrimination (form tutor)  Pregnancy inconvenient to college (doesn’t fit in with deadlines’) | ‘really, really tired’ (151)  the blood drain out of her face and just the, the look of horror and shock (157) – descriptive - imagery | **Sasha** – faultless (student), tired, dependent, least powerful  **Donna** – supportive, more powerful  **Form tutor** – powerful, resistant, shocked/ inconvenienced |  |
| 10 | **Jenny the helpful professional** | 188-189 | Orientation  Sasha started seeing Jenny from the family nurse partnership (health visitor)  Resolution  Jenny helped Sasha apply for things she was eligible for. She signs her off next month (child age 2) | Resource – form filling |  | **Sasha** – supported  **Jenny** - supportive |  |
| 11 | **Baby news Impact on relationships** | 190-211 | *Part 1*  Orientation  When Sasha left college she was just at home  Complicating Actions  Her Mum depressed having found it difficult to cope with her brothers difficulties  Resolution  Sasha looked after her brother and dropped his off at nursery every day, they just got on with life  *Part2*  Orientation  The baby’s father was very supportive of Sasha during the pregnancy and after  *Part3*  Complicating Actions  Sasha’s Dad stopped talking to her when he found out she was pregnant and didn’t talk to her again until a few weeks before the birth  Resolution  He told her he had come to terms with it and sort of apologised.  *Part4*  Orientation  Sasha was really close to her aunt who is fairly close to her age. They would see each other regularly  Complicating Actions  Her Aunt stopped talking to her.  Resolution/Evaluation  This was difficult for Sasha to cope with.  *Part5*  Complicating Actions  Her Mum found the situation difficult to cope with other people knowing her daughter was pregnant  Resolution  Her Mum found it embarrassing | Just at home (body impact on life)  Caring for brother  Multiple loss of relationships (Dad, Aunt others?)  Loss of support/ loss of routine (e.g. Aunt)  Mum embarrassed (ashamed?)/ aware of social stigma |  | **Sasha** – carer, isolated, loss, victim  **Mum** – victim, embarrassed  **Dad/ Aunt/ family** – reject, (fear? Punish? Upset?) |  |
| 12 | **Managing contraction pains** | 212-217&226-248 | Orientation  Sasha had a slow start to her labour. Contractions started on Tuesday and went onto Thursday night. A friend came to see her and Sasha couldn’t sit still but nothing was happening.  Complicating Actions  1) Sasha was in pain.  2) Sasha had been planning a water birth but used the water up to try (unsuccessfully) to manage the pain.  Resolution  Sasha went for a walk  Sasha phoned her boyfriend for support  Sasha began to cry  Sasha’s Mum decided they were going to the hospital | Beginning of birth story  Idealistic birthing plans (water birth)  Spiritual?  Support? (Rings boyfriend)  Managing pain (failing)  Decisive/ concerned Mum (takes to hospital) |  | **Sasha** – story teller, ideal, spiritual?, supported  **Boyfriend** - ? bewildered? Reassuring??  **Mum** – decisive, concerned |  |
| 13 | **Popular to good core friends** | 218-225 | Orientation  Sasha was popular at school and had lots of friends  Complicating Actions  When she became pregnant five friends stuck by her  Resolution  These friends would visit her and were excited about the pregnancy  Evaluation  Sasha felt the these friends were quite good | Sasha popular & outgoing  Sasha – everybody’s friend  Loss of friends  Few good friends supportive  Excited about pregnancy (few good friends) |  | **Sasha** – popular, loss  **Few Friends** – supportive, excited  **Other friends** – lost? |  |
| 14 | **hospital says not ready to go to them** | 249-252 | Orientation  Sasha had seen a midwife the day before who said she was slightly dilated.  Complicating Actions  When she rang the hospital they told her not to come in as her waters hadn’t broken | Needing reassurance/ advise from hospital (rings)  Hospital advises not to come in |  | **Sasha** – Unsure, needing help (pain)  **Hospital** - ? Managing capacity? |  |
| 15 | **The nice hospital room** | 253-265 | Orientation  Sasha went to the hospital and remembers walking up and down the corridors trying to counteract the pain.  Complicating Actions  Sasha wanted to use the new maternity wing she had seen but it wasn’t open yet  Resolution  They put her into a room with a radio, so she had the radio playing  Evaluation  Sasha thought the room was nice | Loss of Ideal birth (wanted new wing)  Nice environment (room) |  | Sasha - |  |
| 16 | **My cousin, myself and an attempt to induce labour** | 266-281 | *Part1*  Orientation  Sasha contacted her cousin she hadn’t seen in years because of family issues and told her she was pregnant  Sasha  Complicating Actions  She couldn’t believe that her baby cousin was pregnant  Resolution  Sasha’s cousin came to stay for an entire weekend  *Part 2*  Orientation  Sasha’s cousin came down to visit her another weekend  Complicating Actions  Her cousin wanted Sasha to go into labour when she was there  Resolution  They went to get spicy food from Nando’s which they thought might help induce the labour but nothing happened. | Pregnancy as a five year ice breaker  positive reception of pregnancy (Cousin)  Shared event (wanting Cousin to be there for the birth) | Direct talk (275)  Can’t believe (271 & 273) repetition - | **Sasha** – initiator (reaching out)  **Cousin** – validates worth, supportive |  |
| 17 | **the labour experience: recruiting the family** | 282-290 | Orientation  When Sasha went into labour she contacted her Cousin and Aunt  Complicating Actions  1) Her cousin had to come all the way over from [city 1]  2) Her Aunt had three kids to look after  Resolution  Her cousin drove straight over from work to be with her  Her Aunt dropped her kids off at a friend and came straight over | Validation of worth (Cousin)  Validation of worth (Aunt) | And she said *‘right, OK, I’m coming.’* (287)  Straight away/ straight from (283, 288, 289) - repetition | **Sasha** – Supported  **Cousin** – supporter  **Aunt** - supporter |  |
| 18 | **the labour experience: Including Dad** | 291-302 | Orientation  Sasha sent her Dad a picture of herself when she was in the hospital bed  Complicating Actions  1) Her Dad appeared concerned and thought she looked tired  2) Her Dad had not spoken to her Mum since he found out about Sasha’s pregnancy  Resolution  1) Sasha reassured her Dad she was OK  2) Sasha’s Dad spoke to her Mum  Evaluation  Sasha felt this was a breakthrough | Presents as vulnerable (Gas and air photo)  United in concern (Mum & Dad) | (297-299) direct talk conversation with Dad | **Sasha**- initiating  **Dad** – Concerned, sharing  **Mum** – passive character |  |
| 19 | **The labour experience: the partner’s role** | 303-321 | Orientation  Sasha rang her baby’s father who was her boyfriend at the time and told him she was going into labour. He asked if he should come over  Complicating Actions  Her Mum did not get on with her partner. Sasha and her Mum had, had arguments about him and Sasha’s Mum had said she wouldn’t be at the birth if he was there.  Resolution  Sasha explained that her Mum, Cousin and Aunt were there  She told him to come after work  They spoke on the phone for half an hour. | Birthing partner choice - Forced? to choose between Mum and boyfriend  Relationship tension (between Mum and boyfriend/ tension over boyfriend)  Partner, supportive (joking together)  Partner supportive (accommodating of Sasha’s wishes) | Whatever (318)? – Non-committal? Not bothered?  Direct speech roles (ex-partner/ Mum) | **Sasha** – decision maker (active?),  **Ex-partner** – supportive, accommodating of Sasha’s wishes  **Mum** – powerful |  |
| 20 | **Deviating from the birthing plan** | 322-338 | Orientation  Sasha’s Mum had gone to pick up her cousin and they were back when Sasha’s waters broke (slimy gunk).  Sasha was planning a birth in the birthing pool  Complicating Actions  When she got into the bed however she was really comfortable  Resolution  She was told to lean forward for a more active birth as she would be in less pain but Sasha was fine with her gas an air | Supported & shared experience (Cousin & Mum present) | Slimy gink (326) – descriptive & semantic repetition  really, really cold (331)  really comfortable (335 & 338) – amplifiers around sensory aspects | Sasha  **Mum** – passive character positions Sasha as supported  **Cousin** – passive character, positions Sasha as supported. |  |
| 21 | **three birthing partners** | 339-347 | Orientation  Her Aunty arrived from [name of town] and they were all just chatty away  Complicating Actions  The midwife said she can only have one birthing partner  Resolution  However they said because Sasha only had one midwife she could have all three birthing partners.  They carried on chatting | Birth Supported (Aunt)  Midwife accommodating | they said *‘she can only have two birthing partners’* (344) addressed to whom? Then switches to Sasha - I’ll let you have your three family members. (345). The birthing party and one entity | **Sasha** - supported  **Aunt** – positions Sasha as supported  **Midwife** - helpful |  |
| 22 | **The birth: too late for the epidural** | 348-367 | Orientation  Sasha rotated between, her ice, lucazade and gas and air.  Her Cousin was feeding her the ice, her Aunt was talking to her and her Mum was on her phone when the contractions started getting stronger.  Sasha decided she wanted an epidural  Complicating Actions  When the midwife checked her it was too late, the baby was coming  Resolution  Sasha started shrieking and everyone was a little worried, her Aunt told her that she should just have had the epidural initially | Supported (Mum, Cousin and Aunt, each helping)  Decision to deviate from natural birth plan (requests epidural) | I really wanted ice (350)  I said, right I want the epidural (355 & 358) – repetition. Again emphasis around sensory aspects.  Lengthy section of direct talk (357-367) defining the birth – right there with her through the drama | **Sasha** – supported, decision maker  **Aunt/ Cousin & Mum** – involved, position Sasha as supported |  |
| 23 | **The birth: a family affair** | 368-383 | Orientation  Sasha could hear someone in another room screaming and thought she was just being a drama queen.  Her Aunt was filming the birth, her Mum was feeding cousin was giving her ice and holding one hand and her Mum was holding the other. Sasha was pushing  Complicating Actions  Sasha’s cousin thought she saw the head.  Resolution  The head came out and a second later the enter body flew out  Her Aunt cut the umbilical cord  Her Mum started crying | Natural birth  All birthing partners involved | flew out (379) | **Sasha** -  **Drama Queen** – entertainment value, positions Sasha the character (not Sasha the narrator) as naive?  **Mum, Cousin & Aunt** – position Sasha as supported  **Midwife** - encouraging |  |
| 24 | **Hello Leila** | 384-397 | Orientation  Sasha was given the baby to hold to have some skin to skin contact.  The baby looked like her father and Sasha’s father.  Her Aunt was congratulating her on having given birth.  Her Mum was crying  Complicating Action?  Most babies in the family are really small (*not really an action perhaps*)  Resolution  Sasha was the biggest baby (in fifty years) at seven and a half pounds. Sasha seemed long and healthy  Her Aunt rang a friends to share the news  Everyone dressed the baby | Bonding (holding child for the first time)  Locating Leila within the family (who does she look like) | said *‘oh just have some skin to skin contact.’*(384) direct talk – emphasis bonding/ holding Leila for the first time.  Repeated amplifiers  really, really clean.(386)  really, really, really beautiful (389)  really, really long.(395)  really healthy.(396) Emphasis on first impressions – physical appearance of Leila | **Sash** – the achiever  **Mum** – supportive, emotional  **Aunt** – supportive, proud, positions Sasha as stronger |  |
| 25 | **Celebrating a successful birth** | 398-408 | Orientation  Sasha’s Aunt said she should have had the epidural and praised Sasha for being stronger than her and being able to do it without.  Sasha’s Mum was still in shock.  Complicating Actions  Sasha told her Aunt to delete the birth video  Resolution  Now she wants to see the video to see what happened. She remembers that  Evaluation  Sasha thinks she must of bee high on gas and air to ask for the video deleting | Birth achievement (Aunt congratulates her on her strength).  Desire to see what ‘really’ happened (regret asking video to be deleted)  Classification of birth as easy | *‘You’re really really strong, I couldn’t do that, I couldn’t do it, I’m just really proud of you, I can’t believe it.’* (400) direct talk and amplifiers | **Sasha** – positioned as stronger/ achiever  **Mum** – emotional  **Aunt** – supportive, respects Sasha’s wishes |  |
| 26 | **On second thoughts, no placenta milkshake** | 409-410 | Orientation  Sasha was planning on using the placenta for its nutritional value  Complicating Actions  When it came out it looked horrible  Resolution  Sasha asked them to take it away | Emulate celebrities | it looked like massive liver (410) metaphor) | **Sasha** – Conflict between ideal and reality, young (youth culture) |  |
| 27 | **Celebrating with partner** | 411-418 | Orientation  Sasha went up to the ward, her Mum and Aunt went home but her cousin stayed with her.  Her boyfriend came  Complicating Actions  He was amazed and said he was the happiest he had ever been  Resolution  They cried together  He stayed for several hours and then had to go home to sleep. | New baby = special/ shared emotional experience for parents | he just couldn’t believe it, he just couldn’t believe it (415) repetition (wonder) | **Sasha** – supported  **Cousin** – supporter  **Mum & Aunt** – referred to  **Boyfriend** – shared experience, supportive |  |
| 28 | **vulnerable Leila: a mother’s fears** | 419-428 | Orientation  They stayed in the hospital all day and the hospital wouldn’t discharge them that night  Complicating Actions  1) Sasha’s babies temperature was lower than it should be  2) Sasha was worried that she would drop her baby and started falling asleep while holding her  Resolution  There were heating hats in the babies cot  Sasha realised that she had better put the baby down. | Patriarchical power of medical authority  Dependency on medical staff  Concern for child’s well being  Responsible Mum (recognises danger -puts Leila down) | they made us stay (420)  they wouldn’t discharge me (422)  really scared (424) | **Sasha** – positioned as, concerned, protective  **Leila** – positioned as vulnerable  **Hospital staff** – Powerful, responsible/ best interests ? |  |
| 29 | **One experience of poor care** | 429-436 | Orientation  Sasha past a big blood clot and told the nurse she was worried, Sasha was in a lot of pain  Complicating Actions  The nurse just ignored her  Resolution  Later the nurse gave her a paracetamol (insufficient)  Evaluation  Sasha felt that the nurse was negligent and horrible. In contrast to the midwives who were nice. | Midwives good  Negligence/ poor care (Specific Nurse)  Pain killers not sufficient | passed a really big, really big blood clot and I said ‘oh, I’m really worried.’ (432) emphasis | **Sasha** – dependent, victim  **Midwives** – nice  **Nurse** – unsupportive, incompetent, in contrast to midwives |  |
| 30 | **Home via Tesco’s: Leila into the community** | 437-450 | Orientation  Sasha’s Mum and Cousin whet to collect her from the hospital. They went to Tesco’s on their way home.  Complicating Actions  Sasha understood that it was taboo in her community to take a new born baby out and she bumped into a distant relative Tesco’s  Resolution  He congratulated Sasha on her beautiful baby. When she explained that she was a new born he was surprised that she was in Tesco’s | Perceived cultural rules around child care (new born remains in the home) | really really small (444)  taboo (442)  unacceptable (444) | **Sasha** – dependent, breaking cultural conventions  **Sasha’s Mum & Cousin** – supportive  **Leila** – referred to  **Distant relative** – representative of community |  |
| 31 | **Naming Leila: what would Grandma say** | 451-488 | Orientation  Sasha needed to find a name for her baby. She had originally wanted to call her Sadie.  When the baby was born she looked like an angel.  They tried various different names including Leila  Complicating Actions  1) She didn’t look like a Sadie when she was born  2) Angel was too chavy and might not match her personality  3)They didn’t know what either Mia or Millie were short for  4) The meaning of Leila wasn’t profound enough  5) The fact that Sasha got the name Aoke from a celebrity wasn’t approved of  6) Sasha worried that her African Grandma wouldn’t relate to the name Kiomi  Resolution  Although Sasha’s baby was called Kiomi for a few days they eventually settled on Leila after about a week. | Spiritual (looks like an angel)  Spiritual – (wanted something ‘profound’)  Traditional/ formal (full name, short version not acceptable)  Emulate celebrities (youth culture) – names of celebrities child |  | **Sasha** – decision maker/ influenced  **Mum** – involved,  **Leila** – object of attention/ looked like an angel  **Everybody/ someone** – involved/ challengers |  |
| 32 | **Too soon to leave Lelia, can’t return to college** | 489-505 | Orientation  Sasha’s Aunt from South Africa and her Uncle from down South came to visit for Christmas and met Leila. They all had a great time. It came up to the time when Sasha was suppose to be going back to college  Complicating Actions  Sasha wasn’t ready to leave Leila. Leila was too young to be left with a stranger  Resolution  Her Aunt supported the idea that that she might not be ready to leave her baby yet.  Her Mum said she didn’t have to go back but questioned what she was going to do instead. Sasha didn’t know  Evaluation  Sasha felt a little lost no longer having a plan what to do |  |  | **Sasha** – decision maker, protector, good Mum, lost  **Leila** – positioned as vulnerable, needed mother’s support  **Aunt** – Supporter, ally, knowledgeable (voice of wisdom)  **Uncle** – referred to, represents family environment  **Mum** – supporter, challenger |  |
| 33 | **The college didn’t care** | 506-515 | Orientation  Sasha didn’t go back to college  Complicating Actions  After a week she got a letter saying that she hadn’t come back therefore she had been withdrawn from the course. There was no attempt from the college to find out how she was.  Resolution  Sasha started to look for apprenticeships  Evaluation  She felt it was important to start looking even though Sasha was quite young |  |  | **Sasha** – Rejected, reactive decision making  **College/ student support** – Uncaring, powerful (withdraw her) |  |
| 34 | **Baby blues** | 516-522 | Orientation  It got to the point where Sasha wasn’t leaving the house  Complicating Actions  She didn’t want to leave the house  Resolution  Her Mum step in and advised her to find activities to do to force her out of the house  Evaluation  At that time Sasha hadn’t felt there was anything wrong with just staying at home |  |  | **Sasha** – Positioned as in need of support  **Mum** – supporter |  |
| 35 | **The interview: Omitting the motherhood** | 523-532 | Orientation  Sasha found an apprenticeship job to apply for and went for an interview. They asked her to tell them about herself  Complicating Actions  Due to her negative experiences with the college she was wary of telling them she was a young Mum  Resolution  She didn’t tell them she was a teen Mum  Sasha got the job  Evaluation  The reaction of the college had upset Sasha |  |  | **Sasha** – Assertive (found job) vulnerable to prejudice, competent (interview)  **Interviewers** – Powerful, potentially discriminators  **College** – unsupportive, discriminators/ prejudice |  |
| 36 | **A child minder for Leila** | 533-542 | Orientation  When Leila was four months old  Complicating Actions  Sasha was due to start her apprenticeship and her Mum was working full time again so there would be no-one to look after Leila  Resolution  Sasha found a childminder for Leila and started her new job  Evaluation  Sasha felt that Leila was still vulnerable and dependent on her |  |  | **Sasha** – assertive, conflicted (bad Mum?)  **Childminder** – facilitator  **Leila** - vulnerable |  |
| 37 | **Attempting to stop breast feeding: the child minder’s request** | 543-551 | Orientation  Sasha thought that things were starting to go well  Complicating Actions  1) The chid minder asked Sasha to stop breastfeeding Leila wasn’t bottle feeding and wouldn’t eat much  2) Leila appeared unhappy  Resolution  Sasha found it difficult to stop breast feeding as Leila wouldn’t take the bottle.  Sasha managed to reduce her breast feeding.  Evaluation  Sasha considered Leila to be too young to be on to meals  Sasha being to get stressed about the feeding |  |  | **Sasha** – protective, concerned  **Leila** – dependent, vulnerable/ unhappy  **Childminder** – Powerful (decision maker) |  |
| 38 | **Unhappy Leila: inadequate child care** | 552-556 | Orientation  Sasha moved to a different area so needed to leave that childminders  Complicating Actions  Leila was still unhappy, she was cold ad snotty nosed  Resolution  They tied to figure out what was making Leila unhappy and realised that Leila didn’t like her environment and wasn’t being cared for properly |  |  | **Sasha** – protective, concerned  **Leila** – vulnerable, dependent, victim  **Childminder** - not competent |  |
| 39 | **New child care: extending the family** | 557-580 | Orientation  Sasha found a new childminder and look Leila there when she was about five months old.  Complicating Actions?  1) The child minders daughter was also called Leila  2) The child minder was also Black  3) Leila was the youngest baby they’d ever had  Resolution  Sasha felt that Leila settled in really well and calls the childminders Aunty  Sasha finds them supportive  Evaluation  Sasha felt it was fate meeting this child minder  Sasha felt they bonded well |  |  | **Sasha** – supported, confident, spiritual  **Childminder/s** – Supportive, family  **Leila** – supported, happy |  |
| 40 | **The apprenticeship: opening doors** | 581-584 | Orientation  Sasha started the apprenticeship which was in business admin  Complicating Actions  Sasha didn’t really want to be doing business  Resolution  Sasha found the job exciting  Evaluation  Sasha felt that her apprenticeship would open door to other things  Sasha was really enjoying the job |  |  | **Sasha**- reflective, decision maker, motivated |  |
| 41 | **Boy trouble: Not father material** | 585-590 | Complicating Actions  Sasha was having problems with her boyfriend. They couldn’t agree on child care or financial support  Resolution  Sasha felt that they still have these problems today  At the time continued going on with their problems  Evaluation  Sasha felt that the relationship became sour |  |  | **Sasha** – unsupported, dependent, assertive  **Boyfriend** - unsupportive |  |
| 42 | **Tensions with Mum: The rent** | 591-601 | Orientation  Sasha had always paid board even though many of her friends didn’t. Sasha was now on an apprenticeship salary  Complicating Actions  When she started work her Mum wanted a large proportion as rent  Resolution  Sasha’s Dad agreed with her that it wasn’t fair  Sasha thought about moving out  Evaluation  Sasha felt that the relationship between her and her Mum went sour. |  |  | **Sasha** – assertive,  **Mum** – unfair, powerful  **Dad** - ally |  |
| 43 | **Tensions with Mum: Domestic violence** | 602-614 | Orientation  Sasha and her Mum had an altercation  Complicating Actions  Sasha’s Mum got violent with her and started hitting her in front of Leila  Resolution  Sasha packed some stuff for herself and Leila and they went to a community support group  Sasha spend that night in hospital  The support group helped Sasha find temporary accommodation.  Evaluation  Sasha considered this to be a horrible experience |  |  | **Sasha** – victim, assertive, protector  **Leila** – victim, dependent  **Mum** – Powerful |  |
| 44 | **Extending the olive branch: failed attempt at reconciliation** | 615-627 | Orientation  Various family members tried to reunite Sasha and her Mum with no success. When it came to Leila’s first birthday party many family members were coming and so was Leila’s father. Sasha decided to invite her Mum.  Sasha’s Mum said she’d try to make it.  Complicating Actions  Sasha’s Mum didn’t make it sending Sasha’s little brother with someone else instead.  Resolution  Sasha and her Mum didn’t talk for a while  Evaluation  Sasha was very upset by the fact that her Mum had missed her own granddaughter’s birthday. |  |  | **Sasha** – positioned as forgiving, assertive, willing, victim  **Family members** – supportive  **Little brother** -  **Leila** – victim  **Mum**- positioned as unforgiving, unwilling |  |
| 45 | **Repercussions and explanations: Social services become involved** | 628-642 | Orientation  Sasha didn’t report her Mum to the police because she worried that something would happen to her brother  Sasha’s manager reported her Mum to social service out of concern that she might also become violent towards Sasha’s younger brother  The incident had originally started because Sasha questioned her Mum when she hit Sasha’s brother that morning over frustration with his (autistic related) behaviour.  Complicating Actions  Sasha’s Mum thought Sasha had reported her to social services and couldn’t forgive her  Resolution  It became a child protection case. |  |  | **Sasha** – Protective, loyal, decision maker (conflictions)  **Mum** – not coping, vulnerable  **Brother** – vulnerable  **Manager** - responsible |  |
| 46 | **A Christmas reconciliation** | 643-654 | Orientation  Sasha and her Mum had never had a Christmas apart.  Sasha was supposed to go and spend Christmas with family on her Dad’s side.  Complicating Actions  Sasha’s Mum didn’t think she could go through Christmas without her.  Resolution  They spend Christmas together  They gradually built their relationship back up  Evaluation  The idea of not spending Christmas with her Mum was alien to her. |  |  | **Sasha** – loyal, family orientated/ dependent, supportive  **Mum** - dependent |  |
| 47 | **Social services: The positive narrative** | 655-671 | Orientation  Social services were on board and spoke to Sasha. The social worker talked to Sasha about how her Mum should be grateful to her and for the validity of the decisions she had made.  Resolution  Sasha was able to accept that |  |  | **Sasha** – validated, dependent (reassurance)  **Social worker**, supportive, knowledgeable (wisdom)  **Mum** – referred to – dependent |  |
| 48 | **The healing process** | 672-684 | Orientation  Sasha’s Manager referred her to occupational help and she got some NLP counselling  Complicating Actions  Sasha was having Nightmares and would burst into tears whenever she thought of her Mum  Resolution  This was the first time Sasha had been talking about the incident since feeling that she’d manage to move past the bad experience  Evaluation  Sasha felt that the counselling helped her to remove the pain from the experience and helped her to get over the incident |  |  | **Sasha** – dependent, victim  **Manager** – supportive, responsible  **Mum** – referred to, positions Sasha as victim |  |
| 49 | **Moving and stability for Leila** | 685-692 | Orientation  Sasha moved from one temporary accommodation to another. It was closer to the child minders  Complicating Actions  Sasha was planning on sending Leila to a nursery  Resolution  She decided against it, continuing to send her to the childminders instead  Evaluation  Sasha felt that Leila needed the normality of the childminders she knew |  |  | **Sasha** – Protective, decision maker  **Leila** – victim, vulnerable |  |
| 50 | **Travel and the working Mum: Exhaustion** | 693-711 | Orientation  Sasha was living in a horrible flat in a bad area  Complicating Actions  It was on the other side of the city to the childminders. Because Sasha was relying on public transport it meant that travelling between home, child care and work took up a significant amount of time.  Resolution  Sasha and Leila wouldn’t get back until late. Evaluation  Sasha felt it was exhausting |  |  | **Sasha** – victim? Achiever  **Leila** – referred to |  |
| 51 | **Support, housing and regaining normality** | 712-724 | Orientation  Sasha got a support worker (Sophie Drake) from [acronym of organisation], Who helped her get accommodation in one of their blocks. It was in a good area, clean and close to the child minders  Complicating Actions  Sasha was trying to get a council house  Resolution  Sasha eventually got a house behind her Mum’s street  Evaluation  Sasha thought that Sophie was Good  Sasha was fine about moving near to her Mum |  |  | **Sasha** – grateful, dependent, assertive, forgiving/ strong  **Sophie Drake** –  **Mum** – referred to, positions Sasha as forgiving/ strong |  |
| 52 | **Moving out and the positive impact on Mum** | 725-739 | Orientation  Sasha and her Mum had worked through their issues and Sasha was now supporting her Mum in being more independent and coping with looking after Kaleb (Sasha’s brother)  Complicating Actions  Sasha’s Mum had never expected her to stay moved out  Resolution  Sasha moved into a house near her Mum and is still there  Evaluation  Sasha didn’t think any of her family thought she was strong enough to stay moved out |  |  | **Sasha** – strong, supportive  **Mum**, dependent & independent  **Kaleb** – not active |  |
| 53 | **Financial hardship, support and gaining financial independence** | 740-749 | Orientation  Sasha moved from temporary accommodation into permanent accommodation  Complicating Actions  The new accommodation needed furnishing.  Resolution  Sophie helped Sasha apply for funding for kitchen equipment  Sasha’s boyfriend provided a TV  Most of Sasha’s wages went on furniture.  Sasha’s finances are becoming stable now. |  |  | **Sasha** – dependent, provider  **Boyfriend** – supporter, provider  **Sophie** – supportive, knowledgeable (resources) |  |
| 54 | **Qualifications, competencies and frustrations** | 750-757 | Orientation  Sasha has completed the level two business admin course and is starting level three  Complicating Actions  Sasha had wanted to start at level three  Resolution  They advised to start at level two as she might not have the competencies to start at level three  Evaluation  Sasha was disappointed not to start at level 3 |  |  | **Sasha** – achiever, ambitious  **Adviser** – Powerful, knowledgeable? |  |
| 55 | **Education and career decisions** | 758-777 | Orientation  Sasha wants to go to University. She thought about doing business management but then considered some other things she might be more interested it including fashion, secondary teaching  Sasha was good at art at school  Complicating Actions  1) Sasha thought it might be difficult to transition from Business admin to fashion design  2) Sasha wasn’t sure what subject she’s teach  3) Sasha felt that there wasn’t much opportunity to work as a teacher out of school  Evaluation  Sasha loves fashion design and art |  | Breaking news | **Sasha** – capable, ambitious/ aspirations  **Art teacher**- referred to positions Sasha as capable |  |
| 56 | **Regrets and resolve: Spending more time with Lelia** | 778-806 | Orientation  Sasha finds managing her work, learning and home life difficult. She is always busy doing something.  Complicating Actions  1) She regrets not having spent as much time with Leila as she would have liked  2) Going to work so soon contributed to this  3) Sasha missed out on being able to pick Leila put from playgroup  Resolution  Sasha would like to reduce her hours so that in the future she will have the opportunity to pick Leila up from Nursery  Sasha is thinking about dropping the work aspect and just doing studying  Evaluation  Sasha would rather spend more time with Leila than have lots of money |  | **Sasha** – Vales family,  **Leila** – object of desire |  |  |
| 57 | **Pregnancy scare and relationship with partner** | 807-815 | Orientation  A few months ago Sasha became pregnant again  Complicating Actions  The prospect of being pregnant alarmed her  Evaluation  Sasha wasn’t sure who she’d be able to cope or tell her boyfriend |  |  | **Sasha** – Vulnerable, victim, unsupported  **Boyfriend** - unsupportive |  |
| 58 | **Trauma and coping strategies** | 816-827 | Orientation  Sasha had a miscarriage  Complicating Actions  She came straight out of the hospital and went back to work  Resolution  Sasha thinks that she is depressed and is going to make a doctor’s appointment  Evaluation  Sasha thinks that if she’s taken time off she may have had chance to recover emotionally. She thinks it’s not surprising she feels depressed now given everything she’s been through |  |  | **Sasha** – victim (miscarriage), hard working, reflective |  |
| 59 | **Revelation and Freedom: the partner’s double life** | 828-857 | Orientation  Sasha and her boyfriend had been together for five years on and off.  Sasha told him about the miscarriage.  Sasha later told him that she felt scared of telling him and wasn’t sure whether she wanted to be with him for the rest of her life.  Complicating Actions  1) Sasha broke up with her boyfriend  2) Sasha’s boyfriend told her he was moving in with and having a baby with someone he’s been seeing for two years.  Resolution  This changed Sasha’s aspirations for the future.  Evaluation  She realised that she had been curving her personal ambitions in order to have a stable family life which was no longer possible |  |  | **Sasha** – victim, ambitious, hurt, loyal  **Boyfriend** – devious, disloyal, powerful |  |
| 60 | **Unsupported: the life of a single Mum** | 858-871 | Orientation  Sasha and her ex-boyfriend still argue about child care. He makes excuses about not being able to do it because of work or social commitments even though Sasha does child care despite her other commitments.  Complicating Actions  Single Mums doing have someone to provide practical or financial support  Resolution  All the jobs pile up and there’s no opportunity for a lie in  Evaluation  Sasha feels that the challenges of being a single Mum are greater than of being a young Mum |  |  | **Sasha** – child carer, provider, busy, overworked, prioritising child  **Boyfriend** – prioritising self, unsupportive |  |
| 61 | **Betrayal, freedom and a sign from God** | 872-879 | Orientation  Finding out he’d cheated on her made her angry  Resolution  Her boyfriend cheating on her has set her free to do things she wants to do  Evaluation  Sasha felt that it was actually a sign from God that that was not the life for her |  |  | **Sasha** – angry, victim, spiritual, ambitious  **Boyfriend** – referred to, positions Sasha’s feelings as legitimate |  |
| 62 | **Career decisions: Aspirations and responsibilities** | 880-899 | (the qualified teacher’s story)  Orientation  She works for a voluntary company  Complicating action  She makes half the pay she did when working for a school  Resolution  She has the freedom now to do what she wants and spend more time with her daughter  Evaluation  She was depressed in her old job but loves the new one. She feels that’s more important that money.  (end of other persons story as narrated by Sasha)  Orientation  Sasha met with an individual in a similar position to herself, who has managed to get a job she enjoys and a work life balance at the expense of better pay.  Complicating Actions  Sasha doesn’t want to do business management  Resolution  Sasha isn’t sure what she’s going to do but it’s going to be something she enjoys  Evaluation  Sasha finds business admin really boring  Sasha thinks that doing something she likes is more important than the money |  |  | **Sasha** – hopeful, experience focused  **Qualified teacher** – similar priorities, successful (happy) |  |
| 63 | **Career decisions: the impact of family and making them proud** | 900-926 | Orientation  Sasha wanted to do Art, Textiles and Media studies she was really good at these.  Sasha got high GCSE grades across all subjects  Complicating Actions  1)Sasha’s parents advised her to do jobs they felt were more stable/ higher status she wanted to make her family proud  2)Sasha got pregnant and felt it was even more important to make her family proud  Resolution  Sasha made more ‘practical’ choices for A-level. She wanted to go into medicine if she could get the grades. |  |  | **Sasha** – want to make proud, redeem herself, be responsible, dependent (acceptance),  **Dad** – responsible, wise, supporting, positions Sasha as naive and in need of guidance, Powerful  **Mum** – referred to as influencing Sasha, Powerful |  |
| 64 | **Career decisions: the good Mum** | 927-936 | Complicating Actions  Sasha felt she needed to do something stable to support her daughter  Resolution  That’s why she’s doing business admin now.  She wants to do something she’ll enjoy  Evaluation  She’s worried that she’ll look back in five years and still be doing a job she finds boring |  |  | **Sasha** – responsible, provider, |  |
| 65 | **Acceptance in the office but still scarred by earlier experience** | 937-959 | Orientation  Sasha’s office asked why she hadn’t told them she had a child at the interview  Complicating Actions  Her bad experience at school made her worry about how people would respond  Resolution  People in the office have been supportive of Sasha  Evaluation  Sasha feels that her work colleagues are understanding  Sasha felt that her school was prejudice |  |  | **Sasha** – supported, unsupported, understood, victim of prejudice, wary  **Work colleagues** – supportive, understanding, peers  **School** – prejudice, unsupportive |  |
| 66 | **Discrimination at the retail interview** | 960-974 | Orientation  Sasha went back to work at a retail store at the interview she told them she had a child  Complicating Actions  The interviewer asked her what came first job or her child  Resolution/ Evaluation  At the time Sasha thought they were legitimate questions but later on she felt that it was discrimination |  |  | **Sasha** – worker, responsible/ provider? Victim  **Interviewer** – Powerful, discriminator |  |
| 67 | **A story of discrimination at work** | 975-1004 | Orientation  When Sasha started back at the retail shop her daughter had chicken pox  Complicating Actions  Sasha rang work to tell them she couldn’t come in to work twice because her daughter was sick and once because she was  Resolution  When it came to renewing her contract they declined because they wanted more reliable staff  Evaluation  Sasha felt that she was discriminated against for being a parent |  |  | **Sasha** – responsible parent, victim  **Retail store** - discriminators |  |
| 68 | **The need for an advocate: Mediating rights with college** | 1016-1030 | Orientation  Donna had originally suggested that Sasha spoke to her form tutor by herself and Sasha had agreed  Complicating Actions  As time went on she realised that she couldn’t do it by herself  Resolution  Sasha didn’t think she’d have gone to college in September without Donna  Evaluation  Sasha felt uncomfortable talking to her form tutor not being sure how she’d respond |  |  | **Sasha** – dependent, less Powerful, worried about response/ perception  **Donna** - facilitator  **Form Tutor** – unapproachable? |  |
| 69 | **Leaving School: Sparing Shame and escaping judgement** | 1031-1046 | Orientation  Sasha had been at the school for five years and had been head girl  Complicating Actions  She felt that if she stayed it would be embarrassing for herself and the school  Resolution  She felt that she would have gone elsewhere because of this  Evaluation  Sasha was worried that people would judge her negatively on being pregnant and that’s how she’d be defined |  |  | **Sasha** – embarrassed, shameful, victim  **School** – Judgemental, embarrassed |  |
| 70 | **An encounter with an old teacher: Doing well** | 1047-1057 | Orientation  Sasha recently bumped into a old teacher. He saw her new car and asked how she was doing. Sasha introduced him to her daughter  Complicating Actions  He couldn’t believe it  Resolution  He congratulated her on her daughter and her success  Evaluation  Sasha thought that he perceived it positively because she had a nice car and healthy daughter. |  |  | **Sasha** –  **Old teacher** - positive |  |
| 71 | **Students prejudice, student betrayal** | 1058-1107 | *Part1*  Orientation  Sasha had been to school with her classmates for five years and some she’d known since nursery. After she got pregnant people at school found out and it became common knowledge  Complicating Actions  Some students unfollowed her and sent her negative tweets  Resolution  Sasha felt that she didn’t go back because of the student’s reactions  Evaluation  Sasha was surprised at the behaviour she would have expected them to show some concern for her.  *Part 2*  Orientation  Sasha felt that the children at the school had very negative attitudes towards young Mums.  Complicating Actions  She felt that they wouldn’t believe that she’d only had one sexual partner  Evaluation  Sasha felt that the negative attitudes came from the media  Sasha felt that she was no different from other young Mums who weren’t teenagers. |  | **Sasha** – victim, hurt, betrayed  **Some classmates** – disloyal, prejudice, assimilators (media propaganda) |  |  |
| 72 | **Pregnant girls just disappear** | 1108-1127 | Complicating Actions  1) When pupils become pregnant they just get kicked out of the school  Resolution  2) Sasha felt the school had poor sex education  3) Sasha felt the school had poor pastoral care  Resolution  Several girls at the school became pregnant within a few years of each other.  Evaluation  Sasha wondered whether the school pressured teen Mums to leave.  Sasha felt that if she’d seen that the attitude towards pregnant pupils was supportive she would have stayed on |  |  | **Sasha** – victim  **School** – discriminators, powerful, unsupportive |  |
| 73 | **Sex education, motherhood education** | 1128-1161 | Orientation  Sasha feels that better sex education wouldn’t have made a difference to whether or not she would have got pregnant  Complicating Actions  1) She felt that the school didn’t do enough to ensure that pupils fully understood about getting pregnant  2) Sasha felt that pupils didn’t feel they could talk to the teachers about it  Resolution  Sasha’s friends learned about getting pregnant, pregnancy and child care skills through her experience  Some people in her year still don’t know that you can get pregnant from the withdrawal method  Evaluation  Sasha felt that failure not to acknowledge that teenagers have sex was not conducive to good sex education |  |  | Sasha – supporter/ educator, lacking knowledge  School staff – unapproachable, insufficient educators |  |
| 74 | **From the heavens: the decision to have Leila** | 1162-1180 | Orientation  Sasha reflected on what made her decide to keep the baby she felt that her religious beliefs were important  Complicating Actions  She didn’t believe in terminating the pregnancy  Resolution  There was no way she couldn’t have the baby  Evaluation  Sasha felt that the baby was a blessing and part of her life plan |  |  | **Sasha** – spiritual/ religious, strong conviction  **God** – referred to, positive meaning |  |
| 75 | **Spirituality and perspective** | 1181-1195 | Orientation  Sasha reflected on the impact of her religion on her experience of motherhood  Complicating Actions  Sasha has been through a lot of negative experiences  Resolution  She has become the most spiritual she’s ever been  Evaluation  Sasha believes that any negatives will be cancelled out by the positives in the future. |  |  | **Sasha** – spiritual/ religious, reflective, positive |  |
| 76 | **Finding myself again** | 1196-1217 | Orientation  Before having Leila Sasha was a very confident outgoing person  Complicating Actions  When she had Leila she became just a Mum and lost sight of herself  Resolution  With support and reassurance from her work colleague friends she has built up her belief in herself again  Evaluation  Sasha no longer feels afraid and is positive about the future |  |  |  |  |
| 77 | **A stronger voice: influenced but in control** | 1218-1239 | Orientation  From the moment that Sasha got pregnant to very recently Sasha has lived with a fear and uncertainty of what she is going to do  Complicating Actions  Recently Sasha’s Mum and Leila’s Dad have both found it hard to accept that Sasha has changed and is not longer allowing others to influence her  Resolution  Sasha is still influenced by other interested parties in supportive way but not in a judgemental way or a way that overrides her own wishes  Sasha now also influences others around her  Evaluation  Sasha feels positive about the changes and being able to influence others. |  |  | **Sasha** – Changed, stronger/ more powerful, positive  **Mum/ Leila’s Dad** – comparatively less powerful |  |
| 78 | **Aspirations and optimism** | 1240-1251 | Orientation  Sasha feels that Leila’s father, who is seven years older than her, is in a different stage in his life.  Complicating Actions  Sasha doesn’t want to be where he is not when she’s the same age  Resolution  Sasha want to be a millionaire by the time she’s his age  Evaluation  Sasha feels relieved that she’s not trapped with him anymore.  Sasha feels that now she’s found herself again there are many possibilities. |  |  | **Sasha** – optimistic, confident, ambitious  **Leila’s Dad** – less successful, less desirable |  |
| 79 | **Realising ‘I’ was lost** | 1252-1262 | Orientation  Shortly after starting her apprenticeship, colleagues would ask Sasha what she did in her spare time and about her friends  Complicating Actions  Sasha didn’t really have any friends  Resolution  Early this year Sasha began to make changes to rediscover herself  Evaluation  Realising that she no longer did anything made Sasha aware that she’d lost herself |  |  | Sasha – reflective, busy  Colleagues – interested , norm providers |  |
| 80 | **positive thinking strategy** | 1263-1271 | Orientation  What Sasha would have done for fun before pregnancy and now are different. Now Sasha looks for a good time.  Complicating Actions?  Sasha avoids negativity  Resolution  Sasha has read a book on thinking positively.  She uses the ideas from it to help herself and wants to be able to help others  Evaluation  Sasha believes the book has changed her life |  |  | **Sasha** – positive, supporter  **Others** – referred to, position Sasha as supportive/ helpful |  |
| 81 | **Kept going until breaking point** | 1172-1298 | Orientation  Sasha felt that her skills in managing different commitments helped her to some degree  Complicating Actions  Sasha didn’t have a coping strategy  Resolution  Sasha just keeps going and doing things. The office has been too busy to be able to take time off  Sasha is planning a holiday  Evaluation  Sasha has come to realise that she needs to stop and take breaks to process what she’s been through  Sasha feels that before she got stuck on the negative |  |  | **Sasha** – reflective, busy, |  |
| 82 | **Signs of depressions: A mothers intervention** | 1299-1307 | Orientation  Sasha reflected on her Mums intervention when she wasn’t leaving the house  Complicating Actions  Sasha was sort of depressed  Resolution  Her Mum would enforce rules about when she had to be up by  Her Mum was very direct and would tell her she was coming to take her to Morrisions  Evaluation  Sasha felt that her Mum recognised signs of depression in Sasha.  Sasha felt that her Mums intervention was important |  |  | **Sasha** – depressed? Lost, unmotivated beyond Leila  **Mum** – hero, knowledgeable/ wise, |  |
| 83 | **Close to Mum, very open with Mum** | 1308-1343 | Orientation  Sasha spends a lot of time with her Mum and is really honest with her. Sasha has recently started dating again, someone who her Mum knows  Complicating Actions  Her new love interest recognised that Sasha was often with her Mum and asked her if Sasha’s Mum knew about him  Resolution  Sasha informed him that her Mum knows everything.  Sasha has learned to be completely honest with her Mum and give her the big picture on everything. She’s like that with her Aunt as well now  Evaluation  Sasha feels she closer to her Mum than anyone  Sasha felt that she needs to be close to her family right whilst she’s still vulnerable  Sasha feels that misunderstanding happened because she didn’t tell her Mum everything |  |  | **Sasha** – honest, closer, reciprocal/ equal power, putting herself out there, supportive  **Mum** – supportive, equal power  **New love interest** – curious about relationship  Aunt – Powerful, protect Sasha |  |
| 84 | **Disappointment and loss** | 1344-1357 | Orientation  Sasha’s Aunty had high hopes for where she wanted Sasha to be. When she found out Sasha was pregnant  Complicating Actions  She become stuck on her disappointment  Resolution  Leila was born and brought joy to her Aunt and the whole family  Evaluation  Sasha felt that her Aunt experienced the loss of her hopes for Sasha and couldn’t come to terms with it |  |  | **Sasha** – reflective, held in high esteem  **Mum** – contrast with Aunt, supportive  **Aunt** – high expectation, confident in ability, disappointed  **Leila** – referred to, bringer of joy |  |
| 85 | **Gains and losses** | 1357-1383 | Orientation  Sasha reflected on what she had lost and gained through becoming pregnant  Complicating Actions  Sasha regrets missing out on going to uni with her friends  Sasha regrets having fun with her friends  Sasha regrets spending time with her boyfriend at the expense of other things  Resolution  Sasha has gained a beautiful daughter  Sasha has gained a strong family support  Evaluation  Sasha feels if she hadn’t been a Mother she could never have had the family support she has now  Sasha doesn’t regret Leila  (Hypothetical – going off to college and doing things she wanted rather than family) ??? |  |  | **Sasha** – reflective, grateful, hopeful, regretful, measured  **Leila** – referred to, object of desire  **Leila’s father** – referred to, object of regret  **Sasha’s family** - supportive  **Friends** – referred to, contrast & object of desire |  |
| 86 | **Dad look at me: communication through pictures** | 1384-1413 | Orientation  Sasha’s Dad lives in Australia  Sasha and her Dad Communicate with each other in pictures  When Sasha went into labour she phoned her Dad  Complicating Actions  Her Dad was surprised that she was already going into labour  (Sasha has never been to Australia)  Resolution  Her Dad asked her to send a photo  Sasha still communicates with her Dad by sending him photos.  Evaluation  Sasha felt that she wanted him to really believe that his daughter was in labour  Sasha would really like to go to Australia |  |  | **Sasha** – Reaching out to family/ connecting  **Dad** - connecting |  |
| 87 | **Exhaustion: A single Mum’s life** | 1414-1428 | Orientation  Sasha is always up having to do the housework  Complicating Actions  1) Being a single Mum – no opportunity to stop  2) Emotional events  Resolution  Always tired  Evaluation  Sasha felt that when the tiredness and emotional elements interacted that created the exhaustion |  |  | **Sasha** – single Mum, tired, exhausted, reflective |  |
| 88 | **Support from the partner** | 1429-1460 | Orientation  Sasha asked Leila’s Dad to pick their daughter up from child care and look after her that night. They agreed for him to return her at ten or ten thirty the next day.  Complicating Actions  1) He never offers to pick his daughter up Sasha always has to ask.  2) Leila’s Dad returned Leila at eight the next morning  Resolution  Sasha didn’t manage to sleep in and has yet has not managed to get any extra hours sleep  Evaluation  Sasha felt that Leila’s Dad was the only one who could really have supported her with child care as it was his responsibility and would be unfair to burden someone else. Sasha now considers him to be the biggest contributor to her difficulties.  In the past there were a few things he did but he was mostly supportive. Sasha felt that those few things made sense now that Sasha is aware of his double life. |  |  | **Sasha** – burdened, unsupported, dependent, victim  **Leila’s Dad** – unsupportive, thoughtless  **Mum** – Mentioned in contrast - not her responsibility |  |
| 89 | **Time to recover from emotional exhaustion** | 1461-1473 | Orientation  (previous story)  Complicating Actions  Leila’s Dad upsets her  Resolution  Sasha is still at work, still tired and emotionally exhausted.  Sasha doesn’t get the opportunity to go to the gym or do something fun  Evaluation  Sasha felt Leila’s Dad is the reason for her emotional exhaustion  Sasha felt that she really needs a break to recover |  |  | **Sasha** – tired, emotionally exhausted, dependent, victim  **Leila’s Dad** – unsupportive, insensitive, generally useless |  |
| 90 | **A Holistic approach to support** | 1474-1496 | Orientation  Sasha narrates that there are several professionals who worked with her  Complicating Actions  With the exception of Sophie they only dealt with their own specialist bits  Resolution  Sophie helps Sasha with a range of things such as work, benefit and living  Evaluation  Sasha feels that separate services don’t always come together and that a holistic support would be superior |  |  | **Sasha** – dependent, multiple needs, reflective, solution finding  **Sophie** – supportive all round  **Professionals** - specialist |  |
| 91 | **Multiagency meeting and a key worker** | 1497-1531 | Orientation  Sasha had several support professions who supported her over the last few years. Sasha reflected on how they helped  Complicating Actions  1) They came in and out at different times  2) Nothing got fed back to anyone else  3) Donna wasn’t aware of other issues going on with Sasha outside her education remit  Resolution  Sasha conceived of a multiagency team which liaised with each other from the onset of the pregnancy, with one key support worker who worked directly with Sasha  Evaluation  Sasha felt that a multiagency team would have been able to think of better strategies |  |  | **Sasha** – reflective solution finding, dependent  **Donna** – supportive, focused, unaware |  |
| 92 | **Young Mums need support** | 1532-1547 | Orientation  Sash reflected on the support that young Mums need around their environment  Complicating Actions  Sasha felt that this wasn’t always picked up on by professionals  Donna likely didn’t see that she was in a controlling relationship  Resolution  Donna focused on education and signed off once she was in an apprenticeship  Evaluation  Sasha felt that in contrast to the environmental issues being a Mum was easy and brought great joy |  |  |  |  |
| 93 | **No real emotional support, emotionally reserved** | 1548-1564 | Orientation  Colleagues of Sasha’s didn’t know she was homeless  Complicating Actions  When one of her colleagues finally found out they got upset that Sasha hadn’t told them  Resolution  Sasha explained that she wanted some kind of normality and someone who would respond to her without realising everything that was going on for her outside of work  Evaluation  Sasha felt that part of the reason why she hadn’t received much emotional support is because she tends to hold back on her own emotions and deal with everyone else’s issues first.  Sasha however felt that a key person might have made a difference there. |  |  | **Sasha** – selfless, secretive  **Colleague** – hurt, excluded |  |
| 94 | **Baby groups and Mentors** | 1565-1594 | Orientation  Sasha always wanted to join a young Mum’s group or set one up  Complicating Actions  She didn’t receive any support from another young Mum until Leila was seven months old.  Nobody warned her about what happens if you don’t take laxatives before the birth  Resolution  Today the young Mum who supported her is her best friend  Sasha also tries to support other people who have become Mums after her. By being frank about everything they need to know (including the laxatives). She’s also makes herself available. One girl rings her at all hours  Evaluation  Sasha felt that it doesn’t necessarily have to be teenagers, just young Mums that can bond over their shared experiences. Sasha concluded that this type of help is invaluable |  |  | **Sasha** – dependent, supported, supporter, teacher, peer, equal, unknowledgeable, experienced  **Best friend** – supportive, equal experienced  **Pregnant** friends/ new Mums – dependent, unknowledgable |  |
| 95 | **The social life of a young Mum** | 1595-1607 | Orientation  Sasha has found having a social life very difficult  Complicating Actions  Sasha’s friends could just get up and go somewhere they didn’t understand that it would take Sasha a long time to get the baby stuff ready  Resolution  Sasha’s friends go out partying every weekend and Sasha can’t do that  Evaluation  Sasha feels that’s why stopped fitting in with them.  Sasha felt that her Mum would have been angry if Sasha had tried to leave Leila with her so that Sasha could party |  |  | **Sasha** – excluded, responsible, young,  **Friends** – young, unburdened  **Mum** – referred to  **Leila** - dependent |  |
| 96 | **Return of the social life** | 108-1622 | Orientation  Now that Leila is older, Sasha can get a text and just go, her Mum we usually encourage her to do so.  Complicating Actions  Last week Sasha went out partying three days in a row. She went out for a meal, for a baby shower (encouraging her mum and Aunt to join her for a night out in Manchester afterwards) and for a concert  Resolution  Sasha is now able to get the social aspect back |  |  | **Sasha** - socialising  **Leila**- less dependent  **Mum** - supportive |  |
| 97 | **Old friends: Nothing in common** | 1623-1632 | Complicating Actions  Sasha’s old friends would just comment on her baby and they’d had nothing left to talk about  Resolution  With her new friends who have children they will talk about what their children have been up to.  Evaluation  Sasha felt that although she would have liked to have had the social life before now it just wouldn’t have been achievable as she didn’t have anything in common with her old friends |  |  | **Sasha** – changed (different interests/ priorities)  **Old friends** – unchanged,  **New Friends** – similar to Sasha |  |
| 98 | **Advice: stop breastfeeding and join a gym** | 1634-1647 | Complicating Actions  Breast feeding Leila was draining  Resolution  She would tell her younger self to stop breast feeding earlier  Sasha would have told herself to go to the gym  Evaluation  Sasha recognised that she needed a hobby and to socialise |  |  | **Sasha** – reflective |  |
| 99 | **Advice: Education, work and Leila** | 1648-1662 | Orientation  Sasha wanted to be able to spent more time with Leila  Complicating Actions  She regrets going to college so early and yet at the same time acknowledges that she needed to go to college to prove herself.  Resolution  Now she’s got so much on that very little time is left for just her and Leila  Evaluation |  |  |  |  |
| 100 | **Enjoying Leila** | 1662-1697 | Orientation  Complicating Actions  Resolution  Evaluation |  |  |  |  |
| 101 | **Physical confidence: the achievement of having carried a life** | 1698-1720 | Orientation  When Leila was born Sasha’s body changed  Complicating Actions  She didn’t like her body and wondered how people would perceive her  Resolution  She has learned not to worry about it and to be confident in herself  Evaluation  Sasha feels proud in herself for having carried a life |  |  |  |  |
| 102 | **Dispelling stereotypes and accepting it’s OK to be a teen Mum** | 1721-1742 | Orientation  Complicating Actions  Resolution  Evaluation |  |  |  |  |
| 103 | **Reducing teen pregnancies: Focus on raising aspirations** | 1743-1756 | Orientation  Complicating Actions  Resolution  Evaluation |  |  |  |  |
| 104 | **Financial support and a clear route to continuing in education** | 1757-1774 | Orientation  Complicating Actions  Resolution  Evaluation |  |  |  |  |
| 105 | **When to return to work or education?** | 1775-1789 | Orientation  Complicating Actions  Resolution  Evaluation |  |  |  |  |
| 106 | **Supporting and investing in young Mums** | 1790-1805 | Orientation  Complicating Actions  Resolution  Evaluation |  |  |  |  |