

EXPLORING THE DREAM LIFE OF FIRST NATIONS CHILDREN FROM
RECOVERING ALCOHOLIC HOMES

by

GERALDINE V. ATLEO

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Department of COUNSELLING PSYCHOLOGY

The University of British Columbia
Vancouver, Canada

Date JULY 16, 1996

ABSTRACT

In studying the dreams of First Nations children, I honoured Native culture through gaining knowledge to plan for future generations and by acknowledging dreams, I hoped to revive the Native belief that empowerment and guidance could be obtained from dreams. The literature on children's dreams and the experiences of children of alcoholics was minimal. In this qualitative exploratory study, I analyzed the dreams of a Native boy and girls between the ages of 9 and 13. The child participants were from home environments where the mother was recovering from alcoholism. I examined the dreamer's perceptions in the dreams collected and the results indicated that dreams did not reveal direct evidence of alcohol, or First Nations themes. The dreams however did expose other issues that the children were dealing with, which were sometimes connected to alcoholism. Some of these concerns were: domestic violence, neglect, and abuse. Along with these grave issues, the children also dealt with less serious concerns in their dreams, such as quarrels with friends. The children's resiliency varied, individually, according to their dream perceptions of themselves, and others. The findings suggest that collecting a series of dreams could enable a counsellor to gain information about the child's situation that the child may not otherwise convey. This assessment from dreams can assist in planning interventions for the child and family.

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DEDICATION

This work is dedicated to the First Nations children of the world. They are the strength in our future.

CHAPTER 1: Introduction

My research question is, "What do children's dreams reveal when they live with a recovering alcoholic parent?" I am further interested in whether First Nations cultural aspects occur in these children's dreams. In my literature review, there are no studies that combine these interests. My research design integrates these topics. I look for the appearance of First Nations themes in these children's dreams, as well as any themes of alcohol. I present the children's perceptions conveyed in their dreams.

Background of the Problem

Effects of Parental Alcoholism On Children

In a critical review on children of alcoholics Tharinger and Koranek (1988) cite Black (1981) who estimates that 15 million school-aged children are affected by family alcoholism; and Hect (1975) states that alcoholism affects 1 in 4 or 5 families. I do not know the means by which they attain these figures, but alcoholism in families is pervasive. Amongst the First Nations population, overconsumption of alcohol is a concern. In a recent survey conducted by Statistics Canada (1993), of the number of people in Canada who identify as North American Indian over the age of 15, 73% living on reserves and 56% living off reserves feel that alcohol abuse is the second highest problem facing aboriginal people. The first concern is unemployment. In third and fourth place, respectively, are

drug abuse and family violence. Alcohol in the Native community needs to be addressed. This study looks at this issue from the perspective of the child.

There are few studies conducted with a minority sample of children of alcoholics (Woodside, 1988). May (1994) pays attention to alcohol abuse among 'American Indians'. In his article, he seeks to debunk the stereotype of First Nations people as an alcoholic society. He determines from facts, the complexity of alcoholism in the Native community. For example, the myth that there is a higher prevalence of drinking among Natives is false, because there is diversity in and between tribal groups. Some reserves declare themselves alcohol free. Also, middle aged Natives have a lower drinking rate than other groups, of the same age, in the United States. Although May deals with a 'minority' sample, he does not look at the effects of parental alcoholism on children. Dick, Manson, and Beals (1993) have studied Native American adolescents and their drinking patterns. More attention is needed in the area of parental drinking and its effects on children under the age of 13. Regarding Native children's psychological health, Yates (1988) reports that they have a higher rate of emotional disorders than the Anglo population in the United States. Children's emotional well being needs to be studied, especially children who are dealing with an alcoholic parent.

It is not easy for a child to grow up in an alcoholic home. Woodside (1988) states the following: (a) the alcoholic is so primary in the home that the child feels rejected and unloved, (b) the child witnesses fighting, (c) the rules change depending on the alcoholic parents' state, (d) the child feels isolated from peers, and betrayed when a promise is broken, (e) the child may not know what is real if his or her parents have delusions in their intoxicated state, he or she does not have the environment and role model for what is normal, (f) and because alcoholism is not acknowledged the child does not reach out for help and keeps his or her emotions blocked inside. Children also suffer from abuse, neglect, parental discord, and divorce (von Knorring, 1991). Factors contributing to how a child copes are: the maintenance of family tasks, the communication of family members, and support from friends--these may ease the impact of parental alcoholism on children (Murray, 1989). Bennett, Wolin, and Reiss (1988) find that maintaining family rituals such as, eating together, and celebrating holidays assists the children to manage their behaviour and to cope emotionally, while living in an alcoholic home.

In my literature search on the effects of parental drinking on children, I find few studies relating the effects of parental alcohol abuse on young children. Most of the literature deals with the effects of growing up in a home with alcoholics in retrospect--that is, adult children

of alcoholics. Due to the large amount of literature covering adult children of alcoholics, we know that there are "Long-Term Psychosocial Effects on Childhood Exposure to Parental Problem Drinking" (Greenfield, Swartz, Landerman, & George, 1993). In their study, they find that adult children of alcoholics are more likely to have psychiatric symptoms and unstable marriages. In focusing my study on the effects of parental over consumption of alcohol on elementary school-age children, I aim to assist these children while they are young and not wait until they become adults.

Statement of the Problem

Researching the effects of parental alcoholism on children is multifaceted. One way to obtain raw data directly from the source is to examine the dreams of children who reside with a recovering alcoholic parent. The purpose of this is to study the internal perspective of children who live in alcoholic homes. Studying the dreams of these children is a way to maintain a phenomenological perspective of children's experience living in an alcoholic home.

Children in an alcoholic environment are found to cope differently, and some children cope more deleteriously than others (Werner, 1986). Beaudet (1990, 1991) provides grounds for finding possible coping styles in the dream life of children. The dream life may or may not reveal differences in the children's coping. If there are no

differences, then I will see what the data tells me about these children in alcoholic homes because dreams are found to incorporate recent life events (Davidson & Kelsey, 1987). I may be able to see the events occurring in an alcoholic home when this is often kept in secrecy. Children's dreams also "tend to be so direct and undisguised" (Spiegel, 1994, p. 385) and therefore, truth telling. Dream data will give us a view of the children's inner thoughts and perceptions about how they view the world. Hall (1966) advocates this from his research. Specifically, dreams reveal how we see: ourselves, others, the world, our impulses and our conflicts. These children's dreams may give us an indication of how they are dealing with their home life and parent(s) past drinking. In analyzing the dream reports, I will see if themes of alcohol appear. Additionally, I will pay attention to First Nations culture, by studying Native children's dreams to see if there are any cultural themes appearing in them. This is possible because there has been an increase in the general population for learning about First Nations cultural practices, such as the sweat lodge, pow wow, smudging ceremony, and talking circle. This interest creates an atmosphere in which children may notice and participate. According to the anthropological studies cited in D'Andrade (1961), the 'culture pattern dream' disintegrated when First Nations people were assimilated into Western practices. Perhaps, there may be a return of Native cultural themes in

the dreams of Native children. I would like to see if there is a presence or absence of Native themes, symbols, and ceremonies depicted in their dreams.

Research Question

I will examine the dreams of first Nations children living with a recovering alcoholic parent. Studying children's dream life is one way to attain information on the internal aspects of what is experienced by them. What do dreams reveal about Native children of recovering alcoholic parent(s)? Are there any depiction of alcohol themes? Are there any Native themes in these children's dreams? If there are any Native themes does this assist them to cope?

Delimitations

This is an exploratory research study to understand the dreams of children of recovering alcoholics. The qualitative nature of the study and small sample size limits generalizability. The aim of qualitative research is to increase understanding and not to generalize, so an exploratory study is appropriate for this goal. Practical considerations limit my sample to First Nations people in the lower mainland of Vancouver, British Columbia. The participants will be volunteers where there is one parent in the home that has already acknowledged alcohol to be a problem. The participants will be very select, because at least one parent in the home is attempting recovery from alcoholism. Data will also not be collected on children

younger than 9 years. Therefore, younger children's experiences in alcoholic homes will not be studied. The data collection period will be short, so as not to lose the interest of children recording their dreams. The collection of serial dreams will occur over a four week period. This will measure, at one point in time, the dream life of children in a home where there has been parental problem drinking. In studying dreams, the dreamer can also lose some of the dream content. Faraday (1974) finds that when subjects are woken and give dream reports in the middle of the night, more information is retained. If the dreamer waits until morning to record the dream, up to 50% of the recorded information is lost.

Assumptions and Limitations

Garfield (1974) believes that "the extensive use of dreams [like aboriginal cultures] is an attempt by the dreamer to deal with his problems. I believe that the proper use of dreams produces and increases self-reliance" (p. 72). Literature advocates using dream life to assist in our personal life (e.g. Beaudet, 1990, 1991; Cushway & Sewell, 1992; Edward, 1987). Other researchers believe that dreams are meaningless (e.g., Hobson & McCarlesy cited in Winson, 1990). I believe that dreams are multifaceted and have many functions. No one theory on the function of dreams has been accepted as the answer of why we dream. I will operate from the perspective that dreams are important to us for our

human functioning.

In this study, I believe we can only understand another persons' dreams as much as a dreamer can convey her experience of the dream verbally, or in written or picture form. This can affect internal validity. Yet, as Beaudet (1990) points out that confabulation may not be a problem because "A child confabulates spontaneously, making up and adding bits and pieces, and even episodes to the dream itself; and whether the laboratory or a clinical method is used, the child's nature and mind remain what they are" (Beaudet, 1990, p. 6).

Possible confounds could be abuse which might include: neglect, physical, sexual, and emotional abuse. Yet, the qualitative nature of this study includes these factors, since some children of alcoholics are also abused in these ways.

Significance of Study

Children are often overlooked and undervalued. There are not many supports for children, but several for adults. In paying attention to children, I will be increasing the much needed data base in psychological literature on children, children of alcoholics, children's dreams, and First Nations children. Due to the many children living in alcoholic homes, researching children to see how they internally cope in their dreams is important.

The dream data will reveal the inner life, thoughts,

and feelings of children that may not be detected through their behaviour and external life. The environment of children living with an alcoholic parent has multiple influences that mediate the effect on children, for example: degree of support, socio-economic status, family size, child's age at onset of parental drinking and parental health, mental and social concerns (West & Prinz, 1987). Through dreams these factors amongst others are included in studying the child's world, from within, because a child creates his or her own images and all that is in a child's environment influences what a child sees, how he or she thinks and feels. Dreams provide a perspective that has not been researched with children of alcoholics.

West and Prinz (1987) did a comprehensive review on children of alcoholics and suggest a need to study the individual differences in these children and to pay attention to the specific factors that help children's resiliency. Dreams are individual to each child and are very personal, yet data may also provide a group similarity. As dreams are used in Native culture to gain knowledge, this study may help me to revive this concept and be a stepping stone to find a way to use dreams to heal ourselves. Furthermore, this research would further substantiate the literature that reveals dreams differ between different psychological populations (e.g., Kimmins, 1937) and that dreams are a reflection of our attempt at problem-solving

and adjusting to our life situation, and are framed by our context.

CHAPTER 2: Literature Review

Dreams and First Nations Culture

"All American Indian tribes assigned special importance to dreams in their lives" (Garfield, 1974, p. 59). In Kilborne's (1990) literature review of First Nations dreams, he noticed that American Indian dreamers took action from their dreams. Taking this action from dreams has researchers believing that much of Native Culture has been derived from dreams because First Nations people actively consulted dreams to obtain: songs, dances, healing knowledge and techniques (Garfield, 1974; Krippner, 1990). Alternatively, Devereux (1957) postulates that learning from dream material is a 'secondary elaboration' from knowledge gained in waking life. Radin (1936), an anthropologist cited in D'Andrade (1961), reports that First Nations people used to incubate dreams to obtain knowledge. This lessened when they were exposed to western culture and their dreams dealt more with personal problems. King (1943), also cited in D'Andrade (1961), found that there was a combination of Native and Western elements in the dream of an aboriginal man.

In studying First Nations dreams, I hope to rejuvenate the use of dreams for self empowerment. Garfield (1974) proposes to learn from 'American Indian dreamers' and outlines the following:

1. Regard your dreams as important in your life and

you will receive and remember valuable dreams.

2. You can reward yourself for dreaming, as the Indians' society rewarded them.
3. You can provide yourself with encouragement to dream.
4. Your dreams will become more relevant to your waking life as you value and use them.
5. You can induce elaborate detail, [and] very specific elements, in your dreams.
6. The more dream friends you have, the better.
7. The more your dream friends serve you, the better.
8. Treasure any of your dream songs.
9. Peaceful, unpressured surroundings will help you recall your dreams, and you will dream more.
10. Give your dream symbols waking form.
11. Dreaming can develop skills of independence.
12. Dreaming can develop skills of problem solving.
13. Successful problem solving in dreams carries over into waking life. (p. 77-78)

Garfield has definitely summarized how we can profit from dreams. To benefit from dreams we need to recall them. In a recent study, Levine (1991) finds that Israeli children recalled fewer dreams because they did not think dreams were important and showed a lack of interest in them compared to two other cultures. Her comparison of conflictual dream images in three different cultures reveals culturally

determined coping strategies. When we pay attention to our dreams they can become a valuable source for assisting us to deal with our concerns. Krippner (1990) notes that among "several Native American tribes, initiatory dreams contain such birds and animals as bears, deer, eagles, and owls" (p. 187). The dream creature who becomes the shaman's power animal, or totem, typically enables the dreamer to incorporate its wisdom and to begin shamanic training. To relate this to children in homes of alcoholic parents, it may be possible for children, in their dreams, to use animal figures to gain personal strength and empowerment. This may be true even if it is a fearful character, such as the case represented by Carroll (1988). She worked with an alcohol dependent woman who was trying to battle her addiction. In a dream, the woman feared a serpent. Carroll had her get to know the experience of the serpent, and befriend the 'monster' (addiction). After this, she has been able to remain sober. Also, the Iroquois have dream festivals that encourage children to ascertain their guiding spirits (Krippner, 1990). The children tell the dream to an adult dream interpreter, who determines the child's guardian spirit. We may be able to adopt this tradition and transfer it into counselling with children and empower them with their dream images.

Eggan (1952), an anthropologist, also purports the importance of dreams for revealing an individual's

personality and his or her cultural context. She proposes analysing the content of dreams to further understand the person's context/culture and to see how dream elements appear together, or not, to get an idea of the evolving individual in their cultural context. In this light, studying First Nations children's dreams, might reveal how they are coping (personality) in their alcoholic home environment (context/culture). In Kilborne's (1990) look at historical use of dreams, including Native peoples' dreams, he concludes that "dreams are equally necessary in the formation of concepts and experiences of both self and society" (p. 202). If this is so, then it is important to understand the dreams of children of alcoholics. Furthermore, Kilborne believes that "Dreams bear the marks of the dreamer's personality: his or her age, gender, social class, education, priorities, and lifestyle" (p. 203). Therefore, dreams would reveal children in their living situation.

Dream Literature on Children

The literature on children's dreams is not as extensive as the attention paid to adult dreamers. As well, most theories are derived from dreams of adults. In the dream literature on children, dreams reflect "meaningful situational experiences as well as the usual developmental tasks for the child" (Catalano, 1984, p. 284). Catalano (1984) further hypothesizes that the dreams of emotionally

disturbed children will reflect differences in the manifest and latent themes, as well as their level of ego development. Catalano (1984) reports that other researchers: Green (1971) and Foulkes (1967) conclude from their studies that environmental stimuli and cultural differences are reflected in dreams. Albon and Mack (1980) state that developmental stress, and situational or environmental trauma, reveals itself in the manifest content of children's dreams. This is regardless of whether or not they have an emotional disturbance.

Regarding the function of dreams, Catalano (1984) notes that the literature on dreams describes them as adaptive and problem solving. Albon and Mack (1980) also view the dream as an attempt to find possible solutions, or new viewpoints on situations in one's life. Furthermore, Catalano (1984) believes that dreams help to structure our internal and external experiences. Based on his experience and observations in the literature, Catalano (1984) determines that dreams can reflect how a child copes with his conflicts and to evaluate the therapeutic process.

Beaudet (1990, 1991) collected 100 dreams from 15 children, over an 11 week period, in a school. The children were 5 and 6 years old. She discovered that 45 of the 100 dreams had the child in an encounter with a monster. In her data collection, a pattern emerged of how, over time, the children dealt with the monster in their dreams. Three ways

of approaching the monster were discovered. The approaches are: combat, taming and engulfment. This study provides a basis for me to potentially detect how children in alcoholic homes cope in their dreams. This finding (along with the data revealing that children cope differently in alcoholic homes) and the belief in the function of dreams as reflecting one's development, experiences, as well as being adaptive and problem solving, give reason for a tentative hypothesis that children's dreams may reflect differences in how they cope in a home with alcoholic parent(s).

We can learn to control our dreams. This is called lucid dreaming (LaBerge & Rheingold, 1990). This may help the child to reconstruct his or her outlook on their situation. Roberts (1985) advocates this perspective. Her approach to reconstructing our view on life events can change through use of dream interpretation and mutual story telling. She provides a case study for each. Another study by Winget and Kapp (1972) (cited in Garfield, 1974) conclude that the content of dreams of pregnant mothers "function [as] an attempt to master in fantasy an anticipated stress in waking life" (p. 74). In this light, children living in homes with an alcoholic parent may use their dreams to assist them in coping with their home life situation. If there are differences in the dream life of children of alcoholics and if some dreams have positive strategies, then we can use the qualities of these dreams to teach other

children to use the found coping dream patterns.

Children of Alcoholic Reviews

El-Guebaly and Offord (1977) did a comprehensive review of the literature on children of alcoholics covering 25 years prior to 1977. They found few studies on grade school children. Some of their conclusions are: alcoholism and child battery can not be causally linked, but it is possible that these two arise from common factors. They find that separating out factors such as family disorganization, and emotional disturbances in children is needed to determine the cause of outcomes. Variables contributing to a difficult environment could be: sensory deprivation, parental separation or rejection, and low quality parent-child relationships. In their review, they conclude that hyperactivity in childhood is related to alcoholism, as well as sociopathy and hysteria in adulthood. They ascertain that further studies need to be conducted to separate the effects of hyperactivity with antisocial personality. They also conclude that children of alcoholics risk developing emotional disturbances, especially antisocial behaviour.

The following reports West and Prinz's review (1987) which encompasses 1975 to 1985. Hyperactivity in children of alcoholics is found, but the findings are confounded with pre-natal exposure to alcohol, and gender of the alcoholic parent. Also, elevated rates of attention deficit disorder with hyperactivity (ADHD) have been found in children of

alcoholics and could be attributed to heredity or pre-natal exposure to alcohol. School performance of children of alcoholics is found to be affected moderately. Further studies are required to weed out confounding factors like environmental stressors and pre-natal exposure to alcohol, which may effect schooling. A few studies have been conducted on interpersonal functioning of young children of alcoholics and further investigation with a longitudinal study is needed to clarify that a child's social skills improves when they get older. Some studies have looked at the health of children of alcoholics and not enough has been done to conclude that health status is a symptom for children of alcoholics. As well, other family stressors may influence health status of children. Their investigation also reveals that children of alcoholics are prone to developing anxiety-depressive symptoms, low self-esteem, and perceive a lack of control on their environment. Externalizing problems, such as conduct problems, inattention and poor academic performance are associated with children of alcoholics. Internalizing problems, such as depression and anxiety are also found in common with children of alcoholics. Child abuse has been found to occur to children of alcoholics. However, the strength of the link has not been agreed upon and future studies require more stringent controls for matching competing variables. West and Prinz believe alcoholic families to be highly

variable in characteristics and outcomes and this affects children differently. West and Prinz also find that there is overlap between the children of alcoholics and those who do not have alcoholic parents. They conclude that alcoholism affects family life, and children suffer from a greater number of symptoms, but not all children are prone to impairing psychological effects.

In Tharinger and Koranek (1988) they report the following research on the effects of parental alcoholism on children: (a) Not all children of alcoholics are affected the same way (Kammeier, 1971; Miller & Jang, 1977; Werner, 1986). (b) There are many variables that influence adjustment, such as the characteristics of the child, alcoholic and non-alcoholic parent, family functioning, chronic and acute stressors, influence of the environment and culture. (c) In school, children of alcoholics: underachieve and overachieve, have emotional, interpersonal and behavioral problems and have an increased potential for alcohol abuse.

Family Environment

Reich, Earls, and Powell (1988) compare the home environments of children of alcoholics and children of non-alcoholics. They use a questionnaire and interview approach with children and parents. Their data reveal that the children from alcoholic homes: view the parents as poor role models, there is greater parent-child conflict, and low

parent-child interaction, children report greater marital conflict, and report more physical and emotional abuse, and exposure to drinking.

Rubio-Stipec, Bird, Canino, Bravo and Alegria (1991) examine the family environment in studying the relationship between parental alcoholism and child adjustment in a Puerto Rican community. Standardized interview and measurements are used. Their results reveal that it is difficult to separate parental alcoholism from an unfavourable family environment and it's effect on childhood psychopathology. According to the Child Behaviour Checklist (CBCL, Achenbach & Edelbrock, 1983), children of alcoholic parents have poor family environments and low levels of adaptive functioning compared to children of non-alcoholics. They find a strong relation between parental alcoholism and internalized symptoms, as well as, depression, somatic complaints, and thought disorders in children. When a child reported symptoms, the link of behaviour problems and parental alcoholism is stronger than when the parents or psychiatrists reported the symptoms of the child.

Depression

Rolf, Johnson, Israel, Baldwin, and Chandra (1988) acknowledge the gap in studies on affective concerns with children of alcoholics and note the emphasis of studies on behavioral effects of children of alcoholics. Their sample consists of ninety-eight children between the ages of 6 and

18 who are from homes of recovering alcoholics. Mothers filled out questionnaires on their children's functioning and the children filled out their own self-report of their emotions. Mother's ratings for the children of alcoholics showed more depressive affect. The children of alcoholics also reported more depressive affect than the children of non-alcoholics.

Welner and Rice (1988) use a sample of parents with an affective disorder and their school-aged children compared to a group of parents and children from the same community. Standardized tests were given to the children, parents and teachers. These reports were collectively used to identify symptoms in the children. In this sample, child depression is related to having an alcoholic father and a mother diagnosed with depression. It is also found that children with an alcoholic mother, and parents who divorced, have conduct disorder.

Child Abuse

Yama, Tovey, Fogas, and Teegarden (1992) assess whether sexual abuse and alcoholism are similar in terms of psychopathology, and perception of family environment. They further assess whether there is an interaction between the two. The subjects consisted of volunteer university students. Questionnaires on depression, anxiety and family environment were given. The questionnaire revealed that students who suffered childhood sexual abuse and parental

alcoholism showed higher levels of depression, and anxiety. Regarding the family environment, children who suffered childhood sexual abuse and had alcoholic parents saw their family as having less cohesion, greater conflict, and less emphasis on moral and religious matters. There was no significant differences found for participants with childhood sexual abuse or parental alcoholism. Both children who were sexually abused and children who grew up in an alcoholic home had similarly dysfunctional perceptions of their home environment. This is a retrospective study and is prone to distorted recall.

Cognition

Johnson and Rolf (1988) compare the cognitive functioning of children from recovering alcoholics and non-alcoholic families. They find no significant differences, but differences are found between the mothers' perceptions and the child's own perception of his or her academic performance. They state that prior research has found differences in cognitive ability of children from alcoholic homes compared to children of non-alcoholics when the study was conducted with children whose parent(s) actively abused alcohol. In the review of Murray (1989) some subjects are low on cognitive skills, but this is not conclusive due to limited instrumentation. von Knorring (1991) also finds children's school performance to be affected. In Connolly, Sasswell, Stewart, Silva and O'Brien's (1993) review, they

cite research that reveals children of alcoholics have: poor school performance (Hyphantis, Koutras, Liakos & Marselos, 1991); reduced general cognitive functioning and lower verbal performance (Gabrielli & Mednick, 1983; Knop, Teasdale, Schulsinger, & Goodwin 1985; Werner, 1986).

Behaviour

Connolly, Sasswell, Stewart, Silva and O'Brien (1993) conduct a longitudinal study where data was collected when the children were age 9 and 13. Since Offord Boyle & Racine (1989) found that reports of behaviour differed depending on who was reporting behaviour (teachers, parents or children themselves), Connolly et al. (1993) separated teacher's and parent's reports in analysing their data. They cite findings from prior research that reveals children from alcoholic homes experience: less communication with parents, teachers, and peers; greater detachment from family members (Black, Buck & Wilder-Padilla 1986); and antisocial and aggressive tendencies at home and in school (Chafetz, Blane & Hill, 1971; Fine, Yudin, Holmes, Heinemann 1976).

The results of the Connolly et al. (1993) study reveal that more problem behaviours at age 9 are reported by teachers, and more problem behaviours are reported by the parents with children at age 3. Additionally, "Poorer family relationships, lower verbal and reading proficiency and being male were also associated with high levels of behaviour problems" (p. 1383). They used the Rutter Child

Scale A and B (Rutter, Tizard, Whitmore, 1970) and the Revised Behaviour Checklist (Quay & Peterson, 1983) to determine behavioral reports, the Family environment scale (Moos & Moos, 1981) to determine the family atmosphere, the Revised Weschler verbal and performance IQ scales (Weschler, 1974) for assessing verbal performance, and the Burt Word Recognition Scale (Scottish Council for research in Education, 1976) to evaluate reading proficiency. In their data they detect that 9 year old's with severe parental alcohol drinking are polarised between coping well or poorly in terms of their behaviour at school.

Another study by Dawson (1992) notes the literature that indicates children of alcoholics have behaviour problems. In her study, she attempts to account for the prior methodological concerns (e.g., small nonrepresentative samples). Specifically, she takes into consideration other factors that may effect children's behaviour from homes where parent(s) have an alcohol problem. She uses a survey design and looks at separate factors of how the gender of the alcoholic parent affected the behaviour of their children. The measure she uses for behavioral problems is a list of 32 indicators from Zill (1985) e.g., clinging to adults, demanding attention, and misbehaving. Internal consistency was .85 for the 5-11 year old's and .89 for the 12 to 17 year old's. Results of the study reveals that "The odds of being in the top 10th percentile of the behavioral

problem distribution were increased by a factor of 1.66 with an alcoholic father and by a factor of 2.19 with an alcoholic mother" (p. 333).

Some children with conduct disorder and hyperactivity are also found to have parents who are alcoholic (von Knorring, 1991). Furthermore, the risk to children of alcoholics include: substance abuse, delinquency, criminality, truancy and dropping out of school (von Knorring, 1991). Somatic complaints occur in children of alcoholics (von Knorring, 1991). The literature reveals that some children, whose parent's are alcoholic, have behaviour problems.

Resiliency

Werner (1985) conducted a longitudinal study in Kauai, Hawaii. Children were followed from the age of 1 to 18. Forty-one percent had serious coping problems that caused problems at home, in school, at work, or in the community. The risk for developing serious learning and behaviour problems was higher for children of alcoholic parents than for their peers in the same birth cohort whose parents were not alcoholics. Fifty-nine percent of the children of alcoholics had not developed any problems by age of 18. These are resilient children who did well in school, at work, and in their social life, and who had realistic future goals and expectations.

Reich, Earls, and Powell (1988) address resiliency in

children of alcoholics and find that the following factors work preventatively against the child having a psychiatric disorder: no parent-child conflict, no exposure to parental drinking, and positive parent-child interactions. Woodside (1988) reports many studies that show children are affected by parental drinking. She also, acknowledges that not all children of alcoholics become alcoholics themselves, nor develop emotional, physical or psychological disorders. Also, the child's coping patterns may assist in how he or she is affected by parental drinking (Woodside, 1988).

Seilhamer, Jacob, and Dunn (1993) also support that not all children of alcoholics are affected the same way. In their study, they look at eight families with an alcoholic father. They measure the father's alcohol consumption, daily, for 85 days with the use of a log. The mother and children are given symptom and satisfaction questionnaires. Their findings indicate that the child's satisfaction is correlated with the father's drinking level, and the relationships within families change when a parent drinks. The effect of the parent drinking is positive, negative or neutral depending on the family dynamics. Regarding the positive effects of the father drinking, the researchers believe Steinglass's 'adaptive consequences' model is supported. That is, "if father is perceived as more pleasant when intoxicated, family interactions may well support continued consumption" (p. 194-5). The children who are

affected more negatively, appear to have a father who drinks most in the early evening.

Since there are children who develop overt problems and children who are seen as 'resilient,' this is an indicator that the effect of parental overdrinking on children's behaviour, school performance, health and emotional state is a complex issue. Murray (1989) highlights an important point from Wilson and Orford's 1978 study that social adaptation of children of alcoholics varies as each child reacts differently to experiences. Their reactions vary with their age and amount of time they were exposed to parental alcoholism. Researching children's dreams may give us some further insight into how children cope and deal with parental drinking. The data is derived from their inner world--a most important aspect of who they are.

Coper's and Non-coper's

Zimrin (1986) profiles coping versus noncoping children of various types of abuse as part of a longitudinal study. She uses Lazarus' model of stress and coping. This model purports that what we experience as stress, depends on how we view the situation, what information we perceive from other's reactions, and our assessment of our own capability to deal with the stressful situation. The experimental group of abused children in Zimrin's study, is matched with a control group. Data is collected through observation, interviews and psychological testing. She finds that the

surviving personality of the abused child believes that (a) he or she could control his or her destiny (versus fatalism and submission), (b) has a high self-image, (c) has good cognitive performance, (d) has presence of hope in fantasy, (e) displays belligerent behaviour, (f) shows no self-destructive behaviour, and (g) has support of an adult, or has responsibility for a dependant, such as a pet or younger sibling. The non-surviving group has difficulty in expressing emotion, in establishing relationships and high aggression. These found aspects of abused children could also be found in children of alcoholics.

Factors to be Considered in Children of Alcoholic Research

Factors needing attention when studying children of alcoholics are: controlled studies paying attention to age, sex, education, socioeconomic class, and amount of family disorganization; clear definitions of alcoholism and other variables; description of sample selection; and attention to female children of alcoholics (El-Guebaly & Offord, 1977). Since poverty, alcoholism and antisocial behaviour occur together, there is a need to control for these factors (El-Guebaly & Offord, 1977). Studies have been done on children without separating the younger children from adolescents, sex-differences have been ignored, as have gender differences between the alcoholic parent and child (West & Prinz, 1987). The other family stressors that may occur with parental alcoholism are: divorce, conflict, parental

psychopathology, drug abuse, parental criminality, poverty, physical abuse and neglect, and perinatal birth complications (West & Prinz, 1987). Rolf et al. (1988) suggest that more longitudinal studies and more samples of children from alcoholics need to be conducted to begin knowing causes, rather than just correlated findings. Also, attention needs to be paid to the child's developmental level, and the heterogeneity of children of alcoholics (Rolf et al., 1988). Woodside (1988) suggests that further research needs to be done on the feelings, and family dynamics in an alcoholic home. Most research has been conducted using alcoholics who are in treatment, when a majority of alcoholics do not receive treatment. Therefore, these samples are non-representative (von Knorring, 1991; West and Prinz, 1987; Woodside, 1988). Woodside (1988) also suggests that the differences, as well as the similarities be addressed between alcoholic and non-alcoholic families. In these investigations, biology, physiology, chemistry, personality and psychological factors and their interactions need to be studied. The length of time the child is exposed to parental alcoholism is another factor to be studied (von Knorring, 1991). Murray (1989) advocates for the following factors to be isolated and studied: parental psychopathology, parental criminality, marital discord, disrupted family routine, lack of parental guidance, modelling maladaptive coping behaviour, severity of parental

alcoholism, sex of parent and interaction of genders between parent and child.

The term child psychopathology is used in the literature and is not clearly defined. It seems it is a broad term to encompass a number of disorders, e.g., attention deficit disorder, and conduct disorder. I feel the term needs to be clearly defined to be able to make comparisons between studies. Furthermore, comparison groups with an ill parent have been used, but this may not be a matched group. Some studies on children of alcoholics have combined young children with adolescents, which does not acknowledge the age differences, or their development and cognitive abilities. I find in the literature on children of alcoholics, the research is varied and it takes years to establish firm, conclusive findings. The literature is often cites studies done in the 60's 70's and 80's. Also, effects of alcoholism on children is the least studied and continuing to research this area will contribute to the data. Researching children of alcoholics is a complex issue. A qualitative study can include many variables and studying dreams involves the child's perspective from their internal life.

CHAPTER 3: METHODOLOGY

Introduction

This qualitative study's design is exploratory and descriptive. The sample population includes children between the ages of 9 and 13, who have a parent that has acknowledged drinking excessively and has decided to abstain from drinking alcohol. The sample is from an urban First Nations population. It is my goal is to assist First Nations communities in their healing process. I have chosen dreams to obtain the internal experiences of children of recovering alcoholics because, based on the literature, I believe dreams can reveal our perceptions and feelings about situations. Dreams are also an integral part of Native culture. Native culture has utilized dreams to obtain knowledge and to problem solve life situations (Garfield, 1974). In analysing the data qualitatively, I adopt a phenomenological view in order to understand children's experience from their perspectives.

Definitions

Alcoholism

"Alcoholism has been defined functionally as an illness characterized by loss of control over drinking that results in serious problems in any one of the following areas: job, school, or financial affairs; relationships with family and friends; or physical health (WHO, 1951 in Deutsch, 1982)" (Tharinger & Koranek, 1988, p. 167).

My original intent was to examine the dreams of children living with a parent who is drinking alcohol to the point where the non-drinking partner reaches out for help (i.e., to an agency). This includes partners who, themselves, drank alcohol heavily and quit. Therefore, a child would have two alcoholic parents. I was not able to obtain a sample of children with a practising alcoholic parent. This sample of children comes from homes where one parent is identified as an alcoholic in recovery and has ceased drinking. Generally, it takes practising alcoholics many years in the recovery process to reach a stage where they can decide to remain abstinent. Therefore, this sample of children will have lived in an environment where the parent was consuming alcohol for a long period of time.

Dream Report

Dreams are translated from visual images into written descriptions. This process is called a dream report. It is necessary to obtain a translation of the dream from visual (asleep) to verbal or written (awake) form, because it is not possible for others to observe the visual images seen by the dreamer (Winget & Kramer, 1979). Dreams that are recalled, are different from dreams that are not recalled (Hall, 1966). The Navajo's (Krippner, 1990) believe that remembered dreams are significant. I adopt this belief in this study.

Description of Data Collection

Referral of Children

I presented this research inquiry to the program coordinator of a Native alcohol and drug agency in order to obtain permission to recruit children from alcoholic homes. We discussed how to recruit appropriate child participants and agreed on an acceptable method. I placed a poster on a bulletin board in their office (see Appendix C). There were no inquiries from this posting. In the child counselling department, the supervisor allowed me to meet with child counsellors and present my research to them. I asked for their assistance in obtaining suitable child participants and they referred all five participants of this study. I knew four of the five participants from working at the agency during the summer. This increased the child's comfort level with me during the interviews.

Obtaining Consent

The counsellor who was either already working with the child, or was beginning counselling with the child, spoke to the child about this study. This counsellor also asked the parents if I could call and talk to them about their child participating in the study. I was given the parents numbers to call to set up meetings to review consent forms (see Appendix B), to discuss this study, and to answer any questions they had. After these meetings and the signing of the consent forms, I arranged to interview the child.

At this time, I sat with the child and explained that we all have several dreams a night. I told them that sometimes we can remember our dreams and that we can also teach ourselves to remember them with practice. I said they could tell themselves to remember their dreams. I told them to wake up slowly to see if dream memories came to mind. I instructed them to record their dream memories in the journal I provided for them. These instructions are from Faraday's (1974) recommendations for dream recall (see Appendix A).

Description of Sample

Children between the ages of 9 and 13 compose the sample, because "at ages 7-9, the first increase in dream-report frequency is noted (Foulkes, Hollifield, Sullivan, Bradley & Terry, 1990, p. 449). Furthermore, Foulkes, Hollifield, Bradley, Terry and Sullivan (1991) report that children's dreams lack self-representation before age 8. Foulkes (1990), states that older children's dreams have the following characteristics: story plot, movement, an active self-character, more human characters, greater interactions amongst characters, emotion, and descriptions of situations that imply a feeling. Also, "latency aged children respond most descriptively and elaborately with a structured recall format" (Catalano, 1984, p. 282). Therefore, working with older children between the ages of 9 and 13 provides richer data to analyze.

There are a total of five participants who are all First Nations. All the children in the sample were on a wait list for counselling or were receiving counselling at a First Nations agency for addictions in Vancouver. The children's mothers are the parent in sobriety. The mothers of 4 of the 5 participants have common law spouses that are not the participants biological fathers. I am uncertain whether the boy's mother's common law is his stepfather or biological father. Of the common laws, two had been sober 15 to 23 years longer than the mothers, one had quit drinking the same time as the mother and one "was never a drinker". I do not know about the last spouses drinking history.

Four of the participants attend an elementary school in Vancouver. Only one participant goes to school in Burnaby. There are four female grade seven students. At the time of the interviews, these girls were 11, 12, and two were 13 years old. The boy in this study was 9 years old. I was not able to obtain any other male participants. The participants were all the oldest children living in the home. The 9 year old boy and one 13 year old girl both have older female siblings in their early twenties who do not live at home.

Each of the children remembered between 4 and 19 dreams. The boy recalled the most dreams. When I started with him, he said he did not remember many dreams. Later, he said he was able to recall his dreams because he followed my instructions for remembering dreams (see Appendix A). The

total number of dreams I collected was 49.

Procedures with the Children

Initially, I asked the first two children, who started the study, if they wanted me to call them every day, or if they wanted to call me when they had a dream. They both chose to call me when they had a dream. This did not work, as one lost my number, and they both forgot to call me. After not receiving any calls the first two weeks, I called them and decided that I would call them every day. I interviewed these two participants for about 6 weeks, due to my not receiving any calls for the first two weeks of the study. I was able to interview the girl who lost my number days after her dream because she wrote her dream down on paper. I called all the participants in the morning, before they went to school, and if they remembered a dream, I would interview them after school that same day. The third participant started a week after the first two. I interviewed the first three participants concurrently and started interviewing the last two participants during the last week of the sessions with the first three children. I collected the data over approximately 2 months.

I interviewed the children in a quiet spot at their homes. The interview was conducted privately out of respect for the children and to help them feel comfortable sharing their dreams. Initially, the tape recorder was a novelty to the children, and some felt a little uncomfortable. When

they started telling me their dream, they soon forgot about the recorder. In subsequent interviews, the participants were comfortable sharing their dreams and having them recorded. At the end of the data collection, I gave each of the children \$50 for participating in my study.

Interviewing Process

To obtain the dream reports, I used non-leading, clarifying questions in order to lessen the demand characteristics of children saying what a researcher wants to hear. I also let the children know that it was okay if they did not have a dream, because it is natural for people not to remember every dream. I told them that sometimes people remember more than one dream a night. I also asked the children to describe their emotions in their dreams, as well as those they felt upon awakening.

In the first few interviews, I asked the dreamers to describe their dreams and to tell me as much as they remembered. Later, the interviews became routine. I would ask if they were ready to start and I would turn on the tape recorder. They would start to tell me their dream immediately.

Experiences of the Interview Process.

The 12 year old girl would tell me a part of her dream, then become silent. I would prompt her with, "And then what happened?" and she would continue telling me the rest of her dream. If what she related was unclear, I asked questions to

clarify. I also paraphrased the children's words to check what they stated. When the children did not finish their sentences, I asked questions. For example, the 12 year old girl said, "and there was a boat that goes by and and pushed him [dreamer's kitten] all the way to the other side". I responded, "Oh, so did the boat kind of save him? (child's head nods) He got to the other side of the shore? (child's head nods) And then what happened after that?". This example also illustrates that I initially responded with my own interpretation of the dream event. In subsequent interviews, I lessened my interpretative questions in order not to impose my ideas on the child, which could affect their responses.

It was not easy to follow the dream reports of one 13 year old girl, so I asked questions to clarify. For example, I said, "And when you got out [of the box] you had the top half of your body?" Her response was, "Yeah, the middle part of my body was gone". For further clarification, I asked, "So your arms and your head were there and your legs were there, but not your stomach area?". In contrast to this 13 year old girl, the only boy clearly related his dreams from beginning to end. I asked him very few clarifying questions because it was easy to understand what he was talking about.

At the beginning of my first interviews, I asked questions to obtain more information than was volunteered. For example, I asked for a description of a box, and "Do you

know why you had to go in the box?", and "Did you know the man that was doing the magic trick?". I stopped asking these description questions to let them tell me what they thought was important in their dreams.

Journal Recording. I provided all the children with journals, that were half lined and half blank, to write down their dreams. They were given the option of adding a drawing of their dream in their journals. All the children decorated their journals. Some of the children recorded their dreams in their journals. Sometimes the journal would be misplaced, and they recorded their dreams on a piece of paper. Most of the time the children did not use their journals. They would tell me their dreams from memory. None of the participants forgot their dreams. Their memory was sufficient for telling their dreams on the same day. If a child forgot to tell me a portion of their dream, she or he would tell me at the next interview.

My experience in Collecting Data

I was curious and interested in the children's dreams and I enjoyed listening and comprehending their dream perspectives. I felt comfortable going into their homes. I enjoyed speaking with the parents and the participants' siblings. Through the interview process, I was able to learn about the children's home environment. As time went on, the children and I became comfortable with each other and the interview process.

Children's Experience of Participating
in This Study

To terminate this study with the children I asked them closing questions (see Appendix D). Three of the four girls thought it was good to talk and tell somebody about their dreams. The boy also thought talking was good and the other girl thought it was "ok". The boy and two of the girls said that, in future, they would draw or write about their dreams in their journals. One girl said that she was unsure if she would continue to record her dreams, and the other said she had no further plans to do anything with her dreams. The incidents of dream recall increased for two children. For two other children, their dream recall remained the same. I am not sure how the fifth person's dream recall was affected. One of the 13 year old girls said that participating in the study was one of the few things that she has completed in her life. She felt proud of herself for completing the study and she knew her mother would also be proud of her.

Data Analysis

I take a phenomenological approach to data analysis. I allow the data to speak for itself and for the dreams to tell of the experiences of these children of recovering alcoholics. I examined the manifest dream content of the reports. The manifest content is exactly how the dream is portrayed with no interpretation of the underlying meaning

of the dream. In other words, the dream images speak for themselves. I was as non-intrusive upon the data as possible. I attempted not to impose interpretations upon the data. When there were possible interpretations of their dreams, I used background information from the child's life and information from the literature to ensure that I kept the interpretation as close as possible to the child's perspective.

The Use of Import Analysis to Derive the Child's
Perceptions From the Dreams

For each dream, I derived a set of perception statements using Arnold's (1962) method of deriving imports as a guideline. An import is the meaning or significance of a story (Arnold, 1962). Essentially, this is re-writing the key beliefs of a story in one sentence. A series of imports derived from the collected dreams reveals the children's view of the world, their beliefs, or their scripts of what happens to them and others (Arnold, 1962). The following guidelines originate from Arnold (1962):

1. In forming an import, the goal is not to interpret, but to capture what the story is actually saying, which can be a conviction that applies to the storyteller's life.
2. An import cannot be such a general statement that it can apply to anyone. It is also not a summary. It must be specific enough to portray the storyteller's

perceptions.

3. The investigator can use some of the storyteller's actual words and phrases.

4. No additional information is added.

For example, this is one of the dreams in my sample:

"My brother was with me and he picked the skateboard up and then he went down the hill and I didn't know he went all the way down. When I seen him I was already at the portable and when I got home that day, I got in trouble. They told me, 'always make sure [your brother] stays with yah'." The perception I derived from this is: even when it is too late to stop your brother, you are responsible for him and get in trouble for his actions.

I found that there was often more than one perception statement in each dream. Arnold's formula results in one import for one story and requires that there be a beginning, middle and an end to the story, and must include the thoughts and feelings of the people involved without conversation in the story. Dreams are more elusive. Sometimes they are missing parts, such as an outcome, what leads up to a situation, and feelings. Additionally, dreams can switch scenes and have more than one story. Since I am applying this method to dreams, not to stories, I call my statements perceptions instead of imports. I use her method of obtaining imports as a tool to assist me in deriving meaning from dreams, and her import guidelines to formulate

the perceptions of the dreamer. I discovered in my analysis that I could obtain from 1 to 8 perceptions for each dream.

In story sequence analysis, Arnold uses 20 picture cards (Thematic Apperception Test, TAT) for twenty imports. Arnold devised a motivation index to compare individuals' total scores from 10 to 20 imports. To use the index, 10 to 20 stories are required. The number of imports is also important for ensuring reliability and consistency in forming an accurate summary of the individuals motivation for achievement. Therefore, only two of my participants are eligible for comparison. I will not be using the scoring index.

Reliability

Reliability refers to "the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participant meanings from the data" (Schumacher & McMillan, 1993). To increase reliability of the research design, I consistently used non-leading questions in interviews. The procedures are also outlined in detail to enable another researcher to replicate and reliably conduct a similar study. I analyzed all the dream reports using the same method of deriving perceptions from the dreams. The phenomenological form of deriving perceptions and transcribing dream reports allows the data to reveal results with minimal interpretation, this reduces bias. The aforementioned methods address external

reliability, which provides detailed information for other researchers to understand and be able to replicate the study.

Internal reliability of data collection is to ensure the degree of agreement between the researcher's comprehension of the participants' view and the participants' perspective. I tape recorded interviews and transcribed the dream reports to assure data was presented from the children's viewpoint. I clarified any confusion I had in understanding the participants. I noted features that were prominent, but not common to all the children's dreams.

Validity

Internal validity ensures that conclusions derived from the data reflect reality, or the participants' intended perceptions. By approaching this study without a preconceived agenda, I minimized researcher bias. In other words, there were no expectations that would influence the results. To increase internal validity, I collected a series of dreams for each child, so that the conclusions for each child could be substantiated by their other dream reports. I also self-monitored during data collection and analysis. This means I attempted to be aware of my biases and to continue to ask myself if I was being objective with the data. For example, I would ask myself, "What does this scene, or action, or character mean to me? What might it mean to someone else?" I gave a sample of the perceptions I

derived to another individual to have him assess whether they matched the data from the dreams. As well, I asked two other master's level researchers to review the perceptions and conclusions I derived from the children's dream reports to verify that I accurately concluded what the dream data revealed. One person reviewed the boy's results, and the other person reviewed all the children's results, as well as the overall conclusions. I also questioned my conclusions to ensure that they reflected what the dreams expressed. Furthermore, in analyzing the data, I attempted to retain the meaning of the participants language by using their words.

External validity is the degree to which the knowledge obtained from the study can be applied and understood in the field. The sample of participants and procedures is fully described to inform readers what population the results could be applicable to and valid for in other research findings. As well, the use of an established form of analysis increases understanding of the results for other researchers. The findings are also discussed and compared to prior research findings. The results of this study corroborate some prior research on children of alcoholics.

Dream Presentation

In the results section, I present each child's dreams individually, creating a series of dreams for each of the five participants. The dreams are transcribed verbatim from

taped interviews. The children's dreams are presented without clarifying questions and dialogue that occurred between myself and the participants. In some instances, children added information to their dream at the end of the interview, or at the following interview. Therefore, the dream report is written in chronological order. The original dreams are data in themselves and allow one to view where the comments, interpretations, and perceptions have arisen. The comments, interpretations and perceptions will follow after I present the dream. At the end of the description of the series of dreams, I present the overall findings for the 5 participants.

CHAPTER 4: Results

The total number of dreams I collected was 49. The range of dreams each child remembered in a consecutive four week period is between 4 and 19. Each child varied individually in the number of dreams they recalled.

I present each child's series of dreams. Then I provide comments, interpretations and perceptions for each dream. I provide a summary of the dreamer's perceptions following each child's series of dreams. I describe all five participant's dream perceptions at the end of discussing the series of dreams for each child. I begin with the child that remembered the most dreams.

9 Year Old Boy

This participant was the only boy in my sample. He was the oldest child living at home. He has three younger brothers. His younger brothers were 5, 4 and 3 years old. There was an 18 year old sister that did not live at home. At the time of data collection, his mother had been sober for 4 months. Her partner had been sober for 23 years. Sometimes he referred to his dad by his nickname. Therefore, I am not sure if it is his biological father or his stepfather. This boy thought that dreams were fun to think about and to tell people.

Dream 1: Tuesday October 19, 1995

Me, my friends, my dad and my gym teacher were at Trout Lake Park. The kids were running around, while my dad and the gym teacher watched the kids. I was running away [separate from the other children] gonna go and I see a snake and I was gonna go pick it up, but instead

it almost bit me. So, I started running and it was following me and it almost bit me. Then I turned around and it was gone and then it was behind me again. [I felt] scared. Then I kicked it. [I felt] happy. Then it went somewhere else and then I followed it. [I felt] happy. The snake ran on and on. [It was] weird. After that we were getting ready to leave and so I ran back and then left. Then we met this girl and then they dropped us off and then I forgot something in the van. They picked somebody up. When we came back it [his coat and homework] was gone. I went home and told my mom and dad. They said that tomorrow I would be grounded. When I went back, I found them on the rocks and saw them. I brought it to school and forgot to bring it home. I told them [his parents] I forgot and then I ran back and then I got them [homework and coat] and went to the school program [to] play games with some of my friends. We went home. Then the next morning when we walked to school we started playing at the playground. We had the little playground instead of the big one [because they were constructing a door for wheelchair access]. But usually we always play a game like they have to go back and forth on the monkey bars 10 times and then the next person and the next person. When they all did it, we see which team did it the fastest. Then we went back to class and we did work and then when it was 2 o'clock we went outside to play California Kick ball. One of my friends kicked [the ball] over the fence. So when me and my friend ran and jumped over the fence, but my friend got it before me (small laugh). My friend is scared of dogs 'cause he used to have to look after a bull dog. Then he thought there was a guard dog, but there wasn't. We were yelling there's no dog there. So, he was going slower than normally 'cause he thought there was one, but he ran anyways. And that's it.

Comments

When I asked him how he felt before he woke up his response was curious. He responded that it was weird about him and the snake. This scenario occurred at the beginning of the dream he recounted. This makes me wonder if this is the end of the dream. The following dream events reported sound like a description of the day's events. A couple of times, in this interview, I inquired if the events he was

describing were in the dream. He responded yes each time. I will take Beaudet's (1990) stance on confabulation in dream reports. This stance involves accepting the additional information to the actual dream, because it is derived in the child's mind and to him it is part of the dream.

Perceptions

I derived three perceptions from three segments of the dream. First, the snake scene, then forgetting his homework and coat, and finally, the fear of a dog. An additional perception was derived from a specific point in the dream.

1. When something attacks you, you cannot always see it. However, you can defend yourself and get the upper hand, and it may lead you somewhere interesting.

2. You get punished for leaving your things behind, and even though you forget them more than once you can return and get them. You can recover what you lost.

3. Sometimes your thoughts are not accurate and you can be too scared to hear your friends tell you what is true.

4. You do not always get there first, or win.

Dream 2: Monday October 23, 1995

We were playing until we heard the sirens. We [him and his friends] ran down to watch. I seen this grey mustang. This middle aged guy lived there and came into the [grey] car. Then there was this police car, dark blue police car. Then the police car started chasing after him. He crashed into some parked cars and then he backed up and then the police woman got out of the car because he stopped. The guy that they were chasing backed up and hit the police woman. Then he took off. [The police man] was following him and he called for back up. The police was riding around to see if [he was] hiding some where. They almost found him, but it was a different kinda car. It was a mustang [too], but

a different colour. [He went down 5th to S street because he saw the police]. So when he got to S Street, he turned back and then came up here [the street he lived on] and the police caught him 'cause he was like hiding on this block here. He seen the guy come up to him and pull over. He went in front of him and there was this other car that was in the parking lot [that] pulled out [and] trapped the guy trying to get away. Then there was one [police car] down at the end of the block. They [the police] left. [It felt] good 'cause me and my friends ran toward it [police chase] to watch it. So, we ran back up and played on the swings and the monkey bars. Then we were getting bored. We played tag. Then we had to go in for dinner. [I felt] good when I woke up.

Comments

He mentioned that the day before this dream he saw police in his neighbourhood. The police were going to people's houses. There was no reason given in the dream as to why the police were chasing the guy in the Mustang. As in life, he did not know why the police were in his neighbourhood. There is also no mention of what happened to the police woman that was hurt in his dream. The guy being chased in the dream did not go very far to get away. If the police represented his parents or adults in his life and the guy being chased represented him, then the police chase parallels a young child who cannot go very far on his own if he wants to get away.

Perceptions

1. When things are similar you can be close to catching the real thing (re: different colour car).

2. An exciting event can happen while you are playing. When it is over, you continue what you were doing.

3. If you get bored playing, you play something else.
4. Eventually the police catch the guy running and hiding, in the meantime someone gets hurt.

Dream 3: Tuesday October 24, 1995

I was walking to school, when I got up the stairs [at school] I seen this car and I thought it was umm actually I saw this skateboard instead and my brother was with me and he picked the skateboard up and then he went down the hill and I didn't know he went all the way down [the hill]. When I seen him I was already at the portable and when I got home that day, I got in trouble. They told me, "always make sure [your brother] stays with yah." I went to my room, I stayed there for a little while. Then I went downstairs for dinner. Then I had to go to bed and my brother fell asleep downstairs. After I fell asleep my brother came back up. He got in trouble, my brother, 'cause he was noisy, I got in trouble because he was noisy. He wasn't supposed to be talking. Then we got in trouble, then we fell asleep. The next morning my brother brought up vitamins. They brought up vitamin C. That's all I remember. [I felt] half and half good and bad [about dream]. Actually it was just bad. [I felt] sad because we got in trouble.

Comments

The dreamer was told by his parents that he was responsible for his brother and his brothers' actions. In the first instance, when his brother got on the skateboard, there was no mention of his brother getting into trouble. He got in trouble for his brothers' behaviour when he did not stop what he did. In the second incident, the dreamer and his brother both got in trouble because his brother was noisy. On the other hand, he could have blamed his brother for them getting into trouble. He might have been talking just as much as his brother. The next morning, his brothers brought up vitamins. Symbolically, it could represent

nourishing the dreamer for taking the slack.

Perceptions

1. Even when it is too late to stop your brother, you are responsible for him and get in trouble for his actions.

2. When you are responsible, you get in trouble even if it is not your fault. This makes you sad.

Dream 4: Wednesday October 25, 1995

I was older like when I was about 18. I think. This was in my dream, I seen my dad break into cars and I thought when I grow up I'll do that instead. When I broke into a car I thought I wouldn't go to jail, but I did. I went to jail, stayed over night. [I felt] mad that I had to go to jail. [I felt] sad [too]. It was a little interesting in jail. It's like school, they get lunch, except they don't get dinner. You have to stay in this place. You have to sit there or do something like play around or anything 'til lunch or whatever. It's weird that they have the toilets without no room [no walls]. [The toilet] was in the corner. I didn't do it again, but then I did it the day after that. I kept on breaking into cars [until] I was about 25 I stopped doing it. I started it for about two more days and I stopped again and I stayed at the house and watched the kids, my cousins. [I felt] happy that I stayed at the house instead of breaking into cars. I was playing outside watching the kids and playing games with them. Then I seen a fire and we ran up to it and one of the kids ran and we were playing something newspapers and burning them and putting them by the cans. There were garbage cans and there was garbage in it. [This] went in flames and people were going to their houses and getting buckets of water and pouring it on [the fire]. [When I woke up, I felt] good cause it [dream] was over with 'cause if it was real then I would be older right now and my mom and S [mom's common law] would be older.

Comments

The dreamer wanted to follow his dad's footsteps. He learned through experience that jail was a consequence for breaking into cars. However, he has not learned his lesson because he went out, a few days later, and stole cars again.

His dream could have been a message forewarning him. For years, in the dream, he had a continuing cycle of stealing cars and then he quit this action. This sounds like the addictive cycle that occurs when a person is attempting to quit drinking. He or she stops drinking for a while and then starts drinking again. It was interesting that his conception of jail was like school: you get lunch, but not dinner and you can play. He was glad when he woke up to find out it was a dream and that he did not actually steal cars and go to jail.

Responsibility was also reflected in this dream. For example, he felt good about staying home to watch the children instead of stealing cars. However, when he was home his cousins and he were playing with fire. I wonder if they caused the fire. He does not yet have a responsible mind. He is still a child with too much responsibility. Although, it was a plus when the community came together to put the fire out. Perhaps his dream was a process for learning what is right and wrong.

Sometimes in the interviews, this young boy told me about his life. For example, in this interview he said that he could not go to a Halloween party because the family could not afford a taxi and the taxi did not fit the whole family. If they went, his dad would take the bus.

Perceptions

1. You follow your father's footsteps and learn through

experience that it is wrong. The consequences do not stop you from doing what is wrong.

2. You are happy to stay out of trouble and take care of kids. However, you play with fire and others put it out.

Dream 5: Thursday October 26, 1995

He says his dream was about what happened at his school the prior week. Someone attempts to lure a child with them and the child does not go with the person.

I was walking by the school and then this guy came and [he] was going to give me candy. I walk up to him. He gave me the candy. Then he takes me into his van. Then he takes me somewhere and he dropped me off at the corner store. Actually, [he dropped me off] at his house. He left and he locked the doors. [I felt] sad. Then I seen him leave to come back to the school, actually I heard his van 'cause I left a magic pen [in the van]. It had a speaker on the back to record. I tried opening it [the door], but I can't so I went out the window. I didn't know which way to go to the school. I just started walking one way, it was the right way. I didn't know so [I] kept on walking. Then I seen the skytrain, so I went on the skytrain. I went to C [station]. I got off and caught the bus. By the time I got to school, school was over. [I felt] a little bit happy [during the dream]. [When I woke up, I felt] good.

Comments

In this dream, the dreamer was trusting and showed no resistance to being taken away. He used a tool to assist his escape--a magic pen that monitored what the kidnapper was doing. He showed, in this dream, that he tried alternative solutions to solve a problem. First, he tried to get out the door. When this action did not work, he escaped through a window. When he returned on his own, he decided to go one way even though he was unsure. This way took him to familiar grounds and from there he knew how to get back to school.

When he got there, school was over.

Perceptions

1. When someone you entrusted betrays you, you rely on yourself and any other devices to help you escape.

2. Your dream tells you that you cannot trust a stranger, even if he offers you candy.

3. You can escape when you are a prisoner.

4. Trust your intuition.

Dream 6: Friday October 27, 1995

It started on a dark rainy night, Halloween. We were playing around firecrackers. One of my friends came and he brought some firecrackers and some fireworks too. We went and put them in the sandbox. There was lots. We shot them off and they were hitting some houses. So, we put them behind the girls and then it went past the tree and past the building and out to the road. We ran away 'cause it hit a car with an alarm on it. We ran to a centre [in his neighbourhood]. We went to the gym and played until we had to go home. We went home, we had to have dinner. We had dinner then we went to bed. We woke up the next morning [and] we went to school. After school we [him and his friends] met each other at the same place. We brought a bunch of games and we started playing with one. We were holding [the fireworks]. We dropped them. We forgot we dropped them 'cause we kept on running until we got across the street to that centre. We were looking in our pockets and we found out that we were missing fireworks. So we ran back and looked for them, and we found them all. We went back playing. Then after we came back home and had dinner and went to bed. When we woke up [we] went to school. [After school] we met at a different spot, but they all didn't show up. [I thought] that they were still at school. They weren't, they went back in the other spot. [I felt] sad. Then I lit my stuff [fireworks] and it went through the tree and it [fireworks] blew up. When I went home, I went to my friends house. I said, "How come you guys weren't there?", "How come YOU weren't there?" that's what they said. 'Cause they we forgot to tell them I forgot to tell them we were going to meet in a different spot. [When I woke up, I felt] happy 'cause there was no more fireworks. If I did my mom would be mad. She doesn't want us playing with them. Anyway they're illegal.

Comments

In this dream, the dreamer was playing with fireworks, which he knew he should not do. He took action to move when the fireworks hit objects which were not okay to hit. When relocation did not work, he ran away and quit for the day. The dreamer continued playing with fireworks the next day, even though he knew they were dangerous. He took responsibility for the misunderstanding between him and his friends. He asked his friends what happened and he resolved why they did not show up. Even though his friends did not show up, he continued their plans without them.

Perceptions

1. When something is not working out, do something else and take a break until the next day.
2. You can get into trouble setting off fireworks.
3. You can find what you lose by retracing your steps.
4. If your friends do not show up, you carry on.
5. You can do in your dreams what you cannot do in life.

Dream 7: November 1, 1995

I was really like running around in the portable. I went home I thought it was 10 o'clock or 11. There was this guy behind me following me and my brother. So he kept on following us everywhere. We went in the centre and we went to the gym. He still followed us. Then we went back to school. He was gone, but he was still following us. [I felt] worried. I told the principal. The principal phoned the police. They were looking for him, but they couldn't find him 'cause he dressed up different. We went back home [and] played. We had some cake 'cause it was somebody's party. We had cake, then we went to a park and played. My brother got stung by bees 'cause we didn't help him down. [I felt] sad that

my brother got stung. Then we left and we went for more juice and pop and food. Then we went back and we found out there was a bee nest there that's why. Two of them, so we figured not to go there. But other people went so we weren't going near that park again. [When I woke up, I felt] happy because it was all over with and it wasn't true.

Comments

He actively attempted to lose the man who was following him and his brother. He asked for help and received it. This scenario remained unresolved because we no longer hear of this man. The man was not caught. Possibly, the dreamer allowed it to be out of his control, for he asked adults to help him. Initially, he tried to deal with the man following him on his own. However, this situation should be an adult responsibility.

The dreamer felt responsible for his brother getting stung by bees because he did not help his brother down. Here, he took responsibility for an event that was out of his control. This was over responsibility.

He learned to stay away from the tree with the bees nest because he knew he could get hurt.

Perceptions

1. You cannot always catch the bad guy.
2. When you are in danger, if you cannot deal with it yourself, seek help from adults, then you can relax and enjoy at a party.
3. You are responsible to protect your younger brother.

Dream 8: Thursday November 2, 1995

I was out playing around here [points to the street

outside]. We [him and his friends] were running around and stuff behind trees and everything. Then we got bored so we went somewhere and we went to the store to get some candy for us. Then we came back and ate gum. We went out for Halloween. When we got back we had more candy. Then we went back out again, but in a different area. We got more candy. By the time we got home, all the candy was gone. We left it outside and someone took it. We went back to the store and bought some more candy. We went to this complex and got candy. We went home and put them in the house. When we left to get more candy we locked it away this time. We went out for more candy until the bag was full. When two bags were full we always dump them into another bag for us to share it. Then we played. We had a candy fight. After we had some candies and watched a video. We went back outside to play. We didn't know if there was any school. So, we were late. We had to go to school and it was recess time [by] the time we got there. We went back home for lunch and we went back to school and we played for awhile 'til the bell rang and we went in and did work. When the 3 o'clock bell rang we came back down here and we checked the house and the candy was gone again. We forgot to lock the windows, the kitchen window. [I felt sad that the candy was gone again.] We stayed home and watched more videos. We woke up again and watched videos 'til school started and then we went to school and we seen this guy with a whole bunch of bags of candy. We thought he took it. We ran to him and asked for our candies back. [He said] they were his kids candies, his kids got them. [I felt] mad that they kept on taking the candy.

Comments

The dreamer's goal was to collect and keep as much candy as he could. When the candy was stolen the first time, he learned to do something different to secure the candy. It appeared that he took responsibility for the candy being taken a second time, because he said he forgot to lock the windows. He took further action to prevent the candy from being stolen and approached a suspect. He accepted the man's answer that it was his own kids' candy. This scenario remained unresolved, because he did not know who kept taking

his candies. He remained mad that the candy was stolen.

In this dream, this boy's use of words reflected that he was unaware of where to be. For example, he did not know that there was school that day. This explains why he was late for school.

In this dream I wonder if school meant work to the dreamer.

Perceptions

1. You take action to prevent something of yours from being stolen and attempt to get it back, but you are not able to regain what you lost. This makes you mad.

Dream 9: Saturday November 4, 1995

It started on a day like this, a rainy day. We were playing outside until it was school time. We had to go to school and do some work. When school was over, we went to the other school, the care program. Then it was home time. Well we went home, well we didn't go straight home. We played at the gym. It was like a running tournament. There was a lot of running. One of the kids won a prize and then the one that was more uh cheering. Uh I um and I uh and I won it. It was just a chocolate bar, [but it was] fun. After that we went home and it was 8 o'clock by then and we go, "oh no we were supposed to be home at 5:30." So, then we run home and we tell them why we were [late]. We told them the truth that we were um at the centre thing at the gym. Then she send and then they send us to the room, our room. The next morning we went back to school. There's the school program for breakfast and then we left for school, but I didn't go in class right when the bell rang. I went to the centre to see if there was anything happening before the school. They said yeah it was for the older kids from grade 4 and up. So I went ok. And then we left to go and I left to go to the classroom. By the time I got there, I was late. I go to the office and sign in 'cause that's what we usually have to do when we're late. After that school was over and we went back to the school program. We were on our way home, but we did the same thing again [at the gym], except we stayed longer. oh yeah that's all I remember.

Comments

He had difficulty saying that he won a prize. When he did say he won a prize, he said it was just a chocolate bar.

In this dream, he was side tracked easily. He did not go straight home. Instead, he went to the gym to play. He also did not go to class right away. He went to see what was happening in the gym and arrived to class late. Perhaps, he wanted to go where he felt good despite the consequences. He said the next day he did the same thing, even though he knew he was supposed to be home by a certain time. The consequence of being sent to his room did not deter him. He did not seem to learn after the first time. In a prior dream, this was displayed when he stole cars, and went to jail, but continued to steal a few days later.

Perceptions

1. Even when you know you are supposed to be somewhere by a certain time, you get side tracked and would rather play and be late.

2. Even though you tell the truth and explain why you are late, you still have to face the consequences (i.e., go to your room).

Dream 10: Sunday November 4, 1995

It started on a rainy day and me and my brothers were walking around and playing. Then we heard thunder and we ran to the house and we were inside and we were watching the lightning. [I felt] a little bit happy [to watch]. When we seen our mom and dad outside we could go outside. When our mom got scared we, she brought us in and we we started, my brothers started crying 'cause we couldn't go outside and watch the thunder. They were crying so my mom and dad went back outside again. We

went outside and this time we stayed outside 'cause we listened. It started to thunder and we went back inside. We watched out the window instead. When the last one came it [thunder] was really big like a big one. It didn't stop until like 7 at night. We were watching out the window and it stopped. We went outside and played 'til dinner time. When dinner was over, we had to go to bed.

We had to go downstairs and get dressed for school. When we were dressed, we went to school and by the time we got back home, I had homework and my brother did. We were playing 'til we had to do our homework. The next day we came home from school, we forgot to bring our homework home. We told our mom we forgot our homework at school. She said, ok. We just um supposed to bring it tomorrow. So we did and then we did it at home. When we were done, we were playing around. We go to bed again and when we woke up we thought there was school but there wasn't 'cause it was Saturday. So, we came back home. There was no school. We looked on the calender and it's Saturday and we go, "oh." We go outside until the school bus comes and gets us. By the time it came we were already inside and it was late so then it was lunch time. We got home and the bus was late again getting us home. After that we ran home 'cause we were racing each other. L came in second, H came in third and D came in fourth. [He is referring to his brothers. D is the second oldest. Dreamer neglected to say that he came in first. I asked him and he said yes.] We went in for dinner and we went back to bed. That was all. [I felt] good when I woke up 'cause the thunder wasn't really true. If it was I'd be uh sad or happy. The boring part was when we couldn't go play.

Comments

In this dream, he had homework and then the next day he forgot his homework. He was honest with his mom about forgetting his homework and his mother accepted this. He thought there was school and there was none. He was late for school and missed the bus because he was inside the house when the bus came. He also said that the bus got him home late. He neglected to say that he came first in a race with his brothers. It appeared difficult for him say good things

about himself.

Perceptions

1. Whether you can watch thunder outside depends on your parents, how your mom feels, how your brothers feel, and whether you listen. This takes time to sort out. Therefore, you may go in and out a number of times.

2. You do not always want to do your responsibilities, but you do them.

3. You play until you have to do something like: eat dinner, go to school, do homework, go to bed or watch a thunder storm.

4. Sometimes it is not what you think it is (He thought there was school, but there was no school because it was Saturday).

Dream 11: Monday November 6, 1995

We were running outside and doing stuff like playing tag, like hide and seek. We had to go inside. We had our dinner. We had to wait for our driver to pick us up for Sunday school for a meeting. When we got home we had to go to bed, but before we went to bed we got something to drink. We woke up the next morning and we went to school. When we got home, my mom and dad weren't home. So, we went out to a friends house and started playing. We went outside and played and we went back home to check out if they were home, but they weren't. We seen the window open so I go through the window and open it. When I got it, I unlocked the door for my brothers to get in. We watched tv and we listen[ed] to music too. Then we had some candy and came upstairs and played with cars. We had our windows open 'cause we were so hot. We always have to have the windows shut, but in day time we don't. When we opened the windows we were looking outside and we seen our mom and dad on their way home. So, we went downstairs and go outside. It wasn't my mom it was somebody else. So, we went back inside, locked the door and watched tv. We just sat there and waited 'cause usually they always call at their uh friends house. They call a relative of

ours 'cause usually she takes us into her house [to babysit]. [I felt] happy about the dream. [When I woke up, I felt] okay.

Comments

He did not express feelings about the absence of his parents. It may have been a common situation for him. It did not appear that he saw anything wrong with his parents not being there to care for him. As well, when he went to check whether his parents were on their way home, he stated that it was not his mother. He neglected to include his father in the picture. This might have indicated that he had a stronger bond with his mother than with his father. Furthermore, he thought he saw his parents. This is like wishing for them to be there.

His use of words provided a sense that he felt obligated to do what he was told to without having a choice in the matter.

Perceptions

1. Your parents are not home. You occupy yourself, take responsibility for your younger siblings, and wait.

2. Things are not always what you think they are. (This is in reference to when he thought he saw his parents on their way home).

Dream 12: Tuesday November 7, 1995

It started on a snowy night. The next morning we didn't know there was snow. We went outside and played and we didn't know there was school. There was school, but there wasn't. So we went to school and we go and we try to go inside, but the doors are locked. We played out at the school like making snowmans and angels. After we got bored we started to go home and then we came down

here to play in the snow. The sun was slowly starting to come out and some of the snow was melting. There's a snow shovel, they're like pushing them [snow]. I went, "oh God." We went outside [and] it was all wet [snow melted]. We went to school, we went to play on the monkey bars. When we got bored, we went home and played at a different park. We came back home. It was dinner time 'cause it was usually at 6 o'clock is our dinner time. I had a watch. I looked at it, our watch and we were an hour late. When we got home dinner was all gone. Well there was some for the boys, but not me. [It was good] 'cause they made me dinner, Kraft dinner. Mom [did]. They were having beans. I don't like eating it [smashed peas], but I eat half of it 'cause my mom made me. When I ate half of it, I got to play outside. That's when our cousins were over. When they went home, we were still playing outside. We brought our bikes outside to ride. We put our bikes in, then we went inside to stay 'cause they sent us inside to play instead. When it was bedtime we went to bed. After bed time, we woke up again. We had to get dressed for school. When we were dressed we headed off to school. My brother set off a car alarm. [A friend's] mom came up to talk to us and then after she talked to us, we went to the portable. We were late. We went to school and did some work. I brought homework home and my brother had to bring some colouring home. When we got home we had to do our, I had to do my homework. [My brother] had to do his colouring. If I did it [homework] it would take me a long time [because] I don't like homework. The second reason why is because I always have my shows I like, like, 'Home Improvement'. I had to bring it [homework] to school and show the teacher. She gave me more home work. It was a SUBditute. [When I woke up, I felt] good 'cause I didn't have NO HOMEwork. [I also felt] good [when] I was at gym, but I forgot to say that part.

Comments

The young boy mentioned, in the following interview, that the part in his dream about homework was real.

He used the words 'had to' a lot in this dream.

He was late getting home and late for school the next morning. His lateness was also reflected in prior dreams.

This may occur in his life. Some people are chronically

late.

In this dream, he tried to get into the school. When he could not get in, because the door was locked, he played. This situation parallels when he was locked out of the house, when his parents were not home. He occupied himself by playing.

Perceptions

1. Things happen even when you do not think they will. Such as: snow, school, and more homework.
2. When you are late you may miss dinner and all the food may be gone. However, you can make more.
3. Do as you are told and then you can do what you want, which is play.
4. Kids are told to play.
5. When you do not like doing something it takes a long time, especially when you want to do something else (like watch television)---The rule is: do your work before leisure activities.
6. When you are bored change your place of activity.
7. Even when you do all your work, you receive more work.
8. You try to follow the rules, but sometimes you cannot; sometimes you forget and sometimes there is too much to do, so you do not follow the rules, and then you have more to do.

Dream 13: Wednesday November 8, 1995

It started on a sunny day. We were playing outside and

playing soccer at school. When the bell rang for us to go in we went in and did our work. Then it was lunch time, so we went to lunch. We went to the gym to play volleyball. After volleyball was over we went to our classes again and did our work. After school was over we had to go home, but I didn't 'cause I had to go to the school program. After that we went home and we watched a video. We go upstairs after the video was over and we went back downstairs for dinner. We saw what it was and there was rice with Kraft dinner and chicken noodle soup. After that we brushed our teeth and we watched another video. After the video was over we just played upstairs until it was bedtime. We went to bed, but we were still playing. When we were finished playing we had to go to bed two hours early. I was the only one that stays up usually and we watched dracula. Then I went to bed and I woke up again in the morning. My brothers were still sleepy. I thought it was a school day, but it wasn't. It was Saturday. So, I got ready anyways. I got ready to go to Kid Street. When Kid Street was over we came back home and started playing outside. We played hide and go seek, tag, tv tag. [When I woke up, I felt] good 'cause there was nothing bad happening.

Comments

This dream sounded like he was describing a routine day. However, he started his dream by saying it was sunny instead of being rainy or snowy. In dream 12, "the sun was slowly starting to come out."

Perceptions

1. When you are getting ready for one thing and it does not happen, there is something else to get ready for.

2. Life is predictable: my life has a schedule of regular events.

This part was added the next day.

We were playing up here on the mattresses. We put the mattress down there [stairs] to slide down on, for us to go downstairs faster. We went downstairs and watched tv. Then it was dinner. We went outside first little while cool off and we came back inside and it started raining a storm. It was windy and the rain was

raining HARD. I had my window open to get cool cool air and get wet 'cause I'm always hot. Then we were playing upstairs until mom and dad said it was time to go to bed. At 9 o'clock we all went to bed and I stayed up 'til 10 cause I fell asleep at 10. The next morning we woke up and my mom and dad were out already. [I felt] scared. So, we get ourselves ready. Then I get myself ready and my brothers get dressed theirselves too. Then we stayed home. I phoned the school and told them we're gonna have to stay at school until my mom and dad gets home. [I clarified that he stayed home from school]. When they [parents] got home, school was over. After that we went to play outside. After that we had to go back inside 'cause it started raining again. After that we stayed inside for a while to watch tv, cartoons. After the cartoons were over, we watched something else. After that we went to school 'cause my mom and dad got back. We thought it would be 3 o'clock by the time they got back, but it wasn't. It was 2 o'clock. We had to go to school until 3 o'clock. My brother came home with some homework and I did too. We did our homework, set the table, then we finished it and we went back to school and dropped them [homework] off. My brother came with us too and they were playing at the school. After we left, we had to get our pictures taken before we left 'cause it's our picture day. After that we had our pictures, we left to go back home. When we got home, we seen mom, my mom and dad home. We sat down and watched tv. We went to the school the next morning. We played there until the clock bell rang. [I felt] sort of happy and good when I woke up.

Comments

In the game with the mattresses this boy and his brothers were innovative, creative and efficient.

In this dream, he expected to miss school because when he awoke his parents were not home and he and his brothers were waiting for them to return. These children appeared to be acting as adults waiting for their adult children to return. This phenomenon is termed role reversal and appeared to be a common occurrence for the dreamer. He felt 'sort of' happy about the occurrences in the dream. In this dreamers'

view, his parents were not there. He may have felt his parents were not there physically or emotionally. His dream did not indicate that parents needed to be there for children to look after them. It was also peculiar that he omitted this part of the dream in the first interview, which was told like a description of a routine day. I believe that parents being absent from home should not occur routinely in children's lives.

Perceptions

1. When your parents are not home, you stay and take responsibility for yourself and your brothers and wait for them to return. As a result, you miss most of school and then you continue on as usual.

Dream 14: Thursday November 9, 1995

We were playing on a rainy day like this. We were playing on the swings waiting for our driver [to] come pick us up on a Sunday cause we had Sunday school. He [bus driver] was late and Sunday school was over by then. He said there was no Sunday school today, but there was a gospel meeting. So, we went to that. When that was over, we came home and ate dinner and drank juice. Then we went to bed. Then we had to go outside of course like we always do and we played like frozen tag and races we had and played baseball for a while and catch. Then we started playing football. Then it was our brothers birthday. We didn't know that so we played football. We played with them. When going home we just cleaned the place up, our house downstairs. [When I woke up, I felt] good.

Comments

In this dream, the theme of being late occurred again. It appears to be expected that, as a result of others, one will be late and miss out on where one is supposed to be. This sense was derived from the dreamer's statement that the

bus driver was late picking him and his brothers up for Sunday school. But then, he was able to go to a Gospel meeting in place of Sunday School. This sense of being late was also reflected in the prior dream, where he expected to miss all of school, but he ended up being able to catch an hour of school. When this boy was late he imagined missing the whole event, however he was able to attend a portion of the event, or a different event.

Perceptions

1. When you are late for something, you can do something else instead.
2. Sometimes you forget your brother's birthday.
3. After a party you clean up.

Dream 15: Friday November 10, interview November 11, 1995

We were playing on a sunny day and we were like playing around the house. This was in the morning. My brother went downstairs to get candy and then I went down cause I didn't know they were getting candy. So, then I got something like a candy. More different kind, I forgot what it was, but I had a chocolate bar, but it wasn't really a chocolate bar. It was one of those bars with no, low fat. We were playing around upstairs. We were pushing the bed down stairs to slide down instead of running walk down or walk up or run down or run up. After we put the beds back, we moved them around again. We were like punching them. I was on one bed and lifting it up with my legs and moving them around. Then we were moving each other the beds around, people on them, but they didn't fall off. We had lots of fun 'cause we went up to the PNE. We had some candy with us so we could eat them there instead of buying the food. We won lots of stuff. I won this gun thing cause you're supposed to get everyone. After that we went on a roller coaster. My mom and dad with the boys and I went on the corkscrew. [When I woke up, I felt] good.

Comments

I noted, in this dream, that he was able to say that he won something. In prior dreams, he was not able to do this.

In this dream, money was probably a very real fact to be conscious about. The dreamer and his family brought their own candy to the PNE.

His physical strength was portrayed when he was moving and lifting the beds. It was the second time in his series of dreams that he has done this with the beds.

He said he won a gun at the PNE, "'cause you're supposed to get everyone". I wondered who everyone was? He did not refer to pointing a gun at an object. Therefore, this sounded like a 'Freudian slip'. This may have reflected the anger inside for all his responsibilities as a young child and for his parents not being there. Whether this was true in life, or existed emotionally for him, it was a very real experience for him. The anger has not reached consciousness because he did not know any different. This was the environment from which he learned.

Perceptions

1. Sometimes you find things out after the fact, and sometimes you get something different than other people.

Dream 16: Saturday November 11, 1995

The date today is November 11th, Remembrance day. It started like we were playing at gym yesterday. We were playing how horses run and a first person ran and then we, then the person who goes over the black line. Then all the horses ran and when we touch you, you have to be a horse with them. So, I got caught when they called my name, but you could run anywhere instead of staying

like in one spot. After that we were playing around until it was our time to leave to our class. In the gym and the class, we played 'Magic Forest'. There's supposed to be two people in the middle and if they catch you, you're a tree and it keeps on going. We played 'Great Wall of China' and 'Picket Fence'. We had gymnastics and we went to our class and had lunch. Then we went home after lunch 'cause it was half a day yesterday. Every Friday's half a day. We went to the portable then we had our snack at 3 o'clock. We went to read and we watched a video called, 'Gordie the Talking Pig'. We came home and watched tv 'cause we had no VCR. We had to bring it back to get money for food and milk. So, then we returned home and we went out. First we went to McDonald's and we all got happy meals, but my brothers didn't want their fries 'cause they were full. So, I ate them all and I got my own pop 'cause I got those large ones. We were going down the hill and we were inside for awhile. When we got there, inside. We seen a train [with] two engines going back and forth. [When I woke up, I felt] good.

Comments

I am unsure if this was an account from the prior day's events. I was told outside the taped interview that selling the VCR to obtain money for food occurred in real life, as well as in his dream. He told me this dream on a Saturday and a couple of times, in this interview, he said "yesterday". I also clarified near the end of the interview if what he was talking about was in his dream. He said, "yuh". I also verified if he was talking about his dream by asking how he felt when he woke up. Despite his verification that the events he told me were in the dream, it is possible that he did dream about the prior day's events.

The selling of personal possessions to obtain money for food demonstrates that this family does not always have enough money for food. They spent the money to go out for

dinner. One can stretch money further by buying groceries. Whether or not this part actually happened in life was uncertain. Going to McDonald's could also just be a reflection of this boy's wishes.

Perceptions

1. Sometimes your dreams are like a description of a regular day.

2. You want to play and be happy and have enough food to eat.

Dream 17: Sunday November 12, 1995

I thought I was in like, in the dream I was at home by myself and my mom and dad were like at home and that. They [mom and dad] were out shopping, but I didn't know where. I stayed home and watched cartoons, only I was there 'cause they left the window open, but they didn't leave no key behind. I took one of those chairs and I went out and the window opened it more. Went in the window then unlocked the door and then put the chair back where it was. I lock shut the door. I went in and watched cartoons. After, when they got home I went out to help them bring the groceries in. I read the thing and it said, I knew it was Superstore 'cause it said, 'We Do Our Best'. When I went out to look, I went, "oh, you guys went to Superstore" and they go, "yah." So I go, "oh, so I thought you guys went somewhere else instead of there," but they did go there. Then I went somewhere else. I went outside and I was playing tag and baseball. After that we went to play soccer. After soccer, we played baseball. After that we went to play California Kick Ball. After we put our stuff in one corner and putting other stuff (glass) in the other corner, like we were putting stuff in corners 'cause we'd get cut from them. After that we started playing. We rode our bikes 'cause when we got bored, we wanted to ride our bikes. We put our bikes back in. Then we went in for dinner. Then we went back out and we stayed out 'til 7. We got a candy before we went to bed and we had to go to bed. The next morning we woke up. Only me and my brothers were home. My mom and dad weren't home, but they left a note behind and it said where they were going. So, we just stayed home and we let them and we played outside for a while. After we came back inside we left the tv on, but when we got back inside the tv

was off. The reason we seen it off is because our brother was inside. He's the one that likes playing with the tv. Then we heard our mom and S [mom's partner] called. So, we went with them. They got us like toys and lego. We started playing with our new toys and lego and then they got home and seen [my youngest brother] playing with the cat. Then we went inside to play with them 'cause it started raining. When we went inside, I started building something, but I forget what it was. I build it, then my brothers broke it and they broke it again. [I feel] sad that my brothers kept breaking what I made. I put it somewhere my brothers didn't know where it was. I built a castle, then I built a spaceship. Then I made a fire truck and I made a park and an police station and a police boat. My brother didn't know where it was, so they were looking for the lego 'cause I used up all the lego for it. [When my parent's weren't home, I felt] sad. I think like they went out for a while and they didn't want to come back home. [This thought makes me] mad. [When I woke up, I felt] good 'cause it wasn't true that my mom and dad wasn't home.

Comments

This dream was one of the few dreams where the dreamer was absolutely alone, without his brothers.

After his parents came home and he helped them with the groceries, he asked them where they had been and then he went outside. He said, "I went somewhere else," as if to get away from his parents. Did he harbour unrealized anger against his parents for not telling him where they were and for not being there for him? After this incident, he played hard. He was keeping real busy, as if to avoid dealing with the concept of not understanding why his parents were not there for him. As well, in his understanding of why his parents were not there, he thought that they did not want to come back home. He inferred this from their actions. In this dream, he was feeling abandoned and unwanted by his parents.

Perceptions

1. When your parents are not home, you secure yourself and occupy yourself, and when they return you continue on.
2. You can find out where they were by asking them questions from the clues on their bags.
3. You make an area safe before playing there.
4. When your parents are not home you accept it, and they sometimes bring you gifts.
5. When your brothers destroy something that you make from Lego, you can prevent this from continuing to happen by using up all the Lego and hiding it from your brothers.

Dream 18: Sunday November 12, 1995

It started off like I was in a we were in I was in Vancouver first and somebody from Kid Street came to pick us up 'cause we were going camping at Bible camp. We went to O Island, but the ferry didn't be for along time 'cause we had to sit there for a long time. So, until it left we [were] running around. These other kids were picking on this other kid and people were just running around. Me and my cousin were just walking around to look at everything. Then these kids were from our old school. I used to go to before I came here and it was some kids they were like going into the places where it said, 'Do not go in, Only staff go in'. They were still going in and the staff told them not to and they were still going in. So, me and my friends were just walking around still and we were just checking the place out and there was people at the door to make sure we can't get out 'cause they don't want us to go out 'cause there's always people on the places, other people in the places there. When we usually get out, they (staff) always have to chase us. When they get us, we have to do something. I forgot what it was, but we had to do something. When they caught us we always had to do something. After that we did it and then we have to do something else again. [This was] on the ferry going to O Island. It's really called H Island. It's fun at O Island. We got lunch, breakfast, lunch, dinner and we got to do stuff like archery. [This is] where I went before, it's just I dreamed about it. We do archery, but sometimes it goes over the place and we

have to go find it. If we can't find it, then we have to come back and we have to do four more. We did fishing, arts and crafts and canoeing. We got to stay up 'til 10 at night. I brought a flashlight and one of those car light things. 'Cause if one runs out we got another one to use. I brought 10 packs of batteries, but it was for real too. We always get something before we leave to our cabins. Every time we say ghost or something, this kid in our cabin gets scared. After he's finished getting scared he always has to go to the washroom. We were catching snakes there too. It's hard catching them you have to throw a rock on their head until they're laying right down on the ground. Five days later we got ready to go home. We had tuc, that's a candy. We had to pick our own candy two of them. So, I always pick chocolate bars or juice or something. Oh yeah, we only [get] one candy and one juice. [I feel] good [about dream].

Comments

The dreamer said that, in life, there was a chapel at camp where they sang, yet, in his dream, there was no chapel.

When he said in his dream, "there was people at the door to make sure we can't get out 'cause they don't want us to go out 'cause there's always people on the places, other people in the places there", I had a sense that he felt trapped. After he saw others doing what they were not supposed to, he did this too. He went where the sign said not to enter, even though the staff made him do something when he was caught. As in dream 4 and 6, he did not learn from consequences. This is indicative of Fetal Alcohol Syndrome (FAS) and to a lesser degree it is called, Fetal Alcohol Effect (FAE). Shaywitz, Cohen, and Shaywitz (1980) find that children with FAS have a short attention span, are very distractible, and do not maintain what they learn. A

child has FAS when the mother drinks alcohol while pregnant. I did not know whether or not his mother drank alcohol while she was pregnant with him.

In the dream, this boy was involved in a lot of activities. This dream showed that he knew what it was like for someone to be afraid, and he has also learned from experience how to catch snakes.

Perceptions

1. You check out an environment, and you see other kids doing what they are not supposed to do. You do the same thing and repeat the behaviour, even if there are consequences.

2. It is good to have lots of batteries and a back up flashlight when you go camping.

3. Sometimes people get so scared that they have to go to the washroom.

Dream 19: Monday November 13, 1995

It started on a sunny day instead of the night time. We were playing outside and it was on a rainy day. We were dressed up in our costumes and I was Freddy Kruger. My friends were Ninja's. Then I went to bed and had a dream about Freddy Kruger. I woke up and I had to go to school. When I went to school, I did my work. Then it was lunch time. After lunch we got to go home and we got to play, but I didn't go home 'cause we were at the school care program. After that was over we went home. Then I went to a centre on a Friday night. There's usually movie night. We were playing when we got home. We started playing upstairs. Then my brothers went to sleep. I got to go downstairs and watch a video with my mom and dad. Mom and S [mom's common law] I mean. We were watching 'Ninja Turtles Part I'. After that was over, I went to bed. After I woke up I went to the school care program and I ate some breakfast there. I went to school, I did my work. I got homework. Then I went to the school care program again. I did my

homework there. I went back to school, my teacher was still there. I gave him my homework back and I went to the school care program and I went home. I had dinner and did my colouring. Then I went to bed. I woke up and my brothers were already at school. I was late that's why. I ran to school, went to the office, then went to my class and nobody was there 'cause they went on a field trip. That's what we're going to be doing on Friday. I stayed there in somebody else's class. When they got back I went back to the other class and he was asking questions about it. I didn't answer any of them 'cause I didn't see it. So I just sat there and did some work. Then I went home. I went to bed, then I woke up in the dream too. [When I woke up, I felt] good.

Comments

There were five days in this dream. There was a consequence for him when he was late. He said in real life he was going on a school field trip. In the dream he missed out on the field trip and when the class returned he still could not participate with his classmates. Therefore, he did other work. It was often reflected in his dreams that he was late. In life, perhaps he was concerned that his lateness would cause him to miss out on the scheduled fieldtrip. It was interesting, to me, that neither his parents, nor his brothers woke him up for school.

Perceptions

1. When you are late you may miss out on participating in events and do something else.

2. Sometimes you are by yourself and left behind by your brothers, and classmates.

Dreamer's Perceptions and Prominent Features

We learned from this child's dreams about his daily life. In dream 13, it seemed like a routine day. In dream 9,

part of his routine was to have breakfast at the pre-school program and to go to an after school care program. He mentioned that he went to church and Bible camp, and there was movie night on Fridays. We also learned that when he was late for school, he needed to go to the office to get a late slip.

He also mentioned that some of his dreams dealt with real life occurrences. There were policemen in his neighbourhood who went to peoples' homes the day before dream 2. This dream was about the police chasing a guy in a Mustang. They caught him, but a police woman was hurt in the process. Another example was that 6 days prior to his 5th dream someone tried to kidnap a child from his school. He dreamt that he was kidnapped. He managed to escape by using a monitoring device to elude his kidnapper and by using his intuition to get back to a familiar location. When I asked this dreamer if some elements in his dreams occurred in real life, he said the part about having homework in his 12th dream was real. On a more serious note, dream 16 revealed that it was necessary to sell one's belongings to obtain money for food. He said this actually happened in his life. Furthermore, his dreams displayed that he was kept very busy in programs, before and after school, as well as on weekends. He may not have seen his parents as much as he would have liked or would have needed.

He had a definite perception that his parents were not

home. I had no verification if this occurred in his actual life. He did say in his 17th dream that he was happy it was not true that his parents were not home. His parents not being home may have been his experience while his mom was drinking. His parent(s) may not have been there physically, or emotionally. In dream 11, he thought he saw his parents arrive home. This may be wishful thinking on his part. It can be inferred that he wanted his parents to be available for him and to take care of him. He also learned to occupy himself when his parents were not home. In dream 11, his brothers and he went to a friend's house to play. They also watched television, listened to music and played while waiting for their parents to come back. In dream 17, he seemed to be dealing with where they were. In the first part of the dream, he knew where his parents were by the label on their bags. Prior to seeing the bags, he thought they were somewhere else. In the second part, his parents left a note and he said, "so we just stayed home and we let them and we played outside for a while". It was as if he was an adult saying it was okay for his parents to go out. This is role reversal. For the parents second absence, in this dream, the dreamer did not question his parents about where they had been. His parents brought home Lego for him and his brothers. The toys may have distracted the dreamer from caring about his parents absence because when they arrived home he carried on playing. If this was the intent, it was

not okay for his parents to buy their children toys to make up for their absence. He also said, at the end of the interview, that he was mad because he thought his parents did not want to come home. In this boy's dreams, his perception of the effects of parental absence not only resulted in neglect, but emotional distress as well.

In the dreams discussed above, the dreamer is shown to take responsibility for his brothers and to take charge when his parents are not home. In dream 3, he gets into trouble for not ensuring that his brother stays with him. In dream 13, he wakes up to find his parents not home, so he calls school to say he is waiting for his parents to return. He stays home to look after his younger siblings. He is too young to be caring for three younger brothers.

This child's ability to look after himself was beneficial sometimes. For example, when he went with a kidnapper who offered him candy in dream 5, he was able to escape on his own. He used a handy device and his intuition to aid his escape. As mentioned above, he has had to care for himself and his brothers when his parents were not present. In his experience of parental absence he has learned to be self-reliant and resourceful.

This young boy had an adult role of caring for himself and younger siblings. When a young child has too many responsibilities, it is obvious that he would feel confused and be late for school. The over responsibility this dreamer

had kept him from school, as in dream 13 when he stayed home to wait for his parents and to look after his brothers. In dream 10, he was unsure if it was a school day. He was too young to keep track of the days of the week and when he was supposed to go to school. He lived with the uncertainty of not knowing if his parents would be home, which created a feeling that he did not know what to expect. He was not old enough to make wise decisions. This was displayed in dream 4. In this dream, he was a 25 year old adult who cared for younger kids, yet he was lighting fires with the children he was looking after. In dream 19, he was alone. This was rare because he was usually with his brothers or friends. He required more parental presence and guidance. There was only one family event that occurred in dream 14: they went to the Pacific National Exhibition. It also did not seem important to remember special family occasions. This was illustrated when he forgot about his brother's birthday. These factors further supported a lack of family cohesion and parental guidance, and an impoverished parent-child relationship that was reflected in his dreams.

Some of the participant's dreams suggested that he inappropriately took the blame in certain situations. For example, when he and his friends did not understand where they were to meet, he said, "I forgot to tell them we were going to meet in a different spot". The following quote from dream 7 also indicates that he took onus for some events,

"My brother got stung by bees 'cause we didn't help him down". He seemed to feel responsible when the situation was not within his control.

In some of this participant's dreams, he did not learn from consequences. In children with Fetal Alcohol Effect (FAE) memory retention is impaired. This outcome is due to children being exposed to alcohol while they were in the mother's womb (Shaywitz et al., 1980). When the effects are severe it is called Fetal Alcohol Syndrome (FAS). Not learning from consequences is one result of reduced memory retention. In dream 4, he saw himself as older and followed in the footsteps of his father. He stole cars and did not realize jail was a consequence for stealing. Despite going to jail, he started to steal cars again a few days later. Furthermore, in dream 18, when he went to O. Island Bible Camp, he continued to go places where he was not allowed, even though the people who caught him implemented consequences. As well, in dream 9, he was easily sidetracked and was late coming home, even though he knew what time he was supposed to be home. The next day he was sidetracked again and came home later than the day before. One dream reflected that he learned from a consequence. When his brother was stung by bees in dream 7, he said, "we found out there was a bee nest there...so we figured not to go there...we weren't going near that park again." It appeared that the dreamer learned from consequences when it was

physical and painful to the body.

The dreamer's use of language suggested enmeshment with his brothers. He was often with his brothers in his dreams. He rarely used 'I'. Enmeshment was suggested when he often used the pronoun 'we' and when he said 'we' before distinguishing himself as separate. For example, in dream 10 he said, "we we started, my brothers started crying 'cause we couldn't go outside and watch the thunder. They were crying..." This makes sense if he was responsible for his brothers.

Many times he also used the words 'have to' or 'had to' when he told his dreams. From his words, I perceived that he had to do what he was told without being given a choice. The feeling that he 'had to' is most prominent in dream 12.

His cognitive development was reflected when he said, in dream 2, that the police were close to catching the guy running away because they found the same type of car, but it was a different colour. He did not comprehend that the police were not close to catching the bad guy when they saw a different colour car.

When something was not working, this child tried different ways to overcome the problem. In dream 6, he did this when the fireworks kept banging into things. He relocated himself, yet the fireworks kept hitting things, so he stopped for the day. I wonder if he knew when to quit because he said he was not allowed to play with fireworks,

yet he continued to play with them in his dream. He took action, in dream 8, to prevent his candies from being stolen and to get them back. He was mad that all his efforts did not provide him results. In dream 1, he forgot his belongings at the park. He went back the next day and retrieved his belongings, yet he forgot them at school. Some of his actions failed along the way. However, in this dream, he successfully took action to defend himself against the snake by turning the situation around and he followed the snake. He was able to turn the situation around because he lost his fear of the snake. He thought it was interesting to follow the snake because he wanted to see if the snake would lead him to it's home. In dream 17, he took action to prevent his brothers from breaking what he made from Lego. He also recovered something he had lost by retracing his steps. This participant realized that one carries on when people do not show up, such as when his friends failed to meet him in dream 6, and when his parents were not home in dream 13. He also changed activities when he was bored in dream 12. He also knew that if he was late for dinner and it was all gone, more could be made. When he missed church because the bus driver was late, in dream 14, there was another event that he could attend. There were solutions to problems in this boy's view of his world, even though all his attempts did not succeed.

He conveyed that he had to do some things he did not

like, such as his homework in dream 12. After he did his homework, he was able to do what he wanted. Yet, in dream 12, even though his homework was finished, he received more when he handed it in. In dream 10, he finished his homework before playing.

He realized that sometimes the bad guy was caught and sometimes he was not. In dream 7, the guy who followed him and his brother was not caught, even though the dreamer asked for help. This situation remained unsolved. In dream 1, the bad guy was caught by the police, which brought a resolution.

This boy mostly played in his dreams. He played in 17 of his 19 dreams. He played before and after events. He played until he had to do something and while he waited. He played at the beginning and end of dreams. He played when he was told to play. He also played after finishing his homework. In dream 16, it was obvious that a day filled with games was something to dream about.

This child's dreams proclaimed that he was dealing with many issues. He was dealing with poverty, his parents not being home, role reversal and a lack of a strong parent-child relationship. As a result, he became self-sufficient, in some ways. He also took on too much responsibility. He was shown to be vulnerable and he did not always learn from consequences. He attempted to solve dilemmas in his life, which conveyed his resiliency. Sometimes he was successful

and sometimes he was not. If he was not successful, he tried other solutions.

13 Year Old Girl

When I collected this girl's dreams, she had just turned 13 years old. She was the oldest child and had a 5 year old sister. She lived with her mother and her mother's boyfriend. Her mother and her mother's common law both had been sober for one year at the time of data collection. She said that her mother drank alcohol when she was between the ages of 1 and 6. Then her mother stopped drinking for a period of time and started again when she met her present common law. The present common law was neither child's biological father. During my data collection, I was told that mom and her common law were going to have a baby. The dreamer told me that she was excited about having a new sibling. However, when her younger sister was born, she said she was not sure how to react. She also told me that she was abused by her younger sister's father for about 5 or 6 years. She did not specify how she was abused. Although from her dreams, I had the sense that she was sexually abused, because harm often occurred to her body and it was not respected. She remembered 12 dreams over a period of one month. She believed that dreams were another part of her mind.

Dream 1: Monday October 2, 1995

I was in some sort of circus and I had to go into this box. It was colourful and pictures of flowers everywhere on it and it [had] sort of some eyes, in the middle of the box, looking at me. When I got in, it felt slimy and wet. [Inside the box] I was scared, I felt like I was trapped. I was standing there cutting the person in three strips. Then when I looked at the

thing a couple of times, it was blank and then the last time I saw, it was me, my face. Then I looked over beside me (from in the box) and there was a man and he was cutting. [I clarified, "So, you became the person in the box, and then a man became who you were outside the box"]. The guy [was doing] one of those tricks where you cut in half and then you open it and stuff. But, when I got out my legs were, the middle of my stomach was gone. So, I got really scared. I felt like I was getting dizzy. The box started laughing when I looked at my stomach, then I woke up.

Comments

Only negative incidents occurred in this dream. In life, a magic trick is harmless. In her dream, the box she went into for the magic trick was nice on the outside. When she got in the box she felt scared and trapped. There was a sense of hopelessness when she said, "I had to go into this box". She submitted to the trick even though she was scared. As a result, she was harmed because she did not assert that she did not want to do the magic trick. She acquiesced despite her inner warning not to.

Perceptions

1. Some things may be beautiful on the outside, but are deceiving.

2. Some tricks played on you can be mean and physically hurtful.

3. You may have your head on and your feet on the ground with nothing in between. This makes you really scared.

4. When you do something that you have to do, you feel scared, trapped and are helpless.

5. You cannot trust yourself or others (specifically men?) to keep safe. When you get hurt, others laugh at you when you lose a part of yourself.

Dream 2: Wednesday October 4, 1995

I was at a bus stop. I was waiting for a bus. I had some change for the bus in my hand. I kept on waiting for the bus. It didn't come. I looked across the street and there was all my friends playing riding the bike [and] playing tag. I ran across the street, I think, then when I looked across the street I knew them and I looked back and nobody was there. There was just a busy old street with a bus stop. I picture and then a few minutes I saw, I was riding the bike. Something was chasing after me, I was not chasing after me. I felt scared. I turned around and there was J. I think he asked me if I wanted to go for a little ride. I felt a little happy because I have a crush on him. We were playing and was riding bikes on a bumpy, some bumpy mud. I don't know which way we turned, but we turned onto an alley way. That's when I woke up. [When I woke up] I felt really weird, I felt like I wanted to go on except I couldn't. [She added at the end] I notice across the street there was two people walking by. [They] looked really young, looked like my mother.

Comments

She felt scared in her first two dreams. A magic trick is supposed to be harmless, yet in her first dream, the trick was very harmful to her body. She expected something pleasant, but it turned out hurtful. In this dream, she expected something awful first, but it turned out pleasant. What happened in these situations was the opposite of what she expected.

Perceptions

1. When you wait and nothing happens, you go to where it seems fun.
2. When you are chased, you feel very scared until you

see that it is a person you like a lot. You misjudged the situation and you feel happy when it is not as awful as you expected.

3. You see your mother on the other side (across the street) looking young.

4. When you experience a pleasant event you want to continue this experience, but you cannot.

Dream 3: Thursday October 5, 1995

One dream, I don't know how, but I was around 28 and I was pregnant. I was standing, I think I was looking into a mirror. I could see this and my stomach, I could see like a big hole that I was able to see the baby. I was so terrified that I wanted to dream on. [To] dream it, go back to the dream. I fell back to sleep, except this time it was a different dream. [I felt] kind of scared, both happy and scared.

Comments

This was another dream where she was scared and where something horrible happened. It was interesting that she was terrified, but wanted to continue dreaming. Another theme that continued was missing a part of her body.

In this dream, she saw herself in the future and older. To envision herself pregnant was scary. Perhaps this was a parallel to seeing her mom have a baby. She could be scared about a new sibling coming along, even though she said that she was excited about this.

Perceptions

1. When you see yourself pregnant in the future, you are terrified that you see your baby through a hole in your stomach. You wake up, but you want to dream on.

Dream 4: Thursday October 5, 1995

I think we were in a restaurant and we ran into Neil Patrick. [he's] a tv star. He was my mom's old boyfriend. It was a long time ago. He wanted to go back to her except my mom said, "no, no." They were both old. He did this kind of spell on her. I don't know what kind of spell he used, kind of words. He used words I couldn't make out. I tell him to leave my mom alone. He said that he can't. The first man she sees will be dead. I went, "oh no, [uncle's] in there." My mom she says, "it's ok, it's ok, nothing will happen." My grandma and my uncle, my brothers twin brother, they don't look alike, the twins. It was a chant that whenever she sees a man, she'll kill him, the first man she sees. [mom killed her uncle]. Someone big, I mean a pointy stick, real pointy like a knife. I saw he's dead. I screamed. I came running in with [Neil], He says, "oh no I forgot about him." He thought that my uncle was boyfriend with my mom. We went to go bury [sic] him. Then we went into this, we chunked the remains of him into a big heap, the body's a garbage. I don't remember the rest, all's I know is that my mom she was old, she had white hair and she had a perm. I felt scared, I felt terrified. I woke up at six o'clock and I didn't want to go back to sleep.

Comments

She was terrified in this dream and did not want to go back to sleep. This was opposite of how she reacted in the prior dream. The theme of death in this dream may have made it more frightening for her to fall asleep.

At one point in the dream she said, "my brothers twin brother." In life she did not have a brother. It seemed that she was talking in the voice of her mother. She may have identified and been enmeshed with her mother to a degree.

When she said, "then we went into this we we hucked the remains of him into a big heap, 'the body's a garbage'," I got the impression the body was not respected, was soiled and belonged in the garbage. This might be a result of abuse

she received in the past from her younger sister's father. She did not say if it was sexual or physical abuse.

Perceptions

1. Mother's cannot guarantee that things will be okay even though they reassure you of this.
2. Children try to protect their parents.
3. Sometimes things do not work out the way you expect them too.
4. When you say no to someone, sometimes they do not accept it.
5. When you do not get what you want, you do harm.
6. Others can have control over your actions.

Dream 5: Sunday October 8, 1995

My dream was about my foster mother's granddaughter G. Her only granddaughter. We were going to church and I saw my foster family. There was this girl about my age. I said, "hi." [She] reminded me about G. G was there. She had dark hair and she's in the same grade. She said "hi, I remember you, but I don't remember when." I said, "when you were little, I was always good at making you stop crying and making you laugh." I miss that. It [also] felt kind of weird cause I was older and I wanted to see like the younger G. [When I lived with her] she was only a little baby. All of a sudden it changed. I felt kind of woozy like I was going to fall. Instead of a church we were in a castle. I was trying to help the king. He was dying. His daughter was G. I felt ok [about this]. I'll do it, he needs help, so I did it. I had to help find the secret potion that's in another kingdom, except he's really mean. Like if somebody from g's father's kings court [went on the mean kings court] he would be killed. I had to go a different way, except I kept on running into this [mean] guy's court. He wouldn't let anybody from another kingdom come on his land. [When I bumped into G] it's the same thing that would happen at the church. She knew me but she didn't know where she met me. [I felt] hurt and kind of scared. Every time I ran into her, she would either be a princess or a poor person, or a fielder from the other kingdom. [A fielder is one]

who chops the grain off the field. Every single time I would run into her, something bad would always happen. The church disappeared, we both got thrown in a dungeon, and the princess the kingdom caught fire. From the fire we escaped. From the dungeon we found a secret hiding spot to get out. The field was the last time. [The] last bad thing that happened in the dream was I got shot and G got shot too, except in the heart. We both died and that's when I woke up. I couldn't get the potion. I felt like I was really shot, but I was never going to wake up. Everything went black and I woke up. [When I woke up I felt] scared and a bad stomach ache and I had to go to the washroom. I miss G.

Comments

This participant imagined how things could be by seeing the fostermother's granddaughter, G, as an older person. The dreamer also reflected on the past, when she helped G to stop crying as a baby. She felt good about helping someone feel better. The dreamer also said that she wanted to see the younger G. She wanted to go back to having happy times with G. She also displayed a willingness to help others when she accepted finding the secret potion, even though her help was a cost to her safety. She continued her search despite encountering obstacles. In the end, the problem of finding the secret potion was left unsolved.

In her attempts to get the potion, the dreamer tried to get around the mean man in the other kingdom. In this process she kept running into G and awful things happened. She escaped the first 3 bad encounters which showed that she could get out of bad situations. However, in the end she died. In her dreams, she perceived that eventually she will fail, despite having some successes along the way.

When the dream scenes changed suddenly, she felt that the change was for the worse.

Perceptions

1. You want to save somebody and help them, because it is a matter of life and death, even though you are in danger giving your help. In the end you die, despite trying a number of ways to solve the problem.

2. You keep bumping into obstacles: some you overcome, but in the end you do not prevail.

3. Although, you are able to make others feel good, the recipient may not remember this. You continue to try to help people.

4. You miss past times when you were able to make people feel better (help them).

Dream 6: Thursday October 12, 1995

It was about a boy I like. His name is J. I have a crush on him. It was a dream that we were both dating, like going out places. We went out to a movie and dinner. There was this girl. She was like kissing him and stuff. I got so mad that we both broke up. When I was walking away, he said, "no, no, I don't want to break up. I don't want to break up." Then I tried to go back to him except I couldn't. I turned around and hit my head. There was some force holding me back. It felt like a clear piece of glass. When I woke up, I felt really sad, like I didn't want to break up. My dreams are going like really slow a few minutes. short [dreams].

Comments

In her life there was this boy she liked. In her dream they were dating and she envisioned him betraying her. Then she broke up with him because she was mad. When the boy said he did not want to break up with her, she let her angry

feelings dissolve and wanted to go back to him, despite what she saw him do. In the end, she felt really sad to break up with him.

Perceptions

1. When you are betrayed by a boyfriend you break up, even if you are sad about it and you do not want to. When you try to go back to him you are physically stopped.

2. You are willing to change your decision if someone you like persuades you.

Dream 7: Friday October 13, 1995

It was a dream about this boy I really hate. He always hurts me and my little sister [in her real life]. I was hurting him [in my dream]. I was singing this song while I was hurting him. I sang this is my finger, this is my other finger, this is how I poke your eyes. Just like that. This is my hand this is how I push you down. Just like that. This is how I jump on [your stomach]. Just like that. When I left, I kicked dirt on his face. I felt like I wanted to stop, except I couldn't. [When I woke up] I felt kinda happy.

Comments

She was dealing with her anger in this dream. She was able to be angry and do harm to a boy she hated for hurting her in real life. When she woke up, she said she felt good. I presume, it felt good for her to fight back.

Perceptions

1. I can leave you in the dust: you can not hurt me any more.

2. When you are angry at someone for hurting you, you can get satisfaction by hurting him back in your dreams.

3. When you hurt someone for hurting you, at a certain

point you feel like stopping, but you can not stop yourself.

Dream 8: Saturday October 14, 1995

My dream was about my aunt. She came out of this truck. I think she was drunk. I felt happy that I got to see her. She had something in a cloth bag. I didn't know what. I asked her what it is. She took it out and it's almost the same cat as G [the kitten that she owns in life]. Then [the] ice cream [truck] came by. I wanted to buy something. My mom let me. I got a snow cone except, it took a long time to eat a snow cone 'cause he was making it. He got out of his ice cream man suit [and] got in more normal clothes. Then he ran away when I tasted it. I [thought] something's wrong, except I didn't care. I felt scared and frightened having the ice cream poisoned with white powder. I started to get tired and stuff. I fell asleep. That's when I woke up.

Comments

In this dream, she was distracted from someone she missed and was lured toward something sweet and good. This was deceiving because she was poisoned. She did not care. She was helpless and passively accepted what was done to her.

This was the only dream in my sample of dreams that depicted an alcoholic incident directly. She was happy to see her aunt and commented that she thought her aunt was drunk. As I read the dream, I could see a parallel to alcohol. The dreamer was poisoned. Alcohol is also a poison to a body's system when one drinks large amounts. However, she did not care that she was poisoned. It appeared she felt doomed to a bleak future.

Perceptions

1. You are happy to see a loved one no matter what condition they are in.

2. Your mom allows you to go get something you want without checking it out first.

3. You are enticed by tasty treats. When you find out they are deadly you do not care.

4. You have an intuition about danger, but you do not listen to it.

Dream 9: Wednesday October 18, 1995

My dream was about me and my mom. My mom just had her baby and it wasn't human. When I saw it I got scared. When my mom had the baby she screamed and fainted. All's I know is that it has hair all over it's body. Like fur all over it and we waited a couple of months for the fur to go away and it wouldn't. It [fur] wasn't covering the face because the face you could see what it looked like. It looked Egyptian like. It turned into years 'til the kid turned nine, something like that. It grew up fast. It started eating people. I saw people's left over body's in his room. It was getting so hungry that it ate my mom. The last person that I knew that it ate is my mom. I heard a scream in my mom's room. There she was lying dead. During the dream, [and when I woke up], I felt scared.

Comments

I asked her why she thought she had this dream. She said, "maybe because I'm a little bit too excited about my mom having a baby." She also said, "[the] first time I found out my mom was pregnant with [her younger sister] I did not know how to react because I never bothered her about her having a baby. This time I'm really excited [because] whenever she gave me news, I kept on talking, 'are you going to have a baby, are you gonna have a baby?'" She also said that she was the most scared by the thought of her mother's death.

Possibly, she feared the loss of her mom when the baby

was born. On the other hand, she said her mom drank when she was between the ages of 1 and 5. As a young child, she may have seen her mom passed out and thought her mom was dead. She may have developed a fear of losing people from this experience. In a historical dream of hers, she was looking for her mom and found her mom bleeding and dead. Then she saw a man outside pointing a gun at her. In another historical dream, when she was 12 years old, she dreamed that her foster mother died and she did not believe this could occur to a happy person. These historical dreams indicate that the fear of loss started early in her life.

Perceptions

1. When something is not what you expect it to be, and it is scary, you wait for it to get better. In the end it gets worse.

Dream 10: Friday October 20, 1995

A few days ago I just got over lice and I had a dream about that. Except the lice, the nits, they were bigger. The eggs they were like this big. There were just two. Each day they would eat a piece of my skin. All of it. I'd lose consciousness. Then I'd wake up again. When I woke up I would look in a mirror and blood was trickling down my face. The very last day you could see my brain from above. All my hair was gone. It was scary. I died. I saw a silvery tunnel and I wanted to stay except I couldn't. I was like being forced to go up into that tunnel. When I was about 20 steps away, I got sucked in real fast. [When I woke up I felt] happy and scared because the silvery tunnel takes you up to heaven and scared because I didn't want to die.

Comments

When I asked her why she thought she had this dream, she said, "cause I've been getting lice a lot. It's my third

time ever since I started like kindergarten."

She has dreamed of her, her mother dying, and of her body being harmed. She said she did not want to die in this dream, yet she dreamed of dying. Since her body was abused in the past, she might continue to feel that her body will be harmed. I am not sure how to interpret her death. I usually view death as a rebirthing: a dying of an old self, habit, or way of conducting oneself. I do not think this applies here. I noticed in her dreams, she perceived that the only way out of painful situations was through dying. She did not want to die, but she felt happy in heaven. Her happiness in heaven could have been a relief from the painful experience she feels from living.

Perceptions

1. Sometimes things (lice) seem bigger than they are.
2. Something can attack your body, you have no control and you die. You are scared and have mixed feelings because you do not want to die, but you are happy to go to heaven.

Dream 11: Tuesday October 24, 1995

My dream was about Halloween. I was going trick or treating [with] my mom [and sister]. I don't know what other a pumpkin. My sister she was, I don't know what. I don't remember. While we were crossing the road, all of a sudden a car went in front of us. Just then a car ran over my sister. Then blood flew everywhere, almost everywhere. It ran over her hand. Cause she fell and her hand was [stretched out]. The car ran over her hand. She was screaming and screaming and screaming, "my hand, my hand, it hurts, it hurts." We [picked up her arm and it] flopped down. My mom, she was screaming in the background. [Mom's common law] He picked her up. Mom she was screaming and screaming and screaming. Then all of a sudden she said she wasn't feeling too good and she couldn't. Then all of a sudden she started

panting. We asked her what was wrong. She says, "I'm having, it feels like I'm having my baby." We took her [sister] to the Doctor. The doctor said, "It's [sister's hand] dead." They cut her dead hand off, then sewed the rest, the parts that are still there together. All of a sudden, when I looked around, I looked back at [my sister]. I was big like your size, older. There was my sister around my age right now. Her hand, it was a fake hand. She says, "I still remember this. That day that my hand got ran over." We were in the hospital room. Somebody else was there. [There] was like three other people there. When I woke up, I was sweating all over. I was crying, sad, scared, all the other terrible stuff.

Comments

When I asked her why she had this dream, she said, "I think because Halloween's coming up and I'm scared that something bad might happen. Because one year I couldn't go trick or treating. My parents were drinking. I just went to one door. They told me I'm not going. Plus there's two children that couldn't go [from mom's common law's work]. His boss's two children. Instead of taking them trick or treating, they buy him candy because they are afraid that people might stick, you know, bad stuff in the candy." She had a pessimistic outlook and expected awful things to happen.

Suddenly things happened and were out of her control:

- (a) her sister fell and suddenly a car ran over her hand,
- (b) suddenly her sister was her age and the dreamer was an adult,
- (c) finally, her mother was not feeling well and having a baby.

Perceptions

1. Sometimes you go out for an evening with your

family, and a member of your family gets hurt. Your mom is not able to help because she is having trouble herself. Other adults help (common law and doctor). As you watch all this you feel terrible, sad and scared.

2. You anticipate that bad things will happen at Halloween and they do.

3. When you are hurt, you can physically fix it, but you will not forget about it.

Dream 12: Wednesday October 25, 1995

I was invited to this house. I was the seventh guest. When I got there nobody was there. The person said that I could live here at the house. I stayed at the house. He came back. This man he came back. He says, "You can live here" and I went, "ok." I was unpacking and stuff. There was this floor board that when you stepped on it, it went hollow. Underneath was this book. It was the book of the dead, the things that happened that people don't know what it is, stuff like that. It says that this house is cursed: one night anybody lives there will be dead in the morning. When I looked in the book I saw a picture of what it looked like when it [a hurricane] starts. I was outside. I looked back, there was the same thing. It was almost like a hurricane. I looked back outside, I went, "oh no" except I opened the door and I started running out. I was scared. I saw this tunnel it's Metrotown. To this place, any place you wanted to go. You don't have to pay. I jumped in there, in the tunnel I started sliding all the way down, down, down. It was pitch black. When I was at the end, I was at Metrotown mall. When I woke up, I was kinda relieved that I got away from the hurricane and that nothing bad happened.

Comments

She thought she had this dream because she read this book called, 'Welcome to the Dead House'. She said that these people "try to escape and they finally do." She also said there is this CD Rom game called, 'The Seventh Guest'.

At first her dream was pleasant, she was invited to a

house as a guest. Then something bad happened: if she stayed overnight she would die. Before she could escape there was an obstacle of a hurricane to evade. She saw a tunnel that would take her anywhere. Metaphorically, she may have wanted to escape the horrible feelings and experiences she had. She was relieved that she escaped and nothing bad happened.

In this dream, she was more active and escaped death. This is an important aspect. She did not accept death like in her prior dreams. Her escape also came with being able to go anywhere she wanted without any debts. It was free. It was the second time she went through a tunnel and found relief from an awful experience. Although in this instance, she did not choose death.

Perceptions

1. Once you realize you have been deceived you can find a way out of the situation.

2. You want to go any place you want.

3. You find out that where you are invited to stay, your life is in danger. However, you flee and escape.

Dreamer's Perceptions and Prominent Features

Three of this participant's twelve dreams dealt with real life situations. In dream 7, she vented her anger physically at a boy, who was hurting her in real life. This was a safer way of dealing with anger than actually carrying out physical actions. In dream 10, her real concern about having head lice was magnified, as she died from their

biting her head and brain. Another real life concern she had was about going trick or treating on Halloween. In the past, she recalled only being able to trick or treat at one door, because her mom was drunk. Dream 11 had two crises that occurred when her and her family went trick or treating. As a result, they were not able to go trick or treating. The dreams she had of real life situations dealt with her feelings and fears.

The theme of death was prominent for this dreamer. She died in two of her dreams. In dream 5, she was shot dead while she was trying to get the potion to help the king and, in dream 10, she died from head lice. Furthermore, her mother was killed by the baby mom gave birth to in dream 9. Last, she dreamt of possible death in the 12th dream collected. However, she managed to escape death.

This dreamer also told me of two historical dreams that dealt with death. She had a repeating dream from the age of about 1 or 2 to age 5 and 1/2. She found her mother dead and when she looked out the window a man was pointing a gun at her. In this dream, she was alone, abandoned and going to be killed, just like her mom. At age 11 or 12 she had a dream that her foster mother died. She could not understand this and said, "no, no it can't happen to her. She was so happy. She's the happiest, the happiest person in the family." Death was the last thing that happened in the aforementioned dreams. A dream ending on a note of death makes the thought

of death more salient in our memory and unforgettable. This is frightening.

This participant started to deal with death and loss at a very early age. She told me that her mother drank when she was between the ages of 1 and 6. At such a young age, a child would not understand why mom did not move and respond when she was passed out. Therefore, a child could easily think that one's mother was dead. Furthermore, while mother was drinking she was not available to meet her child's needs. When this occurs, the child loses a parent.

Babies were another topic that was important to this dreamer. During the time of dream collection, she was aware that her mother was pregnant. She had 4 dreams about this issue. In dream 3, she dreamt of herself being pregnant and she was terrified upon seeing the baby through a hole in her stomach. In dream 5, she dreamt of her foster mother's baby granddaughter, whom she remembered being able to make laugh. The granddaughter was the dreamer's age and did not recall the dreamer. She also said that when she bumped into the granddaughter something bad happened. In dream 9, mom gave birth to a baby that was not human and it ate people, including the dreamer's mom. In dream 11, her mother said she did not feel good and was going to have a baby. It appeared from these dreams that the dreamer was frightened of mom having a baby and had a fear that the baby would take away mom's attention. Furthermore, if G represented a baby,

the baby could be seen as an obstacle for the dreamer. She could have felt threatened, even though she said she was excited about her mother having a baby. The dreamer's concern was connected with her feelings of abandonment at an early age.

This participant's dreams revealed that she viewed the world as mean and deceiving. Dream 1 presented this view when she was in a magic trick. In the magic trick her body was harmed by having her midsection cut out. The beautiful box she was in, laughed at her when she realized what happened. In dream 4, a curse was put on her mother because mom would not return to a prior boyfriend. Mom ended up killing her own brother. In dream 9, her mother was killed by the inhuman baby to whom she gave birth. In dream 11, her sister's hand was run over. These were all cruel situations occurring in her dreams that were derived from the perspective of this child's experience.

In many of her dreams she wanted a scenario to go a certain way, but she was unable to have any affect on the situation. In dream 2, she said, "I felt like I wanted to go on [dreaming] except I couldn't." She also felt this way in dream 3. In dream 3, she wanted to return to an unpleasant dream, whereas in dream 2, she wanted to return to the good feelings she had in her dream. In dream 4, she was trying to protect her mother. However, the dreamer's attempt did not succeed. She could not stop her mother's ex-boyfriend from

putting a curse on her mother. In dream 5, she wanted to see her friend as a baby and go back to soothing her, rather than be with her in the present. Also in this dream, she wanted to get the potion, but failed. In dream 6, she wanted to go back to her boyfriend, but could not. In dream 7, she wanted to stop beating up the boy, but she could not stop herself. In dream 9, she waited for a new born in the family to change, but there was no change and the situation worsened. In dream 10, she was forced into a tunnel that took her to heaven, even though she wanted to stay. All these dreams suggested that she felt powerless over events in her life and sometimes even over her own actions.

Harm was also done to her body in a number of her dreams. Her stomach was cut out, which left a hole, her head was bitten until she died, and she was poisoned. She accepted harm done to her body and was willing to endanger herself to help others. The harm done to her body in these dreams also reflected her past abuse. She did not learn to value herself because others (caregivers) have not provided this for her in the past.

The dreamer revealed the perceptions she had of her mother and of their relationship. This child was dealing with feelings of childhood abandonment which was revealed in her historical dreams. She also felt threatened by her mother's pregnancy. Role-reversal also occurred, in dream 4, when she tried to protect her mother by telling mother's ex-

boyfriend to leave her mother alone. Her mother was portrayed in the dreams as unable to protect the dreamer. For example, mom could not help when this child was poisoned. The mother was also unable to protect herself from being eaten by her own baby. Mom was seen as easily overcome with panic when she was having a baby and when the younger sister was hurt. Mom was also easily swayed and controlled when the spell was cast on her. In this dreamer's eyes, her mother was clearly not able to care for the dreamer.

In summary, all of her dreams had incidents that were horrible. The dominant feeling she experienced in her dreams was fear. A lot of her fear revolved around death occurring to her, or her mother. Sometimes there was no reason for malice, such as when she was poisoned, and when the baby ate her mother. Solutions could not be found to problems and often death was an end result. As well, when she took positive action to help someone (the king), she ended up endangering herself. She acted passively in her dreams letting things happen to her, such as being cut up in a magic trick. She saw life as horrible to her and her body. Her view of life was pessimistic. Therefore, she sometimes misjudged situations. For example, when she was being chased and felt scared, then she realized this situation was not fearful because it was actually a boy she liked that who was chasing her. The last dream provided some hope because she took action which gave results. This last dream also

demonstrated that she had a wish to go anywhere she wanted. She desired to abandon all of her horrible experiences and scared feelings.

12 Year Old Girl

This girl was the oldest in her family. She had a brother one year younger and a sister in Kindergarten. They lived with their mother and their mother's common law. Mom was sober for 10 months at the time of data collection. I did not know about her partner's sobriety. During an interview for a dream, a concern for her mother's safety came up. The dreamer was concerned about mom being physically abused by her common law. The total number of dreams she recalled was eight. She believed that dreams are good to experience, but she was unsure of whether or not dreams could help her.

Dream 1: Saturday September 16, 1995

I dreamt I went to the river. [Mom] was at home cooking supper. Me, my brother and sister, we went to play. Then [mom's common law] came with our [hers, her brothers' and her sisters'] cats. I brought my cat down to the water and he jumped out of my hands. He went into the water. I asked my brother to go and get him. But he [cat] was getting carried down the river. Then I went in the water, but it was too cold for me. Then the cat was trying to swim this way, but it kept going that way, it was coming this way slowing. There was a boat that goes by and pushed him all the way to the other side. We never found him. There was a whole bunch of clouds behind us. The buildings were all blurry and there was clouds in front [of them]. Then I woke up on the floor. I was crying. Then my sister came and brought up our cat.

Comments

She recently received a cat in real life and she dreamt of losing it. First, she asked her brother to get the cat. Then she attempted to get the cat herself. However, the water was too cold for her to endure. The cat tried to swim

toward her, yet this failed too. By chance, a boat saved the cat. However, the cat still ended up lost from her. The dreamer seemed to fear losing something important. Most likely this was based upon a personal experience in her life.

Perceptions

1. When your pet is separated from you, you try various ways of retrieving him. However, all your attempts fail. Your pet can be saved by something else, but you still lose him.

2. Something of value to you can suddenly go away and never be retrieved.

Dream 2: Monday September 25, 1995

It was day. Me and this little girl were walking together. She had no head. I looked at her, but I could not see her face. I seen my sister's body walking with me. We saw four little rabbits. [One was] white and brown, and one was black, a totally white and one brown. We caught all of them. After playing with them we let them free. There were four little tunnels, like a crack, that the rabbits went into. She grabbed my hand. We were running and we hit a little hole, a little ditch. The little girl fell. [I] helped her up. After that we started laughing cause it looked funny. She said, "did you see the way I fell?" and kept on going up this hill. She kept talking, it was echoing. We ran through this tunnel. The [rabbit's] tunnels were small and ours was big. We ran all the way to this busy road. We stopped and I said we have to go back. I didn't know where she was taking me, I just thought we had to go back. I didn't want to go any further. We went back to Playland. We climbed this hill. There was this white thing going over and then we ran through chains. Then I lost her and she just vanished. I was looking for her. I went behind a wall. I felt sad [that I couldn't find her]. Then my mom came over and asked me where I was, but I never answered. When I woke up I felt funny. Not so pushy, bossy, the way I am when I wake up. I felt good. [It felt] good to see my sister.

Comments

She wrote this dream on a paper the prior week. She lost my number and the interview did not occur right away.

This was the second dream where she dealt with loss and was not able to recover the loss. Although, she displayed that she was actively attempting to recover her losses.

It was bizarre that she saw a faceless body walk with her whom looks like her sister. I am not sure what this meant. A head is very important for many things: breathing, thinking, feeling, seeing, hearing, and eating. Without a head one is dead. Also, a face is key in identifying who a person is. Yet, she identified the body as belonging to her sister.

The number four is also significant in First Nations Culture. It represents many things in life, such as the four directions, and the four phases of life. In this dream, there were four rabbits that went in four separate tunnels.

The girls ran through their own tunnels, which took them to a busy road. The dreamer did not know where she was being led. Therefore, she listened to her instinct and returned to familiar territory.

Just before she broke through the chains, she wanted to go back. She did not want to go further and was afraid. When she decided to turn back to familiar territory, she broke through the chains. In her dream, she might have been breaking through something that was holding her back, or

perhaps she was not be ready to go further to deal with something. At this point, she found herself alone. The girl who took her on an adventure disappeared and the adventure was over when she returned to where she came from. The faceless girl may have been an inner guide to take her on a journey to learn to respect nature, to pick herself up after she falls, to trust her intuition and to know that she can make it on her own.

Perceptions

1. You are walking with someone and when you are not sure who that person is, you compare her to your sibling.
2. When you play with animals (nature) you do not keep them, you set them free.
3. When someone falls, you help them up, and then you can laugh about it.
4. When things get busy and unknown, turn back to what you know and stay safe.
5. People can vanish. You look for them, yet you cannot find them. You are left feeling sad.
6. When mom asks you where you were, you do not answer.
7. When you wake up from a dream, sometimes you feel different from how you usually feel.

Dream 3: Tuesday October 10, 1995

I had a dream I walked to B. [high school]. I had another one I just remembered. I forgot there was professional day. [I went to a] playground [at a] park. Then I met a boy and that little girl that I met. They were blurred out. One was like my sister the other one was like my brother. We went swimming. Down at the big pool. There's a square in the middle. It was brown.

People were swimming around it. We went and bought a hot dog. Then played basketball. I was having fun. After it switched. I don't know, it went blurry, picture.

Me and my brother went riding around. (Last night we went there and it was raining. We got lost yesterday.) [In her dream] We were going up these hills on our bikes. It seemed like we were on a roller coaster. We were in the dark and it was raining. We couldn't see the tracks. There was a bunch of leaves on the dirt. I was scared. After that we went home. I felt fine. I don't want to tell this part. It's about my mom. Well, my mom got beat up. My brother dropped his bike. I brought my bike in. My mom she looked, with all her make up on, nice. That's when I went to get my brother's bike. [mom's common law] came walking back and forth. The next thing I saw she had a black eye and bruise on her cheek. She said, me and [her partner] are fighting. She ran right out 'cause she heard the front door 'cause she thought it was him. He broke in and started running after her. It was a different house not this house. It was a old house we used to live in, in R. It was a white one and then she went to the next door neighbours. She sat down on a bench. There was a whole bunch of bushes in front of her, but then he found her. He beat her up when me an my brother got his bike. He got caught by the police. The police arrested him and my mom went home. I felt sooo mad. I woke up, I sat right up fast. [I felt] scared. I went downstairs and go checked on my mom. [She was sleeping]. I felt nervous. It was only 3 [am]. [I went back to sleep]. Well, I don't think it was [mom's common law], but it was a man. I don't want that dream to come back again. [I felt] better when I woke up at 7:30 am. [I felt] a little bit mad. I was mad at [mom's common law] in my dream. On my way to school, I was gettin' mad. Once I hear that my mom and [her common law] are fighting, I just want [him] to leave.

Comments

She met other kids who were about the same age as her brother and sister. It was interesting that she did not dream about her siblings directly. They were having fun, then the dream switched to reliving a real life experience. It was dark and it was raining. Her and her brother could not see the pathway they were riding on. The ride felt as

scary as a roller coaster ride. She felt out of control. This could be a metaphor for a path of her life which is rough and scary because she does not have light to see clearly. On the other hand, it could be a reflection of her experience of the bike ride she took with her brother when they were lost the night before.

In this dream, the participant expressed concern for her mother being beat up. The fear of her mother being beat up continued when she awoke, for she went downstairs to see if her mother was alright. At one point, the dreamer said maybe it was not her mother's common law in the dream who beat her mother up. Perhaps, she did not want to believe this could happen and wished for it not to be him. If it was him, she would have to face that it could happen in life. She also said that when her mother and [mother's common law] were fighting she wanted him to leave. Here, she acknowledged the danger he posed for her mom. She wanted him out of the picture. Since this dream took place in a house in which they used to live, she may have witnessed abuse that occurred during the time she lived there. Something may have happened recently to trigger the thought of mom being beaten by her boyfriend. Her mother and her mother's boyfriend might have had a verbal fight the night before her dream. She definitely had a concern for mother's safety in life.

Perceptions

1. You are having fun with friends. Things change suddenly. It is so dark you cannot see where you are going and it feels like a roller coaster. This is scary, but you make it home.

2. Sometimes situations and people become blurry, and you are not clear about what is happening, or who people are.

3. You cannot prevent your mom from being beat up, and you want him your mother's common law to go away. When the police take him away you are still very angry.

4. When you dream of your mother getting hurt, you feel scared and need to check on her. You see that she is alright, but you still feel nervous.

5. You are having fun, then scared feelings come before you find out that your mother was beaten. You feel mad for a long while after the incident.

Dream 4: Friday October 13, 1995

I didn't know my cat was out free. He kept on meowing a lot. [He was] beside me and I couldn't go to sleep that well. I was up 'til 2 or 3. Then I fell asleep. I heard that he [mom's boyfriend] went for his learners permit before I went to bed and I had a dream that he had it. I had a dream about my mom bought a yellow car. [Mom's common law] was driving it. My mom made her side like it will go all flat, and a whole bunch of pillows there, like a slant where she could lay down. I got to sit in the back. It was so big. We were driving around. We came back to the city. We came down to the boarder. We came down this hill. My dad, [mom's boyfriend] wasn't watching where he was going. He went down on a gravel road. We went around this sharp corner where we saw a whole bunch of big waves coming in. When we saw the waves, my mom was right at the window watching them. I was on this side. [the opposite side]. I didn't

want to go look at the waves 'cause we were on the edge. But when I seen them [I] had fun. Then after that we went for a swim. We just left our clothes on. We never come home and got our bathing suits. It was clear water. Me, I jumped off the ledge. I wasn't interested in going slow. When we got out, we came back right, we came up the hill. After we came up the hill, we got back in the car and we drove all the ways what we saw before. We never went through the city, we went around the city. Then we came back down and there was a whole bunch of houses that looked the same. We passed a blue house that we used to live in, but we still do. We came to the back [of the house] it was white. The front was blue. The back was white. I woke up. I didn't know where I was.

Comments

The common law was not watching the road, he was not being a responsible driver. They were driving on the edge. He was not showing concern for the dreamer and her mother's well being and their safety. He was taking them to the edge. Mom was right there with him, but the dreamer stood back. She was in the backseat. She was amazed at how big it was, because she said, "it was so big." The largeness of the back seat could have her feeling small and possibly overwhelmed. It did not feel safe for her to see the huge waves. Therefore, she was afraid for her safety. Although she realized after she saw the waves, that it was not as bad as she expected. In fact it was fun.

At first she was afraid of being on the edge. However, when they went for a spontaneous swim, she leaped off the ledge with excitement. Perhaps, she was no longer afraid after she realized it was fun to see the waves. Since the water was no longer something to fear, it was reflected that

her vision was clear when she said the water was clear.

After their adventure, they returned home the way they came. When they returned home, there were no changes. The houses looked the same. Perhaps she was afraid that nothing had changed in the family. Furthermore, they returned to a house that they used to live in. This was a visitation to her past and to how things were at that time. They also went around the city. This could have been a metaphor for side stepping the actual problem. That might be why there were no changes when they returned home. For example, the common law was still unsafe, as she feared he would hurt mom (dream 3). In summary, after a close encounter with unsafe driving they made it home. They returned to the way things were before they left.

Perceptions

1. When an adult is driving unsafely, you are in danger and can go off the road and be harmed.

2. Sometimes adults do not know what they are doing, or what is safe for themselves and others, especially those that they care for.

3. Some things might start out tense or scary, but turn out to be a lot of fun.

4. You can do things spontaneously, that are not usually done (swim in your clothes).

5. After an adventure you can return the way you came.

6. When you go through a scary and threatening event,

which is then resolved, you still feel that everything is the same and there are no changes.

Dream 5: Monday October 16, 1995

It was about a girl at school, C. I was washing my hands in the bathroom. K was sitting on top of the sink. She (C) went by, she opened the door. She saw me. Then I was outside. She was talking to everybody, and I went over. They all walked away from me. I got mad at C because [she] left. I walked over, then I accidentally pushed her down. Then we were by the playground. I was standing around there, the ring around the park at our school. I was playing. I got on the swings and then I got off the swings. Then all the girls came and played on the swings when I left.

Comments

In this dream, she was left out and avoided by her friends. She was mad at her friend for deserting her. The dream indicated that she did not know why her friends were avoiding her. This situation could have conceivably occurred in a child's life at this age. When she said she accidentally pushed her friend down, I believe she was denying her responsibility for pushing down her friend on purpose.

Perceptions

1. It seems like a typical day, then your friends see you and avoid you. You feel mad and your reaction is to hurt back with physical actions, although you do not want to admit this.

2. When your friends avoid you, you play alone.

Dream 6: Monday October 16, 1995

It was about my friend L. She's my best friend. Me and her were bike riding. Then we were bike riding down by Fraser River. She rode her bike down a puddle and she got me all wet. I got mad at her. I told her not to do

that. She came and said sorry, but she came again and did it. She came up to me and hit, I hit her, hit her helmet on my bike and it broke. She took her helmet off and hit it on the bike and she broke it. I went over to her and pushed her down. On the back. Then I went and came home. Then I woke up. The next day everything happened all over again. What I had in the dream everything happened again in the whole dream. We done the same thing. [This happened in] life and dream. [In life] it happened the day before and also with C. I done something extra. In real life I pushed her sister A down. In the dream I didn't. But she, A, had no feet [in the dream]. [In life I felt] really mad. [In my dream] I didn't have no feelings. [When I woke up] I was wondering if it happened in real life or in my dream.

Comments

She had this dream the same night as dream 5. She also said that dream 5 and dream 6 occurred in her life the day before she had the dreams about them. She obviously did not have a good day. She was upset and mad with her friends. In her dreams she relived these upsetting experiences. In dream 6, she dreamt the same scenario twice. In life she pushed her friend's sister down, yet in her dream, the sister had no feet to stand on. There is no mobility without feet. This was another dream with missing body parts. I termed this dream as having bizarre content because this could not occur in life.

At first, she said that she broke her friends helmet and then corrected herself and said that her friend broke her own helmet. She may not be taking responsibility for breaking her friends helmet. However, she did take responsibility for being physically aggressive with her friend. Her physical aggressiveness was not surprising

because she had witnessed violence and learned that violence is the way to solve problems. She also used physical violence to solve her problem in dream 5.

Perceptions

1. You can ask your friends to stop doing something to you, but they may not listen to you and do it again. This makes you angry. Then a physical altercation happens and you relive the experience.

Dream 7: Tuesday October 24, 1995

I was sleeping in my dream. My dream that I had inside my other dream, I had a dream about that guy from Abbotsford. I was floating around. [It was] fun. I saw myself walking. Then a man pulled over in a yellow car. Then I said to myself, I was talking to myself. I was wondering if that guy was that guy in the newspaper. Then I screamed and the cops came over and arrested him. [I was] scared. Then I got \$2000. He was on the loose for a long time. I drifted back to my own body when I was sleeping last night. It seemed like I was walking around my own bedroom and then I laid down. I didn't want to go to sleep. I stayed up for an hour [and] laid around. Then I had another dream.

Comments

The Abbotsford killer was in the news at this time, which influenced this dream. It was enthralling that she was floating out of her body and observed herself and the situation from a distance. As soon as she screamed, the police were there. She was awarded money for helping to catch the bad guy, who was on the loose for a long time. In this scenario she escaped danger.

Perceptions

1. When you are in danger, you move out of your body and watch yourself from a distance.

2. You could be in danger from a killer on the loose.

The police come when you scream and they arrest him. You are rewarded for helping to catch the bad guy.

Dream 8: Tuesday October 24, 1995

[It was] about the same man. My ear was an alarm system. Each time something bad would go wrong, my ear would go red and hot. If there was somebody coming up to the door that we didn't know, my ear would go hot. That would tell us [mom and brother] like go somewhere else [like the park] instead of staying home. It would go back to normal, then we'd all feel better. I had no feelings. [When I woke up I felt] fun. Last night my ear went all red [before I went to bed]. It happens usually.

Comments

She used a part of her body to assist her in keeping her and her family safe. She was taking responsibility to ensure the family was safe. This responsibility was of necessity. Her body reacted to the oncoming danger. She was not consciously choosing to take the role of protector of the family. To escape danger her family had to leave their home to get away from the danger. This would parallel what happens with domestic violence. The mother and children usually are the one's to leave the home to go to a safer place, such as a transition home.

Perceptions

1. Your body can be used to tell you when danger is near and prevent harm from happening to you and your family. You and your family then avoid danger by leaving the home.

2. When you and your family evade danger, your body returns to normal and you feel better.

Dreamer's Perceptions and Prominent Features

The key issues this dreamer was dealing with were domestic violence, fear of losing something important to her, being alone, having quarrels with friends and keeping herself and her family safe, specifically mom. She predominately expressed anger about these concerns. She also felt fear and sadness about some of these incidents.

This child's dreams certainly dealt with her real life concerns. She had a dream about a bike ride that she and her brother went on when they got lost the evening before. She also had a dream about her mother's common law's driving, because in life he had a driver's learning permit. Some of her dreams dealt with quarrels she had with her friends. She also dreamt of the Abbotsford killer who was in the news media at the time.

The dreams declared that the dreamer was afraid to lose people or things that were important to her. In dream 1, she tried various ways to retrieve her cat. She first asked for help, then she attempted to retrieve the cat herself. Her attempts failed and her cat was lost. In life she just received her cat, and she was already having a dream about losing it. This perception was not optimistic. She was also sad in dream 2 when her friend vanished and she looked for her and could not find her. Despite her attempts, she was not able to recover her losses.

She had concern for her mother's safety. She was aware

that her mother was beat up in the past. This thought made her angry and her anger remained when the police took the common law away. She continued to be angry at mom's common law when she woke up. She wanted him to leave, when her parents fought, so her mom would not get hurt. She took the responsibility of protecting her mother and her family. For example, in dream 8, she attempted to prevent oncoming danger by using a part of her body to forewarn her and her family. She assumed the responsibility of alerting her family so they could go to a safe place. Her body reacted automatically, on instinct, to protect herself and her family. It was not a conscious choice. This role of caretaker and protector was demonstrated in her dream, but in life she could not protect her mom from being abused. The dream allowed her to feel effective, as she had some control to prevent harm being done to her and her family.

In addition to having concern for her family's safety, she had a concern for her own safety. This was shown in dreams 7 and 8 regarding the Abbotsford killer. In dream 7, she was out of her body and could see herself. When she saw a man and realized it was the Abbotsford killer, she screamed and the police came to arrest him. They rewarded her with money for assisting to capture the killer. In dream 4, she felt unsafe with mom's common law's driving, even though no accident occurred. In dream 3, she also felt unsafe. She was riding on a dark path that felt as scary as

a roller coaster ride. However, she and her brother made it through the ride and arrived home safely. When she felt unsafe she also listened to her intuition. For instance, in dream 2, when she did not know where she was being led, she told the little girl that she wanted to go back. Also in dream 2, when an accident happened that was not serious, she and the girl who fell were able to laugh about the incident. In all these situations her fear of being unsafe did not result in harm. However, her perception was that she was unsafe.

In real life, the dreamer also dealt with conflicts that she had with her friends. She resolved these situations by becoming angry and doing something physical to hurt them. These experiences are replayed in her dreams. In dream 5, she was mad at her friend for ignoring her. She said she accidentally pushed her down. In dream 6, she asked her friend not to splash her, and when her friend did not listen, she pushed her down. She had learned that physical violence was a way to solve disputes.

In summary, she dreamt of her real life concerns. She expected to lose things in her life and not recover them. She knew her mother was unsafe with her boyfriend and feared that her mother would be beaten by him. This last perception appeared to be a viable threat in reality. Since she had witnessed her mother being harmed, she also expected harm to come to her. Although in the end she was okay. She also made

attempts to overcome the harm in her dreams. In her dreams, she had taken the responsibility of protecting her family when it was the parents responsibility. She was physically aggressive in life and relived the physical altercations she had with friends. Overall, in her dreams, she saw some of her actions as effective and some actions as ineffective.

13 Year Old Girl

This child was the oldest sibling living at home. At the time of dream collection, she turned 13. She had a 20 year old sister. She also had a younger sister that lived at home. Mom lived with her common law, whom she said never was a drinker. At the time of data collection, mom had been sober for almost 4 years. This dreamer recalled 6 dreams. She felt like her dreams took her to another world. She also thought dreams were fun because they felt real to her.

Dream 1: Tuesday October 17, 1995

Me and my friends were playing this game tag. It was like at camp. They had to tag us and they were hiding beside, like behind the trees. Then they sneak up to us and tag us. I felt like it was fun. After that there was this rock and water. My friend's cousin, he was like falling in there and he was like crying. I was like, "oh no." He said help me and all that. I was trying to help him. I pulled him. He got up and said thank you. [I felt] better. Then I woke up and felt like it happened.

Comments

This dream reflected that she felt better when she could help people.

Perceptions

1. Sometimes when you are playing and having fun, someone might get hurt and ask for help. You can help them and things turn out better.

Dream 2: Tuesday October 17, 1995

I dreamed that I woke up with a bleeding nose. I got up and I felt my nose and dreaming there was blood on my hand. I got worried 'cause my nose was bleeding and that it would get on the rug. 'Cause sometimes my mom gets mad that the rug gets stained. Then after I woke up, I had a runny nose. I felt happier 'cause it wasn't bleeding.

Comments

This dream indicated how much concern she had for upsetting her mother. She was afraid of her mother's anger. Even when she was bleeding, she was more concerned about her mother's reaction than her own well being.

Perceptions

1. Even when you cannot control what your body does, you worry about doing something that will upset your mother. You feel happy when you realize that you did not do something to get into trouble.

Dream 3: Friday October 20, 1995

My friend last week, she said that she's going to move. Then this morning I dreamed about her. She was like in the hallway talking to this Native Counsellor. Her dad was talking to her and you know how like if they move they have to get a transfer. I thought that she was doing that. Then I called my other friend 'cause like she missed her too. I said, "come here, there's D." Then I talked to her [D] and said hi and all that. I said, "how come you had to move and all that?". Then she had to go back up to where she lived to I think it's called Port Hardy. [She said,] "Because I have to have school up there." Then she said, "I have to go and all that." I felt happy cause I seen my friend. Then I woke up. I felt happier cause I was talking about her and all. [I feel] sad [about her moving away].

Comments

It seemed that, in this dream, she was trying to work through losing a friend who was moving. In a sense, she was saying goodbye. In her dream, she was able to ask her friend why she was moving and she received an answer. As well, she felt happy to visit her friend in her dream. This dream illustrated how children use dreams to heal their losses. This dream was the only one in my sample that mentions a

First Nations person.

Perceptions

1. When you are sad about a friend moving away, you are happy to see them in your dream, and are able to ask them why they are going. You also receive an answer in your dream.

2. When someone is missing the same person you are, you help them have a chance to see the missed friend by pointing out that person when you see her.

Dream 4: October 29-31, interview November 1, 1995

I had supper then I got so excited and I got dressed as fast as I can. Then I went to my friends. I was going to go with them trick or treating. We were going to go with all our friends. Some of them didn't show up. We just decided to go without them. We went trick or treating and we seen this guy with a scary mask. It looked kinda hairy at the back. It looked like a gorilla. I ran, then I woke up. [It felt like a] weird dream. [I was] a little bit scared [when I woke up].

Comments

She was getting ready for an exciting evening with her friends. She could hardly wait for this fun. Even though all her friends did not show up, this did not spoil her fun. However, it turned scary. She ran from this gorilla. I wonder whether this gorilla represented something she was afraid of in her life. Child psychiatrists believe that early trauma, as well as the natural conflicts all children experience in their development contribute to nightmares (Albon & Mack, 1980; Hunt, 1989). This dream may be a natural developmental conflict, or it could have been a result of an earlier trauma.

Perceptions

1. You are excited about going out with your friends.
If they do not all show up, you continue your plans.
2. When you are out there in the world, there are some people that can scare you. When this happens you run away.

Dream 5: Wednesday November 8, 1995

It was like we were going to a trip somewhere. Like to see our grandma up in Grassy Plains or something. I seen this baby my mom was holding like it was when me and my dad and my sister and me were like going for a trip somewhere. My mom was holding onto the baby. She was holding it like on the door or something. Then she dropped her. Then I was getting a little worried. I said, "mom uh you dropped the baby." [Mom says,] "oh I did." I go, "yeah" and I said, "I can still see her." Then we stopped at a gas station. Then I said, "mom, let's go back and see if she's still alive" and [mom] said, "no." and I go and she goes, "no" and I go, "how come?" Then I was worried and all that. Then I woke up. I felt like it really happened.

Comments

The dreamer was tentative with her words when she said that she was a little bit worried when her mother dropped the baby. One would worry much more than this regarding this situation. A role reversal occurred. The dreamer was worrying for her mom. She was taking a responsible adult role. Her mother was not worried, despite the dreamer mentioning her concerns and questioning her mother's decision not to go back and get the dropped baby. Mom did not respond and was not taking on her responsibilities as a parent. Although the dreamer said that she was unaware of why she had this dream, the mother's abandonment of the baby could be a reflection of the dreamer's uncertainty of mom's

concern, protection and security for her. While mom was drinking it would have been natural for this child to feel abandoned by her mother. She may have felt this way and is continuing to deal with this feeling even though mom has quit drinking. Mom was still not be there for this child, even in her sobriety.

This dream also reflected her past, when her original family was intact. Naturally, she misses family events that included her biological father.

Perceptions

1. You cannot control what your mother does, even when you ask.

2. You worry about things that your mom does not realize she needs to be concerned about, such as caring for her children.

Dream 6: Sunday November 12, 1995

It was first day of school, of high school. Then like I didn't know what to do. [I felt] worried. Like I was going to go like, I think it took place at, what's that school called? I forget which high school. I'm looking for my friend 'cause she's going to go to that school too. For some reason she's wearing a costume. I go, "How come you're wearing a costume?" Then she goes, "I don't know, to win jellybeans." I seen everybody with a band aid on and like I think for some reason you had to have a cut to go to school or something. To check it or something. Then I asked her, "What do I do?" cause I was being confused. I said, "how come you have a cut?" and she goes, "I don't know I just, then she goes I got to take the band aid and then she took it off for me and then we went inside, in to the nurses room. Then she took it and then I woke up. [I felt] weird cause I thought that it was real."

Comments

This participant asked questions, in her dreams, when

she needed to, and tried to understand what was happening. At the beginning of this dream, she was worried and unsure of what to do in a new high school. She did not fit in because everyone was wearing a costume. She then wore a band aid because everyone else was, but she did not know why. She reached out for help in her confusion by seeking the assistance of her friend. Her friend also did not know why they needed band aids, but her friend thought it was to win jellybeans. In other words, the two were trying to be accepted by the crowd. This is part of natural development at this age.

Perceptions

1. You are worried and confused and do not know what to do to fit into a new environment (like a new school). Therefore, you look for a friend and ask for help. They may not know the answer to your question and their actions to help do not make sense.

Dreamer's Perceptions and Prominent Features

This dreamer experienced her dreams as real. When she woke up she was not sure if the experiences in her dream really happened. She said that 4 of the 5 dreams I collected felt real to her. Dream 1 and 2 could conceivably occur in real life. Even though dream 5 and 6 were unlikely incidents to happen in life, she was still unsure if it was a dream. The dreams must have had a significant impact for her to think that they were occurring in real life.

In scrutinizing her dreams I have been able to learn about a part of her relationship with her mother. In dream 2, she was fearful of doing something that would make her mother angry. She dreamt of having a bleeding nose and woke up thinking her nose was actually bleeding. She was concerned about staining the rug because her mother would get mad. When she woke up and realized that her nose was not bleeding she was happy because she would not get into trouble. Another characterization of her relationship with her mother occurred in dream 5. Her mother dropped a baby girl out the window of a moving car. The dreamer was worried about this and said to her mother, "Mom uh you dropped the baby" and mom responds, with surprise, "oh I did." The dreamer said, "yes, I can still see her." The dreamer then requested mom to go back and get the baby. This had no influence on mom. Her mother did not respond to the dreamer's concerns and refused to go back to get the baby. This demonstrated that the dreamer was taking on a responsible adult role of caring and being concerned for the baby. On the other hand, her mother was not concerned about the baby. The concern is supposed to be mom's responsibility. The dreams revealed that the mother and daughter sometimes reverse roles, and the dreamer was fearful of getting her mother mad.

I have also observed that all of her dreams involved incidents that were not positive. The following are

examples. In dream 1, a boy fell in the water. In dream 2, she had a bleeding nose and was concerned about staining the rug and having her mother get mad at her. In dream 3, she lost a friend who was going to move away. In dream 4, a man in a gorilla mask scared her and her friends while they were trick or treating. They ran from him.

In dream 5, a bizarre event occurred; her mother dropped a baby out the window of a moving car and did not stop. In dream 6, more bizarre content occurred. It was her first day of high school and she was feeling confused and worried. She asked how to fit in and followed the crowd, even though she did not know why they did certain things, like wear band aids or costumes.

The most frequent feeling she had in dreams 1, 2, 5, and 6 was worry. Her world was a place to have lots to worry about. Despite her worry in the dreams, there were some pleasant feelings. I also noticed that she experienced positive feelings at the beginning of her dream, but they changed to unpleasant feelings at the end. In dream 1, she felt like she was having fun while playing tag with her friends. At the end of this dream, she was worried because a boy fell in the water. In dream 3, she was happy to talk to her friend who was moving. Yet, when she awoke from this dream, she felt sad that her friend was moving. In her 5th dream, she was excited to go trick or treating with her friends, but it turned scary when a man in a gorilla mask

chased her and her friends. In the aforementioned dreams, her feelings were initially happy, but changed to worry, sadness, fright, or confusion.

In some of these dreams, she took positive action. For example, in dream 1, she helped the boy that fell in the water. The action she took was successful. In Dream 3, she was happy that she was able to talk to her friend who was moving away. In this dream she was actively dealing with the understanding and sadness of a friend moving away. As well, she pointed out to another friend that the girl who was moving away was there, so that she also had a chance to talk to the girl moving away. In dream 4, her and her friends continued on with their plans even though all their friends did not show up. In dream 6, when she was worried and confused about fitting into a new environment, she found a friend to answer some of the questions she had about the first day of high school. She actively dealt with the problems encountered.

In her dreams, there was no pronounced theme of First Nations culture. However, she did have a Native counsellor appear in dream 3. He played a peripheral role.

Overall, she felt that some of her dreams were real. Dream 3 and 6 dealt with her real life concerns. She displayed a role-reversal relationship with her mother and also feared making her mother angry. She also had a perspective to worry about things in her life. Despite her

worry she took some positive actions in her dreams that were effective.

11 Year Old Girl

This child was the oldest living in her home. Her mother was pregnant. At the time of data collection, the mother had stopped drinking and doing drugs for 7 months. Her common law had been sober for 15 years.

There were only four dreams collected from her over 5 weeks. This provided me with little data and not as many conclusions could be drawn. This dreamer believed that dreams were 'neat' because they were messages from the creator, which gave a perspective of the future.

Dream 1: September, interviewed October 2, 1995

We were in a new school. There's a swimming pool and J (friend) and I were late for class. Then we go out. We went and took our change form. Then we were in class. The teacher has the assignment on our desk and it was half done. So we could finish it up and teacher said if we wanted we could go outside or whatever. So we went to the park and then I seen my mom and P (common law) as we were walking. So I went running after the truck. My mom inside the new truck, no it was my mom inside the new trailer and my dad was driving the truck. So we went out running after the trailer. I was kind of shocked to see her. It was a happy surprise. Like a shocked fear in the dream because she was at school. My mom stopped and she started yelling at me saying stuff like um don't run after the car 'cause if I stopped I would have bumped you or whatever. So, I got in and it was like dead grass all over inside the trailer. It was like yellow. It stunk almost like a mouldy smell. When I got in there was like no steering wheel and there was no buttons or anything. She was just sitting there by the window. There's a window in front and a window in back and the doors on the side. I was sitting there and E and J and A, my friends, they were all sitting there against the window. I seen all these kids running toward the trailer. So me and J said, why don't we just open the door and scare them. So we opened it and went 'Boo' and then they all started screaming and running away. They were all boys and there was this one kid sitting and eating a sandwich. J looked and he went uh oh and he starts running away. I woke up. [I felt] weird. [I was] happy.

Comments

When she saw her mother, she had mixed emotions. I was curious about where the fear came from. In life, she could fear her mom going back to drinking and drugging, although there was no direct evidence of this in the dream. In her dream she had an obvious emotional fear to see her mother, but at the same time she was happy to see her mother. The fear was connected to mom showing up at school. Any number of thoughts could have been running through her mind to create a feeling of fear when she unexpectedly saw her mother at school. The dreamer also had confused feelings at the end of the dream. She said she felt weird, yet also happy.

The element of fear was present in her dream. The girl had a shocked fear to see her mother. The dreamer and her friends scared the boys that ran towards the trailer. They also ensured to scare away the last boy who was sitting alone and eating his sandwich.

There was bizarre content in this dream. There was dead grass in the trailer and no steering wheel. There was also an incompleteness illustrated in this dream, such as half an assignment, being late for class and there was no steering wheel or control buttons in the trailer.

There was dead grass and no controls inside the trailer, yet it looked new on the outside. If this was to symbolize her, then she may have looked alright on the

outside, but inside she felt dead and out of control.

Her mother and mother's common law disappeared from the dream. Mom is depicted as sitting in a mouldy trailer with no controls. It could be that mother's drinking has deadened her inside and left her with no control. It was interesting that she depicted her mother and mother's common law as separate and in different vehicles. The dreamer also only ran after her mother in the trailer. Perhaps she was running after her mother because she was hungry to receive her attention. The dreamer and her friends remained consistent in the dream. This might reflect the importance of peers at this age. The other reason peers may have been prominent for her is because she may have turned to her peers when mother was unavailable while drinking and doing drugs. In this dream, mom is shown to be concerned for her daughter's safety, but did this by yelling. Her mother was frightened when she yelled and the dreamer mirrored this behaviour. She yelled to frighten others away and maybe the dreamer was frightened herself.

Perceptions

1. When you are late for school, you follow the formalities.
2. If your work is 1/2 done, you finish it, then you can go out.
3. You are excited to see your mother and you run toward her. Your mother yells at you and you are taught to:

control your excitement, 'think before you do', be careful before you run into the street towards a moving vehicle.

4. Inside things are old and dead with no controls.

5. You enjoy scaring boys away with friends.

6. If you feel scared inside, scare others (boys away).

7. You do not encounter restrictions until you encounter your mom. After this, you release by scaring the boys away.

Dream 2: Monday October 2, 1995

We were at school. P and J (friends) were talking about shoes and everything. So we went to a shoe store and we were looking at all these shoes and everything. This guy comes up to us and goes, I'm a dentist, What are you? I looked at him and then we just ran out the door. Then they (security) were chasing us for stealing 'cause we ran out so fast. [I felt] kind of unhappy [in the dream] when guy was chasing us. So we just went back to school. They took us into some office room. Our teacher gave us detention. Then A was in a rush to come home. That's all I can remember. I woke up [I felt] normal.

Comments

In this dream I saw her wondering about her identity. She was confronted by a man who knew what he was and he asked her what she was. She ran away, which could indicate that she did not know what she was, and which also reflected that she was scared of herself. This is based on the idea that everything in a dream is a representation of ourselves, because we created it in our minds.

When they ran away they were thought to have stolen something from the store and are misunderstood for their actions. Her running away got her into trouble and they were

falsely accused. This raises how important it is to communicate. The dreamer did not defend herself by saying what actually happened. She received a detention, but was this for stealing or leaving the school grounds? Logically, it seemed this would be for leaving the school grounds.

Perceptions

1. When you are interested in something, you look for it.
2. When you leave the school grounds you get into trouble. This delays you, even if you need to go somewhere else.
3. When you are asked who you are, and if you do not know, you feel scared and run away.
4. In the world there are strangers that may scare you.
5. You could get accused of something you did not do.

Dream 3: Wednesday October 11, 1995

Well last night I had this really weird dream about some bank robbery. I had a whole bunch of money. I was bringing it to the bank to put it in. You know when they take it from you and put it in an account and they write down how much you put in or whatever. I was going to give it to a lady. She was pretty young about 19. Some lady came walking in. She was going to rob the bank right. She looked like she was in between her 30's and her 20's. I felt like frightened. So I stood there for awhile and then I looked at the lady and then she asked me if I put my money into the bank and I said, yes. Then she said ok and then she told the lady at the till whatever she told her to give her all the money that I give her. She said that I didn't give her anything. So she told me to get down onto the ground. I like lay down. She stood on my back and told the lady at the till that she was lying and to give her the money.

Comments

She was responsible with her money and wanted to save it. When a robber came in and asked her about her money, she was honest. The robber believed her and not the till lady. Her money was stolen and she was laying flat on the ground not able to do anything. She did what she was told to do out of fear. She assumed a passive role and was powerless. There was no conclusion given to us about the outcome of the event.

Perceptions

1. You can be betrayed by and entrusted person (bank teller).
2. When you go to secure your savings, someone can come and take what is yours and people lie.

Dream 4: Monday October 16, 1995

Last night I had like a nightmare and I have a friend named J. She was supposed to come back this week, but she changed her mind and she's going to stay where she is for another week. They brought her somewhere for six weeks for counselling and that to try and help her get through her problems and then when she gets home she'll decide if she wants to live with her mom or her dad. I've been having dreams that just this one time, this dream about her. That she came back with an attitude. She was like, I don't know, like always really misbehaving, 'cause usually she's always listening and following directions and stuff like that, but then she got in trouble with her mom. She was going to run away from home and that because her mom favours her little brother. That's why she went to this place.

When she was setting a fire like in this garage place. There was this like a supervision aid and he fell down and hit his head. He put his head on a piece of wood which was near the shed. It was like pressed right against the shed. She was lighting a fire there. I was going, "don't do that, don't do that, you shouldn't be doing that." [I felt] mad because she wouldn't listen. So he [the supervision aid] was going,

"oh just be careful kay, just be careful" something like that. So I pushed him over near this other like little, no like a shed, but it was the shape of like a little house. Like a little doll house. Well she lit the fire inside and he was going, "if you go in there you don't light the fire okay." She went, "yup whatever." And she went inside and lit a fire, there was a whole bunch of wood in there. It was all made out of wood. Then she came out and she was almost like a devil. She looked normal, but her eyes were like really red and her ears kinda went like that (she pulled the top of her ear up). There was some other guy there, I don't know who he was. He looked like he was in his 50's or 60's. She was going "this is my dad" and she goes "he's a devil too, but didn't you know that." I go, "Yeah, I did" (she displayed a look on her face that she is just playing along because she is afraid). [I felt] I don't know scared 'cause like everybody was look like devils or something. Then her mom (friend's mom) comes up and goes (she lowers her voice to a whisper) "I don't know what's wrong with them, I really don't know what's wrong with them." She's going like that and then this cat it was a black cat. It kept on coming towards me and trying to attack. So I kept on pushing it away and then it would come after me again and I'd push it away. I went behind this little doll house thing, but there was like a board there. [The supervision aid] was like on the left hand bottom corner and there was shelf thing and I was right behind the shelf on the right hand side. I was standing, I was sitting there going like that. I was real scared. I didn't want to hurt the cat, but then like I could hardly move cause you know how you get when you're like really really scared and you kind of get stiff. I didn't want to hurt the cat because I knew if I hurt it, then one of them (friend or her father) would probably get mad at me or something. Then I woke up. [I felt] fine.

Comments

When I asked her why she thought she had the dream she said, "I was saying to my friend J, maybe it's like telling me that she's going to come back with a different attitude and not to expect other things." She also said her friend listened in real life, but in the dream she came back misbehaving. I wonder if the dreamer identified with her

friend depicted in the dream. The change in her friend also progresses from good to bad. Normally, you would want a change in the opposite direction.

She was aware of what was okay and not okay to do. She attempted to help guide her friend. As well, she helped to protect the supervision aid who was hurt. This was a role reversal because the supervision aid, an adult at the school grounds, who was in charge of ensuring children behave, was unable to assert his authority. The dreamer was left to attempt her assertion as a peer. No one was there to help her while she was in this fearful situation. However, she did attempt to actively guide her friend, but it was ineffective. She was also not able to trust her friend who came back as a devil.

In the dream she also displayed being afraid to defend herself from the cat because she was afraid of her friend and friend's father who might get mad at her. In her mind these 'devils' had greater power and she submitted to them. She was so afraid that she could not move. She felt powerless, paralysed and unable to defend herself. Her friend also did not listen to her guidance.

Perceptions

1. You do not know what to expect when your friend comes back, you are scared she might be different.

2. When you tell a friend not to do bad things, you feel mad when she does not listen.

3. Sometimes people are frightening when you do not know what is wrong with them.

4. When you are attacked, you are so afraid that you are frozen stiff.

5. You do not do something to get others mad, even when you need to defend yourself.

6. Help those who are hurt.

Dreamer's Perceptions and Prominent Features

In this participant's dreams, adults yelled and accused without justification. One entrusted adult at a bank, betrayed her by lying. Another adult wanted to take her money. An adult could not help her in a fearful situation. In dream 2, an adult stranger scared her and she ran away. These examples displayed that the dreamer experienced adults as untrustworthy and were not there to support and care for her. The dreamer may have developed these perceptions when mom was drinking. If this was true, her mother was experienced as untrustworthy and unavailable to the dreamer. The dreamer could also have learned this from other adults in her life. Even though mom was in recovery, the dreamer maintained her views of adults as being unreliable and untrustworthy.

Her dreams portrayed how she acted in situations. One of her reactions was to run, such as when the security guard from the store chased her and her friends. This running got her into trouble, because the security man thought that they

stole something from the store. She also submitted and did not stand up for herself. For instance, she laid on the ground when the bank robber ordered her. Furthermore, she did not feel like she could protect herself from the cat attacking her, for she feared upsetting her devilish looking friend. She displayed a sense of powerlessness in these dreams. In her last dream, she tried to be effective by giving her friend guidance, but it did not work. Her dreams revealed that she felt she had no control in the situations she encountered. One way she may have dealt with this is by venting at others. For example, in the first dream collected, she scared others after she was yelled at by her mother.

A theme of deceiving appearances occurred. In dream 1, the trailer was new on the outside, but old and mouldy on the inside, with no controls where her mother sat. In dream 2, the girls appeared to be guilty to the security guard, but this was not true. In dream 3, you could expect to trust a bank teller with your money, but she was betrayed by the teller. In dream 4, her friend who was good, came back as a devil. You would expect that after a friend came back from receiving support she would be better. A part of this dream also reflected that people were frightening when you did not know what was wrong with them. This occurred when the friend's mother came up to say, "I don't know what's wrong with them". She was referring to the dreamer's friend and

the friend's father resembling devils. The dreamer's perception was that some things were not what they appeared to be on the outside: you find out that things, people, and events in the world are mean and deceiving.

She felt fear in every dream. In addition to her own experience of fear in her dreams, she revealed in dream one that she had fun scaring others, specifically boys. Since she did not recall all of her dreams, she may have only remembered the fearful ones. Generally, fearful dreams are the most frequently remembered because the emotional impact of the dream wakes the dreamer up. It is when we awake that we can recall a dream. Therefore, the dreams she remembered may not provide the whole spectrum of her dream experience. However, it is the dreams that are spontaneously remembered that can have a conscious affect on the dreamer. Hunt (1989) believed that the question of how lab collection of dreams (which is done by waking the participant up during different stages of sleep) affects content is not quite known. Some laboratory collected dreams are mundane, yet nightmare sufferers do not always have nightmares in the laboratory (Hall & Van de Castle cited in Hunt, 1989).

Some of the dreams depicted her character. For example, when she was asked by the robber if she deposited her money, she answered honestly. She also portrayed, in dream 4, that she would help those who are hurt and those who are doing something they should not be doing.

Other perceptions in these dreams were: (a) At school you finish your work, then you have a choice to do other things. (b) At school lateness is not a problem, you just follow the formalities. (c) Mom says that you are to control your excitement, or else you could get hurt. (d) You can go out and look for things you are interested in, but not during school hours, for there are consequences when you return.

I conclude from all her dreams that negative events are primary. In her dreams, she perceived that the world could be deceiving and what she thought was not necessarily true. Her dreams also seemed to reveal that she did not feel safe. The encounters she had were scary. She acted powerless and submissive in her dream encounters. She also viewed adults as untrustworthy and unreliable. It was interesting to note that her mother's sobriety was very short when I collected her dreams. This child's dreams of a recovering alcoholic reflected that her experience was not very positive.

Overall Results

In this summary, I discussed whether these Native children of recovering alcoholics dreamt about alcohol or had First Nations culture depicted in their dreams. Then I reviewed these children's perceptions, which were derived from their dreams. I followed with a description of other prominent features in the children's dreams. Finally, I summarized the findings.

Brief Comment of Dreams Collected

The more dreams the children recollected, the more information I gathered about them. I learned more about the children's life without directly asking them. A higher number of dreams gathered from participants provides investigators with a more thorough depiction of children who have an alcoholic parent. This increased the confidence of the findings.

First Nations Themes

First Nations cultural themes were not prominent in the dreams of these children of recovering alcoholics. Only one child had a First Nations person present in one of her dreams. This person, in reality, was a counsellor from her school. In the dreams collected, there were neither depictions of First Nations ceremonies, such as the smudge, nor representations of First Nations symbols, such as the eagle feather.

Alcohol Themes

The theme of alcohol misuse was depicted in only one of the 49 dreams collected. However, this element was not a key factor in the dream. Her aunt got out of a truck drunk. The dreamer was happy to see her aunt, despite her aunt's intoxicated state. This same girl had another dream where she recalled that, one year, her mother was drunk and only allowed her to trick or treat at one house. It was evident, from this child's dreams, that she was affected by her mother's alcoholism. The other participants who were from alcoholic homes with parents in recovery, did not have dreams with themes of alcohol.

Dream Perceptions

Children's dreams reflect their perceptions of the world and their experience because they are the creators of their dreams. These dreams revealed how these children viewed life, themselves in situations and the issues and concerns with which they contend.

Perceptions of Adults

All of the participants had scenario's in their dreams where they depicted adults as unreliable and untrustworthy. This was pronounced in the 11 and 9 year old's dreams. The 9 year old dreamt of his parents being absent from home and being left to care for himself and his brothers. The 11 year old girl had adults depicted in her dreams who accused her without justification, who lied and stole her money, and who

were not able to help her in a frightening situation. The 13 year old (with 6 dream reports) represented her mother as uncaring and unconcerned for the well being of a baby. Further, her mother was unresponsive to the dreamer's concerns for the baby. This dreamer also feared upsetting her mother. The other 13 year old dreamer portrayed her mother in her dreams as unable to protect the dreamer, as being easily controlled by others, and as unreliable, in the sense that she feared losing her mother. The 12 year old dreamer characterized her mother's common law as untrustworthy and unreliable when he was driving carelessly. She also did not call upon the common law to rescue her cat that fell into the river. This dreamer had also taken it upon herself to protect and keep her and her family safe. The children's perceptions of adults as unreliable and untrustworthy could be based on their experiences when their parents were actively drinking, or they could be based on other experiences with adults.

Actions in Dreams

The actions these participants took in their dreams may have reflected how they were in their waking life. However, I cannot be sure that they did what their dreams revealed. In fact, some dreams are thought to be compensatory, or opposite of what happens in life (Jung, 1933, 1964). Dreams can also be a way of problem-solving life situations. Nonetheless, these dreams revealed children's perceptions

about whether or not they could take effective action.

The effectiveness of children's actions in their dreams

These children demonstrated that some of the actions they took in their dreams to solve problems were effective, while other attempts were hopeless. The 9 year old boy, the 12 year old girl, and the 13 year old girl (with 6 dream reports) all had dreams where they were both effective and ineffective at problem solving. The 11 year old girl and 13 year old girl (who had 12 dreams) depicted themselves, in their dreams, as passive and feeling hopeless at being unable to protect themselves and affect their environment.

Pleasantness and Unpleasantness of Dreams

All of the girls' dreams contained primarily unhappy events. Their dreams were scary and dealt with conflicts from both their past and present life. This suggested that their view of the world was pessimistic. In comparison, the male participant had a greater number of pleasant dreams, in addition to his unpleasant ones. Therefore, based on the content of his dreams, his perception was that not everything that happened was horrible. All of the children's dreams had elements of living in a fearful, unsafe world. The boy, the 12 year old girl and the 13 year old girl (with 12 dreams) were all able to escape danger in one of their dreams. These children's dreams revealed their perspective of the world as an unhappy, scary and unsafe place. Some children experienced more happy events in their dreams than

other children.

Children's Issues Revealed in Dreams

All the participant's dreams revealed that they had issues and concerns to deal with in their lives. The issues and experiences of these five children varied. The boy felt that his parents were not there for him and that he had too much responsibility. As well, in his dreams, he did not learn from consequences. One of the girls dreamt about her mother's pregnancy, fear of loss, abandonment, and harm done to her body, which I assumed was from her past abuse. She appeared to have a pessimistic outlook on life. Another girl dreamt about domestic violence, keeping safe, loss of a pet, quarrelling with friends and being alone. A third female participant was dealing, in her dreams, with how her actions affected her mother, the loss of her friend in reality, and her worrisome outlook on life events. The fourth girl felt, in her dreams, that she could not rely on adults and felt powerless and ineffective in her actions. In her dreams, the world was frightening. The one boy and three of the girls all had dreams that included some role-reversal, where the child was overly responsible and had insufficient parenting. As varied as these children's issues were, they all dealt with normal developmental conflicts in their dreams, such as quarrelling with peers. They also dealt with more serious issues, such as abuse and abandonment, which may or may not have been related to alcoholism.

Pessimistic Outlook Depicted in Dreams

In the above mentioned descriptions, domestic violence, abuse, abandonment, unavailable parents, inability to rely on adults, role-reversal, and too much responsibility created an unsafe world for these children. These factors could contribute to their constructing a pessimistic outlook on life. In fact, all of the dreamers experienced negative events in their dreams. The 11 year old and 13 year old (with 12 dream reports) experienced more extreme and horrible events than the other dreamers. As was demonstrated in these children's dreams, all these experiences reflected how alcoholism in a family could affect children. Alcoholism in the family, along with its accompanying factors of abuse and neglect, created an environment with many disappointments. These issues did not provide a strong basis for developing hope in the lives of these children of recovering alcoholics.

Other Prominent Features

Dealing With Real Life Situations and Concerns

Events in these children's lives existed in all 5 of the participants dreams. The children told me when their dreams related to something in their real life. As well, all 5 of the participants had dreams that involved a fear in their life. The fear was often resolved in these dreams. One dreamer assisted in the capture of the 'Abbotsford killer' and the boy dreamer escaped a kidnapper. In some of the

dreams, there was no resolution to the child's fear. Some illustrations of this are: fear of huge head lice, because they were biting into the girl's head; fear that something awful would happen and it did, so she could not go trick or treating; fear that a friend would come back different and she was depicted in the dream as misbehaving and devilish looking.

These children also used dreams to cope with life situations. For example, in reality, a boy was bothering one dreamer and her sister. In her dream, she sang a song while attacking the boy. Another girl had a dream about a friend who was actually moving away. In her dream, she asked her friend why she was moving. Another girl was coping, in real life, with a friend returning from long-term counselling. She was afraid that this friend would act different and dreamt that this happened. As well, the twelve year old girl had some dreams that dealt with real life altercations she had with friends, her fear of the Abbotsford killer, her concern for her mother's safety and the loss of a pet. The male participant had dreams to help him cope with his real life concerns of being kidnapped, missing a school fieldtrip, and why the police were in his neighbourhood.

Bizarre Content

The dreams of emotionally disturbed adolescents were found to be more bizarre and disorganized, to have aggressive and violent qualities, to be hostile and

confusing, and to include conflicted and tumultuous themes. These characteristics could also portray developmental delays (Catalano, 1990). I realized that the more disturbed the child the more bizarre the dream content would be. Bizarre content included situations in the dream that were not realistic. Some examples were: a laughing box, a hole in the stomach, everyone requiring a cut to go to school, an ear as an alarm system, missing a head or feet, dead grass in a trailer with no steering wheel, and a friend who was a devil. The girl who had been abused in her past exhibited the most bizarre content. The amount of time a parent was sober did not appear to affect the bizarre content of dreams. The boy, who did not have bizarre images in his dreams, had a mother who had been sober 4 months at the time of data collection. Whereas the girl who had the most bizarre content had both parents who were sober for 1 year.

Bizarre images were portrayed in the dreams of all 4 of my female participants. No bizarre notions were depicted in the 9 year old boy's dreams. Although, bizarre dream content was not the leading theme for these children of recovering alcoholics, it was evident. In this sample of children's dreams, I discovered that fearful situations coincided with bizarre content. For example, one girl was afraid when she encountered a friend and her dad, who both looked like devils. Another girl had her stomach cut out. One participant's dream contained a scene of her mother dropping

a baby out of a window. Finally, one dreamer was floating outside of her body and saw the 'Abbotsford killer'. Bizarre content was connected with being afraid in the dreams of all 4 of the female participants. Missing body parts was another bizarre element that occurred in two of the participants' dreams. Although bizarre content occurred in the females' dreams, but not the males' dreams, I cannot conclude that bizarre content does not occur in males' dreams. This is due to the small sample size.

At A Different Time Than the Present

Dreaming of the future was not present in all the participants dreams, but it was certainly fascinating. This quality existed in the dreams of two children who remembered the most dreams. One boy and one girl saw themselves, or others, in the future. The boy had one dream of himself in the future. He was glad his dream was not true, because he broke into cars and went to jail. This dream seemed to forewarn him of what could happen if he stole cars. The girl had four dreams that contained future aspects. She dreamed that she, her mother, her sister and her foster mother's granddaughter were older. The boy's futuristic dreams acted as a forewarning not to steal, whereas the girl's futuristic dreams, seemed to be projections of what it could be like for herself and others in the future.

Feelings

Four of the participants' dominant feelings were

negative such as: fear, worry and anger. Two of the dreamers' predominant feeling was fear. Two other dreamers had an equal number of happy and unhappy emotions in their dreams. One of these two children had equally good, happy and sad feelings in her dreams. The other child had equally mad and fun feelings. All 5 participants experienced feeling scared in some of their dreams.

Similarity Between Children

Two of the girl participants overlapped in their dream perceptions. The 11 year old and 13 year old (with 12 dream reports) both felt scared, passive, powerless, and deceived. They both depicted horrible events in their dreams and had dream elements that portrayed life as being mean. Last, they perceived adults as unreliable and untrustworthy, which was in common with the rest of the participants. The other three participants had some dream characteristics in common. These three experienced role-reversal with their parents to a greater degree than the other two participants. These three dreamers also displayed taking effective action in their dreams.

Summary

In summary, more information was provided when there were more dreams collected. I found there were no clear depictions of First Nations culture, even though these children were Native. There was only one representation of alcoholism in one child's dream, even though all these

children lived with a recovering alcoholic. In this sample, the disturbing content in these children's dreams coincided with the amount of trauma the children have experienced in the past. All the children dreamt of real life concerns, as well as past and present experiences. The concerns that some of these children dreamt about are commonly linked to alcoholism, such as domestic violence and abuse. However, for domestic violence and abuse to occur alcoholism is not a required element. I have also noted that the 13 year old girl, whose mother was sober for almost 4 years, did not have as many burdensome issues to deal with as the other children. Despite the sobriety of their mothers, these children were still dealing with family problems that may have occurred while their parents were drinking. Some of these problems, such as role-reversal, or unavailable parents, could be continuing in the family. The effects and some of the problems that co-exist with having an alcoholic parent were revealed in these children's dreams. As a result of these children's experiences in their alcoholic families, their dreams revealed that their outlook on life and themselves was not very optimistic. Their view of the world was scary in their dreams. These children did not always see their actions as being effective. Despite the fact that these children shared the experience of having a recovering alcoholic mother, some of the dreamers viewed their life as more optimistic than the other participants, and felt that

some of their actions were effective. Furthermore, these children differed in their means of coping and their perceptions of themselves, others and the world.

CHAPTER 5: Discussion

Brief Summary of Results

This collection of dreams reveals what these children are dealing with in their lives. Less serious concerns, such as doing homework, and more serious issues, such as one's parents not being home, occur in the children's dreams. These First Nations children's dreams do not reveal content specific to their culture. Themes of alcohol are also not prominent, even though the mothers' of the participants are in recovery. However, the dreams do suggest issues that could be related to alcoholism. Some of these issues are domestic violence, abuse, and abandonment.

Comparison of Results to Literature

According to Foulkes' (1982) longitudinal studies, children's dreams become more pleasant from the ages of 11 to 14. The 13 year old girl, whose dreams contain themes of death, does not corroborate Foulkes' findings. The 12 year old girl who dreams of being concerned for her and her mother's physical safety also does not concur with Foulkes. The female participants, who are all in this age range, have unpleasant dreams. The younger boy also experiences unpleasant dreams. However, he has more pleasant dreams in comparison to the girls.

First Nations themes do not appear in these Native children's dreams, possibly because these children do not practice, or strongly identify with, First Nations beliefs.

First Nations themes may also not be present because of the surroundings these children live in. The participants all live in the city and attend school with children from various cultures. However, one participant went to a school that is highly populated with First Nations students, which offers an extensive curriculum of First Nations culture. Furthermore, even though the dreamer from this school believes that dreams bring messages from the creator, there are no depictions of First Nations cultural practices or beliefs in her dreams. This confirms D'Andrade's (1961) view that the 'cultural pattern dream' does not reflect Native aspects when First Nations people became assimilated into the western world.

The dream content does not suggest that these dreamer's are significantly different from the general population, even though they are Native. The issues and concerns these dreamers are dealing with in their dreams are similar to the dreams of others who are dealing with comparable issues. These participants are from urban city areas. The fact that many cultures reside in urban areas and participate in the western culture could be the reason why there are no differences distinguishing these dreamer's as First Nations children. Levine (1991) finds in her study of children from different cultures that the Bedouin children, who are more dependent on surviving in nature than the Israeli or Irish children, have more encounters with dream characters that

are nonhuman. Levine concludes that this is because they encounter animals more in their lives than the Israeli or Irish children. Her study confirms that children dream what is in their cultural environment.

Alcohol themes may not have occurred in these children's dreams because their parents are presently abstaining from alcohol. Even though alcohol is not directly depicted in these children's dreams, other issues that are found to occur in alcoholic families are appearing. The participant who witnesses fighting concurs with the literature on experiences of children of alcoholics (Woodside, 1988). The child participants who suffer from abuse, neglect and divorce concur with literature findings on children of alcoholics (von Knorring, 1991). The literature also reveals that parental separation or rejection, and low quality parent-child relationships occur in alcoholic families (El-Guebaly & Offord, 1977). All of the children in the sample are with their biological mothers, but not their biological fathers. As well, perceived rejection and low quality parent-child relationships are revealed in some of the dreams collected. Reich, Earls, and Powell (1988) purport that alcoholic parents are poor role-models, have increased parent-child conflicts, and experience reduced parent-child interactions. Poor role-modelling is depicted in the 9 year old boy's dream when he follows in his dad's footsteps by stealing

cars. Reduced parent-child interaction is evident in his dreams when he is left alone with his younger siblings. He is busy doing so many activities that he may not have as much parent-child interaction as he wants or needs. The literature also states that children of alcoholics are prone to developing anxiety and depressive symptoms, low self-esteem, and perceive a lack of control over their environment (West & Prinz, 1987). The 11 year old girl and 13 year old girl (with 12 dream reports) both perceive a lack of control over their environments in their dreams.

West and Prinz (1987) find that abuse is found in children of alcoholics, but the factors contributing to the link are not yet known. Reich, Earls and Powell (1988) find that children of alcoholics report more physical and emotional abuse. The only child in my sample that reports past abuse is the 13 year old with 12 dreams.

The dreams of these participants support some of the findings in the literature on behaviour of children of alcoholics. The dream reports collected support the literature that finds that children of alcoholics experience greater detachment from family members (Black, Buck & Wilder-Padilla, 1986). These participants do not have many dreams with family events in them. As well, not all of the participants include all their family members in their dreams. Aggressive tendencies are found in children of alcoholics (Chafetz, Blane & Hill, 1971; Fine, Yudin,

Holmes, Heinemann, 1976). The dreams of these Native children of recovering alcoholics depict aggressive acts, such as being attacked, attacking others, and being forced to do something. Dawson (1992) finds that behavioral problems such as clinging to adults, demanding attention, and misbehaving increase with an alcoholic mother. Despite these participants' mothers being alcoholic, not all the dreamer's show that they have the behavioral problems mentioned by Dawson. The boy misbehaves when he lights firecrackers, steals cars and goes where he knows he is not allowed to. The only participant who acts aggressively in life and in her dreams has also witnessed domestic violence in her family. Criminality is reflected in the boy's dream when he steals cars. This supports von Knorring's (1991) study that children of alcoholics are at risk for delinquency, criminality, and truancy.

Some of this study's findings of the dreams of children of recovering alcoholics do not reflect what is in the literature. These are: depression (Rolf, Johnson, Israel, Baldwin & Chandra, 1988; Welner & Rice, 1988; inattention (West & Prinz, 1987); and substance abuse (von Knorring, 1991). Some studies reveal that learning is affected by alcoholism in the family (i.e., Connolly, Sasswell, Stewart, Silva & O'Brien's, 1993). The dreams of these participants do not reflect their school performance. Dreams are not able to expose all the experiences of children of alcoholics.

Tharinger and Koranek (1988), and Werner (1985) report that not all children of alcoholics are affected similarly. Some of these children are more resilient than others. The child's coping style effects how the child deals with parental alcoholism. Zimrin (1986) believes that how children view stressful situations, other's reactions to their behaviour, and children's beliefs about their ability to deal with situations all affect their resiliency. She finds that resilient children who cope with abuse believe they have control in their lives. Therefore, they have high self-images, good cognitive performances, presence of hope in their fantasies, belligerent behaviour, no self-destructive behaviours, support of adults, and have responsibility for a younger sibling. The children who are not resilient in coping with abuse have difficulty expressing emotions and establishing relationships, and are highly aggressive. Both the 11 year old girl and the 13 year old girl (who had 12 dreams) do not believe they have control in their lives. Only the 13 year old girl displays hope, in her last dream, when she escapes death and an oncoming hurricane. The 13 year old girl also dreams of harm to her body, which is self-destructive. The 11 year old girl does not feel she has the support of adults because they betray her and are untrustworthy. These two girls may be more at risk for not being able to cope as effectively as the resilient children who have the characteristics

mentioned by Zimrin. The 12 year old participant has difficulty with her peer relationships and is physically aggressive. This is characteristic of non-resilient children. However, she also expresses hope in her dreams when she escapes the Abbotsford killer. The 13 year old girl (who has 6 dreams) displays a degree of control in her dreams, when she helps a boy, actively seeks support from friends, and discusses the issue of her friend moving away. At other times she has no control in her dreams, such as when her requests to her mother have no effect (i.e., her mother does not return to get the dropped baby). Based on Zimrin's findings, I would say this participant's dreams have resilient qualities to overcome the experience of being the child of an alcoholic. The 9 year old boy is quite active in his dreams. He makes several attempts and tries different approaches to solving problems. He also has responsibility for a younger sibling, who goes to school with him. However, it appears from his dreams that when his parents are not home he has too much responsibility, as he cares for 3 younger siblings. He also displays self-destructive behaviour when he steals cars. Nonetheless, he is not highly aggressive in his dreams. According to Zimrin's outlined characteristics of resiliency, his dreams suggest that he is leaning towards the resilient personality. These participants dreams indicate varying degrees of resiliency in dealing with alcoholic parents.

Parental alcoholism affects each child differently. There are many other factors that assist or hinder children's resiliency, as outlined on page 25-26.

Limitations of Study

This study is conducted with few children. The collected dreams reflect a small sample of the experiences of children living with a recovering alcoholic parent. The sample includes four 11 to 13 year old girls and one 9 nine year old boy. Differences between male and female dreams have been noted. Foulkes (1982) finds that boys and girls, between the ages of 11 and 13, each dream more of their own gender. Due to a small sample size and a disproportionate gender representation, it is not possible to determine with confidence, gender differences. As well, this sample is a select group, representing only the First Nations culture, which limits generalizability.

The length of time the mother was abusing alcohol is not known. Furthermore, the biological father's history with alcohol is unknown. These factors impact the effects of parental alcoholism on children (von Knorring, 1991). Therefore, these children's dreams would be affected by their parents drinking history because dreams reflect our experiences.

The Strengths of This Study

In this study, attention is paid to separating younger children from adolescents due to their developmental

differences. In prior research this distinction is not made (West & Prinz, 1987). The qualitative nature of this research holistically incorporates variables that coincide with alcoholism. These variables include: divorce, domestic violence, drug abuse, poverty, and abuse. The overall experience of children of recovering alcoholics is partially revealed in their dreams. Some family dynamics and feelings are revealed in these participant's dreams and provide information on children of recovering alcoholics. For example, the participant's experience with their parents and friends is revealed in their dreams, as well as how much control they believe they have in their lives. This study also addresses what the literature omits. This research deals with the limited information on children's dreams, young children's experience of alcoholic parents, and represents a First Nations child population. Furthermore, this dream data provides further insight into children's experiences of living with an alcoholic parent. This information is important because children's dreams reveal what is occurring in their homes, which they may not otherwise talk about.

Recommendations For Future Research

It would be both interesting and informative to conduct another study on the dreams of First Nations children from recovering alcoholic homes, using a larger sample size, and collecting dreams over a shorter time period. This would

provide a greater number of experiences, which would make results more generalizable. I also recommend that a study be conducted examining the dreams of children from homes with a parent who is a practising alcoholic. The dreams, according to this study, would reveal what the dreamers are dealing with in their lives and at home. Since the children's dreams in this study did not reveal that they were from the First Nations culture, a study of children's dreams living on a reserve might reveal some cultural differences. It would also be beneficial to replicate this study with younger children to see what their dreams reveal of their experiences living with an alcoholic parent.

Once these preliminary studies are done, further studies can be conducted to facilitate resiliency of children of alcoholics, by using First Nations cultural elements. The use of First Nations symbols or beliefs can be taught to integrate into children's dream imagery. This process is called lucid dreaming. Lucid dreaming means learning to control one's dreams (LaBerge & Rheingold, 1990). For example, children could be asked to identify with an animal, such as a bear. They could utilize the bear symbol to empower them with enough strength to deal with a situation in their lives. A study such as this would tell therapists if this approach is beneficial in assisting children of alcoholics to cope. This information would be valuable for use in the counselling of First Nations

children. Furthermore, using dreams brings back the Native historical use of taking action from dreams (Kilborne, 1990).

Implications For Counselling

The findings reveal that dreams are a valuable source of information about the experiences of children of alcoholics. The issues and concerns children have in their lives are exposed in their dreams. Once therapists know what a child is dealing with in their life, they can better address the child's needs. I did not inquire about the child's life, except to ascertain that they were living with a parent who is a recovering alcoholic. The dreams reveal some of their concerns such as, poverty, parental absence, and domestic violence. Their dreams are a tool to obtain information these children may not otherwise convey to a counsellor. Dreams also depict more elusive details about these children's lives that they might not understand. Role-reversal is one example. The child takes on the adult's responsibility. Without the dream, the child may not be able to relate this to a counsellor because the child may not realize what is happening in the family. For example, a child suffering from abuse may not realize it is wrong until he discusses the abuse with someone who can inform him that it is not alright and he needs help.

One dream may expose a child's issue, but a series of collected dreams further confirms the child's experiences.

Gathering data about the child's life through dreams is also beneficial because no one talks about, or admits, that there is a problem with alcohol before recovery happens in families. There is also no acknowledgement of other problems that sometimes arise with alcoholism, for instance, physical, sexual, or emotional abuse. The use of dreams to assess what the child is dealing with in her life could enable interventions and counselling with the child and family to begin earlier. The use of dreams is productive not only for gaining knowledge about the effects of parental alcoholism, but also for other problems that arise in families.

Dreams portray conflicts that arise in a child's day, for example, quarrels with a friend. Through dreams, children also process their fears that arise from real life dangers such as kidnappers and killers on the loose. The dream can be an assessment tool to provoke discussion about any concerns that arise in children's lives.

A study by Morrison (1990) collected dreams from recovering alcoholics. He finds that recovery from alcoholism can be followed in dreams, which he calls 'Dream Mapping in Chemical Dependency.' There are five stages: Pandora's Box, Dragon Fight, Rebirth, Descent and Return. When abstinence begins, dreams are predominantly at the stage of Pandora's box and involve themes of alienation, violence, mutilation, bizarre sexuality and persecution. The

next stage involves confronting and fighting fear, and this is termed Dragon Fight. This stage consists of accepting one's denial of the problem and acknowledging the addiction. The themes that occur at this stage are: battles, struggle for control of self, and relinquishing the victim role. In Rebirth stage, an addict might feel cured, but she is still in the recovery process. Dreams, at this stage, might be of new living spaces, positive movement, acceptance, spiritual presence, rescue, ownership and positive self-identification. The next stage entails Descent. The dreamer feels that he will relapse into the addiction, but he is stronger and maintains his hope of recovery. The dreams in this stage consist of feeling cognitive dissonance and guilt. Finally, the Return stage is where the addict has more control of himself. The dreams in this phase reflect forward movement, ownership, discoveries, new and positive behaviours, a sense of wholeness, feelings of well-being and awareness of growth. If stages could be similarly mapped in children who live with an alcoholic parent, they could be used in the counselling process. A study to see if this is true would be beneficial. It would be interesting to see if the child's stages of healing, in their dreams, coincide with their parents recovery. Morrison (1990) finds that to obtain the stages of the recovery process, the collection of dreams needs to be between 90 and 180 days.

All of the children who participated in the study

enjoyed being able to tell someone their dreams. It was important for them to have someone listen and be interested in them. This is supportive in itself.

Conclusion

This study confirms the literature that children's dreams reflect their lives and the stresses that they face daily (e.g., Albon & Mack, 1980). The dreams also reveal specific issues and concerns that these children of recovering alcoholics are dealing with, such as abandonment, abuse, domestic violence, and role-reversal. There are no indicators in these children's dreams to suggest they are from First Nations culture. As well, there are no strong themes of parental alcoholism present in the dreams of these children of recovering alcoholics. The child's perceptions, which are revealed in their dreams, reflect feeling unsafe, powerless, pessimistic, passive, worried, and scared. Despite these perceptions, some children are also able to experience some happy feelings and events in their dreams. Furthermore, some children also have some successes in the actions they take in their dreams. This study provides insight into the life experiences of children of recovering alcoholics without directly asking and probing for information. Dreams can provide a means to discover and discuss family issues that require intervention. Further, this study confirms Catalano's (1984) finding that dreams reflect how a child copes with their conflicts. He also

suggests using dreams to evaluate the therapeutic process. I conclude that this research reveals that dreams can assist counsellors in assessing the needs of children of recovering alcoholics.

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Appendix A

Faraday's (1974) Recommendations forKeeping a Dream Diary

1. Keep your book and pen beside your bed.
2. Date your recording paper in advance.
3.
 - a) Before going to bed relax and tell yourself you will remember your dreams.
 - b) Repeat the following more than once: "I will wake up with a dream in mind in the morning, and I will write it down right away."
 - c) Fall asleep remembering these words you repeated to yourself.
4.
 - a) Wake up slowly, lie there and allow your dream memory to come to you.
 - b) As you remember what happened in your dream you will remember more.
5. Write down your dream as soon as you wake up while you are in bed.
6.
 - a) Write down the feelings you had in the dream.
 - b) How did you feel when you woke up?

Appendix B

Parent and Child Consent Form

This letter of consent was typed on a University of British Columbia letter head.

Dear _____,

This is a letter to provide you with information for consenting to participate in my research on children's dreams. The title of my project is called, "Exploring the Dream Life of First Nations Children From Alcohol Dependency Homes." This research is conducted by myself, Geraldine Atleo under the supervision of Dr. John Allan. He and I can be reached at the Department of Counselling Psychology (822-5259). I am of First Nations descent from the Tsimshian and Nuu-Chah-Nulth tribes. I am conducting this research as part of my Master's degree for counselling psychology at the University of British Columbia. The purpose of this investigations is to examine from the perspective of the child through his or her dreams their experience of living with a parent who is alcoholic. I am also doing this research as a personal interest to assist Native children and revive the use of dreams because it is an important part of Native culture that can be a healing tool.

With your permission and your child's consent, your child will be a participant in the study. Your child will be given a book to jot down some words about their dreams when he or she wakes up in the morning. On that same day I will interview your child to have him or her tell me the story of their dream. This interview will take place at your home. This will be audio taped so that I may transcribe the dream for data collection. The tapes will be destroyed after completion of the study. The tapes will also be number coded to keep the identity and confidentiality of the participant (your child). I will ask your child to participate over a four week period. Interviews will take place only when your child remembers a dream and the interview will last approximately a half hour. When the four week period is over for collecting dreams, I will give your child \$50 for participating in my project. I will also provide you a summary of my finding after I analyze the dream data.

your child has a right to refuse to participate and withdraw from the study at any time. Your child's involvement is completely voluntary. Before starting, and throughout the study, I will be happy to meet with you and your child to answer any questions. Please circle below whether you give consent for your child to participate or not, then sign and date your decision. Thank-you.

Sincerely,

Geraldine Atleo, Researcher

I have read and understand the above and I give consent/I do not give consent for my child, _____ to participate in this research.

Date

Guardian signature

I _____ (child's name) have had the above explained to me and I understand and I agree to participate in this study.

Date

Child's signature

Tear off and give to researcher when you have received you copy.

Furthermore, we have received a copy of the consent form.

Date

Guardian signature

Appendix C

Posting to Recruit Volunteers

This Posting was on a University of British Columbia Letter Head.

VOLUNTEERS NEEDED

Hi, my name is Geraldine Atleo, I am doing a Master of Arts in Counselling Psychology at the University of British Columbia. As part of my degree, I am researching children's dreams. The title of my research is called, "exploring the Dream Life of First Nations Children From Alcohol Dependency Homes."

I have an interest in First Nations culture and the healing power of dreams. I am of Nuu-Chah-Nulth and Tsimshian descent.

I am looking for children who remember their dreams and children between the ages of 9 and 12. Also, if you have a partner who has an alcohol dependency or you believe him or her to consume alcohol too much, I would be interested in hearing your child's dreams.

Your child will be asked to tell me about his or her dream. This would be audio taped and transcribed in order to observe patterns in these children's dreams. Confidentiality will be kept and the audiotapes will be number coded. I will be collecting your child's dream reports over a four week period and I will arrange to interview your child, by phone, on the day he or she had the dream. At the end of the four week period, I will give your child \$50 for participating in my project. I will also provide you with a summary of the results I find when I am finished my data analysis of the dreams collected.

If your child is First nations and you are interested in assisting me to learn about children's dreams, please leave your name and number for me with the department of counselling psychology at 822-5259. My adviser is Dr. John Allan. I will return your call. Thank-you for your interest.

IF

YOU HAVE AN ALCOHOLIC PARTNER
YOU HAVE A CHILD BETWEEN THE AGES OF 9 AND 12
YOUR CHILD REMEMBERS HIS DREAMS
AND YOU ARE OF FIRST NATIONS DESCENT
PLEASE CALL 822-5259
AND LEAVE A MESSAGE FOR GERALDINE ATLEO
\$50 WILL BE GIVEN FOR PARTICIPATING IN MY STUDY

Appendix D

Guideline Questions for Terminating
with Participant

1. What did it feel like to share your dreams?
2. Did participation in this study affect you in any way?
 - a) Do you remember your dreams more or less?
3. Did participation in this study affect your family?
4. What do you think of dreams?
5. What will you do with your dreams after this study?

Appendix E

Summary of Findings to Parents

This letter to parents was typed on a University Of British Columbia Letter head.

Dear Parents,

This letter is to inform you of the results of the study your child participated in called, "Exploring the Dream Life of First Nations Children From Recovering Alcoholic Homes." First I would like to thank you for allowing me to come into your home to interview your child, and learn from your child's dreams. I am grateful to your child for sharing her dreams with me over a 4 week period.

In my study I had a total of 5 children between the ages of 9 and 13. There was 1 boy and 4 girls. The children remembered between 4 and 19 dreams over a four week period. I analyzed their dreams individually, and then did a summary of each child's series of dreams. Finally, I did an overall comparison of all 5 children's dreams. My results are descriptive of what the children's dreams reveal. The dreams of each child varied, and there were only a few similarities between children.

The children's dreams showed their perceptions of their experiences and how they viewed themselves and others. The dreams of these children did not reveal predominant themes of alcohol. The dreams also did not reveal that these children were of First Nations descent. There were no Native cultural themes present in their dreams. These children's dreams indicated their daily concerns, such as quarrelling with friends. Their dreams showed the concerns and fears they had when an event was mentioned in the media, and when they were forewarned to be careful. The children's personal worries were also evident in their dreams, such as losing a pet, or a friend. More seriously, their dreams conveyed other issues that sometimes coincide with alcoholism, such as abuse, domestic violence, and parental absence. Not all of the children had these experiences. Nonetheless, these children were processing their experiences in their dreams. Despite these grave concerns, some of the children's dreams indicated some very positive action taken by the children in their dreams. They took several different approaches to problem solving. Some of the children's dreams displayed them feeling empowered and having hope in their dreams. At other times, the children did not see themselves as being able to affect their environment.

This was an exploratory study. A much larger study would need to be conducted to find similarities between the dreams of children of recovering alcoholics. In summary, I do believe that the use of dreams can assist counsellors to determine the child's needs and to address the child's concerns. It is unfortunate that the dreams did not reveal any First Nations themes. Perhaps, future research can determine a way to use Native culture to assist children to use their dreams as a healing tool.

If you have any questions, please feel free to leave a message for me at the Department of Counselling Psychology (822-5259), and I will return your call to answer any questions. I will be on holiday in August and September. Thank you again for your participation in my research study.

Sincerely,

Geraldine Atleo