

“Together Or Apart”

A Checklist for Parents And Teachers of Multiples

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This checklist and questionnaire provides a framework for parents and teachers when discussing separation of multiple birth children in school.

There is no simple recipe to decide if multiples should be separated in school. With regard to higher multiples we need to ask, “Who, if any, should be separated from the others?”

Rather than simply focussing on whether or not to separate, discussion between parents and teachers should cover:

- how dependent/independent the children are;
- social skills and dependence upon adults;
- previous experience of being apart;
- language and abilities relative to each other and to their peer group;
- behaviour at preschool or at school;
- does one dominate e.g. when reading or telling about events, do they take turns to dominate or none of the children dominate?
- in social situations, does one always hang back?
- interests at home, at sport and at school;
- needs for intervention (speech and language therapy, physiotherapy etc.);
- same or different friends;
- zygosity and sex; generally girls are closer than boys and MZ are closer than DZ , but there are so many exceptions to any rule!
- physical development-are they much smaller (or larger) than most of the other children?
- age of the multiples-is it time for them to try a new experience?
- feelings of teachers and parents;
- views of any other professional seeing the multiples;
- wishes of the children: especially where these differ from each other or from those of the adults.

THE CLOSENESS OF THE MULTIPLE BOND IS IT DIFFERENT AT HOME AND AT SCHOOL?

When parents and teachers talk about what is best for multiples, it may sometimes seem as though they are speaking about different children. Any child may behave quite differently at home than at school. The following questions deal with behaviours which are often situation-specific and if answered separately by parents and teachers can give some idea of what may be different between the home and school situation. The checklist may be used by parents and nursery staff when considering placement at the start of school or at any stage when during the school year

1. Have you found if one multiple is ill or upset, the other(s) are affected also?

	usually	sometimes	seldom	never
Parents				
Teachers				

2. If one multiple is reprimanded do you find the other(s) react(s) or are affected also?

	usually	sometimes	seldom	never
Parents				
Teachers				

- 3a. Do the multiples combine forces to be helpful?

	often	sometimes	seldom	never
Parents				
Teachers				

- 3b. Do the multiples combine to be creative?

	often	sometimes	seldom	never
Parents				
Teachers				

- 3c. Do the multiples combine to be disruptive?

	often	sometimes	seldom	never
Parents				
Teachers				

4. Does one multiple check what the other(s) are getting or doing? (Answer for each child)

Child A	often	occasionally	seldom	never
Parents				
Teachers				

Child B	often	sometimes	seldom	never
Parents				
Teachers				

Child C	often	sometimes	seldom	never
Parents				
Teachers				

Child D	often	sometimes	seldom	never
Parents				
Teachers				

(apologies to parents of quintuplets or more!)

5a. Do the multiples compare themselves in sports activities?

	usually	sometimes	seldom	never
Parents				
Teachers				

5b. Do the multiples compare themselves in appearance?

	often	sometimes	seldom	never
Parents				
Teachers				

5c. Do the multiples compare themselves in academic performance?

	often	sometimes	seldom	never
Parents				
Teachers				

5d. Do the multiples compare themselves in popularity and peer approval?

	often	sometimes	seldom	never
Parents				
Teachers				

5e. Do the multiples compare themselves in adult approval?

	often	sometimes	seldom	never
Parents				
Teachers				

6. Which of the following characterises competition among the multiples

	Parents	Teachers
They compete constantly with each other		
They co-operate and have pride in each other		
Their competitiveness is healthy		
They compete for adult approval		
They are jealous and never praise each other		

7. If one child is obviously more talented in a particular area, the other(s) will opt out

	usually	sometimes	seldom	never
Parents				
Teachers				

8. Do you believe the children show a tendency to go to opposite extremes in behaviour, personality, interests (e.g. quiet/noisy; indoor/outdoor; outgoing/shy; placid aggressive)

	Yes	No
Parents		
Teachers		

9. At present which multiple do you think needs extra help at school in:

Parent Response	Child A	Child B	Child C	Child D
Speech and Language				
Writing				
Reading				
Number skills				
Fine Motor Skills				
Gross Motor Skills				

Teacher Response	Child A	Child B	Child C	Child D
Speech and Language				
Writing				
Reading				
Number skills				
Fine Motor Skills				
Gross Motor Skills				

10. At present what do you think each multiple would prefer?

Parent Response	Child A	Child B	Child C	Child D
To be in the same class				
To be in separate classes				
To be in separate schools				
The children don't mind				
Haven't asked them				

Teacher Response	Child A	Child B	Child C	Child D
To be in the same class				
To be in separate classes				
To be in separate schools				
The children don't mind				
Haven't asked them				

Having completed the checklist consider the reasons for separating the children or keeping them together in school.

Reasons For Separation	Reasons For Keeping Together

Final decision made in partnership with parents and teachers.

We have decide to

because.....

Any further action e.g. assessment; involvement of outside agencies.

Date of review:.....

Signed.....(Parents)

Signed.....(School)

Date.....