

National
Organization of
Mothers
Of
Twins
Clubs, Inc.

SUBJECT:

SURVEY FOR EDUCATORS:

EDUCATION OF MULTIPLE BIRTH CHILDREN

RESEARCHER:

National Organization of Mothers of Twins Clubs, Inc.

DATE:

1998-1999

PURPOSE: To update information about educators' experiences, feelings and opinions relating to the education of school-aged multiple birth children.

METHOD: A two-part survey consisting of 62 questions was distributed through NOMOTC's membership to the educators of our multiple birth children and other willing educators in their respective school districts. 242 completed surveys were received.

RESULTS

PART 1: EDUCATOR FEEDBACK

A. Placement of Multiples

1. 20% of the educators agreed that parents usually request that their multiples be placed in the same classroom.
2. 38% reported that parents request separate placement for their multiples.
3. The majority of educators (82%) did not feel that separation of twins in school should depend on whether the twins are identical, same-sex fraternal or boy/girl twins.
4. 38% of teachers found that multiples usually ask to sit near one another in the classroom, and 32% felt that they should be allowed to sit together.
5. 54% of educators agreed or strongly agreed that parents should make the final decision regarding the placement of multiples in school, while another 22% felt that the school should make the final decision.
6. 90% of the educators who responded agreed that, ideally, parents and school should work together to make placement decisions.
7. 82% of the respondents agreed that schools should make a change in room assignments if they are aware that the separation of multiples is causing a direct effect on either child's school performance or adaptation to circumstances in the classroom.
8. 33% of educators believe that multiples tend to make mutual friends, while 40% found that these children have individual friends.
9. Only 5% of teachers were uncomfortable with having all members of a multiple set in their classrooms.
10. 25% of educators reported that multiples sometimes exchange classrooms or identities in school.
11. 30% felt that identical twins switch roles more often than fraternal, while another 45% of the respondents admitted to being unsure on this subject.

12. Allowing multiples to work together was seen as a positive activity that facilitates the learning process by 40% of the educators.
13. Only 10% of teachers felt that allowing two or more of a set of multiple in the same classroom would cause extra problems or disturbances.

B. IQ/ACADEMIC SCORES

1. Similar answers of homework assignments were reported in the following categories:
 - i. Identical twins: 23%
 - ii. Boy/girl twins: 10%
 - iii. Same-sex fraternal twins: 14%
2. Similar test answers/scores were reported in the following categories:
 - i. Identical twins: 28%
 - ii. Boy/girl twins: 12%
 - iii. Same-sex fraternal twins: 19%
3. Similar IQ scores were reported in the following categories:
 - i. Identical twins: 38%
 - ii. Boy/girl twins: 13%
 - iii. Same-sex fraternal twins: 19%
4. A large percentage of educators responding to this survey indicated that they were unsure of how multiples' IQ or academic scores compared. Answers marked "unsure" ranged from 44% to 59% in this section of the survey.

C. COMPETITION

1. The majority of educators were unsure about the degree of competitiveness among multiples.
2. Educators tended to feel that boy/girl twins were least competitive when it comes to sports.

D. IDENTITY ISSUES

1. 56% of the educators responding agreed that it is difficult for adults to tell identical twins apart.
2. However, only 24% reported that it was difficult for identicals' classmates to tell them apart.
3. The vast majority, 64% of teachers, felt that dressing multiples alike compounds the problem of telling identical twins apart, although 46% agreed that there is nothing wrong with dressing them alike after school.
4. 26% of educators agreed that there is nothing wrong with referring to multiples as "the twins" or "the triplets" 45% disagreed with this; 16% strongly disagreed.
5. Only 18% of teachers reported that fellow students call multiples "the twins" instead of using their individual names.

E. ABILITY ISSUES

1. 46% of educators did not feel that multiples had more learning disabilities or greater speech problems than singleton children. One-third of the respondents reported being unsure of this.
2. 40% of the respondents felt that multiples should be separated if two equal classrooms were available and the twins were working at the same level.
3. 44% agreed that if one member of a twin set is failing, that twin should be retained.
4. 91% of educators either disagreed or strongly disagreed that both twins should be retained if one child was failing.
5. 92% of the educators agreed or strongly agreed that they would recommend special tutoring or intervention programs before recommending retention if one member of a twin set was failing.
6. Regarding kindergarten enrollment in the case where one member of a twin set is ready and the other child isn't, educators made the following recommendations:
 - i. One twin should start school and the other wait an additional year: 31%
 - ii. Both twins should start kindergarten: 9%
 - iii. Both twins should wait another year before starting school: 18%

PART II: BACKGROUND INFORMATION

1. Respondents completing the Educator's Survey fell into the following categories:

a. preschool/day care	8
b. kindergarten	18
c. elementary grades (1-5)	120
d. middle school/junior high	23
e. high school	0
f. college	0
g. other	5
2. 22 school principals completed this survey.
3. Length of service in the teaching profession:
 - a. 15% of the respondents had been in the teaching profession for 1-5 years
 - b. 28% of the respondents had been in the teaching profession for 6-15 years
 - c. 45% of the respondents had been in the teaching profession for more than 16 years
4. 80% of the teachers responding had one member of a twin/triplet set in the classroom.
5. 60% of the teachers responding had both twins in the classroom at the same time.
6. 44% of teachers responding said that their district did not have a written policy regarding the separation of multiples in school. 56% were not aware of any written policy.
7. 90% of educators responding were willing to supply NOMOTC with a copy of the school policy or guidelines which their district followed regarding separation of multiples in school.
8. 54% of educators were not aware of any auditory policy regarding separation of multiples in their school district.
9. 69% of the educators responding felt that multiples should be separated in school.
10. 19% of the teachers felt that separation should occur in kindergarten; 22% felt that separation should occur in the elementary grades (1-5).

11. 79% of educators reported that their college education classes dealt with the subject of multiples in school.
12. Only 8% of teachers had attended an inservice or district training session addressing the special problems of educating multiples.
13. 50% of teachers responding had read information about multiples and their education.
14. 53% of teachers have counseled parents of multiples about their children's classroom placement.
15. 5% of the teachers responding were members of a twins/triplet/quad set.
16. 12% of the educators were parents of a twin/triplet/quad set.
17. 70% of the educators responding were aware of local, state or national organizations of mothers of multiples before responding to this survey.

PART III: CONCLUSION

Educators, as a whole, seemed to be responsive to the needs of multiple birth children.

1. Most educators agreed that school assignments of multiples needed to be changed only if the separation of multiples had a direct effect on either child's school performance or adaptation to circumstances in the classroom.
2. Most educators did not feel that allowing two or more sets of multiples in the same classroom would cause extra problems or disturbances.
3. Identical twins seemed to have the most similar answers and scores on homework assignments, classroom tests, and IQ assessments.
4. Dressing multiples alike tends to compound identity issues in school.
5. Most educators recommend special tutoring or school intervention programs before recommending retention if one member of a multiple set is failing.