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The **Fédération Jumeaux et Plus** is made up of 80 local multiple birth associations around France. Its goal is to support multiple birth families.



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The bond between multiples is one of life-long mutual support,
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Recommendations on school placement of multiples

COGNITIVE DEVELOPMENT STAGES



The bond between multiples is present before any form of socialization, therefore the process of individualization of a twin or higher order multiple (HOM) is quite different to that of a singleton. The achievement of individualization for a multiple requires one to understand and guide the bond that links multiples. The cognitive development of a multiple is as follows:



-  Before 2 years old: fusion
-  Between 2 and 6 years old: complementarity
-  Between 6 and 12 years old: first stage of autonomy
-  Adolescent years: second stage of autonomy

The complementarity stage is when the children seek their own singularity. To claim their individuality, they may oppose each other and gradually develop complementary skills.

It is only once the twinship is perfectly integrated by the children (around 6 to 7 years of age) that each of the multiples will be able to develop their own autonomy.

INDIVIDUALIZATION






-  This stage requires parents and educators to accept the twinship and allow each child to develop within their own multiple birth bond.
-  The personality of each child must be allowed to develop by observing and accepting each child's preferences and inclinations

PHYSICAL SEPARATION







Placing multiples in separate classes is not a benign decision for the children and their family: it needs to be the outcome of a thoughtful process and a true dialogue between teachers and parents, as each set of multiples is different.

-  Early separation of multiples may seriously affect the children's long-term cognitive and psychological development.
-  Separation has to be carefully planned, the children need to be included in the conversation, the decision has to be made jointly with the parents and should take place at a time when the children are in a stable psycho-emotional environment (not at a time of house moving, bereavement, parental divorce...).
-  Forced separation is never a good solution in the case of a relationship deemed too close by the children's family and friends.

The choice of separation or togetherness at school must always be made in close cooperation with the family, with the wellbeing of the children at school as the only goal. The decision must be the result of a consensus between the family and the educational team and should in no circumstance be imposed abruptly. It must be prepared with the children.

DAY TO DAY IMPLEMENTATION



-  Teach multiples to manage their twin relationship in a non-exclusive way by creating friendships with other children.
-  Encourage each child to find their own personality whilst helping them in managing their twin or multiple relationship.
-  Be a mediator by helping turning their natural rivalry into a healthy competitiveness.
-  Help them to fight off any stigmatization or clichés coming from others.