

EXPLORING PARENT PERSPECTIVE ON CLASSROOM PLACEMENT OF TWINS

A Thesis

by

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PREVIEW

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ABSTRACT

Delgadillo, Bereniz, Exploring Parent Perspective On Classroom Placements Of Twins. Master of Education (MEd), May, 2022, 31 pp., 1 table, references, 11 titles.

The early childhood years are crucial for children's cognitive development and lay the foundation for future school achievement. Experiences during these years are also influential for their social and emotional development and personality growth. During the early years children benefit from experiences that impact all areas of development. The focus of this research study was to explore the perspectives of parents regarding early school placements of twins in South Texas. Parents and early childhood educators need to be aware of the impact of school and classroom placements on twins. The primary research question is: What are the experiences of South Texas parents with the classroom placement of their twins. The methodology included a general survey of parents of twins and an in depth targeted interview of a participating parent with a varied and unique experience with same and separated placements of their twins across three states. Twins' parents were surveyed utilizing a survey developed by Segal & Russell (1992). Findings demonstrate how the parents of twins surveyed are not specifically aware of school policies concerning classroom placement of twins and that most participants support same classroom placement in the early years.

Keywords: classroom placement, twins, twinship, monozygotic twins, social

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DEDICATION

This thesis is lovingly dedicated to my twin sister, Brenda. I am immensely grateful to have you by my side. You will always be the best thing that happened to me.

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