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These adorable identical twin girls, Emily and Julie are 10-years-old and in separate classes in their 5th grade in Fort Collins, Colorado. Proud

parents Ellen and Bill had these special miracles later in life after being told they could no longer have children. The girls are on the same competitive soccer team and also enjoy knitting with their mom, playing with friends and watching their older brother Tim play semi-pro Hockey. Cover photo taken by Betsy Strafach from Portraits by Betsy, www.portraitsbybetsy.com.

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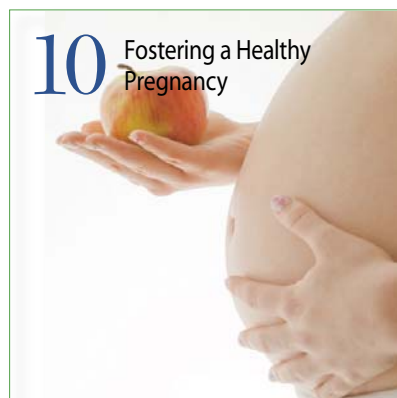
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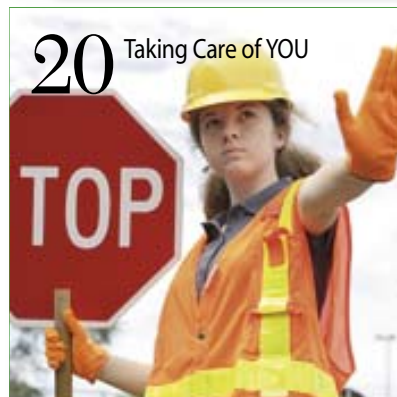
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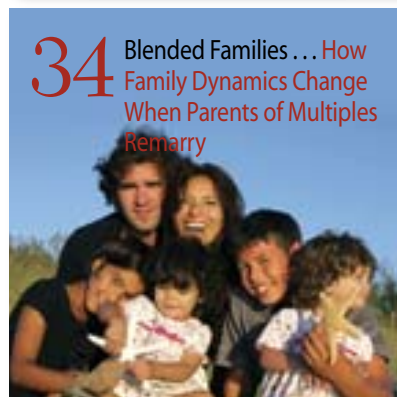
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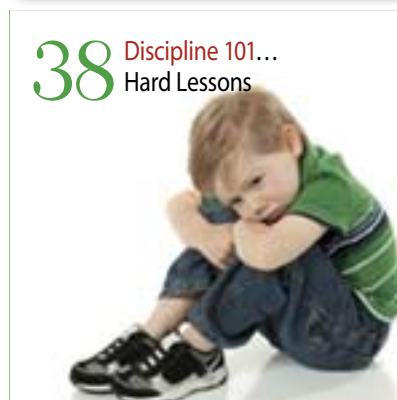
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The Great Fall Sports Shuffle...Want to Play?

It's fall and this is one of my most favorite times of the year. Not only has school started for all four of our boys but this also means we have launched the start of the Great Fall Sports Shuffle Game... It's an intense, fast-paced action packed game filled with many twists and turns and of course lots of pit stops at the gas station.

Here's how you play... To make sure each of our boys are where they need to be on any given day, my husband and I must divide and conquer and create a game plan based on the number of activities, stops and total distance needed to travel to get each son to the activity location they need to be and... if we play our cards right, they may even arrive on time!

Our 12-year-old fraternal twin boys enjoy playing different sports from one another throughout the year. In the fall, one twin plays tackle football and the other plays on a traveling competitive soccer team. Then, add to the mix our 7-year-old son who plays flag football and takes karate lessons all while dragging our youngest 3-year-old boy along for the ride.

In order to be successful at this game, it is very important to get organized for game play. Pre-season begins when we get each son's sports schedule. All practices and games are written onto our 'Play Book' aka: family calendar. Each person in the family has a color assigned to them indicating the activity, location and time. We typically divide the team into two—my husband takes two boys and I take two boys and then after a quick equipment check and a few moments in the huddle, the action begins as we fly out the door in separate directions hoping there are no penalties, fouls or delays of game.

We usually have at least two boys that have a practice or game at the same time and typically they are on opposite ends of the city (or even the state) so this is when the game gets super exciting and our success requires a great deal of energy and stamina. He cuts right, and then heads west to the football fields and I head northeast to the soccer complex happy and thankful I remembered my 3-year-old's car seat (this time) and that he was securely strapped into my car (whew!) The adrenaline really sets in when we pick up one from football, drop the other off at soccer and swing back around just in time to start karate with our 7-year-old, all while making sure the three-year-old remembers to go potty!

With proper strategy, it can be done! Success is when all boys have been picked up, nobody was left or forgotten and everyone is home safely preparing for the next big game... the Great Homework Debate—me against them...let the games begin!

This digital online issue is filled with so many great articles we know you will enjoy. We have included a very special back-to-school section that has important information on multiples in school. Even if yours are still in diapers this is important information you will need to know. This issue also includes information on how to foster a healthy pregnancy, easy foods for infant twins, and we ask the question whether you should buy two of every toy for your toddler twins? Our school-age topic this issue is how parents can handle when one twin gets an award and the other does not. We also give great tips on discipline and include an article about how family dynamics change when families with multiples remarry.

We are working really hard on our Fall 2010 print issue that will be mailed to subscribers in October. You won't want to miss our very special interview with MSNBC/NBC Chief Washington correspondent and mother of three young children including twins, Norah O'Donnell about her brand new practical cookbook she has written with her husband, Geoff Tracy, world renowned chef and owner of five restaurants in Washington DC. We also are planning a ton of other great articles and information for our final print issue in 2010. We hope you enjoy this beautiful and colorful season and have a very happy fall...

Sincerely,



Christa D. Reed, Publisher/Editor-in-Chief



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Mom's hug revives baby that was pronounced dead

Premature infant stirs to life after two hours of 'kangaroo care'

By Michael Inbar a TODAYshow.com contributor

Modern medicine often works wonders, but an Australian mom now knows firsthand the true miracle that can come from a mother's touch.

Kate Ogg was told her newborn son Jamie had died after efforts to resuscitate the premature infant had failed shortly after his birth. But when Kate was given the chance to say goodbye to the apparently lifeless baby, she and her husband, David, found they were instead saying hello to the newest member of their family.

Now 5 months old and healthy, baby Jamie and his twin sister, Emily, appeared on the TODAY Show September 3rd with their proud parents, who told the amazing tale of what happened to them in a Sydney, Australia, and hospital last March.

Loving embrace

Kate Ogg told TODAY's Ann Curry that she knew her babies were in danger when she gave birth just 27 weeks into her

pregnancy. Daughter Emily survived the premature birth, but son Jamie languished — and after 20 minutes of trying to get him to breathe, doctors pronounced him dead.

After Kate was told Jamie didn't make it, nurses placed the baby across Kate's bare chest so Kate and David could reconcile themselves to his death.

"I wanted to meet him and to hold him and for him to know us," Kate Ogg told Curry. "If he was on his way out of the world, we wanted for him to know who his parents were and to know that we loved him before he died."

But a strange thing happened on their way to farewell. After five minutes, Jamie began displaying short, startled movements. As Kate and David looked on, his movements became more pronounced.

Still, the baby's doctor told the parents any movements were purely reflex, and their son was not alive.

Kate and David nonetheless reveled in their son's movements, even though they believed he was dead. "We'd resigned ourselves to the fact we were going to lose him; we were just trying to make the most of those last precious moments," Kate said.

David Ogg told Curry the couple had hoped "for an extra minute or two" with their son, but it eventually extended more than two hours. But no one was more surprised than David and Kate when their seemingly dead son opened his eyes.

"We thought, 'What a blessing, we get to see his eyes before he passes away,'" Kate said. "But they stayed open!"

At that point, the couple began to think their baby might not be dead after all. "I think half of us said [then], 'What if he actually makes it?'" David said. "If he does, this would just be a miracle. The other half was saying, 'No, he's been declared dead, this is purely instinct.'"

'Kangaroo care'

David and Kate were practicing what Australians call "kangaroo care." Actually, it is widely practiced throughout the world, especially in poorer countries where incubators may not be available for premature babies. An infant is held skin-to-skin to their mother or father, generating heat for the newborn much like a baby kangaroo receives in its mother's pouch.

Kate had heard of kangaroo care before. "[The baby] comes out of you, and all of a sudden there isn't the warmth or smell of the mother or the sound of their heartbeat. And so putting him back on my chest was as close to him being inside me where he was safe."

Jamie continued to come around as he lay across Kate's chest. He began grabbing at his mother's finger, as well as his father's. And when Kate put a dab of breast milk on her finger, Jamie eagerly accepted it.

Kate finally began to believe her baby was actually alive. "We thought, 'He's getting stronger — he's not dead,'" she said. But the family wasn't getting any encouragement from their doctor. While the Ogg's urged hospital personnel to summon him, they were repeatedly told what they were

seeing was still just reflex from a baby already declared dead.

Kate Ogg told Curry they had to "fib" to get the doctor to return to her bedside. "We kept saying, 'He's doing things dead babies don't do, you might want to come and see this,'" she told Curry.

But the skeptical doctor still didn't return. "So David said, 'Go and tell him we've come to terms with the baby's death, can he just come and explain it.' That made him come back."

Kate Ogg told the London Daily Mail the doctor was in disbelief when he arrived back at the bedside. "He got a stethoscope, listened to Jamie's chest and just kept shaking his head. He said, 'I don't believe it, I don't believe it.'"

Dr. Lisa Eiland of the Weill Cornell Medical Center in New York City told NBC News there may actually be a good grounding in science for what seemed like a miracle. "What's important is the warmth that the mother provides and the stimulation that the baby may have received from hearing the mother's heartbeat," Eiland said. "So those are all things that may have helped the baby in terms of going down the path to living as opposed to the path of death."

For his part, David Ogg gives all the credit to his "very strong, very smart wife" for the family's now being able to enjoy raising Jamie right along with his sister Emily.

"She instinctively did what she did," Ogg told The Daily Mail. "If she hadn't have done that, then Jamie probably wouldn't be here." ♥

WE WANT TO HEAR FROM YOU!



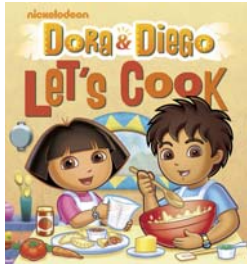
Send us your comments, suggestions, questions about raising multiples or if you need advice on a pressing subject or any other information you want to share with us and your letter/email may be included in an upcoming issue of TWINS™ Magazine. You can also send along a photo of you and your twins/multiples with your email.

Contact Christa D. Reed,
Editor-in-Chief at
twinseditor@twinsmagazine.com.

Ready, Set, Cook!

(Courtesy of Family Features)

Cooking opens up a whole world of learning for children. They learn about good nutrition, following directions, simple math and science, and a whole lot more. A new, kid-friendly cookbook makes cooking a fun adventure for the pre-school set and their parents.



"Dora and Diego: Let's Cook," (Wiley Publishing, 2010), is geared toward introducing wholesome foods that the whole family can make together. Dora, Diego and their friends help young children explore the kitchen by presenting more than 50 scrumptious recipes for breakfast, lunch, dinner, dessert and snacking.

There is a special introductory section that outlines what you need to know about cooking with children, including nutrition, safety, and age-appropriate tasks. Did you know that kids as young as two can help in the kitchen? Here are just some of the things young children can do to help make the recipes in this cookbook:

The average 2-year-old can

- Scrub fruits and vegetables
- Wipe countertops
- Dip one ingredient into another
- Crush crackers or corn chips into crumbs
- Sprinkle cheese

The average 3-year old can do those things, plus

- Pour measured liquids into a bowl
- Mix batter
- Stir or whisk ingredients together
- Cut soft foods, such as bananas, with a plastic serrated knife
- Shake a jar of homemade dressing

The average 4-and 5-year old can also

- Mash soft foods
- Measure dry and liquid ingredients
- Crack an egg into a bowl
- Shape meatballs
- Cut bread or cookie dough with cookie cutters

Recipes like Butterfly Breakfast Quesadillas, Diego's Meatball Mountain Range, Rainforest Fruit Pops and these Pirate Pizza Coins will have the kids saying, ¡Vamonos! Let's go to the kitchen!

For more information, visit www.wiley.com



PIRATE PIZZA COINS

Makes 4 servings

Kids can help by cutting out tortilla rounds, arranging them on the pan, and putting toppings on top.

Nonstick cooking spray

1 -10-inch whole wheat or multigrain tortilla or wrap

1/2 cup pizza sauce

1 or more of the suggested toppers

1/2 cup grated low-fat mozzarella cheese

Toppers:

1 cup chopped broccoli

1 cup chopped mushrooms

3/4 cup chopped sweet red pepper

3/4 cup drained pineapple tidbits

1/2 cup chopped olives

1/2 cup chopped cooked chicken

1/3 cup chopped sliced pepperoni

1/2 cup chopped ham

Preheat oven to 375° F. Spray a large baking pan with nonstick cooking spray. Using a 2- to 2 1/2-inch cookie cutter, cut about 12 rounds out of the tortilla. Arrange rounds on baking pan.

With a small spoon, spread pizza sauce on tortilla rounds. Divide 1 or more toppings among rounds and top with cheese. Bake about 6 minutes or until cheese is bubbly.



New Data on Child Car Seat Installation

Suggests a Disconnect Between Parents' Beliefs and Important

Safety-Related Realities Find the Right Seat and Install it Properly

According to a survey of more than 900 parents who currently use child car seats, more than 91 percent said they were confident that their car seat or seats have been properly installed. However, National Highway Traffic Safety Administration (NHTSA) data shows that 75 percent of all car seats are *improperly* installed.

This National Child Passenger Safety Week (Sept. 19-25) provides an important focal point for parents to learn about resources that can help them bridge this disconnect and decrease the chances that their children might be injured in a crash. National Child Passenger Safety Week is an annual NHTSA-driven initiative to "bring public attention to the importance of properly securing all children in appropriate child safety seats, booster seats or seat belts – every trip, every time."

The parents survey was conducted by The First Years®, a leading designer and manufacturer of innovative, high-quality infant and toddler products. All respondents are registered members of WhatToExpect.com, a popular pregnancy and parenting resource that takes its name from the best-selling What to Expect book series. To help reduce the number of child passenger injuries, The First Years is working to inform parents about resources that help them identify seats that are easiest to install and use, and make sure they are installed properly.

Child Car Seat Resources for Consumers

NHTSA Ease of Use Ratings – NHTSA's Ease of Use Ratings (<http://www.nhtsa.gov/Safety/Ease-of-Use>) make it a less daunting task to select easy-to-install-and-use car seats. Although all car seats sold in the United States meet federal safety and crash performance standards, they can differ greatly in their ease of installation and use.

NHTSA rates car seats from all manufacturers in four key areas:

- Evaluation of labels – examines the content and clarity of the labeling attached to the child restraint;
- Evaluation of instructions – examines the content and clarity of the instruction manual for installing and using the restraint;
- Securing the child – examines the ease of using features that pertain to securing a child correctly in the restraint; and
- Vehicle installation features – examines the ease of using features that pertain to how well the child restraint fits in a vehicle.

About The First Years®

The First Years is a leading designer, manufacturer and marketer of innovative, high-quality infant and toddler products. The First Years is the only car seat brand to receive the National Highway Traffic Safety Administration's 5-Star, highest-overall Ease of Use Rating in each of these car seat categories: infant, convertible and booster.

The First Years is the only car seat brand to receive NHTSA's 5-Star, highest-overall Ease of Use Rating in each of these car seat categories: infant, convertible and booster. The First Years seats in these respective categories are the Via™ Infant Seat, True Fit™ Premier Convertible Car Seats and Compass Booster Seats. No other manufacturer has as many Five Star overall Ease of Use Ratings.


Free Car Seat Inspections by Certified Child Passenger Safety Technicians – Most parents are not aware that car seat installation help is readily available free-of-charge in most communities. Professional advice is particularly helpful to ensure that car seats are installed and adjusted properly when moving them from vehicle to vehicle, including those belonging to relatives, caretakers and friends. Technicians and instructors certified by the National Child Passenger Safety Certification Training Program can be identified through the NHTSA inspection station locator on its Web site home page (www.nhtsa.gov). Many local fire departments and police departments also offer inspections, or can direct consumers to a certified technician.

As part of this year's National Child Passenger Safety Week, which includes National Seat Check Saturday on Sept. 25, events will be

Continued on page 35

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Fostering a Healthy Pregnancy

Nutrition recommendations for moms carrying twins or more

by Betsy McLinda

Tamara Eberlein, of Ridgefield, Connecticut, thought she was doing everything possible to ensure a healthy pregnancy with twins. However, through no fault of her own, Tamara did not have a healthy pregnancy and ended up delivering her boy/girl twins nine weeks premature.

"When we discovered I was expecting twins, I asked my OB/GYN about additional nutrition guidelines. He told me all I needed to do was gain an extra five (5) pounds," Tamara, co-author of the book: *When you're Expecting Twins, Triplets or Quads* remembers... "That wasn't enough."

Betsy McLinda is an identical twin and resident of Wheat Ridge, Colorado

Tamara said she wanted to write the book that she wished had been available when she was pregnant.

So when Barbara Luke, ScD., M.P.H., R.D., offered

her the opportunity to co-author a book about pregnancy with multiples, she jumped at the chance. Dr. Luke directed the University of Michigan Multiples Clinic.

"I do a lot of patient education," Dr. Luke says. "I teach them about their bodies, nutrition, and signs and symptoms of early labor." These visits are in addition to regular appointments with the women's OB/GYNs. Her work over the past few years, Dr. Luke has seen a dramatic improvement in the birth weights of babies of patients.

"On average, we can improve birth weight 18% to 20% for twins and 35% for triplets," says Dr. Luke, who sees between 45 and 50 patients a year. "In our program, 70% of our twin moms deliver after 36 weeks, compared to 40% of mothers who don't come to this clinic."

Helen Armer of Ann Arbor, Michigan, was a patient of Dr. Luke's when she was pregnant with triplets. At birth, her triplets were 4 pounds, 11 ounces; 4 pounds 12 ounces; and 5 pounds, 13 ounces. "All multiple births are high risk," Helen says, "You should seek out a specialist as soon as you know you have a multiple birth pregnancy."

EARLY EFFORTS PAY OFF

The pattern of weight gain during pregnancy is more important than the total amount of weight gain. The average size woman pregnant with multiples should gain:

- Twins—24 pounds by 24 weeks; 40-50 pounds total
- Triplets—36 pounds by 24 weeks; 50-60 pounds total
- Quadruplets—50 pounds by 24 weeks; 65-80 pounds total

"We don't think of the special nutritional demands for a multiple pregnancy as a burden. Instead, we see them as a means of empowerment," Dr. Luke says.

Stacy Moore of Plymouth, Michigan, went through the program. She says, "The program gave me an element of control over my pregnancy and increased my confidence to carry my twins to term." Her twins, Steven and Brandon, were born at 38 weeks weighing 6 pounds, 11 ounces and 6 pounds, 1 ounce respectfully.

Dr. Luke divides pregnancy into three time periods that differ from trimesters. Weight gain before 20 weeks dramatically affects fetal growth in the middle and late periods. Weight gain during 20 to 28 weeks immediately affects the growth of the fetuses, whereas weight

gain from 28 to 36 weeks does not affect the weight of the fetuses as much as the first and second periods.

"Your pregnancy weight is a vital consideration as well," Dr. Luke says. "If you are underweight when you conceive, you should aim to gain the additional amount of weight it would take to bring you to the normal body weight for your height and build. If you are overweight at conception time, you still must gain a reasonable amount of weight from eating the right foods. This is usually about 10 pounds less than our normal recommendations."

"I was underweight when I became pregnant with twins," says Ann Arbor native, Judy Levy, mother of fraternal twin girls who were 6 pounds, 4 ounces and 7 pounds at birth. "Dr. Luke wanted me to gain 40 pounds by 24 weeks, and I did with her help. She gave me concrete examples of foods to cure my nausea so I could eat what was recommended in the program."

The "salty-and-sweet" approach is among the treatments for morning sickness. Judy would eat some potato chips and a glass of lemonade when she felt nauseous. Soon she would feel well enough to eat foods prescribed in the program's diet.

FOOD POWER IS IMPORTANT

Dr. Luke's nutritional guidelines recommend that 40% of a woman's daily diet while pregnant with multiples come from carbohydrates (breads, cereals, pasta, dairy and fruit); 40% from fat (dairy, nuts and oils); and 20% from protein (meat, seafood, poultry and dairy).

MENU GUIDELINES FOR MOTHERS OF MULTIPLES

*Source: When you're Expecting Twins, Triplets or Quads by Dr. Barbara Luke and Tamara Eberlein

	Non-pregnant	Singleton		Twin		Triplet	
		Pregnancy	Nursing	Pregnancy	Nursing	Pregnancy	Nursing
Calories	2,200	2,500	2,700	3,500	3,200	4,000	3,700
Protein (grams) 20% of calories	110	126	135	176	160	200	185
Carbohydrates (grams) 40% of calories	220	248	270	350	320	400	370
Fat (grams) 40% of calories	98	112	120	155	142	178	164
	Non-pregnant	Singleton		Twin		Triplet	
		Pregnancy	Nursing	Pregnancy	Nursing	Pregnancy	Nursing
Dairy							
8oz (1 cup) milk; or 8 oz (1 cup) ice cream; 4		6	8	8	10	10	12
8 oz (1 cup) cottage cheese;							
1 oz (slice) hard cheese							
Meat , fish, poultry 1 oz	6	6	6	10	6	10	7
Eggs, 1 fresh	1	1	1	2	2	2	2
Vegetables ½ cup cooked or 1 cup fresh	4	4	4	4	4	5	5
Fruits ½ cup or 1 fresh piece	4	4	4	7	5	8	5
Breads and Grains 1 oz; ¾ cup cooked	8	8	8	10	10	12	12
Fats, oils and nuts	4	5	5	6	5	7	5
1 tbsp oil; 1 pat butter; 1 oz nuts							

"It's a very balanced diet," Dr. Luke says. "But, my emphasis is on animal protein from meat. It takes protein to build protein."

The recommended daily calories are 3,500 for women carrying twins; 4,000 for

triplets and 4,500 for quad mothers. This may seem impossible at first, but can easily be divided into three main meals and four hearty snacks. Examples of good snacks are a bowl of cereal with whole milk and a piece of fruit, or a whole tuna fish sandwich.

Serving sizes are also important. For example, a mother expecting quads is advised to eat 12 1-ounce servings of animal protein a day. This does not mean 12 steaks. It could mean 12 ounces of steak or an 8-

Continued on page 15

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Easy Foods for Infant Twins

by Carrie Kartman

Carrie Kartman of Albany, California, is a freelance writer and the mother of twin boys.

When my twins were 5-months-old, I was thrilled to give them their first spoonfuls of rice cereal. I was breastfeeding, so this was a milestone in my liberation from being a full-time mommy milk machine. The future glowed before me. Anything was possible and they looked mighty cute with cereal all over their chins.

When they were 6-months-old, I began worrying about what other foods they could eat, and by 7-months I was practically stopping any stranger I saw pushing a stroller down the street to ask, "What do you feed your baby?" For many months the hot topic at our twins playgroup, whenever two or more parents of the "under 1-year-old-gang" found themselves crossing paths, seemed to be what to feed our young ones. The need to find safe nutritious foods that didn't eat up our virtually nonexistent free moments with preparation was essential.

Of course there is always commercial baby food in jars. It's safe, sometimes palatable, and very convenient. Did I mention expensive? I opened far more pricey little jars than I ever thought I would because the five seconds it took to open a jar was precisely how much time I had to prepare the next meal for my ravenous duo. Sound familiar? And dry baby cereals such as rice and oatmeal are lifesavers, but you can't rely on those for absolutely every meal.

UNSOLICITED ADVICE

A well-meaning relative (my mother) gave me a cookbook of recipes for healthy baby meals filled with directions to "poach this, dice that and gently sauté the other," as though such culinary feats could be fathomed, much less accom-

WATCH FOR YOUR BABIES' CUES:

During the first year, there will be significant changes to your babies' diet. They will go from breast milk or formula exclusively to solid foods:

- When babies eat by pressing food against the tops of their mouths with their tongues and then swallowing, the food given should be extremely mushy.
- When babies start to eat with more of grinding motion, it's okay to add more thickness and texture to their diets.
- When babies' pincer grasp (thumb and forefinger) is well developed, they are ready to pick up more bite-sized pieces of food.

Although you might think baby food is bland tasting, do not season the food. Introducing salt or sugar does not allow your little ones to experience the natural goodness of the food.

plished, with my schedule. Friends who were raising and feeding a singleton baby told me in chipper tones of their exploits with fresh vegetables, a food processor, plastic baggies and the resulting neatly packaged and frozen-for-a-rainy day homemade baby food. Just the thought of it tired me out.

Through trial and error, talking to scores of other parents and a lot of label reading in the grocery store aisle, I eventually found an array of foods that with little or no preparation safely nourished my twins through their first year of life.

INTRODUCING NEW TASTES

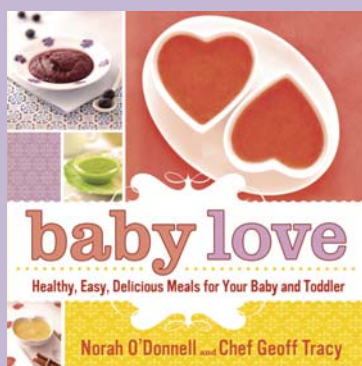
Be careful when introducing a new food. Watch to see that your young ones can handle the texture and firmness without choking. Integrate new foods slowly—about one per week—to check for allergic reactions such as rashes, vomiting or diarrhea. Also,

remember that a month or two may make a big difference in the foods your babies like and can manage.

Foods for babies from 6-months of age on: canned pumpkin; unsweetened applesauce, mashed bananas or melon; tofu (mine like the Japanese style 'silken' kind); yogurt; cottage cheese; unsalted crackers; breadsticks; mini rice cakes; cheerios, couscous, mashed pasta like macaroni or tortellini; and thoroughly steamed zucchini or carrots cut into quarters lengthwise (big favorites with my kids!)

Foods for babies 9-months of age on: shredded cheese or string cheese pulled apart into thin strips; canned refried beans (skip the lard and get low fat or vegetarian); toast with melted cheese or butter; bite-size shredded wheat well soaked in breast milk or formula (do not use cow's milk until after 12 months of age); cooked and well shopped spinach or peas; canned tuna with or without mayonnaise; matzo balls; soft polenta; and hardboiled egg whites.

Finally, if you open a baby food jar now and then, you're in good company. Enjoy your babies now, cook later! ♥



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Check out this fantastic new book called *"baby love...Healthy, Easy, Delicious Meals for Your Baby and Toddler"* by Norah O'Donnell and Chef Geoff Tracy

Now a cookbook that actually makes life EASIER for busy families today that have multiples and more! If you ever thought it was too hard to make your own baby food for your twins, you won't after reading this new book.

Written by Chief Washington correspondent for MSNBC and contributing correspondent to the Today Show along with her husband, Geoff Tracy, an acclaimed chef and owner of five restaurants in Washington DC, together they have three children (including a set of boy/girl twins age 3) and these recipes are tried and true.

You can read more about this new cookbook and about Norah and Geoff in the next issue of TWINS Magazine (Fall 2010 print issue) out in October!

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by Janet Gonzalez-Mena

TODDLERS

Christopher and Nicole struggle over a teddy bear. Each twin grips the bear's arms, desperate to pull it away from the other.

How can parents solve this problem? Should they buy two identical bears? Will that take care of it? Maybe. Does this mean parents of toddler twins should buy two of everything?

THE YES SIDE

There are two answers to this question: yes and no. It simply depends on your point of view. At first, it's a good idea to have double of everything. Toddlers aren't old enough to be able to share, so if there is only one toy and two toddlers, there are bound to be squabbles. Until children get a sense of possession, they can't understand the concept of sharing. One way they get a sense of possession is by owning things. Once they are clear about ownership, they can be taught to share. Children also get a sense of individuality when they learn to say, "This one is mine and that one is yours."

Teachers in early childhood programs understand how important it is to have lots of the same kind of toys to cut down on frustrations. At the beginning of the year, most centers

put out many duplicates and even triplicates. As the children get older the variety of toys increases, but it's not necessary to duplicate everything. By the time children are 3 and 4 years

old they can handle not having exactly the same thing as other children, but toddler multiples aren't as adept at that.

THE NO SIDE

Toddler twins are going to squabble. That's a given. It's doesn't matter how many little motorcycles you have, they'll both want to ride the same one. Those squabbles aren't about toys anyway, they're about rivalry. The way to solve the problem is not to buy more toys, but to deal with the rivalry, primarily by checking to be sure you aren't feeding into it.

When parents compare their children, they intensify their children's feelings of rivalry. Using competition to motivate does the same thing. It may seem expeditious to say, "Let's see who can get her shoes off the fastest!" or "Which one is going to finish her dinner first?"

Competition creates winners and losers. It affects children to lose, and if the 'loser' is usually the same child, she may eventually develop a self-esteem problem.

CREATIVE SOLUTIONS

Squabbling really doesn't hurt anything—it teaches children how to get along. They can even develop problem-solving skills by working out difficulties with each other. Even toddlers can come up with creative solutions if they're given the opportunity.

When Shelby trotted off on the one stick horse, Amanda was brokenhearted. She wanted to ride it. But then she found

Should you buy



a broom propped in a corner on the deck. She climbed on and rode away. It didn't talk long for Shelby to be holding out the stick horse to see if Amanda would trade. She suddenly perceived the broom as the more desirable riding toy.

If parents adhere to the rule of buying duplicates of everything for their twins, they may end up teaching them consumerism. Many parents end up overdoing it on the toys anyway.

Children who are used to having everything they want may grow up to see owning objects as a primary goal of life. Let children be inventive and creative when it comes to finding things to play with. They may surprise you.

THINK ABOUT IT

The two views are presented in the extreme to give you more to think about. Both sides of this issue have good points. Perhaps you haven't ever thought about the issue of buying toys in quite this way before. Give it some thought. You may find the best answer is to combine both points of views. ♥



PREGNANCY

Continued from page 11

ounce steak and a 4-egg omelet. Pregnant women can also get a big boost with nutritional shakes and supplements.

Another important part of the diet is water intake. Women pregnant with multiples are advised to drink at least eight 16-ounce glasses of water each day. A good way to monitor your water intake is to fill four 32-ounce jugs of water each night for the following day. Drinking enough water could help prevent preterm labor since dehydration is often a factor in early labor. "Anytime I slacked off on my water intake, I got dehydrated and started having contractions—sometimes as many as 12 an hour," says Anne Seifert of Jerome, Michigan, mother of healthy quadruplets.

PROMOTING POSITIVE PREGNANCY OUTCOMES

Dr. Luke sets a multiple's target birth weight at about the 50th percentile of the singleton birth weight, which is about 6 pounds, 3 ounces for the 36th week of gestation. "If the birth weight of your children is as close to their genetic potential as possible, it has a huge ripple effect toward starting their childhood as healthy individuals," she says.

Tamara agrees. "You can make a difference in the outcome of your pregnancy," she says. "It's not your fault if something goes wrong, but there's a lot you can do to stack the odds in your favor." ♥

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PRESCHOOL

In their best interest

by Laura Toffler-Corrie

Laura Toffler-Corrie of South Salem, New York is a school psychologist and freelance writer. She is the mother of fraternal twin girls.



School placement is such an important decision. "Of course I sometimes worry if I'm doing the right thing," remarks Katie O'Sullivan, mother of 4-year-old twins, Meghan and Ryan. "But I think it is right to insist that my twins be in the same pre-school class. After all, I know them best."

For all parents of twins, the same questions arise sooner or later: When our children begin school, should they be in the same class? Should they start out in the same class and be separated later on? Will being in the same class discourage independence? Will separation create anxiety? And most notably, if the school has a policy of separating twins, should we object?

SCHOOL RULES

You might wonder why schools adopt certain blanket policies about twins in the first place. After all, isn't each twin relationship unique? Doesn't each family deserve to participate in the decision about whether or not their twins stay together? As far as many school administrators are concerned the answer to these questions is firm yes and no.

It's not that educators are insensitive to the needs of twins—it's their job to provide the best learning environment for each student. It's just that most schools operate with a "for the good of all" philosophy and most of the time, what works for the majority of students and teachers, works for all. Many educators believe what works best for a twin is separation.

WHY SEPARATION?

Parents know that there is not just one kind of twin relationship, just one kind of twin relationship, just as there isn't one kind of relationship between singleton siblings. But most people have erroneous notions about twins. For example, some people believe that the strong bond between twins is unhealthy. Hence, twins should be separated whenever possible in order for them to develop autonomy and self-esteem. Some believe that twins are really fiercely competitive and that placing them in the same class only fosters jealousy.

Also, in cases of identical twins, a policy to separate twins makes the teachers' job easier. They aren't confused about who's who or how comparative grading will affect the children. What's more, one blanket

policy makes administrators' lives easier. They can eschew pesky family meetings that consist of haggling over which twins will be separated and which won't.

WE DID IT OUR WAY

When the O'Sullivan family enrolled Meghan and Ryan in preschool, they insisted that the children be together. According to Katie, the twins are very close and would do well in a classroom together. She also felt that separating them for their first school experience would make them anxious. "Of course the school felt compelled to go along with us. After all, we were paying them," Katie chuckles.

Unfortunately, the children's teacher wasn't supportive of the decision. Determining that Meghan and Ryan needed to be autonomous, she kept them apart whenever possible. She objected to Meghan playing with Ryan and his friends, claiming that she was missing out on relationships with other little girls. "She even labeled Meghan as codependent," Katie declares.

The O'Sullivans responded quickly. Not only did they voice their objections to the teacher and school administrator, they supplied the school with articles about twin relationships from TWINS Magazine. Ultimately, the school officials responded positively and subsequently held a seminar to educate their own faculty.

After all, isn't that what all parents of twins want—the right to choose what they think is best for their children? ♥

SCHOOL PLACEMENT OF MULTIPLES

One of the publications available from the National Organization of Mothers of Twins Clubs, Inc. (NOMOTC) is *Placement of Multiple Birth Children in School: A Guide for Educators* by Linda Hosteller Dreyer.

The guide states, "Since the incidence of multiple births is rising, educators are going to be increasingly confronted with educational issues concerning these children. Therefore, decisions made regarding the classroom placement of multiple birth children should be based on:

- Zygosity of the twins (identical or fraternal)
- Research studies
- Parental input
- Previous separation experiences
- Personality of each child within the twin set
- Articles and books on the subject

After a thorough examination of the "to separate or not to separate" question, the guide responsibly concludes with the recommendation that placement of each set of multiples be evaluated on an individual basis.

Classroom placement is clearly an issue where you must be an advocate for your young multiples. It is only reasonable for parents to expect that the education team—administrators, principals and teachers—will include them in the decision making. As the children are able to express their feelings on the subject, they should contribute to the "group" decision.

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One Award & Two Kids

by Robin Price Hutchins

Robin Price Hutchins, of Grapevine, Texas, is a freelance writer and mother of fraternal twin boys.



It's almost the time of year when schools, religious organizations and sports teams start giving out awards and recognitions. Once again, as a mother of twins, I prepare myself to rejoice for one twin while consoling the other. My husband and I have 7-year-old fraternal twin boys who are both very good at sports. But when there is one award given, it often goes to only one of them. To make matters worse, it is often the same twin who wins time and again. We have begun to be concerned about the effect on the twin left seemingly unrecognized.

Like most parents of twins, we carefully tried to keep "things" evenly distributed between the boys throughout their first six years. Now, as they get older and more involved in outside activities, it is much harder. Although we do not claim to have all the answers, here are a few suggestions that we have found to be helpful.

1. Separate when possible

It is helpful to separate twins when possible by placing them in different classrooms at school or on different sports teams.

A friend, who is an adult fraternal twin, says that we as parents place our twins in a position of competition when we put them in the same class or on the same team. Elementary-aged children do not have the "team" concept, so there ends up being an unspoken competition between players even on the same team. It is especially pronounced among twins. Children, you'll note, do not often genuinely share in the excitement of each others' performances. Because they are engaging in such a high level skill and they are still young, their focus is still on themselves and the recognition they might not get. With twins at this age, it is better for one twin's team to lose to the other twin's team than for both to be on the same team when only one gets the game ball. A personal loss becomes harder to take than a team loss.

Although separating twins is the ideal situation, and possible for some, I know it is not always workable because it adds another activity to a hectic family calendar. It also makes the parents feel as if they have to split their involvement equally between both children's activities. But there are times it can

be done without completely rearranging the family schedule. For example, last summer, we put the boys in separate classes while both attended vacation bible school.

2. Praise each child's effort and love unconditionally

Parents can praise effort more than performance. While performance is a must for professional athletes, in our homes we can emphasize effort. Effort is that good old-fashioned "doing your best," "doing more than you're asked," and "trying again and again even after failing" As parents we certainly need to praise our children's accomplishments and awards, but kids also need to know that we love them unconditionally; a love that is not based on performance. In the book, Hide or Seek, Dr. James Dobson writes of a great college football coach who was being interviewed on television. The coach's son was a successful player on his team. The father was asked if he was proud of all his son's accomplishments in the game of football. The father replied that he was very proud of his son but would be just as proud of him if he had never played the game at all. His talent was recognized and appreciated, but his human worth was not dependent upon his performance. That is the message our children need from us, especially with our twins and their varied activities.

3. Address negative feelings

When one twin goes without "official" recognition while the other receives many awards, hurt, jealousy and anger obviously can follow. Discussing such feelings is critical. Whether they are discussed openly as a family or privately between a parent and child depends on the personalities involved. For our family, a private discussion between a parent and the hurting child works best.

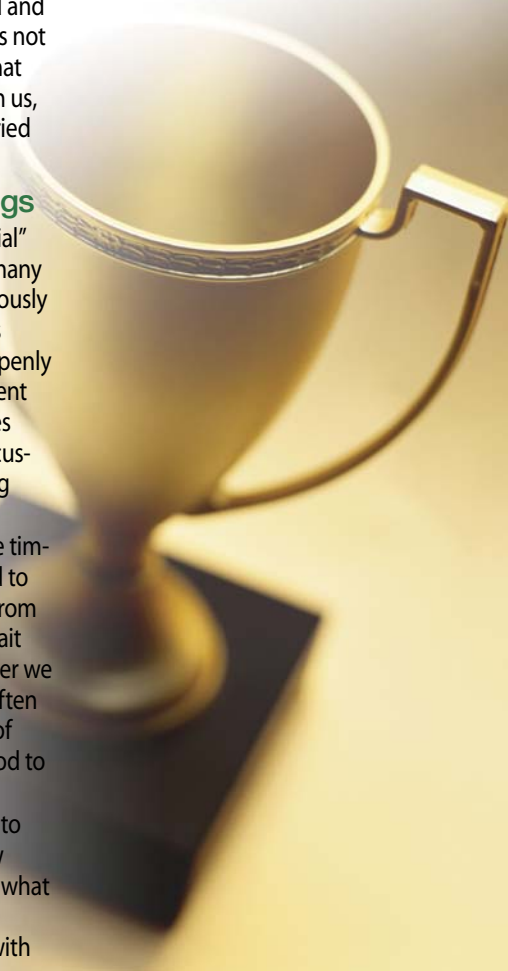
Two things are significant here. The timing is very important. It may not need to be immediately upon arriving home from award night. In fact, it may need to wait until emotions have subsided. Whether we are adults or children, emotions can often make our words like a raging fire out of control. For that reason, it may be good to wait a day or so to talk it over.

Secondly, while we encourage kids to express their feelings, we do not allow criticism of the other twin. No matter what the outside circumstances are, we are still a family and we treat each other with

kindness and loyalty. The hurting twin's feelings of being unjustly injured do not mean that he can respond unjustly. Along with being an empathetic listener, it might be necessary to help our twin to verbalize what he or she could be feeling. For example, "I know you must be feeling sad and left out, but always remember that your family loves you very much."

4. Respond to winning

In your rush to console the wounded child, remember to congratulate the twin who has been awarded, too! There are many lessons to learn in victory, including how to be a good winner. In our home, a good winner is humble and thankful in his response to others. As a parent, I often assume our boys know how to appropriately respond to others (until they respond and remind me otherwise). We have to teach them. Another lesson is that the twin who does not receive recognition ought to congratulate his brother or sister whether or not he means it sincerely at the time. Doing the right thing, of course, tends to make a child feel good about him or herself. ❤️



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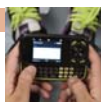
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Taking Care Personal Safety Tips for Tweens and Teens of YOU

By Susan Martinez, Author, Black Belt and
mother of five adult children including twins



I get really mad whenever I think about people who harm girls and women. Crime statistics reveal that 1 in 6 women will be a victim of sexual assault in their lifetime and 1 in 4 on their college campus! The good news is that the majority of attacks on women and girls are preventable.

How do I know attacks are preventable? Unfortunately, by experience. I am the mother of a girl who was attacked by a stranger. When my daughter Amber was 14 years old, she was grabbed off her bicycle one block from our home, thrown into this bad guy's car, and driven to a secluded area to be raped.

But things didn't go down as he planned because this bad guy hadn't chosen a "perfect victim." He chose a smart, prepared girl who had a smart mother who is a black belt and who had taught her to fight for her life if she were ever grabbed. Amber did fight back, screamed for help, escaped, and lived to tell. I am happy to report that she is 35 years old now and the mother of my two perfect, little granddaughters.

I'd like to give you a few safety tips for keeping yourself safer from harm.

Act confidently (even if you aren't). Bad men and women, "mean girls", bullies, and aggressive boys are weak people who want to overpower and pick on people who are weaker

than they are. But if you look strong and confident, they won't want to mess with you. This is how to pretend that you're confident. Stand up straight. Shoulders back. Chin up. Look people in the eye. If threatened, speak in a strong way—say things like "No, I won't!" "Go away!" "Leave me alone!" "Back off!" Report all acts of intimidation and violence to a trusted adult. A little secret: The longer you pretend you're confident, the more confident you will actually become.

Be brave, be strong. Studying a martial art or taking a self-defense course will help you become a confident, brave, and strong person very quickly. Plus it will teach you how to defend yourself if you are ever grabbed by a dangerous person.

Trust your gut feelings. If someone or something feels creepy, scary, or weird, trust your feelings! Your gut feelings are always right. Get out of there quickly!

Go out in pairs and avoid unlit areas and dangerous situations. Never, never go out alone if at all possible. Exercise, date, shop, and do everything else with a friend or two. Ask your parents if they would feel comfortable with you carrying mace with you on your keychain or in your purse. If you have

a cell phone, carry it with you to call 911, if needed.

It's okay NOT to be nice sometimes. I know your parents and teachers have taught you to be polite and nice to others. And that's wonderful. BUT...when it comes to strangers, it's safer to be cool and aloof. Avoid strangers and if one speaks to and makes you feel uncomfortable, or touches you—run away, call 911, get help.

Dangerous guys. Most guys are nice and respectable. BUT...there are many guys out there who harm girls and women. They are the ultimate bullies. Keep this constantly in mind when you go on dates: Violence of any sort (verbal, mental, physical) is UNCOOL and UNEXCEPTABLE and DANGEROUS! Get away and stay away from that person immediately. Shoving, hitting, degrading, carrying a weapon, and threatening are all acts of violence. No amount of violence is acceptable in your world. You deserve to be treated with respect always.

The Internet can be a dangerous place. Please, please be aware of the danger of entering into online relationships. Don't give out too much personal information, like your real name, address, or phone number. If you decide to meet face to face

with this person, take a parent or a trusted adult along.

If grabbed by someone, yell your head off and fight back! Then run for help. My 14 year old daughter Amber saved her life when she was attacked by fighting back and yelling for help. A man a block away heard her cries and ran to help her. The bad guy let her go and drove away.

Help others who are being harmed. If you witness an act of violence, call 911. Create a lot of noise to draw the attention to the scene. Don't keep quiet about it. Report all attacks to a trusted adult and to the police. ♥

Susan Martinez is the author of 7 books, a



second degree black belt in American Taekwondo, a certified hypnotherapist, and a

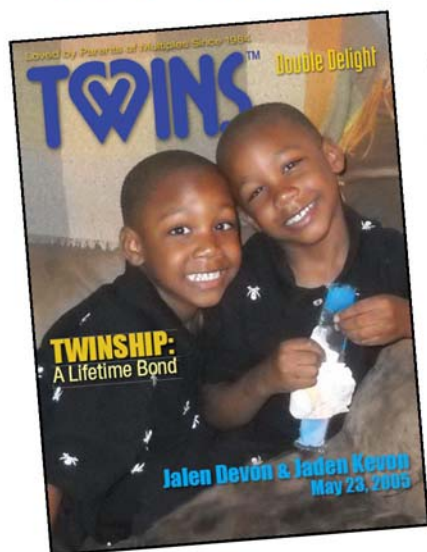
freelance press agent. She resides with her husband in a Minneapolis suburb and is a mother of five grown children including 27-year-old twins!

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Ready or Not

Helping multiples realize their unique potential



by Kaylyne S. Rice

When my 2 ½-year-old boy/girl twins entered a mother's-day-out preschool program, there was never a question in my mind about keeping them together in the same class. I have always been a big believer in the bond between twins and I was afraid that separating them would somehow lessen the strength of that bond. I thought they would grow apart—even at the tender age of two.

DIFFERENT LEVELS

When Alex and Averie entered their second year of preschool, it became apparent that Averie had inherited my powerful motherly instinct, while Alex assumed the role of big brother. Averie watched over Alex and Alex protected Averie. I thought it was wonderful that they carried their bond into the classroom. However, their teachers didn't share my joy.

Academically, Averie's mothering role began to interfere with Alex's progress. For Averie, learning came easily. She

grasped and retained everything she was taught. Alex, on the other hand, would listen attentively, answer appropriately and try to color within the lines, only to discover that his brain space was better utilized by thoughts of Batman and other Super heroes. Averie instinctively sensed his lack of concentration and began answering questions for him helping him color in the lines.

When they brought their brown paper bag alphabet puppets home, Averie would proudly admit that she helped Alex color his. This mothering trend continued through all three years of preschool. Alex always knew Averie would help him if he got stuck.

KEEPING THEM TOGETHER

Kindergarten was approaching and the decision to keep them together or separate them weighed on my mind. I talked to their preschool teacher and she felt that since they each had their own friends and pretty much went their own way in class, they could stay together. The principal at their elementary school didn't agree. She felt they might rely on each other too much, stifling their own abilities. Almost everyone I talked to thought entering kindergarten was the perfect time to introduce separation. I, however, stood firm. They would stay together, at least during this critical first year of transition to real education.

A DIFFERENT TRANSITION

Kindergarten proved to be a difficult transition for both of them. They went from a class of 10 to a class of 27 and from three half days a week to five half days, leaving friends they had known almost their whole lives. Averie's transition was the most apparent. She became shy and introverted. Surprisingly, she no longer picked up the slack for Alex. She was trying to carve out her own space in this new environment. Without Averie's motherly attention and academic assistance compensating for his less-than-perfect attention span, Alex began to realize that other kids knew the alphabet, but he didn't. He started shrinking into the background, never raising his hand or participating in class.

Alex is an extremely bright little boy. He rode a bike without training wheels when he was three. He can navigate his way through a computer program and is very proficient at his Sony Playstation. It's just that learning his ABCs didn't take priority. Averie needed training wheels, hated computers and despised even the sound of video games. But she loved writing and memorizing her ABCs, coloring within the lines and sounding out words.

As the months went by, the twins began to adjust and make friends. Averie began to flourish in all academic areas. But Alex couldn't get to the ABCs.

QUESTIONING TOGETHERNESS

Having four children before the twins, I never had a problem with holding a child back a year if necessary. I did it with three of my four kids, one being in third grade. The fourth

child has a September birthday, so it was easy to keep him in preschool an extra year. But now, I faced a problem I hadn't encountered before. What would I do if Alex needed another year to mature, but Averie proceeded to first grade? Did I do the right thing by cementing that bond between them so securely that now the decision would be to err on the side of caution by holding them both back? I knew in my heart this would be unfair to Averie, but it would also be heart-wrenching to watch Alex continue to struggle.

After much deliberation, anxiety and faith in my instincts, I told their teacher that I would not, could not, hold Alex back and promote Averie. Either they stayed in Kindergarten together for another year, or we could begin working one on one with Alex and see if he progressed enough before the end of the school year to move with his class to first grade.

Reprimanding myself for allowing my fear of breaking their bond to take precedence over their emotional well being, I was determined to help Alex realize his full potential. I took him shopping for "fun" things that would reinforce the alphabet. He chose flash cards and an alphabet train puzzle. I also talked to a friend who sells educational toys and found a computer program that sounded like it fit the bill.

Alex and I went home armed with the alphabet in all different sizes, shapes and formats. He didn't even realize it was learning we were after. He just thought I was being an awfully nice mom and buying him some fun stuff. Averie sensed our preoccupation with teaching him the alphabet. Whenever Alex had enough tutoring, he would start to cry and Averie would whisper in my ear, "Mom, don't worry. He'll be ok!"

ALL CAUGHT UP

Four weeks later, Alex's teacher called me and said the transformation was incredible. He no longer shrank back in class. He raised his hand and beamed the response. Something finally clicked. Maybe he just needed to grow a little older. Maybe he was finally adjusting to being on his own without Averie's support. Maybe it was the fun alphabet tools we used. Whatever it was, his teacher no longer felt he needed another year of kindergarten. If we continued to work with him throughout the summer, she felt he would be more than ready to start first grade.

LESSONS LEARNED

If I could go back in time to when Averie and Alex were in preschool, I probably wouldn't take Averie's mothering so lightly, allowing Alex to relax, knowing she would back him. I'm also trying very hard not to be afraid of breaking a bond I know in my heart can never be broken—certainly not by classroom separation.

Will I keep them together in first grade? Absolutely—and in second and third grade, until they decide they would like separate classes. ♥

Kaylynn S. Rice, of Woodbridge, Virginia, is the mother of seven children, including boy/girl twins.

The Classroom Placement Decision

A Tale of Two Sets of Twins

by Christina Baglivi Tinglof

For many parents of twins, deciding upon classroom placement for their school-bound twins is difficult. The process is often filled with a bit of uncertainty, strong emotions, and loads of questions. But what if you could hear how two families, each with an opposite approach, made their decisions? What follows is a tale of two families, each with a set of twins who recently finished kindergarten. Both families took a different road—one choosing to keep their twins together; the other deciding that separation was best. The good news is that at the end of the year, both families were confident that their choices worked best for their children. Read their stories and perhaps their experiences will inspire you.

MAKING THE DECISION

"When the girls were infants and probably up to age two, I thought I'd never separate them in school," says Pamella Attuso of her six-year-old fraternal twin daughters, Allie and Laney. "I just couldn't imagine them missing their sibling so much as they were together all the time. I felt that it would somehow keep or make their bond stronger as twins if they were together."

But all that changed for this Ft. Meyers, Florida mom when she attended a panel discussion consisting of older twins and



Pamella Attuso's girls are Laney (left) and Allie (right)

sponsored by her local Mothers of Multiples club. Varying in age, gender and zygosity, the panel fielded a host of questions from club members but the evening turned even more interesting when the topic of classroom placement came up. "It was amazing but everyone on the panel suggested separation," explains Attuso. The group universally agreed that twins had a much better opportunity to shine on their own academically and socially if they were in separate classes. "This really hit home with me," remembers Attuso. "It was refreshing to hear directly from people who had lived it. I was totally swayed and changed my mind." It was after that evening that she and her husband decided that Allie and Laney would start kindergarten in separate classes.

When deciding on kindergarten placement for her six-year-old identical twin boys, Andrew and Jacob, Linda Scotto also focused on her twins' strong bond. "I always knew I wanted to keep them together in kindergarten and grade school as they're close buddies and would transition best with each other to depend on," she says. But Scotto's also quick to point out that her sons are neither dependent on each other nor needy. For instance, they never answer questions for each other. "They're just close brothers and complement one another," explains the Castaic, California mom. Like Attuso, Scotto worried that if her twins were separated they wouldn't open up as easily to their classmates because they'd be wondering what the other twin was doing. "I wanted them to have each other as they started a new school experience."

Even a group of teachers who are friends with Scotto couldn't convince her to separate her twins. "They said that my sons needed to develop individually, which I've heard a thousand times," she says. "But I knew that they had been developing independently. They look very much alike but have very distinct personalities." Her friends also warned her that the boys' teacher would have a hard time telling them apart, or worse, compare her boys academically especially if one did better in a subject than another. Scotto didn't buy those excuses either noting that it's a teacher's responsibility to appreciate each child's individual qualities. "It's a teacher's job to learn about each child in her class, to discover each child's unique traits and characteristics."

Although Scotto and her husband were confident in their decision to keep their boys together, their school district wasn't as they routinely separate all twins. It was just one more hurdle for Scotto to cross but she handled that confidently as well. She called the principal right before the start of the school year and asked to meet with her to discuss

their concerns. "I came very prepared with research articles under my arm and the determination of a mama cub," she says. After Scotto calmly explained her position, the principal agreed to keep the boys together as long as Scotto was open to separation if the teacher had any problems. Done! Andrew and Jacob would be together for kindergarten.

A POSITIVE YEAR FOR ALL

The school year didn't disappoint for the Scotto twins as each interacted easily with their fellow classmates. Throughout the year, Scotto explains, each boy had a group of buddies separate from his cotwin but also played together at various times. "If you'd ask them who was their best friend, each would name two or three kids before naming his brother," Scotto adds. Furthermore, Andrew and Jacob's teacher never had an issue or concern with both boys being together. She did, however, often confuse one for the other and finally requested that Scotto dress them differently (she did).

Allie and Laney each thrived in their separate classrooms, too, both getting on the school's honor roll and receiving individual awards for different achievements. "Laney was recognized for fitness from the PE teacher and Allie was chosen for exemplary art," says Pamela Attuso. "Each girl made her own friends and had her own experiences." Attuso also believes that having her daughters in separate classes has made them even closer to one another as sibling competition was greatly lessened. "I think that they were at a time in their very young lives that they wanted things of their own, even if it was an experience and not a toy that they had to share," she says.

But the Attuso girls had plenty of opportunity to see each other during the school day, too. "They'd always tell me about seeing each other in the halls or at special functions at school," says Attuso. "They've never expressed sadness about not being together nor have they asked to be in the same class."

HOW THEY HANDLED HOMEWORK

One of the biggest advantages of having your twins share a classroom is that they have the same homework assignments, and for the Scotto family, that was a definite plus. Furthermore, Linda Scotto liked the idea of having just one set of rules to follow. "In talking with my neighbors," she says, "I learned that each teacher has a totally different style of teaching and homework expectations."

Yet Pamela Attuso used her girls' different homework assignments as a way to bond with her daughters individually and tackled their nightly tasks separately. "One would stay in the playroom watching TV or playing with Dad while the other did homework with me. Then we'd switch," she says. "It's a commitment from the parent to set aside that time every night and it's not always easy. But because of this one-on-one time, I really felt in tune with each academically."

Both families did have their homework challenges, however. For instance, when Linda Scotto's boys did their



Linda Scotto's boys: Andrew (left) and Jacob (right)


homework side by side, occasionally one would give answers to his cotwin but Scotto got wise and separated the two when it was time to work.

On the other hand, Pamela Attuso often heard, "Why do I have more homework than she does?" but tried to keep the evening upbeat and fun. "I just tried to tell them that each teacher has a different way of teaching the same things," Attuso says. To help curb the whining though, she alternated who did their homework first by keeping tabs on a "Who's First?" calendar. "This started when they were little with who would brush their teeth first. The concept has expanded to who gets to do homework first, and who gets to shower first. This way Mom doesn't have to remember!"

LOOKING TO THE FUTURE

Both families feel no need to change their classroom placement strategy for first grade, although Linda Scotto thinks she may find herself battling her school district once again. For the time being, however, both families are basking in the glow of a successful year in kindergarten and each is reflective about their individual choices.

"It's very easy to lump twins together because they're always side by side," says Pamela Attuso. "But can you imagine if every milestone you hit had to be shared with a sibling? I feel that as they each hit milestone in school, they can celebrate those achievements alone without the comparison to a sibling."

Linda Scotto has a different take on it all. "I know that they would be fine separated but I do believe they're great buddies and look out for each other," she says. "Why not have your best buddy on your side? How special and unique is that?" 

Christina Baglivi Tinglof lives in Southern California and is the mother of three sons, including 13-year-old fraternal boys and an 11-year-old singleton. She's also the author of *Double Duty: The Parents' Guide to Raising Twins*, and *Parenting School-Age Twins and Multiples*. Her website is www.talk-about-twins.com.

Double Hungry

Double Delicious

Good-for-you snacks to make with your twins

by Charlene Patton

“I’M HUNGRY! I’M HUNGRY!”

Double voices chime in unison as mom shakes her head thinking to herself: We just ate! I just finished cleaning the kitchen! I just turned out the light! Sounds familiar, doesn’t it? Young twins have frequent hungry appetites. Children have small stomachs and usually want snacks to hold them over until the next meal. Two or three healthy snacks each day will help provide the important nutrients twins need, as well as help keep them satisfied. To get your twins’ appetites on a schedule, serve snacks at about the same time each day.

The U.S. Dietary Guidelines recommend that children 2 years of age or older eat a variety of foods to provide the many nutrients needed for good health. If you’re unsure of how much your child should be eating a day, ask your doctor for some helpful suggestions or visit the Consumer Information Center’s website for more information on Dietary Guidelines in the U.S.

Healthy Choices

Answering double hungry squeals can lead to reaching for the quick and handy snack foods. Convenience sometimes means added fat such as cookies, chips and candy. For obvious reason, foods high in sugar and fat should be eaten less often than other foods. Believe it or not, there are plenty of healthy snack alternatives that actually require very little preplanning. By preparing healthy snacks, not only are you providing your twins with good nutrition, you’re helping them develop good eating habits.

Learning to make good food choices is a lifelong gift you can give special little ones. When the howl for cookies, candy or their favorite snack, remind them that their little bodies need a variety of nutrients and that no one food has all the nutrients they need.



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TRY THESE GREAT TASTING RECIPES WITH YOUR MULTIPLES...

Double Berry Shake

- 1 cup of strawberry nonfat frozen yogurt
- ½ cup of sliced strawberries
- ½ cup 2% low fat milk

Place all ingredients in the blender. Cover and blend at medium speed until smooth. Pour into glasses and serve immediately. Makes 3 (1/2 cup) servings



Yogurt and Veggie Dippers

- ½ cup plain nonfat yogurt
 - 1 teaspoon ranch salad dressing dry seasoning mix
- Mix all ingredients

Cover and refrigerate at least 1 hour

Makes ½ cup

Vegetables

- Carrot sticks, curls, coins
- Broccoli, Celery fans, Zucchini wedges, Cherry tomato halves, Yellow summer squash slices, Green or red pepper rings, Cauliflower buds, Asparagus tips; Turnip cubes, Jicama sticks

Arrange a selection of the above vegetables on individual snack plates. Serve with yogurt dip for dunking.

Fruit Kabobs

- Apple slices, Banana chunks, Strawberry halves, Peach slices, Pear slices, Mandarin Orange slices, Orange sections, Grape halves, Pineapple chunks

Vanilla low fat yogurt

Select three fruits from above list and arrange on flat toothpick. Dip fruit in vanilla low fat yogurt.

7 Steps

to protect children from the danger of sex abuse from 'Darkness to Light' by Cindy Bryant



The new school year is upon us. Parents are once again filling up their calendars with all the activities that will consume the new school year. Children are begging their parents for the latest and greatest fashions, and they are asking for the coolest school supplies so that they will fit in with their peers. We want to do right by our children by making their school experience a positive one. There is always a fine balance between providing what our children need and what they want. This is a busy time for many families. Children and caretakers are going in different directions. Parents are relying on family members, neighbors and friends to help with childcare and transportation to and from activities. Children need to feel safe and secure! How can caretakers ensure that these basic needs are met?

It is an adult's responsibility to do their best to provide a child's safety. Darkness to Light, a national non-profit organization has developed a program called "7 steps to Protecting our Children." Their mission is to diminish the incidence and impact of child sexual abuse, so that more children will grow up healthy and whole.

The 7 steps are:

- 1. Learn the facts.** Understand the risks. Realities, not trust, should influence your decisions regarding children. It is estimated that 1 in 4 girls and 1 in 6 boys are sexually abused before their 18th birthdays.
- 2. Minimize opportunity.** If you eliminate or reduce one-adult/one-child situations, you will dramatically lower the risk of sexual abuse of children. More than 80% of sexual abuse cases occur in one-adult/one-child situations.
- 3. Talk about it...** Children often keep abuse a secret, but barriers can be broken down by talking openly about it.
- 4. Stay alert.** Don't expect obvious signs when a child is being sexually abused. Learn the physical and emotional signs that will alert you to a problem.
- 5. Make a plan.** Learn where to go, whom to call, and how to react. Don't overreact. Trust in yourself.

6. Act on suspicions. The future well-being of a child is at stake.

7. Get involved. Volunteer, teach others, and financially support organizations that fight the tragedy of child sexual abuse.

Darkness to Light has a website that provides information about their program (www.darkness2light.org) and a national helpline, 1-866-For-Light.

Asking the tough questions can be uncomfortable. Parents have a powerful voice. Your choice to carefully investigate any program that serves children can truly make a difference and keep your child protected. Asking child serving organizations if they have policies and procedures in place regarding one-child/one-adult situations is necessary. Parents can be informed, ask questions and make a stand to protect children. Asking these questions before you sign your child up for recreation programs, music lessons, art classes, etc. will show that you are a concerned parent and will give you the confidence in leaving your child.

Take the time to talk about safe and unsafe touches. Educate your children regarding how to say no to unsafe and unwanted touches. Talk time should not be a one-time thing but rather an ongoing dialogue. Talk to your kids about where to get help if you are not the adult that is supervising them. The more you talk to your children the more comfortable they will be with the subject.

The elementary years should be filled with laughter, learning, and healthy relationships. By taking the about steps, you will better protect your children's safety and security and you will provide them with a healthy and whole childhood.

To learn more about the Darkness to Light program log onto www.darkness2light.org. ♥

Cindy Bryant, is a school based prevention specialist and Darkness to Light trained facilitator in Fort Collins, Colorado and mother of three.



Classroom Quandary

by Tina Kapinos

Cutting
through the red
tape to meet
everyone's needs

Twin girls Sam and Alex Bullington attended preschool together, but when it came time for kindergarten, school officials said they had to be in different classrooms. Their mother, Betty, of Colorado Springs, Colorado, went along with it. "The second week of school," Betty remembers, "Sam's teacher called me and said, 'I don't think Sam belongs in kindergarten.'" Betty talked to Sam's preschool teachers who said there was nothing more Sam could get out of preschool. So Sam stayed in kindergarten. When April rolled around, Betty and her husband met with the principal and their daughter's teachers to talk about Sam's and Alex's special-education needs. The teachers believed that both girls were ready for first grade.

But the next year Sam again struggled until finally hitting her stride in January. “I thought, Sam takes half of a school year to feel comfortable in class, and then she takes off. I don’t want to do it anymore. I want to put them back together.”

The girls’ special-education teachers noticed that the twins seemed to do better when they were together in their special-education sessions. Still, partly because the Bullington girls look exactly alike, she met with some opposition and had to push to get Sam and Alex into the same classroom, Betty says “Sam just took off at the beginning of the school year.”

If you look at the research about whether twins do better in school when they’re separated or when they’re together, the results are mixed, says Brian Bartels, the father of the 8-year-old twin girls, and a nationally certified school psychologist for Howard County Public Schools in Maryland. This indicates that parents and school officials have to look at each case individually. “I think sometimes the administrators think that they’re putting an emphasis on helping the kids individuate, and that’s misguided,” he says. “Because if you’re really trying to help them become healthy students, then sometimes the stress you’re adding (by separating them) is actually inappropriate for that.”

SEPARATE OR TOGETHER?

Bartels outlines several situations where parents would want to separate their multiples:

- If one child hinders or negatively affects the other
- If the multiples feel a lack of privacy
- If people are insensitive when they compare the twins
- If higher-order multiples display behavior that’s disruptive to the classroom when they’re all together.

In some cases, such as when one twin is more outgoing and ready to separate and the other one tends to be more shy and dependent, you have to look at where the greatest benefit lies and provide support for the other child, says Bartels’ wife, Susan Bartels, Ph.D., director of the school psychology graduate program at Towson University in Maryland. “If you think the shy child is going to end up with school phobia because the twins absolutely can’t be separated, then I think you put them together, but you make sure that your more outgoing child is in art lessons or soccer or something without her sibling,” she says.

On the other hand, if the outgoing child is adamant about wanting to be separated, then you may want to separate the twins, but make sure the shy child has some time together with her sibling, such as having lunch together.

Susan Bartels notes that her twin daughters took several months before they interacted with other children at their preschool. In their all-day kindergarten, they were separated in the morning and together in the afternoon—an arrangement that, looking back, the girls say worked well for them.

Their father, Brian Bartels says that though the girls are fraternal, they look a lot alike and they wanted to be separated because of that. “When other kids see us,” they told their

parents, “they think that we think alike, and we don’t like that.”

GETTING THEIR INPUT

Parents should ask their multiples whether they want to be in separate classes, Susan Bartels comments. That is what Maureen Knight of Buffalo Grove, Illinois, did before separating her 4-year-old boy/girl twins, Marcus and Jessica in preschool.

Maureen had already separated the kids for short, 45-minute classes because of Jessica’s behavior. Marcus is outgoing and makes friends easily, while Jessica tends to be shy. When Marcus would start talking to other children and ignoring his sister, Jessica would get angry and react aggressively.


What prompted Maureen to separate her twins in preschool was the day Marcus rushed into the preschool transition class and started talking to his friends, leaving Jessica alone. “She spent the whole class doing nothing but being sad about Marcus,” Maureen says. When asked if they’d like to be in separate classes, Marcus said no, but Jessica, to Maureen’s surprise, said yes. She started by putting them in separate classes for a summer day camp and though it took a while for Jessica to adjust, Maureen found that arranging a play date with a classmate really helped her daughter. Now, after being in separate preschool classes, Jessica’s social skills have improved greatly.

STEP BY STEP

Elaine Donnelly of Peabody, Massachusetts, note that she was very adamant about keeping her 6-year-old twins together through at least first grade. Connor was dependent on his more outgoing sister, Cayla, who often dragged her brother along and got him involved in activities. When Elaine found out just a month before school started that her children has been placed in separate classes, she asked the school to reconsider and put them together in the same classroom. But as the year progressed, she started to think about separating them when they moved on to first grade. She decided to make the change after each of her children told her that they wanted to be in different classes the following year.

Cayla was keeping tabs on her brother, commenting on the work he brought home and whether he was doing it right. That was very frustrating for Connor. But while Elaine feels that Connor is now ready to be separated from Cayla, she is concerned about the differences in her children’s abilities.

Elaine says her daughter is definitely ready for first grade, but she’s not sure that her son is. Still, she prefers to hire tutors to help Connor keep up rather than hold him back.

Parents should remember that they are not bound forever by their decisions, Susan Bartels says. “You take it step by step and look at what’s best at that point in time.” 

Tina Kapinos of Buffalo Grove, Illinois, is a freelance writer and mother of three including identical twins boys.



We recently polled our e-Delivery newsletter subscribers about two very hot topics for school-age multiples and here are just a few of the numerous responses we received to these two questions:

- 1) Are you keeping your twins/multiples together in the same classroom or are you separating them? Please indicate what grade they are entering; if this is the first time they are together or separate and your reasons for making this decision and;
- 2) We want to get an idea of the estimated costs families with twins/multiples have spent on school supplies for their kids so far. If you have school-age multiples, please send us your feedback regarding the cost of schools supplies...

Hi Twins magazine,

Well, I have 6 years old twins, Luka and Olivia. They have been together in the same class at daycare and kinder garden since they were 18 months old. For me it was very important during those first years that they stay together, as it was already hard for me to leave them to go to work and it made me feel better knowing they had each other.

However, there was no question for me that, as soon as they were going to 1st grade they will be separated. At this point we start grading children and I do not want them to start comparing their grades, their homework, etc. I kind of went a step further and I am sending them to two different schools, now I know for sure that there will not be any competition, as my boy is very competitive and each of them will have their own friends, teachers and different homework, even their schools supplies are different. Now that they are older, I am expecting them to blossom and reinforce their own personalities on their own, without the watching eye of the twin sibling. I will have to see how this turns out, I am hoping for the best!!

Monica
Montreal, Quebec

1) my twin boys are entering 2nd grade and while we have not received their classroom assignments yet, I believe they will be separated. When they entered kindergarten, the school assigned them separate classes, but at my request they were placed together. That decision worked well for them as they were eased into the life change. We also saw how they interacted together that year and made the decision to separate them for 1st grade. We prepared them for it all year and things went very smoothly. One tends to lean on the other and let the other answer for him, so it is in his best interest to have separate classrooms and separate home assignments.

#2) our district implemented a dress code starting last year, so our clothing options are quite limited. They can still wear their same shorts from last year, but one of the boys needed 3 new pairs of pants which I got on sale for \$11.00 at The Children's Place. I also bought them a few new short sleeved polo shirts totaling about \$30.00 and socks for \$10.00. They also each got a new backpack for \$25.00 each and still need a lunch box and reusable cup for taking drinks. They are not required to buy any notebooks, crayons or anything like that. They are given what they need at school or we may get a note after they

start school about a few things they need. It seems we have spent about \$130.00 so far and will likely spend about \$15.00 per lunchbox and \$12.00-15.00 on each of their cups. Shoes are the last big item that we still need to get. It is hard to find mostly white sneakers or nice solid brown shoes that they like and are comfortable. I will likely spend \$35.00-\$40.00 on each pair of shoes for a maximum total of \$160.00. It looks like our grand total is just under \$400.00 this school year. Ordinarily I'd be happy with that amount, but this past year has been so tough financially, I'm amazed we're actually making it work. 4 more years and I'll have another added into the mix.

Thanks!
Amy Shonk
Mom to 7 year old twins (Justin & Alec)
and 17 month old Zachary

Our boy/girl twins, now 9 years old were apart in preschool. I had intended for them to be together but the school placed them with different teachers. I was going to protest and fight to get them in the same class, until I met their teachers. I realized that the teachers' personalities were a great fit with each child they had been assigned. They were in different classes for the next two years and had an outstanding preschool experience.

My children were together in the same classroom from kindergarten until 3rd grade. This choice was more due to us picking a track in our year round school that fit family vacations, than any strong feelings about them being together. This particular track had only one class for each grade. The twins did not have any behavior issues with each other, which is often the reason other members of my multiples club separated their twins. My children usually function independently from each other at school, to the point where other parents did not realize they were related.

They do have very different learning needs. This year we have decided to have one child repeat 3rd grade while the other continued into 4th grade. The decision was made by us, not the school. While I believe we have made the best choice for our daughter, based on her needs, I agonized about her not being with her twin brother through the upcoming adventures of going to middle school, being in high school and graduating together. Her being a twin made this decision so much harder for me. It was surprisingly difficult to separate my feelings about their identity as twins from her individual needs.

My search on the internet did not come up with any information about retaining a twin and the long term effects. Research on retention finds that many of the children become drop outs, which is why our school district advocates for continuing. My personal belief is that if a child had learning disabilities that need to be addressed, retention is not necessarily the answer. The disabilities do not disappear even if the school work is at a more appropriate level. Our school's special education teachers have assured me that she will continue to be served according to her IEP (Individual Education Plan).

I read many online anecdotes about retention being very successful. It seemed to me that the children who had a positive experience with retention were held back because of

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Are things getting too hectic in your life? Define your focus

by Joann M. Amoroso

When I was growing up, my mother had three baskets of ironing. She called them her “have-to-be,” “should-be” and “can-be-let-go” baskets. She would try very hard to make sure the clothes in the “have-to-be” basket made it back to the closet during the week. We occasionally wore a “should-be,” but normally just on special occasions. She was busy raising three little children and staying active in her community. Needless to say, I never saw the “can-be-let-go” pile go anywhere but to Goodwill. She even managed to turn the tasks that she could not complete into good deeds.

THINGS “TO DO”

Last weekend I had a “to do” list that really seemed endless, there were the typical weekly activities like grocery shopping and laundry, but I had also let a number of things slide that were beginning to pile up. We had missed three friends’ and one nephew’s birthdays. When I say miss, I mean like a bowling ball in the gutter of the third lane over from where you were aiming. Weeks were turning into months and if we were going to remember these birthdays for this year we had to do something. Then we needed to get the kids outfits for the visit to the photographer that was scheduled first thing next weekend. I had scoured the closet and had come up short. Nothing fit, literally or figuratively, for the special picture.

Then there was the grass in the front yard. It had exquisite shades of brown in various patches that looked like a modern art piece gone bad—very bad. It was in desperate need of attention. We needed to balance the checkbook—or at least see if it was anywhere near level. There was also the matter of five sets of pictures to be put into the album, an emissions test due for the car and that promise I made about getting the last of the “baby safety” items for the living room. We also wanted to call Jack’s mother to see how she was doing. The list terrified us, because we knew that several things were not even written down.

THIS WAY AND THAT

The kids were up at 6:30 a.m. and ready to play. Then we had breakfast and went to story time at the library. When they went down for naps, my husband and I went back over the list. Jack took off for the lawn and garden shop while I did some quick catalog shopping. The birthdays were done in three phone calls. The stack of catalogs drives Jack crazy, but it sure came in handy that day. When Jack got back I left for the mall and the grocery store. I stopped on the way for an emissions test. I always like to take tests that I know I can pass. The car did not let me down.

Three outfits, one sack of baby “safety items” and eight backs of groceries later I returned to find Jack and the kids playing

before lunch. As we put away groceries, we called my mother-in-law and went on to lunch. I use to think I was a master of multi-tasking. Now I know that I did not even know what that meant.

FOCUSING ON PRIORITIES

The checkbook and the pictures sat on the desk all weekend and were still there when I last checked. We went to the park instead.

I think about my mother a lot as I am raising my three little children. Looking back, I marvel at what she did in her life and how she did it. She was not a saint nor was she perfect. She was very human, loving and wise. I came to realize that it was not just ironing that she had in those baskets. She put everything she wanted to accomplish into three neat piles. She was the master at prioritizing, though she never would have described herself that way.

She made sure her family came first, then her friends, then her community. She never lost sight of what was important. When I think about what I want in my “have-to-be” basket, almost all the wrinkles in life easily slip into the pile labeled “can-be-let-go.” ♥

Joann Amoroso of Englewood, Colorado, is an operations manager and the mother of triplets.



Have-to-be



Should-be



Can-be-let-go

Another Fine MESS

by Bill McGee

Before I met Lisa, I lived in bachelor apartments that could be charitably described as Spartan. Getting married and having our twin daughters, Katie and Sara, changed all that. Naturally, our daughters were the cutest, most lovable munchkins we had ever seen. They also have turned out to be the MESSIEST monsters we had ever experienced. And I lived in a college fraternity house.

We should have known what we were in for from the beginning. You don't expect great generosity from infants, but whenever we opened up a dirty diaper, both of ours seemed extremely willing to share whatever they had—even on my clean white shirt front from a foot and a half away.

That trend continued. Like the night I was standing by the fireplace on the family room carpet (the expensive upgrade, naturally), holding 4-month-old Katie, and she decided to upchuck dinner all over me. It was kind of like being in the middle of a mine field.

Taking a step in any direction could be disastrous, but I couldn't just stay where I was. So, dripping with baby slime, even on my feet, I awkwardly minced over to a tiled area, knowing I was leav-

ing a trail of disgusting crud. This is one of those situations not covered in "Hints from Heloise."

WHISTLE WHILE YOU WORK

And speaking of annoying icons of domestic order, how about that Snow White? Oh sure, always cheerfully cooking and cleaning, mending and scrubbing. She's enough to give a parent a complex. I was reading this fairy tale to our daughters one night when we came to a picture of the pre-Snow White dwarf's domicile, with its sink full of dirty dishes, unmade beds and cobwebbed corners. Sara piped up, "Hey, Dad, that house looks like ours."

Thanks, kid. Naturally, the kitchen is one of our favorite places for messes. We all know there's no use crying over spilled milk, but what about ground beef that has derived its name from frequent contact with the floor? Or scrambled eggs that got that way long before they saw the inside of a frying pan.

Of course, with the girls 4-year-old now, we've had all the usual messes—spaghetti in the hair, cookie crumbs all over the floor and pieces of eggplant stuck to toddler bottoms. In fact, for the first couple of years, our main reason to eat out with kids was

not to enjoy a family social event, but the realization that somebody else had to clean up the disaster on the floor.



GLAMOUR AND GLITTER

Adding to the mix now are preschool art projects, which come home in such forms as large black paper spiders covered and red glitter. Extricating said arachnids from the kitchen one night, I noticed red glitter on the counter, in the dishes, strewn across the floor and in various portions of Katie's clothes.

It's kind of like the pot of still-liquid cherry gelatin that I knocked off the top shelf of the refrigerator one day. It hit the floor in one of those movie-like, slow-motion sequences then splashed up everywhere—on the refrigerator, in the pantry, under cabinet drawers—you name it. I thought I had cleaned it up thoroughly, but years later I still find telltale red streaks around the site of this infamous incident. If we sell the house someday, I'm thinking of listing it as a feature, e.g., "Delicate gelatin enhancements in kitchen."

I'm at my finest, mess wise, when I'm taking the kids to preschool. After breakfast I clean their face and hands, hose down their nice school clothes and tell them to go put their shoes on. In the meantime I'm clearing the table, scraping plates, washing dishes and cleaning the kitchen floor. On a typical day, our cat Nicholas has thrown up the fur ball from hell in the living room, one of the twins will be needing to poop, while of course still has the safety plastic on to complicate things. I always save putting on my tie until last, but I've still managed to adorn it with some unsavory substances.

After gathering backpacks and the rest of our gear, we careen out the door into the garage, trying to avoid rubbing against the side of the dirty car and the garbage cans, which perch perilously close.

Fortunately, I've realized that in order to achieve all the rewards of parenting, you have to be there for all the...um, how shall I put it...crap. And, oddly enough, it's during those tiring, tedious times that you often bond the best.

In other words, it really is a fine mess—one I wouldn't have any other way. Well, maybe a little less oatmeal on the underside of the table. ♥

Bill McGee of Denver, Colorado, is a humor writer and father of twin girls.

Good-for-you snacks continued from page 26

Making Snacks Together

Small hands love to help in the kitchen! Multiples are curious and eager to help with food preparation. They also love to taste the food they've made. Fruits and vegetables provide great opportunities for twins to help in the kitchen. As you probably know, water is always a fun activity for kids, so start by letting your multiples wash the produce. Hand them a vegetable brush and let them scrub the produce clean. Fruits such as bananas and strawberries have a soft texture and are excellent foods for helpful twins to prepare. Set up a cutting board and after telling them to be very careful, give your twins butter knife and let them slice the fruit into pieces.

They can easily prepare banana chunks and strawberry slices and decoratively place them on separate serving plates. As the twins grow older, you can let them tackle other tougher and harder fruits and vegetables. Remember do not allow children to use sharp knives or kitchen equipment without instructions and the supervision of an adult.

Veggie Appeal

Introduce your twins to new vegetables. Fresh vegetables have a much better appeal to children than cooked vegetables. Different types of nutrients depending on whether they are dark green and leafy or bright yellow or orange. Cutting fresh vegetables into different shapes will also interest twins. Sticks, round slices that look like coins, fans and little flowerettes add that extra eye appeal twins find intriguing.



If it's challenging to get your multiples to eat cooked vegetables at mealtime, try serving fresh vegetables instead. Don't give up if both twins don't like a certain

vegetable or food. Wait few weeks and try it again.

Arranging fruits and vegetables into unique shapes also adds mealtime fun that encourages good eating. Use your imagination to make veggies exciting. Bunny salads can be made using a pear half with cottage cheese for the bunny tail and other fruits and vegetables for the nose, ears and eyes. Apple slices can be made into smiles by spreading them lightly with peanut butter and topping them with mini marshmallows for the teeth.

Fruit Fun

Fruits served on a kabob toothpick make dipping into a fruit dip easy. Cereal snack mix made from your twins' favorite nutritious cereals makes a great handy snack and can easily be kept in a plastic storage bag. Add dried fruits, popcorn, nuts, chocolate-coated candies mini pretzels and other favorites.

It's also excites your twins to go home and taste fruits and vegetables they actually saw growing. You may even want to plant some seeds in your own garden and watch the snacks grow. ♥



Charlene Patton, of Topeka, Kansas, is a freelance writer and expert is food and nutrition. She is the mother of four daughters including twins.

Blended Families

by Jill Case, L.P.C., N.C.C.

How family dynamics change when parents with multiples remarry



Families change for many reasons. Death, remarriage and additions to the core family often create a new family within the original one. The key to having a successful blended family is to gain understanding of the vast emotions and adjustments that are likely to go on with you and your children. It is also important to treat each family member as an individual. This especially applies to families with multiples.

"Blended families are families born of loss," says Jane D Carr, a licensed professional counselor in Casper, Wyoming. "There is a loss of interpersonal relationships and of marriage dreams," she says. There will always be a biological parent elsewhere, in actuality or in memory. Loyalty conflicts can arise for the children if the adults in a blended family do not focus their energies on respecting the parent-child relationships.

Divorce has been compared to death. With death, extended family support normally continues. With divorce, the extended family is often divided. In death, the mourning time is expected. In divorce, it is less socially acceptable to mourn the loss of an ex-

spouse and the mourning period is not very easily acknowledged. In both situations, it is important to keep talking positively about the absent parent.

THE GRIEVING PROCESS

It is appropriate for you and your children to acknowledge the love you once shared with your partner. As a child therapist, children have asked me whether I think their parents loved each other when they decided to have a family. It is comforting to the children to believe that at least they began from the love their parents once shared.

Divorce and death are traumas in our lives. Parents need to allow themselves and their children time to grieve for the family they once had. Remember, your multiples are also individuals and need to grieve independently of each other. They have peers experiencing the same trauma; someone they can relate to. Do not, however, think the twinship bond will get your children through the trauma of family changes.

DEALING WITH TRAUMATIC EVENTS

Jerald Fort, of Morton Grove, Illinois, father of 4-year-old twin girls and separated, explains that he and his wife committed to always support each other as their twins' mommy and daddy. They did this for the children's sake. They, together as parents to their children, explained that they were separating. They supported each other in telling their girls they were going to have two loving homes. Jerald adds that even though his girls are identical twins, they are still two very different people and he recognizes their differences.

Just because your child does not talk about a loss does not mean your child is doing well emotionally. Bob Tinker, Ph.D., of Colorado Springs, Colorado, in his book *Through the Eyes of a Child* states that what parents need to look for following a divorce, separation, or death is a change of a negative sort in their children. Eating, sleeping, and elimination problems (wetting or soiling) are often indicative of emotional difficulties. Reverting to thumb-sucking or excessive clinging may indicate children are struggling emotionally. Any stuck emotion, where the child seems consumed by an emotion on a frequent basis, such as repeated tantrums, unexplained defiance, sadness or withdrawal, can affirm that the child is having trouble.

According to Joan Lovett, M.D., behavioral pediatrician and author of the book *Small Wonders*, trauma returns children to their most vulnerable state and activates their most primal survival instincts. She says, "Young children do not have the perspective to see that tragedies are happening to them but are not 'caused' by them." They do not yet have the cognitive processing abilities necessary for understanding what happened to them. They may not be able to verbalize that they need information, comfort, soothing attention and patience.

HELPING YOURSELF AND YOUR CHILDREN MOVE ON

Healthy support systems are important. Friends, family, therapists and community support programs are often available to you. Consider giving your children the same chance for help. Sometimes you're the last person they will talk to about their own struggles because they do not want to further burden you. Children might benefit from talking to their school counselor, participating in grief, divorce, or blended family groups, and play therapy. Children who lack the appropriate information for their development level (i.e. you can explain more to a 12-year-old than a 3- or 4-year-old), often think of a situation is much better or much worse than it is.

Eye Movement Desensitization and Reprocessing (EMDR) is a unique, complex therapy for adults and children experiencing traumas that vary in severity, including death and divorce. Emotional healing from these traumas may take years to resolve. Francine Shapiro, Ph.D., developer of EMDR therapy, says EMDR focuses on personal experiences and downplays what the therapist thinks of the event and instead, deals directly with how the experiences have affected the patient. Dr. Lovett, a facilitator of EMDR therapy, explains that EMDR is an eight-step therapy that may shorten the length of therapy. It involves moving your eyes while you focus on your memory of an upsetting event. If you don't like moving your eyes, hand taps or other techniques may be used to stimulate your brain to start reprocessing the upsetting memories to lessen their intensity.

WHAT THE FUTURE WILL BRING

One of the greatest concerns children have when their family changes is, "What's going to happen to me?" Children worry about this because they are unable to take care of themselves. Rhonda McInroy, a behavioral scientist in family practice residency program in Davenport, Iowa, says with divorce, children often think they did something to cause it. They also think they can do something to bring their families back together. When a parent dies due to an illness, children may become overly concerned about their own health. They may wonder if they get sick, will they die, too?

Gerald Puk, Ph.D., a clinical psychologist in Palo Alto, California, suggests that one of the major challenges for the adults in blended families is for the stepparent to be integrated into the family. Belinda Sellers of Conover, North Carolina, was confined to bed rest while pregnant with her twin girls. This allowed her new husband to cement his role in the family. Her children from her previous marriage had to learn to rely on their stepdad. Belinda says her blended family had a common goal to do everything they could to help mom with her pregnancy. A lesson from this "his, hers and ours" family is to find a way in which every member can be important to the family. Children often feel "replaced" when new children join their family.

Being aware of the issues your special family might encounter will better prepare you for the challenges ahead. Adults and children need to move at their own individual pace when faced with a blended family situation.

Jill Case, L.C., N.C.C., of Colorado Springs, Colorado is a licensed professional counselor and the mother of four, including boy/girl twins

Continued from page 9

held around the country at which certified technicians will be available to provide free hands-on child seat inspections and offer advice and instruction. The NHTSA Web site lists events near you: <http://www.nhtsa.gov/cps/cpsfitting/index.cfm>.

Remember the Basic Rules of Proper Child Car Seat Use

– Safety experts generally recommend that infants should ride in rear-facing child car seats as long as possible and until they weigh at least 20 pounds and reach the age of 1. Children can be secured in forward-facing car seats if they weigh between 20 and 40 pounds and are 1 to 4 years old. As they continue to grow and until they typically reach at least age 8 or a height of about 4 feet 9 inches tall (usually weighing between 80 and 100 pounds), children need to be secured in booster seats that raise the child so that belt restraints fit properly and the seat's high back protects the child's head and upper body.

"The First Years gives absolute top priority to designing and manufacturing car seats that are safe and easy to install and use correctly," said Pete Henseler, President of RC2 Corporation (NASDAQ: RCRC), the maker of The First Years brand. "We are proud that our Via Infant Seat, True Fit Premier Convertible Car Seats and Compass Booster Seats all received NHTSA's highest overall Ease of Use Rating. This reflects an enormous amount of hard work by our team, and our deep, consistent commitment to our customers and their children."

For more information about The First Years car seats, visit www.thefirstyears.com/5stars. ♥



ENGINEERS & CO-PILOTS

by Brandy Anne Puryear



Each week I pick up my husband from work and we take our boys to a really nice playground (really nice for us equates to a park completely engulfed in the shade). I ask my boys, “Skyler, Jaedyn are you ready to get daddio (yes, they call him ‘daddio’) and play at the playground?” As usual their excitement can barely be contained but somehow they manage enough patience to follow my directions through getting ready, into the car, and on our way to pick up their father. When daddio gets into the car something mysterious happens and patience has metamorphosed

into a flutter of sporadic questions. “Playground? . . . playground? . . . playground?” Playground time is now. Their reaction sparked a thought within me about the disconnect my boys experience between my explanations of how, why, and when and it not really mattering to my two year olds unless *they* were ready. I started watching for other examples of this.

The phenomenon of explaining the bathroom experience or the beginnings of potty training is another wonderful example about parent expectations not matching up to when children are



during times when I'm being inconvenienced? If my boys are going to grow up to be independent, happy, and balanced I should let them make many of the choices that encourage these positive features. It's my responsibility as a mother to watch my children grow, to help them to learn how to make good, safe, and intelligent choices. I take time to listen to them and let them fall down once in a while and (this is a tough one), I

let them try and fail a few times until they succeed.

Guiding our children is kind of like being a shepherd. Parents are gaining their children's trust with every reaction, discipline, and boundary we've created for them. Getting to know our twins' unique personalities and formulating safe choices to teach them will bring us mothers some peace of mind in knowing that we are doing the best for our children. We will know that we are expecting enough from ourselves when we can get up each morning and face the day motivated to embrace our children's vitality and to embrace their willingness to please us. By using a firm and gentle staff of consistency we can be a mother they can rely on. I know when I lay Sky and J' down for bedtime they accept me just the way I am and I will strive to extend that same respect to them. My boys have vitality, joy, and practical life lessons to share with me everyday; our relationship truly is give and take and give. I am the mom and even though it is really *they* who often say when they're ready to learn, I get to teach them what, how, and why. ♥

ready or not to accept the information. My boys really want to sit on the "big potty" but tell me only *after* they go to the bathroom in their diaper. I explain to them how, why, and when they should tell me that they have to go to the bathroom but this doesn't distract from the draw they have to actually just sit on the "big potty." I explain again what the "big potty" is for, "why" one would sit on the potty and "how" we actually could get to the point of using the "big potty" but aren't they really in control of the "when" in terms of being ready to even trust my simple explanations?

Expectations can be a funny thing. Where is the balance between our expectations and the two little guys on the other side of those expectations? Every mother wants the best for her children. Ever since I knew I was having twins I just knew my boys would grow up to be engineers, pilots, or both. They would build me a rocket-ship and of course I would need a pilot, so naturally . . . or wait, am I missing the point? Many of us can remember being told by our parents to clean our rooms, do our chores, and get good grades, or even to do our best? Isn't a personal best determined by each individual's personal perspective or personality? I don't know about any other parents but I remember being a child and wondering a lot about the whys, hows, and what was it that was so important about the when?

Now that I'm a parent myself I have to make some tough choices that aren't always agreed upon by my little people. I tell myself, "I'm the mom, I say when, I say how?" But often I'm kidding myself. Am I giving my children the balance in autonomy and the opportunities necessary to grow even



Brandy Anne Puryear is a mother of toddler twin boys, Skyler and Jaedyn and has been happily married to her devoted husband for nine years this

September. She recently switched careers from being a corporate ant to continuing being a part time student and focusing on being a full time stay at home mom.

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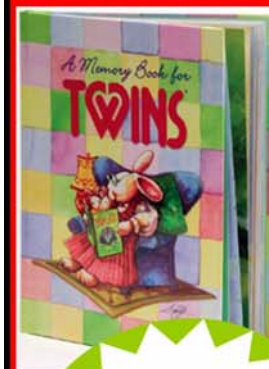
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DISCIPLINE

101

Hard Lessons

by Vera Caccioppoli

Having 2-month triplets reminds me of when we got our puppy, Max, nine years ago. Two ruined carpets, many chewed shoes later and desperate for help, we took him to a top-flight dog trainer. Ricardo calmly informed us that it wasn't the "youngster" (the trainer's term for his canine pupils) that needed to be trained, it was his parents. The youngster will learn proper behavior, he said, only if you show him properly.

As our boys grew, Ricardo's advice remained in the back of my mind. But to be truthful, I didn't really want to think about all that I had to learn. I was already very busy. I went happily along until two things happened: Friends and relatives started offering advice on how to handle situations, and my boys starting beating each other over the head with the toy du jour. I realized that I couldn't continue to only "stop and redirect" forever. I ran the library to research.

I wanted to learn my subject and formulate a plan of action. Boy was I naïve. I found lots of books describing dozens of theories and approaches to discipline, but there was very little written about the art and practicality of disciplining multiples. I became a student observer, keeping my eyes and ears open. I watched how my friends handled various situations. I began



to eavesdrop in checkout lines to see how parents handled toddlers who misbehaved. I called dads and moms in my parents' group. I saw strategies that seemed to make sense, others that didn't and even more that I wasn't sure about. All in all, I was overwhelmed. I've recovered somewhat, but I still don't have a real plan. I've still got a very long way to go on the learning curve, but I've identified a few approaches, which seem to work well for our family.

Be consistent—This is the one thing on which all the books agree. However, this doesn't mean that you have to stick to a course of action you don't like or that isn't working for anyone. Come up with a new plan that works better for your family.

Keep it simple—Select your battles carefully. Because it is more difficult to follow through when you have multiples, be sure you carry out the discipline every time with each child. My boys used to be like kicking ferociously while in their high chairs and would egg each other on. I was so busy saying "no" and "stop" that in the end, dinner was usually a miserable event. I decided I'd save my reprimands for more serious infractions and ignored the feet banging (helped by the fact that I now always remember to take their shoes off).

Maintain a schedule—when my kids know what to expect, they're generally less anxious and better behaved. We keep a firm schedule on key daily events, such as meals, naps and bedtime. I think of our schedule as a structure for appropriate behavior.

Learn from your kids—do what feels right. For example, the tried and true "time out" didn't feel quite right to me. I began using it with my triplets, because I didn't know what else to do. However, exiling them to a separate "penalty box" didn't seem to significantly alter provocative behavior. Because of my lack of faith in "time out," I'd pretty much stopped using it. Then I discovered the book *Positive Discipline for Preschoolers* by Nelsen, Erwin and Duffy, which

 *Continued from page 30*

social, emotional and/or physical maturity. One of our steps in the process involved a retention scale, filled out by her teacher and parents. We evaluated her on age, size, immature behavior, emotional disorders, conduct disorders, sibling placement, preschool attendance, parent involvement in school activities, if English is a second language, student mobility, attendance, and academic achievement, attitude toward retention, motivation, learning disabilities, and intelligence. I think this is an important step in our decision making because it required assessment of important aspects we may not have considered. Over the years school placement for us involved conversations with twin parents, meeting with teachers, research, filling out surveys, IEP meeting involving special education teachers, the psychologist, and principal, and listening to our gut to decide what would be best for each child and our family.

Sincerely,
Nanette Hoskins


We separated our 5 1/2 year old boy/girl twins, Ryan and Rianna this year for the first time for kindergarten. I was a little nervous at first. My son was looking for his sister at orientation, and we showed him she would be across the hall. She is the dominant twin and likes to mother him, so my husband, Ryan's speech therapist, and the kindergarten teachers all thought this would be very good for Ryan. They didn't cry the 1st day of school, so that made me feel a lot better. They do have lunch and P.E. together every day, so they do see each other. The curriculum is the same, but I sometimes have papers to sign for Rianna and none for Ryan. I have to make a pile on who's who, to make sure it goes in the right notebook and take turns volunteering in each classroom. It may be more difficult for me this year than them...

Sandra
Toney, AL

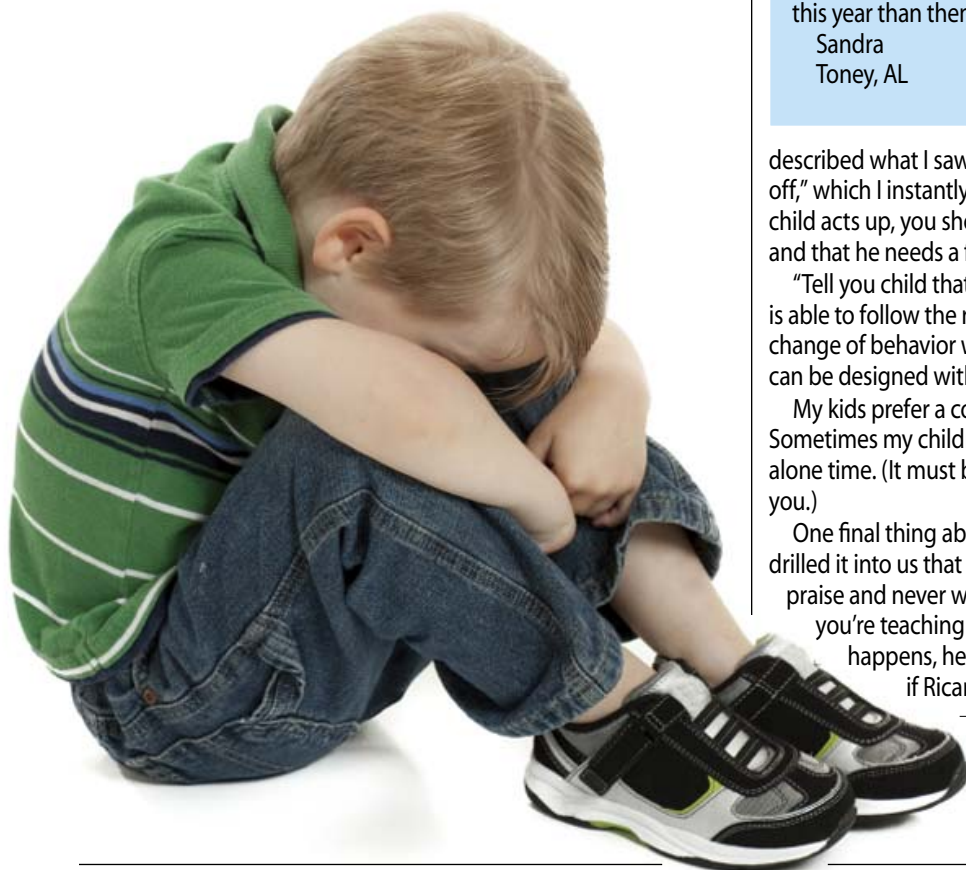
described what I saw as a more acceptable variation called "cool off," which I instantly liked. The book suggests that whenever your child acts up, you should tell them that his behavior is inappropriate and that he needs a few moments to cool off.

"Tell you child that he or she can return when he feels better and is able to follow the rules," the authors advise. "Cool-off" requires a change of behavior without shaming and punishing. Cool-off areas can be designed with your children's help.

My kids prefer a cozy corner with a stuffed animal and books. Sometimes my children go there on their own just for some quiet, alone time. (It must be frustrating to always have siblings around you.)

One final thing about our beloved dog trainer, Ricardo... He drilled it into us that proper behavior was always rewarded with praise and never with a treat. If proper behavior is "bribed," then you're teaching the "youngster" to value the treat. And if that happens, he said, you can't blame the youngster. I wonder if Ricardo's kids are as well disciplined as his dogs! 

Vera Cacciopoli of Falls Church, Virginia, is a freelance writer and the mother of triplet boys.



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Most parents try to treat their twins as individuals, but most unwittingly undermine their best intentions because they lack a practical set of guidelines for raising emotionally healthy multiples. Dr. Joan A. Friedman, draws on her unique experience as a twin, as a mother of twins, and as a psychotherapist and outlines the seven key concepts for helping twins develop into self-realized, unique individuals while offering parents specific strategies for each stage in their children's growth. From how to set up the nursery to handling play dates and extracurricular activities, deciding on same or separate classroom education to encouraging grandparents and other family members to think beyond the pair to see individuals, Emotionally Healthy Twins will become the standard reference for parenting twins. Paperback, 221 pages.



The Multiples Manual—Preparing

and Caring for Twins or Triplets / 1,002 Tips for Expectant Mothers, Second Edition by Lynn Lorenz and Published by JustMultiples.com. \$17.95

Author Lynn Lorenz is an identical twin herself, and the mother of triplets and a singleton. She's an accountant by profession, and developed this wonderful handbook in her spare



time (yikes!) to help simplify life for other parents when they're expecting twins or triplets, and after they have their babies. This updated second edition is loaded with tips, and tells you all the things you need to plan for and think about ... everything from the perfect shower gifts (and what to steer clear of!), breastfeeding issues, to safety-proofing your house and sleeping peacefully through the night. This is a great guide for parenting twins from pregnancy to preschool.

Ready or Not ... Here We Come!

The REAL Expert's Cannot-Live-Without Guide to the First Year With Twins by Elizabeth Lyons Published by Finn-Phyllis Press \$16.00

The mother of twins Jack and Henry, author Elizabeth Lyons recognized that raising multiple children would not be easy. In her multiples birthing class, she met a group of women who not only survived their pregnancies, but grew to be close friends as well. In her first book, Lyons and her "multiples sorority" will survive the hardships of their first year with twins. They also learn and appreciate the fun and humor associated with raising multiple children. Ready or Not... welcomes the reader into that supportive circle of friends. 165 pages, softbound 5-1/2 x 8-1/2 x 1/2"



Our Twins Journal

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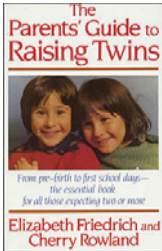
Jennifer M. Nevadomski, M.S. has just published this brand new baby journal just for your twins, with everything you need to keep track as your babies are growing and changing! This Journal includes fillable charts/schedules to keep track of each baby's feeding/diapering/napping; a section that you can personalize to record information about each of your twin's birth story and other information about their birth day and immunization schedules and doctor records for each baby. Journal also includes growth charts for comparison, facts about twins, poems and sayings about twins, and a funny section about how to answer all of those "twin" questions people ask—and more! Created by a family counselor and mom of twin baby boys!



The Parents Guide to Raising Twins

\$13.95

From pre-birth to first school days- the essential book for those expecting two or more by Elizabeth Friedrich and Cherry Rowland. Published by St. Martin's Griffin. Now in its eighth printing, "The Parent's Guide to Raising Twins" has been a favorite of new parents of multiples for many years. Authors Elizabeth Friedrich and Cherry Rowland are mothers of twins themselves, and offer personal experiences as well as helpful and enlightening stories from other parents and medical personnel. Carefully researched, the authors include chapters on pregnancy, the birth of twins and the months immediately after birth, adjustments in the family to the arrival of the twins, parenting from their early months to their toddler years, and treating twins as individuals. All in all, this book delivers a bounty of useful guidance.



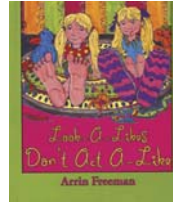
Twin Tales—*The Magic and Mystery of Multiple Birth* by Donna M. Jackson.

\$10.95

Published by Little Brown and Company. Including both scientific research and interesting personal stories, this well-illustrated discussion of twins will appeal to inquisitive elementary-school age readers. Colorado author Donna Jackson, whose mother is a twin, explores twins and their similarities, as well as their differences. "Twin Tales" also includes profiles of famous twins, information about identical and fraternal twins, a discussion about twin telepathy, a section on "supertwins," and a complete twins glossary. 48 pages, hardbound.



This is a great children's book for twins! Artist and author Arrin Freeman is a twin who grew up with her sister Farrah. Though they looked alike, they didn't always like the same things or act alike. One sister liked scary movies. The other liked funny movies. One liked dancing, while the other liked drawing and painting. Since they were twins, everyone always assumed they were the same. For Christmas and birthdays, they would receive the same present, but in different colors. In school, they found different friends and could follow their own interests and dreams. Despite their differences, they would forever be sisters and best friends with each other. 40 pages, hardbound.



Look-a-Likes Don't Act-a-Like—By Arrin Freeman. Published by Blue Marble Books.

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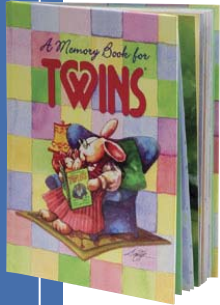


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Printed in full color on heavy paper and laminated for durability you can use a permanent marker to write each child's name in the banner at the top, and then note your darlings' heights at important moments in their young lives. Ribbon hanger and adhesive hook and loop tabs are included. When your children have outgrown their chart, each one can detach and keep a brightly enameled

custom yellow or red wooden ruler to use with their school projects. 40" H x 12" W. Shipped rolled. Price: \$15.95

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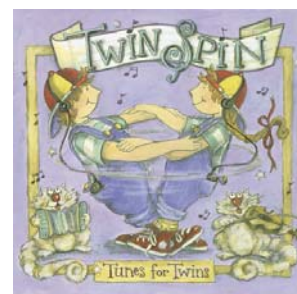
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to these 16 joyful songs performed in a variety of musical styles. What twin child can't resist singing and dancing to "Double Double Fun Fun," "The Twins are Marching," and the title song, "Twin Spin"? With nearly an hour of recorded music, you'll find the CD is perfect for short or long drives or having fun at home. Musicians included in this special collection include Eric Troyer, a member of the rock group ELO; Tom Barney, a member of television's Saturday Night Live Band; John Van Eps, who played with jazz greats Miles Davis and Dizzy Gillespie; Ross Traut, who has played with folk singer James Taylor; Clint de Ganon, who played with Billy Preston and Dionne Warwick; and Jeff Mironov, who has played with singers ranging from Michael Bolton, Whitney Houston and Michael Jackson. Price \$15.99



My Wish

by Melinda Rhodes

Oh how I wish I were an octomom! No, not THAT one. Not THE octomom, but AN octomom with a couple of extra arms and legs. I was contemplating how nice it would be to have a few more appendages with which to get things done today as I was sitting on one twin toddler's bed, rubbing her back with my right hand while holding and rocking my newborn baby with my left arm and rubbing my other twin toddler's back—who lately has been insisting on sleeping on the floor between the two beds—with my right foot, trying to get them all to take an afternoon Nap. (I have decided to capitalize the word "Nap" henceforth because as a fellow mother of twins puts it, "it is the holiest of all times to mother's everywhere, especially mothers of multiples.")

This isn't the first time I have resorted to using my feet to get things done. In the early days, I frequently found myself rubbing one twin's back with my foot while nursing the other. More recently, I have played Crocodile Dentist with my twins using my toes so that I could tend to a crying baby with both arms.

If only I had a few more hands. Just think of what I could accom-

plish. I could tuck my dynamic duo and their half-pint side kick into bed while blogging about it AND eating a brownie. Or I could fold the laundry and give myself a much needed pedicure at the same time I was helping my little ones roll out their Play-Doh. Oh how I wish I were an octomom! Wouldn't that be nice! Until then, I guess I will simply update my resume and move "ABLE TO MULTI-TASK" to the top in big, bold letters. ♥



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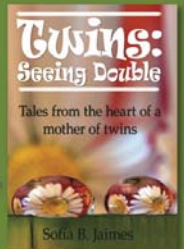


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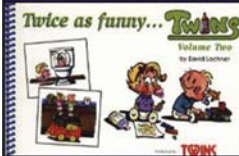


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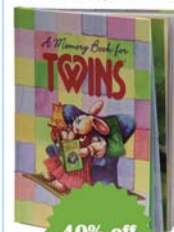
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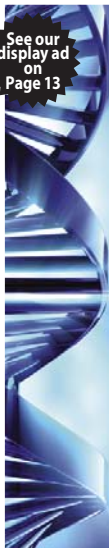
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Double Takes

Can you guess whether the twins pictured on these pages are identical or fraternal? Send us your photos for the Double Takes section at least three months prior to publication. All photos sent to TWINS™ Magazine become the property of TWINS™ Magazine and will not be returned. Photos should be accompanied by a signed photo release form that can be downloaded by visiting www.TwinsMagazine.com and by clicking on the Double Takes Photos button. By submitting your photos to TWINS™ Magazine via U.S. Mail or electronically you are releasing your rights to these photos for our use. Please note that we cannot use any professional photographs. On the back of your photos include an address label & phone number with your twins' names and ages along with their twin type (identical or fraternal). Send photographs to: TWINS™ Double Takes ATTN: TWINS™ Magazine, P.O. Box 271924, Fort Collins, CO 80527-1924.



1

Amelia & Aubrie
23 mos.
Plainfield, CT



4

Conner & Collin
1 yr.
Fort Collins CO



5

Deanna & Kaly
7 mos.
Nashua, NH



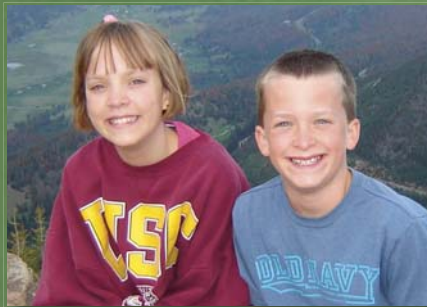
6

Jacob and Caralynn
10 yrs.
Glen Burnie, MD



10

Ethan & Alessandra
8 mos.
Hereford, AZ



11

Lauren & Austin
10 yrs.
Castle Rock, CO



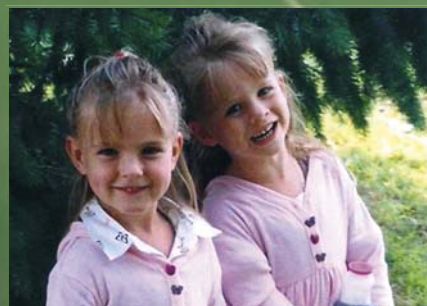
12

Karen & Kathleen
3 yrs.
Redondo Beach, CA



16

Cameron & Nicholas
3 mos.
South Yarmouth, MA



17

Rachel & Sarah
4 ½ yrs.
Clifton Park, NY



18

Olivia & William
20 mos.
Altamont, NY



2

Amiri & Jacquari
6 yrs.
Greenwood SC



3

Roman & Tyson
1 yr.
Aurora, CO



7

Madeline & Violet
13 mos.
Palatine, IL



8

Emilie & Erynn
7 yrs.
Jackson, CA



9

Jack & Ben
10 yrs.
Linn Creek, MO



13

Taron & Reynolds
13 mos.
Castle Rock CO



14

Deron & Devon
16 mos.
Hollis, NY



15

Brady & Brandon
4 mos.
Seymour, WI



19

Brooke & Ava
17 mos.
Tarpon Springs, FL



20

Spencer & Chase
3 yrs.
Yorba Linda, CA

Based on Parental Reports.

1 - FR / GG	5 - ID / GG	9 - FR / BB	13 - ID / BB	17 - FR / GG
2 - FR / BB	6 - FR / BG	10 - FR / BG	14 - FR / BB	18 - FR / GG
3 - FR / BB	7 - ID / GG	11 - FR / BG	15 - FR / BB	19 - ID / GG
4 - ID / BB	8 - ID / GG	12 - FR / GG	16 - ID / BB	20 - ID / BB

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