

My Twice-Exceptional Superpowers

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Identify strengths and interests while giving support needs equal importance.

The word superpowers is an invitation, not a requirement to feel extraordinary. You may call these strengths, interests or things you enjoy. Strong abilities and significant support needs can both be real.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Strengths with evidence

Choose a strength or emerging interest and an example of it in action.

My strength or interest

An example that matters to me

My Twice-Exceptional Superpowers

Support belongs beside strength

Plan a challenging activity connected to your interest and the access you need.

Challenge I want to explore

Support that would let me participate

Optional deeper thinking · Grades 6–8

Design a strengths-based portfolio entry that explains a complex idea and documents the access conditions that enabled it.

My Twice-Exceptional Superpowers

My portfolio seed

Choose something you could keep privately as evidence of thinking or growth.

Work, idea or explanation I would choose

What it shows beyond a grade

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

My Twice-Exceptional Superpowers

Accessibility & alternative responses

Use oral, AAC, signed, tactile or typed portfolios. No diagnosis or identifying information is required.

Teacher facilitation

Do not romanticize disability or minimize needs with strength language. Offer advanced learning and individualized support together. Let students reject the superpower metaphor.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.