Additional Twice-Exceptional Learning Differences · Students · Grades 3–5 · FREE

Thinking-Time Access: My Strengths & Choices

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

Learning goal: Use enough response time to develop thoughtful ideas.

Processing-speed differences do not erase interests or deep thinking. People have different access needs, even within the same label. Use this fictional situation or choose your own without private details.

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.

Start with interesting thinking

Consider an ethical design question, then explain an argument with evidence rather than racing to answer.

A question I want to explore

A strength or interest I bring

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Identify the barrier

Consider this possible barrier: Timed responses or rapid turn-taking. It may or may not fit you. Describe access, not a diagnosis.

Optional choices · choose any, none or your own

☐ Question preview ☐ Extended response time ☐ Asynchronous typed or AAC answer ☐ Reduced copying

A barrier in the task or environment

A support I would like to try

Optional deeper thinking · Grades 6–8

Compare two support arrangements for the same demanding goal. Explain how you would check access without using speed or appearance as the only measure.

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Ask for both

Make a request for meaningful challenge and usable access together.

Challenge I want to keep

Support and adult action I request

My next step

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

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Accessibility & alternative responses

Choose speech, sign, AAC, typing, drawing, tactile response or a trusted scribe. K–2: choose one option with adult support. Skip any choice that does not fit.

Teacher facilitation

Distinguish speed from understanding. Provide preview and response time; do not use timed fluency as the only evidence of gifted reasoning.

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.

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