

Twice-Exceptional Myth vs. Fact Handout

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

Learning goal: Replace false either/or assumptions with access-and-challenge planning.

Myth: a gifted learner cannot need significant support. Fact: advanced ability and significant support needs can coexist. Myth: accommodations lower expectations. Fact: access changes can preserve the same reasoning goal. Myth: one diagnosis means identical needs. Fact: preferences and barriers vary. Use a fictional or de-identified example here; the learner controls what to share.

1. Use a fictional example or discuss the situation without identifying a child.
2. Complete each planning section with the learner's choices at the center.
3. Select one feasible change, who will provide it and when you will check it.
4. Keep any completed paper privately; do not use it to diagnose, rank or label a learner.

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.

Understand the goal and access

Myth: accommodations lower expectations. Fact: access changes can preserve the same reasoning goal. Myth: one diagnosis means identical needs. Fact: preferences and barriers vary. Separate the thinking goal from an access barrier.

Meaningful learning goal or interest

Barrier or preference to check with the learner

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Choose an action together

Invite the learner's response in their preferred communication mode. Choose one feasible change and an adult responsibility.

Learner's choice or question

Support action, responsible adult and timing

Optional deeper thinking · Grades 6–8

Compare two support choices for the same intellectually demanding goal and identify how the learner's preferences shape the decision.

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Review and keep it respectful

Discuss a concrete counterexample for each myth; avoid using a strengths label to minimize disability. Decide how you will check the support with the learner, not just compliance or speed.

Evidence of access or participation to look for

Review question and next adjustment

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

Use selectable text, clear headings, AAC/partner-assisted participation, read-aloud or large print as chosen. Keep completed plans private; no diagnosis or medical details are needed.

Teacher facilitation

Myth: accommodations lower expectations. Fact: access changes can preserve the same reasoning goal.

Myth: one diagnosis means identical needs. Fact: preferences and barriers vary. Discuss a concrete counterexample for each myth; avoid using a strengths label to minimize disability.

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.