

# Reframing Assumptions of Twice-Exceptional Students



ONE • PASO  
Executive Function Coaching & Educational Therapy

I may appear to be...	In reality I am...	What I need is...
<b>Weird</b>	Creative Imaginative Marching to a different drummer Misunderstood Bored	Acknowledge Strengths, Gifts, Talents A creative outlet Choices of assignments and accommodations Inclusive Setting Teachers with flexibility Peers with shared interests Mentors
<b>Disrespectful</b>	Afraid to risk failure Under-challenged Testing limits Feeling trapped Frustrated Resentful of focus on weaknesses	Interaction with peers Supportive teachers Strength-based approach Time to explore interests, gifts, talent areas Boundaries with known reasoning Opportunities to share A social skills autopsy
<b>Stubborn/ Trapped</b>	Afraid to risk failure Uninterested Under-challenged Testing limits Feeling left out Feeling misunderstood	Choices in how I learn Choices in presenting what I have learned Problem-solving techniques Explicit instruction for skill deficits Support navigating conflict Support with social and emotional skills
<b>Annoying/ Embarrassing</b>	Lacking social skills Seeking attention Lonely Trying to be funny Looking for a friend	Social skills support Practice making mistakes w/out shame Coping strategies Practice Social skills autopsy
<b>Lazy</b>	Unsure academically Afraid to risk failure Helpless Disenchanted Developing asynchronously	Academic support Encouragement Inclusive environment Strength-based approach Explicit instruction for skill deficits Project Based Learning
<b>Immature</b>	Shy Introverted Feeling out of place Feeling unimportant Developing asynchronously	Diverse, inclusive environment Social skills practice without embarrassment Adults who understand child development Coping strategies Support learning to regulate emotions
<b>Impulsive</b>	Enthusiastic Unable to envision consequences Experiencing sensory overload Confused Needing immediate gratification	Coping strategies immersed in instruction Creative environment Individualized support Understanding of sensory overload Awareness of cues that cause challenges