




Book Series

# *Contemporary Perspectives on Multicultural Gifted Education*

Series Editors

Donna Y. Ford, *Ohio State University*; Malik S. Henfield, *Loyola University Chicago*

 The Contemporary Perspectives on Multicultural Gifted Education book series is designed to provide a home for 21st century scholarship (e.g., conceptual models, theory, practice, measurement, and research) critiquing gifted education and advanced programs (e.g., AP, IB). Proposals should pay close attention to challenges and solutions targeting culturally and linguistically diverse students (Black, Hispanic, Native American and certain Asian students) who are under-represented in such programs.

The scope of the series is broad, yet connected by an inter-related set of practices and philosophies under the umbrella of recruitment and retention via equity and advocacy for all students, especially those who lack access to challenging, yet supportive, learning environments. The book series targets all constituents in P-16 educational settings with scholarship aimed at helping them meet the needs of students formally identified as gifted, as well as those who have been overlooked for a variety of reasons.

For book proposal information, contact Dr. Henfield [drhenfield@gmail.com](mailto:drhenfield@gmail.com)

## **Books in this series:**

- Identifying, Preventing and Combating Bullying in Gifted Education
- Black Boys are Lit
- Understanding the Intersections of Race, Gender, and Gifted Education
- A Second Helping of Gumbo for the Soul
- Gumbo for the Soul III
- Gumbo for the Soul

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## Identifying, Preventing and Combating Bullying in Gifted Education

Fernanda Hellen Ribeiro Piske, Municipal Secretariat of Education of Curitiba, Brazil; Kristina Henry Collins, Texas State University

2022. Paperback 978-1-64802-859-5 \$52.99. Hardcover 978-1-64802-860-1 \$94.99. eBook 978-1-64802-861-8 \$85.

Acts of bullying and victimization experienced by gifted individuals is a seriously neglected problem, leaving many of these students emotionally shaken and subject to extreme anxiety and depression. Even more, based on certain common characteristics of giftedness in particular, some gifted individuals can find themselves very vulnerable to bullying, which can cause even more difficulties in their interpersonal relationships and development. Despite its importance in the social-emotional wellness and mental health of gifted children, many related books do not discuss bullying as a primary or exclusive topic for students with high abilities.

Identifying, Preventing, and Combating Bullying in Gifted Education provides a critical review and expanded context within gifted education to include social, emotional, and cultural (SEC) components of the bullying phenomenon. It offers a global, multidisciplinary perspective and has the differential of helping all stakeholders of gifted education and programming identify, prevent and combat different forms of bullying and other aggressive behaviors that negatively impact the quality of education for all gifted students. It presents a balance between theoretical, methodological and empirical chapters with research, testimonies and experiences of the authors, clients, and students shared. Structured and integrated around a coherent central theme, an additional introduction stages the three sections of the book with each of the chapters strategically crafted to better equip readers with ways to identify, prevent and intervene in actions of bullying in gifted education. Specifically, it serves as a fundamental resource for educators, teacher-trainers, mental health professionals, and families of gifted students at all grade levels.

As a call to action, this book aims to better equip readers as advocates in their service to all students, and gifted students in particular. Research-based content and topics include identifying the aggressors, the victims, and the bystanders of bullying; peer-to-peer bullying; in-depth, personal, and global look at the relationship between giftedness, vulnerable populations, and bullying; gifted and talented education policy and practices that foster a micro-aggressive environment; and issues of equity for special populations, such as underrepresented student in gifted education. Culminating a unique and more comprehensive perspective, the contributors are internationally recognized and award winning experts who have committed their professional life to work that positively impact the emotional well-being of students as a critical element to their cognitive and talent development. Leading authors and specialists from around the world, and from different academic disciplines and backgrounds to include education, engineering, physics, counseling, and psychiatry are featured.

**CONTENTS:** Foreword, *Joseph S. Renzulli*. Introduction, *Fernanda H. R. Piske and Kristina Henry Collins*. **SECTION I INTRODUCTION: THE SOCIAL EMOTIONAL AND CULTURAL CONTEXT OF BULLYING IN GIFTED EDUCATION**, *Mariana Davila and Andrea Dennison*. Bullying and Its Socioemotional Implications in the Education of Gifted Students, *Fernanda Hellen Ribeiro Piske and Rachel U. Mun*. Covert Bullying of Gifted Children at School, *Jana Škrabánková*. The Dark Side of Friendship: Gifted Children, Social Contexts, and Bullying, *Michele Kane*. **SECTION II INTRODUCTION: CONCEPTUAL IDENTIFICATION OF THE ACTIVE AND PASSIVE CHARACTERS OF BULLYING AND THEIR ROLES IN THE ACT OF BULLYING**, *Melanie S. Myer and Nicole Mattingly*. Gifted Bullies, Targets, and Bystanders: A Mental Health Perspective, *Jean Sunde Peterson*. Bully and Victim: The Two Sides of Bullying in Gifted Students, *Jennifer Groman*. On Boredom and Bullying: How Being Gifted, Bored, and Frustrated in the Classroom Can Lead to Being Bullied or Being a Bully at School, *Fiona Smith and Dominic Westbrook*. **SECTION III INTRODUCTION: ADDITIONAL CASE STUDIES AND RESEARCH FINDINGS: AN IN-DEPTH AND GLOBAL LOOK AT THE RELATIONSHIP BETWEEN GIFTEDNESS, VULNERABLE POPULATIONS, AND BULLYING**, *Javetta Jones Roberson and Kari Lockhart*. Gifted and Bullied: Understanding the Institutional Victimization of Identified, Unidentified, and Underserved Gifted Students, *Kristina Henry Collins*. Giftedness and Bullying: What's the Relation? *Maria Assunta Zanetti, Silvia Montuori, and Elisa Tamburnotti*. Similar, Different, and Unique: Targeting the Gifted Child, *Patricia Gatto-Walden*. Gifted or Cursed: Are Gifted Students More Victimized Than Their Non-Gifted Peers? *Joaquín González-Cabrera, Javier Tourón, and Juan Manuel Machimbarrena*. When Gifted Students Experience Bullying: How to Identify and Impact Psychological, Social, Emotional, and Academic Well-Being When Peer Interactions Are Counterproductive, *Christian E. Mueller and Denise L. Winsor*. About the Editors. About the Contributors.



## Black Boys are Lit

### Engaging PreK-3 Gifted and Talented Black Boys Using Multicultural Literature and Ford's Bloom-Banks Matrix

Brian L. Wright, The University of Memphis; Donna Y. Ford, Ohio State University; James L. Moore, The Ohio State University

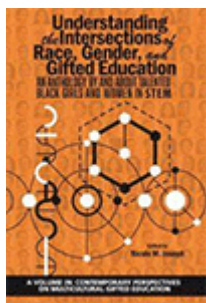
2021. Paperback 978-1-64802-747-5 \$52.99. Hardcover 978-1-64802-748-2 \$94.99. eBook 978-1-64802-749-9 \$85.

This book of matrices with Black boys as the main character is designed to help gifted and talented education teachers leverage Black boys' identities to inform and shape how they plan and deliver curriculum and instruction and manage the multicultural, democratic, and culturally responsive classroom. Ford and colleagues (2005) spoke to the notion of and need for 'self-reflective instruction.' We argue that all teachers must want to and learn how to legitimize the "everyday" experiences that are learned and cultivated in the homes and communities of Black boys, and how these experiences shape their self-identities and contribute to agency (Wright, Counsell, & Tate 2015). We, therefore, advocate for the rethinking of literacies by repositioning White-centered texts that often reflect and represent power and privilege toward centering the brilliance of Black identities of Black children in general, Black boys in particular.

Black boys (of all ages) want to and need to physically see positive images of themselves in books reflected at them. This representation, we argue, has the potential to become an example of a compelling counter-narrative to the history of the "all-White world" (Larrick, 1965) of children's books that only presented Black characters as "objects of ridicule and generally inferior beings" (Sims Bishop 2012, p. 6). When Black boys see themselves portrayed visually, textually, and realistically in children's books, vital messages of recognition, value, affirmation, and validation are conveyed. Recognition of the sociocultural contexts in which they live is celebrated.

Books for and about Black boys must be rigorous, authentic, multicultural, and developmentally appropriate to allow them to synthesize what they have read, heard, and seen during literacy instruction in authentic and meaningful ways. Multicultural books must introduce children to information about the values of justice, fairness, and equity. Developmentally appropriate books should vary with and adapt to the age, experience, and interests of gifted and talented Black boys to allow them the opportunity to demonstrate critical thinking, textual analysis skills and convey conceptual knowledge. These stories must expose Black boys to culturally relevant counter stories -- stories that counteract the dominant discourse that has primarily depicted Black boys as "at risk" versus placed at risk; "without hope" versus hopeful; or "out of control and dangerous" (Tatum, 2005, p. 28) versus developing self-control like all other children (Wright et al., 2018).

**CONTENTS:** PREFACE: Why a Book About Gifted and Talented Black Boys and Literature? The Authors Share Their Stories. Acknowledgments. CHAPTER 1: Introduction. CHAPTER 2: The More We Know, the Less We Make Up About Black Boys. CHAPTER 3: Mirror Books Versus Window Books: Reflection Matters. CHAPTER 4: Banks' Multicultural Curriculum Model and Bloom's Taxonomy. CHAPTER 5: Ford's Bloom-Banks Matrix: An Overview. CHAPTER 6: Authentic Children's Books Promote Identity and Agency. CHAPTER 7: Applying the Ford Bloom-Banks Matrix: Books With Black Boys as the Protagonist. References. About the Authors.



## Understanding the Intersections of Race, Gender, and Gifted Education

### An Anthology By and About Talented Black Girls and Women in STEM

Nicole M. Joseph, Vanderbilt University

2020. Paperback 978-1-64113-963-2 \$52.99. Hardcover 978-1-64113-964-9 \$94.99. eBook 978-1-64113-965-6 \$85.

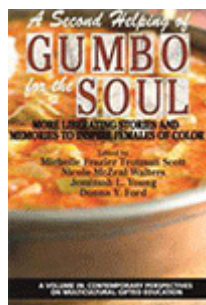
This book seeks to understand the complexities of talented and high-performing Black girls and women in STEM across the P-20 trajectory. Analogously, this volume aims to understand the intersections between giftedness, its identification, and racial, gender, and academic discipline identities. The dearth of literature on this subject suggests that Black girls and women have unique experiences in gifted programming, in large part because of factors associated with gifted programs in general. Key factors affecting Black students, and Black girls in particular, are identification and underrepresentation. These factors can be shaped by interlocking systems of racism, classism, gender bias, and other forms of oppression.

Teachers in the P-12 educational system are the first identifiers for gifted programming and look for student

characteristics, such as natural leadership, inquisitiveness, and students' desire to be in gifted programs. Because many Black girls are stereotyped and teachers rarely have deep understanding of cultural differences, Black girls are less likely to be identified for gifted programming. More specifically, Black girls' lack of representation in gifted mathematics or STEM programs contradicts research that finds that girls reach several developmental advantages ahead of boys. For example, research has shown that girls talk and read earlier, receive higher grades in elementary school, and drop-out less often than boys. Other studies have also shown that Black girls have higher mathematics career aspirations than their White and Latina female peers; yet, they are rarely represented in gifted math and Advanced Placement (AP) math programs. Furthermore, the underrepresentation of urban, low-income African-American students in gifted education is related to low test scores, student and family choice, a lack of teacher referral, and a mismatch between home and school cultures.

Some high-performing Black girls and women are participating in programs that nurture and support their racial and gender identities and contribute to them developing into strong and efficacious girls and women who have agency in their lives. This anthology includes studies that illustrate the complexities of intersectionality in various STEM programs, while also demonstrating that increasing access to STEM for Black girls and women is doable.

**CONTENTS:** Acknowledgements, *Donna Y. Ford*. Introduction, *Nicole M. Joseph*. Heaven Help Us: Insights into the Marginalization of Black Girls' Giftedness, *Natalie S. King and Rose M. Pringle*. "I Just Get All Stressed Out": Coping with Perfectionism as a Black Gifted Girl in Mathematics, *Frances K. Harper and Brittany N. Anderson*. Terms of Engagement: Redefining Parental Involvement and STEM Identity for Black Girls, *Nicol R. Howard*. Hidden in Plain Sight: Life Lessons Taught by Gifted Black Girls to their White STEM Teachers, *Amanda R. Casto and Lenora Crabtree*. A Counter-storytelling of Struggle and Support in Black Women's Mathematical Talent Development and STEM Pursuits across White, Patriarchal Spaces in Education, *Luis A. Leyva and Zander D. Alley*. I Am Not Your Savioreess: Consistently Honoring the Intrinsic Value of Black Women's Intellectual Labor and Cultural Capital in STEM, *Beronda L. Montgomery*. A Gifted Black Femme Scientist Bends Toward Justice, *Chanda Prescod-Weinstein*. Epilogue, *Joy Lawson Davis*.



## A Second Helping of Gumbo for the Soul More Liberating Stories and Memories to Inspire Females of Color

Michelle Trotman Scott, University of West Georgia; Nicole McZeal Walters, University of St. Thomas-Houston; Dr. Jemimah L. Young, University of North Texas; Donna Y. Ford, Ohio State University

2020. Paperback 978-1-64113-870-3 \$37.38. Hardcover 978-1-64113-871-0 \$56.35. eBook 978-1-64113-872-7 \$85.

*A Second Helping of Gumbo for the Soul* is a collection of essays, stories, and narratives designed to inspire and empower women of color through the use of storytelling and narratives. This second edition is a sequel to the first *Gumbo for the Soul* and includes more...

**CONTENTS:** Personal Press of Perfectionism: Liberated from Victimization, *Cynthia Alexander Mitchell*. The Art of Letting Go, *Haile Bennett*. Hidden Figure No More: A Black Girl's Journey Through STEM Education, *Ansley A. Booker*. Porch Steps, *Robin Brandehoff*. Young, Gifted, Black, and Harassed: Notes from a California Childhood, *Lisa Bratton*. Against the Odds: Building Efficacy and Shattering Threats, *Kelly Bullock Daugherty*. And Because of Them, I Can Fly, *Janice A. Byrd*. Short, Shy and Smart: Determined to Excel in a Desegregated Classroom, *Theresa J. Canada*. Strengthening My Core, *Akilah R. Carter-Francique*. From F.M.C. to PhD: The Journey of a Ride-or-Die Chick, *Adrian Clifton*. "You Sound Like a White Girl": One Black Girl's Experience in Accelerated Learner Spaces, *Raven K. Cokley*. The Legacy of Greatness, *Alexandria Connally*. Perseverance, *Gwenetta Curry*. The Definition of Blackness: Shared History and Experience of Injustice, *Rebecca Oluwa Toyin Doherty*. Puppy Love, *Latasha Drax*. Pregnant at 17 to Ph.D. Program: This Race is Not Given to the Swift nor to the Strong, *Donna M. Druery*. Dancing to the Beat of God's Heart, *Leslie Duroseau*. Black Jelly Bean: Overcoming Insecurities and Perceptions by Finally Embracing and Living in My Truth, *Stashia L. Emanuel*. The Loss: Going Without Can Propel You Forward: (On Dealing with Loss and Rejection), *Shandis English*. Living Without Regret, *Chiara D. Fuller*. The Story of a Champion: Pain Always Has a Purpose, *Renee L. Garraway*. Once Upon a Reader: Oh, The Places You'll Go! *Rhoda Myra Garcés-Bacsal*. More Than a Statistic: The Journey from Teenage Parenthood to the Ivy League, *Judith Gil*. It is All GOOD in the NeighborHOOD: An Academic Journey of Learning to Embrace and Shine Through Adversities, *Tyra Good*. A Sob Story, *Chasitie Goodman*. Blood is Not Thicker Than Water, *Pamela Grayson*. April Showers to May Flowers, *Jasmine M. Hamilton*. When Life Gives You Lemons, Give Life Black Girl Magic: A Story of a Memphis Girl Overcoming Homelessness and Educational Inequity, *Jamesha Hayes*. Why Try to Fit in When You Were Born to Stand Out: Navigating College as a Low-Income First Generation Student, *Tiffany Hollis*. Living Up to the Silver Spoon Expectation, *Keena D. Howell*. Finding Purpose, *Javetta Jones Roberson*. There's a Bully in My Ph.d. Program: Defusing Imposter Syndrome Perpetuated by Others and Self, *Tammy Lane*. It Was Necessary: Positioning or Punishing, *Tiffany Y.*

Lane. *Birthing Pains: How I Became a Theatre Director*, Sharrell D. Lockett. *Black Berries, Sweet Juice: Erasing Colorism and Embracing Dark Beauty*, Tamera Malone. *Escaping the White Gaze*, Courtney Mauldin. *There's Strength in My Struggle*, Tonya McKoy. *The Educated Immigrant: A Narrative*, Marcelle Mentor. *My Metamorphosis From Caterpillar to Butterfly*, Karen J. Miller. *The Mask Game*, Kiana L. Peoples. *From Colored to African American: Growing Up in the Segregated South*, V. Marlene Prater. *On the Road to Legacy: Daring to Dream*, Erica Reid. *From the Schoolhouse to the University and Back: Applying Lessons from My Mother to Empower Others*, Consuela Robinson. *Always Push Forward, Never Look Back*, Cristina Rodriguez Chen. *Lifeline to Success*, Tia Scott. *An African American's Experience of the Talented-Gifted-STEM Roller Coaster*, Ebony Shockley. *Under Reconstruction*, Ariel Smith. *Don't Let the Jump Suit Fool You: Inmate Mothers Reclaiming Power from the Inside, Teaching, Learning, and Parenting*, Mattyna L. Stephens. *Life After Death*, Ruby J. Stevens-Morgan. *A Meditation on Just Being Me*, Valerie Taylor. *Lost in Translation?* Elsa Villarreal. *Suzy Snowflake: The Tale of a Brown Girl Dancing*, Rachele D. Washington. *The Valley Moment of Life: A Lesson in Resilience and Faith*, Jillian Whatley. *Biographies*.



## Gumbo for the Soul III

Males of Color Share Their Stories, Meditations, Affirmations, and Inspirations

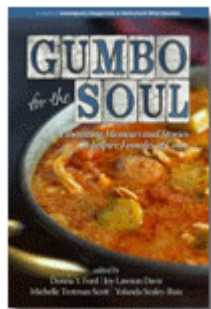
Brian L. Wright, The University of Memphis; Nathaniel Bryan, Miami University; Christopher Sewell, Williams College; Lucian Yates, Kentucky State University; Michael Robinson, Forest of the Rain Productions; Kiana Thomas, Norfolk State University

2019. Paperback 978-1-64113-564-1 \$37.38. Hardcover 978-1-64113-565-8 \$56.35. eBook 978-1-64113-566-5 \$85.

This book for, about, and by Males of Color, amplifies triumphs and successes while documenting trials and tribulations that are instructive, inspiring, and praiseworthy. This book will be a must-read for every Male of Color.

**CONTENTS:** Acknowledgments. Introduction. **SECTION I: FAMILIAL IMPACT ON EDUCATION.** Pushing for a Better Life, Wil Greer. Choices, George Suttles. Black Boy Rising, Larry J. Walker. My Son Has a Purpose Too: A Father's Story of Autism, George E. Stewart II. Where the Waters Met: A Story of Friendship, Brotherhood, and Service, Robert Mays. Freedom of Forgiveness, Zaccheus L. Moss. I Might Cry, But I'll Get There, MarQo D. Patton. Personal Agency: An Under-Discussed Factor for Successful Life Outcomes of Black Males, Michael T. Owens. Still Standing: Bumps in the Road Along a Path to Greater Success, Jason Rivera. Poverty and Education, C. Sheldon Woods. The Destruction of Drugs, Joel Bratton Jr. **SECTION II: INTERSECTIONS OF RACE, GENDER, AND SEXUALITY.** From Unseen to Seen: The Power of Significant Others, Derrick Robinson. One Hundred Percent Intelligent Black Child: Black and Exceptional in Mathematics, Nickolaus A. Ortiz. Of Pain and Peach Fuzz: A Chief Equity Officer Rants, John D. Marshall. Thank You So Much for Asking, Darreon D. Greer Sr. Things Fall Apart to Fall in Place, Jajuan S. Johnson. The Menace of Immigrants: Reflections of Growing Up in Organisms Against My Development, Oscar Espinoza-Parra. Be Yourself and the World Will Adjust, Tyrone C. Hamler. Memoir of a Former Impostor, C. Emmanuel Little. **SECTION III: RACIAL DISCRIMINATION.** What Was Intended for My Harm, God Intended for My Good: A Black Male Overcoming the Odds, Lucian Yates III. Coming Home: The Social and Educational Consequences of Being a Formerly Incarcerated Chicano Convict Criminologist, Oscar Fabian Soto. When I Woke Up to Being Black, Christopher J. P. Sewell. The Power of Forgiveness, Joseph Matthews. Stony the Road We Trod: Black Males Share Lived Experiences With Police Brutality, Antonio Ellis and Eddie Vanderhorst. The Race, Dwight Gordon II. A Black Man's Story of Empowerment: Why I Stopped Begging Whites to Accept My Blackness, Raymond Adams. The Emanuel Church Massacre and the School Across the Street: A Black Man's Narrative of Two Racialized Conflicts, Nathaniel Bryan. From Hopelessness to the Hallways of Higher Education, Lawrence Scott. To Leave or Not to Leave: That Was My Contemplation, Jamel Miller. **SECTION IV: OVERCOMING NARRATIVE OF FAILURE.** Becoming the Victor, Victor L. Powell. Overcoming the Obstacles and Breaking the Barriers, Jeremiah N. Taylor. Man Enough to Ask for Help: Overcoming a Learning Disability and Family Issues, David C. Hughes. For Special Educators Who Have Considered Giving Up When the Rainbow Is Enough: A Retrospective and Prospective Essay on Being a Black Male in Specialized Education, Brandon C. S. Wallace. Special Education to Higher Education: Speech Impediment to a Degree in Speech Communications, Burgess Mitchell. From a Refugee Child to Success in America, Alex Sekwat. I Am Not Supposed to Be Here: Why Numbers Sometimes Lie, Stuart Rhoden. Social Capital and Its Impact on My Personal and Academic Success, Solomon Tention. Nobody Told Me the Road Would Be Easy, Dante Pelzer. I'm Not My Chair, Michael S. Washington. On Stuttering and Speech Impediments: Stepping Stones Not Speed Bumps, Charles A. Barrett. Keeping My Head Above Water in a River of Whiteness, LaMarcus J. Hall. Rising Above a Tracked System, Brian K. Williams. Even Today I Remember the Pain, Gregory Washington. The Test of a Man, Verontae Deams. Rising Through the Concrete Like a Rose, Nathan Stephens. Akoben: The Ancestors' Call, Mwalimu Donkor Issa Minors. **SECTION V: SEXUAL AND SUBSTANCE ABUSE.** Forged by My Foundation, Michael A. Robinson. Alone Was My Safe Place, Raphael Crawford. Won't He Do It ... : From Challenges to Triumphs, Derek Irvin. From Victim to Victor: "I Don't Want to Play!", Robert A. Massey. Learning to Overcome Excessive Drinking, Charles Brown III. **SECTION VI: EXPERIENCES IN HIGHER**

**EDUCATION.** How Spirit and Soul Led Me to a Life as a Psychological Scientist, *Brandon E. Gamble*. Do Not Apply to College, *Eugene Pitchford III*. Challenging Transitions: Reflecting Back, Projecting Forward, *Brian A. Burt*. Epilogue. About the Editors. About the Contributors.



## Gumbo for the Soul Liberating Memoirs and Stories to Inspire Females of Color

Donna Y. Ford, Vanderbilt University; Joy Lawson Davis, Virginia Union University; Michelle Trotman Scott, University of West Georgia; Yolanda Sealey-Ruiz, Teachers College, Columbia University

2016. Paperback 9781681236971 \$37.38. Hardcover 9781681236988 \$56.35. eBook 9781681236995 \$85.

Rejection. Loss. Confusion. Pain. Our past and our future are intertwined. Each distinct memory becomes one life. What once hurt, eventually heals, and the lesson (or lessons) to be learned becomes one with our soul and our spirit. Our experiences provide strength instead of destruction. Our great-grandmothers, grandmothers, mothers -- all women of power who came before us -- were great descendants of the coastal lands of West Africa. They arrived in strange lands with their Gumbo - -their memories, rhythms, ingenuity, creativity, strength, and compassion. Their lived stories and conversation were recipes mixed with unique combinations of ingredients, dropped into the cast iron pot -- stirred, dropped in, seasoned, dropped in, stirred again, and again, and again, until done. This Gumbo is savory like the soul, carefully prepared, recipes rich with what our foremothers brought with them from their homeland. They brought the best of what they had to offer.

Gumbo or Gombo is a Bantu word meaning 'okra'. Okra is a rich vegetable that serves as the base (or gravy) for a delicately prepared stew. (Today's Gumbo cooks use a 'roux' as the base- see the recipe on page 3). Gumbo's West African origins have been modified over the past two centuries by people of varied ancestry: Native American, German, Spanish, and French (Moss, 2014). It is essential to understand the manner in which Gumbo is prepared: each ingredient must be placed into the stew at its specified time so that it can cook in and savor its own flavor. When completed, Gumbo is usually served over grits or rice.

Gumbo has become a cornerstone of life in African-descended communities across the south and southwest spanning from South Carolina to Louisiana and Texas. Gumbo is a treasure... a reminder of the greatness that lived in the village in a time of strength and abundance...a reminder of the resilience and richness of our people over generations.

This book -- a collection of memoirs written by Women of Color is shared to inspire and motivate readers. The authors of these precious, soulful stories are from across the globe and represent various backgrounds and professions. What these women have in common, though, is their drive to tell their story. Stories of pain, discovery, strength, and stories of beginnings. Many of the experiences, as difficult as they may have been, made the women who they are today. Telling these stories to a new generation will empower and encourage them in their experiences no matter how troubling or challenging (Harris, 2015). These stories, like our foremothers offering their Gumbo, present the best these women have to offer. These authors want the world to know that deep inside of each of us is a rich, vibrant, purposeful beginning. As our lives develop and we are "stirred and stirred again", like Gumbo, our experiences begin to shape who we are and who we become. When the stirring is complete, a comforting meal -- one that says no matter what has gone into the dish, it's going to be amazingly magnificent!!

The authors hope these stories will inspire and motivate girls and Women of Color to trust their experiences -- whether good or bad -- to help them become. Our becoming means that after all that life has thrown our way, we are strong, purposeful, and powerful people who are a great treasure to a world that sometimes rejects and ignores our existence. Embedded in this book are stories of abuse and triumph, sadness and victory, disappointment and resilience, discovery and victory.

We are very proud to be the keepers of these rich recipes. They represent the first in what we hope will become a collection or series of inspirational memoirs that will be shared to help others live out their destiny and become the women they were born to be.

**CONTENTS:** Introduction. At Risk...And at Promise Too! *Sheree Nicole Alexander*. Pushing Past Trauma, *Natoshia Whaley Anderson*. At Your Best, You Are Love, *Melanie Askew*. Sweetest Candy—Education and the Love of Teachers! *Margaret Barrow*. The Seven-Mile Divide: From Intellectually Gifted to Remedial, *Margarita Bianco*. Against the Grain, *Rhonesha L. Blache*. I Am a Composite of All My Experiences, *Dionne Blue*. Sancocho: How Mami's Stories Fed My Curiosity and Continue to Sustain Me, *Mildred Boveda*. From Homeless to Hopeful: Overcoming Tragedy to Persevere, *Mercedes*

*Cannon. Racism and Giftedness: A Double Whammy, Marissa L. Campbell. Forging Ahead in the Midst of Challenges, Disha Lynch Charles. I Needed My Mother and My Daughter Needs Me: (Biggest Fan! First Defender! Best Advocate!), Johnita Collins. Making Beauty from Ashes: On Learning to Forgive and Love, Kimberly Phillips Dabney. Surviving, Thriving, and Rising Above, Joy Lawson Davis. Forgiveness: The Unexpected Gift of Fatherlessness, Crystal A. DeGregory. Finding My Academic Self: Snapshot of a Bigger Picture, Isi Ero-Tolliver. Beyond Zip Codes and Genetic Codes: Black and Poor and Gifted, Too! Donna Y. Ford. Despite the Score: Removing Barriers From Access to Gifted Education, LaTonya Frazier. Free to Fly, Jessica A. Fripp. "Can't" is a Four-Letter Word and Life Rolls Along, Vernessa T. Gipson and Brianna T. Morgan. I Read to Live, Kristy Girardeau. The Day I Found Pain, Derria L. Ford Glover. The Difference between Giving Up and Moving On, Jamye Hardy. Never Put Rocks on an Eagle's Back, Breshawn N. Harris. Bendable, Yet Unbreakable, Tiffany Hollis. Being Called a Nigger: Reflections as a Student and in Teacher Preparation, Amina Humphrey. Like a Leaf in the Wind: Growing up Gifted in Turkey Without Privileges and Capital, Zeynep Isik-Ercan. To Thine Own Self Be True: Stand Tall, LaShonda M. Jackson-Dean. Fighting the Good Fight as an Afr-Rican Leader, Patricia Jahaly. People Come into Our Lives for a Season, Donna M. Johnson. From "Smarty Pants" to Scholar: A Personal Journey of Self-Acceptance, Jennifer M. Johnson. From Heartache to Head Up, Charemi A. Jones. Passion and Purpose through Pain and Dysfunction, SaDoh! Goldsmith Jones. My Life Began to Bloom at Forty, Tammy D. Lane. The Perils of Being Too Young to be Grown, Tonya Leslie. Push Back and Stay in the Game: Life Goes on After Mistakes, April J. Lisbon. Learning to Love Myself after Sexual Abuse, Arleezah Marrah. I'm not an "Oreo." I'm focused! Renae D. Mayes. The Dark Side of Giftedness: A Hidden Curriculum of Rejection, Heather Cherie Moore. The Greatest Gift of Love, Shondrika Moss-Bouldin. Fear is Not an Option, Barbara Mullen. The Garrison Finish: Learning to Live on Purpose, Not Just on Time, Janice Nix-Victorian. I Am Not Alone: Overcoming Abuse and Rejection, Quinita Ogletree. Adversity is Knocking... Let Success Answer It, Charissa M. Owens. A Family and a Dream: A Journey from South Central to Life Beyond, Alexis Riley. Beyond Overcoming: Living Out God's Plan, Cynthia Rivers. The Other "Big C", Kelly A. Rodgers. My Journey from the South Bronx to the Academy, Yolanda Sealey-Ruiz. Why Not You? My Story of Inspiration and Determination, Chinequa Shelander. A Journey into Racial Identity: A Black Woman and White Socialisation, Victoria Showunmi. No Safe Space, Aisha K. Staggers. Being Above Average: Hearing, Accepting, and Believing, Michelle Trotman Scott. School Changed My Life, Desireé Vega. I Am Because of Her, Nicole McZeal Walters. Move Over World... Here I Am, Tuwana Wingfield. From Special Ed to Higher Ed: A Black Girl's Journey in Discovering Her Giftedness, Jemimah L. Young.*



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