

Sheldon (he/him) (00:01.91)

All right, welcome to another episode of I Must Be BUGN. I am your host, Sheldon Gay, and I am so, so excited to share with you this episode. Today we have a very special guest, Dr. Joy Lawson Davis. I'll talk a little bit about who she is, if you're hiding under a rock in the gifted community. But again, really, really excited.

to share her knowledge, her insights, and her work. I was telling Dr. Davis before we started recording that I actually, she's a key part of my gifted discovery journey because a few months ago when I was really just in the curious phase of whether or not I even belonged, I found her through a website dedicated to a movie that's yet to be released, but it's called The G-Word.

And I saw her one there and I saw, you know, just honestly, I cried and, you know, I saw her talking about this experience, not just as gifted people, but how it relates to us as black people. And that just touched me dearly. Um, and so since then I've been trying to find a way to get back to actually talking with her and never at the time that I imagined that we'd actually have an opportunity to talk on a podcast, but so, so grateful, you know, that she's here.

And so before we jump in, let me just give you a brief read of her bio, you know, here. So anyway, Dr. Joy Lawson Davis has a distinguished record of scholarship in the field of gifted and advanced learner programming. Her specific expertise is diversity, access, and equity in programming for students from underrepresented populations and culturally diverse students with other exceptionalities.

graduate degrees and gifted education from the College of William & Mary in Virginia. She's a highly sought after speaker, professional learning trainer and consultant to school districts and organizations across the United States, the Middle East, South Africa and the Caribbean. Sharing multiple presentations at professional conferences during her career with her message of equity and excellence in education.

Sheldon (he/him) (02:21.77)

Dr. Davis is also core faculty member at Bridges Graduate School for Cognitive Diversity in California and Johns Hopkins University School of Education. Dr. Davis is an award-winning author of six books. Her most recent books include, Bright, Talented, and Black, a Guide for Families of Black Gifted Learners 2.0, as well as Empowering Underrepresented Gifted Students, Perspectives from the Field, and Culturally Responsive Teaching and Gifted Education.

building cultural competence and serving diverse populations. Dr. Davis served for five years on the board of directors of the National Association for Gifted Children, serves on the editorial boards of two professional journals, and on the board of trustees for the Roper School in Michigan. Dr. Davis also served for five years as the state specialist for K-12 gifted programming in Virginia.

As one of the nation's premier experts in gifted education, Dr. Davis is frequently called upon for interviews, podcasts, to serve on expert panels and advisory councils to advocate for increased equity in gifted education services. Dr. Davis is the recipient of the 2022 Honorary Member of the Colorado Academy, I'm sorry, of Educators of the Gifted, the 2020 New Jersey Hall of Fame Award from the New Jersey Association for Gifted Children.

the 2019 Lifetime Achievement Award from supporting the emotional needs of gifted children, and the 2019 Alexania Baldwin Special Populations Award from the National Association for Gifted Children. Recently, Dr. Davis was also awarded the Association for the Gifted 2023 to 2024 Tag Diversity Award by the Council for Exceptional Children.

Sheldon (he/him) (04:16.044)
uh, the podcast.

Sheldon (he/him) (04:20.15)
So again, my name is Shelvin Gay, my pronouns are he and him. I am a 41 year old black man with curly hair. I guess some would say, you know, light skinned or, you know, lighter skinned, lighter brown skin. And, you know, again, I'm joined here by Dr. Davis. Dr. Davis, thank you so much for joining us. How are you today?

Joy Lawson Davis (04:46.613)
doing well, Sheldon, and I am grateful to have the time to speak with you today on your podcast. I was excited too when you said that you had heard about me initially through the G-Word film, the bits and pieces of G-Word, the documentary that will soon to be released, but it is a great piece that has allowed

Sheldon (he/him) (04:53.855)
Yeah.

Sheldon (he/him) (05:05.802)
Mm-hmm.

Joy Lawson Davis (05:12.125)
individuals from around the country and around the world to know more about the broad scope of what giftedness is. And so I'm excited that you had a chance to listen, to learn more about yourself as a gifted individual through the G-word. I have to share that with Mark Smolowitz and his team about the G-word. He would love to hear that.

Sheldon (he/him) (05:14.25)
We'll reserve this video.

Sheldon (he/him) (05:31.6)
Hehehehe

Joy Lawson Davis (05:36.373)

That I am, I'm glad to be here. Actually, I just finished another interview earlier this morning with a Swedish journalist asking questions. So that was very interesting about gifted learners, high IQ gifted learners, and particularly those from.

Sheldon (he/him) (05:44.967)

Oh really?

Sheldon (he/him) (05:52.217)

Mm.

Joy Lawson Davis (05:53.717)

populations that are typically marginalized and underrepresented. So that was a very, very interesting conversation. So I'm a little tired. I just as well admit I'm a little bit tired. I'm also here at home with a new dog we picked up on Saturday and getting used to his new schedule here in our home. And so it's been an interesting week while I'm...

Sheldon (he/him) (06:01.583)

good. Yeah.

Yes.

Sheldon (he/him) (06:12.513)

Mmm.

Sheldon (he/him) (06:20.506)

Yeah. Heh. Heh heh heh. I-

Joy Lawson Davis (06:21.229)

for Christmas with this new dog in the house, but he's beautiful and he's just a real sweet character. So we'll be just fine in a few days, yeah.

Sheldon (he/him) (06:30.066)

Yeah, well, thank you for making this time still. And I know new pets and, you know, can be, it can be a handful those first few days, you know, when you're welcoming them to the home, they're getting used to things, you're getting used to things. So, you know, definitely know that is, it's still a special moment. And like I said, thank you so much for making time. So, you know, let's just kind of jump into things. One of the things I'd like to kind of,

talk with folks about, you know, just kind of tell me a little bit about yourself, tell me about the work that you do, and you know, whether or not you identify as neurodivergent.

Joy Lawson Davis (07:10.577)

interesting, the word neurodivergent itself is quite interesting because it has taken on a very broad definition in the field and I would say, I'm gonna start with that if you don't mind, in some ways I believe that I am because I am a different thinker.

Sheldon (he/him) (07:14.958)

Mm-hmm.

Sheldon (he/him) (07:24.713)

Oh yeah, go ahead.

Sheldon (he/him) (07:30.86)

Mm-hmm. Mm-hmm, mm-hmm.

Joy Lawson Davis (07:33.147)

my sense of the world and you know how I fit into the world as a black female gifted person

Sheldon (he/him) (07:40.699)

Mm-hmm.

Joy Lawson Davis (07:42.509)

who has had experiences in urban areas in the north and here in the south, in the rural area.

And because of also some health issues, I have to often think about how it's that all of this makes me who I am. And so neurodivergent, you know, I'm always about challenging the status quo.

Sheldon (he/him) (07:52.792)

Mm.

Sheldon (he/him) (07:59.266)

Mm-hmm.

Sheldon (he/him) (08:06.712)

Yeah.

Joy Lawson Davis (08:11.343)

it's going to take on a different definition. And I like that, you know, as much as many people disagree with me on this, I think it's important for us to recognize as a field that we haven't done everything that we should do.

Sheldon (he/him) (08:14.667)

Yes.

Joy Lawson Davis (08:27.713)

to identify and provide services to students who come from diverse backgrounds. I'm talking about ethically and culturally diverse backgrounds, but also students from low income communities. And because of that, what I did a few years back with another colleague, we started up this, we started focusing this attention on what we call the 3E student, the 3E. And 3E.

Sheldon (he/him) (08:34.381)
Mm-hmm.

Sheldon (he/him) (08:54.894)
Mmm.

Joy Lawson Davis (09:01.053)
the third circle of that is being culturally diverse, is being ethnically diverse. And we know that we are a group of people that represent in some cases in the United States, 16 to 20% of the population from coast to coast. And...

Sheldon (he/him) (09:06.507)
Mm-hmm.

Sheldon (he/him) (09:18.19)
Mm-hmm.

Joy Lawson Davis (09:18.925)
we, you know, many of us, most of us come from a background in the continent of Africa and others, you know, we have other, you know, people who are multiracial, multicultural among us. So I do think that until we can really get a grip on the fact that our giftedness is our giftedness, and our giftedness sometimes is very different, and other times it's quite the same. It's quite the same.

Sheldon (he/him) (09:25.614)
Mm-hmm.

Sheldon (he/him) (09:29.638)
Mm-hmm.

Sheldon (he/him) (09:39.906)
Mm-hmm.

Sheldon (he/him) (09:43.198)
Yes.

Joy Lawson Davis (09:46.661)

And so I'm gonna stick with the 3E label for our children, our community. But again, as I said earlier, because of my varied background, geographically, particularly geographically, and because of health issues that I've had all of my life, I'd have to place myself in that category right now without going too far into it. But...

Sheldon (he/him) (10:07.042)
Hmm.

Sheldon (he/him) (10:11.423)
Uh-huh.

Right.

Joy Lawson Davis (10:14.593)
But yeah, that's one of the reasons why I embrace neurodivergency, neurodivergent people, because I have empathy for folks who are different, who are differently wired, as we say, differently wired, and who approach the world in a different way. And sometimes we accept it and sometimes we're not. So that's what we all have to continue to think about. And

Sheldon (he/him) (10:26.973)
Mm-hmm. Yeah, right.

Sheldon (he/him) (10:37.671)
Right, right.

Joy Lawson Davis (10:42.045)
and give ourselves the courage that we need so that we could become the best of who we are, of who we are. So my life as a gifted person began when I was a kid, like many of us, and I actually was content accelerated many years ago. So you know that I've been at this for a while. So.

Sheldon (he/him) (10:49.163)
Right

Sheldon (he/him) (10:57.538)
Hmm.

Sheldon (he/him) (11:04.46)
Hmm.

Sheldon (he/him) (11:07.671)
Right, right.

Joy Lawson Davis (11:08.977)

My schooling started in the mid 20th century. That's when my schooling began in New Jersey and I was actually content accelerated as a second grader. I went from second grade to third grade math, which wasn't a good experience for me at the time because the math teacher wasn't so excited about having this little second grader join her class in the afternoon. So.

Sheldon (he/him) (11:15.115)
Oh.

Sheldon (he/him) (11:18.344)
Mm-hmm.

Sheldon (he/him) (11:22.948)
Mmm.

Sheldon (he/him) (11:27.911)
Interesting.

Sheldon (he/him) (11:32.528)
Mm. Mm-hmm.

Joy Lawson Davis (11:36.157)
I didn't come away from that with feeling good about being smart, you know. I felt like being smart was a burden to these other people, the other people, when I say that, I mean teachers, some of the teachers I came in contact with. Within my family, I knew fully who I was, my family embraced it. We were low income, living in tenement apartments, both of my parents worked.

Sheldon (he/him) (11:39.862)
Mm-hmm.

Sheldon (he/him) (11:52.012)
Right.

Joy Lawson Davis (12:04.001)
hard work because there was six of us, Sheldon, and I'm the youngest of the six, and six very bright individuals in the same household. So I have to applaud my mom and dad for even getting through the experience of raising us, and I'm telling you, we have stories, we have some stories. But yeah, so I, you know, again, from an early age, I knew that I was different than...

Sheldon (he/him) (12:07.074)
Oh no. Thank you.

Sheldon (he/him) (12:12.45)
Oh wow, yeah that's a... right. Right.

Sheldon (he/him) (12:30.242)
Mm-hmm.

Joy Lawson Davis (12:30.817)
than many other children my age, my community. I knew that I saw the world differently. I challenged the adults around me. I challenged right and wrong. You know, when I saw that people didn't quite understand what morality and ethics was, even as a kid, I challenged that. And so I guess during that time, I was getting myself, you know, conditioned

Sheldon (he/him) (12:38.498)
Mm-hmm.

Sheldon (he/him) (12:45.559)
Mm-hmm.

Sheldon (he/him) (12:51.202)
Mm-hmm.

Joy Lawson Davis (13:00.737)
and somebody that was self conditioning so that I could become a leader. And those kinds of roles began coming to me as I was just like in middle school, I started becoming a leader of this group or a leader of that group, spokesperson here, spokesperson there. And the other children, of course, would look to me to be that person. And so that started early in my life. And so...

Sheldon (he/him) (13:04.635)
Mm-hmm.

Sheldon (he/him) (13:16.439)
Mm-hmm.

Sheldon (he/him) (13:23.806)
Mm-hmm.

Joy Lawson Davis (13:29.065)
I understood this on a personal level, but when I went into my training to become a teacher, I didn't hear about it. Nobody spoke about the gifted students or the bright students in my classroom, in my teacher education. And I would say my first degree is a fine arts degree, by the way. I'm an artist. And so...

Sheldon (he/him) (13:45.692)
Mmm, mhm.

Sheldon (he/him) (13:51.458)
Mm-hmm.

Joy Lawson Davis (13:54.925)

that first experience in art education was an interesting one. And I embraced that as my initial entry into education. So I came out of that and I taught art elementary education, art in a rural community for about, I think about eight years, eight to 10 years. And then I was introduced. You still there?

Sheldon (he/him) (14:07.266)

Mm-hmm.

Sheldon (he/him) (14:23.99)

Yeah, I'm still here. I'm still here.

Joy Lawson Davis (14:25.205)

I was introduced actually to the field of gifted education by attending a conference at the College of William and Mary at the request of a principal. Nobody else wanted to go, so he said there's this conference going on and we hear that the state is beginning to have conversation about creating programming, local programming for gifted bright students and they need a representative from each district to be that, you know.

Sheldon (he/him) (14:35.797)

Mm.

Joy Lawson Davis (14:52.961)

that person to go to or direct or coordinator, would you be willing to do that, Joy? And I said, oh yes, that was, it excited me. First of all, again, I'm always learning, I'm always thinking about the potential of the human mind, the potential to see things and to do things in a different way. And so I went to what was called the Richardson Conference.

Sheldon (he/him) (14:56.578)

Mm.

Sheldon (he/him) (15:01.423)

Thank you.

Sheldon (he/him) (15:09.879)

Uh-huh.

Sheldon (he/him) (15:19.092)

Hmm.

Joy Lawson Davis (15:19.405)

room was filled with educators from across the state of Virginia, and then all of the experts, not all, but many, many of the experts in the field at the time. And their presentations resonated with

me, Sheldon. They spoke about, you know, intelligence, high intelligence, what that means. They spoke about how to teach towards high intelligence, how to do critical thinking skills in the community.

Sheldon (he/him) (15:46.9)

Mmm.

Joy Lawson Davis (15:47.417)

And this is, you know, again, this is a long time ago when I first started and gifted Ed. And within a short time, I actually took a course, a graduate level course at the College of William & Mary, and I met Joyce Van Tassel-Basca for the first time as my instructor in that course. Joyce was my mentor from that period on, my advisor.

Sheldon (he/him) (15:53.427)

Mm-hmm.

Sheldon (he/him) (16:07.648)

Mm-hmm.

Joy Lawson Davis (16:16.441)

And at her encouragement, I entered the master's degree program at William & Mary in Gifted Education. And she said, this place, this program, I think would be a good fit joy, you know, for who you are, and will, you know, give you some opportunities that you would not have otherwise, you know. And she was exactly right. So in Gifted Education, I would have to say I found myself, you know.

Sheldon (he/him) (16:35.756)

Mm-hmm.

Joy Lawson Davis (16:43.613)

As you know, you know, when you get to a place where you feel comfortable, you feel like the conversation that's going on, uh, sounds like who you are and who you want to be, you know? And I, so I do remember, uh, having that, um, you know, that self talk that, um, this is where I belong, you know, this is where I belong. And then, and then not just I belong, but I can make an impact. I can change conditions.

Sheldon (he/him) (16:53.092)

Mm-hmm.

Sheldon (he/him) (17:03.362)

You're right.

Sheldon (he/him) (17:11.134)

Yes.

for people that look like me, you know? Because at the Richardson Conference, I could count almost on one hand how many educators of color were in this huge conference room, you know, listening to the presenters, you know? And I thought, oh, no, something is wrong here. Something is wrong here. And in time, I was able to get into the master's program, finish that degree.

Yes.

Right.

Actually, while I was in the master's program, Joyce invited me to interview for a coordinated position for a Javits grant. They received one of the first Javits grants from the feds, from the federal government, to help identify services, again, identification protocol, instructional protocol, family community protocol.

Hmm.

for what we call at that time, at risk students. Among the at risk students were of course, students of color, black students, brown students, students who also had special education, you know, certainly received special education services. At that time, they were not being called twice exceptional though. But those students came into this program along with the other gifted students.

Mm-hmm.

Mm-hmm.

[illegible]

I was just, you know, being defiant. He was like, Sheldon doesn't care. Sheldon's like, and long as short as my mom realizes, like, no, like he's bored. You know?

Joy Lawson Davis (20:42.771)

Mm-hmm.

Joy Lawson Davis (20:46.646)

Mm-hmm.

Joy Lawson Davis (21:00.658)

Ha ha! Mm-hmm, mm-hmm.

Sheldon (he/him) (21:06.858)

And they wanted to bump me up, but she chose not to do that at the time. And I've always wondered about that because there is that dynamic of when you. Um, and I forget the term they use nowadays or whatever, but basically, right. When you kind of have a child skip a grade or, you know, um, that definitely is not as simple as, um, it's not a simple choice, right? There's, there's implications for that. Um, and then when you talked about having all those.

Joy Lawson Davis (21:11.245)

Mm-hmm.

Joy Lawson Davis (21:22.585)

Yes.

Joy Lawson Davis (21:30.298)

No, no.

Sheldon (he/him) (21:36.134)

gifted minds in one house, I can only imagine. Family dynamics are already a thing, and then you're talking about adding in all these passionate, intense, complex personalities and thoughts in one place. I'm sure, like you said, your parents deserve the gold star for that. But then...

Joy Lawson Davis (21:41.986)

Oh, yes.

Sheldon (he/him) (22:04.586)

as well, like you talked about jumping into, recognizing that this was an area of passion for you, that you could actually leverage this passion to do some really great work and digging into that. I mean, I'm sure that was, I'm sure there was some challenges, some hurdles that you had to kind of jump through. What, can you tell me maybe,

couple of things that you'd say were some challenges that you faced as you kind of got started with the work, particularly I'm sure back then, as you mentioned, like they didn't have terms like

twice exceptional and neurodivergent and all this other kind of stuff. So what maybe some things that you ran into?

Joy Lawson Davis (22:41.642)

Mm-hmm.

Joy Lawson Davis (22:45.081)

Bye.

Joy Lawson Davis (22:50.105)

Well, you know, again, when you think about the timing of my entree, you know, into the field, and as I told you about the experience, that I noticed it immediately at the Richardson Conference that there weren't very many people of color there. And I did happen to have another mentor who worked on the same project.

Sheldon (he/him) (22:56.974)

So.

Sheldon (he/him) (23:06.308)

Mm-hmm.

Joy Lawson Davis (23:12.193)

His name was Dr. James Patton, and Dr. Patton passed away recently, who was a special education professor, but he too was also very interested in the experiences of the challenges of Black children who were gifted and going into programs. And so it was his work and his nudging and encouragement for me as a Black scholar to say this is not going to be easy.

Sheldon (he/him) (23:17.14)

Mmm.

Sheldon (he/him) (23:27.478)

Mm.

Sheldon (he/him) (23:40.79)

Mm-hmm.

Joy Lawson Davis (23:41.453)

This is not going to be easy because you're going to go places and you're going to find yourself alone. You'll be alone many, many times. You won't have a lot of colleagues. You won't have to because they won't look like you. I mean, there'll be people who will say, I want to work with you or, you know, kind of champion your causes. But because they have a different experience and different background, many times they won't respect you.

Sheldon (he/him) (23:46.37)

Mm-hmm.

Sheldon (he/him) (23:53.687)

Mm-hmm.

Sheldon (he/him) (24:01.194)

Mm-hmm.

Joy Lawson Davis (24:09.089)

they won't tell you. And when they, you know, they may talk to you on the phone, may hear about you for a period of time, but when they find out that you're black, can you imagine? And when I became the state specialist for K-12 gifted programs, my colleague who had been there at the state level for many, many years, she took on the governor schools program. So I was...

Sheldon (he/him) (24:09.134)

Mmm, mhm.

Sheldon (he/him) (24:20.456)

Mmm. Mm-hmm.

Joy Lawson Davis (24:36.733)

strictly limited to K-12 programming, but what happens is that two or three times a year, the coordinators at the local level would have a meeting, everyone would come together. And because I'm the representative from the state for those K-12 programs, I would be one of the speakers at the meeting. So the first time they met me, when I say they, I'm talking about the entire state.

Sheldon (he/him) (24:58.723)

Mm-hmm.

Sheldon (he/him) (25:04.992)

Mm-hmm.

Joy Lawson Davis (25:05.561)

group of state specialists or state coordinators for each of the school districts in Virginia, when the first time they met me, I could feel the eyes and I could feel the ice. And I could feel, I didn't, I mean, all I do is walk in the room and I didn't come, I came to the meeting probably,

Sheldon (he/him) (25:15.742)

Mm-hmm. Like, that's not what we intended. That's not what we expected, right? Yeah.

Joy Lawson Davis (25:33.589)

just about the time it was getting ready to start. So I kind of just stood in the back until I was introduced. And I did that seriously, to be honest with you, I did that on purpose, right? So I

could kind of sense how they were gonna feel as I walked slowly up to the front of the room and took the stage, you know. Because, so that part of it was very challenging. So here I am, a black woman.

Sheldon (he/him) (25:44.201)

Yeah.

Sheldon (he/him) (25:53.299)

Yeah, yeah.

Sheldon (he/him) (25:59.222)

Mm-hmm.

Joy Lawson Davis (26:02.197)

you know, at the state level with experiences that were the same as many of them. I had only been a coordinator for about maybe six years. And many of them had been in their school districts as directors and coordinators for many years, you know. And many of them had, you know, had experiences with some of the scholars at the, you know, at the...

Sheldon (he/him) (26:12.852)

Mm-hmm.

Sheldon (he/him) (26:18.886)

Mm, mhm, mhm.

Joy Lawson Davis (26:28.073)

at the district, at the universities. And so some of those folk for the longest time had no respect for me, you know, because no matter how much gifted talk I talked, I was still, when I walked in the room, I was still a black woman. And you see how I look, you see my hair. I've always, I've had my hair like this for about 40 some odd years. So.

Sheldon (he/him) (26:36.99)

Mmm.

Sheldon (he/him) (26:40.5)

Right.

Sheldon (he/him) (26:44.066)

Mm-hmm.

Sheldon (he/him) (26:50.688)

Mm.

Sheldon (he/him) (26:55.127)

Okay, okay.

Joy Lawson Davis (26:56.365)

I came in looking radical, right? Looking radical, just being myself and speaking my language. I don't talk like a book, if you don't mind my saying this, I don't speak like a bushy black person. You know what I'm saying? I talk the way that I've spoken all my life, you know? And so for some of them, that was an affront because they knew then that I would just be who I was and I was gonna bring something to them different than they had ever experienced before.

Sheldon (he/him) (26:58.669)

Mm-hmm.

Sheldon (he/him) (27:09.586)

Mm-hmm. I don't know exactly what you mean, yeah.

Sheldon (he/him) (27:18.199)

Mm-hmm.

Joy Lawson Davis (27:25.565)

I was going to help them look at all of those children in their classrooms that they were ignoring, that they were determined was not their responsibility because they were not affluent. They were not middle class affluent. They were not, their parents were not the pushy parents. They could overlook these kids because nobody was speaking up for them. So I started some things at the state level.

Sheldon (he/him) (27:25.922)

Thank you.

Sheldon (he/him) (27:32.529)

Mm-hmm.

Sheldon (he/him) (27:46.263)

Mm-hmm.

Sheldon (he/him) (27:50.286)

Mm-hmm.

Joy Lawson Davis (27:54.253)

that had not happened here before. And I was able, however, though, to have allies in some of the school districts that were having difficulty, you know, getting their students identified, getting access to the state governor schools, even the white community out in Appalachia in the western part of Virginia, who also had challenges getting access to the state programs.

Sheldon (he/him) (27:57.528)

hehe

Sheldon (he/him) (28:06.657)

Hehe.

Sheldon (he/him) (28:17.518)

Mm.

Joy Lawson Davis (28:22.773)

became some of my strongest allies because their students are also being overlooked. The poor white students from the coal mining communities were also being overlooked and not deemed gifted in the same way that students were from, say, the Northern Virginia, DC area, whose parents were, you know, parents were middle class, upper middle class, many of them government.

Sheldon (he/him) (28:26.839)

Mmm.

Sheldon (he/him) (28:31.145)

Mm-hmm.

Sheldon (he/him) (28:34.57)

Mm-hmm.

Sheldon (he/him) (28:49.79)

Mm-hmm. Right.

Joy Lawson Davis (28:50.813)

you know, employees. So that part of it I found, you know, I found joy in that to be honest. Because I knew that there were these kinds of kids everywhere, everywhere. And as educators, we, you know, we had already made up our mind who we were going to serve in these programs, or who we were not. We made up our minds. No matter how many examples were being shown to them

Sheldon (he/him) (28:59.735)

Hehehe

Sheldon (he/him) (29:03.894)

Mm-hmm.

Sheldon (he/him) (29:15.17)

Right. Yeah.

Sheldon (he/him) (29:19.959)

Mm-hmm.

Joy Lawson Davis (29:22.361)

in all of these communities, there were so many people who had these positions who were determined that anyone who didn't look like them and didn't have the means that they had were inferior, were inferior. So how can they be inferior, Joy, and be gifted?

Sheldon (he/him) (29:36.469)

Mm-hmm. Yeah.

Sheldon (he/him) (29:43.07)

Right, right. That's the, oh my gosh, this is, I call it the brain sparkles, but this has got me going because you talked about so many different things and it's actually coincidentally I have a gifted friend that I've made who is from his family's from Appalachia. And so we've talked a bit about that, right? And it's so interesting that make that connection. So I'll just say, you know, I call him Jay. Jay, if you listen into this.

Joy Lawson Davis (30:03.879)

Mm-hmm.

Sheldon (he/him) (30:11.434)

you know, just that really hit home. But I also really loved how you leveraged that opportunity to wait for people to, you know, who's going to be this person who's coming up to the front? Right. They're looking around. Oh, must be this person over here in the corner. And then you say, OK, you walk up to the front and completely blow their minds. And they're like, hold on, hold on. You know, you the assistant or something, you know what I mean? Like, what do you think?

Joy Lawson Davis (30:14.805)

Thank you.

Joy Lawson Davis (30:29.785)

Uh huh, right, right.

Yes.

Joy Lawson Davis (30:38.598)

Is there somebody's secretary coming up here? Secretary, if you take your place, it can't be. It can't be. You know? Yeah.

Sheldon (he/him) (30:40.71)

Exactly, exactly. Right, right. But that's, I know that, like I said, that is such a challenge. And, you know, there are so many constructs that people have about, like you said, from a, you know, racial, ethnic and socioeconomic perspective about what, who has access to, to be called gifted, right? To, to, um,

And so fighting through those challenges, particularly in education where you see, a lot of this stuff is even more hard coded than in general society, because this is at the core of how we, I mean, this is how we kinda, I mean, I'll say indoctrinate, right? But this is how we teach our children how to kinda go forward. And so for you to be coming through, just as a black woman, you're already throwing a wrench in their plans, but then...

Joy Lawson Davis (31:28.219)
Mm-mm. Mm-hmm.

Joy Lawson Davis (31:37.412)
Mm-hmm.

Sheldon (he/him) (31:37.902)
to be advocating for this group of folks that, like you said, are they're so easy to forget. They're the voiceless and you're trying to give voice to them like, no, our voice is the one that matter, not these folks. And so I really loved everything that you just spoke to. Let's take a quick, not turn, but like, let's talk even.

Joy Lawson Davis (31:46.018)
Mm-hmm.

Sheldon (he/him) (32:06.27)
you know, at the core about, you know, how do you recognize giftedness in others? I guess that's actually a good segue now that I think about it, because it's like, it's not this prototypical thing that maybe people might see in a movie or again, that you would traditionally think of. How do we go about recognizing gifted children?

Joy Lawson Davis (32:24.857)
Well, you know, again, in my experience, I started out as an elementary art teacher. And so what I found, and this is why it was a good transition for me from art to the field of gifted, what I found there were there were these children who thought differently than others. So if I presented a problem to them, they didn't come up with the same solution as the other kids did.

Sheldon (he/him) (32:33.603)
Mm-hmm.

Joy Lawson Davis (32:55.065)
And so eventually once we made the transition, you know, from my being this coordinator, I mean, the elementary teacher, and we started doing some assessment, some of those same students that I envisioned to be different thinkers were the same students that we eventually identified as gifted. It was really, really great. And we also did creativity testing at the same time. So gifted children usually have a more advanced vocabulary.

Sheldon (he/him) (33:02.507)
Mm-hmm.

Sheldon (he/him) (33:08.696)
Hehe.

Sheldon (he/him) (33:12.437)
Mmm.

Sheldon (he/him) (33:17.345)
Mmm.

Sheldon (he/him) (33:23.773)
Mm-hmm.

Joy Lawson Davis (33:24.321)
But we have to have teachers who are sensitive enough to listen to them, to hear them, and to believe that what they're speaking is, what's coming out of their mouths and out of their minds is what's real. You know, we have people who just say, this can't be real. This kid is poor, this kid comes from here or there, and their parents do this or that. And you should hear him talk, he's really different. And he talks like this every day, all day. You know?

Sheldon (he/him) (33:29.128)
Mm-hmm.

Sheldon (he/him) (33:36.931)
right. You're right. Oh, yeah.

Sheldon (he/him) (33:42.036)
Mm-hmm.

Mm-hmm.

Sheldon (he/him) (33:52.608)
Right, right, right.

Joy Lawson Davis (33:53.997)
And these kids also would rather talk with adults or with older children. And their interests though are different perhaps than other students, but they're also kids. You know, we have this, the focus in our work on the social emotional needs of the gifted. I'm giving a teacher course coming up in January with Josh Hopkins, I've done this course before. And we talk about asynchronous development.

Sheldon (he/him) (33:58.015)

Mm.

Sheldon (he/him) (34:06.007)

Mm-hmm.

Sheldon (he/him) (34:21.25)

Mm-hmm.

Joy Lawson Davis (34:21.397)

So these gifted children are they who, you know, they physically sometimes and even emotionally, they may behave as a regular kid their own age, but their mind is at a speed, is moving so quickly and it's moving differently than other children. And so it's really hard to manage and deal with them and not focus on their just being a kid. That's where.

Sheldon (he/him) (34:32.084)

Mm-hmm.

Sheldon (he/him) (34:37.538)

Right? Right.

Sheldon (he/him) (34:46.583)

Mm-hmm, mm-hmm.

Joy Lawson Davis (34:47.661)

We sometimes have children become labeled as behavior problems, being disrespectful or bored. And so they don't do anything, you know. So we really have to set up situations so we can draw the giftedness out of children and believe that they can be gifted too, Sheldon. That's it, that's it. For these students who are marginalized or underrepresented, there's a belief system.

Sheldon (he/him) (34:53.923)

Mm-hmm, mm-hmm, mm-hmm.

Sheldon (he/him) (34:59.671)

Mm-hmm.

Sheldon (he/him) (35:06.838)

Yes. Mm. Mm-hmm.

Joy Lawson Davis (35:15.885)

that has to be at play here. We have to have teachers who can see the sparks and hear and watch for the creativity, watch for the mental calculation. These kids who are mathematically gifted sometimes, they become so strong at mental math that teachers don't believe them.

Sheldon (he/him) (35:17.973)
Mm-hmm.

Sheldon (he/him) (35:27.69)
I'm just...

Sheldon (he/him) (35:31.624)
Mm-hmm.

Sheldon (he/him) (35:38.979)
Oh, yeah, I-

Joy Lawson Davis (35:40.525)
They don't believe that they think that they're cheating or you couldn't have done that. Or these students who become such remarkable writers. I had to advocate for a young man. He was, I think he was in high school. Yeah, he was in high school at the time and very, very bright. He's highly intelligent. So he was one of those high IQ kids and he was in this specialized program. And he had written,

Sheldon (he/him) (35:43.31)
Mm-hmm.

Sheldon (he/him) (35:58.478)
Mm-hmm.

Sheldon (he/him) (36:03.563)
Mm-hmm.

Joy Lawson Davis (36:10.777)
an essay as a part of an examination. And her teacher believed that somebody else wrote it. He just couldn't have possibly have written it. And this mother had to go in and appeal to the school administrator. And eventually she got in touch with me and she got in touch with another specialist in the field. And we advocated for him and we actually wrote, you know.

Sheldon (he/him) (36:19.898)
Mm-hmm.

Joy Lawson Davis (36:36.157)
a letter to advocate for the student, you know, through the parents so the parent could take these to get this information to the school administration. But they were bound and determined to fail this kid. To fail him. To fail him because they did not believe in his strengths. This is the same kid who had been...

Sheldon (he/him) (36:39.182)

Mm-hmm.

Sheldon (he/him) (36:48.955)

I... yeah. Mm. Mm-hmm.

Sheldon (he/him) (36:55.376)

Mm-hmm.

Joy Lawson Davis (36:58.385)

identified as Holly Gifton, I'm telling you, by IQ, years ago as a child and now, and now he's at Yale. You hear me? The same child. I don't get that teacher is, was squirming when she heard, I guess it was a female, I don't know, that this young man had been accepted to Yale.

Sheldon (he/him) (37:02.894)

Yeah, right.

Sheldon (he/him) (37:08.14)

Mmm.

Sheldon (he/him) (37:20.71)

Mm-hmm. No, that... First of all, that is a way too familiar story just across the gifted experience. But I know for me, again, there were times when I had teachers, you know, doubt like, you couldn't possibly do this. I'm thinking now, I don't know if I've ever said this on any of my previous episodes, but one of the things that used to really irritate teachers is I used to do my math and pen.

Joy Lawson Davis (37:30.486)

Yes.

Sheldon (he/him) (37:50.518)

because I did it all in my head. By the time it went to the paper, I already knew like I didn't have, there was no erasing needed, right? And at the time, again, I wasn't being, I wasn't trying to be a jerk about it, right? But it was just one of those things where I was just like, I know this stuff, I can use a pen to do this work. And teachers would get really upset about that and wonder, well, how could you, everybody else is, you know, taking their time, they're over here struggling with this and.

Joy Lawson Davis (37:54.851)

Mm-hmm.

Right.

Joy Lawson Davis (38:08.918)

Right.

Joy Lawson Davis (38:19.769)
Mm-hmm, mm-hmm, mm-hmm.

Sheldon (he/him) (38:21.682)
So again, those different experiences, again, it's way too common to hear those things. I could tell a million different stories, but yeah, no, that's exactly right. And one of the other things I wanted to just touch on very quickly is, even going back to what you said earlier about how you speak, one of the things for me that I've prided myself on and that you're giving me, you're helping to affirm within me is,

Joy Lawson Davis (38:29.198)
Mm-hmm.

Sheldon (he/him) (38:50.778)
I can use lots of great words. That was one of the things that my mom said was kind of the first indications that I was a little bit different, as they say, right? But I'm also somebody who, my family's from North Philly. My mom moved us to DC when I was young. And I went to some really nice schools, but at home was very different. And I speak in that way. I can do it all.

Joy Lawson Davis (38:59.353)
Uh huh. Uh huh. Uh huh.

Joy Lawson Davis (39:05.166)
We will be.

Joy Lawson Davis (39:08.61)
Please.

Sheldon (he/him) (39:18.294)
But some people would kind of be put, you know, they'd be like, wait a second, you're from here, right? You, I've heard you talking like, it's like, yeah, but I can still do all that other stuff too, right? I can use some of those fancy, you know, \$50 words as they say, right? So, so, so yeah, so let me, let me quickly, go ahead, go ahead. Yeah, yeah, go ahead.

Joy Lawson Davis (39:18.38)
Bye.

Joy Lawson Davis (39:24.183)
Mm-hmm.

Mm-hmm.

Joy Lawson Davis (39:32.536)

Yes.

Joy Lawson Davis (39:38.946)

Right.

Joy Lawson Davis (39:44.325)

So what you did, let me speak to this for a second. What you were doing and which is what we know that many Black children are very capable of is you were doing, you were code switching. And so that code switching is a skill. And again, many of our young people are very capable, very skilled, especially those who are gifted in an area of language, you have a propensity.

Sheldon (he/him) (39:55.819)

Yes, absolutely.

Joy Lawson Davis (40:11.693)

to big words and to way people speak and very expressive in their language. Those individuals are quite capable of code switching. And when I read the work of Dr. Freeman Hrabowski at the University of Maryland and his Meyerhoff Scholars Program, what we learned from his program many years ago,

Sheldon (he/him) (40:13.665)

Mm-hmm.

Sheldon (he/him) (40:32.247)

Mm-hmm.

Sheldon (he/him) (40:36.451)

Mm-hmm.

Joy Lawson Davis (40:40.725)

It was a program that was well funded and he brought in young, at the beginning, young black men who were still in high school into this very highly sophisticated science program. And they were black, they were from inner city Baltimore, and they brought them in and they worked with these young men in these really great science labs and had them mentor, you know, by scientists.

Sheldon (he/him) (40:47.415)

Mm-hmm.

Sheldon (he/him) (40:58.441)

Mmm.

Joy Lawson Davis (41:10.082)

And these young men were quite successful as a result of the Meyerhoff program. Over time, the program changed and they actually are now admitting students from other cultural groups and females. But one of the things that they found from these students is that they were quite capable of speaking whatever the language was or carrying themselves in the way that made them accepted wherever they were. So...

Sheldon (he/him) (41:15.957)
Yeah.

Sheldon (he/him) (41:23.005)
Oh no.

Sheldon (he/him) (41:36.834)
Mm-hmm.

Joy Lawson Davis (41:37.421)
the coast, which it was not just the language, it was the demeanor, and the ability to kind of fit in wherever you were, you know. And so that's the other thing about gifted Black students that sometimes, you know, people don't recognize as being a strength or a trait or one that is of any value, but for us it is. It's of great value.

Sheldon (he/him) (41:42.214)
Mm-hmm. Absolutely.

Sheldon (he/him) (41:47.905)
Right.

Sheldon (he/him) (42:01.271)
Mm-hmm.

Sheldon (he/him) (42:06.13)
Oh, excellent. Yeah.

Joy Lawson Davis (42:07.229)
is of great value. And when we recognize as educators that those students who are highly gifted and yet they don't have that capability for their benefit because they are black, we wanna teach them how to code switch. Because they are black, because no matter what, we're still in America. And when people look at us, they don't know what our brain, how our brain functions. Don't even think about how our brain might function.

Sheldon (he/him) (42:21.63)
Yeah.

Sheldon (he/him) (42:26.828)

Right.

Sheldon (he/him) (42:34.182)

Yeah. Right.

Joy Lawson Davis (42:36.757)

unfortunately, you know, Sheldon, they don't even think about the fact that we could be brilliant scientists, that we could be, you know, poets, we could be, you know, could be musicians. They don't even think about that. And so they are, they're shocked many times when they find out who our children really are. And yet that person, you know, who is the gifted individual.

Sheldon (he/him) (42:38.914)

Mm-hmm.

Sheldon (he/him) (42:48.75)

Mm-hmm.

Mm-hmm.

Sheldon (he/him) (42:57.688)

Mm-hmm.

Joy Lawson Davis (43:03.085)

They have to go through all of these different communities and all these different experiences and try to be themselves at the same time and accept their own giftedness. They have to accept their own giftedness and be able to say, it's okay to be who I am. It's absolutely okay.

Sheldon (he/him) (43:13.675)

Right.

Sheldon (he/him) (43:18.135)

Mm-hmm.

Sheldon (he/him) (43:26.487)

Mm-hmm.

Joy Lawson Davis (43:29.249)

And as parents, we have responsibility of trying to keep our children out of environments where their brilliance is gonna be bullied out of them. Where it's gonna be built out of them. My son went through so much bullying as he was coming along. But one of the things that he and I talk every day almost, and he's raising two children, two very bright children. And he says, one of the things that he said he'd like for...

Sheldon (he/him) (43:39.706)

Mm-hmm. Yeah.

Joy Lawson Davis (43:58.441)

all parents to know of gifted students that they should never allow their child's giftedness to be bullied out of.

Sheldon (he/him) (44:05.896)

Mm-hmm.

Joy Lawson Davis (44:07.233)

Because that's what happens when we're not paying attention as parents. We're not watching, you know, not that we unintentionally, you know, but that giftedness can, um, can rise up in situations and the child can be victimized because of it. And we don't want that. We, you know, we, God have mercy. We would, there are things that we, you know, would like to see change, but we definitely don't want our students to have their giftedness bullied out of.

Sheldon (he/him) (44:15.127)

Mm-hmm.

Sheldon (he/him) (44:23.582)

Absolutely. No.

Sheldon (he/him) (44:37.522)

No, absolutely. I mean, and I think, you know, speaking to this, and I'm so glad that I'm able to speak with this, with you about this, is that, you know, generally speaking, there's, you know, talk about masking and how you, you know, can operate in spaces so that people don't notice. And I know with gifted folks, that can be, you know, it's certainly a kind of a broad experience. But as Black

gifted folks, we have, you know, there are more opportunities for us to feel like that's what we need to do, right? Because like you said, it's like, you know, every day you, I've got, I've got two things every day I got to, you know, risk being bullied for. I know I'm just, I'm showing up black. That's already going to be a thing. Okay. Do I want to also have to deal with this giftedness? Like, no, I'm going to, you know, a lot of times people try to.

Joy Lawson Davis (45:13.273)

Mm-hmm.

Joy Lawson Davis (45:17.539)

Mm-hmm.

Joy Lawson Davis (45:25.985)

Mm-hmm.

Sheldon (he/him) (45:35.746)

to hide, but we want my vision, you know, is for the next generation of folks to be able to live much more freely in who they are. We don't want them to lose that because there are things about us that make us unique and just like I said, bottom line being is being humans, no human should feel like they have to spend all of their life, you know, carving out a piece of themselves just to, just to make it through the day. Life, life.

Joy Lawson Davis (45:39.001)

Mm-hmm.

Joy Lawson Davis (46:04.513)

Just to make it through the day. Right.

Sheldon (he/him) (46:06.106)

Right. Life throws enough at us. So we've talked about a couple of different things. And again, I want to be mindful of your time. One of the things I wanted to make sure that we do talk about, or there's maybe a couple more questions, but let me ask you this. Why do you think so many gifted people doubt that they're gifted? Or do you think that it's a doubt that they're gifted as much as what we're talking about now? Like there's...

you know, so much pressure to kind of conform. I mean, what are your thoughts on that?

Joy Lawson Davis (46:42.017)

Well, I think it's probably both, you know, the pressure to conform, but, you know, even more so our children, young adults, are in environments where there's this persistence of inferiority, you know, people are thinking less of them than they really are. People underestimate them. People, you know, and don't...

Sheldon (he/him) (46:44.183)

Mm-hmm.

Sheldon (he/him) (47:00.201)

Mm-hmm.

Mm-hmm.

Joy Lawson Davis (47:08.353)

you know, people who should be listening and watching for the intelligence, for the great ideas, for the innovations, you know, for the, you know, people who should be listening and watching for the ways that our young people respond that is different and is so different that it's really remarkable. And something that's remarkable has the potential to change things, you know.

Sheldon (he/him) (47:14.187)

Mm-hmm.

Sheldon (he/him) (47:37.318)
Mm-hmm, mm-hmm, mm-hmm.

Joy Lawson Davis (47:37.729)
They should be looking for that, but they're not. They're not. So, you know, if you're in it every day, every day, every day, every day, it's not that inside of yourself, somewhere inside of yourself, you may know that there's something different about you that you give. But if you don't have that affirmed on a regular basis, you don't have someone saying to you all day, every day in some capacity that you really, you know, that was a great idea. I hadn't thought about it like that.

Sheldon (he/him) (47:40.482)
Right, right.

Sheldon (he/him) (47:52.462)
Mm-hmm.

Sheldon (he/him) (47:56.767)
Yeah.

Joy Lawson Davis (48:07.477)
Wow, you know, who's not, you know, and, and of course, you, you know, you want, we want for our parents and our community to affirm these young people, but sometimes they don't get it there either. But when they do get it there, the parent is sometimes has to be the one, the only one who's going to keep saying, don't you worry. You hold your head up, you keep pushing, you know, there's something great out there for you.

Sheldon (he/him) (48:07.757)
Mm-hmm.

Sheldon (he/him) (48:19.174)
Mm-hmm.

Sheldon (he/him) (48:24.226)
Mm-hmm.

Joy Lawson Davis (48:32.949)
because you are great, you know, that you're the person that we know has the potential to change the course of the world, you know, that kind of thing. And these kids really do, you know, Sheldon. And I don't feel like the individuals who are working with them, who are involved with them, see how serious this is, you know.

Sheldon (he/him) (48:34.966)

Mm-hmm.

Sheldon (he/him) (48:58.974)

Mm-hmm.

Joy Lawson Davis (49:00.773)

And because they're not always being held accountable. They're not always being held accountable for the outcomes for these young people. And if they're in a typical school district, they're not. Because what we're doing, what are we, we're looking for outcomes for what the students that they think or they say are struggling students, outcomes for perhaps average students. But nobody's looking for great outcomes for the other student or that other set of students. They're not. And then so many times,

Sheldon (he/him) (49:03.616)

Mm-hmm.

Sheldon (he/him) (49:19.106)

Yeah.

Sheldon (he/him) (49:25.302)

Right.

Joy Lawson Davis (49:30.046)

their view is that this student is going to be okay anyhow.

Sheldon (he/him) (49:34.398)

Right, right, yeah, right. They'll... Yep.

Joy Lawson Davis (49:36.449)

They're going to be okay anyhow, so we don't have to spend any time, energy, resources, anything, trying to help them develop and grow. We don't have to spend any time on it. But basically, this persistence of the idea of inferiority in places where gifted people function, causes them oftentimes to feel like, oh, I'm really not that gifted. I'm really...

that gifted. I'm really not, I'm really not as great as you say I am. They are underestimated at higher rates than other students are. And then that, when we come to call the imposter syndrome sets in, you know, more frequently, you know, immediately. And if they don't have someone or some support to affirm the person that they are, the thinker that they are on a regular basis.

Sheldon (he/him) (50:07.117)

Right.

Sheldon (he/him) (50:16.514)

Mm-hmm.

Sheldon (he/him) (50:22.344)

Mm-hmm.

Joy Lawson Davis (50:37.346)

they'll lose the sense of who they really are, what they could possibly do in the world.

Sheldon (he/him) (50:42.698)

Yeah, I absolutely, absolutely agree. What are you most, like I said, we got about a few more minutes. Like I said, I wanna make sure, I have so much to ask, but let me try to hone in. What are you most excited about as it relates to the future of how schooling, and again, whether that is the traditional schooling, a lot of folks are doing homeschooling or hybrid these days. What are you most excited about that will be improved for gifted

you know, multi exceptional learners.

Joy Lawson Davis (51:16.793)

I'm most excited, I would think, Sheldon, about the increasing numbers of black and brown scholars in the field. When, you know, we have more and more focus on equity, and the focus on equity has led many young people to come into this area of education, and the acceptance of these young people in their schools.

Sheldon (he/him) (51:21.75)

Uh-huh.

Sheldon (he/him) (51:32.203)

Mm-hmm.

Joy Lawson Davis (51:44.125)

and into programs at universities. So when we look at the numbers, when we look at the data, and the data doesn't lie, as compared to say 10 years ago, how many black and brown scholars were focusing on programs or degree programs for, and gifted and advanced learning programs, we see the numbers, the numbers have increased. They have increased. We,

Sheldon (he/him) (51:56.686)

Mm-hmm.

Joy Lawson Davis (52:13.281)

You know, we do see again more acceptance of this notion that these students are gifted to, you know, that even in the worst of what we may call, you know, community or living conditions, that we can find these students if we seek them out. And if we provide a, for example, the talent search and talent pool programming,

Sheldon (he/him) (52:22.754)
Mm-hmm.

Sheldon (he/him) (52:30.944)
Mm-hmm.

Joy Lawson Davis (52:41.197)
We provide access to what we call advanced learner programming for them early on. And it has to be sustained. Then the outcome for these learners will be greater than it would be had they only been exposed to a regular schooling program, a general education program with no access to acceleration, no access to...

Sheldon (he/him) (52:47.267)
Mm-hmm.

Mm-hmm.

Joy Lawson Davis (53:09.797)
to mentors in different fields, no access to teachers who understand who they are, their sensitivity. All of that I think is changing. It may have taken a long time, but we're getting there. But I'm also still concerned, as anyone living in the United States of America, should be concerned, also still very concerned, about the high levels of anti-black racism.

Sheldon (he/him) (53:17.186)
Mm-hmm.

Joy Lawson Davis (53:39.469)
in particular, that our children have to face, you know. I'm very still concerned about that. And the numbers of educators that are engaging with these students every day who don't believe in them, you know, who are still discriminating and trying to set up programs that discriminate against them. So we have to be very careful and very mindful.

Sheldon (he/him) (53:39.95)
Okay. Thank you. Okay.

Sheldon (he/him) (53:55.636)
Yeah.

Joy Lawson Davis (54:05.413)
of being in this country and how the systems that are outside of the school seep into the schools and destroy lives of young people. And among those young people are these very, very bright individuals who need access to and need support too.

Sheldon (he/him) (54:14.478)

Mm-hmm.

Sheldon (he/him) (54:26.942)

Yeah, no, thank you. That is spot on. And yeah, I'm happy to hear that there are increases. And like I said, the work is, your work is having impact. I mean, it's, you know, I'm, those, other people can't see this, but I'm actually wearing a shirt from the National Society of Black Engineers. And this is, you know, my,

Joy Lawson Davis (54:52.664)

Ah!

Sheldon (he/him) (54:56.542)

you know, I love this organization. And the mission is really about, you know, increasing our numbers, right? Because similarly in the field of engineering, there's so many opportunities for us to be overlooked and people are doubting that we can do the work and, you know, all these different things. And so we are, you know, similarly like, yo, we need more and more of us and we need to be starting really, like you said, at like the K-12 age.

Joy Lawson Davis (55:03.533)

Mm-hmm.

Joy Lawson Davis (55:14.4)

Mm-hmm.

Joy Lawson Davis (55:24.888)

Right.

Sheldon (he/him) (55:25.098)

you know, really that K-8 age, right, to get folks to believe like you talked about, like make sure that they have that belief in themselves because if, you know, if you wait until high school to do it, a lot of them have already kind of given up and it can be really hard to kind of change that trajectory for them. So you know, last question. Can you tell me what are one or two things you wish people knew?

Joy Lawson Davis (55:38.254)

Bye.

Joy Lawson Davis (55:42.574)

Mm-hmm.

Sheldon (he/him) (55:53.918)

about navigating this world as a Black or otherwise marginalized, gifted person.

Joy Lawson Davis (56:01.557)

Well, I wish that people knew how challenging it is to be black and gifted, to be...

Sheldon (he/him) (56:06.914)

Mm-hmm.

Hmm.

Joy Lawson Davis (56:12.305)

a person who comes from a poor community and be gifted. How challenging it is to go from the schooling environment into your community, into your home every day. And how you often have to take on so many different behaviors, so many different characters. I wish they knew the impact of what is called intersectionality.

Sheldon (he/him) (56:18.275)

Mm-hmm.

Sheldon (he/him) (56:26.414)

Mm-hmm.

Sheldon (he/him) (56:36.081)

Mm-hmm.

Sheldon (he/him) (56:42.426)

Mm-hmm.

Joy Lawson Davis (56:43.125)

I really wish they understood that it is complex and it's a daily experience for children who have not typically been involved in gifted education services. I wish that they knew that it's a, you know,

Sheldon (he/him) (56:46.88)

Yes.

Sheldon (he/him) (57:00.291)

Mm-hmm.

Joy Lawson Davis (57:10.261)

It's a moral issue of me, Sheldon. It's an ethical issue that if we take this on and believe in these young people, then the change that it can make for us as humans. And I'm not just gonna talk about the United States. You hear me speaking about.

Sheldon (he/him) (57:12.278)

Yeah.

Mm-hmm. Absolutely.

Sheldon (he/him) (57:28.514)

Mm-hmm.

Sheldon (he/him) (57:31.971)

Thank you.

Joy Lawson Davis (57:33.377)

you know, having been here, been there, and these kids are everywhere, and everybody is challenged by this. People are waking up now and realizing that they have to be accountable for gifted learners, regardless of where they come from. And that piece of it is what is gonna make the difference for all of us. Bob Sternberg, Dr. Robert Sternberg,

Sheldon (he/him) (57:35.926)

Mm-hmm. Absolutely.

Sheldon (he/him) (57:49.145)

Absolutely.

Sheldon (he/him) (57:58.432)

Absolutely.

Joy Lawson Davis (58:03.457)

talks about what's called transformational giftedness. And that means that the gifted behaviors and the gifted outcomes are such that they can transform the human condition or that we're looking at them in that way and or that we're using our giftedness in creative ways to make the world a better place.

Sheldon (he/him) (58:07.308)

Hmm.

Sheldon (he/him) (58:20.03)

Mm.

Sheldon (he/him) (58:23.714)

Mm-hmm.

Sheldon (he/him) (58:30.282)

Yes, yes, absolutely. Okay, well, oh, sorry, go ahead.

Joy Lawson Davis (58:33.033)

And yeah, I, you know, and I literally, I believe that. And I've done my work in that way that I'm constantly thinking that if we can do a better job of identifying and serving these young people from what are called marginalized communities or, you know, minoritized groups, then we...

Sheldon (he/him) (58:40.066)

Mm-hmm.

Sheldon (he/him) (58:52.534)

Hehehe

Sheldon (he/him) (58:56.13)

Mm-hmm.

Mm-hmm.

Joy Lawson Davis (59:00.641)

we will have met our obligation, you know, and we've done in a way that it helps those people feel that they're valued, they are being valued. And so we want black and brown children and low income students to be able to navigate the world, but to do it in a way.

Sheldon (he/him) (59:04.718)

Mm-hmm.

Sheldon (he/him) (59:10.7)

Mm-hmm.

Joy Lawson Davis (59:24.033)

that they feel strong, you know, they're not being put down and pushed down and kicked out and pushed away, made invisible or they're being told you don't belong here. Yeah, we don't want that for these kids anymore. That time is over, but we recognize that it's still out there so we still have some work to do. We still have some work to do, yeah.

Sheldon (he/him) (59:26.004)

Mm-hmm.

Sheldon (he/him) (59:30.476)

Right.

Sheldon (he/him) (59:36.562)

Right, right, absolutely, absolutely.

Sheldon (he/him) (59:43.204)

Alright.

Sheldon (he/him) (59:47.71)

Yeah, still lots and lots of work to do. And to that end, tell us about, you know, quickly about your projects and, you know, how they can, you know, people can book you for speaking or just how to stay connected.

Joy Lawson Davis (01:00:04.742)

They can stay connected with me. They can actually just write to me at my Gmail address. That's the easiest one, I guess. You have that one? If you could just somehow.

Sheldon (he/him) (01:00:16.292)

Okay. Yeah, I'll put it in the show notes for folks and go from there.

Joy Lawson Davis (01:00:19.021)

Mm-hmm. Yes, and the, you know, I am continuing in speaking engagement, some teaching again right now. I'm gonna teach a social-emotional course at Johns Hopkins for the spring, but I've accepted a teaching engagement at Quad Prep in March, where it's called Breakthroughs. They do a conference every year on breakthroughs in the world of twice exceptional.

Sheldon (he/him) (01:00:40.343)

Mm.

Sheldon (he/him) (01:00:45.823)

Mm-hmm.

Joy Lawson Davis (01:00:48.585)

And I'm very excited to be able to speak about the Black twice exceptional or the three E people that I am promoting in terms of looking at this group of people that's having special needs as well. And so I'm available to school districts, I'm doing training, actually I'm doing the piece.

Sheldon (he/him) (01:00:50.708)

Oh yeah.

Sheldon (he/him) (01:00:56.194)

Yeah, three.

Sheldon (he/him) (01:01:04.771)

Mm-hmm.

Joy Lawson Davis (01:01:12.977)

on tomorrow with my co-editor of Empowering Underrepresented Gifted Students. We're doing some training in Virginia Beach City Schools here in Virginia, and I'm getting set up to do similar work in North Carolina. And because we are so, we become so adept at doing this work virtually, my schedule can fit your schedule, without, except if I don't have to do a lot of traveling, you know. So.

Sheldon (he/him) (01:01:22.712)
Mm-hmm.

Sheldon (he/him) (01:01:35.202)
Uh-huh.

Right.

Right, right.

Joy Lawson Davis (01:01:42.473)
So keep, you know, have people reach out to me. I do book studies if they'd like, or I'll be focused on a specific topic. But I do want to continue the work and continue having people understand our obligation to these young people and their families, yes.

Sheldon (he/him) (01:01:47.944)
Yeah.

Mm-hmm.

Sheldon (he/him) (01:01:59.902)
Yes. I'm so, so grateful for you this time. This is like a super, super honor. I will definitely make sure that other folks, again, if you've been living under the gifted rock, you don't know who we just had the time with. I'll put the information into the show notes for you. But Dr. Davis, again, thank you so much. This has been such a pleasant conversation, such a great one. And I'm hoping that, you know, maybe in the future...

we can circle back and have a follow-up conversation down the line.

Joy Lawson Davis (01:02:34.205)
Okay, okay. It's been great, Sheldia. The questions were impactful and I appreciate your time as well. Take care. Yeah, you too. Bye-bye.

Sheldon (he/him) (01:02:41.386)
Yes, thank you. All right, take care.