DONNA Y. FORD, PHD
Distinguished Professor of Education and Human Ecology 🍎
Kirwan Institute Faculty Affiliate
Center for Latin American Studies Faculty Affiliate
Chair, Social Equity and Inclusion in Education Certificate
College of Education and Human Ecology
Dept. of Educational Studies
Special Education Program
305 Annie and John Glenn Ave.
A348 PAES Building
The Ohio State University
Columbus, OH 43210
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DEGREES

Doctor of Philosophy (1991)
CLEVELAND STATE UNIVERSITY, Cleveland, OH
Major: Urban Education
Specialization: Individual Differences (Educational Psychology)
Other emphasis: Counseling
Dissertation: "Self-Perceptions of Social, Psychological, and Cultural Determinants of Achievement among Gifted Black Students: A Paradox of Underachievement."

Master of Education (1988)
CLEVELAND STATE UNIVERSITY, Cleveland, OH
Major: Counseling

Bachelor of Arts (1984)
CLEVELAND STATE UNIVERSITY, Cleveland, OH
Majors: Communications and Spanish

APPOINTMENTS AND POSITIONS

8/2019 – present **THE OHIO STATE UNIVERSITY**

College of Education and Human Ecology,
Educational Studies Dept., Special Education Program
Columbus, OH

- Distinguished Professor of Education and Human Ecology
- Kirwan Institute Faculty Affiliate
- Center for Latin American Faculty Affiliate

8/2025-present - *Chair,* Social Equity and Inclusion in Education Certificate

8/2004 – 8/2019 **VANDERBILT UNIVERSITY**
Peabody College of Education, Nashville, TN

- Professor (Dept. of Special Education)

5/2017-8/2019 - Cornelius Vanderbilt Endowed Chair
2014 – 2019 - Gifted Education Endorsement (Co-Program Chair)
10/2011 – 2019 - Professor (Dept. of Curriculum and Instruction; joint appt.)
2013 - Harvie Branscomb Distinguished Professor
8/2004 - 8/2007 - Betts Chair of Education and Human Development
8/2004 – 9/2004 - Research Associate

1997 - 2004 **THE OHIO STATE UNIVERSITY**
College of Education, Columbus, OH
7/2000 – 7/2001 - Professor: Special Education
7/2000 – 7/2001 - Section Head: Special Education
10/1997 - 9/2000 - Associate Professor: Special Education

1993 - 1997 **THE UNIVERSITY OF VIRGINIA**
Curry School of Education, Charlottesville, VA
- Associate Professor: Educational Psychology Program

1996-1997 - Gifted Education
1993-1996 - Assistant Professor: Educational Psychology Program
Gifted Education

1990 - 1993 **THE UNIVERSITY OF KENTUCKY**
College of Human Environmental Sciences, Lexington, KY
Multidisciplinary Research Center on Drug and Alcohol Abuse Research and Graduate Studies; University Counseling and Testing Center

1991-1993
- Assistant Professor
- Minority Research Scholar

8/1990 - 10/1991 - Student Affairs Officer III

1987 – 1990 **CLEVELAND STATE UNIVERSITY**
College of Education, Urban Educational Research Center, Cleveland, OH
9/1989 – 8/1990 ● Research Assistant and Instructor College of Education, Department of Educational Specialists
9/1988 - 8/1989 ● Instructor and Research Assistant Counseling Center
619/87 – 9/87; 1/88 - 6/88 ● Counselor

CERTIFICATIONS
1989 State of Ohio, General Aptitude Test Battery (GATB)

PRIMARY PROFESSIONAL AND SCHOLARLY INTERESTS

- ***Gifted and Talented Education & Educational Psychology*** (Black students; equity; gifted and talented underrepresentation; recruitment and retention; testing, identification, and assessment; social, emotional and psychological development; underachievement; and multicultural/culturally responsive education and counseling)

- ***Multicultural Education and Achievement Gaps*** (cultural differences; multicultural curriculum; culturally responsive, equitable, and anti-racist education; culturally competent educators/professionals)

- ***Family Support*** (culturally-based family achievement orientation; home-school relationships; family involvement; and advocating for children

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AWARDS, HONORS, & RECOGNITIONS

2026

- National Association for Multicultural Education (NAME)
  Carter G. Woodson Service Award
- ***Ranked #1*** in the Biometric Analysis of Research on Gifted Education
- ***Who's Who in Black Columbus***
- ***The 2026 EdWeek RHSU Edu-Scholar Top 200 Public Influence Rankings***

2025

- ***World's Top 2% of Researchers,*** Stanford University Study. https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/8 and for rankings https://research.com/u/donna-y-ford

- ***The 2025 EdWeek RHSU Edu-Scholar Top 200 Public Influence Rankings***

- ***CEC Lifetime Achievement Award*****,** Council for Exceptional Children

- ***Research.com***. World ranking 1902; U.S. ranking 919 https://research.com/u/donnay-ford

- ***NeurodivURGENT*** *Game Changer Honoree*

- *"****Movers & Shakers" for HerStory Makers*** *2025*, Columbus Urban League

2024

- ***World's Top 2% of Researchers*****,** Stanford University Study

(RANKINGS: sub-field 467 out of 95,875; year ranking 39,881 out of 223,153; career ranking 89,769 out of 217,089. Source: Ioannidis, John P.A. (2024), "August 2024 data-update for "Updated science-wide author databases of standardized citation indicators"", Elsevier Data Repository, V7, doi: 10.17632/btchxktzyw.7 https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/7 and https://topresearcherslist.com/Home/Profile/801778

- ***Emerald Award Literati 2024 for Outstanding Author Contribution Winner*** (co-authored chapter), Emerald Publishing

- ***The 2024 EdWeek RHSU Edu-Scholar Top 200 Public Influence Rankings*** https://www.edweek.org/policy-politics/opinion-the-2024-rhsu-edu-scholar-publicinfluence-rankings/2024/01

- ***Research.com rankings*** **-** 2072 in the world and 1026 in United States https://research.com/scientists-rankings/social-sciences-and-humanities/us?page=1

- ***Faculty Affiliate*****,** The MACH-III Center (Minority, Achievement, Creativity, and *National Association for Gifted Children Legacy Honoree*

- ***Peabody Black Museum Honoree***, Vanderbilt University

2023

● ***World's Top 2% of Researchers****,* Stanford University Study.
(RANKINGS: sub-field 467 out of 95,875; year ranking 86,915 out of 210,199; career ranking 100,030 out of 204,644). Source: Ioannidis, John P.A. (2023), "October 2023 data-update for "Updated science-wide author databases of standardized citation indicators"", Elsevier Data Repository, V6, doi: 10.17632/btchxktzyw.6
https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/6 and
https://topresearcherslist.com/Home/Profile/801778

● ***Research.com***
Ranked #1067 researcher in the United States and #2124 researchers in the world.

● ***Who's Who in Black Columbus***, Ohio

● Center for Black Education Development
Wake Up, Everybody: 12 Black Women Educators You Should Know
https://wordinblack.com/2023/03/wake-up-everybody-12-black-women-educatorsyou-should-know/

- ***Palmarium Award.*** Office of the Daniel L. Ritchie Endowed Chair in Gifted Education, University of Denver (Recognition awarded to the individual most exemplifying the vision of a future in which giftedness will be understood, embraced, and systematically nurtured throughout the nation and the world)

- ***The 2023 EdWeek RHSU Edu-Scholar Top 200 Public Influence Rankings***
https://www.aei.org/op-eds/the-2023-rhsu-edu-scholar-public-influence-rankings/

- ***2023 RHSU Edu-Scholar Public Influence: Top 10 Lists Top 10 for PSYCHOLOGY***
https://www.aei.org/op-eds/2023-rhsu-edu-scholar-public-influence-top-10-lists/?mkt_tok=NDc1LVBCUS05NzEAAAGJrHbSUXsjRpMWPUItvsqr3qyjojX7K5ImAkvl5vUcxqV4nFjrZ6Fqn_07NieaH_1P8mJSKDWLC1p9THST5dHDQ8Gl1tgpbh0w_22xZw3bcAEfuTDE

2022

- ***World's Top 2% of Researchers***, Stanford University Study.
(RANKING: sub-field 467 out of 95,875). Source: Ioannidis, John P.A. (2022), "September 2022 data-update for "Updated science-wide author databases of standardized citation indicators"", Elsevier Data Repository, V5, doi: 10.17632/btchxktzyw.5 https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/5 and https://topresearcherslist.com/Home/Profile/801778

- ***In Black And White Podcast: Why Programs For Gifted Students Leave Behind Many Children of Color,*** Columbus Dispatch. Recognized by the National Association for Gifted Children as one of the most read articles for 2022.

- ***I am L.E.E. Academic Research Award*** (Living Education Everyday), Forest of the Rain Productions

- ***Keynote Speaker,*** Farewell Celebration, Office of Diversity and Inclusion, The Ohio State University.

- ***Keynote Speaker*****,** General Education Bookends Instructor Conference, The Ohio State University

- ***DDEL Luminary Award***. Culturally and Linguistically Diverse Exceptional Learners Division (Council for Exceptional Children—DDEL Division)

- ***The 2022 EdWeek RHSU Edu-Scholar Top 200 Public Influence Rankings***

2021

- ***World's Top 2% of Researchers*****,** Stanford University Study. (RANKING: subfield 467 out of 95,875). https://topresearcherslist.com/Home/Profile/801778

- ***Outstanding Author Contribution in the 2021 Emerald Literati Awards***. Davis, J.L., **Ford, D.Y.**, Moore III, J.L., & Floyd, E.F. (2020). Black, Gifted, and Living in the "Country": Searching for Equity and Excellence in Rural Gifted Education Programs. In C.R. Chambers & L. Crumb (Eds.), African American Rural Education (Advances in Race and Ethnicity in Education, Vol. 7, Emerald Publishing Limited, pp. 39-52. https://doi.org/10.1108/S2051-231720200000007017.

- ***The 2021 Newsweek RHSU Edu-Scholar Public Influence Rankings***

- ***The College of Education and Human Ecology Impact Award***, Ohio State University

2020

- ***World's Top 2% of Researchers*****,** Stanford University Study. (RANKING: subfield 467 out of 95,875). https://topresearcherslist.com/Home/Profile/801778

- ***The 2020 EdWeek RHSU Edu-Scholar Top 200 Public Influence Rankings***

2019

- ***Stanford University Study's Top 2% of World Scientists* 2019**
- ***The 2019 EdWeek RHSU Edu-Scholar Top 200 Public Influence Rankings***
- ***Warrior Award***: The International Colloquium on Black Males in Education
- ***Person of SIGnificance Award****:* Summer Institute for the Gifted (SIG)
- ***AERA Research Scholar Award*****:** Research on Women and Education (SIG)
- ***AERA Senior Scholar Award*****:** Critical Examination of Race, Ethnicity, Class and Gender in Education (SIG)
- ***Distinguished Faculty Award:*** Organization of Black Graduate and Professional Students, Vanderbilt University

2018

- ***Distinguished Educator***, Diverse Issues in Higher Education
- ***Higher Educator of the Year Award***, Greater National Alliance for Black School Educators, Nashville, TN.
- ***Top 25 Women in Higher Education***, Diverse Issues in Higher Education.
- ***Dr. Asa Hilliard Model of Excellence Award,*** College Board.
- ***Nashville Business 100 Leading Women***, Williamson Business, Nashville, TN.

2017

- ***W.E.B. Dubois Higher Education Award***, National Alliance for Black School Educators, Washington, DC.
- ***Black Pioneer Award*****,** (First Black Full Professor, First Black Harvie Branscomb Endowed Chair, First Black Cornelius Vanderbilt Endowed Chair), Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.
- ***Legacy Award*****,** National Association for Gifted Children, Washington, DC.
- ***Equity, Diversity, and Inclusion Award***, Peabody College of Education, Vanderbilt University, Nashville, TN (with U. Monique Robinson-Nichols)

- ***NPR Expert Source on Gifted Education*** (2017-present).

2016

- ***I am L.E.E. Academic Research Award (***Living Education Everyday), Forest of the Rain Productions.

- ***R.A.C.E. Mentoring Award***, Nashville, TN.

- ***Distinguished Lecturer,*** 2nd Annual Conference on Black Women in the Ivory Tower, University of North Texas, Denton, TX.

- ***Teach for America Award for Commitment to Equity***, Nashville, TN.

2015, 2011, 2010

- ***Who's Who in America,*** Marquis Who's Who, Uniondale, NY.

2014

- ***NAACP Image Award Nominee for Literature*** (Instruction), Recruiting and Retaining Culturally Different Students in Gifted Education.

- ***Outstanding Service Award,*** The Organization of Black Graduate and Professional Students (OBGAPS), Vanderbilt University, Nashville, TN.

- ***Distinguished Faculty Award Nominee***, Black Student Alliance, Vanderbilt University, Nashville, TN.

2013

- ***SEC Academic Consortium's Faculty Achievement Award***, Vanderbilt University, Nashville, TN.

- ***The Harvie Branscomb Distinguished Professor Award*****,** Vanderbilt University, Nashville, TN.

2011

- ***Jimmie Franklin Outstanding Vanderbilt Faculty Award*****,** Vanderbilt University, Nashville, TN.

- ***Outstanding Service Award***, Council for Exceptional Children and The Association for the Gifted (CEC-TAG), Washington, DC.

- ***Distinguished Faculty Award,*** Black Student Alliance, Vanderbilt University, Nashville, TN.

2009 & 2003

- ***Who's Who in Education***.

2009

- ***Distinguished Faculty of the Game Award***, Department of Student Athletes, Vanderbilt University, Nashville, TN.

2008

- ***Distinguished Scholar Award,*** National Association for Gifted Children, Washington DC.

2007

- ***Senior Scholar in Gifted Education Award,*** The American Educational Research Association, Gifted Education SIG, Washington, DC.

2006

- ***Affirmative Action and Diversity Initiatives Award***, Vanderbilt University, Nashville, TN.

2005

- ***John W. Porter Distinguished Chair in*** *Urban Education* (Speakers Series), Eastern Michigan University, Ypsilanti, MI.

- ***Scholar of Color Distinguished Career Contribution Award***, The American Educational Research Association.

2004

- ***2004 Distinguished Scholarship Award***, College of Education, The Ohio State University, Columbus, OH.

- ***2004 Distinguished Diversity Award***, College of Education, The Ohio State University, Columbus, OH.

2002

- ***The Distinguished Educator Award,*** Central Cities Gifted Children's Association, Los Angeles, CA.

1997-1998

- ***Distinguished Lecturer*****,** Southern Methodist University, Gifted Students Institute, Dallas, TX.

1997

- ***Book Award Semifinalist***, American Educational Research Association (Reversing Underachievement Among Gifted Black Students: Promising Practices and Programs)

- ***Choice's Outstanding Academic Book Award*** (Reversing Underachievement Among Gifted Black Students)

1996-1997

- ***Research Award,*** Shannon Center for Advanced Studies, The University of Virginia, Charlottesville, VA (Summer)

- ***World's Who's Who of Women*** (13th ed.), Marquis Who's Who, Uniondale, NY.

1996

- ***Scholar of Color Early Career Contribution Award***, American Educational Research Association.

1995-1996

- ***Lecturer,*** Carter G. Woodson Distinguished Lecturer Series, African American Studies and Research Program, The University of Kentucky, College of Arts and Sciences.

1995

- ***Faculty Research Award***, The Black Graduate Students in Education, The University of Virginia, Charlottesville, VA.

1994

- ***Early Scholar Award*****,** National Association for Gifted Children, Washington, DC.

1993

- ***The Esteemed Scholarship Award, National Association of Black Psychologists***, Washington, MD.

- ***The Emerging Alumni Leadership Award***, Cleveland State University, Cleveland, OH.

1992-1995

- ***Who's Who in American Education*****,** Marquis Who's Who, Uniondale, NY.

1992

- ***Fellow,*** *Institute for Children*, Youth, and Families, held at Michigan State University (two-week institute).

PUBLICATIONS

BOOKS

Ford, D.Y. (under contract, 2027). *Recruiting and retaining Black students in advanced education*. Palgrave.

Ford, D.Y. (submitted, 2026). *Raising brilliance, teaching with purpose: The revised Bloom-Banks Matrix for culturally responsive education.* Teachers College Press.

Ford, D.Y. (under contract, 2026). *Recruiting and retaining culturally different students in gifted and talented education.* (2nd ed.). Taylor & Francis.

Collins, K., & **Ford, D.Y.** (under contract, 2026). *Designing curriculum for all: Leveraging MTSS for responsive, differentiated, and individualized instruction.* National Association for Gifted Children.

Ford, D.Y. (in press, 2026). *Recruiting multicultural gifted and talented: An anthology of readings from Gifted Child Today.* (vol. 1). National Association for Gifted Children.

Ford, D.Y. (in press, 2026). *Retaining multicultural gifted and talented students: An anthology of readings from Gifted Child Today* (vol. 2). National Association for Gifted Children.

Mills, M.T., Moore, L., Kroonen, C., & **Ford, D.Y.** (under contract, 2026). *Formal and informal pathways to identifying gifted Black children*. Palgrave

Ford, D.Y., & Bianco, M. (under contract, 2026). *Designing curriculum and instruction that is multicultural and rigorous for all gifted and talented students*. National Association for Gifted Children.

Davis, J.L., **Ford, D.Y**., Grantham, T.C., Floyd, E.F. & Scott, M.F.T. (under contract, 2026). *Celebrating Black genius & the lLgacy of Dr. Martin D. Jenkins: Profiles of Jenkins scholars (2014-2024)*. National Association for Gifted Children.

Ford, D.Y. (under contract, 2026). *Multicultural gifted and talented education: Rationale, models, strategies, and resources* (3rd ed.). Taylor & Francis.

Ford, D.Y. (under revision, 2025). *Reversing underachievement among gifted and talented Black students.* (3rd ed.). Taylor & Francis.

Wright, B.L., **Ford. D.Y**., & Moore III, J.L. (2022). *Black boys are lit: Engaging*

PreK-3 gifted and talented Black boys using multicultural literature and Ford's Bloom-Banks Matrix. IAP Publisher. (In Contemporary Perspectives on Multicultural Gifted Education series edited by Donna Y. Ford & Malik S. Henfield).

Frasier Trotman Scott, M., McZeal Walters, N., Young, J.L., & **Ford, D.Y.** (Eds.). (2020*). A second helping of gumbo for the soul: More liberating stories and memories to inspire females of color.* IAP Publisher. (In Contemporary Perspectives on Multicultural Gifted Education series edited by Donna Y. Ford & Malik S. Henfield).

Ford, D.Y., & Moore III, J.L. (2020, ebook). *"Gifted education": A special issue of Theory into Practice* (2005). https://www.taylorfrancis.com/books/9781315866208?fbclid=IwAR1rpbtriC5s_Xq0UpP2ycyRjPSF4JSNv0J_c69yNKbPr7yY9kfl5mjrV0Y

Ford, D.Y., Davis, J.L., Trotman Scott, M., & Sealey-Ruiz, Y. (Eds.). (2017). *Gumbo for the soul: Liberating stories and memoirs to inspire females of color.* IAP Publisher. (In Contemporary Perspectives on Multicultural Gifted Education edited by Donna Y. Ford & Malik S. Henfield).

Ford, D.Y., Trotman Scott, M., Goings, R., Wingfield, T., & Henfield, M. (Eds.). (2017). *R.A.C.E. mentoring through social media: Black and Hispanic scholars share their journey in the academy.* IAP Publisher.

Ford, D.Y. (Ed.). (2017). *Telling our stories: Culturally different adults reflect on growing up in single-parent families*. IAP Publisher.

Ford, D.Y. (2013). *Recruiting and retaining culturally different students in gifted education*. 2014 NAACP Image Award Nominee for Literature (Instruction). Prufrock Press.

Ford, D.Y. (2011). *Reversing underachievement among gifted Black students: Theory, research, and practice* (2nd ed.). Prufrock Press. (Nominated for 2010 Texas Association for the Gifted, Legacy Book Award.) (2021 Routledge).

Ford, D.Y. (2010). *Multicultural gifted education: Rationale, models, strategies, and resources* (2nd ed.). Prufrock Press.

Grantham, T.C., **Ford, D.Y.**, Henfield, M., Trotman Scott, M., Harmon, D., Porchér, S., & Price, C. (2011). *Gifted and advanced Black students in school: An anthology of critical works.* Prufrock Press. (2021 Routledge)

Cartledge, G., Gardner, R., & **Ford, D.Y.** (2009). *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom.* Pearson.

Ford, D.Y., & Milner, H.R. (2005). *Teaching culturally diverse gifted students.* Prufrock Press.

Tomlinson, C.A., **Ford, D.Y.**, Reis, S.M., Briggs, C.J., & Strickland, C.A. (Eds.). (2004). *In search of the dream: Designing schools and classrooms that work for high potential students from diverse cultural backgrounds*. National Association for Gifted Children.

Ford, D.Y., & Harris III, J.J. (1999). *Multicultural gifted education.* Teachers College Press.

Ford, D.Y. (1996). *Reversing underachievement among gifted Black students: Promising practices and programs.* Teachers College Press.

BOOK SERIES EDITOR/CO-EDITOR

Ford, D.Y., Collins, K.H., & Henfield, M.A. (co-editors). (2025-present). *Contemporary Perspectives on Multicultural Gifted and Talented Education.* Emerald Publishing.

Ford, D.Y., & Collins, K.H. (co-editors) (2025-present). *RACE Mentoring: Pathway Building in the Academy and Beyond.* Emerald Publishing.

Biddle, K., & **Ford, D.Y.** (co-editors). (2025-2026). *Foundations and Futures of Psychology: Global Perspectives*. Routledge (British Psychological Society).

Ford, D.Y., & Henfield, M.A. (co-editors). (2015-2025). *Contemporary Perspectives on Multicultural Gifted Education.* IAP Book Series. (now Emerald Publishing.)

Ford, D.Y. (editor). (2015-2025). *R.A.C.E. Mentoring.* IAP Book Series. (now Emerald Publishing.)

Sriraman, B., & **Ford, D.Y.** (co-editors). (2016-2017*). Cognition, Equity & Society: International Perspectives*. IAP Book Series.

REFEREED ARTICLES (*Designates student)

Bell, N.S., Vélez, V., Connor, D., Scott, L., & **Ford, D.Y.** (under review). Quantitative justice: Transformative perspectives to equitably diversify special education research: Challenging traditional narratives of objectivity, neutrality, and science. *Race Ethnicity and Education.*

Bell, N.S., Connor, D., Vélez, V., Scott, L., & **Ford, D.Y**. (under review). Reimagining special education: Toward an abolitionist vision. *Race Ethnicity and Education.*

Bell, N.S., Vélez, V., & **Ford, D.Y.,** Connor, D., & Collier, Z. (under review). Who is afraid of QuantCrit?: QuantFragility and the racial comfort of numbers. *Race Ethnicity and Education.*

Bell, N.S., Scott, L., Vélez, V., **Ford, D.Y**., Collier, Z., & *Peña, J. (under revision, 2026). Racial justice in special education: Developing a QuantCrit counterstory of resegregation and resistance. *Journal of Counseling Psychology.*

Ford, D. Y. (accepted, 2026). Raising children who love being triangles: A Black family's guide to books, pride, and brilliance. *Parenting for High Potential.*

Martínez, J., & **Ford, D. Y**. (guest editors). (accepted, 2026). Special issue proposal: Equity, talent, and critical pedagogy in urban and marginalized schooling contexts. *The Urban Review.*

Ford, D.Y. (2026). Dismantling barriers to excellence: Ford's dirty dozen barriers to advanced courses and gifted and talented education. *Roeper Review*. DOI: 10.1080/02783193.2026.2732863 **To**

Ford, D. Y., & Martínez, J. (under review, 2026). Teaching for high potential in exceptional learners: Using the Bloom–Banks Matrix in special education classrooms. *Teaching Exceptional Children.*

Martínez, J., & **Ford, D. Y.** (under review, 2026). The dirty dozen: Systemic barriers affecting Mexican-Origin students in gifted and talented education, special education, and school discipline. *Journal of Latinos and Education.*

Martínez, J., & **Ford, D. Y.** (under review, 2026). Mi casa es tu casa: Belongingness, cultural responsiveness, and Latinx students across the K–12 pipeline. *Equity & Excellence in Education.*

Ford, D. Y., & Martínez, J. (under review, 2026). A call to action: The dire need for culturally responsive critical discourse analysis in gifted and talented education. *Journal of Minority Achievement, Creativity and Leadership.*

Ford, D. Y., Martínez, J., & Middleton, T. (under review, 2026). Two crises, one imperative: Culturally responsive mental health practice for Black and Latinx students in urban schools. *Journal of Multicultural Counseling and Development.*

Middleton, T.J, **Ford, D.Y**., & Hines, E.M. (under review, 2026) Where is the love? Compassionate pedagogy is needed now and more than ever before. *Journal for Multicultural Education*.

Fletcher Jr., E. Lee, B.H., & **Ford, D.Y. (**under revision, 2026). Examining the culturally relevant instructional practices that Black male high school STEM teachers use to engage and motivate Black boys. Special Issue for *Journal of Advanced Academics*.

Pasque, P. A., Fei, M., Tebben, E., Lang, S. N., Fox, E. G., Ansari, A., & Ford, D. Y. (2026). Innovative Qualitative Collection Methods for Centering Race and Ethnicity. *Teachers College Record: The Voice of Scholarship in Education*, *128*(3), 195-205. https://doi.org/10.1177/01614681261444153

Fletcher, E., Lee, B., Hancock, S., & **Ford, D.** (2026). Insights from Black male high school STEM teachers on Black male students having to navigate the STEM gauntlet. *The Urban Review, 58*(74). https://doi.org/10.1007/s11256-026-00860-1

Ford, D. Y., Hines, E. M., & Moore III, J. L. (2026). Cultureblindness must end to reverse underrepresentation among Black and Hispanic students in gifted and talented education. *Gifted Child Today*, *49*(1), 85-90. https://doi.org/10.1177/10762175251381355

Mills, M.T., Moore, L., & **Ford, D.Y.** (2026). Reconceptualizing verbal intelligence: Perspectives from gifted and talented Black elementary students and teachers in urban schools. *Urban Education*. (special issue)

Ford, D. Y., & Middleton, T. J. (2026). Black lives sure matter: Decolonizing the academic experiences of academically advanced Black students. *Urban Education*, *0*(0). (special issue) https://doi.org/10.1177/00420859261433920

Hines, E.M., **Ford, D.Y**., Middleton, T.J., & Hicks, D., & Moore III, J.L. (2026). Broaching as an equitable approach to counseling Black students in advanced academic courses and programs. *Journal of Multicultural Counseling and Development*. https://doi.org/10.1002/jmcd.70015

Simmons-Reed, E.A., Frazier Trotman Scott, M., Taradash, G., Boveda, M., & **Ford, D.Y.** (2026). An equity-based and culturally responsive Bill of Rights for early childhood students of color with exceptionalities. *Perspectives on Early Childhood Psychology and Education, 9*(1). Article 3l. DOI: https://doi.org/10.58948/2834-8257.1071

Bell, N. Velez, V., **Ford, D.Y.**, Collier, Z., Slusarz, E., Salim, S., Park, S., Sukumar, J., & Martin, M. (2026). Delaware study of resegregation patterns for behavioral disabilities: The urgency for anti-racist special education practices and policies. *Behavioral Disorders*. 1-20. p DOI: 10.1177/01987429261445094

Hines, E. M., Middleton, T. J., **Ford, D. Y**., Moore, J. L., III, & Fletcher, E. C., Jr. (2026). Becoming culturally competent school and school-based mental health counselors for gifted and talented Black students: Theories and practices for support. *Roeper Review*, *48*(2), 108–118. https://doi.org/10.1080/02783193.2026.2647731

Hines, E.M., **Ford, D.Y.**, Mayes, R.D., Fletcher Jr., E.C., Middleton, T.J., & Moore III, J.L. (2025). Culturally responsive school counseling: A framework for engaging minoritized students. *Journal of Negro Education, 94*(2), 346-359;

Ford, D.Y., Hines, E.M., Fletcher Jr., E.C., Mayes, R.D., Middleton, T.J., & Moore III, J.L. (in press, 2025). Hines-Ford-Moore Culturally Responsive School Counseling Matrix for Gifted and Talented Black students. *Journal of Minority Achievement, Creativity, and Leadership*.

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- Grantham, T.C., **Ford, D.Y.**, Davis, J.L., Frazier Trotman Scott, M., Dickson, K., Taradash, G., Whiting, G.W., Cotton, C.B., Floyd, E.F., Collins, K.H., Anderson, B.N., Fox, S., & Roberson, J.J. Get Your Knee Off Our Necks: Black Scholars Speak Out to Confront Racism Against Black Students in Gifted and Talented Education. The Consortium for Inclusion of Underrepresented Racial Groups in Gifted Education.

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Op-Ed Column

- Diverse Issues in Higher Education (2020-2022) https://www.diverseeducation.com/authors/contact/15076267/donna-ford?page=1

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SAMPLE PRESENTATIONS and WORKSHOPS

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Nell, N., **Ford, D.Y.**, Velez, V., Scott, L., & Connor, D. (2026, April). "Anti-Racist Critical Perspectives Diversifying Special Education Research: Challenging Traditional Narratives of Objectivity, Neutrality, and Science". American Educational Research Association. Los Angeles, CA.

Ford, D.Y. (2025, Nov. 15). Promoting Social-emotional Development via Racial Identity Theories. National Association for Gifted Children, Pittsburgh, PA.

Ford, D.Y., & Shawnessy, E. (2025, Nov. 15). Mental Health Among Gifted Students. National Association for Gifted Children, Pittsburgh, PA.

Ford, D.Y. (2025, Nov. 14). Creating Lesson Plans Using Ford's Bloom-Banks Matrix. National Association for Gifted Children, Pittsburgh, PA (Coordinator Roundtable).

Ford, D.Y. (2025, Oct. 13). Promoting Compassionate Pedagogy in Gifted and Talented Education for Students of Color. Ohio Associated for the Gifted, Columbus, OH.

Ford, D.Y. (2025, April 27). Recognizing and Meeting the Needs of Gifted and Talented Black Students (panel). American Educational Research Association, Denver, CO.

Ford, D.Y. (2025, April 27). Recognizing and Meeting the Needs of Gifted and Talented Black Students (panel). American Educational Research Association, Denver, CO.

Ford, D.Y. (2025, April 27). Unconference Session. We Got Dane-Offs, Spotify Karaoke, and Poetry: Pedagogies of Joy for the Global Majority. (Discussant). American Educational Research Association, Denver, CO.

Ford, D.Y. (2025, April 22). Unconference Session. The Role of Mental Health in the World of Giftedness: Belonging, Bullying, and Navigating Multiple Exceptionalists (Co-chair and panelist). American Educational Research Association, Denver, CO.

Ford, D.Y. (2025, April 26). Confronting Traditions in Special Education: Cultivating Anti-racist and Anti-ableist Research and Practices (panel). American Educational Research Association, Denver, CO.

Ford, D.Y. (2025, April 26). Evidence of Anti-racist Educators: Disrupting the Racialized Practice of Resegregation in Special Education (panel). American Educational Research Association, Denver, CO.

Naglieri, J., & **Ford, D.Y.** (2024, Nov 22). Equitable Identification of Gifted Students Can and Must be Achieved. National Association for Gifted Children, Seattle, WA.

Gray, C., Grantham, T.C., & **Ford, D.Y.** (2024, Nov. 22). A Creativity-Based Approach to Close Excellence Gaps. National Association for Gifted Children, Seattle, WA.

Ford, D.Y. (2024, Nov. 22). All Students Must Be Exposed to Curriculum and Instruction That is Rigorous and Relevant. National Association for Gifted Children, Seattle, WA.

Ford, D.Y. et al. (2024, Nov. 24). Dr. Martin D. Jenkins Scholars Presentation. National Association for Gifted Children, Seattle, WA.

Ford, D.Y. (2024, Oct. 15). Test Bias Still Exists. Ohio Association for Gifted Children, Columbus. OH.

Ford, D.Y. (2024, Oct. 15). Racial Identity Matters: Understanding SEL for Black and Other Minoritized GATE Students. Ohio Association for Gifted Children, Columbus. OH.

Ford, D.Y. (2024, Sept.). Strategies and resources to promote equity in advanced programs National Association for Gifted Children, Equity Symposium (virtual).

Bell, N.S., **Ford, D.Y.**, Connor, D., & Scott, L. (2024) Critical perspectives to diversity special education research: Challenging traditional narratives of objectivity, neutrality, and science. American Educational Research Association. Philadelphia, PA.

Bell, N.S., **Ford, D.Y.**, Carey, R., Scott, L., Collier, Z., & Eisenman, L. (2023). Critical investigation of overrepresentation: Developing an equitable, anti-racist special education model. American Educational Research Association. Chicago, IL

Ford, D.Y. (2023, Oct.). To support minoritized students, socio-emotional support must include racial identity development. Ohio Association for Gifted Children Conference. Columbus, OH.

Naglieri, J., & **Ford, D.Y.** (2023, Oct.). A historical perspective on IQ tests and underrepresented people of color. Ohio Association for Gifted Children Conference. Columbus, OH.

Narayanan, R.*, & **Ford, D.Y.** (2023, Oct.) Bloom-Banks Matrix: ELA & Math. Ohio Association for Gifted Children. Columbus, OH.

Ford, D.Y. (2019, Feb.). Recruiting Black and Hispanic students in gifted education. Council for Exceptional Children Conference, Indianapolis, IN.

Ford, D.Y. (2019, Feb.). Creating a rigorous culturally responsive curriculum that affirms the dignity and worth of students of color. Council for Exceptional Children, Indianapolis, IN.

Ford, D.Y., & Dickson, K. (2019, Feb.). The Bill of Rights for Students of Color with Disabilities. Council for Exceptional Children, Indianapolis, IN.

Ford, D.Y., Dickson, K., Taradash, G., & Simmons, E. (2019, Feb.). The Equity Based Culturally Responsive Bill of Rights for Gifted Students of Color. Council for Exceptional Children, Indianapolis, IN.

Ford, D.Y. (2017, Nov.). Recruitment & retention: Seeking equity for Black students by desegregating gifted education. Annual Conference, National Alliance of Black School Educators (NABSE), New Orleans, LA.

Ford, D.Y. (2017, Nov.). Promoting racial identity development among gifted Black students: adding culture to socio-emotional models and theories. Annual Conference, National Association for Gifted Children, Charlotte, NC.

Davis, J.L., & **Ford, D.Y.** (2017, Nov.). Say Her Name: Reaching, teaching, and supporting gifted females of color. Annual Conference, National Association for Gifted Children, Charlotte, NC.

Trotman Scott, M., & **Ford, D.Y.** (2017, Nov.). Multicultural differentiated instruction for gifted students: The case of Michael. Annual Conference, National Association for Gifted Children, Charlotte, NC.

Ambrose, D., & **Ford, D.Y.** (2017, Nov.). Implicit bias and under-representation: an interdisciplinary exploration builds bridges over empathy gulfs. Annual Conference, National Association for Gifted Children, Charlotte, NC.

Ford, D.Y. (2017, Nov.). 2017 NAGC Celebrating Black genius: The Jenkins Scholars Program. Annual Conference, National Association for Gifted Children, Charlotte, NC. (Panel).

Young, M., Young, J., & **Ford, D.Y.** (2017, April). Gifted Black girls and STEM, Division K. Annual Conference, American Educational Research Association, San Antonio, TX.

Johnson, A., Wood, S., **Ford, D.Y.**, Hébert, T.P., & Neihart, M. (2016, Nov.). It takes a village: Partnerships to support the whole gifted child. (Panel). Annual Conference, National Association for Gifted Children, Orlando, FL.

Lange, R.W., & **Ford, D.Y.** (2016, Nov.). The Bloom-Banks Matrix: A tool for curricular and cultural relevance. Annual Conference, National Association for Gifted Children, Orlando, FL.

Ford, D.Y. (2016, Nov.). From impossible to I'm possible: Recruiting and retaining culturally different students in gifted education. Annual Conference, National Association for Gifted Children, Orlando, FL.

Ford, D.Y. (2016, Nov.). Increasing diversity among all educators in gifted education. Annual Conference, National Association for Gifted Children, Orlando, FL.
Ford, D.Y., & Whiting, G.W. (2016, Nov.). Promoting racial pride and identity among gifted Black and Hispanic students. Annual Conference, National Association for Gifted Children, Orlando, FL.

Grantham, T.C., **Ford, D.Y.**, & Davis, J. (2016, Nov.). The Jenkins Scholars Awards. Annual Conference, National Association for Gifted Children, Orlando, FL.

Ford, D.Y. (2016, May 2). Designing classrooms and schools that work for high potential students from culturally different backgrounds. National Conference on Diversity, Race & Learning (NCDR&L), Ohio State University, Columbus, OH.

Ford, D.Y. (2015, Nov.). The administrators' Bloom-Banks Matrix: Evaluating lesson plans for rigor and relevance. Annual conference, National Association for Gifted Children, Phoenix, AZ.

Ford, D.Y., & Stambaugh, T. (2015, Nov.) Microaggressions and Gifted Culturally Diverse and Low-Income Students: How Understanding and Support Can Increase Representation and Persistence. Annual conference, National Association for Gifted Children, Phoenix, AZ.

Naglieri, J., & **Ford, D.Y.** (2015, Nov.) Myths about nonverbal testing and the identification of gifted and talented students. Annual conference, National Association for Gifted Children, Phoenix, AZ.

Ford, D.Y. (2014, Nov.). The Bloom-Banks Matrix: Creating rigorous and relevant lesson plans for all students. Annual conference, National Association for Gifted Children, Baltimore, MD.

Ford, D.Y. (2014, Nov.). Recruiting and retaining Black and Hispanic students in gifted education: Empowering families and communities. Annual conference, National Association for Gifted Children, Baltimore, MD.

Trotman Scott, M., & **Ford, D.Y.** (2013, Nov.). Multicultural gifted education: A curriculum model for increasing rigor and relevance for ALL gifted students. Annual conference, Association for Gifted Children, Indianapolis, IN.

Davis, J.L., & **Ford, D.Y.** (2013, Nov.). Recognizing Dr. Martin D. Jenkins, Father of the study of African American giftedness. Annual conference, National Association for Gifted Children, Indianapolis, IN.

Ford, D.Y. (2013, May). Closing the achievement gaps: Recruiting and retaining Black students in gifted education. Annual conference, Critical Race Studies in Education Association, Nashville, TN.

Ford, D.Y. (2013, April). From impossible to I'm possible: FAME for gifted African American females. Annual conference, Council for Exceptional Children, San Antonio, TX.

Ford, D.Y., & Harmon, D. (2011, Nov.). Gifted, Black, and female: Blacked-out, Whited-out, and cast out. Annual conference, National Association for Gifted Children, New Orleans, LA.

Ford, D.Y. (2011, Nov.). Stuck in the middle. Annual conference, National Association for Gifted Children, New Orleans, LA. (Panel presentation)

Ford, D.Y. (2011, Nov.). Multicultural gifted education: Another way to differentiate the curriculum. Annual conference, National Association for Gifted Children, New Orleans, LA.

Trotman Scott, M., & **Ford, D.Y.** (2010, Nov.). Under-identification and dual exceptionalities. Annual Conference, National Association for Gifted Children, Atlanta, GA.

Trotman Scott, M., & **Ford, D.Y.** (2010, Nov.). Strategies for culturally responsive family involvement. Annual conference, National Association for Gifted Children, Atlanta, GA.

Harmon, D., Price, C., & **Ford, D.Y.** (2010, Nov.). Experiences of Gifted African American females: Damned if you are and damned if you aren't. Annual conference, National Association for Gifted Children, Atlanta, GA.

Ford, D.Y., & Trotman Scott, M. (2009). Meeting the learning styles of gifted Black students: Boykin and Gardner considerations. Annual conference, National Association for Gifted Children, St. Louis, MO.

Ford, D.Y. (2009). Desegregating gifted education: Equity and excellence now not later? Annual conference, National Association for Gifted Children, St. Louis, MO.

Ford, D.Y., & Whiting, G.W. (2008). Cross-cultural research: Concerns, cautions, and considerations when working with diverse populations. Annual conference, National Association for Gifted Children, Tampa, FL.

Ford, D.Y., & Trotman Scott, M. (2008). Using Bloom, Banks, and Boykin to develop multicultural exceptional education. Annual conference, National Association for Gifted Children, Tampa, FL.

Ford, D.Y. (2008). Underachievement: Meeting the social and emotional needs of gifted Black females. Annual conference, National Association for Gifted Children, Tampa, FL.

Frazier Trotman, M., & **Ford, D.Y.** (2007, Feb. 8). Becoming a culturally competent educator for students with special education needs. Third annual conference of NCCREST, Washington, DC.

Frazier Trotman, M., & **Ford, D.Y.** (2007, Feb. 9). Addressing the achievement gap: Promoting equity in gifted education for diverse students. Third annual conference of NCCREST, Washington, DC.

Moses, V., & **Ford, D.Y.** (2006, Nov. 5). Multicultural science for gifted students: Challenge and diversity at its best. Annual conference, National Association for Gifted Children, Charlotte, NC.

Ford, D.Y., & Whiting, G.W. (2006, Nov. 4). Understanding underachievement: Factors that stifle the academic performance of gifted Black students. Annual conference, National Association for Gifted Children, Charlotte, NC.

Ford, D.Y., & Whiting, G.W. (2006, Sept. 8). Recruiting and retaining African American students in gifted education. Annual conference, Tennessee Association for Gifted Children, Memphis, TN.

Ford, D.Y. (2005, April 12). Sociological factors influencing the achievement of gifted African American males. Annual meeting, American Educational Research Association, Montreal, Canada. (Panel presentation)

Ford, D.Y. (2005, April 11). A strong research base in gifted education: Conducting cross-cultural research – A need not a nuisance.). Annual meeting, American Educational Research Association, Montreal, Canada. (Panel presentation, Gifted Education SIG)

Ford, D.Y. (2005, Feb. 18). Raising expectations and achievement: Creating culturally responsive classrooms. Annual conference, The Virginia State Reading Association, Arlington, VA.

Ford, D.Y. (2004, Nov. 5). Challenging curriculum for gifted learners. Annual conference, National Association for Gifted Children, Salt Lake City, UT (Panel presentation).

Ford, D.Y. (2004, Nov. 5). Aspiration development and self-fulfillment: Supportive and suppressive influences. Annual conference, National Association for Gifted Children, Salt Lake City, UT (Panel presentation and respondent).

Moore III, J.L., & **Ford, D.Y.** (2004, Nov. 6). Addressing under-representation: A framework for retaining gifted African-American students. Annual conference, National Association for Gifted Children, Salt Lake City, UT.

Ford, D.Y. (2004, Nov. 6). Non-biased assessment: The fundamental ingredient in increasing minority student representation in gifted education. Annual conference, National Association for Gifted Children, Salt Lake City, UT.

Ford, D.Y. (2004, Nov. 6). Debate: Identification approaches. Annual conference, National Association for Gifted Children, Salt Lake City, UT (Panel presentation).

Ford, D.Y. (2004, Nov. 6.). Intelligence testing and cultural diversity: Confusion, controversy and considerations. Annual conference, National Association for Gifted Children, Salt Lake City, UT (Senior Scholar Panel presentation).

Ford, D.Y. (2003, Nov. 14). Race and intelligence: The obsession continues.
Annual conference, National Association for Gifted Children, Indianapolis, IN.
Frazier Trotman, M., & **Ford, D.Y.** (2003, Nov. 14). Using Bloom, Banks, and Gardner to develop a gifted multicultural curriculum. Annual conference, National Association for Gifted Children, Indianapolis, IN.

Ford, D.Y. (2003, Nov. 15). Becoming culturally responsive educators: For children's sake. Annual Conference, National Association for Gifted Children, Indianapolis, IN.

Frazier Trotman, M., & **Ford, D.Y.** (2002, Nov. 1). Minority student underrepresentation in gifted education: Persistent, unnecessary, solvable. Annual conference of the National Association for Gifted Children, Denver, CO.

Ford, D.Y. (2002, Nov. 1). "Acting white": Racial identity and (under)achievement among Black students. Annual conference of the National Association for Gifted Children, Denver, CO.

Ford, D.Y. (2002, Nov. 2). Multicultural assessment: Assessing for strengths and potential. Annual conference of the National Association for Gifted Children, Denver, CO.

Natt, B., Harmon, D., & **Ford, D.Y.** (2001, Nov. 11). They won't teach us! They can't teach us! Annual conference of the National Association for Gifted Children, Cincinnati, OH.

Frazier Trotman, M., & **Ford, D.Y.** (2001, Nov. 10). Improving the achievement of gifted Black students: A racial identity model. Annual conference of the National Association for Gifted Children, Cincinnati, OH.

Natt, B., Harmon, D., & **Ford, D.Y.** (2001, Nov. 10). Recruitment and retention of culturally diverse gifted students. Annual conference of the National Association for Gifted Children, Cincinnati, OH.

Ford, D.Y. (2001, Nov. 10). Creating multicultural lesson plans: Strategies and resources. Annual conference of the National Association for Gifted Children, Cincinnati, OH.

Naglieri, J.A., & **Ford, D.Y.** (2001, Nov. 9). Addressing under-representation of gifted minority children using the Naglieri Nonverbal Ability Test (NNAT). Annual conference of the National Association for Gifted Children, Cincinnati, OH.

Ford, D.Y. (2001, Nov. 9). Culturally responsive assessment: Non-verbal tests and minority students. Annual conference of the National Association for Gifted Children, Cincinnati, OH.

Ford, D.Y. (2001, Nov. 9). Dualities of identity: Using bibliotherapy for selfunderstanding. Annual conference of the National Association for Gifted Children, Cincinnati, OH.

Ford, D.Y., & Frazier Trotman, M. (2000, Nov. 3). Selecting high quality multicultural literature for gifted students. Annual conference of the National Association for Gifted Children, Atlanta, GA.

Ford, D.Y. (2000, Nov. 3). Access and opportunity: Why non-verbal tests must be used in identification models. Annual conference of the National Association for Gifted Children, Atlanta, GA.

Frazier Trotman, M., & **Ford, D.Y.** (2000, Nov. 4). Beyond debates: Using academic controversy to motivate gifted minority students. Annual conference of the National Association for Gifted Children, Atlanta, GA.

Harmon, D., Natt, B., & **Ford, D.Y.** (2000, Nov. 4). Duality of identities: Culturally diverse gifted students. Annual conference of the National Association for Gifted Children, Atlanta, GA.

Harris III, J.J., **Ford, D.Y.**, & Frazier Trotman, M. (2000, Nov. 4). Multicultural gifted education: Creating culturally responsive classrooms. Annual conference of the National Association for Gifted Children, Atlanta, GA.

Naglieri, J., & **Ford, D.Y.** (2000, Nov. 5). Improving the identification of gifted minority children using the NNAT. Annual conference of the National Association for Gifted Children, Atlanta, GA.

Ford, D.Y. (1999, Nov. 19-20). Multicultural approaches to gifted education. Annual conference of the Roeper School, Birmingham, MI.

Ford, D.Y. (1999, Nov. 19-20). Identifying gifted minority students. Annual conference of the Roeper School, Birmingham, MI.

Ford, D.Y. (1999, Nov. 3-7). Multicultural gifted education: Who, what, when, where, why, and how. Annual conference of the National Association for Gifted Children, Albuquerque, NM.

Harris III, J.J., & **Ford, D.Y.** (1999, Nov. 3-7). Recruitment and retention of minority students in gifted education: Rationale and recommendations. Annual conference of the National Association for Gifted Children, Albuquerque, NM.

Naglieri, J., & **Ford, D.Y.** (1999, Nov. 3-7). Increasing identification of gifted minority children using minority students using the Naglieri Nonverbal Ability Test. Annual conference of the National Association for Gifted Children, Albuquerque, NM.

Harmon, D.A. & **Ford, D.Y.** (1999, Nov. 3-7). Developing multicultural gifted curriculum. Annual Conference of the National Association for Gifted Children, Albuquerque, NM.

Harmon, D.A., & **Ford, D.Y.** (1999, Nov. 3-7). The identification and retention of gifted Hispanic students. Annual conference of the National Association for Gifted Children, Albuquerque, NM.

Natt, B., Harmon, D.A., & **Ford, D.Y.** (1999, Nov. 3-7). Achieving success: Using bibliotherapy with minority gifted students. Annual conference of the National Association for Gifted Children, Albuquerque, NM.

Ford, D.Y., & Harris III, J.J. (1999, Apr. 22). Gifted education in urban schools. Annual conference of the American Educational Research Association, Montreal, Canada.

Ford, D.Y., Harmon, D., & Harris III, J.J. (1999, Feb. 27-28). Recruitment and retention of minority students in gifted education. Annual conference of the Association for the Education of Gifted Underachieving Students, Denver, CO.

Ford, D.Y., Harmon, D., & Harris III, J.J. (1999, Feb. 27-28). Testing and gifted minority students. Annual conference of the Association for the Education of Gifted Underachieving Students, Denver, CO.

Ford, D.Y., Harmon, D., & Harris III, J.J. (1999, Feb. 27-28). Multicultural gifted education: Teaching gifted minority students. Annual conference of the Association for the Education of Gifted Underachieving Students, Denver, CO.

Ford, D.Y., Harmon, D., & Harris III, J.J. (1999, Feb. 27-28). Learning styles and gifted minority students. Annual conference of the Association for the Education of Gifted Underachieving Students, Denver, CO.

Ford, D.Y. (1999, Feb. 1-2). Identifying and assessing gifted Black students. Annual conference of the Illinois Association for Gifted Children 4thAnnual conference, Chicago, IL.

Ford, D.Y. (1999, Feb. 1-2). Social/emotional needs of gifted Black students. Annual conference of the Illinois Association for Gifted Children 4th Annual conference, Chicago, IL.

Ford, D.Y. (1999, Feb. 1-2). Reversing underachievement among gifted Black students. Annual Conference of the Illinois Association for Gifted Children 4th Annual conference, Chicago, IL.

Ford, D.Y. (1999, Feb. 1-2). Multicultural education for gifted Black students. Annual conference of the Illinois Association for Gifted Children 4th Annual conference, Chicago, IL.

Ford, D.Y., & Todd, S. (1998, Nov. 11-15). Individual differences and multicultural enlightenment. Annual convention of the National Association for Gifted Children, Louisville, KY (Workshop).

Ford, D.Y. (1998, Nov. 11-15). Fostering critical thinking with multicultural literature. Annual Convention of the National Association for Gifted Children, Louisville, KY.

Harris III, J.J., & **Ford, D.Y.** (1998, Nov. 11-15). Strategies for recruiting and retaining minority students in gifted education. Annual Convention of the National Association for Gifted Children, Louisville, KY.

Ford, D.Y., & Harmon, D. (1998, Nov. 11-15). Self-concept, racial identity, and Black student achievement. Annual Convention of the National Association for Gifted Children, Louisville, KY.

Grantham, T.C., & **Ford, D.Y.** (1998, Nov. 11-15). Increasing minority students' achievement and motivation using multicultural literature. Annual convention of the National Association for Gifted Children, Louisville, KY.

Natt, B., Harmon, D., & **Ford, D.Y.** (1998, Nov. 11-15). Culturally appropriate practices in teaching culturally diverse gifted children. Annual Convention of the National Association for Gifted Children, L Louisville, KY.

Harmon, D., & **Ford, D.Y.** (1998, Nov. 11-15). The identification and retention of gifted Hispanic students. Annual convention of the National Association for Gifted Children, Louisville, KY.

Ford, D.Y. (1997, Sept. 30, Oct. 1-2). Promising practices for recruiting and retaining Black and low socio-economic status students in gifted programs. Ohio Department of Education, Javits II Conference, Columbus, OH.

Ford, D.Y., & Harmon, D. (1998, Oct. 11-14). Identifying gifted minority students: Recruitment and retention recommendations. National Council for Black Child Development Conference, Chicago, IL.

Ford, D.Y., & Southern, T. (1998, Oct. 5-6). Creating family-school partnerships with urban families. Javits II Conference, Ohio Department of Education, Columbus, OH.

Ford, D.Y. & Southern, T. (1998, Oct. 5-6). Strategies for documenting change. Javits II Conference, Ohio Department of Education, Columbus, OH.

Ford, D.Y., & Williams, B. (1998, Oct. 5-6). Working with urban families. Javits II Conference, Ohio Department of Education, Columbus, OH.

Ford, D.Y. (1998, June 28). Recruitment and retention of minority students in gifted education: Promising practices. Workshop at the County Public Schools Conference, Prince William County, VA.

Ford, D.Y. (1998, June 19). Best practices in the identification and assessment of gifted minority students. Model Project Conference, Ohio Department of Education, Dublin, OH.

Ford, D.Y. (1998, Apr. 19). Factors affecting the achievement of academically diverse African-American students. Annual conference of the American Educational Research Association, San Diego, CA.

Ford, D.Y. (1998, Mar. 29). Recruiting and retaining minority students in gifted education: Best practices. Ohio Gifted Education Coordinators Conference, Columbus, OH.

Ford, D.Y. (1998, Mar. 14). Counseling minority youth. Keynote and presentation at the Minority Achievement Summit III, Prince William County Public Schools, Prince William County, VA.

Ford, D.Y., Harmon, D., & Harris III, J.J. (1998, Mar. 27). Improving the identification, assessment, and placement of gifted Black students. Annual conference of AEGUS, Kansas City, MO.

Baldwin, A., **Ford, D.Y.**, Skenandore, O., & Taradash, G. (1997, Nov. 6). Today's gifted child: Multifaceted identification - multicultural curriculum. Annual conference of the National Association for Gifted Children, Little Rock, AK. (Workshop).

Harris III, J.J., & **Ford, D.Y.** (1997, Nov. 6-9). The equitable identification and assessment of gifted minority students. Annual conference of the National Association for Gifted Children, Little Rock, AK.

Ford, D.Y., & Harris III, J.J. (1997, Nov. 6-9). Recruiting and retaining minority students in gifted programs. Annual conference of the National Association for Gifted Children, Little Rock, AK.

Harmon, D., Natt, B., & **Ford, D.Y.** (1997, Nov. 6-9). I won't learn from you: Culturally appropriate practices. Annual conference of the National Association for Gifted Children, Little Rock, AK.

Hikara, I., Grimes, G., Harmon, D., & **Ford, D.Y.** (1997, Nov. 6-9). Do you see what I see? Identity Crisis. Annual conference of the National Association for Gifted Children, Little Rock, AK.

Harmon, D., & **Ford, D.Y.** (1997, Nov. 6-9). Unsolved mysteries: Identification and retention of minority gifted students. Annual conference of the National Association for Gifted Children, Little Rock, AK.

Ford, D.Y. (1997, Nov. 6). Minority issues in gifted education. Annual conference of the National Association for Gifted Children, Little Rock, AK. (Workshop)

Ford, D.Y., Lopez-Reyna, N., & Kimm, C.H. (1997, July 17). The disproportionate representation of minority students in special education. The OSEP Research Project Directors' Conference, U.S. Department of Education, Office of Special Education Programs, Washington, DC.

Ford, D.Y. (1997, Mar. 24-28). A study of achievement and under- achievement among gifted Black students. Annual meeting of the American Educational Research Association, Chicago, IL.

Grantham, T.C., & **Ford, D.Y.** (1997, Mar. 24-28). The influence of social, psychological, and cultural factors on a gifted African-American female. Annual meeting of the American Educational Research Association, Chicago, IL.

Ford, D.Y., & Baytops, J. (1997, Jan. 8-10). Gifted Black student achievement and underachievement: The role of family values. The biennial Symposium of the Council for Exceptional Children, Division for Diverse Exceptional Learners, New Orleans, LA.

Baytops, J., & **Ford, D.Y.** (1997, Jan. 8-10). Toward resolution--identifying and serving African-American gifted students: Exploring the issues, discovering solutions. The biennial Symposium of the Council for Exceptional Children, Division for Diverse Exceptional Learners, New Orleans, LA.

Russo, C.J., Harris III, J.J., & **Ford, D.Y.** (1996, Oct. 31 - Nov. 3). Legal issues in gifted education: The Broadley Case. Annual conference of the National Association for Gifted Children, Indianapolis, IN.

Harmon, D., & **Ford, D.Y.** (1996, Oct. 31 - Nov. 3). Seven highly effective strategies in teaching culturally diverse children. Annual conference of the National Association for Gifted Children, Indianapolis, IN.

Harmon, D., & **Ford, D.Y.** (1996, Oct. 31 - Nov. 3). Giftedness in culturally diverse groups. Annual Conference of the National Association for Gifted Children, Indianapolis, IN.

Harmon, D., & **Ford, D.Y.** (1996, Oct. 31 - Nov. 3). Recruitment and retention of culturally diverse students. Annual conference of the National Association for Gifted Children, Indianapolis, IN.

Ford, D.Y., & Harris III, J.J. (1996, Oct. 31 - Nov. 3). A study of under- achievement among gifted and potentially gifted Black students. Annual conference of the National Association for Gifted Children, Indianapolis, IN.

Ford, D.Y., & Moore, B.J. (1996, Oct. 31- Nov. 3). SES, parenting practices, and underachievement. Annual conferences of the National Association for Gifted Children, Indianapolis, IN.

Ford, D.Y. (1996, Oct. 31 - Nov. 3). The dirty dozen: Why minority students are under-represented in gifted education. Annual conference of the National Association for Gifted Children, Indianapolis, IN.

Harris III, J.J., **Ford, D.Y.**, & Grantham, T.C. (1996, Oct. 31 - Nov. 3). Why gifted education must be multicultural. Annual conference of the National Association for Gifted Children, Indianapolis, IN.

Harris III, J.J., **Ford, D.Y.**, & Grantham, T.C. (1996, Oct. 31 - Nov. 3). Ramondo: A gifted underachieving Black male. Annual conference of the National Association for Gifted Children, Indianapolis, IN.

Grantham, T.C., & **Ford, D.Y.** (1996, Oct. 31 - Nov. 3). A case study of Danisha: A gifted underachieving Black female. Annual conference of the National Association for Gifted Children, Indianapolis, IN.

Grantham, T.C., & **Ford, D.Y.** (1996, Mar. 3-4). Danisha: A case study of a gifted underachieving Black female. Annual meeting of the Virginia Educational Research Association, Richmond, VA.

Ford, D.Y., & Grantham, T.C. (1996, Feb. 21-24). Underachievement among gifted and highly able Black students: A study of perceptions. Annual meeting of the Eastern Educational Research Association, Cambridge, MA.

Ford, D.Y. (1996, Feb. 2-3). Strategies for meeting the academic and affective needs of gifted minority students. Annual meeting of the Association for the Education of Gifted Underachieving Students, Denver, CO.

Ford, D.Y. (1996, Feb. 2-3). Black students' perceptions of the classroom learning environment: How teachers can help reverse underachievement. Annual meeting of the Association for the Education of Gifted Underachieving Students, Denver, CO.

Brooks-Young, G., & **Ford, D.Y.** (1996, Feb. 2-3). Education gifted minority students for identity and achievement. Annual meeting of the Association for the Education of Gifted Underachieving Students, Denver, CO.

Ford, D.Y., & Brooks-Young, G. (1995, Nov. 8-12). Reversing the under- representation of gifted minority students: Recommendations. Annual conference of the National Association for Gifted Children, Tampa, FL.

Lee, J.H., & **Ford, D.Y.** (1995, Nov. 8-12). "I don't want to be gifted": Concerns of minority students. Annual conference of the National Association for Gifted Children, Tampa, FL.

Harris III, J.J., & **Ford, D.Y.** (1995, Nov. 8-12). Families of gifted minority students: Concerns and recommendations. Annual conference of the National Association for Gifted Children, Tampa, FL.

Harris III, J.J., **Ford, D.Y.**, & Harmon, D. (1995, Nov. 8-12). Using minority parents to increase the identification of their gifted children. Annual conference of the National Association for Gifted Children, Tampa, FL.

Ford, D.Y. (1995, Nov. 8-12). A study of underachievement among gifted and potentially gifted Black students. Annual conference of the National Association for Gifted Children, Tampa, FL.

Lee, J. H., & **Ford, D.Y.** (1995, Nov. 8-12). Creating a partnership between gifted education and multicultural education. Annual conference of the National Association for Gifted Children, Tampa, FL.

Harmon, D., & **Ford, D.Y.** (1995, Nov. 8-12). Bibliotherapy with inner city minority gifted children. Annual conference of the National Association for Gifted Children, Tampa, FL.

Harmon, D., & **Ford, D.Y.** (1995, Nov. 8-12). Family involvement in identifying minority gifted children. Annual conference of the National Association for Gifted Children, Tampa, FL.

Ford, D.Y., Harris III, J.J., & Thomas, A. (1995, Apr. 28). Counseling gifted Black students through their preferred learning styles. Annual conference of the American Counseling Association, Denver, CO.

Ford, D.Y. (1995, Mar. 17-18). Motivating gifted Black students to achieve. Annual conference of the Association for the Education of Gifted Underachieving Students, Birmingham, AL.

Ford, D.Y., & Harris III, J.J. (1995, Mar. 17-18). Reversing underachievement among gifted minority students. Annual conference of the Association for the Education of Gifted Underachieving Students, Birmingham, AL.

Ford, D.Y., & Harmon, D. (1995, Jan. 17). Creating a comfortable classroom environment for gifted Black students. Annual conference of Cherry Creek Schools, Denver, CO.

Ford, D.Y. (1994, Nov. 9-13). Correlates of underachievement among gifted Black students: A study of students' perceptions. Annual conference of the National Association for Gifted Children, Salt Lake City, UT (Early Scholar Award presentation).

Ford, D.Y. (1994, Nov. 9-13). University counselors' perceptions about the needs of gifted students. Annual conference of the National Association for Gifted Children, Salt Lake City, UT.

Ford, D.Y., & Brooks-Young, G. (1994, Nov. 9-13). Multicultural counseling with gifted minority students: Implications and recommendations. Annual conference of the National Association for Gifted Children, Salt Lake City, UT.

Harris III, J.J., & **Ford, D.Y.** (1994, Nov. 9-13). The under-representation of minority students in gifted programs: A problem in search of solutions. Annual conference of the National Association for Gifted Children, Salt Lake City, UT.

Tomchin, E., Plucker, J., & **Ford, D.Y.** (1994, Nov. 9-13). Conducting research in minority communities: Pitfalls and promises. Annual conference of the National Association for Gifted Children, Salt Lake City, UT.

Moore, B., & **Ford, D.Y.** (1994, Nov. 9-13). Meeting the needs of rural Black and underachieving gifted students. Annual conference of the National Association for Gifted Children, Salt Lake City, UT.

Newton, A., Plucker, J., & **Ford, D.Y.** (1994, Nov. 9-13). Meeting the affective needs of gifted and talented males. Annual conference of the National Association for Gifted Children, Salt Lake City, UT.

Ford, D.Y., & Harris III, J.J. (1994, Apr. 22). Nurturing resilience in gifted Black underachievers. The7th Annual conference of the Association for the Education of Gifted Underachieving Students, Minneapolis, MN.

Ford, D.Y. (1994, Apr. 22). The recruitment and retention of minority students in gifted programs. The 7th Annual conference of the Association for the Education of Gifted Underachieving Students, Minneapolis, MN.

Ford, D.Y. (1994, Apr. 23). The hidden potential of African-American children: Why do we overlook their gifts? The 7th Annual conference of the Association for the Education of Gifted Underachieving Students, Minneapolis, MN.

Newton, A., & **Ford, D.Y.** (1994, Apr. 22). Cinematherapy as a means of conflict resolution for gifted underachievers. The 7th Annual conference of the Association for the Education of Gifted Underachieving Students, Minneapolis, MN.

Ford, D.Y. (1994, Apr. 15). The recruitment and retention of African-Americans in gifted education programs. Annual conference on Educating African-American Students at Norfolk State University, Norfolk, VA.

Ford, D.Y., Harris III, J.J., & Jones, D. (1994, Feb. 15). The recruitment of gifted Black youth into the teaching profession. The 74th Annual Meeting of the Association for Teacher Educators, Atlanta, GA.

Ford, D.Y., Sandidge, R., & Harris III, J.J. (1994, Feb. 15). Education students' perceptions of diverse family structures: Implications for teacher educators. The 74th Annual Meeting of the Association for Teacher Educators, Atlanta, GA.

Ford, D.Y., Sandidge, R., & Harris III, J.J. (1993, Nov. 14). University students' definitions and perceptions of diverse family structures. Annual conference of the National Council on Family Relations, Baltimore, MD.

Ford, D.Y., Winborne, D. G., & Harris III, J.J. (1993, Nov. 4-7). Reconceptualizing and redefining the "family": Implications for programs serving young children in diverse settings. The Second National HeadStart Research Conference, Baltimore, MD.

Ford, D.Y. (1993, Nov. 3-7). Gifted Black males: The real underachievers? Annual conference of the National Association for Gifted Children, Atlanta, GA.

Ford, D.Y. (1993, Nov. 3-7). The recruitment and retention of Black students in gifted programs. Annual Conference of the National Association for Gifted Children, Atlanta, GA.

Ford, D.Y., Harris III, J.J., & Russo, C.J. (1993, Nov. 3-7). Gifted children: Are their legal rights being met? Annual conference of the National Association for Gifted Children, Atlanta, GA.

Ford, D.Y., Russo, C.J., & Harris III, J.J. (1993, Nov. 3-7). Gifted children: The orphans of education reform? Annual conference of the National Association for Gifted Children, Atlanta, GA.

Ford, D.Y. (1993, Apr. 22-23). Redefining and reconceptualizing "underachievement" among gifted Black students. The 6th Annual conference of the Association for the Education of Gifted Underachieving Students, Portland, OR.

Ford, D.Y., Harris III, J.J., & Russo, C.J. (1993, Mar. 24-27). The law and education: A clarion call for the desegregation of gifted programs. The 58th annual meeting of the Association of Behavioral and Social Sciences, Cleveland State University, Cleveland, OH.

Ford, D.Y., & Harris III, J.J. (1992, Nov. 13). Determinants of underachievement among gifted and non-gifted Black students. Annual meeting of the Council for Exceptional Children, Minneapolis, MN.

Ford, D.Y., & Harris III, J.J. (1992, Nov. 9). The influence of parental achievement orientation on Black students' achievement motivation: The significance of children's perceptions. Annual meeting of the National Council on Family Relations, Orlando, FL.

Ford, D.Y., & Harris III, J.J. (1992, Nov. 7). Self-perceptions of underachievement among gifted Black students. Annual meeting of the National Association for Gifted Children, Los Angeles, CA.

Ford, D.Y., & Harris III, J.J. (1992, Nov. 7). Family achievement orientation and achievement among gifted Black students. Annual meeting of the National Association for Gifted Children, Los Angeles, CA.

Ford, D.Y., & Harris III, J.J. (1992, Nov. 6). Gender differences in the achievement ideology among gifted Black students. Annual meeting of the National Association for Gifted Children, Los Angeles, CA.

Ford, D.Y., Harris III, J.J., & Feist, S. (1992, Oct. 17). Black families and children's achievement. The Fayette County Extension Office, Childcare Enrichment Training, Lexington, KY.

Harris III, J.J., & **Ford, D.Y.** (1992, June 15). Contemporary theories of intelligence: Implications for authentic assessment in a multicultural school setting. The Kentucky Department of Education Primary Institute III Conference, Lexington, KY.

Ford, D.Y., & Harris III, J.J. (1992, June 16 & 17). Meeting the educational and psychological needs of gifted Black students: Implications for Kentucky Education Reform Act (KERA). The Kentucky Department of Education Primary Institute III Conference, Lexington, KY (multiple presentations).

Ford, D.Y., Harris III, J.J., & Neal, G. (1992, June 16 & 17). Involving Black parents in the educational process: Implications for Kentucky Education Reform Act (KERA). The Kentucky Department of Education Primary Institute III Conference, Lexington, KY (multiple presentations).

Ford, D.Y., Schuerger, J. M., & Harris III, J.J. (1991, Oct. 9-11). University counselors' perceptions of factors affecting the achievement of gifted Black students. Annual meeting of the

Southeastern Conference of Counseling Center Personnel, The University of North Carolina, Charlotte, NC.

Ford, D.Y. (1991, Apr. 4). Democracy or hypocrisy in education: Some dreams fulfilled; others deferred. Annual meeting of the American Educational Research Association, Chicago, IL.

Ford, D.Y. (1990, Apr. 20-21). Socio-psychological factors impacting the psychological needs of gifted Black students. Annual meeting of the American Psychological Association (Great-Lakes Regional Conference), Akron, OH.

Ford, D.Y., Harris III, J.J., & Winborne, D.G. (1990, Mar. 26-31). Social and psychological factors contributing to underachievement among gifted Black students. Annual meeting of the Association of Social and Behavioral Scientists, Tallahassee, FL.

Ford, D.Y., Schuerger, J., & Harris III, J.J. (1990, Mar. 26-31). Socio-cultural factors influencing the counseling needs of gifted Black students. Annual meeting of the Association of Social and Behavioral Scientists, Tallahassee, FL.

INVITED WORKSHOPS, PRESENTATIONS, PANELS AND/OR KEYNOTES AT CONFERENCES (Sample)

(Majority not listed after 2007 and appear in the consulting section if not a national, regional, or state conference.)

Ford, D.Y. (2026, Nov.). Being a Productive Writer Using Ford's Strategies. National Association for Multicultural Education. Las Vegas, NV.

Ford, D.Y. (2026, Nov.). Ford's Dirty Dozens Framework; Barriers and recommendations to end underrepresentation for Minoritized students. Michigan Education for Gifted Students, Baltiore, MI.

Ford, D.Y. (2017-2026, Apr.). *UnAERA: A charge to educators to challenge scholarSHIT, Annual Conference, American Educational Research Association, San Antonio, TX. Invited speaker; hosted by Ivory Toldson and Chance Lewis. *sample topic

Ford, D.Y. (Nov. 22, 2025). Creating Rigorous Multicultural Curriculum Using Ford's Bloom-Banks Matrix. National Association for Multicultural Education, New Orleans, LA.

Ford, D.Y. (Oct. 2025). Rooted in Resilience for Why We Do What We Do, AERA Research Focus on Blacks in Higher Education. (virtual)

Ford, D.Y. (June 14-15, 2025). Promoting Equity in Gifted and Talented Education: Preventing Curriculum and Instructional Violence. Gifted and Talented Summer Institute (keynote), Detroit City Public Schools, Detroit, MI.

Ford, D.Y. (June 14-15, 2025). Empowering Minoritized Families of Gifted and Talented Students. Detroit City Public Schools, Gifted and Talented Summer Institute (keynote), Detroit, MI.

Ford, D.Y. (June 14-15, 2025). Conversation with Administrators to Promote Equity and Gifted and Talented Education. Gifted and Talented Summer Institute (keynote), Detroit City Public Schools, Detroit, MI.

Ford, D.Y. (Dec. 2024). Strategies and Resources to Promote Equity in Advanced Programs. North Carolina Association for the Gifted and Talented (virtual).

Ford, D.Y. (Sept. 2024). Strategies and Resources to Promote Equity in Advanced Programs. National Association for Gifted Children. Black and Brown Equity Symposium. (virtual)

Ford, D.Y. (2023, June). Research is Not a Neutral Endeavor: Promoting Antiracist, Culturally Responsible Research. Advanced Methods Institute, College of Education and Human Ecology, The Ohio State University.

Ford, D.Y. (2022, Aug. 16). Creating Equitable Policies, Procedures, and Measures Using the 20% Allowance. Second Equity Symposium, National Association for Gifted Children.

Ford, D.Y. & Naglieri, J. (2022, Aug. 16). American Psychological Association's Apology to People of Color and Inaccurate IQ Tests. Second Equity Symposium, National Association for Gifted Children.

Ford, D.Y. (2022, June 29). Mentoring Through Social Media: RACE Mentoring. Summer Institute on Education, Equity, & Justice Conference. American University (Invited panelist).

Ford, D.Y. (2022, June 23). Succeeding in the Ivory Tower: Your race and zip code are not your destiny. Office of Diversity and Inclusion, Young Scholars Program Welcome Orientation. The Ohio State University. (Keynote speaker).

Ford, D.Y. (2022, June 17). What Juneteenth Means to Me (invited panelist). Black Faculty and Staff Employee Resource Group Meeting. The Ohio State University.

Ford, D.Y. (2022, May 25). Without apology: Infusing anti-racist and rigorous culturally responsive content into the curriculum. Multicultural Curriculum Transformation Research Institute. Texas State University.

Ford, D.Y. (2021, Sept.). Equitable access in gifted and talented education: Ignored in plain sight. California Association for the Gifted Fall Institute.

Ford, D.Y. (2021, May). Young, Gifted, and Black: Your zip code is not your destiny. Office of Diversity and Inclusion, Young Scholars Program Senior Commitment Ceremony Decision, Ohio State University. (Keynote speaker).

Ford, D.Y. (2021). The Crucial role of equity and anti-racism to correct underrepresentation of minoritized students in gifted Education. California Association for the Gifted Conference.

Ford, D.Y. (2021). Beyond lip service: Promoting equity and anti-racism in gifted and special education. American University.

Ford, D.Y. (2021). From lip service to equity: Anti-racist, culturally responsive gifted education. Houston School District.

Ford, D.Y. (2021). Beyond lip service: Setting equity goals in gifted education. Madison School District.

Ford, D.Y. (2021). Setting Equity Goal Ranges in Gifted Education. Jefferson County School District.

Ford, D.Y. (2021). Equity matters: Recruiting and retaining Minoritized students in gifted education. Samuel DeWitt Proctor Institute.

Ford, D.Y. (2021). Recruiting and retaining minoritized students in gifted education. California Association for the Gifted.

Ford, D.Y. (2021). Rigor and relevance: Ford's Bloom-Banks Matrix. Colorado Association for the Gifted and Talented.

Ford, D.Y. (2021). Quantifying Equity: Recruiting and Retaining Minoritized Students in Gifted Education. University of Delaware Special Education Symposium.

Ford, D.Y. (2021). Quantifying equity: Recruiting and retaining minoritized students in gifted education. Virginia Association for the Gifted (panel)

Ford, D.Y. (2021). Equity Summit (panel). National Association for Gifted Children.

Ford, D.Y. (2020). Think Beyond Summit – Urban Universities + Thriving Communities. Ohio State University, Sesquicentennial Summit, Columbus, OH. (panel)

Ford, D.Y. (2019, Nov. 8). We are gifted too: A clarion call to Blacks; We MUST desegregate and integrate gifted education, International Consortium on Black Males in Education, Milwaukee, WI.

Ford, D.Y. (2019, July). Supporting students from all backgrounds: Applying Ford's Bloom-Banks Matrix for rigor and relevance, Teachers Pay Teachers, Austin, TX.

Ford, D.Y. (2019, Mar.). Culturally responsive education and educators can close achievement gaps and increase access to gifted education and Advanced Placement. Ypsilanti, MI: Eastern Michigan University, Responsive Teaching Institute.

Ford, D.Y. (2019, Mar.). Equitable policies and strategies for recruiting and retaining students of color in gifted education. Grand Rapids, MI: Michigan Council for Exceptional Children.
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Ford, D.Y. (2019, Mar.). Multicultural gifted education: Promoting equity in assessment, instruction, and curriculum. San Antonio, CA: Trinity University.

Ford, D.Y. (2018, July). Merging Bloom and Banks to design high-quality lesson plans. Annual Conference, Teachers Pay Teachers, Nashville, TN.

Ford, D.Y. (2017, Oct.). Recruiting and retaining Black students in gifted education: Empower, educate, and engage the child, family, and teacher. Greater Nashville Alliance of Black School Educators, Nashville, TN.

Ford, D.Y. (2017, Oct.). Recruiting and retaining culturally different students: Leaders identifying, serving, and supporting with equity. South Florida Gifted and Talented Symposium, Pompano Beach, FL. (keynote)

Ford, D.Y. (2017, Oct.). Culturally responsive education: Personalizing learning for gifted students of color. South Florida Gifted and Talented Symposium, Pompano Beach, FL.

Ford, D.Y. (2017, Apr.). Creating culturally responsive education to address disproportionality: Seeking equity. Annual Conference, Council for Exceptional Children, Boston, MA. (Invited panel and facilitator)

Ford, D.Y., & Varner, K. (2017, April). Pre-conference early career workshop, Division K. Annual Conference, American Educational Research Association, San Antonio, TX.

Ford, D.Y. (2017, Apr.). Rethinking discipline and incarceration: Examining Systemic and pragmatic issues that limit and promote positive school and community climates. Annual Conference, American Educational Research Association, San Antonio, TX (Invited panel).

Ford, D.Y. (2017, Apr.). UnAERA: A charge to educators to challenge scholarSHIT, Annual Conference, American Educational Research Association, San Antonio, TX. Invited speaker; hosted by Ivory Toldson and Chance Lewis.

Ford, D.Y. (2016, Nov.). What does it mean to be equitable? Setting common language and goals for under-represented students of color (Invited, mini-keynote). Annual Conference, National Association for Gifted Children, Orlando, FL.

Ford, D.Y. (2016, Nov.). Extending the dialogue: What does it mean to be equitable? Setting common language and goals for under-represented students of color. (Invited, mini-keynote). Annual Conference, National Association for Gifted Children, Orlando, FL.

Ford, D.Y. (2016, Nov.). Equity, inclusion, cultural competency, and social justice. (Invited, panel). Annual Conference, National Association for Gifted Children, Orlando, FL.

Ford, D.Y. (Aug. 2, 2016). Complex and multifaceted: Pursuing equity in education. (Invited panel; hosted by Cathy Kea), Office for Special Education Programs, Washington, DC.

Ford, D.Y., & Trotman Scott, M. (2015, Nov.). The Revised Bloom-Banks Matrix: Creating rigorous and relevant lesson plans for all students. (Pre-convention workshop). Annual Conference, National Association for Gifted Children), Phoenix, AZ.

Ford, D.Y. (2015, Nov). Special populations in gifted education: Critical issues and best practices (panel; pre-convention workshop). Annual Conference, National Association for Gifted Children, Phoenix, AZ.

Ford, D.Y. (2015, Apr.). Un-AERA: Why research is not neutral and objective. Annual Conference of AREA, Chicago, IL. (Invited speaker; hosted by Ivory Toldson and Chance Lewis).

Ford, D.Y. (2015, Apr.). Black, Hispanic and gifted too! Recruiting and retaining culturally different students in gifted education. Governors State University, University Park, IL. (Invited)

Ford, D.Y. (2015, Feb.). Closing the achievement gap: Addressing special education over-representation for Black and Hispanic students. Georgia State University, Principals Center Expert Series, Atlanta, GA. (Invited panel)

Ford, D.Y. (2103, April). Testing and assessing African Americans: Past, present, and future problems and promises. Breaking Barriers 3 Conference: Equity and Fairness in Testing Black

and Latino Students, American Educational Research Association, San Francisco, CA. (Invited panel)

Ford, D.Y. et al. (2104, Nov.) Pathways to success: Early childhood equity and excellence. Annual Conference, National Association for Gifted Children, Baltimore, MD. (invited panel and signature series).

Ford, D.Y. (2012, Nov.). Honoring Mary Frasier and Scholars. Annual conference, National Association for Gifted Children, Denver, CO. (Invited host).

Ford, D.Y. (2012, Nov.). Multicultural gifted education: Differentiation at its best. Annual Conference, National Association for Gifted Children, Denver, CO.

Ford, D.Y. (2012, Nov.). Desegregating gifted education: Recruitment and retention strategies. Annual Conference, National Association for Gifted Children, Denver, CO.

Ford, D.Y. (2012, Nov.). Multicultural gifted education: Response to Intervention. Annual Conference, National Association for Gifted Children, Denver, CO.

Ford, D.Y. (2014, Feb.). Black and gifted too! Recruiting and retaining culturally different students in gifted education. Governors State University, University Park, IL. (Invited)

Ford, D.Y. (2014, Feb.). Underachievement among students from culturally different backgrounds: Implications for school psychologists, National Association of School Psychologists, Washington, DC.

Ford, D.Y. (2014, April). Race, masculinity and the pursuit of academic excellence: Educating gifted Black males. American Educational Research Association, Philadelphia, PA. (Discussant)

Ford, D.Y. (2013, Nov.). Recruiting and retaining Black and Hispanic students in gifted education: Under-representation and equity formulas and strategies. National Association for Gifted Children Conference, Indianapolis, IN.

Ford, D.Y. (2013, Nov;). Identifying and nurturing young, gifted learners in the 21st century. National Association for Gifted Children Conference, Indianapolis, IN. (Panel)

Ford, D.Y. (2013, Sept.). Recruiting and retaining culturally different students in gifted education: Tests/instruments, policies, and procedures specific to Black and Hispanic students, Annual Conference, CEC-TAG, Bowling Green, KY.

Ford, D.Y. (2012, Sept. 7-8). Multicultural gifted education. Baylor Gifted and Talented Conference, Baylor University, Waco, TX (Keynote and multiple sessions).

Ford, D.Y. (2012). How do issues of poverty manifest differently in various populations across the United States (invited). Panel presentation, National Association for Gifted Children, National Summit on Low-Income, High-Ability Learners, Washington, DC.

Ford, D.Y. (2012). Implementing the pre-k to Grade 12 gifted programming standards: What makes them work. Council for Exceptional Children, Denver, CO. (Panel)

Ford, D.Y., & Trotman Scott, M. (2012). Implementing the pre-K to grade 12 gifted programming standards: Programs for culturally different students. Council for Exceptional Children, Denver, CO.

Ford, D.Y., & Plucker, J. (2011, Oct. 4). The neglect of our high-ability students, the consequences for our future, and solutions to address our talent development crisis. Presentation to Congressional Committee on the Talent Act, on behalf of The National Association for Gifted Children. Washington, DC.

Ford, D.Y. (2011). Families and children working together to achieve success and close the achievement gap. Urban League of Middle Tennessee, Community Education Summit, Nashville, TN.

Ford, D.Y. (2011). Freedom of speech, hate speech, hate crimes and cyber hate: All disrupt the sense of community. Martin Luther King, Jr. Day, Vanderbilt University, Nashville, TN.

Ford, D.Y. (2010). Critical conversations about gifted education in America: From the voices of African-American, Hispanic, Asian, Gay, and Native-American leaders in the field. National Association for Gifted Children, Atlanta, GA. (Panel)

Ford, D.Y. (2010). Creating programs and services to meet the needs of culturally and linguistically gifted students. National Association for Gifted Children, Atlanta, GA.

Ford, D.Y. (2010). Recruiting and retaining Black students in gifted education. Confratute, University of Connecticut, Storrs, CT.

Ford, D.Y., & Whiting, G.W. (2008). The Scholar Identity Model and Institute: A mind is a terrible thing to waste and erase. Confratute, University of Connecticut, Storrs, CT.

Ford, D.Y. (2007, April 21). A tribute to Dr. Mary Frasier, Annual conference, Council for Exceptional Children, Louisville, KY. (Panel presentation)

Ford, D.Y. (2007, April 19). Looking at the past to look at the future of gifted education, Annual Conference, Council for Exceptional Children, Louisville, KY. (Panel)

Ford, D.Y. (2007, April 19). Getting teachers ready for diverse students. Annual conference, Council for Exceptional Children, Louisville, KY. (Panel & Moderator)

Ford, D.Y. (2006, Dec. 8). Closing the achievement gap in Wisconsin: A mind is a terrible thing to erase and waste. Annual conference, WEASSP, Geneva, WI. (Keynote)

Ford, D.Y. (2006, Nov.). Recruiting and retaining gifted African-American students: Perspectives from experts in the field. Annual conference, National Association for Gifted Children, Charlotte, NC. (Panel)

Ford, D.Y. (2006, Nov.13-17). Cultural sensitivity and awareness of underrepresented groups. Miami-Dade County School District, Miami, FL. (Workshops)

Ford, D.Y., & Whiting, G.W. (2006, Nov. 11). Closing the achievement gap among Black students: Information and resources for families. Schrader Lane Church of Christ, Nashville, TN.

Ford, D.Y. (2006, Nov. 9). Closing the achievement gap: The roles and responsibilities of students. The University of Kentucky, Cultural Center, Lexington, KY.

Ford, D.Y. (2006, Nov. 1). Recruitment and retention of African-American students in gifted education. Annual conference, National Association for Gifted Children, Charlotte, NC. (Workshop)

Ford, D.Y. (2006, Nov. 4). What we know and understand works with children of poverty and promise: The Jack Kent Cooke Leadership Conference. Annual conference, National Association for Gifted Children, Charlotte, NC. (Panel)

Ford, D.Y. (2006, Oct. 27). Closing the achievement gap: A mind is a terrible thing to waste. Annual Conference, SCCAASS, North Charleston, SC. (Keynote)

Ford, D.Y. (2006, Oct. 3). Closing the achievement gap: Strategies and resources. Nellie Mae Education Foundation, Room at the Top Annual conference, Boston, MA. (Keynote)

Ford, D.Y. (2006, Oct.). Factors that contribute to the achievement gap. Family Reunion Annual Conference, VIPPS, Vanderbilt University, Nashville, TN. (Keynote)

Ford, D.Y. (2006, May 5). Educating and nurturing African-American males: From cradle to college. Brothers of the Academy and Equity Center Conference. Denver, CO. (Keynote)

Ford, D.Y. (2005, April 9). Parenting gifted African American students. Annual conference, Northern Virginia Conference on Gifted and Talented, Arlington, VA.

Ford, D.Y. (2005, April 9). Promoting racial pride and self-confidence among diverse gifted students: Strategies and resources. Annual conference, Northern Virginia Conference on Gifted and Talented, Arlington, VA.

Ford, D.Y. (2005, Feb. 28). Promoting a scholar identity among African American students. Annual Meeting, College Board, Chicago, IL.

Ford, D.Y. (2005, Feb. 25). Under-representation of culturally diverse students in gifted education. California Association for Bilingual Education, Los Angeles, CA.

Ford, D.Y. (2005, Feb. 19). Racial injustices and gifted education: Barriers to excellence and equity. Annual Diversity Roundtable, Teachers College, NY.

Ford, D.Y. (2005, Feb. 18). Reversing underachievement among highly able African American students. Annual conference of the Virginia State Reading Association, Arlington, VA. (Keynote)

Ford, D.Y. (2004, Oct. 15). Reversing underachievement among gifted minority students, Annual Conference, Urban League, Champaign, IL.

Ford, D.Y. (2004, Oct. 15). How culture is like an iceberg, Annual conference, Urban League, Champaign, IL.

Ford, D.Y. (2004, Oct. 4). Effective classrooms for gifted diverse students, Annual conference, Iowa Talented and Gifted Association, Des Moines, IA.

Ford, D.Y. (2004, Oct. 4). Parenting for identity and achievement: Suggestions for culturally diverse families, Annual conference, Iowa Talented and Gifted Association, Des Moines, IA.

Ford, D.Y. (2004, Apr. 28). Teaching culturally diverse gifted students, Columbus Public Schools, Professional Development Conference), Columbus, OH.

Ford, D.Y. (2004, Apr. 17). Creating culturally responsive classrooms, Annual conference of Anita Hill Scholarship Luncheon, Central Cities Gifted Children's Association, Los Angeles, CA.

Ford, D.Y. (2004, Mar. 12). Multicultural gifted education: Making learning relevant and meaningful for gifted students, Annual conference, College of William and Mary, Williamsburg, VA.

Ford, D.Y. (2004, Mar. 12). Multicultural gifted education: Who, what, and why, Annual conference, College of William and Mary, Williamsburg, VA.

Ford, D.Y. (2004, Mar. 11-12). Promising directions for identifying and serving under-represented populations, Annual conference, College of William and Mary, Williamsburg, VA.

Ford, D.Y. (2004, Feb. 27). Identifying gifted students: Contemporary definitions and promising practices and instruments. School Psychology Conference, Ohio State University, Medical Center, Columbus, OH.

Strickland, C.A., Tomlinson, C.A., Reis, S.M., & **Ford, D.Y.** (2003, Nov. 14). Developing gifts and talents in minority learners. Annual conferences, National Association for Gifted Children, Indianapolis, IN. (Panel)

Ford, D.Y. (2003, Oct. 25). Why children underachieve: Information and help for parents, Rialto GATE Conference, Rialto, CA.

Ford, D.Y. (2003, Oct. 25). Understanding culture to promote minority student achievement. Rialto GATE Conference, Rialto, CA.

Ford, D.Y. (2003, Oct. 25). Reversing underachievement among gifted culturally diverse students. Rialto GATE Conference, Rialto, CA. (Keynote)

Ford, D.Y. (2003, Oct. 25). Creating culturally responsive students and classrooms: Why racial identity must be addressed in school settings. Rialto GATE Conference, Rialto, CA.

Ford, D.Y. (2002, Dec. 7). Multicultural education: Changing perspectives from theory to application, Annual conference for Gifted and Talented, Los Angeles Unified School District, Los Angeles, CA.

Ford, D.Y. (2002, Nov. 2). Addressing underachievement among diverse students: Ideas for parents. Annual conference for Gifted and Talented, Los Angeles Unified School District, Los Angeles, CA. (Roundtable discussion)

Siegle, D., McCoach, M., **Ford, D.Y.**, Mahoney, A.S., Moon, S.M., Peterson, J.S., & Rimm, S.B. (2002, Nov. 2). Underachieving gifted students: What do we know? Annual conference of the National Association for Gifted Children, Denver, CO. (Panel)

Ford, D.Y. (2002, Oct. 11). Reaching ALL students: Creating culturally responsive classrooms. Annual Conference of the Ohio Council for Teachers of Mathematics, Cincinnati, OH.

Ford, D.Y. (2002, Aug. 15). Creating gifted education curriculum that is multicultural. Long Beach School District, Gifted Education Conference, Long Beach, CA.

Ford, D.Y. (2002, June 26). The use of bibliotherapy in multicultural education. Summer Institute 2002, Pittsburgh Public Schools, Pittsburgh, OH.

Ford, D.Y. (2002, June 27). Addressing underachievement in an urban school district. Summer Institute 2002, Pittsburgh Public Schools, Pittsburgh, OH. (Keynote)

Ford, D.Y. (2002, May 9). The challenge of knowing other people's children. Annual conference by the Sea, Corpus Christi, TX. (Elementary teachers)

Ford, D.Y. (2002. May 10). Challenge of knowing other people's children. Annual conference by the Sea, Corpus Christi, TX. (Secondary teachers)

Ford, D.Y. (2002, April 5). Teaching and reaching other peoples' children: Creating culturally responsive classrooms, Annual Professional Development Weekend Conference of The Academic English Mastery Program, Los Angeles Unified School District, Los Angeles, CA. (Keynote)

Ford, D.Y. (2002, March 2). Recruiting and retaining diverse students in gifted education, 40th Annual California Association for the Gifted Conference, Palm Springs, CA.

Ford, D.Y. (2002, March 2). Fostering identity and achievement among diverse gifted students. 40th Annual California Association for the Gifted Conference, Palm Springs, CA.

Ford, D.Y. (2002, March 2). Parenting diverse gifted children. 40th Annual California Association for the Gifted Conference, Palm Springs, CA.

Ford, D.Y., Reis, S., & McComas, W. (2002, March 2). Are students appropriate for the challenge and is the challenge appropriate curriculum and instruction? 40th Annual California Association for the Gifted Conference, Palm Springs, CA. (Panel)

Ford, D.Y. (2002, March 1). Identification of gifted students in general and multicultural students in particular. 19th Annual Indiana Association for the Gifted Conference, Indianapolis, IN. (Keynote)

Ford, D.Y. (2002, March 1). Creating culturally responsive learning environments for diverse gifted students. The 19th Annual Indiana Association for the Gifted Conference, Indianapolis, IN.

Ford, D.Y. (2002, March 1). Motivating gifted diverse students: Promoting positive racial identities. The 19th Annual Indiana Association for the Gifted Conference, Indianapolis, IN.

Ford, D.Y. (2002, Feb. 28). Parenting culturally diverse children: The pitfalls and the promises. The19th Annual Indiana Association for the Gifted Conference, Indianapolis, IN.

Ford, D.Y. (2001, Dec. 4-5). Identifying gifted Black students: Problems and promises. Presentation at the Annual State of Illinois Gifted Education Conference, St. Charles, IL.

Ford, D.Y. (2001, Dec. 4-5). Creating multicultural curriculum for gifted students. Presentation at the Annual State of Illinois Gifted Education Conference, St. Charles, IL.

Ford, D.Y. (2001, Nov. 9). The challenge of knowing other people's children. Annual conference of the National Association for Gifted Children, Cincinnati, OH. (Keynote)

Ford, D.Y. (Aug. 4, 2001). African-American students: A mind is a terrible thing to erase. Presentation at the African-American Summit, The Ohio AFL-CIO 5th Annual Conference, Columbus, OH.

Ford, D.Y. (July 15-20, 2001). Underachievement and social-emotional needs of gifted diverse students. Strand coordinator and Workshop presenter at Confratute, National Research Center on the Gifted and Talented, University of Connecticut, Storrs, CT.

Ford, D.Y. (July 15-20, 2001). Promoting achievement and creating culturally responsive learning environments. Confratute, National Research Center on the Gifted and Talented, University of Connecticut, Storrs, CT. (Keynote)

Ford, D.Y. (June 25, 2001). Building a curriculum of rigor and identifying gifted diverse students. Keynote and Workshop at the Annual Gifted Education Conference for the Kentucky Department of Education, Louisville, KY.

Ford, D.Y. (Jun. 8, 2001). Recruiting and retaining linguistically diverse students in gifted education. Workshop presented at the Annual Education Conference, Los Angeles, CA.

Ford, D.Y. (May 24, 2001). Using our gifts: Reaching inward to reach out. Keynote and series of presentations to students, Program for Students with Exceptionalities, African American CAS Executive Council, Pittsburgh School District, Pittsburgh, PA.

Ford, D.Y. (Apr. 28, 2001). For children's sake: Creating culturally responsive classrooms for gifted diverse students. Keynote and Workshop conducted at the Annual conference of the Pennsylvania Association for Gifted Education, Pittsburgh, PA.

Ford, D.Y. (Apr. 27, 2001). Reversing underachievement among gifted Black students. Workshop Presented at the Annual Gifted Education Conference, Los Angeles, CA.

Ford, D.Y. (Mar. 30-31, 2001). Achievement and underachievement among gifted, potentially gifted, and Other Black students. Presentation at the Gifted Education Conference of the National Research Center on the Gifted and Talented, Orlando, FL.

Ford, D.Y. (Mar. 30-31, 2001). Factors affecting the career decision making of minority teachers in gifted education. Presentation at the Gifted Education Conference of the National Research Center on the Gifted and Talented, Orlando, FL.

Ford, D.Y. (Mar. 8, 2001). How urban and multicultural education can improve student achievement. Keynote at the Annual Conference of the Michigan Elementary and Middle School Principal Association, Detroit, MI.

Ford, D.Y. (Feb. 23, 2001). Recruiting and retaining diverse students in gifted education: Ensuring equity and access. Workshop conducted at the Kentucky Association for Gifted Children Annual Conference, Lexington, KY.

Ford, D.Y. (Nov. 29, 2000). Why gifted education must be multicultural. Annual Conference of the Texas Association for Gifted Children, Austin, TX. (Keynote)

Ford, D.Y. (Nov. 29, 2000). Creating culturally responsive classrooms for all students. Workshop presented at the Annual Conference of the Texas Association for Gifted Children, Austin, TX.

Ford, D.Y. (Nov. 17, 2000). Creating lessons that promote pride among minority students. Annual Conference of the Roeper Review, Birmingham, MI. (two presentations)

Ford, D.Y. (Nov. 16, 2000). Meeting the needs of gifted minority adolescents. Annual Conference of the Roeper Review, Birmingham, MI. (Keynote)

Ford, D.Y. (Nov. 3, 2000). Beyond colorblindness: Confronting issues of race in gifted education. Annual Conference of the National Association for Gifted Children, Atlanta, GA. (Keynote)

Ford, D.Y. (Nov. 1, 2000). Identifying young, gifted learners: Moving into the 21st century. Annual Conference of the National Association for Gifted Children, Atlanta, GA. (Panel)

Ford, D.Y. (Oct. 28-29, 2000). Creating culturally responsive schools: Affirming Diversity. Annual Conference of the Virginia Association for Gifted Children, Richmond, VA. (Keynote)

Ford, D.Y. (Oct. 13, 2000). A mind is a terrible thing to erase: Creating culturally responsive learning environments for culturally diverse students. Maryland Association for Gifted Children Conference, Baltimore, MD. (Keynote)

Ford, D.Y. (Sept. 30, 2000). Understanding self-perception among Black students: Promoting pride and achievement. Annual Conference of the Kansas Gifted, Talented and Creative Association, Wichita, KS. (Keynote)

Ford, D.Y. (Sept. 29, 2000). Affirming diversity: The need for multicultural and culturally responsive settings. Annual Conference of the Kansas Gifted, Talented and Creative Association, Wichita, KS. (Keynote)

Ford, D.Y. (Sept. 29, 2000). Creating a multicultural curriculum. Workshop presented at the Annual Conference of the Kansas Gifted, Talented and Creative Association, Wichita, KS.

Ford, D.Y. (Sept. 26, 2000). The face of the new millennium: The imperative for recognizing and valuing multi-cultures. Annual Conference of the Michigan Alliance for the Gifted. Detroit, MI. (Keynote)

Ford, D.Y. (Sept. 21, 2000). Addressing issues of equity in testing and access to high quality education for African-American students; Office for Civil Rights Conference, New Orleans, LA. (Panel)

Ford, D.Y. (Aug. 18, 2000). Using multicultural literature to promote achievement among Black students. Workshop presented at the Annual Conference of Baltimore County Schools, Baltimore, MD.

Ford, D.Y. (Aug. 18, 2000). Developing classrooms that are culturally responsive and equitable for minority students. Annual Conference of Baltimore County Schools, Baltimore, MD. (Keynote)

Ford, D.Y. (July 11, 2000). Closing the achievement gap. North Carolina State Conference, Asheville, NC. (Keynote)

Ford, D.Y. (July 11, 2000). Promoting racial identity and achievement among African-American students. Workshop presented at the North Carolina State Conference, Asheville, NC.

Ford, D.Y. (May 2-3, 2000). Developing learning environments that affirm culturally diverse students. Annual Conference of the Texas Gifted and Talented Symposium, Temple, TX. (Keynote)

Ford, D.Y. (May 2-3, 2000). Recruiting and retaining diverse students in gifted education. Annual Conference of the Texas Gifted and Talented Symposium, Temple, TX. (Keynote)

Ford, D.Y. (May 2-3, 2000). Identifying and assessing gifted minority students. Annual Conference of the Texas Gifted and Talented Symposium, Temple, TX. (Keynote)

Ford, D.Y. (May 2-3, 2000). Reversing underachievement among gifted Black students. Workshop Presented at the Annual Conference of the Texas Gifted and Talented Symposium, Temple, TX.

Ford, D.Y. (May 2-3, 2000). Meeting the social-emotional needs of gifted minority students. Workshop Presented at the Annual Conference of the Texas Gifted and Talented Symposium, Temple, TX.

Ford, D.Y. (March 31-April 1, 2000). Recognizing giftedness and potential in culturally diverse students. Recognizing, Nurturing, and Respecting the Potential that is Giftedness Conference, University of Missouri-Columbia Columbia, MO. (Keynote)

Ford, D.Y. (Mar. 21, 2000). Affirming culturally diverse students: Creating culturally responsive learning communities. Catholic University, Office of Diversity Conference, Washington, DC. (Keynote)

Ford, D.Y. (March 8-9, 2000). Creating culturally responsive learning environments. Workshop presented at the San Diego School District Conference, San Diego, CA.

Ford, D.Y. (Feb. 7, 2000). Raising the academic achievement of students of color. Annual Conference of the National Association for Secondary School Principals, San Antonio, CA. (Keynote)

Ford, D.Y. (1999, Nov. 6). Talent development in diverse populations: How multicultural education can promote minority student achievement. Special Presentation session, Annual Conference of the National Association for Gifted Children, Albuquerque, NM.

Ford, D.Y. (1999, Nov. 6). Into the millennium: New directions for gifted education. Annual Conference of the National Association for Gifted Children, Albuquerque, NM. (Panel)

Ford, D.Y. (1999, Nov. 5). Lessons learned from the National Research Center on the Gifted and Talented, Panel, Annual conference of the National Association for Gifted Children, Albuquerque, NM. (Invited Presentation)

Ford, D.Y. (1999, Nov. 5). Outside influences on gifted education: Contextual and interdisciplinary exploration. Annual conference of the National Association for Gifted Children, Albuquerque, NM. (Panel)

Ford, D.Y. (1999, Nov. 4). Integrating multiculturalism into gifted education. Workshop presented at the Annual Conference of the National Association for Gifted Children, Albuquerque, NM.

Ford, D.Y. (1999, Oct. 28-29). Multicultural gifted education: Seeking equity and excellence. Annual Conference of the Virginia Association for the Gifted, Richmond, VA. (Keynote)

Ford, D.Y. (1999, Oct. 27). Multicultural education: Motivating minority students. Presentation to faculty and staff, Professional Development Day, Champaign School District, Champaign, IL.

Ford, D.Y., & Howard, T.C. (1999, Oct. 22). Recruiting minority students into gifted programs. Presentation at the Annual Conference of the Ohio Association for Gifted Children, Worthington, OH.

Ford, D.Y., & Howard, T.C. (1999, Oct. 22). Retaining minority students in gifted programs. Presentation at the Annual Conference of the Ohio Association for Gifted Children, Worthington, OH.

Ford, D.Y. (1999, Feb. 27-28). Case studies of gifted underachievers. Annual Conference of the Association for the Education of Gifted Underachieving Students, Denver, CO. (Respondent)

Ford, D.Y. (1999, Feb. 27-28). Case studies of gifted underachievers: Stories of success. Annual Conference of the Association for the Education of Gifted Underachieving Students, Denver, CO. (Keynote, Panel)

Ford, D.Y. (1998, Oct. 21-24). The recruitment and retention of minority students in gifted education: Making a difference for children of color. Roeper School for Gifted Students Conference, Birmingham, MI. (Keynote)

Ford, D.Y. (1998, May 23). Achieving equity and excellence for students of color. The Wallace Symposium, Iowa City, IA. (Keynote)

Ford, D.Y. (1998, Mar. 6). Building partnerships on behalf of gifted minority students: It takes a village. Annual Conference of the Georgia Association for Gifted Children, Athens, GA. (Keynote)

Ford, D.Y. (1998, Mar. 6). Recruiting and retaining Black students in gifted education: Access and opportunity. Annual Conference of the Georgia Association for Gifted Children, Athens, GA. (Keynote)

Ford, D.Y. (1997, Nov. 14-15). The recruitment and retention of minority students in gifted education programs. Workshop presented at the bi-annual conference of the Virginia Association for the Education of the Gifted, Williamsburg, VA.

Ford, D.Y. (1997, Oct. 23). Gifted education and the future of minority students. Annual Conference of the Consortium of Ohio Coordinators of the Gifted. Worthington, OH. (Keynote)

Ford, D.Y. (1997, Oct. 17). Gifted education and the future of minority students. Annual Conference of the Florida Association for Gifted Children, West Palm Beach, FL. (Keynote)

Ford, D.Y. (1997, Oct. 17). Follow-up: Identifying and serving gifted minority students. Presentation at the Annual Conference of the Florida Association for Gifted Children, West Palm Beach, FL.

Ford, D.Y. (1997, Oct. 4-6). Gifted education and minority students: Looking at the past and moving into the future. Annual Conference of the Iowa Talented and Gifted Association, Des Moines, IA. (Keynote)

Ford, D.Y. (1997, Oct. 4-6). Why gifted education must be multicultural. Annual Conference of the Iowa Talented and Gifted Association, Des Moines, IA.

Ford, D.Y. (1997, Oct. 4-6). Recruiting and retaining minority students in gifted education. Annual Conference of the Iowa Talented and Gifted Association, Des Moines, IA. (Keynote).

Ford, D.Y. (1997, Oct. 4-6). Underachievement among gifted, potentially gifted, and general education Black students. Annual Conference of the Iowa Talented and Gifted Association, Des Moines, IA.

Ford, D.Y. (1997, July 31). Reversing underachievement among gifted and potentially gifted Black students. Presentation at the Annual Conference of the World Gifted Education Association, Iowa City, IA.

Ford, D.Y. (1997, July 14). Assuring equity and meeting needs: The recruitment and retention of Black students in gifted education. Annual Conference of Adelphi University, New York. (Keynote)

Ford, D.Y. (1997, Apr. 2). Reversing underachievement among gifted African- American students. Presentation at the Annual Conference of the Black Caucus of the Society Research in Child Development, Washington, DC.

Ford, D.Y. (1997, Mar. 24-28). Fostering achievement outcomes for African- American students. Panel presentation, Annual Conference of the American Educational Research Association, Chicago, IL.

Ford, D.Y. (1996, Oct. 31 - Nov. 3). Kaleidoscope of possibilities: Embracing a diversity of learners. Annual Conference of the National Association for Gifted Children, Indianapolis, IN. (Panel)

Ford, D.Y. (1996, Oct. 31 - Nov. 3). Meeting the educational needs of gifted minority students: Cognitive and affective considerations. Annual Conference of the National Association for Gifted Children, Indianapolis, IN. (Panel)

Ford, D.Y. (1996, Sept. 13). Reversing underachievement among gifted Black students: Promising practices and programs. Annual Conference of the Kentucky Department of Education, Louisville, KY. (Keynote)

Ford, D.Y. (1996, July 17-18). Recruiting and retaining minority and economically disadvantaged children in gifted programs. Workshop presented at the Alabama Department of Education Conference, Mobile, AL.

Ford, D.Y. (1996, Apr. 8-12). Underachievement among gifted and highly able Black students. Annual Conference of the American Educational Research Association, New York. (Early Career Award Presentation).

Ford, D.Y. (1995, Sept. 8-9). Students' perceptions about their intelligence: Implications for gifted students. Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children, The University of Kansas and the American Psychological Foundation, Lawrence, KS. (Presider and discussant for Keynote address by Carol Dweck).

Harris III, J.J., & **Ford, D.Y.** (1995, Sept. 8-9). The recruitment and retention of gifted minority students: Pitfalls and promises. Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children, The University of Kansas and the American Psychological Foundation, Lawrence, KS. (Keynote)

Ford, D.Y. (1995, July 20-21). The under-representation of minority students in gifted programs. Presentation at the Annual Conference of Social and Emotional Needs of Gifted (SENG), Richmond, VA.

Ford, D.Y. (1995, July 20-21). Understanding and meeting the social-emotional needs of gifted minority students. Presentation at the Annual conference of Social and Emotional Needs of Gifted (SENG), Richmond, VA.

Ford, D.Y. (1995, July 20-21). Ensuring equity in gifted education for minority students. Annual Conference of Social and Emotional Needs of Gifted (SENG), Richmond, VA (Keynote).

Ford, D.Y. (1995, Apr. 7). Meeting the needs of gifted and underachieving African- American students. Annual Conference on Educating African-American Students at Norfolk State University, Norfolk, VA (Keynote)

Ford, D.Y. (1995, Mar. 30-Apr. 2). Major issues in gifted education. Conference of the National Research Center on the Gifted and Talented, Storrs, CT (Panel).

Ford, D.Y. (1995, Mar. 30-Apr. 2). The recruitment and retention of African American students in gifted programs. Presentation at the Conference of the National Research Center on the Gifted and Talented, Storrs, CT.

Ford, D.Y. (1993, Feb. 19-20). Exploring the determinants of underachievement among gifted and non-gifted Black students. Presentation at the 3rd annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children, The University of Kansas and the American Psychological Foundation, Lawrence, KS.

PRESENTATIONS/WORKSHOPS AT UNIVERSITIES (sample)

Ford, D.Y. (2021, Mar. 30). Culturally responsive education: Need and characteristics. Vanderbilt University, Nashville, TN (Prof: Gilman Whiting).

Ford, D.Y. (2017, May 18). Creating culturally responsive education to address disproportionality: Equity is fundamental. New York University, Technical Assistance Center on Disproportionality, New York.

Ford, D.Y. (2017, May 5). #BlackGiftedLivesMatter: How equity unwraps gifts and talents in Black students. Prairie View A&M University, MACH-III Conference, Prairie View, TX.

Ford, D.Y. (2017, Feb.). The educational crisis in education for Black students. Ivy Tech Community College, Indianapolis, IN.

Ford, D.Y. (2017). Recruiting and retaining gifted students using an equity lens. Norfolk State University, Norfolk, VA.

Ford, D.Y. (2016). Thriving in higher education as graduate students and faculty of color. Tennessee State University, Nashville, TN.

Ford, D.Y. (2012, Oct., & Nov.). Multicultural early childhood. SPED 3010 (Professional Seminar), Peabody College of Education, Vanderbilt University, Nashville, TN (Prof. Ann Kaiser).

Ford, D.Y. (2012, Sept.). Surviving and thriving the doctoral and tenure process. The Ohio State University, Columbus, OH (Prof. James L. Moore III).

Ford, D.Y. (2012, Apr. 9). Publication strategies for doctoral students and assistant professors. University of Georgia, Athens, GA (Prof. Tarek Grantham).

Ford, D.Y. (2012, Apr. 9). Talent Development and closing the achievement gap. University of Georgia and Clarke Central High School, Athens, GA (Prof. Tarek Grantham).

Ford, D.Y. (2012, Apr. 9). Reversing underachievement among gifted Black students. University of Georgia, Athens, GA. (Dinner dialogue book talk) (2004, Dec. 8). Culturally competent

research, Presentation, SPED 3010 (Professional Seminar), Peabody College of Education, Vanderbilt University, Nashville, TN (Prof. Ann Kaiser).

Ford, D.Y. (2004, Oct. 27). Culturally sensitive assessment, Presentation, EDUC 2340 (Problems in Literacy and Learning), Peabody College of Education, Vanderbilt University, Nashville, TN (Prof. Vicki Risko).

Ford, D.Y. (2004, Oct. 25). Language, culture and identity, Presentation, SPED 2920 (Social and Philosophical Aspects of Education), Peabody College of Education, Vanderbilt University, Nashville, TN (Prof. Rich Milner).

Ford, D.Y. (2004, Sept. 22). To teach me is to know me: Developing culturally responsive classrooms, Presentation, SPED 2110 (Managing Academic and Social Behavior), Peabody College of Education, Vanderbilt University (Prof. Carolyn Hughes).

Ford, D.Y. (2003, Oct. 14). Identifying and serving gifted minority students. Presentation to students in PAES 650 - Introduction to Exceptional Children, College of Education, The Ohio State University (Prof. Osnes).

Ford, D.Y. (2002, Nov. 21). Beyond deficit thinking: Recruiting diverse students in gifted education. University of South Florida (televideo presentation; Professor Brenda Townsend).

Ford, D.Y. (2002, Sept 26). Recruiting and retaining minority students in gifted education. Northwestern University, Javits Grant Conference, Evanston, IL.

Ford, D.Y. (2002, Sept. 26). Parenting diverse gifted children. Northwestern University, Javits Grant Conference, Evanston, IL

Ford, D.Y. (2002, May. 5). Reversing underachievement among minority students. Bowie State University, Maryland (Professor/Dean Vernon Polite).

Ford, D.Y. (1998, Nov. 10). The influence of culture on students' achievement. Presentation to students in Human Development and Family Science 361 – Child Development, The Ohio State University, Columbus, OH (Prof. Kimberly Gordon Rouse).

Ford, D.Y. (1999, Nov. 16). The influence of culture on students' achievement. Presentation to students in Human Development and Family Science 361 – Child Development. The Ohio State University, Columbus, OH. (Prof. Kimberly Gordon Rouse).

Ford, D.Y. (1998, May 30). Recommendations for identifying and serving minority students in gifted education. Presentation to students at Bowling Green State University, Gifted Education Course, Bowling Green, OH (Prof. Thomas Southern).

Ford, D.Y. (1998, Mar. 9). Identifying and serving gifted minority students. Presentation to students in PAES 650 - Introduction to Exceptional Children, College of Education, The Ohio State University (Prof. Marjorie Ward).

Ford, D.Y. (1997, Nov. 12). Recruiting and retaining minority students in gifted education. Seminar: Minority Issues in Special Education, The University of Virginia, Special Education Dept., Charlottesville, VA.

Ford, D.Y. (1997, Oct. 30). Strategies for recruiting and retaining minority students in gifted education programs. Workshop, Southern Methodist University, Gifted Education Institute, Dallas, TX.

Ford, D.Y. (1997, Apr. 9). Ensuring access and equity in educational programs and services. Panel presentation, Curry Conversations, Curry School of Education, The University of Virginia, Charlottesville, VA.

Ford, D.Y. (1997, Feb. 28). A conversation about teaching a diverse student body. Presentation for Teaching and Resource Center, The University of Virginia, Charlottesville, VA (Panel).

Ford, D.Y. (1996, Nov. 21). Risk as resilience. Curry Conversations Forum, The University of Virginia, Curry School of Education, Charlottesville, VA (discussant/ reactant).

Ford, D.Y. (1996, Sept. 23). Recruiting and retaining minority students in gifted education: Recommendations and promising practices. Presentation to students in EDIS 885 (Seminar in Special Education) (Prof. Jim Kauffman), The University of Virginia, Curry School of Education, Charlottesville, VA.

Ford, D.Y. (1996, Oct. 29). Identifying and meeting the social and emotional needs of gifted students. Presentation to students in EDHS 832 (Middle and Secondary School Counseling) (Prof. Ken Simonton), The University of Virginia, Curry School of Education, Charlottesville, VA.

Ford, D.Y. (1996, Oct. 24). Social factors affecting the achievement of minority females. Presentation to students in EDES 789 (Women and Education) (Prof. Eleanor Wilson), The University of Virginia, Curry School of Education, Charlottesville, VA.

Ford, D.Y. (1996, Oct. 24). Characteristics and learning behaviors of gifted minority children Presentation to students in EDIS 510 (Characteristics of Emotionally Disturbed Children) (Instructor Linda Daniels; Prof. Rebecca Kneedler), The University of Virginia, Curry School of Education, Charlottesville, VA.

Ford, D.Y. (1996, Aug. 6). Multicultural education and gifted minority students: Promoting achievement and identity. Department of Continuing Education, College of Education, The University of Kentucky, Lexington, KY.

Ford, D.Y. (1996, July). Social and emotional issues affecting student performance. Paper presented at the Summer Institute of the National Research Center on the Gifted and Talented, The University of Virginia, Charlottesville, VA.

Ford, D.Y. (1996, July). Assessment of racially and culturally diverse students. Paper presented at the Summer Institute of the National Research Center on the Gifted and Talented, The University of Virginia, Charlottesville, VA.

Ford, D.Y. (1995, Oct. 31). Counseling needs and interventions for gifted students, Advanced Multicultural Counseling, the University of Virginia, Charlottesville, VA.

Ford, D.Y. (1995, Oct. 14). Reversing underachieving among highly able African- American males: The roles of schools, families, and the African-American community. Paper presented at the African-American Male Conference, The University of Virginia, Office of Minority Affairs, Charlottesville, VA.

Ford, D.Y. (1995, Oct. 2). Reversing underachievement among highly able African American Students: Pitfalls and promises. Paper presented for the African-American Studies and Research Program, The University of Kentucky, College of Arts and Sciences, Lexington, KY.

Ford, D.Y. (1995, July 24). Ensuring equity in the education of gifted students of colors. Affirmative Action in Higher Education (EPE 725), The University of Kentucky, Lexington, KY. (Prof. Virginia Davis Nordin).

Ford, D.Y. (1995, June 24). Gifted Black students: Identification and achievement issues. Introduction to Gifted Education, The University of Virginia, Department of Continuing Education (Northern Virginia campus; Prof. Carol Tomlinson), Charlottesville, VA.

Ford, D.Y. (1995, June 22). Publishing in academia. Professional development seminar for Psychology Students of Color, Department of Psychology, The University of Virginia, Charlottesville, VA.

Ford, D.Y. (1995, Apr. 27). The Bell Curve: Fact or fiction? Social policy or social hoax? Member of panel presentation at the First Annual Curry Conference, The University of Virginia Curry School of Education, Charlottesville, VA.

Ford, D.Y. (1995, Apr. 24). Interventions with underachieving students. Member of panel presentation at the First Annual Curry Conference, The University of Virginia Curry School of Education, Charlottesville, VA.

Ford, D.Y. (1995, Apr. 2). The educational and social status of African-American males. Panel presentation, Multicultural Center, The University of Virginia, Charlottesville, VA.

Ford, D.Y. (1995, Mar. 29). The Bell Curve: How it will impact students of color. EDES 816 (Advanced Child Development), The University of Virginia, Charlottesville, VA. (Prof. Herbert Richards).

Ford, D.Y. (1995, Mar. 30). Identification and assessment of gifted, minority, and underachieving students. Paper presented to students and faculty of Eastern Connecticut University Department of Education, Willimantic, CT.

Ford, D.Y. (1994, 1995, Feb.). Identifying and meeting the needs of gifted African American students. Nature and Needs of the Gifted (A course offered in Northern Virginia with Prof. Carol Tomlinson).

Ford, D.Y. (1994, Feb. 4). Writing for publication. Black Graduate Students in Education, Curry School of Education, The University of Virginia, Charlottesville, VA.

Presentations and Workshops to School Districts

(Sample; majority connected with consulting so not listed.)

Ford, D.Y. (Nov. 19-20, 2001). Literacy and cross-cultural teaching: Strategies and resources. Workshops presented to educators, administrators, and staff, Trotwood Madison School District, Madison, OH.

Ford, D.Y. (Nov. 12, 2001). Understanding culturally diverse students: Implications for raising teacher expectations. Presentation to teachers, Linmoor Middle School, Columbus, OH.

Ford, D.Y. (Oct. 16, 2001). Strategies and resources for increasing the representation of African-American students in gifted education programs. Presentation to Equity Task Force, Stockton School District, Stockton, CA. (Aug. 30-31, 2001). Identifying gifted diverse students, improving achievement, and creating gifted education that is multicultural. Series of Workshops to teachers and administrators, Minneapolis School District, Minneapolis, MN.

Ford, D.Y. (Aug. 29, 2001). Making the connection: African-American students and gifted programs. Conducted Workshop for teachers, St. Paul School District, St. Paul, MN.

Ford, D.Y. (Aug. 29, 2001). Making the connection: African-American students, gifted programs and family involvement. Presentation to African-American parents, St. Paul School District, St. Paul, MN.

Ford, D.Y. (Aug. 14, 2001). Recruiting and retaining diverse students in gifted education. Workshop for teachers and administrators, Victoria School District, Victoria, TX.

Ford, D.Y. (Aug. 13, 2001). Raising expectations and achievement: Creating culturally responsive classrooms for culturally diverse learners. Workshop for teachers, staff, and administrators, Norfolk Public School District, Norfolk, VA.

Ford, D.Y. (Aug. 7, 2001). Recruiting and retaining diverse students in gifted education. Workshop for teachers and administrators, Victoria School District, Victoria, TX.

Ford, D.Y. (June 8, 2001). Recruiting and retaining Hispanic students in gifted education. Workshop to teachers and administrators, Los Angeles Unified School District, Los Angeles, CA.

Ford, D.Y. (Apr. 26, 2001). Creating culturally responsive and caring environments for gifted African-American students. Workshop conducted for teachers, Los Angeles Unified School District, Los Angeles, CA.

Ford, D.Y. (Mar. 15, 2001). Multicultural gifted education: Rationale, strategies, and resources. Workshop conducted for teachers, Gifted and Talented Program, Columbus Public School District, Columbus, OH.

Ford, D.Y. (Mar. 13, 2001). Understanding cultural diversity in schools. Workshop conducted with teacher. Whitney Young Middle School, Cleveland Public School District, Cleveland, OH.

Ford, D.Y. (Mar. 12, 2001). Creating home-school partnerships to improve urban students' achievement. Presentation to teachers, staff, and administrators, Flint School District, Flint, MI.

Ford, D.Y. (Feb. 20, 2001). Ensuring success for minority students. Workshop conducted for administrators, Hardin County School District, Hardin County, KY.

Ford, D.Y. (Feb. 14, 2001). Identifying and assessing gifted minority students. Workshop conducted for teachers and staff, Columbus Public Schools, Gifted and Talented Program, Columbus, OH.

Ford, D.Y. (Jan. 29, 2001). Improving achievement among urban and culturally diverse students. Presentation for school personnel at Wedgewood Middle School, Columbus Public Schools, Columbus, OH.

Ford, D.Y. (Jan. 23, 2001). Creating culturally responsive and inclusive classrooms. Workshop conducted for teachers, Capitol Region Education Council, Hartford, CT.

Ford, D.Y. (Jan. 16, 2001). Recruiting and retaining diverse students in gifted education. Workshop conducted for teachers and staff, Urbana School District, Urbana Illinois, Urbana, IL.

Ford, D.Y. (Jan. 20, 2001). Creating culturally responsive learning environments. Workshop conducted for teachers and staff, Los Angeles Unified School District, Long Beach, CA.

Ford, D.Y. (Nov. 14, 2000). Strategies for culturally diverse parents: Promoting achievement among children. Workshop for teachers, Norfolk Public Schools, Norfolk, VA.

Ford, D.Y. (Nov. 15, 2000). Promoting achievement among culturally diverse learners: The roles and responsibilities of teachers. Presentation to graduate students, College of William and Mary, Williamsburg, VA.

Ford, D.Y. (Aug. 29, 2000). Developing multicultural and culturally responsive school environments: For children's sake. Workshop with school personnel, Newport News School District, Newport News, VA.

Ford, D.Y. (Aug. 24, 2000). Nurturing achievement among minority students: How culture impacts teaching and learning. Workshop with school personnel, Fairbanks School District, Fairbanks, AK.

Ford, D.Y. (Aug. 24, 2000). Nurturing achievement among minority students: Meeting racial identity needs. Workshop with school personnel, Fairbanks School District, Fairbanks, AK.

Ford, D.Y. (Aug. 15, 2000). Multicultural gifted education: Who, what, when, where, why, and how? Presentation to school personnel, Gifted Education Conference, Tucson Public Schools, Tucson, AZ.

Ford, D.Y. (July 20, 2000). Identification and assessment of diverse students in classrooms. Workshop to teachers, Ennis School District, Ennis, TX.

Ford, D.Y. (July 14, 2000). Creating culturally responsive classrooms: For our future's sake. Workshop with teachers and administrators, Hardin County School District, Hardin County, KY.

Ford, D.Y. (May 9, 2000). Promoting and encouraging achievement among gifted minority students. Workshop with school personnel, Columbus Public Schools, Gifted Education Office, Columbus, OH.

Ford, D.Y. (Apr. 11, 2000). Testing and cultural diversity: Identifying gifted African-American students. Workshop with school personnel, Columbus Public Schools, Columbus, OH.

Ford, D.Y. (Mar. 27, 2000). How culturally responsive classrooms help to promote minority student achievement. Presentation to faculty, Woodward Park Middle School, Columbus Public School District, Columbus, OH.

Ford, D.Y. (Mar. 15, 2000). Closing the achievement gap: Promoting Black student achievement. Presentation to teachers and administrators, Shaw High School, East Cleveland Public Schools, East Cleveland, OH.

Ford, D.Y. (Mar. 9, 2000). Affirming diversity and promoting achievement: Developing culturally responsive learning environments. Presentation to faculty, San Diego School District, San Diego, CA.

Ford, D.Y. (Mar. 2, 2000). Raising teacher expectations in urban settings. Presentation to faculty, Shaw High School, East Cleveland, OH.

Ford, D.Y. (Feb. 9, 2000). Bias in standardized tests: Creating culturally responsive assessments. Workshop for faculty, Indianapolis School District, Indianapolis, IN.

Ford, D.Y. (Feb. 21, 2000). Reversing minority student underachievement. Presentation to teachers, Berry Middle School, Columbus Public Schools, Columbus, OH.

Ford, D.Y. (Jan. 11, 2000). Strategies for working in culturally diverse classrooms: Creating culturally responsive learning environments. Workshop for faculty, Columbus Public School District, Columbus, OH.

Ford, D.Y. (Jan. 11, 2000). Cultural characteristics, strengths, and needs of minority gifted students. Workshop conducted for Columbus Public Schools, Gifted and Talented Program, Columbus, OH.

Ford, D.Y. (Jan. - Dec. 2000). Conducted a series of Workshops and presentations for the Champaign School District (Illinois). Topics: Identifying Gifted Diverse Students; Creating Multicultural Curriculum; Meeting the Social-Emotional Needs of Diverse Students.

Ford, D.Y. (Jan. - Dec. 2000). Conducted a series of Workshops and presentations for Whitney Young Middle School, Cleveland School District, Cleveland, OH. Topics: Identifying Gifted Diverse Students; Creating Multicultural Curriculum; Meeting the Social-Emotional Needs of Diverse Students.

Ford, D.Y. (2000, Jan. 3). Creating culturally responsive classrooms for diverse students. Workshop for faculty, Avalon Elementary School, Columbus, OH.

Ford, D.Y. (1999, Dec. 13). Recruiting and retaining under-represented students in gifted education. Workshop for Identification Committee, Dayton School District, Dayton, OH.

Ford, D.Y. (1999, Dec. 1 - 2000, June 1). Promoting motivation and achievement among minority students. Series of five Workshops, Champaign School District, Champaign, IL.

Ford, D.Y. (Jan. – Oct. 1999). Recruiting and retaining culturally diverse students in gifted education: Seeking equity and excellence. Series of Workshops, professional development for faculty, Aldine School District, Houston, TX.

Ford, D.Y. (Dec. 13, 1999). Recruiting and retaining Black and low SES students in gifted education. Presentation to Gifted Identification Task Force, TrotwoodMadison County School District, Trotwood, OH.

Ford, D.Y. (Dec. 8-9, 1999). Recruiting and retaining Black and low SES students in gifted education. Presentation to Gifted Identification Task Force, Hardin County School District, Hardin, TX.

Ford, D.Y. (Nov. 1999-2000). Meeting the needs of gifted African-American students. Series of Workshops for faculty at Whitney Young Middle School, Cleveland, OH.

Ford, D.Y. (Nov. 17, 1999). Raising teacher expectations: Promoting AfricanAmerican student achievement. Presentation to teachers, Columbus Alternative High School, Columbus, OH.

Ford, D.Y. (Nov. 10, 1999). Ethical issues in testing. Paper presented at the Identification Workshop, Ohio Department of Education, Worthington, OH.

Ford, D.Y. (Nov. 10, 1999). Issues in testing minority and economically disadvantaged students. Paper presented in the Identification Workshop, Ohio Department of Education, Worthington, OH.

Ford, D.Y., Howard, T.C., & Tyson, C.A. (1999, Oct. 15). Improving AfricanAmerican student achievement. Hubbard Elementary School, Columbus, OH.

Ford, D.Y. (1998, Oct. 14). Help! My child is gifted. Presentation to parents, Whitehall School District, Parent Meeting, Columbus, OH.

Ford, D.Y. (1998, Oct. 2-3). Identifying and reversing underachievement among gifted minority students. Workshop to school personnel, West Palm Beach School District, West Palm Beach, FL.

Ford, D.Y. (1998, Sept. 29-30). Strategies for recruiting and retaining minority students in gifted education. Workshop to school personnel, Richmond School District, Columbia, SC.

Ford, D.Y. (1998, Sept. 23-24). Recruiting and retaining minority students in gifted education. Workshop to school personnel, Decatur School District, Decatur, IL (multiple presentations).

Ford, D.Y. (1998, June 29-30). Best practices in the recruitment and retention of minority students in gifted education. Workshop presented to Houston School District, Houston, TX.

Ford, D.Y. (1998, June 21). Promoting achievement and self-esteem among minority students. Workshop presented to Washington Township School District, Indianapolis, IN

Ford, D.Y. (1998, Apr. 21). Strategies for recruiting and retaining diverse students in gifted education, Workshop for Irvine Public School District, Irvine, TX.

Ford, D.Y. (1998, Feb. 27-28). Recruiting and retaining minority students in gifted education. Workshop for teachers, Indianapolis Public Schools, Indianapolis, IN.

Ford, D.Y. (1998, Feb. 11-12). Recruiting and retaining minority students in gifted education: Concerns and recommendations. Workshop for teachers, Indianapolis Public Schools, Indianapolis, IN.

Ford, D.Y. (1998, Feb. 5). Promoting achievement among minority students. Workshop for teachers, Ft. Worth Public Schools, Ft. Worth, TX.

Ford, D.Y. (1998, Feb. 4). Recruiting and retaining minority students in gifted education. Workshop for teachers, Ann Arbor School District, Ann Arbor, MI.

Ford, D.Y. (1998, Mar. 31). Gifted education: Where we've been and where we are going. Presentation to parents of the New Albany-Plain Local School District, New Albany, OH.

Ford, D.Y. (1997, Dec. 9). Promoting achievement among Black students. Presentation to Ann Arbor Committee on Closing the Achievement Gap for African American Students. Ann Arbor School District, Ann Arbor, MI.

Ford, D.Y. (1997, Dec. 9). Promoting achievement among Black students in the context of peer pressures and low expectations. Presentation to district administrators, Ann Arbor School District, Ann Arbor, MI.

Ford, D.Y. (1997, Dec. 9). Developing home-school partnership to promote Black students' achievement. Presentation to parents and teachers, Ann Arbor School District, Ann Arbor, MI.

Ford, D.Y. (1997, Aug. 29-30). Recruiting and retaining culturally diverse students in gifted programs. Workshop to school personnel, Shaker Heights School District, Shaker Heights, OH.

Ford, D.Y. (1997, July 7). A study of underachievement among Black students. Presentation to the Joint Subcommittee Studying the Educational Needs of Certain Underserved Gifted Students. Commonwealth of Virginia, Division of Legislative Services, Richmond, VA.

Ford, D.Y. (1997, Mar. 6-8). Recruitment of racially and culturally diverse students into gifted education. The first Annual conference of the Salem-Keiser School District, Salem, OR.

Ford, D.Y. (1997, Mar. 6-8). Retention of racially and culturally diverse students in gifted education. The first Annual conference of the Salem-Keiser School District, Salem, OR.

Ford, D.Y. (1997, Feb. 6). What's it like being a Black female professor? Presentation to students (grade 3) at Agnor-Hurt Elementary School for Black History Month, Charlottesville, VA.

Ford, D.Y. (1996, Feb. 28). Testing and assessment with minority students. Presentation to teachers, Hollymead Elementary School, Charlottesville, VA.

Ford, D.Y. (1995, Oct. 2). Social and Emotional Needs of Gifted Students: Implications for Recruitment and Retention. Paper presented at Counselors Professional Study Day, Baltimore County Public Schools, Baltimore, MD.

Ford, D.Y. (1995, Oct. 2). Multicultural Counseling with Gifted Minority Students. Paper presented at Counselors Professional Study Day, Baltimore County Public Schools, Baltimore, MD.

Ford, D.Y. (1995, Aug. 23). Issues in minority student achievement. Presentation to Isle of White County School District, Professional Development Conferences, Isle of White, VA. (Keynote).

Ford, D.Y. (1995, Aug. 23). Issues in minority student achievement. Follow-up presentation to Isle of White County School District, Professional Development Conferences, Isle of White, VA.

Ford, D.Y. (1995, Apr. 19). Motivation, engagement, and underachievement among bright adolescents. St. Anne-Belfield Middle School, Charlottesville, VA.

Ford, D.Y. (1994, Dec.). Strategies for recruiting and retaining Black students in gifted education programs. Albemarle County Public Schools, Advisory Committee, Charlottesville, VA.

NON-SPONSORED RESEARCH AND PROJECTS

Ford, D.Y. (2008-2019). Journals of Injustice: A collection of stories focused on racial and other prejudices in higher education and the larger society. Vanderbilt University, Nashville, TN.

Ford, D.Y. (2011-2015). Black Females Looking in Windows and Mirrors: Racial and Gender Identity. Vanderbilt University, Nashville, TN.

Ford, D.Y. (2006-2013). Gifted and High-Potential Black Students' Views on Acting White and Acting Black. Vanderbilt University, Nashville, TN.

Ford, D.Y. (1992). Explorations of Achievement, Familial, and Educational Values Among University Students. The University of Kentucky, Lexington, KY.

Ford, D.Y. (1992). Explorations of Achievement and Familial Values Among Childcare Providers. The University of Kentucky, Lexington, KY.

GRANT ACTIVITY

2025

Zyromski, B. (PI). Co-PIs: Middleton, T., **Ford, D.Y.**, Johnson, G., Lee, S., Ross, M., & Julian, D. (2025, submitted). Improving Mental Health in K-12 Schools: Increasing Hope Belonging through Professional Development and Culture Change. R34 planning grant Innovative Pilot Mental Health Services Research Not Involving Clinical Trials.

2021-2024

Creating culturally responsive and equitable early childhood program: Investigating current practices, developing and piloting new professional development (with Sarah Lang, Arya Ansari, & Penny Pasque); The Ohio State University's College of Education and Human Ecology; $100,000

2019

Project ACHIEVE: Providing Access to Higher Education for Career Academy Gifted Black Males (with Edward C. Fletcher, Jr., & James L. Moore III); The Ohio State University's College of Education and Human Ecology; $15,000

I Want to Read Books About Me (with Cynthia A. Tyson); The Ohio State University's College of Education and Human Ecology; $4,010

2017

R.A.C.E. Mentoring Student Travel Award (with U. Monique Robinson- Nichols) Office of Equity, Diversity, and Inclusion; Vanderbilt University; $4,543.20

2014

Scholar Identity Model and Institute; Heinz Foundation; $1,500,000

2011

Special Education Endowment (SEE) Grant; Dept. of Special Education, Vanderbilt University; $1,875.00

2006

Vanderbilt University NCAN Access Success Program: High School Focus; Jack Kent Cooke Foundation; Not Funded

2001-2003

PEGS Proposal (Co-PI with Sam Hodge and Rita Chunn). The Ohio State University School of PAES; $2,968,725 and $77,154

1999-2004

Great Lakes Regional Resource Center (Co-PI with Larry Magliocca et al.). The U.S. Department of Education, Office of Special Education Programs; $7,000,000

1997-1999

Center of Minority Researchers (Co-PI with Dan Hallahan and Jim Kauffman). U.S. Department of Education, Outreach Services to Minority Entities to Expand Research Capacity; $2,984,858

1996-1997

Mentoring Minority Scholars; Spencer Foundation; $15,000; Not Funded

1995-1999

Feasibility of High-End Learning in the Diverse Middle School (Co-PI with Carolyn Callahan, Carol Tomlinson, Tonya Moon, & Ellen Tomchin); The U.S. Department of Education, Office of Educational Research and Improvement; $348,126

1995-1996

Factors Affecting the Recruitment and Retention of Black Students at a Predominantly White University (phase II); The University of Kentucky, Office of Minority Affairs; $1,500

1995-1996

Factors Affecting the Recruitment and Retention of Black Students at a Predominantly White University (phase I); The University of Kentucky, Office of Minority Affairs; $1,000

1994-1995

Correlates of Underachievement Among Gifted and Non-Gifted Black Youth; U.S. Department of Education, National Research Center on the Gifted and Talented. $14,334

1993

An Exploration of Correlates and Profiles of Underachievement Among Gifted Black and Gifted White Students; U.S. Department of Education; $89,466; Not Funded

1992

A Study of Social, Cultural, Psychological, and Familial Factors that Place Students At-Risk for School Failure: Profiles of Low Achievement Motivation; U.S. Department of Education; $79,225; Not Funded

Determinants of Alcohol and Drug Use Among African-American and White Pre-Adolescents: A Study of Self-Perceptions; The University of Kentucky Multidisciplinary Center on Drug and Alcohol Abuse; $2, 000; Not Funded

A Study of Teacher Education Program Faculty Relative to the Preparation of Future Teachers: Implications for KERA (Kentucky Education Reform Act of 1990); The University of Kentucky KERA Task Force; $4,982

An Exploration of the Paradox of Underachievement Among Gifted and Non-Gifted Students; The University of Kentucky Office of Sponsored Programs; $4,959; Not Funded

1991-1994

Sensation Seeking and Drug Abuse Prevention (with Dr. Richard Clayton) National Institute on Drug Abuse (NIDA); $801,761

1991

Dissertation Grant Award; Cleveland State University Graduate Studies College; $1,500

1990

University Counselors' Perceptions of Factors Impacting the Needs of Gifted Black Students; Cleveland State University Department of Minority Affairs and Human Relations; $400

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Legal/Court Expert Witness

- McFadden vs. Board of Education for Illinois School District U-46 (2009-2013)

Learning Sciences Institute Investigator

- Peabody College of Education, Vanderbilt University, Nashville, TN (2005-2010)

Journal and Magazine Columns

- Gifted Child Today, Multicultural column (2006-present)
- Exchange Magazine, Equity, Diversity, and Inclusion column (with Brian L. Wright and Jamel L. Moore III) (2019-2020)
- Gifted Education Press Quarterly, Gifted and Diversity column (2006-2014)

Guest Editor

- SAGE Open (2014) (Article Editor)
- Interdisciplinary Journal of Teaching and Learning (2014) "Gifted Black Females: Blacked Out and Whited Out"
- Interdisciplinary Journal of Teaching and Learning (2014) "Educational Reform and Revolution"
- Interdisciplinary Journal of Teaching and Learning (Spring 2014) "Gifted Education and Culturally Different Students: Focus on Recruitment and Retention"
- Exceptional Children (Spring 2008) "Cultural Diversity and Disproportionality"
- The Association for the Education of Gifted Underachieving Students (AEGUS) Newsletter (1993-1994)

Guest Co-Editor

- The Urban Review (in progress, 2026). "Equity, Talent, and Critical Pedagogy in Urban and Marginalized Schooling Contexts." (James Martinez, & **Donna Y. Ford**)

- Urban Education (in progress, 2025). 'Celebrating the 60th anniversary of Urban Education: Past, Present, and Future Directions" (**Donna Y. Ford,** Erik M. Hines, Tanya J. Middleton, & James L. Moore III)

●Race, Ethnicity, & Education (in press, 2025) "Anti-Racist and Critical Perspectives to Equitably Diversify Special Education Research: Challenging Traditional Narratives of Objectivity, Neutrality, and Science (Nicholas Bell, David Connor, **Donna Y. Ford,** LaRon Scott, & Veronica Velez).

●Teaching Exceptional Children (in press, 2025). "Twice exceptional minoritized students" (Christopher Cormier, **Donna Y. Ford,** & Endia Lindo).

●Theory into Practice (**Donna Y. Ford,** & James L. Moore III) (Spring 2005, Routledge ebook 2020).

●Journal of African American Males in Education (2016). African American males with learning disabilities in special education throughout the P-20 educational pipeline. [Special Theme Issue] (**Donna Y. Ford,** S.A. Robinson, A.L. Ellis, & N. Hartlep).

●Gifted Child Today (2014) "Racially, Ethnically, and Linguistically Different Gifted and Talented Students" (Joy Davis, **Donna Y. Ford,** & Mary Ruth Coleman).

●Interdisciplinary Journal of Teaching and Learning (Summer 2013). "Culturally Responsive Education for African American and Hispanic Students: Merging Theory, Research, and Practice" (**Donna Y. Ford,** Malik A. Henfield & Michelle Trotman Scott).

●Journal of Negro Education (Summer 2012, 81(3). "Testing and Assessing African Americans: Past, Present, and Future Problems and Promises" (**Donna Y. Ford,** & Janet Helms).

●Journal of Negro Education (2002) (**Donna Y. Ford,** Ralph Gardner, & Antoinette Miranda).

●Action in Teacher Education (1997-1998) (**Donna Y. Ford,** & Deneese L. Jones).

●The Journal of Special Education (1998) (Jim Kauffman, Dan Hallahan, & **Donna Y. Ford**).

Executive Associate Editor

●Exceptional Children (2005-2008)

Senior Editor

- Taboo: Journal of Culture and Education (2017-2022)

Associate/Assistant Associate Editor

- Gifted Child Today (2025-present)
- Education and Urban Society (2017-present)

Contributing or Consulting Editor

- Multiple Voices (2021-present)
- Exceptional Children (2003-2005; 2009-2014)
- Roeper Review (1994-2009)

Editorial Review Board/Advisory Board/Member at Large

- Gifted Child Today (2010-2025; 2025-present)
- American Educational Research Association, the Research on Giftedness, Creativity, and Talent SIG (SIG #091), Member at large (2023-until 2027)
- The Urban Review (2024-present)
- Journal of Minority Achievement, Creativity, and Leadership (2019-present)
- Journal of Negro Education (1995-2001; 2013-present, Education section editor)
- Handbook of Educational Psychology (2010-present)
- Journal of Advanced Academics (2007-present)
- NewSchools Venture Fund, Learning Differences Committee (2022-2024)
- Early Childhood Education Journal (2021-2023)
- Challenges to Integrating Diversity Equity and Inclusion Programs in Organizations (2020-2023)
- Multiple Voices (2006-2009; 2013-2023)
- DIO, Inc. (Formerly Sense) Curriculum: For Curriculum, By Curriculum (2018-2020)
- Sense Publishers (2017-2018)
- Gifted Child Quarterly (1994-2009; 2017-2019)
- Taboo: The Journal of Culture and Education (2016-2018)
- Journal of Educational Psychology (2003-2006; 2014-2016)
- Proceedings of the National Academy of Sciences of the United States of America (2016)
- Computer Science Test Advisory Board, College Board (2014)
- Council for Exceptional Children, The Gifted and Talented (TAG) Division (2011-2014)
- Interdisciplinary Journal of Teaching and Learning (2010-2013)
- Exceptional Children (19931996; 2003-2013)
- Multicultural Perspectives (1999-2009)
- Roeper Review (1998-2009)

●Teachers College Press, The Education and Psychology of the Gifted Series (1993-2008)
●Understanding Our Gifted (2003-2006)
●Journal of Social and Behavioral Sciences (1991-2001)
●Journal of Religion and Public Education (1993-1997)
●Research Briefs, National Association for Gifted Children publication (1997)
●Review of Research in Education (1994-1997)
●Southern Early Childhood Association (1993-1997)
●Service Publications for the National Association for Gifted Children (1995-1996)
●The School Counselor (1993-1996)
●Journal of Mental Health Counseling (1993-1996)
●Journal for Culturally and Linguistically Diverse Exceptional Learners (1993-1995)
● Family Relations (1992-1995)

Manuscript Reviewer (Journal Articles, Books, Blogs)

●International Journal of Changes in Education (2025-present)
●Social Problems (2025-present)
●The Urban Review (2025-present)
●Journal of European Education (2024-present)
●Urban Education (1993-2015; 2019; 2021; 2024-present)
●American Educational Research Journal (2023-present)
●Journal of Minority Achievement, Creativity, and Leadership (2022-present)
●Journal of Advanced Academics (2007-present)
●Roeper Review (1998-present)
●Exceptional Children (1996-present)
●Journal of Negro Education (1994-present)
●Journal for the Education of the Gifted (1993-present)
●Gifted Child Quarterly (1993-2018; 2023-present)
●The Urban Review (2025-present)
●Review of Research in Education (2024)
●Teaching Exceptional Children (2023; 2024)
●Educational Researcher (2006, 2018, 2019, 2023, 2024)
●Exploring the Psychology of Gifted (2023)
●Review of Educational Research (2023)
●Journal of African American Women and Girls in Education (2023)
●Theory Into Practice (2023)
●Multiple Voices (2008-2022)
●Equity Alliance Blog Reviewer on Gifted Education (2018-2022)
●Journal of Educational Psychology (2009-2022)
●Journal of Special Education (2008-2022)

- Journal of the Professoriate (2005-2022)
- Journal for Research in Education (2022)
- American Annals of the Deaf (2022)
- Journal for Research in Mathematics Education (2022)
- Journal of Research in Rural Education (2021)
- Gifted Education International (2021)
- American Journal of Education (2021)
- Equity & Excellence in Education (2021)
- Handbook of the Cultural Foundations of Learning (2019)
- International Journal of Educational Research (2018)
- Sociology of Education (2018)
- Contemporary Educational Psychology (2018)
- Mind, Brain, and Education (2018)
- Proceedings of the National Academy of Science (PSNA) (2016)
- Urban Studies Research (2014)
- Journal of Research on Adolescence (2013)
- BioMed Research International (2013)
- Wiley-Blackwell/Hughes (2013)
- Issues in Critical Investigation (2013)
- Cultural Diversity and Ethnic Minority Psychology (2007, 2010, 2011, 2013)
- Science (2013)
- Social Psychology of Education (2013)
- Psychology in the Schools (2012)
- Teachers College Record (2012)
- Education Research International (2012)
- Global Society (2012)
- Education Research International (2012)
- Journal of Educational Research (2011)
- Educational Administration Quarterly (2011)
- Journal of Early Intervention (2011)
- Interdisciplinary Journal of Teaching and Learning (2011)
- Multicultural Perspectives (1999-2010)
- International Multilingual Research Journal (2010)
- SENG Publications (2010)
- Journal of Adolescence (2010)
- Equity & Excellence in Education (2010)
- Perceptual and Motor Skills (2007, 2010)
- Journal of Adolescence (2005, 2009, 2010)
- Cultural Diversity and Ethnic Minority Psychology (2009, 2010)
- Education and Treatment of Children (2009)
- Review of General Psychology (2009)

- Sociological Review (2009)
- Teachers College Record (2007)
- Sociology of Education (2007)
- Re:View (2005)
- Allyn and Bacon (2001, 2002, 2004)
- Journal of Higher Education (2003)
- Journal of Educational Psychology (2002)
- Journal of Research on Adolescence (2002)
- Dimensions of Early Childhood (1992-2000)
- Family Relations (1996)
- The School Counselor (1993-1996)
- Journal of Mental Health Counseling (1993-996)

Grant Proposal Reviewer

- National Science Foundation, Grant Proposal, Review Panel (2024)
- Research and Evaluation Network's Research Gala Awards proposal, National Association for Gifted Children, Washington, DC (2022)
- President's Research Excellence (PRE) Program Catalyst concept papers, Ohio State University, Columbus, OH (2021)
- Dissertation Award Committee, National Association for Gifted Children, Washington, DC (2021)
- Lyle Spencer Research Awards Program, Washington, DC (2018)
- The National Academies for Sciences, Engineering, and Medicine & Ford Foundation, Ford Fellowships, Washington, DC (2017)
- Office of Equity, Diversity, and Inclusion, Vanderbilt University (2017)
- Jack Kent Cooke Dissertation Award Competition, Committee member (2011, 2012)
- Social Sciences and Humanities Research Council of Canada, Committee 410-12 Standard Research Grants Competition (2010)

Board of Directors/Advisory Board/Executive Committee

- Grant: Advancing QuantCrit Methods and Data Sensitivity Approaches in Special Education Research. PI Nicholas Bell; Co-PIs Zach Collier and Verónica Vélez (2024-present)
- BEACON Grant (Behavioral Equity and Advancement for Culturally Optimized Nurturing) - a collaborative initiative between the University of Missouri, Texas A&M University, and the University of Oregon. The focus of BEACON is to support the preparation of leadership personnel equipped with culturally responsive frameworks to address challenging behaviors within minority student populations (2024-present)
- American Educational Research Association, Research Focus on Gifted, Creative, and Talent, Executive Committee (2023-2025)

●American Educational Research Association, Research on Creative Gifted and Talented SIG, Executive Committee, (AERA RoGTC, 2023-2024)
●The Council for Exceptional Children, The Association for the Gifted (CEC-TAG), Professional Development Committee (2011-2014; 2023)
●CEC-TAG Diversity Award Committee (2023-2025)
●African American Males in STEM. Eddie C. Fletcher, Jr. (PI) NSF (EHR Core Research) grant. Co-PIs of the project are Barbara Boone (CETE), Victor Hernandez (University of South Florida), Nicholas Minar (NAF), and James L. Moore III (Ed Studies, ODI) (2020-2023)
●The Council for Exceptional Children, The Association for the Gifted (CEC-TAG), Diversity Development Committee (2023-2025)
●Advanced Education and Racial Development Fund (AERDF, 2022-2024)
●The Council for Exceptional Children, Division for Diverse Exceptional Learners (CEC-DDEL), Professional Development Committee (2018- 2021; 2022-2024)
●Ohio Gifted Advisory Council (2020-2024)
●Lipscomb Gifted Advisory Committee (2020-present)
●Black Women Faculty and Staff Graduate Association, Ohio State University (2020-2024)
●Programs for Talented Youth, Vanderbilt University, Nashville, TN (2006-2019)
●SENG Professional Advisory Committee (Social Emotional Needs of the Gifted) (2014-2016)
●AVID Foundation (2009-2013)
●Facilitating Pathways to Success for High-Achieving Pre-Collegiate
●The National Association for Gifted Children, Washington, DC (NAGC) (1996-1999; 2005-2008)
●The Millennium Community School, Columbus, OH (2002-2003)
●The Association for the Education of Gifted Underachieving Students (AEGUS) (1993-1996; 1996-1999)
●The Peabody School, for Gifted Children, Charlottesville, VA (1994-1997)
●The Studio for the Performing Arts, Charlottesville, VA (1994-1997)
●Family Counseling Services of Fayette County, Lexington, KY (1993)
●The Lexington Children's Museum, Lexington, KY (1993)
●The Young Women's Christian Association, Lexington, KY (1993)
●Ohio Valley Education Cooperative. Project DISCOVERY: Nurturing Giftedness in Young Students Through Investigation, Columbus, OH (Javits Grant, U.S. Department of Education) (1993)

Chair/Co-Chair (Professional Organizations)

●Co-chair, Unconference Subcommittee Research Focus on Gifted, Creative, and Talent Committee, AERA. (2024-25) (with Elizabeth Shaunessy-Dedrick)
●Co-chair, Unconference Subcommittee, Research Focus on Gifted,

Creative, and Talent Committee, AERA (2023-24) (with Brittany Anderman)

- Co-chair, Martin D. Jenkins Black Genius Award, National Association for Gifted

Children (2015-2022) (Co-chair and Co-founder with Joy Lawson Davis)

●CEC-DDEL Committee, Professional Development, Council for Exceptional Children (2015-present) (Co-chair)

●CEC-DDEL Committee, Newsletter, Council for Exceptional Children (2015-2020) (Co-chair)

●Division K, Pre-Conference for Early Career Scholars, American Educational Research Association (2017; 2018) (co-chair, Kenny Varner)

●Diversity and Equity Committee, Diversity Toolbox, National Association for Gifted Children (2013-2014) (Chair)

●Gifted Education Strand, Council for Exceptional Children, Annual Conferences, National Harbor, MD (2011) (Co-chair).

●Multicultural Institute, Council for Exceptional Children, Annual Conference, Nashville, TN (2010) (Co-chair).

●Diversity and Equity Committee, National Association for Gifted Children (2005-2007; 2008-2009) (Chair)

●Diversity Task Force, National Association for Gifted Children (2002- 2004) (Chair)

●Diversity Task Force, National Association for Gifted Children (2001- 2002) (Co-chair)

●Research Committee, the Association for the Education of Gifted Underachieving Students (AEGUS) (1998-1999) (Chair)

●Resources Committee, the Association for the Education of Gifted Underachieving Students (AEGUS) (1998-1999) (Chair)

●Task Force on Unity, Harmony, and Compatibility, National Association for Gifted Children (1996- 1997;1997-1998) (Chair)

●Research and Publications, the Association for the Education of Gifted Underachieving Students (AEGUS) (1995–1997) (Chair)

●Family Advocacy Committee, the Association for the Education of Gifted Underachieving Students (AEGUS) (1994-1997) (Chair)

●Creating Harmony for Minority Students in the Regular Classroom (Panel presentations). Annual Conference of the National Association for Gifted Children, Salt Lake City, Utah (Nov. 1994) (Chair)

●Underachieving Gifted Students Special Interest Group, Special Populations, National Association for Gifted Children (1993-1994) (Chair)

Facebook Group Creator

●FAME (Families Against Mis-Education (2015-present)

●Scholarly Women of Color (formerly Brilliant, Black, Brilliant Ladies (2013-present)

●Research Advocacy Collaboration Empowerment Mentoring (R.A.C.E. Mentoring) (2013, founded). Co-founder with Malik S. Henfield & Michelle Trotman Scott (Facilitated by Donna Y. Ford 2013-present)

- R.A.C.E. Mentoring Scholarship (2014-present)
- R.A.C.E. Mentoring Teaching and Advising (2014-present)
- R.A.C.E. Mentoring Schools and Families (2014-present)
- R.A.C.E. Mentoring G-RACE (gifted focus) (2014-present)
- R.A.C.E. Mentoring K-12 Leadership (2014-present)
- R.A.C.E. Mentoring Undergraduates and Graduates (2015-2017)

●Literacy4LIFE (2014-2024)
●Desegregating Gifted Education (2013-2024)
●Multicultural Gifted Education (2013-2024)

Organizational Memberships

●National Association for Multicultural Education (NAME) (2025-present)
▪ Mentoring Committee (2026-present)
●American Psychological Association (2023-present)
●Council for Exceptional Children, The Association for the Gifted (TAG) Outreach Committee (2022-2025)
●Columbus City Schools' Gifted and Talented Task Force (2022-2024)
●Rick Hess' RHSU Scholar Rankings Selection Committee (2019, 2021, 2022, 2023, 2024, 2025, 2026)
●National Association for Gifted Children (NAGC)
▪ Affirmative Action and Diversity and Equity Committee (2013-2015; 2025-present)
▪ Publications Committee (2021-2023)
▪ Equity Symposium Advisory Group (2021, 2022)
▪ Response Team (2008- 2010)
▪ Development Committee (2008- 2009)
▪ Affective Curriculum Task Force (2002-2003)
▪ Social-Emotional Needs Task Force (2000-2003)
▪ Awards Committee (1995; 1996; 1997)

●National Academy of Sciences, Ford Foundation Fellowship Committee/Panel (2016, 2017)
●One Chance Illinois, Task Force (2016)
●Tennessee Dept. of Education
▪ Task Force on Gifted Education Criteria and Identification, Nashville, TN (2004-2005)

●Leadership Team, Urban Academy (Beck and Parkmoor Elementary Columbus, OH (2000-2004)
●Inter-University Council for Gifted Education, Columbus, OH (1997- 2004)
●Ohio Advisory Council for the Gifted, Ohio Department of Education, Columbus, OH (1997-2004; 2019-2023)
●Ohio Dept. of Education, IEP Task Force, Worthington, OH (1997-2001)
●Palmer O. Johnson Award Committee, American Educational Research Association (1997; 1998)
●Teacher Education Program Review and Approval, State of Ohio, Department of Education, Division of Professional Development and Licensure, Columbus, OH (1997)
●Subcommittee Studying the Need for Academic Preparation, Financial Aid and Incentive Programs (Gifted Programs for Minority and Low-Income Students) (Task Force #2), Virginia Department of Education, Richmond, VA (1994-1997)
●The National Institute on Drug Abuse (NIDA) Research and Technology Transfer Program for African-American Researchers and Scholars, Washington, DC (1994)
●Task Force for Identification and Diagnosis of Gifted Students, The Ohio Valley Educational Cooperative (OVEC), LaGrange, KY (March 1994)
●The Prichard Committee (Education Subcommittee) on Education Reform, Kentucky Department of Education, Lexington, KY (1993)
●Cooperative Extension Service, Committee on African-American Families, Lexington, KY (1992-1993)
●Task Force on Gifted Education, Kentucky Department of Education, Frankfort, KY (1992)

Secretary

●Special Populations Division, National Association for Gifted Children (1995-1997)

Proposal/Monograph/Book Reviewer

●Wiley Online Library, Mind, Brain, and Education (2019)
●Issues in Critical Investigation (ICI), College of Arts and Science, Vanderbilt University (2013)
●U.S. Department of Education, Office of Educational Research and Improvement, Washington, DC. (April 2000)

Conference Proposal Reviewer

●National Association for Gifted Children, Special Populations Division (2013-2016)
●American Educational Research Association (AERA), several divisions (2010, 2011)

●National Association for Gifted Children, Guidance and Counseling Division (2003)
●American Educational Research Association's (AERA) annual meeting (Research Focus on Black Education) (1993, 1994, 1996, 1997, 1998, 2002)
●American Educational Research Association's (AERA) annual meeting (Talent Development Students at Risk, 1999)
●Association for the Education of Gifted Underachieving Students' Seventh Annual conference (1993, 1994)
●American Educational Research Association's (AERA) annual meeting (Social Context of Education) (1994)
●National Association for Gifted Children (Counseling and Guidance Division) Annual Conference (1993)
●American Association of Colleges of Teacher Education's (AACTE) Annual Conference (1993)
●The American Educational Research Association's (AERA) Annual Meeting (1992)

COMMUNITY SERVICE

Consultancies in Education and Community Settings

(**Sample;** majority include presentations)

Michigan Education for Gifted Students (2026)
· Detroit City Schools (2024, 2025)
. Northeast Ohio Black Health Coalition (2023-2024)
· African American Health Equity Committee (2023-2024)
· Healthy Food Committee (2023-2024)
· Equitable Education and Academics Subcommittee (2023-2024)
· Columbus City School District, OH (1997-2004, 2009, 2010, 2020-2024)
· Jefferson County Schools, Louisville, KY (2014-2020)
· Westerville City Schools, Westerville, OH (2020)
· Rutherford County Schools, Rutherford, OH (2020)
· Aldine School District, Aldine, TX (1999, 2000, 2001, 2020)
· Texas Dept. of Education, Equity and Diversity Gifted Education website (2019)
· Teachers Pay Teachers (2018, 2019)
· Greenville School District, Greenville, SC (2019)
· Rochester School District, Rochester, NY (2019)
· Grand Rapids School District, Grand Rapids, MI (2019)
· St. Louis School District, St. Louis, MO (2019)
· Northshore School District, Bothell, Washington (2017-2018)
· Cheltenham School District, Fort Washington, PA (2016-2018)
· Teach for America, Nashville, TN (2014-2018)

- Metro Nashville School District (MNPS), Nashville, TN (2006, 2013-2018)
- Birdville School District, Birdville, TX (2017)
- Austin Unified School District, Austin, TX (1997, 2006, 2014-17, 2018)
- Georgia State University, Atlanta, GA (2015)
- Memphis State University, Memphis, TN (2015)
- Futterman and Howard Law Offices, Chicago, IL (Expert witness,
- McFadden v. Board of Educ. for Illinois School Dist. U-46, 984
- F.Supp.2d 882 (2009-2013)
- Alexandria School District (Tucker Elementary), Alexandria, VA (2014)
- Cleveland Heights University Heights School District, Cleveland Hts., OH (2004, 2005, 2014)
- Tucson School District, Tucson, AZ (2014)
- Orange School District, Orange, VA (2014)
- Fluvanna School District, Fluvanna, VA (2013)
- Agora Assembly of Tennessee, Nashville, TN (2013)
- Marysville University, St. Louis, MO (2012, 2013)
- Baltimore City Public Schools, Baltimore, MD (2004-2013)
- Franklin County School District, Franklin, TN (2010, 2012-2013)
- Urban League of Middle Tennessee, Nashville, TN (2011-2013)
- West Metro Education Program (WMEP), Minneapolis, MN (2006-2012)
- Hayward Unified School District, Hayward, CA (2011)
- Northwest Integration School District, Minneapolis, MN (2011)
- Warren County Public Schools, Bowling Green, KY (2010-2011)
- Milwaukee School District, Milwaukee, WI (2006, 2011)
- National Research Center on the Gifted and Talented, University of
- Connecticut, Storrs, CT (1994-2010)
- 100 Black Men of Middle Tennessee, Nashville, TN (2006-2010)
- Abington School District, Abington, PA (2010)
- St. Paul Public Schools, MN (2009, 2010)
- College of William and Mary, Williamsburg, VA (2000, 2001, 2004, 2006, 2008, 2009, 2010)
- San Diego Unified School District, San Diego, CA (2009)
- Lansing School District, Lansing, MI (2009)
- Baltimore County School District, Baltimore, MD (1995, 1999, 2000, 2002, 2003, 2006-2009)
- Williamsburg-James City County Schools, Williamsburg, VA (1997,
- 2000, 2001, 2002, 2004, 2007-2009)
- Eastern Michigan University, Lansing, MI (2006-2008)
- East Metro Integration District, St. Paul, MN (2008)
- Cedar Hills School District, Sugarland, TX (2007)
- Hampton School District, Hampton, VA (2000, 2007)
- Florida Department of Education (1998, 1999, 2006, 2007)

- Florida State Department of Education and Miami-Dade School District,
- FL (2006)
- University of Kentucky, Cultural Center, Lexington, KY (2006)
- Barnstable School District, Barnstable, MA (2006)
- Loudoun County School District, Loudon, VA (2006)
- Aurora School District, Aurora, CO (2006)
- Buffalo School District, Buffalo, NY (2006)
- University of Indianapolis, Indianapolis, IN (2006)
- Madison School District, Madison, WI (2005, 2006)
- Benedict College, Columbia, SC (2006)
- Prince William County School District, VA (1998, 2005, 2006)
- Montgomery County School District, Montgomery, MD (2002, 2006)
- Minneapolis School District, Minneapolis, MN (2001, 2002, 2006)
- Canton School District, Canton, OH (2002, 2006)
- Urban League of Campaign, Champaign, IL (2005)
- University of Georgia, College of Education, Educational Psychology
- Department, Athens, GA (2005)
- Omega School of Excellence, Dayton, OH (2004, 2005)
- Joliet School District, Joliet, IL (2004, 2005)
- Houston School District, Houston, TX (1998, 1999, 2005)
- Ohio Department of Education, Columbus, OH (1997-2004)
- Fairfax School District, Fairfax, VA (2004)
- Lighthouse Academy, Akron, OH (2003, 2004)
- Jackson School District, Jackson, MS (2003, 2004)
- Conway School District, SC (2003)
- Arlington School District, Arlington, VA (2003)
- Sandusky School District, Sandusky, OH (2002, 2003)
- Colorado Department of Education, Denver, CO (2002, 2003)
- Roosevelt School District, Roosevelt, NY (2002, 2003)
- Los Angeles School District, CA (2000, 2003)
- Office for Civil Rights (Chicago area) (1996; 1998-2003)
- New Orleans School District, LA (2002)
- Fairfield School District, CT (2002)
- San Bernardino School District, CA (2002)
- Lorain School District, OH (2002)
- South Bend School District, IN (2002)
- Chicago School District, Chicago, IL (2001, 2002)
- St. Paul Public Schools, St. Paul, MN (2001, 2002)
- Indianapolis School District, Indianapolis, IN (1998, 1999, 2002)
- Pittsburgh School District, Pittsburgh, PA (1993-1995; 2000-2002)
- Trotwood-Madison School District, Trotwood-Madison, OH (2000, 2001)
- Norfolk School District, Norfolk, VA (1994, 2000, 2001)

- Flint School District, Flint, MI (2001)
- Stockton School District, Stockton, CA (2001)
- Victoria School District, Victoria, TX (2001)
- Kentucky Department of Education, Franklin, KY (2001)
- Hardin County School District, KY (2000, 2001)
- Whitney Young Middle School, Cleveland, OH (1999-2001)
- East Cleveland School District, OH (1996, 1999-2001)
- Cleveland Public School District, Cleveland, OH (1999-2001)
- West Palm Beach School District, West Palm Beach, FL (1998-2000)
- Virginia Beach School District, Virginia Beach, VA (2000)
- Ennis School District, TX (2000)
- Newport News School District, VA (2000)
- Asheville School District, NC (2000)
- Fairbanks School District, AK (2000)
- Tucson School District, Tucson, AZ (2000)
- Champaign Public School District, Champaign, IL (1999, 2000)
- Washington Township School District, Indianapolis, IN (1999)
- Peoria School District, Peoria, IL (1999)
- Richland I School District, Columbia, SC (1998, 1999)
- Charles County School District, MD (1998, 1999)
- Ft. Worth School District, Ft. Worth, TX (1998, 1999)
- Office for Civil Rights (Cleveland, OH Branch) (1998)
- New Albany School District, New Albany, NY (1998)
- Irvine School District, Irvine, TX (1998)
- Rockford School District, Rockford, IL (1998)
- Ann Arbor School District, Ann Arbor, MI (1997, 1998)
- Allentown Public School District, Allentown, PA (1997)
- Orlando Public School District, Orlando, FL (1997)
- Franklin Public School District, Franklin, KY (1997)
- Salem-Keiser Public School District, SC (1997)
- Northern Virginia Education Council, VA (1997)
- Ball State University, IN (1997)
- Hope Program for Gifted and Special Education Students, Denver, CO (1994-1997)
- University of New Mexico, Alliance Project (1996)
- Plano School District, TX (1996)
- Alabama Dept. of Education (1996)
- Kentucky Dept. of Education (1996)
- Isle of White School District, PA (1995)
- Ohio Valley Education Cooperative (1993-1995)
- Project LEAD: High Expectations (Washington, DC) (1992-1993)

Director

●Urban and Diversity Network (1999-2000), Great Lakes Regional Resource Centers (Grant project), The Ohio State University, Columbus, OH

External Reviewer (**sample,** average 1-2 per year since 2022)

●Tenure. College of Education, University of North Texas, Educational Psychology Department (2022)

●Promotion and tenure, College of Education, Department of Postsecondary Teaching and Learning at the University of Minnesota (2011)

●Promotion and tenure, College of Education, UCLA (2010)

●Promotion and tenure, College of Education, The University of Kentucky (1998, 2008, 2009)

●Promotion and tenure, College of Education, The University of Texas- Austin (2003, 2007, 2008)

●Promotion and tenure, College of Education, North Carolina State University (2008)

●Promotion and tenure, College of Arts and Sciences, Psychology Department, The University of Michigan (2003)

●Promotion and tenure, School of Education, The University of Connecticut (2002)

●Promotion, Catholic University of America, Washington, DC (2001)

Mentor

●National Association for Multicultural Education (2026-present)

●American Educational Research Association, Graduate Student, RoGTC SIG (2024; 2025)

●Council for Exceptional Children, Diversity Leadership (2024-present)

●Council for Exceptional Children – Teacher Education Division (2022)

●Women's Mentorship Program, Ohio State University (2021-2022)

Evaluator

●2023 Ohio Department of Education External Reviewer Assessment Committee, Columbus, OH

●2012, CEC-TAG Teacher Diversity Award 2012, Council for Exceptional Children-Talented and Gifted Division

●2003, Yes, I Can! Award. Yes, I Can! Foundation, Washington, DC.

●2001, Ohio State University, Graduate Student Diversity Forum, The Ohio State University, Columbus, OH.

●1999, Maximus Scholarship Competition, The Ohio State University, Columbus, OH.

Co-Founder and/or Co-Director

●Co-Founder, R.A.C.E. Mentoring Facebook Group (with Michelle Trotman

Scott and Malik Henfield) (2013-present)
●Co-Founder and Co-Director, Equity, Diversity and Inclusion R.A.C.E. Mentoring (with U. Monique Robinson-Nichols), Peabody College of Education and Human Development, Vanderbilt University (2016-2019)
●Co-Founder and Co-Director, Vanderbilt Achievement Gap Project (with Gilman W. Whiting) (2006-2019)
●Co-Founder and Co-Director, Vanderbilt Scholar Identity Model and Institute (with Gilman W. Whiting) (2006-2019)
●Co-Founder and President, Consortium of African-American Scholars (with Tarek C. Grantham) (2013-2020)

- Tarek C. Grantham, Deborah A. Harmon, Malik Henfield, Michelle Trotman Scott, Sonya Porchér, and Cheryl Price) (2010-2014)

Advisor -- Student Organizations

●Project PROSPER, Vanderbilt University, Nashville, TN (2014-2019)
●Bridging the Gap, Vanderbilt University, Nashville, TN (2012-2019)
●The Afterschool Program (TAP), 14th Street Baptist Church, Nashville, TN (2010-2019)
●Peabody Coalition of Black Graduates, Vanderbilt University, Nashville, TN (2011-2013)

Co-Host

●Black Minds Matter Public Course (with J. Luke Wood). (2020).

Chair/Co-Chair

●Northeast Ohio Black Health Coalition (2023-present)
● Chair, Affirmative Action and Diversity Committee, College of Education, Vanderbilt University, Nashville, TN (2006-2007; 2007-2008; 2009- 2010; 2010-2011)
● Chair, College Council, College of Education, The Ohio State University, Columbus, OH (2000-2001)

UNIVERSITY COMMITTEE MEMBERSHIP

Ohio State University (beginning 2019)
UNIVERSITY

● University Senate and Faculty Council, College of EHE representative (alternate, some year) (Fall 2024 - Spring 2027)
● Graduate School Presidential Fellowship Review Committee (2024-2025)
● President's Research Excellence (PRE) Program Accelerator proposal, Ohio State University, Columbus, OH (2021, 2022, 2023, 2024)

- Campus Climate Community of Practice (2022-2024)
- Center for Latin American Studies, FLAS Committee (2023)
- General Education Curriculum Development Work Group. College of EHE (2021-23)
- Intercultural Assessment Subcommittee (2022-23)
- University Senate (2020-23), Diversity Subcommittee
- General Education Innovative Curriculum Incentive Proposals Review Panel (2022)
- Faculty Senate (2020-23)
  - Critical Race Theory Ad Hoc Committee (2022)
  - Freedom of Speech Ad Hoc Committee (2022)
- Distinguished Diversity Enhancement Awards Committee (2022)
- RAISE Committee, Ohio State University (2021)
- University Advisory Committee for Presidential Search (2019-2020)

COLLEGE OF EHE

- Endowed Chairs Reappointment Committee (2026)
- Chair, Advancing Faculty Eminence Sub-committee; College of EHE Strategic Planning Committee, (2025-present)
- Co-chair, Educational Studies Mentoring Committee (with Edward C. Fletcher, Jr.) (2019-2022; 2023-present)
- Distinguished Professor Committee (2020-present)
- Awards Committee (2025-present)
- Reappointment Review Advisory Committee (2025-present)
- Professional Development Committee (2022-24)
- Promotion and Tenure Committee (2020-25; 2025-present) (alternate, 2020)
- The Endowed Novice G. Fawcett Chair in Educational Administration Professorship Search Committee (2025)
- Reappointment Review Advisory Committee (RRAC) for the Associate Dean for Faculty Affairs (ADFA) (2025)
- Daniel Tanner Foundation Endowed Professorship Search Committee (2022-23)
- Investigation Committee (2021-22)
- Anti-Racism in Education Certificate Committee (2020-21)
- Early Childhood Education and Research Work Group (2021)
- Master's Degree Committee, Special Education Program (2021)
- Huck Endowed Chair Search Committee, College of EH (2020)

COLLEGE OF ARTS & SCIENCES

- Working Group, College of Arts & Sciences, Inspire Innovation Grant (Co-PIs Simone Drake and Addy Shadrick) (2024-2025)

DEPARTMENT

- Educational Studies Promotion and Tenure Committee (20212025)
- Educational Studies Mentoring Committee (co-chair) (2021-present)
- Educational Studies Teaching Committee (member), Dept. of Educational Studies, College of EHE (2022-2023)

PROGRAM

- Part-Time PhD Degree Committee, Special Education Program, College of EHE (2021)

CENTER

- Foreign Language Admissions Committee, Center for Latin American Studies (2022)

Vanderbilt University

- Admissions Committee, Dept. of Special Education, Peabody College of Education (2007-2008; 2008-2009; 2010-2011; 2012-2019)
- University Athletics Committee (2014-2017)
- Equity, Diversity, and Inclusion Committee (2016)
- Reviewer/Evaluator, Provost Graduate Fellowship, Graduate School's Enhancing Diversity in Graduate Education (VU-EDGE) (2011-2012; 2012-2013)
- Advisory Board, Peabody College of Education, Dept. of Teaching and Learning, Urban Studies Program (TLUS) (2012)
- Dean of Students, Civility Committee (2011-2012)
- Faculty Search Committee (Teaching and Learning, Social Studies), Department of Teaching and Learning, College of Education (2011-2012)
- Faculty Council, College of Education (2006-2007; 2008-2009, 2010-2011)
- Parking and Transportation Committee (2006-2008; 2008-2011)
- Honor Scholarships Advisory Council (2005-2008)
- Chancellor's Scholars Advisory Council (2005-2008)
- Endowment Committee, Dept. of Special Education, Peabody College of Education (2007)
- Graduate School Assistant Dean Search Committee, College of A&S (2006)
- University of Cape Town (UCT) Partnership Task Force, College of A&S (2006)
- Teacher Preparation Committee, Peabody College of Education (2004-2005; 2005-2006)
- Affirmative Action and Diversity Committee, Peabody College of Education, Faculty Council (2004-2005; 2005-2006)
- Diversity Committee, Peabody College of Education, Faculty Council (2004-2005)

The Ohio State University (1997-2004)

- Faculty Search Committee (Special Education), School of PAES, College of Education (2004)
- Research Committee, College Council, College of Education (2003-2004)

- Personnel Committee, School of PAES, College of Education (2002-2004)
- Faculty Search Committee, Early Childhood, School of T&L (2002-2003)
- Senate Diversity Committee (alternate) (1999-2001)
    - College Council, Chair–Elect, College of Education (1999-2000); member (1998-2001)
- Faculty Search Committee, Special Education Program, School of PAES (1999-2000)
- Planning and Finance Committee, College of Education (1999-2000)
- Undergraduate Studies Committee, College of Education, Special Education Program (1998-1999; 1999-2000)
- The Honors College University (1998-1999; 1999-2000)
- Affirmative Action Advocate, School Psychology Search Committee, College of Education (1999)
- Curriculum Committee, College of Education (1997-1998; 1998-1999)
- Affirmative Action Advocate, Special Education Search Committee, College of Education (1998)

University of Virginia

- Faculty Search Committee, Department of Curriculum, Instruction, and Special Education, Curry School of Education (1996-1997)
- Curry Community Committee, Curry School of Education (1995-1997); Co-chair (1995-1996); Survey Subcommittee member (1996-1997)
- Dissertation Research Award Committee, Curry School of Education (1994-1996)
- Fellows Program Evaluation Committee, Office of the President (1996)
- Orientation Day Committee, Curry School of Education (1996)
- Curry Forum Planning Team, Curry School of Education (1996)
- Ad Hoc Committee on Faculty Recruiting, Curry School of Education (1995)
- Faculty Search Committee, Department of Human Services (Sports Medicine/Athletic Training), Curry School of Education (1995)
- Faculty Search Committee, Evaluation and Research Department (Qualitative Research), Curry School of Education (1995)
- Faculty Recruitment Host Committee, Department of Curriculum and Instruction (Reading), Curry School of Education (1994)
- Task Force for the Study of Gender, Racial, and Ethnic Discrimination, Curry School of Education (1993-1994)
- Faculty Search Committee, Department of Curriculum and Instruction, Curry School of Education (1993-1994)

University of Kentucky

- Curriculum Committee, Department of Family Studies (1992-1994)
- Restructuring and Realignment Committee, College of Human Environmental Sciences (1992-1993)
- Nominating Committee, College of Human Environmental Sciences (1992-1993)

- Faculty Public Relations Network, Lexington Campus (1992-1993)
- Human Relations Task Force (1991-1992)

Judge/Evaluator

- The Kentucky Department of Education's 1992 and 1993 Teacher of the Year Award (1991, 1992)

Cleveland State University

- Graduate Affairs Committee, College of Education, Cleveland State University, Cleveland, OH (1988)
- Dean's Search Committee, College of Education, Cleveland State University, Cleveland, OH (1987)

Mentor/Advisor

- OSU College of EHE, Students of Color Support Colloquium, Guest speaker (2021)
- Javits-Frasier Mentor, National Association for Gifted Children, Washington, DC (2012)
- Mentor, Office of Minority Affairs, Student Mentoring Program, The University of Virginia, Charlottesville, VA (1996; 1997; 1999; 2000-2002)
- Mentor Teacher, Office of Faculty and TA Development, The Ohio State University, Columbus, OH (2000-2002)
- Faculty Mentor, Asst. Professor Laurice Joseph, School of PAES, School Psychology Program, The Ohio State University, College of Education, Columbus, OH (19992000)
- Mentor, Opening Doors: The World of Graduate Study for Students of Color in Education. Katrese Roberts, The Ohio State University, College of Education, Columbus, OH (Summer 1999)

Student Representative

- "Come See for Yourself" Minority Recruitment Program, Office of Admissions and Office of Minority Affairs, The University of Kentucky, Lexington, KY (1991)

Owner and Facilitator

- Achievement Gap Listserv (achgap@vanderbilt.edu) (2007-2010)
- Underachieving Students Listserv (u-achiev@virginia.edu) (1995-2001)

COURSES

(** denotes new course development AKA 5194 courses)

Ohio State University

- ESSPED 8875 -- Professional Writing and Publishing in Special Education (SPR 20, AUT 2026)
- ESSPED 5283 – Collaboration with Diverse Families and Professionals (SPR 26)
- ESSPED 5777 –Cultural Diversity in American Education** (SPR 20, 21, 22, 23, 25; AUT 21, 22, 23; SUM 21, 22, 23, 24, 25, 26)
- ESSPED 5888 – Multicultural Gifted and Talented Education (SUM 22, 23, 24; AUT 25; SPR26)
- ESSPED 5890 – Curriculum for Gifted Students (SPR 21, 22, 23, 24, 25, 26)
- ESSPED 2650 – Introduction to Young Children with Exceptionalities (SPR 21, 26; AU 25)
- ESSPED 7892 – Special Topics in Special Education (SPR 25)
- ESSPED 5555 – Working with Children and Youth Who Live in Poverty**
- ESSPED XXXX – Twice and Thrice Exceptional Students** (co- developed with Peter Paul and Cong Yu – student/advisee)
- ESSPED 5193/8193 – Independent Study (SPR 21, 22, 23, 24, 25; SUM 21 X 2, 22, 23, 24, 25; AUT 21 x 2, 23, 24, 25, 26)
- ESSPED 5194/5890 – Curriculum, Programs, and Services for Gifted and Talented Students** (SPR 24, 25, 26)
- ESSPED 5889 – Socio-emotional and Psychological Need of Gifted and Talented Students (AUT 22, 23; SUM 24, 25)
- ESSPED 5887 -- Introduction to Gifted and Talented Education** (SPR 22, 23, 24, 25, AUT 26)
- ESSPED 5194 -- Cultural Diversity and Equity in Special Education Classrooms and Settings** (AUT 21)
- ESSPED 5194 – Anti-racist, Culturally Responsive Education** (SUM 21, 22)
- ESSPED 5194 -- Introduction to Gifted and Talented Education** (SPR 20, 22)

Vanderbilt University

- SPED 2160/7100; EDUC 2160/6060; SPED/EDUC 2060/3060 – Cultural Diversity in American Education (fall 05-18; spring 05-19) (co-taught with Ebony McGee, fall 12) (Medical leave, fall 18)
- SPED 332/7120; SPED 2080/2080/HOD 2665/3665 – Teaching High Poverty Youth: Improving Outcomes (fall 09-17; spring 10-19) (Medical leave fall 18)
- Independent study courses (varied by semester)
- ISL-3250-01 - Cognitive Science and the Learning Spectrum (summer 2015). Instructor(s): Ford, D.Y. (Instructor of Record); Schuermann, P.J.; Stambaugh, T.; Van Schaack, A.J.; Whiting, G.W.)
- HOD 2665 – Becoming Culturally Competent: A New Survival Skill? (spring 10-14)
- EDUC 2690-01 – Envisioning Equitable Education Reform (fall 2013, 2014)
- SPED/EDUC 2690/3930 – Teaching Gifted Students (spring 07, 08)

- SPED/EDUC 2690/3930 – Introduction to Gifted Education (fall 06, 07)
- SPED 2800 – Characteristics of Students with High Incidence Disabilities (spring 06)
- SPED 2821 – Math Practicum Supervision (spring 06)

Other Courses:

- Co-Instructor (with Tamra Stambaugh) (Gifted Education Employment Credit, Tennessee Dept. of Education), Program for Talented Youth, Vanderbilt University (Summer 2009-2018)
- Baltimore City Public Schools, Multicultural Gifted Education (2012)
- Summer Undergraduate Research Grant, Samantha Pomplin (2010)

Winthrop University

- Reversing Underachievement Among Gifted Black Students, Richland I School District, Columbia, SC (March-April 2011)
- Cultural Diversity in American Education, Richland I School District, Columbia, SC (June 2010)

The Ohio State University (1997-2004)

- PAES 650 – Introduction to Exceptional Children
- PAES 693 – Independent Study
- PAES 669 – Teaching Students with Disabilities in Inclusive Settings (Fall '98) (A web course; taught10% of course)
- PAES 705 – Teaching Gifted Students: Educational and Psychological Approaches
- PAES 727/896 – Social and Emotional Needs of Gifted Students
- PAES 925 (renamed PAES 896) – Social and Emotional Needs of Gifted Students
- PAES 727/925 – Gifted Underachieving Students
- PAES 727 – Teaching the Urban Child (Summer '99; co-taught with Cynthia Tyson and Tyrone Howard)
- PAES 727/925 – Fostering Creativity in Gifted Students
- PAES 727/895 – Urban Gifted Education
- PAES 727 – Critical Issues in Gifted Education
- PAES 727/705 – Introduction to Gifted Education
- PAES 727/805 – Teaching the Gifted: Instructional and Curricular Adaptations
- PAES 727 – Techniques and Strategies for Improving Advanced Placement (AP) Teaching and Learning
- PAES 805 – Teaching the Gifted: Instructional and Curricular Adaptations
- PAES 884 – Practicum in Gifted Education
- PAES 893 – Advanced Individual Studies

- PAES 925 (renamed PAES 895) – Urban Gifted Education
- PAES 925 – Urban Issues in Special Education
- PAES 925 – Underachieving Gifted Students
- PAES 999 – Thesis/Dissertation Research

The University of Virginia

- EDES 301 - Seminar in Child Development (Fall 1994-1997) (co-instructor with Prof. Herbert Richards)
- EDES/EDLP 851 - Curry Forum on Educational Issues (Fall 1996) (co-instructor with Sheras and Comfort)
- EDES 722 - Introduction to the Gifted and Talented (Fall 1993-1996)
- EDES 724 - Social and Emotional Needs of Gifted Learners (Fall 1993-1996)
- EDES 793 - Independent Study (Spring 1995)
- USEM 171 - Achievement and Motivation: Stories of Success (Spring 1995)
- EDES 739 – Psycho-Educational Interventions with Gifted Students (Spring 1993-1995)
- EDES 739 - The Psychology of Underachieving Students (Spring 1993- 1995; Summer 1993-1995)

The University of Kentucky

- FAM 555 - Fostering Cognitive Development in Children (Spring 1991- 1992)
- FAM 595 - Special Problems in Individual and Family Development (Fall 1992)
- FAM 599 - Field Experiences (Fall 1992)
- FAM 690 - Familial and Developmental Research Methods (Fall 1991)
- HES 100 - Introduction to Human Environmental Sciences (Fall 1991)

Cleveland State University

- EDU 800 - Introduction to Statistics in Education (co-instructor)
- CSC 200 - Career Development (co-instructor)

DISSERTATION & THESIS COMMITTEES; ADVISOR/CO-ADVISOR

Ohio State University

Ph.D. Co-Advisor

- Kio Burrel (2026-present), College of Education and Human Ecology
- Rupa Narayanan (2026-present), College of Education and Human Ecology
- Cong Yu (2025-present), College of Education and Human Ecology
- Abdullah M. Aljufayr (2022-present), College of Education and Human Ecology
- LaNorris Alexander (2024-2026), College of Education and Human Ecology
- Lindsay Ammirante (2022-2025), College of Education and Human Ecology
- Erin Christian-Parsons (2021-2023), College of Education and Human Ecology

Ph.D. Dissertation Committee

- Linda Key (2024-present), College of Education and Human Ecology
- Annemarie Turpin (2024-present), College of Education and Human Ecology
- Rumbidzai Mushunje (2024-2025), College of Education and Human Ecology
- Bhudayal Arjune (2023-2024), College of Education and Human Ecology
- Ezekiel Peebles (2022-2024), College of Education and Human Ecology
- Ross Jordan (2022-2024), College of Education and Human Ecology
- Racquel Armstrong (2021-2024), College of Education and Human Ecology
- Erin Tebbin (2020–2023), College of Social Work
- Eric Anderson (2021-2022), College of Education and Human Ecology
- Denice Nabinett (2021), College of Education and Human Ecology

E.D. Dissertation Committee

- Hillary Sloat (2023-24), College of Education and Human Ecology

Doctoral Candidacy Exam Committee; Doctoral Committee

- Celina Green (2024-present), College of Education and Human Ecology
- Kio Burrell (2026-present), College of Education and Human Ecology
- LaNorris Alexander (2023-2026), College of Education and Human Ecology
- Ezekiel Peebles (2022-2023; 2026), College of Education and Human Ecology
- Jason K. Segrest (2024-2025; 2026), College of Education and Human Ecology
- Jarrett Murphy (2024-2025; 2026), College of Education and Human Ecology
- Dantavious Hicks (2025-2026), College of Education and Human Ecology
- Asiah Stewart (2025), College of Education and Human Ecology
- Saphia Shariff (2025), College of Education and Human Ecology
- Brandi Hilliard (2025), College of Education and Human Ecology
- Linda Key (2022-2024), College of Education and Human Ecology
- Rumbidzai Mushunje (2024), College of Education and Human Ecology
- Bhudayal Arjune (2023-2024), College of Education and Human Ecology
- Thomas N. Wilson Jr. (2022-2024), College of Education and Human Ecology
- Ross Jordan (2022-2023), College of Education and Human Ecology

Master's Thesis Committee

- Juliana Huelshoff-Ahmuda (2021-2022), Co-advisor, College of Education and Human Ecology
- Shanye Phillips (2021-2022), College of Education and Human Ecology

Graduate Representative

- Chen Shawn (2024)
- L. Stepney (2023)
- Joshua David Williams (2022)

- F. Musoni (2021)
- L. Vieira de Jesus Gemelli (2021)
- H. Bekebrede (2019)

UNC-Chapel Hill

Ph.D. Dissertation Proposal Committee

- Marlisha Blakeney Janica (2025-2026)

UNT – University of North Texas

Ph.D. Dissertation Proposal Committee, and Dissertation Committee

- Danielle T. Moore (2025-2026)

University of Louisiana at Lafayette

Ph.D. Dissertation Proposal Committee; and Dissertation Committee

- Brandon Bonner (2024-2025) Undiscovered Gems: The Underrepresentation of Black Girls in Gifted Education

Grand Canyon University

Ph.D. Dissertation Committee

- Damany Willingham (2022-2024), College of Education

DePaul University

Ph.D. Dissertation Committee

- Jody Elliott Schrimmer (2021-2023), College of Education

The British University in Dubai (BUiD)

Ph.D. Doctoral Thesis

- Lucia Bersotti (2022), College of Education

University of Delaware

Ph.D. Dissertation Committee

- Nicholas S. Bell (2021-22), College of Education Critical Investigation of Overrepresentation in Special Education: Examining Research Evidence to Inform Policy and Practice

Grand Canyon University

Ph.D. Dissertation Committee

- Christopher Billingsley Sr. “A Phenomenological Study Why Black Males Are Underrepresented in High School Advanced Placement Classes” (2014 - 2019)

Western Connecticut State University

Ed.D. Dissertation Committee Co-Chair

- Damien Holst, Department of Education and Educational Psychology, Danbury, CT (2014 – 2016)

University of Waikato

Ph.D. Thesis

- Ballam, "'Defying the Odds': Gifted and Talented Young People from Low Socioeconomic Backgrounds", New Zealand (2013)

Union Institute & University

Ph.D. Committee (Co-Chair)

- Dixon, Program in Interdisciplinary Studies, Cincinnati, OH (2010-2011; resigned from committee)

Vanderbilt University

Ph.D. Co-Chair/Co-Advisor

- Paul Morphy (Special Education) (Co-chair with Steve Graham, 2013)

Ph.D. Committee (member)

- Paul Morphy (doctoral committee and MAP committee, Special Education) (2010-2013)
- Gaylan Brown (doctoral committee and MAP committee, Special Education) (2005-2006)
- Jim Furman (doctoral committee and MAP committee, Teaching and Learning) (2006)

Masters Advisor (Special Education)

- Kristena Adamo (2013-2014)
- Elizabeth Teeling (2013-2014)
- Leslie Schmerler (2012-2013)
- Kathleen Fioret (2012-2013)
- Daniel Sherlock (2012-2013)
- Mary Herndon (2012-2013)
- Anne Orlowski (2012-2013)
- Esther Lindstrom (2010-2011)
- Catherine Tucker (2009-2011)
- Angelique Aikens (2009-2010)
- Rachel Wetchensky (2009-2010)

Other Student Advising

- Cierra Lockett, Internship Faculty Supervisor (Fall, 2012)

Master's Committee (Thesis, Special Education)

- Sara Dykstra (2006)
- Brittany Aronson (2006)
- Nicole Manns (2006)
- Allison Page (2006)

Specialty Project/Comps (2nd Reader)

- Sheryl Rimrodt (Psychology and Human Development department— Child Studies, 2014)
- Lauren Klessinger (Psychology and Human Development department— Child Studies, 2013)
- Sheree Hollis (Psychology and Human Development department—Child Studies, 2013)
- Ashlee Pippin (Psychology and Human Development department—Child Studies, 2012)
- Elise Ann Michael (Psychology and Human Development department— Child Studies, 2012)
- Ingrid Jackson (Psychology and Human Development department—Child Studies, 2011)
- Molly Tanner (Psychology and Human Development department—Child Studies, 2009)
- Kevin Fleming (Psychology and Human Development department— Child Studies, 2008)
- Shannon Polk (Special Education, 2007)
- Tamar Rosenberg (Special Education, 2007)

Vanderbilt Interest Projects

- Alexis Simpson, Alexis Jackson, Shundra Crumpton, Tierra Johnson, and Adrienne Vickers (The Unspoken Truth: Poverty, Race, and the Achievement Gap) (2012-2013)

Senior Thesis Committee (member)

- Felicia Shaw (African-American and Diaspora Studies Program, College of A&S) (2016)
- Rebehah Nordin (African-American and Diaspora Studies Program, College of A&S) (2015)
- Akailah Jenkins, Honors Thesis, Co-Adviser (with Ted S. Hasselbring), College of A&S) (2015)
- Elin Bunch (2011-2012)

- Nattaly Perryman (African-American and Diaspora Studies Program, College of A&S) (2007)

The Ohio State University (1997-2004)

Doctoral Advisor/Co-Advisor

- Michelle Frazier Trotman (doctoral, Special Education) (Co-advisor with Ralph Gardner) (2000-2002, graduated 2002)
- Brante Danshell (doctoral, Special Education) (Co-advisor with Gwendolyn Cartledge) (2001-2002, withdrew)

Ph.D. Committee (member)

- Amanda Yurick (2005), Special Education, College of Education
- Priscilla Brame (2001), Special Education, College of Education
- Bruce Stevensen (2001), School Psychology, College of Education

Master's Advisor/Co-Advisor

2004

- (M.Ed.) – Kathe Ostrowski; Melissa Dixon; Rebekah Karppala; Stacey Christenson 2003
- (M.Ed.) – Shannon Meister

2002

- (M.Ed.) – Nicole Hanna; Angela Keller; Ardath Nash; Patricia Closson

2001

- (M.A.) – Richard Bowden; Danielle Craft; Barbara Lebovitz
- (M.Ed.) – Megan Bingman; Patricia Closson; Nicole Hanna; Angela Keller; Aimee Lodge; Amy Oswalt; Richard Rosenberg; Ardath Nash

2000

- (M.Ed.) – Megan Bingman; Patricia Closson; Stephanie Hamilton; Aimee Lodge; Ardath Nash; Amy Oswalt; Richard Rosenberg; Kristy Sutton; Laura Wilford
- (M.A.) – Erin Barr (co-advisor); Trisha Mahaffey; Richard Bowden; Barbara Lebovitz; Danielle Craft

1999

- (M.Ed.) – Laura Wilford; Stephanie Hamilton; Aimee Lodge; Amy Oswalt; Richard Rosenberg; Kristy Sutton

Master's Students (Thesis Committee)

1998

- Laura Wilford; Stephanie Hamilton
- Shay-Coi Bridgie, School Psychology, School of PAES, OSU (A. Miranda, Chair)

Graduate College Faculty Representative

- Jennifer Gannon (Doctoral defense, 2004)
- Jessica Hoffmeyer (Doctoral defense, 2004)
- Emily Leverett, (Doctoral, English Department) (Candidacy oral examination committee, 2002)
- Kathleen Brady-Rawlin (Doctoral, anthropology) (Candidacy oral examination committee, 2001)
- Eric J. Horvath (Masters, school psychology) (Comprehensive examination 2nd reader, 1999)
- Jeongah Kim (Doctoral, social work) (Candidacy oral examination defense, 1999)
- Kang-lin Yang (Doctoral, human development) (Candidacy oral examination defense, 1998)

Master's Students (General Exam Committee)

- Mandy Gibson (Advisor: N. Neef) 2003
- Jennifer Schehr (Advisor: D. Sainato) 2003
- Robert Mills, Jr. (Advisor: D. Sainato) 2001
- Yimin M. Hsu (Advisor: G. Cartledge) 2000
- Pamela B. Gutter (Advisor: A. Miranda) 2000
- Marybeth Mammano 1999
- Chad Smith (Advisor: R. Gardner) 1999
- Yao-Li Lin (Advisor: T. Heron) 1999
- Kathryn Wiewille (Advisor: T. Heron) 1999
- Shannon Perkins (Advisor: R. Gardner) 1999

The University of Houston (as Adjunct Professor)

- Melody Moore-Richardson (2002) The Relationship Between Feelings of Isolation and Giftedness, The University of Houston

The University of Virginia

- Tarek C. Grantham (doctoral, educational administration) (1997)
- Stephanie Johnson Rowley (doctoral, psychology) (1997)
- Jennifer Zapf (doctoral, educational research), co-chair (1996)
- Barbara Moore (doctoral, educational psychology) (1996)
- Stephanie Corrigan (doctoral, curriculum and instruction) (1996)

- Karen Evans (doctoral, educational psychology) (1995)

Unable to complete after leaving UVA:

- Virginia Kurilla (doctoral, counseling)
- Johann Lee (doctoral, educational psychology)
- Caroline Cunningham (doctoral, educational psychology)
- Cheri Yecke (doctoral, educational psychology)
- Nancy Peterson (doctoral, teacher education)
- John Painter (doctoral, educational research)

The University of Kentucky

- Pat Soto (doctoral, educational psychology)
- Louise Gladstone (masters, family studies) Charles Comer (masters,
- **Ford, D.Y.** (2017, Apr.). UnAERA: A charge to educators to challenge scholarSHIT, Annual Conference, American Educational Research Association, San Antonio, TX. Invited speaker; hosted by Ivory Toldson and Chance Lewis.

family studies)

ORGANIZATIONAL MEMBERSHIPS

International

- International Gifted Education Teacher-Development Network (IGET- Network (2013-2015)
- International Association of Marriage and Family Counselors (IAMFC) (1992-1993)

National

- National Association for Gifted Children (1991-present)
  - Diversity and Equity Committee (2026-present)
- National Association for the Advancement of Colored People (NAACP) (1999-lifetime)
- National Association of Multicultural Education (1997- 2000; 2025- present)
- National Center for Faculty Development and Diversity (2022-present)
- National Black Child Development Institute (2019-present)
- Southwest Ohio Association for the Education of Young Children (2012- present)
- American Educational Research Association (AERA) (1989-2001; 2004-2006; 2012-present)
  - o Urban Learning, Teaching, and Research (2012-present)
  - o Teaching and Teacher Education (Division K) (2004-2006; 2012–present)
  - o Research Focus on Blacks in Higher Education (1990-2006; 2012- present)
  - o Social Context of Education (Division G) (1989-2006; 2012-present)

- Research on the Gifted and Talented (1989-2006; 2012-present)
- Counseling and Human Development (1994-2001)
- Learning and Instruction (1989-1994)
- Measurement and Research Methodology (1989-1994)

- The Council for Exceptional Children (CEC) (1991-1997; 2000; 2001; 2005-2010; 2012-present)
  - Tennessee Association for Exceptional Children (2005-2010; 2012-2019)
  - The Association for Gifted Children (TAG) (2005-2010; 2012-present)
  - Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) (1993-1994; 2005-2010; 2012-present)
  - Counseling and Guidance (1993-2011)
  - Division for Early Childhood (DEC) (1991 -1993)
  - The National Association for Gifted Children (NAGC) (1991- lifetime)
  - G-RACE SIG (co-founder, 2014-present)
  - Counseling and Guidance (1996-present)
  - Curriculum (1997-present)
  - Special Populations (1991-present)
  - Research (1996-1998)
- American Psychological Association (2005-present)
  - American Association for Colleges of Teacher Education (1997- present)
  - Association for Psychological Science (2012-2018)
  - Association for Supervision and Curriculum Development (1995-2001; 2002-2003; 2005-2007)
  - National Society for the Study of Education (1999-2001)
  - Association for Behavioral and Social Scientists (ASBS) (1990-2001)
  - Association of Black Psychologists (1993-2000)
  - Association for the Education of Gifted Underachieving Students (AEGUS) (1992-2000)
- Association for Teacher Educators (1996-1997)
- Social and Emotional Needs of the Gifted (SENG) (1995-1997)
- American Association for Counseling and Development (AACD) (1992-1996)
- Association for Multicultural Counseling and Development (AMCD) (19921996)
- American Counseling Association (ACA) (1992-1996)
- The American School Counselors Association (ASCA) (1992-1996)
- Association for Humanistic Education and Development (AHEAD) (19921994)
- Sigma Xi (The Scientific Research Society) (1992-1995)
- Phi Delta Kappa (PDK) (1992-1995)
- Society for Research in Child Development (SRCD) (1992-1994)
- Fellow of the University of Kentucky (1992-lifetime)
- Greater Nashville Alliance of Black School Educators (2018-2019)

- Virginia Association for the Education of the Gifted (VAEG) (1995-1998)
- National Council on Family Relations (NCFR) (1992-1994)
- Society for the Psychological Study of Social Issues (SPSSI) (1992-1994)
- American Home Economics Association (AHEA) (1991-1993)

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- Ohio Association for Gifted Children (2020-present)
- Kentucky Home Economics Association (KHEA) (1992-1993)
- Kentucky Association for Gifted Education (KAGE) (1991-1993)
- Kentucky Association of Blacks in Higher Education (KABHE) (1991- 1993)

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