

Bridging Transitions: A Strength-Based Video Series for Thrice-Exceptional Black Male Students

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Watch the five-video series

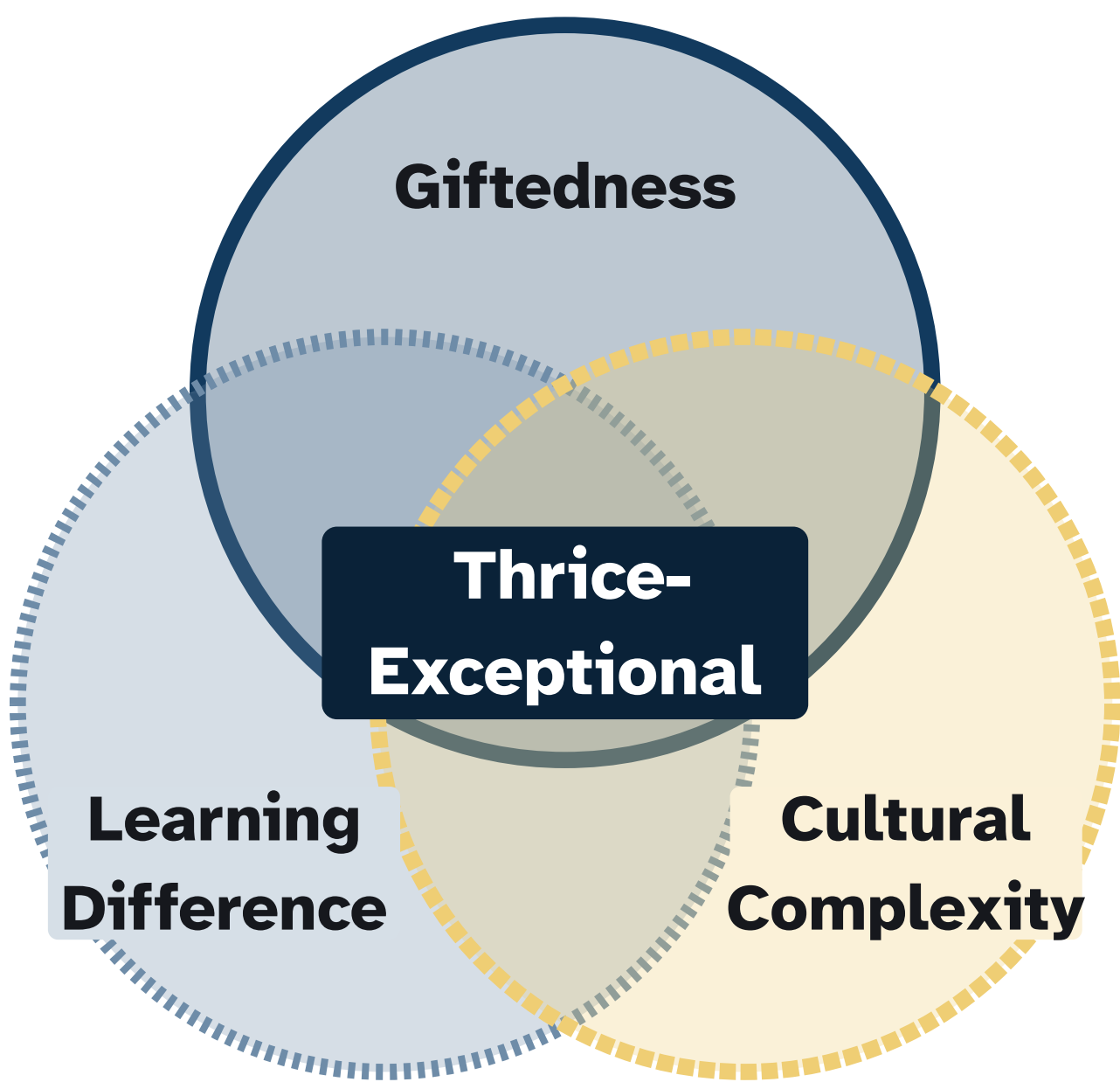


<https://cameronaaron.com/bridging-transitions>

All five videos, plus this poster and a handout to take away.

01 Background

Thrice-exceptional students hold three things at once: intellectual giftedness, a learning difference, and cultural complexity (Davis & Robinson, 2018). For Black male students that combination is hard for institutions to see. Read as gifted, the learning difference disappears. Read as disabled, the giftedness disappears. Read through a cultural deficit lens, both disappear at once (Reis et al., 2014; Robinson, 2017).

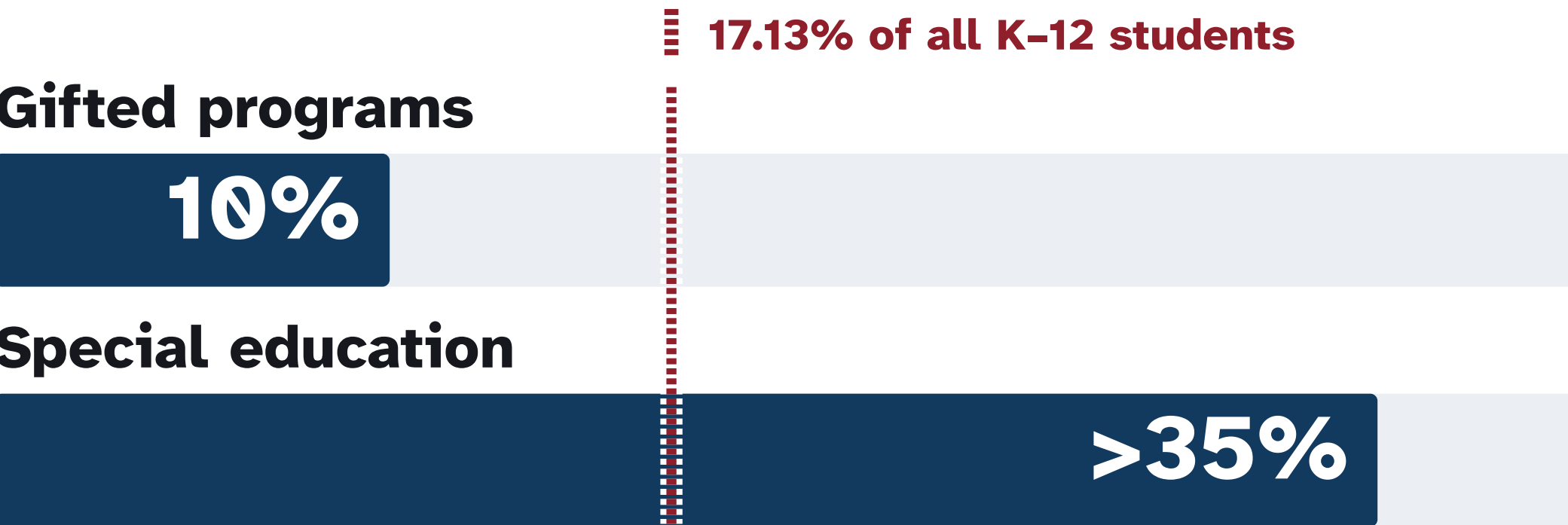


Giftedness. Under-identified in Black males (Henfield et al., 2008)
Learning Difference. Often mis-coded as behavior (Reis et al., 2014)
Cultural Complexity. Treated as a deficit, not an asset (Yosso, 2005)

PRODUCTION WORKFLOW · SPRING 2026

Jan Themes, scripts, citations **Feb** Expert script review
Feb-Mar Production, CapCut Studio **Mar** Draft video review
Mar-May Final cut, standard propagated

02 The Identification Gap



African American students are under-identified for gifted programs and over-identified for special education — the same student, sorted two different ways.

Source: Mayes & Moore, 2016, p. 98

48.7% six-year completion rate for Black students at public four-year institutions
Lee & Shapiro, 2023

03 The Transition Cliff

ENTITLEMENT

K-12 · IDEA (2004)

- The school must find the student and serve them.
- An IEP team designs and monitors supports.
- Family is a formal participant in planning.

↓ GRADUATION

ELIGIBILITY

Higher Ed · ADA (1990) + Section 504

- The student must disclose, document, and ask.
- Current documentation is the student's burden.
- Family loses formal standing under FERPA.

On the first day of college the student becomes their own case manager, across offices that do not talk to each other (Annamma et al., 2013; Cheng & Yeap, 2025).

04 Objectives

01 Produce

Five research-grounded videos, 2–5 minutes each, on identification, transition, strength-based practice, social-emotional experience, and institutional change.

02 Review

Obtain expert feedback on content accuracy, cultural authenticity, production quality, and impact potential.

03 Iterate

Apply that feedback through documented revision cycles and record the process as a reusable model.

05 The Project

METHOD

Arts-based research: the making is the inquiry (Leavy, 2020; Guryil et al., 2026). Each video pairs peer-reviewed evidence with the researcher's own account as a thrice-exceptional Black male student, in a format built for social platforms and staff training rather than journals.

THE FIVE VIDEOS

V1 Identification (Ford et al., 2018)

How identification systems miss thrice-exceptional Black males.

V2 Transition (Cheng & Yeap, 2025)

The K-12 to higher-education legal cliff and the self-advocacy gap.

V3 Strength-Based (Yosso, 2005)

From “what is wrong?” to “what conditions help this student thrive?”

V4 Social-Emotional (Robinson, 2017)

The hidden weight of holding several identities at once.

V5 Institutional Change (Ford et al., 2018)

Concrete asks for the offices that shape the transition.

06 Outcomes

DR. JOY LAWSON DAVIS · CONTENT REVIEW

Nationally recognized scholar in gifted education and DEIB, and an author of the thrice-exceptional framework this project is built on (Davis & Robinson, 2018).

“Outstanding ... comprehensive, clear, concise and potentially very impactful.”

On the transition framing: in college “the student essentially becomes the ‘case worker’, which is totally unjust.”

DR. TYLER CLARK · PRODUCTION REVIEW

Capstone advisor; visiting faculty, Elmbridge University.

“Make it feel more authentically you.”

Authentic delivery over script precision; fade transitions and segmented takes to keep the voice natural.

WHAT THE REVIEW CHANGED

- ✓ “Millions” became “countless” — urgency without a numeric claim the literature cannot support.
- ✓ Two citations added: Davis & Cotton (2025) on intersectional identity; Davis & Douglas (2021) on self-advocacy.
- ✓ Fade transitions added between on-camera segments.
- ✓ Recording split into short takes for a natural, unrehearsed voice.
- ✓ The V1-V2 quality standard propagated to V3, V4 and V5.

07 Limitations & Next Steps

LIMITS

- Two expert reviewers, not a panel.
- One researcher's story; one semester; five videos.
- Qualitative expert review only — no viewer-outcome measures.

NEXT

- Field testing with practitioners and students, using structured instruments.
- Companion videos made for thrice-exceptional students themselves.
- More voices than mine, across regions, class and institution type.

08 What Institutions Can Do Monday

Disability services

V2

Revisit intake when documentation arrives incomplete — that is the norm for this population, not an exception.

Academic advisors

V3

Read a transcript shaped by masking as evidence about conditions, not a verdict about capacity.

Faculty

V1

Run a semester-opening primer on twice- and thrice-exceptionality before accommodation letters arrive.

Student affairs & DEIB

V4 + V5

Build belonging across the whole identity instead of one office at a time.

“When systems actually work, thrice-exceptional students don’t just survive. We lead.”

Cameron Aaron · Bridging Transitions

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