

Curriculum Vitae

Nadiah Trotman-Blackman, Ed.D.

2646 Staunton Drive, Duluth, GA 30097

Business Phone (301)-693-3796

Email: nblackman3@gatech.edu

Professional Profile

- Accomplished career demonstrating consistent success in the field of Education, Special Education & Human Services, specifically; Early Childhood Special Education, School-Age Special Education and Elementary Education. Success as a leader in special education, as well as remarkable work as a Special Education Diagnostician. Outstanding track record in assuring student success.
- Extensive background in research, analytical skills, professional teaching experience and knowledge of educational policies and procedures to effectively work on projects and with programs that increase the quality of life and education for children and adult learners.
- Seasoned in program evaluation specific to special education programs and serving students with disabilities being served in public school placements, as well as strategic planning and staff development.
- Effective communicator with excellent planning, and organizational as well as the ability to lead, reach consensus, establish goals and attain results.

----- **CORE COMPETENCIES** -----

* Professional Development * Human Service Administration *
* Setting School Schedules * Mentoring & Tutoring * Canvas * Online LMS *
Certified D2L LMS * Parental & Community Involvement * Instructional
Planning & Programming * Instructional Design * Academic Coordination
* Dissertation Committee Membership * Curriculum Development &
Implementation * Higher Education Professional * Academic Advisement * Course
Management * Course Lecturer * Adjunct Professor * Researcher
* Brainstorming * Advocacy * Supervision * Classroom Management
* Onboarding * Recruitment * Neurodiversity SME
* Differentiated Instruction * Specially Designed Instruction * Transition Planning

Education

- **Ed.D., Human Services Administration**, Nova Southeastern University, Ft. Lauderdale, FL, 2014
DISSERTATION: *Factors Contributing to the Success of Women of Color in the Field of Public School Education: Improving Opportunities*

- **M.A.Ed., Education & Human Development**, Specializing in Early Childhood special Education, The George Washington University, Washington, DC, 2005
- **B.S., Elementary Education**, Lincoln University, Lincoln, PA, 2000

Academic Honors, Awards & Board Appointments

Georgia Institute of Technology Center for Integrating Education Science Math & Computing (CIESMC) Award: **Diversity & Inclusion Outreach Award** for piloting a Mindfulness Program for Neurodivergent Learners in an IPSE Program

Mindfulness Course Description:

This course introduces students to the principles and practices of mindfulness, emphasizing their application in daily life and academic success. Students will explore techniques to develop greater awareness, reduce stress, and enhance focus. The course will combine theoretical learning with practical exercises, encouraging students to incorporate mindfulness into their routines.

Kappa Delta Pi International Honor Society
Phi Gamma Sigma Honor Society

Southeast Postsecondary Education Alliance (SEPSEA)
2025-2026 Executive Board Member

- Vice Chair, Inclusive Excellence
- Interim Vice Chair, Professional Development

Conference Presentations & Participation

September 2015

49th Annual Georgia Association on Young Children Conference

- Presented to Early Childhood Educators, students enrolled in B-5 teacher education programs and educational administrators on instructional strategies that incorporate Story Telling Engage & Motivate Young Children.

October 2015

South Carolina Association on the Education of Young Children Conference

- Presented to Early Childhood Educators, students enrolled in B-5 teacher education programs and educational administrators on instructional strategies that incorporate Story Telling and Differentiation to Engage & Motivate Young Children

October 2015

56th Annual Georgia Mathematics Conference

- Presented to extraordinary math teachers on how to use Differentiated instructional strategies to Engage and Motivate all students in learning math.

November 2015

65th Annual Conference on Exception Education Public Schools of North Carolina

- Presented to special education teachers, general education teachers, as well as educational administrators on how to incorporate differentiated and specialized instructional strategies in order to Engaging the Mind in Critical Thinking when working with students with disabilities, specifically students that present with significant psychological processing deficits and social/emotional/behavioral difficulties.

June 2016

2016 Georgia Department of Education IDEAS Conference

- Presented to Georgia educators, as well as educational administrators on how to incorporate differentiated and specialized instructional strategies to Engaging the Mind in Critical Thinking when working with students with disabilities, specifically students that present with significant psychological processing deficits and social/emotional/behavioral difficulties

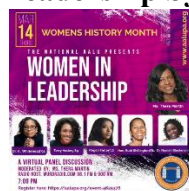
February 2021

Innovative World Teacher Conference

- Presentation Topic: Psychological Processing within Virtual Learning Environment. Instruction isn't one thing. It is based on the environment that teachers have in the classroom. I specialize with helping educators by psychological processing. Psychology process means we process something differently. What we see and we think about what we are supposed to do. Our learning tradition is changed to Virtual Learning.

March 2024

AALU Women in Leadership Symposium Panelist



- hpanelist, contributing insights and perspectives on leadership, across professional sectors including education, law, business, public relations, and higher education. The symposium provided a platform to discuss the challenges and opportunities faced by women of color in leadership roles, and I shared my experiences navigating these dynamics. Topics discussed included strategies for overcoming barriers to advancement, fostering inclusivity in the workplace, and leveraging diverse perspectives for organizational success. It was an enriching opportunity to engage with fellow professionals, exchange ideas, and inspire others to strive for leadership excellence.

Georgia Institute of Technology STEM Equity Seminar Neurodiversity & Mental Health Lunch & Learn Panelist



- As a panelist at the Georgia Institute of Technology STEM Equity Seminar, I participated in a Neurodiversity & Mental Health Lunch & Learn session. This seminar aimed to address the intersection of neurodiversity and mental health within the STEM (Science, Technology, Engineering, and Mathematics) fields. During the panel discussion, we explored various topics such as destigmatizing mental health issues, accommodating neurodiverse individuals in academic and professional settings, and promoting inclusivity within STEM disciplines. By sharing insights and personal experiences, the panelists fostered meaningful dialogue and offered valuable strategies for creating supportive environments that empower individuals of all neurotypes to thrive. The seminar provided an opportunity to raise awareness, promote acceptance, and advocate for equity and inclusion in STEM education and workplaces.

Professional Experience & Education Outreach: Georgia Institute of Technology

- As part of educational outreach efforts, I played a significant role in two transition fairs aimed at supporting students' postsecondary transitions. Firstly, at the Locust Grove High School Postsecondary Transition Fair, I contributed significantly, engaging approximately 100 attendees. Through this event, I effectively represented the EXCEL program to the community, providing valuable information and resources for students. Secondly, I contributed to the Cherokee County postsecondary transition fair, which drew an estimated 250 attendees. Here, I represented Georgia Tech's EXCEL program tailored for students with developmental and intellectual disabilities, ensuring these students had access to relevant support and opportunities. These efforts helped bridge the gap between high school and postsecondary education, empowering students with disabilities to pursue their educational and career goals effectively.

Spring 2024 Conference Participation

- Attended the Southeast Postsecondary Education Alliance (SEPSEA) 2024 Conference in Tampa Florida. Gained better understanding of current trends and best practices in inclusive postsecondary education (IPSE) for students with intellectual and developmental disabilities. Reviewing the latest research findings related to IPSE and understanding how data can be used to improve program outcomes. By attending the SEPSEA 2024 Conference, I gained a comprehensive understanding of the multifaceted aspects of inclusive postsecondary education, equipped with new knowledge, resources, and connections to enhance your efforts in supporting students with disabilities in higher education.

May 2024

SEPSEA (Southeast Postsecondary Education Alliance) Conference Participant

- Conference attendees were able to engage in interactive learning sessions, delving into over 70 lectures, panels, round tables, and poster presentations. Topics spanned from accessibility, assistive and adaptive technology supports, campus and community life, coaching and training, communication and social skills, community engagement, employment skills and training, general curriculum access, IPSE programming, life skills and sexuality, mental health and well-being, partnerships with State and other local agencies, peer mentorships and supports, self-determination, and transition across the lifespan.

October 2025

SOTA (State of The Art) Conference Presenter

- Presentation Topic: Empowering Success: Academic Advisement Strategies for Supporting Students with Intellectual Disabilities in Employment
This proposal outlines a conference session aimed at exploring effective academic advisement strategies for supporting students with intellectual disabilities in their transition to employment. Despite advancements in inclusive education, students with intellectual disabilities continue to face significant barriers in accessing and maintaining employment opportunities post-graduation. Academic advisors play a crucial role in facilitating this transition by providing tailored support and guidance. This session will delve into innovative approaches and best practices in academic advisement to empower students with intellectual disabilities for successful employment outcomes.

May 2025

SEPSEA (Southeast Postsecondary Education Alliance) Conference Presenter

- Presentation Topic: Evaluating the Effectiveness of a College-Level Mindfulness course Using Pre and Post Testing with the Social Problem-Solving Inventory-Revised and the Beck Depression Inventory. This course is designed to introduce students to the principles and practices of mindfulness, aiming to enhance overall well-being, improve emotional regulation, and foster better social connections. Through a combination of theoretical understanding and practical exercises, students will learn how to integrate mindfulness into their daily lives to manage stress, anxiety, and depression, and to improve cognitive functions and overall health. Mindfulness practices have been shown to improve mental health and well-being, and this study aims to provide empirical evidence of these benefits in a college setting. The study will use the Liebowitz Social Anxiety Scale (LSAS, Social Problem-Solving Inventory-Revised (SPSI-R), and Beck Depression Inventory (BDI) as measurement tools. By offering Pre- & Post Assessment screenings surrounding social problem solving, anxiety management and depression will create an opportunity to build and sustain course content that is relevant to the needs of the students with each course as it relates to independent living, career development, academic enrichment and social emotional development.
 - **Objectives:**

- To evaluate changes in social anxiety levels in students before and after the mindfulness course using the LSAS.
- To assess improvements in social problem-solving skills using the SPSI-R.
- To measure changes in depression levels using the BDI.

8/14/23-Present

Georgia Institute of Technology

Lecturer with the Center for Education Integration Science Mathematics & Computing

EXCEL Program: *Expanding Career, Education, and Leadership Opportunities for Students with Intellectual and Developmental Disabilities (EXCEL)*

Courses Taught:

- Mind & Body: An Introduction to Mindfulness Practices (*Piloted Course; conducted research to improve our understanding of Neurodiversity & Mental Health Research Study*)
- Social Diversity
- Values & Reflections
- P.E.E.R.S: Social Skills Training for Adults with Autism Spectrum Disorder & Other Social Challenges
- Current Events
- Health & Wellness
- Mind & Body: Empowering Mindfulness Practices

Preparing and delivering lectures, tutorials, workshops, and seminars.

Developing curricula and course material that can be used across a number of platforms.

Collaborating with other academics and lecturers to improve teaching methods and expand knowledge base.

Setting and grading assignments, tests, and exams.

Conducting research, and writing proposals,

Attending and participating in meetings, conferences, and other events in and outside of the institution.

Participating in training opportunities and initiatives at the institution.

Providing support to students and other colleagues.

Staying current by reading widely and producing published work in the field.

Adjunct Faculty Appointments

Fall 2023-Present

Central State University: College of Education

- Communication Disorders

- Behavior Management

University of Maryland Global Campus: Dept. of Beh. & Social Sciences

- Parenting Today
- Disability Studies
- End-of-Life Issues

University of Virginia, Curry School of Education

- Poverty & The Young Child
- The Exceptional Learner
- Legal Foundations in Special Education
- Asynchronous Course Design & Development for the Intersection of Race and Gender in Special Education
- Contemporary Issues In Special Education
 - Course Syllabus
 - [EDIS5167 Course Syllabus](#)

Adjunct Professor

Responsibilities include developing syllabi, delivering lectures, leading discussions, grading assignments and exams, providing feedback to students, and holding office hours for student consultation. As an adjunct professor in education, I teach a variety of courses mentioned above such as teaching methods, special education, or educational leadership. Additionally, as an adjunct professor, I am involved in academic advising, attending faculty meetings, and participating in professional development activities to stay current in the field of education.

12/29/22- Present

Walden University

Contributing Faculty Department of Human Services

Mentoring is a major responsibility of faculty members who work with students completing the research requirements of their doctoral degrees. Faculty mentor involvement with students is a significant factor in student retention and students' success in their programs. Students' progress toward completion of degree requirements is regularly monitored by the university, as is the effectiveness of faculty mentors in supporting this progress by their mentees.

Accept specific mentoring assignments and maintain a minimum workload as determined by the school or college. Facilitate the intellectual and professional development of their assigned students by continuing mentoring support until each program requirement associated with the assigned mentoring role has been completed or has been assigned to another faculty mentor. (Student reassignment must be accepted and approved by the program director.)

Initiate and maintain frequent and regular interaction with students, at a minimum of twice per academic quarter (or more frequently as required by specific colleges or programs). Help students produce high-quality work through analyzing and synthesizing appropriate subject matter and/or by applying appropriate research methods and data analyses. Evaluate students' work related to their progress in achieving academic milestones and demonstrating standards of quality.

Assist students in maintaining satisfactory academic progress toward timely completion of their degree programs. Personalize and monitor their sections of courses that support continuing research development: Advise students on the development of quarter plans.

7/2010- 6/2017- 7/2019-Present Cobb C. School District

Marietta, Ga

Educational Diagnostician/Psychometrist for Special Student Services/Preschool Special Education

Responsible for providing the education assessment component for special education eligibility determination and program planning and participating in eligibility determinations. Maintains knowledge of the different disabilities under the Individuals with Disabilities Education Act and educational implications of the disabilities. Participates in the eligibility determination process.

Administers a wide variety of standardized achievement tests, criterion- referenced tests, informal tests, and developmental measures to determine the educational functioning of the student, ages Kindergarten through High School. Interprets educational assessment results to administrators, teachers, and parents.

Adhere to state and local special education procedures. Assists in providing appropriate adaptations and interventions to classroom teachers for children who are experiencing academic delay and/or are suspected of having an educational disability.

Participates in the preparation and development of training on the administration and interpretation of educational assessments.

Completes educational evaluations within 65 administrative day timeline and have reports typed and available at the school or central office within allotted time to maintain compliance prior to the eligibility meeting.

5/2023- Present Peace of Mind Psychology

Alpharetta, Ga

Psychometrician/ Parent Educator

- Conduct intakes/ gather client's background information,
- Administer and score psychological testing instruments
- Testing to be provided remotely across the United States
- Maintains knowledge of the different disabilities under the Individuals with Disabilities Education Act and educational implications of the disabilities. Participates in the eligibility determination process.
- Administers a wide variety of standardized achievement tests, criterion- referenced tests, informal tests, and developmental measures to determine the educational

functioning of the student, Kindergarten through Adulthood. Interprets assessment results to parents.

- Offer Professional Development, consultation & Advocacy for families

07/2017-05/2018 Georgia Cyber Academy

Associate Director of Special Education

- Coordinate Transition Services for eligible Special Education students,
- Serves as the ACT Special Testing Coordinator for the ACT and SAT, as well as submit accommodations requests for eligible Special Education students.
- Coordinate with District Testing Coordinator and responsible for Testing Accommodations
- Assist with State Reporting: Student Class SWD errors and support FTE and Student. Record reporting, as needed.
- Coordinate with school level systems Assistant Principals, LIFE Program Coordinator, and Operations Manager to ensure course set up, access, and alignment is appropriate for student experience.
- Assist Placement Counselor with Scheduling. Conducting Weekly/Monthly Academic Observations
- Point of contact (POC) for Open Record Requests, POC Emergency Placement Request • Conduct Manifestation Meetings -Coordination with FASL, WD, etc.
- Coordinate PD Agendas and training needs for staff development.
- Maintain updated staffing report Support Director with litigation cases and serve as follow-up POC contact for Litigation matters once resolved and/or settlement.
- Attend DDI Meetings and maintain data on SWD regarding student achievement.
- Conduct monthly performance reviews on direct reports
- Collaborate with school-based leaders to manage school-based hiring needs within SE Department.
- Update enrollment numbers and staffing ratios; move positions/request additional positions, as needed.
- Monitor instructional programs utilized by general and special education students and provide budgeting data and information regarding the following year's academic needs
- Work with k12 Recruiting to post requisitions, support all staffing needs/approvals; submit requests to hire via approval process for all SE positions at school level (CC Director, Principal, and AA) as needed
- Provide and share resources to support academic achievement

08/2017- 05/2019 Ashford University

Associate Faculty Special Education

- Teach graduate level courses in Special Education to include Law & Ethics in Special Education, Assessment & Evaluation of Students with Mild to Moderate Disabilities, and Evidenced Based Instructional Methods for Students with Mild to Moderate Disabilities.
- Courses explore the fundamental civil and legal principals and pivotal legislation that contribute to the placement, instruction, service delivery, and privacy issues of those who

have a qualifying disability under federal laws. Learners will identify critical issues that may lead to ethical and legal conflicts of interdisciplinary team participants as well as proactive strategies for resolution. Furthermore, the course offers multiple opportunities for analysis of personal biases regarding professional ethics and practice standards.

- Assessment and Evaluation of Students with Mild to Moderate Disabilities provides a comprehensive examination of the assessment and evaluation cycle employed within the special education process. During this course, learners will distinguish the special educator's role within the multidisciplinary assessment process including how the evaluative data drives the planning and development of an individualized program. Additionally, the mandatory safeguards that assure ethical evaluation and assessment practices do not discriminate on the basis of race, culture, or native language are examined.

05/2016- Present Grand Canyon University

Dissertation Committee Content Expert (Special Education)

- Is an expert in a specific area of concentration
- Provides specific feedback on content area
- Identifies the research topic based on gaps from the literature review
- Selects an appropriate theoretical foundation
- Assists the Learner to comprehensively research topics relevant to the research topic

11/2014-Present Center for Teacher Effectiveness/Let's TEACH!

Educational Consultant www.teach1st.org

- Resourceful Doctor of Education with expertise administering professional development workshops for educators and educational administrators that drive success within regular education and special education classrooms. Mentors educators in the creation and implementation of classroom instructional strategies that seek to motivate and engage all learners. High success rate of teachers and administrators improve school and classroom functions, including instruction, behavior and specially designed instruction to benefit students with disabilities.
- As an educational consultant, primary responsibilities include offering educator support through quality professional development, as well as, parental support to educational assessments and planning.
- Let's TEACH! Training Programs are designed to EMPOWER EDUCATORS through quality professional learning experiences. Our Training Programs are invigorating and interactive. Educators come away from each training session with practical knowledge about best instructional practices for working with at-Risk populations, students with disabilities, and general education students. Training Programs offer practical strategies that can be implemented the day after training takes place.
Teachers are allowed to collaborate, plan and practice instructional strategies in order to effectively implement learned strategies within the classroom setting.

7/2010- Present Cobb County School District

Marietta, Ga

Special Education Specialist/Educational Diagnostician for Special Student Services

- Responsible for providing the education assessment component for special education eligibility determination and program planning and participating in eligibility determinations.
- Maintains knowledge of the different disabilities under the Individuals with Disabilities Education Act and educational implications of the disabilities. Participates in the eligibility determination process.
- Administers a wide variety of standardized achievement tests, criterion-referenced tests, informal tests and developmental measures to determine the educational functioning of the student, ages Kindergarten through High School. Interprets educational assessment results to administrators, teachers and parents.
- Adhere to state and local special education procedures. Assists in providing appropriate adaptations and interventions to classroom teachers for children who are experiencing academic delay and/or are suspected of having an educational disability.
- Serves as a resource person in assisting the schools with complex diagnostic and remedial cases. Serves as a liaison between special education central office and school staff.
- Participates in the preparation and development of training on the administration and interpretation of educational assessments.
- Completes educational evaluations within 65 administrative day timeline and have reports typed and available at the school or central office within allotted time to maintain compliance prior to the eligibility meeting.

8/07- 5/2010

Fulton County Public Schools

Fairburn, GA

Special Education Instructional Specialist/Program Coordinator for Exceptional Education

- Employee of the Month for Exemplary Contributions & Support May, 2008
- Served as a leader & expert in special education to assist special educators provide quality, research based, and developmentally appropriate instruction for students with disabilities.
- Assisted special education teaching staff with using strategies and quality assessment tools to effectively monitor student progress towards state performance standards.
- Collected, maintained, and ensured accuracy of monthly segment reports at the elementary school level
- Collaborated with appropriate school-based personnel to assure accurate Full Time Equivalency (FTE) reporting for students with disabilities & to assure timely data input/submission for students with disabilities.
- Maintained daily operations of the Special Education Data Management System.
- Served as the Individualized Education Program (IEP) coordinator and Diagnostician in the identification, evaluation, and placement of students suspected of having a disability in accordance with the component of the Individuals with Disabilities Education Act (IDEA) known as Child Find.
- Identified, trends and patterns in psycho educational assessment data to facilitate educational planning for exceptional needs students. Analyzes student test data to

determine teaching and learning effectiveness for students' individualized goals and objectives. Monitors assessment timelines to assure adherence to State and federal regulations.

- Facilitated professional development activities or staff regarding research-based strategies for instructing special needs children & on providing a free & appropriate Public Education (FAPE) to all special needs children while complying with the guidelines of IDEA.
- Assisted and supported special educating teaching staff with accurate documentation of data to reflect student progress for students with disabilities. Consults with local school staff & administration regarding Individualized Education Program (IEP) development, extended school year, behavioral interventions and transition plans for students with disabilities. Consults with administrative staff regarding discipline of students with disabilities accordance with the mandates regarding discipline of exceptional needs children in IDEA.
- Approved assigned and/or conducted required temporary placements for special education with assigned schools. Coordinates /participates in the development of functional behavioral assessments/behavior intervention plans with assigned schools.

5/10/2007 Educational Testing Services ETS

Baltimore, MD

7/8/2013-7/9/2013 ETS, Deaf Education Panelist

Atlanta, GA

Exceptional Students Panelist

- Served on the panel to review the special Education Test/Deaf Education Test of the Praxis II series. Panelists, reviewed current praxis data, and reviewed possible criteria for Just Qualified Candidates entering the Special Education Profession. Panelists served as experts and collaborated to reveal the difficulty and relevance of this portion of the test to the field of special education

1/07-4/07 Prince Georges County Public School

Upper Marlboro, MD

Corrective Action Plan Support Team P/T

- Assisted the Regional Assistant Supervisor for Compliance and the Special Education Department in ensuring that specific elementary, middle and high schools were providing FAPE to all special needs students while complying with the guidelines of IDEA. Reviewed specific compliance data at assigned schools in order to create corrective action plans to maintain compliance. Support assigned schools as needed to ensure that all special education students' records during the IEP annual review period are 100% compliant with Maryland State and federal guidelines.

8/2004- 8/2007 Prince Georges County Public School

Upper Marlboro, MD

Special Educator/IEP Coordinator

- As an early childhood special educator, ensured that children diagnosed with Developmental Disabilities were provided developmentally appropriate practices that would ascertain success towards the acquisition of critical life skills.
- As an IEP Team Chairperson & Special Education Coordinator, served as the liaison between general educators, special educators, school specialist, and school administrators

to the school's Instructional Support Team, and coordinate special education services for students meeting the eligibility criteria for special education. Identify trends and patterns within student assessment data to provide substantial educational planning for all children.

- Maintains daily operations of the Special Education Data Management System, Exent Online.
- Facilitates the process to obtain appropriate comprehensive evaluations, along with the school psychologist. Participated in the compete process pertaining to students within the school building& private & religious school students referred to the schools IEP team.

8/2000- 8/2004 Prince Georges County Public School Upper Marlboro, MD

Early Childhood General Educator/Inclusion Teacher

- Used Prince Georges County Public Schools (PGCPS) curriculum framework to facilitate differentiated instruction to all children, that they could achieve success, as well as prepare them for success in the following grade.
- Assured special needs students were fully included and able to participate in the instructional practices to participate in being educated in the Least Restrictive Environment through successful collaboration with the School Instructional Team and IEP Team.

Certifications

Elementary Education K-8

Early Childhood Education Birth- Age 8

Special Education Birth-Adult (Age 21)

Independent Applying the QM Rubric (APPQMR) : (Ohio Statewide Systems)

ORGANIZATIONS

Kappa Delta Pi Education Honor Society

Phi Gamma Sigma Education Honor Society at Nova Southeastern University

Council for Exceptional Children

SEPSEA Member

Prince Georges County Special Education Dept. Rising Stars 2007 Alpha

Kappa Alpha Sorority, Inc.

Who's Who among Students in American Colleges & Universities 1999-2000 National Educators Association

Publications

Current Research

Protocol Title: *Evaluating the Effectiveness of a College-Level Mindfulness Course Using Pre and Post Testing with the Liebowitz Social Anxiety Scale, Social Problem-Solving Inventory-Revised, and Beck Depression Inventory*

PENDING: Manuscript submitted for publication with SAGE Publications

TOPIC: *Factors Contributing to the Success of Women of Color in the Field of Public School Education: Improving Opportunities*

Children's Book Author: My Big Brother is A Superhero

Book Description

Living, learning and loving during a global pandemic has changed the dynamic of many households across the nation in 2020. As our family quarantined and learned to live during a “new normal”, we noticed some incredible characteristics in our amazing two little boys. This book is a documentation in how they learned to help one another and demonstrate some amazing superpowers that we all have and we all can learn to incorporate in our daily lives. We can encourage one another, help one another, be kind to one another, be creative and bring joy to those around you.

