

Ep13

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SPEAKERS

Michelle Rogers



00:04

Welcome to the autism mommy's potty talk Podcast. I'm Shelby Rogers, autism mom and life coach. I help parents of children with autism who are pre verbal to start communicating potty train guarantee. Welcome to the autism moms potty talk Podcast,



Michelle Rogers 00:27

episode 13. Hey, everybody was Shelly here from the autism moms potty talk podcast. And I am here with one of the coaches in the masterclass. So if you didn't know it already, I am a parent of a child with autism and I am a life coach and I run a group coaching program for parents of children with autism, called the champions for our children masterclass. And in this masterclass, we help with anything related to autism. And that's what I had started with. But as its E, you know, grown in size. And for the years that we've been doing it now, we tend to focus on three core problems in here. And you guys already know about it, because I talked about already a lot on the podcast. The first one is potty training. The second one is communication. And the third one is reducing problem behaviors. So I wanted to just say thank you. For everyone who has supported the podcast, we're at over 700 downloads we started about a month ago. So I think that's just pretty amazing. I had no idea podcasts are like a thing thing. And I guess they are and it's another way for me to help as many families as I can. So thank you for supporting that. And I couldn't think of the first person on my team. I said, I'm going to coat I'm going to have every coach that makes the masterclass possible. On the podcast, I'm going to interview every single one of them. But I knew I wanted to start with this lady, because this lady has been with me since I started this day one. So I want to welcome Stacy Warner. Thank you for coming. Stacey, I appreciate you being here.



02:09

Thank you for having me. I'm excited. So



Michelle Rogers 02:11

I guess first let's tell everybody how we met and what you do and all that good stuff.



02:16

Sure. So we met I was a BCBA for Giuliana when she was four years old. Insurance based so I came into the home. And I'm trying to think what year that was even nine now.



Michelle Rogers 02:33

He was born in 2012. So that would have been 1314 1516. That's 2000. I think you were here choose three going on four. So yes, I



02:43

think she was three going.



Michelle Rogers 02:45

Yeah. 13 to 14, no, no, sorry. No, 215 and 2016.



02:52

Okay, yes. So I worked with Juliana for a year. I think this was right about the time that she was starting to talk. And we were potty training, I think she was just about fully potty trained when I started working with her. And it was really exciting because this was about the time she was going to preschool as well. So I remember also our behavior technician, us having to get special permission for her to go into school with Juliana. And that was really great experience too. Because not only were we then working with her in the home and working on those skills, but then also getting to work in the school, and work on socialization and things like that. So it was, I think a really important time for Juliana and also, you know, really fun time for us to be working with her till.



Michelle Rogers 03:42

Yeah, when I remember back to this because now that's you know, not saying it's commonplace. Now, it's still kind of a unique situation when we can get an RBT to actually be able to go into the school, but that was like unheard of. Right. And I got the school, the original special education school she was in to agree to allow the RBT to go there. She went there for about I want to say six months or a year. And then it was time to move on. And then I actually found a private preschool that would allow the RBT to go there. And Stacy was a part of that whole process because she was the supervising BCBA at the time. And it's just very interesting, that whole experience because I crafted a lot of unique scenarios to make that happen which is

very funny because if I think about that ability and then now I created the masterclass which is going on three years I was telling Stacey that we were setting up the time that we were going to do this podcast interview that we have been running the master class for three years. So before we get into that I want to know about your experience. So outside of being one of Juliana's she was one of Julius former supervising BCBA's what else was like your experience? How did you get into this role of being a BCBA and maybe even explaining what a BCBA is for people who might not even know what that is?



04:56

Sure. So I was a baby BCBA when I started Juliana, I had only had probably my certification for I think two or three years. But so a BCBA, for those that are not aware, is a board certified behavior analyst. It's a national certification across the, you know, the United States. Us being in New York State, we also require certain states, not all 50 states, but there are certain states that require a state license as well. So I'm also a licensed behavior analyst. In the state of New York, I used to be a licensed behavior analyst in Massachusetts, because I did also practice there. But just to kind of, I guess, a crash course. And what a BCBA is, is we are masters level practitioners that are specialized in applied behavior analysis, which is the number one most proven method for working with children and adults on the spectrum. Tons and tons of research has been done. We are basically scientists, a lot of people say it's in the realm of psychology. But ABA is actually a science. So that's a really, I think, in a lot of my masterclass calls, I like to remind parents that it's a science like, yes, we have a lot of history in psychology, but we are a science because it's data collection. And the specific techniques we use, that are proven to teach you know, a lot of children as I'm sure a lot of the parents listening know is your child might not learn like other children. So we have ABA, which has a lot of different techniques like discrete trial training, and a task analysis, and all different ways that we can teach your child so I feel like that's a kind of a crash course in what ABA is. And you'll learn more in the masterclass if you you know, are part of it, because I like to do my little ABA. PowerPoints when we're starting our masterclass calls. But I guess history of my experience, I started not knowing what ABA was at a place called the New England Center for Children in Massachusetts, because I went to college in New Hampshire, I was a pre med bio major. And when I don't even know if you know this, Michelle, when I, in my junior year of college, we did Spring Break alternative, like volunteer weeks. So I didn't go home for spring break, I went and I volunteered. And my junior year I went to a residential school in Maryland, for people with special needs. I had never worked with the population before I was scared. I, you know, I didn't know anything about people with special needs. And that week was at that point in my life, the best week of my life. Like I had such amazing experiences with these children. And I really formed a bond with them and just a week, and I went back to college and I changed my major to psychology and did my thesis in psychology i i was still a buyer like I was still in the bio department. But I like kind of got special permission because I was like, I don't want to be a doctor anymore. But I still I still didn't know what ABA was. I just knew that I wanted a career in this field with you know, these, this population. So I graduated college, I did America for a year. And I went to a residential school in Pennsylvania for people with special needs. Because my thought process was, if I want to do this for a career, I'm gonna live with this population 24/7 I worked I lived in the house with them because it was residential. I worked six days a week, 12 hours a day. And we did everything from self help skills, you know, showering toileting, meal skills. I then I went to school with them. We had a vocational program, but this place wasn't ABA. So it was a residential school though, and I loved it. It was amazing. So then I finished my year of America, and I went to the New England center for children, which was, you know, I learned what ABA was, there they are, for those of you that haven't heard of their New England center, then one

of the number one I'm not even residential schools just like day programs in the United States for people with autism and related disabilities. I were I started in the residential program. I had an intensive six week training on what is ABA lectures, role playing. Everything you can think of that teaches you basically how to practice ABA, and then they throw you into it and say here you go here the students and there and I worked with children with severe problem behavior, self injury, aggressive behavior, you know, we were trained to do protect Tip holds and things like that. So the children didn't injure themselves or others. And I spent five years in the residential program kind of working up the ranks. And within those five years, I got my master's degree in ABA through the New England center, and they paid for it, which was even better. So I would work during the day go to classes at night, and it was a really great experience, because what I learned in class, I would then go and do the next day. So it was amazing experience. And at that point, I was like, Guess I know what I'm gonna do with my life. Now I'm getting my master's in ABA, I want to be a behavior analyst. You know, I, my last year at the New England center, I worked in the home based program. So that was early intervention, because I also have a really big interest in the babies and EI. So that was when I got my BCBA within that year, you know, so I like to say that I'm a very well rounded CPA that I've worked with children from 18 months old. And now I'm working with adults over 21 from 15. And up, you know, so I got my BCBA came back to New York. And here I am, I've been at a lot of different agencies getting different experiences. And now for the last four years, I've been working with adults, teenagers and adults, you know, on vocational skills and things like that. So I've kind of, I always say toot my own horn in the masterclass a lot that, you know, any question you ask me, I've probably encountered it in my career. And it's, you know, I've been a BCBA for eight years, you know, there's people that have been BCBA for 20 years, but I do feel pretty happy with the experiences I've had had and been able to really help people answer lots of different types of questions.



Michelle Rogers 11:49

Amazing. And I just want to hit on this really quick. And then we're gonna dive into like what the masterclasses and what what do you think about this and all this stuff? Now that you've been? I've never asked Are any of these questions, she has no idea what I'm gonna ask her. But first, you had taken that one week, that one week of volunteer service at Spring Break, and that made you want to leave pre med and go and do this work? What was it about that one week that made you want to do that, like what was it,



12:12

it was the experiences that I had, like, it was I it was a very sappy experience, like the connections that I formed, having really never, which I feel like is weird to say, as like a 1920 year old kid, I've never really interacted with somebody with special needs before. So I didn't know anything about them. And it was, you know, everything from autism to Down syndrome to just different developmental disabilities. And having gone in there with a blank slate, and just interacting with these children, whether it was just a social gathering, or going into the classroom with them, and just their, you know, their, I don't know, their sense of self, and their personalities, it's like, it's very far from you know, ABA, where we're like data collection, you know, and I think that's what makes me a great BCBA is I can form those, like personal relationships, and be silly, and like, you know, kind of have a better feel of, you know, their sensory issues, and what are they thinking about, and then I could turn it into data, you know,

so just, it's, it all started there that I could, you know, see these kids and, you know, maybe see the issues that they were having, but also see them as just kids having fun. And I think that's what we forget a lot about, you know, children on the spectrum is that they are just kids, you know, that's the big thing, kids first autism second, you know, so that was kind of what started it for me.



Michelle Rogers 13:38

And I love that about that. If you guys can't sense that from Stacy's energy, when she walked into our house, the first time I was just like, I can exhale because she loves children, there's no, there's no hiding that. And there's something about that when you're looking for people that want to work with your children that you want to feel that chemistry between the practitioner and yourself, obviously, but also that there's a connection between the practitioner and your children. So I think that's huge. And I'm sure it's coming through in the way that you're talking. And so much so that you love children so much that you switched majors and that you just wanted to do this and help our babies thrive. And I appreciate that. Okay, so now I want to talk about this crazy idea came to you with three about three years ago, saying, hey, Stacy, I'm going to be starting this program. I want to help other parents of children with autism, and I wanted you to be a part of it. So why don't you tell everybody kind of like, how this all started and what your thoughts were Do you think I was nuts? Just think this was crazy. This wouldn't like what did you think? So give it give us all the scoop.



14:37

Because this was this was COVID Right? Where we Okay, yes. Yeah. And, I mean, I thought it was a great idea, because especially it being COVID. You know, and people weren't getting in person services. I think honestly, even if it wasn't COVID with the population that we reach of people that don't have access to ABA or living in room Mote locations. Either way, it's it's, I think, a good idea. But definitely when he reached out to me, I was like, like, what? What's your plan? You know, like, I've never done a startup or anything before. So I was like, Yeah, sure, you know, you're doing the hard work. And I just get to talk about what I like to do. And you know, help people. So you had the hard job. And I was just like, Sure, cool. Let's do it. I like to talk.



Michelle Rogers 15:26

Yeah. And when we started, I only vision I had was that I identify myself as like this master problem solver, I can solve any problem. And I'm not formally trained in ABA, I'm not everything I've learned is through the hard knocks, seeing it done in my life. And seeing what happens when I don't do it this way. It just makes life a lot easier. I feel like ABA I always say is like, I feel like our BCBA's are like they speak the fluent language of our children, which is behavior. And when you learn that fluent language, and you can teach your baby anything if, in fact, you can teach any baby anything. And it doesn't matter. We've had kids in there with dual diagnosis. We've had kids with global develop developmental delays, we've had kids with all different types of things. I mean, the majority of our families have children on the spectrum, but I just believe in behavioral therapy thought so much that it could just help any human being. It's just for me, it just, it just resonates with me. So why don't we start when I started this I had the

vision of I'll just help them answer any questions. What seems to happen is I have this belief that if we can give children on the spectrum, no matter where they fall, no matter how severe their autism presents, if we can give them three foundational skills, their chances of living an independent life are increased greatly. And that's potty training, communication and stopping problem behavior. So believe it or not, even though we solve for everything in here, we kind of deal with all different types of issues, a lot of the resonating things that they come to us really fall in one of those three categories. So when we started this, I think I was going to host a call as a mother, who would have her input as to how I would handle this. They were my baby. And then we had Stacey and then she had a we alternated days with another BCBA Courtney at the time, and they would go back and forth. So what was it like those first couple of weeks where we just started this, and we had no idea really what we were doing? How we were going to make this happen? What did it feel like for you? Do you think it was like gonna fall apart? Did you think was going to work? Did it feel special? Tell me what you were thinking.



17:28

I mean, I think it definitely felt special because I had never experienced anything like this before. And I hadn't really heard of a program like this before, you know, so I remember Courtney and I kind of collaborating and we of course, work together at the time. So we were like, What do you think it's going to be like, you know, like, how many parents are going to be there? You know, what are we going to talk to them about? You know, and we kind of just were winging it, per se, initially. And then we obviously got more organized and we kind of plans and we you know, we're following up week to week, but those first few calls, we were definitely I'm great at winging it. You know, I'm just like, ask me a question. It's in my wheelhouse. But it was still definitely a little nervous the first few times of, you know, I want to help these people. And I, you know, I want to be as prepared as I can be.



Michelle Rogers 18:17

And can we help them because it was all virtual. And that was the nature of what I would offer. And then COVID just happened to happen at the same time. So it just was, I guess, fitting, but like, what did you think about like, I guess when you first started coming into a generalist, I'm just gonna come along, I'm gonna answer questions. But what did you start to feel as time went on, when you started to see people getting results?



18:40

I mean, it's an amazing experience, because I am that person that I'm always like, you know, remote is in great, it should be in person. You know, I'm a strong advocate for that. But you know, in the master class, we have very dedicated parents that, you know, I think a lot of the times in my career, parents don't want parent training video, you want a parent training, that's great. But like, I've experienced so many families that they don't want parent training, just come work with my kid. And if you don't want parent training, I can't teach you what we're doing with your kids so that you're also doing it with your kid. Whereas in the master class, some of these parents this is their only option. So they are I see them with their notepads. They're writing down exactly what I'm telling them to do. And then we're like, you know, I give them their homework assignments. Anybody who's been on a call with me, I give you your

homework assignment on what you're, you're working on that week. And it was, you know, it is a great experience to come back the following week and be like, Hey, how did it go? Do we need to change anything? And they're like, No, it's like it's working really well. They peed on the potty. They stayed dry. You know, they're, they're, you know, they're speaking a little more saying this. They're saying more, you know, and that's, you know, with dedication And, you know, parents with consistency, those are the results that we see whether it's remote or in person. So that's what we've been really lucky to experience.



Michelle Rogers 20:08

We've got that big now so that we have like a rotation PDAs. And we have another program called the accelerator that gives more like private access to have their own BCBA's. But what I think has been really interesting, and I want you to talk on this too, is that when you're out in the world working this is a very different set of parents because it's, it's almost like, it's hard to explain, first, I guess, talk about the importance of generalizing a skill. So let's say you teach the baby something in session, by the way, the masterclass is purely for the parents, it is not kids are not involved at all, because my belief is if I teach you, you teach them, and not only you teach them what you came for, whether it be poetry and communication, or stopping a problem behavior, but we use pretty much the same principles to teach all skills. So when you leave the master class, you leave very like a very different person, because now you're equipped with the skills to teach your child anything. So what are you talking about? Like? Like, why it's so important to generalize a skill? How often do you see that outside of the master class? And how does it make a difference in the quality of life moving forward for the family? Sure. So



21:21

the first thing is to define generalization because that's one of our big ABA terms. And I always say in my calls, like, I am going to tell you the ABA, you know, lingo, and then I'm going to tell you the normal lingo. And basically, generalization is just, we are picking one location where we want the child to master a skill. And then we want them to do it in every single location with every single person in their life. You know, when we do generalization at my job, we do it by setting and we do it by person. So you know, I work in a clinic based setting. So once they master it in the clinic, we generalize it to we have different locations, so we go to different locations, then we go to their home, and we say, All right, let's see if it generalizes because I shouldn't have to reteach it. Because if the child knows the skill, they should now know it in this location. But we have to teach the parents how to do it, because they've maybe done it that's also generalizing to a person you know, so if they've done it with a BCBA, or an instructor or a teacher, we then need to teach a parent to do it. You know, like, we did this when I worked with Giuliana. And we were working on like her meal skills and getting her to eat her veggies, and her yogurt. You know, so she would do it with myself and with the instructor. And then we had to get her to do it with mom and dad, you know, and that's the same thing is maybe initially in the sessions, we're having the parents with the instructor. But really what we're doing in the master class, when we're talking about generalization is a lot of the times talking to the parents, like, you know, depending on the age of the child, are they at school, if they're at school, let's talk to the teachers because we need them doing the same thing that we're going to be doing at home. Because if we're doing two different things in two different locations, there's no consistency and you're not going to see progress. But if we're doing the same exact

thing where we're seeing progress already at home, especially you know, when it comes to potty training, then we're going to see the progress at school, or at Grandma's house or at dad's house or wherever. So just getting the child to complete this skill with different people at different locations, then we got to go into the community and teach them how to do it there. And it's just so important to see the mastery of a skill.



Michelle Rogers 23:47

Yeah, and here's the thing, too. And it frustrates me because we're in an area that's very abundant with support for parents of children with autism. And I didn't know this, I you know, I kind of thought there were lots of places, even just in the United States that had the support that New York has, but as we've serviced families all over the world, including all over the United States, it's not the case. So I think what happens here in the metro area is that you're like, oh, Parent Training and how good could this be? And then it's like such an eye opener for my BCBA because most of them came through Stacy. So everybody I found just pretty much through Stacy. So except for Armando who I found on my own, who I love is we're gonna have him on too. But I think that there's this parents can be pretty shitty here. Like they don't think that they need to learn or they're just tired or they may have like, kind of given up on like a life where maybe independence could be possible. I tried to like understand, because that's not the people that come to the masterclass and that's not how I operate. But that's what gets the results. It's not just about having the therapies in place. It's now about carrying that through because they're only here for a certain amount of time. If this baby is with you, like 24/7, and if you want to generalize a skill, it doesn't count. If he's only doing it in therapy, it only doesn't count. If he does it for Stacy, or he does it for me, he's got to do it for you. And if you're not in belief that that's a life, a better life as possible, or that could happen, or you're not willing to see that through them, you just got to understand the consequences that come with that it's so heavy. It's just I mean, that's why the masterclass just blows my mind every day I they blow my mind, because just because of their commitment, and they're just like me, none of us have been formally trained and behavioral therapy Stacy has we haven't been, but because we apply what we're taught, and we are consistent, we're committed and consistent to get the results. That's why I have a 100% success rate for potty training in that program. You join this program, nobody's left without a high trained child, the only time I could say that maybe hasn't happens if somebody quits. And that's the other, that's the only thing you can't do as a parent of a child with autism is quit, we got to try lots of stuff. But that way, when you come to this program, you actively participate in it, you leave with what you came for, which is a potty trained child. And that goes for communication. And that also goes for reducing or eliminating problem behaviors. So I think it's just like, it's been such an eye opener for me too, because I think we are spoiled where we live. And I think a lot of the families that Stacy and some of the team have been experiencing, don't have the level of commitment that the masterclasses do. And that's the only type of people that we have in the program, people like I'm willing to do anything to help my child have that chance to independent life. Right? Because I think about like, I'm gonna die one day, and this is what got it got me out of my own shit about this, who's gonna take care of Juliana when I'm gone. And I can't I there was something about that thought that just kind of got me out of my own shit and said, Let's go, we got to really figure out how to help her. And it's not just getting her to therapy, that's important too. But also, I need to be able to help her too. Because what if one day and I never, I never take anything for granted. Right? As Juliana was leaving early intervention, the law came in. And that's how that insurance was to cover ABA. And that's only available in United States. We've got families now in the United Kingdom, Ireland, Zimbabwe, Australia, Nigeria, we've got so many places that don't even have this is all they've got. That's why I take this so seriously. And

so the work we do is so important, because that's how powerful it can be if you learn this, you teach your child you can change their lives change your lives. Has that has it has that felt like? Have you felt like that being a part of this program? Like what made it so special?



27:43

Yes, for sure. Like I always ask, like, when we have a new parent in the program, I always one of the first I say tell me about your child, but also tell me where you're from. Because I can tell by the location, if I'm all they have, you know, and I'm giving them 100% No matter what, but I also will be able to gauge their dedication and like I said, Everybody's very dedicated in the program. But you know, when you have a family from India that doesn't like know what ABA is, but knows it's going to help their child and is willing to do whatever I tell them to do that's going to help their child, you know, it's, it's a really great experience to see them. Like I said, with the experiences I've had with parent training around here where parents don't want to help, you know, they don't want to do their part. And then we go to the master class and they've got that pencil and and paper and they're writing it down and then week to week we're following up and they're seeing progress. And like their, you know, like they're telling me that they cried, you know what their child peed on the potty for the first time. You know, it's, it's really It's really fulfilling on you know, my my point because I'm helping them and I'm getting that great experience, but they're getting the better experience of seeing their child make progress.



Michelle Rogers 29:01

So let's talk about the two scenarios here. Because you live in the world, and work in the world of where we are when there's a lot of parents that don't want to partake. And then you have the masterclasses. So we live you live in a world where some of my master classes don't even have access to in person therapy, and you can actually provide in person therapy, but parents aren't on board. Do you see a difference in the progress that's reported in both scenarios? And why do you think that is?



29:30

Definitely I mean, I think what happens when you're, you know, when you have so much access to ABA for your entire life, I think the parents get a little spoiled. You know, they really rely on us to take care of their child. You know, for some parents, it's babysitting, it's free babysitting for them, you got your copay, and that's it. You're great, you know, it's cheaper than a babysitter and they're just have been getting it you know, depending on the age of the child they've been receiving ABA services for long time, and they're like, Alright, time for ABA BA, I'm gonna go, you know, do whatever I need to do. And when it's time for parent training, they're like, oh, I don't have time for it. And you know, number one, I have to be the bad guy a lot. And I have to tell parents, like, if this is insurance based, it is, you know, mandated by insurance that I provide parent training to you. And number two, I pulled the Debbie Downer card a lot, like you kind of pointed out where, you know, I always give them the disclaimer, and I'm like, Listen, I'm going to be a Debbie Downer here. But you're not going to be here one day, and we need to be working on these skills with your child, to get them more independent in their life to to lead a better life for them. And you need to be helping them do this, when I'm not here. It

can't be two to three hours a day, we're working on these skills, and then never, never again, until I see you the next day, you know, like the there needs to be carryover with the parents. And, you know, going from an ABA rich upbringing to parents with the master class that haven't experienced that, they are very willing to participate because they have not gotten that in their lives. And you know, these are the parents that deserve to have had an ABA rich life with their child, because they would be the ones doing Parent Training and seeing all this progress with their child. Whereas a lot of my families, you don't see as much progress because the parents aren't willing to participate.



Michelle Rogers 31:30

And let me tell I just want to give a wake up call to everybody. Because right now, I believe that the continual rise of sick children is the pandemic, the ignored pandemic of our lifetime. And that as long as the numbers go up, that means that the requirement of care, the amount of children that will need services increases, right, we're at when Juliana was born, it was one in 66. As of today, it's one and 44. If we don't figure out what's going on, and that this keeps rising, that means that we all have this amount of ABA, including the people who have it in these abundant areas like New York and California, right. And we're going to have more kids that need that same amount of services and not enough service providers for them. So we don't want to get to a catastrophic state, which I already feel like we are now and not know how to teach our kids. Because we think that we're just entitled to services that I think will always be there because that might not be the case. Even now Giuliana is one of Juliana's RBTs. Christina, you know, Christina, because Christina was Juliana's first RBT under Stacey and she just got her license to be a BCBA, we're having a heck of a time trying to fill it because there are so many families in need, and not enough people to support them. So even for the families that are in the masterclass, you already know it, you already know the value in learning this for yourself. But for anyone who's listening who has the access to therapies, if you don't think that it's important that you learn this, you couldn't be more wrong, because if the numbers keep going the way they are, that that that standard that you're very comfortable having may be taken right from you. And if that's not an option, then who's going to be there to help your baby, and who's going to want and desire for them to win better than their mother or their father or their pay or grandparent or whatever the case may be. So I think this is just such a good conversation to have, I kind of went in a different term, but it's such a good wake up call that like you can't depend on the the services that you get through insurance, they can be gone tomorrow, that can happen to any of us. And if that happens, are you going to be ready to pick up where they left off? Right. Do you feel that way? To Stacey? Yeah, definitely.



33:41

And I mean, the staffing issue is an issue everywhere, you know, not only are the the diet, the diagnosed children going up, the amount of diagnoses are going up. But also agencies are short staffed everywhere, you know, so there's more kids, and there's less providers, you know, people this is, I don't do it for the money, but it is a career, you know, and people aren't getting paid enough money, especially our RBTs you know, the salaries are very low. So it's really hard to get people into the field. So we're short staffed, and everybody I talked to in the master class is saying, you know, my case, my, my child got approved for hours, but they don't have an RVT or they're not getting their full amount of hours, you know, so thankfully, that's where we come

in where we can kind of help with that until they get staffed. But it's definitely it's definitely a problem that we can't when you have services, you can't take them for granted because you know, you can lose it RBT at any moment and then have to wait for another one. Yeah,



Michelle Rogers 34:45

definitely. That's why it's so important that we just not take anything even if we have abundance right now for granted because it can be taken any time. All the more reason why you need to learn how to teach your baby yourself. But okay, so let's just wrap toe and the beginning of the master last one I started, it was two calls a week it was me one night and Stacey the other night recording, we'd go back and forth. And now it's grown. I think I as I, as I started to take more families on and kill everybody, on average, like how many people were in your calls, usually it could be from as little as one to as many as how, um,



35:16

I mean, in the beginning, it could be as little as three. Now it's about five or six per call as many as like 10 to 12. You know,



Michelle Rogers 35:25

multiple calls a week now, yes, the service because we've gotten so big. And do you feel like you could still help and love and support everybody?



35:33

Definitely. Because a lot of people come on without questions. And they they know that their questions are probably going to be answered within the call, you know, so if there's 10 people there, maybe five people are going to ask a question, and then somebody will type in the chat. Oh, you just answered my question. I didn't even have to ask it. You know, so we're still able to help everybody. And everybody is like always very patient for their questions, and we get to everybody. But it's yeah, it's It's everybody's great.



Michelle Rogers 36:03

I love it. All right. So we started off it was me that it was you her call now we have a mindset coach. Do you know what they do? Stacy have any idea? Like you've heard? Have you heard how they're helping the moms?



36:13

Yeah, I'm, I go in on a few of the calls every once in a while, and I don't listen to the whole thing. But when I see like, I remember, I used to watch Stella every once in a while. And it's definitely not my wheelhouse, which is why she's great because I get into the nitty gritty ABA,

and then the mindset coach will be like, how does that make you feel? You know, and it seems to be really helpful for the parents, right? We



Michelle Rogers 36:36

want to give you guys to support you all come in very specific goals. I want my kid pie chart, I want to make him make communicating. But believe it or not the ability to do that, cuz it's kind of like the inside joke is the bill, the ability to do that, or the skills to do that you already know. It's the belief that's lacking. So that's my mindset, believe it or not, is a big part of this program just as much as the tactical because I was in the belief of I was this master problem solver. I could solve for anything, including autism, you know shit about it that like, right, I've got to figure this out for her. And I've spent many years believing I'm a problem solver. I've created results, believing our problem. So I was gonna figure it out for Giuliana. We can't you know, if you're not feeling that way about this and you're trying to potty train you're feeling really depressed or sad about the diagnosis and stays I got this from Stacy Stacy said that a lot of parents look at the diagnosis and think it's cancer. And it's not there's an opportunity here for an Armando is a great example of that Armando is one of our BCBA it's always nice to have a male teacher in the program, because we have a lot of boy families, but he's also an adult with autism that didn't speak to the age of seven. And Juliana had language. And last we had to reteach her everything. This is what's possible. Armando is living an independent life, Julianne is going to live an independent life. Why could this be possible for all babies and I need to get you in a mind frame to not see this as a death sentence anymore. But to see like why maybe I could create some really amazing life. And she could still have autism and not be okay. Sound good, Stacey.



38:06

Yes. Amazing. I mean, it's I didn't know, I know that. I knew that Armando was on the spectrum. But I didn't know he didn't speak until he was seven, you know, and there's so many cases like that, you know, you have to start those services early.



Michelle Rogers 38:18

Yeah, and Armando didn't even have any of the ship can you imagine it would have been a very different life for him. But he believes so much in what we do. And I can tell you just from what I've experienced and what Stacey can attest to this too, for all the experiences that we've had in the mascot we have family from Pakistan, who her daughter was saying cards and said one word said car within a couple of weeks. This is what's possible for all of your babies. But I gotta get you on board to under to believe that before we can give you the tactical they kind of give you the rocket fuel to make that happen. So yeah, so just to give a recap masterclass, start with just me and Stacy three years ago, was I think we started with five students. I think we're over over 100 now and actively enrolling, it's amazing. We have Michael, we have Stacy's Cova mindset call we now have specialists it's become like this really complete like I call it my circle is complete now because now we have a dietician that's an autism mom. We have a speech language pathologist at Costa College. She's an autism mom, we have an OT now and we have a feeding specialists. So we try to kind of really anything that you could possibly have for autism. We've got you covered. But I am so happy I had this opportunity to interview Stacy,

would you be I want to do another one. Oh, would you be willing to do what I want to do on stole about ABA because I think there's a lot of like shit out there about it. And just like any therapy, I'm gonna just prefer I'm gonna end it like here. We're gonna have Stacey back on where it's all about what ABA is why it got a bad rap and why you should do it it's absolute. I'm obsessed with it and love it and learn it yourself UTC. You can practice it however you want, when you learn it yourself, but just like any other like practice out there, there could be a doctor that sucks at being a doctor but we don't throw out the practice of the science of what he teaches. So just like with ABA, I'm not questioning or disagreeing that there are adults now with autism that may have experienced rough experiences with it. But that doesn't mean we throw out the whole science based on a couple of bad practitioners. So I think we'll leave it at that. And then we'll bring this up to a whole other podcast interview, but it was a pleasure talking today. I'm so honored to have you in the master class with me. We're going on three years. This is crazy.



40:27

I know. I'm so happy to be here. It really has grown into something beautiful, and I'm happy to be part of it.



Michelle Rogers 40:32

Awesome, Stacy. See you guys next time.



40:36

Bye, everybody. So that was good. You're ready to help your baby now with potty training, communication or stopping their problem behaviors. I want to invite you to watch my free 10 minute video training that shows you how I took my daughter with autism from pre verbal to sign language potty training with a sign to making sounds and then speaking, head over to Michelle B rogers.com. Forward slash training. That's Michelle M i c h e l l e. B as in boy, Rogers, r o g e r s.com forward slash training. See you there