

CURRICULUM VITAE

Stacy L. Jantzi

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Personal Statement

Military spouse, supporter, active volunteer of 25 years, and a mother of two children. I have dedicated my life to service and support of military and civilian families. I took several years off to focus on my family in order to meet the various unique needs of one of our children; it was my primary job for some time. While the decision removed me from salaried employment it opened doors of where I wanted and needed to be. Additionally, the gap in employment provided me the time to focus my desired career passion and pursue my educational goals. I have a broad range of work experience and career skills. Applied Behavior Analysis, provider with 12+ years of hands-on, personal and professional experience. I am skilled in working with adults and children in behavioral health, behavioral, cognitive, developmental, and social-emotional areas in need of intervention. I effectively implement ABA therapy-based programs, behavioral and educational programs individualized to meet needs for better understanding, improving social growth and connections. Compassionate, success driven, well-organized, and patient with incomparable communication, interpersonal and social skills along with a strong determination of providing the highest quality of services to all the individuals encouraging discovery of their unique potential. Through this philosophy I founded Ausomeism: Autism Redefined®. Working to create optimism for amazing futures one family at a time.

College Address:

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Education History

1. Bachelor of Science – Austin Peay State University, Clarksville, TN

Major: Interdisciplinary Studies / K-6 Elementary Education / Psychology *Cum Laude*

Program: Interdisciplinary Studies, Psychology, and Special Education *Cum Laude*

2. Masters of Science - The Chicago School of Professional Psychology, Chicago, IL

Program: Psychology - *Magna Cum Laude*

Applied Research Project:

Fundamental Skills of Behavior Reinforcement

Training Workshop for Parents of Children With

Autism in the Military Community (Advisor: Iva Kolarov)

3. (Post) Masters - The Chicago School of Professional Psychology, Chicago, IL

Program: Board Certified Behavior Analyst Re-specialization *Cum Laude*

4. Ph.D. – The Chicago School of Professional Psychology, Chicago, IL

Present

Program: Applied Behavior Analysis

Advisor: Susan Flynn, Ph.D., BCBA-D

Thesis Chair: Dr. Jack Spear, BCBA-D

Dissertation Chair: Dr. Julie Brandt, BCBA-D

Professional Positions

1. The Menta Group

Menta Academy Yuma (MAY), Yuma, AZ

Clinical Program Director

- Recruit and train staff to meet the needs of all students transitioning from other campuses for intensive ABA based classrooms to develop present skills and repertoires.
- Develop clinical based structured teaching classrooms while continuing to teach and monitor classroom teacher performance through meaningful support model, observation, and feedback.
- Complete functional behavior assessments (FBA)
- Develop behavior intervention plan based on results of (BIP)
- Identify access point for all student to engage and remain engaged throughout the school day, using intentional language, proactive supports, additional processing time, and teaching self-regulation strategies.
- Provide yoga 5 days a week for students and staff
- Instruct, practice, and apply all training designed by Menta to support the campus.

- Teach staff the foundations and principles of ABA, the protocols to run an effective intervention and how to track the growth and development of all students.
- Identify skills to develop meaningful IEP plans to meet the present and future needs of students.
- Never give up

2. Lutheran Special Education Ministries (LSEM)

Yuma Lutheran School, Yuma, AZ

ESS Program Developer and Coordinator

- Monitoring the student's entire educational program, both within and outside of special education.
- Initiating and maintaining regular contact with each of the student's general education teachers and ancillary staff.
- Arranging/ scheduling meetings such as IEP and RtIs
- Inviting relevant and required personnel including, but not limited to parent, general education teachers, principal (or designee), and related service staff who are assigned to the student's IEP.
- Assisting the IEP team in developing an appropriate program, including transition services.
- Continuously collect data documenting progress toward IEP goals. This data must be kept in the provider's working file and must be available at the IEP and at the request of administrators for monitoring purposes.
- Provide direct instruction relating to each student's deficit (skill building).
- Serving as a liaison between the parent(s) and the school.
- Distributing progress reports to parents as stated in the IEP and beyond if needed.

- Monitoring confidential special education files and official district files to assure all appropriate paperwork is accurate, current, and in compliance.

3. Educator and Interventionist

James D. Price Elementary, Yuma Proving Ground, AZ

- FBA completed in order to develop ITP, BIP, and serve the child and meet behavior and academic goals.
- Create instructional resources for use in the classroom, supporting academic, social & emotional growth.
- Plan, prepare and deliver instructional activities modified to meet the academic ability of the child with implementation of fixed-time and reinforcement schedules to continue motivation.
- Create positive educational climate for students to learn.
- Meet course and school-wide student performance goals.
- Participate in ongoing training sessions.
- Create lesson plans and modify accordingly throughout the year.

4. Applied Behavior Analysis Provider – Independent Contractor

Full-time position, Autism Therapy & Training, LLC,

- Under BCBA Supervision conduct FBA, assessment using ABLLS-R and VB-MAPP
- Provide in-home intervention and parent training.
- Develop programs for positive social and emotional development for children.
- Comprehensive training sessions for primary caregivers and educators.
- Completed functional behavior & language assessments under BCBA supervision.

- Developed operationally defined target behavior, educational goals. Establish observable and measurable goals to reach maximum potential.
- Developed Individualized Treatment Plan (ITP) and Behavior Intervention Plan (BIP) based on function and need
- Developed Classroom BIP to provide an added resource for educator, paraprofessionals, and other supportive staff.
- Regular training available for teachers, paraprofessionals, and administrators in the evidenced based practice of applied behavior analysis, the intervention plan and continued strategy for the child's long-term goals.
- Provided one-to-one and small group therapy using Applied Behavior Analysis and Verbal Behavior techniques in client's home, school, and community settings, (i.e. pool, gyms, track, zoo, grocery stores).
- Regular observation in the classroom to provide feedback and to provide support weekly.
- Regular program evaluation for feedback, adjust environment, individuals and other needs of program.

5. Applied Behavior Analysis Provider Assistant, Autism Therapy & Training, LLC

- Conducted assessments using ABLLS, ABLLS-R, and the VB-MAPP
- Develop programs for positive social and emotional development for children.
- Comprehensive training sessions for primary caregivers and educators.
- Completed functional behavior & language assessments under BCBA supervision.
- Developed operationally defined target behavior, educational goals. Establish observable and measurable goals to reach maximum potential.

- Individual Treatment Plan (ITP) created to address communication, academic, social and behavioral skills dependent on the patients needs.
- Trained parents and teachers in behavioral techniques as well as providing 24-hour call back.
- Continued use of graphs and progress notes accessible for parent/caregiver training and additional evidence of the programs effectiveness outside of the visual improvements seen with the child, children, or adult.

Membership in Professional Associations

Association for Behavior Analysis International (ABAI)

Association of Professional Behavior Analysts (APBA)

APA Division 25

Professional Activities

Associations and Divisions

Executive Board Member – Kentucky Partnership for

Families and Children (KPFC), Frankfort, KY.

2013-2015

The Chicago School of Professional Psychology Student Representative

Board Member

2016 - 2019

The Chicago School of Professional Psychology

Peer Mentor Lead - Present

Honors

Edward A. Bouchet Graduate Honor Society – Recently invited based on scholarly achievement, promotes diversity, and excellence in doctoral education.

Citizen of the Year – Yuma County – 2017

Hometowns and Heros Honor - 2017

APSU Legacy - 2018

Philanthropy

Founder and developer of **Ausomeism: Autism Redefined®**. Ausomeism is an inspired approach to harness the grief of diagnosis and channel it towards visualizing profound changes. Finding the support the family or primary caregiver needs is part of what Ausomeism can provide. Through that community support the family can then begin implementing proven strategies to promote the individual with diagnosis, their greatest opportunity to achieve their success.

USPTO – Ausomeism: Autism Redefined (2014)
Serial Number 86247374

The Jantzi Group (dba SJI)– Finalizing stages of non-profit for before and after school program for students with unique needs and family training to increase generalization outside of the controlled environment to encourage practice in all settings relevant and meaningful (based on the Ausomeism: Autism Redefined® philosophy.

Yuma Autism Community Coalition

2016 Founding member of YACC will other ASD families.

<http://www.yaccitup.org/>

Our vision for the Yuma community is one where every child with autism is an independent, productive member of society.

WHAT WE DO:

Create opportunities by

- Facilitating trainings
- Educating
- Developing awareness
- Building relationships
- Connecting the community

CORE VALUES

We value the AUSOMEISM© of....

- community
- synergy of relationships
- opportunity
- encouragement
- capacity

Projects Underway

Thesis proposal submitted for publication in partial fulfillment of the requirements
for the degree of PhD in Applied Behavior Analysis -

“The Effects of Mand Training to Teach Language to Children with Autism”

Statement of Professional Interests

Applied Behavior Analysis:

- Continue to study the application and theoretical aspects of ABA. Primarily in children with Autism, mental illness, and Oppositional Defiant Disorder.
- Continue to study classical and operant conditioning
- ABA and FBA in both research and application of new strategies.
- Continuous growth and understanding of studies and practices of BF Skinner.

Special Education:

- Skill acquisition and generalization from isolated classroom environment to inclusion or general education classroom with social and emotional growth opportunities.
- Skill acquisition and generalization from school environment to home environment and vice versa.
- Provide regular administration support and training in the practices, principles, and empirical data that supports the long-term benefits for those with varying behavioral deficits whereby impacting academic development.

Staff/Educator Training

- Regularly conduct training reviews for quality assurance of job preference assessment and areas of interest.

- Skill acquisition and generalization for staff and providers to ensure they are utilizing the most effective teaching strategy as well as professional development opportunities are translated after training.

Professional, Academic, & Personal References

Dr. Julie Brandt, The Chicago School of Professional Psychology
jbrandt@thechicagoschool.edu

Dr. Annette Griffith, The Chicago School of Professional Psychology
agriffith@thechicagoschool.edu

Dr. Elizabeth Conran, President & CEO The Menta Group
Elizabeth.conran@menta.com

Shannon Rouff, Director of Exceptional Services Yuma District One
Srouff@yuma.org

Kathy Burwell, Regional Director, The Menta Group
Kathy.burwell@menta.com

Dr. Pilar Moreno, CCC-SLP
Pmoreno@yuma.org

Suzzette Whelchel, Principal James D. Price Elementary
swhelchel@yuma.org

Katie Baine, Owner/Executive Director Autism Therapy & Training, LLC, TN.
katiebaine@gmail.com

Ausomeism: Autism Redefined® (**attached**)

**AUSOMEISM:
AUTISM REDEFINED®**

Some pretty Ausome background.

Being a parent is unique in and of its self. Add cognitive, behavioral, or other challenges and parenting becomes a little more like windy gravel roads, rather than some bumps or cracks in the pavement. One pediatric appointment after another led us to the final assessment of Autism Spectrum Disorder (ASD). This moment, the moment of diagnosis is like nothing I've felt before. Maybe you too can say the same thing. Once I heard ASD, my gut was right and how I desperately wanted for it to be wrong. I recall thinking how am I going to help my son reach every goal he is meant to reach? Where do I go? Where do I start? The visits with the developmental pediatric specialists were lost on me like white noise.

However, being right – of the diagnosis that is – was and still is the greatest gift he received before he turned 2 years old. We knew what mountains we had to help him climb and we were ready to climb Mt. Everest if need be. We immediately went to gather research about what we could do to help our son communicate, overcome aversions to textures, foods, sounds, and so much more. While working feverishly to create sensory integration areas and other accommodations/ modifications throughout our home, the research altered my career path in the best possible way. Through all of the research we kept coming to Applied Behavior Analysis (ABA) as one of the most effective means for teaching new skills, shaping behaviors, generalization across settings, errorless training procedures, and the empirical evidence to support the tremendous findings.

I knew at that time becoming an ABA was what I needed to do. We committed ourselves to living, eating, and breathing the principles of ABA. Why not have a full-time specialist in the home? Of course I am still mom, but more often than not, I am teaching and implementing the ABA practices that I have been trained and shaped by true leaders in the field. I knew that I wanted to be involved in all of our son's treatment plans as well as successful collaboration across all his coordinated care team. So why not help other families do the same thing? Exactly!

Encouraging others to see ASD as a diagnosis not a description of who or what the child/individual is presently or will become ... is what Ausomeism is all about. Allow the diagnosis to serve its ultimate purpose, to provide all the necessary resources across all providers and settings to help ensure the greatest developmental success. Furthermore, when the positivity of the diagnosis is observed, this is the platform from which all-great things can and will happen for the child, family, and all those who actively support the child/individual.

Those with Ausomeism have super powers ... they can cross a room in a hurry on tippy toes, laugh when no one else does, hug you tighter than you ever been hugged, enjoy silence, happily play without anyone else around. And love with every part of their heart and soul – unconditionally.

It's more than Autism... It's Ausomeism: Autism Redefined®

Ausomeism Core Values

The core values of Ausomeism are first and foremost that the ASD diagnostic label does not define the individual but generates the appropriate resources necessary for intervention.

Ausomeism Parenting: Parents are truly regarded as the most important member of any therapy team. The active roll assists in achieving the continued growth and lasting progress. Locating an ABA to meet the individual with the diagnosis as well as the family's needs is primary to further the success of all programs. Parents are trained on procedures customized for implementation outside of structured therapy sessions.

Ausomeism Collaboration: This is essential to among all individuals implementing treatment plans developed (across settings, etc.) in order to ensure success. Caregivers, teachers, and other members of the care team invested in the success of the individual are all crucial to intervention plan success as well as the Ausomeism mindset.

Ausomeism Friendships: Surround yourself with those that appreciate what your new goals are as the diagnosis is life changing not life ending. More importantly surround the child/individual with others that want the very best for them – promoting the Ausomeism state of mind.

Push when there are opportunities to push; when you hear a new sound produced there is no turning back; when a new food is tested and tolerated, there is no turning back... Every short-term goal achieved leads to long-term success! After all whose success are we looking for?

What Can Ausomeism Do For Me?

The professionals associated with Ausomeism are proven in their field and understand the power of ABA principles and the power of giving. More importantly, that they can transform and erase boundaries with your commitment. Parent training services and group training sessions are available at no cost. This promotes access to the most-up-to-date research available for treatment and intervention strategy while waiting for one-on-one ABA services.

Additionally, the support that comes from a local Ausomeism group can change your daily life. Take a deep breathe, exhale, and let the journey begin.

Find us on Twitter / Email / Contact

@ausomeism

ausomeism@gmail.com

How do I locate an ABA?

<http://info.bacb.com/o.php?page=100155>

All certified professionals are not listed. Word of mouth is one of the greatest ways to locate an ABA that is best suited for your family. Contact your pediatric developmental specialist, local support group, or other sources for recommendations.