

MARY LLINÁSZephyrhills, FL 33543 | (352) 415-5662 | llinasm@usf.edu**EDUCATION****University of South Florida*****Doctor of Philosophy in Applied Behavior Analysis (ABA)*****(Expected) July 2025**

Tampa, FL

Florida Institute of Technology, School of Behavior Analysis***Master of Science in Applied Behavior Analysis (ABA) and Organizational Behavior Management (OBM)******Thesis: A Comparison of Continuous, Dense, and Lean Schedules of Noncontingent Access to Matched Competing Stimuli to Reduce Stereotypy*****July 2021**

Melbourne, FL

University of Florida, College of Liberal Arts and Sciences***Bachelor of Science in Psychology*****December 2018**

Gainesville, FL

Santa Fe College***Associates of Arts in Psychology*****May 2017**

Gainesville, FL

CERTIFICATION

Board Certified Behavior Analyst (#1-21-54263)

2021 – Present**TEACHING EXPERIENCE****University of South Florida, *Applied Behavior Analysis Program******Undergraduate Co-Instructor*****Fall 2022**

- MHS 4202 Behavioral Assessment and Intervention Planning in ABA

Graduate Teaching Associate**Fall 2022**

- MHS 4206 Applied Behavior Analysis in Autism and Developmental Disabilities

PUBLICATIONSCymbal, D. Wilder, D., Cruz, N., Ingram, G, **Llinas, M.**, Clark, R., & Kamlowksy, M. (in press). Procedural integrity reporting inthe *Journal of Organizational Behavior Management* (2000-2020). *Journal of Organizational Behavior Management*.**Llinas, M.**, Wilder, D., Walz, R. J. (in press). A comparison of the effects of noncontingent reinforcement and environmentalenrichment on stereotypy using matched stimuli. *Behavioral Interventions*.**MANUSCRIPTS IN PREPARATION**Passage, M., Gadaire, D., & **Llinas, M.** (in preparation). The effects of metacontingencies on altruistic responding.Passage, M., Nicholson, K., & **Llinas, M.** (in preparation). An evaluation of self-control training procedures in applied behavior analysis.**RESEARCH IN PROGRESS****High Probability Instructional Sequence: A Reinforcer Assessment.**

- *Authors:* Amalix Flores, Danielle Russo & **Mary Llinas**
- *Role:* Researcher
- *Duties:* Write the method, literature search, aid in developing the study's protocol
- *Status:* Research ongoing

Distinguishing Environmental Enrichment and Noncontingent Reinforcement

- *Authors:* Mary Llinas, Elbert Blakely, Thomas Freeman
- *Role:* Primary researcher
- *Duties:* Lead discussions on the topic, assign tasks, research related information, write the manuscript
- *Status:* Research ongoing

OBM Literature Review on Cost-Benefit Analysis

- *Authors:* Daniel Cymbal et al.
- *Role:* Research assistant
- *Duties:* IOA
- *Status:* Research ongoing.

CONFERENCE PRESENTATIONS

Llinas, M., Wilder, D., Walz, R. J. (2022, May 26-30). *A Comparison of Continuous, Dense, and Lean Schedules of Noncontingent Access to Matched Competing Stimuli to Reduce Stereotypy*. Paper presented at the 48th Association for Behavior Analysis International (ABAI), Boston, MA, United States.

Llinas, M., Wilder, D., Walz, R. J. (2021, September 29-October 2). *A Comparison of Continuous, Dense, and Lean Schedules of Noncontingent Access to Matched Competing Stimuli to Reduce Stereotypy* [Poster presentation]. Florida Association for Behavior Analysis (FABA), Aventura, FL, United States. <https://behaviorlive.com/FABA2021/posters>

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

OBM Network	2021 - present
Applied Behavior Analysis International (ABAI)	2019 - present
Florida Association for Behavior Analysis (FABA)	2019 - present
Association of Professional Behavior Analysts (APBA)	2019 - present
Behavior Analysis Student Association (BASA)	2019 - 2021

PROFESSIONAL EXPERIENCE**Quest, Inc.****February 2022 – June 2022**

BCBA

Brandon, FL

- Conduct functional behavior assessments (FBA), and develop behavior analysis service plans (BASP) and behavioral goals for adult clients with various developmental disabilities.
- Develop and implement behavior programming (skill acquisition and replacement behavior skills) while ensuring linkage with support plan goals for individuals receiving services in group homes.
- Provide competency-based training and monitoring to staff, teachers, family members, and others as necessary on the implementation of behavior programming, including current BASP and required data collection.
- Collect, graph, interpret, and monitor data on the clients' behaviors and progress related to their behavior programming.
- Write required progress reports monthly, quarterly, and annually according to agency timelines to maintain compliance with all state, local, and funding source standards (e.g. Med Waiver) and the Local Review Committee.

AchieveAbility Therapy Services**November 2021– February 2022**

BCBA & OBM Program Manager

Lutz, FL

- Assist students and families to resolve challenges, barriers to treatment and complaints to increase implementation of treatment and treatment integrity.
- Conduct functional assessments, and develop and write individualized behavior intervention plans and behavioral goals for each client
- Develop and manage parent and teacher training programs so treatment can be implemented at home.
- Provide individual & group supervision to BCaBAs & RBTs as indicated per BACB and insurance guidelines.
- Supervise practicum/fieldwork students as indicated as per the BACB guidelines and specific university program guidelines.
- Creating, monitoring, and updating company policies based upon OBM strategies to facilitate meaningful & lasting change.

Florida Tech Esports**March 2021– October 2021***OBM Student Consultant*

Melbourne, FL

- Collected data on the players' verbal behavior to make decisions and deliver objective feedback.
- Provided examples and rationale on how the BCBA 5th edition task list items can be implemented in esports.
- Provided examples and rationale on how practicum students can complete the required OBM practicum competencies in esports.
- Aided in forming esports as a practicum site for Florida Tech behavior analysis graduate programs.
- Created data collection sheets, rubrics, report card template, and other data analysis documentation for the tryouts that were easier to complete, improving IOA by 95%.

Florida Tech School of Behavior Analysis**January 2021– May 2021***OBM Practicum Student*

Melbourne, FL

- Interviewed student body and directly observed professors' behaviors in a classroom setting to create a scorecard to improve faculty's performance university wide.
- Interviewed faculty to create a process map in which solutions were drawn to improve the process of inputting SACS data.
- Assessed faculty's performance using the Performance Diagnostics Checklist (PDC).
- Interviewed administration and faculty to create a checklist and process map to improve the process of interviewing a faculty candidate.
- Created and proposed a new OBM rubric and practicum competency for practicum students to complete.
- Developed interventions to increase social distancing amongst students during 96% of the classtime, and to decrease the duration of faculty grading assignments to 7-10 days.

Scott Center for Autism Treatment**May 2020 – May 2021***Clinical and OBM Practicum Student*

Melbourne, FL

- Identified targets for skill acquisition that aligned with the client's plan of care (behavioral goals).
- Assessed the client's skill level using the VB-MAPP to create the client's plan of care.
- Developed and implanted a tool to track client's progress towards behavioral goals.
- Conducted and collected data during intake assessments to assess a potential client.
- Created or designed, and conducted OBM projects (i.e., organizational chart, performance objectives matrix or scorecard, behavior skills training, staff performance assessment, and process maps) to improve staff's performance.
- Collected data, charted findings, and provided reports to IPT supervisor and employer.
- Researched and implemented CDC guidelines within the clinic to improve performance of safe behaviors.

Scott Center for Autism Treatment**November 2019 – March 2021***Registered Behavior Technician*

Melbourne, FL

- Implemented ABA procedures including DTT and NET to increase language and communication, appropriate play skills, cooperation skills, and self-help skills.
- Used Central Reach to keep track of the client's data and write session notes after each client session.
- Collected data, graphed findings, and provided reports to parents and case managers.
- Utilized crisis training, when necessary, to maintain the safety of clients and coworkers.
- Used ABC recording to identify the antecedents and consequences maintaining undesirable behavior.

Social Skill Program at the Scott Center for Autism Treatment**August 2019 – Present***Behavior Technician*

Melbourne, FL

- Led a daily activity to help facilitate a wide range of social skills as well as compliance/attending.
- Collected data on the children's social skills, problem behavior, and compliance as part of the token system.
- Rewarded points as part of the token system based on the children's performance in which they could purchase preferred items at the point store to increase their self-control skills.
- Aided in fostering successful peer relationships in my assigned group with children from ages 10 to 14 years old or 5 to 9 years old.

EPIC Summer Camp at the Scott Center for Autism Treatment**June 2019 – August 2019***Camp Counselor*

Melbourne, FL

- Implemented a research-based day treatment program for children (ages 7-12 years) diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD).
- Assisted children in setting daily goals, completing academic lessons, and participating in group sports and leisure activities.
- Collected data on children's target behaviors and provided detailed feedback and encouragement to children based on their performance on various skills throughout the day.

Florida Autism Center*Research Assistant***August 2018 – December 2018**

Gainesville, FL

- Collected and analyzed data for the research in the Pediatric Feeding Disorders Program.
- Prepared the meals for each feeding session by blending the food into a puree texture so the children would not suffer any possible hazards, such as, choking.
- Aided in the nutrition of the children that participated in each session by feeding them with their respective bite sizes, utensils—bolus, and small spoon, etc.— while following the protocol to increase their calorie intake and decrease their dependability on the G-tube.

Albert Ray Massey Recreation Center*Camp Counselor (Volunteer)***June 2018 – August 2018**

Gainesville, FL

- Mentored the children at the community center by building trust with the youth which translated into investing time into their mentee and having consistency with my presence at the center.
- Supervised the children throughout the day by ensuring the physical safety of the children and that they were within close range to be able to inform the parents about any incidents that may have occurred during the day.
- Participated and organized recreational activities for the children that resulted in the increase of their creativity, problem-solving, social interaction and compliance skills.

SKILLS & AWARDS:**Languages:** Spanish (Fluent), English (Fluent), French (Fluent), and German (Beginner)**Technical Skills:** Microsoft Office (i.e., Word, Excel, PowerPoint), Central Reach, Google Suite

Santa Fe College Honors Program (2017)

Engaged Leaders Program (2017)

International Scholars Program (2018)

Florida Academic Scholars (Bright Futures; 2016-2018)

Florida Institute of Technology Graduate Scholarship (2019-2021)

SOBA scholarship (2021)