

Mary B. Gruber, Ph.D., BCBA-D
Professor Emeritus of Psychology
California State Polytechnic University Humboldt

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Education:

Ph.D., 1973, Psychology with emphasis in Learning and Motivation
University of Illinois at Chicago, 1970-1973
M.A., 1970, Psychology with emphasis in Learning and Motivation
University of Illinois at Chicago, 1967-1970
B.A., 1967, Cum Laude, with major in Biological Science
Beloit College in Beloit, Wisconsin, 1963-1967

Certification:

BCBA-D #1-02-0782, Board Certified Behavior Analyst - Doctoral Level

Employment:

Humboldt State University, Arcata, California
Professor Emeritus of Psychology, 2008-Present
Professor of Psychology, 1992-2008
Associate Professor of Psychology, 1979-1992
Assistant Professor of Psychology, 1974-1979

Lindenwood College, St. Charles, Missouri
Assistant Professor of Psychology, 1972-1974

Peer-Reviewed Publications and Presentations

Brewer, K. A., & Gruber, M. B. (2022). *Professional manual for the Parent Reaction to Autism Diagnosis Scales (PRADS-2) with guidance for tailoring parent supports*. Arcata, CA: The Press at Cal Poly Humboldt. Available at <https://digitalcommons.humboldt.edu/textbooks/7/> and as a book through Amazon.

Casas, V. K., & Gruber, M. B. (2014, February). Effects of training caregivers in visual supports: Self-efficacy and implementation. *California Association for Behavior Analysis Annual Convention*, Burlingame, CA.

Horn, C. L., Gruber, M. B., Ziolkowski, M. R., & Sheppard, B. S. (2011). Reduction of long-standing rumination through antecedent manipulations and differential reinforcement. *California Association of Behavior Analysis Annual Convention*, Burlingame, CA.

Hopper, C. A., Munoz, K. D., Gruber, M. B., & Nguyen, K. P. (2005). The effects of a family fitness program on the physical activity and nutrition behaviors of third grade children. *Research Quarterly for Exercise and Sport*, 76(2), 130-139.

Oliner, P. M., with Statistical Analysis by Wielgus, J., & Gruber, M. B. (2005). *Saving the Forsaken: Religious Culture and the Rescue of Jews in Nazi Europe*. New Haven, CT: Yale University Press.

Wood, T. A., Ewen, D. K., Gruber, M. B., Ming, S., & Horn, C. L. (2005). Effects of an applied behavior analysis training program on self-efficacy and behavioral skills of caregivers for children with developmental disabilities. *California Association for Behavior Analysis Annual Convention*, Dana Point, CA.

Ewen, D. K., Wood, T. A., Ming, S., Gruber, M. B., & Shanoff, K. (2005). Effects of an applied behavior analysis training program on confidence and stress in caregivers for children with developmental disabilities. *California Association for Behavior Analysis Annual Convention*, Dana Point, CA.

Young, P. R., Gruber, M. B., Villa, E. C., & Langford, R. A. (2004). Life and death attitudes of high-risk sports participants and nonparticipants. *American Psychological Association Annual Convention*, Honolulu, Hawaii.

Roth, C. M., Gruber, M. B., Furuoka, J. H., & Ewen, D. K. (2003). Contact and attitudes toward community inclusion of individuals with developmental disabilities. *Association for Behavior Analysis Annual Convention*, San Francisco, CA.

Furuoka, J. H., Gruber, M. B., & Roth, C. M. (2003). Teachers' views on including children with autism in general education settings. *Association for Behavior Analysis Annual Convention*, San Francisco, CA.

Dupree, J. L., Gruber, M. B., Halligan, E. C., & Ashurst, M. A. (2002). The development of a questionnaire to measure sleep disturbance in adults. *Western Psychological Association Annual Conference*, Irvine, CA.

Dupree, J. L., Halligan, E. C., & Gruber, M. B. (2002). A comparison of sleep disturbance in midlife men and women. *Western Psychological Association Annual Conference*, Irvine, CA.

Hui, L., & Gruber, M. B. (2001). The effect of learning Chinese written symbols on children's visual processing ability. *Third International Spearman Seminar, Extending Intelligence: Enhancement and New Constructs*, Sydney, Australia.

Hopper, C. A., Gruber, M. B., Munoz, K. D., MacConnie, S. E., Pfingston, Y. M., and Nguyen, K. P. (2001). Relationship of blood cholesterol to body composition, physical fitness, and dietary intake behaviors in third-grade children and their parents. *Research Quarterly for Exercise and Sport*, 72(2), 182-188.

Oliner, P. M., Wielgus, J., and Gruber, M. B. (2001). Very religious and irreligious rescuers: An exploration of cultural styles. In J. K. Roth and E. Maxwell (Eds.), *Remembering for the Future: The Holocaust in an Age of Genocide* (pp. 309-318). Hampshire, UK: Macmillan.

Oliner, P. M., Wielgus, J., and Gruber, M. B. (2000). Very religious and irreligious rescuers: An exploration of cultural styles. *Remembering for the Future 2000: The Holocaust in an Age of Genocide, An International Conference*, University of Oxford, Oxford, UK.

Oliner, P. M., Wielgus, J., and Gruber, M. B. (1999). Catholic and Protestant rescuers: A psychosocial comparison and its implications for altruism. In M. Hayse (Ed.), *Hearing the Voices: Teaching the Holocaust to Future Generations*, (pp. 193-217). Merion Station, PA: Merion Westfield Press International.

Oliner, P. M., Wielgus, J., and Gruber, M. B. (1999). Ingroup and outgroup altruism: Protestants and Catholics. *Conference on Empathy, Altruism, and Agape: Perspectives on Love in Science and Religion*, Cambridge, MA.

Gruber, M. B. (1998). Mastery, sharing, and primary relationships of Catholic and Protestant rescuers and nonrescuers of Jews. In Oliner, P. M., Gruber, M. B., and Wielgus, J. Symposium on Religious Culture and Outgroup Altruism: Catholic and Protestant Rescuers of Jews in Nazi Europe. *American Psychological Association Annual Convention*, San Francisco, CA.

Hopper, C. A., Gruber, M. B., Pfingston, Y. M., Munoz, K. D., MacConnie, S. E., Osborn, A., and Nguyen, K. P. (1998). Relationship of blood cholesterol to body composition, physical activity, and dietary intake behaviors in third-grade children. *Research Quarterly for Exercise and Sport*, 69(1S), A-34.

Hopper, C. A., Munoz, K. D., MacConnie, S. E., & Gruber, M. B. (1998). A family fitness program for children with learning disabilities in remote rural regions. *Rural Special Education Quarterly*, 17, 28-32.

Hopper, C. A., Gruber, M. B., Pfingston, Y. M., Munoz, K. D., MacConnie, S. E., Osborn, A., and Nguyen, K. P. (1998). Relationship of blood cholesterol to body composition, physical activity, and dietary intake behaviors in third-grade children. *American Alliance for Health, Physical Education, Recreation and Dance Annual Convention*, Reno, Nevada.

Hosley, M. G., Hopper, C. A., and Gruber, M. B. (1998). Self-concept and motor performance of children with learning disabilities. *Perceptual and Motor Skills*, 87, 859-862.

Hopper, C. A., Munoz, K. D., Gruber, M. B., and MacConnie, S. E. (1997). Family Fitness Project (Grant #1-R15-HL42626-01A4). *Final Grant Report to National Institutes of Health*. Department of Health and Human Services, Public Health Service.

Nguyen, K. P., Leonard, A., Gruber, M. B., and Hopper, C. A. (1997). The relationship between physical fitness and self-management behaviors in children. *International Symposium for Adapted Physical Activity*. Quebec City, Canada.

Oliner, P. M., Wielgus, J., and Gruber, M. B. (1997). Catholic and Protestant rescuers: A psychosocial comparison and its implications for altruism. In M.S. Littell (Ed.), *Hearing the Voices: Teaching the Holocaust to Future Generations*, CD-Rom Disk, Vista Intermedia.

Oliner, P. M., Wielgus, J., and Gruber, M. B. (1997, March). Catholic and Protestant rescuers: A psychosocial comparison and its implications for altruism. *Scholars' Conference on the Holocaust and the Churches*. University of South Florida, Tampa, Florida.

Hu, S., Davis, M. S., Klose, A. H., Zabinsky, E. M., Meuz, S. P., Jacobsen, H. A., Westfall, J. M., and Gruber, M. B. (1997). Effects of spatial frequency of a vertically striped rotating drum on vection-induced motion sickness. *Aviation, Space, and Environmental Medicine*, 68(4), 306-311.

Hopper, C. A., Gruber, M. B., Munoz, K. D., and MacConnie, S. E. (1996). School-based cardiovascular exercise and nutrition programs with parent participation. *Journal of Health Education*, 27(5), S32-S39.

Hopper, C. A., Munoz, K. D., Gruber, M. B., MacConnie, S. E., Schonfeldt, B., and Shunk, T. (1996). A school-based cardiovascular exercise program with parent participation: An evaluation study. *Children's Health Care Journal*, 25(3), 221-235.

Hu, S., Glaser, K. M., Hoffman, T. S., Stanton, T. M., and Gruber, M. B. (1996). Motion sickness susceptibility to optokinetic rotation correlates to past history of motion sickness. *Aviation, Space, and Environmental Medicine*, 67(2), 1-5.

Carson, L. A., and Gruber, M. B. (1994). Effects of fictitious win-lose feedback on self-perception and competitive motor performance. *Western Psychological Association Annual Convention*, Kona, Hawaii.

Hopper, C. A., Gruber, M. B., Munoz, K. D., MacConnie, S. E., Herb, R. A., and Shunk, T. (1992). A family fitness program. *Journal of Physical Education, Recreation and Dance*, September, 23-27.

Hopper, C. A., Gruber, M. B., Munoz, K. D., and Herb, R. A. (1992). The effect of including parents in a school-based exercise and nutrition program for children. *Research Quarterly for Exercise and Sport*, 63(3), 315-321.

Hopper, C. A., Gruber, M. B., MacConnie, S. E., and Munoz, K. D. (1991). The effect of including parents in an aerobic exercise and lowfat nutrition behavioral program for handicapped children. *International Symposium on Adapted Physical Activity*, Miami, Florida.

MacConnie, S. E., Hopper, C. A., Munoz, K. D., and Gruber, M. B. (1991). The effect of parental inclusion in a behavioral exercise and nutrition intervention program. *American College of Sports Medicine Annual Conference*, Orlando, Florida.

Gruber, M. B., Wielgus, J., Oliner, P. M., and Oliner, S. P. (1991). Early socialization of female versus male rescuers and nonrescuers of Jews during the Holocaust. *Western Psychological Association Annual Convention*, San Francisco, CA.

Wielgus, J., Gruber, M. B., Oliner, S. P., and Oliner, P. M. (1991). Personality differences among female versus male rescuers and nonrescuers of Jews during the Holocaust. *Western Psychological Association Annual Convention*, San Francisco, CA.

Hopper, C. A., Munoz, K. D., MacConnie, S. E., Gruber, M. B., and Brazil, K. R. (1991). Including parents in a school-based behavioral exercise and nutrition program for handicapped children. *American Alliance for Health, Physical Education, Recreation and Dance Annual Convention*, San Francisco, CA.

Oliner, P. M., Oliner, S. P., and Gruber, M. B. (1991). Altruism and peace: Some propositions based on gender and cross-cultural comparisons. *International Journal of World Peace*, 8(1), 35-44.

Gruber, M. B., Munoz, K. D., Hopper, C. A., and Herb, R. A. (1990). Effectiveness of the "home-team" approach in a children's behavioral fitness program. *Western Psychological Association Annual Convention*, Los Angeles, CA.

Montre, J., and Gruber, M. B. (1990). Evaluation of character attributes according to physical attractiveness of children. *Western Psychological Association Annual Convention*, Los Angeles, CA.

Hopper, C. A., Gruber, M. B., Munoz, K. D., and Herb, R. A. (1990). The effect of including parents in an exercise and nutrition program for children. *American Alliance for Health and Physical Education Annual Convention*, New Orleans, LA.

Oliner, P. M., Oliner, S. P., and Gruber, M. B. (1989). Altruism and peace: Some propositions based on gender and cross-cultural comparisons. *The International Society of Political Psychology Annual Scientific Meeting*, Tel-Aviv, Israel.

Oliner, P. M., Oliner, S. P., and Gruber, M. B. (1989). Extensivity and altruism: A conceptual elaboration and its relationship to gender. *Conference on Theoretical and Social Implications of Rescuing People in Extreme Situations: Another Look at Altruism*, Warsaw, Poland.

Gruber, M. B. (1985). Motivations and personality characteristics of martial artists: A multivariate analysis. In S. R. Heyman (Chair), Symposium on The Psychologist as Sports Psychology Consultant. *American Psychological Association Annual Convention*, Los Angeles, CA.

Frances, S. J., and Gruber, M. B. (1981). Student evaluations of psychology instructors: A multivariate analysis. *Education Resources Information Center Reports*, ED 210-572.

Frances, S. J., and Gruber, M. B. (1981). Factors relating to student evaluations of psychology instructors. *American Psychological Association Annual Convention*, Los Angeles, CA.

Frances, S.J., Behrstock, A., Gruber, M.B., and Preston, K. (1979). Non-traditional counseling services for women on the small campus. *California College Personnel Association Conference*, Asilomar, CA.

Gale, D., Friel, B. M., Frances, S. J., and Gruber, M. B. (1978). Building Math Confidence in Women. *Innovative Grant Report to the Chancellor's Office*, California State University.

Gruber, M. B., Frances, S. J., Gale, D., and Friel, B. M. (1978). Psychological and behavioral contributions to building women's confidence and competence in mathematics. *American Psychological Association Annual Convention*, Toronto, Canada.

Friel, B. M., Gale, D., Frances, S. J., and Gruber, M. B. (1978). Building Math Confidence: An ongoing program at Humboldt State University. *Proceedings of the Conference on the Problem of Math Anxiety*, California State University, Fresno, CA.

Rebert, J., and Gruber, M. B. (1976). Effectiveness of assertive training as measured by free-response written and role-play tests of assertive behavior. *Assert*, 12, 2.

Rebert, J., and Gruber, M. B. (1976). Effectiveness of assertive training as measured by free-response written and role-play tests of assertive behavior. *Western Psychological Association Annual Convention*, Los Angeles, CA.

Gruber, M. B. (1975). Reinforcing effect of information about frequency of future events during concurrent variable-interval schedules. *Western Psychological Association Annual Convention*, Sacramento, CA.

Gruber, M. B. (1975). Reinforcing effect of information about probability of future events during concurrent chained variable-interval schedules. *Western Psychological Association Annual Convention*, Sacramento, CA.

Courses Taught:

- Psych 104 Introductory Psychology
- Psych 241 Introductory Psychological Statistics
- Psych 320 Behavior Analysis, Lecture and Lab
- Psych 341 Intermediate Psychological Statistics
- Psych 482 Psychology Field Study
- Psych 495 Research in Psychology
- Psych 541 Advanced Multivariate Statistics
- Psych 622 Advanced Learning and Behavior Analysis
- Psych 635 Advanced Social Psychology
- Psych 641 Research Methods: Philosophy and Design
- Psych 642 Research Methods: Statistics and Evaluation
- Psych 648 Statistics Consultation
- Psych 655 Behavior Assessment and Intervention
- Psych 680 Ethics in Behavior Analysis
- Psych 682 Behavioral Field Work
- Psych 684 Teaching Behavior Analysis
- Psych 690 Graduate Thesis Research

Student Evaluations of Teaching

On a 5-point scale with 5 as the highest, the mean of all my student evaluation ratings over all questions on all my evaluated courses over my last decade of teaching was 4.89. The median was 5 and the mode was 5. Of all the ratings, 99% were in the top two categories of Excellent and Good, and 91% were in the highest category of Excellent. The ratings are equally high for my undergraduate and graduate courses. I took my student evaluations seriously, reading them carefully and using their suggestions when planning to teach my future courses.

Philosophy of Teaching

In my teaching, I have applied specific behavioral methods for facilitating learning and skill development. These behavioral methods include designing frequent assignments which progress smoothly from basic to more advanced skills; actively modeling and demonstrating skills to be learned; providing active learning experiences in class exercises, laboratory studies, and individual projects; scheduling frequent exams to encourage and reward student progress; and providing specific, immediate positive reinforcement for student achievement through informative feedback and a clearly articulated point system.

I have strived to build both competence and confidence in my psychology and statistics students. I targeted cognitive competence by designing clear lectures and exercises which facilitate a lucid understanding of psychological concepts, methods, findings, interpretations, and applications, and by encouraging students to think logically and critically about psychological issues. I targeted technical competence by designing graduated behavioral experiences to build concrete skills in such areas as observing and analyzing animal and human behavior, conducting applied behavioral change projects, designing and carrying out individual and group research, analyzing data with both hand calculator and computer, and writing project reports in scientific format. I targeted personal confidence and enthusiasm by modeling my own enjoyment of the subject, by engineering smoothly graduated assignments to ensure students experience insight and success at each advancing stage of the course, and by having students design individual and group projects that incorporate their own personal and professional interests.

In my psychological statistics lectures and labs, I continued to update our analytical activities in keeping with new computer programs and statistical approaches. I followed through on my classroom teaching of statistics by assisting undergraduate and graduate students in the design and statistical analysis of their research projects, providing consulting to other faculty members on statistical procedures, and continually exploring and developing my own mastery of advanced multivariate statistical procedures.

In my behavior analysis lectures and labs, in addition to our traditional experimental and applied projects in behavior analysis, I continued to incorporate more activities involving field observations of animals and humans in their natural environment, and also group activities involving practice of applied behavioral support techniques. I followed through on my classroom teaching of behavior analysis by providing on-campus supervision to undergraduate and graduate students in their applied research and thesis projects; and in their psychology field study activities, in which they provided supportive behavioral services to community members with special needs.

Psychology Graduate Program Coordination

I served as a member of the Psychology Academic Research Graduate Committee from 1976 to 2008. I served as the Graduate Coordinator of this program in 1977-1984 and 1987-1989. As Coordinator, I held regular faculty committee meetings for guiding the program, and advised the individual graduate students on their academic progress.

I developed and served as the Coordinator of the Graduate Emphasis in Behavior Analysis from 2002-2008. Our Psychology M.A. emphasis option in Behavior Analysis includes graduate behavioral courses, which are designed to fulfill the graduate emphasis option toward the M.A. degree in psychology, and are also designed to provide the graduate coursework and supervised fieldwork required for BCBA certification as Board Certified Behavior Analysts.

All of my 13 behavioral graduate students completed their M.A. degrees, for a 100% successful completion rate for the behavior analysis graduate emphasis. Ten of these have gone on to earn their BCBA certification, and one of these certified graduates has gone on to earn her Ph.D. in applied behavior analysis. After retiring in 2008, I continued to chair the thesis research projects of my remaining graduate students as a voluntary contribution, to ensure that they all successfully completed their graduate work. These graduates are providing valuable behavioral and psychological services to children and adults in the community.

I have chaired over 40 thesis research committees for my graduate students. I have also served as a member of over 100 other thesis research committees in psychology.

Chair of Thesis Research Committees for the Following Graduate Students:

Tara Holloway, Validation of the Short Form of the Parent Reaction to Autism Diagnosis Scale as a Measure of Resolution, 2013-2014.

Danette Montano, Family Perceptions and Experiences of Early Behavioral Intervention Programs in the Home, 2010-2014.

Kathleen Brewer, Parents' Perceived Attachment, Self-Efficacy, and Resolution in Relation to their Child's Diagnosis of Autism, 2008-2013.

Vidi Kristine Casas, The Effects of Training on the Use of Visual Supports for Caregivers of Children with Developmental Disabilities: Self-Efficacy and Implementation, 2008-2013.

Cary Horn, Effects of a Positive Intervention using Differential Reinforcement to Reduce Rumination in an Adult with a Developmental Disability, 2007-2010.

Kristen Kelley, Effects of an Applied Behavior Analysis Training Program on Self-Efficacy and Social Interactions for Siblings of Children with Autism, 2007-2008.

Mary Clare Dougherty, The Effects of Time-Management Training on Punctuality in College Students, 2006-2007.

Joseph Waters, Comparison of Attitudes toward Eating and Body Satisfaction of Athletic and Non-Athletic Men, 2004-2005.

Tricia Wood, Effects of an Applied Behavior Analysis Training Program on Self-Efficacy and Behavioral Skills of Caregivers for Children with Developmental Disabilities, 2003-2004, Graduation with Distinction.

Deborah Ewen, Effects of an Applied Behavior Analysis Training Program on Confidence and Perceived Stress of Parents and Caregivers for Children with Autism, 2002-2003.

Patrick Young, Differences in Life Enhancing and Life Threatening Actions, Thoughts, and Feelings among Participants and Non-Participants of High-Risk Sports, 2002-2003.

Carrie Moses, Contact and Attitudes toward Inclusion of Individuals with Developmental Disabilities, 2001-2002.

Jill Furuoka, Teachers' Views on Including Children with Autism in General Education Settings, 2000-2001.

Tamme Koehn, A Survey and Referral Guide of Community Services for Families of Children with Autism, 2000-2001.

Janis Oppitz, The Relationship between Physical Fitness of Parents and Physical Fitness of their Children, 1997-1998.

Kathryn Keough, Motivations of Martial Artists in Relation to Gender, Style, and Experience, 1997-1998.

Elizabeth Carter-Lorig, The Relationship between Nutritional Intake and Academic Performance in Elementary School Children, 1996-1997.

Jennifer Finamore, Relationship of Self-Defense Training to Women's Self-Esteem, Victimization Experience, and Fear of Assault, 1996-1997.

Gerald Buchko, Relationship of Personality Scales to Style and Experience Level of Martial Arts Practitioners, 1995-1996.

Amy Leonard, The Relationship between Physical Fitness and Self-Management Skills in Children, 1994-1995.

Rebecca Hilgenberg, The Effect of an Aerobic Exercise Program on the Physical Fitness and Self-Efficacy of Developmentally Delayed Children, 1993-1994.

Patricia Gilman, Attitudes toward Euthanasia and their Relationship to Demographic Variables, 1993-1994.

Shawn Cameron, Effects of a Primary Intervention Program on First and Second Grade Students' School Adjustment, 1992-1993.

Tamara Lawrence, Factor Analysis and Construct Validity of the Extensivity Survey, 1992-1993.

Richard Stone, Attitudes and Behaviors of Psychiatric Outpatients regarding their Psychiatric Medication, 1992-1993.

Monica Flores, Effect of Aerobic and Non-Aerobic Physical Training on Heart Rate Responses to Psychological Stress, 1991-1992.

Lisa Carson, The Effects of Fictitious Win-Lose Feedback on Self-Perception and Performance in a Competitive Motor Task, 1990-1992.

Jill Montre, Evaluation of Character Attributes According to Physical Attractiveness of Children, 1988-1989.

Ekkehard Mann, Motivational Factors of Female and Male Horseback Riders and Relationship to Sex-Role Identity, 1988-1989.

Joan Bewley, Female and Male Teachers' Attributions of Female and Male Mathematics Students' Success and Failure, 1987-1988.

Alexis Artel, The Differential Ability of the MMPI to Predict Prognosis of Males and Females with Schizophrenia, 1987-1988.

Alana Mook, The Effects of a Self-Esteem Enhancement Program on the Self-Esteem of Elementary School Students in an American Indian Community, 1986-1987.

Dolly Tripp, A Study of Traditional Values and Feminine Roles of Karuk American Indian Women, 1985-1986.

Barbara Pangrac, The Effect of Relaxation Training on Anxiety, Heart Rate, and Blood Pressure, 1983-1984.

Peter Boulter, Response Deprivation as a Predictor of Instrumental Performance in Humans, 1981-1982.

Lynnette Clemmer Zelezny, The Structured Interview and Its Effect in Changing Job Related Attitudes of University Faculty Members, 1980-1981.

Yousef Goblan, The Effects of Job Training on Job Satisfaction of Workers in Saudi Arabia, 1980-1981.

Connie Segler-Dilts, Behavioral Technology in Residential Recycling: A Field Study, 1980-1981.

Gene Perkins, The Relationship between Locus of Control and Drinking among American Indians, 1978-1979.

Suleiman Al Romaih, Personal, Educational, and Vocational Problems Reported by Saudi High School Students, 1978-1979.

Dev Chilson, Hotline Volunteers: Factors in their Motivation and Reinforcement, 1976-1977.

Carol Nickerson, The Mnemonic Facilitation of Serial Verbal Acquisition and Recall, 1976-1977.

Jay Rebert, Effectiveness of Assertiveness Training as Measured by Free-Response Written and Role-Play Tests of Assertive Behavior, 1974-1975.

Statistical Consultation:

I have also served as a member on thesis research committees for over 100 other graduate students. In addition to the normal committee member role, my contributions on these committees included guiding the graduate students in the planning, graphing, analysis, and interpretation of their thesis research data. I have additionally provided consultation in research design and statistical analysis to about 100 other undergraduate and graduate students, faculty colleagues in psychology, and faculty and staff outside of the psychology department. I have enjoyed working with a variety of data sets, research designs, and discipline areas.

Behavioral Services:

Behavioral Services for Individuals with Developmental Disabilities, 1996-2014.

I served as the on-campus supervisor for psychology students who work as members of therapy teams that use behavioral methods to teach social, academic, and communication skills to children and adults with developmental disabilities. I provided direct behavioral early intervention to a child with autism, using discrete trial teaching in the home, incidental learning in the community, and shadowing in the classroom. I served as on-campus supervisor for graduate students on their applied behavior analysis field work, in which they conducted functional assessments, and designed, coordinated, and evaluated behavioral programs for individuals with special needs.

Behavioral Components of Family Fitness Program, 1988-2005.

I co-wrote a grant proposal which was funded by the National Institutes of Health, to conduct a series of evaluations of behavioral, school-based programs to increase elementary-school children's physical exercise and healthy nutritional behaviors. I served as the behavioral psychologist and statistical analyst on the research team. I designed and conducted the behavioral components of the intervention, which involved interactions with the teachers, parents, and children. I recorded, coded, and statistically analyzed changes in the behavioral and fitness data. We co-authored nine journal articles and seven conference presentations on this evaluation research, coordinated by Chris Hopper.

Behavioral Counseling at Psychology Department Counseling Clinic, 1976-1984.

I provided behavioral counseling for children, families, and individuals in the community, for 14 cases, supervised by Susan Frances. Client issues included developmental disabilities, child behavior management, family interactions, school adjustment, social and communication skills, and phobias. Behavioral interventions included behavioral observation, functional assessment, individual goal setting, relaxation and systematic desensitization, modeling and behavioral rehearsal, self-monitoring, self-management, contingency management, token reinforcement systems, and cognitive-behavioral techniques.

Behavioral Math Confidence and Competence Program, 1977-1979.

I co-wrote an instructional innovation grant, which was funded by the State of California. We formed a team of two psychologists and three mathematicians to design and teach interdisciplinary, two-quarter sequences on Building Math Confidence. Behavioral support methods included personal goal-setting, relaxation and anxiety control, self-monitoring and self-management of study behaviors, practice of problem solving and assertive behaviors in academic situations, and cognitive-behavioral coping techniques. Our results showed that participating students improved significantly in both math confidence and math competence, while control students did not.

Behavioral Program at Beverly Manor Psychiatric Hospital, 1974-1979.

As Consulting Psychologist for behavioral programs, I led biweekly in-service sessions for clinical staff, and developed and coordinated the individual and group token reinforcement system. Inservice topics included behavioral observation and recording, functional assessment, graphing and evaluating change, behavioral skill building, functional communication training, individual behavioral programs, and the group token economy program.

Awards:

Professor Emeritus Status, 2008-Present.

Upon my official retirement in May 2008, the University awarded me with the title of Professor Emeritus of Psychology. I have continued to work with my remaining graduate students on their thesis research and field work in behavior analysis.

Faculty Merit Increase Awards, 1998, 1999, and 2000.

For meritorious teaching, research, and university and community service, I was awarded with faculty merit increase funds for my performance in 1994-1998, 1998-1999, and 1999-2000. In turn, I used these funds to obtain thesis research materials for my graduate students.

Honored Woman, Humboldt Women for Shelter, for Community Service, 1992.

I was honored for pro-bono community service, which I had provided through the Humboldt County Rape Crisis Team, Humboldt Women's Self-Defense Council, and Humboldt Women for Shelter. As a Rape Crisis Counselor, I provided services for 48 hotline calls and 11 contact counseling cases, in 1979-1983. As a Black Belt and Coordinator of the Humboldt Women's Self-Defense Council, I organized a group of women with expertise in teaching self-defense, and we presented 20 workshops to the community, stressing psychological preparedness, verbal assertiveness, and physical defense techniques, in 1984-1991. I served on the Community Outreach and Fundraising Committee of Humboldt Women for Shelter, in 1992-1997. At the Honoring Women Dinner, I presented an invited address on Empowerment for Women.

Affirmative Action Faculty Development Minigrant for Research Materials, 1990.

I used these funds for producing research materials for the Family Fitness research project, by paying and supervising a literature and art student, who created a series of ten social stories and accompanying illustrations, which served as the modeling stimuli for our behavioral intervention.

Faculty Certificate of Merit, Pi Gamma Mu, Honor Society in Social Science, 1989.

As Faculty Advisor for our campus chapter of Pi Gamma Mu, I guided student service projects, coordinated and presented at our annual Workshops on Graduate Study in Social Science, and coordinated annual spring induction ceremonies for new honor students, in 1985-1991. While I was Faculty Advisor, the national honor society placed our campus chapter on the Roll of Merit for our activities, and awarded a Faculty Certificate of Merit for my advising.

Meritorious Performance and Professional Promise Award, 1986.

This award was given for meritorious teaching, scholarship, and university and community service. In turn, I used these funds to pay for travel and tuition for myself and a graduate student to attend a four-day Instructor Training Program by the National Crisis Prevention Institute on Nonviolent Crisis Prevention: Managing Aggressive Behavior, in San Francisco in 1987. After earning Instructor Certification in Nonviolent Crisis Intervention, I provided guest presentations each semester to Jeanne Kozlak's Psychiatric Nursing classes on Safe Intervention for Assaultive Clients, for 39 presentations total, in 1987-2005.

Professional Memberships:

American Psychological Association, 1974-Present.
 APA Division 25 Behavior Analysis, 1974-Present.
 Association for Behavior Analysis International, 2001-Present.
 California Association for Behavior Analysis, 2001-Present.

Pi Gamma Mu, International Honor Society in Social Science, 1985-Present.
 Faculty Advisor of Campus Chapter, 1985-1991.

My graduates and I regularly attend professional conferences, to make presentations, to attend workshops and lectures which maintain our currency in the field, and to meet our requirement of 32 Continuing Education Units every two years to maintain our certification as Board Certified Behavior Analysts.

References:

Brent Duncan, Ph.D., NASP
 Professor Emeritus and Former Chair
 Department of Psychology
 Humboldt State University
 bbd1@humboldt.edu

Lou Ann Wieand, Ph.D., LP
 Professor Emeritus and Former Chair
 Department of Psychology
 Humboldt State University
 law3@humboldt.edu

Most Recent Achievement:

Kathleen Brewer and I have completed our research and creation of our peer-reviewed manual:

Brewer, K. A., & Gruber, M. B. (2022). *Professional manual for the Parent Reaction to Autism Diagnosis Scales (PRADS-2) with guidance for tailoring parent supports*. Arcata, CA: The Press at Cal Poly Humboldt. Available at <https://digitalcommons.humboldt.edu/textbooks/7/> and as a book through Amazon.

We are thrilled to receive our positive peer reviews, from Dr. Sandra Harris, specialist on design, development, and validation of tests and assessments, and from Dr. Kate Fiske, author of the book, *Autism and the Family: Understanding and Supporting Parents and Siblings*.

Our manual describes our research, statistical development, and validation of the scales, along with guidelines for using them accurately, ethically, and beneficially in tailoring specific supports for parents. In our manual, we also cite nine of our Humboldt graduate student thesis research studies on supports for caregivers of children with developmental disabilities.

We have designed our measure to be a beneficial resource for professionals in research and service work, by aiding in their understanding and support of parents as they raise their child with special needs.