CONTACT INFORMATION

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EDUCATION

Ph.D., University of California, Santa Barbara, Education, 1980 M.Ed.,

University of Hawaii, Manoa, Educational Psychology, 1976 B.A., University

of Southern California, Sociology, 1973

PROFESSIONAL CERTIFICATIONS

California Standard Designated Services – School

Licensed Psychologist (California, inactive)

Licensed Educational Psychologist (California, inactive)

Nationally Certified School Psychologist

PROFESSIONAL APPOINTMENTS

2018-	Research Professor, University of California at Santa Barbara
2018-	Distinguished Professor Emeritus, University of California at Santa Barbara
2016-2018	Distinguished Professor, University of California at Santa Barbara
2016-2018	Associate Dean of Research, Gevirtz Graduate School Education
2015-2016	Co-Interim Dean, Gevirtz Graduate School Education
2000-2009	Department Chair, Counseling, Clinical, and School Psychology
1990-2015	Assistant–, Associate–, Full Professor, University of California at Santa Barbara
1985-1990	School Psychologist, Santa Barbara School Districts, Santa Barbara, California
1982-1985	Visiting Assistant Professor, University of California Santa Barbara
1980-1982	School Psychologist, Honolulu School District, Honolulu, Hawaii
1979-1980	School Psychologist, Goleta Union School District, Goleta, California
1976-1978	Elementary School Counselor, Goleta Union School District, Goleta, California.
1974-1976	Graduate Assistant, University of Hawaii, Dept. of Sociology, Honolulu, Hawaii
1973-1974	Teacher, Our Lady of Loretto School, Los Angeles, California, Grades 5-8

PUBLICATIONS AND OTHER PROFESSIONAL CONTRIBUTIONS

Referred Journal Articles

1970s

Bengston, V., Furlong, M. J., & Laufer, R. (1974). Time, aging, and the continuity of social structure: Themes and issues in generational analysis. Journal of Social Issues, 30 (2), 1–30. doi:0.1111/j.1540- 4560.1974.tb00713.x Reprinted: Bengtson, V. L., Furlong, M. J., & Laufer, R. S. (1983). Time, aging, and the continuity of social structure: Themes and issues in generational analysis. Journal of Social Issues, 39(4), 45-71. doi:http://dx.doi.org/10.1111/j.1540-4560.1983.tb00174.x

Palmore, J., Furlong, M. J., Buchmeier, F., Park, I., & Souder, L. (1976). Family planning opinion leadership in Korea: 1971. *Studies in Family Planning, 4,* 24–41.

Furlong, M. J., & Leton, D. (1977). The validity of MMPI scales to identify potential child abusers. *Journal of Clinical Child Psychology, 6,* 55–57.

Furlong, M. J., Atkinson, D., & Casas, J. (1979). Effects of counselor ethnicity and attitudinal similarity and Chicano students' perception of counselor credibility and attractiveness. *Hispanic Journal of Behavioral Science, 1*, 41-53.

Furlong, M. J., Atkinson, D., & Janoff, D. (1979). Elementary school counselors' perceptions of their actual and ideal roles. *Elementary School Guidance and Counseling Journal, 14,* 4–11.

Atkinson, D., Furlong, M. J., & Janoff, D. (1979). A four-component model for proactive accountability in school counseling. *The School Counselor, 26,* 222–228.

1980s

Casas, J., Furlong, M. J., & Castillo, S. (1980). Stress and coping among university counselors: A minority perspective. Journal of Counseling Psychology, 27, 364–374.

Furlong, M. J. (1981). Torque: An at-risk indicator of reading or behavior problems? Journal of Clinical Child Psychology, 18, 80–86.

Wampold, B., & Furlong, M. J. (1981). The heuristics of visual inference. Behavioral Assessment, 3, 79–92. Furlong, M. J., & Wampold, B. E. (1981). Visual analysis of single-subject studies by school psychologists. Psychology in the Schools, 18, 573–579.

Wampold, B., & Furlong, M. J. (1981). Randomization tests for single-subject data: Illustrative examples. The Journal of Behavioral Assessment, 4, 463–475.

Furlong, M. J., & Wampold, B. (1982). Intervention effects and relative variation as dimensions in experts' use of visual inference. Journal of Applied Behavior Analysis, 15, 415–421.

Atkinson, D., Furlong, M. J., & Wampold, B. (1982). Statistical significance, reviewer evaluations, and the scientific process: Is there a (statistically) significant relationship? Journal of Counseling Psychology, 29, 189–194.

Wampold, B., Furlong, M. J., & Atkinson, D. (1983). Statistical significance, power, and effect size: A response to the reexamination of reviewer bias. Journal of Counseling Psychology, 30, 459–463.

Furlong, M. J. (1984). The stability of Bannatyne's WISC-R categories. Perceptual and Motor Skills, 59, 832.

Furlong, M. J., & Fortman, J. (1984). Factor analysis of the abbreviated Connors Teacher Rating Scale: Implications for the assessment of hyperactivity. Psychology in the Schools, 21, 289–293.

Furlong, M. J., & Hayden, D. (1984). Connors Teacher Rating Scale software: A proposed scoring convention. Computers in the Schools, 1, 109–114.

Furlong, M. J., & Teuber, J. (1984). Validity of the Expressive One-Word Picture Vocabulary Test for learning disabled children. Journal of Psychoeducational Assessment, 2, 29–36.

Furlong, M. J., & Yanagida, E. (1984). The stability of WISC-R V-P differences for learning disabled children. Diagnostique, 9, 154–160.

Furlong, M. J. (1985). PL 94-142 as applied to DSM-III diagnosis. School Psychology Review, 14, 242–243. Furlong, M. J. (1985). Torque's reliability: Spinning in the wrong direction? Journal of Clinical Child Psychology, 14, 320–322.

Furlong, M. J., & Le Drew, L. (1985). IQ=69=mildly retarded?: Factors influencing multidisciplinary team recommendations for children with FSIQs between 63 and 75. Psychology in the Schools, 22, 5–9.

Furlong, M. J., & Teuber, J. (1985). The concurrent validity of the Expressive One-Word Picture Vocabulary Test for Mexican-American children. Psychology in the Schools, 22, 269–273. doi:10.1002/1520-6807(198507)22:3<269::AID-PITS2310220307>3.0.CO;2-L

Furlong, M. J., & Yanagida, E. (1985). Psychometric factors affecting multidisciplinary teams' identification of learning disabled children in two school districts. Learning Disability Quarterly, 8, 37–46.

Masuda, I., Leton, D., & Furlong, M. J. (1985). Grammatical skills and reading achievement of first and fourth graders in the Honolulu School District. Pacific Educational Research Journal, 1, 18–26.

Ponterotto, J., & Furlong, M. J. (1985). Evaluating counselor effectiveness: A critical review of counselor rating scales. Journal of Counseling Psychology, 32, 597–616.

Atkinson, D., Furlong, M. J., & Poston, C. (1986). Afro-American preferences for counselor characteristics. Journal of Counseling Psychology, 33, 326–330.

Ponterotto, J., & Furlong, M. J. (1986). A profile of recently employed academicians in APA-approved and non-approved counseling psychology programs. Professional Psychology: Research and Practice, 17, 65–68.

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Atkinson, D., Poston, C., Furlong, M. J., & Mercado, P. (1988). Ethnic group preferences for counselor characteristics. *Journal of Counseling Psychology, 36,* 68–72.

Furlong, M. J. (1989). Some perspectives on California's educational diversity. *California Public School Forum, 3,* 95–102.

1990s

Furlong, M. J., Morrison, R., & Clontz, D. (1991). Broadening the scope of school safety. *School Safety,* Spring, 8– 11.

Furlong, M. J., & Feldman, M. (1992). Can ability-achievement regression to the mean account for MDT discretionary decisions? *Psychology in the Schools*, 29, 205–212. doi:10.1002/1520- 6807(199207)29:3<205::AID-PITS2310290302>3.0.CO;2-C

Weathers, P., Furlong, M. J., & Solórzano, D. (1993). Mail survey research in counseling psychology: Current practice and suggested guidelines. *Journal of Counseling Psychology, 40,* 238–244.

Furlong, M. J., & Hayden, D. (1993). Computer-assisted training of the DSM-III-R in counselor education. *Counselor Education and Supervision*, 32, 298–310. doi:10.1002/j.1556-6978.1993.tb00257.x

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Boles, S., Casas, J. M., Furlong, M. J., Gonzales, G., & Morrison, G. (1994). Alcohol and other drug use patterns among Mexican American, Mexican, and Caucasian adolescents: New directions for assessment and research. Journal of Clinical Child Psychology, 23, 39–46. doi:10.1207/s15374424jccp2301_6

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Wood, M., Furlong, M. J., Rosenblatt, J., Robertson, L., Scozzari, F., & Sosna, T. (1997). Understanding the psychosocial characteristics of gang-involved youths in a What works in a system of care? Services and outcomes associated with a juvenile probation population: Individual, family, and system correlates. *Education and Treatment of Children, 20,* 281–294.

Smith, D. C., Furlong, M. J., Bates, M., & Laughlin, J. (1998). Development of Multidimensional School Anger Inventory for males. *Psychology in the Schools, 35*, 1–15. doi:10.1002/(SICI)1520- 6807(199801)35:1<1::AID-PITS1>3.0.CO;2-U

Rosenblatt, J., Robertson, L., Bates, M., Wood, M., Furlong, M. J., & Sosna, T. (1998). Troubled or troubling?: Cluster analysis of youths in a system of care without system level referral constraints. *Journal of Emotional and Behavior Disorders, 6,* 42–54.   doi:10.1177/106342669800600104

Furlong, M., J., Morrison, R., Chung, A., & Bates, M. (1998). School violence victimization among secondary students in California: Grade, gender, and racial-ethnic group incidence patterns. *California School Psychologist, 3,* 71–87.

Furlong, M. J., & Karno, M. (1998). A general assessment procedure for assessing children's cognitive schemas. *Australian Journal of Psychology, 50*, 71–75. doi:10.1080/00049539808257536

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Rosenblatt, J., & Furlong, M. J. (1998). Outcomes in a system of care for youths with emotional and behavioral disorders: An examination of differential change across clinical profiles. *Journal of Child and Family Studies, 7,* 217–232. doi:10.1023/A:1022947417228

Wood, M., Chung, A., Furlong, M. J., Casas, J. M., Holbrook, L., & Richey, R. (1998). What works in a system of care? Services and outcomes associated with a juvenile probation population. *UC Davis Journal of Juvenile Law and Policy, 2*(1), 63–71.

Pobanz, M., Furlong, M. J., Casas, J., & Brown, C. (1999). California's Targeted Truancy and Public Safety Program: Preliminary outcomes associated with two school districts' truancy abatement efforts. *California School Psychologist, 4,* 66–79.

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Furlong, M. J., Pavelski, R., Klein, J., Ko, S., & Elliott, K. (1999). The effects of media violence on children and adolescents. *Journal of Children's Legal Rights, 19,* 33–42.

2000-2005

Furlong, M. J., & Chung, A. (2000). Review of the Multiscore Depression Inventory for Children. Journal of Psychoeducational Assessment, 18, 72–78. doi:10.1177/073428290001800110

Casas. J. M., Pavelski, R., Furlong, M. J., & Zanglis, I. (1999-2000). Addressing the mental health needs of Latino youth with emotional and behavioral disorders: Practical perspectives and policy implications. Harvard Journal of Hispanic Policy, 12, 47–69.

Furlong, M. J., & Morrison, G. M., (2000). The SCHOOL in school violence: Definitions and facts. Journal of Emotional & Behavioral Disorders, 8, 71–82.

Bidell, M., Dunn, D., & Furlong, M. J. (2000). A case study of attempts to enact self-service tobacco display ordinances: A tale of three communities. Tobacco Control: An International Journal, 9, 71–77. www.jstor.org/stable/20207737

Furlong, M. J., Morrison, G. M., & Pavelski, R. (2000). Trends in school psychology for the 21st Century: Influences of school violence on professional change. Psychology in the School, 37, 81–90. doi:10.1002/(SICI)1520-6807(200001)37:1<81::AID-PITS9>3.0.CO;2-O

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Bates, M.P., Furlong, M. J., Saxton, J. D., & Pavelski, R. (2001). Research needs for school crisis prevention programs. In S. Brock, P. Lazarus, & S. Jimerson (Ed.), Best practices in school crisis prevention and intervention (pp.755-770). Bathesda, MD: National Association of School Psychologists

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Furlong, M. J., Morrison, G. M., Austin, G., Huh-Kim, J., & Skager, R. (2001). Using student risk factors in school violence surveillance reports: Illustrative examples for enhanced policy formation, implementation, and evaluation. Law and Policy, 23, 271–295. doi:10.1111/1467-9930.00114

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Furlong, M. J., Bates, M. P., & Smith, D. C. (2001). Predicting school weapon possession: A secondary analysis of the Youth Risk Behavior Surveillance Survey. *Psychology in the Schools, 38,* 127–139. doi:10.1002/pits.1005

Rhee, S., Furlong, M. J., Turner, J., & Harari, I. (2001). Integrating strength-based perspectives in psychoeducational evaluations. *The California School Psychologist, 6,* 5–17.

Morrison, G. M., Anthony, S., Storino, M., Cheng, J., Furlong, M. J., & Morrison, R. L. (2001). School expulsion as a process and as event: Before and after effects on children at-risk for school discipline. In R. J. Skiba & G. G. Noam (Eds.), *New directions in youth development–Zero tolerance: Can suspension and expulsion keep schools safe? 92*, 45–71. Ddoi:10.1002/yd.23320019205

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2006–2010

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2011-2015

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Damery, H., Furlong, M. J., Casas, M., & Corral, C. (1996). *Fourth annual children's scorecard for Santa Barbara County.* Santa Barbara, CA: KIDS Network and the North Santa Barbara County Prevention Coalition. (Community Report)

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Zulliger, K., Furlong, M. J., & Lilles, E. (2007). *Thirteenth annual Santa Barbara County 2006 Children's Scorecard,* Santa Barbara County KIDS Network.

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Furlong, M. J., Casas, J. M., Harari, I. & Turner, J. (2000). *Challenge-I Final Report: Family Caseload Component*. Santa Barbara County Probation Department, Santa Barbara, CA.

Furlong, M. J., Casas, J. M., Harari, I., & Turner, J. (2000). *Challenge-I Final Report AfterCare Component*. Santa Barbara County Probation Department, Santa Barbara, CA.

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Bates, M. P., Furlong, M. J., & Lilles, E. (2006). First 5 Santa Barbara County Evaluation Report 2005-2006. UCSB Center for School-Based Youth Development.

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Furlong, M., Felix, E., Sharkey, J., Greif-Green, J., & Tanigawa, D. (2006). Development of a Multi-Gating Bullying Victimization Assessment Final Report to the Hamilton Fish Institute. UCSB Center for School-Based Youth Development.

Felix, E. D., Bates, M. P., Furlong, M. J., & Lilles, E. (2007). First 5 Santa Barbara County Evaluation Report, 2006-07. UCSB Center for School-Based Youth Development.

Furlong, M. J., Lee, A., & Crandell, S. (2008). StoryTeller Children's Center Strategic Plan: Longitudinal Data Collection Final Report. UCSB Center for School-Based Youth Development.

Felix, E., Furlong, M. J., Lilles, E., & Chin, J. (2009). First 5 Santa Barbara County 2008–2009 Evaluation Report. First 5 Commission of Santa Barbara County.

Felix, E., Chin, J., Terzieva, A., Furlong, M. J., & Quirk, M. (2010). First 5 Santa Barbara County: 2010 Annual Report. First 5 Commission of Santa Barbara County.

Quirk, M., Furlong, M. J., Felix, E., & Dominquez, K. (2010). Kindergarten Student Entrance Profile, Manual. First 5 Santa Barbara County and University of California, Santa Barbara.

Felix, E., Terzieva, A., Furlong, M. J., Quirk, M., Rebelez, J., & Schell, J (2011). First 5 Santa Barbara County: 2010 Annual Report. First 5 Commission of Santa Barbara County.

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Research Funding

1991-1995	OSAP Community Partnership Project. Subcontract, Office of Substance Abuse Prevention for the North Santa Barbara County Community Partnership Project, $141,146
1991	Teaching the Administration, Scoring, and Interpretation of the Differential Ability Scales in A
	Hypercard Video/Laserdisc Environment. University of California, Santa Barbara, Office of Instructional Development, $7,122
1993	Santa Paula Healthy Start Initiative Project. Santa Paula School District, $5,000
1993	Oxnard Healthy Start Initiative Project. Oxnard School District, $5,000
1993	Developing a grant for the National School Safety Act. General research grant, Academic Senate– University of California, $4,000
1995	School violence victimization project. General research grant, Academic Senate–University of California, $4,000
1995	Santa Barbara County Youth Alcohol and Other Drug Survey–Santa Barbara County Alcohol and Drug Program, $6,999
1994-2000	Multiagency Integrated System of Care Evaluation subcontract–Center for Mental Health Services and Santa Barbara County Mental Health, $1,300,000
1995	Developing a multidimensional anger inventory for children. General research grant, Academic Senate, University of California, $2,100
1996-1999	Program Evaluation Review for the Tri-Counties Regional Team–California State Department of Health, $85,000
1996	Santa Luis Obispo County Youth Alcohol and Other Drug Survey–Santa Luis Obispo County Alcohol and Drug Program, $5,990
1996-1998	Santa Barbara County Council on Alcoholism, Fighting Back Youth Service Specialist Survey, 10.1.96- 8.30.97 ($8,500; renewed 9.1.97–$8,600; renewed 9.1.98; $12,640)
1997-2000	Santa Barbara County Challenge I Grant Evaluation; funded by the California Board of Corrections; evaluation contract, $574,000
1999-2003	Santa Barbara County Challenge II Grant Evaluation; funded by the California Board of Corrections; evaluation contract, $575,000
1999	Defining school violence: An examination of convergent contributions across scientific disciplines. General research grant, Academic Senate–University of California, $3,000
2000-2006	Evaluation of the Santa Barbara County Proposition 10 Strategic Plan Implementation, under funded by the Santa Barbara County Children's Commission, May 2000 through June 2001–$152,000; July2001 through July 2002–$125,000; July 2002 through June 2004, $250,000
2002-2005	Center for School-Based Youth Development, GGSE Fund for Excellence, $500,000
2002–2006	Central Coast Service Learning Local Evaluation, Carpinteria Unified School District, $15,000
2003-2004	CalServe Statewide Evaluation, Regions 7 & 8 Evaluation Coordination, University of California Berkeley subcontract, $12,500
2004-2005	SHARe The Word Adolescent Dating Violence Evaluation, Santa Barbara County Health
	Department, $36,000
2005-2006	California Institute of Mental Health Recommendations Regarding Best Practices in Communication between Mental Health Staff, Families, Youths, and Teachers, $4,000

2005	Santa Barbara County Child Care Council–Child Care report, $6,500
2005	Lompoc Valley Community Health Care Organization–Community Health Survey, $16,500
2004-2005	Carpinteria Unified School District–CalServe Local Evaluation, $5,000
2005-2006	Santa Barbara County Juvenile Justice Council, $10,000
2006-2009	Evaluation of the Santa Barbara County FIRST 5 Commission Strategic Plan, July 2006 through June 2009, $441,000
2006-2009	Youth Obesity Prevention Project–Lompoc Valley Community Health Care Organization– Community Health Survey, $20,000
2006	Development of a Multi-Gating School Bullying Victimization Assessment funded from OJDDP through George Washington University, Hamilton Fish Institute for the Prevention of Youth and Community Violence, $74,900
2006–2009	Santa Barbara County–CalServe Local Evaluation, $15,000
2007-2009	Santa Barbara County–Alcohol, Drug, & Mental Health Services, Local Plan Needs Assessment, $32,000
2007-2008	Bower Foundation–Storyteller Preschool for Homeless Children Evaluation Plan, $16,000
2008-2012	Carpinteria Unified School District, Evaluation of the Safe Schools/Healthy Student Project funded by the SAMSHA, USOE, and OJJDP–$240,000
2008-2013	Santa Maria Joint Union High School District, Evaluation of the Safe Schools/Healthy Student Project funded by the SAMSHA, USOE, and OJJDP–$540,000
2007-2010	Early Reading RTI with English Language Learners–Errett Fisher Foundation, $60,000
2008-2009	Bower Foundation–Storyteller Preschool for Homeless Children Evaluation Plan, $9,000
2009-2010	Bower Foundation–Harding Early Youth Program Evaluation–$62,000
2009-2010	Main Family Resource Center of Carpinteria Program Evaluation–$40,000
2009-2010	Evaluation of the Santa Barbara County FIRST 5 Commission Strategic Plan–$135,000
2010-2011	Santa Barbara County Education Office Evaluation of the Santa Barbara County Education Office Service Learning Initiative –$2,500
2010-2011	Storyteller Children's Center Storyteller–$5,800
2010-2011	County of Santa Barbara Evaluation of Proposition 10-Funded Activities for Santa Barbara County–$150,000
2010-2011	Santa Barbara School District Evaluation of the Harding University Partnership School Early Years Program (HEYP)–$42,951
2011	Santa Barbara School Districts Santa Barbara School Districts: KSEP–$1,324
2011-2012	County of Santa Barbara Evaluation of Proposition 10-Funded Activities for Santa Barbara County–$150,000
2011-2012	County of Santa Barbara Thrive Evaluation – Funded the Santa Barbara Foundation–$145,000
2014	Developing The Design Blueprint for the Social Emotional Health Survey Case Management Utility. Funded by the UC Santa Barbara Academic Senate–$7,600
2016-2017	UC Mexus-Conacyt, Cross-Validation of the Social Emotional Health Survey-Higher Education for Mexican and United States College Students: A Research Partnership to Foster Student Well-Being–$24,600
2016-2021	Institute of Education Sciences. Validation of a Measure to Assess the Social-Emotional Health of Secondary Students Topic and Goal: 84.305A, Social and Behavioral Context for Academic Learning (Goal 5)–$1,364,134).
2021-2024	University of California, Office of the President. Equity and Mental Health–$400,000
2024-2029	**Co-Principal (UCSB) Investigator – METRICS: Establishment of a Mental health Evaluation, Training, Research, and Innovation Center for Schools** Grant: U.S. Department of Education Office of Elementary and Secondary Education; Safe and Supportive Schools Grant to provide rigorous technical assistance to grantees within the mental health service professional demonstration (MHSP) and school-based mental health services (SBMH) grant programs. $10,399,015.

Acknowledgements

1987	Outstanding Research Award, California Association of School Psychologists
1989	Meritorious Service Award, Ventura County Association of School Psychologists
1990	Outstanding School Psychologist Award, California Association of School Psychologists
1992	Certificate of Appreciation, Executive Board, California Association of School Psychologists
1998	Child Friendly Award, Santa Barbara County KIDS Network and Board of Supervisors
2002	Society for the Study of School Psychology / SSSP Catalyst Scholar (2002)
2002	Sandra Goff Lifetime Achievement Award, California Association of School Psychologists
2004	Elected fellow of Division 16 (School) American Psychological Association
2004-2007	Elected to Board of Council of Directors of School Psychology Programs (Treasurer)
2007	Michael Goodman Research Award, California Association of School Psychologists.
2007	Elected to the Society for the Study of School Psychology
2008	Elected Fellow of the American Educational Research Association
2011	Keynote address, International School Psychology Association, Velore, India
2012	Michael Goodman Memorial Research Award, California Association of School Psychologists
2015	National Association of School Psychologists. Conference Distinguished Lecture: Watch, Care, Respond—The Case for Complete Mental Health Screening
2021-2022	2021-2022 UCSB Edward A. Dickson Emeritus Professors
2022	School Mental Health Research Award. University of Maryland, National School Mental Health Center

Service

University Service

2002-2004	Member, GGSE Executive Council
2002-2005	Faculty representative to the GGSE Dean's Council
2002-2010	Coordinator of the CCSP School Psychology Credential
2002-2006	Program Leader, Counseling, Clinical, School Psychology Program
2003	Member, UCSB Search committee, Executive vice-Chancellor for Research
2003	Chair, GGSE School Psychology Faculty Search Committee
2003	Chair, GGSE School Psychology Faculty Search Committee
2004-2008	Education Matters Committee, Advisor, Applied Psychology
2005	Member, Search Committee for the GGSE Dean
2006-2007	GGSE Executive Committee, Education Minor (Applied Psychology Track)
2006-2009	Founding Chair Department of Counseling, Clinical, and School Psychology
2012–2015	UCSB Campus Program Review Panel
2014–2015	Member, Search Committee for the GGSE Dean
2020-2022	Chair, UCSB Academic Senate Emeriti Faculty Welfare Committee

Professional Service–Organizations

1991-1993	CASP Research Chair
1991-2015	School Psychology Educators of California (SPEC) Treasurer
1990-1993	VCASP Corresponding Secretary, Editor of VCASP Newsletter
1993-1994	CASP-California Association of School Psychologists, President-elect
1994-1995	CASP-California Association of School Psychologists, President
1995-1996	CASP-California Association of School Psychologists, Past President
2004-2006	Society for the Study of School Psychology Research Catalyst Mentor
2004-2007	Elected *APA Council of Directors of School Psychology Programs (CDSPP) Executive Committee* (Treasurer)
2005	Participant in *Division 16 Video Conversation Series on Positive Psychology*
2005	CDSPP representative to the APA Committee on Accreditation Summit
2005, 2014, 2023	Chair, School Violence Position Statement Writing Committee, National Association of School Psychologists. National Association of School Psychologists. *School violence prevention (Position Statement).* Bethesda, MD: Author

Journal Editor Service

1995-2006	Associate Editor, California School Psychologist (now Contemporary School Psychology)
1999-2007	Associate Editor, Psychology in the Schools
2009-2015	Editor, Journal of School Violence (2008–2015; 28 issues).
2018-2022	Associate Editor, The Educational and Developmental Psychologist
2019-2021	Associate Editor, Journal of Positive School Psychology
2021	Guest Editor, The Australian Journal of Psychology (special issue: Belonging and Loneliness)
2021	Guest Editor, International Journal of Environmental Research and Public Health (special issue: Psychoeducational interventions to promote mental health and wellbeing through covitality and social emotional skills in children & adolescents)

Editorial Board Service

1987–2016	Journal of School Psychology
1983-1999, 2014–2016	Psychology in the Schools
2011–	International Journal of School and Educational Psychology
2014–	Contemporary School Psychology
2017–	Assessment for Effective Intervention
2021-	Journal of Belonging and Human Connection

Ad Hoc Reviewer

American Educational Research Journal	Journal of Adolescence Journal of Adolescent Health
Asia-Pacific Educational Researcher	Journal of Applied Behavioral Analysis
Asian Pacific Journal of Education	Journal of Applied Developmental Psychology
Australian Journal of Guidance & Counseling	Journal of Consulting and Clinical Psychology
Australian Journal of Psychology	Journal of Educational Psychology
Behavioral Assessment	Journal of Positive Psychology
British Journal of Educational Psychology	Journal of Research on Adolescence Learning & Instruction
Child & Family Studies	Mexican Journal of Psychology
Child Development	NASP Communiqué
Child Indicators Research	Psychological Assessment
Contemporary Educational Psychology	Psychological Reports
Contemporary School Psychology	School Effectiveness and School Improvement
Educational Administration Quarterly	School Psychology Review
Educational and Developmental Psychologist	School Psychology Quarterly
Educational Policy	Social Indicators Research
Educational Psychology	
European Journal of Psychology in Education	
International Journal of Behavioral Development	

SELECTED RECENT PRESENTATIONS, LECTURES, AND WORKSHOPS

2011   The relation of connectedness with student emotional and behavioral wellbeing. National Association of School Psychologists, San Francisco, CA, February.

2011   Kindergarten Student Entrance Profile. National Association of School Psychologists, San Francisco, CA, February.

2011   Describing youth offenders in terms of hope and grit. National Association of School Psychologists, San Francisco, CA, February.

2011   Trends in school climate assessment. National Association of School Psychologists, San Francisco, CA, February.

2011   Examining the link between bullying and school connectedness. National Association of School Psychologists, San Francisco, CA, February.

2011   Ready to go: A universal school-readiness assessment predicts achievement. National Association of School Psychologists, San Francisco, CA, February.

2011   School membership profiles and social-emotional wellbeing. National Association of School Psychologists San Francisco, CA, February.,

2011   A school readiness assessment for Latino/a students: The foundation of early academic interventions and supports. California Association of School Psychologists, Irvine, CA, March.

2011   Covitality: integrated well-being of college students. Western Psychological Association, Los Angeles, CA, April.

2011   School Violence and Crisis Response (Keynote Speaker) Symposium of the Advances and Practices of Mental Health Education in Schools, South China Normal University, Guangzhou, China, June.

2011   Covitality: A new perspective on the psychological well-being of youth (Keynote Speaker) International Association of School Psychologists, Vellore Institute of Technology, Vellore, India, July.

2012   Let's assess mental health, not just mental illness. Paper presented at the California Association of School Psychologists Conference. Costa Mesa, CA, March

2012   Social-emotional school readiness – A building block of educational success. Paper presented at the California Association of School Psychologists Conference. Costa Mesa, CA, March.

2012   A longitudinal look at the well-being of youth transitioning into middle school. Paper presented at the California Association of School Psychologists Conference, Costa Mesa, CA, March.

2012   Building blocks of youth psychological wellbeing. Invited presentation to the Student Association of School Psychology Research Forum. American Psychological Association, Orlando, FL, August.

2013   Positive Experiences at School Scale: Positive psychology traits Grades 4-6. National Association of School Psychologists, poster presentation, Philadelphia, PA, February.

2013   Kindergarten Student Entrance Profile predicts academic achievement through Grade 5. National Association of School Psychologists, poster presentation, Philadelphia, PA, February.

2013   Predictive validity of a school climate safety progress monitoring measure. National Association of School Psychologists, poster presentation, Philadelphia, PA, February.

2013   KSEP and achievement latent growth curve analysis. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA, April.

2013   What are the essential building blocks of youth psychological wellbeing? Invited public lecture, Chapman University, April.

2013   Preliminary development of two school-based measures of positive youth development: Positive Experiences at School Scale (Grades 4-6) and the Adolescent CoVitality (CoVi) Scale (Grades 7-12). International Congress on Positive Psychology, Los Angeles, CA, June.

2013   Covitality: Measuring the building blocks of youth subjective well-being. Paper presentation of the annual meeting of the International School Psychology Association. Porto, Portugal, July.

2013   KSEP training of trainers workshop. Sunnyside Elementary School, Redwing, Minnesota, August.

2013   A dual-factor approach for school-based mental health screening. American Psychological Association, Honolulu, HI, August.

2013   Universal screening for complete mental health: How to get started tomorrow. Oregon School Psychology Association, Portland, OR, October.

2013   Using the social emotional health module to promote students' complete mental health. Workshop presentation at the California Department of Education's, Safe and Supportive Schools Symposium, November.

2014	The use of schoolwide screening to promote student social emotional health. Workshop presentation, California Association of School Psychologists, Santa Clara, CA, March
2014	Social emotional health. Back to school presentation to the special education staff. Antelope Valley Unified School District, Palmdale, CA, August.
2014	The role of schoolwide mental health screening to promote safe and thriving schools. Presentation in the Symposium on School Community Safety–Promoting Positive Youth Development. Linda Reddy, Chair. American Psychological Association, Washington, DC, August.
2014	The use of schoolwide screening to promote student social emotional health. Presentation at the Lyceum: Mental Health Awards & Education Luncheon, San Luis Obispo, CA, October.
2014	Practical considerations for implementing schoolwide screening of student social emotional health. Workshop presentation, California Association of School Psychologists, San Diego, CA, October.
2015	Watch, care, respond–The case for complete mental health screening. Invited Distinguished Lecture. National Association of School Psychologists, invited presentation. Orlando, FL, February.
2015	If we don't ask, students might not tell. National Association of School Psychologists, Symposium paper presentation. Orlando, FL, February.
2015	Addressing the social emotional health of all students (invited address). College of Education, University of Arizona, Tucson, AZ, April.
2015	Initial validation of the Social Emotional Health Survey-Primary for Chinese students. The 9th World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioral Disorders
2016	Exploring the Effects of Mischievous Response Patterns on the Results of Complete Mental Health Screening: I Love Rum Raisin Ice Cream, Really I Do! National Association of School Psychologists, New Orleans, Louisiana, February.
2016	Universal School Mental Health Screening: Best Practices for Evaluating the Authenticity of Student Responses. International School Psychology Association, Amsterdam, Netherlands, July.
2016	An Overview of the Social Emotional Health Survey-Secondary (SEHS-S): Cross-National Applications. International School Psychology Association, Amsterdam, Netherlands, July.
2016	The Use of Complete Mental Health Screening to Promote Student Social Emotional Health. 21st Annual Conference on Advancing School Mental Health. San Diego, California, September.
2016	The Role of Schoolwide Complete Mental Health Screening to Foster Student Well-being. California Association of School Psychologist, Newport Beach, California, October.
2017	Implementing Universal Complete Mental Health Screening in High Schools. National Association of School Psychologists, San Antonia, TX, February.
2017	Exploring the Contribution of School Belonging to Mental Health Screening. National Association of School Psychologists, San Antonia, TX, February
2017	Vision (checked), Hearing (checked), Well-being (checked?): Monitoring Students' Complete Mental Health. Inaugural California Student Mental Wellness Conference: Promoting Student Mental wellness & Improving School Climate. California Department of Education, Rocklin, California, April
2017	School Based Complete Mental Health Screening and Monitoring. Orange County Office of Education, Irvine, California, May.
2017	A new instrument for covitality: The revised Social Emotional Health Survey–Primary in a Spanish sample of children. 14th European Conference on Psychological Assessment, Lisbon, Portugal, July.
2017	Covitality among adolescents: Psychometric properties of the Social Emotional Health Survey–Secondary for Spanish students. 14th European Conference on Psychological Assessment, Lisbon, Portugal, July.
2018	Vision checked, hearing checked, well-being checked? National School Mental Health Conference, Las Vegas, NV.
2018	Round Table Title: Universal monitoring of students' positive mental wellness: International approaches. International School Psychology Association. Tokyo, Japan, July.
2019	A Method for Detecting Invalid Responses. Paper to be presented at the annual meeting of the American Educational Research Association, Toronto, Canada,. April
2019	Psychological Sense of School Membership Scale with cross-cultural preadolescent students. Paper to be presented at the annual meeting of the National Association of School Psychologists Annual Convention, Atlanta. GA, February.
2019	Monitoring students' complete mental wellness: Tier 1 and tier 2 best practices. Workshop, California Association of School Psychologists, Long Beach, CA, October 2019.

2020   Mateu Martínez, O., Falcó Gacía, R., Moreno Amador, B., Marzo Campos, J. C., Soto Sanz, V., Rodríguez Jiménez, T., Furlong, M. J., Piqueras Rodríguez, J. A. (2020). Suicidio Y Autolesiones: La Covitalidad Como Factor Protector Ante La Influencia Del Malestar Psicológico (Suicide And Self-Injury: Covitality As A Protective Factor Against The Influence Of Psychological Disorder. 6th International Congress of Clinical and Health Psychology in Children and Adolescents from November 18th to 21st, 2020, organized by AITANA-UMH. Elche (Spain), 21th November.

2020   Furlong, M. J. (2020). Invited Address. Universal Monitoring of Adolescents' Flourishing Mental Wellness. 6th International Congress of Clinical and Health Psychology in Children and Adolescents from November 18th to 21st, 2020, organized by AITANA-UMH. Elche (Spain), 19th November.

2021   California Student Wellness Study. Western Positive Psych, January

2021   Bidimensional Mental Health Models. 5th Annual California Student Wellness Conference. September.

2021   Assessing Student Social Emotional Wellness for Screening, Progress Monitoring, and Psychoeducational Assessment. California Association of School Psychologists, Wisdom Conference. January

2022   Diminished Psychological Well-being During the COVIS-19 Pandemic. 6th Annual California Student Wellness Conference. September.

2022   Strengths-Based Screening and Psychoeducational Assessment. California Association of School Psychologists. October 15, 2022.

2022   The Importance of School Boredom. WESTED-CDE. California Student Mental Health and Wellness Project. Webinar. October 2022

2023   California's Brief Wellness Screening. PanEuropean University, Positive Psychology Conference., Slovakia, March

2023   Perspectives on student mental well-being: Life satisfaction data from the California Healthy Kids Survey. Wested-CDE. California Student Mental Health and Wellness Project. Webinar. April 2023

2023   Diminished Adolescent Social Well-being During the COVID-19 Pandemic. International School Psychology Association, July 2023, Bologna, Italy.

2023   California Student Wellness Index. International School Psychology Association, July 2023, Bologna, Italy.

2023   Covitality: Pathways to Successful, Thriving Students. Universidad del Desarrallo, Santiago and Concepcion Chile, September 2023.

2023   Strategies to Enhance Life Satisfaction for Students and Educators. WESTED-CDE. California Student Mental Health and Wellness Project. Webinar. October 2023.