

CONTACT INFORMATION

University of California, Santa Barbara

Gevirtz Graduate School of Education, Santa Barbara, CA 93106-9490

mfurlong@ucsb.edu [ResearchGate](#) [ORCID](#) [Project Covitality](#)

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

- Bengtson, 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. <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. <https://doi.org/10.2307/1965966>
- Furlong, M. J., & Leton, D. (1977). The validity of MMPI scales to identify potential child abusers. *Journal of Clinical Child Psychology*, 6, 55–57. <https://doi.org/10.1080/15374417709532785>
- 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. <https://www.jstor.org/stable/24008742>
- Atkinson, D., Furlong, M. J., & Janoff, D. (1979). A four-component model for proactive accountability in school counseling. *The School Counselor*, 26, 222–228. <https://www.jstor.org/stable/23901645>

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. <https://psycnet.apa.org/doi/10.1037/0022-0167.27.4.364>
- Furlong, M. J. (1981). Torque: An at-risk indicator of reading or behavior problems? *Journal of Clinical Child Psychology*, 18, 80–86. <https://doi.org/10.1080/15374418109533041>
- 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.](https://doi.org/10.1037/0022-0167.18.5.573)
- Wampold, B., & Furlong, M. J. (1981). Randomization tests for single-subject data: Illustrative examples. *The Journal of Behavioral Assessment*, 4, 463–475. <https://doi.org/10.1007/BF01350836>
- 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. <https://psycnet.apa.org/doi/10.1037/0022-0167.29.2.189>
- 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. <https://psycnet.apa.org/doi/10.1037/0022-0167.30.3.459>
- 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. https://doi.org/10.1300/J025v01n03_13
- 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. <https://doi.org/10.1177/073428298400200104>
- Furlong, M. J., & Yanagida, E. (1984). The stability of WISC-R V-P differences for learning disabled children. *Diagnostique, 9*, 154-160. <https://doi.org/10.1177/073724778400900303>
- 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. https://doi.org/10.1207/s15374424jccp1404_9
- 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](https://doi.org/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. <https://doi.org/10.2307/1510906>
- 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. <https://eric.ed.gov/?id=EJ327571>
- Atkinson, D., Furlong, M. J., & Poston, C. (1986). Afro-American preferences for counselor characteristics. *Journal of Counseling Psychology, 33*, 326-330. <https://psycnet.apa.org/doi/10.1037/0022-0167.33.3.326>
- 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. <https://psycnet.apa.org/doi/10.1037/0735-7028.17.1.65>
- Casas, M., & Furlong, M. J. (1986). In search of an understanding and responsible resolution to the Mexican- American education dropout problem. *California Public Schools Forum, 1*, 45-63.
- Furlong, M. J. (1988). An examination of an implementation of the simple difference score distribution model in learning disability identification. *Psychology in the Schools, 25*, 132-143.
- Hayden, D., Furlong, M. J., & Linnemeyer, S. (1988). A comparison of the Kaufman Assessment Battery for Children and the Stanford-Binet IV for the assessment of gifted children. *Psychology in the Schools, 25*, 239-243.
- Atkinson, D., Poston, C., Furlong, M. J., & Mercado, P. (1988). Ethnic group preferences for counselor characteristics. *Journal of Counseling Psychology, 36*, 68-72. <https://psycnet.apa.org/doi/10.1037/0022-0167.36.1.68>
- 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](https://doi.org/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. <https://psycnet.apa.org/doi/10.1037/0022-0167.40.2.238>
- 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](https://doi.org/10.1002/j.1556-6978.1993.tb00257.x)
- Furlong, M. J., Morrison, R., & Clontz, D. (1993) Planning principles for safe, secure, and peaceful schools. *School Safety*, spring, 23-27.
- Furlong, M. J. (1994). Evaluating school violence trends. *School Safety*, Winter, 23-27.
- 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](https://doi.org/10.1207/s15374424jccp2301_6)
- Morrison, G., Furlong, M. J., & Morrison, R. (1994). School violence to school safety: Reframing the issue for school psychologists. *School Psychology Review*, 23, 236-256. <https://doi.org/10.1080/02796015.1994.12085709>
- Furlong, M. J., & Morrison, G. (1994). Introduction to the miniseries: School violence and safety in perspective. *School Psychology Review*, 23, 139-150. <https://doi.org/10.1080/02796015.1994.12085702>
- Furlong, M. J., Morrison, G., & Dear, J. (1994). Addressing school violence as part of the schools' educational mission. *Preventing School Failure*, 38 (3), 10-17. [doi:10.1080/1045988X.1994.9944308](https://doi.org/10.1080/1045988X.1994.9944308)
- Morrison, G., Furlong, M. J., & Smith, G. (1994). Factors associated with the experience of school violence among general education, leadership class, opportunity class, and special day class pupils. *Education and Treatment of Children*, 17, 356-369. <https://www.jstor.org/stable/42899371>
- Neville, H., & Furlong, M. J. (1994). The impact of participation in a cultural awareness program on the racial attitudes and social behaviors of first-year college students. *Journal of College Student Development*, 35, 371-377. <https://psycnet.apa.org/record/1995-15188-001>
- Morrison, R., Furlong, M. J., & Morrison, G. (1994). Knocking the wheels off the school violence bandwagon. *Thrust for Educational Leadership*, 24(2), 6-9.
- Furlong, M. J., Chung, A., Bates, M., & Morrison, R. (1995). Who are the victims of school violence? A comparison of student non-victims and multi-victims. *Education & Treatment of Children*, 18, 282-298. <https://www.jstor.org/stable/42899414>
- Furlong, M. J., Babinski, L., Poland, S., Muñoz, J., & Boles, S. (1996). Factors associated with school psychologists' perceptions of campus violence. *Psychology in the Schools*, 33, 28-37. [doi:10.1002/\(SICI\)1520-6807\(199601\)33:1<28::AID-PITS4>3.0.CO;2-S](https://doi.org/10.1002/(SICI)1520-6807(199601)33:1<28::AID-PITS4>3.0.CO;2-S)
- Furlong, M. J., Flam, C., & Smith, A. (1996). Firearms in school: Disarming the myths. *California School Psychologist*, 1, 5-14. <https://doi.org/10.1007/BF03341087>
- Rosenblatt, J., & Furlong, M. J. (1997). Assessing the reliability and validity of student self-reports of campus violence. *Journal of Youth & Adolescence*, 26, 187-202. [doi:10.1023/A:1024552531672](https://doi.org/10.1023/A:1024552531672)
- Rosenblatt, J., & Furlong, M. J. (1997). Serious emotional disturbance and social maladjustment: A critical review of four schools of thought. *California School Psychologist*, 2, 5-30. <https://doi.org/10.1007/BF03341095>

- Furlong, M. J., Casas, J., Corral, C., & Gordon, M. (1997). Changes in substance use patterns associated with the development of a community partnership project. *Evaluation and Program Planning*, 20, 299-305. [doi:10.1016/S0149-7189\(97\)00009-8](https://doi.org/10.1016/S0149-7189(97)00009-8)
- Furlong, M. J., Casas, J. M., Corral, C., Chung, A., & Bates, M. (1997). Drugs and school violence. *Education and Treatment of Children*, 20, 263-280. <https://www.jstor.org/stable/42900489>
- 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. <https://www.jstor.org/stable/42900490>
- 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](https://doi.org/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](https://doi.org/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. <https://doi.org/10.1007/BF03341109>
- 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](https://doi.org/10.1080/00049539808257536)
- Smith, D. C., & Furlong, M. J. (1998). Introduction to the special issue: Addressing youth anger and aggression in school settings. *Psychology in the Schools*, 35, 201-203. [doi:10.1002/\(SICI\)1520-6807\(199807\)35:3<201::AID-PITS1>3.0.CO;2-Q](https://doi.org/10.1002/(SICI)1520-6807(199807)35:3<201::AID-PITS1>3.0.CO;2-Q)
- Furlong, M. J., & Smith, D. C. (1998). Raging Rick to Tranquil Tom: An empirically based multidimensional anger typology for adolescent males. *Psychology in the Schools*, 35, 229-245. [doi:10.1002/\(SICI\)1520-6807\(199807\)35:3<229::AID-PITS4>3.0.CO;2-I](https://doi.org/10.1002/(SICI)1520-6807(199807)35:3<229::AID-PITS4>3.0.CO;2-I)
- Robertson, L. M., Bates, M. P., Wood, M., Rosenblatt, J. A., Furlong, M. J., & Casas, J. M. (1998). Educational placements of students with emotional and behavioral disorders served by probation, mental health, public health, and social services. *Psychology in the Schools*, 35, 333-345. [https://doi.org/10.1002/\(SICI\)1520-6807\(199810\)35:4%3C333::AID-PITS4%3E3.0.CO;2-J](https://doi.org/10.1002/(SICI)1520-6807(199810)35:4%3C333::AID-PITS4%3E3.0.CO;2-J)
- 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](https://doi.org/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. <https://doi.org/10.1007/BF03340870>
- Wood, M., Furlong, M. J., Casas, J., & Sosna, T. (1999). A system of care for juvenile offenders. *UC Davis Journal of Juvenile Law and Policy*, 2(2), 5-9.

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](https://doi.org/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. <https://doi.org/10.1177/106342660000800203>

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](https://doi.org/10.1002/(SICI)1520-6807(200001)37:1<81::AID-PITS9>3.0.CO;2-O)

Casas, J. M., Wood, M., Alvarez, M. J., Furlong, M. J., Warholic, S., & Walton, R. (2000). Do we serve equitably? Services associated with clinical outcomes of Hispanic and non-Hispanic white youths with emotional and/or behavioral disturbances in a system of care. JSRI Occasional Paper No. 55. East Lansing, MI: The Julian Samora Research Institute.

Morrison, G. M., & Furlong, M. J., & Morrison, R. L. (2000). Beyond resilience: Building relationships to promote thriving. *Reaching Today's Youth: The Community of Circle Caring Journal*, 5, 72-76.

Zanglis, I., Pavelski, R., Furlong, M. J., Casas, J., & Sosna, T. (2000). Case study of a community mental health collaborative: Impact on identification of youths with emotional or behavioral disorders. *Behavioral Disorders*, 25, 359-371. <https://www.jstor.org/stable/43153760>

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). Bethesda, MD: National Association of School Psychologists

Zanglis, I., Pavelski, R., Furlong, M. J., Casas, J. M., & Sosna, T. (2001). Enrollment in an established system of care: A replication and extension of clinical profiles at service intake. *Journal of Child and Family Studies*, 10, 227-243. [doi:10.1023/A:1016655609710](https://doi.org/10.1023/A:1016655609710)

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](https://doi.org/10.1111/1467-9930.00114)

Furlong, M. J., Kingery, P. E., & Bates, M. P. (2001). Introduction to special issue on the appraisal and prediction of school violence. *Psychology in the Schools* 38, 89-91. [doi:10.1002/pits.1001](https://doi.org/10.1002/pits.1001)

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](https://doi.org/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. <https://doi.org/10.1007/BF03340879>

- 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 aftereffects 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. [doi:10.1002/yd.23320019205](https://doi.org/10.1002/yd.23320019205)
- Furlong, M. J., Smith, D. C., & Bates, M. P. (2002). Further development of the multidimensional school anger inventory: Construct validation, extension to female adolescents, and preliminary norms. *Journal of Psychoeducational Assessment*, 20, 46-65. [doi:10.1177/073428290202000104](https://doi.org/10.1177/073428290202000104)
- Furlong, M. J., Paige, L. Z., & Osher, D. (2003). The Safe Schools/Healthy Students (SS/HS) Initiative: Lessons learned from implementing comprehensive youth development programs. *Psychology in the Schools*, 40, 447-456.
- Sharkey, J. D., Furlong, M. J., Jimerson, S. R., & O'Brien, K. M. (2003). Evaluating the utility of a risk assessment to predict recidivism among male and female adolescents. *Education and Treatment of Children*, 26, 467- 494. <https://www.jstor.org/stable/4289977>
- Givner, A., & Furlong, M. J. (2003). Relevance of the combined-integrated model of training to school psychology: The Yeshiva program. *The School Psychologist*, 75, 145-154.
- Reprinted also as: Givner, A., & Furlong, M. J. (2003). Relevance of the combined-integrated model of training to school psychology: The Yeshiva program. *Trainer's Forum*, 23(2), 1-6.
- Furlong, M. J., Morrison, G. M., & Greif, J. (2003). Reaching an American consensus: Reactions to the Special Issue on School Bullying. *School Psychology Review*, 32, 456-470. <https://doi.org/10.1080/02796015.2003.12086212>
- Furlong, M. J., Whipple, A. D., St. Jean, G., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8, 99-114. <https://doi.org/10.1007/BF03340899>
- Greif, J. L., Furlong, M. J., Morrison, G. (2003, November). Operationally defining "bullying" [Letter to the editor]. *Archives of Pediatrics and Adolescent Medicine*, 157, 1134-1135.
- Tran, O., & Furlong, M. J. (2004). Personal strengths and assets among adolescent smokers and nonsmokers. *The California School Psychologist*, 9, 63-77. <https://doi.org/10.1007/BF03340908>
- Furlong, M. J., Morrison, G. M., Cornell, D., & Skiba, R. (2004). Methodological and measurement issues: Moving beyond the social problem era in school violence research. *Journal of School Violence*, 3(2/3), 5-12. [doi:10.1300/J202v03n02_02](https://doi.org/10.1300/J202v03n02_02)
- Furlong, M. J., Sharkey, J. D., Bates, M. P., & Smith, D. C. (2004). An examination of the reliability, data screening procedures, and extreme response patterns for the Youth Risk Behavior Surveillance Survey. *Journal of School Violence*, 3(2/3), 109-130. [doi:10.1300/J202v03n02_07](https://doi.org/10.1300/J202v03n02_07)
- Jimerson, S. R., Sharkey, J. D., Nyborg, V., & Furlong, M. J. (2004). Strength-based assessment and school psychology: A summary and synthesis. *The California School Psychologist*, 9, 9-20. <https://doi.org/10.1007/BF03340903>
- Jimerson, S. R., Sharkey, J. D., Furlong, M. J., & O'Brien, K. (2004). Using the Santa Barbara Assets and Risks Assessment to examine the ecology of youths experiencing behavior problems. *The California School Psychologist*, 9, 99-113. [doi:10.1007/BF03340911](https://doi.org/10.1007/BF03340911)
- Jimerson, S. R., Sharkey, J. D., O'Brien, K. M., & Furlong, M. J. (2004). The Santa Barbara Assets and Risks Assessment to predict recidivism among male and female juveniles: An investigation of inter-rater reliability and predictive validity. *Education and Treatment of Children*, 27, 351-373.
- Furlong, M. J., Greif, J., Whipple, A., Bates, M. P., & Jimenez, T. (2005). The development of the California School Climate and Safety Survey—Short form. *Psychology in the Schools*, 42, 137-149. [doi:10.1002/pits.20053](https://doi.org/10.1002/pits.20053)

Pyle, R. P., Bates, M. P., Greif, J. L., & Furlong, M. J. (2005). School readiness needs of Latino preschoolers: A focus on parents' comfort with home-school collaboration. *The California School psychologist*, 10, 105-116.

[doi:10.1007/BF03340925](https://doi.org/10.1007/BF03340925)

Furlong, M. J., Felix, E. D., Sharkey, J. D., & Larson, J. (2005). Prevention of school violence: Planning for safe and engaging schools. *National Association of Secondary School Principals Bulletin*, (September), 11-15.

2006-2010

Morrison, G. M., Brown, M., D'Incau, B., O'Farrell, S. L., & Furlong, M. J. (2006). Understanding resilience in educational trajectories: Implications for protective possibilities. *Psychology in the Schools*, 43, 19-31.

[doi:10.1002/pits.20126](https://doi.org/10.1002/pits.20126)

Boman, P., Curtis, D., Furlong, M. J., & Smith, D. C. (2006). Cross validation and Rasch analyses of the Multidimensional School Anger Inventory Revised. *Journal of Psychoeducational Assessment*, 24, 225-242.

[doi:10.1177/0734282906288472](https://doi.org/10.1177/0734282906288472)

Bates, M. P., Furlong, M. J., & Greif, J. (2006). Are CAFAS subscales and item weights valid? A preliminary investigation of the child and adolescent functional assessment scale. *Administration and Policy in Mental Health and Mental Health Services Research*, 33, 682-695. [doi:10.1007/s10488-006-0052-4](https://doi.org/10.1007/s10488-006-0052-4)

Greif, J. L., & Furlong, M. J. (2006) The assessment of school bullying: Moving from theory to practice. *Journal of School Violence*, 5, 33-50. [doi:10.1300/J202v05n03_04](https://doi.org/10.1300/J202v05n03_04)

Bates, M. P., Mastrianni, A., Mintzer, C., Nicholas, W., Furlong, M. J., Simental, J., & Greif, J. L. (2006). Bridging the transition to kindergarten: School readiness case studies from California's First 5 Initiative. *California School Psychologist*, 11, 41-56. <https://files.eric.ed.gov/fulltext/EJ902517.pdf>

Henley, N., & Furlong, M. J. (2006). Using curriculum-derived progress monitoring data as part of a response-to-intervention strategy: A case study. *The California School Psychologist*, 11, 85-99.

<https://psycnet.apa.org/doi/10.1007/BF03341118>

Pyle, S., Sharkey, J. S., Yetter, G., Felix, E., Furlong, M. J., & Poston, W. S. (2006). Fighting an epidemic: The role of schools in reducing childhood obesity. *Psychology in the Schools*, 43, 361-376. [doi:10.1002/pits.20146](https://doi.org/10.1002/pits.20146)

Felix, E., Furlong, M. J., Sharkey, J. D., Osher, D. (2007). Implications for evaluating multi-component, complex prevention initiatives: Taking guidance from the Safe School/Health Students Initiative. *Journal of School Violence*, 6, 3-22. [doi:10.1300/J202v06n02_02](https://doi.org/10.1300/J202v06n02_02)

Furlong, M. J., Sharkey, J. D., Boman, P., & Caldwell, R. (2007). Cross-validation of the Behavioral and Emotional Rating Scale-2 Youth Version: An exploration of strength-based latent traits. *Journal of Child and Family Studies*, 16, 696-711. [doi:10.1007/s10826-006-9117-y](https://doi.org/10.1007/s10826-006-9117-y)

Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45, 365-368. [doi:10.1002/pits.20302](https://doi.org/10.1002/pits.20302)

You, S., Furlong, M. J., Felix, E., Sharkey, J. D., Tanigawa, D., & Green, J. (2008). Relations among school connectedness, hope, life satisfaction, and bully victimization. [Psychology in the Schools](https://doi.org/10.1002/pits.20302), 45, 446-460.

Nowinski, L., Furlong, M. J., Rahban, R., & Smith, S. R. (2008). Initial reliability and validity of the BASC-2, SRP, College Version. *Journal of Psychoeducational Assessment*, 26, 156-167. [doi:10.1177/0734282907309612](https://doi.org/10.1177/0734282907309612)

Griffiths, A., Sharkey, J. D., & Furlong, M. J. (2008). Targeted threat assessment: Ethical considerations for school psychologists. *School Psychology Forum: Research in Practice*, 2, 1-18.

- Baker, J. A., Brinkman, T. M., Makepeace, N. N., Mathiason, J. B., Ogg, J. A., Pham, A. V., Weiss-DeBoer, E. M., Wolvin, M. M., & Furlong, M. J. (2008). Research forum: Selection, persuasion, and other intricacies of developing future faculty in school psychology. *APA Division 16, The School Psychologist*, 62, 85-92.
- Appleton, J., Christenson, S., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45, 369-386. [doi:10.1002/pits.20303](https://doi.org/10.1002/pits.20303)
- Felix, E. D., Furlong, M. J., & Austin, G. (2009). A cluster analytic investigation of school violence victimization among diverse students. *Journal of Interpersonal Violence*, 10, 1673-1695. [doi:10.1177/0886260509331507](https://doi.org/10.1177/0886260509331507)
- Lilles, E., Furlong, M. J., Quirk, M., & Felix, E. (2009). Preliminary development of the Kindergarten Student Entrance Profile. *The California School Psychologist*, 14, 71-80. <https://files.eric.ed.gov/fulltext/EJ878362.pdf>
- Furlong, M. J., Ritchey, K., & O'Brennan, L. (2009). Developing norms for the California Resilience Youth Development Module: Internal assets and school resources subscales. *The California School Psychologist*, 14, 35-46. <https://files.eric.ed.gov/fulltext/EJ878359.pdf>
- Mayer, M., J., & Furlong, M. J. (2010). How safe are our schools? *Educational Researcher*, 39, 16-26. [doi:10.3102/0013189X09357617](https://doi.org/10.3102/0013189X09357617)
- O'Brennan, L. M., & Furlong, M. J. (2010). Relations between students' perceptions of school connectedness and peer victimization. *Journal of School Violence*, 9, 375-391. [doi:10.1080/15388220.2010.509009](https://doi.org/10.1080/15388220.2010.509009)

2011-2015

- You, S., Ritchey, K., Furlong, M. J., Shochet, I., & Boman, P. (2011). Examination of the latent structure of the Psychological Sense of School Membership Scale. *Journal of Psychoeducational Assessment*, 29, 225-237. <https://psycnet.apa.org/doi/10.1177/0734282910379968>
- Felix, E., Sharkey, J., Green, J., Furlong, M. J., & Tanigawa, D. (2011). Getting precise and pragmatic about the assessment of bullying: The development of the California Bullying Victimization Scale. *Aggressive Behavior*, 37, 234-247. [doi:10.1002/ab.20389](https://doi.org/10.1002/ab.20389)
- Greif Green, J., Furlong, M. J., Astor, R. A., Benbenishty, R., & Espinoza, E. (2011). Assessing school victimization in the US, Guatemala, and Israel: Cross-cultural psychometric analysis of the School Victimization Scale. *Victims and Offenders*, 6, 290-305. [doi:10.1080/15564886.2011.581883](https://doi.org/10.1080/15564886.2011.581883)
- Eklund, K., Dowdy, E., Jones, C., & Furlong, M. J. (2011). Applicability of the dual-factor model of mental health for college students. *Journal of College Student Psychotherapy*, 25, 79-92. [doi:10.1080/87568225.2011.532677](https://doi.org/10.1080/87568225.2011.532677)
- Furlong, M. J., & Quirk, M. (2011). The relative effects of chronological age on Hispanic students' school readiness and Grade 2 academic achievement. *Contemporary School Psychology*, 15, 81-92.
- Quirk, M., Furlong, M. J., Lilles, E., Felix, E., & Chin, J. (2011). Preliminary development of a Kindergarten School Readiness Assessment for Latino students. *Journal of Applied School Psychology*, 27, 77-102. [doi:10.1080/15377903.2010.540518](https://doi.org/10.1080/15377903.2010.540518)
- Tanigawa, D. A., Furlong, M. J., Felix, E. D., & Sharkey, J. D. (2011). The protective role of perceived social support against the manifestation of depressive symptoms in peer victims. *Journal of School Violence*, 10, 393-412. [doi:10.1080/15388220.2011.602614](https://doi.org/10.1080/15388220.2011.602614)
- Shochet, I. M., Smith, C. L., Furlong, M. J., & Homel, R. (2011). A prospective study investigating the impact of school belonging factors on negative affect in adolescents. *Journal of Clinical Child & Adolescent Psychology*, 40, 586-595. [doi:10.1080/15374416.2011.581616](https://doi.org/10.1080/15374416.2011.581616)

- Furlong, M. J., Sharkey, J. D., Quirk, M., & Dowdy, E. (2011). Exploring the protective and promotive effects of school connectedness on the relation between psychological health risk and problem behaviors/experiences, *Journal of Educational and Psychological Development*, 1, 18-33. [doi:10.5539/jedp.v1n1p18](https://doi.org/10.5539/jedp.v1n1p18)
- Furlong, M. J., O'Brennan, L. M., & You, S. (2011). Psychometric properties of the Add Health School Connectedness Scale for 18 sociocultural groups. *Psychology in the Schools*, 48, 986-997. [doi:10.1002/pits.20609](https://doi.org/10.1002/pits.20609)
- Dowdy, E., Furlong, M. J., & Sharkey, J. D. (2013). Using surveillance of mental health to increase understanding of youth involvement in high-risk behaviors: A value-added analysis. *Journal of Emotional and Behavioral Disorders*, 21, 33-44. [doi:10.1177/1063426611416817](https://doi.org/10.1177/1063426611416817)
- Jones, C., You, S., & Furlong, M. J. (2013). A preliminary examination of covitality as integrated well-being in college students. *Social Indicators Research*, 111, 511-526. [doi:10.1007/s11205-012-0017-9](https://doi.org/10.1007/s11205-012-0017-9)
- Greif Green, J., Felix, E. D., Sharkey, J. D., Furlong, M. J., & Kras, J. E. (2013). Identifying bully victims: Definitional versus behavioral approaches. *Psychological Assessment*, 25, 651-657. [doi:10.1037/a0031248](https://doi.org/10.1037/a0031248)
- Furlong, M. J., You, S., Renshaw, T. L., O'Malley, M. D., & Rebelez, J. (2013). Preliminary development of the Positive Experiences at School Scale (PEASS) for elementary school children. *Child Indicators Research*, 6, 753-775. [doi:10.1007/s12187-013-9193-7](https://doi.org/10.1007/s12187-013-9193-7)
- Furlong, M. J., You, S., Smith, D. C., Gonzalez, V., Boman, P., Shimoda, Y., Terasaka, A., Merino, C., & Grazioso, M. (2013). An examination of the factorial invariance and refinement of the Multidimensional School Anger Inventory for five Pacific Rim countries. *International Journal of School & Educational Psychology*, 1, 2-35. [doi:10.1080/21683603.2013.780194](https://doi.org/10.1080/21683603.2013.780194)
- Quirk, M., Nylund-Gibson, K., & Furlong, M. J. (2013). Exploring patterns of Latino/a children's school readiness at kindergarten entry and their relations with Grade 2 achievement. *Early Childhood Research Quarterly*, 28, 437-449. [doi:10.1016/j.ecresq.2012.11.002](https://doi.org/10.1016/j.ecresq.2012.11.002)
- Nickerson, A. B., Cornell, D. G., Smith, D. C., & Furlong, M. J. (2013). School antibullying efforts: Advice for education policymakers. *Journal of School Violence*, 12, 268-282. [doi:10.1080/15388220.2013.787366](https://doi.org/10.1080/15388220.2013.787366)
- Furlong, M. J., Nickerson, A. B., Smith, D. C., Swearer, S. M., & Hymel, S. (2013). Announcing the Journal of School Violence and the Bullying Research Network partnership. *Journal of School Violence*, 12, 233-237. [doi:10.1080/15388220.2013.801278](https://doi.org/10.1080/15388220.2013.801278)
- Rebelez, J. L., & Furlong, M. J. (2013). Psychometric support for an abbreviated version of the California School Climate and Safety Survey. *International Journal of School and Educational Psychology*, 1, 154-165. [doi:10.1080/21683603.2013.819306](https://doi.org/10.1080/21683603.2013.819306)
- Interdisciplinary Group on Preventing School and Community Violence. (2013). December 2012 Connecticut school shooting position statement. *Journal of School Violence*, 12, 119-133. Also reprinted in *The School Psychologist*, 67(2, April 2013), 40-43.
- You, S., O'Malley, M. D., & Furlong, M. J. (2014). Preliminary development of the Brief-California School Climate Survey: Dimensionality and measurement invariance across teachers and administrators. *School Effectiveness and School Improvement*, 25, 153-173. [doi:10.1080/09243453.2013.784199](https://doi.org/10.1080/09243453.2013.784199)
- Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research*, 117, 1011-1032. [doi:10.1007/s11205-013-0373-0](https://doi.org/10.1007/s11205-013-0373-0)
- Kim, E., Dowdy, E., & Furlong, M. J. (2014). An exploration of using a dual-factor model in school-based mental health screening. *Canadian Journal of School Psychology*, 29, 127-140. [doi:10.1177/0829573514529567](https://doi.org/10.1177/0829573514529567)

- Holt, M. K., Greif Green, J., Reid, G., Dimeo, A., Espelage, D. L., Felix, E., Furlong, M. J., Poteat, P., & Sharkey, J. (2014). Associations between past bullying experiences and initial adjustment to college. *Journal of American College Health, 62*, 552-560. [doi:10.1080/07448481.2014.947990](https://doi.org/10.1080/07448481.2014.947990)
- You, S., Furlong, M. J., Dowdy, E., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Further validation of the Social and Emotional Health Survey for high school students. *Applied Research in Quality of Life, 9*, 997-1015. [doi:10.1007/s11482-013-9282-2](https://doi.org/10.1007/s11482-013-9282-2)
- Nylund-Gibson, K., Grimm, R., Quirk, M., & Furlong, M. J. (2014). A latent transition mixture model using the three-step specification. *Structural Equation Modeling, 21*, 439-454. [doi:10.1080/10705511.2014.915375](https://doi.org/10.1080/10705511.2014.915375)
- Sharkey, J. D., Ruderman, M. A., Mayworm, A. M., Greif Green, J., Furlong, M. J., Rivera, N., & Purisch, L. (2015). Psychosocial functioning of bullied youth who adopt versus deny the bullied victim label. *School Psychology Quarterly, 30*, 91-104. [doi:10.1037/spq0000077](https://doi.org/10.1037/spq0000077)
- Boman, P., Mergler, A., & Furlong, M. J. (2014). Anger in Australian indigenous and non-indigenous students. *The International Education Journal: Comparative Perspectives, 13*(2), 15-26. <https://files.eric.ed.gov/fulltext/EJ1062495.pdf>
- Quirk, M., Rebelez, J. L., & Furlong, M. J. (2014). Exploring the dimensionality of a brief school readiness screener for use with Latino/a children. *Journal of Psychoeducational Assessment, 32*, 259-264. [doi:10.1177/0734282913505994](https://doi.org/10.1177/0734282913505994)
- O'Brennan, L. M., Bradshaw, C. P., & Furlong, M. J. (2014). Influence of classroom and school climate on teacher perceptions of student problem behavior. *School Mental Health, 6*, 125-136. [doi:10.1007/s12310-014-9118-8](https://doi.org/10.1007/s12310-014-9118-8)
- Dowdy, E., Furlong, M. J., Raines, T. C., Price, M., Murdock, J., ... Boverly, B. (2015). Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health. *Journal of Educational and Psychological Consultation, 25*, 1-20. [doi:10.1080/10474412.2014.929951](https://doi.org/10.1080/10474412.2014.929951)
- Zachariah, S., Boman, P., Mergler, A., & Furlong, M. J. (2015). Effect of self-deception on well-being and anxiety in university students. *Cogent Psychology, 2*, 993850, 1-17. [doi:10.1080/23311908.2014.993850](https://doi.org/10.1080/23311908.2014.993850)
- You, S., Furlong, M., Felix, E., & O'Malley, M. (2015). Validation of the Social and Emotional Health Survey for five sociocultural groups: Multigroup invariance and latent mean analyses. *Psychology in the Schools, 52*, 349-362. [doi:10.1002/pits.21828](https://doi.org/10.1002/pits.21828)
- Lenzi, M., Dougherty, D., Furlong, M. J., Dowdy, E., & Sharkey, J. D. (2015). The configuration protective model: Factors associated with adolescent behavioral and emotional problems. *Journal of Applied Developmental Psychology, 38*, 49-59. [doi:10.1016/j.appdev.2015.03.003](https://doi.org/10.1016/j.appdev.2015.03.003)
- Ito, A., Smith, D. C., You, S., Shimoda, Y., & Furlong, M. J. (2015). Validation and utility of the social emotional health survey-secondary for Japanese students. *Contemporary School Psychology, 19*, 243-252. [doi:10.1007/s40688-015-0068-4](https://doi.org/10.1007/s40688-015-0068-4)
- Quirk, M., Mayworm, A., Furlong, M. J., Grimm, R., & Rebelez, J. (2015). Dimensionality and measurement invariance of a school readiness screener by gender and parent education levels. *International Journal of School & Educational Psychology, 3*, 167-177. [doi:10.1080/21683603.2015.1053644](https://doi.org/10.1080/21683603.2015.1053644)
- Lenzi, M., Furlong, M. J., Dowdy, E., Sharkey, J. D., Gini, G., & Altoè, G. (2015). The quantity and variety across domains of psychological and social assets associated with school victimization. *Psychology of Violence, 5*, 411-421. <https://psycnet.apa.org/doi/10.1037/a0039696>
- Quirk, M., Grimm, R., Furlong, M. J., Nylund-Gibson, K., & Swami, S. (2015). The association of Latino/a children's kindergarten school readiness profiles with Grade 2-5 reading growth trajectories. *Journal of Educational Psychology*. First published online, 14 December 2015. [doi:10.1037/edu0000087](https://doi.org/10.1037/edu0000087)

Furlong, M. J. (2015). Introduction to special issue school-based approaches to promote complete mental health: School psychologists working to foster students' thriving well-being. *Contemporary School Psychology*, 19, 231-232. [doi:10.1007/s40688-015-0078-2](https://doi.org/10.1007/s40688-015-0078-2)

2016-2020

- Lee, S., You, S., & Furlong, M. J. (2016). Validation of the Social Emotional Health Survey for Korean school students. *Child Indicators Research*, 9, 73-92. [doi:10.1007/s12187-014-9294-y](https://doi.org/10.1007/s12187-014-9294-y)
- Fullchange, A., & Furlong, M. J. (2016). An exploration of effects of bullying victimization from a complete mental health perspective. *Sage Open*, (January-March), 1-12. [doi:10.1177/2158244015623593](https://doi.org/10.1177/2158244015623593)
- Lilles-Diamond, E., Furlong, M. J., & Quirk, M. (2016). Academically resilient Latino elementary students bridging the achievement gap. *Contemporary School Psychology*, 20, 160-169. [doi:10.1007/s40688-016-0088-8](https://doi.org/10.1007/s40688-016-0088-8)
- Moffa, K., Dowdy, E., & Furlong, M. J. (2016). Exploring the contributions of school belonging to complete mental health screening. *Australian Educational and Developmental Psychologist*, 33, 16-32. [doi:10.1017/edp.2016.8](https://doi.org/10.1017/edp.2016.8)
- Quirk, M., Mayworm, A., Edyburn, K., & Furlong, M. J. (2016). Dimensionality and measurement invariance of a school readiness screener by ethnicity and home language. *Psychology in the Schools*, 53, 772-784. [doi:10.1002/pits.21935](https://doi.org/10.1002/pits.21935)
- Dowdy, E., Harrell-Williams, L., Dever, B., Furlong, M. J., Moore, S., Raines, T., & Kamphaus, R. (2016). Predictive validity of a student self-report screener of behavioral and emotional risk in an urban high school. *School Psychology Review*, 45, 458-476. <https://doi.org/10.17105/SPR45-4.458-476>
- Moore, S., Dowdy, E., & Furlong, M. J. (2017). Using the Depression, Anxiety, Stress Scales-21 with U.S. adolescents: An alternate models analysis. *Journal of Psychoeducational Assessment*, 35, 581-598. [doi:10.1177/0734282916651537](https://doi.org/10.1177/0734282916651537)
- Furlong, M. J., Fullchange, A., & Dowdy, E. (2017). Effects of mischievous responding on the results of school-based mental health screening: I love rum raisin ice cream, really, I do! *School Psychology Quarterly*, 32, 320-335. [doi:10.1037/spq0000168](https://doi.org/10.1037/spq0000168)
- Furlong, M. J., You, S., Shishim, M., & Dowdy, E. (2017). Development and validation of the Social Emotional Health Survey-Higher Education version. *Applied Research in Quality of Life*, 12, 343-367. [doi:10.1007/s11482-016-9464-9](https://doi.org/10.1007/s11482-016-9464-9)
- Kim, E. K., Dowdy, E., Furlong, M. J., & You, S. (2017). Mental health profiles and quality of life among Korean adolescents. *School Psychology International*, 38, 98-116. [doi:10.1177/0143034316682296](https://doi.org/10.1177/0143034316682296)
- Telef, B. B., & Furlong, M. J. (2017). Adaptation and validation of the Social Emotional Health Survey-Secondary into Turkish culture. *International Journal of School & Educational Psychology*, 5, 255-265. [doi:10.1080/21683603.2016.1234988](https://doi.org/10.1080/21683603.2016.1234988)
- Telef, B. B., & Furlong, M. J. (2017). Social and emotional psychological factors associated with subjective well-being: A comparison of Turkish and California adolescents. *Cross-Cultural Research*, 51, 491-520. [doi:10.1177/1069397117694815](https://doi.org/10.1177/1069397117694815)
- Edyburn, K. L., Quirk, M., & Furlong, M. J. (2017). Measurement invariance of a school readiness screener for use in preschool and kindergarten. *Early Education and Development*, 28, 810-821. <https://doi.org/10.1080/10409289.2017.1282802>

- Lenzi, M., Sharkey, J., Furlong, M. J., Mayworm, A., Hunnicutt, K., & Vieno, A. (2017). School sense of community, teacher support, and students' school safety perceptions. *American Journal of Community Psychology*, 60, 527-537. [doi:10.1002/ajcp.12174](https://doi.org/10.1002/ajcp.12174)
- Xie, J., Liu, S., Yang, C., & Furlong, M. J. (2017). Chinese Version of Social and Emotional Health Survey-Secondary. *Chinese Journal of Clinical Psychology*, 25(6), 1012-1016.
- Kia Keating, M., You, S., Moore, S., Furlong, M. J., & Liu, S. (2018). Structural validity of the Depression, Anxiety, and Stress Scales-21 adapted for U.S. college students. *Emerging Adulthood*, 6, 434-440. [doi:10.1177/2167696817745407](https://doi.org/10.1177/2167696817745407)
- Linden, N., Boman, P., Mergler, A., & Furlong, M. J. (2018). Positive psychology constructs as predictors of depression in retirees. *Ageing & Society*, 38, 995-1017. [doi:10.1017/S0144686X16001410](https://doi.org/10.1017/S0144686X16001410)
- Wang, C., Yang, C., Jiang, X., & Furlong, M. J. (2018). Validation of Social Emotional Health Survey-Primary for Chinese students. *International Journal of School and Educational Psychology*, 6, 62-74. [doi:10.1080/21683603.2016.1272026](https://doi.org/10.1080/21683603.2016.1272026)
- Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the Social Emotional Distress Scale to support complete mental health screening. *Assessment for Effective Intervention*, 43, 241-248. [doi:10.1177/1534508417749871](https://doi.org/10.1177/1534508417749871)
- Greif Green, J., Oblath, R., Felix, E., Furlong, M. J., Holt, M., & Sharkey, J. (2018). Initial evidence for the validity of the California Bully Victimization Scale (CBVS-R) as a retrospective measure for adults. *Psychological Assessment*, 30, 1444-1453. [doi:10.1037/pas0000592](https://doi.org/10.1037/pas0000592)
- Wagle, R., Dowdy, E., Yang, C., Pailkara, O., Castro, S., Nylund-Gibson, K., & Furlong, M. J. (2018). Preliminary investigation of the Psychological Sense of School Membership Scale with primary school students in a cross-cultural context. *School Psychology International*, 39, 568-586. <https://doi.org/10.1177/0143034318803670>
- Kim, E., Dowdy, E., Furlong, M. J., & You, S. (2019). Complete mental health screening: Psychological strengths and life satisfaction in Korean students. *Child Indicator Research*, 12, 901-915. <https://doi.org/10.1007/s12187-018-9561-4>
- Felix, E., Binmoeller, C., Sharkey, J. D., Dowdy, E., Furlong, M. J., & Latham, N. (2019). The influence of different longitudinal patterns of peer victimization on psychosocial adjustment. *Journal of School Violence*, 18, 483-497. <https://doi.org/10.1080/15388220.2018.1528552>
- Lenzi, M., Sharkey, J., Wroblewski, A., Furlong, M. J., & Santinello, M. (2019). Protecting youth from gang membership: Individual and school-level emotional competence. *Journal of Community Psychology*, 47, 563-578. <https://pubmed.ncbi.nlm.nih.gov/30370925/>
- Griffiths, A-J., Morrison, G., Furlong, M. J., & Alsip, J. (2019). School-wide positive behavioral interventions and supports in the alternative education setting: Examining the risk and protective factors of responders and non-responders. *Preventing School Failure*, 63, 149-161. <https://doi.org/10.1080/1045988X.2018.1534224>
- Iida, J., Ito, A., Aoyama, I., Sugimoto, K., Endo, H., & Furlong, M. J. (2019). Development of the Japanese version of Social Emotional Health Survey. *Japanese Journal of Psychology*, 94, 795-809. <https://doi.org/10.4992/jjpsy.90.17222>
- Moore, S., Dowdy, E., Nylund-Gibson, K., & Furlong, M. J. (2019). A latent transition analysis of the longitudinal stability of dual-factor mental health in adolescence. *Journal of School Psychology*, 73, 56-73. <https://pubmed.ncbi.nlm.nih.gov/30961881/>

- Carnazzo, K., Dowdy, E., Furlong, M. J., & Quirk, M. (2019). An evaluation of the Social Emotional Health Survey-Secondary for use with students with learning disabilities. *Psychology in the Schools*, 56, 433-446. <https://doi.org/10.1002/pits.22199>
- Kim, E., Furlong, M. J., & Dowdy, E. (2019). Adolescents' personality traits and positive psychological orientations: Relations with emotional distress and life satisfaction mediated by school connectedness. *Child Indicators Research*, 12, 1951-1969. <https://doi.org/10.1007/s12187-019-9619-y>
- Moore, S., Dowdy, E., Nylund-Gibson, K., & Furlong, M. J. (2019). An empirical approach to complete mental health classification in adolescents. *School Mental Health*, 11(3), 438-453. <https://doi.org/10.1007/s12310-019-09311-7>
- Griffiths, A-J., Diamond, E., Alsip, J., Furlong, M. J., & Morrison, G. (2019). School-wide implementation of positive behavioral interventions and supports in an alternative school setting: A case study. *Journal of Community Psychology*, 47, 1493-1513. <https://rdcu.be/eg5Vv>
- Piqueras, J. A., Rodriguez-Jimenez, T., Marzo, J. C., Rivera-Riquelme, M., Martinez-Gonzalez, A. E., Falco, R., & Furlong, M. J. (2019). Social Emotional Health Survey-Secondary (SEHS-S): A Universal screening measure of social-emotional strengths for Spanish-speaking adolescents. *International Journal of Environmental Research: Public Health*, 16, 4982. <https://www.mdpi.com/1660-4601/16/24/4982>
- Oblath, R., Greif Green, J., Guzmán, J., Felix, E., Furlong, M. J., Holt, M., & Sharkey, J (2020). Retrospective perceptions of power imbalance in bullying. *Journal of American College Health*, 68(8), 891-899. <https://doi.org/10.1080/07448481.2019.1633334>
- Qian, N., Yang, C., Teng, Z., Furlong, M. J., Pan, Y., Guo, C., & Zhang, D. (2020). Psychological Suzhi mediates the longitudinal association between perceived school climate and depressive symptoms. *School Psychology*, 35(4), 267-276. <https://doi.org/10.1037/spq0000374>

2021-2025

- Hinton, T., Dowdy, E., Nylund-Gibson, K., Furlong, M. J., & Carter, D. (2021). Examining the Social Emotional Health Survey-Secondary for use with Latinx youth. *Journal of Psychoeducational Assessment*, 39, 242-246. <https://doi.org/10.1177/0734282920953236>
- Moffa, K., Wagle, R., Dowdy, E., Pailkara, O., Castro, S., Dougherty, D., & Furlong, M. J. (2021). The Me and My School Questionnaire: Examining the cross-cultural validity of a children's self-report mental health measure. *International Journal of School and Educational Psychology*, 9(1), 31-41. <https://doi.org/10.1080/21683603.2019.1650858>
- Furlong, M. J., Dowdy, E., Nylund-Gibson, K., Wagle, R., Carter, D., & Hinton, T. (2021). Enhancement and standardization of a universal social-emotional health measure for students' psychological strengths. *Journal of Well-Being Assessment*. <https://doi.org/10.1007/s41543-020-00032-2>
- Lim, M., Allen, K. A., Craig, H., Smith, D., & Furlong, M. J. (2021). Introducing a dual continuum model of belonging and loneliness. *Australian Journal of Psychology*, 73(1), 81-86. <https://doi.org/10.1080/00049530.2021.1883411>
- Allen, K. A., & Furlong, M. J. (2021). Leveraging belonging in response to global loneliness. *Australian Journal of Psychology*, 73(1), 1-3. <https://doi.org/10.1080/00049530.2021.1875532>
- Iida, J., Ito, A., Aoyama, I., Sugimoto, K., Endo, H., & Furlong, M. J. (2021). Validating a social emotional wellness survey for Japanese elementary school students. *Educational and Developmental Psychologist*, 38(1), 121-130. <https://doi.org/10.1080/20590776.2021.1899748>

- Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology*, 5(1), 42-64. <https://www.journalppw.com/index.php/JPPW/article/view/261/95>
- Chan, M., Yang, C., Furlong, J., Dowdy, E., & Xie, J-S. (2021). Association between social-emotional strengths and school membership: A cross-cultural comparison. *International Journal of School & Educational Psychology*, 9(2), 158-171. [doi:10.1080/21683603.2019.1677539](https://doi.org/10.1080/21683603.2019.1677539)
- Wagle, R., Dowdy, E., Nylund-Gibson, K., Sharkey, J. D., Carter, D., & Furlong, M. J. (2021). Exploring school belonging constellations within a primary school context. *The Educational and Developmental Psychologist*. First online 25 Aug 2021. <https://doi.org/10.1080/20590776.2021.1964071>
- Chan, M., Furlong, M. J., Nylund-Gibson, K., & Dowdy, E. (2021). Heterogeneity among moderate mental health students on the Mental Health Continuum-Short Form (MHC-SF). *School Mental Health*, 1-15. Online ahead of print. <https://doi.org/10.1007/s12310-021-09476-0>
- O'Malley, M. D., Cerna, R., Romero, L., Zhang, G., & Furlong, M. J. (2021). Reducing the impact of bias-based bullying on suicidal thoughts among sexual and gender minority youth: Are psychological strengths enough? *School Mental Health: A Multidisciplinary Research and Practice Journal*, <https://link.springer.com/article/10.1007%2Fs12310-021-09490-2>
- Furlong, M. J., Piqueras, J. A., Gutiérrez, L. C., Dowdy, E., Nylund-Gibson, K., Chan, M., Soto-Sanz, V., Marzo, J. C., Rodríguez-Jiménez, T., Martínez-González, A. E. (2021). Assessing college students' social and emotional strengths: A cross-cultural comparison from Mexico, United States, and Spain. *European Journal of Psychology and Educational Research*, 4(2), 123-137. <https://doi.org/10.12973/ejper.4.2.123>
<https://eric.ed.gov/?id=EJ1333626>
- Wagle, R., Dowdy, E., Furlong, M. J., Nylund-Gibson K., Carter, D., & Hinton, T. (2022). Anonymous vs. self-identified response formats: Implications for mental health screening in schools. *Assessment for Effective Intervention*, 47(2), 112-117. <https://doi.org/10.1177/1534508420959439>
- Chan, M., Sharkey, J. D., Nylund-Gibson, K., Dowdy, E., & Furlong, M. J. (2022). Social support profiles associations with adolescents' psychological and academic functioning. *Journal of School Psychology*, 91, 160-177. <https://doi.org/10.1016/j.jsp.2022.01.006>
- Furlong, M. J., Paz, J. L., Carter, D., Dowdy, E., Nylund-Gibson, K. (2022). Extending validation of a covitality social emotional health measure for middle school students. *Contemporary School Psychology*. 27, 92-103. <https://doi.org/10.1007/s40688-022-00411-x>
- Dowdy, E., Furlong, M. J., Nylund-Gibson, K., & Arch, D. (2023). Validating a brief social emotional distress measure for schoolwide wellness screening. *Assessment for Effective Intervention*, 43(3), 159-169,
- Varela, J. J., De Tezanos-Pinto, P., Guzmán, P., Cuevas-Pavincich, F., Benavente, M., Furlong, M. J., & Alfaro, J. (2023). Covitality and life satisfaction: a multilevel analysis of bullying experiences and their relationship with School attachment. *Current Psychology*. <https://doi.org/10.1007/s12144-023-04602-4>
- Chan, M., Sharkey, J. D., Nylund-Gibson, K., Dowdy, E., & Furlong, M. J. (2024). School climate perception among Latinx and White students: An examination of intersecting race/ethnicity and socioeconomic identities in context. *School Psychology Review*. doi:[10.1080/2372966X.2023.2301234](https://doi.org/10.1080/2372966X.2023.2301234)
- Furlong, M. J., Chan, M., Dowdy, E., & Nylund Gibson, K. (2024). Diminished adolescent social well-being during the COVID-19 pandemic. *Child Indicators Research*. <https://doi.org/10.1007/s12187-024-10108-7>

- Iida, J., Takizawa, Y., Okayasu, T., & Furlong, M. J. (2024). Japanese cultural adaptation and validation of the social emotional health survey-secondary for junior high school students. *Frontiers in Education*, 9:1277294. <https://doi.org/10.3389/feduc.2024.1277294>
- Moore, S., Carter, D., Kim, E. K., Furlong, M. J., Nylund-Gibson, K., & Dowdy, E. (2024). Adolescents' covitality patterns: Relations with student demographic characteristics and proximal academic and mental health outcomes. *School Mental Health*. <https://doi.org/10.1007/s12310-024-09663-9>
- Sugimoto, K., Takizawa, Y., Iida, J., Nakayama, H., & Furlong, M. J. (2024). Japanese cultural adaptation and validation of the Social Emotional Health Survey-Higher Education. *Educational and Developmental Psychologist*, 1-13. <https://doi.org/10.1080/20590776.2024.2365832>
- Chan, M-K., Furlong, M.J., & Ruff, E. (2024, in press). Dual-Factor Mental Health Screening in Elementary Schools: Implications in Mental Health Classification. *Contemporary School Psychology*
- Furlong, M J., Dowdy, E., Nylund-Gibson, K., Chan, M., Hanson, T., O'Malley, M., Goodwin, J., Ortiz, A. (2024). Development, validation, and multitier applications with the California Student Wellness Index. [Contemporary School Psychology](#).
- Furlong, M J., Dowdy, E., Nylund-Gibson, K., Chan, M., Hanson, T., O'Malley, M., Goodwin, J., Ortiz, A. (2024). Development, validation, and multitier applications with the California Student Wellness Index. [Online Supplemental Material, Contemporary School Psychology](#)
- Majerčáková Albertová, S., et al. (2024). Validation of the Social-Emotional Health Survey SEHS-S-2020 in Slovakia. *Studia Psychologica*. Under Review.
- Chan, M-K., Furlong, M. J., Park, C., & Dowdy, E. (2025). Evaluating the application of the social emotional distress survey-secondary-brief among adolescents with intersecting sexuality and gender. *Psychological Assessment*. Under Review.
- Chan, M-K., Furlong, M. J., Park, C., Dowdy, E., & Nylund-Gibson, K. (2025). California Student Wellness Index: Latent Profile Analysis and Conceptual Implications for the Dual Factor Mental Health Model. [Under Review](#).

Chapters and Proceedings

- Casas, J. M., & Furlong, M. J. (1987). Profiles of students at-risk for dropping out of school. In *Proceedings of the Linguistic Minority Conference*. University of California.
- Casas, J. M., Furlong, M. J., Solberg, S., & Carranza, O. (1990). An examination of individual factors associated with academic success and failure among Mexican American and Anglo students. In A. Barona & G. Garcia (Eds.), *Poverty, minority status and educational equity* (pp. 103-118). National Association of School Psychologists.
- Casas, J. M., & Furlong, M. J. (1994). School counselors as advocates of increased Hispanic parent participation in schools. In J. Carey & P. Pedersen (Eds.), *Multicultural counseling in schools* (pp. 121-155). Allyn Bacon.
- Furlong, M. J., & Smith, D. C. (1994). Assessment of youth's anger, hostility, and aggression using self-report and rating scales. In M. J. Furlong & D. C. Smith (Eds.), *Anger, hostility, and aggression in youth: Assessment, prevention, and intervention strategies for youth* (pp. 167-244). Clinical Psychology Publishing Company.
- Smith, D. C., & Furlong, M. J. (1994). Correlates of anger, hostility, and aggression in children and adolescents. In M. J. Furlong & D. C. Smith (Eds.), *Anger, hostility, and aggression in youth: Assessment, prevention, and intervention strategies for youth* (pp. 15-38). Clinical Psychology Publishing Company.
- Furlong, M. J., & Morrison, R. (1995). Status update of research related to National Education Goal Seven: School violence content area. *Proceedings of the National Education Goals Panel/National Alliance of Pupil Personnel Services Organizations Safe Schools, Safe Students Conference*. ERIC.

- Furlong, M. J., Morrison, R., & Clontz, D. (1996). Broadening the scope of school safety. In S. Miller, J. Brodine, & T. Miller (Eds.), *Safe by design: Planning for peaceful school communities* (pp. 21-32). Committee for Children. (Revised reprint of #61).
- Furlong, M. J. (1996). Tools for assessing school violence. In S. Miller, J. Brodine, & T. Miller (Eds.), *Safe by design: Planning for peaceful school communities* (pp. 71-84). Committee for Children. (Revised reprint of #88).
- Furlong, M., J., Morrison, G. M., Chung, A., Bates, M., & Morrison, R. (1997). School violence. In G. Bear, K M Minke, & A. Thomas (Eds.), *Children's needs: Psychological perspectives II* (pp. 245-256). National Association of School Psychologists.
- Morrison, G., Furlong, M. J., & Morrison, R. (1997). The safe school: Moving beyond crime prevention to school empowerment. In A. Goldstein & J. Conoley (Eds.), *School violence intervention: A practical handbook* (pp. 236-264). Guilford.
- Wood, M., Rosenblatt, J. R., Furlong, M. J., Robertson, L. M., Bates, M. P., & Casas, J. M. (1997). Evaluating system of care outcomes by youth risk profiles. In C. Liberton, K. Kutash, & R. Friedman (Eds.), *The 10th Annual Research Conference Proceedings, A System of Care for Children's Mental Health, Expanding the Research Base*. University of South Florida, Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Casas, J. M., Furlong, M. J., Alvarez, M., & Wood, M. (1997). ¿Que Dice? Evaluating three Spanish translations of the Child Behavior Checklist. In C. Liberton, K. Kutash, & R. Friedman (Eds.), *The 10th Annual Research Conference Proceedings, A System of Care for Children's Mental Health, Expanding the Research Base*. University of South Florida, Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Zanglis, I., Furlong, M. J., Wood, M., & Casas, J. M. (1999). Opening the floodgates: The influence of a system of care on special education SED placements. In C. Liberton, K. Kutash, & R. Friedman (Eds.), *The 12th annual research conference proceedings, A system of care for children's mental health, expanding the research base*. University of South Florida, Louis de Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.
- Bear, G., Webster-Stratton, C., Furlong, M. J., & Rhee, S. (2000). Prevention of school violence. In G. Bear & C. Minke (Eds.), *Preventing school problems—Promoting school success: Strategies that work* (pp. 1-69). National Association of School Psychologists.
- Furlong, M. J., Sharma, B., & Rhee, S. (2000). Defining school violence victim subtypes: A step towards adapting prevention and intervention programs to match student needs. In D. Singh & C. B. Aspy (Eds.), *Violence in American schools: A practical guide for counselors* (pp. 67-88). American Counseling Association.
- Furlong, M. J., & Morrison, G. M. (2000). The SCHOOL in school violence: Definitions and facts. In H. M. Walker & M. H. Epstein (Eds.), *Making school safer and violence free: Critical issues, solutions, and recommendations* (pp. 5-16), ProEd. (Reprint of #137)
- Woodbridge, M. W., Furlong, M. J., Casas, J. M., & Sosna, T. (2001). Santa Barbara's Multiagency Integrated System of Care evaluation purposes, principles, and practices. In M. Hernandez & S. Hodges (Eds.), *Tools, case studies, and frameworks for developing outcome accountability in children's mental health* (pp. 63- 82). Paul H. Brookes.
- Larson, J., Smith, D., & Furlong, M. J. (2001). School violence. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology—IV* (pp. 1081-1097). National Association of School Psychologists.

- Casas, J. M., Pavelski, R., Furlong, M. J., & Zanglis, I. (2001). Advent of systems of care: Practice and research perspectives and policy implications. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (2nd ed., pp. 189-221). Sage.
- Furlong, M. J., Pavelski, R., & Saxton, J. (2002). The prevention of school violence. In S. Brock, P. Lazarus, & S. Jimerson (Eds.), *Best practices in crisis intervention* (pp. 131-149). National Association of School Psychologists.
- Bates, M., Furlong, M. J., Saxton, J., & Pavelski, R. (2002). Research needs for school crisis prevention program. In P. Lazarus, S. Brock, & S. Jimerson (Eds.), *Best practices in crisis intervention* (pp. 755-770). National Association of School Psychologists.
- Casas, J. M., Furlong, M. J., & Ruiz, C. (2003). Increasing Hispanic parent participation in schools: The role of the counselor. In P. B. Pedersen & J. C. Carey (Eds.), *Multicultural counseling in schools: A practical handbook* (2nd ed., pp. 105-132). Allyn Bacon.
- Morrison, G. M., Furlong, M. J., D'Incau, B., & Morrison, R. L. (2005). The safe school: Integrating the school reform agenda to prevent disruption and violence at school. In A. Goldstein & J. C. Conley (Eds.), *School violence intervention: A practical handbook* (2nd ed., pp. 256-297). Guilford.
- Furlong, M. J., Bates, M. P., Sharkey, J. D., & Smith, D. C. (2004). The accuracy of school and non-school risk behaviors as predictors of school weapons possession. In M. J. Furlong, M. Bates, D. C. Smith, & P. Kingery (Eds.), *Appraisal and prediction of school violence: Methods, issues and contexts* (pp. 193-214). Nova Science.
- Smith, D. C., Jai, L., Furlong, M. J., & Nakada, K. (2004). School-based assessment of best practices in youth anger and hostility. In M. J. Furlong, M. Bates, D. C. Smith, & P. Kingery (Eds.), *Appraisal and prediction of school violence: Methods, issues and contexts* (pp. 215-252). Nova Science.
- Sharkey, J. D., Bates, M. P., & Furlong, M. J. (2004). Ethical considerations regarding the prediction of violent behavior in schools. In M. J. Furlong, M. Bates, D. C. Smith, & P. Kingery (Eds.), *Appraisal and prediction of school violence: Methods, issues and contexts* (pp. 1-10). Nova Science.
- Furlong, M. J., Morrison, G. M., & Jimerson, S. R. (2004). Externalizing behaviors of aggression and violence and the school context. In R. B. Rutherford Jr., M. M. Quinn, & S. R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 243-261). Guilford.
- Furlong, M. J., Morrison, G. M., & Fisher, E. S. (2004). The influences of school contexts and processes on violence and disruption in American schools. In P. Clough, P. Garner, J. T. Pardeck, & F. Yuen (Eds.), *Handbook of emotional and behavioural difficulties* (pp. 123-141). Sage.
- Greif, J., & Furlong, M. J. (2004). Using item response analysis to develop a unidimensional school violence victimization scale. In *Proceedings—Persistently Safe Schools, the National Conference of the Hamilton Fish Institute on School and Community Violence* (October 27-29): Hamilton Fish Institute.
- Furlong, M. J., Simental, J., Greif, J., Klein, A., Gonzalez, M., & Austin, G. (2004). Dating violence patterns of California adolescents. In *Proceedings—Persistently Safe Schools, the National Conference of the Hamilton Fish Institute on School and Community Violence* (October 27-29): Hamilton Fish Institute.
- Furlong, M. J., Nyborg, V. M., & Sharkey, J. D. (2005). Homicide. In T. P. Gullotta & G. Adams (Eds.), *Handbook on adolescent behavioral problems: Evidence-based approaches to prevention and treatment* (pp. 543- 566).: Springer.
- Furlong, M. J., Woodbridge, M., Sosna, T., & Chung, A. (2005). Santa Barbara County Multiagency System of Care Project: An overview of its service model, evaluation approaches, and legacy. In M. Epstein & K. Kutash (Eds.), *Outcomes for children and youth with emotional and behavioral disorders and their families: Programs and evaluation best practices* (pp. 329-353). Pro-Ed.

- Furlong, M. J., & Sharkey, J. (2006). A review of methods to assess student self-report of weapons on school campuses. In S. R. Jimerson & M. J. Furlong (Eds.), *The handbook of school violence and school safety: From research to practice* (pp. 235-256). Erlbaum.
- Sharkey, J., Furlong, M. J., & Yetter, G. (2006). An overview of measurement issues in school violence and school safety research. In S. R. Jimerson & M. J. Furlong (Eds.), *The handbook of school violence and school safety: From research to practice* (pp. 121-134.) Erlbaum.
- Smith, D. C., Furlong, M. J., & Boman, P. (2006). Assessing anger and hostility in school settings. In S. R. Jimerson & M. J. Furlong (Eds.), *The handbook of school violence and school safety: From research to practice* (pp. 135-146). Erlbaum.
- Jimerson, S. R., Morrison, G. M., Pletcher, S. W., & Furlong, M. J. (2006). Youth engaged in antisocial and aggressive behaviors: Who are they? In S. R. Jimerson & M. J. Furlong (Eds.), *The handbook of school violence and school safety: From research to practice* (pp. 3-20). Erlbaum.
- O'Farrell, S., Morrison, G. M., & Furlong, M. J. (2006). School engagement. In G. Bear & K. Minke, (Eds.), *Children's needs III* (pp. 45-58). National Association of School Psychologists.
- Felix, E., & Furlong, M. J. (2008). Best practices in bullying prevention. In A. Thomas (Ed.), *Best practices in school psychology V* (pp. 1279-1290). National Association of School Psychologists.
- Huebner, E. S., Gilman, R., & Furlong, M. J. (2009). A conceptual model for research in positive psychology in children and youth. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 3-8). Routledge.
- Boman, P., Furlong, M. J., Shochet, I., Lilles, E., & Jones, C. (2009). Optimism and the school context. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 51-64). Routledge.
- Griffiths, A-J., Sharkey, J. D., & Furlong, M. J. (2009). Student engagement and positive school adaptation. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 197-212). Routledge.
- Furlong, M. J., Sharkey, J. D., Felix, E., Tanigawa, D., & Greif-Green, J. (2010). Bullying assessment: A call for increased precision of self-reporting procedures. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *The international handbook of school bullying* (pp. 329-346). Routledge.
- Furlong, M. J., Jones, C., Lilles, E., & Derzon, J. (2010). Think smart, stay safe: Aligning elements within a multi-level approach to school violence prevention. In G. Stoner, M. Shinn, & H. Walker (Eds.), *Interventions for academic and behavior problems III: Preventive and remedial approaches* (pp. 313-336). National Association of School Psychologists.
- Dowdy, E., Furlong, M., Eklund, K., Saeki, E., & Ritchey, K. (2010). Screening for mental health and wellness. In B. Doll, W. Pfohl, & J. Yoon (Eds.), *Handbook of youth prevention science* (pp. 70-95). Springer Science.
- Griffiths, A-J., Lilles, E., Furlong, M., & Sidwha, J. (2012). The relations of adolescent student engagement with troubling and high-risk behaviors. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *The handbook of research on student engagement* (pp. 563-584). Springer Science.
- O'Malley, M., Ritchey, K., Renshaw, T., & Furlong, M. J. (2012). Gauging the system: Trends in school climate measurement and intervention. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds.), *The handbook of school violence and school safety: International research and practice* (2nd ed., pp. 317- 330). Routledge.

- Smith, D. C., Furlong, M. J., Boman, P., & Gonzalez, V. (2012). Using self-report anger assessments in school settings. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds.), *The handbook of school violence and school safety: International research and practice* (2nd ed., pp. 273-288). Routledge.
- Sharkey, J. D., Furlong, M. J., Dowdy, E., Felix, E. D., Grimm, L., & Ritchey, K. (2012). The United States Safe Schools/Healthy Students Initiative: Turning a national initiative into local action. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds.), *The handbook of school violence and school safety: International research and practice* (2nd ed., pp. 487-502). Routledge.
- Sharkey, J. D., Dowdy, E., Twyford, J., & Furlong, M. J. (2012). An overview of measurement Issues in school violence and school safety research. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds.), *The handbook of school violence and school safety: International research and practice* (2nd ed., pp. 259-272). Routledge.
- Furlong, M., Froh, J., Muller, M., & Gonzalez, V. (2014). The role of student engagement in engaged living and psychological and social well-being: The centrality of connectedness/relatedness. In D. J. Shernoff & J. Bempechat (Eds.), *National Society for the Study of Education Yearbook—Engaging youth in schools: Empirically-based models to guide future innovations*. Columbia Teachers College.
- Gilman, R., Huebner, E. S., & Furlong, M. J. (2014). Towards a science and practice of positive psychology in schools: A conceptual framework. In M. J. Furlong, R. Gilman, & E. S. Huebner (Eds.), *Handbook of positive psychology in the schools* (2nd ed., pp. 3-11). Routledge/Taylor & Francis.
- Renshaw, T. L., Furlong, M. J., Dowdy, E., Rebelez, J., Smith, D. C., O'Malley, Lee, S., & I. Strom, I. F. (2014). Covitality: A synergistic conception of adolescents' mental health. In M. J. Furlong, R. Gilman, & E. S. Huebner (Eds.), *Handbook of positive psychology in schools* (2nd ed., pp. 12-32). Routledge/Taylor & Francis.
- Hanson, T., Griffiths, A-J., O'Malley, M., & Furlong, M. J. (2012). The impact of Safe Schools/Healthy Students funding on student well-being: A California consortium cross-sit analysis. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds.), *The handbook of school violence and school safety: International research and practice* (2nd ed., pp. 529-540). Routledge.
- O'Brennan, L., Furlong, M. J., O'Malley, M., & Jones, C. N. (2014). The influence of school contexts and processes on violence and disruption. In P. Garner, J. Kaufman, & J. Elliott (Eds.), *The SAGE handbook of emotional and behavioral disorders* (2nd ed., pp. 165-176). Sage.
- Sharkey, J. D., Welsh, K. L., & Furlong, M. J. (2015). Adolescent homicide. In T. Gullotta, R. Plant, & M. Evans (Eds.), *The handbook of adolescent behavioral problems* (2nd ed., pp. 515-537). Springer.
- O'Brennan, L., & Furlong, M. J. (2016). Interventions for school violence. In L. Theodore (Ed.), *Handbook of applied interventions for children and adolescents* (pp. 43-53). Springer.
- Fullchange, A., Furlong, M. J., Gilman, R., & Huebner, E. S. (2016). Interventions for subjective well-being. In L. Theodore (Ed.), *Handbook of applied interventions for children and adolescents* (pp. 387-397). Springer.
- Huebner, E. S., & Furlong, M. J. (2016). Measuring students' well-being. In S. Suldo, *Promoting students' happiness: Positive psychology intervention strategies in school-based practice* (pp. 15-27). Practical interventions in the schools series. Guilford.
- Grief Green, J., Furlong, M. J., & Felix, E. D. (2017). Defining and measuring bullying across the lifecourse. In C. P. Bradshaw (Ed.), *Handbook of bullying prevention: A lifecourse perspective* (chap. 1). National Association of School Social Workers.
- O'Brennan, L., Furlong, M. J., & Yang, C. (2018). Promoting collaboration among education professionals to enhance school safety. In M. J. Mayer & S. R. Jimerson (Eds.), *School safety and violence prevention: Science, practice, and policy driving change* (chap. 11). American Psychological Association.

- Moffa, K., Dowdy, E., & Furlong, M. J. (2018). Does including school belonging measures enhance complete mental health screening in schools? In K. Allen & C. Boyle (Eds.), *Pathways to belonging* (pp. 65–81). Brill.
- Furlong, M. J. (2018). A comment on school safety and mental wellness, including covitality. In E. Gajdošová, M. Madro, & M. Valihorová (Eds.), *Duševné zdravie a wellbeing virtuálnej generácie Zborník príspevkov z medzinárodnej vedeckej konferencie 21.11.2018*. [Intellectual health and wellbeing of the virtual generation: Proceedings of the International Scientific Conference 21.11.2018.] (pp. 12–19). Bratislava, Slovakia.
- Kim, E. K., Furlong, M. J., Zi, J. N., & Huebner, E. S. (2019). Child well-being and children's rights: Balancing positive and negative Indicators in assessments. In S. Hart & B. Nastasi (Eds.), *International handbook on child rights in school psychology* (pp. 157–173). Springer.
- Furlong, M. J., Dowdy, E., Moffa, K., Moore, S., Bertone, A., Yang, C., Kim, E., & Ito, A. (2019). Assessment of complete social emotional wellness: An international school psychology perspective. In C. Hatzichristou & B. Nastasi (Eds.), *Handbook of school psychology in a global context*. Springer.
- Greif Green, J., Holt, M. K., Oblath, R., & Furlong, M. J. (2019). Bullying and bystander behavior. In J. Fredricks, A. Reschly, & S. Christenson (Eds.), *Handbook of student engagement interventions: Working with disengaged youth* (pp. 217–230). Elsevier.
- Griffiths, A-J., Diamond, E., Grief Green, J., Kim E., Alsip, J., Dwyer, K., Mayer, M., & Furlong, M. J. (2019). Understanding the critical links between school safety and mental health: Creating pathways toward wellness. In D. Osher, R., Jagers, K. Kendziora, M. Mayer, & L. Wood (Eds.), *Keeping students safe and helping them thrive: A collaborative handbook for education, safety, and justice professionals, families, and communities (Volume 1)*. Praeger.
- Flannery, D. J., Bear, G., Benbenishty, Astor, R. A., Bradshaw, C. P., Sugai, G., Cornell, D. G., Gottfredson, D., Nation, M., Jimerson, S. R., Nickerson, A. B., Mayer, M. J., Skiba, R. J., Weist, M. D., Espelage, D. L., Furlong, M. J., Guerra, N. G., Jagers, R. J., Noguera, P. A., Webster, D., & Osher, D. (2019). The scientific evidence supporting an eight-point public health-oriented action plan to prevent gun violence. In D. Osher, R., Jagers, K. Kendziora, M. Mayer, & L. Wood (Eds.), *Keeping students safe and helping them thrive: A collaborative handbook for education, safety, and justice professionals, families, and communities (Volume 1, pp. 227–255)*. Praeger.
- Griffiths, A-J., Diamond, E., Maupin, Z., Alsip, J., Keller, M., Moffa, K., & Furlong, M. J. (2021). School safety, school climate, and student mental health: Interdependent constructs built upon comprehensive multidisciplinary planning. In B. Doll & S. Suldo (Eds.), *Fostering the emotional well-being of our nation's youth: A school-based approach* (Chap. 6). Oxford University Press. doi:10.1093/med-psych/9780190918873.003.0007
- Paz, J., Kim, E., Dowdy, E., & Furlong, M. J., Hinton, T., Piqueras, J. M., Rodriguez-Jiménez, T., Marzo, J. C., & Coats, S. (2022). Contemporary assessment of youth comprehensive psychosocial assets: School-based approaches and applications. In W. Ruch, A. B. Bakker, L. Tay, & F. Gander (Eds.), *Handbook of positive psychology assessment: Science and practice*. Springer.
- Furlong, M. J., Dowdy, E., Moore, S., & Kim, E. (2022). Adapting the dual-factor model for universal school-based mental health screening: Bridging the research to practice divide. In K-A. Allen, M. J. Furlong, S. Suldo, & D. Vella-Brodrick (Eds.), *Handbook of positive psychology in schools: In support of positive educational processes (3rd ed.)*. Routledge, Taylor and Francis.

Books and Manuals

- Furlong, M. J., & Hayden, D. (1985). *Ability-achievement discrepancy program* [Computer program & manual]. Micro Systems.
- Hayden, D. C., & Furlong, M. J. (1989). Diagnostic and Statistical Manual for Mental Disorders – III – revised tutorial software. Psychoeducational Software Systems: Santa Barbara, CA.
- Morrison, R., Furlong, M. J., & Clontz, D. (1989). *Safe schools: A planning guide for action*. California State Department of Education and Office of the Attorney General.
- Casas, J., & Furlong, M. J. (1991). *Yes, You Can! (¡Si Se Puede!)*. Bilingual fotonovela developed as part of a grant from the California Educational Initiative Fund. University of California, Santa Barbara.
- Furlong, M. J., & Smith, D. (Eds.). (1994). *Anger, hostility, and aggression in youth: Assessment, prevention, and intervention strategies for youth*. Brandon, VT: Clinical Psychology Publishing Company.
- Dear, J. et al. (1995). *Advisory Panel on School Violence, Commission on Teacher Credentialing, State of California. California Commission on Teacher Credentialing.*
- Austin, G., Huh-Kim, J., Skager, R., & Furlong, M. J. (2000). *Violence and safety among California students: Results from the 1997-1998 California Student Survey*. California Office of the Attorney General and WestEd.
- Furlong, M. J., Morrison, G. M., Skiba, R., & Cornell, D. G. (2004). *Issues in school violence research*. Psychology Press, Taylor & Francis.
- Furlong, M. J., Bates, M. P., Smith, D. C., & Kingery, P. (Eds.). (2004). *Appraisal and prediction of school violence: Methods, issues and contexts*. Nova Science.
- Jimerson, S. R., & Furlong, M. J. (Eds.). (2006). *Handbook of school violence and school safety: From research to practice*. Earlbaum.
- Jimerson, S. R., Furlong, M. J., Sharkey, J. S., Felix, E., Skokut, M., & Earhart, J. (2008). *Struggling to succeed: What happened to seniors who did not pass the California High School Exit Exam? California Dropout Research Project Report*. California Dropout Research Project, University of California Santa Barbara, Linguistic Minority Research Institute.
- Gilman, R., Huebner, E. S., & Furlong, M. J. (Eds.) (2009). *Handbook of positive psychology in schools*. Routledge.
- Jimerson, S. R., Nickerson, A. B., Mayer, M. J., & Furlong, M. J. (2012). *Handbook of school violence and school safety: International research and practice (2nd ed.)*. Routledge.
- Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2014). *Handbook of positive psychology in schools (2nd ed.)*. Routledge, Taylor & Francis.
- Allen, K.-A., Furlong, M. J., Suldo, S., & Vella-Brodrick, D. (Eds.). (2022). *Handbook of positive psychology in schools: In support of positive educational processes (3rd ed.)*. Routledge, Taylor and Francis. <https://bit.ly/3HLjtxO>
- Furlong, M. J., Dowdy, E., Nylund-Gibson, K., Chan, M., Hanson, T., O'Malley, M., & Goodwin, J. (2024). *Development, Validation, and Multitier Applications with the California Student Wellness Index*. Gevirtz Graduate School of Education, University of California Santa Barbara, School Mental Health Collaborative, Project Covitality.

Buros Test Reviews

- Furlong, M. J., & Karno, M. (1995). Review of the Social Skills Rating System. *Buros Mental Measurement Yearbook*. University of Nebraska
- Furlong, M. J., & Karno, M. (1995). Review of the Offer Self-Image Questionnaire. *Buros Mental Measurement Yearbook*. University of Nebraska.

- Furlong, M. J., & Wood, M. (1998). Review of the Child Behavior Checklist. *Buros Mental Measurement Yearbook*. University of Nebraska.
- Furlong, M. J., & Rosenblatt, J. (1998). Review of the Environmental Instructional System. *Buros Mental Measurement Yearbook*. University of Nebraska.
- Furlong, M. J., & Pavelski, R. (2001). Review of the Childhood Trauma Scale. *Buros Mental Measurement Yearbook*, (pp. 248-250). University of Nebraska.
- Furlong, M. J., & Pavelski, R. (2001). Review of the CBCL/3-5 (Achenbach preschool parent rating scale). *Buros Mental Measurement Yearbook* (pp. 231-234). University of Nebraska.
- Furlong, M. J., & Pavelski, R. (2003). Review of the Student Behavior Survey. *Buros mental measurement yearbook*. University of Nebraska.
- Furlong, M. J., & Simental, J. M. (2004). Review of the Conduct Disorder Scale. *Buros mental measurement yearbook*. University of Nebraska, Buros Institute.
- Furlong, M. J., & Soliz, A. (2004). Review of the School Social Behavior Scales-2. *Buros mental measurement yearbook*. University of Nebraska, Buros Institute.
- Furlong, M. J., & O Brennan, L. (2011). Review of the Behavioral and Emotional Screening System (BASC-2 BESS). In Spies, R. A., Carlson, J. F., & Geisinger, K. F. (Eds.), *The eighteenth mental measurements yearbook* (pp. 3-8). Buros Institute of mental measurements.
- Furlong, M. J., & Griffiths, A-J. (2011). Review of the Chronic Violent Behavior Risk and Needs Assessment-2. In Spies, R. A., Carlson, J. F., & Geisinger, K. F. (Eds.), *The eighteenth mental measurements yearbook* (pp. 92-94). Buros Institute of mental measurements.
- Furlong, M. J., & Tanigawa, D. (2007). Review of the Autobiographical Memory Interview. *Buros Mental Measurement Yearbook*, 44-46.
- Furlong, M. J., & Tanigawa, D. (2007). Review of the Psychosocial Evaluation & Threat Risk Assessment. *Buros Mental Measurement Yearbook*, 682-685.
- Furlong, M. J., & Gonzalez, V. (2014). Review of the Memory for Intentions Test. *Buros Mental Measurement Yearbook*.
- Furlong, M. J. (2014). Review of the Entrepreneurial Readiness Inventory, *Buros Mental Measurement Yearbook*.

Guest Edited Journal Special Issues

- Furlong, M. J., & Morrison, G. (Guest Eds.). (1994). School violence miniseries. *School Psychology Review*, 23 (2).
- Furlong, M. J., & Smith, D. C. (Guest Eds.). (1998). Addressing anger and aggression in school settings, Special Issue. *Psychology in the Schools*, 35, July.
- Furlong, M. J., Kingery, P. E., & Bates, M. P. (Guest Eds.). (2001). Special issue: Appraisal and prediction of school violence. *Psychology in the Schools*, 38(2).
- Furlong, M. J., Paige, L. Z., & Osher, D. (Guest Eds.). (2003). Special issue: The Safe Schools/Healthy Students (SS/HS) Initiative: Lesson learned. *Psychology in the Schools*, 40 (5).
- Furlong, M. J., Morrison, G. M., Skiba, R., & Cornell, D. (Guest Eds.). (2004). Issues in school violence research. *Journal of School Violence*.
- Furlong, M. J., Osher, D., Sharkey, J., & Felix, E. (Guest Eds.). (2007). Safe School/Healthy Students Initiative: Outcomes and legacy. *Journal of School Violence*.
- Furlong, M. J., & Christenson, S. (Guest Eds.). (2008). Special issue: School engagement. *Psychology in the Schools*, 45, 365-465.
- Furlong, M. J. (Guest Ed.). (2016). School-based approaches to promote complete mental health: School psychologists working to foster students' thriving well-being. *Contemporary School Psychology*, 20 (2). (special issue)

Allen, K.-A., & Furlong, M. J. (Guest Eds.). (2021). Belonging and loneliness (special issue). *The Australian Journal of Psychology*. 73(1), 1-111.

Encyclopedia Entries

- Smith, D. C., & Furlong, M. J. (2003). Aggressive behaviors, childhood. In T. Gullotta & M. Bloom (Eds.), *The encyclopedia of primary prevention and health promotion* (pp. 175-182).: Kluwer Academic/Plenum.
- Furlong, M. J., Sharkey, J. D., & Jimenez, T. C. (2003). School violence, adolescence. In T. Gullotta & M. Bloom (Eds.), *The encyclopedia of primary prevention and health promotion* (pp. 929-937). Kluwer Academic/Plenum.
- Furlong, M. J., Jimenez, T. C., & Sharkey, J. D. (2003). Homicide, adolescence. In T. Gullotta & M. Bloom (Eds.), *The encyclopedia of primary prevention and health promotion* (pp. 575-582). Kluwer Academic/Plenum.
- Furlong, M. J., Tran, O., & Soliz, A. (2004). School violence prevention. In T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology*. Kluwer Academic.
- Furlong, M. J., Soliz, A. C., Simental, J. M., & Greif, J. (2004). Bullying and abuse on school campuses. In C. Spielberger (Ed. in chief), *Encyclopedia of applied psychology* (pp. 295-302). Elsevier.
- Furlong, M. J., Greif, J. L., & Austin, G. (2005). Harassment. In S. W. Lee. (Ed.), *Encyclopedia of school psychology* (pp. 233-236). Sage.
- Furlong, M. J., & Rebelez, J. (2014). School violence in adolescence. In T. P Gullotta & M. Bloom, M. (Eds.), *Encyclopedia of primary prevention and health promotion Part II*. (2nd ed., pp. 1468-1475), Springer.
- Nyborg, V., Sharkey, J., & Furlong, M. J. (2014). Adolescent homicide. In T. P Gullotta & M. Bloom (Eds.), *Encyclopedia of primary prevention and health promotion Part II* (2nd ed., pp. 1261-1270). Springer.
- Furlong, M. J., & Rebelez-Ernst, J. (2014). School and student engagement. In A. C. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (pp. 5681-5685). Springer. doi:10.1007/978-94-007-0753-5_2604

Professional Organization and Governmental Agency Contributions

- Furlong, M. J. (1984). A WISC-R interpretive aid. *CASP Today*, 33, 20-21.
- Furlong, M. J., Hayden, D. C., & Schwartz, R. (1984). California's discrepancy criterion: New wine in an old bottle. *CASP Today*, 33, 4-6.
- Furlong, M. J. (1985, Fall). Prepare yourself for the next LD discrepancy procedure. *CASP Today*, 34.
- Furlong, M. J. (1986). Research findings: Members respond with ratio, salary data. *CASP Today*, 36, 4-6.
- King, E., Furlong, M. J., & Oliver, K. (1987). A report to members: Responses to the inquiry on assessment practices. *CASP Today*, 37, 4-9.
- Casas, J., Furlong, M. J., Carranza, O., & Solberg, S. (1987). Summary of Santa Barbara Student Success Study. *CASP Today*. (CASP annual outstanding research award), 36, 13-15.
- Furlong, M. J. (1988). CASP Alternative Assessment Committee: Information Processing Subcommittee Report. *CASP Today*, (August), 8-19.
- Furlong, M. J. (1990). Perspectives on the use of contract psychologists: Part 1: Special education psychological assessments. *CASP Today*, 40 (1), 4-6.
- Furlong, M. J. (1990). Perspectives on the use of contract psychologists: Part 2: DIS Psychological services other than assessment. *CASP Today*, 40 (2), 8-10.
- Furlong, M. J., & Morrison, R. (1990). Personalizing school safety: A student's view. In W. J. Stelzner (Ed.), *Pupil Services Digest* (pp. 48-49). Los Angeles, CA: Los Angeles County Office of Education.
- Morrison, R., & Furlong, M. J. (1990). SARB has teeth if... W. J. Stelzner (Ed.), *Pupil Services Digest* (pp. 31-32). Los Angeles, CA: Los Angeles County Office of Education.

- Furlong, M. J. (1991). What's so bad about being a dinosaur? *CASP Today*, 42, 14-15. Furlong, M. J., & Neville, H. (1991). Quick review of the WAIS-R. *CASP Today*, 42, 15-17.
- Furlong, M. J., & Morrison, R. (1991). What do students have to say about school safety and climate? In W. J. Stelzner (Ed.), *Pupil Services Digest* (pp. 76-83). Los Angeles, CA: Los Angeles County Office of Education.
- Furlong, M. J. (1992-1993). CASP/NCSP CPD self-study series. *CASP Today* (Professional Self-Study Guides) (1992, August) Curriculum-based assessment, 42, 7-8.
- (1992, October) Anger, hostility, aggression assessment, 42, 30-31.
- (1992, December) Get informed about reform, 42, 8-10.
- (1993, February) Getting more informed about reform, 42, 12-14.
- (1993, May) Schools of thought about SED and social maladjustment: Where do you stand? 42, 16-18, 21.
- Furlong, M. J., Smith, A., Corcoran, S., & McKinney, S. (1993). Study of special education population before and after IQ test ban. *CASP Today*, 43 (3), 22-27.
- McDaid, J., & Furlong, M. J. (1993). CASP to improve services through data-based decisions. *CASP Today*, 43 (3), 28-29.
- Morrison, R., & Furlong, M. J. (1993). School safety planning: Understanding the failure points. In W. J. Stelzner (Ed.), 1993 *Pupil Services Digest*. Los Angeles County Office of Education.
- Austin, G., Huh-Kim, J., Skager, R., & Furlong, M. J. (2002). Violence and safety among California youth, 1999- 2000 California: Results from the eighth biennial statewide California Student Survey, grades 7, 9, 11. California Office of the Attorney General and WestEd. Available online from, <http://safestate.org/documents/8th%20violence%20rpt.pdf>
- Furlong, M. J., Felix, E., Simental, J., Greif, J., Klein, A., Gonzalez, M., & Austin, G. (2005). Dating violence patterns of California adolescents. Report submitted to the California Attorney General's Office.
- Furlong, M. J., Orpinas, P., Greif, J., & Whipple, A. (2005). Bullying and other forms of aggression. In *Getting Results*. California Department of Education, pp. 18-22.
- Furlong, M. J., & Greif, J. (2005). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire: Research summary by Solberg and Olweus (2003). In *Getting Results*. California Department of Education, pp. 23-26.
- Furlong, M. J., & Greif, J. (2005). Preventing bullying and victimization of children and adolescents. (2003). In *Getting Results*. California Department of Education, pp. 27-30.
- Furlong, M. J., Redding, M., & Whipple, A. (2005). Zero tolerance, zero evidence: An analysis of school disciplinary practice. In *Getting Results*. California Department of Education, (pp. 55-60).
- Furlong, M. J., Simental, J., & Whipple, A. (2005). A structural analysis of school violence and disruption: Implications for creating safer schools. In *Getting Results*. California Department of Education, (pp. 61-65).
- Furlong, M. J., Sharkey, J. D., Felix, E. D., Tanigawa, D., & Nowinski, L. (2006). Recommendations regarding best practices in communication between mental health staff, families, youths, and teachers. Technical report developed under contract for the California State Department of Mental Health and the California Institute for Mental Health.
- Quirk, M., & Furlong, M. (2011). Getting a head start on closing the achievement gap: Universal screening of children's school readiness at kindergarten entry. *CASP Today*, 61, 5, 10.
- Huebner, E. S., & Furlong, M. J. (2014). Subjective well-being: A key component of children's rights monitoring plans. *ISPA World Go Round*, 41(2), 6-8.
- Furlong, M. J., Dowdy, E., Carnazzo, K., Boverly, B., & Kim, E. (2014). Covitality: Fostering the building blocks of complete mental health. *NASP Communiqué*, (June issue). Also available from www.readperiodicals.com/201406/3346560221.html

Community Child Well-being Reports

- Damery, H., Boles, S., Furlong, M. J., Casas, M., & Andrejack, P. (1994). *First annual children's Scorecard for Santa Barbara County*. Santa Barbara, CA: KIDS Network and the North Santa Barbara County Community Partnership Project.
- Damery, H., Furlong, M. J., Casas, M., Muñoz, J., & Corral, C. (1995). *Second annual children's scorecard for Santa Barbara County*. Santa Barbara, CA: KIDS Network and the North Santa Barbara County Prevention Coalition.
- Damery, H., Furlong, M. J., Casas, M., & Corral, C. (1996). *Third annual children's scorecard for Santa Barbara County*. Santa Barbara, CA: KIDS Network and the North Santa Barbara County Prevention Coalition.
- 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)
- Damery, H., Furlong, M. J., Casas, M., & Corral, C. (1998). *Fifth annual children's scorecard for Santa Barbara County Santa Barbara, CA*: KIDS Network.
- Damery, H., Furlong, M. J., Casas, M., & Corral, C. (1999). *Sixth annual children's scorecard for Santa Barbara County Santa Barbara, CA*: KIDS Network.
- Damery, H., Furlong, M. J., Casas, M., Pavelski, R., & Turner, J. (2000). *Seventh annual children's scorecard for Santa Barbara County Santa Barbara, CA*: KIDS Network.
- Damery, H., Furlong, M. J., Casas, M., & Corral, C. (2001). *Eighth annual children's scorecard for Santa Barbara County Santa Barbara, CA*: KIDS Network.
- Damery, H., Furlong, M. J., Casas, M., Bates, M. P., DeVera, M. J., & Soliz, A. (2002). *Ninth annual children's scorecard for Santa Barbara County Santa Barbara, CA*: KIDS Network.
- Olimpio, M., Damery, H., Furlong, M. J., Graydon, K., Bates, M. P., & Soliz, A. (2003) *Tenth annual children's scorecard for Santa Barbara County Santa Barbara, CA*: KIDS Network.
- Damery, H., Furlong, M. J., Graydon, K., Greif, J., & Bates, M. P. (2004). *Eleventh annual children's scorecard for Santa Barbara County Santa Barbara, CA*: KIDS Network.
- Zulliger, K., Furlong, M. J., Greif-Green, J., & Bates, M. P. (2006). *Twelfth annual Santa Barbara County 2005 Children's Scorecard*. Santa Barbara County KIDS Network
- Zulliger, K., Furlong, M. J., & Lilles, E. (2007). *Thirteenth annual Santa Barbara County 2006 Children's Scorecard*, Santa Barbara County KIDS Network.

Technical and Grant Reports

- Furlong, M. J. (1976). An analysis of personality profiles of child abusers. Unpublished master's thesis, University of Hawaii, Manoa.
- Fullmer, D., & Furlong, M. J. (1976). The peer counselor-consultant training manual. Hawaii State Department of Education.
- Furlong, M. J. (1980). Cognitive mediation training with hyperactive and non-hyperactive children: A metacognitive analysis. Doctoral dissertation, University of California, Santa Barbara.
- Atkinson, D., & Furlong, M. J. (1979). Design, development, and evaluation of career education materials for adult farmworkers with limited English-speaking ability. U.S. Department of Health, Education, and Welfare, Office of Education.
- Furlong, M. J. (1984). Santa Barbara County discrepancy criterion implementation study. EHA Title VI-B Special Studies Grant, California State Department of Education.

- Casas, J., & Furlong, M. J. (1984). External evaluation of bilingualism and the enhancement of academic achievement: A cognitive supported microcomputer demonstration. Evaluation of ESEA Title VII Bilingual Demonstration Grant.
- Casas, J., & Furlong, M. J. (1984). Evaluation report of project for limited English proficient students at Willis Junior High School. Evaluation of ESEA Title VII Bilingual Education Grant.
- Furlong, M. J. (1986) Santa Barbara SELPA survey of seriously emotionally disturbed (SED) students: 1985-86 local evaluation study. Final report submitted to the California Department of Education.
- Casas, M., Furlong, M. J., Carranza, O., & Solberg, S. (1986). Santa Barbara student success study: Profiling at-risk and successful junior high school students.
- Casas, M. J., Furlong, M. J., Solberg, S., & Jamaica, B. (1988). No limits but the sky. Final report to the Hispanic Public Policy Organization.
- Furlong, M. J. (1988). A profile of students in grades K-12 receiving speech and language services: Santa Barbara County SELPA local evaluation study. Final reported submitted to the California Department of Education.
- Furlong, M. J., Casas, J. M., Morrison, G., Boles, S., Norton, B., Morales, G., & Albanese, A. L. (1991). North Santa Barbara County Partnership Project Evaluation Plan. Center for Substance Abuse Prevention.
- Furlong, M. J., Casas, J. M., Morrison, G., Boles, S., Norton, B., Morales, G., & Albanese, A. L. (1991). Annual North Santa Barbara County Partnership Project Survey. (Separate reports for Guadalupe, Santa María, Lompoc, and Santa Ynez). Center for Substance Abuse Prevention.
- Furlong, M. J., Casas, J. M., Morrison, G., Boles, S., Norton, B., Morales, G., & Albanese, A. L. (1992). *Annual North Santa Barbara County Partnership Project Survey*. (Separate reports for Guadalupe, Santa María, Lompoc, and Santa Ynez), Center for Substance Abuse Prevention.
- Furlong, M. J., Casas, J. M., Morrison, G., Boles, S., Norton, B., Morales, G., & Albanese, A. L. (1993). Annual North Santa Barbara County Partnership Project Survey. (Separate reports for Guadalupe, Santa María, Lompoc, and Santa Ynez). Center for Substance Abuse Prevention.
- Furlong, M. J., Casas, J. M., Morrison, G., Boles, S., & Gonzalez, G. (1993). *1993 Evaluation Work Statement. North Santa Barbara County Partnership Project Survey*. (Separate reports for Guadalupe, Santa María, Lompoc, and Santa Ynez). Center for Substance Abuse Prevention.
- Furlong, M. J., Casas, J. M., Morrison, G., Boles, S., Norton, B., Morales, G., & Albanese, A. L. (1993). *1993 Santa Ynez Student Survey Report*. North Santa Barbara County Partnership Project Survey. Center for Substance Abuse Prevention.
- Furlong, M. J., & Corral, C. (1999). *Santa Barbara Fighting Back Program Report*. Santa Barbara, CA, CADA. Furlong, M. J., Casas, J. M., Zanglis, I., Pavelski, R., & Turner, J. (2000). *Santa Barbara County MISC final report*. Santa Barbara, CA: Alcohol, Drug, and Mental Health Department.
- Furlong, M. J., Casas, J. M., Harari, I., & Turner, J. (2000). *Challenge-I Final Report Truancy Component*. Santa Barbara County Probation Department, Santa Barbara, CA.
- Furlong, M. J., Casas, J. M., Harari, I., & Turner, J. (2000). *Challenge-I Final Report Early Intervention Component*. Santa Barbara County Probation Department, Santa Barbara, CA
- 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.
- Bates, M. J., Greif, J., & Furlong, M. J. (2006). *First 5 Santa Barbara County Evaluation Report 2004-2005*. UCSB Center for School-Based Youth Development.
- 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.

- Felix, E. D., Sharkey, J. D., Furlong, M. J., & Gerula, K. (2006). Survey of Prevention and Intervention Programs and Activities in Santa Barbara County Schools: Grades K-8. Santa Barbara County Juvenile Justice/Delinquency Prevention Commission.
- Furlong, M. J., Donovan, N., & Adamek, L. (2006). Central Coast Service Learning Partnership Final Evaluation Report. UCSB Center for School-Based.
- 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., & Dominguez, 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.
- Furlong, M. J. (2014). Social Emotional Health Survey System (Social Emotional Health Survey-Primary (SEHS- P), Social Emotional Health Survey-Secondary (SEHS-S), Social Emotional Health Survey-Higher Education (SEHS-HE): Content and scoring guides. University of California Santa Barbara: Center for School-Based Youth Development

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; July 2001 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 (HEYF)–\$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 <i>APA Council of Directors of School Psychology Programs (CDSPP) Executive Committee</i> (Treasurer)
2005	Participant in <i>Division 16 Video Conversation Series on Positive Psychology</i>
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. <i>School violence prevention (Position Statement)</i> . 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 Antonio, TX, February.
- 2017 Exploring the Contribution of School Belonging to Mental Health Screening. National Association of School Psychologists, San Antonio, 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), 21st 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.