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EDUCATION

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

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

of Southern California, Sociology, 1973

PROFESSIONAL CERTIFICATIONS

California Standard Designated Services – School

Licensed Psychologist (California, inactive)

Licensed Educational Psychologist (California, inactive)

Nationally Certified School Psychologist

PROFESSIONAL APPOINTMENTS

2018- Research Professor, University of California at Santa Barbara

2018- Distinguished Professor Emeritus, University of California at Santa Barbara

2016-2018 Distinguished Professor, University of California at Santa Barbara

2016-2018 Associate Dean of Research, Gevirtz Graduate School Education

2015-2016 Co-Interim Dean, Gevirtz Graduate School Education

2000-2009 Department Chair, Counseling, Clinical, and School Psychology

1990-2015 Assistant-, Associate-, Full Professor, University of California at Santa Barbara

1985-1990 School Psychologist, Santa Barbara School Districts, Santa Barbara, California

1982-1985 Visiting Assistant Professor, University of California Santa Barbara

1980-1982 School Psychologist, Honolulu School District, Honolulu, Hawaii

1979-1980 School Psychologist, Goleta Union School District, Goleta, California

1976-1978 Elementary School Counselor, Goleta Union School District, Goleta, California.

1974-1976 Graduate Assistant, University of Hawaii, Dept. of Sociology, Honolulu, Hawaii

1973-1974 Teacher, Our Lady of Loretto School, Los Angeles, California, Grades 5-8

PUBLICATIONS AND OTHER PROFESSIONAL CONTRIBUTIONS

Referred Journal Articles

1970s

- 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. doi:http://dx.doi.org/10.1111/j.1540-4560.1983.tb00174.x
- Palmore, J., Furlong, M. J., Buchmeier, F., Park, I., & Souder, L. (1976). Family planning opinion leadership in Korea: 1971. *Studies in Family Planning*, 4, 24-41.
- Furlong, M. J., & Leton, D. (1977). The validity of MMPI scales to identify potential child abusers. *Journal of Clinical Child Psychology*, 6, 55-57.
- Furlong, M. J., Atkinson, D., & Casas, J. (1979). Effects of counselor ethnicity and attitudinal similarity and Chicano students' perception of counselor credibility and attractiveness. *Hispanic Journal of Behavioral Science*, 1, 41-53.
- Furlong, M. J., Atkinson, D., & Janoff, D. (1979). Elementary school counselors' perceptions of their actual and ideal roles. *Elementary School Guidance and Counseling Journal*, 14, 4-11.
- Atkinson, D., Furlong, M. J., & Janoff, D. (1979). A four-component model for proactive accountability in school counseling. *The School Counselor*, 26, 222-228.

1980s

- Casas, J., Furlong, M. J., & Castillo, S. (1980). Stress and coping among university counselors: A minority perspective. *Journal of Counseling Psychology*, 27, 364-374.
- Furlong, M. J. (1981). Torque: An at-risk indicator of reading or behavior problems? *Journal of Clinical Child Psychology*, 18, 80-86.
- Wampold, B., & Furlong, M. J. (1981). The heuristics of visual inference. *Behavioral Assessment*, 3, 79-92. Furlong, M. J., & Wampold, B. E. (1981). Visual analysis of single-subject studies by school psychologists. *Psychology in the Schools*, 18, 573-579.
- Wampold, B., & Furlong, M. J. (1981). Randomization tests for single-subject data: Illustrative examples. *The Journal of Behavioral Assessment*, 4, 463-475.
- Furlong, M. J., & Wampold, B. (1982). Intervention effects and relative variation as dimensions in experts' use of visual inference. *Journal of Applied Behavior Analysis*, 15, 415-421.
- Atkinson, D., Furlong, M. J., & Wampold, B. (1982). Statistical significance, reviewer evaluations, and the scientific process: Is there a (statistically) significant relationship? *Journal of Counseling Psychology*, 29, 189-194. <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
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- 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.
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- 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)
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- Boles, S., Casas, J. M., Furlong, M. J., Gonzales, G., & Morrison, G. (1994). Alcohol and other drug use patterns among Mexican American, Mexican, and Caucasian adolescents: New directions for assessment and research. *Journal of Clinical Child Psychology*, 23, 39–46. [doi:10.1207/s15374424jccp2301_6](https://doi.org/10.1207/s15374424jccp2301_6)
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- 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)
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- 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>
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- 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>

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- Wood, M., Furlong, M. J., Rosenblatt, J., Robertson, L., Scozzari, F., & Sosna, T. (1997). Understanding the psychosocial characteristics of gang-involved youths in a What works in a system of care? Services and outcomes associated with a juvenile probation population: Individual, family, and system correlates. *Education and Treatment of Children, 20*, 281-294. <https://www.jstor.org/stable/42900490>
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- 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.

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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., Warholc, 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.

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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>

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- Furlong, M., Felix, E., Sharkey, J., Greif-Green, J., & Tanigawa, D. (2006). *Development of a Multi-Gating Bullying Victimization Assessment Final Report to the Hamilton Fish Institute*. UCSB Center for School-Based Youth Development.
- Felix, E. D., Bates, M. P., Furlong, M. J., & Lilles, E. (2007). *First 5 Santa Barbara County Evaluation Report, 2006-07*. UCSB Center for School-Based Youth Development.
- Furlong, M. J., Lee, A., & Crandell, S. (2008). *StoryTeller Children's Center Strategic Plan: Longitudinal Data Collection Final Report*. UCSB Center for School-Based Youth Development.
- Felix, E., Furlong, M. J., Lilles, E., & Chin, J. (2009). *First 5 Santa Barbara County 2008-2009 Evaluation Report*. First 5 Commission of Santa Barbara County.
- Felix, E., Chin, J., Terzieva, A., Furlong, M. J., & Quirk, M. (2010). *First 5 Santa Barbara County: 2010 Annual Report*. First 5 Commission of Santa Barbara County.
- Quirk, M., Furlong, M. J., Felix, E., & 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

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| 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 |

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| 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 |

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

Acknowledgements

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| 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 |

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| 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

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| 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

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| 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

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| 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

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| 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

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|---|---|------------------------------|
| 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), 21th November.
- 2020 Furlong, M. J. (2020). Invited Address. Universal Monitoring of Adolescents' Flourishing Mental Wellness. 6th International Congress of Clinical and Health Psychology in Children and Adolescents from November 18th to 21st, 2020, organized by AITANA-UMH. Elche (Spain), 19th November.
- 2021 California Student Wellness Study. Western Positive Psych, January
- 2021 Bidimensional Mental Health Models. 5th Annual California Student Wellness Conference. September.
- 2021 Assessing Student Social Emotional Wellness for Screening, Progress Monitoring, and Psychoeducational Assessment. California Association of School Psychologists, Wisdom Conference. January
- 2022 Diminished Psychological Well-being During the COVIS-19 Pandemic. 6th Annual California Student Wellness Conference. September.
- 2022 Strengths-Based Screening and Psychoeducational Assessment. California Association of School Psychologists. October 15, 2022.
- 2022 The Importance of School Boredom. WESTED-CDE. California Student Mental Health and Wellness Project. Webinar. October 2022
- 2023 California's Brief Wellness Screening. PanEuropean University, Positive Psychology Conference., Slovakia, March
- 2023 [Perspectives on student mental well-being: Life satisfaction data from the California Healthy Kids Survey](#). Wested-CDE. California Student Mental Health and Wellness Project. Webinar. April 2023
- 2023 Diminished Adolescent Social Well-being During the COVID-19 Pandemic. International School Psychology Association, July 2023, Bologna, Italy.
- 2023 California Student Wellness Index. International School Psychology Association, July 2023, Bologna, Italy.
- 2023 Covitality: Pathways to Successful, Thriving Students. Universidad del Desarrallo, Santiago and Concepcion Chile, September 2023.
- 2023 Strategies to Enhance Life Satisfaction for Students and Educators. WESTED-CDE. California Student Mental Health and Wellness Project. Webinar. October 2023.