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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 Psychologist

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 Professor, Associate Professor, 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, Department of Sociology, Honolulu, Hawaii
1973-1974	Teacher, Our Lady of Loretto School, Los Angeles, California, Grades 5-8

PUBLICATIONS AND OTHER PROFESSIONAL CONTRIBUTIONS

Referred Journal Articles

1970s

- Bengston, V., Furlong, M. J., & Laufer, R. (1974). Time, aging, and the continuity of social structure: Themes and issues in generational analysis. *Journal of Social Issues, 30* (2), 1–30. doi:0.1111/j.1540-4560.1974.tb00713.x Reprinted: Bengtson, V. L., Furlong, M. J., & Laufer, R. S. (1983). Time, aging, and the continuity of social structure: Themes and issues in generational analysis. *Journal of Social Issues, 39*(4), 45-71. doi:http://dx.doi.org/10.1111/j.1540-4560.1983.tb00174.x
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- Furlong, M. J., & Leton, D. (1977). The validity of MMPI scales to identify potential child abusers. *Journal of Clinical Child Psychology, 6*, 55–57.
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- Furlong, M. J., Atkinson, D., & Janoff, D. (1979). Elementary school counselors' perceptions of their actual and ideal roles. *Elementary School Guidance and Counseling Journal, 14*, 4–11.
- Atkinson, D., Furlong, M. J., & Janoff, D. (1979). A four-component model for proactive accountability in school counseling. *The School Counselor, 26*, 222–228.

1980s

- Casas, J., Furlong, M. J., & Castillo, S. (1980). Stress and coping among university counselors: A minority perspective. *Journal of Counseling Psychology, 27*, 364–374.
- Furlong, M. J. (1981). Torque: An at-risk indicator of reading or behavior problems? *Journal of Clinical Child Psychology, 18*, 80–86.
- Wampold, B., & Furlong, M. J. (1981). The heuristics of visual inference. *Behavioral Assessment, 3*, 79–92.
- Furlong, M. J., & Wampold, B. E. (1981). Visual analysis of single-subject studies by school psychologists. *Psychology in the Schools, 18*, 573–579.
- Wampold, B., & Furlong, M. J. (1981). Randomization tests for single-subject data: Illustrative examples. *The Journal of Behavioral Assessment, 4*, 463–475.
- Furlong, M. J., & Wampold, B. (1982). Intervention effects and relative variation as dimensions in experts' use of visual inference. *Journal of Applied Behavior Analysis, 15*, 415–421.

- Atkinson, D., Furlong, M. J., & Wampold, B. (1982). Statistical significance, reviewer evaluations, and the scientific process: Is there a (statistically) significant relationship? *Journal of Counseling Psychology, 29*, 189–194.
- Wampold, B., Furlong, M. J., & Atkinson, D. (1983). Statistical significance, power, and effect size: A response to the reexamination of reviewer bias. *Journal of Counseling Psychology, 30*, 459–463.
- Furlong, M. J. (1984). The stability of Bannatyne's WISC-R categories. *Perceptual and Motor Skills, 59*, 832.
- Furlong, M. J., & Fortman, J. (1984). Factor analysis of the abbreviated Connors Teacher Rating Scale: Implications for the assessment of hyperactivity. *Psychology in the Schools, 21*, 289–293.
- Furlong, M. J., & Hayden, D. (1984). Connors Teacher Rating Scale software: A proposed scoring convention. *Computers in the Schools, 1*, 109–114.
- Furlong, M. J., & Teuber, J. (1984). Validity of the Expressive One-Word Picture Vocabulary Test for learning disabled children. *Journal of Psychoeducational Assessment, 2*, 29–36.
- Furlong, M. J., & Yanagida, E. (1984). The stability of WISC-R V-P differences for learning disabled children. *Diagnostique, 9*, 154–160.
- Furlong, M. J. (1985). PL 94-142 as applied to DSM-III diagnosis. *School Psychology Review, 14*, 242–243.
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- 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.
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- Masuda, I., Leton, D., & Furlong, M. J. (1985). Grammatical skills and reading achievement of first and fourth graders in the Honolulu School District. *Pacific Educational Research Journal, 1*, 18–26.
- Ponterotto, J., & Furlong, M. J. (1985). Evaluating counselor effectiveness: A critical review of counselor rating scales. *Journal of Counseling Psychology, 32*, 597–616.
- Atkinson, D., Furlong, M. J., & Poston, C. (1986). Afro-American preferences for counselor characteristics. *Journal of Counseling Psychology, 33*, 326–330.
- Ponterotto, J., & Furlong, M. J. (1986). A profile of recently employed academicians in APA-approved and non-approved counseling psychology programs. *Professional Psychology: Research and Practice, 17*, 65–68.
- 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.
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- 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.
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- 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.
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- 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.
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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

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2006-2010

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 - (1992, October) Anger, hostility, aggression assessment, *42*, 30–31.
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- 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.
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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.

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RESEARCH FUNDING

- | | |
|-----------|---|
| 1991-1995 | OSAP Community Partnership Project. Subcontract, Office of Substance Abuse Prevention for the North Santa Barbara County Community Partnership Project, \$141,146 |
| 1991 | Teaching the Administration, Scoring, and Interpretation of the Differential Ability Scales in A Hypercard Video/Laserdisc Environment. University of California, Santa Barbara, Office of Instructional Development, \$7,122 |
| 1993 | Santa Paula Healthy Start Initiative Project. Santa Paula School District, \$5,000 |
| 1993 | Oxnard Healthy Start Initiative Project. Oxnard School District, \$5,000 |
| 1993 | Developing a grant for the National School Safety Act. General research grant, Academic Senate—University of California, \$4,000 |
| 1995 | School violence victimization project. General research grant, Academic Senate—University of California, \$4,000 |
| 1995 | Santa Barbara County Youth Alcohol and Other Drug Survey—Santa Barbara County Alcohol and Drug Program, \$6,999 |
| 1994-2000 | Multiagency Integrated System of Care Evaluation subcontract—Center for Mental Health Services and Santa Barbara County Mental Health, \$1,300,000. |

- 1995 Developing a multidimensional anger inventory for children. General research grant, Academic Senate, University of California, \$2,100
- 1996-1999 Program Evaluation Review for the Tri-Counties Regional Team—California State Department of Health, \$85,000
- 1996 Santa Luis Obispo County Youth Alcohol and Other Drug Survey—Santa Luis Obispo County Alcohol and Drug Program, \$5,990
- 1996-1998 Santa Barbara County Council on Alcoholism, Fighting Back Youth Service Specialist Survey, 10.1.96- 8.30.97 (\$8,500; renewed 9.1.97—\$8,600; renewed 9.1.98; \$12,640)
- 1997-2000 Santa Barbara County Challenge I Grant Evaluation; funded by the California Board of Corrections; evaluation contract, \$574,000
- 1999-2003 Santa Barbara County Challenge II Grant Evaluation; funded by the California Board of Corrections; evaluation contract, \$575,000
- 1999 Defining school violence: An examination of convergent contributions across scientific disciplines. General research grant, Academic Senate—University of California, \$3,000
- 2000-2006 Evaluation of the Santa Barbara County Proposition 10 Strategic Plan Implementation, under funded by the Santa Barbara County Children's Commission, May 2000 through June 2001—\$152,000; 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 (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).

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

SELECTED PROFESSIONAL AND COMMUNITY 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
- 2004-2008 Education Matters Committee, Advisor, Applied Psychology
- 2003 Chair, GGSE School Psychology Faculty Search Committee
- 2003 Chair, GGSE School Psychology Faculty Search Committee
- 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 Program Review Panel
- 2014–2015 Member, Search Committee for the GGSE Dean
- 2020-present Chair, UCSB Academic Senate Emeriti Faculty Welfare Committee
- 2020-present Member, UCSB Academic Senate Faculty Welfare Committee (emeriti faculty representative)

Professional Service—Organizations

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

Professional Service Research & Editorial Review

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- Associate Editor, The Educational and Developmental Psychologist
- 2020- 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
- 2011– International Editorial Board, Indian Journal of Positive Psychology
- 2014– Contemporary School Psychology
- 2017– Assessment for Effective Intervention

Ad Hoc Reviewer

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

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 *Social Emotional Health Survey.* Ventura County Association of School Psychologists. Ventura, CA, March.
- 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 *Summary of the 2012-2013 California Healthy Kids Survey.* Public presentation to the Carpinteria Unified School District School Board, May.
- 2013 *KSEP training of trainers workshop.* Fresno County Office of Education, June.
- 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.