

## MICHAEL JAMES FURLONG

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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 #SC30465

Nationally Certified School Psychologist

### PROFESSIONAL APPOINTMENTS

2016-	Distinguished Professor, University of California at Santa Barbara
2016-	Associate Dean of Research, Gevirtz Graduate School Education
2015-2016	Co-Interim Dean, Gevirtz Graduate School Education
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

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

- Furlong, M. J. (1984). The stability of Bannatyne's WISC-R categories. *Perceptual and Motor Skills, 59*, 832.
- Furlong, M. J., & Fortman, J. (1984). Factor analysis of the abbreviated Connors Teacher Rating Scale: Implications for the assessment of hyperactivity. *Psychology in the Schools, 21*, 289–293.
- Furlong, M. J., & Hayden, D. (1984). Connors Teacher Rating Scale software: A proposed scoring convention. *Computers in the Schools, 1*, 109–114.
- Furlong, M. J., & Teuber, J. (1984). Validity of the Expressive One-Word Picture Vocabulary Test for learning disabled children. *Journal of Psychoeducational Assessment, 2*, 29–36.
- Furlong, M. J., & Yanagida, E. (1984). The stability of WISC-R V-P differences for learning disabled children. *Diagnostique, 9*, 154–160.
- Furlong, M. J. (1985). PL 94-142 as applied to DSM-III diagnosis. *School Psychology Review, 14*, 242–243.
- Furlong, M. J. (1985). Torque's reliability: Spinning in the wrong direction? *Journal of Clinical Child Psychology, 14*, 320–322.
- Furlong, M. J., & Le Drew, L. (1985). IQ=69=mildly retarded?: Factors influencing multidisciplinary team recommendations for children with FSIQs between 63 and 75. *Psychology in the Schools, 22*, 5–9.
- Furlong, M. J., & Teuber, J. (1985). The concurrent validity of the Expressive One-Word Picture Vocabulary Test for Mexican-American children. *Psychology in the Schools, 22*, 269–273. doi:10.1002/1520-6807(198507)22:3<269::AID-PITS2310220307>3.0.CO;2-L
- Furlong, M. J., & Yanagida, E. (1985). Psychometric factors affecting multidisciplinary teams' identification of learning disabled children in two school districts. *Learning Disability Quarterly, 8*, 37–46.
- Masuda, I., Leton, D., & Furlong, M. J. (1985). Grammatical skills and reading achievement of first and fourth graders in the Honolulu School District. *Pacific Educational Research Journal, 1*, 18–26.
- Ponterotto, J., & Furlong, M. J. (1985). Evaluating counselor effectiveness: A critical review of counselor rating scales. *Journal of Counseling Psychology, 32*, 597–616.
- Atkinson, D., Furlong, M. J., & Poston, C. (1986). Afro-American preferences for counselor characteristics. *Journal of Counseling Psychology, 33*, 326–330.
- Ponterotto, J., & Furlong, M. J. (1986). A profile of recently employed academicians in APA-approved and non-approved counseling psychology programs. *Professional Psychology: Research and Practice, 17*, 65–68.
- 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.

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
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- 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
- Furlong, M. J., Morrison, R., & Clontz, D. (1993) Planning principles for safe, secure, and peaceful schools. *School Safety*, spring, 23–27.
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- Boles, S., Casas, J. M., Furlong, M. J., Gonzales, G., & Morrison, G. (1994). Alcohol and other drug use patterns among Mexican American, Mexican, and Caucasian adolescents: New directions for assessment and research. *Journal of Clinical Child Psychology*, 23, 39–46. doi:10.1207/s15374424jccp2301\_6
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- 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
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- 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
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- 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
- 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
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- 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.
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## 2000-2005

- Furlong, M. J., & Chung, A. (2000). Review of the Multiscore Depression Inventory for Children. *Journal of Psychoeducational Assessment, 18*, 72–78. doi:10.1177/073428290001800110
- Casas, J. M., Pavelski, R., Furlong, M. J., & Zanglis, I. (1999-2000). Addressing the mental health needs of Latino youth with emotional and behavioral disorders: Practical perspectives and policy implications. *Harvard Journal of Hispanic Policy, 12*, 47–69.
- Furlong, M. J., & Morrison, G. M., (2000). The SCHOOL in school violence: Definitions and facts. *Journal of Emotional & Behavioral Disorders, 8*, 71–82.
- Bidell, M., Dunn, D., & Furlong, M. J. (2000). A case study of attempts to enact self-service tobacco display ordinances: A tale of three communities. *Tobacco Control: An International Journal, 9*, 71–77.  
www.jstor.org/stable/20207737
- Furlong, M. J., Morrison, G. M., & Pavelski, R. (2000). Trends in school psychology for the 21<sup>st</sup> 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
- 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.
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- Bates, M.P., Furlong, M.J., Saxton, J. D., & Pavelski, R. (2001). Research needs for school crisis prevention programs. In S. Brock, P. Lazarus, & S. Jimerson (Ed.), *Best practices in school crisis prevention and intervention* (pp.755-770). 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
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- Furlong, M. J., Bates, M. P., & Smith, D. C. (2001). Predicting school weapon possession: A secondary analysis of the Youth Risk Behavior Surveillance Survey. *Psychology in the Schools*, 38, 127–139. doi:10.1002/pits.1005
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**2006-2010**

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- 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.
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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 fore 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).
2016-2020	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 Chair Department of Counseling, Clinical, and School Psychology
- 2012-2015 UCSB Program Review Panel
- 2014–2015 Member, Search Committee for the GGSE Dean

### 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

1999-2007 Associate Editor, Psychology in the Schools

2009-2015 Editor, Journal of School Violence

#### 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

#### Ad Hoc Reviewer

American Educational Research Journal  
 Asia-Pacific Educational Researcher  
 Asian Pacific Journal of Education  
 Australian Journal of Guidance & Counseling  
 Behavioral Assessment  
 British Journal of Educational Psychology  
 Child & Family Studies  
 Child Development  
 Child Indicators Research  
 Contemporary Educational Psychology  
 Contemporary School Psychology  
 Educational Administration Quarterly  
 Educational Policy  
 Educational Psychology  
 European Journal of Psychology in Education  
 International Journal of Behavioral Development  
 Journal of Adolescence

Journal of Adolescent Health  
 Journal of Applied Behavioral Analysis  
 Journal of Applied Developmental Psychology  
 Journal of Consulting and Clinical Psychology  
 Journal of Educational Psychology  
 Journal of Positive Psychology  
 Journal of Research on Adolescence  
 Learning & Instruction  
 Mexican Journal of Psychology  
 NASP Communiqué  
 Psychological Assessment  
 Psychological Reports  
 School Effectiveness and School Improvement  
 School Psychology Review  
 School Psychology Quarterly  
 Social Indicators Research

### RECENT CONFERENCE 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 9<sup>th</sup> 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.* 21<sup>st</sup> 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.* 14<sup>th</sup> European Conference on Psychological Assessment, Lisbon, Portugal, July. David Pinedal, Jose Antonio Piqueras, Ana Martinez, Tiscar Rodriguez-Jimenez, Agustín E. Martínez Gonzalez, Pablo Santamaria, Michael Furlong
- 2017 *Covitality among adolescents: Psychometric properties of the Social Emotional Health Survey-Secondary for Spanish students.* 14<sup>th</sup> European Conference on Psychological Assessment, Lisbon, Portugal, July. Tiscar Rodriguez-Jimenez, Jose A Piqueras, Agustin E Martinez-Gonzalez, Carlos Garcia-Oliva, Mariola Garcia-Olcina, Leticia Chacon, Michael Furlong, Juan Carlos Marzo