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Research Interest

My area of interest is the impact of relationships on youth development, including family functioning, teacher-student relationships, and peer relations. My current focus is the impact of small-group instruction (e.g., cooperative learning, peer tutoring) on positive peer relations, and subsequent cascading effects of improved peer relations on student engagement, behavior, mental health. My goal is to develop a scalable technology to support teachers in delivering these small-group lessons, and to assess the impact of large-scale implementation on both students (e.g., social-emotional development, educational equity) and teachers (e.g., stress, efficacy).

Education

Ph.D., Educational Psychology, University of Minnesota-Twin Cities, May 2008
Dissertation: Understanding Teacher-Student Relationships in Advisory Programs

M.A., Educational Psychology, University of Minnesota-Twin Cities, April 2006

B.S., Computer Science, University of Wisconsin-Madison, May 1991 (Honors Program)

Professional Experience

Research Associate Professor, College of Education, University of Oregon, Eugene, OR
September 2019 to present.

Instructor, College of Education, University of Oregon, Eugene, OR
January 2013 to present.

Research Scientist, Oregon Research Institute (www.ori.org), Eugene, OR
October 2012 to present.

Research Scientist, Oregon Social Learning Center (www.oslc.org), Eugene, OR
June 2009 to August 2016.

Postdoctoral Research Associate, Child and Family Center (cfc.uoregon.edu), Eugene, OR
July 2010 to June 2012.

Postdoctoral Research Associate, Institute of Child Development (www.cehd.umn.edu/icd)
June 2008 to May 2009.

Grants and Awards

NIAAA Grant #R44 AA027422 (MPI: 12 months/\$777,096)
Automating Peer Learning to Reduce Alcohol Use and Related Deviant Behavior in Middle School

September 1, 2019 – August 31, 2022.

NIAAA Grant #R43 AA027422 (MPI: 9 months/\$224,707)
Automating Peer Learning to Reduce Alcohol Use and Related Deviant Behavior in Middle School

September 1, 2018 – August 30, 2019.

The Early Career Preventionist Network (ECPN) *John B. Reid Early Career Award*
Society for Prevention Research (SPR)
May 31, 2018.

IES Grant #R305A170631 (Co-I; PI: C. Vincent; 3 years/\$ 1,398,073)
Positive and Restorative Investment in Discipline Reform in Education (PRIDE): Integrating School-wide Positive Behavior Interventions and Supports and Restorative Discipline
July 1, 2017 – June 30, 2020.

NIAAA Grant #R34 AA024275-01 (PI; 3 years/\$685,997)
Enlisting Peer Cooperation and Prosociality in the Service of Substance Use Prevention in Middle School
September 5, 2016 – June 30, 2019.

The 2015 Walter G. Klopfer Award for Distinguished Contributions to the Literature
Society for Personality Assessment.

NIAAA Grant #R01 AA021726 (Co-I; PI: A. Biglan; 5 years/\$3,438,470)
A Multidimensional Community-Based Strategy for Preventing Underage Drinking
September 15, 2014 – June 30, 2019.

IES Grant #R305A140162 (Co-I; PI: C. Vincent; 3 years/\$1,190,302)
The Role of Native Language and Culture (NLC) in Decreasing Discipline Problems and Increasing Academic Achievement for American Indian/Alaska Native Students
July 1, 2014 – June 30, 2017.

NIJ Grant #2013-VA-CX-0008 (Co-I; PI: D. Espelage; 3 years/\$662,993)
Effects of a Middle School Social-Emotional Learning Program on Teen Dating Violence, Sexual Violence and Substance Use in High School
March 1, 2014 – February 28, 2016.

NIDA Grant #R03 DA032871-01 (PI; 2 years/\$158,661)
Meta-Analysis of Family-Based Prevention Programs for Adolescent Substance Abuse
September 15, 2012 – June 30, 2014.

Selected Publications

*indicates mentoring of a graduate student or junior colleague

In press

Van Ryzin, M. J. & Roseth, C. J. (in press). The cascading effects of reducing student stress: Cooperative learning as a means to reduce emotional problems and promote academic engagement. *Journal of Early Adolescence*.

2020

Van Ryzin, M. J., Roseth, C. J., & Biglan, A. (2020). Mediators of effects of cooperative learning on prosocial behavior in middle school. *International Journal of Positive Psychology*, 5, 37-52.

Van Ryzin, M. J., Roseth, C. J., & McClure, H. (2020). The effects of cooperative learning on academic outcomes among students of color. *The Journal of Educational Research*, 113, 283-291.

2019

Biglan, A., & **Van Ryzin, M. J.** (2019). Behavioral science and the prevention of adolescent substance abuse. *Perspectives on Behavior Science*, 42, 547-563.

Biglan, A., **Van Ryzin, M. J.**, Moore, K. J., *Mauricci, M., & *Mannan, I. (2019). The socialization of boys and men in the modern era: An evolutionary mismatch. *Development & Psychopathology*, 31, 1789-1799.

Biglan, A., **Van Ryzin, M. J.**, & *Westling, E. (2019). A public health framework for the regulation of marketing. *Journal of Public Health Policy*, 40, 66-75.

Stice, E. & **Van Ryzin, M. J.** (2019). A prospective test of the temporal sequencing of risk factor emergence in the Dual Pathway Model of eating disorders. *Journal of Abnormal Psychology*, 128, 119-128.

Van Ryzin, M. J., *Lee, J., & Biglan, A. (2019). An experimental test of Reward & Reminder as a stand-alone program to prevent alcohol sales to underage youths. *Journal of Child & Adolescent Substance Abuse*, 28, 15-20.

Van Ryzin, M. J. & Roseth, C. J. (2019a). Effects of cooperative learning on peer relations, empathy, and bullying in middle school. *Aggressive Behavior*, 45, 643-651.

Van Ryzin, M. J. & Roseth, C. J. (2019b). Cooperative learning effects on peer relations and alcohol use in middle school. *Journal of Applied Developmental Psychology*.

2018

Connell, A. M., Stormshak, E. A., Dishion, T. J., Fosco, G. M., & **Van Ryzin, M. J.** (2018). The Family Check-Up and adolescent depression: An examination of treatment responders and non-responders. *Prevention Science*, 19, 16-26.

- Espelage, D. L., **Van Ryzin, M. J.**, & Holt, M. (2018). Trajectories of bully perpetration across early adolescence: Static risk factors, dynamic covariates, and longitudinal outcomes. *Psychology of Violence, 8*, 141-150.
- Holt, M. K., Espelage, D. L., **Van Ryzin, M. J.**, & Bowman, C. (2018). Peer victimization and sexual risk taking among adolescents. *Journal of School Health, 88*, 903-909.
- Van Ryzin, M. J.**, Fishbein, D., & Biglan, A. (2018). The promise of prevention science for addressing intergenerational poverty. *Psychology, Public Policy, and Law, 24*, 128-143.
- Van Ryzin, M. J.**, & Roseth, C. J. (2018a). Enlisting peer cooperation in the service of alcohol use prevention in middle school. *Child Development, 89*, e459-e467.
- Van Ryzin, M. J.**, & Roseth, C. J. (2018b). Cooperative learning in middle school: A means to improve peer relations and reduce victimization, bullying, and related outcomes. *Journal of Educational Psychology, 110*, 1192-1201.
- Van Ryzin, M. J.**, & Roseth, C. J. (2018c). Peer influence processes as mediators of effects of a middle school substance use prevention program. *Addictive Behaviors, 85*, 180-185.

2017

- Biglan, A., **Van Ryzin, M. J.**, & Hawkins, J. D. (2017). Evolving a more nurturing society to promote population-level improvement in public health. *Academic Pediatrics, 17*, S150-S157.
- Van Ryzin, M. J.**, & Vincent, C. G. (2017). Use of Native Language and Culture (NLC) in elementary and middle school instruction as a predictor of mathematics achievement. *Journal of American Indian Education, 56*, 3-33.

2016

- *DeLay, D., *Ha, T., **Van Ryzin, M. J.**, Winter, C., & Dishion, T. J. (2016). Changing friend selection in middle school: A social network analysis of a randomized intervention study designed to prevent adolescent problem behavior. *Prevention Science, 17*, 285-294.
- Fosco, G. M., **Van Ryzin, M. J.**, Connell, A. M., & Stormshak, E. A. (2016). Preventing adolescent depression with the Family Check-Up: Examining family conflict as a mechanism of change. *Journal of Family Psychology, 30*, 82-92.
- Fosco, G. M., **Van Ryzin, M. J.**, *Xia, M., & Feinberg, M. E. (2016). Trajectories of adolescent hostile-aggressive behavior and family climate: Longitudinal implications for young adult romantic relationship competence. *Developmental Psychology, 52*, 1139-1150.
- Van Ryzin, M. J.**, *DeLay, D., & Dishion, T. J. (2016). Being well-liked predicts increased use of alcohol but not tobacco in early adolescence. *Addictive Behaviors, 53*, 168-174.

Van Ryzin, M. J., & Fosco, G. M. (2016). Family-based approaches to prevention: The state of the field. In M. J. Van Ryzin et al. (Eds.), *Family-based prevention programs for children and adolescents: Theory, research, and large-scale dissemination*. New York, NY: Psychology Press.

Van Ryzin, M. J., Kumpfer, K. L., Fosco, G. M., & Greenberg, M. T. (Eds.). (2016). *Family-based prevention programs for children and adolescents: Theory, research, and large-scale dissemination*. New York, NY: Psychology Press.

Van Ryzin, M. J., Roseth, C. J., Fosco, G. M. et al. (2016). A component-centered meta-analysis of family-based prevention programs for adolescent substance use. *Clinical Psychology Review, 45*, 72-80.

Van Ryzin, M. J., Vincent, C. G., & *Hoover, J. (2016). Initial exploration of a construct representing Native Language and Culture (NLC) in elementary and middle school instruction. *Journal of American Indian Education, 55*, 74-101.

2015

Espelage, D. L., Low, S., **Van Ryzin, M. J.**, & Polanin, J. R. (2015). Clinical trial of Second Step© middle-school program: Impact on bullying, cyberbullying, homophobic teasing, and sexual harassment perpetration. *School Psychology Review, 44*, 464-479.

Nelson, S. E., **Van Ryzin, M. J.**, & Dishion, T. J. (2015). Alcohol, marijuana, and tobacco use trajectories from age 12 to 24 years: Demographic correlates and young adult substance use problems. *Development and Psychopathology, 27*, 253-277.

Van Ryzin, M. J., Leve, L. D., Neiderhiser, J. M., Shaw, D. S. et al. (2015). Genetic influences can protect against unresponsive parenting in the prediction of child social competence. *Child Development, 86*, 667-680.

2014

*Caruthers, A. S., **Van Ryzin, M. J.**, & Dishion, T. J. (2014). Preventing high-risk sexual behavior in early adulthood with family interventions in adolescence: Outcomes and developmental processes. *Prevention Science, 15*, 59-69.

Fosco, G. M., **Van Ryzin, M. J.**, Stormshak, E. A., & Dishion, T. J. (2014). Putting theory to the test: Examining family context, caregiver motivation, and conflict in the Family Check-Up model. *Development and Psychopathology, 26*, 305-318.

Low, S., & **Van Ryzin, M. J.** (2014). The moderating effects of school climate on bullying prevention efforts. *School Psychology Quarterly, 29*, 306-319.

Low, S., **Van Ryzin, M. J.** et al. (2014). Engagement matters: Lessons from assessing classroom implementation of Steps to Respect: A bullying prevention program over a one-year period. *Prevention Science, 15*, 165-176.

Poulton, R., **Van Ryzin, M. J.**, Leve, L. D. et al. (2014). Effects of Multidimensional Treatment Foster Care on psychotic symptoms in girls. *Journal of the American Academy of Child and Adolescent Psychiatry*, *53*, 1279-1287.

Smith, J. D., **Van Ryzin, M. J.**, Fowler, J. C., & Handler, L. (2014). Predicting response to intensive multimodal inpatient treatment: A comparison of single- and multiple-class growth modeling approaches. *Journal of Personality Assessment*, *96*, 306-315.

Van Ryzin, M. J. (2014). Exploring relationships among boys and men: A retrospective, qualitative study of a multi-year community-based group mentoring program. *Child and Youth Services Review*, *44*, 349-355.

Van Ryzin, M. J., & Dishion, T. J. (2014). Adolescent deviant peer clustering as an amplifying mechanism underlying the progression from early substance use to late adolescent dependence. *Journal of Child Psychology and Psychiatry*, *55*, 1153-1161.

2013

Van Ryzin, M. J., & Dishion, T. J. (2013). From antisocial behavior to violence: A model for the amplifying role of coercive joining in adolescent friendships. *Journal of Child Psychology and Psychiatry*, *54*, 661-669.

Van Ryzin, M. J., & *Nowicka, P. (2013). Direct and indirect effects of a family-based intervention in early adolescence on parent-youth relationship quality, late adolescent health, and early adult obesity. *Journal of Family Psychology*, *27*, 106-116.

2012

Leve, L. D., Harold, G. T., **Van Ryzin, M. J.** et al. (2012). Girls' tobacco and alcohol use during early adolescence: Prediction from trajectories of depressive symptoms across two studies. *Journal of Child and Adolescent Substance Abuse*, *21*, 254-272.

Van Ryzin, M. J., & Dishion, T. J. (2012). The impact of a family-centered intervention on the ecology of adolescent antisocial behavior: Modeling developmental sequelae and trajectories during adolescence. *Development and Psychopathology*, *24*, 1139-1155.

Van Ryzin, M. J., Fosco, G. M., & Dishion, T. J. (2012). Family and peer predictors of substance use from early adolescence to early adulthood: An 11-year prospective analysis. *Addictive Behaviors*, *37*, 1314-1324.

Van Ryzin, M. J., & Leve, L. D. (2012a). Affiliation with delinquent peers as a mediator of the effects of Multidimensional Treatment Foster Care for delinquent girls. *Journal of Consulting and Clinical Psychology*, *80*, 588-596.

Van Ryzin, M. J., & Leve, L. D. (2012b). Validity evidence for the Security Scale as a measure of perceived attachment security in adolescence. *Journal of Adolescence*, *35*, 425-431.

Van Ryzin, M. J., & Pellegrini, A. D. (2012). Socially competent and incompetent aggressors in middle school: The non-linear relationship between bullying and dominance. *British Journal of Educational Psychology Monograph Series II, Number 9*, 123-138.

Van Ryzin, M. J., Stormshak, E. A., & Dishion, T. J. (2012). Engaging parents in the Family Check Up in middle school: Longitudinal effects on family conflict and problem behavior through the transition to high school. *Journal of Adolescent Health, 50*, 627-633.

2011

Dishion, T. J., & **Van Ryzin, M. J.** (2011). Peer contagion dynamics in problem behavior and violence: Implications for intervention and policy. *ISSBD Bulletin, 60*(2), 6-11.

Pellegrini, A. D., **Van Ryzin, M. J.** et al. (2011). Behavioral and social cognitive processes in preschool children's social dominance. *Aggressive Behavior, 37*, 248-257.

Van Ryzin, M. J. (2011a). Protective factors at school: Reciprocal effects among adolescents' perceptions of the school environment, engagement in learning, and hope. *Journal of Youth and Adolescence, 40*, 1568-1580.

Van Ryzin, M. J., Carlson, E. A., & Sroufe, L. A. (2011). Attachment discontinuity in a high-risk sample. *Attachment & Human Development, 13*, 381-401.

Van Ryzin, M. J., Johnson, A. B., Leve, L. D., & Kim, H. K. (2011). The number of sexual partners and health-risking sexual behavior: Prediction from high school entry to high school exit. *Archives of Sexual Behavior, 40*, 939-949.

2010

Anderson, J. R., **Van Ryzin, M. J., & Doherty, W. J.** (2010). Developmental trajectories of marital happiness in continuously married individuals: A group-based modeling approach. *Journal of Family Psychology, 24*, 587-596.

Newell, R. J., & **Van Ryzin, M. J.** (2010). Instruction: Making learning personal. In J. A. DiMartino & D. L. Wolk (Eds.), *The personalized high school: Making learning count for adolescents* (pp. 65-79). San Francisco, CA: Jossey-Bass.

Van Ryzin, M. J. (2010a). Secondary school advisors as mentors and secondary attachment figures. *Journal of Community Psychology, 38*, 131-154.

2009

Van Ryzin, M. J., Gravely, A. A., & Roseth, C. J. (2009). Autonomy, belongingness, and engagement in school as contributors to adolescent psychological well-being. *Journal of Youth and Adolescence, 38*, 1-12.

Service

Member, Social Systems Data Science Network
College of Education, University of Oregon
November 2019 to present.

Member, Quantitative Curriculum Review Task Force
College of Education, University of Oregon
September 2019 to present.

Member, Mental Health Advisory/Local Alcohol and Drug Planning Committee
Lane County, Oregon
October 2018 to present.

Member, Deputy Superintendent's Advisory Committee on Safe and Effective Schools
State of Oregon
March 2018 to present.

Member, Collaborative on Healthy Parenting in Primary Care
The National Academies of Sciences, Engineering, and Medicine
August 2016 to present.

Member, Editorial Board, *Journal of School Violence*
September 2009 to present.

Ad-hoc Member, Psychosocial Development, Risk, and Prevention Study Section (PDRP)
National Institutes of Health (NIH)
May 2016 to December 2016.

Member, NTTF Workload Committee, College of Education, University of Oregon
September 2014 to December 2017.

Member, United Academics (UA) Representative Assembly, University of Oregon
September 2013 to June 2017.

Ad hoc reviewer

Addictive Behaviors

Child Development

Clinical Child and Family Psychology Review

Developmental Psychology

Journal of Adolescent Health

Journal of Child Psychology and Psychiatry

Journal of Educational Psychology

Journal of Research on Adolescence

PLOS ONE

Prevention Science