

BROCK UNIVERSITY ADOLESCENT SOCIAL RELATIONSHIPS PROJECT

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Note from the Research Team

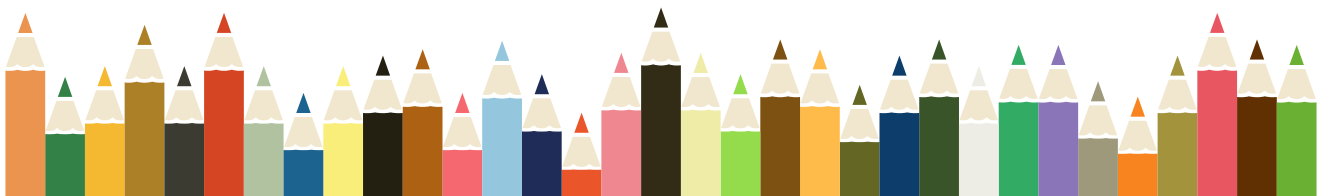
Dear Members of the Niagara Catholic District School Board Research Committee,

On behalf of my colleagues Andrew Dane and Wendy Craig, I would like to thank you and all of the staff and students in our Niagara Catholic District School Board project for your support and encouragement of our Adolescent Social Relationships project over the past several years. This last year was a challenging one for our team as COVID safety protocols meant that we had to suspend our in-school data collection in the Spring of 2020 and 2021 as well as in the Fall of 2020.

Due to these delays, we are asking to return to schools (biannually, twice each year) for at least the next two years. We still have \$50,000 in funding to support the schools as well as a similar amount to support graduate students in this line of research. This future longitudinal data collection is critical to already started (i.e., our data collection in the Spring and Fall of

both continue the work we've 2019) as well as to understand the factors that contribute to changes in adolescent behaviour and relationships over time. By collecting data twice a year for two more years we will be able to observe both within-year and between-year changes that each shed important light on the development of adolescent relationships. It will also enable us to continue supporting the ongoing research projects of our undergraduate and graduate students (including 3 new graduate students next year). We are happy to work with the needs of the schools involved regarding public health protocols and timing, in order to ensure that this ground-breaking research meets all appropriate guidelines and standards.

In the meantime, our research has not stood still. Our first two rounds of collection have supported a large number of research projects: 10 research publications published or under way; 3 PhD and 4 Master's theses (and several undergraduate Honours theses); 4 media/public presentations; and 7 conference research presentations. Please see references below for details. That output will continue to grow over the summer. In addition, we could entertain specific requests for data analyses from the



NCDSB board or participating school principals. We have already had informal discussions of general data trends (confidentiality precludes specifics) with most principals and are happy to examine any of the data that might be of interest. If you have any questions or comments, I am more than happy to address them over email or over Zoom etc.

Best regards,

Tony Volk

Professor, Child and Youth Studies, Brock University

Related Theses:

Doctoral Dissertation – N. Spadafora - Talking during class, packing up books and name calling: Is it really that big a deal? An exploration of classroom incivility

Doctoral Dissertation – K. Lapierre – Cyber aggression and victimization from an evolutionary psychological perspective

Doctoral Dissertation – K. Brazil – Psychopathy, personality, and reproductive strategy in males: An evolutionary–developmental integration

Master’s Thesis—E. Al-Jbouri – The nature, nurture, and networks of mean girls: Considering evolutionary, social learning and social network perspectives on girls’ intrasexual relational bullying

Master’s Thesis—H. McDowell -- The effect of personality and attractiveness on bullying behavior in children

Master’s Thesis – K. Schiralli – Adapting to parental investment uncertainty – the role of personality and puberty

Master’s Thesis – A. Gustafsson - Resource Control Theory and Peer Defending



News Items:

- “Fighting back against bullies”. Tony Volk. 2019. CBC Radio Ontario.
- “Here's why people bully - and how we can stop it”. Tony Volk. 2020. CBC - <https://www.cbc.ca/radio/taiaskwhy/here-s-why-people-bully-and-how-we-can-stop-it-1.5269665>
- NCDSB Parent/School Newsletter. Fall 2020.
- NCDSB Parent/School Newsletter. Spring 2020

Peer-Reviewed Publications:

- Andrews, N. C., McDowell, H., Spadafora N. & Dane, A. V. (in press). Using social network position to understand power and dominance within a school context. In press with *School Psychology* for special issue on social network analysis.
- Spadafora, N. & Volk, A. A. (2021). Child and Youth Classroom Incivility Scale (CYCIS): Exploring uncivil behavior in the classroom. *School Mental Health*, 1-12.
- Kim, S., Spadafora, N., Craig, W., Volk, A. A., & Zhang, L. (2021). Disciplinary structure and teacher support in Chinese and Canadian Schools: Examining how authoritative disciplinary practices protect youth involved in bullying at school. *School Mental Health*, 1-17.
- Spadafora N., Al-Jbouri E., McDowell, H., Andrews, N. C., & Volk, A. A. (under review). Be a little rude, but not too much: Exploring classroom incivility in adolescents. Under review with *The Journal of Early Adolescence*.
- Prabaharan, N., Dane, A. V., & Spadafora N. (under review). Peer victimization in relation to vulnerability and peer esteem: The role of balance of power. Under review with *Evolutionary Behavioral Sciences*.
- Xiaoyang, Xia, Brazil K., Spadafora N., & Volk A. A. (in prep). A validation of the HEXACO Personality model in young adolescents.
- McDowell, H. & Volk, A. A. (in press). Infant mortality. In D. Bjorklund & S. Hart (Eds) *Spring Handbook of Evolution Perspectives on Infancy*, 1-13.
- Lapierre, K.R. & Dane, A.V. (in prep.) Examining the Functions of Cyber and Traditional Bullying and Adversarial Aggression Perpetration and Victimization.
- Dane, A.V., Volk, A., Andrews, N., & Lapierre, K.R. (in prep.) Evolutionarily Relevant Aggressive Functions: Differentiating Competitive, Instrumental, Sadistic and Reactive Motives.
- Kim, S., Craig, W., Lambe, L., Mayne, K., Young, Patrick, & Atallah, R. (in prep). Likeability and popularity of victimized youth: Does being defended make a difference?



Conferences:

- Spadafora N., & Volk, A. A. Packing up books vs. bullying others: Exploring longitudinal associations between classroom incivility, aggression, and bullying. Accepted to be presented at the International Society for Research on Aggression. Biennial Conference July 2022 (original date postponed due to the COVID-19 pandemic)
- Spadafora N., Al-Jbouri E., McDowell, H., Andrews, N. C., & Volk, A. A. Be a little rude, but not too much: Exploring classroom incivility in adolescents. Posted presented at the Society for Research in Child Development Biennial Conference, April 2021.
- Andrews, N., McDowell, H., Spadafora N., & Dane A, V. Using Social Network Position to Understand Early Adolescents' Power and Dominance within a School Context. Poster presented at the Society for Research in Child Development Biennial Conference, April 2021.
- Al-Jbouri, E. & Volk, A.A. The Nature, Nurture and Networks of Girls' Intrasexual Relational Bullying. Poster presented at Society for Research in Child Development Biennial Conference, April 2021.
- Al-Jbouri, E. Personality and indirect bullying: Self-report, self-nomination, and peer nomination perspectives. Poster accepted to be presented at the International Society for Research on Aggression Biennial Conference, July 2022 (original date postponed due to the COVID-19 pandemic).
- McDowell, H. & Volk, A. A. Sticks and Stones may Break my Bones, but Victimization is Still Hurting Me: Victimization Impact on Peer Selected Popularity and Dating Partners. Accepted to be presented at the International Society for Research on Aggression. Biennial Conference July 2022 (original date postponed due to the COVID-19 pandemic)
- Gustafsson, A. & Craig, W. A theoretical framework for defending strategies: Understanding the relationships between resource control strategies and defending strategies. Paper submitted to the World Anti-bullying Forum, November 2021.

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