

**PERCEPTIONS OF MOCK AND INTENTIONAL DATING AGGRESSION IN
ADOLESCENT MALES AND FEMALES**

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Abstract

Studies of the self-reports of adolescent physical dating aggression indicate that females perpetrate at equal to or higher rates than males. Before assuming that females are more aggressive in their dating relationships, it is necessary to explore alternative explanations, such as methodological issues surrounding the measurement of adolescent dating aggression. One possible explanation may be gender differences in perceptions of playfulness and aggressiveness of mock dating aggression, which is typically shown through the use of smiles and positive affect. The goal of this study was to determine whether adolescents differentiate between mock and intentional forms of dating aggression, and whether gender differences exist in their perceptions of playfulness and aggressiveness. A second goal was to determine whether gender differences exist in endorsement rates of mock and intentional dating aggression. Participants (198 males and 169 females), between the ages of 17-21 years old ($M = 18.52$, $SD = 0.90$) were presented with vignettes describing scenarios of mock and intentional dating aggression occurring between an adolescent romantic couple. Participants were asked to rate their perceptions towards the playfulness and aggressiveness of the interaction and to indicate prior endorsement of both forms of dating aggression. Results demonstrated that adolescents perceived mock aggression as being more playful and less aggressive compared to intentional aggression. However, a significant interaction showed that males perceived intentional aggression as being more playful compared to females. Lastly, both genders reported perpetrating mock aggression at similar rates however males reported perpetrating intentional aggression at a higher rate than females. These findings underline the importance of distinguishing between mock and intentional aggression when asking adolescents about dating aggression.

Keywords: Dating Aggression, Adolescence, Mock Aggression

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Perceptions of Mock and Intentional Dating Aggression

In Adolescent Males and Females

Dating during adolescence holds developmental significance, as it is associated with psychosocial development. Experiencing positive romantic relationships has been linked with positive feelings of self-worth and the opportunity to create meaningful relationships with individuals other than one's attachment figures (Collins & Steinberg, 2008; Furman & Saffer, 2003; Furman & Wehner, 1994). With that being said, romantic relationships can also be conflictual, resulting in arguments between couples. Adolescents sometimes respond to this conflict with various forms of aggression, known as dating aggression. Dating aggression in adolescence is defined as physical, psychological, or sexual abuse directed toward a dating partner with the intent of harming them (Capaldi, Knoble, Shortt, & Kim, 2012). Dating aggression has become a serious issue amongst this population (Valois, MacDonald, Bretous, Fischer, & Drane, 2002), occurring at a rate of 20% (Wincentak, Connolly & Card, 2017). Self-reports indicate that females perpetrate dating aggression at equal to or higher rates than males (Wincentak et al., 2017). To better understand these rates, researchers have often focused on rates of dating aggression victimization. For this reason, high rates of perpetration are not yet well understood. Even though rates of adolescent physical dating aggression are high, research shows that adolescents demonstrate difficulty in identifying abusive incidents as dating aggression (Bobowick, 2001). An interaction style often utilized within romantic dyads is mock aggression (Connolly et al., 2015). Mock aggression differs from intentional forms of aggression in that it is co-occurring with clear signs of playful intent which is typically shown through the use of smiles and positive affect (Pellegrini, 2003). Intentional dating aggression on the other hand is defined as aggression with intent to harm an individual, often shown with negative affect

(Hay, 2017). A fine line exists between mock and intentional dating aggression, which makes identifying incidents of mock aggression difficult (Gergen, 1990; Livingston, 2009). Despite research suggesting the use of mock aggression as a conflict strategy within dating relationships (Connolly et al., 2015), it is still unclear as to whether adolescents differentiate between mock aggression and more intentional forms of dating aggression and whether gender differences exist amongst their perceptions (Green, Richardson, & Lago, 1996). Differences in how males and females perceive different aggressive interactions in terms of playfulness and aggressiveness may influence their decisions about which interactions are considered to be dating aggression. Given that males use more mock aggressive forms of interacting with same-gender peers during childhood (Pellegrini, 2001), it is possible that their tolerance for what is considered to be aggressive is much higher than females. As such, endorsement of dating aggression perpetration collected through self-report from males and females may not be addressing the same question. Understanding these differences in perceptions may offer insight as to why rates of physical perpetration amongst females are comparable to males. Therefore, the primary objective of this study was to determine whether adolescents differentiate between mock and intentional forms of dating aggression, and specifically, whether males and females differ on perceptions of playfulness and aggressiveness for both types of aggression. The final objective of this study was to determine whether gender differences exist in endorsements of mock and intentional dating aggression perpetration.

Dating Aggression During Adolescence

While dating can provide adolescents with many opportunities for positive social development (Collins & Steinberg, 2008; Connolly & McIsaac, 2009; Furman & Saffer, 2003) it can also lead to dating aggression. Dating aggression often occurs as a response to a conflict or

argument between couples and is defined as any violent or coercive behaviour perpetrated by an intimate or dating partner, with the goal of establishing control over a partner (Olson, Rickert, & Davidson, 2004). Three forms of dating aggression are commonly identified throughout the literature, including physical, psychological and sexual dating aggression. While experiencing all types of dating aggression can be problematic for both the victim as well as the perpetrator, research shows that adolescents are more likely to identify physical dating aggression (Linder, Crick, & Collins, 2002) especially when perpetrated by a male (Hamby & Jackson, 2010) as being the most problematic form. Physical dating aggression is described as the deliberate use of physical force to harm one's romantic partner (Connolly & Josephson, 2007).

Rates of Dating Aggression

Dating aggression is prevalent amongst heterosexual adolescent couples (Halpern, Oslak, Young, Martin, & Kupper, 2001; Wincentak et al., 2017), with perpetration being reported by both genders (Archer, 2000; Barber, Foley, & Jones, 1999; Connolly & Josephson, 2007; Williams, Connolly, Pepler, Craig, & Laporte, 2008). To provide a quantitative summary of these rates, Wincentak et al., (2017) conducted a meta-analysis focusing on self-reports of dating aggression perpetration amongst females and males. Within community samples, 20% of adolescents reported experiencing physical dating aggression (Wincentak et al., 2017). Results from this study indicated significant gender differences in the percentage of adolescents who reported perpetration of physical dating aggression. In particular, 13% of males and 25% of females reported perpetrating physical dating aggression. These rates suggest a discrepancy between reported rates of perpetration of physical dating aggression amongst adolescent males and females. Therefore, it is necessary that this matter be clarified before making conclusions that females are more aggressive than males in dating relationships.

Overreporting vs. Underreporting

The dating aggression literature suggests that self-reported rates of perpetration towards a romantic partner by females are comparable, if not higher than for males (Archer, 2000; Barber et al., 1999; Casper & Card, 2017; Gray & Foshee, 1997; Wincentak et al., 2017). The question around whether adolescent females are more aggressive than males within romantic relationships remains unanswered. As suggested by Wincentak et al., (2017), differences in perpetration rates across gender may extend far beyond the simple explanation that females are more aggressive in dating relationships and may be due to additional factors such as reporting biases between the two genders (Hamby & Jackson, 2010). To date, there is a lack of understanding as to why reported rates of dating aggression are higher amongst females than males. Even though females report higher percentages of dating aggression, males are not reporting injuries or issues pertaining to mental health at similar rates as females (Straus & Gozjolko, 2014). Thereby we have reason to believe that females do not perceive aggression to a dating partner in the same way that males do. For this reason, rather than assuming that females are more aggressive, it is necessary to examine alternative explanations as to why reported rates of dating aggression are higher amongst females. Differences in adolescents' perceptions of what they consider to be playful or aggressive may be impacting their self-reported rates of dating aggression perpetration. Perceptions of playfulness and aggressiveness surrounding mock and intentional dating aggression may contribute to the self-reported rates of dating aggression. Perceiving dating aggression as being more playful may result in an underreporting whereas a more aggressive perception towards the act may contribute to overreporting.

Methodology for Measuring Adolescent Dating Aggression

Measurement issues surrounding adolescent dating aggression have been prioritized as a possible explanation for the discrepancy in reported rates of dating aggression between males and females (Lehrner & Allen, 2014). Research shows that reported rates of dating aggression can change depending on the way a question is being asked of the participant (Perry & Fromuth, 2005). Items on the most common measure of adolescent dating aggression are typically lacking important information about the context of the act of perpetration (Livingston, 2009). Two commonly used measures of dating aggression that reflect these assumptions are the Conflict Tactics Scale (CTS2) (Straus, Hamby, Boney-McCoy, & Sugarman, 1996) and the Conflict in Adolescent Dating Relationships Inventory (CADRI) (Wolfe et al., 2001). The CTS2, which has been modified for use with adolescents, is used to assess engagement in verbal and physical aggression during disagreements with romantic partners and their rate of occurrence (Straus et al., 1996). Similarly, the CADRI, which was developed specifically to assess dating aggression in adolescence, examines experiences of both perpetration and victimization of verbal, relational, physical, psychological and sexual dating aggression (Wolfe et al., 2001). Both measures assess self-reported perpetration without specifying the context of the interaction or the intent of the perpetrator and rely heavily on the assumption that male and female adolescents share similar perceptions around what is considered to be dating aggression.

Given that dating aggression is a phenomenon that occurs between two people, it is important for survey items to capture the entire interaction, bearing this relational context in mind (Livingston, 2009). With that being said, an alternative method for measuring dating aggression is vignettes, which are written narrative descriptions that aim to provide participants with information about the relational context of the interaction. Vignettes also reduce the risk of

having participants ‘fill in the details’ with their own ideas that may change the meaning of the question being asked. Vignettes have been shown to be an effective method for measuring attitudes towards dating aggression amongst adolescents (Bobowick, 2001; Livingston, 2009). Using vignettes as a way of measuring dating aggression allows the opportunity to carefully control the context of the aggressive incident to resemble either mock or intentional aggression. For this reason, the current study will use vignettes in order to better understand whether gender differences exist in perceptions of mock and intentional dating aggression.

Developmental Perspective- Interaction Styles

To understand aggression between dating partners, it can be useful to reflect on the development of interaction styles of children and young adolescents. Interactions with same-gender peers are important as they provide children with conflict resolution guidelines that build the foundation for conflict resolution within their heterosexual romantic relationships (Connolly et al., 2015; Connolly, Furman, & Konarski, 2000; Underwood & Rosen, 2009). Dating aggression often arises in romantic relationships as a response to a conflict between partners. The use of constructive conflict management between couples promotes healthier relationships, highlighting the importance of these same-gender peer relationships during childhood (Sanderson & Karetzky, 2002). Prior to engagement within romantic relationships, adolescents mostly spend time interacting with same-gender peers with whom boys and girls develop different styles of interaction. Girls interact with same-gender peers using an affiliative approach and often make use of conflict reduction strategies by expressing their disagreement indirectly (Keener, Strough, & DiDonato, 2012; Rose & Rudolph, 2006). Conversely, a more dominance and power focused approach is used by boys, typically resulting in the use of aggressive behaviours during conflict (Giordano, Longmore, & Manning, 2006; Keener et al., 2012;

Maccoby, 1998; Underwood & Rosen, 2009). The emergence of heterosexual romantic relationships provides the unique challenge of interacting with a partner of the opposite gender whose interactional style is often quite different (Connolly et al., 2015).

Boys commonly engage in “rough and tumble” play during childhood, a form of interaction with their same-gender peers that is heavily dominance focused (Pellegrini, 2001). “Rough and tumble” interaction style is defined as physical play, such as wrestling, that is employed within a playful context. Any physical harm within this context is considered incidental and unintentional. The positive nature of this type of interaction is shown through the demonstration of positive affect by the initiator (Boivin, Dodge & Coie, 1995). As boys enter adolescence and begin interacting with opposite gender peers, the use of “rough and tumble” interactions transition into what is known as mock aggression, an interaction style commonly used amongst adolescent couples (Pellegrini, 2003). Mock aggression is defined as any physical act which simulates aggression in a lighthearted manner with positive affect (Connolly et al., 2015), including behaviours such as shoving, punching, throwing, slapping, and teasing (Gergen, 1990).

Connolly et al., (2015) compared how adolescent romantic couples and their same-gender best friends resolve situations that may arise due to conflict. Results from this study indicated that females tend to use more affiliative behaviours, including affection and humour with their same-gender best friend, whereas males tend to use more aggressive behaviours when interacting with their same-gender best friend. These interaction styles changed however when it came to their romantic partners such that females employed more mock aggression towards their boyfriends, whereas males reduced their typically aggressive behaviour with their girlfriends.

Research has shown that adolescents modify their interaction styles across various relationships such as with parents, and peers (Maccoby, 1990). Connolly et al., (2015) findings indicate that adolescents also modify conflict strategies used within their same-gender friendships for use with their romantic partner. Gender developmental theory suggests that adolescents do this by adapting certain aspects of their gender-solidified strategies and taking on certain aspects of the opposite gender's conflict strategies (Maccoby, 2002). This may suggest an adoption of the more dominant male interaction style of mock aggression by the females when interacting with their boyfriends (Connolly et al., 2015). Males on the other hand appear to reduce their use of aggressive behaviour when resolving conflict with a romantic partner of the opposite gender. Consistent with this, social exchange theory helps explain the possible motivation behind this adoption of strategies by suggesting that because adolescents are highly motivated to maximize continuity of their romantic relationships, given that they are choosing to be in these relationships, they will modify their behaviours in order to minimize conflict within their romantic relationships (Laursen & Williams, 1997). Instead of creating tension between partners, mock aggression on the part of females and affiliative behaviours on the part of the males may serve the purpose of prolonging the relationship through facilitating positive engagement and avoiding conflict (Connolly et al., 2015).

Gender Differences in Perceptions of Playfulness and Aggressiveness of Mock and Intentional Dating Aggression

Differences in perceptions towards mock and intentional dating aggression may provide some insight as to why males and females are reporting differences in rates of perpetration. Disparities in perceptions may result from gender specific developmental backgrounds, specifically the prior exposure that males have with “rough and tumble” styles of interaction

during childhood relative to females' lack of exposure. As a result, males' tolerance for what is considered to be playful may become higher than that of females. Since females are more familiar with affiliative interaction styles and are adopting playfully aggressive behaviours from observing males interacting with each other, it is possible that they are more cognizant of the complications associated with this interaction style, such as upsetting or hurting one's partner. Males on the other hand may be more accustomed to using mock aggression given their experience with positively intended "rough and tumble" interactions in childhood with other boys, and therefore may not consider the use of mock aggression as being aggressive.

Perceptions towards intentional dating aggression are likely to follow a similar pattern. Research shows that females are less likely than males to consider dating aggression as an acceptable form of interacting with a dating partner (Follingstad, Wright, Lloyd, & Sebastian, 1991). Given that females are familiar with using affiliative forms of communication prior to engaging in a romantic relationship and males are more familiar with more aggressive forms of communication (Connolly et al., 2015), the use of intentional dating aggression would likely be considered highly aggressive by females and less aggressive by males.

Perceptions towards the playfulness and aggressiveness of mock and intentional dating aggression are therefore influenced by these early experiences. For this reason, males would most likely consider both mock and intentional dating aggression as being more playful and less aggressive compared to females. Therefore, females may be including incidents of mock aggression in their accounts of self-reported physical perpetration of dating aggression whereas males may be discounting incidents of mock aggression when completing self-reports of physical dating aggression as they are likely to view these interactions as being more jovial and lacking in aggressive intent.

Unfortunately, the standard measures of adolescent dating aggression (e.g. CTS and CADRI) do not account for the different styles of expressing aggression. By excluding this information, they may prompt males and females to interpret interactions differently, thus resulting in differences in self-reports of dating aggression that are due to methodological effects rather than actual differences in behavior. It is possible that females may be overreporting and/or that males may be underreporting rates of physical dating aggression perpetration towards a romantic partner because of these differences. To better understand males' and females' reporting of dating aggression perpetration, I propose to investigate adolescents' perceptions towards mock and intentional aggression and to determine whether a difference exists in the types of interactions adolescents consider to be playful and aggressive.

Current Study

To date, the literature on mock aggression and its relationship to dating patterns amongst adolescents is limited. Bearing in mind the high rates of self-reported dating aggression perpetration, specifically by females, more research is needed to better understand whether a gender differentiation exists in how males and females perceive mock and intentional dating aggression. Gender differences in perceptions of mock and intentional dating aggression may provide insight into whether males are underreporting and/or whether females are overreporting rates of perpetration on standard measures of adolescent dating aggression. Therefore, the goals of this study were to determine 1) whether adolescents distinguish mock dating aggression from intentional dating aggression 2) if any gender differences exist between perceptions of playfulness and aggressiveness for mock and intentional dating aggression and 3) whether gender differences exist in endorsements of mock and intentional dating aggression perpetration.

To accomplish these goals, written vignettes were developed in which an adolescent heterosexual romantic couple was described as engaging in either mock aggression, an interaction with positive intent, or intentional dating aggression, an interaction with clear negative intent.

Hypotheses

The following are the hypotheses for this study:

H1: Adolescents will perceive mock and intentional dating aggression differently on playfulness and aggressiveness

- A. Mock aggression will be considered as being more playful and less aggressive than intentional aggression overall by both males and females.
- B. Intentional dating aggression will be considered as being less playful and more aggressive than mock aggression overall by both males and females.

H2: Gender differences will be present amongst perceptions of playfulness and aggressiveness

- A. Males will perceive scenarios of mock and intentional dating aggression as being more playful than females who will perceive both scenarios as being less playful.
- B. Males will perceive scenarios of mock and intentional dating aggression as being less aggressive than females who will perceive both scenarios as being more aggressive.

H3: Gender differences will be present amongst endorsements of mock and intentional dating aggression

- A. Females will endorse higher rates of mock dating aggression compared to males
- B. Males will endorse higher rates of intentional dating aggression compared to females

Methodology

Study Sample

The sample was comprised of 367 first-year York University undergraduate students (198 males and 169 females), between the ages of 17-21 years ($M = 18.52$, $SD = 0.09$) who were either casually dating one or more individual, in a romantic relationship or had experienced at least one prior dating or romantic relationship. They were recruited through the York University Psychology Department's Undergraduate Research Participant Pool (URPP). In order to ensure reliability and validity of using the URPP, prior to data analyses, raw data was examined thoroughly for any outliers as well as individuals who did not meet the requirements of the study. These individuals were removed resulting in the final sample consisting of 367 adolescents.

The sample's multicultural diversity was indicated through self-identification by the participants, of which 24.3% of participants reported identifying as European-Canadian, 34.1% as South Asian-Canadian (e.g., East Indian, Pakistani, etc.), 11.7% as Asian-Canadian, 9.5% as African/Caribbean-Canadian, 3% as Latin-American-Canadian, 0.3% as Native-Canadian and 17% as other (e.g., Middle eastern). Much of the sample (64.3%) reported being born in Canada.

Procedure

Participants completed an online questionnaire using Qualtrics, a web-based survey software. Participants were first asked to read and sign the consent form. Next, participants were asked to answer questions about their demographics and prior dating experiences. Following this, eight vignettes were presented one at a time and participants were asked to fill out a questionnaire assessing how playful and aggressive they perceived each interaction to be. After answering these questions, participants were asked whether they had acted similarly towards their girlfriend/boyfriend as the perpetrator in the vignettes had. Upon completion of the study,

participants were rewarded 0.5 URPP credits, which was part of their required coursework. The entire study took 30 minutes to complete.

Measures

Romantic relationship involvement. The Dating Questionnaire was administered in order to assess current dating status and the extent of their dating history (Connolly, Craig, Goldberg, & Pepler, 2004) (see Appendix B). Participants were asked whether they currently had a romantic partner, were casually dating one or more individuals or had previously experienced either type of relationship. They were also asked about their dating behaviours and the length of their relationships. Dating was referred to as, “spending time or going out with someone whom you like/love or had a crush on.” Romantic relationships were defined as, “a mutually acknowledged and ongoing relationship between two individuals”.

Perceptions of dating aggression. Eighteen items used to assess perceptions of playfulness and aggressiveness of dating aggression were administered in order to examine adolescents’ perceptions towards the interaction described in the vignettes (see Appendix C). Items were adapted for this study from Harris and Cook (1994) and Livingston (2009). Items that were considered vague in their descriptions of playfulness or aggressiveness, such as “not at all active”, were removed during the pilot testing of this study. The total score for playfulness items and the aggressiveness items were not significantly correlated ($r = -.057, n = 367, p = .279$).

Playfulness items. Participants were asked to rate each vignette on ten items designed to assess the playfulness of the interaction presented using a 7-point scale ranging from 0 (e.g. not at all playful) to 6 (playful). Total scores ranged from 0 to 6, with higher scores indicating

greater perceptions of playfulness. The 10 items used to assess perceptions of playfulness were found to be highly reliable (10 items; $\alpha = .92$).

Aggressiveness items. Participants were also asked to rate each vignette on eight items designed to assess how aggressive they perceived the interaction being presented using a 7-point scale ranging from 0 (e.g. not at all aggressive) to 6 (aggressive). Total scores ranged from 0 to 6, with higher scores indicating greater perceptions of aggressiveness. The eight items used to assess perceptions of aggressiveness were also found to be highly reliable (8 items; $\alpha = .93$).

Dating aggression. Endorsement of Mock and Intentional Dating Aggression. After rating each vignette on how playful and aggressive they perceived it to be, participants were asked whether they had acted similarly towards their girlfriend/boyfriend as the perpetrator did towards his/her romantic partner in the vignettes. Participants were asked to respond using a 5-point scale ranging from 0 (strongly disagree) to 4 (strongly agree) (see Appendix D).

Conflict in Adolescent Dating Relationships Inventory (CADRI). Perpetration of physical, verbal, relational and sexual dating aggression was measured using the CADRI (Wolfe et al., 2001). Participants were asked to rate questions on a 4-point scale ranging from 0 (e.g. Never) to 3 (Often) (see Appendix E).

Vignettes assessing dating aggression. Vignettes depicting mock and intentional dating aggression were developed for the purpose of this study. Prior research pertaining to dating aggression and adolescent perceptions of dating aggression were used to guide the development of these vignettes. This involved the inclusion of additional variables necessary for rating the vignettes (i.e., the aggressive behaviour being perpetrated) as well as variables that would need to be controlled for as part of the analyses (i.e. gender of the perpetrator). After the vignettes had been created, face validity of the vignettes was evaluated by graduate students familiar with the

adolescent dating aggression literature. The complete study, including the vignettes and the measures, was presented to these graduate students. Each student was asked to complete the study as if they were a participant and to carefully assess the face validity of the vignettes and the measures. Their feedback was used to revise the vignettes before being presented to participants.

Lastly, the vignettes and measures were piloted with two undergraduate students who were asked to share any questions or comments they had regarding the study. Vignettes were piloted to ascertain sufficient variability of responses and to evaluate the authenticity and clarity of the portrayal of adolescent dating aggression. The undergraduate students were also asked to record the length of time it took for them to complete the entire study in order to ensure that participants would be adequately rewarded for their participation in the study. Their feedback was incorporated into the final version of the questionnaire.

Dimensions of the Vignettes

Vignettes were created to describe a heterosexual adolescent romantic couple engaging in an activity typical of an adolescent couple in which a potentially conflictual situation could occur. Vignettes varied on the type of aggression being used (two levels: mock and intentional), the scenario being presented (two levels: Netflix scenario and Instagram scenario), the behaviour being perpetrated (four levels: throwing an object at, kicking or shoving a partner as well as pulling their hair) and the gender of the perpetrator (two levels: male and female) (see Figure 1).

Type of aggression. For the purpose of this study, mock aggression was defined as aggressive physical behaviours (push, hit, slap, etc.) directed towards a partner, with clear positive intent by the initiator (Connolly et al., 2015). Conversely, intentional aggression was defined as aggressive physical behaviours directed towards a partner, with clear negative intent by the initiator. The perpetrator's intent determined whether the act of aggression was to be

considered mock or intentional. If intent was positive, shown by positive affect, the interaction was to be considered as mock aggression. Conversely negative intent, shown by negative affect, was used to describe the interaction as being intentionally aggressive. Scenarios with positive intent used the term “smiled” whereas those describing negative intent used the term “glared”.

Scenario. The aggressive interactions in the vignettes were introduced using two different scenarios that were considered a probable cause for conflict within an adolescent romantic relationship. The two scenarios described conflict arising from the misuse of a) a media service provider known as Netflix and b) a popular social media platform known as Instagram. Prior to the selection of these two scenarios, other possible scenarios were also piloted. Both graduate and undergraduate students were presented with three different scenarios and were asked to provide their feedback on the scenario they believed would be most relevant to an adolescent sample. Feedback and suggestions from these students were incorporated into the final vignettes.

Behaviour. Each vignette described one physically aggressive behaviour employed by the perpetrator. Aggressive behaviour described in the vignettes mirrored the behaviours used by items in the CADRI (Wolfe et al., 2001) to assess physical dating aggression. These behaviours included throwing an object at, kicking or shoving a partner and pulling their hair.

Gender of the perpetrator. Prior research on perceptions of dating aggression has shown that the gender of the perpetrator plays a role in how aggressive adolescents perceive an interaction to be (Bobowick, 2001; O’keefe & Treister, 1998; Price et al., 1999). It has been suggested that interactions are often considered as being more aggressive when the perpetrator is a male (Bobowick, 2001; O’keefe & Treister, 1998; Price et al., 1999). For this reason, the

gender of the perpetrator was included as a control variable within the study and participants received vignettes with both a male and female perpetrator.

Condition	• Levels
Condition One: Type of aggression	<ul style="list-style-type: none"> • Mock aggression (4) • Intentional aggression (4)
Condition Two: Scenario being used	<ul style="list-style-type: none"> • Netflix (4) • Instagram (4)
Condition Three: Aggressive behaviour	<ul style="list-style-type: none"> • Throwing an object (2) • Kicking partner (2) • Pulling partner's hair (2) • Shoving partner (2)
Condition Four: Gender of the perpetrator	<ul style="list-style-type: none"> • Male (4) • Female (4)

*The number within the brackets indicates the number of vignettes each participant received that included each level

Figure 1. Breakdown of the levels within each condition used in the vignettes.

Assignment of the Vignettes

In total, 32 vignettes were created, with each vignette including all four of the parameters mentioned above. The number of vignettes shown to each participant had to be taken into consideration in order to ensure that participants were being asked to rate a reasonable number of vignettes. Therefore, each participant was presented with eight vignettes containing each of the parameters described above in varying orders. As such, all participants were exposed to all four parameters. In total, each participant received four vignettes describing mock aggression and four describing intentional aggression. Of those eight vignettes, four described the Netflix scenario, while four described the Instagram scenario. As well, four had a male perpetrator while the remaining four had a female perpetrator. Each participant also received all four of the aggressive behaviours mentioned above twice. Therefore, participants received eight vignettes

and were thus exposed to each condition (scenario, aggressive behaviour, type of aggression and gender of the perpetrator) in varying combinations. Vignettes were presented randomly to participants in order to avoid any order effects.

To determine which vignettes each participant would rate, vignettes were divided into four separate clusters. Each cluster contained eight vignettes that included all levels of the parameters described above in varying combinations. Participants were randomly assigned to one of the four clusters and were presented the vignettes within each cluster at random (see Appendix F). Assignment to the clusters and the order in which vignettes were randomly presented was determined by the Qualtrics software. Each participant was exposed to each level of the four variables in different combinations. Given that participants received a different combination of the vignettes, preliminary analyses were necessary in order to determine whether systematic differences were present due to any of the parameters mentioned above.

Validation Analyses of Vignettes

Considering that the main focus of this study was to better understand general perceptions of mock and intentional dating aggression, the use of summary scores was indicated. A series of analysis of variance (ANOVA) tests were conducted as part of the preliminary analyses to ensure that gender interactions were not present between gender of the participant and scenario type and/or the aggressive behaviour being used. As well, it was necessary to determine whether vignettes pulled equally for playfulness and aggressiveness so that scores could be summarized across scenario type and/or the aggressive behaviour being used. Lastly, preliminary analyses were conducted to assess whether gender of the perpetrator would need to be controlled for.

Listwise deletion was used for all analyses, which suggests that cases be dropped if they are missing at least one of the required summary scores within each analysis. As such, participants who had missing data on one of the dependent variables for a particular analysis were excluded (Field, 2013). For all analyses, it was important that the alpha level be controlled for given the number of analyses being conducted using the same dependent variable. To control for Type I error from multiple ANOVA models being conducted, the p value was adjusted to 0.013 (0.05/4) (Field, 2013). For all preliminary analyses, adjusted partial eta squared values were reported for effect sizes, where 0.01 = small, 0.06 = medium and 0.14 = large (Nolan & Heinzen, 2011).

Perceptions of playfulness and aggressiveness within scenario type. Analyses were first conducted to determine whether perceptions of playfulness and aggressiveness differed based on the scenario (Netflix or Instagram) being presented. The type of aggression (mock or intentional), behaviour being perpetrated (throwing an object at partner, kicking partner, pulling partner's hair and shoving partner) as well as the gender of the perpetrator (male or female) were not included within these analyses in order to ensure that the overall effect of the scenario was first examined in isolation of other potentially confounding variables. Results from these analyses would determine whether vignettes could be collapsed across type of scenario.

For the purpose of this first preliminary analysis, vignettes rated by each participant were placed into two groups based on the scenario they described (Netflix or Instagram). This grouping resulted in one playfulness score and one aggressiveness for each scenario type (see Figure 2). Playfulness and aggressiveness summary scores were used as the dependent variable for these analyses.

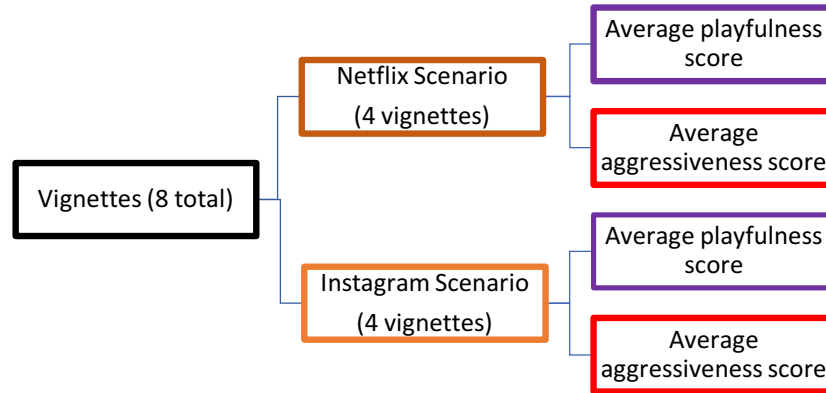


Figure 2. Breakdown of scores used for preliminary ANOVA analyses examining scenario type (Netflix vs. Instagram) and perceptions of playfulness and aggressiveness.

Two 2x2 mixed design ANOVA models were carried out to examine whether differences in perceptions of playfulness and aggressiveness existed based on the scenario being described. The first ANOVA model examined perceptions of playfulness while the second model focused on perceptions of aggressiveness. For both analyses, the within-subjects variable was scenario type with two levels (a) Netflix scenario and (b) Instagram scenario. Gender of the participant was entered as the between-subjects variable with two levels (a) male and (b) female. Interaction terms were also examined.

Perceptions of playfulness. Results indicated a significant main effect for gender of the participant with a small to medium effect size $F(1, 343) = 12.883, p < .001$, partial $\eta^2 = .036$, suggesting that male participants perceived both scenarios as being more playful compared to female participants. A second significant main effect of scenario type was also found with a medium to large effect size $F(1, 343) = 46.456, p < .001$, partial $\eta^2 = .094$, suggesting that participants perceived interactions using the Netflix scenario as being more playful compared to the Instagram scenario. No significant interaction was found between scenario type and gender of the participant $F(1, 343) = 3.180, p = .075$, partial $\eta^2 = .009$. See Table 1 for results.

Perceptions of aggressiveness. Results indicated a significant main effect for scenario type with a large effect size $F(1,341) = 53.169, p < .001$, partial $\eta^2 = .135$, suggesting that participants perceived interactions using the Instagram scenario as being more aggressive compared to the Netflix scenario. There were no significant findings present for gender of the participant $F(1,341) = 0.157, p = .692$, partial $\eta^2 = .000$, or the interaction between scenario type and the gender of the participant $F(1,341) = 1.260, p = .262$, partial $\eta^2 = .004$. See Table 1 for results.

Results from these analyses indicated that there were no interactions present between gender of the participant and scenario type. Results also suggested that overall, participants perceived interactions using the Netflix scenario as being more playful compared to the Instagram scenario. As well, the reverse was true for perceptions of aggressiveness suggesting that participants perceived interactions using the Instagram scenario as being more aggressive compared to the Netflix scenario. Given these findings, it was necessary that both scenarios be included in the final analyses to avoid including only scenarios that were perceived as being playful or aggressive. For this reason, scores were collapsed across scenario type resulting in the elimination of this factor in subsequent analyses.

Table 1

Sample descriptives for Scenario Type (Netflix vs. Instagram) and Perceptions of Playfulness and Aggressiveness.

	Playfulness		Aggressiveness	
	Male M (SD) N=184	Female M (SD) N=159	Male M (SD) N= 184	Female M (SD) N=159
Scenario Type				
Netflix	3.53 (1.54)	3.06 (1.64)	4.08 (1.27)	4.08 (1.58)
Instagram	3.29 (1.61)	2.61 (1.48)	4.40 (1.28)	4.52 (1.51)

Table 2

Preliminary ANOVA results examining Scenario Type (Netflix vs. Instagram) and Perceptions of Playfulness and Aggressiveness.

	F-value	df	p-value	Adjusted partial eta squared
Perceptions of playfulness				
Gender of participant	12.883	1,343	<.001*	.036
Scenario type (N vs I)	46.456	1,343	<.001*	.094
Interaction term	3.180	1,343	.075	.009
Perceptions of aggressiveness				
Gender of participant	0.157	1,341	.692	.000
Scenario type (N vs I)	53.169	1,341	<.001*	.135
Interaction term	1.260	1,341	.262	.004

Note. *p<0.013

Perceptions of playfulness and aggressiveness within behaviour type. Next, vignettes were analyzed in order to determine whether perceptions of playfulness and aggressiveness would differ depending on the aggressive behaviour (throwing an object at partner, kicking partner, pulling partner's hair and shoving partner) being presented within the interaction. For the purpose of this secondary preliminary analysis, vignettes rated by each participant were placed into four groups based on the aggressive behaviour being described within the interaction. This grouping resulted in four playfulness scores and four aggressiveness scores for each participant (see Figure 2). Playfulness and aggressiveness summary scores were used as the dependent variable for these analyses.

Two 2x4 mixed design ANOVA models were carried out to examine whether differences in perceptions of playfulness and aggressiveness existed based on the aggressive behaviour being described. The first ANOVA model examined perceptions of playfulness while the second model focused on perceptions of aggressiveness. For both analyses, the within-subjects variable was behaviour type with four levels (a) throwing an object at partner, (b) kicking partner, (c) pulling

partner's hair and (d) shoving partner. Gender of the participant was entered as the between-subjects variable with two levels (a) male and (b) female. Interaction terms were also examined.

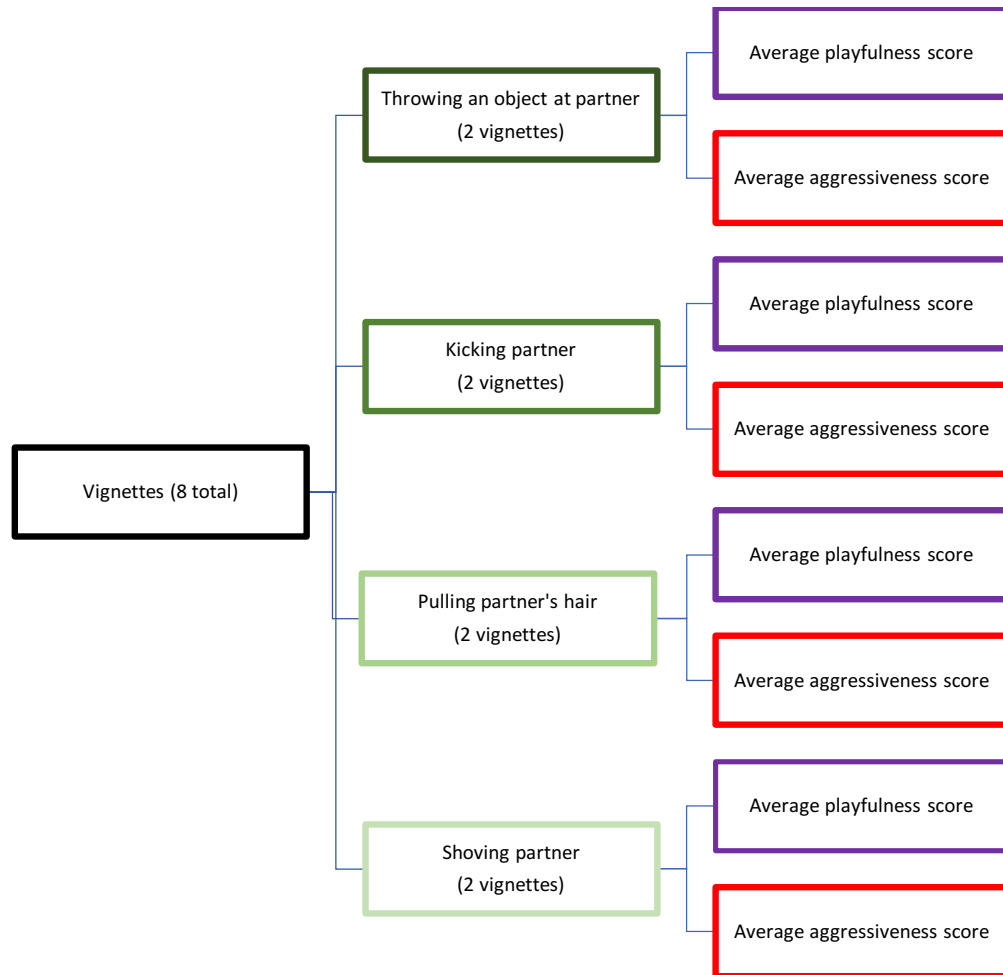


Figure 3. Breakdown of scores used for preliminary ANOVA analyses examining behaviour type (T vs. K vs. P vs. S) and perceptions of playfulness and aggressiveness.

Perceptions of playfulness. Results indicated a significant main effect for gender of the participant with a small to medium effect size $F(1,342) = 14.245, p < .001$, partial $\eta^2 = .040$, suggesting that male participants perceived all behaviours as being more playful compared to female participants. A second significant main effect of behaviour type was also found with a large effect size $F(2.864, 979.409) = 63.597, p < .001$, partial $\eta^2 = .157$, suggesting that participants perceived interactions using “shoving a partner” as being the most playful

behaviour, followed by “kicking partner”, “pulling partner’s hair” and “throwing an object at partner”. Post hoc tests using the Bonferroni correction revealed that “throwing an object at partner” and “pulling partner’s hair” were not significantly different ($p = .137$), however all other behaviours were significantly different from one another on perceptions of playfulness ($p < .001$). There was no significant finding present for the interaction between behaviour type and the gender of the participant, $F(2.864, 979.409) = .884, p = .445$, partial $\eta^2 = .003$. See Tables 3 and 4 for results.

Perceptions of aggressiveness. Results indicated a significant main effect for behaviour type with a large effect size $F(2.070, 714.220) = 72.232, p < 0.001$, partial $\eta^2 = .173$, suggesting that participants perceived interactions using “throwing an object at partner” as being the most aggressive behaviour, followed by “pulling partner’s hair”, “kicking partner” and “shoving partner”. Post hoc tests using the Bonferroni correction revealed that “throwing an object at partner” and “pulling partner’s hair” were not significantly different ($p = .999$), however all other behaviours were significantly different from one another on perceptions of playfulness ($p < .001$).

There were no significant findings present for gender of the participant $F(1,345) = .169, p = .682$, partial $\eta^2 = .000$ or the interaction between behaviour type and the gender of the participant $F(2.070, 714.220) = 0.492, p = .618$, partial $\eta^2 = .001$. See Table 3 and 4 for results.

Results from these analyses indicated that there were no interactions present between gender of the participant and behaviour type. As well, results suggested that overall, participants perceived interactions using “shoving partner” and “kicking partner” as being most playful compared to “pulling partner’s hair” and “throwing object at partner”. The reverse was true for perceptions of aggressiveness suggesting that participants perceived interactions using “throwing an object at partner” and “pulling partner’s hair” as being more aggressive compared to “kicking

partner” and “shoving partner”. Again, to avoid any biases in the final results, it was necessary that all four behaviours be included in the testing of the hypotheses. For this reason, scores were collapsed across type of behaviour resulting in the elimination of this factor in subsequent analyses.

Table 3

Sample descriptives for Behaviour Type (T vs. K vs. P and S) and Perceptions of Playfulness and Aggressiveness.

	Playfulness		Aggressiveness	
	Male M (SD) N=185	Female M (SD) N=159	Male M (SD) N= 187	Female M (SD) N=160
Behaviour Type				
Throwing an object	2.81 (1.81)	2.38 (1.70)	4.92 (1.54)	4.82 (1.70)
Kicking partner	3.64 (1.88)	2.95 (1.85)	4.18 (1.58)	4.20 (1.74)
Pulling partner's hair	3.20 (2.27)	2.47 (1.90)	4.78 (2.50)	4.76 (2.71)
Shoving partner	4.22 (1.89)	3.57 (1.93)	3.21 (1.61)	3.40 (1.77)

Table 4

Preliminary ANOVA results examining Behaviour Type (T vs. K vs. P and S) and Perceptions of Playfulness and Aggressiveness.

	F-value	df	p-value	Adjusted partial eta squared
Perceptions of playfulness				
Gender of participant	14.245	1,342	<.001*	.040
Behaviour type	63.597	2.864, 979.409	<.001*	.157
Interaction term	0.884	2.864, 979.409	.445	.003
Perceptions of aggressiveness				
Gender of participant	0.169	1,345	.682	.000
Behaviour type	72.232	2.070, 714.220	<.001*	.173
Interaction term	0.492	2.070, 714.220	.618	.001

Note. * $p < .013$

Perceptions of playfulness and aggressiveness within gender of the perpetrator. Lastly, vignettes were analyzed in order to determine whether perceptions of playfulness and aggressiveness would differ depending on the gender of the perpetrator (male vs. female). For

the purpose of this final preliminary analysis, vignette ratings on playfulness and aggressiveness were placed into two groups based on the gender of the perpetrator within each interaction. This grouping resulted in two playfulness scores and two aggressiveness scores for each participant (see Figure 4). Playfulness and aggressiveness summary scores were used as the dependent variable for these analyses.

Two 2x2 mixed design ANOVA models were carried out to examine whether differences in perceptions of playfulness and aggressiveness existed based on the gender of the perpetrator within each interaction. The first ANOVA model examined perceptions of playfulness while the second model focused on perceptions of aggressiveness. For both analyses, the within-subjects variable was gender of the perpetrator with two levels (a) male and (b) female. Gender of the participant was entered as the between-subjects variable with two levels (a) male and (b) female. Interaction terms were also examined.

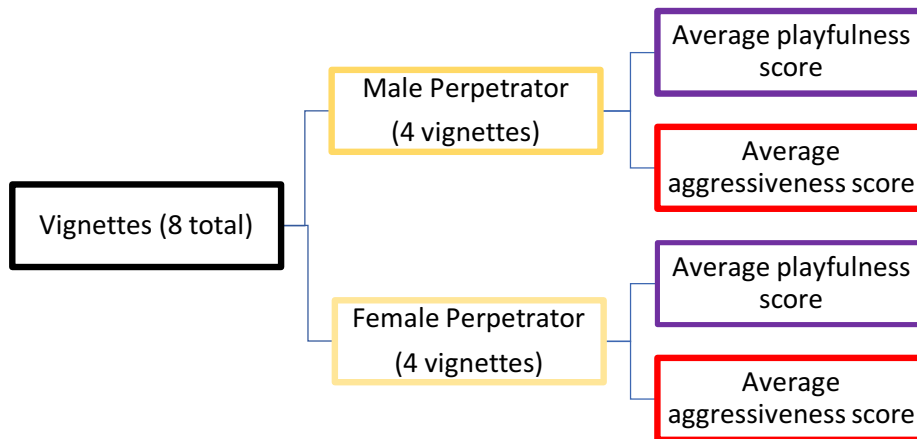


Figure 4: Breakdown of scores used for preliminary ANOVA analyses examining gender of the perpetrator (male vs. female) and perceptions of playfulness and aggressiveness.

Perceptions of playfulness. Results indicated a significant main effect for gender of the participant with a small to medium effect size $F(1, 355) = 12.927, p < .001$, partial $\eta^2 = .035$,

suggesting that male participants perceived all behaviours as being more playful compared to female participants. A second significant main effect for gender of the perpetrator was also found with a medium to large effect size $F(1,355) = 41.719, p < .001$, partial $\eta^2 = .105$, suggesting that participants perceived interactions with a female perpetrator as being more playful compared to when the perpetrator was a male. No significant interaction was found between gender of the perpetrator and the gender of the participant $F(1,355) = 1.322, p = .251$, partial $\eta^2 = .004$. See Tables 5 and 6 for results.

Perceptions of aggressiveness. Results indicated a significant main effect for gender of the perpetrator with a medium to large effect size $F(1, 355) = 49.968, p < .001$, partial $\eta^2 = .123$, suggesting that participants perceived interactions with a male perpetrator as being more aggressive compared to interactions with a female perpetrator. There were no significant findings present for gender of the participant $F(1,355) = 0.072, p = .789$, partial $\eta^2 = .000$ or the interaction between gender of the perpetrator and gender of the participant $F(1,355) = 3.523, p = .061$, partial $\eta^2 = .010$. See Tables 5 and 6 for results.

Results from these analyses suggest that there were no interactions present between gender of the participant and gender of the perpetrator. As well, participants perceived interactions using a female perpetrator as being more playful compared to a male perpetrator. The reverse was true for perceptions of aggressiveness suggesting that participants perceived interactions using a male perpetrator as being more aggressive compared to when the perpetrator was a female. These results suggest that the gender of the perpetrator does impact perceptions of playfulness and aggressiveness for all participants. For this reason, gender of the perpetrator was held as a control variable for subsequent analyses.

Table 5

Sample descriptives for Gender of Perpetrator (Male vs. Female) and Perceptions of Playfulness and Aggressiveness.

	Playfulness		Aggressiveness	
	Male M (SD) N=192	Female M (SD) N=165	Male M (SD) N= 192	Female M (SD) N=165
Gender of perpetrator				
Male	3.14 (1.59)	2.64 (1.54)	4.44 (1.32)	4.37 (1.64)
Female	3.57 (1.62)	2.93 (1.54)	3.93 (1.36)	4.07 (1.55)

Table 6

Preliminary ANOVA results examining Gender of Perpetrator (Male vs. Female) and Perceptions of Playfulness and Aggressiveness.

	F-value	df	p-value	Adjusted partial eta squared
Perceptions of playfulness				
Gender of participant	12.927	1,355	<.001*	.035
Gender of perpetrator	41.719	1,355	<.001*	.105
Interaction term	1.322	1,355	.251	.004
Perceptions of aggressiveness				
Gender of participant	0.072	1,355	.789	.000
Gender of perpetrator	49.968	1,355	<.001*	.123
Interaction term	3.523	1,355	.061	.010

Note. * $p < .013$

Results

Analytic Plan for the Hypotheses

The final analyses of this study were conducted in order to test the hypotheses. The first set of analyses were conducted in order to examine whether perceptions of playfulness and aggressiveness differed for mock and intentional dating aggression, and more specifically whether gender differences would be present. For the purpose of these analyses, vignette ratings on playfulness and aggressiveness were placed into two groups based on the type of aggression being presented (mock vs intentional). Participant scores were secondarily grouped based on the gender of the perpetrator, in order to control for this variable, resulting in four groups (type of

aggression x gender of the perpetrator). This grouping resulted in two playfulness scores and two aggressiveness scores for each participant (see Figure 5). Playfulness and aggressiveness summary scores were used as the dependent variable for these analyses.

Two three-way mixed design ANOVA models were conducted. The first ANOVA model examined perceptions of playfulness while the second model focused on perceptions of aggressiveness. For both analyses, type of aggression was used as a within-subjects factor with two levels (a) mock aggression and (b) intentional aggression. Gender of the participant was entered as the between-subjects variable with two levels (a) male and (b) female. Gender of the perpetrator was entered as a within-subjects control factor nested within type of aggression, with two levels (a) male and (b) female. Interaction terms were also analyzed. Again, alpha was set at 0.013 for both analyses. Adjusted partial eta squared values were reported for effect sizes, where 0.01 = small, 0.06 = medium and 0.14 = large (Nolan & Heinzen, 2011).

Lastly, in order to examine whether endorsement of mock and intentional dating aggression differed between males and females, self-reported rates of mock and intentional dating aggression were analyzed using two independent sample t-tests. The first t-test analysis compared self-reported rates of mock dating aggression by gender of the participant. The second analysis compared self-reported rates of intentional dating aggression by the gender of the participant.

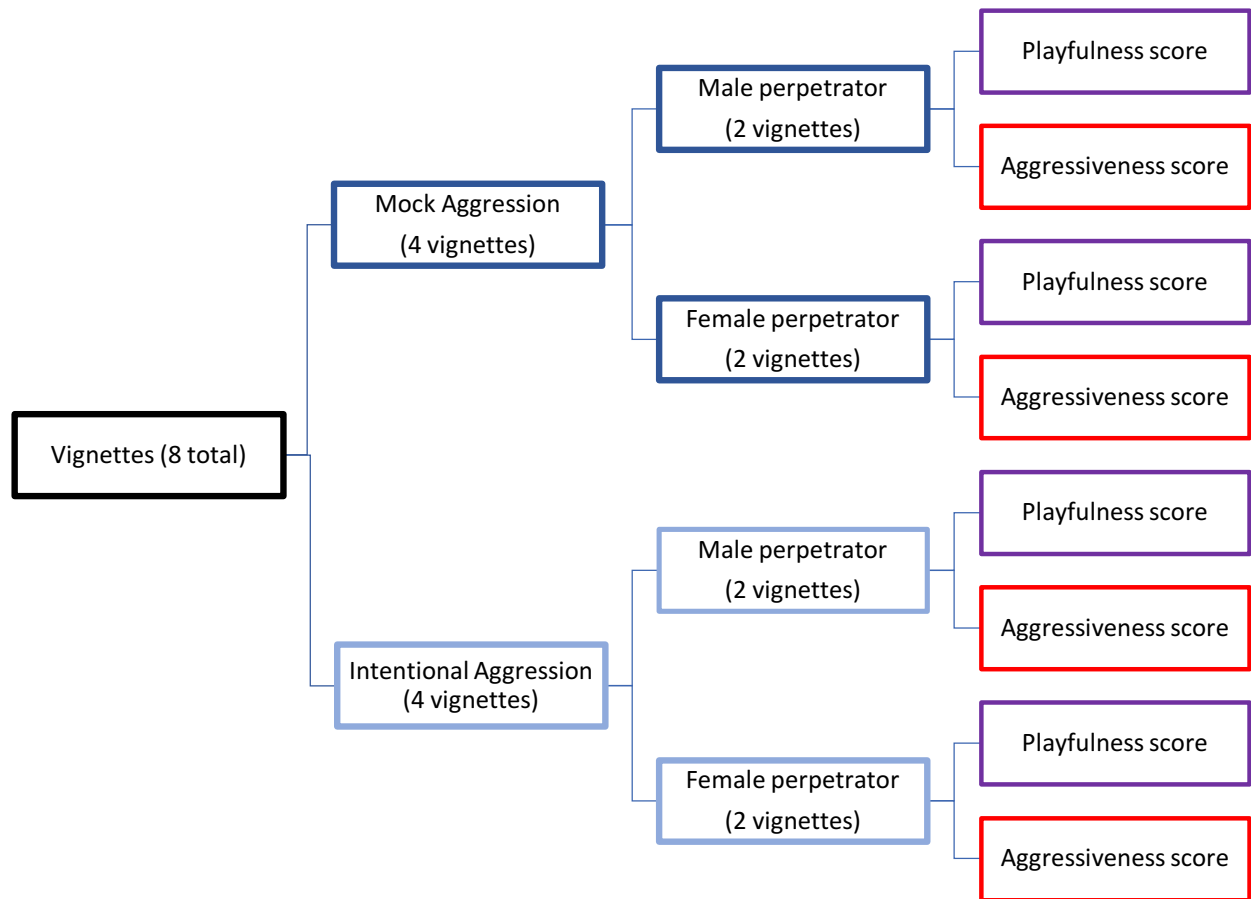


Figure 5. Breakdown of scores used for ANOVA analyses examining type of aggression (mock vs. intentional) and perceptions of playfulness and aggressiveness.

Participant Characteristics

Current dating status. Of the given sample, 44.6% reported not currently being in a romantic relationship at the time of the study but having been in one within the last two months or longer, 40.6% reported currently being in a romantic relationship, 13.4% of the sample reported never having a boyfriend or girlfriend and lastly, 0.3% reported currently having more than one romantic partner.

Dating characteristics. A majority of the sample (76.3%) reported currently going on casual dates with a romantic partner, 39.8% of the sample reported having a boy/girlfriend that

they were exclusively dating. Of the current sample, 31.3% reported typical relationships lasting over one year. Dating perpetration rates using the CADRI indicated that 23% of males and females reported perpetrating physical dating aggression. See Table 7 for descriptive statistics.

Table 7.

Descriptive Characteristics of Participants' Romantic Relationships

	<u>Males</u>	<u>Females</u>
	N (%)	N (%)
Current dating status¹		
Currently has a RP	68 (34.3)	81 (47.9)
Has never had a boy/girlfriend	29 (14.6)	20 (11.8)
Had a RP in the last 2 months or more	96 (7.6)	68 (40.2)
Currently has more than one RP	1 (0.5)	0
Dating characteristics²		
I go places such as movies, concerts with other boys and girls	179 (90.4)	158 (93.5)
Group dates	74 (37.4)	72 (42.6)
Casual dates, just the two of us	154 (77.8)	126 (74.6)
Dating more than one person casually	35 (17.7)	15 (8.9)
Typical relationships last over a year	56 (28.3)	59 (34.9)
Dating Aggression³		
Self-reported physical perpetration	48 (23)	39 (23)

Note. ¹Males = 194, Females = 169, ²Males = 198, Females = 169, ³Males = 182, Females = 151; RP = Romantic partner.

Perceptions of Playfulness for Mock and Intentional Dating Aggression

The first hypothesis predicted that mock dating aggression would be perceived as being more playful than intentional aggression overall by both males and females. Results indicated a significant main effect for type of aggression with a large effect size $F(1, 343) = 254.820, p < .001$, partial $\eta^2 = .426$, suggesting that participants perceived mock aggression as being more playful compared to intentional aggression.

The second hypothesis predicted that males would perceive both mock and intentional aggression as being more playful compared to females. Results indicated a significant main effect for gender of the participant with a small to medium effect size $F(1, 343) = 13.510, p < .001$.

.001, partial $\eta^2 = .038$, suggesting that males perceived both types of dating aggression as being more playful compared to females. However, results also indicated a significant interaction between gender of the participant and type of aggression with a small effect size $F(1, 343) = 6.424, p = .012$, partial $\eta^2 = .018$. Post hoc tests using the Bonferroni correction did not reveal any gender differences present in perceptions of playfulness for mock dating aggression ($p = .066$), however results indicated that males perceived scenarios of intentional aggression as being more playful compared to females ($p < .001$).

A significant main effect was also found for the control variable, gender of the perpetrator with a medium to large effect size $F(1, 343) = 46.456, p < .001$, partial $\eta^2 = .119$, suggesting that participants perceived interactions with a female perpetrator as being more playful than when the perpetrator was a male. See Tables 7 for results.

Perceptions of Aggressiveness for Mock and Intentional Dating Aggression

The third hypothesis predicted that intentional aggression would be perceived as being more aggressive compared to mock aggression overall by both males and females. Results indicated a significant main effect for type of aggression with a large effect size $F(1, 344) = 291.406, p < .001$, partial $\eta^2 = .459$, suggesting that participants perceived intentional aggression as being more aggressive compared to mock aggression.

The fourth hypothesis predicted that males would perceive both mock and intentional aggression as being less aggressive compared to females. Results did not indicate a significant main effect for gender of the participant $F(1, 344) = 0.127, p = .722$, partial $\eta^2 = .000$, or a significant interaction between gender of the participant and type of aggression $F(1, 344) = 4.767, p = .030$, partial $\eta^2 = .014$.

Lastly, a significant main effect was also found for the control variable, gender of the perpetrator, with a large effect size $F(1,344) = 54.044, p < .001$, partial $\eta^2 = .136$, suggesting that participants perceived interactions with a male perpetrator as being more aggressive than when the perpetrator was female. See Table 8 and 9 for results.

Table 8

Sample descriptives for Type of Aggression (mock vs. intentional) and Perceptions of Playfulness and Aggressiveness.

	Playfulness		Aggressiveness	
	Male M (SD) N=186	Female M (SD) N=159	Male M (SD) N= 187	Female M (SD) N=159
Male Perpetrator				
Mock Aggression	1.88 (0.95)	1.77 (1.06)	1.95 (0.84)	1.83 (0.98)
Intentional Aggression	1.31 (0.90)	0.91 (0.77)	2.55 (0.77)	2.62 (0.88)
Female Perpetrator				
Mock Aggression	2.13 (0.99)	1.89 (1.02)	1.73 (0.82)	1.74 (0.85)
Intentional Aggression	1.51 (0.88)	1.11 (0.83)	2.26 (0.74)	2.41 (0.82)

Table 9

ANOVA results examining Type of Aggression (mock vs. intentional) and Perceptions of Playfulness and Aggressiveness.

	F-value	df	p-value	Adjusted partial eta squared
Perceptions of playfulness				
Gender of participant	13.510	1,343	<.001*	.038
Gender of perpetrator	46.456	1,343	<.001*	.119
Type of aggression	254.820	1,343	<.001*	.426
Gender of participant x type of aggression	6.424	1,343	.012*	.018
Perceptions of aggressiveness				
Gender of participant	0.127	1,344	.722	.000
Gender of perpetrator	54.044	1,344	<.000*	.136
Type of aggression	291.406	1,344	<.001*	.459
Gender of participant x type of aggression	4.767	1,344	.030	.014

Note. *p<.013; All additional interaction terms were non-significant.

Endorsement Rates of Mock and Intentional Dating Aggression

The fifth hypothesis predicted that females would endorse higher rates of mock aggression compared to males. Results indicated no significant gender differences on self-reported rates of mock dating aggression, $t(359) = -0.690, p = .491$ for males ($M = 2.52, SD = 1.79$) and for females ($M = 2.65, SD = 1.87$).

Lastly, the final hypothesis of this study predicted that males would endorse higher rates of intentional aggression compared to females. This hypothesis was supported $t(362) = 2.137, p = .033$, as males reported higher rates of intentional aggression ($M = 2.08, SD = 1.68$) compared to females ($M = 1.71, SD = 1.64$). See Table 10 for the results.

Table 10

Mean and Standard Deviations for Endorsement of Mock and Intentional Dating Aggression Perpetration.

	Male M (SD)	Female M (SD)	<i>t</i> -value	df	<i>p</i> -value
Type of Aggression					
Mock ¹	2.52 (1.79)	2.65 (1.87)	-.690	359	0.491
Intentional ²	2.08 (1.68)	1.71 (1.64)	2.137	362	0.033*

Note. ¹ Males = 195, Females = 166; ² Males = 196, Females = 168; * $p < .05$.

Discussion

The adolescent dating aggression literature demonstrates that males and females are reporting the perpetration of physical aggression at comparable rates (Wincentak et al., 2017). It has been suggested that these self-reported rates may have less to do with the actual frequency at which these interactions are occurring and are largely in part, due to underreporting by males or overreporting by females as a result of methodological issue pertaining to how dating aggression is being measured (Lehrner & Allen, 2014). Gender differences relating to how playful and

aggressive an interaction is perceived to be can influence self-reports of dating aggression perpetration. While dating aggression has been examined extensively amongst adolescent populations, the influence of one's perceptions towards the playfulness and aggressiveness of these interactions has not yet been explored within this context. As such, this present study is one of the first to take this methodological issue into account by examining perceptions of playfulness and aggressiveness using vignettes. More specifically, this study sought out to examine whether adolescents differed in their perceptions of playfulness and aggressiveness for mock and intentional dating aggression and whether gender differences would be present amongst their endorsements of both types of aggression. Results from this study suggested that adolescents do differentiate between mock and intentional dating aggression on dimensions of playfulness and aggressiveness.

Consistent with the hypothesis, all adolescents perceived mock aggression as being more playful and less aggressive compared to intentional aggression. While it was hypothesized that males and females would differ on perceptions of playfulness and aggressiveness for both mock and intentional aggression, gender differences were only present on perceptions of playfulness for intentional aggression, suggesting that males perceived intentional aggression as being more playful compared to females. Males and females however, perceived mock aggression similarly on both dimensions of playfulness and aggressiveness. They also indicated similar perceptions of aggressiveness for intentional aggression. Lastly, while similar rates of self-endorsed mock dating aggression were observed for males and females, males endorsed significantly higher rates of perpetrating intentional dating aggression compared to females. These findings are among the first to demonstrate male underestimates of the impact of intentional aggression as a possible explanation to the comparable rates of male and female dating aggression.

Dating Aggression and Gender Development

It is important to recognize the interaction styles used within same-gender peer groups during childhood in order to better understand how males and females perceive mock and intentional dating aggression during adolescence. According to Pellegrini (2001), “rough and tumble” play with same-gender peers provides males with opportunities for use of aggressive behaviours as a form of peer interaction and conflict resolution. A less aggressive form of these quasi-aggressive behaviours are then transferred onto their romantic relationships and used as a form of interaction with their partners (Connolly et al., 2015). The use of mock aggression by males towards their romantic partners is therefore an adaptation and further downplay of the quasi-aggressive behaviours that were once being used towards their same-gender peers during childhood.

In contrast to the developmental exposure that males have with “rough and tumble” interactions prior to entering a romantic relationship, adolescent females engage in affiliative forms of interacting with their same-gender peers, which are less aggressive compared to the behaviours used by males within their same-gender peer groups (Connolly et al., 2015). Females adopt the use of mock aggression with their romantic partners from observing males interact with their same-gender peers (Connolly et al., 2015). The use of either type of aggression (mock or intentional) within a romantic relationship for females is different from the affiliative interaction styles that they are more accustomed to using. Therefore, the different types of interactions used by males and females within their same-gender peer groups prior to entering a romantic relationship are important as they play a key role in how adolescents will perceive aggressive interactions within their romantic relationships.

Perceptions of Playfulness and Aggressiveness for Mock vs. Intentional Dating Aggression

Results from this study demonstrated that males and females perceived mock aggression as being more playful and less aggressive than intentional aggression. These findings suggest that the intent of the perpetrator is perceived similarly for males and females when analyzing an aggressive behaviour. If the intent is positive, the behaviour is considered to be more playful and less aggressive as compared to when the intent is negative. This result is similar to findings of Sears, Byers, Whelan & Saint-Pierre (2006) which emphasized the importance of the context of the situation for adolescents when deciding whether a behaviour is considered to be aggressive or not.

Perceptions of mock aggression as being more playful and less aggressive than intentional aggression may also stem from the familiarity that adolescents have with using mock aggression within their romantic relationships. Late adolescence marks the beginning of many changes in an individual's life, including the commencement of romantic relationships characterized by higher levels of commitment (Gonzalez-Mendez & Hernandez-Cabrera, 2009). As these relationships become more serious, different types of conflict may arise. Mock aggression may present as a safe way for these adolescents to test out the limits of their relationships without being overtly aggressive towards their romantic partners. In an attempt to resolve such conflict, an aggressive behaviour coupled with positive affect may lessen the aggressive nature of the interaction. As such, both males and females may be more likely to use mock aggression as a form of conflict resolution within their romantic relationships by adjusting their behaviours to be in line with that of their romantic partners. The use of mock aggression by both males and females can provide an explanation as to why it is perceived as being more playful and less aggressive compared to intentional dating aggression.

Gender Differences in Perceptions of Playfulness for Intentional Dating Aggression

Simply taken at face value, rates of dating aggression would suggest that females perpetrate physically aggressive behaviours within their romantic relationships at similar rates compared to males. However, the assumption that males and females are equally aggressive towards their partners cannot be made without the exploration of alternative explanations. Given the developmental exposure that males have with “rough and tumble” interactions which females are lacking, it was hypothesized that gender differences would be present within their perceptions of playfulness and aggressiveness, such that males would perceive both mock and intentional dating aggression as being more playful and less aggressive compared to females. Contrary to these hypotheses however, results suggested that males and females perceived interactions of mock aggression similarly on playfulness and that they perceived both mock and intentional aggression similarly on aggressiveness. Findings from this study suggesting that adolescents perceived mock aggression similarly on playfulness and aggressiveness were unexpected. It is likely that males and females perceived mock aggression similarly on both dimensions (playfulness and aggressiveness) as a result of the positive affect that is often coupled with this type of aggression. If the intent is positive, the interaction is perceived by both genders as being more playful and less aggressive compared to a negatively intended interaction shown through negative affect. On the other hand, similarities in perceptions of aggressiveness for intentional aggression suggests that when aggressive behaviour is coupled with negative intent, all participants perceive that interaction as being more aggressive than when the intent was positive.

In support of the hypothesis of the study, our findings demonstrated that while all adolescents perceived intentional aggression as being less playful than mock aggression, males

perceived intentional aggression as being more playful than females. These findings suggest that the only gender difference present within adolescent perceptions (playfulness and aggressiveness) of dating aggression (mock and intentional) occurs only when examining perceptions of playfulness for intentional dating aggression. This result is similar to findings of Prospero (2006) which suggested that males are more accepting towards the use of aggressive behaviours, regardless of the intent of the perpetrator. This suggests that while males and females may perceive the same interaction similarly (e.g. intentional aggression as being less playful and more aggressive compared to mock aggression), males are more likely to perceive the use of aggressive behaviours, even within an intentionally aggressive interaction, as being more playful than females. As well, male perceptions of intentional dating aggression as being more playful compared to females may be due to the fact that males have more exposure to aggressive interactions prior to engaging in romantic relationships (Connolly et al., 2015; Pellegrini 2001). As mentioned above, the use of mock aggression occurs later in life for adolescent females than males as it is an interaction style that is adopted from observing their male peers. Males on the other hand have prior exposure to using aggressive behaviours that are playful in nature with their same-gender peer groups, which may increase their tolerance for what they consider to be playful within their romantic relationships (Connolly et al., 2015; Pellegrini 2001).

These findings shed light on the question of whether males are underreporting or whether females are overreporting dating aggression perpetration. Male perceptions of intentional dating aggression as being more playful than females leads to speculating the possibility that males are underreporting incidents of intentional physical dating aggression.

Endorsement Rates

Lastly, it was hypothesized that females would endorse higher rates of mock aggression compared to males whereas the reverse would be true for intentional aggression. While rates of mock aggression did not differ between males and females, gender differences were present amongst endorsement rates for intentional dating aggression, suggesting that males endorsed higher rates of intentional dating aggression compared to females. Given that all adolescents perceived mock aggression similarly however males perceived intentional dating aggression as being more playful than females, it is not surprising that rates of endorsement were similar for mock aggression however males reported higher rates of intentional aggression perpetration compared to females.

Vignettes as a Measure of Adolescent Dating Aggression

This study is also one of the first to examine adolescent dating aggression through the use of vignettes. Adolescent dating aggression has typically been measured using questionnaires that ask adolescents whether or not they have been physically aggressive towards their romantic partners. These questions often exclude information surrounding the intent of the perpetrator. Vignettes also provide context and a relational element through the scenario being presented, allowing for questions around dating aggression to be more relatable to the adolescent participant. Results demonstrated the importance of providing adolescents with additional information surrounding the context within which the interaction took place, the aggressive behaviour being used, the gender of the perpetrator as well as the type of aggression, when asking about dating aggression. More specifically, results from this study highlight the importance of including the intent of the perpetrator when obtaining self-reported rates of dating aggression. Results also demonstrated that male perpetrated physical dating aggression is often

viewed as being more aggressive and less playful compared to female perpetrated dating aggression. Common measures of adolescent dating aggression typically exclude these key pieces of information within their questionings of dating aggression. In addition to better understanding perceptions of dating aggression, the use of vignettes allowed the opportunity for rates of dating aggression to be further broken down by type of aggression. Using vignettes that include the dimensions discussed above allows researchers the opportunity to understand the specific type of dating aggression that adolescents are including as part of their self-reported rates. This differentiation between the two types of aggression is necessary if researchers are interested in comparing rates of male and female dating aggression. This study highlights the effectiveness and benefits of using vignettes as a new method for collecting accurate rates of adolescent dating aggression.

Limitations

Findings from the present study should be considered in the context of certain limitations. The first limitation pertains to the study design, more specifically the order in which the questions about participants' dating aggression experiences were asked. In order to conduct a within-subjects design which would allow participants to be exposed to all conditions, participants were asked to rate multiple vignettes in one sitting. For this reason, it is possible that by the last vignette, participants were aware of the study's objective and were providing ratings that might be considered socially desirable. As well, questions specific to their experiences of perpetrating dating aggression were presented after each vignette had been rated, perhaps resulting in socially desirable self-reports of perpetration. Future research should consider reducing the number of vignettes being shown to each participant.

A second limitation of this study was the sample used, which consisted solely of heterosexual adolescents, impacting the external validity of the study. Even though the primary purpose of this study was to investigate perceptions of dating aggression across adolescents, these findings would not directly translate to non-heterosexual adolescents. As such, results must be applied with caution when referring to other populations, such as non-heterosexual couples (e.g. LGBTQ youth). Research on the dating experiences of non-heterosexual adolescents are limited but important as they differ from those of heterosexual adolescents (Martin-Storey, 2015). Future research should focus on understanding the perceptions of LGBTQ youth on mock and intentional dating aggression.

It is also important to note that this study included adolescents who had engaged in either casual dating with one or more partners or were in a serious romantic relationship. Future research should consider analyzing the perceptions of these youth separately in order to identify possible differences present for those who are in more serious relationships.

Thirdly, the design of the study presented as a limitation as it relied heavily on interactions described through the use of written vignettes. While many aspects of the interaction, including the context, gender and intent of the perpetrator as well as the aggressive behaviour, were captured through the use of vignettes, other subtle nuances, such as the dynamic between the couple, were not able to be captured through written text. For this reason, it is possible that participant reactions might have been different had they been asked to rate these interactions in vivo as opposed to reading them in vignette form. Future research should consider alternative methodologies that may provide these subtle nuances, such as presenting the interaction in video format.

Lastly, the intent of the perpetrator was described to the participants through the use of a verb that came prior to the aggressive behaviour taking place. For mock aggression, the perpetrator would “smile” whereas for intentional aggression the perpetrator would “glare” at the recipient. The verbs used to describe the affect of the perpetrator may not have been strong enough to capture the playfulness or aggressiveness of the interaction. For this reason, future research should focus on identifying whether certain verbs would be better at describing the positive and negative affect of the perpetrator.

Implications

The findings from this study provide many clinical and research implications. Firstly, this study provides insight into the self-reported rates of dating aggression by adolescent males and females. Gender differences found in perceptions of intentional dating aggression highlight the importance of specifying both types of aggression when inquiring about dating aggression perpetration. Researchers who are interested in asking adolescents to disclose their experiences of dating aggression should keep in mind that differences in reported rates of dating aggression can arise if the type of aggression is specified. Therefore, measures assessing adolescent dating aggression should include questions pertaining to both mock aggression and intentional aggression.

Future researchers should consider including vignettes in addition to the standard ways of assessing adolescent dating aggression, such as questionnaires. The use of vignettes may be advantageous in obtaining self-reports of dating aggression perpetration that are more accurate as they provide the reader with information about the context within which the aggressive incident might have taken place. This additional element allows questions pertaining to dating aggression to become more relevant and perhaps relatable to the participant. Doing so may provide further

insight on the experiences of adolescent dating aggression. As such, researchers should consider supplementing traditional measures of adolescent dating aggression with vignettes that provide additional information on the intent and context of the interaction.

Lastly, it is important that both types of dating aggression (mock and intentional) be included as part of educational programs on healthy relationships. When educating adolescents, it is necessary that clinicians specify that both mock and intentional dating aggression can become problematic and upsetting for either partner. As well, given the findings from this study, it is important that it be made clear that this holds true regardless of the gender of the perpetrator.

Conclusion

Despite these limitations, this research extends our understanding of adolescents' perceptions of dating aggression by differentiating between mock and intentional dating aggression. It is important to note that these findings suggest that perhaps males are underreporting perpetration of intentional dating aggression compared to the females. These findings indicate that high rates of dating aggression perpetration do not necessarily suggest that females are more aggressive than males within their romantic relationships. Instead, these rates have more to do with the way in which males may be underreporting their experiences of intentional dating aggression. Rates of self-reported dating aggression may change for adolescents depending on how the question is being asked. Disregarding the type of aggression from these questions may lead to self-reports that are not entirely accurate.

This study offers new insight into the self-reported rates of physical dating aggression reported by adolescent males and females by examining their perceptions of playfulness and aggressiveness for both types of aggression. Further research on gender differences in

perceptions of dating aggression will further increase our understanding of self-reported rates of dating aggression.

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Appendix A

ALL ABOUT ME

Please tell us a little about yourself by answering the following questions.

1. How old are you now? _____ (years)
2. Please indicate your identified gender (check one)
 - Male
 - Female
 - Transgender-male
 - Transgender- female
 - Other _____
3. Please indicate your ethnicity (Check one):
 - European- Canadian (White)
 - Asian-Canadian (e.g., Chinese, Korean)
 - Native- Canadian (e.g., Native Indian)
 - South- Asian Canadian (e.g. East Indian, Pakistani)
 - African/Caribbean-Canadian (Black)
 - Latin American- Canadian (e.g., Hispanic)
 - Other: _____
4. Were you born in Canada? (check one) YES NO

If "NO": A) How long have you lived in Canada? _____ (years)

B) What country were you born in? _____
5. Which of the following terms best describes your sexual orientation? (Check one)
 - Heterosexual (straight)
 - Gay/ lesbian
 - Bisexual
 - Questioning
 - Other _____
 - Prefer not to say

Appendix B

My Dating Relationships

The next question asks about “dating”. By “dating”, we mean spending time with someone you are seeing or going out with. Examples of this might include going to the movies, a game, a party or hanging out at home. It doesn’t have to be a formal date or something you planned in advance and it may be with a small group. The term “date” includes both one-time dates and time together as part of long-term relationships.

1. Answer true or false in the boxes beside each of the sentences below to describe yourself now:

True False

I am not allowed to date

I am not dating right now

I rarely date

I go places such as movies, concerts, and sports events where both boys and girls are

I go on “dates”, but with groups of kids

I go on casual “dates”, just the two of us

I am dating or seeing more than one person casually

I have a boy/girlfriend and we only see each other

My boy/girlfriend and I are in a serious relationship

My boy/girlfriend and I are planning to get engaged, married, or live together

I am engaged, married, or living with someone

2. Do you have a boy/girlfriend right now and how long have you been together?

Yes, I have one right now. We have been going out for _____
(fill in how long in weeks)

Yes, I have more than one right now. We have been going out for
_____, _____ (fill in how long in weeks for each one)

No, but I've had a boy/girlfriend within the last 2 months
we went out for _____ (fill in how long in weeks)

No, but I had one in the past, more than 2 months ago

No, I've never had a boy/girlfriend

For the purpose of this study, 'dating' is defined as spending time or going out with a girl or boy whom you like/ love or had a crush on. Being in a 'romantic relationship' on the other hand refers to a mutually acknowledged and ongoing relationship between two individuals.

3. A) If you are currently dating: do your close friends know the person you are dating?

Yes, well
Yes, but not well
No

B) If you are currently in a romantic relationship: do your close friends know the person you are dating?

Yes, well
Yes, but not well
No

**4. How many different boy/girlfriends have you had in the last four years?
_____ (please indicate a number)**

5. How many people have you dated in the last 12 months? _____ (please write a number)

6. Have you broken up with anyone you were dating in the past 12 months?

YES

NO

7. How long do your romantic relationships typically last? Check one box

2 weeks or less

1-2 months

3-5 months

7-12 months

Over a year

8. How happy are you with your current romantic/dating status?

Not at all (1)

A little happy (2)

Somewhat happy (3)

Very happy (4)

9. In the past, who usually decided to end your romantic relationships?

Me

Him/her

Both of us together

Appendix C

After reading the short story, please rate how playful and aggressive the interaction described above is by circling the number that describes it. Aggression is defined as negative behaviour with intent to harm another person.

1. Not at all Aggressive

Aggressive

0 1 2 3 4 5 6

2. Not at all Safe

Safe

0 1 2 3 4 5 6

3. Not at all Loving

Loving

0 1 2 3 4 5 6

4. Not at all Intimidating

Intimidating

0 1 2 3 4 5 6

5. Not at all Witty

Witty

0 1 2 3 4 5 6

6. Not at all Hostile

Hostile

0 1 2 3 4 5 6

7. Not at all Confrontational

Confrontational

0 1 2 3 4 5 6

8. Not at all Affectionate

Affectionate

0 1 2 3 4 5 6

9. Not at all Controlling

Controlling

0 1 2 3 4 5 6

10. Not at all Friendly Friendly

0 1 2 3 4 5 6
11. Not at all Hurtful Hurtful

0 1 2 3 4 5 6
12. Not at all Playful Playful

0 1 2 3 4 5 6
13. Not at all Dominating Dominating

0 1 2 3 4 5 6
14. Not at all Funny Funny

0 1 2 3 4 5 6
15. Not at all Harmless Harmless

0 1 2 3 4 5 6
16. Not at all Dangerous Dangerous

0 1 2 3 4 5 6
17. Not at all good-natured Good-natured

0 1 2 3 4 5 6
18. Not at all Romantic Romantic

0 1 2 3 4 5 6

Appendix D1

After reading the vignette, please indicate whether you agree or disagree with the following item:

	4 Strongly Agree	3 Agree	2 Somewhat agree	1 Disagree	0 Strongly Disagree
In my previous or current romantic relationship, I have acted similarly towards my girlfriend/boyfriend as Jacob did towards Emily					

Appendix D2

After reading the vignette, please indicate whether you agree or disagree with the following item:

	4 Strongly Agree	3 Agree	2 Somewhat agree	1 Disagree	0 Strongly Disagree
In my previous or current romantic relationship, I have acted similarly towards my girlfriend/boyfriend as Emily did towards Jacob					

Appendix E1

THE CONFLICT IN ADOLESCENT DATING RELATIONSHIPS INVENTORY (CADRI)

Please check the statement that best applies to you

I have not yet begun dating

I have begun dating and/or had a boyfriend/girlfriend

If you have ever been in a dating relationship or been going out with someone, please answer the following questions:

At what age did you start going out/having a boy/girlfriend? _____

How many boy/girlfriends have you had (not including childhood crushes)? _____

The next few pages ask you to answer questions thinking about your current or recent ex-boy/girlfriend. Please check which person you will be thinking of when you answer these questions: For the purpose of this study, 'dating' is defined as spending time or going out with a girl or boy whom you like/ love or had a crush on.

Being in a 'romantic relationship' on the other hand refers to a mutually acknowledged and ongoing relationship between two individuals.

I am thinking of somebody that I am currently going on dates with (Go to A)

I am thinking of somebody I went on one or more dates with but am not currently dating right now (Go to B)

I am thinking of somebody that is my boy/girlfriend right now (Go to A)

I am thinking of an ex-boy/girlfriend (within the past 4 or more months) (Go to B)

A. If this is someone you are currently dating OR your current boy/girlfriend:

Please indicated whether you are currently in a romantic relationship with this person or going on dates:

In a romantic relationship (boyfriend and girlfriend)

Going in dates

How long have you been dating/ going out for? _____

How often do you see each other? Circle the best response:

Every day at school

Every day at school and every day out of school

2-3 times per week

once per week or less

How much time do you spend alone together?

_____ hours per day OR _____ hours per week

What kinds of things do you do together? _____

How often do you argue or disagree? _____ x per day OR _____ x per week

What kinds of things do you argue or disagree about?

How important is this relationship to you? Circle the best response below:

- Not very important
- Somewhat important
- Important
- Very important

B. If this is someone you who went dates with but are not currently dating right now OR is your ex-boy/girlfriend

Please indicated whether you went on one or more dates with this person but are not currently dating right now or if this person is your ex-boy/girlfriend:

I am thinking of somebody I went on one or more dates with but am not currently dating right now

I am thinking of a recent ex-boy/girlfriend (within the past 3 months)

I am thinking of an ex-boy/girlfriend (within the past 4 or more months)

How long did you go out/ date this person for? _____ (weeks)

How often did you see each other? Circle the best response:

- Every day at school
- Every day at school and every day out of school
- 2-3 times per week
- once per week or less

How much time did you spend alone together?

_____ hours per day OR _____ hours per week

What kinds of things did you do together? _____

When did you stop going out together/seeing each other?

How often did you argue or disagree? _____ x per day OR _____ x per week

What kinds of things did you argue or disagree about?

How old was he/she? _____ years old

How important was this relationship to you? Circle the best response below:

Not very important

Somewhat important

Important

Very important

Appendix E2

CADRI PART TWO: QUESTIONNAIRE FOR MALE PARTICIPANTS

The following questions ask you about things that may have happened to you with your girlfriend while you were having an argument. Check the box that is your best estimate of how often these things have happened with your current or ex-girlfriend. Please remember that all answers are confidential. As a guide, use the following scale:

Never: this has never happened in your relationship
 Seldom: this has happened only 1-2 times in your relationship
 Sometimes: this has happened about 3-5 times in your relationship
 Often: this has happened 6 times or more in your relationship

During a conflict or argument with my current or ex-girlfriend:

	Never	Seldom	Sometimes	Often
1. I gave reason for my side of the argument				
2. I touched her sexually when she didn't want me to				
3. I tried to turn her friends against her				
4. I did something to make her feel jealous				
5. I destroyed or threatened to destroy something she valued				

During a conflict or argument with my current or ex-girlfriend:

	Never	Seldom	Sometimes	Often
6. I told her I was partly to blame				
7. I brought up something bad she had done in the past				
8. I threw something at her				
9. I said things just to make her angry				
10. I gave reasons why I thought she was wrong				

During a conflict or argument with my current or ex-girlfriend:

	Never	Seldom	Sometimes	Often
11. I agreed that she was partly right				
12. I spoke to her in a hostile or mean tone of voice				
13. I forced her to have sex when she didn't want to				

14. I offered a solution that I thought would make us both happy				
--	--	--	--	--

During a conflict or argument with my current or ex-girlfriend:

	Never	Seldom	Sometimes	Often
15. I threatened her in an attempt to have sex with her				
16. I put off talking until we calmed down				
17. I insulted her with put-downs				
18. I discussed the issue calmly				
19. I kissed her when she didn't want me to				
20. I said things to her friends about her to turn them against her				

During a conflict or argument with my current or ex-girlfriend:

	Never	Seldom	Sometimes	Often
21. I ridiculed or made fun of her in front of others				
22. I told her how upset I was				
23. I kept track of who she was with and where she was				
24. I blamed her for the problem				
25. I kicked, hit or punched her				

During a conflict or argument with my current or ex-girlfriend:

	Never	Seldom	Sometimes	Often
26. I left the room to cool down				
27. I gave in, just to avoid conflict				
28. I accused her of flirting with another girl				
29. I deliberately tried to frighten her				
30. I slapped her or pulled her hair				

During a conflict or argument with my current or ex-girlfriend:

	Never	Seldom	Sometimes	Often
31. I threatened to hurt her				
32. I threatened to end the relationship				
33. I threatened to hit her or throw something at her				
34. I pushed, shoved, or shook her				
35. I spread rumours about her				

Appendix E3

CADRI PART TWO: QUESTIONNAIRE FOR FEMALE PARTICIPANTS

The following questions ask you about things that may have happened to you with your boyfriend while you were having an argument. Check the box that is your best estimate of how often these things have happened with your current or ex-boyfriend. Please remember that all answers are confidential. As a guide, use the following scale:

Never: this has never happened in your relationship
 Seldom: this has happened only 1-2 times in your relationship
 Sometimes: this has happened about 3-5 times in your relationship
 Often: this has happened 6 times or more in your relationship

During a conflict or argument with my current or ex-boyfriend:

	Never	Seldom	Sometimes	Often
1. I gave reason for my side of the argument				
2. I touched him sexually when he didn't want me to				
3. I tried to turn his friends against him				
4. I did something to make him feel jealous				
5. I destroyed or threatened to destroy something he valued				

During a conflict or argument with my current or ex-boyfriend:

	Never	Seldom	Sometimes	Often
6. I told him I was partly to blame				
7. I brought up something bad he had done in the past				
8. I threw something at him				
9. I said things just to make him angry				
10. I gave reasons why I thought he was wrong				

During a conflict or argument with my current or ex-boyfriend:

	Never	Seldom	Sometimes	Often
11. I agreed that he was partly right				
12. I spoke to him in a hostile or mean tone of voice				

13. I forced him to have sex when he didn't want to				
14. I offered a solution that I thought would make us both happy				

During a conflict or argument with my current or ex-boyfriend:

	Never	Seldom	Sometimes	Often
15. I threatened him in an attempt to have sex with him				
16. I put off talking until we calmed down				
17. I insulted him with put-downs				
18. I discussed the issue calmly				
19. I kissed him when he didn't want me to				
20. I said things to his friends about him to turn them against him				

During a conflict or argument with my current or ex-boyfriend:

	Never	Seldom	Sometimes	Often
21. I ridiculed or made fun of him in front of others				
22. I told him how upset I was				
23. I kept track of who he was with and where he was				
24. I blamed him for the problem				
25. I kicked, hit or punched him				

During a conflict or argument with my current or ex-boyfriend:

	Never	Seldom	Sometimes	Often
26. I left the room to cool down				
27. I gave in, just to avoid conflict				
28. I accused him of flirting with another girl				
29. I deliberately tried to frighten him				
30. I slapped him or pulled his hair				

During a conflict or argument with my current or ex-boyfriend:

	Never	Seldom	Sometimes	Often
31. I threatened to hurt him				
32. I threatened to end the relationship				
33. I threatened to hit him or throw something at him				
34. I pushed, shoved, or shook him				
35. I spread rumours about him				

Appendix F

Cluster One:

- V1: Male perpetrator- Netflix scenario- Mock Aggression- Throwing object
- V2: Male perpetrator- Netflix scenario- Intentional Aggression- Pulling hair
- V3: Male perpetrator- Instagram scenario- Mock Aggression- Shoved partner
- V4: Male perpetrator- Instagram scenario- Intentional Aggression- Kicked partner
- V5: Female perpetrator- Netflix scenario- Mock aggression- Kicked partner
- V6: Female perpetrator- Netflix scenario- Intentional Aggression- Shoved partner
- V7: Female perpetrator- Instagram scenario-Mock aggression- Pulling hair
- V8: Female perpetrator- Instagram scenario- Intentional Aggression- Throwing object

Cluster Two:

- V9: Male perpetrator- Netflix scenario- Mock Aggression- Shoving partner
- V10: Male perpetrator- Netflix scenario- Intentional Aggression- Kicked partner
- V11: Male perpetrator- Instagram scenario- Mock Aggression- Throwing object
- V12: Male perpetrator- Instagram scenario- Intentional Aggression- Pulling hair
- V13: Female perpetrator- Netflix scenario- Mock aggression- Pulling hair
- V14: Female perpetrator- Netflix scenario- Intentional Aggression- Throwing object
- V15: Female perpetrator- Instagram scenario-Mock aggression- Kicked partner
- V16: Female perpetrator- Instagram scenario- Intentional Aggression- Shoved partner

Cluster Three:

- V17: Male perpetrator- Netflix scenario- Mock Aggression- Kicked partner
- V18: Male perpetrator- Netflix scenario- Intentional Aggression- Shoved partner
- V19: Male perpetrator- Instagram scenario- Mock Aggression- Hair pulling
- V20: Male perpetrator- Instagram scenario- Intentional Aggression- Throwing object
- V21: Female perpetrator- Netflix scenario- Mock aggression- Throwing object
- V22: Female perpetrator- Netflix scenario- Intentional Aggression- Hair pulling
- V23: Female perpetrator- Instagram scenario-Mock aggression- Shoved partner
- V24: Female perpetrator- Instagram scenario- Intentional Aggression- Kicked partner

Cluster Four:

- V25: Male perpetrator- Netflix scenario- Mock Aggression- Hair pulling
- V26: Male perpetrator- Netflix scenario- Intentional Aggression- Throwing object
- V27: Male perpetrator- Instagram scenario- Mock Aggression- Kicked partner
- V28: Male perpetrator- Instagram scenario- Intentional Aggression- Shoved partner
- V29: Female perpetrator- Netflix scenario- Mock aggression- Shoved partner
- V30: Female perpetrator- Netflix scenario- Intentional Aggression- Kicked partner
- V31: Female perpetrator- Instagram scenario-Mock aggression- Throwing object
- V32: Female perpetrator- Instagram scenario- Intentional Aggression- Hair pulling

Appendix G1

Vignettes Using a Male Perpetrator

Behaviour One: Threw an object at partner

Vignette 1A: Netflix: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Jacob turned Netflix on and began searching for the show. Just as he came to press play on the new episode, Jacob noticed that Emily had already watched it, even though they had planned on watching it together. Jacob smiled at Emily and threw the remote at her.

Vignette 1B: Instagram: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Jacob decided to post a picture of them on his Instagram account. When he opened the app, he saw that Emily had recently started following an Instagram model. Seconds later, Jacob noticed that Emily had also liked three of his pictures. Jacob smiled at Emily and threw his phone at her.

Vignette 1C: Netflix: Intentional dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Jacob turned Netflix on and began searching for the show. Just as he came to press play on the new episode, Jacob noticed that Emily had already watched it, even though they had planned on watching it together. Jacob glared at Emily and threw the remote at her.

Vignette 1D: Instagram: Intentional Dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Jacob decided to post a picture of them on his Instagram account. When he opened the app, he saw that Emily had recently started following an Instagram model. Seconds later, Jacob noticed that Emily had also liked three of his pictures. Jacob glared at Emily and threw his phone at her.

Behaviour Two: Kicked partner

Vignette 2A: Netflix: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Jacob turned Netflix on and began searching for the show. Just as he came to press play on the new episode, Jacob noticed that Emily had already watched it, even though they had planned on watching it together. Jacob smiled at Emily and kicked her leg.

Vignette 2B: Instagram: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Jacob decided to post a picture of them on his Instagram account. When he opened the app, he saw that Emily had recently started following an Instagram model. Seconds later, Jacob noticed that Emily had also liked three of his pictures. Jacob smiled at Emily and kicked her leg.

Vignette 2C: Netflix: Intentional dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Jacob turned Netflix on and began searching for the show. Just as he came to press play on the new episode, Jacob noticed that Emily had already watched it, even though they had planned on watching it together. Jacob glared at Emily and kicked her leg.

Vignette 2D: Instagram: Intentional Dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Jacob decided to post a picture of them on his Instagram account. When he opened the app, he saw that Emily had recently started following an Instagram model. Seconds later, Jacob noticed that Emily had also liked three of his pictures. Jacob glared at Emily and kicked her leg.

Behaviour Three: Shoved partner**Vignette 3A: Netflix: Mock dating aggression**

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Jacob turned Netflix on and began searching for the show. Just as he came to press play on the new episode, Jacob noticed that Emily had already watched it, even though they had planned on watching it together. Jacob smiled at Emily and shoved her arm.

Vignette 3B: Instagram: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Jacob decided to post a picture of them on his Instagram account. When he opened the app, he saw that Emily had recently started following an Instagram model. Seconds later, Jacob noticed that Emily had also liked three of his pictures. Jacob smiled at Emily and shoved her arm.

Vignette 3C: Netflix: Intentional dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Jacob turned Netflix on and began searching for the show. Just as he came to press play on the new episode, Jacob noticed that Emily had already watched it, even though they had planned on watching it together. Jacob glared at Emily and shoved her arm.

Vignette 3D: Instagram: Intentional Dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Jacob decided to post a picture of them on his Instagram account. When he opened the app, he saw that Emily had recently started following an Instagram model. Seconds later, Jacob noticed that Emily had also liked three of his pictures. Jacob glared at Emily and shoved her arm.

Behaviour Four: Pulled partner's hair**Vignette 4A: Netflix: Mock dating aggression**

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Jacob turned Netflix on and began searching for the show. Just as he came to press play on the new episode, Jacob noticed that Emily had already watched it, even though they had planned on watching it together. Jacob smiled at Emily and pulled her hair.

Vignette 4B: Instagram: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Jacob decided to post a picture of them on his Instagram account. When he opened the app, he saw that Emily had recently started following an Instagram model. Seconds later, Jacob noticed that Emily had also liked three of his pictures. Jacob smiled at Emily and pulled her hair.

Vignette 4C: Netflix: Intentional dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Jacob turned Netflix on and began searching for the show. Just as he came to press play on the new episode, Jacob noticed that Emily had already watched it, even though they had planned on watching it together. Jacob glared at Emily and pulled her hair.

Vignette 4D: Instagram: Intentional Dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Jacob decided to post a picture of them on his Instagram account. When he opened the app, he saw that Emily had recently started following an Instagram model. Seconds later, Jacob noticed that Emily had also liked three of his pictures. Jacob glared at Emily and pulled her hair.

Appendix G2

Vignettes Using a Female Perpetrator

Behaviour One: Threw an object at partner:

Vignette 1A: Netflix: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Emily turned Netflix on and began searching for the show. Just as she came to press play on the new episode, Emily noticed that Jacob had already watched it, even though they had planned on watching it together. Emily smiled at Jacob and threw the remote at him.

Vignette 1B: Instagram: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Emily decided to post a picture of them on her Instagram account. When she opened the app, she saw that Jacob had recently started following an Instagram model. Seconds later, Emily noticed that Jacob had also liked three of her pictures. Emily smiled at Jacob and threw her phone at him.

Vignette 1C: Netflix: Intentional dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Emily turned Netflix on and began searching for the show. Just as she came to press play on the new episode, Emily noticed that Jacob had already watched it, even though they had planned on watching it together. Emily glared at Jacob and threw the remote at him.

Vignette 1D: Instagram: Intentional Dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Emily decided to post a picture of them on her Instagram account. When she opened the app, she saw that Jacob had recently started following an Instagram model. Seconds later, Emily noticed that Jacob had also liked three of her pictures. Emily glared at Jacob and threw her phone at him.

Behaviour Two: Kicked partner

Vignette 2A: Netflix: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Emily turned Netflix on and began searching for the show. Just as she came to press play on the new episode, Emily noticed that Jacob had already watched it, even though they had planned on watching it together. Emily smiled at Jacob and kicked his leg.

Vignette 2B: Instagram: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Emily decided to post a picture of them on her Instagram account. When she opened the app, she saw that Jacob had recently started following an Instagram model. Seconds later, Emily noticed that Jacob had also liked three of her pictures. Emily smiled at Jacob and kicked his leg.

Vignette 2C: Netflix: Intentional dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Emily turned Netflix on and began searching for the show. Just as she came to press play on the new episode, Emily noticed that Jacob had already watched it, even though they had planned on watching it together. Emily glared at Jacob and kicked his leg.

Vignette 2D: Instagram: Intentional Dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Emily decided to post a picture of them on her Instagram account. When she opened the app, she saw that Jacob had recently started following an Instagram model. Seconds later, Emily noticed that Jacob had also liked three of her pictures. Emily glared at Jacob and kicked his leg.

Behaviour Three: Shoved partner**Vignette 3A: Netflix: Mock dating aggression**

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Emily turned Netflix on and began searching for the show. Just as she came to press play on the new episode, Emily noticed that Jacob had already watched it, even though they had planned on watching it together. Emily smiled at Jacob and shoved his arm.

Vignette 3B: Instagram: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Emily decided to post a picture of them on her Instagram account. When she opened the app, she saw that Jacob had recently started following an Instagram model. Seconds later, Emily noticed that Jacob had also liked three of her pictures. Emily smiled at Jacob and shoved his arm

Vignette 3C: Netflix: Intentional dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Emily turned Netflix on and began searching for the show. Just as she came to press play on the new episode, Emily noticed that Jacob had already watched it, even though they had planned on watching it together. Emily glared at Jacob and shoved his arm.

Vignette 3D: Instagram: Intentional Dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Emily decided to post a picture of them on her Instagram account. When she opened the app, she saw that Jacob had recently started following an Instagram model. Seconds later, Emily noticed that Jacob had also liked three of her pictures. Emily glared at Jacob and shoved his arm.

Behaviour Four: Pulled partner's hair

Vignette 4A: Netflix: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Emily turned Netflix on and began searching for the show. Just as she came to press play on the new episode, Emily noticed that Jacob had already watched it, even though they had planned on watching it together. Emily smiled at Jacob and pulled his hair.

Vignette 4B: Instagram: Mock dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Emily decided to post a picture of them on her Instagram account. When she opened the app, she saw that Jacob had recently started following an Instagram model. Seconds later, Emily noticed that Jacob had also liked three of her pictures. Emily smiled at Jacob and pulled his hair.

Vignette 4C: Netflix: Intentional dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day after school, they decided to watch the latest episode of Riverdale, a Netflix series that they had started watching together. Emily turned Netflix on and began searching for the show. Just as she came to press play on the new episode, Emily noticed that Jacob had already watched it, even though they had planned on watching it together. Emily glared at Jacob and pulled his hair.

Vignette 4D: Instagram: Intentional Dating aggression

Emily and Jacob, both students at the same high school, are in a romantic relationship. One day while hanging out together, Emily decided to post a picture of them on her Instagram account. When she opened the app, she saw that Jacob had recently started following an Instagram model. Seconds later, Emily noticed that Jacob had also liked three of her pictures. Emily glared at Jacob and pulled his hair.