

Appendices to: Veenstra, R., Huitsing., G., Dijkstra, J.K., & Lindenberg, S. (in press). Friday on my mind: The relation of partying with antisocial behavior of early adolescents. *Journal of Research on Adolescence*.

Appendix 1

Means and Standard Deviations of Antisocial Behavior, Peer Status, Partying, Parenting, and SES for Girls and Boys Separately

	Girls			Boys			Difference (t-test)		
	Mean	SD	N	Mean	SD	N	t	df	p
Rule-Breaking Behavior T1 ^a	-0.25	0.79	551	0.28	1.13	500	-8.80	1049	< .01
Rule-Breaking Behavior T2 ^a	-0.12	0.94	533	0.13	1.05	480	-3.86	1011	< .01
Aggressive Behavior T1 ^a	-0.22	0.85	552	0.24	1.10	501	-7.48	1051	< .01
Aggressive Behavior T2 ^a	-0.07	1.09	533	0.08	1.05	480	-2.47	1011	< .01
Popularity	0.11	0.13	560	0.10	0.13	518	0.60	1076	.55
Peer Acceptance	0.20	0.12	560	0.21	0.13	518	-1.11	1076	.27
Partying	3.76	6.31	538	3.95	6.71	469	-0.46	1005	.65
Parental Emotional Warmth	3.29	0.46	557	3.16	0.50	514	4.26	1069	< .01
Parental Rejection	1.44	0.27	557	1.50	0.31	514	-3.31	1069	< .01
Parental Overprotection	1.83	0.35	557	1.86	0.37	514	-1.68	1069	.09
SES	0.09	0.78	552	0.03	0.83	507	1.31	1057	.19

^a Mean of standardized child, parent and teacher scores.

Appendix 2

Correlations between Antisocial Behavior, Peer Status, Partying, Parenting, and SES for Girls and Boys Separately

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Rule-Breaking Behavior T1	-	.47	.74	.47	.07	.05	.15	-.21	.30	.17	-.26*
2. Rule-Breaking Behavior T2	.46	-	.38	.73	.17	-.02*	.12*	-.12	.15*	.08	-.11*
3. Aggressive Behavior T1	.71	.42	-	.57	.04	.03*	.05	-.25	.35	.24	-.26
4. Aggressive Behavior T2	.43	.75	.54	-	.19	-.02*	.02*	-.15	.23	.16	-.17
5. Popularity	.11	.17	.11	.15	-	.19*	.15	-.04	-.03	-.02	.01
6. Peer Acceptance	.06	.13*	.12*	.11*	.35*	-	.09	-.03	-.06	-.01	-.14
7. Partying	.13	.27*	.12	.19*	.19	.09	-	-.02	.02	-.01	-.02*
8. Parental Emotional Warmth	-.22	-.14	-.25	-.16	.03	-.03	-.03	-	-.30	.18	.09*
9. Parental Rejection	.34	.25*	.32	.25	-.04	.04	.10	-.33	-	.42	.00
10. Parental Overprotection	.22	.13	.18	.12	.01	.07	.06	.12	.48	-	-.11
11. SES	-.15*	-.24*	-.14	-.25	-.05	-.16	-.15*	.19*	-.09	-.09	-

Note. Correlations for girls below and for boys above the diagonal; Correlations of |.08| or higher were significant at $p < .05$;

*: Significant sex difference