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How Context and the Perception of Peers' Behaviors Shape Relationships in Adolescence

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Propositions
accompanying the dissertation

How Context and the Perception of Peers' Behaviors Shape Relationships in Adolescence: A
Multiplex Social Network Perspective

by

Diego Palacios

1. In the examination of adolescents' peer relationships, it is necessary to take interdependencies into account and consider the role of the peer context and social status.
- *Dissertation*
2. Classroom ability composition can shape adolescents' academic relationships.
- *Chapter 2*
3. Academic relationships are driven positively by academic performance and negatively by school misconduct, but only in high-ability classrooms.
- *Chapter 2*
4. Adolescents choose not only friends but also high-achieving and prosocial peers as preferred academic partners.
- *Chapter 3*
5. The individual perception of peers' behavior and the reputation of those peers do not always coincide.
- *Chapter 4*
6. Friendships are driven by the personal perception of peers' aggression and by the reputation of peers' prosociality and popularity within the classroom.
- *Chapter 4*
7. Interventions on prosocial behavior can help to reduce the rejection of students who are perceived as aggressors and victims by their classmates.
- *Chapter 5*
8. A multiplex network perspective is well-suited to the study of peer relationships by allowing the incorporation of the role of adolescents' perceptions and context.
- *Dissertation*
9. To hate, to love, to think, to feel, to see; all this is nothing but to perceive.
- *David Hume*
10. I have made a ceaseless effort not to ridicule, not to bewail, not to scorn human actions, but to understand them.
- *Baruch Spinoza*