CHILD DEVELOPMENT

The Connecting Power of Being Greeted by Name for Adolescents

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Running head: NAME-GREETINGS IN ADOLESCENCE

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AUTHOR NAMES AND AFFILIATIONS BLINDED

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Date of submission: May 9, 2014

Word count: 3790

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words)

Keywords: name-greeting, social exclusion, adolescence, loneliness, aggression

NAME-GREETINGS IN ADOLESCENCE   3

The Connecting Power of Being Greeted by Name for Adolescents

A name pronounced is the recognition of the individual to whom it belongs.

—Thoreau (1849/1873, p. 290)

Being excluded by others is a painful and harmful experience for adolescents (Parker & Asher, 1987; Parker, Rubin, Erath, Wojslawowicz, & Buskirk, 2006). When adolescents are socially excluded, they feel fundamentally unconnected to others. Can a subtle cue of social connection, like being greeted by name, benefit these individuals? Although seemingly trivial, name-greetings are psychologically significant: They kick-start social relationships. A name-greeting—"Hi Sarah"—conveys that the other person knows you personally and thus opens the door to a new relationship. We hypothesized that greeting socially excluded adolescents by name could make them feel more connected to others and, over time, help them develop better social relationships. We tested this hypothesis in a laboratory experiment (Experiment 1) and a longitudinal field-experiment (Experiment 2).

Names Have Personal Significance

Psychologists have long recognized the personal significance of names. Hearing one's name across a crowded room catches attention when another name does not (the "cocktail party" effect; Moray, 1959). Moreover, individuals prefer letters from their own names to letters from other names (Koole & Pelham, 2003; Nuttin, 1985). When adolescents are asked to describe themselves, they often start with mentioning their name (Montemayor & Eisen, 1977). Indeed, individuals feel that their names are central to their identity—almost as central as their physical bodies are (Prelinger, 1959). In fact, when individuals change their name, they often feel their identity has changed as well (Kang, 1972). Conversely, when their identity has been altered (e.g., due to psychotherapy), individuals sometimes feel compelled to alter their name (Hermans, 1987).

Name-Greetings Create a Social Connection

Give the personal significance of names, being greeted by name may have important social consequences. Although this hypothesis has never been investigated in adolescents, it has received some support in research with adults (Howard, Gengler, & Jain, 1995). In one study, university students arrived at a professor's office. The professor said: "Don't tell me your name. Let me see if I can remember." In one condition, the professor remembered and correctly uttered the student's name. In another condition, the professor shrugged his shoulders and said, "I can't remember. What's your name again?" Students whose names were remembered felt more liked and valued by the professor than students whose names had been forgotten. Although this study lacked a neutral control condition, the results are consistent with the hypothesis that a name-greeting can create a social connection.

Name-Greetings in Socially Excluded Adolescents

Name-greetings might be particularly beneficial to adolescents who are socially excluded. At the core of their subjective experience is a feeling of loneliness—a painful feeling of being unconnected to others (Asher, Hymel, & Renshaw, 1984; Cacioppo & Hawkley, 2009; Leary, 1990). Research with adults shows that socially excluded individuals, perhaps driven by this painful feeling, often experience a strong desire to reconnect with others (Pickett & Gardner, 2005). They focus attention on welcoming social cues, such as smiles (DeWall, Maner, & Rouby, 2009), mimic others in an attempt to connect (Lakin & Chartrand, 2003), and seek companionship and initiate new friendships (Maner, DeWall, Baumeister, & Schaller, 2007). Given that establishing social connections is a fundamental human motive (Baumeister & Leary, 1995), even subtle cues of social connection might help socially excluded individuals feel more connected to others (cf. Williams, 2009). We therefore hypothesized that being greeted by name might help socially excluded individuals feel more connected to others, and thus reduce their feelings of loneliness. By contrast, a

name-greeting might be redundant with the subjective experience of socially included individuals, who already feel connected to others.

Importantly, the presumed beneficial effects of name-greetings among socially excluded individuals may be especially pronounced in early adolescence. Compared to other developmental stages, early adolescence is marked by enhanced desire for social connection, and enhanced sensitivity to cues of social connection (Blakemore & Mills, 2014; Thomaes et al., 2010). For example, social exclusion is more salient and more painful in early adolescence than in other developmental phases (Gunther Moor, Bos, Crone, & Van der Molen, 2014; Sebastian, Viding, Williams, & Blakemore, 2010). At the same time, experiences of social exclusion are relatively common during early adolescence (Nishina & Juvonen, 2005). Not surprisingly given these developmental considerations, loneliness might peak at this age (Heinrich & Gullone, 2006). Thus, given the prevalence and consequences of social exclusion in early adolescence, name-greetings might be especially beneficial at this age.

If name-greetings helps socially excluded adolescents feel more socially connected, then this feeling could improve their actual social relationships over time. It is well-documented that one's feelings about one's social relationships can create self-fulfilling prophecies (Rosenthal & Jacobson, 1968; Walton & Cohen, 2011). For example, when rejected young adolescents are led to believe they are well-liked by peers, they behave more positively toward peers (e.g., less aggressively), and are eventually better liked (Rabiner & Coie, 1989). Similarly, when chronically insecure late adolescents are reassured that they are liked by others, they express more welcoming social behavior (Stinson, Logel, Shepherd, & Zanna, 2011), which, in turn, can lead them to actually become better liked by others (Stinson, Cameron, Wood, Gaucher, & Holmes, 2009). However, direct evidence for the impact of name-greetings on social relationships is lacking. We hypothesized that being

greeted by name might help socially excluded adolescents behave more positively towards others and be better liked.

Overview

Two experiments tested the connecting power of being greeted by name in early adolescence. First, a laboratory experiment (Experiment 1) tested whether a name-greeting would reduce loneliness among socially excluded adolescents. Second, a longitudinal field-experiment (Experiment 2) tested whether a name-greeting would reduce loneliness, increase peer-nominated acceptance, and reduce peer-nominated aggression among socially excluded adolescents, both immediately and over time. Together, these studies advance theoretical understanding of name-greetings and provide novel insight into their applied potential to improve adolescents' social lives.

Experiment 1: Laboratory Experiment

Experiment 1 tested the immediate impact of a name-greeting on loneliness in an encounter with a researcher.

Method

Participants. Students in the first year of secondary schools were eligible for participation. The final sample consisted of 109 students (55% girls, 75% of Dutch origin) aged 11–15 (*M*=13.2, *SD*=0.5; see Supplementary Information online for the flow of participants through the experiment). They were recruited from three public secondary schools in middle-class neighborhoods in The Netherlands. All received parental consent (rate=95%) and provided assent (rate=100%).

Procedure. Several days before the experiment, participants reported their perceived social exclusion ("I feel that others don't care about me," "I don't really feel connected to others," "I have few close ties with others"; 1=*Not at all*, 5=*Very much*; *M*=1.88, *SD*=0.93; α=.89; items adapted from Sheldon & Hilpert, 2012). On the day of the experiment,

participants went individually to a quiet room at their school where the experimenter (who

was blind to their level of perceived social exclusion) greeted them. Participants were

randomly assigned on an individual basis (i.e., within classes) to the no-name (n=55) or name

(n=54) condition. In the no-name condition, the experimenter greeted the participant with

"Hi!" In the name condition, the experimenter greeted the participant with "Hi [participant's

first name]!" The experimenter seated the participant at a table and asked him or her to

complete a brief questionnaire. Participants reported how lonely they felt ("Right now, at this

moment, I feel…" *lonely, like I am a lonely person, sad and alone, left alone*; 1=*Not at all,*

7=*Very much*; *M*=1.36, *SD*=0.58; α=.82; items adapted from existing loneliness

questionnaires; Weeks & Asher, 2012). Afterward, participants were asked to guess the

purpose of the study; none mentioned the name-greeting.

Results and Discussion

  Preliminary analyses. Boxplots revealed one multivariate outlier (i.e., 2.27 and 4.96

SD above the mean of social exclusion and loneliness, respectively), which we excluded from

the analyses. Perceived social exclusion, gender, and age did not differ between conditions,

*p*s>.128, indicating successful random assignment.

  Primary analyses. We used hierarchical regression analyses with loneliness as the

dependent variable. We entered condition (0=*no-name*, 1=*name*) and perceived social

exclusion (centered) in Step 1, and their interaction in Step 2. The condition and perceived

social exclusion main effects were not significant, *p*s>.187. However, the predicted

interaction between condition and perceived social exclusion was significant, *b*=−.28,

t(104)=−2.57, *SE*=0.11, *p*=.012, β=−.379 (Figure 1). Perceived social exclusion predicted

loneliness in the no-name-condition, *b*=.24, *t*(104)=2.85, *SE*=0.08, *p*=.005, β=.421, but not in

the name-condition, *b*=−.04, *t*(104)=−.59, *SE*=0.07, *p*=.555, β=−.07. Region of significance

analysis (Preacher, Curran, & Bauer, 2006; α=.05, two-tailed) showed that name-greeting

reduced loneliness among participants with perceived social exclusion scores >0.87 *SD* above

the mean.

Experiment 2: Longitudinal Field Experiment

Experiment 1 provides evidence that a name-greeting can facilitate a general sense of

social connectedness in socially excluded adolescents. Experiment 2 examined whether name-

greeting, if delivered at a critical juncture, can reduce loneliness over time and facilitate better

social relationships. Although socially excluded adolescents desire to reconnect, they often

behave in ways that undermine this goal. Most notably, they behave aggressively (Lansford,

Malone, Dodge, Pettit, & Bates, 2010; Reijntjes et al., 2011; Smart Richman & Leary, 2009).

We therefore examined whether a name-greeting would lead socially excluded adolescents to

behave less aggressively and be better liked by others.

In Experiment 2, we recruited students entering secondary school—a challenging

transition that disrupts students' social networks (Eccles et al., 1993). We manipulated

whether students were greeted by name in a letter from the principal on the first day of school.

A name greeting from the principal might be especially powerful insofar the principal

represents the school as a whole (Andrews & Soder, 1986). Delivering this intervention on the

first day of school might solidify its effects. As one former first-year student recalled, her

school made it "virtually impossible to be a number, which is a GOOD thing. From day one,

[…] people knew my name" (Hillegass, 2010, para. 1). Indeed, psychological interventions

can be most effective when administered early, before the targeted process has become

ingrained (Cook, Purdie-Vaughns, Garcia, & Cohen, 2012; Raudenbush, 1984).

Whereas Experiment 1 identified socially excluded students through self-report,

Experiment 2 used a peer-nomination procedure. Thus, we examined whether students who

were socially excluded, not just who *felt* socially excluded, were most responsive to the name-

greeting.

Method

Participants. Students entering secondary school were eligible for participation. The

final sample consisted of 135 students (48% girls, 89% of Dutch origin) aged 10–13 (*M*=12.2,

SD=0.5) entering a public secondary school in a middle-class neighborhood in The

Netherlands (see Supplementary Information online for the flow of participants through the

experiment). All received parental consent (rate=95%) and provided assent (rate=100%).

Procedure. Immediately before the school year began, participants attended a camp

with their new classmates for three days. The next Monday, the first day at their new school,

they completed questionnaires in class; they completed a self-report measure to index baseline

loneliness; and they completed peer-nomination measures to index social exclusion, baseline

social inclusion, and baseline peer-nominated aggression. Next, participants were told that

their school principal had written them a letter. The letter welcomed students to the school

and provided background information about the school. It was one-page long, typed on school

letterhead, enclosed in a school envelope, and signed by the principal. Participants were

randomly assigned on an individual basis (i.e., within classes) to the no-name (*n*=65) or name

(*n*=70) condition. The content of the letter was identical in both conditions except for the

salutation. Participants were greeted with either "Dear student" or "Dear [participant's first

name]," respectively. Participants were instructed to open the envelope and to read the letter

carefully in silence. Experimenters, teachers, and the school principal were blind to students'

condition assignment and level of peer rejection.

After each of the first 10 days of school (10 waves), participants completed online

measures of loneliness and peer-nominated peer acceptance at their homes. An average of

73% participants provided complete reports each day. Three months post-manipulation,

participants completed measures of loneliness and peer-nominated aggression in their classes.

Peer Rejection. Following standard procedures (Jiang & Cillessen, 2005), we measured peer rejection by asking participants to nominate classmates whom they liked least, with a maximum of five. To control for class size, we divided the number of nominations each student received by the number of participating classmates (*M*=0.03, *SD*=0.06).

Loneliness. We measured loneliness using the Loneliness in Context Questionnaire for Children (Weeks & Asher, 2012), adapted to assess loneliness in school in general. Participants reported how lonely they felt ("Today [The last three months],…" *I felt lonely at school, I felt sad and alone at school, school was a lonely place for me*; 1=*not at all*, 5=*very much*). We averaged responses across items (baseline: *M*=1.19, *SD*=0.48; α=0.90; across days in the daily diaries: *M*=1.21, *SD*=0.50, α=0.84; three-month follow-up: *M*=1.22, *SD*=0.56, α=0.94).

Peer Acceptance. Following standard procedures (Jiang & Cillessen, 2005), we measured peer acceptance by asking participants to nominate classmates whom they liked most, with a maximum of five. In the daily diaries, participants nominated classmates whom they liked most that day. To control for class size, we divided the number of nominations each student received by the number of participating classmates each day (baseline: *M*=0.18, *SD*=0.10; diaries: *M*=0.16, *SD*=0.11, α=.94).

Aggression. Following standard procedures (Thomaes, Bushman, Orobio de Castro, Cohen, & Denissen, 2009), we measured aggression by asking participants to nominate classmates who "kicked, pushed, or hit another student" (physical aggression), those who "called another student names, or said mean things to another student" (verbal aggression), and those who "spread rumors or lies about another student, or excluded another student from the group" (relational aggression), with a maximum of five classmates per question. To control for class size, we divided, for each question, the number of nominations each student

received by the number of participating classmates. We then averaged across questions

(baseline: M=0.01, SD=0.03, α=.81; follow-up: M=0.03, SD=0.09, α=.88).

        Data analysis. We analyzed daily-diary data using Hierarchical Linear Modeling

(HLM-6) with full maximum likelihood estimation (Raudenbush, Bryk, Cheong, & Congdon,

2004), with days (Level 1) being nested within students (Level 2). We analyzed three-month

follow-up data using hierarchical regression. We conducted separate analyses for loneliness,

aggression, and peer acceptance. We centered peer rejection beforehand. All analyses

controlled for baseline levels of the outcome measures (i.e., loneliness, aggression, and peer

acceptance, respectively). We probed significant interactions with region of significance

analysis (α=.05, two-tailed; Preacher et al., 2006).

Results and Discussion

        Preliminary analyses. Peer rejection, baseline loneliness, baseline aggression, gender,

and age did not differ between conditions, ps>.122, indicating successful random assignment.

        Main analyses. We found no main effects of condition. However, the main effects of

peer rejection and the critical peer rejection × condition interactions for loneliness, peer

acceptance, and aggression were significant (Table 1).

        Loneliness. The more participants were rejected by peers on the first day of secondary

school, the lonelier they felt, both during the subsequent two weeks and three months later.

However, being greeted by name by the principal attenuated these links (Figure 2). During the

first two weeks of school, the name-greeting decreased loneliness among participants with

rejection scores >0.23 SD above the mean. At the three-month follow-up, name-greeting

decreased loneliness among participants with rejection scores >0.09 SD above the mean.

        Peer acceptance. The more participants were rejected by peers on the first day of

secondary school, the less they were accepted during the subsequent two weeks. However, as

before, being greeted by name by the principal attenuated this link (Figure 3). Name-greeting increased peer acceptance among participants with rejection scores >0.03 *SD* above the mean.

Aggression. The more participants were rejected by peers on the first day of secondary school, the more aggressive they were three months later. However, again, being greeted by name by the principal attenuated this link (Figure 3). This was the case for all forms of aggression (physical, verbal, relational), *p*s<.018. Name-greeting decreased aggression among participants with rejection scores >0.25 *SD* above the mean.

Taken together, a name-greeting initiated by the principal early in the secondary-school transition engendered broad and lasting benefits among socially excluded adolescents.

General Discussion

The difference between a name-greeting and a generic greeting may seem trivial to an observer—a single word. But just as hearing your name across a crowded room can catch your attention when another name would not, so being greeted by name feels significant to socially excluded individuals; it conveys to them that others care to know them personally. We hypothesized that being greeted by name could make socially excluded adolescents feel more connected to others in general and, over time, help them develop better social relationships. We investigated this during the key developmental phase of early adolescence. Consistent with our hypothesis, a laboratory and longitudinal field-experiment found that, in socially excluded adolescents, a name-greeting reduced loneliness immediately (Experiment 1 and 2) and, across the secondary-school transition, increased peer-nominated acceptance, reduced loneliness, and reduced peer-nominated aggression as long as three months later (Experiment 2). These findings demonstrate that a subtle social exchange, if delivered at a critical juncture, can change the dynamics of adolescents' social experiences over time.

Theoretical and Practical Implications

Adolescence is a developmental phase during which youths are discovering how to navigate far-reaching social challenges (Csikszentmihalyi & Larson, 1984; Rubin, Bukowski, & Parker, 2006). Among the multiple social challenges that they face, perhaps the most notable one is the transition to secondary school. The secondary school transition disrupts adolescents' existing social networks and brings them into an environment in which they feel less known and less connected than in elementary school (Eccles et al., 1993; Simmons & Blyth, 1987). By helping adolescents navigate the secondary school transition, interventions might put them in an upward developmental trajectory of improved well-being and social adjustment over time (Eccles, Lord, Roeser, Barber, & Jozefowicz, 1999; Yeager et al., in press). We suggest that adolescents might benefit specifically from feeling connected to others during the transition. Our findings demonstrate that being greeted by name may help first-year secondary school students, particularly those who feel cut-off from others, to feel more connected to others and, over time, develop better social relationships. Thus, a name-greeting is a subtle but powerful cue of social connection that can help adolescents deal with normative social challenges.

Experiment 2 demonstrates that a name-greeting can have long-term effects on socially excluded adolescents' social experiences. At first glance, such long-term benefits might seem unlikely. Adolescents' peer relationships are relatively fixed (Jiang & Cillessen, 2005) and might therefore be difficult to change. Also, a name-greeting is just one experience in the flow of everyday experiences. It might pale in the face of other experiences. However, we designed the name-greeting to counteract these forces. First, the name-greeting was timed on students' first day of elementary school—a moment when social experiences are in flux and, consequently, amenable to change (Eccles et al., 1993). Given the power of self-confirming processes in school, an early change in social experience can become self-sustaining and, consequently, maintain over time (Cook et al., 2012; Lansford et al., 2010;

Raudenbush, 1984). Research that shows that, if timed several weeks later (i.e., when students' social experiences have become more fixed), the same intervention might be less effective (Cook et al., 2012; Raudenbush, 1984). Second, the name-greeting was provided by the school principal, making it salient and symbolically significant. Given that the principal represents the school as a whole (Andrews & Soder, 1986), the name-greeting stands out from everyday experiences and might convey to students a broad feeling of being welcomed in the new school. Such a general sense of social connectedness might facilitate better social relationships within the school context. Thus, we theorize that the timing (the first day of school) and the source (the principal) of the name-greeting may be crucial for generating long-term benefits.

Adolescence is a time when loneliness might be relatively high and severe forms of aggression are relatively common (Dodge, Coie, & Lynam, 2006; Heinrich & Gullone, 2006). Over the years, comprehensive interventions have been developed to combat loneliness and aggression in adolescence. Interventions that change social cognition, such as cognitive-behavioral therapy, are generally most effective (Dodge et al., 2006; Masi, Chen, Hawkley, & Cacioppo, 2011). Our research builds on these studies by targeting children's social cognition, more specifically, the feeling of being connected to others. Our research extends these studies by demonstrating that a seemingly subtle social exchange, if well-timed and well-targeted, can reduce socially excluded adolescents' loneliness and aggression over time. A name-greeting may yield such broad effects because it precisely targets these individuals' core subjective experience—feeling unconnected to others—that is reflected in loneliness and that can otherwise spark aggression.

Additionally, our research adds to literature showing that seemingly subtle cues of social connection can be used in real-world settings to improve long-term psychological adjustment among at-risk individuals. For example, two randomized controlled trials

NAME-GREETINGS IN ADOLESCENCE   15

investigated the benefits of receiving personalized post-cards among patients at risk for self-

harm and suicide (Carter, Clover, Whyte, Dawson, & D'Este, 2013; Motto & Bostrom, 2001).

In both trials, receiving personalized post-cards, compared to receiving no post-cards at all,

significantly reduced patients' risk for self-harm and suicide, up to years later. In addition, it

reduced the number of psychiatric admissions. Like being greeted by name, receiving post-

cards leads people to feel connected to others, which is crucial to psychological adjustment

(Cooper et al., 2011).

Strengths, Limitations, and Future Research

Strengths of our research include the precise developmental timing, the stringent

name-greeting manipulation, the combination of laboratory and field research, the use of

daily-diary methods, and the examination of both short-term and long-term effects of name-

greeting. Our research also has limitations; addressing them represents exciting directions for

research. First, we used naturalistic, real-world measures of social exclusion. Although well-

established and ecologically valid, these measures do not test the causal role of social

exclusion. Future work can examine whether name-greetings reduce loneliness after

experimentally induced social exclusion.

Second, we have suggested that, in Experiment 2, the source of the name-greeting (the

principal) and its timing (the first day of school) contributed to its long-term effects.

However, we did not manipulate these factors. Would a name-greeting on the first day of

school be more consequential than one later in the year? Would a name-greeting from the

principal be more consequential than one from a person of lesser symbolic importance?

Addressing these questions will help understand the psychological processes that underlie the

sustained effects of name-greetings.

Conclusions

Given the far-reaching harmful consequences of social exclusion (Parker & Asher, 1987; Parker et al., 2006), it is important to understand the everyday social exchanges that benefit those who suffer social exclusion. The present experiments demonstrate that a subtle social exchange—a single name-greeting—can make socially excluded adolescents feel more connected to others and, over time, improve their social relationships.

NAME-GREETINGS IN ADOLESCENCE   17

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NAME-GREETINGS IN ADOLESCENCE 19

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Table 1

Results of Analyses of Daily-Diary and Three-Month Follow-Up Data

	t(df)	B	SE	β	p
Daily Diary: Loneliness					
Intercept	12.150 (130)	0.802	0.066		.000
Time	–0.737 (978)	–0.003	0.004	–0.020	.461
T1 Loneliness	4.196 (130)	0.272	0.065	0.358	.000
Rejection	2.154 (130)	1.027	0.477	0.162	.033
Condition	0.779 (130)	0.038	0.049	0.053	.437
Rejection × Condition	–2.795 (130)	–1.505	0.539	–0.20	.006
Three-Month Follow-Up: Self-Reported Feelings of Loneliness					
Intercept	7.482 (119)	1.048	0.140		.000
T1 Loneliness	2.172 (119)	0.228	0.105	0.172	.032
Rejection	5.315 (119)	6.713	1.263	0.724	.000
Condition	–1.762 (119)	–0.155	0.088	–0.140	.081
Rejection × Condition	–2.645 (119)	–4.102	1.551	–0.359	.009
Daily Diary: Peer-Nominated Peer Acceptance					
Intercept	3.430 (130)	0.046	0.013		.001
Time	1.222 (1344)	0.001	0.007	<0.001	.222
T1 Acceptance	11.110 (130)	0.663	0.060	0.066	.000
Rejection	–2.688 (130)	–0.430	0.160	0.293	.009
Condition	–0.510 (130)	–0.006	0.011	–0.001	.611
Rejection × Condition	2.970 (130)	0.592	0.199	1.3024	.004
Three-Month Follow-Up: Peer-Nominated Aggression					
Intercept	3.756 (130)	0.036	0.010		.000

NAME-GREETINGS IN ADOLESCENCE 25

T1 Aggression	1.448 (130)	0.371	0.256	0.142	.150
Rejection	5.299 (130)	1.025	0.193	0.701	.000
Condition	−1.276 (130)	−0.016	0.012	−0.093	.204
Rejection × Condition	−2.942 (130)	−0.661	0.225	−0.362	.004

Note. Condition: 0=no-name, 1=name. Eleven participants did not complete the 3-month
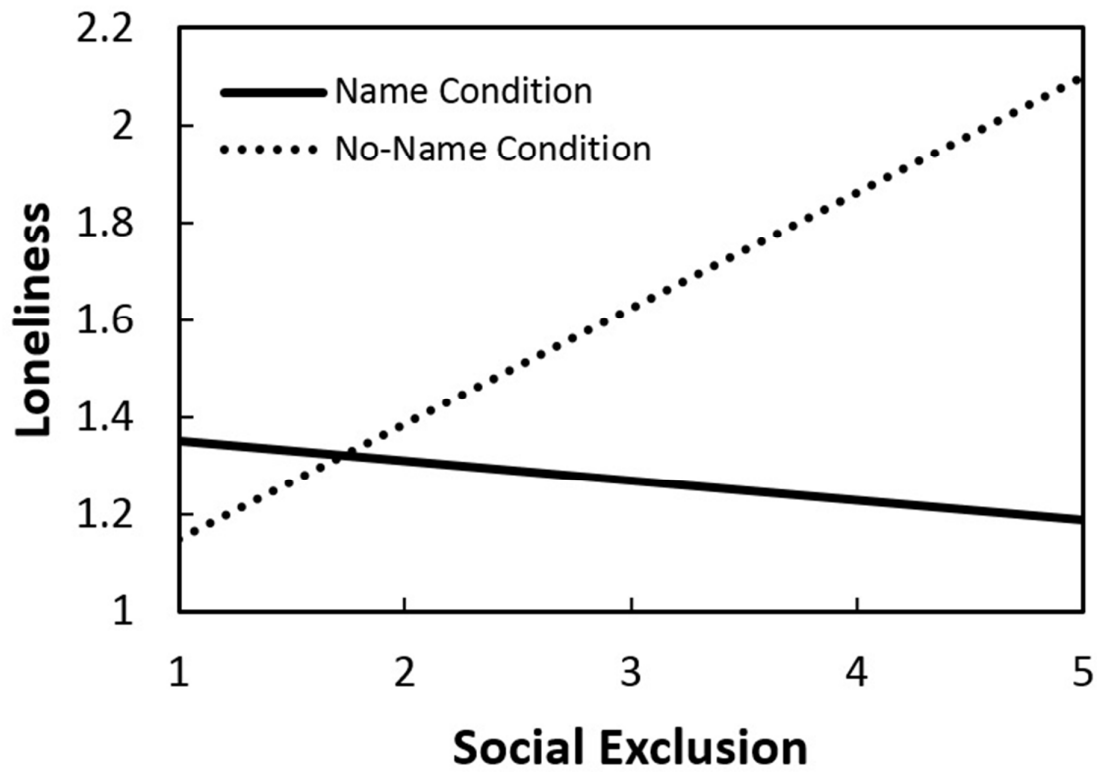
follow-up assessment of loneliness.

Figure 1. Loneliness as a function of name-greeting and social exclusion in Experiment 1.

Loneliness ranged from 1 (*not at all*) to 7 (*very much*).

NAME-GREETINGS IN ADOLESCENCE   27
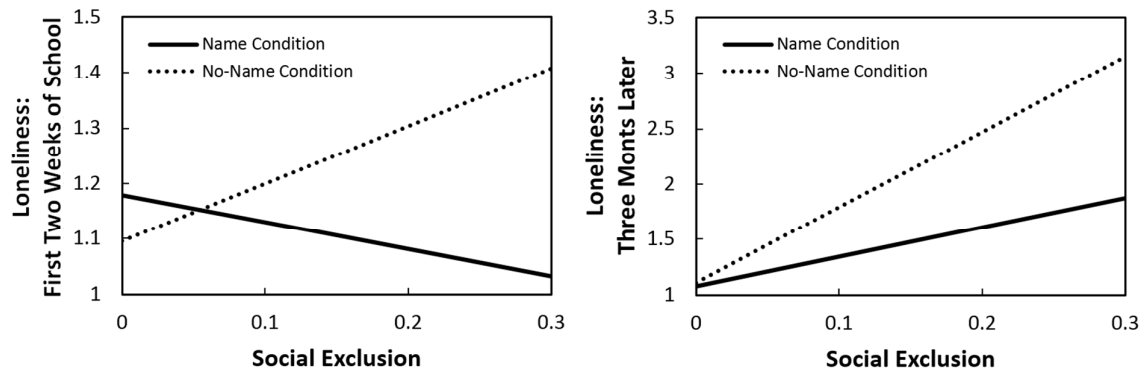

Figure 2. Loneliness as a function of name-greeting and social exclusion in Experiment 2,

both in the daily diaries (left panel) and the three-month follow-up (right panel). Loneliness

ranged from 1 (*not at all*) to 5 (*very much*).
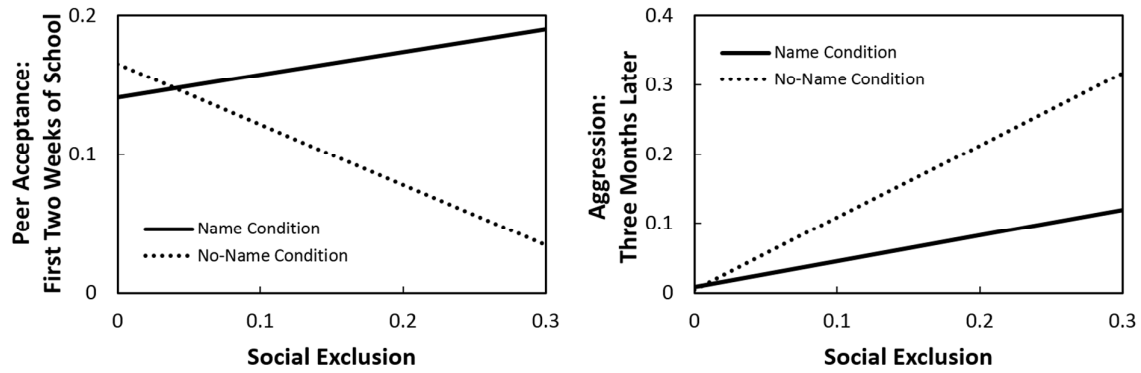
NAME-GREETINGS IN ADOLESCENCE   28

Figure 3. Peer acceptance (left panel) and aggression (right panel) as a function of name-

greeting and social exclusion in Experiment 2. Peer acceptance and aggression ranged from 0

(i.e., nominated by no one) to 1 (i.e., nominated by all participating classmates).

Supplementary Information

Experiment 1: Flow of participants

All students in the first year of the secondary schools (i.e., 7 classes) were approached to participate. Two classes did not participate in the experiment due to time constraints. Within the 5 remaining classes (129 students), 7 students could not participate because their parents declined consent, 5 students were absent during the assessment of social exclusion, and 2 students were absent on the day the experiment was conducted.

During the experimental session, experimenters (who were blind to participants' level of social exclusion) recorded for which participants the name-greeting manipulation did not went according to protocol. Six participants met this criterion: Participants introduced themselves to the experimenter while entering the experimental setting ($n=2$), the experimenter mispronounced participants' name ($n=2$), or the experimenter misworded the manipulation (e.g., saying "Hi" twice in the no-name condition; $n=2$). These participants were excluded from the analyses. Importantly, these exclusion criteria were established *a priori*, before conducting the analyses.

Thus, the final sample consisted of 109 students.

Experiment 2: Flow of participants

All students transitioning into the secondary school (i.e., 6 classes) were approached to participate. All classes (175 students) participated. Within these classes, 8 students could not participate because their parents declined consent, 13 students were absent during the baseline assessment, 4 students were absent during the experimental session, and 12 students did not complete any of the daily diaries.

During the experimental session, experimenters (who were blind to participants'
condition assignment and level of social exclusion) recorded for which participants the name-
greeting manipulation did not went according to protocol. Three participants met this
criterion: They did not follow the instruction to read the letter (which contained the name-
greeting manipulation) carefully in silence. These participants were excluded from the
analyses. Importantly, this exclusion criterion was established *a priori*, before conducting the
analyses.

Thus, the final sample consisted of 135 students.