

**Critical Review:**

**What is the rate of peer victimization in children with specific language impairment, and what attributes are**

Redmond (2011) conducted an uncontrolled observational design study which compared peer victimization risks in children with SLI, ADHD, and typically development, as well as which verbal, attitudinal, behavioural, and social measures are associated negative and positive peer behaviour. The participants in the study were 20 children with SLI, 20 children with ADHD, and 20 typically developing children aged 7-8 years old. The criteria for the SLI group were that they have a diagnosis of SLI by a certified SLP and perform below the age appropriate cutoff on the *CELF 4*. The criteria for the ADHD group were to have a diagnosis of combined type ADHD and be rated by their parents within the clinical range on the *Child Behavior Checklist DSM-ADHD*. Criteria for the typically developing group were that they had to be attending the same schools as the SLI/ADHD children and were not receiving any special services. Peer victimization risk was measured using the *My Life in School (MLIS)* checklist, with 8 questions making up a 'verbal' peer victimization index added. Their results indicated that 40% of SLI children were at risk for peer victimization, compared to 20% for ADHD and 10% for typically developing children

impossible to know the risk for verbal victimization for the participants of the study.

In another UK study emerging from the Manchester Language Study, Conti-Ramsden and Botting (2004) used an uncontrolled observational design to investigate the risk of peer victimization, the developmental patterns of social and behavioural difficulties, and the relationship between social difficulties and language ability and non-verbal cognition. For the purpose of this paper the first and third questions are of interest. 181 SLI children participated in the study at age eleven years old. They were administered a battery of tests which included the *My Life in School* (MLIS) checklist to determine their peer victimization risk. This data was compared to norms on peer victimization for typically developing 11 year olds in the UK. The researchers found that 36% of students with SLI were at risk for victimization compared to 12% of typically developing UK students. The researchers found no relationship between non-verbal IQ and victimization, there was also no relationship between victimization and expressive grammar, expressive vocabulary, receptive vocabulary, and pragmatics. Only receptive grammar was weakly



(n=50) by Knox and Conti-Ramsden (2003) . All of the studies shared a common limitation because they all used self-reports to gather their results. This creates uncertainty about the reliability of the peer victimization

Schwartz, R. (2009) *Handbook of childhood language disorders*. New York: Psychology Press.

Van Cleave, J., & Davis, M. (2006). Bullying and Peer Victimization among children with special health care needs. *Pediatrics*, *118*, 1212-1219.

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