

adolescents are chronically lonely in school, there is reason for concern (Asher et al., 2003). Several things are considered to be associated with this problem: there has been inadequate attention placed on specific interventions

programs in the psychological literature.

The first study, conducted by researchers Storch, Krain, Kovacs, & Barlas (2002), hypothesized that negative communication beliefs and abilities, are connected to higher rates of blatant and relational forms of peer victimization in children. They also predicted that peer-victimized children who held negative communication beliefs about themselves, and who lacked good communication abilities, had higher levels of depression and loneliness than those without these two factors. The original sample consisted of 205 New York City public school children, ages ranging from 10 to 13 years old. However, due to substantially missing data, the sample group was reduced to 194 children. The results show a significant relationship between peer victimization and depression, but only among the children who reported negative communication beliefs. Likewise, the relationship between relational victimization and loneliness is only significant in this group of children.

These findings are the first to present a correlation between self-reported negative communication beliefs and abilities, and higher rates of peer victimization. The implications for treatment are important. Speech therapists need to be aware of the possibility that

their peers may marginalize children with negative speech beliefs and abilities. Such children can benefit from an intervention, sparing them further difficulties. As informative as this study is, it is limited. The researchers did not collect data on actual communication difficulties. Consequently, this did not allow for the rates of peer marginalization among children with speech problems to be directly assessed. Although some may consider it a limitation that the sample was of mostly Hispanic and African-American children attending an urban elementary school, the authors see it as a promotion of ethnically diverse samples in research.

The second study is a longitudinal study conducted by researchers Pedersen, Vitaro, Barker & Borge (2007). Longitudinal studies are the ideal way for understanding the impact of peer victimization over time, and for providing information on its risk factors. Their research was guided by two questions: 1) Are behavioral problems in the early school years connected with childhood peer rejection? 2) Will those who are socially rejected in childhood, as adolescents internalize but not externalize, problems? The purpose of these questions, and the focus of the study, is to examine the longitudinal associations between early childhood behavior, middle childhood peer rejection, and adolescent loneliness, depression and delinquency. A sample of 551 children, 301 boys and 250 girls ages 6-13, were used. The results strongly indicated that childhood peer rejection was connected to loneliness in adolescence, providing a compelling argument for educators to intervene during the early years. Additionally, children who were socially rejected internalized their problems as manifested in depression and low self-esteem. The significance of these findings is that they help to deepen our understanding of the impact of childhood marginalization, and the problems that follow from it. One limitation is that the sample consisted exclusively of an ethnically homogenous group of French-Canadian children. These findings may

