

RCSLT Cognitive Communication Disorders – Table 1 the potential impact of the impairment of cognitive skills on communication

DRAFT FOR CONSULTATION

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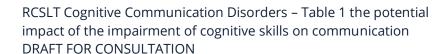
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We appreciate any comments provided to us during the consultation, all of which will be reviewed by the working group within the context and scope of the project. We ask that, where possible and relevant, you accompany any counter arguments to statements made in the document with supporting evidence e.g. a research reference.

Members of the working group should not be contacted directly, and all feedback should be made through the assigned route e.g. via survey or project manager. Feedback made through unassigned routes or after the closing date will not be accepted or responded to.

Thank you for your support with this project.





Cognitive communication disorders – Table 1 the potential impact of the impairment of cognitive skills on communication

The list in Table 1 illustrates the potential impact of the impairment of cognitive skills on communication. It was created by expert consensus of the RCSLT cognitive communication guidance working party. However, it is acknowledged that representing cognitive communication symptoms in these linear relationships is overly simplistic. The models and framework presented in the RCSLT Cognitive communication disorders member guidance, more accurately depicts the interacting components that contribute to cognitive-communication competence (Sohlberg et al, 2019).

Cognitive Skill	Function in communication	If impaired, a person with a cognitive communication may:
Attention	To pay attention to what others are saying	Lose the thread of what others are saying, what they are saying, what they are reading/writing, especially if material is complex or lengthy
	 To pay attention to what you are saying / doing To shift attention from one topic, conversation, or communication partner to another To split attention between tasks. 	 especially if material is complex or lengthy Be easily distracted by internal thoughts or external stimuli Have difficulty shifting attention in conversation between participants or topics Struggle to change topics Have difficulty keeping up with topic changes Have difficulty maintaining topics; may have tangential discourse style Be unable to talk and do something else at the same time Have difficulty conversing in situations with distractions, background noise or multiple participants Have poor turn taking and sharing during games / activities with peers Frequently interrupt
		Able to recall only small parts or the main idea of given information
		Either not answering questions asked of them or answering too quickly.



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Memory	 To remember what has recently been done, read or said To keeps track of what's been said and the flow of dialogue To retain personal details, emotions, and communication preferences of communication partners. To supports planning and sequencing of what you want to say To support selfmonitoring and correction of any errors during conversation. 	 Have difficulty recalling instructions, messages, conversations Have difficulty retaining details when reading, especially if lengthy or complex Have difficulty learning or remembering names, appointments, locations, Have difficulty learning new vocabulary or new information (eg curriculum) Have difficulty retaining topic or purpose of conversation Repeat ideas, statements, questions, stories Not include sufficient detail in narratives and stories Not recall compensatory strategies to optimise or repair conversations Have difficulty remembering details correctly, leading to errors or omissions Confabulate Have difficulty following rules during games with peers or classroom activities.
Information processing	To process spoken, written, and visual information received from other people, written texts, social events, etc.	 Have difficulty comprehending large volumes of spoken or written information Need longer or frequent repetition to process information Take longer to respond to written or spoken questions or directions Take longer to formulate what they want to say (even when they may know the correct response) Have long pauses in discourse Speak more slowly Misinterpret information if attempting to do so quickly Have poorer performance (when compared to knowledge of curriculum) during academic tests / assignments.
Awareness and insight	To be able to monitor what you	Be less aware of how others may perceive them



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	are saying and how others are reacting.	Be less aware of others' needs from conversationHave reduced insight into own communication
		and any changesHave problems recognising and repairing
		communication breakdown
		 Have difficulty appreciating the rationale for, and therefore not using, strategies.
Executive functions	 To respond in a goal directed and appropriate fashion 	Empty, poorly referenced, or irrelevant responses.Not include necessary detail
	To prepare what to say or how to respond	Lack coherence or logical structure in discourse, stories or play
		Have difficulty initiating conversation
	• To organise thoughts and words into a	Have difficulty maintaining conversations and thinking of things to say
	clear response To start	Make comments perceived as blunt or rude by others
	 conversations To monitor your own performance in conversation 	Talk more than they used to, be less concise, and include excessive detail (verbosity)
		Have tangential discourse, frequent topic changes
	To modify your behaviour in response to the situation or feedback	Interrupts at inappropriate times
		Get stuck on the same topics and return to this topic repeatedly
		Be unable to move to another topic
	To inhibit inappropriate comments	Unable to end a topic or conversation
		Have rigidity of thought; may find it hard to change their view
	 To perceive and interpret complex or 	May appear selfish, egocentric, grandiose
	 inferential language To problem-solve any communication breakdown and social situations etc To critically evaluate spoken and written information (eg determine fact from opinion). 	Have difficulty making inferences or drawing conclusions
		Difficulty identifying the gist of stories or the key story components
		Have reduced comprehension of abstract language, humour, indirect requests
		Misinterpret, or literally interpret, information
		Be unable to work out how to respond to more complex questions



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		 Difficulty applying or using strategies to novel situations Unable to think of / predict consequences of actions leading to poor / unsafe decision making Unable to monitor what they are saying Difficulty adjusting communication style to the context or audience.
Social cognition	 Recognising own emotions and emotions of others (emotional processing) Theory of mind Empathy Social perception Nonverbal language. 	 Have reduced emotional affect Have difficulty recognising the mood or emotions of others Have difficulty perceiving humour, sarcasm or deceit Have reduced empathy Be egocentric in their communication Have difficulty seeing/understanding from the other person's perspective Be unresponsive to social cues Continue talking when others indicate they are not interested Miss implied meanings/inference Overly familiar Have difficulty interpreting nonverbal information (eg facial expressions, gestures) Have reduced or unexpected use of non-verbal communication Have unexpected emotional reactions (eg laughing at times when others don't) Have reduced understanding or following of social norms (eg being quiet in a library setting) Difficulties participating in social contexts Alexithyemia (difficulty identifying, experiencing, and describing emotions).

Table 1: The potential impact of the impairment of cognitive skills on communication.