

	Component	Characteristics	Impact on Academics	Impact on Social Functioning
<b>Content</b>	<b>Semantics “Meaning”</b>	Poor understanding or use of vocabulary Over uses simple or non specific words “stuff” “thing,” Struggles to make a point, tends to talk “in circles”	Poor or only surface understanding of academic vocabulary. Is often confused. May speak or write a lot but content is poor. Has difficulty summarizing information. Impacts all academic courses, especially English and Social Studies	Difficulty participating in conversation. May either be very quiet, or talk a lot and say nothing.
		Struggles with jokes, implied meanings, multiple meanings, fact vs opinion, figures of speech (tends to be literal), causality	Has difficulty understanding how information is connected. Misunderstands main ideas. Does not recognize implied messages. Impacts all academic subjects—especially reading and auditory comprehension	May not understand jokes (and may watch others’ reactions as a way to know when to laugh), Misinterprets others’ intentions. Becomes confused when conversations become complex.
<b>Form</b>	<b>Phonology: Articulation</b>	Speech is in error and noticeably different from peers. Unfamiliar adults have difficulty understanding him/her	Difficulty interacting in cooperative learning situations. May be reluctant to participate in class discussions	May be reluctant to speak in front of peers. May have decreased self esteem
	<b>Phonology: Sound Manipulation</b>	“Mispronounces” words by changing the order of the syllables, may not be sure how to pronounce a word, poor spelling—especially in written work/sentences (not spelling tests); poor word decoding/reading	May not know or be able to pronounce curriculum specific vocabulary. Poor spelling or sight word reading. May skip words during reading because he can’t sound them out.	May produce spoonerisms (e.g.: A blushing crow." For crushing blow), or malapropisms (e.g.:. “It’s not the heat it’s the humility” for “It’s not the heat, it’s the humidity”)
	<b>Speech Fluency</b>	Has uneven flow of speech, including silent pauses at the beginning or middle of the word, sound repetition (4 x or more), syllable repetition (4 x or more), hangs onto sounds, has visible physical tension	Reluctant to participate in class discussion or cooperative learning groups. Difficulties with formal class presentations. Is self conscious about speaking	Withdraws from social interactions. Avoids talking and using the telephone. Has decreased self esteem.
	<b>Grammar, Syntax: “Word Order”</b>	Uses simple sentences in speaking and writing. Order of words in speech is awkward. Has difficulty understanding long sentences in spoken word or reading	Difficulty getting to the point. Written expression is simple, lacks relationships between thoughts and conversation is poorly organized. Reading comprehension is poor due to confusion with longer sentences. Impacts reading comprehension, math problems, listening skills. Confused by questions on tests questions on tests	Difficulty retelling stories or past events. May have difficulties sequencing information May misinterpret questions.
<b>Use</b>	<b>Pragmatic Language</b>	Does not seem to know what to say, how to fit in with peers. Seems unaware of appropriate social conventions. Has poor awareness of how others perceive him. Has difficulty understanding other points of view. Lacks tact	May alienate peers and be the last chosen for cooperative learning groups. May be disruptive in class, have difficulty waiting his turn in conversation, or off topic. May have poor awareness of personal space and poor social judgment	Has poor interactions with teachers and peers. May behave immaturely, have few friends. May offend others. Has difficulty using behaviors appropriate to each situation, setting or audience. May offend others or be perceived as “odd”
	<b>Processing</b>	Problems in processing Spoken Language (known as “Spoken Language Processing”, “Auditory Processing” or “Central Auditory Processing”) impacts and intersects with several language components, depending on a student’s individual profile. Please see the companion table “Social and/or Academic Difficulties: Could It Be An Undiagnosed Problem in Processing Spoken Language?”		

## Social and/or Academic Difficulties: Could It Be An Undiagnosed Language Problem?



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