ToM is often impacted by the "curse of knowledge," (Shamay-Tsoory & Tomer, 2005; Farrant, Feiltcher & Maybery, 2006). Metalinguistic skills-asking about language (Nippold, 2007, p. 232) paired with Theory of Mind (ToM)-ability to understand another person's perspective (Kennison, 2014 pg. 196) are vital in the processing of ambiguous language (Nippold, 2007, p. 233; Roth, Speece, Cooper & De La Paz, 1996).

ToM is often impacted by the "curse of knowledge," (Kennison, 2014 pg. 157). The "curse of knowledge" (when a speaker's own knowledge influences their assessment of what a listener is able to understand) impacts estimation skills in that a speaker has additional information not available to the listener, yet they assume the listener still understands all aspects of the context of the conversation. The following study was modeled from the work of Keyser & Herry (2002) which demonstrated that speakers, in general, believe that they are more successful in disambiguating than they actually are. Within that study results found that the most effective communicators were trained actors, who were more likely to avoid ambiguous language and who were able to more effectively convey ambiguous language. This study examined the possibility that the curse of knowledge impacts another trained group of professionals, speech language pathologists (SLPs). Additionally, the study examined what strategies, if any, an SLP employs in order to suppress that curse of knowledge so that they can effectively predict what a student would understand when presented with ambiguities.

The study found that the specific training in speech-language pathology would have a similar impact on the success of disambiguating as did the training for actors. A total of 8 speech language pathologists (7 female and 1 male) participated in the study. Two of the speech language pathologists’ data was not used due to the inability to pair them with student participants. A total of 18 students (13 female and 5 male) participated in the study. SLPs were presented with 10 stories which demonstrated that speakers’ overestimation of their effectiveness. This study examined the possibility that the curse of knowledge impacts another trained group of professionals, speech language pathologists (SLPs). Additionally, the study examined what strategies, if any, an SLP employs in order to suppress that curse of knowledge so that they can effectively predict what a student would understand when presented with ambiguities. This study examined if the specific training in speech language pathology would have a similar impact on the success of disambiguating as did the training for actors. The following study was approved by the CWRU IRB. Students watched recordings of SLPs and were presented with the same 2 potential picture matches. Subjects were recruited via word of mouth and local school recruitment. A total of 8 speech language pathologists (7 female and 1 male) participated in the study. The following study was approved by the CWRU IRB. Students watched recordings of SLPs and were presented with the same 2 potential picture matches. Students watched recordings of SLPs and were presented with the same 2 potential picture matches. Students watched recordings of SLPs and were presented with the same 2 potential picture matches. Students watched recordings of SLPs and were presented with the same 2 potential picture matches. Students watched recordings of SLPs and were presented with the same 2 potential picture matches. Students watched recordings of SLPs and were presented with the same 2 potential picture matches. Students watched recordings of SLPs and were presented with the same 2 potential picture matches. Students watched recordings of SLPs and were presented with the same 2 potential picture matches.