



# Registration Brochure

**15-18 May 2016**

Crown Perth, Burswood, Western Australia

The **Speech Pathology Australia 2016 National Conference** is the premier event of the speech pathology profession. The National Conference aims to provide attendees with updates, recent research results and the knowledge to enable them to tackle the challenges ahead. The Conference boasts a program of over 146 presentations. Please read further to view the full Conference program and visit our website [www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au) and **2016 National Conference** for regular updates!

*Early Bird Discount: Register and pay by **Wednesday 13 April 2016** and SAVE \$\$\$\$*



[www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au)

# Invitation from the Conference Planning Committee CPC

Speech pathology is an exciting, dynamic, and advancing profession. Speech pathologists work in diverse settings with clientele presenting with many and varied communication and swallowing needs. As a dynamic profession, research evidence is a crucial underpinning of speech pathologists' practice. The 2016 Conference Planning Committee challenges you to 'make waves', to gain knowledge, insights and ideas so that you can continue the momentum for dynamic, innovative and creative practice.

***Making Waves*** will be led by internationally renowned keynote and invited speakers: Dr Susan Ebbels, Emeritus Professor Pamela Enderby and Winthrop Professor Andrew Whitehouse.

**Emeritus Professor Pamela (Pam) Enderby's** keynote address will encourage delegates to consider their profession in light of the ongoing aim to master what we do, and in this case, become Masterchefs! The key ingredients and recipes required to ensure the best possible outcomes will be discussed, challenging speech pathologists to be relentless in their pursuit of the greatest quality of life for anyone with a communication or swallowing disorder. Professor Enderby will present a subsequent seminar emphasising the importance of therapy outcome measurement to our profession, including how it places speech pathology

in a political context. This practical seminar will be of significant applicability to all delegates in light of the need to measure the impact of our work. A pre-Conference Masterclass by Professor Enderby will discuss ten essential principles for improving interdisciplinary practice, an area of relevance to all speech pathologists. The concept of interdisciplinary practice, barriers and facilitators, and ways to improve how we work with others will be explored in this essential Masterclass.

**Dr Susan Ebbels'** keynote address will present the importance of clinical research and practical ideas on how this can be incorporated into every speech pathologist's workplace. Rather than waiting for evidence to emerge, delegates will be encouraged to consider creating their own evidence by carrying out research on their interventions.

The requirements, advantages and disadvantages of intervention research will also be discussed to support clinicians to conduct research on any scale. Reflecting Dr Ebbels' own intervention research, a practical follow-up seminar on the Shape Coding system will assist delegates working with children with language impairment to use this system to improve receptive and expressive language. This seminar will be clinically relevant and interactive, so don't forget your coloured pencils! Dr Ebbels will

also be presenting a Masterclass while in Perth, providing an update on the evidence for intervention for language impairments in the school-aged population. Discussing both receptive and expressive language at the word, sentence and narrative level, this Masterclass will be essential for paediatric speech pathologists, with a focus on the implications of the evidence on clinical practice.

**Winthrop Professor Andrew Whitehouse,** invited presenter of the 2016 Elizabeth Usher Memorial Lecture, will challenge the rulebook of how and when we identify children with Autism Spectrum Disorders (ASD). This presentation will share the latest research and potential paradigm shift towards earlier identification and intervention for ASD. Professor Whitehouse will pose the question of whether ASD may be prevented if therapy is provided at a time that is optimal for brain development. By challenging existing paradigms our profession can re-write the rulebooks, to ensure we are always 'making waves' in the right direction.

The Guild Insurance Conference Dinner, to be held in The Astral Room of Crown Perth, will provide an exciting and enjoyable conclusion to our Conference. A ticket to the Guild Insurance Conference Dinner is included in the Full Practising Member and Non Member Registration Fees. Additional tickets are available for purchase.



# Invitation from the Conference Planning Committee (CPC)

If you require accommodation please view the relevant page within this Conference brochure.

The CPC acknowledges and thanks the sponsors and exhibitors who are an integral part of the success of the Conference.

Delegates are encouraged to remain up to date with the latest Conference news via the National Conference 2016 website.

The CPC commends the Conference Program to you and invites you to come to Perth and be part of the energy generated in the exchange of new ideas.

*Michelle Quail (Convenor), Deborah Hersh (Chair Scientific Program Sub-committee Chair SPSC), Natalie O'Brien, Ashleigh Pascoe, Kathryn Ramsay, and Pamela Richards (National Conference Manager).*

*Speech Pathology Australia would like to thank all members of the Conference Planning Committee and the reviewer's input into the planning of the Speech Pathology Australia 2016 National Conference.*

## Perth

Perth is Australia's only capital city where you can enjoy the beach lifestyle, relax in natural bushland, sample world-class local wines and watch an ocean sunset within just 30 minutes of the city. It's also the sunniest state capital, averaging 3,000 hours of sunshine per year and boasting a string of 19 beautifully clean and uncrowded beaches, from iconic Cottesloe to the surf hotspot of Scarborough.

Situated on the banks of the Swan River, Perth is a living picture postcard, with the best views of all from Kings Park and Botanic Garden—one of the biggest inner-city parks in the world. There are so many ways to enjoy its 400-plus hectares of sculpted gardens and natural bushland. Stroll the treetop walk, take an Indigenous cultural tour, or picnic among the gum trees.

Safe and secure the city offers all the benefits of a large metropolis with a range of interesting and affordable dining experiences, quality accommodation and great shopping. Supported by a robust economy, Perth has seen remarkable growth in recent years, with significant infrastructure and commercial projects transforming the cityscape and inspiring a cultural renaissance.

Regular flights to Perth depart from all state capitals, many regional locations and overseas, landing you just 20 minutes from the central business district.

For information on events, dining, shopping and much more in Perth, go to the 'What's on in Perth', link at our Conference website for everything to see and do in the city.



# Sunday 15 May – Masterclass Presentations

(optional extra to the Conference registration fee)

9.00am – 12.30pm (including morning tea)



**Emeritus Professor  
Pamela (Pam) Enderby**

## **SM1 – 10 principles for improving interdisciplinary practice**

Effective therapy/rehabilitation almost always requires good interdisciplinary team working. This is often taken for granted but studies show that this dynamic process involving different health, social and educational professionals can be impeded or facilitated in working together.

This presentation is based on a study which involved merging a literature review and the findings from interviews with 253 staff from 11 teams in the UK. Qualitative content analysis led to a framework that identified essential characteristics and proposes ten competencies that support the development of effective interdisciplinary team work.

### **Learning objectives**

- understanding the concept of interdisciplinary working
- identifying barriers and facilitators to interdisciplinary working
- determining effective ways of improving interdisciplinary learning.

**Attendance to this Masterclass is limited to 100.**

1.30pm – 5.00pm (including afternoon tea)



**Dr Susan Ebbels**

## **SM2 – The current evidence base for school-aged children with language impairments**

This Masterclass aims to update SLPs (and other interested professionals) on the current evidence base for intervention for school-aged children with language impairments. It will focus on comprehension and production at the word level (word-finding), sentence (sentence construction and comprehension of sentences) and narrative level.

Attendees will learn about different levels of research evidence and a traffic light colour-coding system will be used throughout so that they can see at a glance the reliability of each piece of evidence mentioned. At the sentence level, registrants will learn about studies which contrast different methods and agents of delivery of intervention to children with language impairments (where the details of the actual intervention approach are not the main focus). They will also learn about the evidence for different specific intervention approaches. At the word level, attendees will learn

about studies aiming to improve word learning and vocabulary and also intervention for word finding difficulties. The implications of the evidence base for clinical practice will also be discussed.

### **Learning objectives**

- to understand how different research designs can vary in their robustness and which design features strengthen or weaken a study
- to gain an overview of the current evidence base for school-aged children with language impairments and the implications for practice

### **Prerequisites**

I will assume that registrants have an understanding of different areas of SLP work with school-aged children and knowledge of the terms used by SLPs when working in these areas.

**Attendance to this Masterclass is limited to 100.**

**Session Full**

# Featured Presenters



**Emeritus Professor Pamela (Pam) Enderby**

Pamela (Pam) Enderby is Emeritus Professor of Community Rehabilitation at the University of Sheffield, UK. She qualified as a Speech and Language Therapist in 1970 and from an early stage in her career combined research with clinical practice. She worked in the NHS in

London and Bristol where she was District Therapist and set up the first Communication Aids Centre in the UK and the Speech and Language Research Unit. In 1995 she moved to Sheffield to a combined NHS and University research post. At the University she has held the positions of Head of Department and Dean of the Faculty of Medicine. More recently she has completed three years as the Clinical Director of the South Yorkshire Comprehensive Local Research Network and one year as Chair of Sheffield Healthwatch on whose board she still serves. She is also a trustee of the Royal College of Speech and Language Therapists.

Pam was the lead in the Equal Pay case which, after 14 years, was found in favour of Speech and Language Therapists in the European Court of Human Justice.

She was awarded a Fellowship of the College of Speech Therapists and was honoured with an MBE for services to speech and language therapy. A DSc was awarded by the University of the West of England in 2000. In 2012 she was awarded the Robin Tavistock for her contribution to Aphasia.

Pam has been the lead supervisor for 26 successful doctoral students, the principal investigator on in excess of 50 research projects spanning three decades totalling in excess of £7.5 million, been the principal author of 14 books and published more than 150 peer-reviewed journal articles.

**Monday 16 May**

**9.20am – 10.30am**

## **MKP – Keynote Presentation:**

### **Speech pathology as the Masterchef: Getting the right ingredients and stirring the pot**

We enter our profession with the aim of assisting those with communication and swallowing disorders to have a better quality of life. Thus we should be restless to continue to improve our services in order to achieve the best influence and outcomes by changing our recipes and ingredients.

Thus we have to consider:

- the recipients
- who judges
- the budget
- the resources available
- who is doing better than we are
- what can help us improve
- what is the appetite, and
- what is best?

This presentation will look at the value of understanding and using information on incidence and prevalence, evidence based practice and outcome measurement. We should be blending technical, clinical, academic and personal skills to result in an award-winning menu!



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# Featured Presenters



**Emeritus Professor Pamela (Pam) Enderby**

**Monday 16 May**

**2.00pm – 3.30pm continued 4.00pm – 5.30pm**

## **M8 – Keynote Seminar Presentation: Therapy outcome measures (S)**

The seminar will introduce the political necessity for collecting outcome data and the value of this to the profession.

The principles and need for collecting consistent data on every patient that we see will be detailed and illustrated by providing information which allows comparison of different services indicating the evident impact of different approaches.

The principles and domains of the Therapy Outcome Measure will be provided and there will be an opportunity for participants to rate patients.

### **Learning objectives**

- Placing speech pathology within the broader political context of health care
- Introducing the Therapy Outcome Measure
- Interpreting data and its contribution to quality assurance.



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# Featured Presenters



## Winthrop Professor Andrew Whitehouse

Professor Andrew Whitehouse directs the Autism Research Team at the Telethon Kids Institute (The University of Western Australia), and is one of the youngest ever Professors at the University of Western Australia. His research team use a range of methodologies to investigate the early identification and intervention of children with ASD, including molecular genetics, neuroscience, endocrinology and behavioural experiments.

Andrew has published over 100 peer-reviewed journals and attracted over \$35 million in competitive research grants. He currently writes a popular column on child development for *The West Australian* and the news website *The Conversation*, which have attracted over 1 million hits since 2012.

He is currently Associate Editor of the *Journal of Speech, Language and Hearing Research*, and on the Editorial Board of the *Journal of Autism and Development Disorders*.

Andrew has published one edited book with his twin-brother (Ben), and a popular science book that examined the science behind some of the myths of pregnancy and child development (*Will Mozart Make My Baby Smart?*). Prior to coming to the Telethon Kids Institute, Andrew was a Fellow at the University of Oxford.

Tuesday 17 May

9.00am - 10.30am

### TEU: Elizabeth Usher Memorial Lecture:

#### Can we prevent disability in autism through infant interventions? Re-writing the rulebook

Autism Spectrum Disorder (ASD) is typically diagnosed between three and five years of age, which is when behavioural symptoms are able to be clearly identified without ambiguity. A major problem with this relatively 'late' age of diagnosis is that by the time a child has been identified as having ASD, many of the best opportunities to provide lasting change to the developing brain has already passed by. But what if we threw out the rulebook of rigid diagnoses, and created a new paradigm in which we identified infants as young as 12 months of age as being 'at risk' of ASD, and provided preventative therapy? Could this new paradigm prevent infants 'at risk' of ASD ever developing the disability usually associated with the condition?

In this Elizabeth Usher Memorial Award Lecture, Andrew will present the world-wide research that is contributing to this new rule book, and discuss whether there is sufficient evidence for its adoption by the speech pathology profession. He will also outline the trials of 'very early interventions' (i.e., in the first year of life) conducted within his own research clinic. The aim of this lecture is to challenge the audience to rethink the current paradigm and to start an Australia-wide conversation about how we can tackle this problem as a united profession.



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# Featured Presenters



Dr Susan Ebbels is a speech and language therapist and the Research and Development Coordinator at Moor House School and College, Surrey, UK, a special school for children with developmental language impairments (DLI) aged 7-19. She has an honorary position at University College London, is an Associate Editor of the International Journal of Language and Communication Disorders and is on the Editorial Board of Child Language Teaching and Therapy. She is also a specialist advisor on school-aged children with language impairments for the Royal College of Speech and Language Therapists. She gained her PhD from UCL in 2005; this was completed part-time while continuing clinical work three days a week. She is passionate about the need for evidence based practice in speech and language therapy and has carried out and coordinated many intervention studies in the school on a range of areas, but with a particular focus on improving the comprehension and production of grammar in children with DLI using her Shape Coding method. She lectures and runs courses for SLPs on appraising the evidence, carrying out research in clinical practice, the current evidence base for school-aged children with language impairments and practical courses on Shape Coding.

Wednesday 18 May

9.00am – 10.30am

## WKP – Keynote Presentation:

### Carrying out intervention research in clinical practice

Speech language pathologists are required to integrate the best available research evidence with their clinical expertise and with clients' values in order to deliver evidence-based practice. However, in some areas of intervention, the research evidence is very limited. Thus SLPs may need to use evidence that is only partially related to their current situation and to place more reliance on their clinical expertise while waiting for more relevant evidence to emerge. An alternative solution is for SLPs to create their own evidence which is directly relevant for their situation.

In 1998, when I started working with older school-aged children with severe developmental language impairments, no studies had been published on the effectiveness of intervention for this client group. Therefore, with the support of my employer (a special

school), I started to carry out intervention studies with this client group in order to help create some of the evidence we needed. From small beginnings (single case experimental designs), our research has expanded to use more robust research designs and to cover a number of areas of intervention. Indeed, intervention research has now become a key feature of the school.

In this keynote presentation, I will demonstrate how intervention research can be incorporated into clinical practice and will discuss some of the different research designs which can be employed, using examples from our own research. I will also outline the advantages and disadvantages of carrying out research in a clinical setting and the support and commitments from employers which are necessary for this to be successful.

Wednesday 18 May

11.00am – 12.30pm continued 2.00pm – 3.30pm

## W1 – Keynote Seminar Presentation:

### Introduction to Shape Coding for teaching grammar to language impaired children (S)

This seminar will be a practical workshop, introducing registrants to the Shape Coding system and how this can be used in clinical practice with language impaired children. Research evidence will be mentioned briefly, but will be covered more in my keynote and Masterclass.

Registrants will learn how to use Shape Coding to help teach;

- basic sentence structures
- vocabulary and the links between vocabulary and grammar
- how to form simple questions
- subject-verb agreement (e.g., use of 'is' vs. 'are')
- verb tenses.

#### Learning objectives

Registrants will learn the basics of how the Shape Coding system

relates to the grammatical system of English.

- colours for parts of speech,
- shapes for phrases,
- arrows for verb morphology

They will also learn how this can be used in clinical work with children with language impairments to improve both their receptive and expressive language.

#### Prerequisites

- Registrants will find it helpful to bring a set of coloured pens or pencils
- Knowledge of the structure of English grammar would be helpful, but will not be assumed.

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### Session Selections:

The program at a glance will assist you in making your session selections. Please ensure that you have read this document and selected your concurrent sessions **BEFORE** you proceed to the online registration process. This will save time plus reduce the possibility of you being timed out. Pre-selection of sessions will also help us to ensure the comfort and safety of all participants. Places for the sessions will be limited to room sizes, so to avoid disappointment, please ensure you register early.

Please note **(S)** denotes seminar, **(T)** denotes summit and **(W)** denotes workshop

### IMPORTANT NOTICE – Please Read:

The views expressed at this National Conference are not necessarily the views of, or endorsed by The Speech Pathology Association of Australia Limited ("the Association"). The Association makes no warranty or representation in relation to the content or accuracy of the material in this document or National Conference. The Association expressly disclaims any and all liability (including liability for negligence) in respect of use of the information provided. The Association recommends you seek independent professional advice prior to making any decision involving matters outlined in this document and National Conference.

### Disclaimer:

Please note the topics and session times are correct at the time of publishing, however changes may occur. Please remember to visit [www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au) and 2016 National Conference for regular program updates.

### Poster Program

An informative selection of posters will be displayed in the exhibition area of Crown Perth from Monday to Wednesday. Authors will be in attendance at their poster on Monday from 10.45am - 11.15am and on Wednesday from 12.45pm - 1.45pm.

Please [Click this link](#) to view the poster titles and presenters.

# Conference Program

## Sunday 15 May 2016

Sunday Masterclasses are an optional extra to the Conference registration fee.

9.00am – 12.30pm

**SM1 10 principles for improving interdisciplinary practice**  
Emeritus Professor Pamela (Pam) Enderby

1.30pm – 5.00pm

**SM2 The current evidence base for school-aged children with language impairments**  
Dr Susan Ebbels

5.00pm – 6.30pm

Pre-Registration and exhibition

5.15pm – 5.30pm

Speakers, chairpersons and student volunteers' briefing

6.30pm – 9.00pm

### Welcome Reception: Fraser's Kings Park

Fraser's—a place that celebrates the best Western Australia has to offer in food, wine and service, set in one of the most spectacular locations in the state. Fraser's is named after the avenue it sits on, the famous Fraser Avenue in beautiful Kings Park, which was named after Malcolm Fraser—the first Surveyor-General of Perth. The avenue is lined with lemon-scented gums, their interlocking branches forming a majestic canopy over the spectacular entrance to the park. The addition of a new, permanent State Reception Centre situated on the top of the building, high in the gum trees has a stunning view over the city and river.

Fraser's Restaurant opened in 1993, with executive chef Chris Taylor at the helm. Since these early days the restaurant has won numerous awards, and Chris is considered one of the top chefs in the state.

Coaches will depart Crown Perth at 6.00pm for those who would like to walk about the gardens and take in the views, and 6.30pm for the 15 minute drive. Finger food and drinks will be served, plus the opportunity to network informally with fellow delegates, sponsors and exhibitors. The winner of the Aspect of Kings Park gift voucher will be drawn during the pre-registration, so please ensure you are in attendance. Coaches will return delegates to the Conference hotels at 8.30pm and 9.00pm.

## 8.45am-9.20am

Welcome to Country by Dr Richard Walley AOM,  
Official opening and welcome by SPA President **Gaenor Dixon** to  
**Making Waves 2016**

## 9.20am-10.30am

### MKP Keynote Presentation

Speech pathology as the Masterchef: Getting the right ingredients and stirring the pot  
**Emeritus Professor Pamela (Pam) Enderby**

## 10.30am-11.30am

Morning tea (including Poster Session)

## 11.30am – 12.45pm

### M1 Working in schools

*Making waves: Does an on-line phonological awareness module and assessment task enhance the phonemic awareness skills of pre-service teacher education students?*

**Marleen Westerveld<sup>1,2</sup>, Georgina Barton<sup>1,2</sup>**

1. Griffith University, QLD, Australia,
2. Griffith Institute for Educational Research, QLD, Australia

*Effective support for language difficulties in the classroom*

**Maryanne O'Hare, Jane Musgrave, Marion Kazakos, Claire Winward, Carmen Fairlie**  
Ministry of Education, New Zealand

*SLPs responding to educational needs of children: Development of the "Communication at School" questionnaires*

**Deborah Denman<sup>1,2</sup>, Bronwyn Reguson<sup>1</sup>**

1. Department of Education and Training, QLD, Australia
2. James Cook University, QLD, Australia

*Whole class literacy gains through speech pathology and teacher collaboration*

**Robyn Stephen<sup>2</sup>, Kate Down<sup>2</sup>, Catherine Gunn<sup>1</sup>**

1. Department of Education, VIC, Australia
2. Robyn Stephen & Associates Speech Pathology, VIC, Australia

### M2 Telehealth

*Opening remarks and session format*

**Christine Lyons**

Speech Pathology Australia, VIC, Australia

*Challenging the rapport assumption in telepractice with children*

**Anneka Freckmann, Monique Hines, Michelle Lincoln**

Faculty of Health Sciences, The University of Sydney, NSW, Australia

*Outcomes and experiences from a pilot student telehealth clinic for stuttering*

**Kate Bridgman<sup>1</sup>, Nicole Ford<sup>1</sup>, Di-Luu Lam<sup>1</sup>, Bridget Macklin<sup>1</sup>, Keisha Pallathil<sup>1</sup>, Joanne Tran<sup>1</sup>, Evelyn Wee<sup>1</sup>, Elaina Kefalianos<sup>1,2</sup>**

1. The University of Melbourne, VIC, Australia,
2. Murdoch Childrens Research Institute, VIC, Australia

*Comparing face-to-face and e-therapy for children with primary language disorders: Results from a study of video-recorded therapy sessions*

**Belinda Fisher<sup>1</sup>, Stuart Eckberg<sup>2</sup>, Susan Danby<sup>2</sup>, Maryanne Theobald<sup>2</sup>, Peta Wyeth<sup>2</sup>**

1. LET'S TALK Developmental Hub, QLD, Australia,
2. The Queensland University of Technology, QLD, Australia

### M3 Clinical education 1

*Simulated learning environments: Teaching interprofessional collaboration and hospital-readiness*

**Philippa Friary, Anna Miles, Bianca Jackson, Julia Sekula, Andrea Braakhuis**

The University of Auckland, Auckland, New Zealand

*Student Communication Skills Assessment and Outcomes in a Virtual Patient Placement.*

**Kate Robinson, Kate Holmes, Janet Beilby, Michelle Quail, Peter Allen**

Curtin University, WA, Australia

*Using simulation to enhance speech pathology students' clinical placement learning and clinical reasoning*

**Kathryn Fitzgerald**

WA Centre for Rural Health, WA, Australia

*Language, culture and competency in speech-language pathology students*

**Stacie Attrill<sup>1</sup>, Sue McAllister<sup>2</sup>, Michelle Lincoln<sup>1</sup>**

1. The University of Sydney, NSW, Australia,
2. Flinders University, SA, Australia

### M4 Research and evidence

*Opening remarks and session format*

**Cori Williams**

Speech Pathology Australia, VIC, Australia

*Aphasia rehabilitation research: Are Australian speech pathology services 'trial ready'?*

**Erin Godecke<sup>1</sup>, Miranda Rose<sup>3</sup>, Linda Worrall<sup>2</sup>, Natalie Ciccone<sup>1</sup>, Abby Foster<sup>3</sup>, Marcella Carragher<sup>2</sup>, Felicity Megee<sup>4</sup>, Kathryn McKinley<sup>5</sup>, Beth Armstrong<sup>1</sup>, Wendy Relf<sup>6</sup>, Kathryn Ramsay<sup>7</sup>**

1. Edith Cowan University, WA, Australia,
2. The University of Queensland, QLD, Australia,
3. La Trobe University, VIC, Australia,
4. Royal Melbourne Hospital, VIC, Australia,
5. St Vincent's Hospital, VIC, Australia,
6. St George Hospital, NSW, Australia,
7. Fremantle Hospital, WA, Australia

*Standardising comprehensive language assessments*

**Nicki Joshua, Angela Kinsella-Ritter**

Pearson Clinical Assessment, VIC, Australia

*Clinical case studies: How to analyse for statistical significance*

**Rachael Unicomb<sup>1</sup>, Sally Hewat<sup>1</sup>, Elisabeth Harrison<sup>2</sup>**

1. The University of Newcastle, NSW, Australia,
2. Macquarie University, NSW, Australia



### M5 Dysphagia 1

24 hours of thickened fluids

**Emma McLaughlin**

La Trobe University, VIC, Australia

*I'll have what they're having! Provision of texture modified meals at AGOSCI 2015 Conference*

**Breanne Hetherington<sup>2,1</sup>, Tessa Feinberg<sup>3,1</sup>**

1. AGOSCI, QLD, Australia,

2. Disability Services, QLD, Australia,

3. Lifetec, QLD, Australia

*Expiratory Muscle Strength Training (EMST) versus traditional dysphagia rehabilitation for intervention of dysphagia in Parkinson's disease in the community setting: Investigating rehabilitative interventions for swallowing problems in Parkinson's disease*

**Marinda Brooks, Emma Beer, Bonnie Colbert, Talin Gochian, Rebecca Lamont**

Northern Health, VIC, Australia

*Working with adults with dysphagia living at home and their caregivers: A national survey of clinician practices*

**Simone Howells<sup>1</sup>, Petrea Cornwell<sup>1,4</sup>, Liz Ward<sup>3,2</sup>, Pim Kuipers<sup>1,3</sup>**

1. Griffith University, QLD, Australia,

2. The University of Queensland, QLD, Australia,

3. Centre for Functioning & Health Research (CFAHR), Queensland Health, QLD, Australia,

4. Metro North Hospital & Health Service, Queensland Health, QLD, Australia

12.30pm – 2.00pm

Lunch

12.45pm – 1.45pm

### ML The International Dysphagia Diet Standardisation Initiative (IDDSI) Framework: Mapping the Australian national standards to the IDDSI framework

**Peter Lam<sup>2,13</sup>, Julie Cichero<sup>1,13</sup>, Catriona Steele<sup>3,13</sup>, Ben Hanson<sup>4,13</sup>, Janice Duivesteyn<sup>5,13</sup>, Jianshe Chen<sup>6,13</sup>, Jun Kayashita<sup>7,13</sup>, Roberto Dantas<sup>8,13</sup>, Caroline Lecko<sup>9,13</sup>, Joe Murray<sup>10,13</sup>, Soenke Stanschus<sup>11,13</sup>, Mershen Pillay<sup>12,13</sup>**

1. The University of Queensland, QLD, Australia,

2. Peter Lam Consulting, BC, Canada,

3. Toronto Rehabilitation Institute, ON, Canada,

4. University College London, London, UK,

5. Sunny Hill Health Centre, BC, Canada,

6. Zhejiang Gongshang University, Hangzhou, China,

7. Prefectural University of Hiroshima, Hiroshima, Japan,

8. Universidade de Sao Paulo, Sao Paulo, Brazil,

9. National Patient Safety Agency, London, UK,

10. Ann Arbor Veterans Faairs, MI, USA,

11. Hospital zum Heligen Geist, Kempen, Germany,

12. University KwaZule Natal, South Africa, South Africa,

13. International Dysphagia Diet Standardisation Initiative, QLD, Australia

Around the world, many associations including Speech Pathology Australia, and the Dietitians Association of Australia, have published standardised definitions and terminology for texture modified foods and thickened fluids used for the management of dysphagia. However, variable terminology presents opportunities for miscommunication and a serious risk of harm. The International Dysphagia Diet Standardisation Initiative was formed in 2013 with the aim of developing global standardised terminology and definitions for texture modified foods and thickened fluids for individuals with dysphagia of all ages, in all care settings, and all cultures, with the final framework launched in September 2015.

The project was completed over four stages with stakeholder engagement from patients, clinicians, professional associations, Government regulatory bodies, researchers and industry. Stage one encompassed a review of existing published national standards. Stage two gathered information from a survey of current practice around the world, and a systematic review of evidence regarding the influence of texture modification on oral processing and swallowing function. Stage three provided an opportunity for the IDDSI multidisciplinary committee to meet to interlace the clinical and research evidence and measure the flow and textural characteristics of representative food and fluid products and develop labels and descriptors. The draft IDDSI framework was released for international peer review across all stakeholder groups in May 2015 with more than 3000 overwhelmingly positive responses.

This presentation will share feedback received from Australian survey responses, and discuss the way the Australian descriptors map to the International framework. Implementation concepts and results of international implementation trials will also be shared.

**Attendance number: Unlimited**

2.00pm - 3.30pm

### M6 Keynote Seminar: Therapy outcome measures (S)

**Emeritus Professor Pamela (Pam) Enderby**

### M7 Fluency

*Child temperament, home environment and life events and the relationship to the stuttering severity in children*

**Janet Beilby<sup>1</sup>, ShellyJo Kraft<sup>2</sup>, Amel Mohamed<sup>2</sup>**

1. Curtin University, WA, Australia,

2. Wayne State University, Michigan, USA

*Anxiety and school age children with stuttering: Results from a community cohort study*

**Kylie Smith<sup>1,2</sup>, Sheena Reilly<sup>1,7</sup>, Lisa Iverach<sup>4</sup>, Anna Hearne<sup>8</sup>, Mark Onslow<sup>3</sup>, Sue O'Brian<sup>6</sup>, Fiona Mensah<sup>1</sup>**

1. Murdoch Childrens Research Institute, VIC, Australia,

2. The University of Melbourne, VIC, Australia,

3. The University of Sydney, NSW, Australia,

4. Macquarie University, NSW, Australia,

5. Menzies Health Institute, QLD, Australia,

6. LaTrobe University, VIC, Australia,

7. Griffith University, QLD, Australia,

8. Auckland University, New Zealand

*Goals of adults starting stuttering treatment and perceived important aspects of the Comprehensive Stuttering Program*

**Michelle Swift<sup>1,2</sup>, Marilyn Langevin<sup>2</sup>**

1. Flinders University, SA, Australia,

2. ISTAR, University of Alberta, AB, Canada

*Discourse analysis of conversational speech samples of school aged children who stutter taken under dual attention conditions*

**Sarah Grunwald, Janet Beilby**

Curtin University of Technology, WA, Australia

*Experiences of migrants who stutter who have moved to Australia*

**Charn Nang, Deborah Hersh**

Edith Cowan University, WA, Australia

### M8 Paediatric feeding

*From little things, big things grow: The development of an infant feeding system*

**Bernadette O'Connor<sup>1</sup>, Kay Gibbons<sup>2</sup>, Michele Meehan<sup>1</sup>**

1. The Royal Children's Hospital, VIC, Australia,

2. Murdoch Childrens Research Institute, VIC, Australia

*Reliability for detecting oropharyngeal aspiration in children using cervical auscultation*

**Thuy Frakking<sup>1,2</sup>, Anne Chang<sup>3,4</sup>, Kerry-Ann O'Grady<sup>3</sup>,**

**Michael David<sup>1</sup>, Kelly Weir<sup>1</sup>**

1. The University of Queensland, QLD, Australia,

2. Lady Cilento Children's Hospital, QLD, Australia,

3. Queensland University of Technology, QLD, Australia,

4. Charles Darwin University, NT, Australia

*Evaluation and treatment of oropharyngeal dysphagia in preschool children with cerebral palsy*

**Katherine Benfer**

The University of Queensland, QLD, Australia

*Transdisciplinary management of dysphagia and mealtime needs in the disability sector*

**Danielle Cottam, Niamh Fitzmaurice, Julie Tan, Lisa Adeney,**

**Ruyi Tong**

1. Therapy Focus, WA, Australia,

*Improving the clinical assessment of oropharyngeal aspiration in children with cervical auscultation: A randomised controlled trial*

**Thuy Frakking<sup>1,2</sup>, Anne Chang<sup>3,4</sup>, Kerry-Ann O'Grady<sup>3</sup>,**

**Michael David<sup>1</sup>, Katie Walker-Smith<sup>2</sup>, Kelly Weir<sup>1,2</sup>**

1. The University of Queensland, QLD, Australia,

2. Lady Cilento Children's Hospital, QLD, Australia,

3. Queensland University of Technology, QLD, Australia,

4. Charles Darwin University, NT, Australia

### M9 How to engage in a collaborative, reflective, relationship-based supervision with colleagues and students (W)

**Abigail Lewis**

Edith Cowan University, WA, Australia

Building knowledge, reducing stress, and improving client outcomes are the benefits of effective supervision but what is the most effective method of supervision? Drawing on the latest evidence from across disciplines (including the Infant Mental Health field) supervision based on a strong relationship, collaboration, reflection and appropriate teaching (feedback) is

recommended. This workshop will support speech pathologists to implement this supervision style with students and/or colleagues using small group interaction and hands on activities. Participants will also examine the latest Speech Pathology Australia (SPA) position statement and guidelines for supervision (SPA, 2014a; 2014b) and apply this information to their own workplace context. Participants will share their personal experiences as a supervisor and/or supervisee, exploring the features of successful interactions in supervision. There will be opportunity to practice reflective, collaborative supervision in a supported small group context. Participants will leave with tools to implement in their workplace, including access to further information after the workshop. Groups will be given the opportunity to continue as peer supervision groups, engaging in ongoing reflection on their practice and supporting the development of further skills.

#### Introduction/Rationale

Supervision is increasingly being recognised as a key factor in effective speech pathology practice and Speech Pathology Australia has recently released a new position statement and set of guidelines around supervision. Based on a comprehensive literature review and drawing on a successful project developing, training and evaluating a new framework for supervision for speech pathologists the facilitator will bring this method to a wider audience at the Conference. Speech pathologists were extremely positive about the training and showed evidence of changed behaviour in supervision. The training has now been extended to other allied health disciplines with similar positive results.

#### Outline

- personal evaluation of own supervision practice and experiences (15 mins)
- outline and discussion of SPA position statement and guidelines (10 mins)
- presentation of evidence of effective supervision (15 mins)
- discussion of tools and practices to establish a strong, collaborative relationship, support reflection and give appropriate feedback (20 mins)
- engagement in peer small group supervision (30 mins).

#### Learning objectives

- evaluate own supervision practice and experiences of supervision
- analyse the latest evidence and recommendations from

Speech Pathology Australia for supervision

- explore the framework for reflective, collaborative, relationship-based supervision
- engage in supported peer group supervision.

#### Conclusions

Participants will experience and engage in reflective, collaborative, relationship-based supervision. They will form peer supervision groups with the opportunity to continue meeting (virtually or face to face) on a monthly basis after the workshop to continue to develop their supervision skills.

**Attendance number: Unlimited**

### M10 Literacy

*A longitudinal study of NAPLAN outcomes in years 3, 5, and 7 for children with communication impairment*

**Sharynne McLeod, Linda Harrison, Cen Wang**

Charles Sturt University, NSW, Australia

*The role of orthographic processing in the development of word reading skills*

**Antonette Seiler, Suze Leitão, Mara Blosfelds**

Curtin University, WA, Australia

*An investigation of the relationship between phonological processing, auditory processing and word recognition in children diagnosed with dyslexia and children diagnosed with auditory processing disorder (APD)*

**Bartek Rajkowski<sup>1,2</sup>**

1. Flinders University of South Australia, SA, Australia,

2. Adelaide Speech Pathology Services, SA, Australia

*The language and literacy skills of vulnerable and educationally at-risk primary school age children*

**Hannah Stark<sup>1,2</sup>, Patricia Eadie<sup>1</sup>, Pamela Snow<sup>3</sup>, Nancy Sidoti<sup>2</sup>**

1. Melbourne Graduate School of Education, The University of Melbourne, VIC, Australia,

2. The Baltara School, Department of Education and Training, VIC, Australia,

3. School of Rural Health, La Trobe University, VIC, Australia

*Exploring the impact of living with dyslexia: The perspectives of parents and young people*

**Suze Leitao<sup>1</sup>, Mary Claessen<sup>1</sup>, Mark Boyes<sup>1</sup>, Nic Badcock<sup>2</sup>, Mandy Nayton<sup>3</sup>**

1. Curtin University, School of Psychology and Speech Pathology, WA, Australia,

2. Macquarie University, Department of Cognitive Science, NSW, Australia,

3. Dyslexia – SPELD Foundation (DSF Literacy and Clinical Services), WA, Australia

3.30pm– 4.00pm

Afternoon tea

4.00pm - 5.30pm

### **M6 Keynote Seminar: Therapy outcome measures (S) Cont/d**

**Emeritus Professor Pamela (Pam) Enderby**

### **M11 Aged care**

*Opening remarks and session format*

**Jade Cartwright**

Speech Pathology Australia, VIC, Australia

*Speech pathologist role in stemming the tidal wave of cognitive decline in our elderly population with hearing loss*

**Kylie Chisholm**

SCIC/RIDBC, NSW, Australia

*Listening to the voices of people with dementia: Working in partnership as advocates for change*

**Amanda Miller Amberber**

Australian Catholic University, NSW, Australia

*Development and use of a context-rich virtual learning environment for practicing interpersonal communication skills*

**Jade Cartwright<sup>1,2</sup>, Shelley Brundage<sup>3</sup>, Josh Spitalnick<sup>4</sup>, Ann-**

**Marie Haygarth<sup>1</sup>, Janet Beilby<sup>1</sup>**

1. Curtin University, WA, Australia,

2. The University of Melbourne, VIC, Australia,

3. The George Washington University, Washington DC, USA,

4. Citrine Technologies, Atlanta, USA

*Making waves with octaves: A collaborative project exploring the outcomes of a musical reminiscence group in a residential aged care facility*

**Natalie O'Brien<sup>1</sup>, Elizabeth Oliver<sup>2</sup>, Kate Page<sup>2</sup>, Jade Cartwright<sup>1</sup>**

1. Curtin University, WA, Australia,

2. Catholic Homes Incorporated, WA, Australia

### **M12 Improve early language learning through use of strategies with parents/caregivers (W)**

**Charlotte Wigham<sup>1</sup>, Felicity McNally<sup>1</sup>, Yuriko Kishida<sup>1,2</sup>**

1. Telethon Speech & Hearing, WA, Australia,

2. Curtin University, WA, Australia

Are you confident engaging parents/caregivers to facilitate their child's language development? This workshop is for you. There has been a shift in the traditional approach where the primary focus of early intervention service providers was teaching children discrete skill sets. Parents/caregivers are now seen as an essential catalyst of effective intervention. Therapy is no longer focused on formal sessions provided by a therapist to a child, but strives to equip parents/caregivers with the skills to embed therapy strategies into daily life. Coaching of parents/caregivers is therefore a necessary skill for speech pathologists. However, there is limited formal training in coaching tailored for speech therapy purposes.

This workshop is comprised of a large-group presentation and small-group interaction sessions. Various coaching strategies, and a framework for application aligned with adult learning styles, will be outlined using current literature. A particular focus will be on the application of these skills. Participants will be encouraged to share their experiences in engaging families – what was effective or challenging and why - utilising the strategies and the framework. Participants will view videos of therapy sessions and reflect upon the strategies that were used, or could have been used. There will be opportunities to plan how these coaching strategies can be applied in participants' practice.

At the end of the session, participants will be able to;

- discuss coaching strategies,
- identify how these relate to adult learning styles, and
- prioritise these in therapy sessions to guide parents/caregivers to enhance their child's language development.

#### **Introduction/Rationale**

Parental coaching has become a standard expectation for family-centred early intervention. There are supporting policies, literature, and research to promote coaching with parents. It is important that speech pathologists are proficient in parental coaching for effective early language intervention.

There are, however limited pre-service and in-service training opportunities available to speech pathologists, hence clinicians are often expected to acquire these essential skills 'on the job'. This highly interactive workshop (1.5 hours) will provide participants with a structured and systematic formal training in coaching parents/caregivers that can be implemented in their workplace. No prior knowledge is required.

#### **Objectives**

Participants will:

- develop an understanding of coaching, and the importance of coaching parents/caregivers in early intervention for child language development;
- gain knowledge of coaching strategies and a framework for their application;
- be made aware of adult learning styles; and
- develop a plan for their individual clinical practice.

#### **Results or Practice Implications**

This workshop will help clinicians and students to increase their understanding about parental coaching and related skills that are useful in early intervention for children with language needs. Participants will have opportunities to reflect on their practice and plan how to implement coaching in their workplace. The workshop will therefore enhance language learning among children with language delay by promoting the use of coaching strategies with their parents.

#### **Conclusions**

Coaching of parents/caregivers is crucial for speech pathologists who work in early intervention. Upskilling clinicians in coaching can improve parents'/caregivers' use of language facilitation strategies for their children. This, in turn provides better language learning opportunities in the daily lives of children with language delay.

**Attendance number: 60**

**Session Full**

## M13 Speech pathology in Indigenous contexts

*The Aboriginal Communication Assessment after Brain Injury (ACAABI): A screening tool for identifying acquired communication disorders in Aboriginal Australians*

**Natalie Ciccone<sup>1</sup>, Elizabeth Armstrong<sup>1</sup>, Deborah Hersh<sup>1</sup>, Meaghan McAllister<sup>1</sup>, Leon Flicker<sup>4</sup>, Judith Katzenellenbogen<sup>2</sup>, Juli Coffin<sup>3,5</sup>, Sandra Thompson<sup>2,4</sup>, Colleen Hayward<sup>1</sup>, Deborah Woods<sup>5</sup>**

1. Edith Cowan University, WA, Australia,
2. Western Australian Centre for Rural Health, WA, Australia,
3. Telethon Kid Institute, WA, Australia,
4. The University of Western Australia, WA, Australia,
5. Geraldton Regional Aboriginal Medical Service, WA, Australia

*Cultural-match between early childhood educators and children: Implications for learning outcomes*

**Gwendalyn Webb<sup>1</sup>, Cori Williams<sup>2</sup>**

1. The University of Newcastle, NSW, Australia,
2. Curtin University, WA, Australia

*Assessing phonological awareness: Challenges and new frontiers*

**Roslyn Neilson<sup>1</sup>, Gillian Wigglesworth<sup>2</sup>, Deborah Bryen<sup>3</sup>, Samantha Brannelly<sup>3</sup>, Rebecca Green<sup>3</sup>, Jana Kozeluh<sup>3</sup>, Leanne Linton<sup>3</sup>, Jenny Luck<sup>3</sup>, Gayle Raymond<sup>3</sup>, Claire Salter<sup>3</sup>**

1. Language, Speech & Literacy Services, NSW, Australia,
2. The University of Melbourne, VIC, Australia,
3. Department of Education, NT, Australia

*Two ears to listen: Lessons learned from research in Indigenous contexts*

**Karen Brewer<sup>1</sup>, Elizabeth Armstrong<sup>2</sup>, Deborah Hersh<sup>2</sup>, Natalie Ciccone<sup>2</sup>, Meaghan McAllister<sup>2</sup>, Juli Coffin<sup>3,4</sup>, Te Whawhai Taki<sup>1</sup>**

1. Te Kupenga Hauora Maaori, The University of Auckland, New Zealand,
2. School of Psychology & Social Science, Edith Cowan University, WA, Australia,
3. Telethon Institute for Child Health Research, The University of Western Australia, WA, Australia,
4. Geraldton Regional Aboriginal Medical Service, WA, Australia

## M14 Paediatric service delivery

*Why I arrive for therapy with mini-tramps and hokki stools, and dance to Shake it Off: A neuroscientific approach to working memory and executive function impairments in children*

**Olwen Forker**

BackChat Speech Pathology, QLD Australia

*On the path to developing a transdisciplinary parent education program for preventative early intervention: Initial plans and progress*

**Julianne Burgess<sup>1</sup>, Katherine Webster<sup>2</sup>**

1. Flat Chat Speech Pathology, WA, Australia,
2. Webster Kids, WA, Australia

*Service delivery and intervention intensity for Australian children with phonological impairment: Results of a national survey*

**Eleanor Sugden<sup>1</sup>, Elise Baker<sup>1</sup>, Natalie Munro<sup>1</sup>, A. Lynn Williams<sup>2</sup>, Carol Trivette<sup>2</sup>**

1. The University of Sydney, NSW, Australia,
2. East Tennessee State University, TN, USA

*Influence of type of feedback on the effect of tablet-based delivery of intensive speech therapy in children with childhood apraxia of speech*

**Jacqueline McKechnie<sup>1</sup>, Kirrie Ballard<sup>1</sup>, Patricia McCabe<sup>1</sup>, Elizabeth Murray<sup>1</sup>, Tian Lan<sup>2</sup>, Ricardo Gutierrez-Osuna<sup>2</sup>, Beena Ahmed<sup>3</sup>**

1. University of Sydney, NSW, Australia,
2. Texas A & M University, Texas, USA,
3. Texas A & M University, Qatar

*Service delivery for Rapid Syllable Transitions (ReST) treatment for childhood apraxia of speech: A comparison of telehealth, lower frequency and parent-delivered treatment*

**Donna Thomas, Tricia McCabe, Kirrie Ballard**

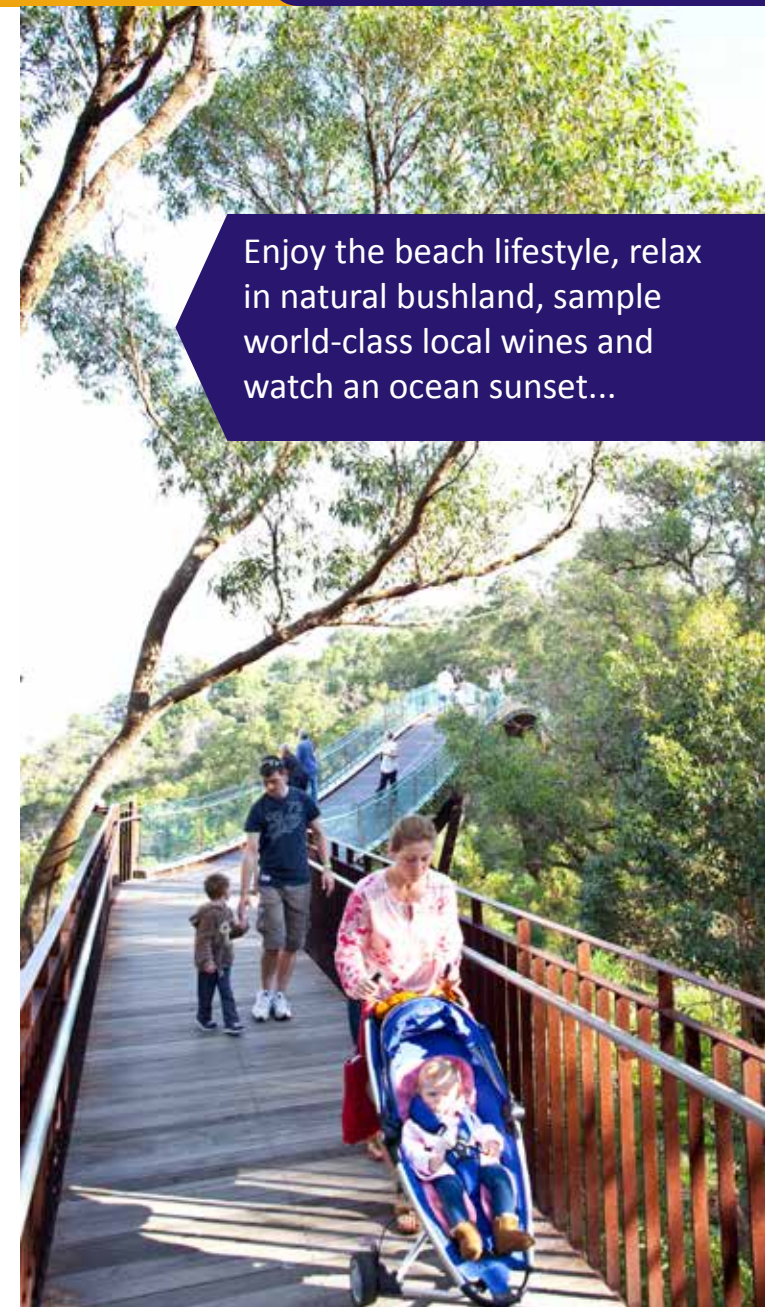
The University of Sydney, NSW, Australia

5.45pm – 7.00pm

**Speech Pathology Australia: Annual General Meeting, Award Presentations & Drinks**



**Speech  
Pathology  
Australia**



Enjoy the beach lifestyle, relax in natural bushland, sample world-class local wines and watch an ocean sunset...

9.00am - 10.30am

### TEU Elizabeth Usher Memorial Lecture

*Can we prevent disability in autism through infant interventions?  
Re-writing the rulebook*  
Winthrop Professor Andrew Whitehouse

10.30am - 11.00am

Morning tea

11.00am - 12.30pm

### T1 Cultural and linguistic diversity

*Rethinking language assessment for dual language learners*

Naomi Yiftachel, Cori Williams, Robert Kane  
Curtin University, WA, Australia

*Tutorial: Experts' recommendations for assessing multilingual children's speech in language(s) that their speech-language pathologist does not speak*

Sharynne McLeod, Sarah Verdon  
Charles Sturt University, NSW, Australia

*CALD Assist: APplying technology to allied health assessments of people from culturally and linguistically diverse backgrounds*

Courtney Pocock, Sally Brinkmann, Merridy Moore, Sally Howard  
Western Health, VIC, Australia

*Transfer patterns of noun and verb naming treatment in a case of multilingual aphasia*

Maria Kambanaros  
Cyprus University of Technology, Limassol, Cyprus

*Assessment and treatment of bilingual individuals with aphasia: Current issues, factors, and tools for success*

Amanda Miller Amberber  
Australian Catholic University, NSW, Australia

### T2 Autism spectrum disorders

*Using iPad supported social stations to improve the social communication skills of students with an Autism Spectrum disorder (ASD)*

Bronwyn Sutton<sup>1,2</sup>, Amanda Webster<sup>1</sup>, Marlene Westerveld<sup>1</sup>  
1. Griffith University, QLD, Australia,  
2. Bronwyn Sutton Speech Pathology, QLD, Australia

*"The early intervention trap": The impact of the early intervention message on parents of children with ASD*

Amelia Edwards, Chris Brebner, Paul McCormack, Colin MacDougall  
Flinders University, SA, Australia

*Assessing communication skills in children with autism using Language Environment Analysis (LENA)*

David Trembath<sup>1</sup>, Marleen Westerveld<sup>2</sup>, Rhylee Sulek<sup>3</sup>, Jessica Paynter<sup>4</sup>

1. Menzies Health Institute Queensland, Griffith University, QLD, Australia,
2. Griffith Institute for Educational Research, Griffith University, QLD, Australia,
3. School of Allied Health Sciences, Griffith University, QLD, Australia,
4. AEIOU Foundation, QLD, Australia

*Speech-language pathology services in schools: What are the views of parents, educators and students on the autism spectrum?*

Keely Harper-Hill<sup>1,2</sup>, David Trembath<sup>1,3</sup>, David Klug<sup>1,2</sup>

1. Cooperative Research Centre for Living with Autism, QLD, Australia,
2. Queensland University of Technology, QLD, Australia,
3. Griffith University, QLD, Australia

*"Story time": Book reading practices of parents and their pre-schoolers with autism*

Marleen Westerveld<sup>1,4</sup>, Jodie Holt<sup>1</sup>, Jessica Paynter<sup>2,4</sup>, David Trembath<sup>1,4</sup>, Anne van Bysterveldt<sup>3</sup>

1. Griffith University, QLD, Australia,
2. AEIOU Foundation, QLD, Australia,
3. University of Canterbury, Canterbury, New Zealand,
4. Autism CRC, QLD, Australia

### T3 Dysphagia 2

*Closing the evidence to practice gap: Application of the knowledge to action framework in the acute hospital setting*

Lydia Natsis<sup>1</sup>, Robyn O'Halloran<sup>1,2</sup>, Kathryn McKinley<sup>1</sup>  
1. St Vincent's Hospital Melbourne, VIC, Australia,  
2. La Trobe University, VIC, Australia

*Cough reflex testing: Does it change clinical management of dysphagia within the acute stroke population?*

Indu Jacob, Kim Brooke, Julie Varian, Belinda Morrell, Geraldine Harris  
Sir Charles Gairdner Hospital, WA, Australia

*Rethinking convention: Improving dysphagia management following prolonged intubation*

Susie Griffiths, Nikhila Lamba  
Eastern Health, VIC, Australia

*"Can I get my feeding tube out quicker?" The impact of intensive dysphagia rehabilitation on duration of enteral nutrition following head and neck cancer treatment*

Felicity Megee<sup>1</sup>, Neha Kaul<sup>1</sup>, Tim Iseli<sup>1</sup>, Danny Liew<sup>2</sup>  
1. Royal Melbourne Hospital, VIC, Australia,  
2. The Melbourne Epicentre, VIC, Australia

*Persistence pays off: Innovative methods to facilitate successful tracheostomy weaning and swallow rehabilitation*

Laura O'Carrigan<sup>1,2</sup>, Nicola Clayton<sup>1</sup>, Mayrose Chan<sup>2</sup>, Christine Jenkins<sup>2,3</sup>

1. Speech Pathology Department, Concord Repatriation General Hospital, NSW, Australia,
2. Department of Respiratory Medicine, Concord Repatriation General Hospital, NSW, Australia,
3. The University of Sydney, NSW, Australia

### T4 Adult complex care

*Cognitive-communication changes in Parkinson's, service provision and access: Client and clinician perspectives*

Megan Swales<sup>1,2</sup>, Deborah Theodoros<sup>1,2</sup>, Anne Hill<sup>1,2</sup>, Trevor Russell<sup>1,3</sup>

1. Centre of Research Excellence in Telehealth, and Centre for Research in Telerehabilitation, The University of Queensland, QLD, Australia,
2. Division of Speech Pathology, School of Health & Rehabilitation Sciences, The University of Queensland, QLD, Australia,
3. Division of Physiotherapy, School of Health & Rehabilitation Sciences, The University of Queensland, QLD, Australia

*Lee Silverman voice treatment and Osborne Park Hospital: 20 years of data collection*

Rachel Bridle, Deidre Burnell, Deborah West, Angela Cream, Caroline Silver  
Speech Pathology Department, Osborne Park Hospital, WA, Australia

*Aspects of natural conversation in semantic variant primary progressive aphasia*

Cathleen Taylor<sup>1,3</sup>, Karen Croot<sup>2,5</sup>, Emma Power<sup>3,5</sup>, Sharon Savage<sup>4</sup>, John Hodges<sup>4</sup>, Leanne Togher<sup>3,5</sup>

1. War Memorial Hospital, NSW, Australia,
2. The University of Sydney, School of Psychology, NSW, Australia,
3. The University of Sydney, Faculty of Health Sciences, NSW, Australia,
4. Neuroscience Research Australia & School of Medical Sciences, The University of New South Wales, NSW, Australia,
5. NHMRC Clinical Centre of Research Excellence in Aphasia Rehabilitation, NSW, Australia

*Piloting a multilevel approach to improving discourse in primary progressive aphasia*

Jade Cartwright<sup>1,2</sup>, Anne Whitworth<sup>1</sup>, Ashleigh Beales<sup>1</sup>, Suze Leitao<sup>1</sup>

1. Curtin University, WA, Australia,
2. The University of Melbourne, VIC, Australia

>>>

*Psychosocial support needs of adult head and neck cancer survivors and their families: Health care professionals' perspectives*

Samuel Calder<sup>1,2</sup>, Lauren Breen<sup>2</sup>, Moira O'Connor<sup>2</sup>, Jade Cartwright<sup>2,3</sup>, Vivian Tai<sup>4</sup>, Janet Beilby<sup>2</sup>

1. Department of Education, WA, Australia,

2. School of Psychology and Speech Pathology, Curtin University, WA, Australia,

3. Department of Audiology and Speech Pathology, The University of Melbourne, VIC, Australia,

4. Acute Care Service, Fiona Stanley Hospital, WA, Australia

### T5 Paediatric language

*Does the diagnosis of a SLI versus a non-SLI impact language intervention outcomes?*

Julia Starling, Natalie Munro, Leanne Togher

The University of Sydney, NSW, Australia

*Investigating the clinical presentation of children with auditory processing disorder*

Kate Joyce, Ruth Braden, Kate Bridgman, Dani Tomlin

The University of Melbourne, VIC, Australia

*Examining the personal narratives that adolescents tell*

Adele Wallis

Department of Health, QLD, Australia

*Making waves: Should we use the Renfrew Action Picture Test to screen the oral language skills of foundation year students from low socio economic backgrounds?*

Maria Lennox<sup>1,2</sup>, Marleen Westerveld<sup>2</sup>

1. Department of Education and Training, QLD, Australia,

2. Griffith University, QLD, Australia

*Cuing techniques in expressive grammar treatment for children with SLI: What works?*

Karen Smith-Lock<sup>1,2</sup>, Suze Leitao<sup>2</sup>

1. Macquarie University, NSW, Australia,

2. Curtin University, WA, Australia

12.30pm – 2.00pm

Lunch

12.45pm – 1.45pm

### TL Supporting speech pathologists in rural and remote Australia

Amanda O'Keefe

NT, Australia

Session Full

Almost one third of all Australians live in rural and remote areas. Delivering health care to this population comes with added challenges as well as many rewards. There are a wide variety of supports available for speech pathologists working outside major cities. These include professional networks; access to a variety of organisations; a number of scholarships; telehealth; publications specifically for rural and remote health professionals; and mentoring programs. Evidence indicates that professionals are more likely to stay in a position when they feel supported. It is therefore essential that speech pathologists working in rural and remote Australia are aware of all of the resources available to support them in their role.

The workshop will outline a variety of resources to support speech pathologists working in rural and remote Australia. The workshop will also explore the preferred method of establishing a support network for rural and remote speech pathologists.

Strategies to enhance the experience of working as a speech pathologist in rural and remote Australia will be discussed. The workshop will conclude with development of an action plan; with the goal being ongoing support for speech pathologists in rural and remote Australia.

#### Introduction/Rationale

The objectives of the workshop are:

1. Participants will develop a list of resources available to support their practice as a speech pathologist in a rural and/or remote area of Australia
2. Participants will develop strategies to assist them when working in an area with limited access to other speech pathologists
3. Participants will establish a support network of other rural and remote speech pathologists
4. Participants will suggest mechanisms for ongoing communication with and development of the network

#### Objectives

The workshop will include a presentation, directed small group conversations and facilitated whole group discussion.

#### Results or Practice Implications

The expected result is:

- a list of resources to support speech pathologists in rural and

remote Australia

- a connected network of rural and remote speech pathologists and established communication methods
- an understanding of key concerns for speech pathologists working in rural and remote Australia.

#### Conclusions

This workshop will provide immediate support to speech pathologists working in rural and remote Australia and will also enable the opportunity for ongoing support networks to be established.

**Attendance number: Unlimited**

2.00pm – 3.30pm

### T6 Clinical guidelines for speech pathologists working in the area of students' literacy (W)

Antonette Seiler<sup>3,9</sup>, Roslyn Neilson<sup>8</sup>, Marleen Westerveld<sup>4</sup>, Tracey Rowe<sup>6</sup>, Melinda Schambre<sup>5</sup>, Rachael Furner<sup>6,7</sup>, Shae Morrish<sup>9,7</sup>, Kathryn Walmsley<sup>3</sup>, Emma Jones<sup>2</sup>, Suze Leitao<sup>3</sup>, Pamela Snow<sup>1</sup>

1. La Trobe University, VIC, Australia,

2. Private Practice, NSW, Australia,

3. Curtin University, WA, Australia,

4. Griffith University, QLD, Australia,

5. Word By Mouth Pty Ltd, VIC, Australia,

6. Department of Education and Training, VIC, Australia,

7. The University of Melbourne, VIC, Australia,

8. Language, Speech and Literacy Services, NSW, Australia,

9. Private practice, VIC, Australia

Session Full

This workshop discusses clinical guidelines for speech pathologists working with students who have difficulty with reading and associated difficulties with spelling and writing.

It is suitable for speech pathologists already working in this field and for those contemplating doing so. Specific background knowledge or experience is not required. Key concepts that frame the discussion include oral language competencies and its relationship to learning to read, the Simple View of Reading, emergent literacy conventional literacy, and the Response-to-Intervention model.



This clinical guidelines project was commissioned by Speech Pathology Australia and produced by 12 Australian academic and clinical speech pathologists to bring together a comprehensive set of guidelines set in the context of practice-based evidence. Two broad categories are covered; Client-level guidelines and System-level guidelines. Client-level guidelines include clinical practices that engage directly or indirectly with clients and cover prevention, early identification, assessment and intervention. System-level guidelines describe two areas: (i) advocacy to enhance the role of speech pathologists as part of literacy-support teams, and (ii) collaborations and partnerships that are important for speech pathologists to foster when working in this field.

The workshop will include small-group interaction tasks to supplement the presentation. At the conclusion of the workshop, participants will be able to explain how and why speech pathologists are well-placed to work in the area of literacy support based on their knowledge and expertise in oral language. Additionally, participants will be provided with strategies and information that can enhance their capacity to seek a greater role in literacy support.

### Introduction/Rationale

This clinical guideline was commissioned because speech pathology practice in literacy (including reading, spelling and writing), represents an expanded role for the speech pathology profession that has grown in recent years (*Ehren & Ehren, 2001; Fallon & Katz, 2011; Schmitt & Tambyraja, 2015; Serry, 2013*). However, a number of challenges and inhibitors face speech pathologists nationally and internationally in this area of practice (*Fallon & Katz, 2011; Serry, 2013*) which means that speech pathologists' knowledge and expertise is not consistently being translated into practice (*Schmitt & Tambyraja, 2015, see p. 104*).

**Attendance number: 80**

## T7 Disability

*Opening remarks and session format*

**Cathy Olsson**

Speech Pathology Australia, VIC, Australia

*"I think they need AAC - All hands on deck!"... Case study example of the roles different people can play to support a speech generating device AAC assessment*

**Leanna Fox<sup>1,2</sup>, Merryn Horsfall<sup>1</sup>**

1. Liberator Pty Ltd, NSW, VIC, Australia,

2. Sydney Children's Hospital, NSW, Australia

*Communication and challenging behaviour: What is the role of the speech pathologist in a behaviour support team?*

**Kylie Gough**

Disability Services Commission, WA, Australia

*Ageing with a lifelong disability and complex communication needs: Riding the waves of change*

**Leigha Dark**

Australian Catholic University, NSW, Australia

*Enhancing interaction for individuals with intellectual disability through dance*

**Caitlin Slaney<sup>1</sup>, Catherine Easton<sup>1</sup>, Leanne Robson<sup>2</sup>**

1. Charles Sturt University, NSW, Australia,

2. Yooralla, VIC, Australia

## T8 Harnessing key principles of plasticity in dysphagia rehabilitation (W)

**Emily Plowman<sup>1</sup>, Catriona Steele<sup>2,3</sup>**

1. University of Florida, Florida, USA,

2. Toronto Rehabilitation Institute - University Health Network, Canada,

3. University of Toronto, Canada

Historical dysphagia treatment has focused on maximizing swallowing safety through the utilization of postural adjustments, dietary modifications and environmental adaptations.

This compensatory-based approach does not target rehabilitating the underlying pathophysiology or harness key principles of plasticity known to drive optimal recovery of function.

During this 1.5 hour workshop, two presenters will introduce important principles of plasticity that can be incorporated in your clinical practice to maximize functional gains and recovery of function.

Expiratory Muscle Strength Training and Progressive Lingual Resistance Training represent two rehabilitation techniques in dysphagia that incorporate key principles of plasticity and show promising early evidence of treatment effectiveness. The clinical application of these two interventions will be discussed with a focus on the physiologic rationale and evidence to support their use in dysphagia rehabilitation.

### Objectives

- review current treatment approaches in dysphagia rehabilitation and differentiate between compensation-based approaches vs. active rehabilitation approaches

- introduce key principles of plasticity to optimise functional recovery in dysphagia rehabilitation (use, repetition, intensity, salience, difficulty, transference)
- highlight ways to exploit these governing principles of plasticity in your clinical practice
- provide an overview of two exercise based interventions that exploit the key principles of plasticity—Expiratory Muscle Strength Training (EMST) and Progressive Lingual Resistance Training (PLRT). The physiologic rationale for the use of each will be provided and ongoing research being performed in the presenter's laboratories will be highlighted.

**Attendance Number: 60**

## T9 Paediatric speech and voice

*Acoustic evaluation of the Rapid Syllable Transition (ReST) treatment for childhood apraxia of speech*

**Alison Zhi Yi Kwok, Patricia McCabe, Elizabeth Murray**

The University of Sydney, NSW, Australia

*Treatment of co-occurring stuttering and speech sound disorder: A phase I trial*

**Rachael Unicomb<sup>1</sup>, Sally Hewat<sup>1</sup>, Elizabeth Spencer<sup>1</sup>,**

**Elisabeth Harrison<sup>2</sup>**

1. The University of Newcastle, NSW, Australia,

2. Macquarie University, NSW, Australia

*Do the words that 2-year-olds say with non-final weak syllables predict their later communication, speech and language outcomes?: A prospective observational cohort study*

**Deb James<sup>1,2</sup>, Joanne Bradbury<sup>1</sup>**

1. Southern Cross University, NSW, Australia,

2. The University of Adelaide, SA, Australia

*Children with Velocardiofacial Syndrome: What are their speech characteristics?*

**Lavinia Teo, Patricia McCabe, Alison Purcell, Andy Smidt**

The University of Sydney, NSW, Australia

*A randomised, controlled trial of behavioural voice therapy for dysphonia related to prematurity of birth*

**Victoria Reynolds<sup>1</sup>, Suzanne Meldrum<sup>1,2</sup>, Karen Simmer<sup>1,3</sup>,**

**Shyan Vijayasekaran<sup>4,1</sup>, Noel French<sup>5,1</sup>**

1. The University of Western Australia, WA, Australia,

2. Edith Cowan University, WA, Australia,

3. King Edward Memorial Hospital, WA, Australia,

4. Princess Margaret Hospital for Children, WA, Australia,

5. State Child Development Centre, WA, Australia

### T10 Shaping clinical services to work with Indigenous people: Lessons learned from research in Indigenous contexts (W)

Elizabeth Armstrong<sup>1</sup>, Julie Coffin<sup>2,3</sup>, Natalie Ciccone<sup>1</sup>, Deborah Hersh<sup>1</sup>, Judith Katzenellenbogen<sup>2</sup>, Meaghan McAllister<sup>1</sup>

1. Edith Cowan University, WA, Australia
2. Telethon Kids Institute, WA, Australia,
3. Geraldton Regional Aboriginal Medical Service, WA, Australia,
4. The University of Auckland, New Zealand

This workshop will explore methodologies useful for working with Indigenous peoples in the field of acquired brain injury for both research and clinical purposes. Qualitative methods including in-depth interviewing within a yarning framework (*Bessarab & Ngandu, 2010*) and the use of focus groups will be presented. These methods will be discussed within the context of a two way philosophical framework and kaupapa Māori theory.

The frameworks involve a genuine partnership between Indigenous communities and researchers or service providers where communities have active input into framing research questions, methods and in the rehabilitation framework, ultimate models of service delivery. Long term engagement of professionals with communities is essential, with researchers and service providers working with Indigenous communities to establish trust.

The workshop will include discussion of experiences gained through a number of recent studies within the field of communication disorders with Aboriginal people in Western Australia and with Maori in New Zealand. These include experiences related to interviews with people with communication disorders and their families, consultation surrounding the development of a communication screening tool, and the recruitment and training of Indigenous research assistants in this area.

**Attendance Number: 60**

Session Full

3.30pm – 4.00pm  
Afternoon tea

4.00pm – 5.30pm

### T11 Aphasia

*The progress of a complex rehabilitation randomised controlled trial: Very Early Rehabilitation in SpEEch (VERSE) after stroke*

Erin Godecke<sup>1</sup>, Elizabeth Armstrong<sup>1</sup>, Natalie Ciccone<sup>1</sup>, Tapan Rai<sup>2</sup>, Sandy Middleton<sup>3</sup>, Anne Whitworth<sup>4</sup>, Miranda Rose<sup>10</sup>, Audrey Holland<sup>5</sup>, Fiona Ellery<sup>6</sup>, Graeme Hankey<sup>7</sup>, Dominique Cadilhac<sup>8</sup>, Julie Bernhardt<sup>9</sup>

1. Edith Cowan University, WA, Australia,
2. The University of Technology Sydney, NSW, Australia,
3. Nursing Research Institute, St Vincent's & Mater Health Sydney and Australian Catholic University, NSW, Australia,
4. Curtin University of Technology, WA, Australia,
5. University of Arizona, Arizona, USA,
6. Neuroscience Trials Australia, VIC, Australia,
7. School of Medicine and Pharmacology, The University of Western Australia, WA, Australia,
8. Monash University, VIC, Australia,
9. The Florey Institute of Neuroscience and Mental Health, VIC, Australia,
10. La Trobe University, VIC, Australia

*Speech pathologists' decision making in the provision of services to people with aphasia*

Natalie Ciccone, Elizabeth Armstrong, Deborah Hersh, Erin Godecke  
Edith Cowan University, WA, Australia

*Delivering client-centred aphasia rehabilitation in the context of healthcare system transformation*

Josephine Kemp, Beth Armstrong, Deborah Hersh  
Edith Cowan University, WA, Australia

*Barriers and facilitators to communication on acute and rehabilitation wards for stroke survivors with and without aphasia*

Sarah D'Souza<sup>1</sup>, Heidi Janssen<sup>2</sup>, Natalie Ciccone<sup>1</sup>, Deborah Hersh<sup>1</sup>, Elizabeth Armstrong<sup>1</sup>, Erin Godecke<sup>1</sup>  
1. Edith Cowan University, WA, Australia,  
2. Hunter Stroke Service, The University of Newcastle and Hunter Medical Research Institute, NSW, Australia,

*Is conversation the holy grail? Capturing generalisation following a novel discourse intervention*

Anne Whitworth<sup>1</sup>, Suze Leitão<sup>1</sup>, Jade Cartwright<sup>1,2</sup>, Janet Webster<sup>3</sup>, Graeme Hankey<sup>4</sup>, Jan Zach<sup>5</sup>, Vanessa Wolz<sup>1</sup>, Bob Kane<sup>1</sup>

1. Curtin University, WA, Australia,
2. The University of Melbourne, VIC, Australia,
3. Newcastle University, Tyne and Wear, UK,
4. The University of Western Australia, WA, Australia,
5. State Rehabilitation Service, WA, Australia

### T12 'Sound Start Study' symposium

*Sound Start Study: Randomised controlled trial of software to enhance preschoolers' speech and pre-literacy skills*

Sharynne McLeod<sup>1</sup>, Elise Baker<sup>2</sup>, Jane McCormack<sup>1</sup>, Yvonne Wren<sup>3</sup>, Sue Roulstone<sup>4,3</sup>, Kathryn Crowe<sup>1</sup>, Sarah Masso<sup>1</sup>

1. Charles Sturt University, NSW, Australia,
2. The University of Sydney, NSW, Australia,
3. Bristol Speech and Language Therapy Research Unit, Bristol, UK,
4. The University of the West of England, Bristol, UK

*Sound Start Study: Implementation of a computer-assisted intervention for children with speech sound disorders in Australian preschools*

Jane McCormack<sup>1,4</sup>, Elise Baker<sup>2</sup>, Sarah Masso<sup>1</sup>, Sharynne McLeod<sup>1</sup>, Kate Crowe<sup>1</sup>, Yvonne Wren<sup>3</sup>, Sue Roulstone<sup>3</sup>

1. Charles Sturt University, NSW, Australia,
2. The University of Sydney, NSW, Australia,
3. The University of the West of England, Bristol, UK,
4. The University of Sheffield, Sheffield, UK

*Sound Start Study: The print knowledge of preschool children with speech sound disorders before and after intervention targeting speech and pre-literacy abilities*

Elise Baker<sup>1</sup>, Sharynne McLeod<sup>2</sup>, Sarah Masso<sup>2</sup>, Kate Crowe<sup>2</sup>, Jane McCormack<sup>2</sup>, Yvonne Wren<sup>3</sup>, Sue Roulstone<sup>3</sup>

1. The University of Sydney, NSW, Australia,
2. Charles Sturt University, NSW, Australia,
3. The University of the West of England, Bristol, UK

*Sound Start Study: The relationship between polysyllable production and emergent literacy in preschool-aged children with speech sound disorders*

Sarah Masso<sup>1</sup>, Elise Baker<sup>2</sup>, Audrey Wang<sup>1</sup>, Sharynne McLeod<sup>1</sup>, Jane McCormack<sup>1</sup>, Kate Crowe<sup>1</sup>

1. Charles Sturt University, NSW, Australia,
2. The University of Sydney, NSW, Australia

*Sound Start Study: Realisation of grammatical morphemes by children with speech sound disorders*

Charlotte Howland<sup>1</sup>, Elise Baker<sup>1</sup>, Sharynne McLeod<sup>2</sup>, Natalie Munro<sup>1</sup>

1. The University of Sydney, NSW, Australia,  
2. Charles Sturt University, NSW, Australia

## T13 Children with hearing impairment

*Using Language Environment Analysis (LENA) in auditory-verbal therapy: Perceptions of parents of children with hearing impairment*

Yuriko Kishida<sup>1,2</sup>, Cori Williams<sup>2</sup>

1. Telethon Speech & Hearing, WA, Australia,  
2. Curtin University, WA, Australia

*Parental involvement in early intervention for children with hearing impairment: A sub-study of the Longitudinal Outcomes of Children with Hearing Impairment (LOCHI) study*

Laura Button<sup>1,3</sup>, Teresa Ching<sup>1,3</sup>, Louise Martin<sup>1,3</sup>, Jessica Whitfield<sup>1,3</sup>, Ennur Yanbay<sup>2</sup>, Nerina Scarinci<sup>2</sup>, Louise Hickson<sup>2</sup>

1. National Acoustic Laboratories, NSW, Australia,  
2. The University of Queensland, QLD, Australia,  
3. HEARING CRC, NSW, Australia

*Children with hearing loss, early auditory verbal intervention, and speech and language outcomes*

Wendy Arnott<sup>1,2</sup>, Emma Rushbrooke<sup>1</sup>

1. Hear and Say, QLD, Australia,  
2. The University of Queensland, QLD, Australia

*Cochlear implants: What to do when one walks through your door!*

Kylie Chisholm  
SCIC/RIDBC, NSW, Australia

*Shaping social and emotional development from birth: Changes in the modelling of mental state language for children with delayed and atypical theory of mind acquisition*

Aleisha Davis<sup>1,2</sup>, Katie Neal<sup>1</sup>, Janna Weller<sup>1</sup>

1. The Shepherd Centre, NSW, Australia,  
2. Macquarie University, NSW, Australia

## T14 Working with adolescents

*Managing students with challenging behaviours: Untangling the web of their complex communication needs*

Karen James, Natalie Munro, Leanne Togher  
The University of Sydney, NSW, Australia

*"It's easier to kick off innit": The role of a speech and language therapist (SLT) within a youth offending service*

Fiona Taylor<sup>1</sup>, Anthony Grosvenor<sup>2</sup>

1. Salford Royal NHS Foundation Trust, Salford, UK,  
2. Salford City Council, Salford, UK

*Speech pathology in youth justice: Challenges for clinical practice and research*

Nathaniel Swain<sup>1</sup>, Pamela Snow<sup>2</sup>, Patricia Eadie<sup>1</sup>

1. The University of Melbourne, VIC, Australia,  
2. La Trobe University, VIC, Australia

*Specialised communication support for a young teenage defendant in a New Zealand murder trial*

Sally Kedge, Clare McCann, Linda Hand

The University of Auckland, New Zealand

*Ripe for Rehab: A contextualised approach to rehabilitation for adolescents with TBI*

Lucie Shanahan<sup>1,2</sup>, Lindy McAllister<sup>3</sup>, Michael Curtin<sup>1</sup>

1. Charles Sturt University, NSW, Australia,  
2. South West Brain Injury Rehabilitation Service, NSW, Australia,  
3. The University of Sydney, NSW, Australia

*Secondary and tertiary education: Practice implications for speech-language pathologists from the perspectives of students who return to study following traumatic brain injury*

Margaret Mealings<sup>1,2</sup>, Jacinta Douglas<sup>2,3</sup>, John Olver<sup>1,4</sup>

1. Epworth Healthcare, VIC, Australia,  
2. La Trobe University, VIC, Australia,  
3. Summer Foundation, VIC, Australia,  
4. Epworth Monash Rehabilitation Medicine Unit, VIC, Australia

## T15 Can ethics help you sleep at night? (W)

Suze Leita<sup>1</sup>, Patricia Bradd<sup>2</sup>, Susan Block<sup>3</sup>, Helen Smith<sup>4</sup>, Belinda Kenny<sup>5</sup>, Tristan Nickless<sup>6</sup>, Felicity Burke<sup>2</sup>, Grant Meredith<sup>7</sup>, Richard Saker<sup>7</sup>, Donna Dancer<sup>7</sup>, Trish Johnson<sup>7</sup>

1. Curtin University, WA, Australia,  
2. NSW Health, NSW, Australia,  
3. La Trobe University, VIC, Australia,  
4. Queen Elizabeth Hospital, SA, Australia,  
5. The University of Sydney, NSW, Australia,  
6. Word By Mouth Pty Ltd, VIC, Australia,  
7. Speech Pathology Australia, VIC, Australia

Speech pathologists strive to provide the highest standards of integrity, respect, professionalism and professional competence to clients, as foundations of ethical practice.

Ethical concerns that confront speech pathologists include privacy and consent, consumer rights and expectations, corporate and clinical governance, awareness of compliance requirements, professional boundaries and employment relationships, as well as an understanding of ethics as relating to the provision of health services.

The issues addressed in this workshop are drawn from current clinical practice, and represent common themes discussed with senior advisors at Speech Pathology Australia National Office and the Speech Pathology Australia Ethics Board. The workshop will be relevant to clinicians at any stage of their career including early and new graduates, researchers, academics, students, managers, employers and private practitioners, as the speech pathology workforce act within complex multi-layered environments.

Explicit application of ethical frameworks in decision making activities can strengthen awareness of the ethical issues inherent in speech pathology practice. Speech pathologists can increase consistency in ethical decision making by participating in the analysis and identification of ethical values, principles and standards within a scenario.

The workshop will provide opportunities for participants to apply a proactive approach to problem solving and allow them to move to using embedded ethics as part of practice rather than viewing incidents in isolation. Scenarios and case studies will be drawn from current themes faced by speech pathologists in everyday professional practice.

### Introduction/Rationale

- to draw on a range of decision making models to explore ethical themes and issues in contemporary speech pathology practice
- to demonstrate application of a proactive model of ethics based decision making
- to take part in a number of case study discussions using collaborative participation
- to develop confidence in the use of ethical decision making frameworks.

## Objectives

- Exploration of ethical issues in contemporary speech pathology practice through presentation and discussion of scenarios. The cases will be based on themes identified in conversations between members and Senior Advisors at SPA National Office. Use of the theoretical ethical frameworks detailed in the expanded Ethics Education Package (2014) to examine the ethical issues in the scenarios. Engage participants in self-reflective activities and group work to examine the models described in the package, decision making tools and apply them to scenarios.

## Expected Learning Outcomes

- identification of ethical issues inherent in speech pathology practice
- confident application of ethical decision making frameworks to clinical scenarios.

**Attendance number: 60**



5.45pm – 7.45pm

## T16 *Speech Pathology 2030: A vision to aspire to workshop*

The *A vision to aspire to workshop* is a 90-minute workshop for the *Speech Pathology 2030*. This workshop will focus on developing a vision of a preferred future for the speech pathology profession.

This process will draw on the features of the stories developed from the previous stage, the *Imagining possible futures* workshops and teleConferences, as well as from the range of elements of preferred future visions surfaced at each prior stage.

All Conference registrants are encouraged to attend and be involved in making futures happen for the speech pathology



From 7.00pm  
Restaurant night

7.45pm – 9.00pm  
University Staff Reception

**Session Full**

Situated on the banks of the Swan River, Perth is a living picture postcard...



9.00am - 10.30am

## WKP Keynote Presentation

*Carrying out intervention research in clinical practice*

Dr Susan Ebbels

10.30am - 11.00am

Morning tea

11.00am - 12.30pm

## W1 Keynote Seminar presentation: Introduction to Shape Coding for teaching grammar to language impaired children (S)

Dr Susan Ebbels

## W2 A voice summit: Are we facing climate change in voice? Reclaiming voice as a core component of speech pathology practice (T)

Debbie Phyland<sup>1</sup>, Jennifer Oates<sup>2</sup>

1. Monash University, VIC, Australia,

2. La Trobe University, VIC, Australia

When did voice disappear from our job descriptions, why is voice so often considered beyond our core competencies, and why do many clinicians lack confidence in managing voice?

This interactive forum aims to identify key issues for speech pathologists in skill, competency and knowledge development for voice and related laryngology areas such as cough, irritable larynx and vocal cord dysfunction. Key issues in clinical prioritisation and service delivery for these areas will also be identified.

The presenters will provide an overview of recent advances and changes in the role of the speech pathologist in voice and laryngology and seek participants' perspectives on the place of voice in their practice. A framework for up-skilling and reclaiming voice as an integral component of communication and clinical practice will be proposed.

Finally, it is hoped that an outcome of this voice summit will be the compilation of initiatives that will help close the gap between

speech pathologists whose work involves extensive voice practice and those whose jobs involve many competing demands and priorities that are perceived to prevent them from maintaining and extending their voice skills.

Clinicians who don't work with voice (across all workplace contexts) and those with a special interest and experience in this field are equally welcome to this summit. We hope to gain insights from many perspectives and have a balanced well-informed discussion to gauge the current 'temperature' and impact of voice within the general speech pathology 'climate' and to help guide any future actions or recommendations.

**Attendance number: Unlimited**

## W3 Clinical education 2

*Perceptions and experiences of speech pathology students engaged in a problem-based learning curriculum: An exploratory study*

Shane Erickson, Tanya Serry

La Trobe University, VIC, Australia

*Transfer of competency: Experiences of university staff, employers, new graduates and final year students*

Chris Brebner<sup>2</sup>, Stacey Baldac<sup>1</sup>

1. Speech Pathology Australia, VIC, Australia,

2. Flinders University, SA, Australia

*Two faces of one coin: Clinician and educator - the integration of two aspects of the SLP role*

Julia Stewart

University of St Mark & St John, Plymouth, UK

*Assessable international clinical placements: Students' perceptions*

Sally Hewat, Joanne Walters, Thizbe Wenger

The University of Newcastle, NSW, Australia

*Going global: International fieldwork building future health work force capacity for allied health professionals*

Kristy Tomlinson

Curtin University, WA, Australia

## W4 Surfing the augmentative and alternative communication (AAC) wave together (W)

Kelly Savage, Amy Litton

Independent Living Centre WA, WA, Australia

**Session Full**

In the context of current disability trends it is timely to consider how we best use the knowledge available to us as speech pathologists. In 2014/2015, the Independent Living Centre of WA implemented innovative projects to challenge the manner in which AAC support services are delivered to school age students in WA schools.

This workshop will share AAC intervention strategies, stories and resources from our recent projects which provided intensive AAC services in WA schools.

We will:

- discuss a model of delivery of intensive AAC speech pathology support within the classroom
- share insights into the benefits of this model and summarise client goals and outcomes
- illustrate the impact of this service delivery model through feedback and testimonials from teachers and therapists involved in the project
- share specific strategies for therapists in understanding the challenges of the classroom environment
- discuss and explore AAC tools for collaborative assessment, goal setting and intervention planning processes between teachers, families and therapists
- outline experiences in teamwork between therapists and teachers
- summarise peer engagement strategies to support AAC users in classrooms
- challenge speech pathologists to reflect on the most suitable service delivery model for students with complex communication needs
- give practical tips and tricks for AAC intervention in the classroom
- discuss case studies with opportunity to reflect on AAC videos of students using AAC in schools.

We hope to engage the audience in new ways of thinking about how we invest in speech pathology support for AAC and that attendees will walk away with some new tools and ideas for working in the area of AAC and complex communication needs.

>>>

## Introduction/Rationale

This workshop will be conducted over 1.5 hours targeted at speech pathologists and other interested delegates working in the AAC field. The workshop will involve information, theory and practical components focussed on the implementation of AAC in schools.

Aims of this workshop are to:

- provide information and resources for assessment of AAC
- provide information and resources for intervention with AAC
- provide information and evaluation of service delivery models for AAC
- give participants opportunity to discuss and develop resources for AAC implementation.

## Objectives

Strategies and service delivery models discussed in this workshop are taken from two clinical projects by the Independent Living Centre WA. In 2014/2015, the Independent Living Centre of WA implemented innovative projects to challenge the manner in which AAC support services are delivered to school age students in WA schools. These projects delivered intensive in-classroom support and were evaluated through pre-post assessment of students, pre-post questionnaires of school staff's skills and attitudes and a focus group.

## Results or Practice Implications

It is expected that participants of the workshop will walk away with:

- increased knowledge of assessment protocols in AAC
- increased knowledge of implementation strategies for schools
- insights into different options for service delivery in schools
- tools and resources for working with schools.

## Conclusions

Prior knowledge required: This workshop is suitable for people with a basic understanding of AAC through to experienced clinicians. We hope attendees will walk away with some new assessment and intervention tools for working in the area of AAC and complex communication needs.

**Attendance number: 80**

## W5 Service delivery and management

*Not caseload management: The need to change our vocabulary and expand mental models that help us design services not just deliver them*

Kendra Bell-Hayes  
Next Challenge, WA, Australia

*Every patient ... every interaction ... every time: Redefining the therapeutic principle to maximise inter-professional practice & patient outcomes"*

Christine Stone, Ann Yeomanson, Damian Gibney  
Eastern Health, VIC, Australia

*Tracheostomy management team: Service outcomes*

Sonia Baker, Robert Boots, Karyn Heineger, Nanette Paxman, Sarah Heaton, Lynell Bassett  
Royal Brisbane and Women's Hospital, QLD, Australia

*In our own words: Giving consumers with communication difficulties a say in their healthcare*

Christine Stone  
Eastern Health, VIC, Australia

*Using simulation in recruitment - innovative, effective & efficient*

Nicole Stevens, Kylie Downs  
Central Coast Local Health District, NSW, Australia

12.30pm - 2.00pm

Lunch (including poster session)

12.45pm - 1.45pm

## WL Speech pathology services in developing countries

Please join us for this exciting lunchtime session where we will discuss current speech pathology work being completed in developing countries.

The session will cover SPA's support for the development of speech pathology in developing countries, particularly in SE Asia; the outcomes of grants provided by SPA in 2015 and an update on the International Communication Project.

In addition, we will be sharing information with interested Australian speech pathologists about developments in speech therapy in Cambodia, Vietnam and other developing countries as well as discuss opportunities for professional volunteer work as speech pathologists in developing countries.

If you have already registered for the Conference and would like

to attend this lunchtime session, please email Kobi at [conf2016@speechpathologyaustralia.org.au](mailto:conf2016@speechpathologyaustralia.org.au) and she will add it to your registration. If you are just registering now, please ensure you make the selection as you register.

**Attendance: unlimited**

2.00pm – 3.30pm

## W1 Keynote Seminar presentation Cont/d (S)

*Introduction to Shape Coding for teaching grammar to language impaired children*

Dr Susan Ebbels

## W6 Rehabilitation

*Assessing environmental barriers and facilitators of communication: Using Ethnography of Communication in a clinical or research setting*

Catherine Easton, Caitlin Slaney,  
Charles Sturt University, NSW, Australia

*Thinking outside the X-Box: The role of speech pathology in managing complex behaviours in an acute medical setting*

Merridy Moore, Laura Bezzina, Courtney Pocock, Sally Howard, Kelly Belnick  
Western Health, VIC, Australia

*Who needs the WHO? Exploring a novel sociological framework for issues of access and inclusion*

Susan Booth, Elizabeth Armstrong, Deborah Hersh  
Edith Cowan University, WA, Australia

*Improving the preparedness and participation of clients and families in multi-disciplinary goal setting in a sub-acute care rehabilitation unit*

Kathryn Ramsay, Jenny Rowe  
Fremantle Hospital and Health Service, WA, Australia

*Investigating the effectiveness of communication partner training programs for health care professionals managing patients with aphasia in the rehabilitation setting*

Renee Heard, Robyn O'Halloran, Kathryn McKinley, Melanie Perkins  
St. Vincent's Hospital Melbourne, VIC, Australia

### **W7 Paediatric early intervention**

*Early childhood educators' understanding of early communication:*

*Application to their work with young children*

Chris Brebner, Jessie Jovanovic, Angela Lawless, Jess Young

Flinders University, SA, Australia

*Late talkers and later language outcomes: Predicting the different language trajectories*

Rebecca Banney<sup>1</sup>, Wendy Arnott<sup>1,2</sup>, James Scott<sup>1,4</sup>, David Copland<sup>1</sup>, Katie McMahon<sup>1</sup>, Andrew Whitehouse<sup>3</sup>, Asaduzzaman Khan<sup>1</sup>

1. The University of Queensland, QLD, Australia,

2. Hear and Say Centre, QLD, Australia,

3. The University of Western Australia, WA, Australia,

4. The Royal Brisbane and Women's Hospital, QLD, Australia

*Building communication rich environments in early learning settings*

Tiffany Goss, Penny Markham

Goodstart Early Learning, SA, Australia

*Client outcomes following participation in an intensive early language therapy program*

Tanya Rose, Nerina Scarinci, Anne Hill, Carly Meyer

The University of Queensland, QLD, Australia

*First 5 Forever, a universal communication and family literacy initiative: Making a difference for all children in Queensland*

Kylie Webb, Dan Georgeson

State Library of Queensland, QLD, Australia

### **W8 Social media and blogging: The new language you can't ignore for much longer (W)**

Alex Trichilo<sup>1,2</sup>

1. The SpeEL, WA, Australia,

2. Grow Therapy Services, WA, Australia

In 2015 two billion people worldwide used social media, and with this number rapidly rising, joining the online world is inevitable. Social media, and technology in general, introduce a plethora of new vocabulary, abbreviations and concepts, not to mention the fact that new programs and apps are being introduced every day. By providing speech pathologists (SPs) with support to navigate and learn the language of the online world, they can reap the benefits of the sharing of knowledge and evidence and the ability to embed technology into intervention sessions.

This interactive, hands-on workshop will require participants to bring along an electronic device with internet (e.g. phone), and is designed for SPs with or without technological knowledge.

Participants will engage in:

- discussion regarding their current use of technology for both planning and provision of speech pathology services
- updates on the current availability of speech pathology information online and analytical methods for its use
- proactive planning to embed technology into practice including for intervention, interprofessional practice, funding applications, marketing, brand awareness, profession awareness, and sharing of knowledge.

The content presented in this workshop will integrate perspectives and experiences from a variety of Australian and US based speech pathology bloggers. Current research and statistics currently emerging from internet analysts will be used to generate discussion on the current and future use of the online world for SPs. It will be relevant to all SPs; students, new graduates, those in paediatric, adult and geriatric settings, those with academic and clinical interests and private practitioners.

#### **Introduction/Rationale**

Practice Implications:

Discussion with clinical SPs indicates that most currently feel out of their depth with regards to social media and technology, whilst others feel skilled, but only use it for personal use because they are unsure of the legal implications of using it professionally. With the client base of many SPs very quickly becoming adept at using technology, and many using the internet as a means for making decisions, it is imperative that we have speech pathology presence online.

#### **Objectives**

Participants will leave with:

- an overview of the key social media platforms currently used by SPs, including terminology and how to use these effectively
- a structured method for critically reading blogs written by SPs, to ensure reasoning skills are engaged to maintain evidence-based practice guides speech pathology practice
- an outline of the benefits and pitfalls of utilising speech pathology information from online sources
- how to contact media outlets to ensure that current

information available to consumers online is evidence based and involves the expertise of a SP where necessary (including proforma and templates).

#### **Results or Practice Implications**

A search on the internet brings forth many online resources relating to speech pathology. But several are not evidence-based or written by SPs, resulting in a feeling of being overwhelmed, and the vast spreading of inaccurate information. Further online searches indicates that there are also limited supports for SPs in navigating technology, presumably because this is a relatively new area for many, with most being unaware of the safety and legal implications of being online.

#### **Conclusions**

So few SPs engage in blogging in Australia, but many are beginning to engage in social media on a professional level. It is suggested that now is the time for SPs to seek support to learn more about technology, to encourage sharing, and to create supportive online communities. SPs must be aware of terminology, uses, limitations, legalities and benefits. This will facilitate the use of technology for funding, marketing, awareness of the profession, collaboration and speech pathology practice. SPs can progress towards learning new changes in small increments, instead of feeling overwhelmed by it as it advances in the future.

**Attendance number: 100**

### **W9 What about me? Consumer panel discussion**

This panel session provides an opportunity for our consumers to voice their experiences about speech pathology services and how these services may have impacted on them in the short and longer term. A variety of consumers will talk about how speech pathology has influenced them and 'made waves' in their lives.

**3.30pm – 4.15pm**

**Close of Making Waves 2016 and the launch of 2017 National Conference Sydney**

**Special Interest Groups (SIGs)** are not auspiced under Speech Pathology Australia as they comprise members and non-members. However Speech Pathology Australia recognises the importance of these SIGs, and supports National SIG meetings at this Conference. More information will be available at the Conference. Local SIGs may also wish to gather and groups are encouraged to arrange this independently, perhaps at one of the cafés or restaurants close to the Conference venue.



## Oral presentation prize

The Perth 2016 Conference Planning Committee is pleased to announce the continuation of the student oral presentation prize and four poster presentation prizes.

### Student oral presentation prize:

Perth 2016 is providing a \$100 prize for the best student oral presentation. All student presentations are eligible for participation and rated independently by two anonymous judges. If you wish to be considered for this prize please email your eligibility to Pamela Richards at [Conference@speechpathologyaustralia.org.au](mailto:Conference@speechpathologyaustralia.org.au) no later than Wednesday 27 April 2016. Presentations will be rated on a powerpoint presentation, verbal and non-verbal presentation skills, and overall clarity of the presentation content.

### Poster prizes:

Perth 2016 is providing four prizes, each worth \$50, for the best poster presentation. Four poster prizes, each worth \$50, are available. All poster presentations will be considered eligible for the prizes with each poster rated independently by two anonymous judges. Posters will be rated on overall design and clarity of the poster content.



Perth has seen remarkable growth transforming the cityscape and inspiring a cultural renaissance...





# Highlights

## Sunday 15 May

### Pre-Registration and exhibition 5.00pm – 6.30pm

Enjoy a drink after you have collected your registration pack. Take the time to network with the exhibitors, your colleagues and catch-up with old friends before proceeding to Fraser's Kings Park and the 2016 National Conference Welcome Reception.

### Welcome Reception: Fraser's Kings Park 6.30pm – 9.00pm

Fraser's – a place that celebrates the best Western Australia has to offer in food, wine and service, set in one of the most spectacular locations in the state. Fraser's is named after the avenue it sits on, the famous Fraser Avenue in beautiful Kings Park, which was named after Malcolm Fraser – the first Surveyor-General of Perth.

The avenue is lined with lemon-scented gums, their interlocking branches form a majestic canopy over the spectacular entrance to the park. The addition of a new, permanent State Reception Centre situated on the top of the building, high in the gum trees, has a stunning view over the city and river.

Fraser's Restaurant opened in 1993, with executive chef Chris Taylor at the helm. Since these early days the restaurant has won numerous awards, and Chris is considered one of the top chefs in the state.

The winner of the Aspects of Kings Park gift voucher will be drawn during the Pre-Registration, so please ensure you are in attendance. Coaches will depart from Crown Perth at 6.00pm for those who would like to walk through the gardens and take in the views, and at 6.30pm for the 15 minute drive. Coaches will then return delegates to the Conference hotels at 8.30pm and 9.00pm.

## Monday 16 May

### Speech Pathology Australia AGM and Award presentations (followed by refreshments) 5.45pm – 7.00pm

Help us celebrate the Association's 2015 achievements, and recognise some of the outstanding members of our profession, at the Annual General Meeting.

## Tuesday 17 May

### Speech Pathology 2030: A vision to aspire to workshop 5.45pm – 7.45pm



The *A vision to aspire to* workshop is the final consultation process for the *Speech Pathology 2030* project. This two hour workshop will focus on developing a coherent vision of a preferred future for the speech pathology profession.

This process will draw on the features of the stories developed from the previous stage, the *Imagining possible futures* workshops and teleConferences, as well as from the range of elements of preferred future visions surfaced at each prior stage.

All Conference registrants are encouraged to attend and be involved in *making futures happen* for the speech pathology profession in Australia.

### University Staff Reception 7.45pm – 9.00pm

University staff are invited to join the Board for drinks and nibbles.

### Restaurant Night – from 7pm

The CPC is offering the following restaurants for delegates to consider for the Restaurant Night. To enable us to provide the restaurant with an indication of numbers, we ask that if you wish to attend that you make the necessary selection when completing the online registration. Prices are correct as at 8 February 2016 but are subject to change. Please note the bookings commence from 7.00pm and participants pay the restaurant on the night.



### 428 William Street, Northbridge

Mela - a vibrant restaurant with Bollywood inspired art, for curries, dosas and Indian sweets. Enjoy authentic Indian food in the heart of Northbridge. A range of gluten-free and vegetarian options are available. Mela is fully licensed, with BYO for wine only (\$6.50 corkage per bottle).

Mela accept payment by cash, EFTPOS (no surcharge), Visa and MasterCard (1.8% surcharge) and American Express (2% surcharge). As Mela does not accept separate billing, we recommend bringing cash on the night.

Visit [www.melaindian.com](http://www.melaindian.com) for further information and to have a look at their menu.



### 434a William Street, Northbridge

"We believe the artful taste of delicious pizza begins with the DOUGH..."

Dough Pizzeria was inspired by the authentic aromas, taste & craftsmanship of pizza found on the streets & in the pizzerias of Naples. In fact, the food, wine and service at DOUGH are all designed to reflect southern Italy's proud traditions and gracious hospitality.

Dough offers a range of pastas, pizzas and salads. DOUGH is licensed, however also allow BYO wine.

Entrée: \$9.00 - \$19.00

Pasta: \$18.00 - \$22.00

Pizza: \$16.00 - \$25.50

Dessert: \$4.50 - \$15.00

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# Highlights

Dough is flexible with billing and can organise billing options on the night. All credit cards are accepted, with a surcharge on American Express at 2.5%.

Visit [www.doughpizza.com.au](http://www.doughpizza.com.au) for further information and to look at the menu.



416 William Street, Northbridge

“Tantalise your taste buds with a visit to one of Perth’s finest Vietnamese restaurants.”

Lido is located in the heart of Northbridge, offering a wide range of authentic Vietnamese dishes, with meals prepared using fresh, locally sourced ingredients. Vegetarian options are available. Lido is fully licensed, with BYO for wine only (corkage is \$5.00 per bottle).

Banquet is \$32 per person and includes:

- Chicken satay sticks
- Prawn and chicken salad
- Boneless roast duck with lido sauce and plum sauce
- Stir fried beef fillets with fresh vegetables in oyster sauce
- Stir fried seafood with chilli garlic
- Stir fried English spinach with garlic oyster sauce
- Special fried rice and steamed rice

Lido accept payment by Cash, EFTPOS (no surcharge), Visa and MasterCard (1% surcharge) and American Express (2% surcharge). As Lido does not accept separate billing, we recommend bringing cash on the night.

Visit [www.lidorestaurant.com.au](http://www.lidorestaurant.com.au) for further information.



*Mends Street Jetty, South Perth*  
Mister Walker is located on the Swan River in South Perth, offering amazing views of the Perth skyline. Mr Walker offers meals made with fresh, locally sourced ingredients, with a fabulous wine list that includes both local and imported wines.

For the evening, we have arranged for a set price per head (\$50). This will include:

- Garlic bread / fresh bread on arrival
- Choice of entree and main meal from Mister Walker’s current a la carte menu (excludes seafood platters and the dozone oysters).

Mister Walker offers separate billing and you are able to pay for drinks on consumption. Mister Walker accept EFTPOS, Visa and MasterCard (nil surcharges for Visa and MasterCard use).

Visit [www.mrwalker.com.au](http://www.mrwalker.com.au) for further information and to view the current menu.

A restaurant list will be placed at the Conference Registration Desk and final bookings will need to be provided to the restaurants by the close of morning tea on Tuesday.



**Wednesday 18 May**

**Conference Dinner 7.00pm for 7.30pm until midnight**

Proudly sponsored by:



The Guild Insurance Conference dinner, to be held in The **Astral Room of Crown** Perth, will provide a fitting end to the busy *Making Waves 2016 scientific* program. Relax and unwind at our ‘Riding the Waves Beach Party’—the perfect opportunity to let your hair down and embrace the relaxed, beach lifestyle of the west coast. Come dressed for fun—think Hawaiian shirts, leis and mermaid tails! Or just incorporate the beach inspired colours of our *Making Waves* logo into something you wear. It can be as elaborate or as simple as you like.

Guild Insurance is also sponsoring the Photo Booth. The Photo Booth has proven to be a popular inclusion at the Conference Dinner.

The Guild Insurance Conference Dinner is included with all Full Practicing Member and Non Member Conference registrations. Additional tickets to this event are available for purchase.



# Registration Options

All fees are quoted on a per person rate and are listed in Australian dollars and include GST. Non members may consider applying for membership to obtain the member rates.

| Full Conference Registration Fees  | Early Bird Member closes Wednesday 13 April 2016 | Regular Member | Early Bird Non-Member closes Wednesday 13 April 2016 | Regular Non-Member |
|--|--|----------------|--|--------------------|
| Practising Standard  | \$795.30   | \$874.50       | \$1590.60  | \$1749.00          |
| Full-Time Post Graduate Student  | \$477.40   | \$524.70       | \$1590.60  | \$1749.00          |
| Re-Entry & Non Practising  | \$477.40   | \$524.70       | \$1590.60  | \$1749.00          |
| Student (Entry level i.e: Graduate Entry Masters and UG Bachelor students) | \$398.20   | \$437.80       | \$1590.60  | \$1749.00          |

| Day Conference Registration Fees   | Early Bird Member closes Wednesday 13 April 2016 | Regular Member | Early Bird Non-Member closes Wednesday 13 April 2016 | Regular Non-Member |
|--|--|----------------|--|--------------------|
| Practising Standard  | \$297.00   | \$374.00       | \$594.00   | \$748.00           |
| Full-Time Post Graduate Student  | \$192.50   | \$242.00       | \$594.00   | \$748.00           |
| Re-Entry & Non Practising  | \$192.50   | \$242.00       | \$594.00   | \$748.00           |
| Student (Entry level i.e: Graduate Entry Masters and UG Bachelor students) | \$143.00   | \$181.50       | \$594.00   | \$748.00           |

Each Sunday Masterclass is an optional extra to the Conference registration. They are limited to 100 participants per Masterclass.

| Masterclasses – Sunday 15 May (fees quoted are per Workshop)              | Full Registration Member | Full Registration Non Member | Day Registration / Masterclass only – Member | Day Registration / Masterclass only – Non Member |
|---|--------------------------|------------------------------|--|--|
| Practising Standard   | \$99.00                  | \$198.00                     | \$220.00                                     | \$440.00   |
| Full-Time Post Graduate Student   | \$99.00                  | \$198.00                     | \$220.00                                     | \$440.00   |
| Re-Entry & Non Practising   | \$99.00                  | \$198.00                     | \$220.00                                     | \$440.00   |
| Student (Entry level ie: Graduate Entry Masters and UG Bachelor students) | \$99.00                  | \$198.00                     | \$220.00                                     | \$440.00   |

## Social Events Ticket Prices (per person)

|                   |          |
|-------------------|----------|
| Welcome Reception | \$121.00 |
| Conference Dinner | \$154.00 |

## Full Conference registration fees include:

- Pre-registration and welcome reception
- Conference materials (including participants list)
- Morning tea, lunch, and afternoon tea each day for the duration of the Conference
- Conference sessions Monday to Wednesday
- Conference Dinner (for **full** registration Member Practising and Non Member only)
- Copy of Conference proceedings published in the special edition of the *International Journal of Speech-Language Pathology*.

## Please note:

**a)** The Conference Dinner **is not included** in the Full-Time Post Graduate, Re-Entry, Non Practising, and Student Registration Fees. Tickets to the Conference Dinner can be purchased separately for \$154.00 each.

**b)** Participant list - A list of Conference participants, which will include each attendee's name, workplace (if provided), State/Territory and email address will be provided to each delegate and exhibitor/sponsor at the Conference. Some delegates and exhibitors/sponsors are based or reside overseas. If your details are included on the list, you might be contacted after the Conference by anyone who receives the list. If you do not wish to appear on the list of participants, you should tick the relevant box on the Conference registration form.

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# Registration Options

## Day Conference registration fees include:

- Conference materials (including participants list)
- Morning tea, lunch, and afternoon tea for your nominated day/s
- Conference sessions for your nominated day/s
- Copy of Conference proceedings published in the special edition of the *International Journal of Speech-Language Pathology*

## Sunday Masterclass fee includes:

- Admittance to one Masterclass
- Masterclass materials
- Morning or afternoon tea applicable to the Masterclass

## Please note:

- a) The pre-registration, welcome reception and Conference dinner are not included in day or Masterclass only registrations. A ticket to the Welcome Reception is \$121.00 and for the Conference Dinner a ticket is \$154.00 and can be purchased separately.
- b) Participant list - A list of Conference participants, which will include each attendee's name, workplace (if provided), state/territory and email address will be provided to each delegate and exhibitor/sponsor at the Conference. Some delegates and exhibitors/sponsors are based or reside overseas. If your details are included on the list, you might be contacted after the Conference by anyone who receives the list. If you do not wish to appear on the list of participants, you should tick the relevant box on the Conference registration form.

**Member fees** apply to 2016 Speech Pathology Australia members, members of international speech pathology professional associations, and members of other allied professional associations who are not speech pathologists. Speech Pathology Australia non-members need to fax or email evidence of membership of the relevant association to National Office on fax: 03 9642 4922 or email: [Conference@speechpathologyaustralia.org.au](mailto:Conference@speechpathologyaustralia.org.au).

## Conditions of registration and payment:

When you register online you will receive your tax invoice/receipt and confirmation letter immediately. You must print these for your records. These documents are only valid once your payment is received and processed. With the upgrade of the Association's software your membership category will automatically determine the applicable registration fee.

**Registration must be made by Wednesday 8 April 2016 to receive the Early Bird rates. No extensions will be given. Registrations received after this date will automatically upgrade to the regular rate.**

## Cancellations and refund of fees

A full refund less \$121.00 administration charge will be paid if notification of cancellation in writing (emailed or faxed) is received by Tuesday 22 March 2016.

Notification in writing from 23 March and until 26 April will result in a refund of 50 per cent of the registration fee.

There will be no refund of the registration fee from 27 April 2016.

## How to register

### How to register:

The online registration is now closed so please complete this [PDF](#) and fax it back together with your credit card details (Mastercard or Visa). Your tax receipt and confirmation will be emailed to you, or provided to you at the Conference upon request. Speech Pathology Australia does not accept shared registration.

[Register here](#)

## How to join

One of the greatest rewards of being speech pathologists is connecting with others within our profession.

Speech Pathology Australia is:

- The national peak body representing a dynamic profession
- Represents the profession to Government and key stakeholders
- Advocates on behalf of those with communication and swallowing difficulties, for accessible and adequate speech pathology services, and provides a wide range of member services and benefits.

Click below to read about the benefits of membership.

**[ENQUIRE NOW](#)**



# General Information

## Briefing

(for **ALL** presenters, chairpersons and student volunteers)  
5.15pm to 5.30pm Sunday 15 May 2016.

## Pre-Registration/Drink and Welcome Reception

Registration and Exhibition will be from 5.00pm – 6.30pm on Sunday 15 May 2016. Enjoy a drink while looking around the exhibition. Then each morning from 8.00am Monday to Wednesday.

## Welcome Reception

To highlight one of Perth's attractions, following pre-registration delegates will proceed to Fraser's Kings Park.

Enjoy drinks and finger food plus the wonderful views of Perth.

## Exhibition

A dedicated exhibition area has been included for the duration of the Conference within Crown Conference Centre, for companies and organisations to display their products and resources. Delegates are asked to show their support by visiting each display during the Conference.

## Catering

Pre-registration drink Sunday, morning tea, lunch and afternoon tea each day, will be served in the exhibition area.

## Airport Shuttle

Speech Pathology Australia has organised with Connect – Perth Airport Shuttle, to assist delegates in booking their transfers from Perth Airport to their hotel and return.

Connect is offering SPA delegates a discounted rate of \$10 one way or \$15 return (cheaper than the advertised rate).

If you are interested in making a booking, please click this link [www.perthairportconnect.com.au/bookings.html](http://www.perthairportconnect.com.au/bookings.html) and follow the questions.

## Car Parking

To view the [map](#) and [price list](#) (Information correct as at 8 February 2016. Car parks and prices are subject to change. Please refer to the Crown Perth website for the most up to date information).

## Special Assistance

If you have a dietary requirement or require special assistance, please include this information when registering for the Conference.

## Insurance

It is the responsibility of the individual delegate to arrange personal and travel insurance.



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[www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au)

## Accommodation

The National Conference Manager has arranged with Crown Promenade and Crown Metropol to allow delegates to make their own bookings.

Please [click this link](#) to proceed to the Online Booking form.

**Please do not send your booking form to Speech Pathology Australia.**