



# Speech Pathology Australia 2017 National Conference Sydney


## International Convention Centre Sydney

### 28–31 May 2017

## Registration Brochure

The Speech Pathology Australia 2017 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 255 presentations. Please read further to view the full Conference program and visit our website [www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au) – Professional Development and National Conference 2017 for regular updates!

**Early Bird Discount: Register and pay by Wednesday 12 April 2017 and SAVE \$\$\$\$**

 @SPAConf  SpeechPathologyAustralia  @speechpathaus

**#SPAConf**

[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 demonstrate their profession daily as they work collaboratively in diverse settings with people who have many and varied communication and swallowing needs. As a dynamic and energetic profession, hard work and investments in innovative practice have never been more important and the 2017 Conference Planning Committee want the world to see that Speech Pathology Australia is **Working** and **investing** in **Future** innovations! **WiFi** represents more than just a signal that connects us to the digital world...it represents hard work, innovation and investment in the future! We want you to think big, be creative, share your innovations and investments, showcase your work, and connect with colleagues to build a brighter future.

The 2017 Conference Planning Committee (CPC) is passionate about the theme of the conference and has aimed to link it to every offering within the registration brochure. You will see there are six concurrent sessions this year due to the overwhelming response to the call for papers which resulted in a large number of high quality submissions. We are fully embracing technology with the poster displays being ePosters this year.

In the online program you will also find "PeP" sessions - Presented ePosters. These innovative PeP sessions give selected authors the opportunity to give an energetic three minute talk about their work to a targeted audience with the added advantage of also having an ePoster. For delegates this means you can get exposure to additional innovative work in your area of interest in a way we hope will avoid information overload, because you can talk with the authors.

**The National Conference 2017: WiFi** will be led by internationally renowned keynote and invited speakers: Professor Emily Plowman, Dr Laura Justice and Dr Patricia (Tricia) McCabe.

We welcome **Professor Emily Plowman** as keynote speaker to challenge delegates to take advantage of neural plasticity in their practice in speech, language and swallowing disorders with people across the lifespan. Emily brings her knowledge

and enthusiasm back to Australia at this exciting time when we are looking to invest our energies into practices that innovate and induce the best outcomes for our clients. She brings a wealth of knowledge to share during her keynote address, seminar and masterclass and delegates will find it hard not to be infected with Emily's passion and energy for innovation and excellence.

**Dr Laura Justice** will be remembered by some as having addressed our conference delegates in 2009 in Adelaide where she stimulated our creativity and craftsmanship, leaving us enthused and ready to innovate. Laura joins us again to describe how she has been working and investing in innovative practices and will challenge delegates to consider one of the big questions – treatment dose! Laura's investments in early language and literacy have resulted in an impressive career that will stimulate innovation across many other areas of practice. She will examine what dose involves, why it's important and examine the evidence base to inform the crucial decisions clinicians make. Laura will challenge us to look towards the future with innovation and enthusiasm.

**Dr Patricia (Tricia) McCabe**, invited presenter of the 2017 Elizabeth Usher Memorial Lecture, will enthuse delegates with her innovative work on interventions for speech impairments in children and adults. Tricia has been working and investing in the evidence base of our profession and will challenge us all to reflect on our practices – past, present, and the changes we need to make in the future. With a backdrop of the Speech Pathology 2030: Making Futures Happen project, this lecture will examine where we have come from and the investments we will need to make in order to realise the innovative futures of our profession.

It is recommended you read through the program before proceeding to the online registration process. By doing so, you will have the opportunity to view the sessions on offer each day prior to making your selection. Some sessions will be limited to room size and workshop/seminar presenters have set attendance numbers.

**(F)** denotes Forum, **(S)** denotes Seminar and **(W)** denotes Workshop

The Guild Insurance Conference Dinner, to be held in The Parkside Room of ICC Sydney will provide a stylish and elegant 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.

If you require accommodation please go to page 31 of this Conference brochure.

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

Delegates are encouraged to remain up to date with the latest Conference news via the [National Conference 2017 website](#).

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

*Harmony Turnbull (Convenor), Andy Smidt (Chair SPC), Amy Freeman-Sanderson, Cathie Matthews, Celine Pascual, Kate Smith and Pamela Richards (National Conference Manager).*

*Speech Pathology Australia would like to thank all members of the Conference Planning Committee and the reviewers for their input into the planning of the Speech Pathology Australia 2017 National Conference.*



# About Sydney

The CPC would like to thank our  
Conference sponsors:



Conference dinner and photo booth



Conference lanyards

#SPAConf

## Sydney

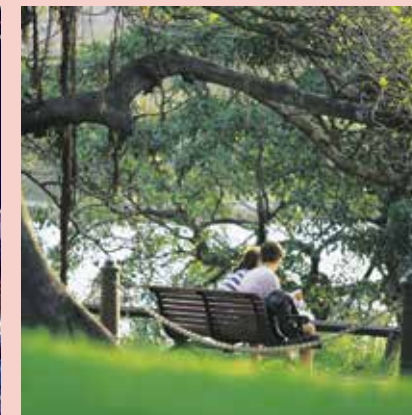
The gateway to Australia, cosmopolitan Sydney is one of the world's most vibrant, innovative and beautiful destinations. It's the oldest and biggest Australian city, and is home to over 4.5 million people.

Set on one of the world's most stunning harbours, Sydney is home to world renowned landmarks: the [Sydney Harbour Bridge](#), [Sydney Opera House](#), [Sydney Tower](#) and now the new [International Convention Centre Sydney](#).

Sydney's laid-back outdoor lifestyle, vibrant nightlife, world-class restaurants and cafes, stylish shopping and spectacular sightseeing are the reasons over two million people visit every year.

From either the Domestic or International Terminals Sydney's Rail link will transfer you from the Airport to the city centre and return. [View further information on Sydney's Airport Rail Link.](#)

For information on events, dining, shopping and much more in Sydney, go to [What's on in Sydney](#) on the Conference website for everything to see and do in the city.



# Featured Presenters



## Professor Emily Plowman

Professor Emily Plowman completed a Bachelor's in Speech and Hearing Science with First Class Honours from Curtin University in 2000. Her postgraduate studies were completed in the US (Doctorate in neurorehabilitation supervised by Jay Rosenbek; post-doctoral fellowship in basic neuroscience with Jeffrey Kleim). Emily holds the position of Associate Professor in the departments of Speech, Language, Hearing Sciences, Physical Therapy and Neurology at the University of Florida, is clinical director at the Center for Respiratory Rehabilitation and Research, and clinical director of speech pathology services at specialised Amyotrophic Lateral Sclerosis (ALS) multidisciplinary clinics at the University of South Florida and the University of Florida. Emily is an accomplished clinician, teacher and an internationally renowned speaker in the area of critical thinking in dysphagia management.

Emily is founding Co-Director of the Swallowing Systems Core. Her research focus has been on understanding mechanisms of bulbar dysfunction in neuromuscular disease and improving the clinical management of speech, swallowing and breathing in these challenging patient populations. She holds current funding from both the National Institutes of Health and the ALS Association in this area. Her research in the treatment of bulbar dysfunction in ALS was recognised with the 2013 ASHA Specialty Board in Swallowing Disorders Award.

Monday 29 May

9.20am – 10.30am

## MKP – Keynote Presentation:

### Harnessing principles of plasticity in speech and swallowing rehabilitation

Speech language therapists have the ability to take advantage of neural plasticity in the habilitation and rehabilitation of speech, language and swallowing dysfunction in the developing system during learning and in the acquired system during relearning. Specific principles of plasticity that are of relevance to the practice of the speech language therapist include: use, repetition,

intensity, load, specificity, salience, difficulty, and transference.

A detailed overview of each key principle of plasticity will be provided with specific applications to speech, language and swallowing rehabilitation and suggestions for treatment design and implementation to optimise functional outcomes and true recovery of function.

Monday 29 May

2.15pm - 3.45pm continued 4.15pm - 5.45pm

## M2A – Keynote Seminar Presentation:

### Advanced dysphagia treatment (S)

During this dysphagia treatment seminar the following topics will be covered:

- Overview of the current state of play for treatment of dysphagia
- Review of compensation vs. active interventions for dysphagia
- Review of key principles of plasticity that exploit true recovery of function
- What is the relative role of strength vs. strength training in dysphagia rehabilitation?
- Overview of both expiratory muscle strength training (EMST) and lingual resistance training in dysphagia management that will include a review of supporting evidence and applications for specific patient populations
- A hands on live demonstration of both EMST and lingual resistance training and how to obtain and record outcome measures for treatment tracking

#### Learning objectives:

1. Derive physiologically based treatments to address several of the most common challenging swallowing pathophysiology
2. Understand key principles of strength vs. skill training in dysphagia rehabilitation
3. Describe concepts of expiratory muscle strength training and lingual resistance training and what individuals may benefit from such programs
4. Design a targeted treatment program to address airway defense deficits in individuals with dysphagia
5. Understand limitations of each treatment regime

#### Requisites for registrants:

- Intermediate
- Background of normal swallowing physiology and dysphagia treatment

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# Featured Presenters



**Dr Patricia (Tricia) McCabe**

Dr Tricia McCabe CPSP is Head of Discipline and Associate Professor in Speech Pathology in the Faculty of Health Sciences at The University of Sydney. From 2010-2016 she was Course Director of the undergraduate degree in speech pathology. Tricia has published more than 60 peer reviewed journal articles, supervised more than 20 research students, and has had \$3.6 million in research grants. She has been an accreditator of university speech pathology programs since 2006 and is a member of the management committee of speechBITE.

Tricia's research, teaching and clinical practice are all focussed on improving treatments for moderate-severe speech impairments in children and adults. In particular, she has spent much of the past 10 years working to improve treatments for children with Childhood Apraxia of Speech and this has resulted in the two Randomised Control Trials comparing different interventions in this population.

With a team of colleagues, research and undergraduate students, and volunteers she has developed the Rapid Syllable Transition Training intervention (ReST), a novel intervention which uses drill practice of non-words to improve the motor planning skills. This treatment has been shown to be effective in face to face and telehealth service delivery. The Ian Potter Foundation has recently funded a free internet based training program for clinicians in ReST and this training will provide many more children with access to this innovative treatment.

Tricia is also interested in the application of Evidence Based Practice in speech pathology, service delivery innovations and professional voice user training. She maintains a small private practice in Sydney providing second opinion assessments and treatment to children and adults with speech disorders. Tricia tweets as @tricmc on speech pathology topics and baking.

Tuesday 30 May

9.00am – 10.30am

## TEU: Elizabeth Usher Memorial Lecture: How do we change our clinical practice?

In 2016 Speech Pathology Australia ran the *2030 Making Futures Happen* Project in which the profession was asked to imagine what and who we would be in that distant future. We were asked to imagine society, technology, climate, economy, education and health in 2030 and to dream up what this could and indeed should look like to speech pathologists and our clients here and elsewhere. In reflecting on where we are going, we were also encouraged to consider where we have come from. For me that particular question caused me to reflect on those courageous individuals who lead change in theory and practice, particularly in the Australian context.

This talk follows from the questions that the *Making Futures Happen* project raises for someone whose professional life is spent contemplating ways to improve our practice, teaching these improvements to the next generation of speech pathologists, and through innovation, education and clinical practice changing the lives of our clients.

Through the lens of research and practice in Childhood Apraxia of Speech (CAS), this talk will examine how change happens in speech pathology practice. Over the past 10 years a number of treatments have emerged which make substantial improvements to the speech of children with CAS. These treatments have one thing in common, they require clinicians to change their current practices, particularly with reference to how frequently they see their clients and how they utilise the principles of motor learning and neuroplasticity to effect change.

Some of the ideas addressed will include who makes change happen? Do we change by evolution or by revolution? And why do some clinicians resist change in practice? The facilitators and inhibitors that allow each of us to adopt new practices and to influence the behaviour of those around us will be explored.

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# Featured Presenters



## Dr Laura Justice

Dr Laura Justice is EHE Distinguished Professor of Educational Psychology at The Ohio State University. She is also Executive Director of the Crane Center for Early Childhood Research and Policy and the Schoenbaum Family Center.

Laura is interested in identifying ways to more effectively support the early language and literacy development of children experiencing risk, including children with communication disorders and children living in poverty. Justice is the author of more than 200 peer-reviewed articles, appearing in such journals as *Child Development*; *Psychological Science*; *Developmental Psychology*; *Journal of Speech, Language, and Hearing Research*; and *American Journal of Speech-Language Pathology*. She is also the author of two major textbooks in Communication Sciences (*Communication Sciences and Disorders: A Contemporary Perspective*, and *Language Development: Theory of Practice*).

Laura is heavily involved with literacy promotion in international contexts, including ongoing work scaling up a parent-child reading program in indigenous Maya villages in eastern Mexico.

Wednesday 31 May

9.00am - 10.30am

### WKP: Keynote Presentation:

#### Conceptualising “Dose” in speech-language interventions: Current findings and future directions

Provision of speech-language services involves specifying the dose of the intervention to be delivered; speech-language therapists make presumably crucial decisions about the duration of a course of treatment, the length of individual sessions, and the overall volume of ‘active ingredients’ embedded within individual sessions. What is treatment dose and is it important?

In this keynote, Laura defines dose in relation to provision of speech-therapy services for treatment of language and speech disorders in children and adults. She discusses the current state of the evidence regarding the relation between dose and treatment outcomes.

Finally, Laura provides recommendations for clinicians in how to carefully examine the dose of their own interventions and the profession for moving forward regarding this important dimension of our services.

Wednesday 31 May

11.00am – 12.45pm continued 2.15pm – 3.45pm

### W1A: Keynote Seminar Presentation:

#### Powering up our vocabulary intervention approaches: Applying robust vocabulary techniques to speech-language intervention (S)

Many children with developmental language disorder exhibit lags in their vocabulary growth; not surprisingly, vocabulary goals are often included in children’s treatment plan. Improving children’s vocabulary skills can improve basic communication processes, but also may contribute to improved reading comprehension in the short and long-term.

A large, growing body of research points to the importance of “robust vocabulary intervention” as a means to improve children’s vocabulary skills across the continuum of preschool to adolescence. This seminar will describe vocabulary development and intervention using the lens of robust vocabulary intervention, focusing on: (a) Selection of words, and (b) Implementation of empirically supported techniques for promoting knowledge of these words.

The overall goal of this seminar is to translate research on vocabulary intervention into everyday practices implemented within classroom or clinical settings.

#### Prerequisite:

Knowledge of language acquisition

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## Before you read the program...

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 or a request from the presenter, so to avoid disappointment, please ensure you register early.**

**Please note (F) denotes forum (S) denotes seminar 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 printing, however changes may occur. Please remember to visit [www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au) Professional Development and National Conference 2017 for regular program updates.**

### ePosters

Electronic posters will be displayed for the duration of the Conference on large monitors in the exhibition hall. The ePosters will rotate automatically and each ePoster will be shown for one minute. Delegates will be able to pause individual ePosters to view them in more detail. There will also be an index to allow delegates to find an individual ePoster. Author details will be available on the ePoster. [Click here to view the ePosters.](#)

# Conference Program

## Sunday 28 May 2017

*Sunday AM Workshop is included within the full Conference registration, the Sunday PM Workshop is open to all SPA members and the Masterclass is an optional extra to the Conference registration fee. Workshops and the Masterclass have set attendance numbers.*

9.30am – 1.00pm Workshop

### **SW1** Successfully preventing or managing the "I thought this would never happen to me" moments in private practice (W)

Kellie Dell'Oro<sup>1</sup>, Christie Boucher<sup>2</sup>, Trish Johnson<sup>3</sup>

<sup>1</sup>Meridian Lawyers, VIC, Australia, <sup>2</sup>Guild Insurance, VIC, Australia, <sup>3</sup>Speech Pathology Australia, VIC, Australia

1.00pm - 5.00pm Workshop

### **SW2** Introduction to culturally responsive practice (W)

Donna Murray, Kylie Stothers

Indigenous Allied Health Australia (IAHA)

2.00pm – 5.30pm Masterclass

### **SM2** Critical thinking in dysphagia management (S)

Professor Emily Plowman, Ph.D., CCC-SLP

5.00pm – 6.30pm

Pre-Registration and exhibition

5.45pm – 6.00pm

Speaker and chairpersons briefing

6.30pm – 9.00pm

### **Welcome Reception: Luna Park**

The 2017 National Conference Welcome Reception will be held at the iconic Luna Park. In 1999 the NSW Government accepted Metro Edgley's proposal for redevelopment of the site and in 2003 construction and total refurbishment of buildings and rides began. Prior to this the Big Dipper Rollercoaster was sold to Dreamworld Queensland. In 2004 Luna Park reopened. In 2010 Luna Park was listed on the State Heritage Register.

Our boats will depart ICC Sydney at 6.30pm for a 15 – 20 minute cruise to Luna Park. Finger food and drinks will be served at Luna Park, plus the opportunity to network informally with fellow delegates, sponsors and exhibitors. The winner of the Bridge Climb gift voucher will be drawn during the Pre-Registration, so please ensure you are in attendance. Boats will return delegates to the ICC Sydney at 9.00pm.

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9.30am – 1.00pm (including Morning tea)

### SW1 – Successfully preventing and managing the "I thought this would never happen to me" moments in private practice

Session Full

Kellie Dell'Oro<sup>1</sup>, Christie Boucher<sup>2</sup>, Trish Johnson<sup>3</sup>

<sup>1</sup>Meridian Lawyers, VIC, Australia, <sup>2</sup>Guild Insurance, VIC, Australia, <sup>3</sup>Speech Pathology Australia, VIC, Australia

Running a business and dealing with clients is increasingly complex and time consuming. Private practitioners often find themselves in situations that they thought would never happen to them; caught between warring parents, dealing with a disgruntled employee or an abusive client, facing pressure from clients to use non-evidence based interventions or inappropriate modes of service delivery, working with clients or families who do not adhere to recommendations, or responding to a colleague who has made derogatory comments about their practice. A risk management "rule of thumb" would be to anticipate what could happen and put in place strategies that minimise the chance of the situation occurring or have a well-developed plan that can be implemented should a difficult situation arise.

This two part co-designed workshop will consist of (1) a panel discussion and Q and A session during which participants will obtain information and practical advice from Kellie Dell'Oro (Principal, Meridian Lawyers), Christie Boucher (Risk Services Manager, Guild Insurance) and Trish Johnson (Senior Advisor Ethics and Professional Issues, Speech Pathology Australia) in relation to frequently occurring or current situations; and (2) an activity where participants will work in a small group to develop a risk management plan for a scenario. The workshop will conclude with each group sharing their plan which will be combined into a resource which will be provided to participants. Participants will also be provided with a take-home resource.

The workshop, chaired by Christine Lyons, Senior Advisor Private Practice, Speech Pathology Australia, will be co-designed by the participants who will have the opportunity, in the lead-up to the Conference, to provide current issues and scenarios to the facilitators.

**Attendance number: 100**

1.00pm – 5.00pm (including Afternoon tea)

### SW2 – Introduction to culturally responsive practice

Session Full

Donna Murray, Kylie Stothers

Indigenous Allied Health Australia (IAHA)

Donna Murray is a descendant of the Wiradjuri nation of the Murrumbidgee River and of the Wonnarua nation of the Hunter Valley (NSW) and the Chief Executive Officer of Indigenous Allied Health Australia (IAHA), a national not for profit, member-based Aboriginal and Torres Strait Islander allied health organisation. Donna provides strong strategic leadership across the Aboriginal and Torres Strait Islander and wider allied health sector and has extensive experience in Aboriginal and Torres Strait Islander leadership and governance, management, education and community development. Having worked in Aboriginal and Torres Strait Islander affairs for over 25 years within government and community organisations at local, state and national levels, Donna has strong relationships and networks within Aboriginal and Torres Strait Islander health and related sectors.

Kylie Stothers is a mother of two children and a Jawoyn woman who was born and raised in Katherine, NT. Kylie comes from a large extended family with strong ties in Katherine and surrounding communities. Kylie is the Workforce Development Officer at Indigenous Allied Health Australia and is a social worker who has worked throughout the Northern Territory for over 18 years. She previously worked for the Centre for Remote Health and Flinders University NT at the Katherine site and her interest areas are in child and maternal health, working with families, health promotion, child protection and health workforce issues. Kylie is passionate about education and issues that relate to remote and rural Australia and coordinates a local social work network group, K-Town Social Workers, whose main aim is to keep Katherine region social workers connected and supported whilst practicing in remote NT.

It is essential that health professionals are both clinically competent and culturally responsive in order to positively affect the health and wellbeing of Aboriginal and Torres Strait Islander people. This workshop will introduce Cultural Responsiveness in Action: An IAHA Framework and provide participants with opportunities to build upon strengths and identify areas for growth along their lifelong journeys toward cultural responsiveness.

#### Learning Objectives:

- Engage in self-reflection about cultures, personal beliefs, assumptions, values, perceptions, attitudes and expectations and impact on relationships
- Increase understanding of how effective leadership can facilitate change and transform approaches to healthcare that create cultural safety
- Explore ways of knowing, being and doing that will enhance ability to be cultural responsive

#### Education Methods:

This workshop will be interactive and participants will need to be open and willing to engage in a meaningful way to participate in self-reflective activities that examine one's own personal/professional values, beliefs, experiences and knowledges that can shape interactions and practice.

**Attendance number: 60**





2.00pm – 5.30pm (including Afternoon tea)

## SM1 – Critical thinking in dysphagia management

Professor Emily Plowman, Ph.D., CCC-SLP

Speech-language therapists are the primary providers of services to people with dysphagia and report spending the majority of their practice managing swallowing disorders in their healthcare settings. However, formal and informal training on normal and impaired swallowing for speech-language therapists is lacking and inconsistent across academic and clinical training domains. Critical thinking in dysphagia management is needed to significantly shift practice patterns. The overall goals of this masterclass are for attendees to leave with the ability to apply objective physiologic metrics, to utilise a clinical decision tree, and to empower attendees with critical talking points to advocate for resources for patients with dysphagia.

### Specific topics will include a brief discussion of the following:

- Elucidating inconsistencies in dysphagia management
- Introduction to Clinical Decision Making Tree templates to manage and track long-term effectiveness of your clinical decisions
- Supporting your clinical decisions with physiologically guided metrics
- Applying principles of motor learning and neuroplasticity to dysphagia rehabilitation
- What a patient needs – Educating physicians, nurses and other medical professions to advocate for our profession and patients

### Learning Objectives:

1. Identify inconsistencies in clinical decision making for traditional and emerging treatment techniques of dysphagia
2. Identify a set of objective evidenced-based clinical screening tools
3. Describe a set of objective validated instrumental clinical outcomes
4. Learn how to apply objective metric based measures to establish a diagnostic baseline and treatment gains in dysphagia management
5. Learn to create and use a physiologically guided clinical decision tree to incorporate into your everyday practice

### Requisites for registrants:

- Intermediate
- Background of normal swallowing physiology and dysphagia treatment



Sydney is home to more than 4.5 million people.

## Monday overview

## 8.45am – 9.20am

Welcome to **WiFi: Working & investing in Future innovations and Opening Address** by SPA President Gaenor Dixon

## 9.20am – 10.30am

**MKP** *MKP Keynote Address by Professor Emily Plowman*  
*Harnessing principles of plasticity in speech and swallowing rehabilitation*

## 10.30am – 11.00am Morning tea

## 11.00am – 12.45pm

M1A *Adult*

M1B *Early speech and language*

M1C *Clinical education 1*

M1D *Getting on the same wavelength: Goal setting and outcome measurement in the NDIS context (W)*

M1E *Childhood apraxia of speech (CAS)*

M1F *Voice*

## 12.45pm – 2.15pm Lunch

## 2.15pm – 3.45pm

M2A *Keynote Seminar Presentation by Professor Emily Plowman*  
*Advanced dysphagia treatment (S)*

M2B *The debate continues over the language of language disorder: Let's all have our say! (W)*

M2C *Vulnerable children/Mental health*

M2D *Paediatric feeding*

M2E *Fluency*

M2F *Apps, Access, AAC, and all that stuff! (W)*

## 3.45pm – 4.15pm Afternoon tea

## 4.15pm – 5.45pm

M2A *Keynote Seminar Presentation by Professor Emily Plowman*  
*Advanced dysphagia treatment (S) cont'd*

M3A *Child speech*

M3B *Working with vulnerable adolescents in school, mental health, and youth justice settings (W)*

M3C *Early language*

M3D *CALD 1*

M3E *Autism spectrum disorder (ASD)*

## 6.00pm – 7.30pm

Speech Pathology Australia: Annual General Meeting and Awards

## 8.45am - 9.20am

Opening and welcome to **WiFi: Working and investing in Future innovations 2017** by SPA President Gaenor Dixon

## 9.20am - 10.30am

## MKP Keynote Presentation

Harnessing principles of plasticity in speech and swallowing rehabilitation

**Professor Emily Plowman, Ph.D., CCC-SLP**

## 10.30am - 11.00am Morning tea

## 11.00am – 12.45pm

## M1A Adult

*South Western Sydney Local Health District weekend speech pathology services: extended seven day per week acute speech pathology service; improving access and quality of patient care*

**Session Full**

**Tia Croft, Katrina Speechley, Maigen Bright, Kimberley Coote, Sue Fanello, Monika Goldberg, Katherine Kelly, Emma Paisley, Sue Colley**

South Western Sydney Local Health District, NSW, Australia

*Speech pathology in ICU: Early targeted intervention for return of voice in tracheostomy patients improves quality of life*

**Amy Freeman-Sanderson<sup>1,2</sup>, Leanne Togher<sup>2</sup>, Mark Elkins<sup>3,4</sup>, Paul Phipps<sup>1,4</sup>**

<sup>1</sup>Royal Prince Alfred Hospital, NSW, Australia, <sup>2</sup>Discipline Speech Pathology, Faculty Health Sciences, The University of Sydney, NSW, Australia, <sup>3</sup>CEWD, Sydney Local Health District, NSW, Australia, <sup>4</sup>Faculty of Medicine, The University of Sydney, NSW, Australia

*Monitoring communication, cognition and behaviour in patients with prolonged disorders of consciousness in the acute neurosurgical setting*

**Riki Friedman, Melissa Colyer**

Royal North Shore Hospital, Sydney, NSW, Australia

*Assessment of dysphagia in the acute hospital setting: Putting evidence into practice*

**Dijana Dragicevich**

Royal North Shore Hospital, NSW, Australia

*Lymphoedema in head and neck cancer patients: The lived experiences of patients*

**Claire Jeans<sup>1,2</sup>, Bena Cartmill<sup>3,4</sup>, Elizabeth Ward<sup>3,1</sup>, Anne Vertigan<sup>5,6</sup>, Amanda Pigott<sup>7</sup>, Jodie Nixon<sup>7</sup>, Mahesh Kumar<sup>8</sup>, MinhThi Tieu<sup>8</sup>, Mary-Claire Hanlon<sup>8</sup>, Chris Wratten<sup>8</sup>**

<sup>1</sup>Division of Speech Pathology, School of Health and Rehabilitation Sciences, The University of Queensland, QLD, Australia, <sup>2</sup>Speech Pathology Department, Calvary Mater Hospital Newcastle, NSW, Australia, <sup>3</sup>Centre for Functioning & Health Research (CFAHR), Metro South Hospital and Health Service, Queensland Health, QLD, Australia, <sup>4</sup>Speech Pathology Department, Princess Alexandra Hospital, QLD, Australia, <sup>5</sup>Speech Pathology Department, John Hunter & Belmont Hospital, NSW, Australia, <sup>6</sup>The University of Newcastle & Hunter Medical Research Institute, NSW, Australia, <sup>7</sup>Occupational Therapy Department, Princess Alexandra Hospital, QLD, Australia, <sup>8</sup>Radiation Oncology Department, Calvary Mater Hospital Newcastle, NSW, Australia

*A systematic review of interventions for non-progressive dysarthria*

**Emma Finch<sup>1,2</sup>, Anna Rumbach<sup>1</sup>, Stacie Park<sup>1</sup>**

<sup>1</sup>School of Health and Rehabilitation Sciences, The University of Queensland, QLD, Australia, <sup>2</sup>Speech Pathology Department, Princess Alexandra Hospital, Brisbane, QLD, Australia

*A systematic review of group intervention for acquired dysarthria*

**Chelsea Whillans<sup>1</sup>, Rachel Wenke<sup>1,2</sup>, Melissa Lawrie<sup>1</sup>, Elizabeth Cardell<sup>2,3</sup>, Crystal Kelly<sup>2</sup>, Rachel Bala<sup>2</sup>**

<sup>1</sup>Gold Coast Health, QLD, Australia, <sup>2</sup>Griffith University, QLD, Australia, <sup>3</sup>Menzies Health Institute Queensland, QLD, Australia

## PeP Talks

*Does lymphoedema contribute to dysphagia in head and neck cancer patients?*

**Claire Jeans<sup>1,2</sup>, Bena Cartmill<sup>3,4</sup>, Elizabeth Ward<sup>1,3</sup>, Anne Vertigan<sup>5,6</sup>, Amanda Pigott<sup>7</sup>, Jodie Nixon<sup>7</sup>, Mahesh Kumar<sup>8</sup>, MinhThi Tieu<sup>8</sup>, Mary-Claire Hanlon<sup>8</sup>, Chris Wratten<sup>8</sup>**

<sup>1</sup>Division of Speech Pathology, School of Health and Rehabilitation Sciences, The University of Queensland, QLD, Australia, <sup>2</sup>Speech Pathology Department, Calvary Mater Hospital Newcastle, NSW, Australia, <sup>3</sup>Centre for Functioning & Health Research (CFAHR), Metro South Hospital and Health Service, Queensland Health, QLD, Australia, <sup>4</sup>Speech Pathology Department, Princess Alexandra Hospital, QLD, Australia, <sup>5</sup>Speech Pathology Department, John Hunter & Belmont Hospital, NSW, Australia, <sup>6</sup>The University of Newcastle & Hunter Medical Research Institute, NSW, Australia, <sup>7</sup>Occupational Therapy Department, Princess Alexandra Hospital, QLD, Australia, <sup>8</sup>Radiation Oncology Department, Calvary Mater Hospital Newcastle, NSW, Australia

*Early dysphagia assessment for stroke patients: The future of speech pathology weekend services*

**Maria Schwarz<sup>1,3</sup>, Anne Coccetti<sup>1</sup>, Elizabeth Cardell<sup>2</sup>**

<sup>1</sup>Logan Hospital, QLD, Australia, <sup>2</sup>Griffith University- Menzies Health Institute, QLD, Australia, <sup>3</sup>School of Health and Rehabilitation Sciences, The University of Queensland, QLD, Australia

# Conference Program

*Perceived barriers to participation in clinical trials in Australian teaching hospitals and healthcare services*

[Wendy Relf<sup>1</sup>](#), [Erin Godecke<sup>2</sup>](#), [Fiona Ellery<sup>3</sup>](#), [Elizabeth Armstrong<sup>2</sup>](#), [Julie Bernhardt<sup>3</sup>](#)

<sup>1</sup>St George Hospital, NSW, Australia, <sup>2</sup>School of Medical and Health Sciences, Edith Cowan University, WA, Australia, <sup>3</sup>Florey Institute of Neuroscience and Mental Health, VIC, Australia

*Unheard voices: The patient experience of people with communication disability*

[Robyn O'Halloran<sup>1,3</sup>](#), [Madeline Cruice<sup>2</sup>](#), [Kathryn McKinley<sup>3</sup>](#), [Bronwyn Davidson<sup>4</sup>](#), [Jacinta Douglas<sup>1</sup>](#), [Chris Bigby<sup>1</sup>](#)

<sup>1</sup>La Trobe University, VIC, Australia, <sup>2</sup>City University, London, UK, <sup>3</sup>St Vincent's Hospital, Melbourne, VIC, Australia, <sup>4</sup>The University of Melbourne, VIC, Australia

## M1B Early speech and language

*Parent training of early language facilitation skills in a clinical population: Child and parent outcomes*

[Kate Short<sup>1,2</sup>](#), [Sara Beckett<sup>3</sup>](#), [Jessica Earley<sup>3</sup>](#), [Carissa Kleiman<sup>4</sup>](#), [Hans Bogaardt<sup>1</sup>](#)

<sup>1</sup>The University of Sydney, Faculty of Health Sciences / Discipline of Speech Pathology, NSW, Australia, <sup>2</sup>Liverpool Hospital, South West Sydney Local Health District, NSW, Australia, <sup>3</sup>Community Health, South West Sydney Local Health District, NSW, Australia, <sup>4</sup>Community Health, Sydney Local Health District, NSW, Australia

*Improving language and social skill outcomes for very young children through early storybook reading*

[Michelle Brown<sup>1</sup>](#), [Marleen Westerveld<sup>1</sup>](#), [David Trembath<sup>1</sup>](#), [Gail Gillon<sup>2</sup>](#)

<sup>1</sup>Griffith University, QLD, Australia, <sup>2</sup>University of Canterbury, New Zealand

*A closer look at late talkers: Identifying subgroups of late talking toddlers through structured speech assessments*

[Rosemary Hodges<sup>1</sup>](#), [Elise Baker<sup>1</sup>](#), [Natalie Munro<sup>1</sup>](#), [Karla McGregor<sup>2,1</sup>](#)

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>The University of Iowa, Iowa, USA

*Do the words that 2-year-olds say with complex within-word consonant sequences predict their later communication, speech and language outcomes?: A prospective observational cohort study*

[Deborah James](#)

Southern Cross University, Coolangatta, QLD, Australia

*Optimal management of toddlers with cleft palate: Insights from a Churchill Fellowship across four continents*

[Anna Cronin<sup>1,2</sup>](#)

<sup>1</sup>The Children's Hospital at Westmead, Sydney, NSW Australia, <sup>2</sup>Charles Sturt University, Bathurst, NSW, Australia

## PeP Talks

*Fast mapping in children with developmental language disorder: Exploring the impact of increased exposures to a new word*

[Stephanie Sullivan](#), [Suze Leitao](#), [Mary Claessen](#)  
Curtin University, WA, Australia

*Busy Bees: A drop-in parent-child interaction program to address the needs of families in a community setting*

[Caddi Johnson](#), [Deanna Patti](#), [Bree Horvat](#), [Joni Chee](#)  
Djerriwarrh Health Services, VIC, Australia

## M1C Clinical education 1

*Applying visible learning practices to clinical education: Assessing the 'ce' or the students?*

[Kate Bridgman](#)  
La Trobe University, VIC, Australia

*The effect of student competence on speech pathology clinician time use and productivity: A quantitative study in NSW Health*

[Elizabeth Bourne<sup>1</sup>](#), [Lindy McAllister<sup>1</sup>](#), [Srivalli Nagarajan<sup>1</sup>](#), [Kate Short<sup>1,2</sup>](#)

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>South Western Sydney LHD, NSW, Australia

*What is my student thinking? Using written reflections to develop student critical thinking skills*

[Kate Cook](#), [Gina Tillard](#)  
University of Canterbury, CHCH, New Zealand

*Longitudinal comparison of career choice in speech pathology students*

[Nicole Byrne](#)  
The University of Newcastle, NSW, Australia

*Are there associations between demographic information, academic results and intermediate clinical placement outcomes?*

[Robyn Johnson](#), [Alison Purcell](#), [Emma Power](#)  
The University of Sydney, NSW, Australia

## PeP Talks

*Describing stakeholder relationships in speech pathology clinical placements*

[Nicole Byrne](#), [Joanne Walters](#), [Jane Maree Perkins](#)  
The University of Newcastle, NSW, Australia

*Self-efficacy of speech pathology students in Evidence Based Practice*

[Maree Doble<sup>1</sup>](#), [Kate Short<sup>1,2</sup>](#), [Elizabeth Murray<sup>1</sup>](#), [Hans Bogaardt<sup>1</sup>](#), [Patricia McCabe<sup>1</sup>](#)

<sup>1</sup>The University of Sydney, Faculty of Health Sciences / Discipline of Speech Pathology, NSW, Australia, <sup>2</sup>Liverpool Hospital, NSW, Australia

*Shared student placements: What do student supervisors think?*

[Brooke Workman](#)  
Family and Community Services, NSW, Australia

## M1D Getting on the same wavelength: Goal setting and outcome measurement in the NDIS context (W)

[Catherine Olsson](#)  
Speech Pathology Australia, VIC, Australia

Session Full

The NDIS is a once in a generation change in the way people with disabilities access services and supports in Australia. The NDIS Act and objects focus on supports to enable people with disability to maximise independent lifestyles and full inclusion in the community, to realise their potential for physical, social, emotional and intellectual development, and to participate in and contribute to social and economic life to the extent of their ability. Under the NDIS, individuals are provided with funding for what is 'reasonable and necessary' to achieve their goals and aspirations. They are able to choose how and with whom they spend these funds. The processes for supporting people with disabilities to identify their goals and aspirations, and the personnel who provide this support (planners, ECEI community partners, Local Area Coordinators), are changing as the NDIS transitions to full scheme.

While there is still much that is unclear about the future operations of the NDIS, some things are certain. There is a shift away from medical or allied health 'experts' setting goals for individuals, and towards enabling participants to identify their own goals and aspirations. The NDIS has and will always retain responsibility for decisions regarding funding provided to an individual. Service provision will be market driven, with participants able to choose and change their providers at any time. As providers, speech pathologists need to be able to market their services.

As part of its insurance model, the NDIS also has a focus on outcomes and capacity building.

While not new directions, the NDIS creates a greater imperative for speech pathologists to: ensure that interactions with participants support participation and build capacity; provide accessible information about our role and interventions so that participants are able to make informed decisions about their services; provide interventions which contribute to the achievement of participant goals both at the time and over time;

>>>

articulate and measure the outcomes of our interventions and how these relate to participants' goals and outcomes.

The workshop will explore strategies and tools to: support NDIS participants to understand communication and safe and effective oral eating and drinking and how it can contribute to them achieving their goals; support participants to identify their goals and aspirations and to frame them such that they are meaningful and achievable within the life of a plan; link our interventions and service delivery to the NDIS participants' goals and aspirations; contribute to making the planning process as positive and successful as possible.

Workshop participants will have the opportunity to practice drawing the links between the goals and aspirations that participants may identify and our intervention, and framing reporting and documentation to the NDIS outcome areas. Participants will also understand the NDIS outcomes framework and be aware of tools available for describing and measuring outcomes.

Attendance number: 80

## M1E Childhood apraxia of speech (CAS)

*What happens when they grow up? Experiences of adults who were diagnosed with childhood apraxia of speech as children*

[Patricia McCabe](#)<sup>1,5</sup>, [Jonathan Preston](#)<sup>4,6</sup>, [Angela Morgan](#)<sup>2,5</sup>, [Elizabeth Murray](#)<sup>1</sup>, [Geraldine Bricker](#)<sup>1,3</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>The University of Melbourne, VIC, Australia, <sup>3</sup>Latrobe University, VIC, Australia, <sup>4</sup>Syracuse University, Syracuse, NY, USA, <sup>5</sup>Murdoch Children's Research Institute, VIC, Australia, <sup>6</sup>Haskins Laboratories, Yale University, New Haven, CT, USA

*Treating childhood apraxia of speech: Evaluating the Kaufman Speech-Language Protocol*

[Mirjana Gomez](#)<sup>1</sup>, [Patricia McCabe](#)<sup>1</sup>, [Kathy Jakielski](#)<sup>2</sup>, [Alison Purcell](#)<sup>1</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Augustana College, Illinois, USA

*Exploring factors for treatment success in childhood apraxia of Speech following intervention using the Nuffield Dyspraxia Programme: 3rd edition*

[Elizabeth Murray](#)<sup>1</sup>, [Jacqueline McKechnie](#)<sup>1</sup>, [Pamela Williams](#)<sup>2</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Nuffield Speech and Hearing Centre, RNTNE Hospital, London, UK

*"Look at mummy": Challenges in training parents to deliver a home treatment program for childhood apraxia of speech*

[Jacqueline Lim](#)<sup>1,2</sup>, [Patricia McCabe](#)<sup>1</sup>, [Alison Purcell](#)<sup>1</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Mamawetan Churchill Health Region, Saskatchewan, Canada

*Early diagnosis of CAS: Examining the prelinguistic speech characteristics of infants with CAS*

[Elissa Moss](#), [Patricia McCabe](#), [Alison Purcell](#), [Donna Thomas](#)

The University of Sydney, NSW, Australia

## PeP Talks

*The boundaries of auditory perception for syllable segregation in untrained adult listeners*

[Tayla Brown](#), [Patricia McCabe](#), [Elizabeth Murray](#)

The University of Sydney, NSW, Australia

*Exploring inconsistent speech in children with childhood apraxia of speech*

[Mei Ying Lee](#)<sup>1,2</sup>, [Elizabeth Murray](#)<sup>1</sup>, [Elise Baker](#)<sup>1</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Changi General Hospital, Singapore

## M1F Voice

*CAPTain: The Comprehensive Auditory-Perceptual Training Tool. A demonstration and outcome data*

[Cate Madill](#), [Elizabeth Murray](#), [Alison Purcell](#), [Patricia McCabe](#)

The University of Sydney, NSW, Australia

*Community listeners' perceptions of voice function post radiotherapy: Implications for voice rehabilitation*

[Liza Bergström](#)<sup>1,3</sup>, [Elizabeth Ward](#)<sup>1,2</sup>, [Caterina Finizia](#)<sup>3</sup>

<sup>1</sup>The University of Queensland, QLD, Australia, <sup>2</sup>Centre for Functioning and Health Research (CFAHR), Brisbane, QLD, Australia, <sup>3</sup>University of Gothenburg, Gothenburg, Sweden

*Using motor learning principles in voice therapy*

[Cate Madill](#)

The University of Sydney, NSW, Australia

*Relative efficacy of negative practice and repetitive drill in learning a simple voice motor skill*

[Samantha Su Min Lim](#), [Cate Madill](#), [Patricia McCabe](#)

The University of Sydney, NSW, Australia

*An open-label study of sodium oxybate (Xyrem®) in spasmodic dysphonia*

[Anna Rumbach](#)<sup>1</sup>, [Andrew Blitzer](#)<sup>2</sup>, [Steven Frucht](#)<sup>2</sup>, [Kristina Simonyan](#)<sup>2</sup>

<sup>1</sup>The University of Queensland, QLD, Australia, <sup>2</sup>Department of Neurology, Icahn School of Medicine at Mount Sinai, New York, USA

*Innovative use of Expiratory Muscle Strength Training (EMST) in a diverse outpatient group: What are the changes to voice volume and confidence?*

[Elizabeth Old](#), [Amanda Osborne](#)

Royal Rehab, NSW, Australia

*The impact of lung volume on voice onset*

[Cate Madill](#)<sup>1</sup>, [Sylvia Yeo](#)<sup>1</sup>, [Rachel Lee](#)<sup>1</sup>, [Rick Roarke](#)<sup>2</sup>, [Patricia McCabe](#)<sup>1</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Hartford, Connecticut, USA

12.45pm – 2.15pm Lunch

2.15pm – 3.45pm

## M2A Keynote Seminar: Advanced dysphagia treatment (S)

[Professor Emily Plowman, Ph.D., CCC-SLP](#)

## M2B The debate continues over the language of language disorder: Let's all have our say! (W)

[Natalie Munro](#), [Julia Starling](#)

The University of Sydney, NSW, Australia

There is current debate about the diagnostic decision-making process (e.g. Norbury et al., 2016) and the terminology used to describe unexplained language problems in children and adolescents (e.g. Ebbels, 2014; Reilly, Bishop & Tomblin, 2014). The debate includes discussion on inclusionary/exclusionary criteria for diagnosis and treatment and questions the need to differentiate between specific language impairment (SLI) and non-specific language impairment. Recently, the term developmental language disorder has been recommended by an international consensus study (Bishop et al 2016). Do you know about this debate and have you had your say?

In this workshop we present the current recommendations for diagnostic nomenclature, and the research evidence for clinical inclusion/exclusion criteria based on verbal vs. nonverbal IQ. Participants will participate in the debate by engaging in voluntary, technology-based, on-line polling. Audience response systems such as Socrative will allow participants to actively engage in this up to now largely "academic/researcher driven" debate. The workshop will consist of a large-group presentation, small-group interactions and individual audience response systems delivered via personal computer, iPad/tablet, or mobile phone. As results from the online polling are immediate, implications for service delivery will also be discussed.

Learning outcomes include:

- Identifying key issues relating to inclusionary/exclusionary criteria for the diagnosis of unexplained language problems >>>

- in children/adolescents
- Reviewing and evaluating the evidence base for treatment outcomes in paediatric language interventions in relation to verbal/nonverbal IQ
- Identifying and explaining informed preferences for inclusionary/exclusionary criteria and diagnostic terminology using de-identified educational technologies (audience response systems)

**Introduction/Rationale:** The international and as yet, unresolved debate over diagnostic criteria and the nomenclature surrounding SLI (Reilly et al., 2014, Roseby & Reilly, 2016), continues to be a contentious topic within the academic community.

This workshop will offer a unique opportunity for participants across our profession to engage in this debate. The use of audience response polling will encourage direct opinion and input into an issue that has significant implications for our field. In addition, the continued reliance on verbal-nonverbal IQ discrepancy for some Australian services suggests the need to disseminate the evidence of whether nonverbal IQ matters for treatment outcomes.

**Objectives:** The workshop will provide participants with an evidence-based, contemporary and international understanding about the SLI debate which, till now, has largely been discussed by the academic community. This innovative workshop 'plebiscite' allows results to be disseminated to a wider audience through social networking. This will ensure that a clinician-driven voice is added to the debate, adding momentum with the ultimate aim of reaching consensus and moving our profession forward on this issue. Speech pathologists will be able to discuss these current issues while also considering the implications of the workshop findings within their own local service contexts.

**Conclusions:** The current SLI/nonSLI debate has far-reaching implications for both clinicians and their clients- service eligibility, assessment standards and intervention eligibility criteria to name a few. It is crucial, therefore, that opportunities are created for a range of opinions to be sought, identified and added to the debate and, ultimately, to the resulting professional guidelines. The workshop will provide such an opportunity through professional development and opinion polling utilising on-line technology.

**Attendance number: 150**

## M2C Vulnerable children/Mental health

*The language and literacy skills of adolescents enrolled in alternative/flexible educational settings*

**Pamela Snow<sup>1</sup>, Linda Graham<sup>2</sup>, Tanya Serry<sup>1</sup>, Emina McLean<sup>1</sup>**

<sup>1</sup>La Trobe University, Bendigo, VIC, Australia, <sup>2</sup>Queensland University of Technology, Brisbane, QLD, Australia

*Express yourself: A collaboration of verbal and non-verbal therapies with adolescents with mental health difficulties*

**Mary Woodward, Joanne McIntyre, Anna Blechinger**

Concord Centre for Mental Health, Sydney, NSW, Australia

*A study of children's perceptions and responses to open and closed questions*

**Lydia Timms, Sonja Brubacher, Martine Powell, Madeleine Bearman**

Deakin University, SA, Australia

*Maximising learning outcomes for children exposed to trauma*

**Pamela Thuan**

Mahogany Rise Primary School, Frankston, VIC, Australia

*Building teacher capabilities to address language and communication deficits when teaching students with behavioural difficulties*

**Karen James**

Plumpton House, Plumpton, NSW, Australia

## PeP Talks

*Narrative performance in children with a history of maltreatment*

**Lydia Timms<sup>1</sup>, Pamela Snow<sup>2</sup>, Martine Powell<sup>1</sup>**

<sup>1</sup>Deakin University, VIC, Australia, <sup>2</sup>La Trobe University, VIC, Australia

*Assessing young people in Youth Justice: The development and trialling of an oral communication assessment tool for the use of those working with young people in Youth Justice context*

**Mark Stephenson<sup>1,2</sup>, Linda Hand<sup>1,3</sup>**

<sup>1</sup>The University of Auckland, Auckland, New Zealand, <sup>2</sup>Vodafone World of Difference fellow, Auckland, New Zealand, <sup>3</sup>Talking Trouble Aotearoa NZ, Auckland, New Zealand

*Can a clinical placement in mental health change allied health students' attitudes, knowledge and understanding?*

**Lyndal Sheepway<sup>2</sup>, Clare Delaney<sup>3</sup>, Natalie Albores<sup>1</sup>**

<sup>1</sup>Macquarie Hospital, NSW, Australia, <sup>2</sup>The University of Sydney, NSW, Australia, <sup>3</sup>The University of Melbourne, VIC, Australia

## M2D Paediatric feeding

*Infant feeding difficulties: A look at high risk populations*

**Amber Valentine**

Baptist Health Lexington, Lexi

**Withdrawn**

*The impact of vocal cord palsy following cardiac surgery on infants' feeding skills*

**Jane Pettigrew, Gloria Tzannes, Jeanette Cowell**

Children's Hospital at Westmead, NSW, Australia

*Oral feeding for infants and children receiving High Flow Nasal Cannula (HFNC) or Continuous Positive Airway Pressure (CPAP) respiratory support: A survey of Practice*

**Angie Canning<sup>1</sup>, Manbir Chauhan<sup>1</sup>, Rachael Oorloff<sup>1</sup>, Kelly Weir<sup>1,2</sup>**

<sup>1</sup>Gold Coast Hospital and Health Service, QLD, Australia, <sup>2</sup>Griffith University, QLD, Australia

*Variables impacting on the time to wean children from enteral tube feeding to oral intake*

**Emily Lively<sup>1,2</sup>, Sue McAllister<sup>1</sup>, Sebastian Doeltgen<sup>1</sup>**

<sup>1</sup>Flinders University, SA, Australia, <sup>2</sup>Lively Eaters Feeding Services, SA, Australia

*Aspirating and non-aspirating swallow sounds in children: A pilot study*

**Thuy Frakking<sup>1,2</sup>, Anne Chang<sup>3,4</sup>, Michael David<sup>6</sup>, Kerry-Ann O'Grady<sup>5</sup>, Kelly Weir<sup>7</sup>**

<sup>1</sup>Speech Pathology, Caboolture Hospital, Queensland Health, QLD, Australia, <sup>2</sup>Centre for Children's Health Research, The University of Queensland, QLD, Australia, <sup>3</sup>Queensland Children's Respiratory Centre, Lady Cilento Children's Hospital, Brisbane, QLD, Australia, <sup>4</sup>Child Health Division, Menzies School of Health Research, Charles Darwin University, Darwin, NT, Australia, <sup>5</sup>Centre for Children's Health Research, Queensland University of Technology, Brisbane, QLD, Australia, <sup>6</sup>School of Public Health, The University of Queensland, Brisbane, QLD, Australia, <sup>7</sup>Menzies Health Institute Queensland, Griffith University, Gold Coast, QLD, Australia

## M2E Fluency

*Stuttering behaviour in children: predictors of recovery from stuttering by seven years of age*

**Elaina Kefalianos<sup>1,2</sup>, Clare Chapman<sup>1</sup>, Ellen Koutsodimitropoulos<sup>1</sup>, Sheena Reilly<sup>2,3</sup>**

<sup>1</sup>Department of Audiology and Speech Pathology, The University of Melbourne, VIC, Australia, <sup>2</sup>Murdoch Childrens Research Institute, VIC, Australia, <sup>3</sup>Menzies Health Institute Queensland, Griffith University, QLD, Australia

*Mean length of utterance as a predictor of recovery from stuttering by seven years of age*

**Ayesha Albarwani Alharthi<sup>1</sup>, Georgina Johnson<sup>1</sup>, Sheena Reilly<sup>2,3</sup>, Elaina Kefalianos<sup>1,2,4</sup>**

<sup>1</sup>Department of Audiology and Speech Pathology, The University of Melbourne, VIC, Australia, <sup>2</sup>Murdoch Childrens Research Institute, Melbourne, VIC, Australia, <sup>3</sup>Menzies Health Institute Queensland, Griffith University, QLD, Australia, <sup>4</sup>Department of Paediatrics, The University of Melbourne, VIC, Australia

*Managing social anxiety in pre-school and school-age children who stutter: Proposed clinical guidelines for speech pathologists*

[Kylie Smith](#)<sup>1,2</sup>, [Lisa Iverach](#)<sup>3</sup>, [Sheena Reilly](#)<sup>1,4</sup>

<sup>1</sup>Murdoch Childrens Research Institute, VIC, Australia, <sup>2</sup>The University of Melbourne, VIC, Australia, <sup>3</sup>The University of Sydney, NSW, Australia, <sup>4</sup>Menzies Health Institute, Griffith University, QLD, Australia

*Intensive smooth speech for adults who stutter: A Phase I trial of a distributed group model using students*

[Marie Edwards-Giller](#)<sup>1</sup>, [Melissa Lawrie](#)<sup>1,2</sup>, [Elizabeth Cardell](#)<sup>2,3</sup>

<sup>1</sup>Speech Pathology Service, Gold Coast Health, QLD, Australia, <sup>2</sup>School of Allied Health Sciences, Griffith University, QLD, Australia, <sup>3</sup>Menzies Health Institute, Griffith University, QLD, Australia

*Concurrent treatment of stuttering and speech sound disorder: Parents' experiences*

[Rachael Unicomb](#)<sup>1</sup>, [Sally Hewat](#)<sup>1</sup>, [Elisabeth Harrison](#)<sup>2</sup>

<sup>1</sup>The University of Newcastle, NSW, Australia, <sup>2</sup>Macquarie University, NSW, Australia

*Long-term follow up of children treated concurrently for stuttering and speech sound disorder: Four case studies*

[Rachael Unicomb](#)<sup>1</sup>, [Sally Hewat](#)<sup>1</sup>, [Elisabeth Harrison](#)<sup>2</sup>

<sup>1</sup>The University of Newcastle, NSW, Australia, <sup>2</sup>Macquarie University, NSW, Australia

## M2F Apps, Access, AAC, and all that stuff!

[Rebecca Chedid](#)<sup>1</sup>, [Lorayne Bejjani](#)<sup>1,2</sup>

<sup>1</sup>Assistive Technology Australia, Blacktown, NSW, Australia, <sup>2</sup>Northcott, Parramatta, NSW, Australia

Our interactive workshop offers eight rotating stations to trial communication apps and devices, and explore options - including eye-gaze, and switches - for using them. This practical and engaging workshop will help you identify solutions that are suitable for your clients. At each station, the participant will trial the equipment, watch videos, complete learning activities, and collect resources and information sheets relevant to that topic. The team running the workshop will provide impartial advice and assistance at each station as required. No prior or assumed knowledge is required. The eight stations include: 1) information and resources, 2) light tech options, 3) high tech options, 4) access options, 5) eye-gaze and accessibility features, 6) switches, 7) software and apps, and 8) cyber safety.

The workshop will provide you with:

1. Information to enable you to make informed decisions about options for communication and telecommunications
2. Access to technology and basic equipment including computers, tablets and smart phones to try them out
3. Access to specialised equipment, where specialised access options are required, to try them out
4. Access to specialised dedicated communication devices as

options for telecommunications

5. Access to multi-modal strategies and "light technology" (non-electronic) communication systems

6. Information resources to assist in learning cyber safety skills

7. Information about services and methods to assist in communication and telecommunications

This workshop will help to build your skills, confidence, and ability to use modern communication technologies that could assist your clients in connecting to the world.

**Introduction/Rationale:** All the resources used for the workshop were created by the team and provide sufficient information for professionals working with people with complex communication needs.

**Objectives:** The workshop runs as eight, 10 to 15 minute rotating stations. Participants could choose to complete each station at their own pace or skip through the stations that are not relevant to their caseload.

**Results or Practice implications:** The workshop will help to build the participants' skills, confidence, and ability to use modern communication technologies.

**Conclusions:** The workshop will increase participants' knowledge in the area of communication and provide them with ample hands-on time to learn how to use certain apps, software, switches, etc.

**Attendance number: 80**

3.45pm– 4.15pm Afternoon tea

4.15pm - 5.45pm

## M2A Keynote Seminar: Advanced dysphagia treatment (S) cont/d

[Professor Emily Plowman, Ph.D., CCC-SLP](#)

## M3A Child speech

*Methods for assessing and analysing children's productions of polysyllables: Interpreting pasgetti and hitepopemus*

[Sarah Masso](#)<sup>1</sup>, [Elise Baker](#)<sup>2</sup>, [Sharynne McLeod](#)<sup>1</sup>

<sup>1</sup>Charles Sturt University, NSW, Australia, <sup>2</sup>The University of Sydney, NSW, Australia

*Intelligibility ratings by parents of children with and without speech sound disorders*

[Anniek van Doornik-van der Zee](#)<sup>1,2</sup>, [Hayo Terband](#)<sup>2</sup>, [Ellen Gerrits](#)<sup>1,2</sup>, [Sharynne McLeod](#)<sup>3</sup>

<sup>1</sup>HU University of Applied Sciences, Utrecht, The Netherlands, <sup>2</sup>Utrecht University, Utrecht, The Netherlands, <sup>3</sup>Charles Sturt University, NSW, Australia

*Modified core vocabulary therapy for the treatment of inconsistent phonological disorder: Theoretical and service delivery implications*

[Kieran Flanagan](#)<sup>1</sup>, [Kerry Ttofari Eecen](#)<sup>2</sup>

<sup>1</sup>Australian Catholic University, Brisbane, QLD, Australia, <sup>2</sup>Australian Catholic University, Melbourne, VIC, Australia

*Coaching parents to implement strategies to help their child with speech difficulties: Investing in the future*

[Emily Freiermuth](#), [Beverly Joffe](#)

Southern Cross University, Billinga, QLD, Australia

*The value of home practice for speech sound disorders: What do parents think?*

[Eleanor Sugden](#)<sup>1</sup>, [Natalie Munro](#)<sup>1</sup>, [Carol Trivette](#)<sup>2</sup>, [Elise Baker](#)<sup>1</sup>, [A. Lynn Williams](#)<sup>2</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>East Tennessee State University, TN, USA

*Perspectives on acquisition of the velars /k, g/ in monolingual Australian children*

[Laura Blencowe](#)<sup>1</sup>, [Rachael Unicomb](#)<sup>1</sup>, [Joanne Walters](#)<sup>1</sup>, [Caroline Bowen](#)<sup>2,3</sup>

<sup>1</sup>The University of Newcastle, NSW, Australia, <sup>2</sup>Macquarie University, Sydney, NSW, Australia, <sup>3</sup>University of KwaZulu-Natal, Durban, South Africa

*Reliability of a new tool for rating of articulation and supra-segmental speech: Scale of Articulation and Suprasegmentals (SASS)*

[Elizabeth Murray](#), [Elise Baker](#), [Jacqueline McKechnie](#), [Alison Purcell](#), [Patricia McCabe](#), [Cate Madill](#)

The University of Sydney, NSW, Australia

## M3B Working with vulnerable adolescents in school, mental health, and youth justice settings (W)

[Nathaniel Swain](#)<sup>1</sup>, [Mary Woodward](#)<sup>3,4</sup>, [Pamela Snow](#)<sup>2</sup>, [Patricia Eadie](#)<sup>1</sup>, [Emina McLean](#)<sup>2</sup>

<sup>1</sup>The University of Melbourne, VIC, Australia, <sup>2</sup>La Trobe University, VIC, Australia, <sup>3</sup>Concord Centre for Mental Health, NSW, Australia, <sup>4</sup>Speak Your Mind Services, NSW, Australia

Adolescents in alternative school, mental health, and youth justice settings often present with language, literacy and communication difficulties. However, minimal intervention research has been conducted with these populations, and there are considerable barriers for speech-language pathology practice in these settings. These may

Session Full

Session Full

include:

- lack of funded positions
- lack of confidence of Speech-Language Pathologists entering these fields
- poor collaboration between agencies
- unpredictability of the settings
- limited resources for this age group
- difficulty making Speech-Language Pathology relevant to adolescent clients.

We will facilitate case-based discussions and problem-solving activities to create collaborative and practical learning experiences for the participants. This workshop will be an opportunity for participants to learn from colleagues working across these sectors, and to share their own knowledge, ideas, and experiences of working with adolescents with complex presentations in a range of settings. Participants with all levels of experience are welcome.

We will provide a forum to bring together clinicians and researchers working with complex populations across multiple sectors, in order to develop and share knowledge and skills in:

- comprehensive and responsive assessment strategies
- delivering intervention that is relevant, appealing, and functional
- measurement of therapeutic engagement and impact
- building collaboration with other professionals and stakeholder feedback
- working within complex environments
- identifying gaps in research, and new opportunities for clinical practice.

Together, we hope to piece together the disparate evidence, tools, resources, and clinical expertise required to make Speech-Language Pathology services relevant for these complex adolescent populations.

**Introduction/Rationale:** This 1.5 hour workshop will provide opportunities for clinicians and researchers to learn from their shared experiences working with vulnerable adolescents.

**Objectives:** Case-based discussions and problem-solving activities to create collaborative and practical learning experiences for the participants

**Results or Practice implications:** Expected learning outcomes from this workshop are skills and knowledge in:

- comprehensive and responsive assessment strategies

- delivering intervention that is relevant, appealing, and functional
- measurement of therapeutic engagement and impact
- building collaboration with other professionals and stakeholder feedback
- working within complex environments
- identifying gaps in research, and new opportunities for clinical practice

**Attendance number: 100**

### M3C Early language

*Addressing and supporting children's communication difficulties in long day care services: Current practices and perspectives of Australian early childhood educators*

[Tara Shem](#), [Chris Brebner](#), [Angela Lawless](#), [Michelle Swift](#)  
Flinders University, SA, Australia

*Concurrent associations between maternal behaviours and early communication in a cohort of women and their infants experiencing adversity*

[Jodie Smith](#)<sup>1,2</sup>, [Sharon Eadie](#)<sup>2</sup>, [Lesley Bretherton](#)<sup>1</sup>, [Levickis](#)<sup>1</sup>, [Tricia Eadie](#)<sup>2</sup>, [Lesley Bretherton](#)<sup>1</sup>

<sup>1</sup>Murdoch Childrens Research Institute, VIC, Australia, <sup>2</sup>The University of Melbourne, VIC, Australia

*Connect and coach for communication: Innovative pathways to engage parents and caregivers in caregiver- led interactive language programs*

[Lilly Wicks](#), [Sarina Mahony](#)  
Lifestart Co-operative Ltd, Sydney, NSW, Australia

*Home and away, teaching PA: A comparison of parent-led and therapist-led phonological awareness intervention outcomes for preschool aged children*

[Megan Gilliver](#)<sup>1,3</sup>, [Linda Cupples](#)<sup>2,1</sup>, [Teresa Ching](#)<sup>1,3</sup>

<sup>1</sup>Hearing CRC, Melbourne, VIC, Australia, <sup>2</sup>Macquarie University, Sydney, NSW, Australia, <sup>3</sup>National Acoustic Laboratories, Sydney, NSW, Australia

*Analysis of behavioural characteristics of language-delayed children*

[Aysin Noyan Erbas](#), [Tuğçe Karahan Tıgırak](#), [Esra Özcebe](#)  
Hacettepe University, Ankara, Turkey

*Speech production skills of typically developing and late-talking toddlers at ages four to five: The Tricky Tyrannosaurus*

[Sze Yuen Sharlynn Neam](#), [Elise Baker](#), [Rosemary Hodges](#), [Natalie Munro](#)

The University of Sydney, NSW, Australia

*Introducing a new toddler verbal imitation test: Compliance, diagnostic value and associations with later speech and language skills*

[Rosemary Hodges](#)<sup>1</sup>, [Natalie Munro](#)<sup>1</sup>, [Elise Baker](#)<sup>1</sup>, [Karla McGregor](#)<sup>2,1</sup>, [Rob Heard](#)<sup>1</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>The University of Iowa, Iowa, USA

### M3D CALD 1

*Hearing, EAR health & Language Services (HEALS) Project: Research integrated service provision*

[Alison Purcell](#)<sup>1,2</sup>, on behalf of the SEARCH Collaborators<sup>2</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>SEARCH Collaboration, NSW, Australia

*Assessing the speech production of urban Australian Aboriginal children: What city speech pathologists need to know*

[Katrina Gott](#), [Alison Purcell](#), [Patricia McCabe](#)

The University of Sydney, NSW, Australia

*Help seeking and service provision for children and adults with communication disability: An example from Ghana*

[Karen Wylie](#)<sup>1,2</sup>, [Lindy McAllister](#)<sup>1</sup>, [Julie Marshall](#)<sup>4,5</sup>, [Bronwyn Davidson](#)<sup>6</sup>, [Josephine Ohenewa Bampoe](#)<sup>3,2</sup>, [Clement Amponsah](#)<sup>3,2</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Korle Bu Teaching Hospital, Ghana, <sup>3</sup>University of Ghana, Ghana, <sup>4</sup>Manchester Metropolitan University, UK, <sup>5</sup>University of KwaZulu-Natal, South Africa, <sup>6</sup>The University of Melbourne, VIC, Australia

*Characteristics of multilingual speakers seeking intelligibility enhancement in English*

[Helen Blake](#)<sup>1,2</sup>, [Sharynne McLeod](#)<sup>1</sup>

<sup>1</sup>Charles Sturt University, NSW, Australia, <sup>2</sup>The University of Newcastle, NSW, Australia

*Speech pathologist perspectives about working with interpreters when managing adults from culturally and linguistically diverse backgrounds*

[Samantha Siyambalapitiya](#)<sup>1</sup>, [Petrea Cornwell](#)<sup>1</sup>, [Bronwyn Davidson](#)<sup>2</sup>, [Tami Howe](#)<sup>3</sup>, [Anne Huang](#)<sup>1</sup>

<sup>1</sup>Menzies Health Institute Queensland, Griffith University, Gold Coast, QLD, Australia, <sup>2</sup>The University of Melbourne, VIC, Australia, <sup>3</sup>University of British Columbia, Vancouver, Canada

*Understanding and comparing perspectives about school readiness from families and educators of Aboriginal children in a rural community*

[Emma Carwardine](#)<sup>1</sup>, [Michelle Lincoln](#)<sup>1,2</sup>, [Jacinta Borilovic](#)<sup>1</sup>, [Kim Bulkeley](#)<sup>1,2</sup>, [Monique Hines](#)<sup>1,2</sup>, [Christine Corby](#)<sup>2,3</sup>, [Lyn Rummery](#)<sup>2,3</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Poche Centre for Indigenous Health, NSW, Australia, <sup>3</sup>Waggett Aboriginal Medical Service, NSW, Australia

*A follow-up study of phonological development in bilingual children: Implications for clinical assessment*

**Jae-Hyun Kim**

James Cook University, Townsville, QLD, Australia

### M3E Autism spectrum disorder (ASD)

*Telehealth and autism: State of the art and the science*

**Rebecca Sutherland<sup>1,2</sup>, Jacqui Smith<sup>2</sup>, Jacqueline Roberts<sup>1</sup>**

<sup>1</sup>Autism Centre for Excellence, Griffith University, Mt Gravatt, QLD, Australia, <sup>2</sup>Menzies Health Institute, QLD, Australia

*An innovative online social understanding curriculum across the long term: Achieving positive outcomes in a UK context*

**Mary Ai-Hua Yong<sup>1</sup>, Catherine Pownall<sup>1</sup>, Joanne Neill<sup>1,2</sup>**

<sup>1</sup>Bridges In Social Understanding, Cardiff, UK, <sup>2</sup>Helen Allison School, Kent, UK

*Peers as language therapists: Using iPads as a naturalistic approach to improving the conversational language skills of children with ASD*

**Bronwyn Sutton<sup>1,2</sup>, Marleen Westerveld<sup>2</sup>, Amanda Webster<sup>2</sup>**

<sup>1</sup>BEST Autism Therapy, Brisbane, QLD, Australia, <sup>2</sup>Griffith University, Brisbane, QLD, Australia

*A longitudinal study reporting the speech development of children with autism spectrum disorder*

**Kate Broome<sup>1,2</sup>, Patricia McCabe<sup>1</sup>, Kimberley Docking<sup>1</sup>, Maree Doble<sup>1</sup>**

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Sydney Children's Hospital, NSW, Australia

*Late talking and autistic-like traits in adulthood. Does a relationship exist?*

**Rebecca Armstrong<sup>1</sup>, Wendy Arnott<sup>1,3</sup>, James Scott<sup>1</sup>, Katie McMahon<sup>1</sup>, David Copland<sup>1</sup>, Andrew Whitehouse<sup>2</sup>**

<sup>1</sup>The University of Queensland, QLD, Australia, <sup>2</sup>Telethon Kids Institute, Perth, WA, Australia, <sup>3</sup>Hear and Say Centre, Brisbane, QLD, Australia

### PeP Talks

*Girls and boys on the autism spectrum: Parent reported differences*

**Rebecca Sutherland<sup>1,3</sup>, Antoinette Hodge<sup>2</sup>, Susan Bruck<sup>4</sup>, Debra Costley<sup>4</sup>, Helen Klieve<sup>3</sup>**

<sup>1</sup>Positive Partnerships, Autism Spectrum Australia, Sydney, NSW, Australia, <sup>2</sup>Children's Hospital at Westmead, Sydney, NSW, Australia, <sup>3</sup>Griffith University, Mt Gravatt, QLD, Australia, <sup>4</sup>Autism Spectrum Australia, Sydney, NSW, Australia

*Parents play a significant role in the detection of children with autism spectrum disorder in resource settings*

**Hasini Idrath<sup>1</sup>, Anurama Manasena, Dileepa Ediriweera**

Faculty of Medicine, University of Kelaniya, Colombo, Sri Lanka

6.00pm – 7.30pm

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



### Get social... connect, post, share

#### Conference app

Following the success of the conference app in 2016, the CPC 2017 is pleased to offer it again to Conference delegates. We have included some new features for iOS and Android devices. You will be able to view the program and your selected sessions, read speaker bios and session abstracts and keep up with #SPACConf social media and announcements.



#### Twitter

The 2017 Conference's Twitter handle is:  
**@speechpathaus #SPACConf**



#### Facebook

Facebook is an online social networking service. You can create a profile, add other users as 'friends', exchange messages, post status updates and photos, share videos, use various apps and receive notifications when others update their profiles.



#### Instagram

The Association's Instagram handle is:  
**@speechpathaus #SPACConf**

### #SPACConf

Members should also read the [Speech Pathology Australia Social Media Guide](#) for information and assistance in relation to social media and related issues.



## Tuesday overview

7.30am – 8.45am

TB Breakfast presentation: **The International Dysphagia Diet Standardisation Initiative (IDDSI) Framework: Practical information regarding implementation in the Australian context.**

Session Full

9.00am – 10.30am

TEU Elizabeth Usher Memorial Lecture by **Dr Patricia (Tricia) McCabe**  
How do we change our clinical practice?

10.30am – 11.00am Morning tea

11.00am – 12.45pm

T1A Social language and behaviour (F)

T1B CALD 2

T1C Working with people at the end of life: Exploring an extended scope of practice for the speech pathologist (W)

T1D Service delivery

T1E Pseudoscience in the clinic and classroom: Stirring the possum or going with the flow (W)

T1F Augmentative and alternative communication (AAC)

12.45pm – 2.15pm Lunch

2.15pm – 3.45pm

T2A From our perspective: Stories to shape the future

T2B School age language 1

T2C Aphasia 1

T2D CALD 3

T2E The future starts now: Application of professional ethics in new work environments (W)

T2F Acquired brain injury (ABI)

3.45pm – 4.15pm Afternoon tea

4.15pm – 5.45pm

T3A Dysphagia 1

T3B ASD (F)

T3C Youth justice

T3D Global issues in developing communities (W)

T3E Strategies for placement educators: Learning and competency development in placements with students from culturally and linguistically diverse backgrounds (W)

T3F School age language 2

6.00pm – 7.00pm University Staff Reception

7.00pm Restaurant night

7.30am - 8.45am

## TB The International Dysphagia Diet Standardisation Initiative (IDDSI) Framework: Practical information regarding implementation in the Australian context

[Julie Cichero](#)<sup>1</sup>, [Trish Johnson](#)<sup>2</sup>

<sup>1</sup>International Dysphagia Diet Standardisation Initiative, VIC, Australia, <sup>2</sup>Speech Pathology Australia, VIC, Australia

The International Dysphagia Diet Standardisation Initiative (IDDSI) framework was released in November 2015. IDDSI was developed as a grass roots initiative by an international, inter-professional team to address a significant need – standardized international terminology and definitions for food texture and liquid thickness. IDDSI is designed to improve the safety and care of people of all ages with dysphagia by allowing people with dysphagia, clinicians, industry, and researchers to communicate in a shared terminology.

Following ratification by both the SPA and DAA Boards in November 2016 to endorse and implement the IDDSI framework in Australia, this presentation is designed to inform and engage with speech pathologists about plans for the future implementation. The session will provide practical information about the IDDSI framework, share resources developed by IDDSI, guide participants through IDDSI testing methods using practical sessions, and opportunities to map the framework to the Australian context. The presentation will provide details regarding the Australian implementation process and time frames. It will also provide practical information about enablers to implementation gained from feedback from international pilot sites.

Attendance number: 80

9.00am - 10.30am

## TEU Elizabeth Usher Memorial Lecture How do we change our clinical practice?

[Dr Patricia \(Tricia\) McCabe](#)

10.30am - 11.00am Morning tea

11.00am - 12.45pm

## T1A Social language and behaviour (F)

Future proofing our role in improving student's social communication skills: What speech-language pathologists need to do and why

[Karen James](#)<sup>1</sup>, [Natalie Munro](#)<sup>1</sup>, [Reinie Cordier](#)<sup>2</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Curtin University, Perth, WA, Australia

Intervention for primary school students with school refusal behaviour and social communication disorders

[Julie Lewis](#), [Robyn Gillies](#), [Annemaree Carroll](#)

The University of Queensland, QLD, Australia

## T1B CALD 2

Consonant acquisition by 26,008 children in 31 countries across 27 languages

[Sharynne McLeod](#), [Kathryn Crowe](#)

Charles Sturt University, NSW, Australia

Bridging the gap requires more than a technician: Exploring the role of the interpreter in cross-cultural research

[Marie Atherton](#)<sup>1,2</sup>, [Bronwyn Davidson](#)<sup>1</sup>, [Lindy McAllister](#)<sup>3</sup>

<sup>1</sup>The University of Melbourne, VIC, Australia, <sup>2</sup>Australian Catholic University, VIC, Australia, <sup>3</sup>The University of Sydney, NSW, Australia

Intelligibility in Context Scale: Validation and norming with Vietnamese-speaking preschoolers in Northern Vietnam

[Ben Pham](#)<sup>1,2</sup>, [Sharynne McLeod](#)<sup>1</sup>, [Linda Harrison](#)<sup>1</sup>

<sup>1</sup>Charles Sturt University, NSW, Australia, <sup>2</sup>Hanoi National University of Education, Ha Noi, Vietnam

Oral English proficiency, participation and self-sufficiency in Australian Humanitarian migrants

[Helen Blake](#)<sup>1</sup>, [Laura Bennetts Kneebone](#)<sup>2</sup>, [Sharynne McLeod](#)<sup>1</sup>

<sup>1</sup>Charles Sturt University, NSW, Australia, <sup>2</sup>Department of Social Services, Canberra, ACT, Australia

Curriculum development for a "global speech pathologist"

[Sally Hewat](#), [Joanne Walters](#), [Thizbe Wenger](#)

The University of Newcastle, NSW, Australia

## PeP Talks

Interactions in early childhood: Topics of conversation in Aboriginal and non-Aboriginal contexts

[Gwendalyn Webb](#)<sup>1</sup>, [Cori Williams](#)<sup>1</sup>, [Johnathon Tighe](#)<sup>2</sup>

<sup>1</sup>Curtin University, Perth, WA, Australia, <sup>2</sup>Karuah Preschool, Karuah, NSW, Australia

The bilingual language learning environment in the Philippines

[Jocelyn Christina Marzan](#)

University of the Philippines, Manila, The Philippines

# Conference Program

*Engaging Aboriginal families through an innovative key worker service delivery model in a regional area*

[Erin Smart, Alice Lans](#)

Noah's Inclusion Services, Mundamia, NSW, Australia

*Investigating the effectiveness of speech-language intervention in the first (L1) versus second language (L2-English) and evidence of generalisation*

[Amanda Miller Amberber1,2](#)

<sup>1</sup>Australian Catholic University, North Sydney, NSW, Australia, <sup>2</sup>ARC Centre of Excellence in Cognition and its Disorders, Macquarie University, Sydney, NSW, Australia

## T1C Working with people at the end of life: Exploring an extended scope of practice for the speech pathologist

[Wendy Pearse<sup>1</sup>, Jade Cauley<sup>2</sup>, Chrissy Heine<sup>4</sup>, Amanda Miller<sup>3</sup>, Leousis<sup>7</sup>, Danica Dalton<sup>9</sup>, Gail Rogers<sup>8</sup>, Trish Johnson<sup>2</sup>](#)

<sup>1</sup>Sunshine Coast Hospital and Health Service, QLD, Australia, <sup>2</sup>Speech Pathology Australia, VIC, Australia, <sup>3</sup>Australian Catholic University, NSW, Australia, <sup>4</sup>La Trobe University, VIC, Australia, <sup>5</sup>Griffith University, QLD, Australia, <sup>6</sup>The University of Melbourne, VIC, Australia, <sup>7</sup>St Vincent's Hospital, VIC, Australia, <sup>8</sup>Specialised Speech Services, QLD, Australia, <sup>9</sup>Merri Health, VIC, Australia

Speech pathologists have an important role to play in working with patients at the end of life, and during a palliative phase of care. This includes dysphagia management, communication support, patient and family education, and contributing to team management decisions. Aspects of service provision can be challenging, such as the continuation of care during the terminal phase; concepts such as "risk feeding" where patients choose not to follow a recommended approach to dysphagia management; and balancing active treatment goals and quality of life choices.

National organisations such as the Australian Commission on Safety and Quality in Health Care have defined essential components of high quality, multidisciplinary end of life care. Similar work is being undertaken by state and territory health departments. Common to guiding documents is the promotion of patient autonomy, bereavement support and shared decision making through the process of Advance Care Planning (ACP). ACP has not been a traditional role of the speech pathologist but is considered within their scope of practice.

In contributing to ACP, speech pathologists may facilitate greater patient autonomy, and support carers and family members to make difficult decisions when their family member is unable to do so for themselves.

This workshop will describe the role of speech pathologists

providing services to people at the end of life, identify some of the barriers and facilitators for workforce involvement in processes such as ACP, and explore the unique skill set of speech pathologists that may facilitate and extend advancements in person-centred care.

**Introduction/Rationale:** In this workshop we will explore the unique skills and current role of the speech pathologist in working with people at the end of life, and the additional knowledge and training needed to enhance that role. This includes: understanding the policy and legal context for end of life care in Australia; ACP and person-centred care; handover and communication strategies between care settings (eg hospital and community providers); interprofessional frameworks; role promotion and patient advocacy; early support for families and patients to enhance communication; and how information technology such as voice banking can facilitate improved communication and legacy documents.

**Objectives:** This workshop will comprise:

- 1) A lecture about chronic disease management and end of life care, the speech pathologist's role, current policy and legal context, ACP and potential future roles in delivering person-centred services;
- 2) Problem based learning activities using case studies in small groups; and
- 3) Group discussion of known challenges in meeting the needs of patients at the end of life, and exploration of solutions. This may include ongoing education and training, support and mentoring of junior staff, and improved knowledge of ACP. This will highlight the ongoing development of the profession in this expanding area of practice.

**Results or Practice implications:** Throughout the workshop participants will broaden their understanding of:

- The Australian policy and legal context for end of life care
- Advance care planning
- Contemporary approaches to service provision in the end of life care context
- Potential future roles of speech pathologists in providing services to people at the end of life, such as advance care planning
- How the unique skill set of speech pathologists may equip them to contribute to end of life care planning to benefit patients, their families and health service providers

**Conclusions:** Speech pathologists have a unique skill set that allows them to provide specialised, person centred care to patients

at the end of life, as well as to family members and carers. An extended scope of practice will enhance the skill set of speech pathologists and allow a greater focus on the patient's needs as they transition across the care continuum - between home, acute services, community care, residential care and primary care. Skills in ACP will further enhance person-centred care and end of life care planning, improving outcomes for the patient, family members, and carers.

**Attendance number: 80**

## T1D Service delivery

*Exploring change in the research experience, confidence and interests of Queensland speech pathologists: A reflection over five years*

[Emma Finch<sup>1,2</sup>, Elizabeth Ward<sup>2,3</sup>, Petrea Cornwell<sup>4,5</sup>](#)

<sup>1</sup>Speech pathology department, Princess Alexandra Hospital, Brisbane, QLD, Australia, <sup>2</sup>School of Health and Rehabilitation Sciences, The University of Queensland, QLD, Australia, <sup>3</sup>Centre for Functioning and Health Research, Metro South Health, Brisbane, QLD, Australia, <sup>4</sup>Metro North Hospital and Health Service, Brisbane, QLD, Australia, <sup>5</sup>Menzies Health Institute of Queensland, Griffith University, Brisbane, QLD, Australia

*Interprofessional collaboration between Australian speech pathologists and audiologists: What is their perspective on this relationship?*

[Rebecca Smith, Nicole Byrne, Megan Barr](#)

The University of Newcastle, NSW, Australia

*Evaluation of a speech pathology led Ear Nose and Throat (ENT) Allied Health Practitioner (AHP) dysphagia and dysphonia clinical service*

[Marnie Seabrook<sup>1</sup>, Elizabeth Ward<sup>1,2</sup>, Maria Schwartz<sup>1,2</sup>, Bernard Whitfield<sup>1</sup>](#)

<sup>1</sup>Metro South Hospital and Health Service, QLD, Australia, <sup>2</sup>The University of Queensland, QLD, Australia

*Service based professional development for early childhood educators in childcare settings*

[Chris Brebner, Stacie Attrill, Claire Marsh, Liliene Coles](#)

Flinders University, Adelaide, SA, Australia

*FEES competency development in Queensland Health: Advances in delivery of training*

[Nadine Lawson, Nicky Graham](#)

Queensland Health, QLD, Australia

*Supporting adults with communication impairment in a consumer-directed health system*

[Michelle Bennett, Marita McCabe](#)

Institute of Health and Ageing, Australian Catholic University, Melbourne, VIC, Australia

*The speech pathology role in health literacy*

[Cathy Basterfield](#)

Access Easy English, VIC, Australia

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**PeP Talks**

*Use, utility and impact of the International Classification of Functioning, Disability and Health (ICF) in speech pathology practice within Australia: An exploratory study*

[Kate Ross](#), [Jane Bickford](#), [Ingrid Scholten](#)

Flinders University, SA, Australia

*Extended scope of practice: Speech pathology decision making frameworks*

[Anne Coccetti](#)<sup>1</sup>, [Gai Rollings](#)<sup>2</sup>, [Nicky Graham](#)<sup>3</sup>, [Lynell Bassett](#)<sup>4</sup>, [Katie Walker-Smith](#)<sup>5</sup>

<sup>1</sup>Logan Hospital - Metro South Health Service, QLD Health, Brisbane, QLD, Australia, <sup>2</sup>Toowoomba-Darling Downs Hospital and Health Service, Toowoomba, QLD, Australia, <sup>3</sup>Lady Cilento Children's Hospital- Children's Health Queensland, Brisbane, QLD, Australia, <sup>4</sup>Royal Brisbane & Women's Hospital- Metro North Hospital and Health Service, Brisbane, QLD, Australia

*"I don't know how to do this": Results of an analysis of intervention descriptions in speech pathology literature*

[Arabella Ludemann](#)<sup>1</sup>, [Emma Power](#)<sup>1</sup>, [Tammy Hoffmann](#)<sup>2</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Bond University, QLD, Australia

*Confidence in working with people with communication disorders: The effects of an online University course delivered to non-speech-language pathology students*

[Rachael Unicomb](#), [Sally Hewat](#), [Nicole Byrne](#), [Joanne Walters](#), [Elizabeth Spencer](#)

The University of Newcastle, NSW, Australia

*The role of speech-language pathologists in food services: A survey*

[Kate Swan](#)<sup>1</sup>, [Rachel Wenke](#)<sup>1,2</sup>, [Marie Hopper](#)<sup>1</sup>, [Melissa Lawrie](#)<sup>1,2</sup>

<sup>1</sup>Speech Pathology, Gold Coast Health, QLD, Australia, <sup>2</sup>School of Allied Health Sciences, Griffith University, QLD, Australia

**T1E Pseudoscientific in the clinical classroom: Stirring the possum or going with the flow (W)**

[Caroline Bowen](#)<sup>1,2</sup>, [Pamela Spence](#)<sup>3</sup>

<sup>1</sup>Macquarie University, Sydney, NSW, Australia, <sup>2</sup>University of Zululand, Durban, South Africa, <sup>3</sup>La Trobe University

SLPs regularly encounter evidence-based fad interventions from among the thousands or so that flourish in the practice areas of children's speech, language, literacy, fluency, voice, communication, attention, cognition, working memory, behaviour and social connectedness. Aided and abetted by print and online media, they often arise from the Complementary and Alternative Medicine arena, in which case most mainstream professionals will approach with caution. They also emanate from apparently conservative and trustworthy sources including the fields of Education, Nutrition, Occupational Therapy, Psychology, and

**Session Full**

Speech-Language Pathology itself. While it is usually clear to SLPs why pseudoscientific interventions don't, won't or can't work, and in some cases why they are frankly dangerous, it can be difficult to guide clients towards safe interventions with good credentials, underpinned by published research evidence, strong theory and common sense, and which do not entail an opportunity cost. By the same token, individual SLPs or their close colleagues sometimes become caught up in dubious practices, raising serious ethical issues, and creating unfortunate workplace tensions and threats to the profile of the whole profession.

Workshop participants will review a range of popular fad interventions within an information literacy framework; consider the cognitive biases that sustain them; look at seven fad-related, real-world ethical dilemmas from a casuistry perspective; and discuss suggested practical responses to the seven scenarios in terms of what SLPs can do and say in such potentially delicate situations.

**Attendance number: 80**

**T1F AAC**

*Losing your voice? A comparison between voice banking and message banking*

[Charlene Cullen](#)

Link Assistive, Adelaide, SA, Australia

*Eye gaze technology use for people with Motor Neurone Disease: A systematic review*

[Rebecca Lamont](#)<sup>1</sup>, [Lucette Lanyon](#)<sup>1,2</sup>

<sup>1</sup>Northern Health, VIC, Australia, <sup>2</sup>La Trobe University, VIC, Australia

*Investigating the outcomes of a non-electronic communication aids scheme for children in Victoria, Australia*

[Hilary Johnson](#), [Katie Lyon](#), [Clara Navaretti](#)

Scope, VIC, Australia

*A qualitative investigation of participant perspectives following a one-day KWS workshop*

[Elsie Chang](#), [Andy Smidt](#), [Monique Hines](#), [Harmony Turnbull](#)

The University of Sydney, NSW, Australia

*An evaluation of the effectiveness and impact of key word sign training for the learning and retention of signs*

[Constantina Markoulli](#), [Chloe Wine](#), [Andy Smidt](#), [Harmony Turnbull](#), [Monique Hines](#)

The University of Sydney, NSW, Australia

**PeP Talks**

*Impact of standard and telehealth presentation on parent training on the communication skills of children with Down Syndrome*

[Aylin Huzmeli](#), [Andy Smidt](#), [Monique Hines](#), [Harmony Turnbull](#), [Elsie Chang](#)

The University of Sydney, NSW, Australia

*Building a bridge to literacy: AAC and capacity building to support reading skills in children with complex communication needs*

[Ashleigh Fouracre](#)

Family and Community Services- Ageing, Disability and Home Care, NSW, Australia

**Withdrawn**

12.45pm - 2.15pm Lunch

2.15pm - 3.45pm

**T2A From our perspective: Stories to shape the future**

This engaging session will involve a panel of consumers who will share their valuable stories to help guide us to a more dynamic, robust and responsive profession. The panel continues in the spirit of the Speech Pathology 2030: Making Futures Happen project, with the key component of engaging individuals who were not members of the profession to guide our work. Join this session to hear the stories that could shape the future and learn from the client perspective. A stimulating panel discussion will follow after individual presentations/stories.

**T2B School age language 1**

*The effects of coaching on educators' use of differentiated instructional strategies during shared book reading*

[Jennifer Peach](#)

Department of Education and Training, QLD, Australia

*Language and literacy outcomes in response to book-based, whole class intervention for students from low socio-economic areas: A follow up study*

[Maria Lennox](#)<sup>1,2</sup>, [Marleen Westerveld](#)<sup>2</sup>, [David Trembath](#)<sup>2</sup>

<sup>1</sup>Department of Education and Training, QLD, Australia, <sup>2</sup>Griffith University, Gold Coast, QLD, Australia

*What do teachers think of TICL-E? A qualitative study examining the impact of the Training in Communication and Literacy-Enhancement program*

[Michelle Villeneuve](#), [Patricia McCabe](#), [Alison Purcell](#)

The University of Sydney, NSW, Australia

# Conference Program

*The clinical application of SALT to evaluate intervention program effectiveness in a school context*

**Cindy Stirling<sup>1</sup>, Samuel Calder<sup>1</sup>, Laura Glisson<sup>1</sup>, Alannah Goerke<sup>1</sup>, Tina Kilpatrick<sup>1</sup>, Lauren Koch<sup>1</sup>, Anna Taylor<sup>1</sup>, Robert Wells<sup>1</sup>, Mary Claessen<sup>2</sup>**

<sup>1</sup>Department of Education, Western Australia, Australia, <sup>2</sup>Curtin University of Technology, WA, Australia

*Narrative clauses and evaluative clauses - the story's action and the narrator's perspective. How does the adolescent juggle these linguistic aspects of discourse?*

**Adele Wallis<sup>1</sup>, Marlene Westerveld<sup>2</sup>**

<sup>1</sup>Queensland Health, Sunshine Coast, QLD, Australia, <sup>2</sup>Griffith University, Gold Coast, QLD, Australia

*Knowledge and use of multidisciplinary intervention practices for children and adolescents with developmental language disorder*

**Shaun Ziegenfusz<sup>1,2</sup>, Jessica Paynter<sup>2</sup>**

<sup>1</sup>The Association for Childhood Language and Related Disorders, QLD, Australia, <sup>2</sup>Griffith University, QLD, Australia

*Parent-child interactions around television and other on-screen content: Considering communication and social skills*

**Claire Lusted, Beverly Joffe**

Southern Cross University, QLD, Australia

## T2C Aphasia 1

*Constraint or multi-modal aphasia therapy: Progress on a randomised controlled trial comparing constraint-induced and multi-modal aphasia therapy in people with chronic aphasia (COMPARE)*

Session Full

**Miranda Rose<sup>1</sup>, David Copland<sup>4</sup>, Lyndsey Nickels<sup>2</sup>, Leanne Togher<sup>3</sup>, Marcus Meinzer<sup>4</sup>, Tapan Rai<sup>5</sup>, Dominique Cadilhac<sup>7</sup>, John Pierce<sup>1</sup>, Abby Foster<sup>1</sup>, Melanie Hurley<sup>1</sup>, Erin Godecke<sup>6</sup>**

<sup>1</sup>La Trobe University, Bundoora, VIC, Australia, <sup>2</sup>Macquarie University, North Ryde, NSW, Australia, <sup>3</sup>The University of Sydney, NSW, Australia, <sup>4</sup>The University of Queensland, QLD, Australia, <sup>5</sup>University of Technology, Broadway, NSW, Australia, <sup>6</sup>Edith Cowan University, Joondalup, WA, Australia, <sup>7</sup>Monash University, Clayton, VIC, Australia

*Realising community aphasia group potential by understanding experiences of the past*

**Lucette Lanyon<sup>1</sup>, Linda Worrall<sup>2</sup>, Miranda Rose<sup>1</sup>**

<sup>1</sup>La Trobe University, Melbourne, VIC, Australia, <sup>2</sup>The University of Queensland, QLD, Australia

*Closing the evidence-practice gaps in acute aphasia management: What works? Results of a pilot cluster randomised control trial*

**Kirstine Shrubsole<sup>1</sup>, Linda Worrall<sup>1</sup>, Emma Power<sup>2</sup>, Denise O'Connor<sup>3</sup>**

<sup>1</sup>The University of Queensland, QLD, Australia, <sup>2</sup>The University of Sydney, NSW, Australia, <sup>3</sup>Monash University, Melbourne, VIC, Australia

*An educational intervention targeting speech pathologists' practice in quality of life working with clients with aphasia*

**Carole Smith<sup>2</sup>, Madeline Cruice<sup>2</sup>, Emma Power<sup>1</sup>, Kate Swann<sup>2</sup>**

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>City University, London, UK

*Assessment and treatment of multi/bilingual individuals with aphasia: Evidence-based best practice, current issues, and tools for success*

**Amanda Miller Amberber<sup>1,2</sup>**

<sup>1</sup>Australian Catholic University, North Sydney, NSW, Australia, <sup>2</sup>ARC Centre of Excellence in Cognition and its Disorders, Macquarie University, Sydney, NSW, Australia

## T2D CALD 3

*Risk and protective factors in longitudinal vocabulary development in Australian urban Aboriginal children*

**Kate Short<sup>1,3</sup>, Patricia Eadie<sup>4</sup>, Joseph Descallar<sup>1,3</sup>, Elizabeth Comino<sup>1</sup>, Lynn Kemp<sup>2,3</sup>**

<sup>1</sup>UNSW, Kensington NSW, Australia, <sup>2</sup>Western Sydney University, NSW, Australia, <sup>3</sup>Ingham Institute for Applied Medical Research, Liverpool, NSW, Australia, <sup>4</sup>The University of Melbourne, VIC, Australia

*An exploration of Aboriginal English in NSW urban community settings: Impact on speech pathology practice*

**Katrina Gott, Alison Purcell, Patricia McCabe**

The University of Sydney, NSW, Australia

*Perceptions of educators and carers about Aboriginal children's communicative competency*

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

<sup>1</sup>Curtin University, Perth, WA, Australia, <sup>2</sup>Karuah Preschool, Karuah, NSW, Australia

*Yarnin<sup>1</sup>: Assessing proppa ways*

**Tara Lewis<sup>1,2</sup>**

<sup>1</sup>Institute for Urban Indigenous Health, Brisbane, QLD, Australia, <sup>2</sup>The University of Queensland, Brisbane, QLD, Australia

*Language assessment outcomes for Indigenous and non-Indigenous children in their first year of school: Part 2 Narrative structure analysis*

**Wendy Pearce<sup>1</sup>, Kieran Flanagan<sup>2</sup>**

<sup>1</sup>Australian Catholic University, North Sydney, NSW, Australia, <sup>2</sup>Australian Catholic University, Banyo, QLD, Australia

## T2E The future starts now: Application of professional ethics in new work environments

**Trish Johnson<sup>1</sup>, Suze Leitão<sup>2</sup>, Patricia Bradd<sup>3</sup>, Susan Block<sup>4</sup>, Helen Smith<sup>5</sup>, Belinda Kenny<sup>6</sup>, Tristan Nickless<sup>7</sup>, Felicity Burke<sup>8</sup>, Grant Meredith<sup>1</sup>, Richard Saker<sup>1</sup>, Donna Dancer<sup>1</sup>**

<sup>1</sup>Speech Pathology Australia, VIC, Australia, <sup>2</sup>Curtin University, Perth, WA, Australia, <sup>3</sup>NSW Health, Sydney, NSW, Australia, <sup>4</sup>La Trobe University, Melbourne, VIC, Australia, <sup>5</sup>Queen Elizabeth Hospital, Adelaide, SA, Australia, <sup>6</sup>The University of Sydney, NSW, Australia, <sup>7</sup>Word by Mouth Pty Ltd, Melbourne, VIC, Australia, <sup>8</sup>Rosemeadow Community Health Centre, Sydney, NSW, Australia

Speech pathology practice occurs within a broad range of work environments, including well established structures and organisations as well as new, emerging contexts.

Speech Pathologists strive to provide the highest standards of integrity, respect, professionalism and professional competence in all aspects of their professional practice, and can face challenges when embarking on provision of services within new funding frameworks, such as those based on consumer directed care and 'market-based' environments. The diversity of clinical practice requires flexibility in ethical reasoning and decision making, which are vital skills for ensuring appropriate services are provided when practising within a new context.

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. This 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 existing, new and emerging themes speech pathologists are facing, as 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 changing environments.

### Introduction/Rationale:

- To draw on a range of decision making models to explore ethical themes and issues in contemporary speech pathology practice within new work environments and funding models.
- To demonstrate application of a proactive model of ethics based decision making.
- For participants 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 new and emerging 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. Engagement of participants in self-reflective activities and group work to examine the models described in the package, practice use of ethical decision making tools and application to the scenarios.

## Results or Practice implications:

- Identification of ethical issues inherent in speech pathology practice
- Identification of ethical issues within new and work environments and founding frameworks
- Confident application of ethical decision making frameworks to clinical scenarios

Attendance number: 80

## T2F Acquired brain injury (ABI)

*Cognitive-communication and psychosocial functioning twelve months after severe traumatic brain injury*

[Sarah Tran](#), [Leanne Togher](#), [Emma Power](#), [Belinda Kenny](#)  
The University of Sydney, NSW, Australia

*Differential diagnosis of discourse impairments in TBI*

[Elise Elbourn](#)<sup>1,2</sup>, [Leanne Togher](#)<sup>1,2</sup>, [Belinda Kenny](#)<sup>1,2</sup>, [Emma Power](#)<sup>1,2</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Centre of Research Excellence in Brain Recovery: Moving Ahead, NSW, Australia

*What is 'frank' aphasia in TBI?*

[Elise Elbourn](#)<sup>1,2</sup>, [Leanne Togher](#)<sup>1,2</sup>, [Belinda Kenny](#)<sup>1,2</sup>, [Emma Power](#)<sup>1,2</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Centre of Research Excellence in Brain Recovery: Moving Ahead, NSW, Australia

*Use of a single case experimental design for evaluating a new telehealth social communication skills program for people with traumatic brain injury and their communication partners*

[Rachael Rietdijk](#)<sup>1,2</sup>, [Emma Power](#)<sup>1</sup>, [Melissa Brunner](#)<sup>1,3</sup>, [Leanne Togher](#)<sup>1,2</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>NHMRC CRE in Brain Recovery (Moving Ahead), Sydney, NSW, Australia, <sup>3</sup>The University of Newcastle, NSW, Australia

*A Hashtag Study: How do Traumatic Brain Injury communities communicate and network in Twitter?*

[Melissa Brunner](#)<sup>1</sup>, [Bronwyn Hemsley](#)<sup>1</sup>, [Leanne Togher](#)<sup>2</sup>, [Stephen Dann](#)<sup>3</sup>, [Stuart Palmer](#)<sup>4</sup>

<sup>1</sup>The University of Newcastle, NSW, Australia, <sup>2</sup>The University of Sydney, NSW, Australia, <sup>3</sup>Australian National University, ACT, Australia, <sup>4</sup>Deakin University, Geelong, VIC, Australia

3.45pm - 4.15pm Afternoon tea

4.15pm - 5.45pm

## T3A Dysphagia 1

*Oral and pharyngeal dysphagia in Huntington's disease*

[Megan Keage](#)<sup>1</sup>, [Chira Baum](#)<sup>1</sup>, [Jane Lau](#)<sup>1</sup>, [Jacinta Smyth](#)<sup>1</sup>, [Adam Vogel](#)<sup>1,3</sup>

<sup>1</sup>Centre for Neuroimaging of Speech, The University of Melbourne, VIC, Australia, <sup>2</sup>Calvary Health Care Bethlehem, VIC, Australia, <sup>3</sup>Department of Neurodegeneration, Hertie Institute for Clinical Brain Research, University of Tübingen, Germany

*Getting comfortable with comfort feeding: Medico-legal aspects of palliative dysphagia management*

[Katherine Kelly](#)<sup>1,2</sup>, [Steven Cumming](#)<sup>1</sup>, [Belinda Kenny](#)<sup>1</sup>, [Jennifer Smith-Merry](#)<sup>1</sup>, [Hans Bogaardt](#)<sup>1</sup>

<sup>1</sup>South Western Sydney Local Health District, Sydney, NSW, Australia, <sup>2</sup>The University of Sydney, NSW, Australia

*The New Zealand Secretion Scale: A new tool for the assessment of pharyngo-laryngeal secretions during endoscopy*

[Alexandra Hunting](#), [Mary McFarlane](#), [Anna Miles](#)  
The University of Auckland, New Zealand

*Catching up with best practice: Mobile FEES in the acute care setting*

[Amy Freeman-Sanderson](#)<sup>1,2</sup>, [Kate Morris](#)<sup>1</sup>

<sup>1</sup>Royal Prince Alfred Hospital, Sydney Local Health District, Sydney, NSW, Australia, <sup>2</sup>Discipline Speech Pathology, Faculty of Health Sciences, The University of Sydney, NSW, Australia

*Current evidence for dysphagia rehabilitation post thermal burn injury*

[Nicola Clayton](#)<sup>1,2</sup>, [Elizabeth Ward](#)<sup>3,4</sup>, [Peter Maitz](#)<sup>2</sup>

<sup>1</sup>Speech Pathology Department, Concord Repatriation General Hospital, NSW, Australia, <sup>2</sup>Burns Unit, Concord Repatriation General Hospital, NSW, Australia, <sup>3</sup>School of Health and Rehabilitation Sciences, The University of Queensland, QLD, Australia, <sup>4</sup>Centre for Functioning and Health Research, Metro South Hospital and Health Service, NSW, Australia

## PeP Talks

*Aged people with dysphagia in a sub-acute setting: A comparison of consumption of thickened dairy drinks compared with thickened non-dairy drinks*

[Clare Douglas](#), [Joanne Peters](#), [Joanna Shorland](#), [Delwyne Stephens](#)

Alfred Health, VIC, Australia

*Clinical progression and outcome of altered oral intake following chemical ingestion injury: A retrospective cohort study*

[Anna Rumbach](#)<sup>1</sup>, [Rebecca Cremer](#)<sup>2</sup>

<sup>1</sup>The University of Queensland, QLD, Australia, <sup>2</sup>Royal Brisbane and Women's Hospital, QLD, Australia

*MBS elearning program: Supporting a standardised approach to Modified Barium Swallow Training*

[Clare Burns](#)<sup>1</sup>, [Shana Taubert](#)<sup>1</sup>, [Kellie McCarthy](#)<sup>5</sup>, [Elizabeth Ward](#)<sup>2,3</sup>, [Nicola Graham](#)<sup>4</sup>

<sup>1</sup>Speech Pathology & Audiology Department, Royal Brisbane & Women's Hospital, Brisbane, QLD, Australia, <sup>2</sup>Centre for Functioning & Health Research, Metro South HHS, Brisbane, QLD, Australia, <sup>3</sup>School of Health and Rehabilitation Sciences, The University of Queensland, Brisbane QLD, Australia, <sup>4</sup>Children's Health Queensland Hospital and Health Service, Brisbane, QLD, Australia, <sup>5</sup>Speech Pathology & Audiology Department, Princess Alexandra Hospital, Brisbane, QLD, Australia

*A statewide eLearning program: Supporting the delivery of Modified Barium Swallow services*

[Shana Taubert](#)<sup>1</sup>, [Clare Burns](#)<sup>1</sup>, [Elizabeth Ward](#)<sup>2,3</sup>, [Kellie McCarthy](#)<sup>4</sup>, [Nicola Graham](#)<sup>5</sup>

<sup>1</sup>Speech Pathology + Audiology Department, Royal Brisbane & Women's Hospital, QLD, Australia, <sup>2</sup>Centre for Functioning & Health Research, Metro South HHS, QLD, Australia, <sup>3</sup>School of Health and Rehabilitation Sciences, The University of Queensland, QLD, Australia, <sup>4</sup>Speech Pathology & Audiology Department, Princess Alexandra Hospital, QLD, Australia, <sup>5</sup>Children's Health Queensland Hospital and Health Service, QLD, Australia

## T3B Autism spectrum disorder (ASD) – (F)

*Beyond the limitations of short-term social skills intervention: Providing a seamless, sequential social curriculum for more able students on the Autism Spectrum from 4 to 16 years*

[Mary Yong](#), [Catherine Pownall](#)

Bridges In Social Understanding, Cardiff, UK

*Autism and speech pathology: Identifying early signs, assessments and diagnosis*

[Rebecca Sutherland](#)<sup>1,2</sup>, [Marcia Williamsz](#)<sup>1</sup>, [Suzy Drevensek](#)<sup>1</sup>

<sup>1</sup>Child Development Unit, Children's Hospital at Westmead, NSW, Australia, <sup>2</sup>Autism Centre for Excellence, Griffith University, QLD, Australia

## T3C Youth justice

*Intervening to address communication difficulties in a youth justice population: A Phase 1 clinical trial*

[Pamela Snow](#)<sup>1</sup>, [Melissa Snow](#)<sup>1</sup>, [Micki Speck Your Mind Services](#)<sup>1</sup>  
<sup>1</sup>La Trobe University, Bendigo, VIC, Australia

*Speech pathology intervention for young offenders: A series of empirical single case studies*

[Nathaniel Swain](#)<sup>1</sup>, [Pamela Snow](#)<sup>2</sup>, [Patricia Eadie](#)<sup>1</sup>

<sup>1</sup>The University of Melbourne, VIC, Australia, <sup>2</sup>La Trobe University, VIC, Australia

*Communication issues and young people in the Youth Justice System: The New Zealand experience and research*

[Linda Hand](#)<sup>1,2</sup>, [Sarah Lount](#)<sup>1</sup>, [Clare McCann](#)<sup>1,2</sup>, [Sally Kedge](#)<sup>2</sup>

<sup>1</sup>The University of Auckland, New Zealand, <sup>2</sup>Talking Trouble Aotearoa NZ, Auckland, New Zealand

# Conference Program

*The communication profile of young offenders sentenced to detention in Western Australia: Characteristics of the sub-group diagnosed with fetal alcohol spectrum disorder (FASD).*

[Natalie Kippin](#)<sup>1</sup>, [Suze Leitao](#)<sup>2</sup>, [Raewyn Mutch](#)<sup>1,3</sup>, [Carmela Pestell](#)<sup>1,5</sup>, [Carol Bower](#)<sup>1,4,7</sup>

<sup>1</sup>Telethon Kids Institute, The University of Western Australia, Perth, WA, Australia, <sup>2</sup>School of Psychology and Speech Pathology, Curtin University of Technology, Perth, WA, Australia, <sup>3</sup>School of Paediatrics and Child Health, The University of Western Australia, Perth, WA, Australia, <sup>4</sup>National Health and Medical Research Council Centre of Research Excellence "Reducing the Effects of Antenatal Alcohol on Child Health", Perth, WA, Australia, <sup>5</sup>School of Psychology, The University of Western Australia, Perth, WA, Australia, <sup>6</sup>Centre for Child Health Research, The University of Western Australia, Perth, WA, Australia

*Building blocks: Using Lego® Therapy with young offenders*

[Fiona Taylor](#)

Salford Royal NHS Foundation Trust, Salford, UK

## T3D Global issues in developing communities

*Building collaboration through participatory research with Vietnam's first speech-language pathologists*

[Marie Atherton](#)<sup>1,2</sup>, [Bronwyn Davidson](#)<sup>1</sup>, [Lindy McAllister](#)<sup>3</sup>

<sup>1</sup>The University of Melbourne, VIC, Australia, <sup>2</sup>Australian Catholic University, VIC, Australia, <sup>3</sup>The University of Sydney, NSW, Australia

*Innovations in speech pathology education and practice in Vietnam: Bridging between "western" models and local needs and opportunities*

[Dung Thi Ngoc Nguyen](#)<sup>1</sup>, [Dien Khanh Le](#)<sup>2</sup>, [Christine Sheard](#)<sup>3</sup>, [Xuan Thi Thanh Le](#)<sup>4</sup>, [Thanh Tam Tra](#)<sup>5</sup>, [Quyen Van Hoang](#)<sup>5</sup>, [Dao Thi Le](#)<sup>6</sup>, [Lindy McAllister](#)<sup>7,8</sup>

<sup>1</sup>University Pham Ngoc Thach, Ho Chi Minh City, Vietnam, <sup>2</sup>An Binh Hospital, Ho Chi Minh City, Vietnam, <sup>3</sup>Macquarie University, NSW, Australia, <sup>4</sup>Orthopedics and Rehabilitation Hospital, Ho Chi Minh City, Vietnam, <sup>5</sup>Children's Hospital No.1, Ho Chi Minh City, Vietnam, <sup>6</sup>Children's Hospital No.2, Ho Chi Minh City, Vietnam, <sup>7</sup>The University of Sydney, NSW, Australia, <sup>8</sup>Trinh Foundation Australia, NSW, Australia

*A Community-Based Rehabilitation (CBR) approach in Vietnam to address the needs of speech pathologists*

**WITHDRAWN**

[Charlotte Ducote](#)

Ochsner Medical Center, New Orleans, LA, USA

*Fijian community members' beliefs and help-seeking behaviours regarding communication disability*

[Suzanne Hopf](#)<sup>1,2</sup>, [Sharynne McLeod](#)<sup>1</sup>, [Sarah McDonagh](#)<sup>1</sup>, [Epenisa Rakanace](#)<sup>1</sup>

<sup>1</sup>Charles Sturt University, Bathurst, NSW, Australia, <sup>2</sup>University of the South Pacific, Suva, Fiji

*Building sustainable partnerships between majority and minority world speech pathology/ communication disability services*

[Karen Wylie](#)<sup>1,2</sup>, [Clement Amponsah](#)<sup>3,2</sup>, [Josephine Ohenewa Bampoe](#)<sup>3,2</sup>, [Nana Akua Owusu](#)<sup>3,4</sup>

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Korle Bu Teaching Hospital, Ghana, <sup>3</sup>University of Ghana, Ghana, <sup>4</sup>AwaaWaa2, Ghana

*Australian speech pathologist's role in developing countries: Who are we helping?*

[Chyrise Heine](#)<sup>1,2</sup>

<sup>1</sup>Speech Pathology Australia, VIC, Australia, <sup>2</sup>La Trobe University, VIC, Australia

## T3E Strategies for placement educators: Learning and competency development in placements with students from culturally and linguistically diverse backgrounds (W)

[Stacie Attrill](#)<sup>1</sup>, [Michelle Lincoln](#)<sup>2</sup>, [Sue McAllister](#)<sup>1</sup>

<sup>1</sup>Flinders University, Adelaide, SA, Australia, <sup>2</sup>The University of Sydney, NSW, Australia

Professional placements may be challenging learning contexts for speech pathology students from culturally and linguistically diverse (CALD) backgrounds. This workshop will provide a framework for speech pathology placement educators to consider how all students learn in professional placement settings, and factors that influence learning and competency development for CALD students. Through small group discussion, reflection and teaching, participants will use theories of acculturation and learning to consider their own student education practices and how CALD students enact their competency development in professional placements. The strategies that have been identified to support CALD students in speech pathology professional placements will be explored. Participants will have an opportunity to apply these in placement case-scenarios and to reflect about how these may apply within their own workplaces.

**Learning outcomes:** This workshop will facilitate placement educators to:

- Reflect about professional practice experiences with clients and students from culturally diverse backgrounds.
- Understand different ways that students may enact their learning and competency development in placements.
- Examine how a student's cultural background and prior learning experiences might influence their approach to placements and learning.
- Learn to interpret CALD students' learning behaviours through acculturation and learning theory lenses.
- Identify strategies that support all students' learning and

competency, and apply these specifically in placement case scenarios.

**Target audience:** Some prior experience as a placement educator is required.

**Attendance number: 80**

## T3F School age language 2

*Understanding the developmental profiles of school-age students with developmental language disorder: Evidence from a longitudinal multidisciplinary dataset*

[Shaun Ziegenfusz](#)<sup>1,2</sup>, [Marleen Westerveld](#)<sup>2</sup>, [Jessica Paynter](#)<sup>2</sup>, [Kate Simpson](#)<sup>2</sup>

<sup>1</sup>The Association for Childhood Language and Related Disorders, QLD, Australia, <sup>2</sup>Griffith University, QLD, Australia

*Exploring the links between verbal working memory, personality traits, and the ability to produce persuasive discourse in high school students*

[Marleen Westerveld](#)<sup>1</sup>, [Jennifer Peach](#)<sup>2</sup>, [John Heilmann](#)<sup>3</sup>, [Tom Malone](#)<sup>4</sup>

<sup>1</sup>Griffith University, QLD, Australia, <sup>2</sup>Department of Education and Training, QLD, Australia, <sup>3</sup>University of Wisconsin-Milwaukee, Wisconsin, USA, <sup>4</sup>Retired SLP, Wisconsin, USA

*Complex reading difficulties: Profile to program*

[Suzi Drevensek](#), [Marcia Williamsz](#), [Rebecca Sutherland](#)

Child Development Unit, Children's Hospital at Westmead, NSW, Australia

*Improving practice through clinical research: a case example with an early efficacy study of grammar intervention for 6-7 year-olds with developmental language disorder*

[Samuel Calder](#)<sup>1</sup>, [Suze Leitão](#)<sup>2</sup>, [Mary Claessen](#)<sup>2</sup>

<sup>1</sup>Department of Education, Western Australia, WA, Australia, <sup>2</sup>School of Psychology and Speech Pathology Curtin University, WA, Australia

*The hidden language skill: Improving inferential comprehension in young children with developmental language disorder*

[Emily Dawes](#), [Suze Leitão](#), [Mary Claessen](#), [Robert Kane](#)

Curtin University, Perth, WA, Australia

6.00 - 7.00pm

University staff reception

From 7.00pm

Restaurant night (see pages 28 & 29 for options)

# Conference Program

## Wednesday overview

### 9.00am – 10.30am

**WKP** *Keynote Address by Dr Laura Justice*  
*Conceptualising “Dose” in speech-language interventions: Current findings and future directions*

### 10.30am – 11.00am Morning tea

### 11.00am – 12.45pm

**W1A** *Keynote Seminar Presentation by Dr Laura Justice*  
*Powering up our vocabulary intervention approaches: Applying robust vocabulary techniques to speech-language intervention (S)*

**W1B** *Dysphagia 2*

**W1C** *Access for all*

**W1D** *Hearing*

**W1E** *Technology and innovation*

**W1F** *Primary progressive aphasia (PPA)*

### 12.45pm – 2.15pm Lunch

### 2.15pm – 3.45pm

**W1A** *Keynote Seminar Presentation by Dr Laura Justice*  
*Powering up our vocabulary intervention approaches: Applying robust vocabulary techniques to speech-language intervention (S) cont'd*

**W2A** *Aphasia 2*

**W2B** *CALD (F)*

**W2C** *Clinical education 2*

**W2D** *Implementing effective community aphasia groups in your workplace (W)*

**W2E** *Disability*

### 4.00pm – 4.45pm

Close of **WiFi** and launch of 2018 National Conference Adelaide

### 7.00pm – 12.00am

Pre Dinner Drinks and Guild Insurance Conference Dinner

### 9.00am - 10.30pm

## WKP Keynote Presentation: Conceptualising “Dose” in speech-language interventions: Current findings and future directions

Dr Laura Justice

### 10.30am - 11.00am Morning tea

### 11.00am - 12.45pm

## W1A Keynote Seminar: Powering up our vocabulary intervention approaches: Applying robust vocabulary techniques to speech-language intervention (S)

Dr Laura Justice

## W1B Dysphagia 2

*The impact of carbonation on neurogenic dysphagia during videofluoroscopic swallow studies (VFSS)*

**Leisa Turkington<sup>1,2</sup>, Elizabeth Ward<sup>2,3</sup>, Anna Farrell<sup>1</sup>**

<sup>1</sup>Royal Brisbane and Women's Hospital, QLD, Australia, <sup>2</sup>The University Of Queensland, School of Health & Rehabilitation Sciences, QLD, Australia, <sup>3</sup>Centre for Functioning and Health Research, Queensland Health, QLD, Australia

*Current and future use of allied health assistants in dysphagia management: A prospective study of meal time observation*

**Maria Schwarz<sup>1,2</sup>, Naomi Kalapac<sup>1</sup>, Anne Coccetti<sup>1</sup>, Elizabeth Ward<sup>2,3</sup>, Libby Cardell<sup>4</sup>, Petrea Cornwell<sup>3,4</sup>**

<sup>1</sup>Logan Hospital, QLD, Australia, <sup>2</sup>School of Health and Rehabilitation Sciences- The University of Queensland, QLD, Australia, <sup>3</sup>Centre for Functioning and Health Research, QLD, Australia, <sup>4</sup>Griffith University- Menzies Health Institute, QLD, Australia

*To eat or not to eat- complex decision-making for continued oral intake for patients who are not safe to swallow*

**Naomi Kalapac, Anne Coccetti, Inger Kwiecien**

Logan Hospital- Qld Health, QLD, Australia

*Dysphagia management and rehabilitation after extensive chemical ingestion injury: A case series*

**Anna Rumbach<sup>1</sup>, Rebecca Cremer<sup>2</sup>, Astra Chatwood<sup>1</sup>, Sari Fink<sup>1</sup>, Sadaf Haider<sup>1</sup>, Michelle Yee<sup>1</sup>**

<sup>1</sup>The University of Queensland, QLD, Australia, <sup>2</sup>Royal Brisbane and Women's Hospital, QLD, Australia

*Efficacy of Prophylactic Swallow Intervention for patients with head and neck cancer*

**Barbara Messing<sup>1,3</sup>, Elizabeth Ward<sup>2,3</sup>, Cathy Lazarus<sup>4</sup>, Melissa Kim<sup>1</sup>, Xian Zhou<sup>5</sup>, Jessica Silinonte<sup>1</sup>, Dorothy Gold<sup>1</sup>, Karen Harrer<sup>1</sup>, Karen Ulmer<sup>1</sup>, Samantha Merritt<sup>1</sup>, Geoff Neuner<sup>1</sup>, Marshall Levine<sup>4,7</sup>, Ray Blanco<sup>4,7</sup>, John Saunders<sup>4,6</sup>, Joseph Califano<sup>4,7</sup>**

<sup>1</sup>The Milton J Dance, Jr. Head and Neck Center, Johns Hopkins Head & Neck Surgery, Johns Hopkins Voice Center, Baltimore, Maryland, USA, <sup>2</sup>Centre for Functioning and Health Research, Brisbane, QLD, Australia, <sup>3</sup>The University of Queensland, SHRS, Brisbane, QLD, Australia, <sup>4</sup>Mount Sinai Beth Israel, New York, USA, <sup>5</sup>School of Medicine, Johns Hopkins University, Baltimore, Maryland, USA, <sup>6</sup>Otolaryngology-Head and Neck Surgery, Department of Surgery, Moores Cancer Center, University of California, San Diego, USA, <sup>7</sup>Department of Otolaryngology-Head and Neck Surgery, Johns Hopkins Medical Institutions, Baltimore, Maryland, USA

*Clinical reasoning and variability in bedside swallowing assessments: What do experts do?*

**Sue McAllister<sup>1</sup>, Sebastian Doeltgen<sup>1</sup>, Samantha Kruger<sup>2</sup>, Helen Tedesco<sup>2</sup>, Elizabeth Ward<sup>3</sup>**

<sup>1</sup>Flinders University of South Australia, Adelaide, SA, Australia, <sup>2</sup>SA Health, Adelaide, SA, Australia, <sup>3</sup>The University of Queensland, Brisbane, QLD, Australia

*Does structured training improve the reliability of cervical auscultation?*

**Liza Bergström<sup>1</sup>, Lena Hartelius<sup>1</sup>, Julie Cichero<sup>2</sup>**

<sup>1</sup>University of Gothenburg, Gothenburg, Sweden, <sup>2</sup>The University of Queensland, QLD, Australia

## PeP Talks

*Dysphagia and medication management: A speech pathology and pharmacy collaboration*

**Nicole Stevens<sup>1</sup>, Samantha Kirk<sup>3</sup>, Jane Gabb<sup>2</sup>, Melissa Pirie<sup>2</sup>, Tracey Allan<sup>2</sup>**

<sup>1</sup>Speech Pathology Department Central Coast Local Health District, Wyong, NSW, Australia,

<sup>2</sup>Pharmacy Department Central Coast Local Health District, Wyong, NSW, Australia, <sup>3</sup>The University of Newcastle, NSW, Australia

*Acoustic & perceptual profiles of swallowing sounds in children: Normative data for 4-36 months from a cross-sectional study cohort*

**Thuy Frakking<sup>1,2</sup>, Anne Chang<sup>3,4</sup>, Michael David<sup>5</sup>, Kerry-Ann O'Grady<sup>8</sup>, Julie Yang<sup>7</sup>, Kelly Weir<sup>6</sup>**

<sup>1</sup>Speech Pathology, Caboolture Hospital, Queensland Health, Caboolture, QLD, Australia, <sup>2</sup>Centre for Children's Health Research, The University of Queensland, Brisbane, QLD, Australia, <sup>3</sup>Child Health Division, Menzies School of Health Research, Charles Darwin University, Darwin, NT, Australia, <sup>4</sup>Queensland Children's Respiratory Centre, Lady Cilento Children's Hospital, Brisbane, QLD, Australia, <sup>5</sup>School of Public Health, The University of Queensland, Brisbane, QLD, Australia, <sup>6</sup>Menzies Health Institute Queensland, Griffith University, QLD, Australia, <sup>7</sup>Chatbox Speech Pathology, Brisbane, QLD, Australia, <sup>8</sup>Centre for Children's Health Research, Queensland University of Technology, Brisbane, QLD, Australia

# Conference Program

*Comparison of patient and clinician outcomes in dysphagia: Is there a difference?*

**Amy Freeman-Sanderson<sup>2,5</sup>, Sophie Brassel<sup>1</sup>, Karen Glynn<sup>2</sup>, Rachel McKenzie<sup>3</sup>, Kylie Draper<sup>4</sup>**

<sup>1</sup>Speech Pathology Department, Canterbury Hospital, SLHD, Sydney, NSW, Australia, <sup>2</sup>Speech Pathology Department, Royal Prince Alfred Hospital, SLHD, Sydney, NSW, Australia, <sup>3</sup>Speech Pathology Department, Concord Repatriation General Hospital, SLHD, Sydney, NSW, Australia, <sup>4</sup>Speech Pathology Department, Balmain District Hospital, SLHD, Sydney, NSW, Australia, <sup>5</sup>Discipline of Speech Pathology, Faculty of Health Sciences, The University of Sydney, NSW, Australia

*Clients' and caregivers' experiences with swallowing recommendations following discharge home from hospital*

**Esther Telfer, Sarah Coupe, Stacie Attrill, Jo Murray, Sebastian Doelgen**

Flinders University, SA, Australia

*Partial glossectomy: What should clinicians know about managing dysphagia in acute and rehabilitation settings?*

**Katrina Blyth<sup>1,2</sup>, Patricia McCabe<sup>1</sup>**

<sup>1</sup>Royal Prince Alfred Hospital, Sydney, NSW, Australia, <sup>2</sup>The University of Sydney, NSW, Australia

## W1C Access for all

*What about me? The accessibility of services for children who are deaf or hard of hearing who live outside major cities*

**Megan Barr<sup>1</sup>, Jill Duncan<sup>2</sup>, Kerry Dally<sup>1</sup>**

<sup>1</sup>The University of Newcastle, NSW, Australia, <sup>2</sup>Victorian Deaf Education Institute, VIC, Australia

*"SwallowIT": A randomised controlled trial investigating the delivery of prophylactic swallowing therapy to head/neck cancer patients via telepractice*

**Laurelie Wall<sup>1,2</sup>, Elizabeth Ward<sup>1,2</sup>, Bena Cartmill<sup>1,3</sup>, Annie Hill<sup>2,4</sup>, Elizabeth Isenring<sup>5,6</sup>, Joshua Byrnes<sup>7</sup>, Sanjeewa Kularatna<sup>7</sup>, Sandro Porceddu<sup>8,9</sup>**

<sup>1</sup>Centre for Functioning & Health Research, Metro South Hospital and Health Service, Brisbane, QLD, Australia, <sup>2</sup>School of Health & Rehabilitation Science, The University of Queensland, QLD, Australia, <sup>3</sup>Speech Pathology Department, Princess Alexandra Hospital, Brisbane, QLD, Australia, <sup>4</sup>Centre for Research Excellence in Telehealth, Brisbane, QLD, Australia, <sup>5</sup>Nutrition & Dietetics Department, Princess Alexandra Hospital, Brisbane, QLD, Australia, <sup>6</sup>Faculty of Health Sciences and Medicine, Bond University, Gold Coast, QLD, Australia, <sup>7</sup>Centre for Applied Economics, School of Medicine, Griffith University, Brisbane, QLD, Australia, <sup>8</sup>Radiation Oncology Department, Princess Alexandra Hospital, QLD, Australia, <sup>9</sup>School of Medicine, The University of Queensland, Brisbane, QLD, Australia

*"Even the dog got involved": How telepractice can promote family-centred early intervention for children with hearing loss and their families*

**Monique Waite<sup>1,2</sup>, Nerina Scarinci<sup>1,2</sup>, Carly Meyer<sup>1,2</sup>, Katie Ekberg<sup>1,2</sup>, Emma Rushbrooke<sup>1,3</sup>, Wendy Arnott<sup>1,3</sup>, Robert Cowan<sup>1,4</sup>, Louise Hickson<sup>1,2</sup>**

<sup>1</sup>HEARING Cooperative Research Centre, Melbourne, VIC, Australia, <sup>2</sup>The University of Queensland, QLD, Australia, <sup>3</sup>Hear and Say, Brisbane, QLD, Australia, <sup>4</sup>The University of Melbourne, VIC, Australia

*"He doesn't like us as his therapists": The parent experience of telehealth and caregiver-delivered ReST treatment for Childhood Apraxia of Speech*

**Donna Thomas<sup>1</sup>, Patricia McCabe<sup>1</sup>, Kirrie Ballard<sup>1</sup>, Geraldine Bricker-Katz<sup>2,1</sup>**

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>La Trobe University, VIC, Australia

*Parent-mediated social communication intervention for children with Autism: A telepractice group training approach*

**Robyn Garnett, Bronwyn Davidson, Patricia Eadie**

The University of Melbourne, VIC, Australia

*Rural disability services: The illusion of choice and control*

**Edward Johnson, Michelle Lincoln, Monique Hines**

The University of Sydney, NSW, Australia

*Evaluation of a speech pathology telepractice service for patients with head and neck cancer*

**Clare Burns<sup>1,2</sup>, Elizabeth Ward<sup>2,4</sup>, Annie Hill<sup>2,3</sup>, Sanjeewa Kularatna<sup>5</sup>, Joshua Byrnes<sup>5</sup>, Lizbeth Kenny<sup>6,7</sup>**

<sup>1</sup>Speech Pathology & Audiology Department, Royal Brisbane & Women's Hospital I, Brisbane, QLD, Australia, <sup>2</sup>School of Health and Rehabilitation Sciences, The University of Queensland, QLD, Australia, <sup>3</sup>Centre for Research Excellence in Telehealth, Brisbane, QLD, Australia, <sup>4</sup>Centre for Functioning and Health Research, Brisbane, QLD, Australia, <sup>5</sup>Centre for Applied Health Economics, Menzies Health Institute Queensland, Brisbane, QLD, Australia, <sup>6</sup>Central Integrated Regional Cancer Services, Brisbane, QLD, Australia, <sup>7</sup>Cancer Care Services, Royal Brisbane and Women's Hospital, Brisbane, QLD, Australia

## PeP Talks

*Does telepractice facilitate increased frequency of encounters and improve therapy outcomes/patient experience in clients receiving community therapy services?*

**Patrick Jones, Emma Beer, Melanie Duffy, Rebecca Lamont, Laura Lengal**

Northern Health, Epping, VIC, Australia

*Are speech-language pathologists (SLPs) ready for remote practice?*

**Nanthini Kanthan, Adrian Schoo, Narelle Campbell**

Flinders University, SA, Australia

*Telehealth and autism: Are telehealth language assessments feasible and well tolerated by students on the spectrum?*

**Rebecca Sutherland<sup>1</sup>, David Trembath<sup>2</sup>, Antoinette Hodge<sup>3</sup>, Jacqueline Roberts<sup>1</sup>**

<sup>1</sup>Autism Centre for Excellence, Griffith University, Mt Gravatt, QLD, Australia, <sup>2</sup>Menzies Health Institute, QLD, Australia, <sup>3</sup>The Children's Hospital at Westmead, NSW, Australia

## W1D Hearing

*The oral narrative performance of children with hearing loss: Results from the LOCHI study at nine years of age*

**Miriam Gunnourie<sup>1</sup>, Marleen Westerveld<sup>2</sup>, David Trembath<sup>2</sup>, Teresa Ching<sup>1</sup>**

<sup>1</sup>National Acoustic Laboratories, Sydney, NSW, Australia, <sup>2</sup>Griffith University, Gold Coast, QLD, Australia

*Engaging parents in their children's early communicative experiences with mobile and wearable (LENA) technology: A pilot study*

**Dawn Choo<sup>1,2</sup>, Shani Dettman<sup>1,2</sup>, Richard Dowell<sup>1,2</sup>, Robert Cowan<sup>1,2</sup>**

<sup>1</sup>The University of Melbourne, VIC, Australia, <sup>2</sup>The HEARING Cooperative Research Centre, VIC, Australia

*Communication outcomes for adults and children using cochlear implants who have a diagnosis of Usher Syndrome*

**Shani Dettman<sup>1</sup>, Dawn Choo<sup>1</sup>, Natasha Remedio<sup>1</sup>, Ellie House<sup>1</sup>, Sylvia Tari<sup>2</sup>, Alex Rousset<sup>2</sup>, Denise Courtenay<sup>2</sup>**

<sup>1</sup>The University of Melbourne, VIC, Australia, <sup>2</sup>Cochlear Implant Clinic, RVEEH, East Melbourne, VIC, Australia

*Factors affecting language outcomes for children using cochlear implant(s): Early intervention and family involvement*

**Cindy Chu<sup>1</sup>, Dawn Choo<sup>1</sup>, Shani Dettman<sup>1</sup>, Jaime Leigh<sup>2</sup>, Sandra Lettieri<sup>2</sup>, Gabrielle Traeger<sup>2</sup>, Denise Courtenay<sup>2</sup>**

<sup>1</sup>The University of Melbourne, VIC, Australia, <sup>2</sup>Cochlear Implant Clinic, Royal Victorian Eye and Ear Hospital, VIC, Australia

*Language, speech and everyday functioning in 5-year-old children using hearing aids or cochlear implants*

**Linda Cupples<sup>1</sup>, Teresa Ching<sup>2,3</sup>, Laura Button<sup>2,3</sup>, Mark Seeto<sup>2,3</sup>, Vicky Zhang<sup>2,3</sup>, Jessica Whitfield<sup>2,3</sup>, Miriam Gunnourie<sup>2,3</sup>, Louise Martin<sup>2,3</sup>, Vivienne Marnane<sup>2,3</sup>**

<sup>1</sup>Macquarie University, Sydney, NSW, Australia, <sup>2</sup>National Acoustic Laboratories, Sydney, NSW, Australia, <sup>3</sup>The Hearing CRC, Melbourne, VIC, Australia

## PeP Talks

*The psychosocial and language development of five year old children using hearing aids or cochlear implants*

**Cara Wong<sup>1</sup>, Teresa Ching<sup>1</sup>, Greg Leigh<sup>2</sup>, Linda Cupples<sup>3</sup>, Laura Button<sup>1</sup>, Vivienne Marnane<sup>1</sup>, Miriam Gunnourie<sup>1</sup>, Jessica Whitfield<sup>1</sup>, Louise Martin<sup>1</sup>**

<sup>1</sup>National Acoustic Laboratories, Sydney, NSW, Australia, <sup>2</sup>Royal Institute for Deaf and Blind Children (RIDBC), Sydney, NSW, Australia, <sup>3</sup>Macquarie University, Sydney, NSW, Australia



# Conference Program

*The longitudinal impact of shared book reading on language development for children with hearing loss*

**Nerina Scarinci<sup>1,2</sup>, Jessica Knight<sup>1</sup>, Vivienne Marianne<sup>2</sup>, Teresa Ching<sup>2</sup>**

<sup>1</sup>The University of Queensland, QLD, Australia, <sup>2</sup>HEARING Cooperative Research Centre, Melbourne, VIC, Australia

*Preparing parents of infants and children with hearing impairment and additional needs for their 'lifetime journey': Engaging and sustaining parental commitment through learning to listen and communicate*

**Terry Meskin, Caren Matthews-Lane, Maree Rennie**

Royal NSW Institute for Deaf and Blind Children, Sydney NSW, Australia

*Academic outcomes for children with pre-lingual hearing loss: An investigation of NAPLAN results*

**Wendy Arnott<sup>1,2</sup>, Claire Zhang<sup>2</sup>, Emma Shaw<sup>2</sup>, Emma Rushbrooke<sup>1</sup>**

<sup>1</sup>Hear and Say, Ashgrove QLD, Australia, <sup>2</sup>The University of Queensland, St Lucia QLD, Australia

## W1E Technology and innovation

*Twitter at a speech pathology conference: Content of tweets and network effects on engagement*

**Bronwyn Hemsley<sup>1</sup>, Stuart Palmer<sup>2</sup>, Caroline Bowen<sup>3,4</sup>, Michael Kerrisk<sup>5</sup>, Stephen Dann<sup>6</sup>**

<sup>1</sup>The University of Newcastle, NSW, Australia, <sup>2</sup>Deakin University, Victoria, Australia, <sup>3</sup>Macquarie University, NSW, Australia, <sup>4</sup>University of KwaZulu-Natal, Durban, South Africa, <sup>5</sup>Speech Pathology Australia, VIC, Australia, <sup>6</sup>Australian National University, ACT, Australia

*Future speech pathologists, future technologies: Student speech pathologists' knowledge and use of technology in clinical practice*

**Joanne Walters, Rachael Unicomb, Thizbe Wenger, Annemarie Laurence**

The University of Newcastle, NSW, Australia

*Student reflections on a mixed modality simulation program in dysphagia management*

**Elizabeth Ward<sup>1,2</sup>, Anna Rumbach<sup>2</sup>, Anne Hill<sup>2</sup>, Rebecca Nund<sup>2</sup>, Sarah Goodman<sup>4</sup>, Stephanie Carnell<sup>3</sup>, Shivashankar Halan<sup>3</sup>, Benjamin Lok<sup>3</sup>**

<sup>1</sup>Metro South Hospital and Health Service, QLD, Australia, <sup>2</sup>The University of Queensland, QLD, Australia, <sup>3</sup>University of Florida, Florida, USA, <sup>4</sup>Lady Cilento Childrens Hospital, QLD, Australia

*The Aphasia App: assisting people with aphasia and healthcare professionals to interact and make decisions*

**Marcella Carragher, Nicholas Taylor, Robyn O'Halloran, Hilary Johnson, Torab Torabi, Umit Aydin, Miranda Rose**

La Trobe University, Melbourne VIC, Australia

*Creating futures: Speech pathologists leading the way*

**Patricia Bradd<sup>1</sup>, Helen Smith<sup>2</sup>, Belinda Kenny<sup>3</sup>**

<sup>1</sup>South Eastern Sydney Local Health District, NSW, Australia, <sup>2</sup>Central Adelaide Local Health Network, The Queen Elizabeth Hospital, SA, Australia, <sup>3</sup>The University of Sydney, NSW, Australia

## PeP Talks

*Future innovations: Communication accessible inclusive communities*

**Katie Lyon, Hilary Johnson, Barbara Solarsh, Denise West**

Scope Australia, Box Hill, VIC, Australia

## W1F Primary Progressive Aphasia (PPA)

*Promoting communicative engagement for residents with dementia: Evidence from clinical education and implications for practice*

**Jenny Cole-Virtue, Michelle Bennett**

Australian Catholic University, Sydney, NSW, Australia

*Determining the natural history of the discourse of two people with Primary Progressive Aphasia*

**Ashleigh Beales<sup>1</sup>, Anne Whitworth<sup>1</sup>, Jade Cartwright<sup>2</sup>, Florence Tang<sup>1</sup>**

<sup>1</sup>Curtin University, Perth, WA, Australia, <sup>2</sup>The University of Melbourne, VIC, Australia

*Communication therapy for people with moderate-severe dementia: A systematic review*

**Kate Swan<sup>1</sup>, Marie Hopper<sup>1</sup>, Rachel Wenke<sup>1,2</sup>, Claire Jackson<sup>1</sup>, Tracey Till<sup>1</sup>, Erin Conway<sup>3</sup>**

<sup>1</sup>Speech Pathology, Gold Coast Health, QLD, Australia, <sup>2</sup>School of Allied Health Sciences, Griffith University, QLD, Australia, <sup>3</sup>School of Allied Health, Australian Catholic University, QLD, Australia

*Examining lexical retrieval difficulties in the everyday discourse of people with Primary Progressive Aphasia*

**Judith Quah<sup>1</sup>, Joyce Abigayle Ko<sup>1</sup>, Jade Cartwright<sup>1</sup>, Ashleigh Beales<sup>2</sup>, Anne Whitworth<sup>2</sup>**

<sup>1</sup>The University of Melbourne, VIC, Australia, <sup>2</sup>Curtin University, WA, Australia

*Home based naming therapy for Primary Progressive Aphasia*

**Matthew Poole<sup>1,2</sup>, Chad Lazaro<sup>1</sup>, Jayne Toh<sup>1</sup>, Jess Chan<sup>1</sup>, Bronwyn Davidson<sup>1</sup>, David Darby<sup>2,3</sup>, Amy Brodtmann<sup>2,3</sup>, Adam Vogel<sup>1,4</sup>**

<sup>1</sup>Centre for Neuroscience of Speech, The University of Melbourne, Melbourne, VIC, Australia, <sup>2</sup>Eastern Cognitive Disorders Clinic, Eastern Neurosciences, Eastern Health, Box Hill Hospital, Monash University, Melbourne, VIC, Australia, <sup>3</sup>Behavioural Neuroscience, Florey Institute of Neuroscience and Mental Health, Melbourne, VIC, Australia, <sup>4</sup>Department of Neurodegeneration, Hertie Institute for Clinical Brain Research, University of Tübingen, Tübingen, Germany

*Treating word finding difficulties in connected speech for people with dementia: A phase one investigation*

**Erin Conway<sup>1</sup>, Eiril McKinnon<sup>1</sup>, David Copland<sup>2</sup>, Anthony Angwin<sup>2</sup>, Helen Chenery<sup>3</sup>**

<sup>1</sup>Australian Catholic University, Brisbane, QLD, Australia, <sup>2</sup>The University of Queensland, QLD, Australia, <sup>3</sup>Bond University, Gold Coast, QLD, Australia

*A systematic review of speech production in primary progressive aphasia, progressive apraxia of speech, and frontotemporal dementia*

**Matthew Poole<sup>1,2</sup>, Amy Brodtmann<sup>2,3</sup>, David Darby<sup>2,3</sup>, Adam Vogel<sup>1,4</sup>**

<sup>1</sup>Centre for Neuroscience of Speech, The University of Melbourne, Melbourne, Australia, <sup>2</sup>Eastern Cognitive Disorders Clinic, Eastern Neurosciences, Eastern Health, Box Hill Hospital, Monash University, Melbourne, VIC, Australia, <sup>3</sup>Behavioural Neuroscience, Florey Institute of Neuroscience and Mental Health, Melbourne, VIC, Australia, <sup>4</sup>Department of Neurodegeneration, Hertie Institute for Clinical Brain Research, University of Tübingen, Tübingen, Germany

## PeP Talks

*Do we "comfort always"? An exploration of speech-language pathology practice in palliative care*

**Katherine Kelly<sup>1,2</sup>, Steven Cumming<sup>2</sup>, Anna Corry<sup>1</sup>, Kerry Gilsean<sup>3</sup>, Claire Tamone<sup>1</sup>, Kylie Vella<sup>1</sup>, Emma Pendleton<sup>1</sup>, Belinda Kenny<sup>2</sup>, Hans Bogaardt<sup>2</sup>**

<sup>1</sup>South Western Sydney Local Health District, Sydney, NSW, Australia, <sup>2</sup>The University of Sydney, NSW, Australia, <sup>3</sup>HammondCare, NSW, Australia

*Carer perceptions of adherence to word retrieval treatment in Primary Progressive Aphasia*

**Cathleen Taylor-Rubin<sup>1,2</sup>, Karen Croot<sup>1,3</sup>, Lyndsey Nickels<sup>1,4</sup>**

<sup>1</sup>Macquarie University, Sydney, NSW, Australia, <sup>2</sup>War Memorial Hospital, Sydney, NSW, Australia, <sup>3</sup>The University of Sydney, NSW, Australia, <sup>4</sup>ARC Centre of Excellence in Cognition and its Disorders, Sydney, NSW, Australia

*Collaborating to improve outcomes for people with younger onset dementia: participatory action research in practice*

**Amanda Miller Amberber<sup>1,2</sup>**

<sup>1</sup>Australian Catholic University, Sydney, NSW, Australia, <sup>2</sup>ARC Centre of Excellence in Cognition and its Disorders, Macquarie University, Sydney, NSW, Australia

12.45pm - 2.15pm Lunch

2.15pm - 3.45pm

**W1A Keynote Seminar: Powering up our vocabulary intervention approaches: Applying robust vocabulary techniques to speech-language intervention (S) cont/d**

**Dr Laura Justice**

# Conference Program

## W2A Aphasia 2

*Determinants of help seeking for mood problems in people with aphasia: Perspectives of speech pathologists*

**Brooke Ryan<sup>1</sup>, Jaycie Bohan<sup>1</sup>, Ian Kneebone<sup>2</sup>**

<sup>1</sup>School of Health and Rehabilitation Sciences, The University of Queensland, QLD, Australia,

<sup>2</sup>Discipline of Clinical Psychology, Graduate School of Health, University of Technology Sydney, NSW, Australia

*Barriers and facilitators to implementing intensive and comprehensive aphasia services within a national health context*

**Megan Trebilcock, Brooke Ryan, Linda Worrall**

The University of Queensland, QLD, Australia

*Paving the pathway for stroke survivors: A review of the speech pathology aphasia journey across Sydney LHD*

**Jessica Lamond<sup>1</sup>, Annie Dent<sup>1</sup>, Claire Madelaine<sup>2</sup>, Pip Taylor<sup>3</sup>,**

**Olivia Martin<sup>1</sup>, Helen Ryan<sup>2</sup>, Chelsea Larkman<sup>1</sup>, Kate Wark<sup>2</sup>**

<sup>1</sup>Royal Prince Alfred Hospital, NSW, Australia, <sup>2</sup>Concord Hospital, NSW, Australia, <sup>3</sup>Balmain Hospital, NSW, Australia

*What are the barriers to meeting aphasia guideline recommendations? Results of an interview study*

**Kirstine Shrubsole<sup>1</sup>, Linda Worrall<sup>1</sup>, Emma Power<sup>2</sup>, Denise O'Connor<sup>3</sup>**

<sup>1</sup>The University of Queensland, QLD, Australia, <sup>2</sup>The University of Sydney, NSW, Australia, <sup>3</sup>Monash University, VIC, Australia

*Measuring the benefits of a Gavel Club for people with aphasia*

**Clare McCann, Suzanne Purdy, Julie Plourde, Celia Moore, Philippa Friary**

The University of Auckland, New Zealand

*Current management of depression and stepped psychological care in post-stroke aphasia: perspectives of the stroke multidisciplinary team and people with aphasia*

**Caroline Baker<sup>1</sup>, Linda Worrall<sup>1</sup>, Miranda Rose<sup>2</sup>, Brooke Ryan<sup>1</sup>, Kyla Brown<sup>1</sup>**

<sup>1</sup>The University of Queensland, QLD Australia, <sup>2</sup>La Trobe University, VIC, Australia

*Linguistic discourse analysis in aphasia: Translating evidence between research and practice*

**Lucy Bryant, Elizabeth Spencer, Alison Ferguson**

The University of Newcastle, NSW, Australia

**Withdrawn**

## W2B CALD (F)

*Innovations and evidence-based practice for working in a culturally and linguistically diverse society*

**Sarah Verdon<sup>1</sup>, Katie Walker-Smith<sup>2</sup>, Suzanne Hopf<sup>1</sup>, Sharynne McLeod<sup>1</sup>, Chyrise Heine<sup>3</sup>, Katrina Webster<sup>4</sup>, Ben Pham<sup>1</sup>, Anne Huang<sup>5</sup>, Rita Basso<sup>6</sup>, Helen Blake<sup>7</sup>, Kate Crowe<sup>1</sup>, Hilary Armstrong<sup>8</sup>**

<sup>1</sup>Charles Sturt University, NSW, Australia, <sup>2</sup>Queensland Health, QLD, Australia, <sup>3</sup>La Trobe University, VIC, Australia, <sup>4</sup>Royal Brisbane and Women's Hospital, QLD, Australia, <sup>5</sup>Griffith University, QLD, Australia, <sup>6</sup>Sydney South West Area Health Service, NSW, Australia, <sup>7</sup>The University of Newcastle, NSW, Australia, <sup>8</sup>Crystal Clear Speech, VIC, Australia

*Exploring best practice to enhance access and outcomes for Aboriginal and Torres Strait Islander children and families:*

*Experiences and perceptions of (i) a family-centred consultation model and (ii) an inter-professional student-led model*

**Helen Sargison<sup>1</sup>, Bonny Marsh<sup>1</sup>, Yolanda Fernandez<sup>1</sup>, Josephine Ferguson<sup>1</sup>, Deborah Askew<sup>2</sup>, Claudette Tyson<sup>1</sup>, Wendy Foley<sup>2,3</sup>, Tanya Rose<sup>3</sup>, Nerina Scarinci<sup>3</sup>, Jodie Copley<sup>3</sup>, Renae Anderson<sup>1</sup>, Jodie Booth<sup>1</sup>, Anne Hill<sup>3</sup>, Matthew Molineux<sup>4</sup>, Nicole Mahler<sup>4</sup>**

<sup>1</sup>Deadly Ears Program, Children's Health, QLD, Australia, <sup>2</sup>Southern Queensland Centre of Excellence in Aboriginal and Torres Strait Islander Primary Health, QLD, Australia, <sup>3</sup>The University of Queensland, QLD, Australia, <sup>4</sup>Griffith University, QLD, Australia

*SEARCH (Study of Environment on Aboriginal Resilience & Child Health): Levels of hearing loss, developmental concerns and communication impairment for urban Aboriginal children*

**Alison Purcell<sup>1,2</sup>**

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>SEARCH, NSW, Australia

## W2C Clinical education 2

*Insights from development and implementation of a simulation model to support clinical skill development for speech pathology students*

**Anne Hill<sup>2</sup>, Elizabeth Ward<sup>2</sup>, Adriana Penman<sup>2</sup>, Emma Caird<sup>2</sup>, Sally Hewat<sup>3</sup>, Joanne Walters<sup>3</sup>, Simone Howells<sup>4</sup>, Elizabeth Cardell<sup>4</sup>, Bronwyn Davidson<sup>5</sup>, Patricia McCabe<sup>6</sup>, Alison Purcell<sup>6</sup>, Stacey Baldac<sup>1</sup>, Rachel Davenport<sup>7</sup>, Sue McAllister<sup>8</sup>, Robert Heard<sup>6</sup>**

<sup>1</sup>Speech Pathology Australia, VIC, Australia, <sup>2</sup>The University of Queensland, QLD, Australia, <sup>3</sup>The University of Newcastle, NSW, Australia, <sup>4</sup>Griffith University, QLD, Australia, <sup>5</sup>The University of Melbourne, VIC, Australia, <sup>6</sup>The University of Sydney, NSW, Australia, <sup>7</sup>La Trobe University, VIC, Australia, <sup>8</sup>Flinders University, SA, Australia

*There's an actor in bed 23!" A standardised patient learning program for speech pathology students within a clinical placement at Alfred Health*

**Joanna Shorland, Clare Morris, Delwyn Stephens**

Alfred Health, VIC, Australia

*The impact of an online cultural simulation activity on the development of speech pathology students' cultural empathy*

**Monica Waters-Neil, Sally Hewat, Joanne Walters**

The University of Newcastle, NSW, Australia

*Speech pathology clinical placements in Fiji*

**Joanne Walters<sup>1</sup>, Gwendalyn Webb<sup>1</sup>, Suzanne C. Hopf<sup>1,2</sup>, Sally Hewat<sup>1</sup>, Nicole Byrne<sup>1</sup>, Gynj O'Toole<sup>1</sup>**

<sup>1</sup>The University of Newcastle, NSW, Australia, <sup>2</sup>Charles Sturt University, NSW, Australia

*Student placements in speech pathology private practice-doable, effective and a win-win for all*

**Carl Sokkar, Lindy McAllister, Merrolee Penman, Jacqueline Raymond**

The University of Sydney, Sydney, NSW, Australia

*Investing in life-long learning: An evidence-based approach to teaching reflection to speech pathology students*

**Michael Dunne<sup>1,2</sup>, Lindy McAllister<sup>3</sup>, Gillian Nisbet<sup>3</sup>, Merrolee Penman<sup>3</sup>**

<sup>1</sup>Westmead Hospital Brain Injury Unit, NSW, Australia, <sup>2</sup>Health Education and Training Institute (HETI), NSW Health, NSW, Australia, <sup>3</sup>The University of Sydney, Work Integrated Learning Faculty, NSW, Australia

## W2D Implementing effective Community Aphasia Groups in your workplace (W)

**Michelle Attard<sup>1</sup>, Yasmine Loupis<sup>2</sup>, Lucette Lanyon<sup>1</sup>, Leanne Togher<sup>3</sup>, Linda Worrall<sup>4</sup>, Miranda Rose<sup>1</sup>**

<sup>1</sup>La Trobe University, VIC, Australia, <sup>2</sup>St Vincent's Hospital, NSW, Australia, <sup>3</sup>The University of Sydney, NSW, Australia, <sup>4</sup>The University of Queensland, QLD, Australia

Community aphasia groups (CAGs) offer one tangible method to reduce negative psychosocial outcomes and increase life participation for people with aphasia. CAGs may also increase SLP service efficiency and reduce societal health costs. However, recent Australian research suggests they are under-utilised—many SLPs feel under-prepared, under-resourced, and lack confidence to run and maintain groups. Suggested facilitators included improved SLP training and access to specific resources. Our team has conducted extensive reviews of the CAG literature, explored stakeholders' experience and needs, and pilot-tested a detailed CAG model. Whether participants have considered running a CAG but don't know where to start, or would like to build on and share their existing experience, this implementation-oriented workshop aims

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# Conference Program

to address the above challenges and needs, equipping attendees with models and ideas to apply in the workplace.

**Introduction/Rationale:** Empirical research on the efficacy of CAGs is limited. Further, implementation of CAGs is hindered by a range of barriers including limited resources and staffing, inability to run sufficient numbers of groups and to tailor them effectively, dispersed populations beyond major cities, group dynamics, and a lack of group promotion and referral to groups. We aim to proliferate high-quality CAGs in Australia. We have developed a clinic-ready model of practice based on rich national and international quantitative and qualitative data. Recently trialled in a Sydney-based pilot study, the model comprises modular staff training and group program components.

## Objectives:

For clinicians to:

- understand definition and purpose of CAGs
- understand theoretical foundations and evidence base underpinning CAGs
- consider current barriers, facilitators to implementing effective CAGs in workplace
- be exposed to clinic-ready model of CAG care (training, group modules; resources)
- evaluate this model, brainstorm how they could adapt it to workplace
- develop peer relationships to foster future communication, troubleshooting, resource sharing, support

## Learning outcomes:

- develop understanding of CAG theoretical background, evidence-based underpinnings
- explore barriers, facilitators to implementing effective CAGs in workplace
- build plan to adapt existing model of care, resources to attendees' specific setting

**Practice implications:** Clinicians will reflect on their current CAG knowledge and processes. It will impact the way clinicians adapt and develop CAGs, and thus the models of service delivery provided to this population in the future.

**Conclusions:** This workshop addresses the existing knowledge, gaps, and challenges in CAG service provision. It promotes a practical focus around the barriers, facilitators, and processes involved in implementing an aphasia group model of care across community health service contexts.

**Attendance number: 100**

## W2E Disability

*Looking to the future: An accessible therapeutic model to promote human rights*

[Vidette Turner<sup>1</sup>](#), [Marie Sheahan<sup>2</sup>](#)

<sup>1</sup>Interact Health Group, Albury, NSW, Australia, <sup>2</sup>Charles Sturt University, NSW, Australia

*Addressing unmet communication needs of adults in supported accommodation with intellectual disability and behaviours of concern*

[Manda Hollins](#)

Disability Services Commission, Perth, WA, Australia

*A transdisciplinary approach to managing challenging behaviour*

[Vanessa Choi](#)

The Glenleighden School, QLD, Australia

*Speech intervention for children with cerebral palsy: A new decision making tool*

[Patricia McCabe<sup>1</sup>](#), [Andy Smidt<sup>1</sup>](#), [Johanna Korkalainen<sup>2</sup>](#)

<sup>1</sup>The University of Sydney, NSW, Australia, <sup>2</sup>Cerebral Palsy Alliance, NSW, Australia

*Variables that influence language and speech outcomes in five year old children with hearing loss and additional disabilities*

[Linda Cupples<sup>1</sup>](#), [Teresa Ching<sup>2,4</sup>](#), [Laura Button<sup>2,4</sup>](#), [Greg Leigh<sup>3,4</sup>](#), [Vivienne Marnane<sup>2,4</sup>](#), [Jessica Whitfield<sup>2,4</sup>](#), [Miriam Gunnourrie<sup>2,4</sup>](#), [Louise Martin<sup>2,4</sup>](#)

<sup>1</sup>Macquarie University, Sydney, NSW, Australia, <sup>2</sup>National Acoustic Laboratories, Sydney, NSW, Australia,

<sup>3</sup>Royal Institute for Deaf and Blind Children, Sydney, NSW, Australia, <sup>4</sup>The Hearing CRC, Melbourne, VIC, Australia

*"You don't know what you don't know": Exploring the information needs of families of children with Down syndrome*

[Katelyn Melvin](#), [Carly Meyer](#), [Brooke Ryan](#)

The University of Queensland, QLD, Australia



## Special Interest Groups (SIGs)

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 – groups are encouraged to arrange this independently, perhaps at one of the cafés or restaurants close to the Conference venue.

## SPA student member presentation prizes:

The Sydney 2017 Conference Planning Committee is pleased to announce the continuation of the SPA student member oral and PeP/ePoster presentation prizes.

Sydney 2017 sees the continuation of a \$100 prize for best student oral presentation. All SPA member 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 26 April 2017. Presentations will be rated on the powerpoint presentation, verbal and non-verbal presentation skill, and overall clarity of the presentation content.

## PeP/ePoster prizes:

Sydney 2017 is providing prizes for the best PeP or ePoster presentation. Four prizes, each worth \$50, are available. PeP and ePosters will be rated on overall presentation, design and clarity of the content as well as social media activity.

# Highlights

## Sunday 28 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 your exhibitors, your colleagues and catch-up with old friends before proceeding to Luna Park and the 2017 National Conference Welcome Reception.

The winner of the 'Bridge Climb gift voucher' will be drawn during the Pre-Registration, so please ensure you are in attendance.

### Welcome Reception: Luna Park 6.30pm – 9.00pm

The 2017 National Conference Welcome Reception will be held at the iconic Luna Park. In 1999 the NSW Government accepted Metro Edgley's proposal for redevelopment of the site and in 2003 construction and total refurbishment of buildings and rides began. In 2004 Luna Park reopened. In 2010 Luna Park was listed on the State Heritage Register.



(C) Luna Park Sydney Pty Ltd - All rights reserved

The boats will depart ICC Sydney at 6.30pm for a 15 – 20 minute cruise to Luna Park. Once at Luna Park, finger food and drinks will be served, plus the opportunity to network informally with fellow delegates, sponsors and exhibitors. Boats will return delegates to the ICC Sydney at 9.00pm.

## Monday 29 May

### Speech Pathology Australia AGM and Award presentations (followed by refreshments) 6.00pm – 7.30pm

Help us celebrate the Association's 2016 achievements, and recognise some of the outstanding members of our profession, at the Annual General Meeting.

## Tuesday 30 May

### University Staff Reception 6.00pm – 7.00pm

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. Please note that payment for the Dinner Cruise is required at the time of registration, and payment for the restaurants is to be made directly to them on the night. Prices are correct as at 8 February 2017 but are subject to change. Restaurant bookings commence at 7.00pm and the Dinner Cruise at 7.30pm.



### 42-48/The Promenade, King Street Wharf, Sydney

Casa ristorante italiano is located on the waterfront at King Street Wharf, a short walk from the ICC Sydney. The food and atmosphere are inspired by Naples, with traditional and contemporary dishes. Casa is fully licensed. A banquet style menu is offered (\$45-\$65).

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

Casa accept payment by Cash, EFTPOS (no surcharge), Visa

& MasterCard (1.8% surcharge) and American Express (2% surcharge). As Casa does not accept separate billing, we recommend bringing cash on the night.



### Harbourside Shopping Centre, Shops 433-436 Level 2 Darling Harbour, Sydney

A steakhouse also serving ribs, burgers, seafood and salads. Hurricanes is located within Harbourside shopping centre, which is next to the ICC Sydney.

Hurricanes is fully licensed. Menu prices range from approx. \$22.00 for a salad, \$23.00 for burgers and steaks from \$35.00.

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

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



### 39 Lime Street, King Street Wharf, Sydney

The Malaya is a southeast Asian Waterfront restaurant which has been serving dishes since 1963. They are located on King Street Wharf, a short walk from the conference centre. The Malaya offer a spectacular range of seafood dishes, in addition to their traditional and vegetarian dishes. The Malaya is licensed, with a full wine and cocktail list >>>

# Highlights

**Set Menu:** With the exception of vegetarians, groups are required to preselect one set menu for every guest at the table. The set menus are served banquet-style and all the dishes are served to the middle of the table for guests to share. Altering set menus to include dishes from the à la carte or live seafood menus can only be done by prearrangement and may incur additional charges subject to your choices.

**Wine:** Selecting wine from the table is subject to availability. They also offer 3 hour beverage packages for groups of 18 people or more.

**Dessert:** The Malaya serves a selection of small desserts and petit fours. Please view the list of desserts and petit fours on the [website](#). The Ice Cream Petit Fours are bite-sized and we recommend you order at least 2 pieces per person.

Prices range from \$58 to \$100 (includes matching wines). For groups of 8 or more, an 8% gratuity will be added to the bill.

All credit cards are accepted. Split bills up to 4 payments will be accepted. We recommend bringing cash on the night.



## Captain Cook Cruises – Vivid Lights 2017

Vivid Sydney is a feast for the senses and Sydney's most spectacular outdoor lighting, music & ideas festival. Experience the full canvas of the massive shoreside projections along the foreshore from the water. The Dinner Cruise travels around Sydney Harbour and surrounds. The cost is \$149.00 per person

- Departing at 7.30pm from Darling Harbour King St Wharf No.1
- Cruise on board "Vivid Sydney" MV Sydney 2000
- Includes 3-course contemporary Australian set menu and an open bar of Tyrrell's house wine, Tooheys New beer and softdrinks
- Payment for the Dinner Cruise is at the time of Registration and ticket/s will be provided when you register at the Conference. Captain Cook Cruise cancellation policy is once the tickets are purchased there is no refund.

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 31 May

Conference Dinner 7.00pm for 7.30pm until midnight  
Proudly sponsored by



The Guild Insurance Conference dinner, to be held in The Parkside Ballroom of ICC Sydney, will provide a fitting end to the busy 'WiFi 2017' scientific program. The theme for the Conference Dinner is 'VIVID' so come dressed for fun in your brightest attire or stretch your imagination into something more innovative. It can be as elaborate or as simple as you like. The CPC has also arranged entertainment by 'Twology' - *the Mix, the Music, the Fix, the Beat, the Soul, the Groove to move your feet.*

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 & Re-entry Members and Non Member Conference registrations. If you did not indicate on your registration form and now would like to attend, or if you wish to purchase additional tickets, please contact the National Conference Manager.



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 12 April 2017	Regular Member	Early Bird Non-Member closes Wednesday 12 April 2017	Regular Non-Member
Practising and Re-entry	\$876.70	\$964.70	\$1753.40	\$1929.40
Full-Time Post Graduate Student	\$539.00	\$605.00	\$1753.40	\$1929.40
Non Practising	\$539.00	\$605.00	\$1753.40	\$1929.40
Student (Entry level i.e: Graduate Entry Masters and UG Bachelor students)	\$438.35	\$481.80	\$1753.40	\$1929.40

Day Conference Registration Fees	Early Bird Member closes Wednesday 12 April 2017	Regular Member	Early Bird Non-Member closes Wednesday 12 April 2017	Regular Non-Member
Practising and Re-entry	\$352.00	\$396.00	\$704.00	\$792.00
Full-Time Post Graduate Student	\$220.00	\$275.00	\$704.00	\$792.00
Non Practising	\$220.00	\$275.00	\$704.00	\$792.00
Student (Entry level i.e: Graduate Entry Masters and UG Bachelor students)	\$159.50	\$187.00	\$704.00	\$792.00

The Sunday Masterclass is an optional extra to the Conference registration. It is limited to 100 participants. The Sunday Private Practice (PP) Workshop is open to Conference delegates only and included within the full registration fee and an optional extra for day registration. It is limited to 100 participants. The Introduction to Culturally Responsive Practice Workshop is open to all SPA members at no charge.

Sunday 28 May (fees quoted for the Masterclass and Private Practice (PP) Workshop as applicable)	Full Registration Masterclass only - Member	Full Registration Masterclass only - Non Member	Day Registration / Masterclass only - Member	Day Registration / PP Workshop only - Member	Day Registration / Masterclass only - Non Member
Practising Standard	\$110.00	\$220.00	\$264.00	\$110.00	\$528.00
Full-Time Post Graduate Student	\$110.00	\$220.00	\$264.00	\$110.00	\$528.00
Re-Entry & Non Practising	\$110.00	\$220.00	\$264.00	\$110.00	\$528.00
Student (Entry level ie: Graduate Entry Masters and UG Bachelor students)	\$110.00	\$220.00	\$264.00	\$110.00	\$528.00

### Social Events Ticket Prices (per person)

Welcome Reception	\$126.50
Conference Dinner	\$165.00

### 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
- Private Practice Workshop Sunday (if applicable)
- Conference sessions Monday-Wednesday
- Conference Dinner ( for Full registration Member Practising and Non Member only)
- Copy of Conference proceedings published in the special edition of International Journal of Speech-Language Pathology

### Please note:

- The Conference Dinner is not included in the Full-Time Post Graduate, Non Practising and Student Registration Fees. Tickets to the Conference Dinner can be purchased separately for \$165.00 each.
- 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.



## 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 in the International Journal of Speech- Language Pathology

## Sunday Masterclass Fee includes:

- Admittance to the Masterclass
- Masterclass materials
- Afternoon tea

## 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 \$126.50 and for the Conference Dinner a ticket is \$165.00 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 2017 Speech Pathology Australia members, members of the

international speech pathology professional associations, and members of other allied professional associations who are not speech pathologists. 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.

## Conditions of Registration and Payment:

When you register online you will receive your tax 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 12 April 2017** 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 \$165.00 administration charge will be paid if notification of cancellation in writing (emailed for faxed) is received by Tuesday 21 March 2017.

Notification in writing from the 22 March and until the 26 April will result in a refund of 50% of the registration fee.

**There will be no refund of the registration fee from 27 April 2017.**

## How to register

### Online registration

All registrations are to be made via the secure Online Conference Registration Form on the Conference website. Payment is via credit card only. This facility will provide instant confirmation and issue of a tax invoice/receipt. Speech Pathology Australia does not accept shared registration.

### REGISTER NOW

## 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 & swallowing difficulties, for accessible and adequate speech pathology services, and provides a wide range of **member services and benefits**

Click on the link below to read about the benefits of membership

### ENQUIRE NOW

# General Information

## Location

ICC Sydney - 14 Darling Drive, Sydney, NSW 2000

## Briefing

(for **ALL** presenters, chairpersons and student volunteers)  
5.45pm to 6.00pm Sunday 28 May 2017.

## Registration

Registration will be from 5.00pm – 6.30pm on Sunday 28 May 2017. Enjoy a drink while looking around the exhibition.

## Welcome Reception

To highlight one of Sydney's iconic attractions, following registration delegates will proceed to Luna Park.

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

## Exhibition

A dedicated exhibition area has been included for the duration of the Conference within the International Convention Centre, Sydney, 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

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

## Airport Transfer

From either the Domestic or International Terminals Sydney's Rail link will transfer you from the Airport to the city centre and return. [View further information on Sydney's Airport Rail Link.](#)

## Opal Card for public transport

The Opal card is a smartcard ticket that you keep, reload and reuse to pay for travel on public transport while in Sydney and NSW. Simply add value to your Opal card then tap on and tap off to pay your fares on trains, buses, ferries and light rail – anywhere within the Opal network. Paper tickets are not available for purchase if travelling on public transport. [Read more about the Opal card and how to purchase it in advance.](#)

## Car Parking

ICC Sydney has two car parks, providing patrons with access to a total of 826 parking bays, 365 days a year, 24 hours each day. The car park office is located in the exhibition centre car park. The entrances to the car parks can be easily found by heading south along Darling Drive. Signage will assist and indicate how many bays are available or if the car park is full.

For convenience, one car park is located beneath the exhibition centre and the second is located next to the main theatre. Both car parks have a height restriction of 2.1 metres, are controlled by auto pay machines and provide convenient lift access to the venue. The ICC Sydney does

not offer discounted parking for Conference delegates, so please [click this link](#) to view the parking map and prices

The Association has been able to source alternative parking at Secure Parking. Secure Parking is offering delegates a 20 percent discount for [online bookings only](#).

When booking use the promotion code: **SPEECH17**. First time users will need to register. The offer is valid until 1 June 2017.

## Special Assistance

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

## Insurance

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



## Speech Pathology Association of Australia Ltd

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

## Accommodation

All accommodation rates are listed in Australian dollars, include GST and are valid for the Conference only if booked through PR Conference Consultants. Rates and all information are current at time of printing. Bookings made after **28 April 2017** may be subject to further terms and conditions. Rates are based on a per room per night basis.

To book your accommodation and take advantage of the special rates please [click this link](#).

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