



Enhancing Lives through Partnership



New Zealand
Speech-language
Therapists' Association

Te Kāhui Kaiwhakatikatika Reo Kōrero o Aotearoa

2016 Conference Auckland

REgi St RAtion B Ro Chu RE

7-9 September 2016

Rendezvous Hotel Auckland

The New Zealand Speech-language Therapists' Association 2016 Conference is the premier event of the speech language profession. The 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 programme of over 85 presentations.

To view the full Conference programme continue through the brochure. For regular updates you can visit the website www.speechtherapy.org.nz and **Conference**.

Early Bird Discount: Register and pay by Monday 8 August 2016 and SAVE \$\$\$\$\$



Invitation to attend

Kia ora koutou and welcome.

It is with great pleasure that we, the Conference Committee, invite you to join us in Auckland for the 2016 New Zealand Speech-language Therapists' Association Conference, *Enhancing lives through partnership*.

The inspiring three-day programme will reflect the diverse contexts in which we practice, and the ways in which improvements in service delivery can enhance the lives of the people and teams in which we work. Our partnerships will be explored, from early years and classrooms, to whanau relationships, and newer areas of practice such as youth justice.

We are delighted to introduce **Professor Sharynne McLeod**, from Charles Sturt University, Australia, and **Professor Lindy McAllister**, from The University of Sydney, Australia, who will offer keynote speeches and workshops, and also Ann Smail, who has been invited to deliver the Grace Gane Memorial Lecture.

Our invited speakers will provide exemplars of successful partnerships with students, and supervisors, as well as other professionals, and families in order to enhance the lives of individuals with communication disabilities. Effective assessment in culturally and linguistically diverse populations, and a reflection on augmentative and alternative communication in New Zealand will be shared.

Whether your partnerships are based in education, health or private practice, the sessions will cover a myriad of information from core practices to exciting new initiatives.

The entire programme is outlined in the following pages of the Conference Brochure. It is recommended you take time to read each day's programme and consider the sessions you would like to attend. This will save time when you are asked to select your preferred sessions when completing the Online Registration process. Attendance at some sessions will be dependent upon room size, so it suggested you register as soon as possible to avoid disappointment.

The Conference Dinner, will be held at the the Royal New Zealand Yacht Squadron. This will be an opportunity to relax with friends and colleagues and reflect on a stimulating professional learning and development experience. A ticket to the Conference Dinner is included in the Full Member and Non Member Registration Fees and delegates are asked to confirm their attendance when registering for the Conference. Additional tickets are available for purchase.

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

The Conference Committee acknowledges and thanks the

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 Conference website.

The Conference Committee presents the Conference Programme to you and looks forward to welcoming you to Auckland.

Annabel Grant (Convenor),
Selena Donaldson, Becca Hammond,
Anna Miles (Scientific Programme
Chair), **Emily Jones,**
Claire Winward and Pamela Richards
(Conference Manager)

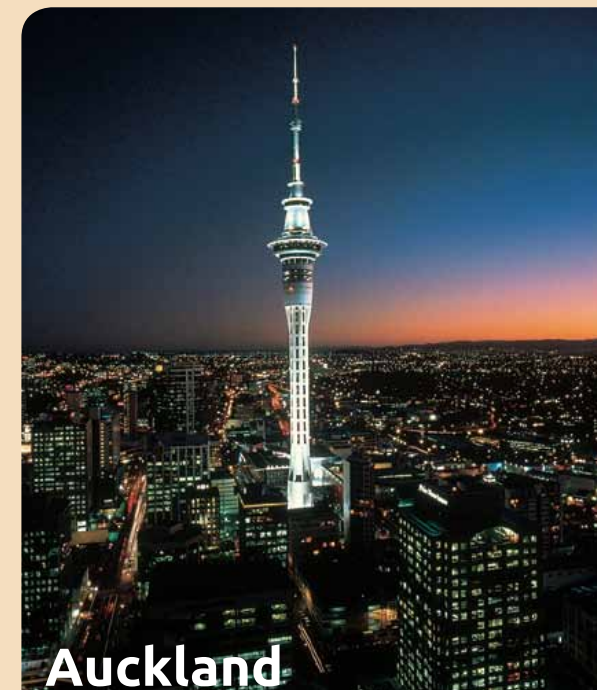


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New Zealand Speech-language Therapists' Association would like to thank all members of the Conference Committee and Reviewers for their input in the planning of the NZSTA 2016 Conference.



Enhancing Lives through Partnership



Auckland

Auckland is not just a city, it's a whole region full of things to see and do. From the sparkling waters and emerald islands of the Hauraki Gulf, to the urban sophistication of downtown, the sheer diversity of the place means you can engage in any manner of adventures. Auckland is easily accessible to visitors from both overseas and from the rest of New Zealand and is linked by motorways north and south.

Featured Presenters

Professor Sharynne McLeod



Sharynne McLeod, Ph.D. is a speech-language pathologist and professor of speech and language acquisition from Charles Sturt University, Australia. She is a Life Member of Speech Pathology Australia and an elected Fellow of the American Speech-Language-Hearing Association. She is an elected board

member of the International Association of Logopedics and Phoniatics, Vice President of the International Clinical Phonetics and Linguistics Association, and a past editor of the International Journal of Speech-Language Pathology. Professor McLeod has been an invited speaker at the American Speech-Language-Hearing Association conventions as well as at conferences and universities in Australia, Hong Kong, Iceland, Italy, Ireland, New Zealand, Norway, Turkey, UK, USA, and Vietnam.

Professor McLeod's books include *The International Guide to Speech Acquisition* (Cengage), *Interventions for Speech Sound Disorders in Children* (Paul H. Brookes), *Multilingual Aspects of Speech Sound Disorders in Children* (Multilingual Matters), *Speech Sounds: A Pictorial Guide to Typical and Atypical Speech* (Plural), *Listening to Children and Young People with Speech, Language and Communication Needs* (J&R Press), *Working with Families in Speech-Language Pathology* (Plural) and *Introduction to Speech, Language and Literacy* (Oxford University Press).

Professor McLeod's research focuses on children's speech. She applies the International Classification of Functioning, Disability and Health (ICF-CY, World Health Organization, 2007) to monolingual and multilingual children. Her research foregrounds the right of everyone (particularly children) to participate fully in society. Dr. McLeod also researches the prevalence and impact of childhood speech sound disorders and links this to policy and service delivery issues.

Wednesday 7 September 2016

11.15am – 12.30pm

WKP: **Keynote Presentation:**
Enhancing lives through partnerships with children, families, professionals, communities and governments

Speech and language competence impacts people's educational, social, and occupational participation in society. Speech and language therapists' (SLTs) day-to-day practice aims to facilitate communication outcomes to enhance people's lives and assist them to achieve their goals. Partnerships with others enable SLTs to discern important goals and collaborative strategies for attaining them.

During this keynote address, Professor McLeod will provide examples from the Sound Start Study, her Multilingual Children's Speech Fellowship and other large-scale research projects regarding how partnerships with children, families, professionals, communities and governments can enhance people's lives. She will demonstrate how

successful partnerships require collaboration and identification of common goals, as articulated in the Māori saying:

*Kaua e rangiruatia te hāpai o te hoe;
e kore tō tātou waka e ū ki uta.
Don't paddle out of unison;
our canoe will never reach the shore**

The International Classification of Functioning, Disability and Health (ICF, WHO, 2001) will be used as the framework to consider activities and participation, as well as facilitators to enhance people's lives.

*Retrieved from <http://nzcurriculum.tki.org.nz>



Friday 9 September 2016

11.00am – 12.30pm continued 1.30pm – 3.00pm

F1: Keynote Workshop Presentation:
Assessing multilingual children's speech: A workshop for monolingual SLTs (W)

Although English is the most common language spoken in New Zealand (96.1% use English as at least one of their languages), over the past three censuses, the percentage of New Zealanders who speak more than one language has risen from 15.8% in 2001 to 18.6% in 2013 (Statistics New Zealand, 2014). The most common languages other than English spoken in New Zealand are te reo Māori (3.7%), Samoan (2.2%), Hindi (1.7%), Northern Chinese (including Mandarin) (1.3%), and French (1.2%) (Statistics New Zealand, 2014).

SLTs will never be able to speak all of the languages and dialects of the people they work with, so it is important that SLTs use culturally appropriate assessment practices. The aim of this workshop is to promote a holistic and collaborative approach to engaging in effective assessment practices with children and families from diverse backgrounds. General principles and resources for assessment will be supplemented with specific examples from different languages and contexts.

Learning objectives:

By the end of this workshop participants will have:

1. Appreciated the need for and nature of culturally appropriate assessment practices for multilingual children
2. Been equipped with tools and strategies for assessing multilingual children's speech in everyday clinical settings
3. Been updated on the use of the International Phonetic Alphabet to compare and contrast the consonant inventory of English with consonants spoken in a range of other languages spoken in New Zealand and throughout the world
4. Learned about common phonological patterns/ processes in a range of languages
5. Gained insights about expert and innovative practices for working with multilingual children from around the world.

Prerequisites for registrants / assumed knowledge or skill base when attending the Workshop:

Speech and language therapists (SLTs) and students will benefit from attending this workshop and are asked (if possible) to bring a smart phone, tablet, or another device to access resources.

Although the workshop is aimed at monolingual SLTs, multilingual speakers are welcome to come and share their knowledge and learn about languages they don't speak. The workshop is aimed at SLTs who work with children; however, principles and resources may also be relevant for SLTs who work with adults.

Featured Presenters

Ann Smail



Ann is a speech-language therapist with over 30 years' clinical experience. Early in her career she specialised in the area of complex communication needs. Her interest started when she worked with students following the deinstitutionalisation of people with intellectual disabilities. This led to

an interest in the relationship between communication breakdown and challenging behaviours, and how augmentative communication interventions such as the Makaton Language Programme could help improve communication.

An interest in physical disability resulted in Ann completing Bobath Neurodevelopmental Treatment and Management of Cerebral Palsy training, travelling to Hungary to learn more about Conductive Education and eventually saw her take up a position at the TalkLink Trust as TalkLink's first speech-language therapist. In 2003 she helped form the Assistive Technology Alliance of NZ Trust (ATANZ) and became a foundation trustee, a role she held until 2009. Ann contributes to the AAC content in the three university speech-language therapy programmes.

Ann's passion for AAC has seen her remain at TalkLink, and in 2007 she became the General Manager of the TalkLink Trust, a new role which was created when the Trust sought to establish specialist Assistive Technology services throughout New Zealand. TalkLink now has national contracts with both the Ministry of Health and ACC. In 2009 she project led the Ministry of Health Communication Assistive Technology Framework development as well as the subsequent revision of the framework in 2014. Ann is responsible for the continued development of TalkLink services.

Thursday 8 September 2016

9.00am – 10.30am

TGG: **Grace Gane Memorial Lecture:**
Augmentative and Alternative Communication (AAC) in New Zealand: Working together to enhance communication – past influences, present trends and future possibilities

The New Zealand Disability Strategy and the United Nations Convention on the Rights of People with Disabilities are policies that uphold the rights of disabled people. Communication is a basic human right and a fundamental principle in these strategies, and should be seen as central to breaking down participation and inclusion barriers. Many people with complex communication needs do not have the means to communicate to the best of their ability without appropriate AAC tools and strategies. As speech-language therapists we have an important role to provide these tools and strategies, whether it is for a child who is an emergent communicator and requires AAC for a short period, someone who will need an AAC systems for their entire life, or a person that because of an acquired medical condition needs AAC to assist them continue to communicate.

In New Zealand the TalkLink Trust was established to provide specialist assistive technology services and 2016 marks 25 years since the signing of the TalkLink Trust deed. When TalkLink was established we were fortunate to be given the Māori name Wahanga Tū Kōrero. The name Wahanga Tū Kōrero reflects our purpose of working with people to ensure their thoughts and ideas can be effectively conveyed through the use of different forms of communication. This is what TalkLink aims to do, and from small beginnings with a staff of five, most of whom were part-time

and working only in Auckland, the Trust has grown to a staff of over 40 working throughout New Zealand.

The development of AAC services in New Zealand is not just the prerogative of TalkLink, rather it is one of partnership and a shared understanding of how augmentative communication tools and strategies can enhance the lives of people with complex communication needs. Partners in the AAC journey include first and foremost disabled people and their whānau, as well as therapists, teachers, university researchers, disability support groups, equipment suppliers and government agencies. It is the collective power of all these people that has seen the development of AAC/communication assistive technology services in New Zealand.

The Grace Gane Memorial lecture will present an overview of AAC in New Zealand, from the time TalkLink was established 25 years ago through to today and beyond. This overview will include client stories, AAC best practice models and influences, competency and funding frameworks, as well as technology developments. The address will conclude with some thoughts on the future direction of AAC in Aotearoa New Zealand, including technology developments and how to better incorporate AAC into speech-language therapy practice.

Featured Presenters

Professor Lindy McAllister



Professor Lindy McAllister is the Associate Dean for Work Integrated Learning (WIL) in the Faculty of Health Sciences at the University of Sydney.

In this role Lindy has responsibility for leading the clinical education and work integrated learning (WIL) staff in all of the faculty's seven allied health disciplines. A major component of this role is innovation in placements, education for practice, and research and scholarship in clinical education and WIL.

Lindy is a speech pathologist with a PhD in clinical education and supervision. She has worked across the health professions in various leadership and capacity building roles in Australia and internationally. She is a director of Trinh Foundation Australia which supports the establishment of speech therapy training courses and services in Vietnam. Her current research activities include: interprofessional education, education and support of placement supervisors, work readiness of new allied health graduates, accreditation, internationalisation of allied health curricula, measuring the quality of placements, and the impact of students on placement supervisor time use and productivity.

Friday 9 September 2016

9.00am – 10.30am

FKP: Keynote Presentation:

Enhancing the lives of students, supervisors, and people with communication disabilities at home and in developing countries: Case studies of enabling partnerships

This keynote address presents a series of case studies relating to enhancing lives through partnerships of different types for different purposes. The first three case studies describe initiatives within Australia: student-led services; preparing and supporting culturally and linguistically diverse students (and their placement educators/supervisors) to succeed on placement; and interprofessional partnerships to improve the confidence, knowledge and skills of placement educators/supervisors to deliver high quality supervision and ensure quality service provision by students. The final case study describes a multi-stakeholder partnership that supports the development of SLT education and services in Vietnam.

Case study 1: Enhancing lives of clients/patients/aged care residents through student-led / delivered services

The first case study describes student-led services in partnerships between universities, healthcare providers and schools. Students enable the provision of a service where none was available before due to lack of staffing and/or support for interprofessional service delivery. The use of tele-supervision to support student-led services is outlined.

Case study 2: As a result of migration and successful recruitment of international students, SLT programs have increasing numbers of culturally and linguistically diverse students. These students face numerous barriers to success in their academic and clinical learning. This case study considers the strengths, issues and barriers for these students, and how university staff and placement

educators / supervisors in partnership can prepare and support them for success on placement.

Case study 3: Enhancing the confidence and skills of placement educators/supervisors through a comprehensive Supervisor Development Program

This third case study describes an interprofessional Supervisor Development Program which includes face-to-face workshops at the university and in major partner sites, online learning support between workshops including the use of social media, and the provision of interprofessional peer group mentoring programs for educators/supervisors who support high volumes of student placements in host sites.

Case study 4: Enhancing the lives of patients/clients with communication and swallowing disabilities in Vietnam

This case study describes the long term partnership between Trinh Foundation Australia, AusAid agencies, volunteer Australian SLTs, and universities and healthcare settings in Vietnam, which has enabled two year post-graduate level training for 33 SLTs in Vietnam and the establishment of more than 20 speech therapy clinics in Vietnam. Data on the students' perceptions of their education, and their experiences as graduates will be presented. Data on the experiences of volunteer Australian SLTs who provided clinical supervision in Vietnam to the students during their training will also be presented. Issues of cultural difference, neo-colonialism and sustainability of this development initiative will be considered.

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Thursday 8 September 2016

11.00am – 12.30pm continued 1.30pm – 3.00pm

**T6: Keynote Workshop Presentation:
Peer group mentoring for placement educators/supervisors (W)**

The workshop will draw on Professor McAllister's extensive experience in running narrative-based workshops for the development of placement educators/supervisors for speech therapy, combined with more recent experience in running interprofessional peer group mentoring programs for placement educators/supervisors from a range of allied health professions.

The workshop will:

1. cover the principles for making peer group mentoring work (including the establishment of agreements between group members regarding group processes and management)
2. assist participants to set up peer mentoring groups and agreements that could endure beyond the conference workshop (either through face-to-face or virtual meetings eg skype)
3. enable participants to share stories of experience as clinical educators/supervisors, and learn from their reflections and those of others in the group, directed towards analysis of issues embedded in the stories and identification of 'ways forward' for the development of new strategies to manage similar future situations.

Learning objectives:

On conclusion of the workshop, participants will be able to:

1. Establish and run peer group mentoring of placement educators/supervisors
2. Appreciate the value of sharing experiences as placement educators/supervisors to develop their knowledge, skills and confidence in these roles

Prerequisites for registrants/assumed knowledge or skill base when attending the workshop:

Workshop participants should have experience in the placement education/supervision of students on placements. The workshop is applicable to those with relatively little experience right up to very experienced placement educators/supervisors.

Conference Programme

The programme 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 process. This will save time plus reduce the possibility of you being 'timed out'. Pre-selection of sessions will also help us to ensure the comfort and safety of all participants. Places for the sessions will be limited to room sizes, so to avoid disappointment, please ensure you register early.

Please note (W) after some session titles indicates a workshop.

Important Notice - Please Read:

The views expressed at this Conference are not necessarily the views of, or endorsed by, The New Zealand Speech-language Therapists' Association ("the Association"). The Association makes no warranty or representation in relation to the content or accuracy of the material in this document or 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 Conference.

Disclaimer: Please note the topics and session times are correct at the time of printing, however changes may occur. Please refer to the www.speechtherapy.org.nz and Conference for the most up-to-date programme.

Poster Programme

An informative selection of posters will be displayed in the exhibition area of the Rendezvous Hotel Auckland from Wednesday - Friday. Authors will be in attendance at their poster on Wednesday from 12.45pm - 1.15pm.

- **Please click this link to view the poster titles and presenters.**

Wednesday 7 September 2016

9.30am	Registration desk opens
10.00am – 10.20am	Speakers, chairpersons and student volunteers briefing
10.30am – 11.15am	Welcome and opening of the nZStA 2016 Conference <i>Enhancing lives through partnership</i>
11.15am – 12.30pm	MKP Keynote Presentation <i>Enhancing lives through partnerships with children, families, professionals, communities and governments</i> – Professor Sharynne McLeod
12.30pm – 1.30pm	Lunch and poster session (12.45pm – 1.15pm)
1.30pm – 3.00pm	W1 Beyond the 1:1 Public speaking and aphasia Martin de Lisle , Clare McCann , Celia Moore <i>The University of Auckland, Auckland, New Zealand</i> group therapy for pre-adolescents who stutter Janelle Irvine , Voon Pang <i>Stuttering Treatment and Research Trust (START), Auckland, New Zealand</i> Communication partner training in aphasia Annette Rotherham <i>Canterbury DBH and AphasiaNZ, Christchurch, New Zealand</i> A conversation partner scheme for people with aphasia and first professional year SLP students Christine Wyles , Gina Tillard , Ellen Nijhof , Kate Cook <i>The University of Canterbury, Christchurch, New Zealand</i> Working in partnership with trained volunteers in a conversation group: Setting up a conversation group for people after stroke in Glen Eden Library Jan Wanless , Rebecca Hammond <i>Waitemata District Health Board, Auckland, New Zealand</i> CBR Gavel Club for people with aphasia: Communication confidence and lexical improvements Suzanne Purdy , Clare McCann , Celia Moore , Philippa Friary , Roger Brown , Julie Plourde <i>The University of Auckland, Auckland, New Zealand</i> W2 Swallowing Dysphagia in disability services: An interdisciplinary approach Angela Hausman , Joe Roker <i>Spectrum Care, Auckland, New Zealand</i>

Videofluoroscopic evaluation of oesophageal bolus and pill transit times in healthy adults

[Anna Miles](#)¹, [Marie Jardine](#)¹, [Stacie Clark](#)¹, [Jacqui E Allen](#)^{1,2}

1. *The University of Auckland, Auckland, New Zealand,*
2. *Waitemata District Health Board, Auckland, New Zealand*

Assessment of videofluoroscopic swallow study findings before and after cricopharyngeal myotomy

[Anna Miles](#)¹, [Dora Blair](#)², [Kevin Gladney](#)¹, [Jacqui Allen](#)^{1,2}

1. *The University of Auckland, Speech Science, Auckland, New Zealand,*
2. *Waitemata District Health Board, Otolaryngology, Auckland, New Zealand*

Risk feeding practices: The perceptions of staff, patients and family

[Anna Miles](#)¹, [Tanya Watt](#)¹, [Wei-Yuen Wong](#)¹, [Louise McHutchison](#)^{1,2}, [Philippa Friary](#)¹

1. *The University of Auckland, Speech Science, Auckland, New Zealand,*
2. *Lower Hutt Hospital, Hutt Valley District Health Board, Hutt Valley, New Zealand*

Swallowing difficulties after spinal surgery: A retrospective audit

[Kelly Davis](#)¹, [Gabi Iseli](#)², [Anna Miles](#)²

1. *Counties Manukau District Health Board, Auckland, New Zealand,*
2. *The University of Auckland, Auckland, New Zealand*

Quantitative objective swallowing measures of timing and displacement in children

[Mandy Beatson](#)^{1,2}, [Anna Miles](#)², [Victoria Holgate](#)², [Sophie Perlman](#)², [Jacqui Allen](#)^{2,3}

1. *Starship Children's Hospital, Auckland District Health Board, Auckland, New Zealand,*
2. *The University of Auckland, Speech Science, Auckland, New Zealand,*
3. *Waitemata District Health Board, Otolaryngology, Auckland, New Zealand*

W3 Service delivery

Weekend acute speech language therapy services: Right time, right place, right person

[Deborah McKellar](#), [Annabelle Blue](#)

Waikato DHB, Hamilton, New Zealand

Right person, right place, right time

[Jo Tipping](#), [Alison Lunn](#), [Kirstie Koller](#), [Michelle Croft](#), [Annette Howard](#)
Canterbury District Health Board, Christchurch, Canterbury, New Zealand

Speech-language therapy graduates: Where are they now?

[Philippa Friary](#)¹, [Clare McCann](#)¹, [Jamiee Brownfield](#)²

1. *The University of Auckland, Auckland, New Zealand,*
2. *Tairāwhiti DHB, Gisborne, New Zealand*

Engagement in stroke rehabilitation: A relational practice

[Felicity Bright](#)¹, [Nicola Kayes](#)¹, [Kathryn McPherson](#)^{1,2}, [Linda Worrall](#)³

1. *AUT University, Auckland, New Zealand,*
2. *Health Research Council, Auckland, New Zealand,*
3. *The University of Queensland, Brisbane, Australia*

Promoting professional partnership: introducing the Calderdale Framework to South island allied health settings

[Annette Howard](#)¹, [Anne Buckley](#)²

1. *Professional Leader Speech Language Therapy, Older Persons Health Specialist Service, Canterbury District Health Board, Christchurch, New Zealand,*
2. *Allied Health Facilitator, South Island Workforce Development Hub, South Island Alliance Programme Office, South Island, New Zealand*

Use of mobile technology to improve in the experience of community allied health: translating a good idea into a pilot and a pilot into business as usual

[Rebecca Hammond](#), [Kelly Bohot](#)

Waitemata District Health Board, Auckland, New Zealand

W4 Early years 1

Partnering with parents to understand the language use of preschool children with Down Syndrome

[Beth Rees](#)¹, [Susan Foster-Cohen](#)^{1,2}, [Anne van Bysterveldt](#)¹

1. *New Zealand Institute of Language, Brain and Behaviour, The University of Canterbury, Canterbury, New Zealand,*
2. *The Champion Centre, Christchurch, New Zealand*

Early processing measures as predictors of language outcomes from toddlerhood

[Jayne Newbury](#)¹, [Thomas Klee](#)², [Stephanie Stokes](#)², [Catherine Moran](#)¹

1. *The University of Canterbury, Christchurch, New Zealand,*
2. *The University of Hong Kong, Hong Kong*

One boy, two possibly mismatched diagnoses

[Liz Fairgray](#)

The University of Auckland, Auckland, New Zealand

Let's get the village talking: Working together to improve access to early communication support

[Amanda White](#)

Ministry of Education, Porirua, New Zealand

Early childhood stuttering: is there more than one treatment option?

[Voon Pang](#)¹, [Anna Hearne](#)²

1. *Stuttering Treatment and Research Trust, Auckland, New Zealand,*
2. *Massey University, Auckland, New Zealand*

3.00pm – 3.30pm

Afternoon tea

3.30pm – 5.00pm

W5 Working in classrooms 1

“It’s an ongoing struggle”: The experiences of Whānau and Kaiako with speech language therapy in Kaupapa Māori education

[Ellen Faithfull](#), [Karen Brewer](#), [Linda Hand](#)

The University of Auckland, Auckland, New Zealand

Walking the walk: Seeing the classroom through a teacher’s lens

[Claire Winward](#), [Anneke Duyvestyn-Ashton](#)

Ministry of Education, Central South Region, New Zealand

Speak write: Supporting children with speech sound disorders in new Zealand schools

[Emily Phillips](#)

Ministry of Education, Wellington, New Zealand

Creating a partnership with teachers using the routines based interview

[Ruth Brehaut](#)

Ministry of Education, Waikato, New Zealand

Learning through talk: Every teacher, every child

[Lianna Nielsen](#), [Amanda White](#), [Claire Winward](#)

Ministry of Education, Central South Region, New Zealand

Routines-based interview: An effective approach for supporting transition to school for learners with complex communication needs

[Karen Keene](#)

Ministry of Education, Central South Region, New Zealand

W6 Neurogenic speech

Development of a cross-linguistic speech assessment template for dysarthric speech: Focus on te reo Māori

[Megan McAuliffe](#)^{1,2}, [Amy LaCross](#)⁴, [Jeanette King](#)^{1,3}, [Visar Berisha](#)⁴,

[Robert Fromont](#)¹, [Julie Liss](#)⁴

1. NZILBB, *The University of Canterbury, Christchurch, Canterbury, New Zealand,*

2. *Department of Communication Disorders, The University of Canterbury, Christchurch, Canterbury, New Zealand,*

3. *Aotahi: School of Māori and Indigenous Studies, The University of Canterbury, Christchurch, Canterbury, New Zealand,*

4. *Arizona State University, Tempe, Arizona, USA*

Dysfluency and ageing: A study of healthy older speakers of new Zealand English

[Alexandra Weathersby](#), [Catherine Theys](#), [Leigh Sullivan](#), [Megan McAuliffe](#)

The University of Canterbury, Christchurch, New Zealand

Evaluating behavioural speech modification strategies in dysarthria therapy

[Annalise Fletcher](#), [Megan McAuliffe](#)

The University of Canterbury, Christchurch, New Zealand

Neurogenic stuttering: An update with implications for assessment and treatment

[Catherine Theys](#)^{1,2}

1. *Department of Communication Disorders, The University of Canterbury, Christchurch, Canterbury, New Zealand,*

2. *New Zealand Institute of Language, Brain and Behaviour, The University of Canterbury, Christchurch, Canterbury, New Zealand*

The neural basis of stuttering: Recent evidence from brain imaging studies

[Catherine Theys](#)^{1,2}

1. *Department of Communication Disorders, The University of Canterbury, Christchurch, Canterbury, New Zealand,*

2. *New Zealand Institute of Language, Brain and Behaviour, The University of Canterbury, Christchurch, Canterbury, New Zealand*

Speech and articulation rates of older new Zealand adults

[Leigh Sullivan](#), [Megan McAuliffe](#), [Alex Weathersby](#), [Catherine Theys](#)

The University of Canterbury, Christchurch, New Zealand

W7 Innovation

Perceptions of cultural competence in the new Zealand speech-language therapy profession

[Karen Brewer](#), [Clare McCann](#)

The University of Auckland, Auckland, New Zealand

Swallowing difficulties after spinal injury: Developing a new inpatient service in Critical Care

[Kelly Davis](#)¹, [Anna Miles](#)²

1. *Counties Manukau District Health Board, Auckland, New Zealand,*

2. *The University of Auckland, Auckland, New Zealand*

Factors associated with voice problems and voice related quality of life in teachers

[Sylvia Leão](#)^{1,2}, [Jennifer Oates](#)³, [Suzanne Purdy](#)^{1,2}, [Chris Triggs](#)⁴, [Helena Cooper-Thomas](#)⁵, [Randall Morton](#)⁶

1. *The University of Auckland, Speech Science, Auckland, New Zealand,*
2. *The University of Auckland, Centre for Brain Research, Auckland, New Zealand,*
3. *La Trobe University, Melbourne, Australia,*
4. *The University of Auckland, Statistics Department, Auckland, New Zealand,*
5. *The University of Auckland, School of Psychology, Auckland, New Zealand,*
6. *The University of Auckland, School of Medicine, Surgery, Auckland, New Zealand*

Vocal load and teaching environment of teachers with and without voice problems

[Sylvia Leão](#)^{1,2}, [Jennifer Oates](#)³, [Suzanne Purdy](#)^{1,2}, [George Dodd](#)⁴, [David Scott](#)⁵, [Emily Lin](#)¹, [Randall Morton](#)⁶

1. *The University of Auckland, Speech Science, Auckland, New Zealand,*
2. *The University of Auckland, Centre for Brain Research, Auckland, New Zealand,*
3. *La Trobe University, Melbourne, Australia,*
4. *The University of Auckland, Faculty of Engineering, Auckland, New Zealand,*
5. *The University of Auckland, Statistics Department, Auckland, New Zealand,*
6. *The University of Auckland, School of Medicine, Surgery, Auckland, New Zealand*

Partnering abroad: Supervision and mentorship to create clinical education in adult fluency

[Selena Donaldson](#)^{1,3}, [Sam Simpson](#)²

1. *The University of Auckland, Auckland, New Zealand,*
2. *www.intandem.co.uk, London, UK,*
3. *Counties Manukau Health, Auckland, New Zealand*

W8 Building Family/Whānau capability

KiwiChat Camp: Experiences of children with complex communication needs and their family/Whānau

[Jessamy Amm](#)^{1,2}, [Sally Clendon](#)¹

1. *Massey University, Auckland, New Zealand,*
2. *TalkLink Trust, Auckland, New Zealand*

Partnering with parents in small group programs: A reflection on tailoring small intervention groups focusing on social skill development for 3 year olds who deaf or hard of hearing

[Helen Harrington-Johnson](#)^{1,2}, [Jenni Bird](#)^{1,2}

1. *Taralye, Melbourne, Australia,*
2. *First Voice, Australia and New Zealand*

Building positive partnerships to promote the participation and achievement of deaf children presenting with a signed language communication disorder

[Alice Bennett](#)

Kelston Deaf Education Centre, Auckland, New Zealand

Speech-language therapy discourse: Role of clinical talk in empowering caregivers

[Boon Seng Tan](#), [Linda Hand](#)

The University of Auckland, Auckland, New Zealand

Effects of behaviour interventions on communicative interaction; changes in parent-child discourse

[Minu Jose](#), [Linda Hand](#)

The University of Auckland, Auckland, New Zealand

Does SLT always do well with partnerships with caregivers?

The experiences of the use of Makaton and SLT services from parents of children with Down Syndrome in new Zealand

[Angelina Brennan](#), [Linda Hand](#)

The University of Auckland, Auckland, New Zealand

5.00pm – 5.15pm

Free time for those not attending the NZSTA National Awareness Campaign it's the close of day one.

5.15pm – 6.15pm

The NZSTA National Awareness Campaign presentation including drinks and nibbles.



9.00am - 10.30am

TGG: Grace Gane Memorial Lecture:
Augmentative and Alternative Communication (AAC) in New Zealand: Working together to enhance communication
Past influences, present trends and future possibilities
Ann Smaill

10.30am – 11.00am

Morning tea

11.00am - 12.30pm

T1 Adult communication disorders

My story: the impact of aphasia on a family with a young child
[Martin Nunn](#), [Clare McCann](#)
The University of Auckland, Auckland, New Zealand

Mindfulness meditation: Its influences on communication and anxiety in a person with aphasia

[Jessica Dickinson](#)^{2,1}, [Clare McCann](#)¹, [Philippa Friary](#)¹

1. *The University of Auckland, Auckland, New Zealand,*
2. *Middlemore Hospital, Auckland, New Zealand*

Increasing the social participation of people living with Primary Progressive Aphasia (PPA) through partnership

[Alison Cooper](#)

Massey University, Auckland, New Zealand

A case study on acute aphasia and psychosis: the importance of a joint team approach

[Robyn Gibson](#)

North Shore Hospital, Waitemata District Health Board, Auckland, New Zealand

Is mentoring effective for adults who stutter?

[Roz Young](#)¹, [Melissa Mendoza](#)², [Suzanne Purdy](#)³, [Wendy Baker](#)⁴

1. *Stuttering Treatment and Research Trust (START), Auckland, New Zealand,*
2. *The University of Auckland, Auckland, New Zealand,*
3. *The University of Auckland, Auckland, New Zealand,*
4. *New Zealand Coaching & Mentoring Centre, Auckland, New Zealand*

T2 Youth justice

What do they really think? Opinions of those working with young people in youth justice of oral language issues for both the young people and the services who work with them

[Linda Hand](#), [Jane Vogels](#), [Ishtar Hunter](#)

The University of Auckland, Auckland, New Zealand

Tough talk: Youth offenders' perceptions of communicating in the youth justice system in New Zealand

[Sarah Lount](#), [Linda Hand](#), [Suzanne Purdy](#)

The University of Auckland, Auckland, New Zealand

The Communication Project: An education based SLT service for vulnerable youth

[Zanna Richardson](#)

Central Regional Health School, Wellington, New Zealand

Young people in youth justice: A project to trial an assessment tool that gets to the heart of the language needs in this high-stress system

[Mark Stephenson](#), [Linda Hand](#)

The University of Auckland, Auckland, New Zealand

Tools for creating a 'communication friendly' context: Identifying the barriers and facilitators to communication in youth justice environments

[Clare McCann](#)^{1,2}, [Linda Hand](#)^{1,2}, [Sally Kedge](#)^{1,2}

1. *The University of Auckland, Auckland, New Zealand,*
2. *Talking Trouble Aotearoa New Zealand, Auckland, New Zealand*

T3 Early years 2

Supporting speech-language therapists working in Māori immersion settings

[Jane Musgrave](#)

Ministry of Education, Wellington, New Zealand

Now we're talking!

[Emma Quigan](#)¹, [Suzie Harris](#)²

1. *Ministry of Education, Auckland, New Zealand,*
2. *Auckland Kindergarten Association, Auckland, New Zealand*

Infant-mother communication: Mealtime conversations

[Imogen McLeod](#), [Suzanne Purdy](#), [Bianca Jackson](#)

The University of Auckland, Auckland, New Zealand

Systems level language intervention for vulnerable children: Collaboration between SLTs and early childhood teachers

[Shona Bellringer](#), [Claire Stasiewicz](#)

Ministry of Education, Porirua, New Zealand

Including SLTs in inclusion: Moving towards a trans-disciplinary service to support inclusive education practice in early childhood

[Jeanette Brown](#), [Rebecca Swan](#)

Ministry of Education, Taranaki, New Zealand

T4 Working in classrooms 2

Expository and persuasive discourse in school-aged children with Autism Spectrum Disorder

[Samantha McGillivray](#)

Sunnydene Special School, Auckland, New Zealand

Whose child is it anyway? using the Routines Based interview to develop a partnership approach in the classroom

[Lianna Nielsen](#)

Ministry of Education, Kapiti/Horowhenua, Greater Wellington, New Zealand

International survey on the diagnosis, assessment and intervention of children and adolescents with autism: Relevance for our new Zealand educational context

[Gail Gillon](#)¹, [Yvette Hyter](#)², [Sara Ferman](#)³, [Yvette Hus](#)⁴, [Kakia Petinou](#)⁵, [Osnat Segal](#)⁴, [Ioannis Vogindroukas](#)⁶, [Carol Westby](#)⁷, [Leonor Cabral](#)⁸

1. *The University of Canterbury, Christchurch, New Zealand*,
2. *Western Michigan University, Michigan, USA*, 3. *Tel-Aviv University, Tel-Hashomer, Israel*, 4. *Tav College, Montreal, Canada*,
5. *Cyprus University of Technology, Limassol, Cyprus*, 6. *Research and Education Institute of Speech Therapy, Thessaloniki, Greece*,
7. *University of New Mexico, Albuquerque, USA*,
8. *Federal University of Santa Catarina, Florianopolis, Brazil*

The impact of teacher talk professional development on teachers behaviours during story book reading

[Maryanne O'Hare](#)¹, [Jayne Newbury](#)², [Brigid McNeill](#)²

1. *Ministry of Education, Auckland, New Zealand*,
2. *The University of Canterbury, Christchurch, New Zealand*

How does that sound? increasing teacher knowledge of phonological awareness skills to promote and support its use in the classroom

[Brittney Mackie](#), [Caroline Benson](#)

Ministry of Education, Wellington, New Zealand

Speech language therapy practice at the Ministry of Education

[Maryanne O'Hare](#)

Ministry of Education, Auckland, New Zealand

12.30pm - 1.30pm

Lunch (including NZSTA Annual General Meeting)

1.30pm – 3.00pm

T5 Optimising language and literacy environments for children with complex communication needs (W)

[Sally Clendon](#)

Massey University, Auckland, New Zealand

Practice in augmentative and alternative communication (AAC) has undergone significant shifts in recent years. In this workshop, traditional versus contemporary thinking around AAC will be contrasted, and current best practice approaches will be outlined.

The importance of optimising environments and partnering with parents and teachers will be emphasised. The research supporting the provision of aided language input will be discussed (e.g., Binger et al., 2008; 2010; 2015; Kent-Walsh et al., 2010; Rosa-Lugo & Kent-Walsh, 2008).

Children with complex communication needs have the right to rich, engaging, comprehensive literacy instruction. This instruction must provide repetition with variety and scaffold learning so that children move along the continuum of literacy development. In this workshop, examples will be shared to illustrate how literacy instruction provides the ideal context for building critical communication and language skills. Shared storybook reading and shared writing will be highlighted as two such contexts.

Our ultimate goal for all children is that they can independently understand and produce written text. Reading and writing are about meaning making. Maximising language development is critical. Access to best practice in AAC is essential.

The workshop is limited to a maximum of 40 participants

T6 Keynote Workshop Presentation: Peer group Mentoring for Placement Educators/ Supervisors (W)

[Professor Lindy McAllister](#)

T7 Growing up in vulnerable contexts: How can speech-language therapists support children and youth? (W)

[Sally Kedge](#)^{1,2}, [Claire Stevens](#)³

1. *Talking Trouble Aotearoa NZ, Auckland, New Zealand*,
2. *The University of Auckland, Auckland, New Zealand*,
3. *Child Youth and Family, Auckland, New Zealand*

The Vulnerable Children's Act places an imperative on all working with children from the time of birth to identify and address their needs, and supporting vulnerable children is a Better Public Service target. Recent Government analysis of the risk indicators that may influence poor life outcomes include:

- A CYF finding of abuse or neglect
- Being supported by benefits for most of their lifetime
- Having a parent who has received a corrective sentence
- Having a mother with no formal qualifications

Many vulnerable children/youth grow up in highly complex contexts and many appear on the caseloads of speech-language therapists (SLTs) because they are highly likely to have speech, language and communication needs (possibly unidentified). These needs can negatively impact on their lives (e.g. attachments with other children and adults, participation and success in education, mental well-being and ability to regulate emotions and behaviour, and influence their own view of themselves and the world).

This small-group interactive workshop will be delivered in partnership by an SLT and social worker from Child Youth and Family. Case studies will explore:

- Factors that may interact with and influence speech, language and communication development e.g. attachment styles, the impact of drugs, alcohol, family violence, abuse or trauma or living in the care of the state
- How a trauma-informed approach to assessment and intervention assists SLTs to work in partnership with whānau and other professionals to ensure children's voices are heard, and children are empowered to engage and fully participate in building a resilient, successful future
- Tools and approaches that SLTs can utilise e.g. Positive Youth Development, Wendy Kelly's Relational Learning Framework Tool, World Health Organisation's International Classification of Functioning, Disability and Health framework, City Mission's Family 100 Project
- The impact of the Vulnerable Children's Act and the Children's Action Plan on SLTs

The workshop is limited to 60 participants.

3.00pm - 3.30pm

Afternoon tea

3.30pm - 5.00pm

T8Awhi, Ako, Aro Creating culturally supportive environments for adult learners (W)

[Michelle Dawe](#)

Special Education, Ministry of Education, Central South Region, New Zealand

Increasingly the core work of Speech Language Therapists (SLTs) in educational settings is focussed on developing productive partnerships with the natural supports within the child's life: parents, whānau, caregivers, educators, support workers. To have effective collaboration in the coaching and teaching of strategies it requires us first to create culturally responsive environments for adult learners. This is a critical

component of supporting educational success for Māori learners.

There is substantial international research to provide practitioners with the general principles of 'andragogy' (for example within 'Hanan Centre' research and practice) however; there are few available resources to ensure that our approaches in adult education are inclusive of the Aotearoa context. Given our responsibilities to provide culturally responsive services to Māori under the Treaty of Waitangi (article 3) it is crucial to improve the way we plan and facilitate SLT sessions to be inclusive of Māori perspectives.

By exploring the 'ako model' (teaching/learning) developed by the tertiary institution of 'Te Wānanga o Aotearoa' we can start to draw some practice principles for increasing the cultural responsiveness of the way SLTs coach/teach adults. The principles of 'Kaitiakitanga' (Stewardship), 'Āhurutanga' (safe spaces), 'Koha' (reciprocal contributions) and 'Mauri ora' (pursuit of well-being) are utilised to plan the teaching/learning environment for groups of adult Māori learners, and can enhance the way SLTs work with whānau and educators. This workshop will provide the opportunity for participants to:

- Explore a cultural framework to guide planning SLT sessions for adult Māori learners
- Understand what is important to Māori learning environments in terms of Kaitiakitanga, Āhurutanga, Koha and Mauri ora, and how this applies to whānau
- Know how their SLT skill set fits into a cultural framework, and how to access applicable resources
- Prepare to implement culturally responsive coaching/teaching sessions with adult Māori learners in their SLT work.

The workshop is limited to 60 participants.

T6 Keynote Workshop Presentation Cont/d: Peer group Mentoring for Placement Educators/ Supervisors (W)

[Professor Lindy McAllister](#)

T9 Working memory: What do speech language therapists working with children need to know? (W)

[Jayne Newbury](#), [Kate Cook](#)

The University of Canterbury, Christchurch, New Zealand

Working memory has recently become a popular area for research in child language disorders. Commercial computerised treatment programmes for working memory boast they can improve the cognitive skills of children with learning disabilities, with positive transfer effects to academic achievement. Popular standardised language assessments such as the CELF-5 now include working memory screening assessments. How should speech language therapists (SLTs) interpret the results of these screening measures? Should we be recommending assessment and intervention for working memory for clients scoring poorly on these subtests?

This workshop reviews the literature on working memory intervention for children with language learning disorders with a focus on practical application to clinical practice. Case data is presented from a pilot study to illustrate both correlations and incongruities between children's working memory scores and their language abilities. Participants will experience using different types of working memory within language tasks. They will consider the implications of limitations in working memory span both in the classroom and in formal language testing situations. In light of these insights, participants will consider the clinical relevance of assessing and intervening in working memory, both for cases presented and children on their caseloads.

The workshop is limited to 60 participants.

5.00pm – 7.00pm

Free time

7.00pm – 11.00pm

Pre Dinner Drinks and Conference Dinner (including the NZSTA Awards/Grants ceremony, together with an introduction to the campaign Champions. Dress code for the Conference Dinner is Black tie and cocktail attire.)



Royal New Zealand Yacht Squadron

9.00am - 10.30am

**FKP Keynote Presentation:
Enhancing the lives of students, supervisors,
and people with communication disabilities at
home and in developing countries: Case studies
of enabling partnerships**

Professor Lindy McAllister

10.30am - 11.00am

Morning Tea

11.00am - 12.30pm

**F1 Keynote Workshop presentation:
Assessing multilingual children's speech:
A workshop or monolingual SLTs (W)**

Professor Sharynne McLeod

**F2 The Centre for Brain Research (CBR) More
than Words gavel Club for people with aphasia
and Movers and Shakers gavel Club for people
with Parkinson's Disease: Developing confident
and engaged communicators. An interactive
workshop (W)**

Suzanne Purdy^{1,2}, Clare McCann^{1,2}, Celia Moore^{1,2}, Philippa Friary^{1,2},
Clare Read^{1,2}, Patricia deGuzman⁴, Julie Plourde^{1,2,3}

1. The University of Auckland, School of Psychology (Speech Science),
Auckland, New Zealand, 2. Centre of Brain Research (CBR), Auckland,
New Zealand, 3. Auckland District Health Board (ADHB), Auckland, New
Zealand, 4. Ministry of Education, Henderson, New Zealand

Members of the CBR *More than Words Gavel Club for People with Aphasia* and the *Movers and Shakers Gavel Club for People with Parkinson's Disease* meet weekly at the University of Auckland to hone their public speaking and leadership skills.

Each week, members participate in impromptu speeches and give prepared speeches. These speeches, in addition to new themes and leadership roles, provide unique speaking opportunities and challenges to the members who all have aphasia or dysarthria. *Gavel Clubs* are affiliated with Toastmasters International and follow its prescribed format and procedures. Over the years, a range of measures have been undertaken to track improvements in communication confidence, grammatical support (or use of correct grammar), the quantity of the verbal output of the members and other dimensions of communication. Analyses of results are showing improvements; these

results are presented in a separate paper presented at this conference.

In the first section of the workshop, we will provide some steps and considerations on how to start and sustain a *Gavel Club*.

In the second section, Club members will demonstrate speaking activities they engage in at meetings. The benefits provided by the *Gavel Club's* mutually supportive learning environment will become evident.

The final section of the workshop will be a group discussion where those attending can ask questions of *Gavel Club* members and the group's facilitators.

Target Audience: Speech language therapists with an interest in communication groups, and in providing services impacting positively on participation and communication confidence.

Learning objectives:

- Attendees will be able to list the steps required to start a Gavel Club
- Attendees will experience a portion of a Gavel Club meeting
- Attendees will discuss Club benefits with members and facilitators.

The workshop is limited to 60 participants.

**F3 Using written reflection to develop
students' critical thinking while on field
placement**

Kate Cook, Gina Tillard, Chris Wyles

The University of Canterbury, Christchurch, New Zealand

Written reflective practice is an effective means of developing critical thinking skills in Speech-Language Therapy students (McAllister and Lincoln, 2004) and is seen as an essential skill for future success in the workplace (Chabeli, 2010).

This interactive session will allow attendees to discuss and trial:

- The utilisation of written reflective practice with SLT students from the University of Canterbury.
- The use of guiding questions to support reflective practice
- The systematic coding of reflections using a modified framework developed by Plack et al (2005) as means to assess student written reflections.

- A set of feedback to be given to the students following completion of their written reflection. The feedback has been developed by the researchers, based on the Plack et al. (2005) framework. The aims of feedback are to assist student learning and to move them to the next zone of proximal development when completing written reflections. This is a further tool to assist identifying and progressing student critical thinking skill levels.
- Current research addressing factors which influence the development of reflective practice

The workshop is limited to 60 participants.

F4 Enacting a relational approach to engaging people in rehabilitation

[Felicity Bright](#)¹, [Nicola Kayes](#)¹, [Kathryn McPherson](#)^{1,2}, [Linda Worrall](#)³

1. AUT University, Auckland, New Zealand,

2. Health Research Council, Auckland, New Zealand,

3. The University of Queensland, Brisbane, Australia

Engagement is arguably a co-constructed process which involves a gradual process of connection between the patient and practitioner, and the patient and the therapy programme. As such, a practitioner's way of working may be a critical component of engagement. Within this workshop, we will draw on theoretical and empirical findings to explore how practitioners work. We will present a relational approach to engagement and will explore its application to practice. This approach involves weaving together different ways of working and being, to engage with a patient, and to engage a person in rehabilitation. It is an intentional, skilled way of working, underpinned by the practitioner's values, their beliefs about rehabilitation and engagement, and their own engagement.

Structure:

The workshop will consist of large- and small-group activities. We will present the relational approach to engagement, exploring how different ways of working and thinking about engagement can be combined to facilitate engagement. Within small groups, participants will reflect on their own clinical experiences, using this approach as a framework for reflection. Participants may review patient-practitioner interactions and identify strategies that were used, or which could have been used. We will discuss challenges that arise in engagement. Participants will reflect on how their own engagement and disengagement may come about and impact on service delivery. Practitioners will identify strategies they can enact within their clinical practice.

12.30pm - 1.30pm

1.30pm - 3.00pm

1.30pm – 2.15pm

Learning outcomes:

Participants will:

- Have detailed knowledge of the different components of relational practice
- Utilise relational approaches to engagement as a framework for reflecting on their own, and others' practice
- Reflect on how their own engagement or disengagement may impact on how they work, and think about their work
- Identify strategies to implement in their practice.

Target audience: Speech-language therapists working in healthcare settings

The workshop is limited to a maximum of 40 participants.

Lunch

F1 Keynote Workshop presentation Cont/d Assessing multilingual children's speech: A workshop for monolingual SLTs (W)

[Professor Sharynne McLeod](#)

F5A A glimpse into the future of assessment and treatment of acquired speech disorders (W)

[Megan McAuliffe](#)^{1,2}, [Annalise Fletcher](#)^{1,2}, [Catherine Theys](#)^{1,2}

1. NZILBB, The University of Canterbury, Christchurch, Canterbury, New Zealand, 2. Department of Communication Disorders, The University of Canterbury, Christchurch, Canterbury, New Zealand

This workshop focuses on recent technological advancements, providing a window into the future of assessment and treatment in acquired speech disorders. Three presenters, all experts in the field will discuss recent advances within their specific sub-specialties of expertise. The workshop covers three primary topics relevant to assessment and treatment when improvement to speech intelligibility is selected as a goal of intervention:

iPad app for speech data collection: Current approaches to assessment of acquired speech disorders are highly variable. This component of the workshop describes and demonstrates the use and application of a recently developed iPad app for speech sample collection. The app was developed through a joint NZ-USA research project funded by the NIH, USA. The app presents a standard speech stimuli template for assessment. It is currently available for speakers of English and

Spanish, and additional languages are in the planning stages.

Automated analysis, and tailored behavioural goal setting: Quantitative analysis of speech samples from individuals with acquired neurological speech disorders is time-consuming, hence limiting clinical applicability. This component of the workshop describes and demonstrates new automated speech analysis metrics, and their potential utility in the selection of treatment targets for individuals with dysarthria who wish to improve their speech intelligibility.

Auditory processing of disordered speech – insights from EEG studies: For listeners and communication partners, listening to dysarthric speech is thought to be effortful and cognitively demanding. But the neural processing underpinning this is unclear. Using EEG, recent data from our lab highlights the interaction between bottom-up sensory and top-down linguistic-cognitive processes during processing of dysarthric speech. Such findings are particularly relevant to older communicative partners.

Learning outcomes:

- develop awareness of new app-based approaches to speech assessment
- learn about new automated approaches to speech assessment
- understand how we, as listeners, process dysarthric speech

The workshop is limited to 60 participants.

2.15pm – 3.00pm

F5B Oesophageal screening as an adjunct to the Videofluoroscopic Study of Swallowing (VFSS): Working in partnership to give our patients with dysphagia the whole story (W)

[Anna Miles¹](#), [Rebecca Hammond²](#), [Rebecca Owen²](#)

1. *The University of Auckland, Auckland, New Zealand,*
2. *Waitemata District Health Board, Auckland, New Zealand*

In 2011, Waitemata DHB SLT team teamed up with Dr Jacqui Allen, Consultant Otorhinolaryngologist (ORL) to include oesophageal screens as part of usual videofluoroscopy assessment of swallowing. All SLTs within Waitemata were trained in oesophageal screening and how to identify normal and abnormal oesophageal phase of swallowing.

A monthly multidisciplinary dysphagia panel was created in order to review cases and to discuss plans and onward referral. As a result of this opportunity, SLTs have developed skills to ascertain which patients with prolonged oesophageal transit to refer on to specialist services

such as ORL, gastroenterology and radiology and which patients to provide with advisory strategies that may enhance their experience of eating and drinking. All patients now receive an oesophageal screen unless their positioning precludes this. A fortnightly SLT/ ORL videofluoroscopy clinic is in place for rapid screening and referral to relevant disciplines. There is increased awareness in SLT and MDT around the impact of oesophageal problems on oral intake.

In collaboration with Dr Anna Miles, a number of research studies have been completed (Miles et al., 2015; Miles et al., 2016) and in 2015, the SLT team was given a Waitemata District Health Board Excellence in Research & Innovation Award for their work. Early research found 68% of patients referred to the videofluoroscopy clinic presented with abnormal oesophageal transit. One third presented exclusively with oesophageal abnormalities, while one third presented with both oropharyngeal and oesophageal abnormalities.

In this 45-minute workshop, participants will:

- Receive an overview of research findings – norms, pathology, SLT reliability and clinical implications
- Gain an understanding of normal and abnormal oesophageal transit through video demonstrations
- Gain confidence in rating oesophageal transit through participation in a practical inter-rater reliability quiz of 10 videos of oesophageal screens: measuring timing of oesophageal transit, identification of stasis and redirection and whether onward referral is required and to who?

The workshop is limited to 60 participants.

3.10pm – 3.30pm

Close of ***Enhancing lives through partnership 2016.***

Highlights

Wednesday 7 September 2016

10.00am – 10.20am Speakers and Chairpersons briefing

5.15pm – 6.15pm

The NZSTA National Awareness Campaign presentation

As part of our NZSTA Conference we are pleased to launch our National Awareness Campaign Giving Voice Aotearoa.

We have a 3 phase campaign planned and during phase 1 we hope to hear your views of what is important to you where you work and how we can improve the lives of those living with communication and swallowing disabilities in New Zealand.

Vision:

All New Zealanders will know about the challenges of the people in our communities who are living with communication and swallowing difficulties.

The needs of these populations will be reflected in our government policies.

NZSTA are invited by ministers to comment on future policies.

Our Key Messages:

- Speech-language therapists enhance the lives of New Zealanders.
- Communication and swallowing disorders are invisible.
- Communication and swallowing skills are life essentials.
- Speech-language therapists create opportunities and promote well-being for our communities.

We welcome you to join the conversation and be part of the Conference workshop. We are looking forward to your ideas to add to the key messages of the campaign.

Light refreshments will be provided. There is no charge to attend this event, but please indicate your participation on the online registration form.



Thursday 8 September 2016

12.45pm – 1.15pm

The NZSTA Annual General Meeting

The NZSTA Executive will present the Annual Report to members.

7.00pm for 7.30pm until 11.00pm

Conference Dinner

The Conference dinner is to be held in the Squadron room of the Royal New Zealand Yacht Squadron, and will be an evening to network with colleagues and friends and celebrate Enhancing lives through partnership. A two course dinner will be served in elegant surroundings and the entertainment will ensure a great night. Drinks can be ordered at a 'cash' bar.

The NZSTA Awards/Grants ceremony will be included together with an introduction to the campaign Champions. Dress code for the Conference Dinner is Black tie and cocktail attire.

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

Registration options



All fees are quoted on a per person rate and are listed in New Zealand dollars and include 15% GST. Non members may consider applying for membership to obtain the member rates.

Conference Registration Fees	Early Bird Member closes Monday 8 August 2016	Regular Member	Early Bird Non-Member closes Monday 8 August 2016	Regular Non-Member
Full Conference	\$690.00	\$833.75	\$1380.00	\$1667.50
Student Full Registration	\$327.75	\$385.25	\$655.50	\$759.00
Shared Full Registration* (members only, to a maximum of 3 people)	\$793.50	\$937.25	—	—
Day Registration (per day)	\$327.75	\$379.50	\$655.50	\$759.00
Student Day Registration (per day)	\$155.25	\$184.00	\$310.50	\$368.00

*Conditions of Shared Full Conference Registration: (maximum 3 people per registration)

- Only one delegate may attend at any one time
- When delegates arrive and leave they must check in with the registration desk
- One Conference Dinner ticket is included
- If a Shared Full Conference Registration is purchased, all delegates must be current members of the NZSTA. Names of delegates must be provided on the registration form (maximum 3).

Social Event ticket Price (per person)

Conference Dinner	\$92.00
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Full Conference Registration Fees include:

- Conference materials
- Morning tea, lunch and afternoon tea each day for the duration of the Conference
- Conference sessions Wednesday-Friday
- International Communication Project 2014 launch - Wednesday
- Conference Dinner (for Full Conference Member and Non Member only) *meal only, drinks are cash bar

Please note: The Conference Dinner is not included in the Student Early/Full Registration Fees. Tickets to the Conference Dinner can be purchased separately for \$92.00 each.

Registration options

Day Conference Registration Fees include:

- Conference materials
- Morning tea, lunch and afternoon tea for your nominated day/s
- Conference sessions for your nominated day/s

Please note: Conference Dinner is not included. Tickets to the Conference Dinner \$92.00 each can be purchased separately.

Member fees apply to 2016 NZSTA members, members of the international speech language-therapy professional associations, and members of other allied professional associations who are not speech-language therapists. NZSTA Non-members need to fax or email evidence of membership of the relevant Association to the Conference Manager on fax: + 61 3 5781 0082 or email:

pam@prcc.com.au

Conditions of Registration and Payment

When you register online you will receive your tax invoice/receipt and confirmation letter immediately. You must print these for your records. These documents are only valid once your payment is received and processed. With the upgrade of the Association's software your membership category will automatically determine the applicable registration fee. Registration must be made by **Monday 8 August 2016** to receive the Early bird rates. No extensions will be given. Registrations received after this date will automatically upgrade to the Regular rate.

Cancellations and refund of fees

A full refund less \$110.00 administration charge will be paid if notification of cancellation in writing (emailed for faxed) is received by Friday 8 July 2016.

Notification in writing from the 9 July and until the 8 August 2016 will result in a refund of 50% of the registration fee.

There will be no refund of the registration fee from Tuesday 9 August 2016.

How to register

Online Registrations

All registrations are to be done 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.

[REGISTER NOW](#)

How to join

One of the greatest rewards of being speech-language therapists is connecting with others within our profession. The NZSTA is the national professional body of Speech-Language Therapists in New Zealand. Within the speech-language therapy professional practice, the NZSTA implements and oversees the following; Professional Standards; Professional Development; Communications, Publications and provides a wide range of Member Services and Benefits

[How to Join](#)

Read about the benefits of membership.

Accommodation

PR Conference Consultants is managing the accommodation bookings for Conference delegates.

Please click this link to be taken to the online booking site.

[Online Booking site](#)

General information

Briefing

(for ALL presenters, chairpersons and student volunteers)

10.00am – 10.20am Wednesday 7 September 2016.

Exhibition

A dedicated exhibition area has been included for the duration of the Conference within the Rendezvous Hotel Auckland, 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

All daily catering will be served in the exhibition area.

Transport

Transport from the airport (takes approx 45 minutes).

Taxi and Shuttle – Indicative fares from the airport into the city is between NZ\$75 – NZ\$90 one-way for a taxi and shuttles (\$33 for one person plus \$8 for each extra person together in the same group). For specific fare pricing, contact the taxi and shuttle companies directly.

CLICK THIS LINK to view options. There is no arrangement via the NZSTA this is just an offer of a website.

Pricing

Prices are correct as at 20 June 2016, but are subject to change.

Car Parking

Car Parking at the Rendezvous Hotel Auckland

- In-house Parking is on availability only at a conference rate of \$15 and is located just past the lobby drive entrance on Mayoral Drive. To access this discounted rate at Rendezvous Hotel Auckland, validate your ticket with concierge on the ground floor, before you exit the parking building.
- Civic Car Park, entry at Greys Ave and Mayoral Drive has a maximum day parking rate of \$17.
- Wilson Car Park, 89 Greys Avenue with the Early Bird parking rate being \$13 which is a two minute walk away (the street next door to hotel). You must enter and make payment between 4am and 9.15am. Your ticket is valid for 12 hours from the time of purchase.

Special Assistance

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

Special interest group meetings

Special interest group (SIGs) may wish to use Enhancing lives through partnership as an opportunity to get together to discuss issues relevant to your SIG. Alternatively, you may have a SIG that you would like to start. If you are interested in facilitating a SIG meeting at the Conference, please contact the Conference Manager, Pamela Richards on pam@prcc.com.au



New Zealand
Speech-language
Therapists' Association

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