A white and blue circles on a black background

Description automatically generated with medium confidenceA black background with white text

Description automatically generated with low confidence

**Please use this Word document to draft your submission, then copy / paste into the program submission portal**

Title and type

Presentation title

Please enter the title of your presentation using sentence case ***e.g. My presentation title: An exploration of sentence structure***.

Abbreviations may be used in the title, provided the name in full is outlined in the body of the presentation overview.

Click or tap here to enter text.

Presentation style

Please review the [presentation type](https://www.speechpathologyaustralia.org.au/Public/CPD-events/SPA-conference/2025/Program/Call-for-submissions.aspx#presentationtypes) descriptions.

Choose an item.

Stream

Streams are broad categories that assist us in reviewing and organising the program. They help group similar presentations together, preventing competition.

To aid us in reviewing your presentation effectively, please select the stream/sub-topic that best describes your content.

**NB.** The Conference Organiser retains the right to adjust your selected stream/sub-topic if it better aligns with your content.

Adult communication

This stream examines various dimensions of communication needs in adults.

Subtopics covered in this stream include:

* acquired communication needs
* acute communication needs
* adult literacy
* aged care
* cognition
* intellectual disability
* justice system
* LGBTQIA+ communities
* mental health
* progressive communication needs
* stuttering/fluency
* trauma
* voice

Communication in children and young people (0-18 years)

This stream is dedicated to the study of communication development in children and young people from 0 to 18 years.

Subtopics covered in this stream include:

* acquired communication needs
* adolescent language
* adolescent literacy
* childhood apraxia of speech
* cleft palate
* congenital communication needs
* disability
* hearing
* justice system
* mental health
* neurodiverse and neurodivergent populations
* pre-school language
* school age language
* school age literacy
* speech development
* speech sound disorders
* stuttering/fluency
* tongue-tie
* trauma
* voice

Communication access

This stream centres on communication access and multi-modal communication across the lifespan.

Subtopics covered in this stream include:

* Augmentative and Alternative Communication (AAC)
* Complex Communication Needs (CCN)
* disability

Innovation and emerging technology

This stream delves into the innovative aspects of speech pathology practice.

Subtopics covered in this stream include:

* artificial intelligence
* digital tools
* innovations in speech pathology practice
* new ways of using technology
* virtual reality

Professional education and support

This stream centres on professional development, education and support for speech pathologists.

Subtopics covered in this stream include:

* Aboriginal and Torres Strait Islander cultural learning
* change management
* coaching and mentoring
* leadership
* lifelong learning
* practice (clinical) education
* self-care and burnout
* supervision

Professional practice

This stream delves into the practical aspects of speech pathology professional practice.

Subtopics covered in this stream include:

* building capacity within consumer environments
* business practices
* culturally safe and responsive service provision
* international/global
* primary health care
* research, service delivery models, including multidisciplinary
* service demands
* speech pathologists working in education
* speech pathology in emerging settings (e.g. mental health, justice system)
* speech pathology within the National Disability Insurance Scheme (NDIS)
* trauma-informed practice
* workforce

Professional standards and ethics

This stream highlights the ethical and professional standards upheld by speech pathologists.

Subtopics covered in this stream include:

* accreditation
* certification
* consumer advocacy
* ethical conduct working alongside Aboriginal and Torres Strait Islander Communities
* ethical decision making
* evidence-based practice (EBP)
* human rights
* professional conduct
* professional standards
* reflective practice
* regulation
* skills assessment
* social justice

**Swallowing, feeding and mealtimes**

This stream delves into the assessment and management of swallowing, feeding and mealtime needs across the lifespan.

Subtopics covered in this stream include:

* adult - acute
* adult - ageing, community
* adult - disability
* adult - post-acute, rehab
* breast/chest feeding
* instrumental assessments
* neonates
* paediatric

Keyword(s)

To assist attendees in navigating the program, the platform will feature search functionality by keywords, allowing attendees to locate presentations based on their chosen topic(s).

Please select one or more keywords from the provided list that best align with the content of your submission.

Aboriginal and Torres Strait Islander

Accent modification

Acute care – paediatric

Acute care – adult

Acquired brain injury/traumatic brain injury (ABI/TBI)

Across the lifespan

Adolescent

ADHD

Adult

Advocacy

Aged care

Alternative and Augmentative Communication (AAC)

Ankylglossia

Aphasia

Apraxia

Artificial intelligence

Articulation

Assessment

Auditory processing

Autism (ASD)

Book sharing

Business and independent/private practice

Cancer

Cerebral Palsy

Capacity assessment

Change management

Childhood Apraxia of Speech (CAS)

Cluttering

Coaching

Cochlear implant

Collaboration

Cognition

Cognitive communication

Communication difference

Complex communication needs (CCN)

Competency

Comprehension

Consent

Continuous quality improvement

Craniofacial (including cleft)

Culturally and linguistically diverse (CALD)

Cultural learning

Cultural responsiveness

Deaf and hard of hearing

Dementia

Developmental Language Disorder (DLD)

Disability

Diversity, Equity and Inclusion (DE&I)

Down Syndrome

Dysarthria

Dyslexia

Dysphagia

Dyspraxia

Early language

Early childhood education

Executive functioning

Early intervention

Early years education

Education

Ethics

Evidence based practice (EBP)

Expressive language

Feeding

Foetal Alcohol Spectrum Disorder (FASD)

Flexible endoscopic evaluation of swallowing (FEES)

Fluency

Fragile X

Grammar and syntax

Head and neck

Head injury

Hearing loss

Inclusive education

Infant feeding

Innovative practice

Interprofessional collaborative practice

International/global

Justice

Justice intermediary

Juvenile justice

Language disorder (e.g. LD associated with...)

Laryngectomy

Literacy

Leadership

Mealtime support

Mental health

Mentoring

Metalinguistics

Motor speech

Multidisciplinary practice

Narrative

NDIS

Neonatal care

Neurological disorders

Neuromuscular Electrical Stimulation (NMES)

Neurodiversity

Neuro-developmental disability

Oncology

Orofacial myofunctional disorders

Oral language

Other congenital syndromes

Parent/carer training

Paediatric/Infant

Palliative care

Phonetic transcription

Phonological impairment

Phonological and phonemic awareness

Private practice

Prader-Willi Syndrome

Practice (clinical) education

Pragmatic language

Prevention

Project planning/management

Progressive disorders

Professional practice

Professional support

Promotion

Professional standards

Quality improvement

Reading

Receptive language

Reading comprehension

Research

Saliva control

School age

Selective mutism

Semantics

Service delivery

Social communication

Specific disorders

Specific learning disorders

Speech

Speech sound disorders

Stroke

Student

Stuttering/fluency

Supervision

Swallowing

Telepractice

Therapy

Tongue-tie

Tracheostomy

Transdisciplinary practice

Transgender and gender diverse

Trauma informed practice

Vision

Vocabulary

Voice

Voluntary Assisted Dying

Videofluoroscopic swallow study (VFSS)

Wellbeing

William’s Syndrome

Workforce

Written language

Youth justice

Presenter(s)

Presenter(s)

Please provide the following details for each presenter/co-presenter

NB. These details are required to facilitate contact and confirm conference participation. Co-contributors' details are collected under the additional information tab.

* First name **e.g. Jo**
* Last name **e.g. Citizen**
* Please use the tick box to indicate the presenter(s) will be presenting this submission in person at the conference.
* Email ***e.g. jocitizen@email.com***

**NB.**A book of abstracts or conference proceedings will not be published for this conference. Research papers will be invited to submit their work for a special edition of the International Journal of Speech-Language Pathology and will need to meet the standards required for the Journal.

**NB.** The submitter is automatically designated as the corresponding presenter and is the primary contact for the Conference Organisers and the only presenter able to view or request edits to the submission(s).

Presentation content

Presentation summary

Presentation summaries assist attendees in making informed decisions about attending the session. Please provide a clear and concise third-person description of the objective(s), methods, results, and conclusions presented in a clear and logical manner (max. 300 words)

***e.g.*** ***This presentation explores the complexities of sentence structure, highlighting its significance in clear communication. The session aims to provide a succinct overview of the research, focusing on key objectives, methods, results, and conclusions.***

***The research objectives include a thorough examination of sentence structure elements such as syntax, grammar, and style. The study’s findings underscore the significant influence of sentence structure on both language comprehension and expression. The research revealed that variations in sentence structure can alter meaning and evoke different emotions, emphasising the critical role it plays in effective communication.***

Click or tap here to enter text.

Key messages\*

In dot points, please provide three (3) key messages attendees will take away from your presentation.  
***e.g. At the conclusion of my presentation attendees will take away  
1. key message   
2. key message   
3. key message***

Click or tap here to enter text.

References

Please provide a list of references that support your submission, including any relevant literature, guidelines, or best practices that informed your submission. Ensure that your references are current, relevant, and formatted according to [APA Style guide (7th edition)](https://apastyle.apa.org/style-grammar-guidelines/references/examples).

Click or tap here to enter text.

Co-contributor(s)

If there are individuals other than the presenter(s) listed on the presenter(s) tab who have contributed to the submission, please provide their details in order of their contribution, using the format: Last name, First name initial(s), Middle name initial(s)

***e.g. Cambridge, C E D; Jordan, M J***

Co-contributors should be limited to those directly involved in creating, preparing, or delivering the presentation. For large collaborative projects, any additional contributors should be acknowledged within the presentation, contingent on its acceptance.

Click or tap here to enter text.

Additional information

Evidence based best practice\*

Submissions should be grounded in current or emerging quality evidence-based research or reflect the latest best practices in skill development in the field, in line with SPA’s guidelines on [Evidence-Based Practice for Speech Pathology in Australia](https://speechpathologyaustralia.org.au/public/libraryviewer?ResourceID=407&hkey=8ea62f39-6924-4eca-aeb5-ed4f665b5056).

Evidence-Based Practice (E4BP) requires integrating four sources of evidence (Hoffman et al., 2013):

* Rigorously conducted research
* Preferences of service users
* Practitioner knowledge, experience, and expertise
* Contextual factors, such as available resources and organisational/government practices and policies

Demonstrate how your submission exemplifies evidence-based best practice, whether established or emerging. Outline any limitations concerning the information and ensure you consider both professional expertise (e.g. practice-based evidence) and the most current evidence-based published research, incorporating the four sources of evidence as outlined above.

Click or tap here to enter text.

Assumed knowledge of attendee\*

What level of knowledge or experience is assumed of the attendees?

Choose an item.

Attendee engagement\*

Outline how your presentation will incorporate engaging components for attendees.

***e.g.  Engaging visual aids: The presentation uses dynamic visuals and interactive discussions to avoid text-heavy slides, making use of charts and diagrams to illustrate concepts.***

***Engaging presentation delivery with practical examples: The presentation weaves engaging narratives with real-life scenarios and practical case studies to demonstrate the research's real-world impact.***

***Supporting resources: Attendees will receive supplementary materials, such as summary sheets, reference lists, worksheets or templates, case studies, and glossaries, to facilitate ongoing exploration and understanding.***

Click or tap here to enter text.

Presentation accessibility plan

Please outline the steps you will take to ensure your presentation is accessible to all conference attendees, including any accommodations or materials you plan to provide. Consider factors like visual clarity, ease of navigation in your presentation materials, providing alternative formats for your materials, and any physical accommodations needed.

***e.g. I will incorporate clear and concise language in my presentation materials. I will ensure visual clarity by using high-contrast slides and provide a digital version of my presentation for screen readers. I will also use closed captioning for any video content included in my presentation.***

Click or tap here to enter text.

Stress management plan

If your submission includes stressful or potentially triggering content, please provide a detailed stress management plan. Describe the steps you will take to manage stress effectively for all conference attendees. Consider factors like identifying potential stressors, implementing strategies for managing stress, and offering support mechanisms.

***e.g. I will identify potential stressors within my presentation and clearly communicate these to the audience beforehand. I will incorporate breaks for relaxation and stress relief techniques during my session. Additionally, I will provide resources for mental health support and ensure that participants know how to access these if needed.***

**NB.**If your submission does not contain such content, this plan is not required.

Click or tap here to enter text.

Aboriginal and Torres Strait Islander content\*

Does your submission pertain to or include content related to Aboriginal and Torres Strait Islander People?

Choose an item.

If yes, provide a description of the research, project, or clinical service, outlining its alignment with Community aspirations and needs, highlighting the involvement of Aboriginal researchers across all stages (design, data collection, analysis, and dissemination), and outline the integration of Indigenous methodologies for knowledge translation and implementation.

Click or tap here to enter text.

Was the research led by an Aboriginal and Torres Strait Islander person, or by a team that includes an Aboriginal and Torres Strait Islander person/people?

Choose an item.

Conflict(s) of interest\*

In the interest of transparency, we ask you to disclose all relationships/activities/interests that are related to the content of your submission. “Related” means any relation with for-profit or not-for-profit third parties whose interests may be affected by the content of the submission. For example, if your submission pertains to the epidemiology of hypertension, you should declare all relationships with manufacturers of antihypertensive medication, even if that medication is not mentioned in the submission.  Disclosure represents a commitment to transparency and does not necessarily indicate a bias.

If you're unsure of what to declare please visit the [International Committee of Medical Journal Editors (ICMJE) website.](http://www.icmje.org/)

Choose an item.

If yes, provide details and information of the conflict.

***e.g. I have financial associations with ABC Organisation, whose interests may be impacted by the content of my submission, as my research pertains to sentence structures. This association remains deidentified within the submission. This disclosure reflects my commitment to transparency and does not necessarily indicate bias.***

Click or tap here to enter text.