

# Emma Bowers

Health and Care Professions Council number: SL33453

Royal College of Speech and Language Therapists  
registration number: RC0036286



## Personal Profile

I am driven to improve the quality of life for individuals who face communication barriers. I have a specialist interest in social, emotional and mental health difficulties, and I am experienced in working with individuals with acquired brain injury and autistic spectrum conditions. I am very self-motivated to provide the best quality of care, alongside working successfully as part of a team. I strive to continue to learn and develop my skills to be the best speech and language therapist I can be. I aspire to continuously improve the social and communicative interactions for individuals with acquired brain injury. I am passionate about providing holistic, personalised and creative packages of therapy to ensure an individual develops a means of communication or to communicate appropriately.

## Professional Qualifications

2011-2015 Manchester Metropolitan University - BS(c) Hons Psychology and Speech Pathology, Upper Second-Class Honours (2:1)

## Training

- Communication Disability & Participation Research Seminar Series: conducting a scoping review
- Gaze - NoTe: Developing a protocol for the assessment of early social communication skills for children with CP
- Irwin Mitchell Solicitor's: How to make the best of an Education, Health and Care Plan
- HIE awareness and support
- Student placement coordinator and educator
- Tobii Dynavox: Core Words, AAC and Pathways Power Academy
- LEGO-based therapy
- Selective Mutism
- Communication Matters Two Day Conference (2017, 2018)
- Talk Tools: oral placement therapy introduction training

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- Supporting Early Communication Skills in Readiness for Voice Output
- Grid 3: Expert Training Day
- Language Acquisition through Motor Planning (LAMP)
- Proloquo2go Training
- Positive Behaviour Support (PBS training as a model of service delivery)
- Picture Exchange Communication System (PECS)
- Talking Mats
- Makaton Training (beginners)
- Epilepsy Awareness
- E-Safety
- PROACT SCIPr UK
- Safeguarding
- Basic First Aid
- Whistle Blowing
- Manual Handling
- Empathetic Enabling
- Supporting an individual with dysphagia

## Work experience

**ATtherapy: November 2016 - Present**

### *Specialist Speech and Language Therapist*

Within my role at ATtherapy, I work with individual clients referred via case managers. I specialise in working with individuals aged 0-25 years old with acquired brain injury, who may also present with social, emotional and mental health difficulties. I am experienced at supporting individuals who require support with high level language difficulties, social communication skills and regulating and expressing their emotions appropriately. I work with clients who use paper-based, electronic or spoken means of communication.

I can build a positive therapeutic and professional rapport with clients quickly, allowing me to establish trust with clients, families and carers who have experienced traumatic or difficult life events. I am experienced at managing challenging behaviour and supporting individuals to improve their comprehension, expression, social communication and emotional regulation to effect positive change.

I provide holistic treatment that is person centred for each client, consisting of; assessment and observation, individualised therapy plans that supports the embedding and generalising of skills in addition to the development of direct therapeutic targets, family and staff training, and closely liaising with professionals through attending multi-disciplinary team meetings,

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setting inter-disciplinary targets, and completing regular reports evaluating individuals' progress.

### [The Together Trust: August 2015 – November 2016](#)

*Speech and Language Therapist across two settings, Bridge College and Inscape House School, within the Together Trust.*

**Bridge College:** A specialist college for young people aged 16-25 with complex needs, acquired brain injury and ASC. I worked as a newly qualified therapist in this role. This role involved; providing assessment and therapy intervention through an embedded model of service delivery in line with funding packages, being involved in the department of outreach services (supporting the development of a service in Trafford College's supported learning department, providing direct SaLT input for two students who attend mainstream provision but required specialist therapy), developing and delivering staff training, supporting students to reflect and take part in tutorials promoting their voice and views, providing risk management support at lunch for students with dysphagia, worked consistently and effectively as a member of the multi-disciplinary team, and supported the implementation of high tech AAC.

**Inscape House School:** A specialist education provision for students, aged 4-19, with ASC and traits. During my employment, I have; provided assessment and therapy in line with prioritisation needs, developed and provided staff training, raised awareness of and embedded communication techniques throughout the learning environment, developed and delivered highly personalised therapy packages for individuals and groups, worked consistently and effectively as a member of the multi-disciplinary team and completed my newly qualified competences to achieve fully practicing therapist registration.

### [Stockport CP society -2010-2015](#)

*Senior Support Worker and Team Leader*

Stockport CP Society which provides a wide range of activities and support for adults and children with physical and/or learning disabilities, and ASC. I provided support for children and adults in a range of contexts. I developed and led a youth club for children and young people with ASC.

### Volunteering

**Communication Partner Scheme** – supporting a man post-stroke who suffered from aphasia by visiting weekly to have a positive and social interaction.

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**Chernobyl Children's Project** – I have visited Belarus and delivered training and advice across early intervention, education and institutional services to support and develop the care that is provided for individuals with a disability.

**Professional Groups** – I am the current chair of the AAC CEN and have presented at the Communication Matters Conference. I have been involved with the organisation of and running of social events for individuals who communicate using AAC such as 1Voice Bridging the Gap.

**SaLT placements** – during university I attended a range of placements; early supported discharge team (post-CVA), specialist educational provision for students with ASC, specialist educational provision for students with complex needs and PMLD, community team for adults with a learning disability.

### Additional skills

**Observation and Assessment** – I am skilled at observing and recording communication competencies. I am able to complete formal assessments and able to formulate results into a holistic intervention plan.

**Active Learning and Evaluation** – I continuously reflect upon my own practice, and strive to ensure the quality of the provision I provide is of a high standard. I regularly attend training and take part in professional development research ensuring I maintain knowledge of current theory.

**Application of Theoretical Knowledge** – I am committed to delivering therapy intervention based on rationale and evidence based practice. I have effective communication skills and can modify my communication to be accessible for any audience. I am skilled at developing innovative ways to assess and provide therapy for those who have communication difficulties.

**Interpersonal Skills** – I have had the opportunity to meet and interact with many people from diverse backgrounds, guaranteeing I develop good communication skills and the ability to interact with others, in a professional but welcoming manner. I can relate well to family members and professionals, interacting in a compassionate and empathetic way. I have the ability to quickly build rapport and positive therapeutic relationships with clients and professionals.

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