



## Emma Bowers

Health and Care Professions Council number: SL33453

Royal College of Speech and Language Therapists registration number: RC0036286

### Personal Profile

I am a highly specialist speech and language therapist specialising in traumatic brain injury (TBI) and social, emotional, and mental health needs (SEMH). I am incredibly driven to improve the quality of life for individuals who face communication barriers. I am very self-motivated to provide the best quality of care, alongside working successfully as part of an integrated and multi-disciplinary team. I continue to uphold high levels of continuous professional development to ensure I provide innovative and evidence-based rehabilitation. I am a trauma informed practitioner and have a deep understanding of the wider co-morbidities of TBI, SEMH and trauma and how these need to be considered to provide a holistic, safe, and person-centred package of care. I am incredibly experienced in working with adolescents and young people, and I am skilled at forming a safe, trusting, therapeutic rapport with clients.

### Professional Qualifications

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

### Employment History

ATtherapy: November 2016 - Present

*Highly Specialist Speech and Language Therapist*

Within my role at ATtherapy, I work within the medicolegal sector and individual clients referred via case managers. I specialise in working with adolescents and young people who have sustained a TBI and have SEMH needs. I work with clients who use paper-based, electronic, or spoken means of communication. I am a trauma informed practitioner and have a deep understanding of the wider co-morbidities of TBI, SEMH and trauma. I am incredibly experienced at supporting individuals who require support with:

- Understanding new information and experiences
- Capacity building
- Capacity assessments
- Social understanding
- Social communication
- Navigating social nuances
- Social problem solving
- Cognitive communication disorders
- Expressing emotions
- Harmful sexual behaviour
- Flexible thinking and empathy
- Insight and foresight
- Logical reasoning and judgement
- Challenging behaviour and emotional dysregulation

I can build a safe, trusting, 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, setting inter-disciplinary targets, and completing regular reports evaluating individuals' progress. I also offer supervision for peers, assistants, and support workers.

### **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 autism spectrum conditions (ASC). I worked as a newly qualified therapist in this role. This role involved; providing assessment and therapeutic intervention through an embedded model of service delivery in line with funding packages, being involved in the department of outreach services including; supporting the development of a service in Trafford College's supported learning department, providing direct SaLT input for two students who attended 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 electronic AAC.

**Inscape House School:** A specialist education provision for students, aged 4-19, with ASC and associated traits. During my employment, I have; provided assessment and therapy in line with prioritisation of 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.

**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 have been the chair of the Northwest Brain Injury CEN, volunteered as the chair for 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.

### **Training**

- Trauma Informed Practise
- Introduction to developing management capabilities
- The Role of the Court of Protection with Brain Injury
- ‘Mad, Bad and Dangerous to Know?’ - Brain Injury and its complex partners
- 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, 2019)
- Talk Tools: oral placement therapy introduction training
- 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
- PROACT SCIPr UK
- Whistle Blowing
- Empathetic Enabling
- Supporting an individual with dysphagia
- Mandatory Training (E.g. Safeguarding, E-Safety, basic first aid, manual handling)

### **Additional skills**

**Observation and Assessment** – I am skilled at observing and recording communication abilities and areas that require support. I can complete both formal and informal assessments and interpret the results appropriately to formulate 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 the highest 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 therapeutic 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 can quickly build rapport and positive therapeutic relationships with clients and professionals.



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