



Caitlin McWilliams

Health and Care Professions Council number: SL038994

Royal College of Speech and Language Therapists registration number: RC0041018

Personal Profile

I am a patient and empathetic therapist which allows me to build excellent rapport with clients and their families. I pride myself on putting the client and their needs at the heart of therapeutic decision making, and I love to use my creativity to include client interests and needs within therapy. I am passionate about inclusivity and advocacy, and I believe that everyone deserves a voice. I strive to use my knowledge and enthusiasm to deliver evidence-based speech and language therapy, with a focus on functional targets.

I primarily work with clients with complex communication needs so a multidisciplinary approach is essential and I am very capable at working within a large team and managing these professional relationships. I bring with me my experience working within educational, medical, charitable and care organisations, to enable effective communication within the multidisciplinary team.

Professional Qualifications

2019-2021: Manchester Metropolitan University – MSc Speech and Language Therapy (Pre-Registration) – Distinction (83%)

2014-2018: The University of Manchester – BSc (Hons) Psychology with Placement Year – First Class (77%)

Employment History

ATtherapy, Speech and Language Therapist · September 2021 – Present

At ATtherapy I provide assessment, treatment plans and intervention for children and young people with complex communication needs; primarily supporting clients who have a brain injury, including cerebral palsy. I work closely with the multidisciplinary team to promote independence, support access to communication, and advise on safe eating and drinking strategies for clients with dysphagia (swallowing difficulties). I have a special interest in supporting early communication skills and early AAC assessment and implementation. This includes supporting the use of electronic and paper-based communication systems, as well as other forms of augmentative and alternative communication (AAC). I support children and young people with complex medical, physical and communication difficulties such as cerebral palsy, Down's Syndrome, Rett's Syndrome and learning disabilities. I provide direct and indirect therapy as needed, and work within schools, residential settings and homes.

Manchester Metropolitan University, Research Assistant · October 2019 – August 2021

I worked on two research projects at the university. I interviewed adults with learning disabilities about the impact of COVID-19 on their lives, as part of a UK wide project. My role was to build a good rapport with participants and carers to facilitate the interviews that collect the voices of this under-represented group in research. In this role, I was both a listening ear and an advocate for

participants. In a previous research project, I worked alongside a research associate on a systematic review of interventions for ethnic minority older adults.

[Manchester City Council, Special Needs Teaching Assistant · September 2018 - August 2019](#)

I worked 1:1 with a child with physical, learning and cognition needs in the Early Years Foundation Stage (EYFS), delivering interventions such as physiotherapy and occupational therapy. I implemented universal speech and language therapy strategies, creating a communication rich environment and supporting children to learn through play. I led individual and group interventions at the targeted level to support phonological awareness and social and emotional development. I recorded progress for all children in the class based on the EYFS framework and gained an understanding of typical and atypical speech and language development.

[Time Specialist Support, Specialist Support Worker \(Autism\) · February 2018 – June 2019](#)

I supported children and young people with autism to access community activities. I organised and delivered sessions at a 1:1 or 2:1 level, using speech and language strategies to support their social communication, such as visual timetables, basic Makaton, and Intensive Interaction.

[Cotham Care, Carer · July 2016 – April 2019](#)

I cared for a young man with cerebral palsy, epilepsy, and spastic quadriplegia. I provided all personal daily care, including managing dysphagia by NG tube feeding. I fostered his independence by using eye-gaze and tuning into the tone of his vocalisations to make decisions such as what clothes to wear. I organised and facilitated multi-sensory activities to provide stimulation, such as music therapy and hydrotherapy.

[After Adoption, Sessional Worker for Residential Camps · July 2016](#)

This was a combined role of activity leader and support worker at short breaks for adopted 10- to 15-year-olds. I supported young people using specific games and techniques for emotional regulation, to diffuse challenging behaviour. I provided social and emotional support when difficult issues such as self-harm were disclosed, dealing with them via the safeguarding policy.

Training

- Switch Assessment: Determining the best switch type and location for Clients who aren't engaged (AbleNet)
- Updating the Switch Progression Road Map (Ian Bean)
- Getting started with Grid 3 (Smartbox)
- Meet TD Pilot (Tobii Dynavox)
- Brick by Brick Programme (Play Included)
- Makaton - Completed Level 1-3, studying towards Level 4 (Makaton Charity)
- Sensory difficulties - An introduction to sensory integration difficulties (Sensory Integration Education)
- Sensory processing workshop (Occupational Therapy)
- AAC - Implementation strategies in the home and classroom (Liberator)
- Developing Language with LAMP (Liberator & Amy Bereiter and Josie Randle's, from the Centre for AAC & Autism)
- Down's Syndrome - Supporting the language and communication of learners with Down's Syndrome (South Manchester Down's Syndrome Support Group)

- Attending conferences such as the Assistive Technology and Augmentative and Alternative Communication (ATAAC) conference, the Profound and Multiple Learning Disability (PMLD) Conference and the Sensory Integration conference
- ATtherapy CPD days and internal training covering topics such as Touch and Communication Pack (TACPAC), Attention Autism, Shape Coding, Hypermobility and SLCN, Working with Music Therapists, Brain Injury and SEMH, Early Communication and Dysphagia.

Training Provided

I have developed and delivered formal presentations and training to schools, families, and care teams. This training has focused on therapy strategies such as Objects of Reference, Intensive Interaction, paper based and electronic AAC systems and how to be a good communication partner. In addition, I have also provided practical, informal training around client-specific communication strategies, and using electronic communication devices with software such as Grid 3, LAMP, and SNAP. I have also presented webinars on Developing a Specialism in Independent Practice, and Championing Communities: Equality, Diversity, and Inclusivity in SALT.

Additional Skills

I am a reflective practitioner and really value taking the time to evaluate and reflect on clinical experiences so that I can further my professional knowledge. I consider this to be an essential element of continuous professional development.

Currently I sit on the committee for Communication Therapy International (CTI), a registered Royal College of Speech and Language Therapists (RCSLT) clinical excellence network and a resource to support people working within communication disability in low- and middle-income countries. I organise and host regular events for CTI, such as webinars and Q&A Café sessions.

I have been involved in many organisations as a volunteer, both in the UK and overseas. These positions have allowed me to develop my skills as a speech and language therapist by expanding my knowledge base in related fields:

South Manchester Down's Syndrome Association – I supported the running of their events such as a monthly Chatterbox session where children receive group speech and language therapy and Singing Hands events.

Venture Arts – I worked with a lead artist to deliver art workshops to adults with learning disabilities. I learnt to adapt my support to the range of needs and promoted independence as much as possible.
School for profoundly disabled children – I supported students on a 1:1 basis for classroom activities and trips out in the community.

Overseas: The Life Foundation and SLV. Global – I worked with the existing services for children and adults with disabilities or mental health conditions. I planned and delivered workshops in movement, art, drama, and music therapy, and promoted development through Intensive Interactive, play and physiotherapy.

ATtherapy

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