



Emma Bowers

Health and Care Professions Council number: **SL33453**

Royal College of Speech and Language Therapists registration number: **RC0036286**

Personal Profile

Since graduating in 2015, I have worked within education settings and now in the private sector. This has been across a range of settings including primary and secondary schools, both mainstream and specialist support, further education and clients' homes. I have specialist knowledge in the fields of traumatic brain injury (TBI) and social, emotional, and mental health (SEMH) needs.

I am incredibly driven to improve the quality of life for individuals who face communication challenges following a brain injury. I am a trauma informed practitioner and have a deep understanding of the wider comorbidities 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.

I continue to uphold high levels of continuous professional development to ensure I provide innovative and evidence-based rehabilitation. I pride myself on providing the highest quality of care, alongside working successfully as part of an integrated and multi-disciplinary team. Within our ATtherapy team, I support our therapists and assistants to develop their clinical knowledge and application of this, within my specialism of TBI and SEMH.

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

Working predominantly with adolescents and young adults, I provide detailed assessment, treatment plans and therapy that puts the client first, collaborating with them to develop insight and awareness of their communication needs following a TBI. I deliver target led and evidence-based rehabilitation that incorporates the dynamic interplay between brain injury, expected age related behaviour and trauma. I work closely with clients, their families and the team around them to help individuals achieve their potential and feel empowered within the therapeutic process.

I am incredibly experienced at supporting individuals who require support with:

- Cognitive communication disorders
- Understanding new information and experiences
- Capacity building
- Capacity assessments
- Decision making
- Social understanding

- Social communication
- Navigating social nuances
- Social problem solving
- Expressing emotions
- Harmful sexual behaviour
- Flexible thinking and empathy
- Inferencing and verbal reasoning
- Distress behaviour and emotional dysregulation
- Alternative communication including paper-based and electronic communication aids

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 understanding distress behaviour and supporting individuals to develop their comprehension, expression, social communication, and emotional regulation to improve mental health and well-being.

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 goals and progress. I also offer supervision for therapists, 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, being involved in the development of outreach services, developing and delivering staff training, supporting students to reflect and take part in tutorials ensuring their voice and views were heard, multi-disciplinary team working, and supported the implementation of alternative communication throughout the college.

Inscape House School: A specialist education provision for students, aged 4-19, with ASC and associated traits. Here I 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 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 following a 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 and the chair for the AAC CEN. 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

- Disability Disclosure and Reasonable Adjustments
- Cognitive Communication Course for Acquired Brain Injury
- Compassion Focused Therapy Essentials
- Brain Injury & teenage behaviour: the differences between regular behaviour and that influenced by ABI
- 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)

Webinars and Conference Presentations

Traumatic Brain Injury During the Teenage Years

Presented at: [Virtual ATtherapy Webinar, Nov 23](#)

Supporting Clients Who Have Experienced Trauma

Presented at: [Virtual ATtherapy Webinar, Feb 23](#)

Naughty or in Need? Speech, language and communication needs following TBI

Presented at: [Virtual ATtherapy Webinar, Oct 21](#)

MyAbility: Developing Self-Worth and Identity in Young People

Presented at: [Virtual ATtherapy Webinar, May 21](#)

'The Role of Speech and Language Therapy in Supporting the Development of Self-worth and Identity in Children and Young People with Acquired Brain Injury (ABI)'

Presented at: [Virtual World Congress on Brain Injury, Jul 2021](#)

'MyAbility: AAC Adaptations for the Development of Positive Self-Identity'

Presented at: [Communication Matters Conference, Sept 2021](#)

'Embedding Augmentative and Alternative Communication in Educational Settings'

Presented at: [Communication Matters Conference, Sept 2018](#)

'The Use of Data Analysis Software to Assess the Skills of Children Who Use High Tech Eye Gaze Systems'

Presented at: [Communication Matters Conference, Sept 2017](#)

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, 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 to any audience. I am skilled at developing innovative ways to assess and provide therapy for those who experience communication challenges.

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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