



Rebecca Robinson

Assistive Technology Practitioner

Personal Profile

I am a highly skilled and resourceful Assistive Technology Practitioner with extensive experience in leveraging innovative technologies to support individuals with diverse needs. My work has focused on identifying, implementing, and optimizing adaptive tools to empower clients to achieve their communication, learning, and independence goals. I am passionate about creating accessible, inclusive, and empowering environments for individuals of all ages and abilities through the use of cutting-edge technologies and evidence-based practices.

Throughout my career, I have had the privilege of working with children, young adults, and elderly individuals across a variety of settings, including homes, schools, and care facilities. I provide tailored support to individuals with autism, learning difficulties, complex needs, emotional and behavioural challenges, and those using augmentative and alternative communication (AAC) systems.

I am self-motivated and driven to deliver the highest standard of care, ensuring clients receive personalized and effective assistance. My ability to adapt communication styles, including the use of Total Communication techniques, ensures I can meet the unique needs of every client sensitively and effectively.

I am dedicated to empowering individuals to overcome barriers, unlock their potential, and live more independent and fulfilling lives through assistive technology.

Professional Qualifications

[Abraham Moss College 2019](#) – Teaching Assistant Qualification

Employment History

[ATtherapy, Assistive Technology Practitioner](#) · January 2025 - Present

As of January 2025, I will begin my new role as an Assistive Technology Practitioner. In this position, I will be responsible for conducting assessments to identify appropriate assistive technology solutions, sourcing and implementing these technologies, and providing training to schools and support teams. I will also focus on developing accessible and comprehensive therapy programs while working closely with multidisciplinary teams (MDTs) to ensure cohesive and effective support for clients.

[ATtherapy, Advanced Assistive Technology Assistant](#) · March 2023 – December 2024

In my role as Advanced Assistive Technology Assistant, I have demonstrated expertise in horizon scanning to identify emerging technologies and evaluate their potential applications. I have developed comprehensive therapy programs tailored to meet specific client goals, collaborating with multidisciplinary teams to ensure these programs are impactful and aligned with best practices. My work included training users and caregivers to confidently and effectively utilize assistive devices, as well as troubleshooting technical challenges to maintain seamless and reliable support. I collaborated with assistive technologists during the assessment process and identified optimal technology solutions to meet the unique needs of my clients.

[ATtherapy, Speech and Language Therapy Assistant](#) · July 2019 – Present

As a Speech and Language Therapy Assistant, I supported children and young adults to achieve the outcomes agreed upon by Speech and Language Therapists, working collaboratively with schools and families. This includes facilitating a wide range of activities and developing tailored resources to address students' speech, language, and communication needs. I ran both group and individual sessions, leveraging a client-centered approach to help individuals achieve their goals with empathy and evidence-based techniques.

I also collaborate with Creativity in Practice, guiding clients through activities that support personal and social development. This work has enabled clients to earn Levels 1 & 2 Personal and Social Development Awards, the Essential Digital Skills Award, and Mentoring qualifications. Additionally, I am a trained Play Included Training Facilitator, delivering both group and individual sessions in schools to foster meaningful play and communication skills.

[Amber Case Management, Team Leader/Support worker · January 2015 - July 2019](#)

I began as a part-time support worker for an adolescent with an acquired brain injury and later advanced to the role of Team Leader. In this capacity, I was responsible for coordinating with the Case Manager, support team, school staff, healthcare professionals, physiotherapists, and the client's family to address concerns and ensure all aspects of the client's needs were met.

[The Human Support Group, Care Assistant · January 2010 – December 2014](#)

In my role as a care assistant, I was responsible for meeting service users physical and psychological needs, gathering and reporting data linked to patient care and contributing to the health, safety, and welfare of the individuals.

Training

- Language Acquisition Motor Planning (LAMP) Workshop
- Mentoring Workshop
- Shape Coding
- Getting Started with Grid 3
- Doing More with Grid 3
- Boardmaker Editor and Student Centre
- Play Included Training
- Introduction to Brain Injury and SEMH
- Talk Tools
- Eye Gaze
- Level 1 Makaton
- Introduction to BSL
- Safeguarding Children and Vulnerable Adults
- Paediatric and Adult First-Aid Training
- Health and Safety Awareness
- Brain Injury Awareness
- Challenging Behaviour Awareness Course
- ATtraining- webinars and in-house
- TD Control
- Clicker Software
- Brain in Hand
- Find My Flow

- Doing More with Switches
- Rehadapt Training
- Splash! City Maths
- An introduction to technologies to support neurodivergent learners
- Mental Health and AAC
- DASHER beta
- Apple and Windows Accessibility
- DH2 Solutions
- Knowledge of Assessment for AT
- Self Advocacy and AT
- Communication, Consent and Connection: AAC
- Creating Accessible Documentation
- Apple Pro Vision
- Attendance at Conferences: Techability, Communication Matters, Communication Works

Additional Skills

I am able to use my knowledge and experience of working in the care industry for many years and apply it to my role at ATtherapy.

Areas of Interest

- Developing early communication skills
- Motivational activities and game-based learning
- Developing resources
- AAC
- Early years and complex needs
- Acquired communication difficulties
- Assistive Technology
- SEMH

ATtherapy

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