Terms We Use

Children who experience the world differently	Children with different experiences, abilities, disabilities, sensory experiences, and illnesses. Every child is unique. Some experience more challenges with the systems and expectations we have in our society.
Creating Space For You Coaching Principles	A set of principles we honour, adapted from the Co-Active Coaching Model, that outlines the foundation of our approach supporting our coachees towards fulfilment and balance. See principles for more details.
Dual Listening	Listening to what someone is saying while also noticing what is going on internally within yourself.
Dual learning (also known as inner and outer learning)	Noticing learning that happens externally, from information or resources that other people have made. Noticing the learning that happens internally, from reflection, journalling, mindfulness and aha moments.
Medical model of disability	"The medical model of disability says people are disabled by their impairments or differences. The medical model looks at what is 'wrong' with the person, not what the person needs. We believe it creates low expectations and leads to people losing independence, choice and control in their lives." Taken from https://www.scope.org.uk/about-us/social-model-of-disability/

Terms We Use

Neurodivergent	Differing in mental or neurological function from the standard.
Neurodiversity	The range of different ways people's brain's function.
Social model of disability	"The social model of disability is a way of viewing the world, developed by disabled people. the model says that people are disabled by barriers in society, not by their impairment or difference. Barriers can be physical like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things. The social model helps us recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control. Not everyone uses the social model and that's ok. How anyone chooses to talk about their impairment is up to them." Taken from https://www.scope.org.uk/about-us/social-model-of-disability/

Terms We Use

Rejection sensitivity dysphoria (RSD)	"Rejection Sensitivity Dysphoria (RSD) is an intense emotional response characterised by extreme sensitivity to perceived criticism or rejection. RSD often manifests as overwhelming emotions, anxiety, and self-doubt in response to social or professional situations involving judgment or evaluation". https://neurodivergentinsights.com/blog/how-to-deal-with-rejection-sensitivity-dysphoria
Embedded trauma-informed coaching	Our perspective is that many parents with children who experience the world differently have experienced some form of trauma on their parenting journey. Their child may have experienced trauma as a result of experiencing the world differently in a society where conformity is expected. Our coaches and our coachees may have experienced trauma. It impacts us all differently and having awareness is the first step in embedding a trauma-informed approach into our work. We all need to be aware of the impact of trauma on families, what we are comfortable discussing in a coaching context, and what we will refer on to other professionals. We discuss this a number of times in our sessions. Useful resources: http://reallifepsychology.org/trauma-toolkit and https://www.reallifepsychology.org/trauma-toolkit-training