

# Getting (all) our kids Gloriously Ordinary Lives

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**TRICIA NICOLL**  
**CONSULTING**

Creating Gloriously Ordinary Lives®

# Hello and a bit about me

foster mum to  
Sam, 25 and  
Lucy, 21

worked with the  
Valuing People team  
and In Control on the  
original ideas on  
personal budgets, and  
on the SEND Reforms

passionate about  
inclusion,  
community and  
people getting  
great lives

a bit of a rebel  
(nuisance), so  
work for myself

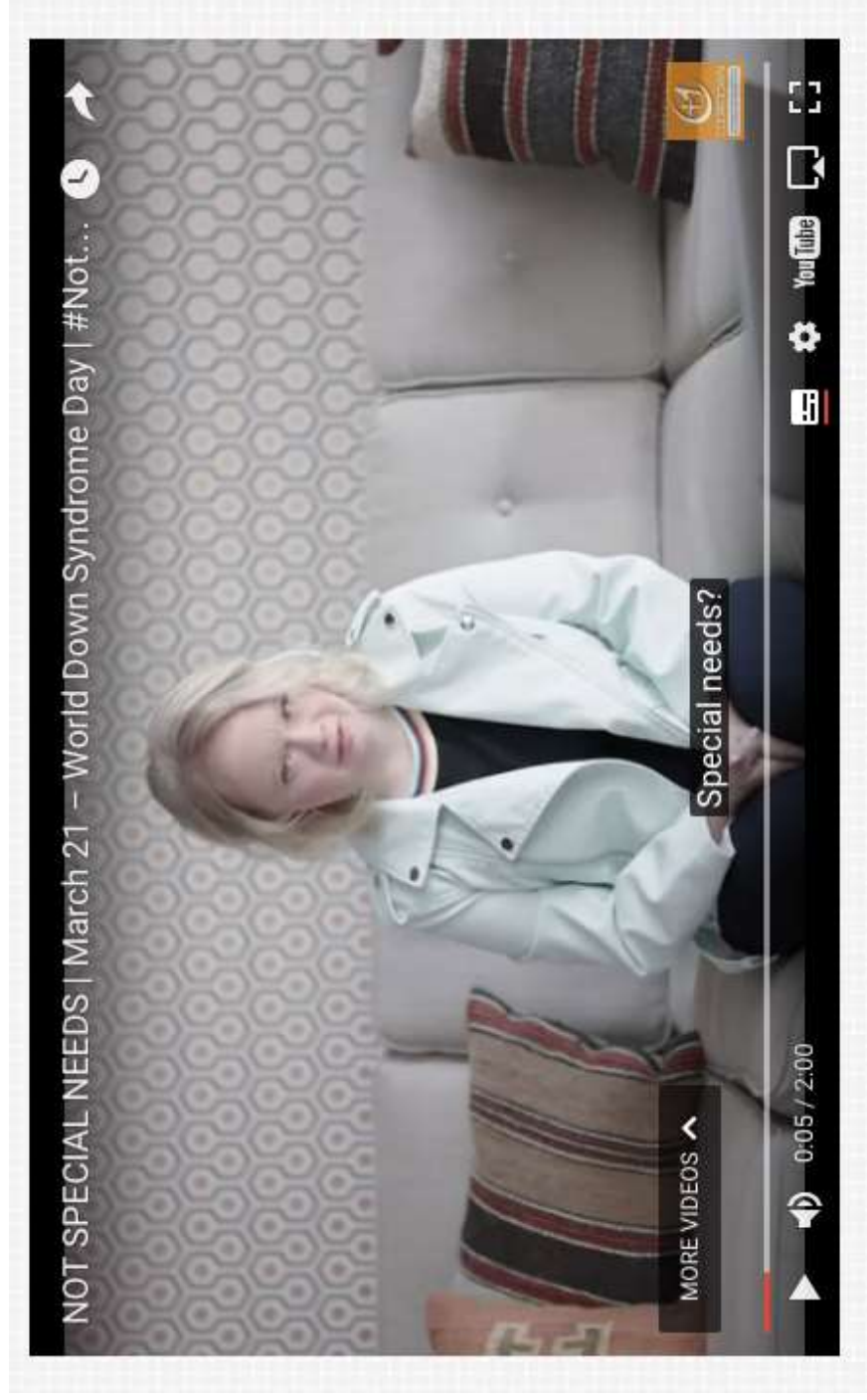
longterm  
avoider of  
mental health  
services

sunshine, the love  
of a good cat and  
red wine is the  
answer to most  
things



# Some guiding principles

There's no such things as 'special....'



<https://youtu.be/kNMJaXuFuWQ>

<http://www.notspecialneeds.com>

‘People with Down syndrome, like everyone else, have basic human needs – to eat, drink, breathe and sleep – to be nurtured, loved, educated and sheltered – to move, communicate, contribute and work – and to share, love and live.

Sure, people with Down syndrome may need extra assistance. **Sometimes they even need significant assistance, and adjustments, to meet a particular need. But that doesn’t make that common human need “special.”**

For example, a person who requires some help in speaking, writing or being understood, is still meeting the same human need that we all share – the need to communicate. The only thing that is different is the degree of assistance or the way they meet that need, not the need itself.

We shouldn’t just replace “special needs” with another euphemism like “additional needs,” “challenged,” or “differently-abled.”

But what words should we use instead?

Well, it depends on the context. How about just the person’s name? It is not always necessary or appropriate to refer to someone by a label.’

# One person at a time



# Starting with aspirations

**Always thinking and planning as 'big' as possible.....**

**no 'ifs' no 'buts'**

**no 'maybes'**

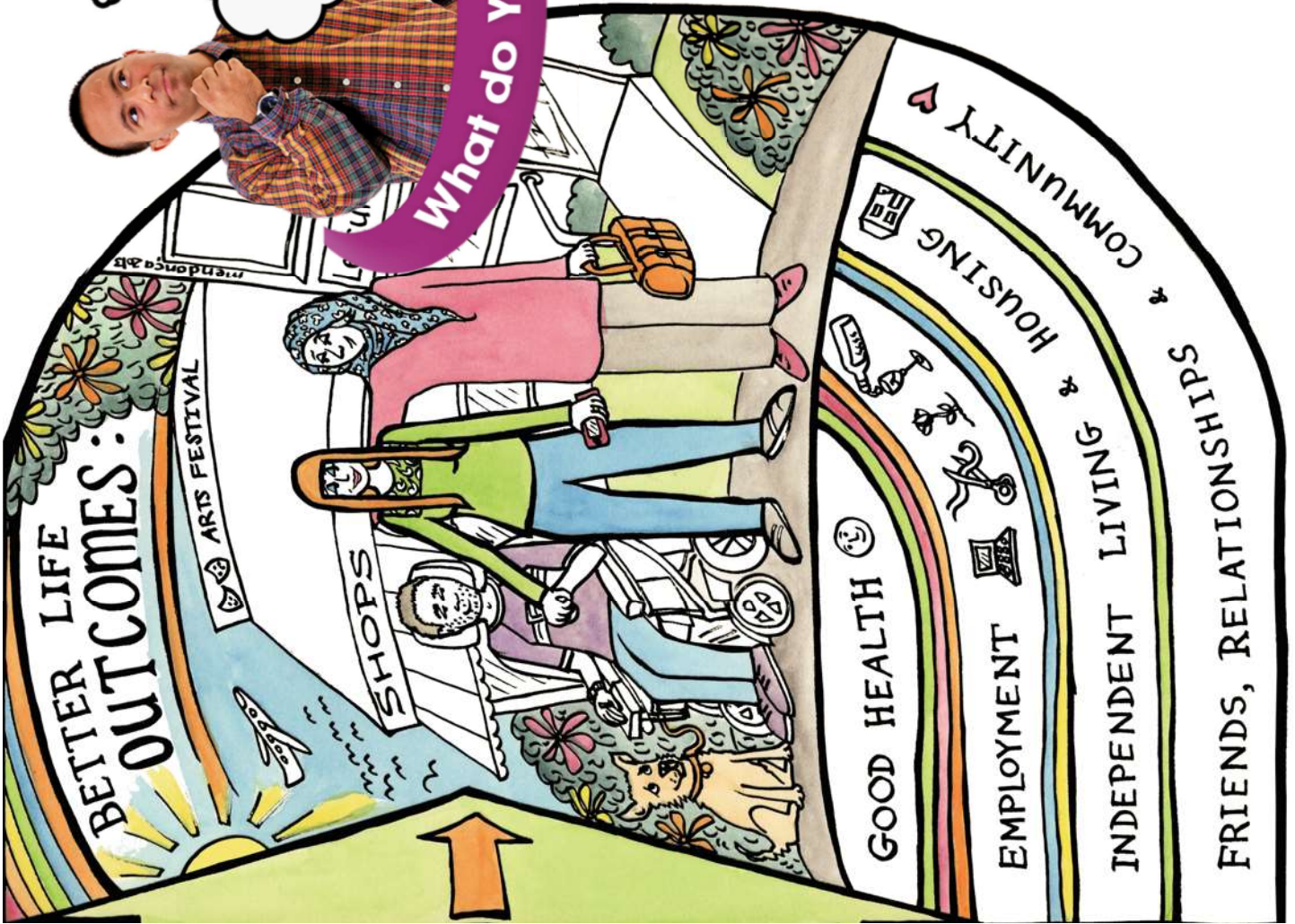
**no 'not possibles'**

**no 'if onlys'**

**no 'maybe one day'**

**no 'but you've got to be realistic'**





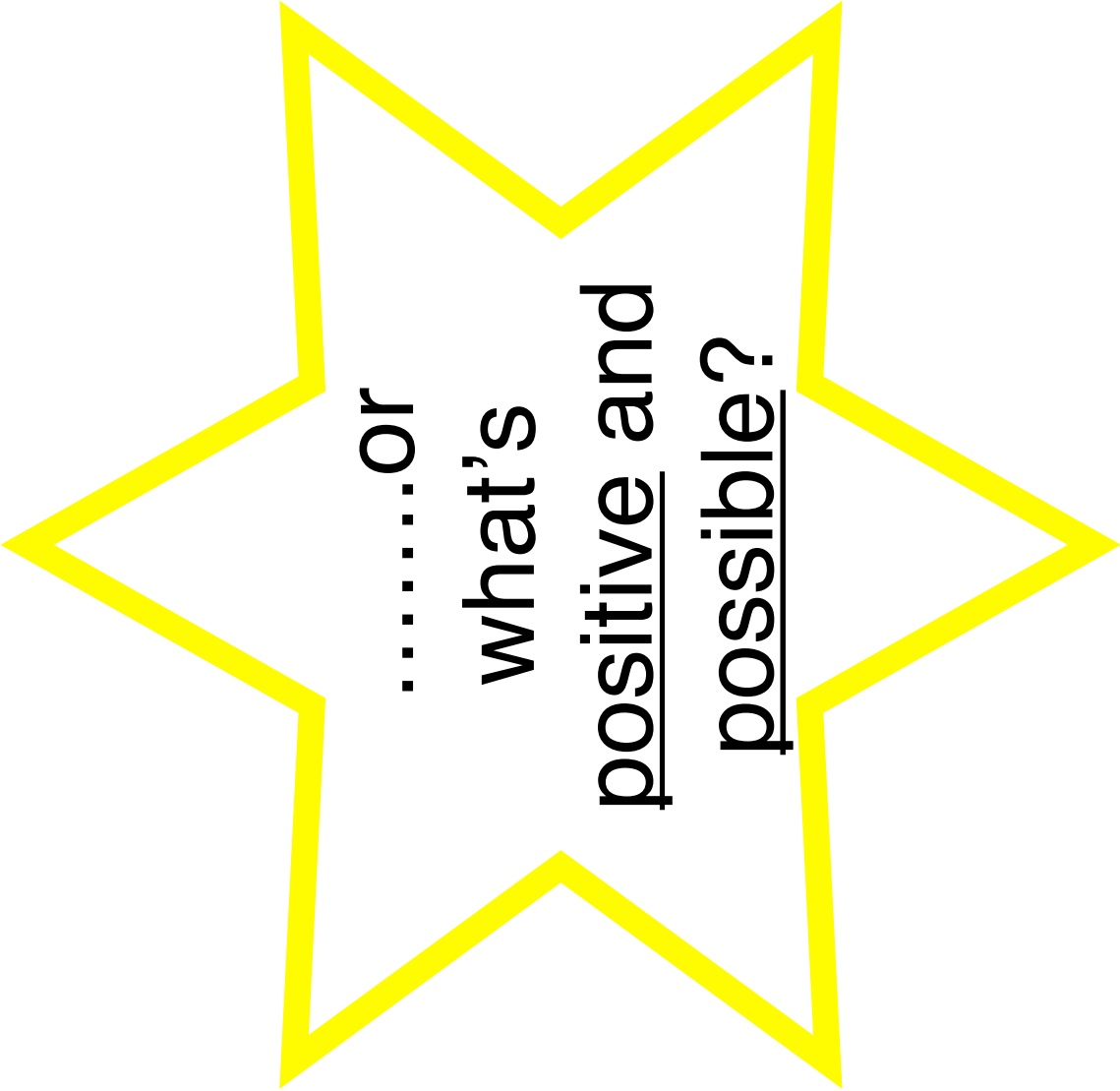
What do YOU want?

?





# From aspirations to outcomes



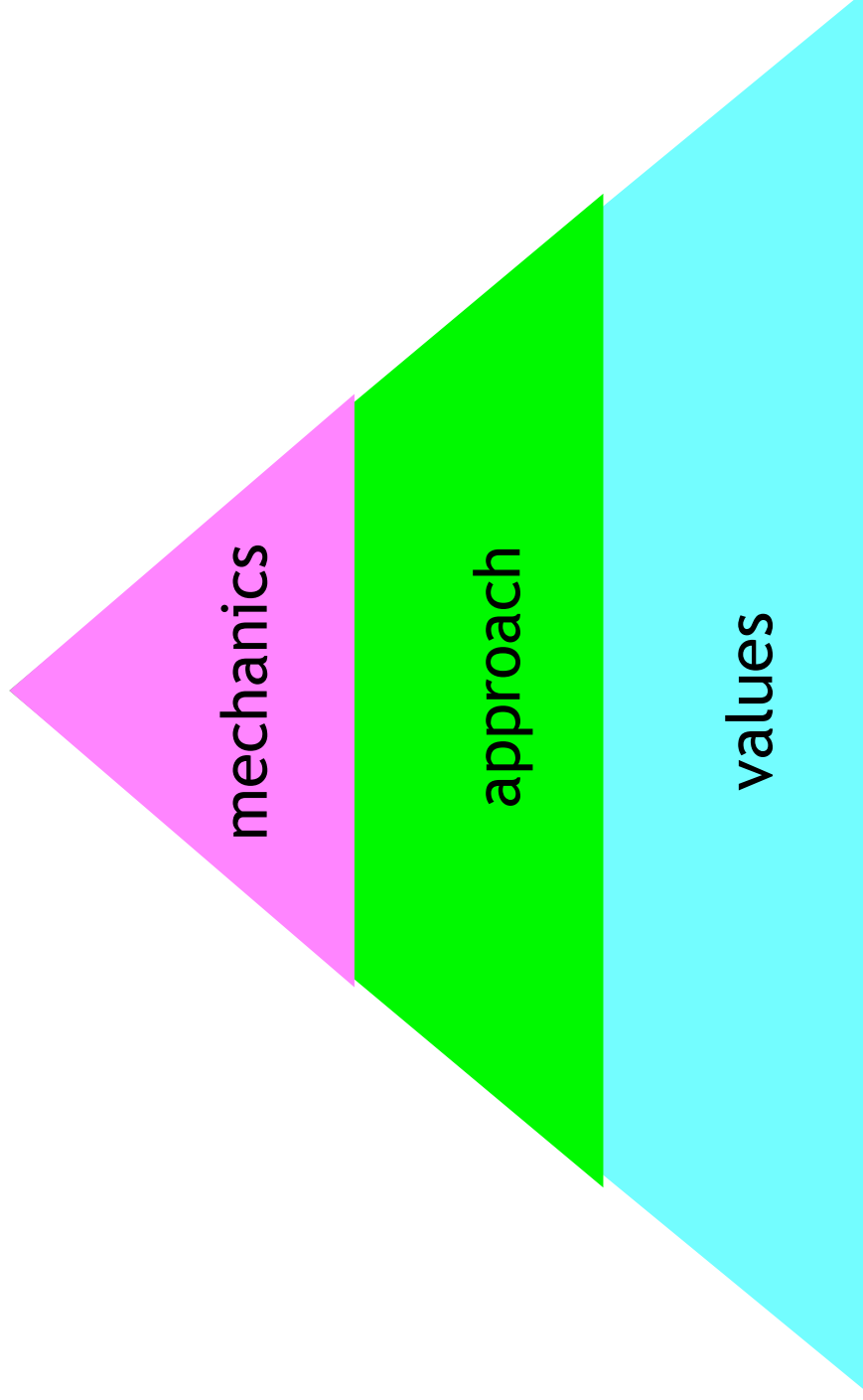
.....Or  
what's  
positive and  
possible?

# Culture change

CULTURE  
EATS STRATEGY  
FOR BREAKFAST  
AND TECHNOLOGY  
FOR LUNCH  
AND THEN...



# Starting in the right place



The Simmons Triangle - Heather Simmons

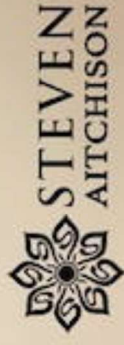
# The words we use

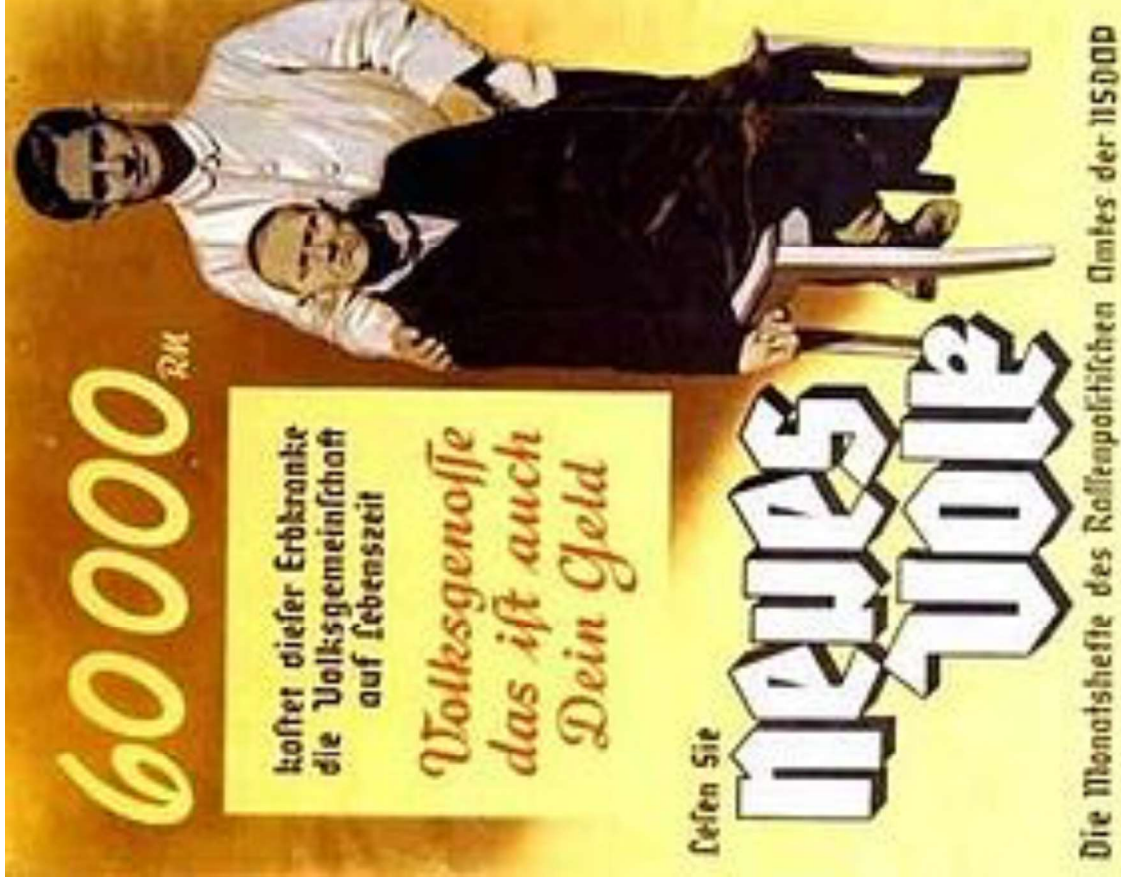
**Your words have the power to hurt, to heal, open minds, open hearts and change the world.**

**Never forget the responsibility you have over the words you speak.**



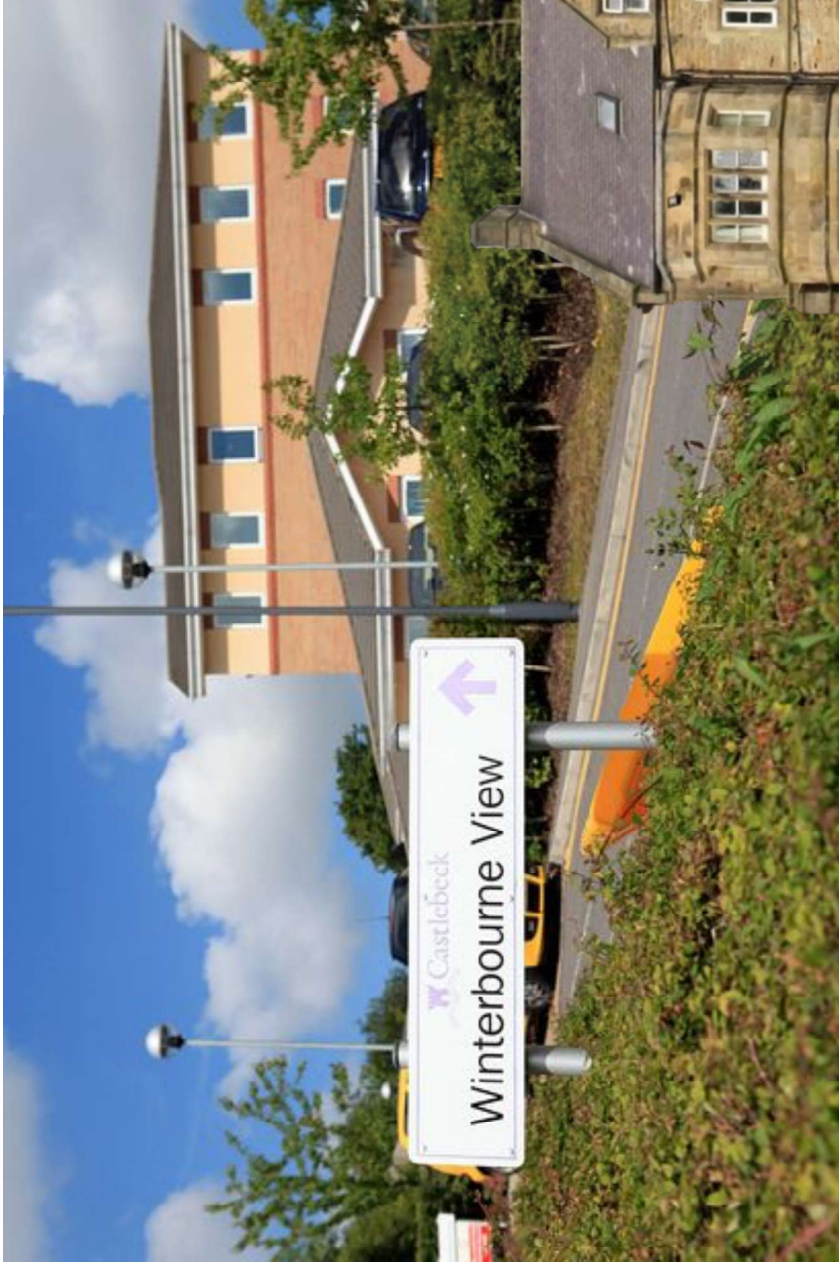
-Steven Aitchison





This poster (from around 1938) reads:

*'60,000 Reichsmark is what this person suffering from a hereditary defect costs the People's community during his lifetime. Fellow citizen, that is your money too.'*





This word cloud, shaped like a speech bubble, features several prominent terms related to client care, risk management, and service delivery. The most visible words are 'client', 'unit', 'LD', 'service user', 'risk management', 'challenging behaviour', 'programme', 'cohort', 'placement', 'activity', 'respite', 'non-compliant', and 'befriending'. The words are arranged in a dense, overlapping manner, with larger sizes indicating higher frequency or importance.

# respite

/'respait, 'respit/

*noun*

noun: **respite**

a short period of rest or relief from something difficult or unpleasant.

"the refugee encampments will provide some **respite** from the suffering"



# How would you like to be described?

In any given situation how would I like to be described?

1. Does my language reflect a genuine partnership - or imply a power imbalance?
2. Does my language speak to a person's gifts, strengths and assets - or focus on their deficits?
3. Does my use of language champion a person's citizenship – or accidentally diminish it?
4. Do I always need to go into details - or is it OK sometimes to be ambiguous?
5. Do I think very carefully of the handful of occasions a label might be of any use to the person?

Stephen Craig Coulson

Thistle Foundation <https://www.thistle.org.uk>



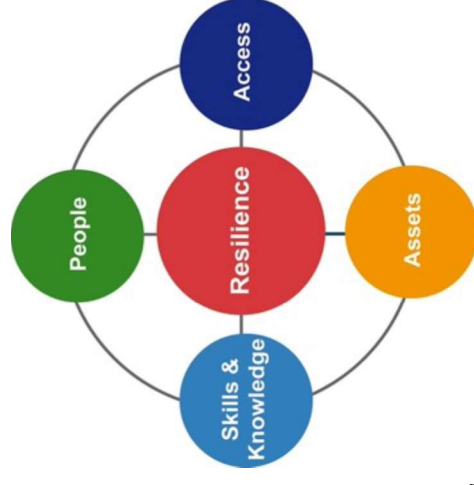
Tim Keilty

<http://talesfromserviceland.blogspot.com>

## The concept of Real Wealth...

Starting with community...or  
you don't know what you  
need until you know what  
you've got

Starting with the idea of **real wealth** helps us remember that any extra help a person needs must fit into their whole life, and recognise and build on their **capacities**:



1. **People:** The people we know e.g. close friends, extended family, work colleagues, social friends and neighbours.
2. **Access:** The place we live, local resources, shops, health services, schools, leisure facilities and community activities they are part of.
3. **Assets:** The money we have control over, our income, benefits, savings, and if we have one, a personal budget.
4. **Skills and knowledge:** Our strengths, abilities, knowledge and decision making skills.
5. **Resilience:** Our well-being, the inner strength that keeps us going when times get tough, our physical, emotional and mental health, and for some of us, our faith, belief system or religion.

# Thinking differently about 'who'



I'm a  
community  
nurse/teacher  
/SALT/physio/  
commissioner  
/SENCo and  
my job is.....

## Helping us plan for Lucy for Year 12 and beyond!

Lucy has got a review meeting at school on Thursday. It's a first planning meeting to get us thinking about Year 12 and beyond.... the work of Uni and work! We'd really appreciate your thoughts and ideas - as creative as possible please (there's no such thing as a stupid suggestion). You don't have to put your name unless you want to. When you're writing on the cards can you use a felt up please so we can photograph them.

Firstly, we will be thinking about what kind of job she might like to do in the future. As you know, Lucy doesn't find it very easy to imagine or think 'what if', so if you can give us some ideas we can plan how to give her the chance to try some of them out with work experience and taster sessions.

On the green cards, please say what sorts of jobs you think would suit Lucy **really well** - and why

On the orange cards, please say what sorts of jobs you think would **not** play to her strengths (or that she'd hate) - and why

The other thing it would be lovely to hear is what you think is fantastic about Lucy.

If you could write them on the yellow cards that would be great!

Finally, and only if you're up for it, there is the chance to answer any of these question on video. Don't worry, its just for our planning so it won't go on YouTube I promise!

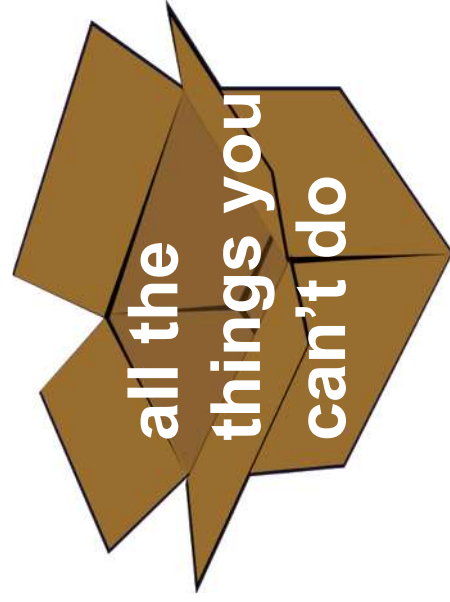
Thank  
you !

Collaboration  
is not about gluing together  
existing egos. It's about the  
ideas that never existed until  
after everyone entered the room.


@Daily.Dose

# Different conversations

Changing the conversation we have with young people and their families..







The problem  
is not the  
problem.  
The problem  
is your  
attitude about  
the problem.

Do you  
understand?

- Captain Jack Sparrow

**In the words of a very wise man...**



**Search for capacities, seek  
connections, be open to yes....**

**John O'Brien**

## Different questions ...

....and in  
particular,

**‘what**

**would**

**it**

**take?’**

**Verity (aged 5)** Tricia, why doesn't Lucy say hello to me?

**Me (aged 42)** well, sometimes she's a bit rude.. and sometimes she doesn't really notice that you're talking to her

**Verity** .....a bit like when you're in Spain and you don't understand what they're saying so you don't listen?!

**Me** .....um.....yes!

**Verity** OK, I'll just keep saying hello then....and you know you that if you tap her on the shoulder to make sure she knows you are there it helps? I'll make sure the other kids know that!

**Me** ....thankyou!

# Guiding principles

- think and plan one person at a time
- Huge aspirations and a healthy disrespect for the concept of ‘special’
- Culture change and starting in the right place
- Paying attention to the words we use
- Remembering all our real wealth and starting with communities
- Thinking differently about ‘who’
- Different conversations
- Different questions - what would it take?