Glossary of Terms

Active listening is a method of hearing and responding to another person to improve mutual understanding, which requires the listener to fully concentrate, understand, respond and then remember what is being said. (Module 1)

Adverse Childhood Experience (ACES) can include situations like physical and emotional abuse, neglect, household or community violence, and housing insecurity. (Module 5)

Behavior regulation refers to having the skills to control or manage one's actions. Students struggling with behavior regulation may argue with other students and adults, not follow instructions, lose their temper, engage in physically aggressive behaviors towards property, others, or themselves. (Module 4)

Complete mental health is a state in which an individual has both a high level of wellbeing and a low level of mental illness symptoms. (Module 2)

Complex trauma involves exposure to varied and multiple traumatic events that tend to be of an invasive and interpersonal nature. (Module 5)

Co-regulation is the process of a caring adult engaging with a child or young adult in a way that encourages the development of self-regulation. (Module 6)

De-escalation is an approach to preventing and reducing the length of a crisis. There are five phases of escalating behavior: the trigger phase, escalation phase, crisis phase, recovery phase, and depression phase. (Module 6)

Emotion regulation refers to having the skills to control or manage one's emotions. Students with difficulties regulating their emotions may experience intense fear, nervousness, irritability, and sadness. (Module 4)

Engagement is characterized by strong relationships among students, teachers, families, and schools, as well as strong connections between schools and the broader community. (Module 1)

Environment encompasses the facilities, classrooms, school-based health supports, and disciplinary policies and practices at the school. (Module 1)

Executive functioning is one's ability to plan, focus attention, manage multiple tasks, and attain goals. Students with executive functioning problems may have challenges in planning, organizing, managing, and successfully executing the steps needed to complete a task. Some students with these difficulties may be diagnosed with Attention Deficit Hyperactivity Disorder or a learning disability. (Module 4)

Historical and intergenerational trauma is related to cumulative physical, psychological, and social wounding over the life span and across generations, resulting from massive traumatic events experienced as a group. (Module 5)

Inclusive language aims to avoid the use of certain expressions or words that may exclude particular groups of people. (Module 1)

Limbic system is the reactionary part of our brains that includes our emotions, fight-or-flight response, and pleasure/pain. (Module 5)

Mental health literacy is the knowledge of mental health and mental illness to aid in the promotion of well-being and the prevention, identification, and intervention for mental health problems and mental illness. (Module 2)

Mental health stigma is a set of beliefs or negative attitudes about mental illness that can cause the public to stereotype and reject those living with mental illness. (Module 2)

Relationship skills facilitate healthy and rewarding relationships through cooperation and clear communication in interactions with both peers and adults. (Module 3)

Responsible decision making includes making choices about behavior and social interactions that are ethical and goal-oriented. (Module 3)

Restorative practice is a strategy used to help people strengthen relationships, build community, and prevent conflict by working together to try to repair harm caused and collaboratively find ways to make things right. (Module 1)

Safety involves schools and school-related activities in which students are protected from violence, bullying, harassment, and substance use. Safety includes the school's responsibility for managing emergencies, including violence, crime, natural disasters, epidemics, and accidents. (Module 1)

Self-awareness emphasizes recognizing the way in which our values, emotions, and thoughts impact our actions. (Module 3)

Self-management incorporates stress management, impulse control, and goal setting to positively impact motivation and moderate one's emotions, thoughts, and behaviors. (Module 3)

Self-regulation is the act of managing thoughts and feelings to enable goal-directed actions. (Module 6)

Social awareness values diversity and identifying feelings in others through perspective taking and empathy. (Module 3)

Social-emotional learning is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (Module 3)

Social skills facilitate interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways. Students experiencing difficulty with social skills can sometimes feel loneliness, frustration, sadness, or worry. (Module 4)

Substance use refers to the use of drugs or alcohol, and includes substances such as cigarettes, illegal drugs, prescription drugs, inhalants and solvents. (Module 4)

Traumatic events can be singular, acute events (such as a natural disaster or single event of violence) or chronic, which are recurring (such as ongoing family or community violence). (Module 5)

Well-being includes the presence of positive emotions and moods, the absence of negative emotions, satisfaction with life, fulfillment and positive functioning. (Module 2)

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