

Glossary of Terms

<p>Comprehensive School Behavioral Health (CSBH) System</p>	<p>A strategic collaboration between school personnel, community mental health providers, students and families to create a positive school culture that provides timely access to high-quality, reliable supports for children, youth, and their families. Teams offer a full array of trauma-informed, culturally-responsive, evidence-based tiered interventions to promote wellness, identify challenges early, and offer treatment services when necessary so that all children and youth succeed and thrive.</p>
<p>Community of Practice (CoP)</p>	<p>Groups of people who share expertise and passion about a topic and interact on an ongoing basis to further their learning members typically solve problems, discuss insights and share information develop tools and frameworks ... and over time, these mutual interactions and relationships build up a shared body of knowledge and a sense of identity (Wenger, McDermott, & Snyder, 2002).</p>
<p>School-based Clinical Supervision</p>	<p>A process by which a supervisor meets regularly with a clinician to discuss casework and other professional issues in a structured way to improve knowledge and ensure good service to the client.</p>
<p>Trauma-Informed Practices in Schools</p>	<p>A school-wide approach in which all parties involved recognize and respond to the impact of traumatic stress on everyone in the school by integrating and sustaining trauma awareness, knowledge, and skills into the school’s culture, practices, and policies).</p>
<p>Trauma-informed Approaches</p>	<p>Trauma-informed approaches within any system aim to adhere to the “4 Rs”: Realizing the widespread impact of trauma and pathways to recovery Recognizing traumas signs and symptoms Responding by integrating knowledge about trauma into all facets of the system Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices (NCTSN).</p>
<p>Trauma-informed child and family service system</p>	<p>A system in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies. They act in collaboration with all those who are involved with the child, using the best available science, to maximize physical and psychological safety, facilitate the recovery of the child and family, and support their ability to thrive (NCTSN).</p>
<p>Positive School Climate and Social Emotional Learning (SEL) Implementation</p>	<p>Strategies and interventions that foster a positive, caring, supportive school environment in which programs are available to help students develop skills in understanding and managing their emotions, setting and fulfilling goals, learning to empathize, recognizing and developing positive relationships, and making responsible choices.</p>

Crisis Intervention and Response	An immediate and short-term psychological care aimed at assisting individuals in a crisis situation in order to restore equilibrium to their bio-psycho-social functioning and to minimize the potential of long-term psychological trauma.
Families and Youth Engagement	Organizational communication and operational practices implemented in schools that facilitate partnerships with families and youth for the establishment and achievement of common goals.
Cultural Competence	A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations (Cross et al., 1989)
Multi-Tiered System of Supports (MTSS)	A framework that includes evidence-based practices implemented across a system to meet the needs of all students but matched to student need and organized along a continuum of supports across three tiers.
Evidence-Based Practice (EBP)	A practice that is based on rigorous research that has demonstrated effectiveness in achieving the outcomes it is designed to achieve. Evidence-based practice is a process that brings together the best available research, professional expertise, and input from youth and families to identify and deliver services that have been demonstrated to achieve positive outcomes for youth, families, and communities (SAMHSA).
Evidence-based programs and practices (EBPPs)	Specific techniques and intervention models that have shown to have positive effects on outcomes through rigorous evaluations (SAMHSA).
Data-Based Decision-Making	Ongoing process of collecting and analyzing different types of data, including demographic, student-level, school-level, satisfaction and process data to guide decisions towards improvement of intended outcomes.
Mental Health Referral Pathway	The series of actions or steps taken after identifying a youth with a potential mental health issue (SAMHSA).
School Strengthening Tool (SST)	A tool adapted from the Centers for Disease Control and Prevention's (CDC) School Health Index (SHI) that embraces the Whole School, Whole Community, Whole Child (WSCC) framework. The SST consists of four modules and assesses strengths and areas of improvement in school-based behavioral health: <ol style="list-style-type: none"> 1. School Counseling, Psychological, and Social Services 2. Employee Wellness and Health Promotion 3. Family Engagement 4. Social and Emotional Climate