

# Glossary

## OCMH 2016 Report to the WI Legislature

**ACEs or Adverse Childhood Experiences** are some of the most intensive and frequently occurring sources of stress that children may suffer early in life. These experiences include physical, sexual and emotional abuse; neglect; violence between parents or caregivers; alcohol and substance abuse; mental health issues for caregivers; incarceration of a household member; divorce; and peer and community violence.

**Behavioral Risk Factor Survey** is an annual telephone survey of state residents 18 and older that collects data on behavioral health risk factors associated with the leading causes of premature mortality and morbidity among adults. This survey is carried out in conjunction with the U.S. Centers for Disease Control and Prevention (CDC).

**Children** refer to individuals under the age of 18 years.

**Children's Defense Fund** is a national advocacy agency aimed at protecting America's children from violence or harm, particularly for poor and minority children, and children with disabilities.

**Comprehensive Community Services (CCS)** is a locally administered Medicaid program for persons with mental health and/or substance-use disorders, which provides a flexible array of individualized, community-based, psychosocial rehabilitation services.

**Collective Impact** is a framework adopted by the Wisconsin Office of Children's Mental Health (OCMH) and state stakeholders to align state agencies goals, activities, and measures. It involves five main components: 1) Common Agenda 2) Shared Measurement 3) Mutually Reinforcing Activities 4) Continuous Communication, and 5) a Backbone Agency. OCMH serves as the backbone to the Children's Mental Health Collective Impact.

**Coordinated Services Teams (CST)** are wraparound models of care for children with behavioral health issues. The model is targeted to children and families involved in two or more systems of care who have complex needs.

**DCF** is the Wisconsin Department of Children and Families.

**DHS** is the Wisconsin Department of Health Services.

**Disaggregating** is an analytic tool used to separate data into smaller groups. For instance, we often disaggregate data by race to see what data looks like for one racial group compared to another.

**DOC** is the Wisconsin Department of Corrections.

**DPI** is the Wisconsin Department of Public Instruction (Education).

**Emotional Regulation Action Plan** is a collaborative plan developed in school for a student with an IEP, created by the student and their parents, teachers, social workers, counselors, and other staff.

**Emotional Behavioral Disability (EBD)** is an official designation used by schools for children with mental, emotional, social, and behavioral challenges.

**Epigenetics** describes the interaction between our environment and genes, and how environmental stressors and experiences can change our gene expression.

**Frameworks** are conceptual structures that help organize thoughts, plans, and actions. OCMH uses several frameworks in supporting children’s social and emotional development, such as the use of the [Public Health Approach](#), and the [Scale Metaphor](#) for supporting resilience in children.

**4 year old kindergarten (4K)** is a kindergarten program for children who have reached the age of 4 by September 1. Wisconsin is a leading state in the provision of universally available four-year-old kindergarten programs. Of the 424 school districts in the state, 386 offered 4 year old kindergarten in the 2013- 2014 school year.

**IEP** is an individualized education plan. Such plans are required for children in Special Education. Therefore, noting that a child has an IEP implies that she or he is engaged in Special Education services.

**Indicators** are metrics or data points that represent a larger body of data. Indicators are used to select key focal-points that can be tracked over time to see changes in the population.

**Mental health** is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”<sup>1</sup>

**National Survey of Children’s Health (NSCH)** is a national survey administered to a representative random sample across the United States resulting in state data estimates. NSCH asks parents various questions about their child’s health in the areas of physical and emotional health as well as factors that may relate to well-being of children, including participation in a medical home, family interactions, parental health, school experiences, and safe neighborhoods.  
(<http://childhealthdata.org/learn/NSCH>)

**Neurological architecture** of the human brain is constructed through an ongoing process that begins before birth and continues into adulthood. Early experiences literally shape how the brain is built; a strong foundation in the early years increases the probability of positive outcomes, while a weak foundation increases the odds of later difficulties.

**OCMH** is the Wisconsin Office of Children’s Mental Health.

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<sup>1</sup> World Health Organization. *Strengthening Mental Health Promotion*. Geneva, World Health Organization (Fact sheet no. 220), 2001.

**Parent Peer Specialist (PPS)** is a parent or caregiver of children with mental, emotional, or behavioral issues specifically trained to support other parents by providing information, resources and support.

**Positive Behavioral Intervention and Supports (PBIS)** is a systemic approach to proactive, school-wide behavior based on teaching what behaviors are expected, practicing those behaviors and providing positive reinforcement when the behaviors are displayed.

**Public health** is the science of taking a population-based approach to preventing disease and promoting health. This model considers human factors, characteristics of the source of harm, and the environment, identifying causes and suggesting possible ways to intervene.

**Resilience** is the ability to bounce back despite challenging or threatening circumstances.<sup>2</sup>

**Severe Emotional Disturbance (SED)** is a mental health challenge that severely disrupts a child's or adolescent's daily life and functioning at home, at school, or in the community.

**Social and emotional wellbeing** are those skills, capacities, and characteristics that enable young people to understand and navigate their world in healthy, positive ways. It includes how children engage in relationships, cope with challenges, handle responsibilities, and manage and express emotions.

**Stakeholders** are partners or collaborators that have an interest or investment in a common goal.

**State agencies** are Wisconsin agencies with a statewide presence. Those frequently referenced in this report include the Department of Health Services (DHS), the Department of Children and Families (DCF), the Department of Public Instruction (DPI) and the Department of Corrections (DOC).

**Stress (Positive, Tolerable and Toxic)** **Positive** stress is moderate and short-lived increase in heart rate or mild changes in stress hormones that occur in the context of stable and supportive relationships. Positive stress is regarded as an important and necessary aspect of healthy development. **Tolerable** stress is severe enough to disrupt brain architecture if unchecked, but is frequently buffered by supportive relationships that facilitate adaptive coping and mitigate the damaging effects. **Toxic stress** is caused by exposure to excessive adversity such as abuse, neglect, or exposure to violence and instability. Toxic stress leads to “strong, unrelieved activation of the body’s stress management system” and raises the risk of a host of physical and mental health problems.<sup>3</sup>

**Substance Abuse and Mental Health Services Administration (SAMHSA)** is the agency within the U.S. Department of Health and Human Services that leads efforts to reduce the impact of substance abuse and mental health concerns on communities.

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<sup>2</sup> The Children's Charity, “Literature Review: Resilience in Children and Young People. June 2007.

<sup>3</sup> Center for the Developing Child, Harvard.

**Trauma-informed care** is a framework which integrates knowledge about the prevalence and impact of adversity, toxic stress and trauma in reshaping interpersonal interactions, organizational operations and community activities.

**Trauma Project** is an initiative led by DCF that trains mental health therapists in Trauma Focused-Cognitive Behavioral therapy, provides a 16 hour workshop for parents, resource parents, child welfare workers and juvenile justice workers in caring for children who have experienced trauma and community trainings on trauma-informed care.

**Trauma Sensitive Schools** is a universal approach to incorporating Trauma Informed Care into the school systems of Wisconsin. TSS aims to ensure that schools are safe places for children to develop and learn.

**Toxic Stress** (See “Stress”)

**Wraparound** is a nationally recognized approach to mental health service delivery that seeks to bring different systems involved in a child’s life to the table when planning and evaluating that child’s services. In Wisconsin, the wraparound philosophy is at the heart of at least three programs: Wraparound Milwaukee, Children Come First (Dane County), and Coordinated Service Teams.

**Youth Risk Behavior Survey** is an epidemiologic survey system established by CDC to monitor the prevalence of youth behavior that most influences health. Youth Risk Behavior Survey monitors six types of health risk behaviors that contribute to the leading cause of death and disability among youth and adults. The behaviors monitored include weapons and violence; suicide; tobacco use; alcohol and other drug use; traffic safety; sexual behavior; diet; nutrition; and exercise. The survey is administered to high school students in the public school system.