

## Glossary of Terms (Alphabetical)

### A

**Ability to learn:** The right of any student to have access to an environment that is safe, engaging, and free of distractions.

**Accountability:** Making goals public by writing them down, setting regular check-ins for yourself, and sharing your goals with peers, mentors, parents and teachers.

**Achievable:** One of the five elements of SMART Goals. A goal that can realistically be accomplished given your available resources and time. Determined by asking the question, "What is the smallest possible step I can take to achieve my goal?"

**Acronym:** An abbreviation formed using the first letters of each of the words in a phrase.

**Active Listening:**

1. The choice to engage fully with the speaker and their message.
2. Hearing and receiving a speaker's message, spoken or unspoken.
3. A specific set of skills and techniques for engaging with others through conversation. Examples of active listening skills include reflections, paraphrasing, minimal encouragers, body language, clarifying questions/statements, and summarizing.

**Active Listening Skills:** A specific set of skills and techniques for engaging with others through conversation. Examples of active listening skills include reflections, paraphrasing, minimal encouragers, body language, clarifying questions/statements, and summarizing.

**Adaptive:** A characteristic or trait that is helpful, useful, or beneficial to overall survival and functioning.

**Affirmations:** A positive statement of encouragement and support.

**Agreements:** A term used specifically in Restorative Approaches that refers to mutually established and agreed upon guidelines for group discussions and restorative processes. "[Teaching Restorative Practices with Classroom Circles](#)" describes the following criteria for agreements:

1. Anyone can ask for an agreement at any time.
2. Anyone can ask to modify an agreement at any time.
3. If there is no consensus about a proposed agreement, it is not an agreement, and it is the responsibility of each member of the circle to be mindful of this fact. For example, if even a single student does not agree to keep things shared in the circle confidential, then there is no confidentiality agreement and all students should keep this in mind when they share.
4. Maintaining the agreements is everyone's responsibility (not just the teacher's).



# A

(continued)

**Amygdala:** An almond sized and shaped part of the brain that is part of the limbic system and is responsible for processing emotions, especially anger and fear. The amygdala plays a central role in the fight-or-flight response and, in the EE curriculum, is considered part of the 'lizard brain.'

**Anchor:** Anything that brings your awareness to the present moment.

**Anchoring:**

1. The use of coping skills and/or mindfulness to ground oneself in the present moment.
2. Pausing to identify unmet physical or psychological needs and self-regulate.

**Anchor/Boat/Captain/Clouds/Waves:** An illustrative metaphor used in the 'Dropping your Anchor' lesson to describe, respectively: coping skills & mindfulness (anchor); the lizard-brain (boat); the wizard brain (captain); thoughts (clouds); emotions (waves).

**Anxiety:** An emotional state characterized by worry, fear, stress, nervousness, and general unease.

**Appreciate:** To offer gratitude, thanks, or recognition to someone.

**Attention:**

1. Awareness, concentration, focus.
2. The ability to purposefully direct the mind towards a specific object, thought, event or focus.
3. The ability of the mind to concentrate and learn that can be developed through practice.

**Autonomic Nervous System:** The branch of the nervous system responsible for involuntary functions such as breathing, heart rate, digestion, and the fight-or-flight response.

**Awareness:**

1. Experiencing or noticing something with full attention.
2. Knowledge and understanding of the present moment developed through mindful attention.



## B

**Behavior:** Any observable action, or pattern of actions, in response to a thought, emotion or event.

**Belly Breath:** A deep breathing technique that causes the belly to expand while inhaling and contract while exhaling. Also known as a 'diaphragmatic breath,' the belly breath engages the diaphragm muscles and is associated with relaxation.

**Body Language:**

1. Non-verbal forms of communication including posture, physical gestures, facial expressions, and eye contact.
2. Any behavior, conscious or unconscious, which communicates thoughts, feelings, or other information without spoken words.

**Body Map:** A drawing, painting, or rendering of perceived physical locations of emotions throughout the body.

**Body Scan:** A form of mindfulness practice that involves consciously directing attention to and relaxing different parts of the body in sequential order, typically beginning with the toes and ending with the head.

**Breath Quality:** The traits and characteristics associated with different types of breath. The many variations of breath quality are associated with different physical and emotional states, and include descriptors such as: deep, shallow, labored, sharp, smooth, relaxed, heavy, soft, fast, slow, light, gasping, winded, panicked, short, or long.

**Breath Quantity:** The number of breaths taken within a given time frame.

**Bullying:** A behavior that meets the following three criteria:

1. Intentional, aggressive behavior that causes someone harm.
2. A pattern of behavior or repeated act that happens over time.
3. Involves an imbalance of power in a relationship.

**Bystander:** An individual who sees harmful behavior but does not act.



**Category:** A grouping of similar things, concepts or people.

**Choice:** The conscious or unconscious act of choosing how to direct our attention and how to respond to various situations.

**Chunking:** Breaking big goals down into achievable chunks helps the goals become more manageable.

**Clarifying Questions:** Open-ended questions that invite further explanation from the speaker and demonstrate attention to detail. For example, “What did you mean by...?” or “Can you explain that more?”

**Clarifying Statements:** Direct, open-ended statements that invite further explanation from the speaker. For example, “Say more about that.” or “Talk about how you felt.”

**Conversation:** A talk between two or more people involving the discussion or exchange of ideas, thoughts, feelings, and information.

**Cognitive:** Relating to thoughts and thinking.

**Common Humanity:** The recognition that our problems and sufferings are normal parts of being human and that we are not alone in our struggles. (One of the three elements of self-compassion.)

**Community:** A group of people who share one or more things in common, such as: location, interests, needs, values, purpose, identity, beliefs, or resources.

**Community Building Circles:** A proactive type of group discussion used in Restorative Approaches that focuses on providing participants with opportunities to get to know each other better, enhance relationships, and strengthen a sense of connection and belonging to the group.

**Compassion:**

1. Recognizing the suffering in others and feeling motivated to take action.
2. To suffer with.

**Compassionate Action:** Behavior that is motivated by the recognition of, and the desire to relieve, others' suffering.

**Conflict:**

1. Any situation in which there is no clear solution.
2. A disagreement or argument.



## C

(continued)

**Consequences:** The result(s), or outcome, of an action, thought, or event. Consequences may be easy (agreeable outcome), hard (disagreeable outcome), or neutral (neither agreeable nor disagreeable outcome).

**Cool down Strategies:** Any skill, strategy, or behavior used to deal with difficult emotions (also known as coping skills).

**Cooperation:** A group of individuals working together towards a common goal, effort, or mutual benefit.

**Coping Skills:** Any skill, strategy, or behavior used to deal with difficult emotions (also known as cool down strategies).

**Core Values:**

1. The principles and guidelines by which you live your life. Values help you make decisions, know right from wrong, and choose how to act and treat others.
2. Principles, preferences, or guidelines concerning appropriate behavior; a sense of “right and wrong;” overarching ethical and moral themes for a group or individual.

**Criteria:** A standard by which something may be judged or evaluated.



## D

### **Deep Breath:**

1. A breath that is longer, slower, and fuller than a typical breath.
2. A purposeful alteration in breath quality that focuses on long, slow inhalations and exhalations; typically results in feelings of calm and relaxation.

### **Diaphragm Muscle:**

1. The main muscle involved in breathing.
2. The dome-shaped sheet of muscle that separates the chest cavity from the abdominal cavity.

**Diaphragmatic Breath:** A deep breathing technique that fully engages the diaphragm muscle and causes the belly to expand/rise on inhalation and contract/fall on exhalation. Also known as 'belly breath,' the diaphragmatic breath is associated with relaxation.

**Difficult emotion:** Any emotion that is unwanted, undesirable, and causes stress and suffering.

**Dopamine:** A chemical messenger (neurotransmitter) found in the brain that has many roles, though is most strongly associated with the brain's pleasure/reward system (e.g., receiving a reward may cause the release of dopamine, resulting in pleasant feelings).



# E

**Easy Emotion:** Any emotion that is wanted, desirable, and pleasant.

**Emotion or Feeling:**

1. Something you feel in response to an event, thought, or behavior.
2. Emotions are complex reactions to events and thoughts that help us to understand and respond to situations in our life. They can be pleasant, unpleasant, or neutral and are usually accompanied by physical sensations.

**Emotional Literacy**

1. The ability to express feelings with specific feeling words, in three word sentences.
2. Proficiency in noticing, naming, and understanding emotions.

**Emotional Vocabulary:** The body of words used to describe emotions. There are over 4,000 words and phrases for emotions in the English language.

**Emotional Eating:** Eating in response to emotional or psychological hunger cues rather than actual, physical hunger cues.

**Empathy:** The ability to understand and feel what another person is feeling. To share another's perspective.

**Engagement:** The degree of motivation, interest, curiosity, attention, and emotional commitment students show in the process of learning.

**Equal and Equality:** Treating people the same, regardless of their needs.

**Equity:** Treating people fairly.

**Equitable:** Treating people fairly, according to their needs.

**Event:** Any situation or interaction that leads to a particular emotion, thought or behavior. This is the "When" of I-Statements.

**External Conflict:**

1. A situation involving two or more people in which there is no clear solution.
2. A disagreement or argument between two or more people.

**External Control:** The feeling or belief that one's thoughts, behaviors, and emotions are dependent on external events.

**Extrinsic Motivation:** Engaging in an activity or behavior for external rewards or outcomes; doing something because you want to earn rewards like recognition, money, praise, or grades.



## F

### **Facts vs. Opinion:**

1. A fact is an objective description of an event that cannot be argued with; a fact is based on an observable event.
2. An opinion is an interpretation of an event based on subjective emotions, thoughts and beliefs.
3. An opinion is your personal belief or thought about an event.
4. In the I-Statement, the “when” is a statement of fact and the “because” is a statement of opinion.

**Fair and Fairness:** Treating people according to their needs.

**Feelings:** Synonym for emotions. Something you feel in response to an event, thought, or behavior.

### **Fight-or-Flight Response:**

1. The body's automatic reaction to perceived threats to survival and stress. Prepares the body to stay and fight the threatening stimulus (fight) or to run away (flight).
2. Activation of the sympathetic nervous system in response to stress resulting in physiological changes including: increased heart rate, increased breathing rate, increased blood pressure, increased sugar levels in the blood, dilation of pupils, sweaty palms, and the release of stress hormones (adrenaline). The fight-or-flight response is a function of the limbic system and amygdala and is also known as the 'acute-stress response.'

**Five Senses:** Sight, smell, hearing, taste, and touch.

**Fixed Mindset:** The belief that intelligence is fixed and personality is set. Fixed mindset inhibits the desire to learn, avoids challenges, gives up easily, ignores negative feedback, and fails to learn from mistakes, failures, criticism, and others.

**Flow experience:** A state of optimal performance and complete focus that is characterized by “getting lost in the moment.”

### **Focus:**

1. Awareness, attention, concentration.
2. The ability to sustain attention towards a specific object or task over a period of time.

**Followerhip:** The ability to actively follow a leader.

**Framing:** Providing intentional structure or context to something.

**Function:** The purpose of something.



# G

**Goal:** A specific, action-oriented, and time-oriented statement focused on a specific achievement or outcome in the future.

**Gratitude:**

1. The act and attitude of giving thanks.
2. The feeling of being thankful and showing appreciation.

**Grief:** A powerful emotion of suffering, sorrow, and distress after a death, transition, or loss.

**Growth Mindset:** The belief that intelligence can be developed and personality is flexible. Growth mindset leads to a desire to learn, embraces new challenges, persists through setbacks, and learns from mistakes, failures, criticism, and others.



# H

**Happiness:**

1. An emotional state of joy, satisfaction, and well-being.
2. A temporary feeling associated with positive experiences and closely linked to one's sense of satisfaction, meaning, and purpose in life.

For more on happiness refer to [this article from the Greater Good Science Center](#).

**Hardwired:** A genetically determined trait or quality that is the result of permanent connections in the brain.

**Harm:** Damage resulting from a conflict. Harm can take many forms, such as: emotional, physical, monetary, social, or academic.

**Harmful coping skills:** A maladaptive strategy to deal with difficult emotions that detracts from long-term health and happiness (may offer short term relief).

**Healthy Goodbye:** A goodbye that fulfills the emotional needs of those involved and offers closure. Generally speaking, if these criteria are met there is no "right" or "wrong" way to say goodbye.

**Hearing vs. Receiving:**

1. Hearing: Sounds or words we hear (may or may not involve an understanding of meaning).
2. Receiving:
  - Understanding the message of what was shared, spoken or unspoken. Requires paying attention, processing, and understanding meaning.
  - One can hear a message without receiving it, but one must hear and receive a message to understand it.

**Helpful Coping Skills:** An adaptive strategy to deal with difficult emotions that contributes to long-term health and happiness.



**I-Statement:** A three-part statement that includes an emotion, an event, and a thought. The I-Statement is a commonly used tool in assertive communication.

**Imagine:** To use thought and attention to create mental images and ideas not based on present reality.

**Impact:** How one person's behaviors effect others.

**Injustice:** A situation that violates or ignores the rights of a person or group of people.

**Inner Critic:**

1. Our own self-critical thoughts and inner dialogue, conscious or unconscious.
2. The "voice in your head" that responds to difficulties with criticism and self-judgment.

**Intelligence:** The ability to attain and process new information. How well we learn, apply knowledge, and gain skills.

**Intention:** An aim or purpose to act, think, or be a certain way.

**Internal:** Referring to the inward state of our body (emotions, tension/relaxation, pain, pleasure, etc.)

**Internal Conflict:**

1. A situation involving only one person in which there is no clear solution (e.g., a difficult decision, negative self-talk).
2. A disagreement with oneself that is not easily resolved.
3. A persistent pattern of thoughts, emotions, or behaviors that causes harm to oneself and is difficult to change.

**Internal Control:** The feeling or belief that one's thoughts, behaviors, and emotions are within your own control.

**Intrinsic Motivation:** Engaging in an activity or behavior for internal rewards; doing something because you enjoy the activity itself.



K

**Kindness:** An act or quality of being generous, friendly and considerate.



## L

**Larger Conflicts:** Disagreements between groups, organizations, or countries that involve a large number of people (e.g., gangs, politics, and war).

**Leadership:** The ability to lead, or influence, others through words, actions, and thoughts.

**Limbic System:** A complex grouping of brain structures common to all mammals responsible for processing of basic emotions (anger, fear, pleasure) and automatic behaviors associated with survival (hunger, reproduction, instinct, memory, motivation).

**Lizard-brain:**

1. A term used to describe the most basic parts of the human brain responsible for eating and staying safe: the brain stem, the limbic system, and the amygdala.
2. The brain systems humans share in common with more primitive species, such as reptiles. Responsible for basic functions necessary for survival (fight-or-flight, finding food, avoiding predators, reproduction, and bodily functions such as heart beat, breathing and other autonomic functions). Also known as the reptilian brain, limbic system, brain stem and amygdala.

**Lizard/Wizard Brain:** The metaphor used to describe the limbic system (lizard) and prefrontal cortex (wizard).

**Loving-kindness:**

1. A state of universal love and compassion.
2. A common mindfulness practice in which participants concentrate on feelings of compassion towards others or themselves through the use of repetitive phrases such as "May you be happy. May you be healthy. May you be peaceful."



# M

**Measurable:** One of the five elements of SMART Goals. A goal that has clearly defined outcomes for success. Determined by asking the question, “How will I prove that I have achieved my goal?” or “How will someone else know that I have achieved my goal?”

**Mediator:**

1. A person who helps others solve conflicts.
2. A neutral third-party who facilitates conflict resolution between two or more parties.

**Metaphor:**

1. A figure of speech used to compare two dissimilar things by highlighting their similarities and common characteristics.
2. A direct comparison of two things without the use of like or as.

**Mindful Body:**

1. Paying attention to, or bringing awareness to, your physical body including posture and physical sensations.
2. The practice of Mindful Body involves making awareness of your physical body your single point of focus, concentration, and attention.
3. Mindfulness of Body is one of three anchors of mindfulness. (See also: Mindful Listening, Mindful Breathing)

**Mindful Breathing:**

1. Paying attention to, or bringing awareness to, your breath including breath quality, rhythm, physical sensations and emotional states.
2. The practice of Mindful Breath involves making awareness of your breath your single point of focus, concentration, and attention.
3. Mindfulness of Breath is one of three anchors of mindfulness. (See also: Mindful Body, Mindful Listening).

**Mindful Coloring:**

1. Paying attention to, or bringing awareness to, the act of coloring.
2. The practice of Mindful Coloring involves making awareness of the activity of coloring your single point of focus, concentration, and attention.

**Mindful Eating:**

1. Paying attention to, or bringing awareness to, the process of eating, especially by actively engaging all five senses.
2. The practice of Mindful Eating involves making awareness of eating a single point of focus, concentration, and attention.



## M (continued)

### **Mindful Listening:**

1. Paying attention to, or bringing awareness to, a specific sound or any sounds in your environment.
2. The practice of Mindful Listening involves making awareness of sounds a single point of focus, concentration, and attention.
3. Mindfulness of Listening is one of three anchors of mindfulness. (See also: Mindful Body, Mindful Breathing).

### **Mindfulness:**

1. Paying attention to what is happening in the present moment.
2. Moment-to-moment, non-judgmental awareness of thoughts, feelings, bodily sensations and environmental cues.
3. Mindfulness is considered a “practice” of developing the abilities of awareness, focus, concentration, attention, and acceptance. For an expanded definition of mindfulness refer to [this introduction from the Greater Good Science Center](#).

**Minimal Encouragers:** The skill of encouraging sharing through small, affirmative signals in your verbal and non-verbal communication.

1. This includes short phrases like: “Uh-huh,” “Hmmm,” “Wow,” “Keep sharing,” etc.
2. This also includes non-verbal signals like head nodding, eye contact, facial expressions, and even the “keep going” hand signal.

**Mission Statement:** A 1 -2 sentence statement that summarizes an individual's or group's core values and big picture purpose.

**Mood:** A passing state of mind that reflects a predominant feeling, emotion, or attitude and lasts longer than a single emotional response.



## N

**Needs:** Circumstances or conditions that are necessary and vital for functioning. Needs can be physical, emotional, social, environmental, or any combination of the above.

**Negative:** Undesirable, unwanted, unpleasant; the opposite of positive.

**Negative Self-Talk:** Internal dialogue and thoughts which are unkind, overly harsh, and self-critical.

**Negativity bias:** The brain's natural tendency to remember and react to negative experiences more strongly than positive experiences.

**Negative Automatic Thoughts:**

1. Thoughts that occur without conscious awareness and that lead one to feeling unpleasant or unwanted emotions.
2. Also known as negative self-talk, or NATS.

**Neurodivergent:** Having a brain that functions in ways that diverge significantly from the dominant societal standards of 'normal.'<sup>1</sup>

**Neurodiversity:**

1. The natural differences and variations in human brain structure and function.
2. The concept that neurological differences are a natural part of human development (e.g., Autism, ADHD, Dyslexia, Gifted, etc.).
3. For many autistic people, neurodiversity is viewed as a concept and social movement that advocates for viewing autism as a variation of human wiring, rather than a disease. As such, neurodiversity activists reject the idea that autism should be cured, advocating instead for celebrating autistic forms of communication and self-expression, and for promoting support systems that allow autistic people to live as autistic people.<sup>1</sup>

**Neurodiversity Movement:** A social justice movement that seeks civil rights, equality, respect, and full societal inclusion for the neurodivergent.<sup>1</sup>

**Neurogenesis:** The formation and growth of new neurons that makes neuroplasticity possible. Neurogenesis is most active during pre-natal development but continues throughout the life span.

**Neurotypical:** Having a style of neurocognitive functioning that falls within the dominant societal standards of 'normal.'<sup>1</sup>

**Neuron:** Special cells that transfer electro-chemical signals through complicated networks that form the basis of all of our thoughts, emotions, and behaviors.

**Neuroplasticity:**

1. The brain's ability to change over time due to the influence of thoughts, behaviors, and experiences.
2. The ability of the brain to physically reorganize itself by forming new neural connections and pruning old, unused, or damaged neural connections.

**Neuroscience:** The field of scientific study related to the form and function of the brain and nervous system.

1) <https://neurodiversitysymposium.wordpress.com/what-is-neurodiversity/>



## P

### **Paraphrase:**

1. The skill of repeating back to the speaker what was said using slightly different wording.
2. Clarifying responses by repeating the meaning, or gist, of what was shared with slightly different phrasing.

### **Participation:**

1. Actively taking part in and engaging in something.
2. The percentage of a group of people that engage in something (e.g., “The class had 80% participation in the reading assignment.”).

**Pattern of Behavior:** Any observable action that occurs repeatedly over time.

### **Paying Attention:**

1. Focusing on one specific aspect of direct experience for a sustained period of time.
2. Concentration, focus, awareness, mindfulness.

**Peak Experience:** A moment of complete euphoria and mindfulness of the present moment that usually results from being in the flow state.

**Peer:** Someone belonging to the same group, or of equal age, rank, grade, or status as someone else.

**Personality:** Who we are as a person: our habits, beliefs, actions, attitudes, character traits, temperament; our identity.

### **Physical Sensations:**

1. Something that is felt within the body.
2. Awareness of any real or perceived feeling or experience within the body, either directly through the five physical senses or as a mental state. Physical sensations are often related to emotions (e.g., “Butterflies in my stomach”).

**Physical Hunger Cues:** Actual signs from your body that you are hungry and need food. For example: growling stomach, hunger pangs, low energy, hunger that builds gradually rather than suddenly, etc.

**Positive:** Desirable, wanted, pleasant; the opposite of negative.

**Positive Self –Talk:** Internal dialogue and thoughts that are kind, compassionate, and warm.

**Positive Memories:** Memories of a time, person, place, or event associated with easy emotions such as joy, calm, love, and happiness.

**Posture:** The physical position of a persons’ body when standing or sitting.

**Power:** An advantage or ability that one person possesses over another. Power can take many forms, including: physical size and strength, social power (popular vs. unpopular), age, intelligence, money, numbers (many against few), ability, etc.



## P (continued)

**Power Phrase:** A repetitive phrase or sound used to promote attention, focus, and awareness of the present moment. A power phrase may consist of actual words or non-sense sounds and may or may not have a deeper meaning or intention.

**Practice:** Repeated attention to and performance of a specific skill or activity with the intention of improving that skill.

**Prefrontal Cortex (PFC):** The part of the brain located directly behind the forehead that is responsible for complex, executive functions such as: planning, decision making, abstract thought, personality, morality, impulse control, and social behavior. In comparison to other animals, the PFC is highly developed in humans – though it is not fully developed until about the age of 25.

**Privilege:** A set of unearned benefits given to a person based on membership of a particular social group. (e.g., gender, race, sexual orientation, family, education, country of origin, language, physical and mental ability, etc.).

**Psychological Hunger Cues:** Emotional reactions that cause you to eat when you are not actually hungry. For example: feelings of sadness, stress, or boredom; craving a specific food (sugar); hunger comes on suddenly and may feel urgent; eating when full or to the point of discomfort; feelings of guilt and shame around eating.

**Purpose:**

1. The intention, aim, or goal of person or group.
2. The reason(s) why something is done.



## R

**Reflection:** (As used in *Active Listening*) Repeating what someone shared without changing the wording (e.g., If someone shares “I feel excited” a reflection would be, “I hear that you feel excited.”).

**Relationship:** Any form of connection between two or more people or things.

**Relaxed vs. Tense:** Referring to either a mental or physical state.

1. A relaxed state is comfortable, effortless and without stress, anxiety or tension.
2. A tense state is tight, rigid, stressed or with anxiety.

**Reporting vs Tattling:**

1. Reporting: Telling an adult or person of power about a situation in order to keep someone safe.
2. Tattling: Telling an adult or person of power about a situation in order to get them into trouble.

**Respect:** Behaving and thinking in ways that show admiration, value, and care for other people, places, and things.

**Respectful Learner:** A student that supports the ability of others to learn through active engagement and participation.

**Responsibility:** Any intentional or unintentional action contributing to a conflict or causing harm. Responsibility may also include any actions not taken that result in harm or conflict. (e.g., failing to meet expectations, missing a deadline, not standing up for a friend).

**Restorative Approaches:** A conflict resolution style that is used widely in schools, justice systems, and many cultures worldwide. Restorative approaches focus on identifying the harm that has been done and then establishing a way to repair this harm. This is typically done in a mediation setting by working through the Restorative Questions.

**Restorative Circles:** A type of group discussion that uses the Restorative Questions and intentional dialogue to respond to harm and conflict.

**Restorative Questions:** A series of questions used in restorative conflict resolution that focus on responsibility, problem-solving, and repairing harm rather than rule-breaking, blame, and punishment. The Restorative Questions are:

1. What actually happened?
2. Who has been harmed?
3. Who is responsible for what?
4. How can we fix it?

**Rewarding:** One of the five elements of SMART Goals. A goal that naturally provides satisfaction or can be arranged to be satisfying. Determined by asking the question, “What do I find exciting about this goal? If it is not naturally exciting, how can I reward myself?”



## S

**Satiety/Satiated:** A feeling of being comfortably full and satisfied without feeling stuffed or uncomfortably full.

**Savoring:**

1. The practice of intentionally noticing and absorbing positive experiences to counteract the brain's negativity bias.
2. Relishing, enjoying, and experiencing something fully and completely.

**Savoring Walk:** An experiential exercise in which a person uses all five senses to notice and experience as many positive and pleasurable things as possible.

**Scan:** To examine something closely.

**Scenario:** An imaginary situation that may be used for practice or rehearsal.

**Self-Compassion:**

1. Recognizing our own suffering and feeling motivated to take action.
2. Treating ourselves with the same love, compassion, and kindness that we would treat others with.

**Self-Kindness:** Treating ourselves with the same warmth and understanding that we treat friends, family and even strangers. Especially when experiencing the inevitable difficulties of life. (One of the three elements of self-compassion)

**Self-Monitoring:** The ability to track, measure, observe, and reflect on one's own behavior.

**Sensory:** Involving the five senses (taste, touch, smell, sound, sight).

**Shallow Breath:** Rapid, fast, and short breathing that does not engage the diaphragm muscle and is associated with physical activity or stress. Shallow breathing causes the chest to rise and fall rather than the belly. Shallow breathing both contributes to and is associated with feelings of stress, anxiety, fear and panic.

**Simile:** A figure of speech used to compare two dissimilar things by using the words like or as (e.g., "A voice like an angel" or "A night as black as coal.").

**Social Group:** Two or more individuals who share common characteristics or identify as belonging to the group.

**Social Justice:** An umbrella term used to describe recognition of: common humanity, disparities in power and privilege, and actions needed to work towards an equitable society.

**Sound:**

1. A physical vibration that can be perceived by the ear.
2. Something you hear.

**SMART Goal:** An acronym used to provide structure and accountability to goal setting. The five parts of a SMART goal include: Specific, Measureable, Achievable, Rewarding, and Timely.



## S (continued)

**Specific:** One of the five elements of SMART Goals. A goal that describes exactly what will be accomplished and how it will be accomplished. Determined by asking the question, “What exactly do I want to accomplish? How will I accomplish it?”

**Sticky Emotions:**

1. An emotion that is difficult to let go of.
2. An emotion that persists over time despite attempts to cope.

**Stuck thoughts:**

1. A thought that is difficult to let go of.
2. A thought that persists over time despite attempts to cope.

**Summarizing:** The skill of briefly stating the main points of a speakers' message.

**Synapse:**

1. The point of connection between two or more neurons.
2. The small space between neurons where chemical messengers (neurotransmitters) are transferred.

**Synaptic Pruning:** The elimination of weak or unused synaptic connections (the opposite of neurogenesis). Synaptic pruning occurs from birth to the end of puberty and is the other reason neuroplasticity is possible. Synaptic pruning is summarized by the saying, “If you don’t use it, you lose it.”

**Synonyms:** Words or phrases that have the same, or similar, meaning.



## T

**Taking in the Positive:** A term coined by neuroscientist Dr. Rick Hanson to describe the process of pausing to notice, enjoy, and remember positive experiences and allowing them to “sink in.” This is a form of mindfulness practice and is used to counteract the brain’s negativity bias.

**Teamwork:** Working in cooperation with others towards a common cause.

**Teflon:** A non-stick material; used in this context to describe the brain’s tendency to easily forget positive experiences.

**Thought:**

1. Interpretations (opinions) we form about others, our world, and ourselves.
2. The result of processing and organizing information. Thoughts inform our behaviors and emotions.
3. One’s internal dialogue or something you tell yourself that you could put in quotes (e.g., “Everything will be okay.”).

**Thought Record:** A tool commonly used in Cognitive Behavioral Therapy to help identify and dispute negative automatic thoughts.

**Timely:** One of the five elements of SMART Goals. A goal that has a deadline for completion. Determined by asking the question, “When will my goal be complete?”

**Treatment:**

1. Actions or behaviors directed towards someone or something.
2. The manner in which someone cares for or deals with someone or something.

**Triad:** Group of three.



# U

**Unstuck thoughts:** A previously stuck thought that a person can now let go of.

**Upstander:** An individual who sees harmful behavior and takes action to correct it.



## V

**Values:** Principles, preferences, or guidelines concerning appropriate behavior; a sense of “right and wrong;” overarching ethical and moral themes for a group or individual.

**Velcro:** A sticky material; used in this context to describe the brain’s tendency to overemphasize negative experiences.

**Violation:** The act of disrespecting or interfering with a person’s rights; or breaking a rule, law, or expectation.

**Visualization:** The use of imagination and attention to create mental images, particularly useful in changing thought patterns.

**Vowels and Consonants:** Letters of the alphabet

- Vowels: A, E, I, O, U
- Consonants: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z

**Vulnerability:** Opening yourself to the possibility of emotional or physical harm.



# W

**Whole Body Listening:** Another term for describing active listening. Whole body listening typically involves:

- Eyes on the Speaker
- Ears Listening for Important Parts
- Mouth Quiet
- Body Still (or Feet on the Ground/Criss-Cross, Hands in Lap)
- Curious Mind Thinking Carefully About What You're Hearing

**Wizard-Brain:** The part of the brain most fully developed in humans and responsible for complex functions such as planning, decision making, abstract thoughts, personality, morality, impulse control and social behavior. Also known as the Prefrontal Cortex.



# Y

**You-Statement:** A statement about your emotions that begins with the word “You” instead of “I.” For example, “You make me so mad!” You-statements are considered a form of passive or aggressive communication and typically create defensiveness, blame, and conflict.