

(Compiled from sources related to understanding disproportionality in fields of child welfare, education, health, juvenile justice, and mental health)

Achievement Gap: The term achievement gap refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and minorities, or students from higher-income and lower-income households (Achievement Gap, 2013).

Adjudication: Adjudication is the court process that determines (judges) if the juvenile committed the act for which he or she is charged. The term “adjudicated” is analogous to “convicted” and indicates that the court concluded the juvenile committed the act (Michigan Committee on Juvenile Justice, 2014).

Alternatives to Detention: Alternative services provided to a juvenile offender in the community to avoid placement in a secure or non-secure detention facility (U.S. Department of Justice, 2009).

Assessment: Evaluation of knowledge or ability that helps determine the outcome or status of a situation or the reasons why a specified situation exists (Modified from, U.S. Department of Justice, 2009).

Best Practices: A best practice is a methodology that is generally accepted as a successful intervention currently believed to improve consumer outcomes. Evidence-based practices are a type of best practice that has been established and supported by scientific evidence. The terms “best practice” and “evidence-based practice” are often used interchangeably. Another similar descriptor is promising practices which refers to interventions or services that have shown benefits to consumers, but have not yet established as evidence-based practices through rigorous scientific research (Commission on Disproportionality in Youth Services, 2008).

Bigotry: Prejudice and/or discrimination against one or all members of a particular group based on negative perceptions of their beliefs and practices or on negative group stereotypes (Anti-Defamation League, 2013).

Children of Color: Children belonging to various cultural, ethnic, and racial communities, primarily African American/Black, Latino/Hispanic, and Native/Indigenous American (Children League of American, n.d.).

CHINS or CINS: Commonly used abbreviation for “child in need of supervision” (also referred to as a PINS or “person in need of supervision”) (U.S. Department of Justice, 2009).

Classism: Prejudice and/or discrimination against people because of their real or perceived social and economic status (Anti-Defamation League, 2013).

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Collaboration: A process of participation through which people, groups, and organizations work together to achieve desired results. Collaborations accomplish shared vision, achieve positive outcomes for the audience they serve, and build an interdependent system to address issues and opportunities. Collaborations also involve the sharing of resources and responsibilities to jointly plan, implement and evaluate programs to achieve common goals. Members of the collaboration must be willing to share vision, mission, power, resources, and goals (Adapted from: Collaboration Framework, 2008).

Compliance: The adherence to a mandated course of action based on federal, state, or local guidelines, regulations, policies, or legislation that require accountability or corrective action toward accountability based on known evidence, measureable outcomes, or required expectations (Federal Register, 2013).

Compliance in Education: Each state shall monitor all public agencies that receive federal or state monies for special education to ensure compliance with and implementation of the requirements of federal and state laws, rules, regulations, and policies regarding the provisions of programs, services, protections, and a free appropriate public education to all students with disabilities. These monitoring activities include disaggregated data collection which provides a way to determine whether there is a significant disproportionality based on race with respect to the (1) identification of students as students with disabilities; (2) identification of students as students with disabilities in accordance with a particular disability; (3) placement of students in a particular educational setting; and (4) incidence, duration, and type of disciplinary actions, including suspensions and expulsions (Indiana Department of Education, 2010).

Compliance in Juvenile Justice: In order to receive its full fiscal year allocation of Formula Grants program funds, a State must first demonstrate compliance with Deinstitutionalization of Status Offenders (DSO), Jail Removal, Sight and Sound Separation, and Disproportionate Minority Contact (DMC) protections. Compliance with the first three core protections is demonstrated through data provided in the State's annual Compliance Monitoring Report. Compliance with DMC is determined by information provided in the State's Comprehensive Three-Year Plan and subsequent plan updates (U.S. Department of Justice, 2009).

Culture: The patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, dating rituals, and clothing, to name a few (Anti-Defamation League, 2013).

Cultural Capital: The behavior patterns, set of values, and linguistic expressions expected in a specific socioeconomic or ethnic group. Cultural capital in school includes the behaviors and language needed to negotiate the rules, interactions, and demands of an educational institution. What counts as cultural capital may be different in varying context – yours or those of others. Desirable traits in one context may not be recognized or taught in other context (Bardon, 2007, p. 3).

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Cultural Competence: The ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each. Cultural competence is a vehicle used to broaden our knowledge and understanding of individuals and communities through a continuous process of learning about the cultural strengths of others and integrating their unique abilities and perspectives into our lives (Children League of America, n.d.).

Cultural Mismatch (Education): The mismatch between aspects of the student's home culture and the school culture. It may be appropriate to modify aspects of the school culture to "match" some aspects of the home culture. This can lead to increased academic performance for the student, as well as a better understanding of the student. (Note: This definition can be applied to the other areas address by IDC) (Bardon, 2007, p. 3).

Cultural Racism: Societal beliefs and customs that promote the assumption that the products of a given culture, including the language and traditions of that culture are superior to those of other cultures (This is My Home, n.d.).

Cultural Responsiveness: The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. It includes adjusting your own and your organization's behaviors based on what you learn. Cultural responsiveness is not something you master once and then forget...cultural responsiveness is not about trying to change others to be more like you. It is about cultivating an open attitude and new skills in yourself. Cultural responsiveness involves exploring and honoring your own culture, while at the same time learning about and honoring other people's culture (This is My Home, n.d.).

Culturally Responsive Practices: Culturally responsive practices are the result of gaining cultural competence and implementing the tools, skills, and perspectives into every aspect of education; curriculum, instruction, interventions, communication and policy decisions (The Equity Project at Indiana University, n.d.).

Cultural Rights: The right to preserve and develop one's cultural identity, as well as the right to protect endangered cultures (This is My Home, n.d.).

Delinquent offense: An act committed by a youth that would be a crime if committed by an adult. Examples include assault, burglary, or possession of illegal drugs (U.S. Department of Justice, 2009).

Detention: Temporary confinement of a youth alleged to be delinquent pending pretrial release, juvenile court proceedings, or disposition (U.S. Department of Justice, 2009).

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Disaggregated Data: “Disaggregated” means to separate a whole into its parts. In education, this term means that test results are sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English fluency. This practice allows parents and teachers to see more than just the average score for their child’s school. Instead, parents and teachers can see how each student group is performing (U.S. Department of Education, 2004).

Discrimination: The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking, political rights. Discrimination is an action that can follow prejudicial thinking (Anti-Defamation League, 2013).

Disparity: Refers to unequal or differential treatment when comparing a person of color with a member of the majority population in the United States. This may be evidence at multiple decision making points in a child-serving system (for example, in the child welfare system – reporting, investigation, substantiation, foster care placement, exit, treatment, services or resources) (Commission on Disproportionality in Youth Services, 2008).

Disparate Effect or Impact: Result of policy, practice or procedure that in application has less favorable consequences for a protected class than for the dominant group (U.S. Department of Justice, 2009).

Dispositions: Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (National Council for Accreditation of Teacher Education, 2008, p. 53).

Disproportionality: Refers to a particular racial/ethnic group being represented in a given category at a significantly higher or lower rate than other racial/ethnic groups (The Equity Project at Indiana University, n.d.).

Disproportionate Minority Confinement: Under the Juvenile Justice and Delinquency Prevention Act (JJDP), disproportionate minority confinement (DMC) exists when the proportion of youths detained or confined in secure detention facilities, secure correctional facilities, jails and lockups who are members of minority groups exceed their groups’ proportions in the general population (U.S. Department of Justice, 2009).

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Disproportionate Minority Contact: According to the Juvenile Delinquency Prevention Act (JJDP), Disproportionate Minority Contact (DMC) exists when a specific minority group comes in contact with the juvenile justice system at a rate that is not proportionate to their representation in the general population. This can result in either over-representation or under-representation. In order to comply with (JJDP), states are required to use juvenile delinquency prevention and system improvement efforts designed to reduce the disproportionate number of juvenile members of minority groups who come into contact with the juvenile justice system without establishing or requiring numerical standards or quotas (U.S. Department of Justice, 2009).

Diversity: Difference among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and other human differences (National Association of Area Agencies on Agencies, 2014).

Economic Justice: Fairness and equity in economic affairs, by establishing laws, governments, and institutions that treat people equally and avoid favoring particular individuals or groups while providing opportunities to those living in poverty (This is My Home, n.d.).

Economic, Social, and Cultural Rights: Rights that concern the production, development, and management of material for the necessities of life. These rights also include the right to preserve and develop one's cultural identity, as well as rights that give people social and economic security, sometimes referred to as security-oriented rights. Examples of such rights include the rights to adequate education, food, shelter, and health care (This is My Home, n.d.).

Environmental, Cultural, and Developmental Rights: These rights recognize that people have the right to live in a safe and healthy environment and that groups of people have the right to cultural, political, and economic development (This is My Home, n.d.).

Ethnicity: Refers to a person's identification with a group based on characteristics such as shared history, ancestry, geographic and language origins, and culture (Anti-Defamation League, 2013).

Ethnocentrism: A practice of consciously or unconsciously privileging one's own ethnic group over others that involve judging other groups by the values of one's own group (This is My Home, n.d.).

Ethnic Group: A community that is maintained by a shared culture, language or religion; a human group bound together by ties of cultural homogeneity, with a prevailing loyalty and adherence to certain base institutions such as a family patten, religion and language. Everyone belongs to an ethnic group. The term is often confused with racial "minority" (Institute on Cultural Competence, n.d.).

Evaluation: The use of assessment to determine the effectiveness of intervention strategies (Modified from the U.S. Department of Justice, 2009).

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Equal Opportunity Programs: An explicit set of policies, guidelines and actions aimed at removing discrimination and ensuring that the general community has equal access to and full participation in education, employment, housing, health care, goods, and other facilities (Institute of Cultural Competence, n.d.).

Equity: Fairness and appropriateness of treatment based on needs rather than group identity (Institute of Cultural Competence, n.d.).

Equity in Education: In education, the term equity refers to the principle of fairness. While it is often used interchangeably with the related principle or equality, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It has been said that “equity is the process; equality is the outcome,” given that equity – what is fair and just – may not, in the process of educating students, reflect strict equality – what is applied, allocated, or distributed equally (The Glossary of Educational Reform, 2013).

Equity in Employment: Practices designed to eliminate discriminatory barriers and to provide equitable opportunities in employment. An employment equity program puts in place practices to ensure access without discrimination both to the available opportunities and to the possibility of their realization. This usually involves the setting of long term and short term goals to redress previous discrimination and inequalities for specified target groups. The legal definition is: “Employment Equity means more than treating persons in the same way but also requires special measures and the accommodation of differences” (Bill C62, Employment Equity Act). Thus the quality of the results is what is important, not the equality of treatment (Institute of Cultural Competence, n.d.).

Hispanic or Latino: The ethnic group of persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish speaking cultures of origin, regardless of race. In 1998-99, the title of this ethnic group was modified in California from Hispanic to reflect the new federal standards and more current use (Modified from the California Department of Education, 2013).

Historical Experiences/Implications of Culture: Some cultures have been the dominant societal culture (e.g. middle class white), and others have been marginalized through attitudes and control of opportunities. These historic examples affect the current population of a culture. Examples of historic experiences include slavery, segregation, racism, Indian boarding schools, relocation of reservations, etc. (Bardon, 2007, p. 3).

Holistic or wraparound services: In the wraparound service approach, a team of professionals from different disciplines works with a young person and his or her family to offer services that meet their specific needs. The team also may work with the family in a location that is comfortable for the family, for example, at the family home or at the young person’s school (U.S. Department of Justice, 2009).

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Human Dignity: This principle of human rights signifies that each individuals, regardless of age, birth, color, creed, disability, ethnic origin, familial status, gender, language, marital status, political or other opinion, public assistance, race, religion, or belief, sex, or sexual orientation, deserves to be honored, esteemed, and respected (This is My Home, n.d.).

Human Rights: The rights people have simply because they are human beings, regardless of their ability, citizenship, ethnicity, gender, language, nationality, race, or sexuality; human rights become enforceable when they are codified as conventions, covenants, or treaties, as they become recognized as customary international law, or as they are accepted national or local law (This is My Home, n.d.).

Identification: The use of an established set of criteria to determine the existence of diagnosis, phenomena, or problem, and then to categorize the extent to which that event exists (Modified from the U.S. Department of Justice, 2009).

Implicit Bias: An act that occurs when someone consciously rejects stereotypes and supports anti-discrimination efforts but also holds negative associations in his/her mind unconsciously. Scientists have learned that we only have conscious access to 5 percent of our brains – much of the work our brain does occurs on the unconscious level. Thus, implicit bias does not mean that people are holding their racial prejudices. They literally do not know they have them. More than 85 percent of all Americans consider themselves to be unprejudiced. Yet researchers have concluded that the majority of people in the United States hold some degree of implicit racial bias (Open Society Foundation, 2011).

Indigenous People: People who are the original or natural inhabitants of a land. Native Americans/American Indians, for example, are the indigenous peoples of the United States (This is My Home, n.d.).

Inequality: Refers to the condition of being unequal or social or economic disparity (National Association of Area Agencies on Agencies, 2014).

Inequity: Refers to injustice or unfairness (National Association of Area Agencies on Agencies, 2014).

Institutional Racism: Is the conscious or unconscious exercise of notions of racial superiority by social institutions throughout their policies, practices, and procedures, as well as through the organizational culture and values. Institutional racism results in the unequal treatment of, or discrimination against, non-dominant individuals or groups (National Association of Area Agencies on Agencies, 2014).

Intervention: A solution/concept/approach to address identified barriers or causations (Modified from the U.S. Department of Justice, 2009).

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Justice: Fairness, equity, and morality in action or attitude in order to promote and protect human rights and responsibilities. In most societies, people work for justice by organizing through different categories of rights, such as civil, political, economic, social, and cultural (This is My Home, n.d.).

Juvenile: A young person at or below the upper age of juvenile court authority, as defined in the local (U.S. Department of Justice, 2009).

Juvenile Justice and Delinquency Prevention Act (JJDP): Congress enacted the Juvenile Justice and Delinquency Prevention Act (JJDP; Public Law 93–415, 42 U.S.C. 5601 et seq.) in 1974 and reauthorized the majority of its provisions in 2002. The JJDP mandates that States comply with the four core requirements to participate in the JJDP’s *Formula Grant Program*. This legislation established the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to support State and local efforts to prevent delinquency and improve the juvenile justice system (U.S. Department of Justice, 2009).

Majority Group: It generally applies to a group of people in any given society that is either the largest in number or that has the power to successfully control or shapes ideas and policies through their control of social, economic, political, or religious groups (Modified from the Institute of Cultural Competence, n.d.).

Microaggression: “Racial microaggressions are brief and common place daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicates hostile, derogatory, or negative racial slights and insults towards people of color.” Those who inflict racial microaggressions are often unaware that they have done anything to harm another person (Sue, Capodilup, Torino, Bucceri, Holder, Nadal, & Eduin, 2007, p. 223).

Minority Group: Refers to a group of people within a given society, which has little or no access to social, economic, political, or religious power. The term may connote inferior position, or may refer to a group which is small in number (National Association of Area Agencies on Agencies, 2014).

Monitoring: Changes/trends documented to adjust intervention strategies as needed (U.S. Department of Justice, 2009).

Multicultural Education: A broad term which refers to a system of educational activities and curricula that embraces the racial, ethnic, religious linguistic, national, international and political diversity with a view to promoting understanding and respect of the culture, heritage, history, beliefs and values of the people within a multicultural setting. This implies the development of understanding and pride in one's own ethno-cultural identity as well as the development of understanding, respect and acceptance of the identity and heritage of others. Multiculturalism - the existence within one society or nation of two or more non-homogeneous, but equally recognized, ethnic, racial, cultural, linguistic or religious groups (Institute of Cultural Competence, n.d.).

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Neglect: Acts that include abandonment, expulsion from the home; failure to seek remedial health care or delay in seeking care; inadequate supervision; disregard for hazards in the home; or inadequate food, clothing, or shelter (U.S. Department of Justice, 2009).

One-way Accommodation: The expectation that a student of a diverse cultural background will fully adjust to the typical culture of the school, with little or no adjustment on the part of the teacher and/or others in the school. (Note: this definition can be applied to the other areas address by IDC) (Bardon, 2007, p. 4).

Oppression: The systematic exploitation of one societal group by another for its own benefit. The phenomenon involves institutional control, ideological domination, and the imposition of the dominant group's culture on the oppressed (This is My Home, n.d.).

Opportunity Gap: The term opportunity gap refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students (The Glossary of Educational Reform, 2013).

Overrepresentation: Inclusion of a disproportionate number of observations in a target population relative to the general population (U.S. Department of Health & Human Services, 2014).

People of Color: A phrase that refers to non-white minority group members, such as African Americans, Mexican Americans, Puerto Ricans, and Native Americans, but that also reflects recent demographic realities of the United States; often preferred over the phrase "ethnic minority" because these groups are, in many schools and communities, the majority rather than the minority (United States Conference of Catholic Bishops, 2014).

Pluralism: Is defined as an organizational culture that incorporates mutual respect, acceptance, teamwork, and productivity among people who are diverse in the dimensions of human difference listed above as diversity (National Association of Area Agencies on Agencies, 2014).

Positive Behavior Supports (PBS): Positive behavior support is the application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur (Commission on Disproportionality in Youth Services, 2008).

Poverty: Condition of being unable to achieve an adequate standard of living. Today, standards of living vary greatly among and within nations. Nonetheless, the effects of poverty remain constant: hunger, homelessness, lack of education, and lack of resources to fulfill basic human needs. For example, one of the main causes of hunger is poverty. Most people who are starving do not have the means to obtain the food that they need... (This is My Home, n.d.).

Prejudice: Prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes (Anti-Defamation League, 2013).

Prevailing Culture: The culture of the social or political group that holds the most power and influence in a society; sometimes called the dominant culture (United States Conference of Catholic Bishops, 2014).

Race: Refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). Though many believe that race is determined by biology, it is now widely accepted that this classification system was in fact created for social and political reason. There are actually more genetic or biological differences within the racial groups defined by society than between different groups (Anti-Defamation League, 2013).

Racism: Prejudice and/or discrimination based on the myth of race. Racists believe that some groups are born superior to others and, in the name of protecting that race from “contamination,” they justify the domination and destruction of other races they consider to be inferior to their own (Anti-Defamation League, 2013).

Racism (Individual): A form of racial discrimination that stems from conscious, personal prejudice (Institute of Cultural Competence, n.d.).

Racism (Systemic): General employment conditions, specific practices, or workplace cultures that negatively affects employment opportunity or advancement for specific groups of people. Systemic racism manifests itself in two ways: (a) Institutional racism- racial discrimination that derives from individuals carrying out the dictates of others who are prejudiced or of a prejudiced society; and (b) Structural racism- inequalities rooted in the system-wide operation of a society which exclude substantial numbers of members of particular ethnic categories from significant participation in its major social institutions (Modified from the Institute of Cultural Competence, n.d.).

Racist Behavior: Aggressive, abusive or dangerous acts directed towards racial or ethnic minorities. Racial (racist) incidents express racist assumptions and beliefs through banter, racist jokes, and name-calling, teasing, discourteous treatment, graffiti, stereotyping, threats, vicious insults, physical violence and genocide (Institute of Cultural Competence, n.d.).

Racial Profiling: The practice of constructing a set of characteristics or behaviors based on race and then using that set of racially oriented characteristics to decide whether an individual might be guilty of some crime and therefore worthy of investigation or arrest (United States Conference of Catholic Bishops, 2014).

Response-to-Intervention (RtI) or One Plan for Student Success: RtI is a framework for prevention and early intervention, which involves determining whether all students are learning and progressing adequately when provided with high quality instruction and intervention. Data on the effects of implementation of RtI framework has been positive, especially as it relates to addressing achievement gaps and rates of disproportionality (Commission on Disproportionality in Youth Services, 2008).

Respect: To honor, appreciate, and treat others with dignity (This is My Home, n.d.).

Restorative Justice: A philosophy based on a set of principles that guide the response to conflict and harm. The three main goals are 1) accountability: opportunities for wrongdoers to be accountable to those they have harmed; 2) community safety: keeping the community safe by building relationships and empowering community members; and 3) competency development: increasing the pro-social skills of those who have harmed others, addressing underlying factors that lead to the delinquent behaviors, and building upon strengths in each you person (Implementing Restorative Justice: A guide for schools: ICJIA) (Illinois PBiS Network, 2013).

Relative Rate Index (RRI): The RRI measures the level of *Disproportionate Minority Contact (DMC)* in a system by comparing the percentage of minority youth at each stage of the juvenile justice system with the percentage of minorities at the previous stage (U.S. Department of Justice, 2009).

Scapegoating: Blaming an individual or group for something based on that person or group's identity when, in reality, the person or group is not responsible. Prejudicial thinking and discriminatory acts can lead to scapegoating (Anti-Defamation League, 2013).

Social Change: Refers to progress resulting from acts of advocacy for the cause of enacting positive change in society (This is My Home, n.d.).

Social Justice: Based on the belief that each individual and group in a given society has a right to equal opportunity, fairness, civil liberties and participation in the social, education, economic, institutional and moral freedoms and responsibilities valued by the community (National Association of Area Agencies on Agencies, 2014).

Social Privilege: A right or immunity granted to or enjoyed by certain people beyond the common advantage of all others (This is My Home, n.d.).

Stakeholders: Those individuals or groups who have a vested interest in the outcome of particular situations (Institute of Cultural Competence, n.d.).

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Status offenses: Behavior that is considered an offense only if carried out by a young person. Status offenses are handled only by the *juvenile court* and include the following:

- Curfew violation: Breaking a regulation requiring young people to leave the streets or be at home at a prescribed hour.
- Running away: Leaving the home of parents, guardians, or custodians for an extended period without permission.
- Status liquor law violations: Violating laws restricting the possession, purchase, or consumption of liquor by minors.
- Truancy: Failing to attend school. (U.S. Department of Justice, 2009).

Stereotype: An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences (Anti-Defamation League, 2013).

Strengths Based Approach: An individualized, strengths-based approach refers to policies, practice methods, and strategies that identify and draw upon the strengths of children, families, and communities. Strengths-based practice involves a shift from a deficit approach, which emphasizes problems and pathology, to a positive partnership with the family. The approach acknowledges each child and family's unique set of strengths and challenges, and engages the family as a partner in developing and implementing the service plan. Formal and informal services and supports are used to create service plans based on specific needs and strengths, rather than fitting families into pre-existing service plans. An individualized, strengths-based assessment focuses on the complex interplay of risks and strengths among individual family members, the family as a unit, and the broader neighborhood and environment. The individualized, strength-based approach is an overall philosophical view supported by policies and standards that encompass a range of concrete practices of child welfare caseworkers and other services providers at various points from the time the child and family enter the system to when they leave (U.S. Department of Health and Human Services, (2008).

Systemic Change: Process of enacting large-scale change while moving beyond thinking about individual organizations, single problems, and single solutions. Systemic change is a cyclical process in which the impact of change on all parts of the whole and their relationships to one another are taken into consideration. For example, the term entails thinking about many types of systems, such as educational systems, information systems, policy systems, social service systems, and technology systems (This is My Home, n.d.).

Systemic Discrimination: A pattern of discrimination throughout a system that is a result of pervasive, interrelated actions, policies or procedures (This is My Home, n.d.).

Underrepresentation: A racial/ethnic group that has a number of its members in some condition in fewer numbers than would be expected based on their representation in the population of interest (The Equity Project at Indiana University, n.d.).

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Underserved Population: “Underserved students are students who do not received equitable resources in the same manner that other students do and as a consequence are less likely to achieve to high levels of academic performance. Another way of thinking of underserved students is to consider the quality and degree of access they have to programs, services, and resources that offer them the support to succeed in school. This population is often identified by variables that produce an “achievement gap” that is the result of an “opportunity gaps” in their educational experience. (Modified from the New England Comprehensive Center, 2014).

Universality: Certain moral and ethical values are considered to be common or shared in all regions of the world; governments and communities should recognize and uphold them. The universality of human rights does not mean, however, that the rights cannot change or that they are experienced in the same manner by all people (This is My Home, n.d.).

White Privilege: The tendency of societies to conceptualize matters pertaining to race in terms of the perceptions and interests of the prevailing or dominant community (in the United States, of Whites). White privilege is different from prejudice or racism in that it merely gives a special place, or privilege, to the concerns of one group. The features and causes of negative social, economic, or political circumstances faced by non-white people in U.S. society are largely ignored or denied. White privilege is a factor in creating what may be called society’s tendency toward “benign neglect.” However, this tendency is not exclusive to whites. Any group, if it attains a sustained level of hegemony, may fall prey to this tendency. For instance, in Mexico, which is a largely mestizo (mixed indigenous and Spanish heritage) nation, one might speak of a “mestizo privilege” that overlooks the realities faced by the indigenous or black people of Mexico (United States Conference of Catholic Bishops, 2014).

Youth: The period between childhood and maturity (U.S. Department of Health & Human Services, 2014).

Youth Population at Risk: For delinquency and status offense matters, this is the number of children from age 10 through the upper age of juvenile court jurisdiction. In all states, the upper age of jurisdiction is defined by statute. In most states, individuals are considered adults when they reach their 18th birthday. Therefore, for these states, the delinquency and statue offense youth population at risk would be the number of children 10 through 17 years of age living within the geographical area served by the court (Michigan Committee on Juvenile Justice, 2014).

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