

Glossary for RAFT Session 2 Courses

- **2.1 Impacts of Trauma**
- **2.2 Child Development**
- **2.3 Attachment**
- **2.4 Separation, Grief and Loss**

HOW TO USE THIS GLOSSARY

This glossary explains words and terms you may see in the RAFT Session 2 courses.

Words are listed in alphabetical order (A-Z). If you see a word you don't know, look it up by the first letter of the word

Each word has a short, simple definition. Some definitions may include examples to help with understanding.

If a definition includes another bolded word, you can look up that word in the glossary too.

You can use this glossary anytime while you are learning. It's here to help you better understand the RAFT content.

Glossary for RAFT Session 2 Courses

Active, Alert, Engaged

Signs include calm focus, open body language, and willingness to participate or communicate. This is the ideal state for learning and connection.

Adverse Childhood Experiences (ACEs)

Trauma in childhood that can have long-lasting negative impacts on health and well-being.

All About Me Books

Simple pages completed by the child, with support from resource parents and the child's caseworker, every six months the child is in care. These are not scrapbooks and are not done for the child. They reflect the child's voice, feelings, and understanding at each point in time and are compiled into a book to help the child understand their past, remember their present, and prepare for the future.

Ambiguous Loss

A loss that is not final or certain. For example, a child's parents may still be alive and seen occasionally, but the relationship has changed and may not return to what it was.

Ambivalent Attachment

Develops from inconsistent parenting. Children may have difficulty trusting adults because they never learned to predict how adults will respond to their needs.

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Attachment

The base of every parent-child relationship. How a child connects to their resource or adoptive parent depends on past experiences. Children who have experienced trauma need caregivers to prioritize the relationship and consistently meet their needs.

Autonomous Attachment

Adults feel safe in close, caring relationships, which helps children form secure attachments.

Avoidant Attachment

Develops when caregivers were emotionally unresponsive. Children learn they can only rely on themselves.

Cognitive Domain

How a child learns to think, remember, solve problems, and be creative.

Developmental Domains

Areas in which children grow and develop. The four main domains are Physical, Language-Communication, Social-Emotional, and Cognitive.

Difficulty Identifying or Expressing Feelings

Difficulty expressing emotions, which can lead to self-harm or substance use.

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Difficulty Transitioning

Acting out when moving from one activity to another and difficulty handling minor changes in routine.

Disengaged, Pulling Away

Lack of eye contact, minimal response, appearing distracted, or seeming withdrawn.

Disorganized Attachment

Develops when caregivers were hurtful or unpredictable. Children may act in confusing or hard-to-understand ways because they never learned to feel safe.

Dissociation

Checking out or feeling numb.

Dismissive Attachment

Adults tend to keep others away and may be emotionally distant or rejecting, which can lead to avoidant attachment in children.

Domestic Violence

Witnessing violence between adults at home.

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Emotional Abuse

Being sworn at, humiliated, or threatened.

Emotional Co-Regulation

When an adult's calm, supportive response helps a child regulate and return to a calm state.

Emotional Neglect

Feeling unsupported or ignored.

Fawn Behavior

Trying to avoid or minimize danger or distress by pleasing and appeasing others.

Fight Behavior

Aggressiveness, destructive behavior, yelling, lashing out, or extreme reactions.

Fine Motor Activities

Activities such as building blocks, drawing and coloring, and puzzles.

Fine Motor Skills

Small muscle movements such as grasping a cup, holding a pencil, and tying shoes.

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Flight Behavior

Running away, being easily worked up, meltdowns, or tantrums.

Flock Behavior

Looking to others for comfort and safety in stressful or scary situations.

Freeze Behavior

Shutting down, inability to take in information, daydreaming, tuning out, withdrawing, or avoiding.

Gross Motor Activities

Activities like dancing and throwing, catching, or rolling a ball.

Gross Motor Skills

Large muscle movements such as crawling, walking, and running.

High Arousal

Signs include agitation, restlessness, raised voices, clenched fists, pacing, quick anger, or frustration.

Hyperarousal

Extreme alertness or being “amped up.”

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Interactive Activities

Reading picture books (including textured or interactive books) and singing songs.

Language-Communication Domain

How a child learns to express themselves and understand others' communication, verbally and non-verbally.

Life Story Books

Books created by caseworkers or therapists for adopted children to help them understand their history and time in care.

Memory Boxes

Boxes where children keep photos, letters, sacred objects, and meaningful items. Children personalize and decorate the box.

Mixed or Splintered Development

When a child who has experienced trauma may be on track in some developmental areas but delayed in others.

Parental Incarceration

Living with someone who went to jail or prison.

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Parental Mental Health

Living with someone who had a mental health condition or experienced suicidal thoughts or behaviors.

Parental Separation or Divorce

Losing a parent through separation such as foster care, divorce, or abandonment.

Parental Substance Use

Living with someone who misused alcohol or drugs.

Physical Abuse

Being hit, pushed, or physically harmed.

Physical Complaints

Complaints such as headaches or stomachaches.

Physical Domain

Changes and growth in a child's body from infancy to adulthood, including motor skills.

Physical Neglect

Lacking food, clothing, or medical care.

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Positive Childhood Experiences (PCEs)

Everyday moments that help children feel loved, supported, and safe.

Preoccupied Attachment

Adults feel insecure in close relationships and fear rejection, which can contribute to ambivalent attachment in children.

Secure Attachment

Develops when needs are consistently met. Children trust adults and experience the world as predictable and safe.

Sensory Activities

Activities like playing with water, sand, or playdough.

Sexual Abuse

Being touched or harmed in a sexual way.

Shut Down

Emotional numbness, unresponsiveness, or going silent; appearing unreachable or disconnected.

Social-Emotional Domain

How a child learns to express and regulate emotions and get along with others.

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States

Temporary conditions affecting how a person feels or behaves in the moment, often influenced by environment or recent experiences.

The 3R's: Regulate, Relate, Reason

A trauma-informed tool developed by Dr. Bruce Perry. The steps occur sequentially: regulate first, then relate, and finally reason.

The 4S's of Relationship Focused Parenting

SEEN, SAFE, SOOTHED, SECURE — principles guiding resource and adoptive parents to build trust and connection.

Traits

Enduring qualities or characteristics that remain consistent over time and are not easily changed by temporary circumstances.

Unresolved Attachment

Adults have unresolved emotions and difficulty tolerating emotional closeness, which can lead to inconsistent or harmful parenting and disorganized attachment in children.

Unresolved Grief

Grief that persists long after a loss, often when children are not allowed or supported in grieving.