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**[princi\_elem] [principals] Behavioral Safety Assessments / Threat Assessments**

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**Sender :** princi\_elem <princi\_elem-bounces@4j.lane.edu>**Subject :** [princi\_elem] [principals] Behavioral Safety Assessments / Threat Assessments**To :** principals <principals@4j.lane.edu>, assist high <assist\_high@4j.lane.edu>, assist midd <assist\_midd@4j.lane.edu>, ssd psych consult <ssd\_psych\_consult@4j.lane.edu>, counselors <counselors@4j.lane.edu>, Adrian Swartz <swartz@4j.lane.edu>, Alex Nordstrand <nordstrand\_a@4j.lane.edu>, Clark Hansen <hansen\_c@4j.lane.edu>, Guy Okili da Graca <okilidagraca\_g@4j.lane.edu>, Marcus Morris <morris\_ma@4j.lane.edu>, Rick Raish <raish\_r@4j.lane.edu>, Scott Johnson <johnson\_sco@4j.lane.edu>, Suzie Hunter <hunter\_s@4j.lane.edu>

Hello everyone,

I hope this week before Spring Break finds you all well and excited for the break! I wanted to send you some updates - if you don't have time for these until after the break, that's ok, check them out when you have time. If you have any questions about the following or need assistance, please feel free to reach out by email, text, or call 541-510-1545.

**Fundamental Knowledge you need to know!**

- We are increasing our Behavioral Safety Assessment **focus on interventions and looking at threats through a "lagging skills" lens** to help students.
- The greater & healthier the connection with teachers, coaches, parents, administrators, church leaders, etc, the less chance of a student wanting to disappoint or hurt them.
- **A student who lacks connection with adults increases risk** since there is less to lose by acting out.
- If a student (or group of students) lacks connection to prosocial adults and is also marginalized within the student population, then intervention is strongly indicated.

**Remember:**

- **Identify the lagging skills driving the student's behavior** which necessitated a BSA and **provide an opportunity for learning, modeling, and practicing** these skills.
- Just like learning an academic skill - **having the student do an assignment or project related to the new skill** will help them incorporate it into long term memory.

- When you put in the BSA documentation - you do [Step 1](#) which is gathering all of the information from interviews (applicable ones only) and then you MUST do [Step 2](#) which submits the documentation and generates the summary form which lives in your school folder (if you don't know where this is please email me - it's individual links for each school).



**Safety Planning Resources** - This is a list of resources to create a safety plan for a student going through a BSA

(add your own to your plan or email me if you

have something to add to the main list)

<https://sites.google.com/4j.lane.edu/quicknavigationguide/behavioral-safety-assessment/safety-lagging-skills-planning>

**Behavioral Safety Assessment video** - Check out Morgan & Travis in the new BSA video (look away during my parts please)

<https://linkprotect.cudasvc.com/url?>

[a=https%3a%2f%2fvimeo.com%2f669587504%3fref%3dem-share&c=E,1,xQiEwS8mhTNMnZ3Tc6NfewtuhjVTzLxS7IZ1FWK24nzKTwviSJ-sEkJ43vlfUi0gPiPfoUf3\\_1rcpCM0phW8jUwsGoek-MqQYUB33FzIk30A7Uh5EMQU7kkmegAx&typo=1](https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fvimeo.com%2f669587504%3fref%3dem-share&c=E,1,xQiEwS8mhTNMnZ3Tc6NfewtuhjVTzLxS7IZ1FWK24nzKTwviSJ-sEkJ43vlfUi0gPiPfoUf3_1rcpCM0phW8jUwsGoek-MqQYUB33FzIk30A7Uh5EMQU7kkmegAx&typo=1)

All the best,

*Sheri Hoyland* (she/her)

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