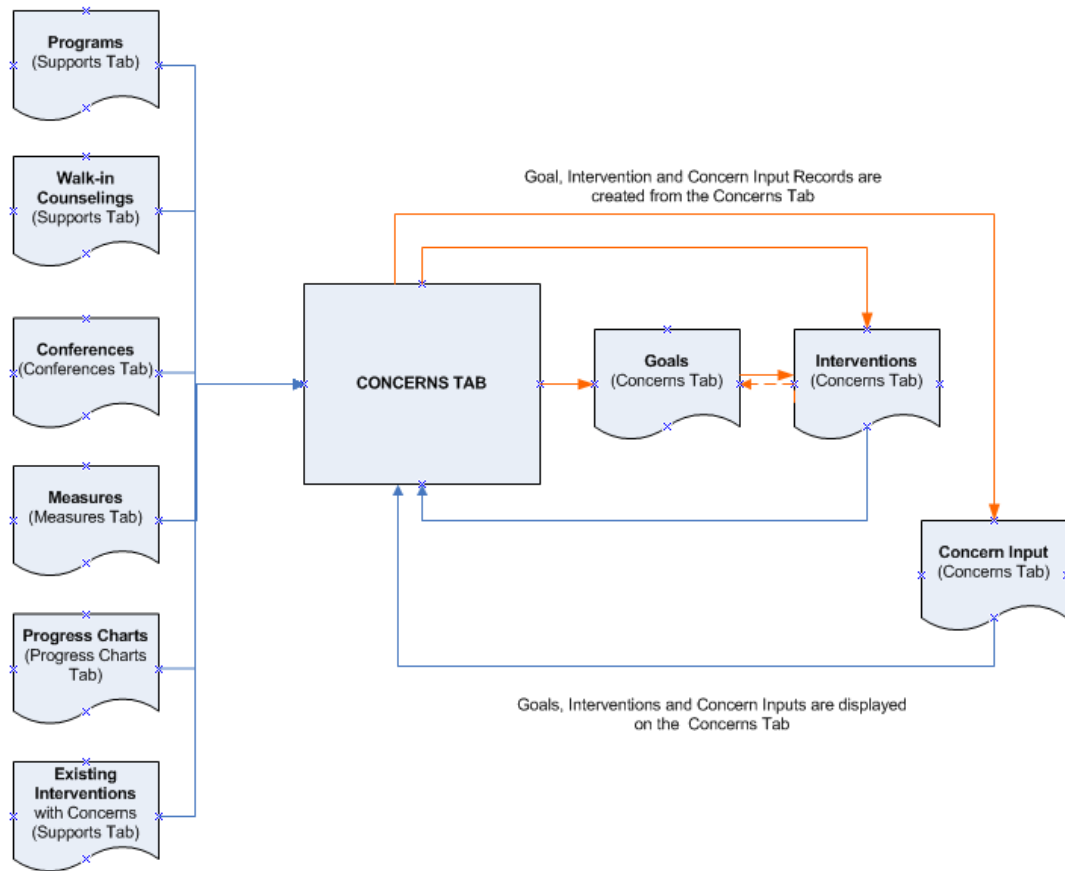# Student Profile:  Concern Tab

The Concerns Tab provides an overview of Concerns documented for the student from a variety of sources within eCSSS. Associated Goals and Supports to address Concerns, as well as progress monitoring tools, such as Measures and Charts, can also be viewed from the Concerns Tab. Users' view of specific components of the Concerns Tab will be controlled by their functional rights.

### CPSS eCSSS Change Highlights:

- A Concerns Tab has been added to provide an aggregated view of student concerns documented in various records within eCSSS. These records include: Interventions, Programs, Walk-in Counseling, Conferences, Measures and Progress Charts.
- Once a Concern is identified and documented, users may set Goals and create Interventions to address the Concern and meet established goals, via the Concerns Tab.
- The list of Concerns, Interventions and Programs has been updated. (See tables)
- Interventions formerly documented on the Interventions Tab must now be entered from the Concerns Tab. The Interventions Tab has been removed. Existing and new Interventions will be displayed on the Supports Tab and the Concerns Tab. Interventions created prior to this release will only be displayed on the Concerns Tab when a Performance Concern is documented in the Intervention.
- The Display Student Summary function has been moved from the Status Tab to the Concerns Tab. The layout of the display has also been modified.
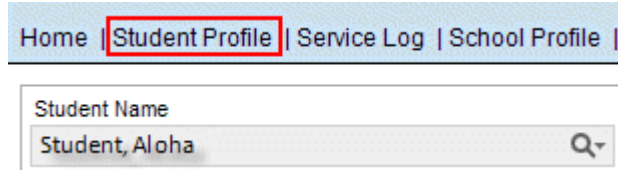
Programs
(Supports Tab)

Walk-in
Counselings
(Supports Tab)

Conferences
(Conferences Tab)

Measures
(Measures Tab)

Progress Charts
(Progress Charts
Tab)

Existing
Interventions
with Concerns
(Supports Tab)

CONCERNS TAB

Goals
(Concerns Tab)

Interventions
(Concerns Tab)

Concern Input
(Concerns Tab)

Goal, Intervention and Concern Input Records are
created from the Concerns Tab

Goals, Interventions and Concern Inputs are displayed
on the Concerns Tab



Concerns Tab with Concern Input Request Node:

| Demographics | Status | Contact | Team | Conferences | Concerns | Measures | Supports | Progress Charts | Referral |

| Concern | School Year Last Updated |
| --- | --- |
| ⊟ Reading | 2010 - 2011 |

Record Type

⊟ Concern Inputs

| Input Date | Area/Skill |
| --- | --- |
| ☐ 01/01/2011 | Reading Fluency |
| ☐ 10/01/2010 | Phonics and Word Recognition |

⊟ Interventions

| Intervention Type | Tier | Start Date | End Date |
| --- | --- | --- | --- |
| ☐ Phonics Instruction | 1 | 01/01/2011 | 01/31/2011 |

⊞ Programs
⊞ Walk-in Counseling
⊞ Conferences
⊞ Measures
⊞ Progress Charts

⊟ Request For Input

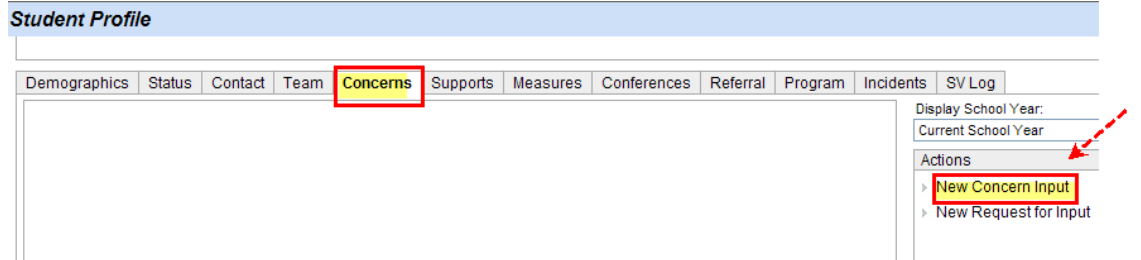| Author | Requester | Due Date | Input Date |
| --- | --- | --- | --- |
| ☐ LY TestD/Counselor Clerk | SU/Other | 03/20/2010 | |

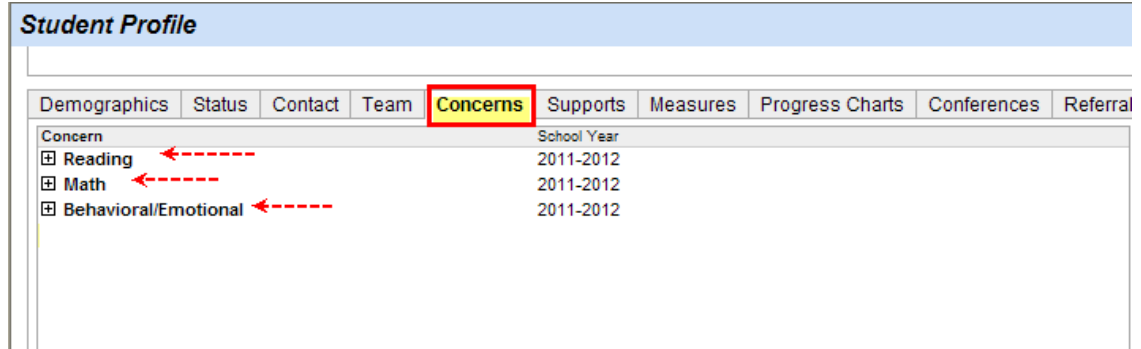| STUDENT PROFILE | CREATING CONCERN |
|---|---|
| **Select** Student Profile from the Navigation Menu. Type the student's name into the Student Name box. | Home \| Student Profile \| Service Log \| School Profile \|<br><br>Student Name<br>Student, Aloha     🔍▾ |
| **Click** on the Concern tab.<br><br>**Click** on "New Concern Input" in the Actions box. | *Student Profile*<br><br>Demographics \| Status \| Contact \| Team \| **Concerns** \| Supports \| Measures \| Conferences \| Referral \| Program \| Incidents \| SV Log<br><br>Display School Year:<br>Current School Year<br><br>Actions<br>▹ New Concern Input<br>▹ New Request for Input |
| The Concern Input window will appear.<br><br>Add Concern(s). Complete fields. **Click** Save. | **Concern Input**<br><br>Student Name     Student ID   Birth Date   Gender   Grade   School<br><br>Concern<br>Input Date *    Author *<br>[ ] 🗓    SU/Other    [Import]<br>Concern *       Area / Skill<br>[ - ▾]    [ - ▾]<br>Description of Behavior with Evidence *<br><br>**Will provide a list of users on the student's team list**<br><br>[Help]               [Save & Next] [Save] [Close] |
| Concerns selected and saved will display on the Concern Summary box on the Concerns tab | **Student Profile**<br><br>Demographics \| Status \| Contact \| Team \| **Concerns** \| Supports \| Measures \| Progress Charts \| Conferences \| Referral<br><br>Concern             School Year<br>⊞ Reading ◀-----     2011-2012<br>⊞ Math ◀-----        2011-2012<br>⊞ Behavioral/Emotional ◀-----    2011-2012 |
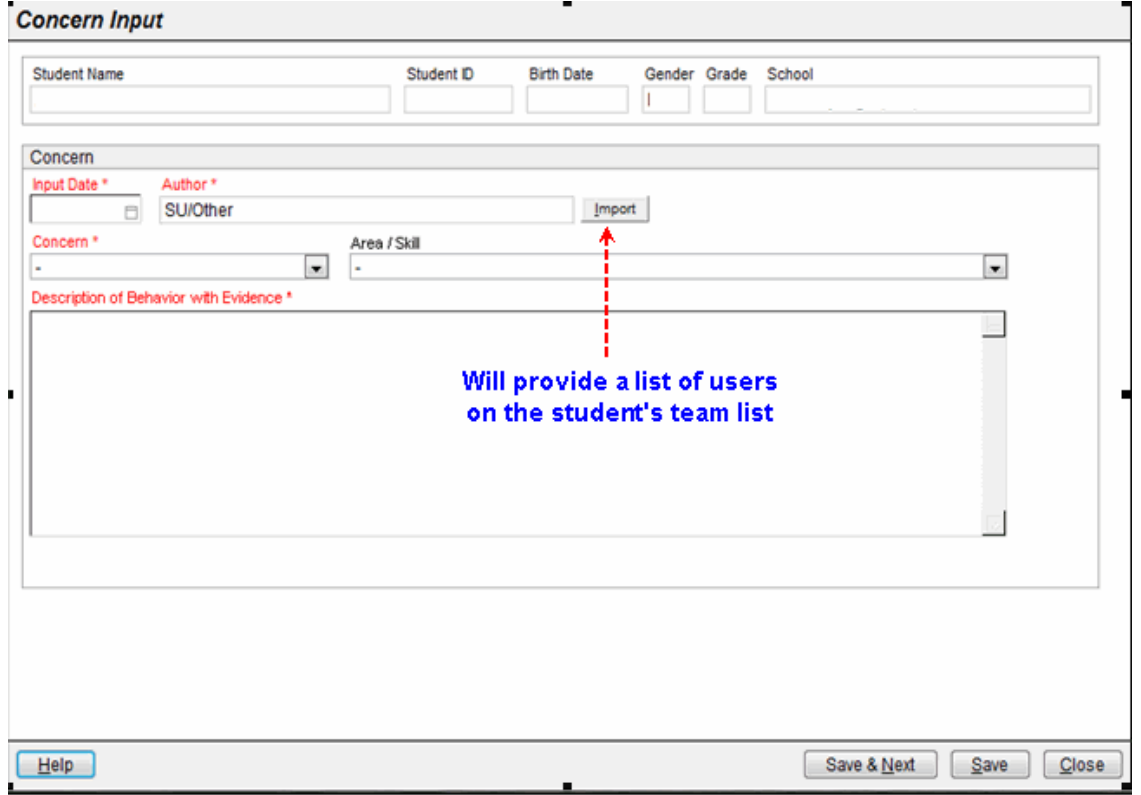
## CREATING AND SENDING A REQUEST FOR CONCERN INPUT  (Optional)

Requests for Concern Input are created to solicit input from other users of the application.

| | |
|---|---|
| On the Concern tab,<br>Click on "New Request for Input" on the Actions box. | **Student Profile**<br>Home | Student Profile | Service Log | School Profile | User Profile | Reports | Security Console | System Admin | Service Mgmt | Logout<br><br>Student Name | Student ID | Gender | Grade | School | Select Profile View: Page 1<br><br>Demographics | Status | Contact | Team | **Concerns** | Supports | Measures | Conferences | Referral | Program | Incidents | SV Log<br><br>Display School Year: Current School Year<br>**Actions**<br>▸ New Concern Input<br>New Request for Input |
| The Request for Concern Input window will display.<br><br>Address who will receive this Request for Concern Input by completing the Concern Input Author field.<br><br>Note:<br>Recipient needs to have input edit right to the student.<br><br>**Click** Save when fields are complete.<br><br>The E-mail button will appear.<br><br>**Click** E-mail button. | **Request for Concern Input**<br><br>Student Name | Student ID | Birth Date | Gender | Grade | School<br><br>Request Information<br>Concern Input Author *  [Import]    Due Date *    Requester *  [Import]<br>Comments<br><br>**Will provide a list of users with concern input edit right to the student**<br><br>**Will provide a list of users on the student's team list**<br><br>**Displays upon Save**<br><br>[E-mail]  [Audit Log]                    [Save]  [Close] |
| Send E-mail window will display.<br><br>Note:<br>"To" field will be populated with e-mail address of the requested Concern Input Author.<br><br>**Click** Send<br><br>User will return to the Request for Concern Input window.<br><br>**Click** Save and Close | **Send E-mail**<br><br>To<br>Jane_Doe/MCKINLEY/HIDOE@notes.k12.hi.us   [Address...]<br><br>cc<br>[                    ]   [Address...]<br><br>Subject<br>Request for Concern Input due  **<date inputted>**<br><br>A concern has been expressed about **<student>**.   Please provide your input by clicking on the link below in preparation for the upcoming Student-Focused Team conference where the concern(s) will be discussed.<br>**Note that you must have authorized eCSSS access to view this link.  Please contact the sender directly if you are unable to view.** |

| | COMPLETING FEEDBACK FOR A REQUEST FOR CONCERN INPUT |
|---|---|
| | These steps are followed if a Request for Concern Input was sent. |
| Highlight the appropriate Request for Input record and **click** "Open Concern Input" in the Actions box. |  |
| **Click** on the Add Concern button. |  |
| The Add Concern Input window opens.<br><br>Select Concerns that apply to the student.<br><br>**Click** OK or OK & Next (if you have multiple concerns) when fields are completed. |  |

| | |
|---|---|
| Edit and Delete links are visible for each concern inputted for editing your concern input response.<br><br>**Click** Save when you are done. | **Concern Input and Request (\*)**<br><br>Student Name      Student ID   Birth Date   Gender Grade  School<br><br>Concern Input<br>Input Date \*    Author<br>09/12/2011   ZzCent Zztest/District Educational Specialist     Add Concern<br><br>Concern Input   Concern Input Request<br><br>Reading: Comprehension of Informational Text       (Edit \| Delete)<br>Difficulty with Comprehension on informational text<br><br>Math: Operations and Algebraic Thinking (Gr. K-5)     (Edit \| Delete)<br>difficultiy understanding multiplying and division of numbers |
| Concerns entered will be displayed on the Concern Summary box on the Concerns tab. | **Student Profile**<br><br>Demographics \| Status \| Contact \| Team \| **Concerns** \| Supports \| Measures \| Progress Charts \| Conferences \| Referra<br><br>Concern                     School Year<br>⊞ **Reading**      ←-----     2011-2012<br>⊞ **Math**        ←----      2011-2012<br><br>⊟ **Request for Input**          2011-2012<br>Author         Requester            Due Date   Input Date<br>ZzCent Zztest   **Mrs. School SSC**    09/16/2011  09/12/2011 |
| | **CREATING A GOAL targeting selected concern** |
| Highlight a Concern.<br>**Click** "Open Goals" link in the Actions box. | **Student Profile**<br><br>Demographics \| Status \| Contact \| Team \| **Concerns** \| Supports \| Measures \| Conferences \| Referral \| Program \| Incidents \| SV Log<br><br>Concern               School Year      Display School Year:<br>⊟ **Reading**          2011-2012     Current School Year<br>  Record Type<br>  ⊟ Concern Inputs               Actions<br>    Input Date   Area/Skill              › New Concern Input<br>    09/07/2011  Comprehension of Literature    Open Goals  ←-----<br>  ☐ Interventions |

| **Click** on the Add button to create a SMART goal | *Concern Goals* |
| --- | --- |



Student Name        Student ID    Birth Date    Gender  Grade  School

Concern
Reading

Goals

| Input Date | Goal Statement | End Date | Goal Summary |
| --- | --- | --- | --- |

**The following information is shown in the summary box once a goal is saved**

SMART Goal  Statement
Area/Skill:
Coordinator
Status
  Target Date:
  End Date:
  End Reason:
Interventions
  Intervention Type (Tier: <#>)
  Provider:
  From: <Start Date> to <End Date>
  Results:

Add   Open   Delete

7

SMART goal
window will display

Note:
Input date cannot be
beyond the current
school year.
Target Date must be on
or after Input Date.

Area/Skill drop down
values are associated
with user's selected
concern. (see table)

Once a goal is linked to
an intervention, the goal
cannot be edited or
deleted

End Date and End
Reason are fields a
user will likely
complete at a later
time.

Note:
End Date must be on or
after the Input Date.

End Reason becomes
required when an End
Date is entered.

Goals must be closed at
the end of each school
year and upon transfer
or withdrawal from the
DOE.*

Click OK to return
to the Concern
Goals window.

Completed goals
will display on the
Goal Summary
box.

Click Save.



**SMART Goal**

Student Name    Student ID    Grade    School

**Goal Details**

Input Date *    Target Date    Area/Skill

Coordinator *    Import    End Date    End Reason

SMART Goal Statement *

Pre-Test Data    Post-Test Data

**Will provide a list of users
on the student's team list**

OK & Next    OK    Cancel

*** Auto-close:  To assist schools in closing goals when a student transfers or leaves DOE:**

An auto-close process will run daily to auto-close goals when eSIS data indicates a student has
transferred out of your school or exited DOE.  The End Date will be populated with the SIS import date
and End Reason will be populated according to student's SIS exit code.

| | **LINKING AN INTERVENTION TO A STUDENT'S GOAL** |
|---|---|
| To Add an intervention highlight the Interventions node and **click "**New Intervention" in the Actions box. | **Student Profile**<br><br>Demographics \| Status \| Contact \| Team \| Concerns \| Supports \| Measures \| Conferences \| Referral \| Program \| Incidents \| SV Log<br><br>Concern / School Year / Display School Year:<br>⊟ Reading    2011-2012    Current School Year<br>Record Type    Actions<br>⊟ Concern Inputs    New Intervention<br>Input Date    Area/Skill    ▶ Open Goals<br>09/07/2011    Comprehension of Literature<br>☐ Interventions |
| The Intervention window will display.<br><br>Note: Intervention/ Instructional Strategy drop down values are based on selected concerns. (See table)<br><br>Start Date cannot be beyond the current school year.<br><br>End Date and Results are fields a user will likely complete at a later time.<br><br>Note: End Date is required when the Results field is completed. End Date must be on or after the Start Date<br><br>Upon Saving the End Date, all fields will be displayed as read only, excluding the End Date and Results fields.<br><br>Interventions must be closed at the end of each school year and upon transfer or withdrawal from the DOE.* | **Intervention (\*)**<br><br>Student Name    Student ID    Birth Date    Gender   Grade    School<br><br>Intervention Summary<br>Intervention/Instructional Strategy *    Tier *<br>-    -<br>Concern    Start Date *    End Date    Results<br>Reading    -<br><br>Intervention \| Goals<br>Provider Name *    Import    Intervention Details<br>    Frequency    Number of Sessions<br>Intervention Descriptor    ___ mins ___ times per -<br>    Projected End    Group Size<br><br>Intervention Notes/Analysis    Student Progress Charts<br>    Chart Title    Owner    Chart_Date<br><br>    Preview Chart<br><br>*** Auto-close:  To assist schools in closing goals when a student transfers or leaves DOE:**<br><br>An auto-close process will run daily to auto-close interventions when eSIS data indicates a student has transferred out of your school or exited DOE.  The End Date will be populated with the SIS import date and Results field will be populated with "Not Indicated". |

| | |
|---|---|
| **Intervention Tab:**<br><br>Student Progress Charts box will display Student Progress chart titles that contain the selected Intervention.<br><br><span style="color:blue">Note:<br>Student Progress Charts cannot be created on this screen.</span><br><br>After selecting a Progress Chart record, click the Preview Chart button.  A PDF view of the selected progress chart will appear. |  |
| **Goal Tab:**<br><br>Click Add Goal button.<br><br><span style="color:blue">Note:  Once a goal is saved the Goal Summary box will show details of highlighted goal</span> |  |
| User can select an existing goal or create a new goal.<br><br><span style="color:blue">Note:<br>Goals that contain an End Date will not show on the Existing Goal tab.</span><br><br>After selecting or creating a goal, Click OK. |  |

You will return to the Intervention window. Click Save and Close.

Selected interventions will be visible on the Concern summary box

| Demographics | Status | Contact | Team | Conferences | **Concerns** | Measures | Supports | Progress Charts | Ref... |

| Concern | School Year Last Updated |
|---|---|
| ⊟ **Reading** | 2010 - 2011 |

Record Type

⊟ Concern Inputs

| | Input Date | Area/Skill | Input Source |
|---|---|---|---|
| ☐ | 01/01/2011 | **Reading Fluency** | Current Performance |

⊟ Interventions

| | Intervention Type | Tier | Start Date | End Date |
|---|---|---|---|---|
| ☐ | **Phonics Instruction** | 1 | 01/01/2011 | 01/31/2011 |

| CONCERNS | AREA/SKILL drop down selections |
|---|---|
| Reading Concern | -- (default)<br>- Comprehension of Literature<br>- Comprehension of Informational Text<br>- Print Concepts<br>- Phonological Awareness<br>- Phonics and Word Recognition<br>- Reading Fluency |
| Vocabulary Concern | -- (default)<br>- Acquisition and Use |
| Math Concern | Counting and Cardinality (Gr. K-5)<br>- Operations and Algebraic Thinking (Gr. K-5)<br>- Number and Operations in Base Ten (Gr. K-5)<br>- Number and Operations:  Fractions (Gr. K-5)<br>- Measurement and Data (Gr. K-5)<br>- Geometry (Gr. K-5)<br>- Ratios and Proportional Relationships (Gr. 6-8)<br>- The Number System (Gr. 6-8)<br>- Expressions and Equations (Gr. 6-8)<br>- Functions (Gr. 6-8)<br>- Geometry (Gr. 6-8)<br>- Statistics and Probability (Gr. 6-8)<br>- Number and Quantity (Gr. 9-12)<br>- Algebra (Gr. 9-12)<br>-Functions (Gr. 9-12)<br>- Geometry (Gr. 9-12)<br>- Statistics and Probability (Gr. 9-12) |
| Behavioral / Emotional Concern | -- (default)<br>- Appropriate Social Interactions<br>-Attendance<br>-Attention<br>-Engagment/Participation<br>-Following Rules<br>-Organization<br>-Self-advocate<br>-Self-control<br>-Self-efficacy<br>-Self-esteem<br>-Social Skills |
| Speech/Language Concern | - Receptive Language<br>- Expressive Language<br>- Articulation<br>- Speech Fluency<br>- Voice |
| Physical Health | -- (default)<br>- Health Condition<br>- Fine Motor<br>- Gross Motor<br>- Vision<br>- Hearing<br>- Medical Diagnosis |
| Note:  Writing and Family Concerns have no area/skill drop down values ||

# Concern and Intervention/Instructional Strategy Table

This table shows the Concern List and which Intervention/Instructional Strategies are associated with a selected concern.

| Intervention / Instructional Strategy | Concern List | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Academic | | | | Non-Academic | | | |
| | Reading | Writing | Vocab | Math | Behavioral / Emotional | Family Concern | Speech / Lang. | Physical Health |
| Identifying Similarities and Differences | x | x | x | x | | | | |
| Summarizing and Note-taking | x | x | x | x | | | | |
| Reinforcing Effort and Providing Recognition | x | x | x | x | | | | |
| Homework and Practice | x | x | x | x | | | | |
| Nonlinguistic Representation | x | x | x | x | | | | |
| Cooperative Learning | x | x | x | x | | | | |
| Setting Objectives and Providing Feedback | x | x | x | x | | | | |
| Generating and Testing Hypotheses | x | x | x | x | | | | |
| Cues, Questions and Advanced Organizers | x | x | x | x | | | | |
| Research-based Programs | x | x | x | x | | | | |
| Print Concepts Direct Instruction | x | | | | | | | |
| Phonological Awareness Instruction | x | | | | | | | |
| Phonics Instruction | x | | | | | | | |
| Repeated Reading Opportunities | x | | | | | | | |
| Correction and Conference with Student | | | | | x | | | |
| Peer Support | | | | | x | | | |
| Self-monitoring | | | | | x | | | |
| Social Skills Training | | | | | x | | | |
| Targeted Positive Acknowledgement | | | | | x | | | |
| Targeted Classroom Guidance | | | | | x | | | |
| PBIS Check-in/Check-out | | | | | x | | | |
| School Counseling | | | | | x | | | |
| SBBH Counseling | | | | | x | | | |
| Parent/Family Supports | | | | | | x | | |
| Early Intervention – Speech/Language | | | | | | | x | |
| Early Intervention – OT | | | | | | | | x |
| Early Intervention – PT | | | | | | | | x |
| Other | x | x | x | x | x | x | x | x |

This table displays the mapping of existing Intervention Performance Concerns to the revised Concerns on the Concerns Tab.

| Existing Intervention Performance Concerns | Concern Tab: Concern |
|---|---|
| Creativity | Creativity *(deprecated Concern)* |
| Math | Math |
| Reading | Reading |
| Writing | Writing |
| Learning | Learning |
| Second Language | Second Language |
| Communication | Speech/Language |
| Behavior | Behavioral / Emotional |
| Acceptable Social Behavior | Behavioral / Emotional |
| Aggressive | Behavioral / Emotional |
| Attendance | Behavioral / Emotional |
| Difficulty Following Rules | Behavioral / Emotional |
| Disruptive | Behavioral / Emotional |
| Harassment | Behavioral / Emotional |
| Impulsivity | Behavioral / Emotional |
| Overactive | Behavioral / Emotional |
| Unethical | Behavioral / Emotional |
| Emotional-Internalizing Problem | Behavioral / Emotional |
| Family Concerns | Family Concerns |
| Health | Physical Health |
| Gross Motor | Physical Health |
| Fine Motor | Physical Health |
| Vision | Physical Health |
| Hearing | Physical Health |
| Physical | Physical Health |
| Social | Behavioral / Emotional |
| Speech/Language | Speech/Language |
| Incident | Incident |
| Other | Other *(deprecated Concern)* |
| Other (Migrated) | Other *(deprecated Concern)* |
| Academic | Academic *(deprecated Concern)* |