



ACORN FAQ

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How do I create a SAW account?

Please follow [this guide](#) to create/validate your Secure Access Washington (SAW) account. It is important that you use the same email address that you use to log into the DMS. If you have multiple DMS accounts, please use the email address that you indicated to be your primary email address to create your SAW account.

What is the link to the ACORN Training Environment?

Please use [this link](#) to access the ACORN training environment.

I am able to log in but do not see the “Case Management Module”

If you do not see the link to our case management module on the right side of your screen, please contact the Help Desk. This is an easy fix and you will have access in no time!

My ACORN caseload is not the same as my DMS caseload.

Data in ACORN was migrated in the beginning of February. Your caseload today will look slightly different from your caseload in the DMS today. Users that were added to the DMS after February 1, 2024 may not have an active ACORN account. Please contact the Help Desk if your DMS account was created recently and we can add you to the ACORN training environment.

After logging in, the website just spins; now what?

We recommend that you clear your web browser cache and try logging in again.

ACORN only allows two evaluators to be entered. Where do these display on the child’s IFSP?

The Assessment Team in the IFSP displays the two evaluators as show here who is entered as primary and secondary evaluators:

The following individuals participated in the evaluation and assessment:	
<i>Evaluator / Role</i>	<i>Assessment Activities</i>
→ David Clark Service Provider	Informed Clinical Opinion & Standardized Test
→ Lisa Norfolk Service Provider	Informed Clinical Opinion & Standardized Test

Where do the evaluators entered in the child present level of development section appear on the IFSP?

Any evaluator that participates will be printed on the IFSP either under Child's Present Levels of Development or under Assessment Team (see above).

III. Child's Present Levels of Development

Understanding a child's skills, as identified through evaluation and assessment (including observations, parent report, testing), assists the team (including parents) in planning supports and services that enhance the child's learning.

Developmental Area	Description of Skills/Status <i>(list child's skills in each developmental area/describe status' include information about sensory needs in each domain)</i>
<p>Domain: Physical - Hearing</p> <p>Developmental Level (% of delay, standard deviation, age equivalent) No Delay</p> <p>Information Source (Instrument(s), Parent report, observation) Informed Clinical Opinion & Standardized Test Other</p> <p>Evaluator's Name and Evaluation/ Assessment Date [Redacted] 7/11/2023</p>	<p>Migrated Data [Redacted] turns when his mother calls his name and responds to sounds in his environment. He reportedly babbles throughout the day in long strings of repeated sounds (dadada, nanana, etc). There are no hearing concerns at this time.</p>
<p>Domain: Communication - Expressive</p> <p>Developmental Level (% of delay, standard deviation, age equivalent) No Delay</p> <p>Information Source (Instrument(s), Parent report, observation) Informed Clinical Opinion & Standardized Test Developmental Assessment of Young Children (DAYC)</p> <p>Evaluator's Name and Evaluation/ Assessment Date [Redacted]</p>	<p>-0.06 In the area of expressive language and speech skills, [Redacted] demonstrates the following skills per parent report and/or clinical observation:</p> <ul style="list-style-type: none"> • Vocalizations/Babble: His mother reports that he babbles with early consonants and vowels, such as "dadada" and "nanana." She also noted that [Redacted] doesn't cry often, nor does he cry loudly, he never has. Additional she reports that he has a unique laugh, that sounds more like a hiccup than a typical laugh. • Eye contact/Joint attention: Reportedly makes eye contact, joint attention needs additional assessment as he was asleep for most of the evaluation. • Imitation skills: [Redacted] sticking out his tongue and blowing raspberries. • Gestures: Reaches his arms up to be picked up, pulls blanket off his head for peekaboo • Expressive Vocabulary: Babbles with inflection, no true first words yet (not expected for this age) Some of the next expressive language and speech skills to look forward to include: <ul style="list-style-type: none"> • Imitating actions in play, facial expressions, and silly sounds • Using early gestures such as clapping, waving, pointing • Saying his first few words, including a word specifically for his mom

Why can't I add evaluators to the evaluation panel?

You most likely have completed the evaluation information panel correctly, start with the top drop down box "Pay Source" so it allows you to fill in the corresponding boxes (program, service type). A few things here: you need make sure to **include your agency** and you need to keep the **authorization status as "inactive"** when you initially add it so that you can assign the evaluator at the next panel:

Evaluation Information
 Evaluator Assignment

*Pay Source
 Part C of IDEA

*Program
 General Evaluations - Individual

*Service Type
 Speech/Language Pathology

IFSP Type
 IFSP Status
 IFSP Start Date
 IFSP End Date

Dates of Evaluation From
 07/01/2024
 Dates of Evaluation To
 07/01/2024

Agency
 Youthful Horizons

*Location Type
 Other

Agency Provider Sites
 -- Select --

*Authorization Status
 Inactive
 -- Select ---
 Active
 Inactive

Save the evaluation information panel with the inactive status.

Now move down to the evaluator assignment panel and you will see a drop down list of your agency providers available to you:

Select Primary Evaluator

Home / Child / there.howdy / Evaluation

Evaluation Edit

Evaluation Information
 Evaluator Assignment

Primary Evaluator
 PrimaryTherapistName
 Primary Evaluator Profession

Secondary Evaluator
 SecondaryTherapistName
 Secondary Evaluator Profession

Therapist
 -- Select Item --
 -- Select Item --
 Andrade, Yesica
 Bailey, Shana
 Bailey, Shana
 Barber, Elizabeth
 Beck, Jody
 Blankenburg, Samantha
 Carvo, Molly
 Clark, David
 Crawford, Rhylee
 Debroux, Phil
 Debroux, Phil
 Debroux, Phil
 Douglas, Nicole
 Duvall, Hannah
 Ellisen, Alece
 Ensign, Krystin
 Everson, Molly
 Fahland, Dianna
 Fenton, Madison

Once you have added your evaluator and save this panel, you will want to go back to the evaluation information panel and move the authorization status from inactive to active.

Evaluation Information	
Evaluator Assignment	
	*Pay Source
	Part C of IDEA
	*Program
	General Evaluations - Individual
	*Service Type
	Speech/Language Pathology
	IFSP Type
	IFSP Status
	IFSP Start Date
	IFSP End Date
	Dates of Evaluation From
	07/01/2024
	Dates of Evaluation To
	07/01/2024
	Agency
	Youthful Horizons
	*Location Type
	Other
	Agency Provider Sites
	--- Select ---
	*Authorization Status
	Active
	--- Select ---
	Active
	Inactive
	Referral Notes

Are my credentials supposed to be accurate in the system?

Yes, your credentials are supposed to be accurate. If your credentials are not accurate, please contact the ESIT Help Desk so we can help you make the updates in the system.

There is a part next to the test score that says “standard deviation”, then in the drop down menu, the choices are “No Delay,-1.0 or less,-1.5 or less,-2 or less, or >-2. But what about kids who are ICO (where the SD do NOT capture the delay?) Is there no way to document that accurately?

The user needs to indicate the SD as derived from the test. If a child qualifies through ICO they will then indicate that in the appropriate text box and make the child eligible based on ICO. For example, if the score is -0.6, it would be -1.0 or less (no delay).

There is a box that says “diagnosed conditions” – but does that mean what I am diagnosing them with right now with this eval? Or does that mean any previous medical diagnosis they already came in with?

The user can select the ICD10 code and then that shows in the Diagnosed Conditions text box. This is not a required field on this panel but there to enter if pertains to the assessment.

There is a box that says “was child’s behavior Optimal/Typical? If no, Explain.”

We have requested that the vendor (PCG) remove this language from the system.

Before when reports were talked about, there was an issue that we could only search the start dates up to 9 months ago, but not any further. has that been fixed, or will it be fixed prior to live?

The reports have not been correctly configured in training. They work in UAT for children older than 9 months.

In phase 1 roll out of ACORN, will there be an FRC Caseload Count report? Or is this something that we can create?

You can create it with the custom option

Is the custom report list available for the entire agency- or user specific?

Yes, your agency as well as statewide users will be able to see it if the person selected to share the report (just the report settings, not your caseload/agency data).

Are there any thoughts around disabling the reports share feature for certain users?

Yes, we have definitely thought about it, but this would be a customization for a later release.

Is there a way to save the reports outside of ACORN so that our co-workers can see them without having to save it to the list?

Yes, you can download any report as an Excel spreadsheet

Do you have an estimated date of when the next data migration will happen?

We will publish the date as soon as we get the feedback from PCG

Will this training (ACORN custom reports) be available to share? Use a reference?

All trainings are available on our [website](#), and we will update the FAQ with your questions as well!

You mentioned having finalized the training topics list, could you share what those topics are going to be?

We will share a training plan with the field as soon as the timeline is flushed out

Was the information about ACORN in the ESIT Weekly considered the comprehensive training plan or should we expect something else to be sent out with more details?

There will be an actual training plan published. The info in the ESIT Weekly was just for the micro trainings on Wednesdays.

Who needs to complete ACORN trainings?

Users with access to the system, who will be entering data need to complete the ACORN trainings. If you attended the webinar series, you have met the training requirements. Users who did not complete the webinar need to complete the self-guided modules in the LMS.

School District Staff do not need to complete the ACORN training modules. We are going to publish a specific training for school district staff that will be available as a live webinar, webinar recording and as a self-guided training option.