

IEP  
Course

**boom**  
**Participant  
Manual**

Designed to empower educators to learn how to  
effectively use Boom for IEP goal monitoring  
and SPED in general.

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[www.boomlearning.com](http://www.boomlearning.com)

IEP Edition 2024 - Participant Manual

# PRE-TEST

Scan the QR Code to complete the pre-test.



Link:

<https://forms.office.com/r/S57pN7DA1F>

# AGENDA

- Pre-Test
- Goals
- Ways to Use Boom for SPED Students
  - Visual Schedule
  - Behavior
  - Other
- Why Use Boom
  - Personalized / Adapted
  - Data for IEP
  - Accessibility
  - Differentiation
- Module 1: Finding Boom Cards that Align with IEP Goals
  - Example of Goal + Deck
    - Math
    - Language
    - Behavior
  - Finding Decks for IEP Goals
  - Customizing the Deck: Play Settings
  - Customizing the Deck: Hiding Cards
- Module 2: How to Use Reports for IEP Monitoring
  - Review of Metrics
  - How to Monitor IEP Goal with Data from Boom
  - How to Access Data from Reports Tab
  - How to Access Data from Individual Student in Classes Tab
  - Utilizing First, Last, and Avg
  - Utilizing Performance by Play Session and Response Time
- Module 3: Exporting Reports for IEP Monitoring
  - Printing Data Reports
  - Exporting Data Reports
- Module 4: Sharing Goals and Decks
  - Sharing Goals and Decks through Canva
- Post-Test
- Feedback Form

## **GOALS:**

- Learn how to use Boom for Special Education and IEP Monitoring
- Understand how Boom Reports can help monitor IEP goal progress
- Reflect on current IEP monitoring practices and identify opportunities for improvement using Boom

## **METHODS AND ACTIVITIES:**

- Live demonstrations
- Active participation
- Q&A sessions

# WAYS TO USE BOOM FOR SPED STUDENTS

Boom Cards are engaging and self-paced. They can be used for:

- Positive reinforcement
- Instant feedback
- Self-monitoring
- Effortless learning
- Multi-sensory learning (Tactile, Audio, Visual)
- SPED activities like social skills, behavior management, visual agendas, visual routines, and task analysis

<p><b>VISUAL SCHEDULE</b></p>	<p><b>BEHAVIOR MANAGEMENT</b></p>	<p><b>AAC SUPPORT</b></p>
<p><b>SOCIAL-EMOTIONAL LEARNING</b></p>	<p><b>LIFE SKILLS</b></p>	<p><b>AUDITORY IMPAIRMENT</b></p>
<p><b>SOCIAL STORIES</b></p>	<p><b>VISUAL IMPAIRMENT</b></p>	<p><b>OTHER</b></p>

# WHY USE BOOM FOR SPED

- **Personalized / Adapted:**

- Tools to create specially designed instruction
- Tools to create individualized and intensive student support
- Evidence-based design supports learner variability (RTI-focused reports)

- **Data for IEP:**

- Automatic, exportable data to track progress towards goals
- Easily share progress reports with all team members, from inclusion classrooms to support specialists

- **Accessibility:**

- VPAT compliant
- Alt Text (Alternative Text)
- Arrow Key Navigation
- Tab Key Navigation
- Colors for Backgrounds and Text
- Images
- Sound
- On-Screen Keyboards
- Picture Passwords
- QR code login and more

- **Differentiation:**

Boom Cards can be adjusted for easy differentiation and scaffolding to meet each student's individual needs by customizing the activity.

- Assignments can be fully individualized
- Adjust assignment length to address student stamina
- Suppress content that is above goal
- Find content that engages students in meeting challenging and appropriate goals

# MODULE 1

## FINDING BOOM CARDS THAT ALIGN WITH IEP GOALS

### EXAMPLE OF GOAL + DECK

- MATH
- LANGUAGE
- BEHAVIOR

A. FINDING DECKS FOR IEP GOALS

B. CUSTOMIZING THE DECK

C. CUSTOMIZING THE DECK: HIDING CARDS



# GOAL + DECK

**Subject:** Math

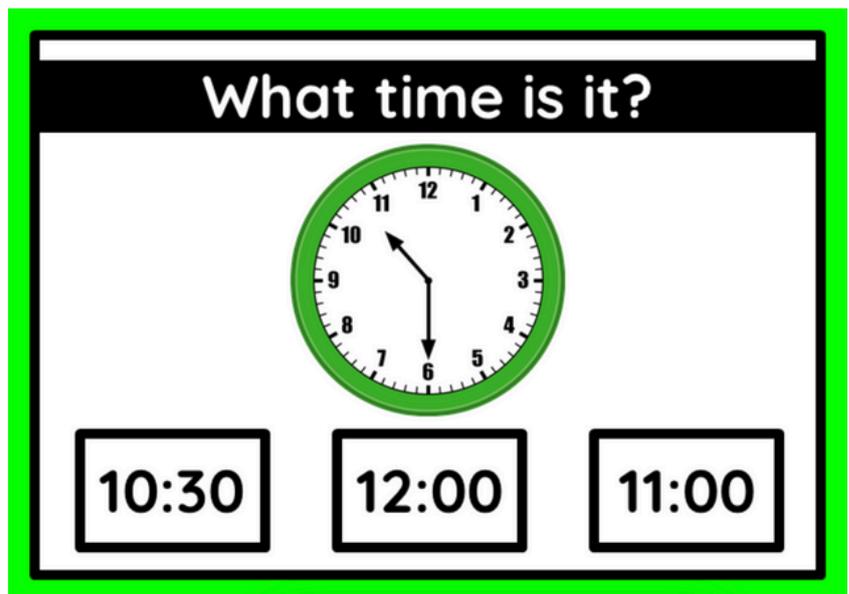
**Goal:** By September 2024, Bella will tell time to the half hour on an analog clock with 80% accuracy in 4/5 trials.

**Deck:**

Interactive and colorful



A simpler example without distractors



# GOAL + DECK

**Subject:** Language

**Goal:** By September 2024, Bella will use specific and appropriate adjectives with 80% accuracy in 4/5 trials.

**Deck:**

Colorful with  
sentence stem

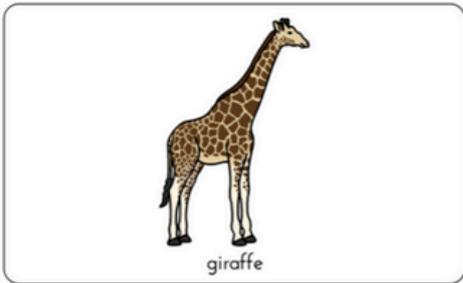


The boy is very \_\_\_\_\_.

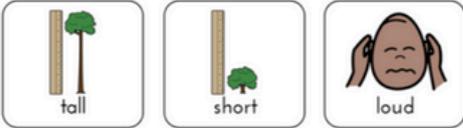
Choose the adjective that best describes the noun.

A simpler  
example,  
adapted deck  
with visuals

Which word describes the picture below?



giraffe



tall      short      loud

Home  

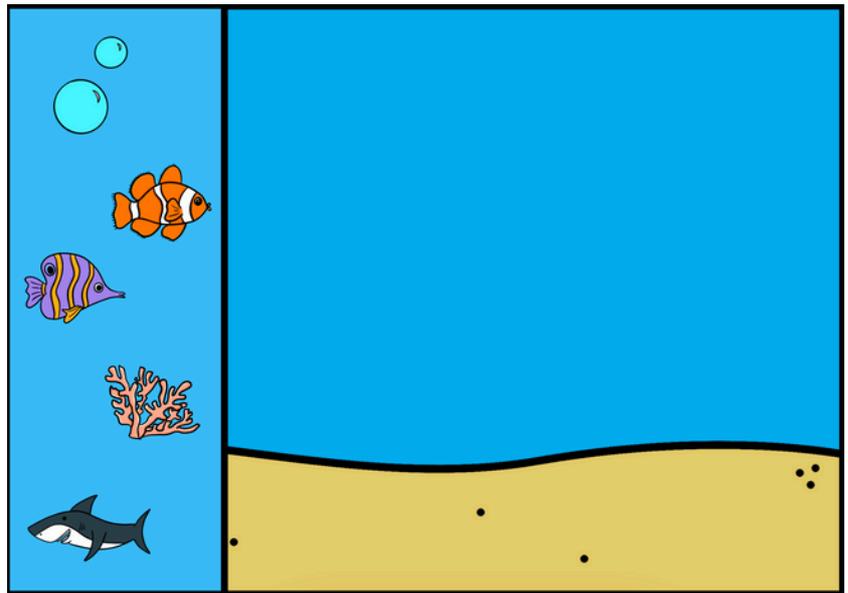
# GOAL + DECK

**Subject:** Behavior

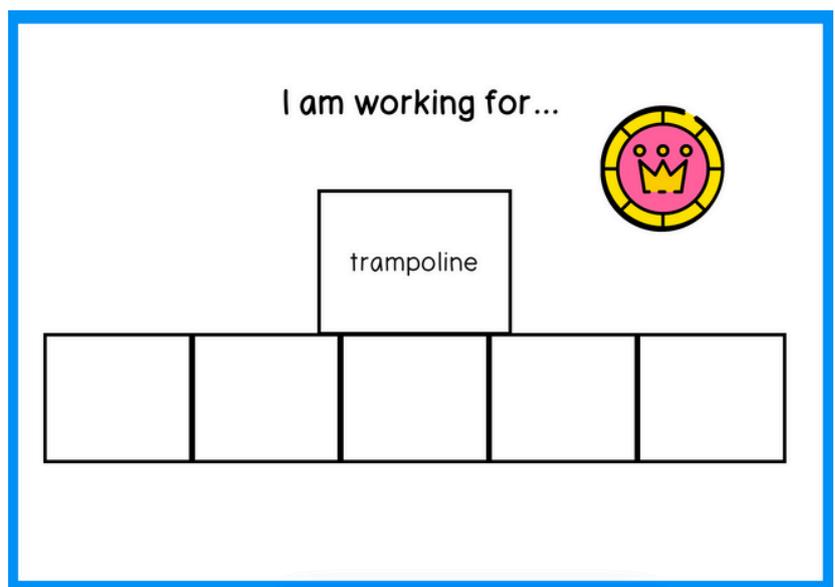
**Goal:** By September 2024, Bella will complete 5 items of an unpreferred task before doing a preferred task in 3 out of 5 opportunities.

**Deck:**

Interactive  
build-a-scene  
token board (5  
items)



A simpler  
example,  
typical token  
board  
(5 items)



# MODULE 1

## A. FINDING DECKS FOR IEP GOALS

### PRE-CHECKLIST

- IEP goal set
- Log in to Boom account

1

Go to the Store tab.



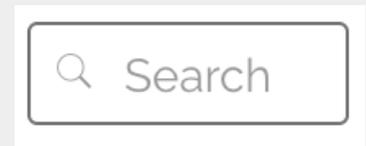
2

Select from *Decks* in the Boom Store subnavigation bar.



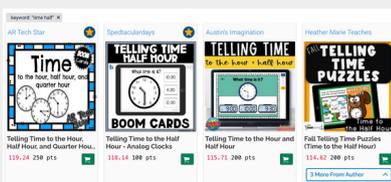
3

In the search bar, type the **main keywords** from your IEP goal. For example, "time half analog clock".



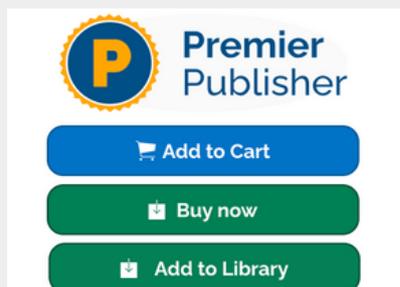
4

Search for a deck that best meets the IEP goal and your student's needs,



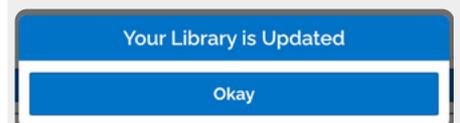
5

Select the deck you like and click on *Add to Cart*, *Add to Library*, or *Buy now*.



6

After purchasing your deck, it will appear in your Library.



# MODULE 1

## B. CUSTOMIZING THE DECK: PLAY SETTINGS

### PRE-CHECKLIST

- IEP goal set
- IEP aligned deck added to Library

**Custom Play Settings** allow you to decide whether the answer will be shown to the student if they surrender, and whether the student can play multiple times or just once.

**This is particularly useful when educators need to record a specific play or trial.**

1

Navigate to the **Library** page.



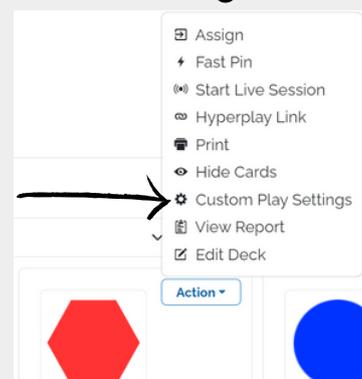
2

Click the **Action** button on a Boom Card deck.



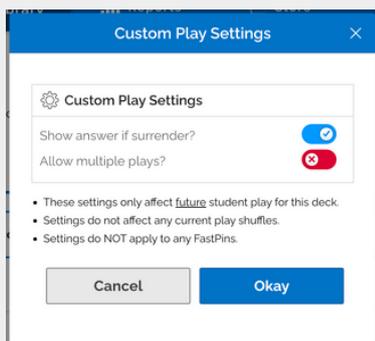
3

Click **Custom Play Settings**.



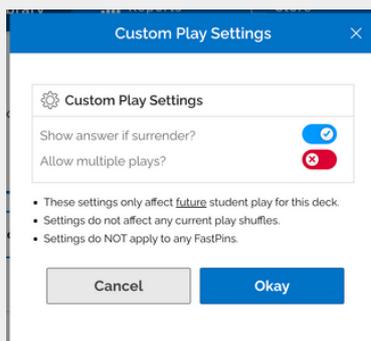
4

Click on the toggle button to change settings.



5

Click **Okay**.



### NOTE

Custom Play Settings allow you to choose if the answer will be shown to the student when they surrender a card, and if the student will be able to play multiple times or just once.

# MODULE 1

## C. CUSTOMIZING THE DECK: HIDING CARDS

**Hiding cards** allows you to customize which cards students can access during their learning session. **This is beneficial for adapting the deck to meet IEP goals based on the number of required trials.** For instance, if the IEP specifies 8 out of 10 trials and your deck contains 15 cards, you can hide 5 cards to align with the IEP goal and ensure accurate data reporting. Note: You cannot hide cards in decks that use Flow Magic, and hidden cards will still appear in Fast Pin mode.

1

Navigate to the **Library** page.



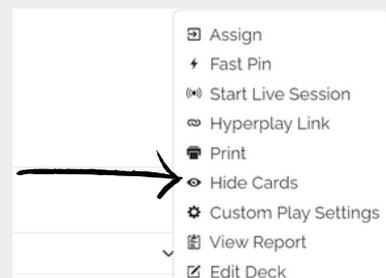
2

Click the **Action** button on a Boom Card deck.



3

Click **Hide Cards**.



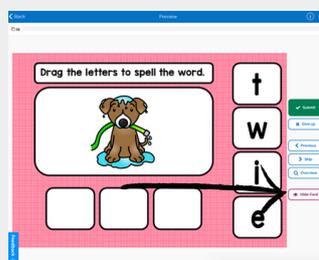
4

Click **Yes**.



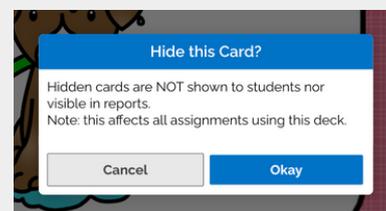
5

Skip through the cards and click **Hide Card** for those you don't want the student to play.



6

Click **Okay** to confirm your choice.



### NOTES



In Prep Mode, hidden cards have a grey watermark, making them easy to identify. To unhide a card, click the purple **Unhide Card** button.

15 1

On the top left, you can see the total number of cards in the deck and how many are hidden.

# MODULE 2

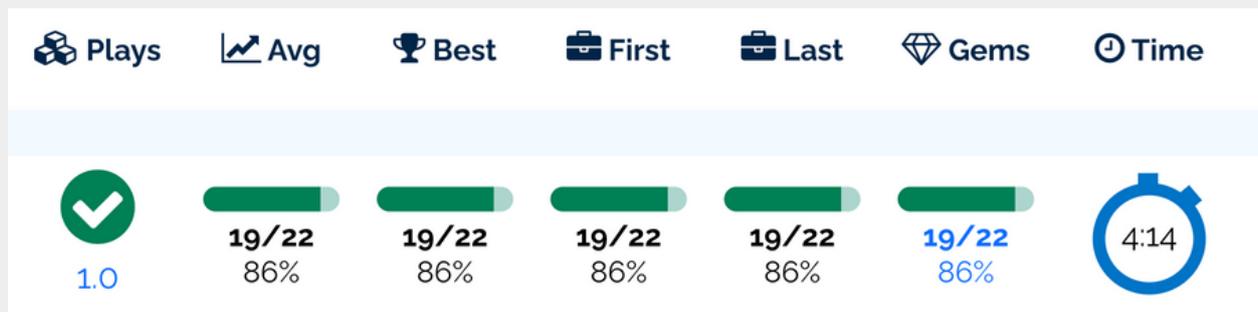
## HOW TO USE REPORTS FOR IEP MONITORING

- A. REVIEW OF METRICS
- B. HOW TO MONITOR IEP GOALS WITH DATA FROM BOOM
- C. HOW TO ACCESS DATA FROM THE REPORTS TAB
- D. HOW TO ACCESS DATA FROM AN INDIVIDUAL STUDENT IN CLASSES TAB
- E. UTILIZING FIRST, LAST, AND AVG
- F. UTILIZING PERFORMANCE BY PLAY SESSION AND RESPONSE TIME



# MODULE 2

## A. REVIEW OF METRICS



Check or uncheck the metrics you would like to see in your report. You can also generate a printout of these data points.

<input checked="" type="checkbox"/> Play	<input checked="" type="checkbox"/> First	<input checked="" type="checkbox"/> Last
<input checked="" type="checkbox"/> Gems	<input checked="" type="checkbox"/> Avg	<input checked="" type="checkbox"/> Best
<input checked="" type="checkbox"/> Time		

- **Play** indicates how many times the student completed the deck.
- **Avg** is the number of correct answers divided by the total number of cards completed.
- **Best** indicates the session where the student submitted the largest number of correct responses.
- **First** indicates the score the student received when first completing the deck.
- **Last** indicates the score the student received on their most recent completion of the deck.
- A **Gem** is awarded when a student answers a card correctly, and there is only one Gem to earn per card in a deck.
- **Time** indicates how much time the student spent playing the deck.



# MODULE 2

## B. HOW TO MONITOR IEP GOALS WITH DATA FROM BOOM

**Subject:** Language

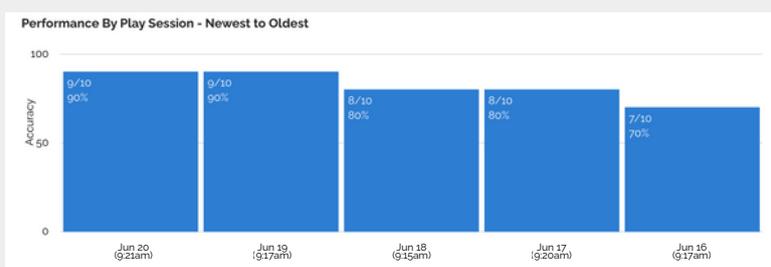
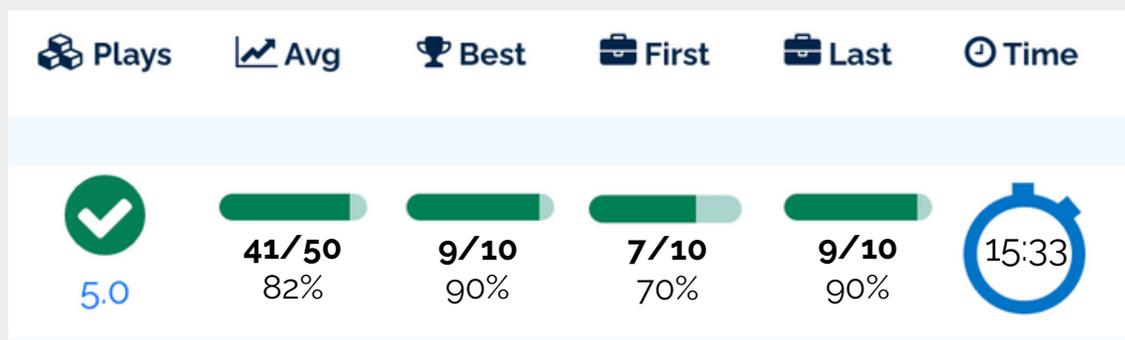
**Goal:** By September 2024, Bella will use specific and appropriate adjectives with 80% accuracy in 4/5 trials.

**Deck:**



### Data Reports:

In this Report, you can see that the student played the deck five times from the **Plays** data (5 trials from IEP goal) and got an average of 82% (**Avg**), meeting the goal measurement (80% of accuracy).



# MODULE 2

## C. HOW TO ACCESS DATA FROM THE REPORTS TAB

### PRE-CHECKLIST

- Complete previous trainings and have student data.

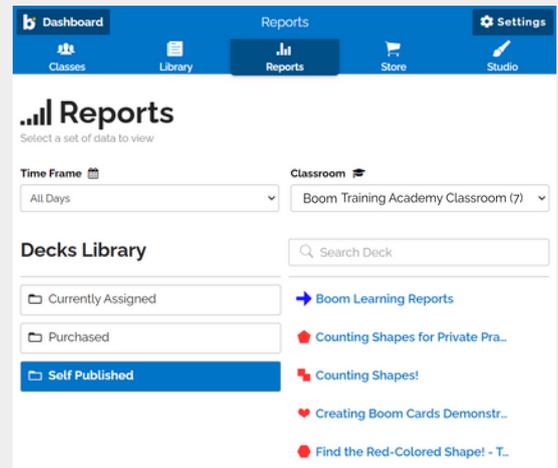
1

Click the **Reports** tab.

A blue rectangular button with a white bar chart icon and the text "Reports" in white.

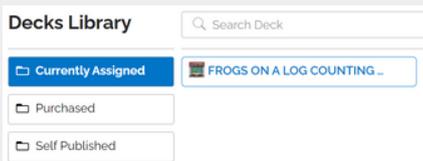
2

Set Time Frame to **All Days**, and choose the classroom in which your students have played.



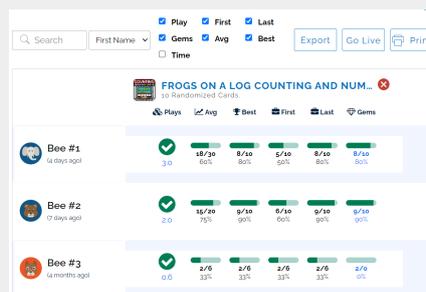
3

Select the deck the students played.



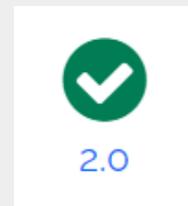
4

Reports include student progress metrics: **Plays, Avg, Best, First, Last, and Gems** by default.



5

Click the green play circle with the check in the center to see data for an individual student.



# MODULE 2

## D. HOW TO ACCESS DATA FROM INDIVIDUAL STUDENT IN CLASSES TAB

### PRE-CHECKLIST

- Student has played the deck.

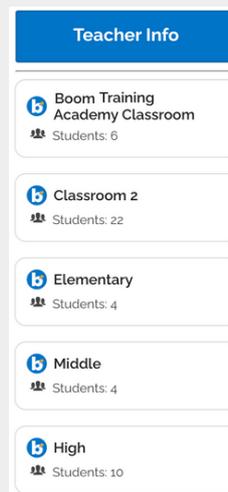
1

Click the **Classes** tab.



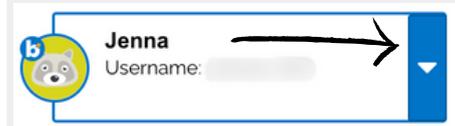
2

Select a Classroom.



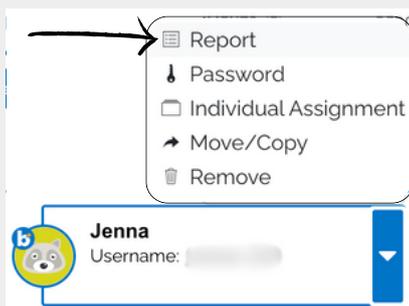
3

Click the student's **drop-down menu**.



4

Click **Report**.



5

Select the deck the student played.



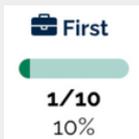
6

Click on any of the circles to see more.

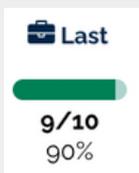


# MODULE 2

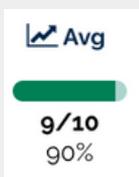
## E. UTILIZING FIRST, LAST, AND AVG



- **First:**
  - Use this data as the **baseline** or **pre-test** measurement before interventions or specialized instruction begins. This establishes a starting point to gauge the student's initial performance level.



- **Last:**
  - Use this data as the **post-test** measurement after interventions or a specialized instruction period, providing insights into the progress made by the student.



- **Avg:**
  - Tracking the average performance across sessions offers a comprehensive view of progress over time, providing a more stable representation of the student's overall development.

### NOTE

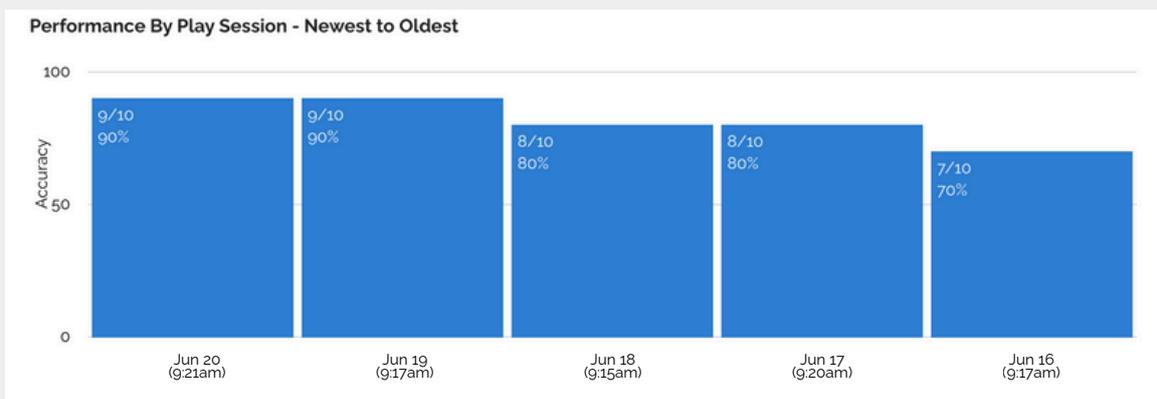
Remember, you can always filter the data to highlight the first (pre-test), last (post-test), and average data points. This ensures clarity and relevance in monitoring progress.

# MODULE 2

## F. UTILIZING PERFORMANCE BY PLAY SESSION AND RESPONSE TIME

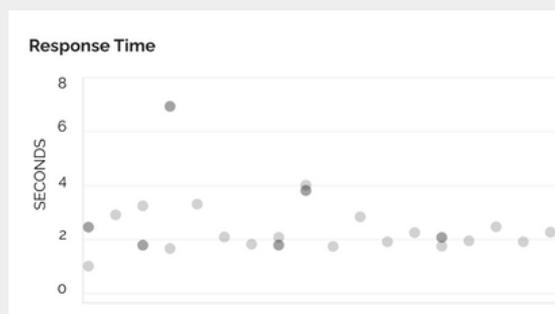
The **Performance by Play Session** bar graphs display the score as a fraction and percentage, as well as the date and time of each play. Plays are displayed from newest to oldest, allowing you to **visually see student progress over time**.

This can be included as part of the progress report for parents and administrators, providing a visual representation of the student's performance.



You can use **Response Time** to measure fluency. This dot chart shows the fastest response for each card. The higher the dot, the longer it took the student to answer, and the lower the dot, the quicker the response.

This metric can be used to measure fluency across student performances and is useful for IEP goals with measurements of fluency, such as "in 30 seconds" or "90 words per minute."



# MODULE 3

## EXPORTING REPORTS FOR IEP MONITORING

- A. PRINTING DATA REPORTS
- B. EXPORTING DATA REPORTS



# MODULE 3

## A. PRINTING DATA REPORTS

### PRE-CHECKLIST

- Complete previous trainings and have student data.

1

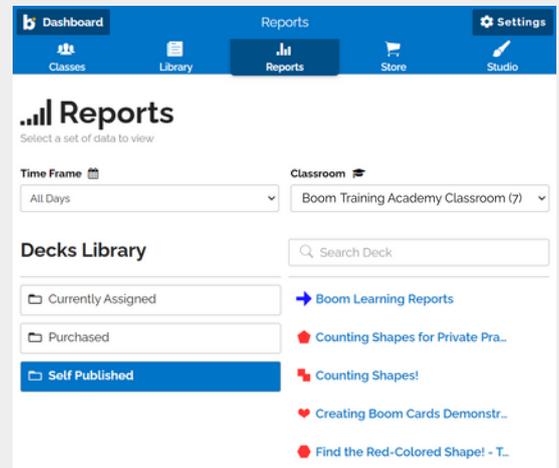
Click the **Reports** tab.



Reports

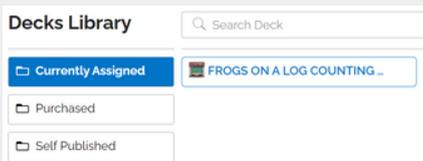
2

Set Time Frame to **All Days**, and choose the classroom in which your students have played.



3

Select the deck the students played.



4

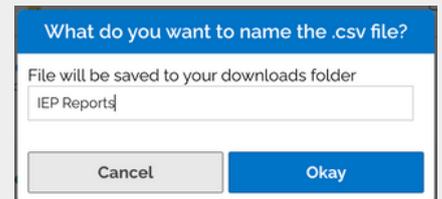
Click Export to save the data as a csv file.



Export Go Live Print

5

Edit the name of the file and click Okay.



# MODULE 3

## B. EXPORTING DATA REPORTS

### PRE-CHECKLIST

- Complete previous trainings and have student data.

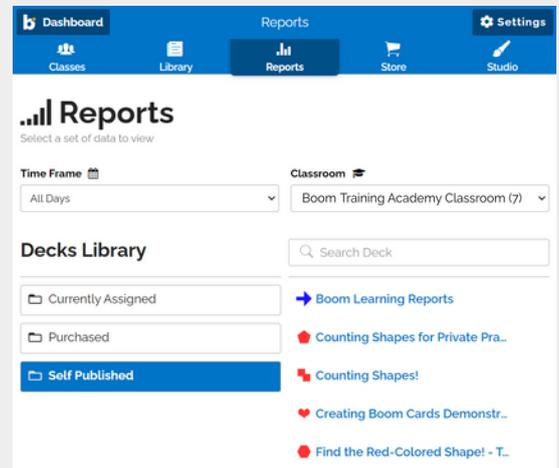
1

Click the **Reports** tab.

A blue rectangular button with a white bar chart icon and the text "Reports" in white.

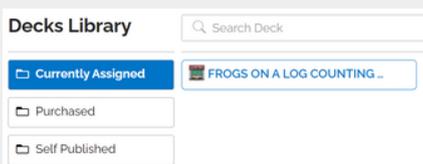
2

Set Time Frame to **All Days**, and choose the classroom in which your students have played.



3

Select the deck the students played.



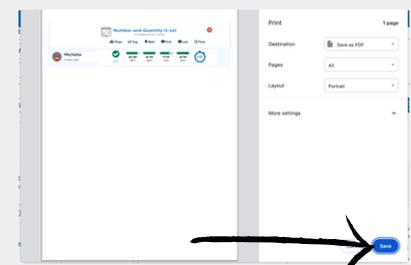
4

Click Print.



5

Click Save to save the file as PDF.



# MODULE 4

## SHARING GOALS AND DECKS

### A. SHARING GOALS AND DECKS THROUGH CANVA



# MODULE 4

## A. SHARING GOALS AND DECKS THROUGH CANVA

- In this module you will be sharing your goals and decks so the group can have a resource bank for future reference.
- Copy and paste goals and decks to the shared Canva document, following the steps from Module 4: A.

1

Scan QR Code or access link:



[https://www.canva.com/design/DAGJbv-Vx5c/k5019R\\_M-uYaoQdojFHkw/edit?utm\\_content=DAGJbv-Vx5c&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGJbv-Vx5c/k5019R_M-uYaoQdojFHkw/edit?utm_content=DAGJbv-Vx5c&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

2

Type your IEP goal example into the first column of the table.

IEP Goal
By September 2024, ____ will use specific and appropriate adjectives with 80% accuracy in 4/5 trials.

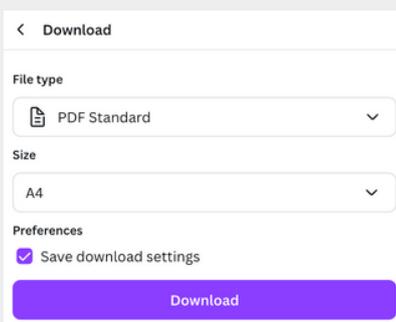
3

Copy and paste an activity into the second column of the table.

Deck Link
<a href="https://wow.boomlearning.com/deck/awesome-adjectives---practicing-parts-of-speech-u9bRgCQJrFkESe6IA">https://wow.boomlearning.com/deck/awesome-adjectives---practicing-parts-of-speech-u9bRgCQJrFkESe6IA</a>

4

Download document or save the link for future reference (resource bank).



Download settings interface showing file type (PDF Standard), size (A4), and a 'Download' button.



**Do NOT share any student personally identifiable information. All IEP goals included in the document should be examples without any identifiable personal information.**

# CONTACT US

- **Info Website:**
  - [www.boomlearning.com](http://www.boomlearning.com)
- **App:**
  - [wow.boomlearning.com](http://wow.boomlearning.com)
  - [Apple AppStore](#)
  - [Google Play](#)
  - [Amazon AppStore](#)
- **Emails:**
  - [help@boomlearning.com](mailto:help@boomlearning.com)
  - [sales@boomlearning.com](mailto:sales@boomlearning.com)
- **Phone:**
  - **1-833-WOW-BOOM**



# POST-TEST

Scan the QR Code to complete the post-test.



Link:

<https://forms.office.com/r/veyYJprgcg>

# FEEDBACK FORM

Scan the QR Code to complete the feedback form.



Link:

<https://forms.office.com/r/uNhBpBMAFf>