

## Direct Access 100+ complex syntax 2 page opening



### General description

This page set was primarily designed for school age children who can accurately point to small, closely spaced, items and require access to sufficient language to (learn to) produce syntactically complete, complex sentences.

In this PODD book:

- Vocabulary is primarily organised into categories. The main navigation (categories) index is available on the front page and repeated on the 'a page' of every section.
- Predictably associated vocabulary in every section includes WH-questions, personal pronouns, auxiliaries, verbs, negatives, prepositions, conjunctions, determiners, adverbs, and adjectives, to enable efficient production of syntactically complete, and complex, sentences.
- Predictably associated tense markers and word morphology functions are included in each section, e.g., *UN-*; *RE-*; *-ED*; *-ING*; *-EN*; *-S*; *-ES*; *-S*; *-ER*; *-EST*; *-LY*; *N'T*.
- Irregular past tense words are written on the button with the infinitive verb.
- Some high frequency words (particularly pronouns, determiners, and prepositions) are represented by the written word alone.
- A spelling display in a QWERTY keyboard layout is included.

This page set may also be appropriate for use by:

- Communication partners to support an individual's understanding of their partner's messages provided they can see and follow their partner's point to symbols on a visual display of this size and complexity.
- Teenagers and adults whose current communication, language and access requirements suit this page set. Additional customisation will be required in vocabulary style and activities to accommodate for the individual's age and life experiences.
- Individuals who require a (slightly) larger or smaller display size with the same complexity of language. The page set can be re-sized using a printer with scaled printing options. Print and try a test of a two page opening to check the individual's visual discrimination and pointing to symbols at a smaller size and the range of movement to point to a larger display before proceeding with scaled printing this PODD book.
- Individuals who require symbols for some of the little words. This page set could be modified to include symbols for most words. The addition of symbols would require slightly larger squares for this vocabulary. This modification would probably result in a reduced range of predictably associated vocabulary on some pages.

The layout and physical make-up of this PODD communication book is two-page opening. A similar complexity of language is available in the 90plus two-page opening plus side panel PODD book.

Consider which style of communication book will most effectively meet the individual's requirements.

- The main navigation (categories) index on the front page and repeated on the 'a page' in every section of the 100+ complex syntax PODD book enables more efficient movement between sections. On other pages within a section the communicator would need select *GO BACK TO THE 'A' PAGE* to access the categories index. The navigation (categories) index on the side panel in the 90+ complex syntax PODD book means the individual can access the categories index from every page in the PODD book.
- An open 90+ two-page opening plus side panel PODD book is wider than the 100+ per page book, requiring a wider range of movement to accurately access small cells.
- Not needing to repeat the navigation (categories) on the 'a' page in every section, creates more vocabulary spaces on the "a" page of each section in the 90+ complex syntax book. However, other pages in each section have less vocabulary spaces (90+ as opposed to 100+).
- Side panels need to be well supported by a surface or hand. Instability of the communication book surface can be frustrating as pointing becomes more challenging and less intelligible. A stable surface is particularly important for individuals who stabilize their hand on the book page to point. Two-page opening PODD communication books have more intrinsic stability. The option to construct the 90+ PODD book with the navigation index on the inside cover (see information file for that page set) compensates for this instability by removing the side panel.
- A moving side panel can become a sensory distraction for some individuals.
- The side panel folding over and attaching to the cover with Velcro® holds the pages together for easier carrying.

## Language

- The language and organisation of this PODD book supports the expression of a full range of communication intents.
- The language in this page set allows for the production of syntactically complete sentences, including the use of complex sentences (spoken language grammatical development equivalency approximately 4 ½ yrs plus).
- All 14 grammatical morphemes are included in the page set.
- The items in this page set primarily represent single words, encouraging the independent construction of novel messages. Word-by-word construction of messages may be slower, but these self-generated messages are usually more varied, reflecting the personality of the individual. Variation in expression can stimulate interest and motivate some partners to interact more frequently with the individual.
- Some social and communication management messages are presented as whole phrases/sentences/questions to support more efficient communication. The primary factor influencing the decision to include a message as a whole phrase is the speed required for

effective transmission of that message given the particular environmental and conversational discourse requirements to meet the specific communication intent.

- Single word symbols are often relied on to produce multi-word and compound word vocabulary items, e.g., the symbols ROW + BOAT for *rowboat*; SPACE + STATION for *space station*; FRUIT + SALAD for *fruit salad*.
- The presentation of this page set builds on emerging word recognition for high frequency words. Some items are represented by the written word alone.
- *Lists* for fringe or new additional vocabulary are located in every section. The communicator can request the addition of vocabulary to the list using the PLEASE ADD THAT WORD TO A LIST symbol phrase on page *01 main*.
- Phrases to manage the communication interaction, provide feedback to partners and resolve communication breakdown are included with the navigation index in all sections.
- The phrases IT'S NOT IN MY BOOK, I'LL GIVE YOU A HINT, IT'S LIKE and HAVE A GUESS are located with the main navigation index on the 'a page' in all sections. These phrases are used to extend the range of vocabulary available by encouraging the partner to guess at the required word when provided with an associated word/letter. The communicator indicates that the next word/letter is not really part of the message but a cue for the partner to guess another word that is not included in their communication book. Having correctly guessed a missing word, partners are encouraged to write the word on an appropriate LIST.

## Layout

- This is a **two-page opening** PODD communication book. The main navigation index is located on the right side of *01 main* and repeated on the left side of the 'a page' in all other sections.
- There are approximately 48 – 90 vocabulary items per page (100plus per 2 page opening) depending on the number of word only and symbol buttons on the page.
  - The communication book page size is approximately 22.1 cm high and 17 cm wide plus the page tag. The open book cover dimensions are approximately 24 cm high and 44 cm wide.
  - Symbol button size is 2 cm by 2 cm and word only buttons are approximately 2 cm wide and .8 cm high.
  - Symbol button grid spacing: width 0.4cm; height 0.6cm. Word only buttons are positioned 2 together in the space of one symbol button with a gap height of 0.3 cm between the pair.
  - The on-screen view in the Mind Express editing templates shows the two pages (left and right sides) for each page opening, i.e., as seen when the PODD book is open. Being able to view both sides of a page opening can be helpful when customising this PODD book. However, fitting both sides of the page opening on one screen means this view has very small symbols and text sizes in this PODD book with 100+ items on the screen. Note that the text font in this view is smaller than the text font will be when printed.
  - The *Create Printable One-Page View Version* button on the first menu page of your customised book will generate a one-page view file that is ready for printing in Mind Express (see *construction file* for details). The one page at a time (i.e., only one side of a two-page opening) can make customisation decisions more challenging, however,

in this view the symbols and text are bigger on the screen and this may make editing the small cells easier in the 100+ PODD book (especially if you are viewing on a small screen).

- Vocabulary is organised into columns according to part of speech (wh-question word, personal pronoun, verb, preposition, pronoun, determiner, adverb/adjective, and noun), supporting English sentence production from left to right across the page.
- Predictably associated verbs are positioned on the page according to likely usage patterns (word order) in English sentences. Verbs that function as auxiliaries are positioned towards the left of the verb section (columns) to maintain the left to right (top to bottom) movement across the page to construct sentences.
- Symbol cell borders are colour coded according to part of speech to support the location of vocabulary on the page.
  - Wh-question words – brown
  - Subjects – orange
  - Verbs & negative – pink
  - Prepositions & conjunctions – green
  - Determiners & pronouns – orange
  - Adjectives, adverbs & number – blue
  - Nouns - black

Some vocabulary that can be used for multiple parts of speech, e.g., PAINT can be used as a verb or a noun. When this occurs the border colour is assigned based which part of speech the item is grouped with on the page, e.g., if PAINT is located with the verbs on the page, the border colour is pink.

- Buttons with *GO TO PAGE (number)* instructions have a background colour matching the colour of the page tag for the target section/category (*see colour master file*). A small symbol square on top of the *GO TO PAGE (number)* button includes the name and symbol for the target category/section. A matching symbol is included on the page tag for faster location of the required page.
- Operational and word morphology buttons have a thicker border created with the style functionality in Mind Express.
- Prepositions are represented by written word only, arranged in alphabetical order with the exception of the word, TO. The high frequency word, TO, is located at the top of the column of prepositions, adjacent to verb vocabulary, to increase the efficiency of sentence construction. The background of this cell is coloured green to assist location of this item out of alphabetical order.
- Lists are generally located on the left side of the last page in a section/category. Some sections also include a separate list page, with *GO TO LIST PAGE (number)* instructions, to accommodate for a large number of fringe vocabulary. Grids to print the LISTS onto stickers are positioned after the main pages in MIND EXPRESS (*see the construction file for instructions to print and attach list stickers*).

## Navigation

The main navigation (categories) index is located on the right side of page *01 main* and on the left side of the '*a page*' in all other sections. The index is accessed from all other pages in a section via the operational command to *GO BACK TO PAGE (number)A*.

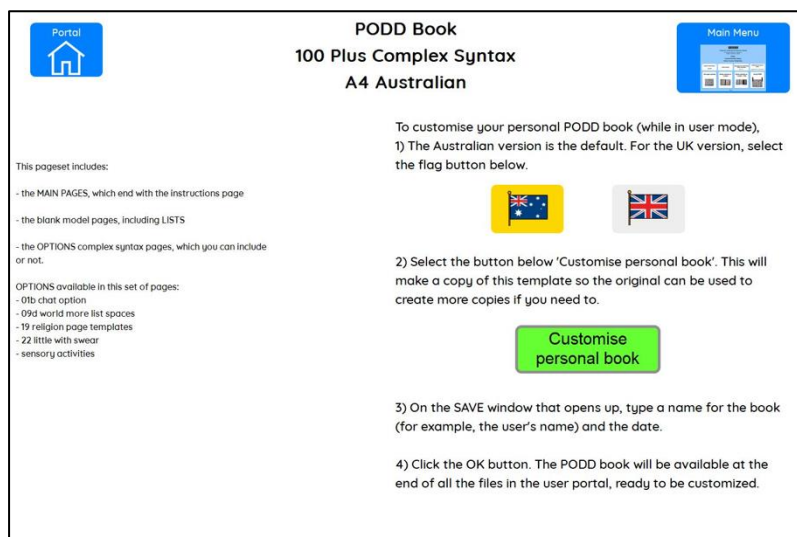
Links to most sections/categories in the PODD communication book are located in the main navigation index. The only exceptions to this are the **links to the *people, actions, and descriptions* sections/categories are located at the bottom of every "a" page near the column(s) of predictably associated vocabulary for the corresponding parts of speech.** This encourages people to look for this vocabulary on the current page prior to changing pages and enables more efficient movement to the appropriate section when the required vocabulary has not been predicted on that page. All categories/sections are accessible from the '*a page*' in every section.

Operational buttons are included in each section to direct movement between the pages in that section.

- *TURN THE PAGE*
- *GO BACK TO PAGE (number) A*
- *GO TO PAGE (number)* link buttons to subcategory pages

## Customise personal PODD book

This Mind Express program includes vocabulary for Australian English and UK English. Australian English is the default. **To switch to UK English select the button with the UK flag.**



PODD Book  
100 Plus Complex Syntax  
A4 Australian

To customise your personal PODD book (while in user mode),  
1) The Australian version is the default. For the UK version, select the flag button below.

2) Select the button below 'Customise personal book'. This will make a copy of this template so the original can be used to create more copies if you need to.

3) On the SAVE window that opens up, type a name for the book (for example, the user's name) and the date.

4) Click the OK button. The PODD book will be available at the end of all the files in the user portal, ready to be customized.

This pageset includes:

- the MAIN PAGES, which end with the instructions page
- the blank model pages, including LISTS
- the OPTIONS complex syntax pages, which you can include or not.

OPTIONS available in this set of pages:

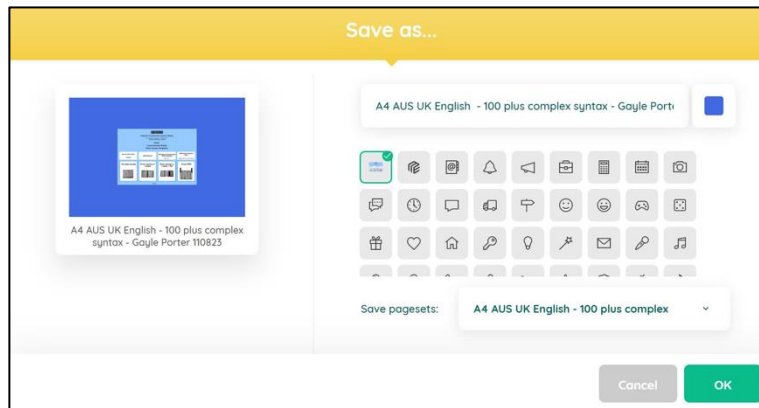
- 01a chat option
- 09d world more list spaces
- 19 religion page templates
- 22 little with swear
- sensory activities

Customise personal book

The next step consists in making a copy of the template so the original can be used to create more copies if needed.

**To make a copy, select the green button 'Customise personal book'.**

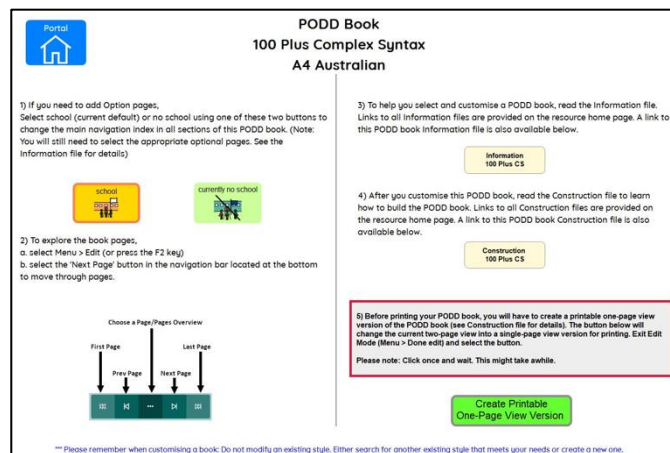
On the SAVE window that opens up, **type a name for the book** (for example, the individual's name) **and a date**. Select the OK button.



The individual's PODD book will be available at the end of all the files in the user portal, ready to be customised.

When you open the individual's PODD book files the first display will include instructions for use, links to the information and construction files for this PODD book and **two cells: *school and currently no school/preschool***.

Select either *school or currently no school/preschool* button **to change the main navigation index in all sections** to include the appropriate categories to suit your selection.



You will need to go into the edit mode, MENU – EDIT (or press the F2 key), to view and customise the pages. Once you are in edit mode you can navigate between pages using the green toolbar at the bottom of the screen.



## Select Optional Pages

The optional sections/pages that may be selected for this PODD book include:

1. Alternative pages for individuals who do not attend an **educational setting**. The main pages include a *school* section. Changing to no educational setting requires both selecting the appropriate button on the opening menu of a customised book **and** including the pages found in the *option - no educational setting* in Mind Express.
2. An optional **01b chat** page to include additional social interaction / quick chat vocabulary linked from an alternative **01a main** page with a *TURN THE PAGE* operational command to the new *01b chat* page). See instructions written on the template pages.
3. Optional page to include **swear words with covers** in the *22 little words* section. The covers provide added privacy for this vocabulary, i.e., the individual may not want all partners to view this vocabulary in their communication book. The *construction file* includes special instructions to make this page using the three templates in this option.
4. **Sensory activity pages**. Individuals who have sensory processing challenges require access to vocabulary to request sensory experiences. Vocabulary for specific sensory activities is included on page 01b sensory via a link from 01a main (the first page of the book)
5. Alternative 09d world pages including the names for either Australian States and Capital cities or the names for UK countries and capitals.
6. Alternative special events pages including common Australian holidays and events.
7. Templates to create an alternative 19 religion section to suit individual requirements.

### Optional Pages include:

- **01b chat**
  - 01a main with chat link (includes TURN THE PAGE to access additional 01b chat page)
  - 01b chat (spaces to add new social interaction / quick chat)
- **No educational section**
  - 01a main NOECS is the main page modified to suit no 01b chat and no educational setting section
  - 01a main with chat link NOECS (includes link to 01b chat, modified to suit no educational setting section)
  - 06a people NOECS (sub-category link to *06c school people* removed modified for no educational setting)
  - 06c occupations (number of sub-category changed from *06d* to *06c* , modified for no educational setting)
  - **Note you will also need to delete the *06c school people* page from the main page set before printing**
  - 12a clothes NOECS (tab position moved to accommodate no 11 school section)
  - 12b clothes NOECS (tab position moved to accommodate no 11 school section)
  - 12c grooming NOECS (tab position moved to accommodate no 11 school section)
  - 13a things NOECS (sub-category link to *13d writing and tech things added*).
  - 13b things NOECS (tab position moved to accommodate no 11 school section)
  - 13c things NOECS (tab position moved to accommodate no 11 school section)
  - 13d writing and tech things this page from the deleted 11 school section is reformatted as a subcategory in the 13 things section

- **09d alternatives**

- 09d Australian states and capitals
- 09d UK countries and cities

- **10 Special UK /Australian**

- 10b special Australian holidays
- 10c special Australian holidays
- 10b special UK holidays
- 10c special UK holidays

- **19 religion page grids**

- 19a religion grid
- 19b religion grid

- **22b little words with swear:**

- *22b little words - swear words.*
- *Cover for swear words - sticker* – to create a “sealed section”.
- *Flap backers* – used to construct “sealed section” (see *construction file*).

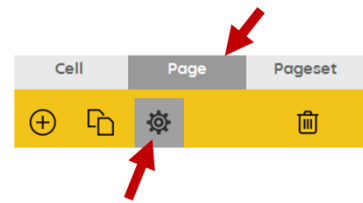
- **Sensory Activity pages**

- 01a main sensory (links 01b sensory activities)
- 01a main sensory chat NOECS (includes link 01b sensory activities, modified to suit no educational setting section)
- 01b chat sensory (page includes a range of sensory activities)



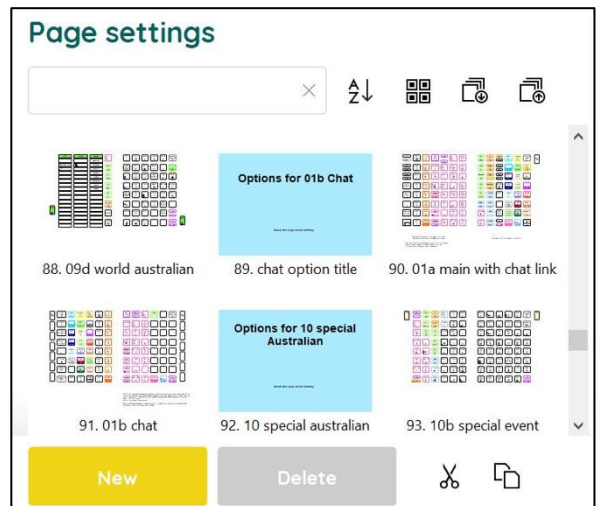
## To view, select and re-order options pages in Mind Express

- 1) Go to Menu > Edit (or press the F2 key)
- 2) Choose the Page tab at the top of the edit panel
- 3) Select the Page settings icon (or press the F8 key)
- 4) Scroll down to the bottom of the *Page settings* window until you see blue placeholder pages for each OPTION.



- 5) To view and print the PODD book in the correct order you will need to move the required optional pages into position in the main page set using the PODD book page numbers (ignore the Mind Express numbers). To do this,

- a. Scroll down to find the blue placeholder page for your required option.
- b. Select the optional pages with the same PODD book number (e.g., 07a & 07b)
- c. Scroll up to find the same PODD book number in the main page set
- d. Drag & drop or cut & paste those pages into position in the main pages with the same PODD page number.
- e. If you've copied multiple pages you may need to move pages within the section. For example, 7a would be pasted after the original 7a in the default list.
- f. Delete any unwanted pages with the exact same PODD page number (e.g., you should only have one 7a).
- g. Do this for all desired optional sections/pages before customising the book.
- h. Look through all the pages to check that everything is in order according to the PODD book page name and that there are no duplicate PODD page numbers.



Note: if there are no pages with the same number, place the page in numerical order according to the PODD page number

## Customise the PODD book pages

You need to be in **edit mode** to customise the PODD book pages. Go to Menu > Edit (or press the F2 key). You can then use the green navigation toolbar at the bottom of the page to move between pages. The following information in the *section descriptions* will assist you to understand the vocabulary organisation in this PODD book to make appropriate changes to the individual's PODD book. To learn how to use Mind Express, read the online manual available directly from the software by selecting Menu > Help > Online help or watch the [video tutorials](#) available on the Jabbla website or on the [Jabbla YouTube](#) channel.

## Section descriptions

**Remember** to position any additional items that link to another page of vocabulary on the first page of the section to reduce the number of page turns required to express the whole message.

### 01 main / chat

- Page *01a left* is attached to the inside front cover (see *construction file* for details). Page *01a right* is the first page of the communication book.
- Includes single word (core) vocabulary to generate messages that are useful to say quickly or in the context of an ongoing conversation or activity – often in relation to another person’s topic, e.g. I DID THAT, WHERE YOU GET THAT?, CAN I SEE IT?, WHEN DID YOU GO?. This core vocabulary can also be used to produce common question/sentence starters prior to moving to another section to finish the message.
- All sections in the PODD book need to be accessible via *GO TO PAGE (number)* links on this page. The main navigation index is located on the right side of this page opening to support the production of multi-word sentences in English word order. Phrases and sentences towards the left side of the page opening may be used to start questions and sentences which are finished using vocabulary on other pages accessed via the navigation index on the right side of the page opening. For example, (beginning on page *01 main*) WHY ARE WE GOING TO *special events* (turn to page *10a*) A PARTY?
- Note that there is a slight difference in the position of category/section links on this page to accommodate for the overall layout of this page. The *people* link has moved across to maintain its relative position at the bottom of the column of pronouns. The *actions and descriptions* links remain in their standard positions placing them with other category/section links in the main navigation index. The *little words* link has moved from the third to the first column of the index (under *days and times*) to make room for the word morphology marker –s, ‘s (and the word *TOILET*) in the corner of the page.
- Also includes social phrases that are useful to say quickly or in the context of an ongoing conversation or activity. A number of blank spaces have been left on page *01a right* to insert additional social phrases to suit the individual’s communication requirements. The *Additional Vocabulary Ideas* document includes a range of suggestions for social phrases to suit different communication purposes.

Vocabulary for words such as YES, NO, HELLO are not included in the first pages of this PODD book based on the assumption that the communicator will use unaided modes to more efficiently express these messages, e.g., head movements for YES and NO, look plus vocalisation for HELLO. These words can be added to the first pages of a PODD communication book if an individual requires aided symbols to communicate these meanings. These types of words may be added to other sections for use within sentences. For example, YES and NO are included the *22 little words* section to say sentences such as “She said there are NO more chocolates in the fridge”.

- There is no *01b chat* page in the main page set. If you require additional vocabulary and phrases for social interaction and quick chat you can add this page using the templates in the *option - 01b chat*.
- Alternative *01 main* pages will be required if you have selected any of the options *01b chat*, *no educational setting* and/or *sensory activity pages*.
  - *01a main with chat link* adds a TURN THE PAGE to access an additional page *01b chat* to add additional quick chat vocabulary / social phrases. The *01b chat* template is formatted like an “a page” in other sections with communication management phrases, a navigation (categories) index and core vocabulary in standard positions. The rest of the page provides blank spaces to add the vocabulary / social phrases

required by the individual. Remember to change the colour of the cell borders to match the part of speech of the vocabulary you add. To do this in Mind Express you need to change the style of the button. Find an existing cell with the style (cell border colour) you require. Select this cell and take note of the style assigned to the cell. Select the cell you are customising, select the style icon and then search for the number/name of the required style).

- *01a main sensory* includes I NEED A SENSORY ACTIVIVITY with a *go to link* to *page 1b* and a *TURN THE PAGE*. A *01b chat with sensory* is also added with this option. This page includes a range of common sensory activities with the predictably associated vocabulary to interact during these activities. There are spaces to add your own sensory activities to this page. There are also spaces to add additional social phrases (as the spaces for additional social phrases was reduced on the 01a main sensory page). The main navigation index would be accessed via *GO BACK TO IA*.
- Note pragmatic branch starters are not needed in this PODD book as when communicators are using this complexity of expressive language, the communication intent will be apparent within the sentence structure.

## 02 opinions

- This section includes a large range of adjectives and other vocabulary to express opinions. This range of vocabulary provides the communicator with more options to select the word they want to suit their mood, humour, preferred image (convey their personality) to different partners in different situations.
- *02a* includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary used to start sentences using vocabulary from all pages in this section. Frequently used opinion vocabulary is also positioned on *02a* for faster access.
- The remainder of the OPINION vocabulary (regardless of syntactic part of speech) is organised alphabetically across *02b a-n* and *02c o-z via subcategory links* on page *02a*. *TURN THE PAGE* operational instructions are also included on page *02a* and *02b* to enable the communicator to look for words when they are unsure of the initial letter.
- *02b* and *02c* include the predictably associated vocabulary *A; NOT; DON'T; CAN'T; TASTE; SMELL; AND; OR*, to be used with opinion vocabulary on these pages.
- Predictably associated word morphology functions *PAST TENSE –ED; –ING; –UN; –N'T; –ER; –EST; –LY; –S, –S* are included on all pages in this section.
- A direct link to *05 feelings* on pages *02b* and *02c* enables access to additional vocabulary that may be used to express opinions, i.e., when the required vocabulary is not found in its alphabetical location in the *02 opinions* section.
- Adjective vocabulary is also included in other categories to express different pragmatic functions
  - *03 something's wrong* – to complain
  - *04 health & body parts*
  - *05 feelings* – to relate, describe and discuss feelings
  - *21 descriptions* – to describe things

It is important to consider how words will be used and view all of these sections to determine the need for vocabulary additions and the most appropriate placement for additional words.

- In addition to adding or deleting vocabulary, you can change the words associated with some pictographs to suit the individual/family/peer group style of expressing opinions as required.

### 03 wrong

- This section includes a range of vocabulary to complain and discuss problems and concerns.
  - 03a includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary used to start questions and sentences using vocabulary from all pages in this section.
  - There are a number of verbs on 03a, predictably associated with the personal pronouns, to complain about what people do. NOW is included on 03a to demand immediate action.
  - Additional verbs to complain are included on 03b (because they did not fit on 03a) with the predictably associated personal pronoun symbol I, ME, MY, MINE repeated on this page to be used between other words on the page.
  - Other SOMETHING'S WRONG vocabulary is organised alphabetically on 03b.
  - 03b also includes some phrases to quickly relate a complaint. The phrases I DON'T KNOW WHAT I WANT and I DON'T WANT TO TALK ABOUT IT are included to enable the communicator to restrict further discussion or continuing guesses about a problem.
  - Word morphology functions available vary to suit the vocabulary available on each page opening. 03a includes PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S. 03b includes PAST TENSE –ED; -ING; -UN; -S, -ES; -'S (repeated) and –ER; EST.
  - Consider the predictably associated vocabulary and functions available on each page opening when adding or moving vocabulary in this section.
- 
- There is some overlap of vocabulary with other categories to express different pragmatic functions
    - 02 opinions – to express opinions
    - 04 health & body parts
    - 05 feelings – to relate, describe and discuss feelings
    - 21 descriptions – to describe things

It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and the most appropriate placement for additional words.

### 04 Health & body

- Vocabulary in the health section is organised onto separate pages with consideration to the most efficient use of predictably associated vocabulary:
  - 04a includes words related to health visits (health professionals, places, appointments) in addition to general predictably associated vocabulary that may be used to start messages including vocabulary from all pages. Word morphology functions on this page include *past tense* –ED; -ING; -UN; -N'T; -S, -ES; -'S.
  - 04b includes health procedures, problems, things, illnesses and disability related words. Word morphology functions on this page include *PAST TENSE* –ED; -ING; -S, -ES; -'S. A direct link to 04c *body parts* is included on this page. Includes a link to the *LIST* for this section on 04c.
  - 04c includes body parts and predictably associated personal pronouns, negation, verbs, prepositions and adjectives associated with body part words. Word morphology functions on this page include *PAST TENSE* –ED; -ING; -S, -ES; -'S. There is a direct link from this page back to 04b *sores and illnesses*.
- Spaces have been left on these pages for customisation to reflect individual experiences and requirements:
  - 04a includes spaces to add health places, professionals, illnesses and/or things which are common for the individual. For example, you may add audiologist and hearing aid for an individual who has a hearing impairment; optometrist, glasses and eye test for an individual who has a vision impairment; Ventolin and asthma; seizure and

medication for an individual who has epilepsy, earache for an individual who frequently has earaches.

- *04b* includes spaces for additional health related vocabulary.
- *04c body parts*: This section includes written words for PRIVATE PARTS, BREAST, VAGINA, and PENIS. You may want add symbols for these words, other vocabulary for private parts and/or re-word the labels for these body parts to suit the individual preferences.
- Consider the predictably associated vocabulary and word morphology functions available on each page opening when adding or moving vocabulary in this section.

## 05 Feelings

- Feelings words are included in this separate section, primarily to relate information, tell stories and answer questions.
- *05a* includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary to start messages using vocabulary from all pages in this section. Predictably associated word morphology functions *PAST TENSE –ED; –ING; –UN; –N'T; –ER; –EST; –S, –'S* are included on *05a*. *UN; –N'T; –ER; –EST; –S, –'S* are repeated on *05b*.
- FEELINGS vocabulary (regardless of syntactic part of speech) is organised alphabetically across two pages.
- There is some overlap of vocabulary with other categories to express different pragmatic functions e.g., *02 Opinions – to express opinions; 03 Something's wrong – to complain; 04 Health & body parts* and *21 Descriptions – to describe things*. It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

## 06 People:

- This section includes people's names, relationship and occupation vocabulary. This section will require considerable customisation. See the suggestions written on the templates.
- *06a* includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start messages using vocabulary from all pages in this section. Word morphology functions on this page include *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S*.
- Predictably associated vocabulary on other pages reflects the type of people vocabulary on that page. *06b* includes vocabulary to WRITE to people (including the word DEAR).
- A link from *06a* goes to subcategories *06c school people* and *06d jobs*. An alternative page *06a people* is available, with the sub-category *06c school people* removed, in the *option – no education setting*.
- TURN THE PAGE operational instructions are also included on page *06a – 06c* to enable the communicator to look for words when they are unsure of the page location. This also supports a more flexible use of the *LISTS* across multiple pages.
- *06a-c people* vocabulary is organised into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words, school people.
- *06d occupation* vocabulary is organised alphabetically. Ensure close family member's occupations are included in this section.
- There are both separate buttons and lists for people's names.
  - Add names to buttons for people who have a close relationship or frequent contact with the individual. PCS symbols to represent people can be found in Mind Express by typing "person" in the symbol finder window.
  - Add names to lists for acquaintances / friends and family who have less direct / frequent contact with the individual.
- Possessive and plural word morphology functions are included on all pages in this section.

## 07 Actions (verbs)

- A large range of verb vocabulary is included in this section. The vocabulary is subcategorised alphabetically as there are limited meaningful associations that can be used to organise such a large verb vocabulary. Also, given the extensive range of predictably associated verbs in every section of this PODD book, communicators tend to only navigate to the actions section to select a verb for less predictable sentences or movement vocabulary.
- All pages in this section can also be accessed via TURN THE PAGE operational instructions. Whilst this is a very slow method to access vocabulary, it does allow communicators to look through this section for a symbol or word when they are uncertain of the word's initial letter.
- The predictably associated vocabulary on 07a includes auxiliaries and verbs used to start sentences including verbs from other pages in this section, e.g. I WANT TO ....; I THINK I CAN .....; I AM LEARNING TO ..... These verbs are also repeated in alphabetical order on other pages as people may use the "It starts with ..." alphabetical subcategory link when they have not located (looked for) the verb on the first page of the section.
- Predictably associated prepositions, determiners and adverbs are included on all pages in this section.
- Word morphology functions *past tense* –ed, -ing, -s, and -en, un- and the auxiliaries, WILL, AM, IS, ARE, WAS and WERE, negation and -n't are included on all pages in this section.
- There are spaces in each alphabetical listing to add words on list stickers (see the *construction file* for information on printing and attaching these lists).
- Alphabet headings are included to assist people to locate items on the page and remind them that the vocabulary is organised alphabetically.
- The words true/truth are included in this section as experience indicates that people look for this vocabulary in the verb category even though they are not verbs.
- Note there is no *movement* sub-category in this PODD book. Individuals with more severe physical challenges who need to instruct assistants to support their movement, may want to add a 07j *movement* sub-category to this section to locate multiple movement verbs more efficiently. This addition will be particularly useful for individuals who require graphic symbols to support their understanding in physiotherapy, occupational therapy and other movement programs. You may choose to include predictably associated body parts, equipment and preposition vocabulary on this page.

## 08 Activities

- The activities section in this example page set uses 2 subcategories to organise the large vocabulary required to request, talk about and interact during different activities.
  - 08c *make something*
  - 08d *outside activities and sports*. Outside activities and sports vocabulary is organised over two pages, 08d and 08e. 08d includes predictably associated vocabulary to construct messages using vocabulary from both pages and the names of more frequently referred to *outside activities and sports*. You may need to move, or repeat, vocabulary between the two pages to accommodate for individual activity preferences. The words SCORE, GOAL, POINT, MATCH, TEAM, and BAT/RACQUET/CLUB/STICK are intentionally repeated on pages 08d and 08e to be used in combination with the different sports vocabulary on each page. Movement between these two pages is via *TURN THE PAGE* on 08d and *GO BACK TO PAGE 8d* on page 08e.
- 08a and 08b include vocabulary for other activities that do not fit into the above subcategories, e.g., *reading a book, music*. Predictably associated vocabulary to ask general questions and start sentences using vocabulary from all pages in this section is included on 08a.

- At this stage of language development, there is an aim to include a wide range of vocabulary for age appropriate activities, including activities which the individual may see, hear or talk about in addition to their preferred activities.
- Associated vocabulary to interact during the activity is included on the same page as the name of the activity. This results in a larger range of predictably associated vocabulary on all pages in this section, with vocabulary repeated on multiple pages to support more efficient interaction during activities. There are no separate activity displays in this page set.
- The available word morphology functions vary depending on the vocabulary included on each page opening. All page openings include plural and possessive 'S'. Verb tense markers are included on all pages including verbs. When adding vocabulary to these pages consider whether you also need to add any related word morphology functions for more flexible use of this vocabulary.
- Some pages include predictive links to directly access subcategory pages in other sections of this PODD book to facilitate more efficient interaction during activities, e.g., *08c make something* includes a link to *21c* to more efficiently access colour vocabulary.
- A separate list, *page 08f*, is available to include the names of specific games, books, songs, TV shows, movies, tapes, and other activities. The suggestion to *GO TO LIST 8f* is associated with some vocabulary items to access more specific vocabulary. For example, the item BOOK has the suggestion to *GO TO LIST 8f* to access a list of the individual's favourite book titles. A general instruction to *GO TO LIST 8f* is also included to access more general activities vocabulary.
- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the example pages.
- It is also possible to change or add subcategories to accommodate for individual interests. For example, you may choose to substitute *08e sports* with *08e drama* for an individual who is very involved in theatrical activities but not very interested in sports, or add an additional page *08f drama* for an individual who needs all of the current pages in addition to a page about drama. **Remember to move any vocabulary that you still require to another appropriate page in this section, change all links to the deleted/added pages and alter the page tag numbers and positions as required.** Also note the position of the next section *09 places* page tag (the third from the bottom on the *grid page* templates). **Ensure the page tag positions of added pages in this section 08 DO NOT cover the tag for 09 places** (unless you want to spend a lot of time changing the positions of all other pages following this section in the PODD book).
- Note that *sensory activities* are added to *01b chat* (not the activities section) in this PODD book.

## 09 Places

- At this stage of language development there is an aim to include a broad range of places which the communicator may read, write, hear or talk about in addition to places the individual goes.
- *09a* includes predictably associated vocabulary used to start messages using vocabulary from all pages in this section. Word morphology functions on this page include *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S*.
- The places section in this page set uses 2 subcategories to organise the large vocabulary required to request and talk about different places:
  - *09c shops* – includes retail places such as shops, take away, restaurants, bank and post office. This page also includes vocabulary related to shopping, buying and selling and a link to shopping things on page *13c* (in the *things* category). Word morphology functions included on this page opening include *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S, –ER and –EST*.

- *09d world* – includes space, continent and nationality specific words. You will need to add the specific states and cities relevant to the individual’s country. The *option - 09d* alternatives includes pages completed with either Australian states and capitals (*09d Australian*) or UK countries and cities (*09d UK*).
- This page links to *09e* for a list of countries in alphabetical order. The countries on page *09e* should include common travel destinations, family connections and countries in the news. Customisation of the countries included will be required to suit different individuals. As the countries are presented in alphabetical order, customisation is likely to involve shifting items on the page. Additional country names can also be added to the list on that page. Word morphology functions included on *09d* and *09e* include PAST TENSE *-ER;*; *'S*; *-S*; *-ES* and *-AN*. (NB: Asia + *-an* = Asian).
- Other places vocabulary is organised on *pages 09a* and *09b*:
  - Vocabulary for frequently visited or talked about places should be positioned on *09a*.
  - The remainder of the vocabulary is organised onto *09b* according to meaningful semantic associations, e.g., types of buildings, holiday places, nature places, recreational places, educational places, health places, city places. Verbs specifically associated with this vocabulary are also included on this page. The words BOOK and CARD are located on this page associated with LIBRARY.
- Not all place names are included in the PLACES section:
  - places found in the house or garden are included in *14 house & garden*
  - transport places are included in *16 transport*
  - school places are included in *11 school*
  - some special event places, e.g., circus, are included in *10 special events*
  - places of worship are included in *19 religion*
  - place names related to animals, e.g., sty, kennel, are included in *18 animal*.

## 10 Special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events. Customisation of the vocabulary on these pages will be required to suit the individual and family’s requirements. Vocabulary suggestions are written on the example pages. The *option - 10 special UK/Australian* includes alternative *10b* and *10c* pages with either Australian or UK holidays.
- *10a* includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start messages using vocabulary from all pages in this section.
- Word morphology functions on all pages with verbs includes *past tense -ED; -ING; -UN; -N'T; -S, -ES; -'S*. Page *10c* has only noun vocabulary so the word morphology functions needed on this page are *plural* and *possessive 'S'*.
- The most frequently occurring or talked about special events are on page *10a*. Other special events are on page *10b* organised into type of special event, e.g., prizes, competition, family events, local holidays and special days, religious ceremony and event words, party words. This page includes verb, preposition, determiner and adjective vocabulary that is predictably used to talk about these special events. Page *10c* includes lower frequency special events and lists to add special events as they occur, e.g., name of a ball, dance or concert.
- The *11 school* category has a separate page (*11d*) for special events that are associated with school.
- The words, HAPPY, PRESENT, PARTY, and CARD are intentionally repeated on page *10a* and *10b* and DAY, EVE, NIGHT and HOLIDAY on pages *10b* and *10c* to reduce the need to turn between pages to produce sentences such as I GOT MY (turn the page) CHRISTMAS PRESENT AT THE CHRISTMAS PARTY ON CHRISTMAS DAY; DID YOU SEE (turn the page) THE FIREWORKS AT THE NEW YEAR’S EVE PARTY?



## 11 Educational setting

The default page set includes a school section in this PODD book.

Due to the language complexity of this page set it is very rarely used with preschool age children so there are no prepared templates for early childhood pages included for this resource. If preschool pages are required, you will need to create pages to substitute the school section with a preschool section. Use the included grid page templates for *100+ complex syntax* layout to create the new pages and the *70 expanded key words 06c people* and *11 early childhood page templates* to provide ideas for vocabulary selection and placement. You will also need to manually change the symbol and label SCHOOL to KINDERGARTEN/NURSERY in every category of this PODD book (i.e., 01, the 'a page' in every section and the 23a & b alphabet pages) and the label to *school people* on 06a would need to be changed to *kinder/nursery people*)

### Adults using this PODD book

- If the individual attends a **day placement that is primarily at one location/ centre** you may choose to keep a section 11 for this placement. Modify the school section with appropriate vocabulary to suit the adult day placement. You will also need to manually change the symbol and label SCHOOL to (your preferred name for the day placement) in every category index of this PODD book (i.e., 01, the 'a page' in every section and the 23a & b alphabet pages) and the label to *school people* on 06a would need to be changed to (preferred name for adult placement) people).
- If the individual goes to a work place, then you may choose to modify the vocabulary in 11 school to make an *11 work* section. You will also need to manually change the symbol and label SCHOOL to (your preferred name for the workplace) in every category index of this PODD book (i.e., 01, the 'a page' in every section and the 23a & b alphabet pages) and the label to *school people* on 06a would need to be changed to (preferred name for workplace people).
- If the individual does not attend a particular place, then vocabulary for the activities and places for their routine activities would be added to other sections in the PODD book. In this instance
  1. Select to use **no educational setting** at the initial setup to change all of the category indexes in the PODD book to not have a 11 school.
  2. In Edit mode, select page settings
  3. Select and move preferred pages in the *option – no educational setting* (i.e., 01 main NOECS or 01 main chat NOECS, 06a people NOECS, 06c occupations NOECS, 12 section NOECS pages with moved page tab locations, 13 section NOECS pages with the addition of 13d writing and tech things and moved page tab locations
  4. Delete all pages with the same number (i.e., 01, 06a, 06c & 06d, 12 & 13 section pages)
  5. Locate and delete pages for section 11 (i.e., 11a, 11b, 11c and 11d.)
  6. Locate and delete the 23 topic pages.



## 11 school

- The school section includes vocabulary to talk about and interact at school.
- 11a includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start sentences using vocabulary from all pages in this section.
- School related vocabulary is organised over 4 pages.
  - 11a includes school daily routine activities. Links to the two subcategories 11c *writing and tech things* and 11d *school special events* are also on 11a. Note that the left side of this page includes links to both 06a *people* and the subcategory 06c *school people*, at the bottom of the question words column. The word TEACHER is located at the bottom of the column of personal pronouns.
  - 11b includes school people, subjects and places; classroom places and furniture and personal school and schoolwork things. Some of the subject names include the suggestion, *MAY GO TO PAGE....* to more directly access pages of vocabulary useful to interact during that subject. WORK is intentionally repeated on this page for use with the subjects and schoolwork vocabulary. Includes *TURN THE PAGE* to access vocabulary for producing schoolwork.
  - 11c *school writing/tech things*. Includes a range of vocabulary related to reading, writing, and the use of technology at school and vocabulary that may be required for the subject English. Includes *GO BACK TO PAGE 11C* to access subject names and schoolwork vocabulary.
  - 11d *SPECIAL EVENTS*. Includes vocabulary for a range of special events or activities at school.
- Word morphology functions on all pages with verbs includes *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S*. Page 11b also includes *RE-; –ER AND –EST*.

## 12 Clothes

- This section includes clothes and things that are worn on the body, e.g., jewellery, hair products, make-up, and personal aids such as splints.
- Page 12a includes items that are more frequently put on or taken off during the day and predictably associated vocabulary that may be used to start sentences for the whole section. This page has a subcategory link to 12c *grooming & jewellery* to access self-care, make-up, hair and jewellery related vocabulary.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFOs, wristband, need to be added to the clothes section. Place this vocabulary on the first page (12a) if the item is frequently put on and taken off during the day.
- A direct link to 21c colours is also included on this page.
- 12b includes more predictably associated verbs, pronouns, prepositions, adjectives and link to the 21c *colour* page. Some vocabulary is repeated from 12a to be used between other words on this page. In addition to the names of clothing, this page includes parts of clothing, fasteners and a direct link to 13b *swim things* as people often look for this vocabulary with swimwear. You will need to add the individual's preferred label and symbol to the space for underwear.
- Page 12c *grooming & jewellery* includes direct links to 14c *bathroom* to access other personal care/grooming vocabulary and 04c *body parts*.
- Word morphology functions on all pages include *PAST TENSE –ED; –ING; –UN; –S, –ES; –* and *'S*. *–N'T* is also on 12a and *RE-* on 12c to re-do hair/make-up.

## 13 Things

- This section includes any 'thing' that does not readily fit into another category including personal equipment that is not worn. For example, things that are generally found at home or school would be included in those other categories; things related to specific activities, e.g., sports or games would be located in the 08 *activities* section.
- Direct links are included from the *things* section to 12c *grooming & jewellery* and 14f *tools* as people may look for this vocabulary in the *things* section.

- Vocabulary is organised in the THINGS section across 3 pages according to meaningful semantic associations such as, money things, disability equipment, AAC equipment, swim things, stationary, sewing things, camping equipment, personal technology, photo things, award things, fighting things, nature things, shopping things, and a variety of other bits and pieces.
- Page 13a includes most of the predictably associated vocabulary to start sentences and “thing words” that are more frequently used. Other pages include predictably associated vocabulary for words that are likely to be required between other words on that page.
- Word morphology functions on all pages with verbs includes *PAST TENSE –ED; –ING; –UN; –N’T; –S, –ES; –’S*. All other pages in this section include plural and possessive ‘S’.
- There is an attempt to order “thing vocabulary” according to likely sentence word order. For example, on page 13b FIRE and SMOKE are positioned to the left of ALARM to maintain left to right movement to produce FIRE ALARM, SMOKE ALARM. ALARM is above BELL to produce ALARM BELL.
- You will need to customise these pages to add individual personal items and other things related to the individual’s interests and experiences. You may also want to move items to different pages to suit the individual’s word usage patterns. Consider the predictably associated vocabulary available on each page when adding or moving vocabulary.

#### 14 House & Garden

- At this stage of language development, there is an aim to include a broad range of home vocabulary related to what the individual may read, write, hear or talk about in addition to vocabulary the individual requires to instruct others, make requests and interact during daily life activities at home.
- The house and garden section in this page set uses 4 subcategories to organise this large vocabulary. Vocabulary is subcategorised based on the place things are located or occur in the house or garden.
  - 14c *bathroom and laundry* - contains furniture, equipment and things found in the bathroom, toilet and laundry, including actions related to washing and some things usually found outside such as CLOTHESLINE. Vocabulary for cleaning equipment is also located on this page. A direct link to 12c *grooming* is on this page to access vocabulary for other things that may be found in the bathroom.
  - 14d *kitchen* - Includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. Predictably associated vocabulary includes a range of cooking and cleaning related verbs, prepositions and adjectives. A direct link to 15 *food / drink* is available on this page to access food/drink vocabulary. At this stage of language development –ER is used in combination with the appropriate verb for many appliance names, e.g., MIX-ER; BLEND-ER.
  - 14e *outside* - includes things found in the garden of a house, nature, and gardening vocabulary. Predictably associated vocabulary allows for the construction of complete sentences or questions on this page.
  - 14f *tools* - includes gardening and workshop tools
- 14a has links to all subcategories and the names of rooms in the house. Predictably associated words used to start sentences in this section are also on this page.
- 14b includes parts of the house, room, furniture, things found in the bedroom and lounge room and non-washing cleaning vocabulary. There is a direct link to 11c *writing and tech things* to access vocabulary for other things that may be found in the study (you will need to delete or change this link if you have no education option) Spaces to write the individual’s address and phone number are also included on this page.
- Word morphology functions on all pages in this section include *UN-; PAST TENSE –ED; –ING; –S AND –ES*. 14a also includes ‘S’ and all other pages include –ER.

## 15 Food/drink (meal)

- At this stage of language development, there is an aim to include a broad range of food/drink related vocabulary.
- *Page 15a* includes vocabulary to interact during a mealtime and start questions and sentences for all pages in this section. A direct link to *p 14d kitchen* is available on this page to directly access vocabulary for dishes, utensils and cooking. Subcategory links to access *15c fruits and sweets* and *15d vegetables* are also on this page. The word DRINK includes the suggestion *MAY GO TO 15c* to access the names of specific drinks.
- Food/drink items are organised across 3 pages according to the type of food or drink. There is an attempt to place commonly combined food items on the same page, e.g., flavourings and fruit on the same page as desserts and drinks, to combine words such as CHOCOLATE ICE-CREAM; APPLE JUICE; STRWABERRY MILK. Predictably associated vocabulary is included each page according to the food/drink items on that page. The same pictograph is used for the verb and adjective referring to how food is/was prepared, e.g., MASH the potatoes and MASHED potato.
  - *15b* includes condiments, meals, meat, fast food, savoury snacks, breads, sandwich fillings and cereals and a direct link to *15d vegetables*.
  - *15c* includes fruit, flavourings, sweets, desserts, cakes and biscuits and drinks.
  - *15d* includes vegetables, herbs, vegetable related condiments and the LIST for this category.
  - Note that SALAD is intentionally included in the fruit section as well as the vegetable section to allow for the combination FRUIT SALAD. The words SOUP and DIP are intentionally included on both the *15b meals* page and the *15d vegetables* page to use with other vocabulary on these pages to describe the type of soup or dip.
- The operational button TURN THE PAGE is included on all pages to enable movement to other pages in this section as vocabulary from multiple pages is often required in the one sentence during the mealtime. This reduces the need to return to a subcategories index to access the words on the following pages. LIST spaces are available on both pages *15c* and *15d*.
- A number of symbol spaces have been left on these template pages to include the individual's food and drink preferences. Suggestions for adding vocabulary are written on the templates. Remember to consider the other vocabulary available on each page to produce common messages when adding or relocating vocabulary in this section.
- Word morphology functions on all pages in this section include PAST TENSE –ED; -ING; -S AND –ES. *14a* also includes –UN; N'T AND 'S. All other pages include –ER to combine with the verb to refer to the equipment performing that function, e.g., BLEND + ER = BLENDER.

## 16 Transport

- This section includes any vocabulary related to transport including recreation, water, air, and road vehicles, transport places, vehicle parts, driving, road and railway words.
- Vocabulary is organised across two pages according to meaningful semantic associations. Commonly used transport words and question/sentence starter vocabulary for all pages in this section are included on *page 15a*.
- Most multi-word or compound word items are not represented as single symbols but produced by combining the single words. For example, MOTOR + BIKE = MOTORBIKE; POLICE + CAR = POLICE CAR; RAILWAY + STATION = RAILWAY STATION; RAILWAY + CROSSING = RAILWAY CROSSING; SAIL + BOAT = SAIL BOAT.
- *16a* includes the word morphology functions UN-; N'T; PAST TENSE –ED; -ING; 'S; -S and –ES. *16b* includes *possessive and plural S*.
- *Page 16b* includes an instruction to GO TO LIST on *page 15d*, in the food/drink section, to avoid adding another page for Lists in this section.

## 17 Characters

- Character vocabulary needs significant customization to include the individual's favourite story, TV, music and movie characters and personalities. Character vocabulary in this page set also aims to include a range of other general character vocabulary the individual may encounter in social conversations and class discussions. The vocabulary in this section may also be used for creative story telling and writing.
- 17a includes most of the predictably associated vocabulary to start sentences including words from both pages.
- The example pages include common story and magical characters and things, vocabulary to describe different story or movie genre, e.g., SCI-FI, FAIRYTALE, AND TYPES OF CHARACTER MEDIA, E.G. BOOK, MOVIE, DVD, CD, CONCERT, BAND. You may need to change some of this vocabulary to the media the individual uses.
- Spaces have been left on both pages in this section to add more specific character vocabulary according to the individual's interests and requirements.
- You may need to import graphics to use as the symbols to represent characters that are not included in the PCS symbol library. Mind express includes a direct link to *Web search, screenshot* images in the image finder window.
- Word morphology functions on 17a includes *PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S*. 17b includes *plural and possessive 'S'*.

## 18 Animals

- This section includes any vocabulary related to animals including animal names, places, things, body parts, and actions. Vocabulary is organised over four pages according to type of animal/vocabulary.
  - Page 18a includes predictably associated vocabulary to start sentences and questions for the whole section. Spaces are included on this page for the names of the individual's pets and anything associated with pet care. Pets not owned by the individual's family, but frequently talked about, e.g., a neighbour, family member or friend's pet, may also be included in this section. Should the individual have little contact with any pets, commonly seen or talked about animals may be moved from other pages onto the first page. Note that the word VET is included in the personal pronouns column on the left side of this page opening (just above the category link to *06 people*). Subcategory links to *18c zoo & water animals and 18d animal places and body parts* are also located on this page.
  - Page 18b includes more pets, farm animals, birds and insects
  - Page 18c includes predictably associated vocabulary, marine, reptile, local Australian or UK wild animals, zoo animals.
  - Page 18d includes additional wild animals, places animals live, animal body parts and relevant predictably associated vocabulary. Note that the words BEE and SPIDER are intentionally repeated on this page to produce the words BEEHIVE and SPIDERWEB.
- Word morphology functions included on 18a are *PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S*. Other pages include plural and possessive S.
- All pages in this section can be accessed via TURN THE PAGE operational instructions on pages 18a, b & c. Faster access to pages 18c and 18d is also possible via subcategory links from page 18a. A direct link to *18d animal places, body places and list* is available on all other pages in this section in order to produce sentences combining these words with an animal name.
- A wide variety of animal symbols are included in this section as animal stories, study and discussion is common in school curriculum. You may choose to move some of the more fringe animal vocabulary onto a list to reduce the number of pages in this section.

## 19 Religion

- At this stage of language development, vocabulary to refer to or discuss religion and religious events beyond the individual's religious beliefs or actual experiences of religious worship may be relevant. For example, communicators may need religious words to refer to the religious ceremonies of friends or to discuss what is happening in the news.
  - The main pages provide general religious vocabulary over two pages. *19a* includes predictably associated vocabulary to start sentences and questions for the whole section. Spaces are included on this page for the individual to add more frequently used vocabulary reflecting the individual's religion. Should the individual no specific religious beliefs these spaces could be filled with the most talked about religious places and people. *19b* includes a wide range of vocabulary covering the more common religions in the UK/Australia. Add to this any other religious vocabulary that the individual may need.
  - The *option – 19 religion page* provides blank grids for people who have very specific religious requirements. These grids can be customised to suit the individual's requirements. Suggestions are written on these grids.
- Word morphology functions included on *18a* are *PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S*. *19b* includes plural and possessive S, -IST and -ISM

## 20 Days & Times

- This section includes vocabulary related to time.
- *Page 20a* includes frequently used time concepts and vocabulary to refer generally to when something will happen or has happened.
- *Page 20b* includes days of the week, months of the year, WEEK, FORTNIGHT, MONTH, YEAR, seasons, and vocabulary related to time, including numerals to tell the time and date. Space is also provided to write the individual's date of birth and the current year.
- Predictably associated vocabulary and word morphology functions are included on both pages.

## 21 Descriptions

- This section includes a large range of conceptual language used to describe things, people and the weather. Consideration of the learning occurring in the educational curriculum, particularly mathematics, influences the vocabulary included in this section.
- Weather words are included in this section because we describe the weather.
- Word morphology functions in this section include *PAST TENSE –ED, -ING, UN-, -N'T, 'S; -S; -ES; -ER; -EST; -LY; Y to suit the vocabulary on each page*.
- Three subcategories are used in this section: *21c colour & shape, 21d numbers and measurement and 21e weather*
  - **21a** includes vocabulary to start questions and sentences using vocabulary from all pages in this section. Links to the three subcategories, *21c colour, shape & size, 21d numbers & measure and 21e weather*, are located on this page. SAME, DIFFERENT, are included on this page as these words are more frequently used in combination with adjectival vocabulary on other pages.
  - **21b** includes a range of adjectival vocabulary to describe the smell, taste, look, sound, feel, and general attributes of people and things.
  - **21c** includes vocabulary to describe colour, shape & size attributes. Predictably associated vocabulary includes words commonly used with colour and shape descriptors when drawing or writing.
  - **21d** includes vocabulary to describe size, number and measurement. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during educational activities (mathematics) to develop size, number, money, and measurement concepts.
  - **21e** includes a range of vocabulary to describe and discuss the weather and weather reports and a direct link to *20 days and times*.

- There is an attempt to place vocabulary that is frequently used together on the same page to facilitate ease of sentence production and participation in common educational activities, e.g., size, colour and shape words are on the same page with size words towards the left, colour in the middle and shape on the right side of the page to produce messages such as THE BIG LIGHT BLUE CIRCLE moving left to right across the page in English word order. Opposites are on the same page in adjacent locations, e.g. “Do you want to go FAST or SLOW?” *21c colour, shape & size* includes a direct link to the subcategory *21d* to access number vocabulary. *21d numbers and measurement* includes a direct link to the subcategory *21c* to access size, colour and shape vocabulary.

NOTE that only the numbers 1-10 and 0 are included on the numbers page. People in the communicator’s environment often require explanation of why they need to learn to combine numerals (0-9) to produce numbers beyond 10. Partners frequently suggest that it is easier for the individual to use a display with whole numbers to 20 or 30 without considering the impossibility of presenting whole written numbers for every number to 100 (or 1000) on a communication display. It is often necessary to explain the importance of learning to understand the underlying concepts of place value for calculator and keyboard use. Children require early experiences sequencing numerals for place value, beginning with two digits for numbers in the teens, to support their learning to use a 0-9 display to produce larger numbers.

- Adjective vocabulary is also included in other categories to express different pragmatic functions:
  - *02 opinions* – to express opinions
  - *03 something’s wrong* – to complain
  - *04 health & body parts*
  - *05 feelings* – to relate, describe and discuss feelings

It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

## 22 Little words

- This section includes a range of determiner, preposition, adjective, adverb and noun vocabulary used to build sentences. As this vocabulary is also included in other sections as predictably associated vocabulary, this section is generally only used when vocabulary cannot be located in other places. It is positioned near the alphabet pages in the PODD book for ready access when spelling or learning to spell.
- A range of “little words” are organised alphabetically across two pages. Alphabet headings are included to assist location of words on this visually busy page. Spaces in each alphabetical listing are available to add additional list words on stickers (see the *construction file* for instructions).
- *Page 22b* Includes vocabulary to produce common compound words with ANY-; EVERY-; NO- SOME-; & -EVER and list spaces to add additional words.
- The *option – 22 little word with swear* provides templates to make an alternative page *22b little words – swear* with a “sealed section” for swear words (i.e., the actual labels are hidden under a symbol cover, so that not everyone can see the words the individual may use with other partners. See the *100+ construction file* for information on how to make a “sealed section”. This sealed section is added when individuals indicate they would like to add swear words to their PODD book. The specific swear words people used are influenced by the words used by peers. It is recommended that you ask peers to write down a list of swear words the individual may like to use. The individual can then select the words they want to add to their PODD book from the list generated by peers.

## 23 Alphabet

- QWERTY keyboard layout spelling displays:
  - 23a lowercase
  - 23b uppercase
- The spacing of the QWERTY layout covers both pages. This requires movement of the navigation index to the bottom of the page. The letter buttons are coloured to highlight the location of these items in this very busy display.
- Includes common little words and word beginnings and endings to increase speed of spelling, punctuation symbols, and some useful, spelling-related phrases to inform and instruct the partner.

## 24 Topic

- These pages are used to add topic-specific vocabulary.
- School age children frequently require topic-specific vocabulary to participate in class discussions, assessment and writing tasks on a current topic or theme, e.g., Ancient Egypt, dinosaurs, space travel, human digestion. Whilst some core vocabulary related to these topics may be on other pages in their PODD communication book, there may not space in the main page set to include all of the specific vocabulary required to discuss a topic in detail.
- Including topic specific pages of vocabulary in the PODD book, as opposed to on a separate display, has the advantage of enabling easier access to use other vocabulary items in their PODD book with the topic specific vocabulary. For example, it is useful to have access to the *food/drink* section when discussing the foods the ancient Egyptians ate or to all sections of the PODD book for a creative story about a young pharaoh time travelling to 2006.
- Grids that contain some common core vocabulary and spaces to fill in with topic-specific words are included in this resource.
- To enable topic pages to be easily changed when the class topic changes, only the left side of page 24a is laminated (onto the back of the right side of page 23b). The other pages are put into plastic letter files (see *construction file* for details).
- In the sample page set 24b has longer buttons on the left side. This is done to accommodate for long written words without symbols. Topics usually include some low frequency, fringe, vocabulary that have no existing symbols and/or is not easy to represent with a pictorial symbol. If the individual has the ability to recognise the written word, no symbol is included for these items and the extra length allows for a larger font size to be used. These buttons can easily be resized if more symbol spaces are required for a topic.
- Some children keep previous topics in another folder. Other children may need access to multiple topic pages. If multiple topic page are to be placed with the PODD book you will need to make an index on 24a to get to the pages for each topic.
- Note it is important that newly learned vocabulary is not lost when topic pages are eventually replaced in the PODD book. It is good to establish a habit of discussing with the individual where in their PODD book these new words will go. As they are often lower frequency, extended or fringe vocabulary, these words are usually added to the lists in the selected sections of the PODD book.
- See the *Additional vocabulary ideas* document for more information on using topic pages.

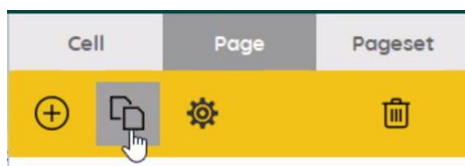


## Other pages:

- **Grid pages.** Two grid pages are included as templates to create additional pages:
  - **Grid a pages** – template for “a” pages (first page in a section). This template includes the navigation index on the left side, instruction to *TURN THE PAGE* and common, predictably associated, question, personal pronoun and verb vocabulary in the same positions as they are located on other pages. Remember to check this predictably-associated vocabulary and make changes appropriate to the other vocabulary on the page you are creating.
  - **Grid b pages** – template for other, not first pages, in a section. Includes symbol and list spaces and the instruction to *GO BACK TO (number)A* (beginning of the section)

## To use these grid pages to make new pages

- In edit mode you can find this display by selecting the three dots in the bottom navigation toolbar and then typing “grid” in the search field.
- To make a new page select PAGE and then DUPLICATE. Then rename the page for your activity and select to position it AFTER THE LAST PAGE (you will need to move it into position according to the PODD book number order for printing).



### Add page

Pagename

Where do you want to add the page?

**Remember to change the page numbers on the page tab and the *GO BACK TO PAGE (number)A* instruction when using these page grids.** Also check the tabs on the previous and following page numbers to position the new page tab at the appropriate height. Note that on every two page opening the left side tab is the same height as the tab on the previous page).

- **Instructions for back cover.** This page provides an example of the type of instructions that are printed onto a sticker and attached to the inside of the back cover (see *construction file*). There is a space at the top of the page for a contact number to be added to facilitate the return of a lost communication book.

## Lists for stickers:

Lists for printing onto A4 stickers located at the end of the PODD book, before the options, in Mind Express. See the *100+ complex syntax construction file* for the use of these stickers.

## Mind Express database

In the print settings window, after all of the PODD pages, there are some additional pages that the Mind express software uses to execute some programming. For example, to make the vocabulary changes between Australian and UK languages, to change the navigation indexes depending on the educational option selected. **Be careful: Do NOT delete or alter these pages when customising your PODD book.**