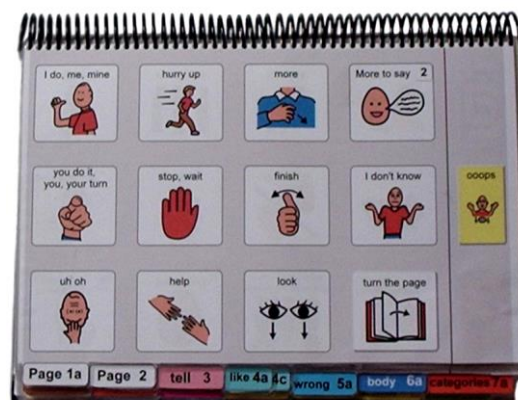# Direct Access – 12 per page expanded functions

General description

This page set was primarily designed as an introduction to expressing an expanded range of communication functions for young children (2-4 years) who have some ability to directly target a display with their hand.

This page set may also be appropriate for use by:

- Communication partners to support an individual's understanding of the partner's messages.

- Older individuals 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. (see *opinions plus anecdote* options)

- Individuals whose access methodology is still uncertain. The availability of multiple access methodologies in the one PODD communication book enables observation, over time, to determine the most effective methodologies for an individual. The options section includes a page with grid lines that can be added to every page to emphasise the separation between columns for use with partner-assisted visual scanning (see the *Construction file 12 per page – expanded functions scan*).

- Individuals who require multiple access methodologies to accommodate for variability in the intelligibility/efficiency of their direct access, e.g., at different times of the day or in some positions they may be able to use direct access, whilst at other times they need to use partner-assisted visual scanning to access their PODD communication book.

- Individuals who pick up and give/show individual symbols to others (see the *Construction file 12 per page – expanded functions pick up & give* for details).

- Individuals who require a smaller display size with the same complexity of language and communication. This page set can be reduced in size using a printer with scaled printing options.

Language

- The organisation and vocabulary included in this page set supports the expression of a range of pragmatic functions typically seen in the expressive communication of 2-3 yr old children. These functions include, request object, action, assistance, cessation (stop, finish) and recurrence (more, again), ask questions, give opinions, comment, complain, reject, protest, express feelings, label, describe, respond/acknowledge, answer, inform (draw attention to something), relate information, tell stories, narrate play, and instruct. Vocabulary is also included to express communication functions typically acquired at 3-4 yrs of age, e.g., to relate information about past and future events.

- Vocabulary is included in the page set to express a range of semantic meanings typically seen in the expressive communication of children 18mths – 3 yrs of age. Vocabulary is organised into sections based on communication function, part of speech and/or semantic grouping. A limited range of meanings is available to express each type of semantic meaning, with a focus on vocabulary that relates to common daily life experiences and activities.

> Vocabulary for some words typically used at this stage such as YES, NO, HELLO, THERE, is not included on the templates for this page set based on the assumption that the communicator will (be learning to) use unaided modes and/or a speech generating device to more efficiently express these messages, e.g., pointing in the environment, head movements for YES/NO, look plus vocalisation for HELLO. These words can be added to the first few pages of a PODD communication book if the individual requires aided symbols for this type of vocabulary. Symbols for YES and NO may also be added to the corners of every page or attached to flip out from the back cover.

- Parts of speech represented in this PODD communication book include Wh-question words, subject and object nouns, pronouns, verbs, negative, interjections, adjectives, adverbs, and prepositions.

- Predictably associated vocabulary supports the use of 2-4 key word sentences. More complex sentences would require turning to multiple pages (or a different PODD book designed with more predictably associated vocabulary for more complex sentences).

> Note that this book is designed for individuals who are still learning to combine 1-2 (3) words together and need pragmatic branch starters to clarify the intent of their message. That is why the use of pragmatic branch starters is obligatory in the navigation for this PODD book. The additional range of predictably associated vocabulary supports the partner's use to use of AAC to support understanding, model and expand the communicator's messages.

- Includes a number of strategies to compensate for some of the limitations inherent in using aided symbols and to support the production of more intelligible, socially valued communication, e.g., tense clues and predictive links.

- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT is positioned in the categories index. This symbol is used to extend the range of vocabulary available by encouraging the partner to guess at the word they require when provided with an associated word/letter. Using this phrase, the communicator indicates that the next word 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.

- A symbol link to *GO TO LIST* (attached to the back of the previous page) is included on the end page of all sections/categories.

- The symbols in this page set primarily represent single words. This allows for multiple meanings to be interpreted from the one symbol. For example, the single word HELP can be interpreted to mean "Can I help you?"; "I'm helping"; "I need some help"; etc. depending on the current context. There are a few symbols representing whole phrases/sentences to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON'T KNOW; I LOVE YOU; EXCUSE ME; I'M SORRY.

Layout

- One page opening with spaces for twelve vocabulary items plus separate operational buttons.

- This PODD communication book size is A4 landscape. Using scaled printing options, this PODD book can also be reduced in size (by percentage) to suit the size of display required by the individual.   Fit-to-page printing onto A5 paper can also be used resulting in a book 69% of the size of the full A4 paper size.

- The page background is light grey to visually highlight the location of the symbol buttons on the page. If the cost of printer ink is a concern, the grey can be removed from each page switching to Edit Mode and opening the page settings window in Mind Express®.

- Symbol button size is approximately 4.6cm high, 5.1 cm wide. Button spacing has 1.1cm width and 1.6cm height gaps.

- Buttons with *GO TO PAGE (number)* instructions have a small square in the top right-hand corner. The number of the page (darker colours) or the background of the small square (lighter colours) matches the colour of the page tag for the target page/section (see *colour master file* on resource homepage).

- Three operational buttons are located on the right side of each page separated from the main symbol buttons with a vertical line. Each operational button is approximately 4.6cm high, 2.8cm wide with a 1.7cm gap between buttons. The operational items included in this page set are:
  o *GO BACK TO PAGE 1* is on the first page in every section.
  o *GO BACK TO PAGE (number)A* is included to get back to the first page in a section from all other pages in that section.
  o *OOOPS* – indicates that something has gone wrong with the communication process. This allows a communicator to indicate that something is wrong, a mistake has been made, but they require the partner to assist them to identify and fix the problem.
  o *GO TO CATEGORIES* – on all pages to enable access to the categories (main navigation) index to navigate to other sections of the communication book.
  A communicator who has difficulty directly pointing to these buttons may indicate the column and then use partner-assisted visual scanning to indicate the specific operation they want. The operational buttons may also assist partners to operate the communication book.

- The operational instruction to *TURN THE PAGE* is located in the main symbol grid in the bottom right-hand corner. This location is chosen to increase ease of access for communicators to control the movement to the next page of vocabulary.

- List pages are attached to the back of page preceding the page with the *GO TO LIST* instruction (see the *construction file*). In these templates, the background of the *GO TO LIST* button is coloured according to the section. This highlights the operational function of this item. This may be distracting for some individuals. The colour can easily be removed using the colour tool in the button's style.

> Initially operational buttons are primarily used by partners to support the individual's operation of the book. Partners are instructed to point to these buttons prior to turning pages when using the PODD book and when they make an error. Frequent models of the use of these operational functions is vital to support the learning to independently instruct partners to navigate their communication book and inform partners of errors. If partners just turn pages the individual will have few opportunities to learn how they can direct movement between pages in their PODD communication book. *Individuals will learn to do what they see others model!*

Navigation

Vocabulary in this PODD book is organised using both pragmatic branches and a categories index according to the communication intent being expressed.

- First page **MORE TO SAY** – *go to page 2*
- **Pragmatic branch starters** on page 2
- (obligatory link to TELL page 3 to clarify tense and message for some communication intents)
- **Category index** on page 7
- Predictive links are used to assist the communicator to include sufficient information to aid partner understanding, e.g., HURT, SORE, PAIN has a direct link to the *06 body parts*.
- Operational commands to *GO BACK TO PAGE (number)A and TURN THE PAGE* to move between pages in the one section.
- Operational commands to *GO TO CATEGORIES* and *GO BACK TO PAGE 1* are available from all sections.
- Includes **activity displays** for more efficient interaction during a range of common daily routine and play activities.
  - To reduce the size and weight of the PODD communication book, whole page displays for activities that only occur in one specific environment may not be included in the communication book. Increased size and weight is of more concern in PODD books modified for pick up and give/show access. The individual symbol cards and Velcro® to attach the cards to the page double the thickness and weight of the book.
  - Separate activity displays for specific games and daily routines can be positioned with the equipment and/or in the environments where that activity takes place. However, appropriate vocabulary to talk about or request these activities at other times will be included in the PODD communication book.
  - The section description *27 – 50 activity displays* includes specific information on adding, deleting, and making separate activity displays in Mind Express.

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.**

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 user's name) **and a date.** Select the OK button.
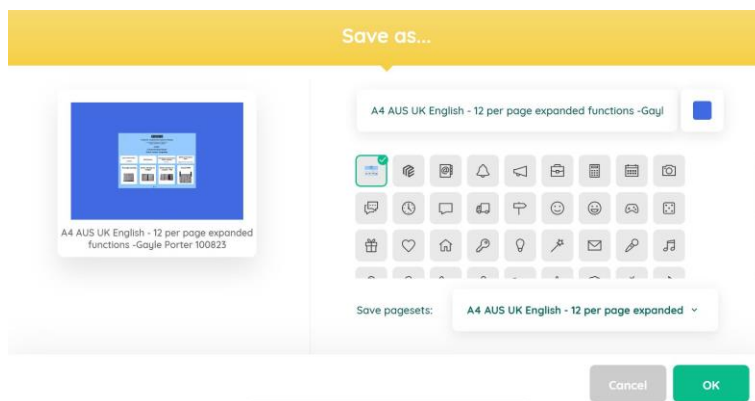
The individual's PODD book will be available at the end of all the files in the user portal, ready to be customised.

When you open the individual's PODD book files the first display will include instructions for use and links to the information and construction files for this PODD book. You will need to go to 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.
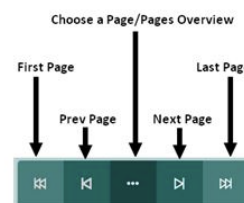
Select Optional Pages

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

1. Modifications to support the use of **partner-assisted visual scanning** by placing lines between each column. See the *Construction12 per page expanded functions scan* file for detailed instructions to modify this page set for scanning access.

2. Additional pages for children attending **school**, or **early childhood** settings. These options also require different *03 tell* and *07 categories* pages with links to these pages.

3. Sensory **activity pages.** Individuals who have sensory processing challenges require access to vocabulary to request sensory experiences. Vocabulary for specific sensory activities is included as a subcategory in the activities section. This sub-category is linked from both the SOMETHING'S WRONG and I WANT …. (ACTIVITIES) pragmatic branch starters to express different communicative intents.

4. **Alphabet** pages for exploration and early writing and spelling activities. A different *07b categories* page will be required to include a link to the alphabet section. Note: that the alphabet pages are not included as a default in this PODD book because at this stage of language development the communicator is unlikely to use the alphabet section to spell for communication and to reduce the weight and thickness of the 9 per page expanded functions book. All children should have access to the alphabet to explore spelling and these pages can be made into a separate display (see 51 *alphabet section* for more information).

5. Pages to express **opinions** and relate pre-prepared **stories/anecdotes**. These options also require different 02*, 03, 04, 05a* and *07b* pages. Different activity pages may also be required to provide a direct link from the activity page to the *04 opinion* section.

6. Other alternative pages (as referred to in section descriptions)

Considerations for selecting OPINION and ANECDOTE pages

OPINION pages
Using the phrases, I LIKE THIS and I DON'T LIKE THIS tends to be more developmentally appropriate and transparent with natural branches for young children to access opinion vocabulary. However, it is not always conversationally appropriate to initially identify whether something is liked or not liked when expressing an opinion such as SILLY, FUNNY, CRAZY, EASY, DIFFICULT, RIGHT or WRONG. The use of the single pragmatic branch starter I THINK IT'S and category name OPINION WORDS also reduces the number of spaces required on the *02a branches*, *07b categories* and some activity display pages to access *04 opinions* vocabulary. This provides space for an additional vocabulary item/pragmatic branch starter/navigation link to other sections, e.g., *IT'S ONE OF MY STORIES.*

Vocabulary is organised in the optional *04 opinion* section over 4 pages accessed from *04a* via *TURN THE PAGE, LIKE WORDS and DON'T LIKE WORDS.* Determining which page will include the required vocabulary can be more challenging in this section. To assist partners to select (and model) the required page, the words on each page are written on the link button to that page.

ANECDOTE pages
These pages support communicators to tell pre-prepared stories and anecdotes (oral narrative) in a more time efficient manner. Word-by word construction of narrative using aided symbols is very slow and requires considerably more expressive language skill. Some individuals who use this PODD communication book may have the desire to tell their stories,

but currently have insufficient language skills to do so word-by-word. Sharing personal stories with others, allows us to express our personalities and make social connections with others.

In the *55 my stories* section pages are provided with spaces to write the following parts of a narrative/anecdote.
- what happened
- more of what happened
- who
- where
- when
- why
- what I thought
- what others thought

The *55 story instructions* template in the *opinion plus anecdote options* provides specific ideas of what information to include in each square. The individual should be involved in the creation of these stories, although others may support the intelligibility of the final product by suggesting ideas and expanding the sentence forms. A small symbol in the top left-hand corner of each square reminds the communicator which part of the story is written on that button. The symbol HAVE A GUESS is also included on each page so that the communicator can suggest their partner guess the answer to specific questions when they do not have a prepared answer or vocabulary available in their main communication book to answer.

Not all of the *55 story* pages are initially included in the PODD book. New pages are added when filled in with a new anecdote. Page *55a* is an index to access the different stories included in the PODD book. The name of each new story would be added to the button with the link to that stories page number. As these pages are frequently updated (written on) it is preferable to put them into clear plastic letter files (see *construction file*).

If the size and weight of the individual's PODD communication book is becoming impractical, you could also choose to make a separate "My Stories" book. If you choose to put these pages in a separate book, change the IT'S ONE OF MY STORIES links on page *02a* and *07b* to an instruction PLEASE GET MY STORIES BOOK. Also put an instruction in the "My stories" book for the individual to request their communication book.

The 55 *stories*/anecdote pages are included as an **option**, linked from the vocabulary item *IT'S ONE OF MY STORIES,* as they are not developmentally relevant for the young children who are the primary target group for this page set. This information chunking strategy is particularly useful for older children, teenagers and adults who like to tell stories, but find word-by-word construction of narrative too difficult or time consuming. Also consider using a speech generating device to more efficiently store and tell stories. (The PODD page sets for speech generating devices at this language level include these anecdote pages as a default)

Optional pages include:

- **15 hair, jewellery & make-up pages**
  - o 15d hair
  - o 15d jewellery
  - o 15d make-up

- **18 food/drink optional pages**
  - o 18a with food drink (meal display with links to pages of food and drink symbols)
  - o 18b foods (page to add preferred foods)
  - o 18b symbol list (symbol list for foods)
  - o 18c drinks (page to add preferred drinks)
  - o 18c symbol list (symbol list for drinks)

- **25 early childhood (EC) setting pages**
  - 03 tell EC (DO A GROUP ACTIVITY link to *early childhood setting* section)
  - 07a categories EC (link to *early childhood* section replaces link to *character0s*)
  - 07b categories EC (link to *characters* moved to this page)
  - 09a people EC (includes link to *09f early childhood people* sub-category)
  - 09f early child people (early childhood people)
  - 25a early childhood
  - 25b early childhood
  - 25c make EC (early childhood)
  - 25d outside EC (early childhood)

- **25 school pages**
  - 03 tell school (DO A GROUP ACTIVITY link to *school* section)
  - 07a categories school (link to *school* section replaces link to *characters*)
  - 07b categories school (link to *characters* moved to this page)
  - 09a people school (includes link to *09f school people* sub-category)
  - 09f school people (school people)
  - 25a school
  - 25b school
  - 25c school places
  - 25d school things
  - 25e pencil case

- **28 music pages plus songs and instruments**
  - 28a alt music (alternate music activity page with links to pages of songs and instruments)
  - 28b instruments (alternative page including symbols for musical instruments)
  - 28c songs (alternative page including symbols for songs)

- **51 alphabet**
  - 07b categories alphabet NOECS (categories with link to *alphabet* section)
  - 07b categories alphabet ECS (link to *alphabet* section replaces link to *question* section. Note at this stage of language development, question words are more likely to be accessed from the I HAVE A QUESTION pragmatic branch starter so it was decided to omit this link from the categories section to make room for both the *early childhood / school links* on 07a that moved the *characters link* to *07b*)
  - 07b opin alpha ECS (link to *opinions* and *alphabet* with relocated link to *characters* to allow for *early childhood/school* on *07a*)
  - 51a – f alphabet pages (group-item layout to access the alphabet. *51a* groups 5-6 letters on 5 large buttons in alphabetical order with links to pages 51b – f and the symbols for FIRST SOUND and END, SPACE. Other pages have individual letters on 5-6 large buttons.)

- **Grids for scanning** (see the *Construction file 12 per page – expanded functions scan*)..
  - 01a main scan (example of how pages look with grid lines added to support the use of partner-assisted column-row scanning access)
  - gridlines for scan (lines to add to most pages to support the use of partner-assisted scanning access)
  - 55 story scan lines (lines to add for scanning *55 story pages*, also fit *51 alphabet*)

- **Like don't like plus anecdote** (and no school or early childhood section)
  - 03 tell anec (tell page with link to *My Stories* anecdote section)
  - 07b cat anec NOECS (categories with link to *My Stories* anecdote section)
  - 07b cat anec ECS (link to *My Stories* anecdote section replaces link to *question* section. Note at this stage of language development, question words are more likely to be accessed from the I HAVE A QUESTION pragmatic branch starter so it was decided to omit this link from the categories section to make room for both the *early childhood / school links* on 07a that moved the *characters link* to *07b*)

- **Opinion plus anecdote:**
  - 02a opin anec (*02 branches* with OPINION and MY STORIES pragmatic branch starters and links)
  - 04a opinion
  - 04b opinion
  - 04c like
  - 04d opinion don't like
  - 05a wrong opin (links changed to OPINION)
  - 07b story opin alpha NOECS (links to OPINION, ALPHABET and MY STORIES not modified for EC/school)
  - 07b story opin alpha ECS (links to OPINION, ALPHABET and MY STORIES modified for EC/school. Questions link is replaced. Note at this stage of language development, question words are more likely to be accessed from the I HAVE A QUESTION pragmatic branch starter so it was decided to omit this link from the categories section to make room for all these extra links on *07b.*
  - 07b cat opinion ECS (links to OPINION only, modified for EC/school)
  - 07b cat opin NOECS (link to OPINION only, not modified for EC/school)
  - 07b story opinion NOECS (links to OPINIONS, MY STORIES, no alphabet and not modified for EC/school)
  - 07b story opinion ECS (links to OPINION and MY STORIES, no alphabet, modified for EC/school (need to delete question words?)
  - Alternative activity displays *27, 29, 30, & 45* with links to OPINION:
  - 55 story instructions (instructions for using anecdote pages)
  - 55a & 55b story index (index to access pages fro different stories).
  - 55c-55x story (pages to write personal stories/anecdotes).

- **Sensory activity pages**
  - 05a wrong sensory (item "I NEED A SENSORY ACTIVITY" linked to the sensory activities replaces GRUMPY, grumpy moved the ANGRY, MAD cell)
  - 11a activities sensory (link to SENSORY ACTIVITY subcategory replaces BOOK)
  - 11b activities sensory (BOOK added to this page)
 - 11g sensory (place to add individual's preferred 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.
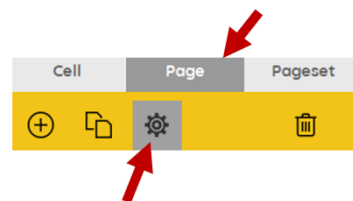
5) **To view and print the PODD book in the correct order you will need to move the required optional pages into position in the main page set using the PODD book page numbers** (ignore the Mind Express numbers). To do this,

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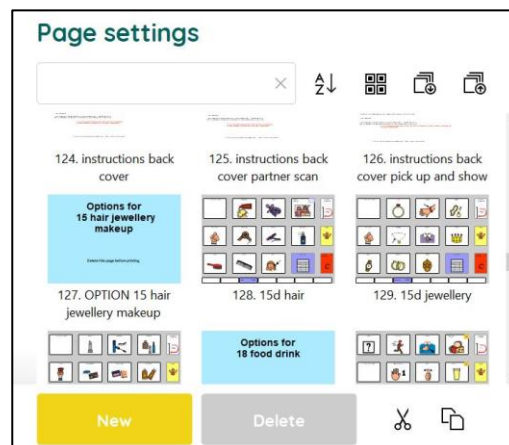
Note: if there are no pages with the same number, place the page in numerical order according to the PODD page number

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
- Includes single words and social phrases that are useful to say quickly or within the context of an ongoing conversation or activity. Note that I DON'T KNOW needs to be positioned on the front page to provide communicators with an efficient alternative to answer YES/NO questions.
- Includes the link MORE TO SAY to navigate to the rest of the vocabulary in the book via the branch starters on page *2*.
- The operational link to go directly to *categories* has been removed from *01a main* to discourage communicators (and partners) from skipping the pragmatic branch starters on page *02 branches*, making it difficult to interpret the communication intent of one-to-two-word sentences.
- The item I NEED TO GO TO THE TOILET is included on page *01b*. You may choose to swap this item with one from page *01a* during the earliest stages of toilet training. This item could be replaced for individuals who are not (as yet) using the toilet, or it can remain to request to be changed (linked to *50 change*).
- The item LET'S DO SOMETHING ELSE has a predictive link directly to the *07 categories* section to suggest an alternative activity.

02a branch starters
- This page is part of the **main navigation system.**
- Pragmatic branch starters indicate the communication intent of the message.
  - Some functions have predictive links to pages of vocabulary to express these intents.
  - The vocabulary required to express other functions is less predictable and the navigation needs to go through the categories index.
  - I'M TELLING YOU SOMETHING and I'M TELLING A STORY branch starters have an obligatory link to the *03 tell* page to provide more information, e.g., tense clues, to support the partner's understanding of the communicator's key-word messages.
- Not all messages to clarify communication intent in this page set are located on *02a branches* due to the space limitations on this page. The communicative intents to instruct, IT'S TIME TO.. and tell a secret are located on *03 tell* accessible via the I'M TELLING YOU SOMETHING branch.
- The direct link to the *07 categories index* (in the operational buttons column) can be used for more direct access to vocabulary to answer questions. Communicators should be actively encouraged to indicate the communicative intent (pragmatic branch) when they initiate communication and/or introduce a new topic to provide partners with sufficient information to accurately interpret key word messages. If communicators and partners are routinely skipping the pragmatic branch starters and going straight to categories delete the categories cell from this page until they learn to use pragmatic branch starters.
- The addition of DO AN ACTIVITY to the I WANT.. button and VERBS to the DO SOMETHING button assists partners to discriminate the different vocabulary located in each of these branches, i.e., the I WANT branch has a predictive link to the activities section and the DO SOMETHING branch has a predictive link to the actions (verbs) section.
- The PCS symbols for I LIKE THIS and I DON'T LIKE THIS have been modified using different colours to increase the visual contrast for easier location and discrimination.
- The main page set, designed for younger children, uses the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS to express opinions. An alternative page *02a branches* to use the pragmatic branch starter *I THINK IT'S …* to express opinions and provide a link to the pre-prepared anecdote pages from 55 *IT'S ONE OF MY STORIES* is available in the *option – opinion plus anecdote.*
- **All additional pages must be accessible via this page using an existing pragmatic branch or by adding a new pragmatic branch starter to this page.**

02b show

- Includes vocabulary and links to other pages needed to show things and actions.
- The vocabulary on this page particularly suits individuals who have restricted mobility limiting their ability to independently get and show objects. This page enables the communicator to provide their partner with hints as to where to look in the environment for the thing or action they want to show.
- SOMEWHERE ELSE links directly to the places section (and from there to the *house and garden* section) for the communicator to suggest alternative places to look.
- WATCH ME enables the communicator to draw their partner's attention to something they can do. This phrase can also be used to cue the partner to attend to their eye or hand point to things in the environment.
- PLEASE GET MY COMMUNICATOR supports the use of a speech generating device (SGD) such as a single or sequenced message device to tell a pre-prepared message, in this case about something they want to show their partner.
- ASK SOMEONE links directly to the page of people for the communicator to identify who you can ask to help you work out what it is they want to show you.
- If the individual likes to show people photos, you may choose to replace one of the (less frequently used) items with an instruction to get the album/device they use to show photos.

03 tell

- This page includes vocabulary and links to other pages to relate information, instruct and tell stories as part of the I'M TELLING YOU SOMETHING and I'M TELLING A STORY (NOT REAL) branches. The communicator may also indicate that their message or story is a secret (ITS A SECRET).
- IT'S TIME TO … may be used to instruct people to PACK UP, GO somewhere or do something. This page set uses a general DO SOMEHING ELSE instruction with a link to the *07 categories* section to access vocabulary to tell people what action, activity, or routine it is time to do. Alternative pages *03 tell EC or School* with the phrase DO A GROUP ACTIVITY directly linking to the vocabulary in the early childhood or school sections are included with the *25 early childhood* or *25 school* options to instruct/tell children what it is time to do at school or preschool.
- Tense clues IT'S ALREADY HAPPENED, IT'S ABOUT NOW, IT'S GOING TO HAPPEN, and IT'S ALWAYS HAPPENING and a link to the *22 days and times* section are included to encourage communicators to provide the time frame for their message. These clues provide partners with additional information to accurately interpret the meaning and use the correct tense to expand the communicator's key word messages. Omission of these tense clues can lead to more frequent instances of communication breakdown.
- All relating information and story telling communication functions link to the categories index to provide access to a broader vocabulary for the communicator to self-generate a varied, less predictable, array of messages. A direct link to the categories index is associated with all of the tense clues and ITS A SECRET.
- PLEASE GET MY COMMUNICATOR supports the use of a speech generating device (SGD), such as a single or sequenced message device to tell a pre-prepared message, in this case telling their partner about something that has/will happen or telling a make-believe story.
- An alternative page *03 tell* is included in the option - *like don't like anecdote*. This alternative page includes a symbol link, IT'S ONE OF MY STORIES, to pages containing pre-prepared anecdotes for communicators who are using the I LIKE THIS and I DON'T LIKE THIS pragmatic branch starters. There is space for this link on *02a branches* when the I THINK IT'S… pragmatic branch starter is used.

04 opinions

- The main page set has vocabulary to express opinions separated into I LIKE THIS (*04a* and *04b*) and I DON'T LIKE THIS (*04c* and *04d*).
- LET'S DO SOMETHING ELSE in the DON'T LIKE section has a predictive link directly to the *11 want/activities* section to suggest an alternative activity (because I don't like the current one).
- Vocabulary to express why a communicator doesn't want to do something is collected together on page *04d*. This vocabulary is positioned on the same page for easier access via a direct link from the item I DON'T WANT TO DO IT on page *05a* in the *something's wrong* section.
- Note that vocabulary to complain is included in section *05 something's wrong*. It is important when making changes to these pages to consider which section, *opinions (I don't like it)* or *something's wrong*, will most appropriately and frequently convey the individual's communication intent.
- In addition to adding/deleting vocabulary, you can change the words associated with some symbols to suit the individual/family/peer group style of expressing opinions.
- An alternative *04 opinions* section using I THINK IT'S …. as the pragmatic branch starter and OPINION WORDS as the category name is available in the *option – opinion plus anecdote* section. (See **considerations for selecting opinions** in the options section above). Remember to select all of the appropriate optional pages with links to the *I think it's / opinion* section *(i.e., 02, 05a, 07b, 27, 29, 30; 45).*
- Vocabulary in the optional *04 opinion* section is organised over 4 pages accessed from *04a* via *TURN THE PAGE and LIKE WORDS and DON'T LIKE WORDS* subcategories. Determining which page will include the required vocabulary can be more challenging in this section. To assist partners to select (and model) the required page, the words on each page are written on the link button to that page.

05 wrong

- Vocabulary and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the communicator.
- The main page set includes a link to I DON'T LIKE THIS vocabulary on *05a*. If you have chosen to use the I THINK IT'S branch starter you will need to use the alternative page *05a* in the *option- opinion anecdote* section.
- SICK, HURT/PAIN/SORE, ITCHY, BUMP/BRUISE and CUT/BLEEDING have compulsory predictable links to the body parts section; HUNGRY and THIRSTY link to a mealtimes activity page, and I WANT SOMEONE links directly to the page of people for the communicator to identify who they want. There is also a link to the HEALTH category from page *05a*.
- Check the vocabulary available in the *health* section prior to adding vocabulary to this section. You may choose to include some vocabulary in both places if the health issue results in common complaints, e.g., an individual who has frequent reflux may require YUCKY BURP in both sections, an individual who has a hearing impairment may require I CAN'T HEAR YOU in the *something's wrong* section and HEARING IMPAIRMENT / HEARING AID in the *health* section.
- The vocabulary in these template pages reflects common complaints of young children. You will need to customise this section to include the main complaints required by an individual. It can be helpful to discuss what upsets the individual with key communication partners. A range of different complaints vocabulary is included in the *Additional vocabulary ideas* document available on the resource home page.
- Individuals cannot always specifically identify what is causing them to feel upset. I DON'T KNOW WHAT'S WRONG is useful to enable the communicator to express that they are just upset but cannot tell you why. It provides the communicator with the option to not answer people's requests to know why they are upset and prevent further guessing from partners.

- In addition to complaints, this section can include vocabulary for the communicator to suggest solutions to the problem. Being able to suggest solutions is especially useful for individuals who receive assistance from a wider range of people. To do this, add an extra page with a predictable link from the vocabulary item relating the problem to the page of possible solutions. For example, an individual who has significant physical challenges may provide more specific information about being uncomfortable. In this instance a link may be added to the I'M UNCOMFORTABLE vocabulary item to an additional page (*05c uncomfortable*) to access vocabulary such as PLEASE HELP ME TO SIT UP, I NEED TO LIE DOWN, MY AFO'S ARE RUBBING, I NEED TO MOVE.
- Individuals who have sensory processing challenges will need a link from a vocabulary item I NEED A SENSORY ACTIVITY in the *05 something's wrong* section to a page of preferred sensory experiences. An alternative *05a wrong* page is included in the *option– Sensory activity pages.*

06 body parts
- Includes main body parts and common actions related to body parts.
- WASH/WIPE is included on the first page (*06a*) to be used with vocabulary from both pages. BRUSH is located on the second page (*06b*) as all body parts that are typically brushed are located on this page. You may need to move BRUSH onto page (*06a*) for individuals who routinely have other body parts brushed as part of a program to address sensory processing challenges.
- More specific body parts, e.g., EYELASH, ELBOW, are usually placed on the list, unless that body part causes common issues (complaints) for the individual.
- Add appropriate gender specific body parts, either to the main page (replacing a less commonly referred to body part) or onto the list.

07 categories
- This section is part of the **main navigation system** to generate novel messages to express the I'M TELLING YOU SOMETHING, I HAVE AN IDEA, LET'S PRETEND, I'M TELLING A STORY, IT'S A SECRET communicative intents and to answer questions.
- The ordering of items in the categories section is prioritised for speed of access according to the likely vocabulary usage patterns. Commonly used categories are on the first page and less frequently used categories are located on the second page. Commonly used categories which are more directly accessed via a pragmatic branch starter on page *02 branches* are also located on the second page. Food and drink are placed on the second page, as this section is more frequently accessed via the I WANT SOMETHING pragmatic branch.
- You may choose to swap the location of a category to reflect the vocabulary usage patterns of an individual. For example, if the individual frequently talks about clothes and rarely talks about transport, you would choose to place CLOTHES on page *07a* and move TRANSPORT to page *07b* to provide faster access to more commonly used vocabulary. However, it is strongly recommended that you do not change the order of the categories until you have used the PODD book interactively to discover the actual vocabulary usage patterns of the individual (i.e., the real pragmatic use).
- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT replaces the *GO TO CATEGORIES* operational button on all pages in the categories index.
- As part of the main navigation system, the vocabulary required in this section changes whenever additional sections of vocabulary (categories) are added to the communication book. Alternative *07 categories* pages are included in the options - *opinion plus anecdote*; *like don't like anecdote, alphabet pages*; *school pages; and early childhood pages.* **Ensure you choose the appropriate categories section with all the links required to match the optional sections you have included. ALL sections of the PODD book need to be accessible via a category link in this section.**
- *Note that the page tab for categories is longer than all the other page tabs. This increases the speed of locating this section as it is the only tab to extend to the right edge of the paper.*

08 questions

- Includes wh-question words and predictably associated vocabulary to ask common (key word) questions, e.g., WHY NOT?; WHAT's THAT?; WHERE is IT?
- At this stage of aided language development communicators tend to use single wh-question words, with the specific meaning interpreted from the context. Partners may suggest *GO TO CATEGORIES* to encourage the communicator to provide more specific information.
- YOU NEED TO TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to categories so that the communicator can indicate what they are asking. For example, YOU NEED TO TELL ME YES/NO, *places (12)*, GO HOME? can be interpreted as "Can we go home?" or "Are you going home" depending on the context.
- Some commonly used whole questions are included to support communicators to intelligibly and efficiently ask these questions with a range of partners. You may choose to include other commonly asked questions relevant to the individual in the spaces available on *07b*. The *Additional Vocabulary Ideas* document (available on the home page) includes suggestions of other whole questions.
- The commonly used question WHERE IS (PERSON)? links directly to the people section to enable the communicator to fill in the name, e.g., WHERE IS DAD?

09 people

- This section will need considerable customisation
- Individuals usually know a large number of people: family, friends, teachers, neighbours, health professionals, etc. Representing every person with a pictograph symbol on their own separate cell with only 12 symbol items on each page would become very cumbersome. The people section therefore includes both separate cells and lists for people's names.
    - Add names to cells 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 or friends and family who have less frequent contact with the individual.
- The names of immediate family members and people in frequent contact with the individual are included on pages *09a* and 09b.
- 3 sub-categories are used to sort the names of people / other people vocabulary in this page set
    - *09c family*
    - *09d friends*
    - *09e* general *people* words such as BOY, GIRL, BABY, MAN, WOMAN, CHILDREN, and personal pronouns.
- An additional sub-category is added to the people section for children who attend school/early childhood setting. Alternative *09a,* with a link to *09f school/early childhood setting people,* and *09f* pages to add school/early childhood people is included in the appropriate options section.
- The names of occupations the individual frequently encounters may be included on page *09b.* Other occupations can be written on the people list.

10 actions (verbs)

- The actions section links from both the DO SOMETHING pragmatic branch starter and the ACTIONS category, to enable this vocabulary to be used to express a range of communicative intents.
- Includes common early acquired, functionally useful, verb vocabulary and associated words (NOT, IT, ON, OFF, IN, OUT).
- The range of possible action words is huge. This makes it difficult to practically include all verbs in the action section with only 12 items per page. Words are prioritised for inclusion in this action word section if they are:
  - frequently used to construct sentences across a range of semantic categories
  - frequently used to request actions or give instructions
  - a specific movement the individual frequently performs.
- MOVEMENTS the individual performs with their body, e.g., ROLL, SIT UP, CRAWL, GRASP, BEND, are sub-categorised with a link from *10a* to pages *10d movements* (and *10e* via *TURN THE PAGE*).
- Additional verbs are located in other sections/activity displays. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word category a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, TASTE, COOK on the cooking activity display.
- Verbs are grouped across the pages according to the type of action and the predictably associated vocabulary available on each page, e.g., PUT, TAKE, TURN, with the prepositions on page *10b.*
- The vocabulary placement in this section is also prioritised for speed of access with consideration to the verbs that are predictably associated with vocabulary on other pages. For example, WANT is on the third page (*10c*) of actions as WANT is also a pragmatic branch starter and included in a number of other sections (categories) in the PODD book.

11 activities

- The activities section links from both the I WANT … pragmatic branch starter and the ACTIVITIES category, enabling this vocabulary to be used to express a range of communicative intents.
- Vocabulary in this section includes a range of common play (leisure) and some daily routine activities with a focus on activities within the life experience of young children. Note that some "home routines" may be accessed via the LET'S GO .. (12) SOMEWHERE IN THE HOUSE (17) pathway, e.g., GO to the BATHTUB, GO to BED.
- Sub-categories are used to organise the large vocabulary required to request/talk about different activities. The example page set uses the sub-categories *11c toys*, *11d make something* and *11e outside activities*. Other sub-categories may be required if adding large numbers of additional activities of a particular type e.g., sports
- Optional pages to include a sensory activities sub-category in activities are available in the *option– Sensory activity pages.*
- Vocabulary is positioned on either page *11a* or *11b* depending on both the frequency of use and the predicably associated verbs on each page.
- Many items in this section have links to pages of vocabulary to interact during the activity, i.e., activity specific displays.
- The individual may not require all of these activities and their associated displays and/or may require additional vocabulary and links to new pages for other activity displays. See section description **27 – 50 activity displays** for information on adding and deleting activity vocabulary and associated activity displays to this PODD book.

12 places

- The places section links from both the LET'S GO … pragmatic branch starter and the PLACES category, enabling this vocabulary to be used to express a range of communicative intents.
- The example page set includes a link from *12a places* to the *17 house & garden* section and *11e outside activities* page, primarily to allow access to this vocabulary via the LET'S GO… pragmatic branch starter. For example, LET'S GO… - HOUSE & GARDEN – KITCHEN; LET'S GO… - OUTSIDE ACTIVITIES – DIG in the GARDEN.
- Retail places (shops, take away food places and restaurants) are sub-categorised with a page link to *12c shops* and VISIT links directly to *09 people* so the communicator can more efficiently identify who has visited or will/wants to visit. PLAYGROUND has a link to *11f outside activities* to access vocabulary for different playground equipment.
- Not all place names are included in the *places* section
  - places found in the house or garden are included in *17 house & garden*
  - transport places are included in *19 transport*
  - school places are included in *25 school*
  - health places are included in *14 health*
  - some special event places, e.g., *circus,* would be included in *13 special events*
  - places of worship are included in the 26 *religion* section
  - place names related to animals, e.g., VET, KENNEL, would be included in *21 animals.*
- Fringe vocabulary for less frequently visited or talked about places, e.g., a place the individual went on holiday, can be added to the places list.

13 special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events.
- The vocabulary in these example pages reflects common Australian/UK holidays and special events Check this section and make appropriate vocabulary changes to suit the individual and family's requirements.
- HAPPY and PRESENT are intentionally repeated on page *13c* for efficient use with the other vocabulary on this page.
- This section often includes a large fringe vocabulary for low frequency special events, e.g., an excursion, the name of a specific concert or event. This fringe vocabulary is added to the list.

14 health

- Vocabulary in the health section is organised onto separate pages according to the predictably associated verbs.
  - Nouns related to medical appointments and places are on *page 14a* with the verbs GO and SEE/LOOK/WATCH. The verb FEEL/FELT is also included on page *14a* to begin sentences using vocabulary from all pages in this section. *14a* also includes a sub-category links to *14c sick* and *14d health things.*
  - *14b* includes the verb HAVE with vocabulary for health procedures, sores, and pains. A direct link to the *06 body parts* section is also located on this page.
  - *14c* includes illnesses that do not usually require the name of a body part for clarification.
  - *14d* includes health products, equipment and procedures with the predictably associated verbs NEED and GET. CHEMIST is also included on *14d* as things on this page may need to be purchased from the chemist.
- Suggestions of where to add additional, individual specific, health words are written on the template pages.

15 clothes

- This section includes clothes, things that are worn on the body and actions related to dressing and grooming.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFO's, wristband, may need to be added to the clothes section. Place this vocabulary on the *15a page* if the item is frequently put on and taken off during the day.
- Predictably associated vocabulary is located on *15a* to start sentences including vocabulary from all pages in this section. Single symbols are used to represent the two-word phrases PUT ON and TAKE OFF to conserve spaces in this page set with only 12 items per page. A direct link to *24c colours* is located on page *15b*.
- Three blank spaces have been left on page *15a* to add/move clothes or personal equipment that is frequently put on/taken off during the day. Items may be moved from *14b* onto this page if required.
- Pages to add separate jewellery, hair and/or make-up pages to this section are available in the *options for hair, jewellery makeup section*. All of these pages currently have the same PODD page number *15d*. If adding more than one page, you will need to change one page number to *15e*, and if adding three pages, another to *15f*. Carefully consider the individual's need for symbols for this vocabulary to be added to their PODD book as the additional pages add to the weight and bulkiness of this communication book. You may choose to add the vocabulary to the clothes list and/or print these pages to use as single displays in environment. You will also need to add sub-category links to any pages you add.
- Note that even though the individual may not wear dresses and skirts, these words still need to be included to comment on/tell about what other people are wearing.

16 things

- Vocabulary in the THINGS section includes any "thing" that does not fit into another category including personal equipment that is not worn. Vocabulary for things may be included in a number of sections.
  - Things that are generally found at home/school/kindergarten would be included in those other sections.
  - Things related to specific activities, e.g., sports or games, would be located in the activities section.
  - Personal equipment that is worn, e.g., AFOs, splints, is included in the clothes category.
- The predictably associated vocabulary on *16a* is used to start sentences using vocabulary from all pages in this section.
- This example page set has a sub-category to include personal (specialist) EQUIPMENT, including AAC equipment, on *16c* with the predictably associated vocabulary GO, USE and BREAK/BROKEN.
- There is also a link from *16a* to the BUILD/TOOLS activity display (*42*) as people may look for tools in the *things* section.

17 house & garden

- The main page set includes vocabulary for common requests, instructions, and locations at home.
- Commonly used vocabulary is organised onto separate pages according to the predictably associated vocabulary on each page.
  - Locations in the house (rooms) and a link to the sub-category *17d outside* are on page *17a* with the verb GO and the preposition IN.
  - *17b* includes items that OPEN and CLOSE and appliances and items that are used with the verb TURN and/or the prepositions ON and OFF.
  - *17c* includes places to GO inside the house, e.g., CHAIR, FLOOR, TABLE, and other vocabulary that did not fit on the previous pages
  - *17d* includes places to GO and SEE outside (in the yard)
  - *17e* includes gardening & nature vocabulary.

- The range of possible vocabulary in the *house & garden* section includes a large number of nouns. The example page set uses symbol lists, categorised by room, to include a wider range of this vocabulary than would be practical to include with only 12 items per page. HAVE is included on 17a to be used with the vocabulary on these lists, accessed via the *GO TO LIST* instructions associated with the names for each room. These lists can be accessed using partner-assisted visual scanning if the individual is unable to intelligibly point to these small closely spaced symbols.

18 food/drink
- The food/drink page in this page set is an activity display to interact during mealtimes.
- Including the names for all the foods and drinks the individual experiences with only 12 items on a page would require many page turns. Specific food and drink names are therefore included on a list for partner-assisted scanning. Partners are also encouraged to use the real food/drink objects to provide the communicator with options during mealtimes.
- Some individuals/families really want to include pictographs to request their favourite food/drink. Alternative pages for the food drink section that include a link from FOOD to an additional *18b* page to add food symbols and a link from DRINK to an additional *18b* page to add drink symbols are available in the *option - 18 food drink* section in Mind Express. *Symbol lists* to include small graphic symbols or drawings for food (sorted by type) and drink items are also included in the *option - 18 food drink* section.

19 transport
- Includes a range of vehicles commonly seen and talked about by young children.
- *19a* includes more frequently used / seen vehicles and predictably associated vocabulary to start sentences using vocabulary from both pages in this section.
- *19b* includes the verb FLY (associated with aircraft) and a range of other vehicles.
- The symbol TOY CARS has a link to an activity display for playing with toy cars (page *39*).

20 characters
- The example pages include some common story and magical characters.
- Character vocabulary needs significant customisation to include the individual's favourite story, TV, music and movie characters and personalities.
- 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.

21 animals
- The example page set includes a range of animals commonly talked about by young children. The decision to include this number of animals in the main pages, even though this resulted in the addition of many pages with only 12 on each page, was influenced by the frequent focus on animal names in early childhood play, stories, rhymes, and songs. You could choose to reduce the number of animals pages by using symbol lists for less frequently used animal words. (Templates for animal symbol lists are used in the main pages in the *9 per* page expanded functions PODD communication book. You could export these pages from the *9 expanded functions* and then import them into your 12 expanded functions book in Mind Express).
- The first page of the animal section focuses on vocabulary about the individual's own pets and/or other animals which they frequently care for, interact with, talk about and/or see.

- *21b* includes common pet vocabulary and links to pages of animal names sub-categorised according to type of animal or where the animal is usually seen. These sub-categories are:
  - *21c farm animals*
  - *21d wild/zoo animals (UK zoo animals)*
  - *21e Australian animals (UK wild animals)*
  - *21f bugs (insects)*
  - *21g water animals.*
- Note that page *21c* can be accessed via both the *farm animals* sub-category link and the *TURN THE PAGE* operational command on page *21b*. This is because DINOSAUR, MOUSE and RAT are on this page with the farm animals as they didn't fit on page *21b*. Reptiles are included on various pages depending on where they are most commonly seen, e.g., *wild/zoo/Australian/water.*
- Customisation of these pages may need to occur to include the individual's preferred and most commonly seen/discussed animals. Remember that insects are frequently encountered in daily life.

22 days & times
- This page set includes time concepts such as NOW, LATER, AFTER, SOON, YESTERDAY, TODAY, TOMORROW, MORNING, AFTERNOON and NIGHT/TONIGHT; TONIGHT, Days of the week and WEEKEND. The related words TIME, CLOCK and HOLIDAY are included on *22b*.
- Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may be used primarily by communication partners to provide receptive input with individuals at earlier stages of language development. These concepts are also commonly used in many early childhood educational settings.

23 feelings
- Feelings words are included in this section, primarily to relate information, tell stories and answer questions. Feeling words are also included in the OPINIONS, SOMETHING'S WRONG, and HEALTH categories to express other communicative intents. Common feelings that are not included in these other sections are prioritised for inclusion in this section (accessed from categories).

24 descriptions
- This section includes a range of conceptual language commonly introduced in early childhood. Weather is also included in this section as we describe the weather.
- Children generally require many models of these concepts in order to learn their meanings. The concepts in the *descriptions* section may initially be used by communication partners to provide receptive input with individuals at earlier stages of language development. These concepts are also commonly used in many early childhood stories, songs, rhymes, and educational activities.
- Vocabulary is organised according to what the word describes, e.g., size, taste, speed, feel, look, sound, temperature, colour, shape, number, or weather.
- *24a* includes the links to sub-categories in this section.
  - *24c colours*
  - *24d shapes*
  - *24e size*
  - *24f numbers*
  - *24h feels*
  - *24i tastes*
  - *24j looks*
  - *24k weather.*

- SAME and DIFFERENT are included on *24a* as these words are used in combination with vocabulary on following pages.
- *24b* includes general descriptive words that do not fit into any of the sub-categories. These words are accessed via a *TURN THE PAGE* instruction on *24a*.
- LIST pages are included for each sub-category in this section to increase ease of access to words not included as symbols.

> 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.

25 Early childhood settings/school
- For children who attend a school or early childhood educational setting it is useful to have an additional section in the PODD book to include vocabulary related to this environment. Whilst there is usually significant overlap with vocabulary in other sections, particularly the activities section, it has been found useful to repeat this vocabulary in the one section to facilitate more efficient communication in the early childhood/school environment.
- All templates for educational settings are *options* in MIND Express.

If the individual does not currently attend an educational setting, leave this number blank in the PODD book for easy insertion of these pages when required. Adults using this PODD book may choose to add a section 25 for their day placement if the placement is primarily at one location/ centre. Modify the school section with appropriate vocabulary to suit the adult day placement. If the individual goes to a workplace, then *25 work* may be added to the book. If the individual does not attend a particular place, then vocabulary for the activities and places of their daily living would be added to other sections in the PODD book.

- **Early childhood setting pages:**
  o Need to select the appropriate *03 tell* and *07a & b categories* pages with links to the early childhood section (in combination with the other categories you need to suit your options).
  o 03 tell EC adds DO A GROUP ACTIVITY with a direct link to 25 early childhood section. This phrase can be used to tell children what it is time to do at kinder/nursery, e.g., ITS TIME TO / DO A GROUP ACTIVITY (go to p.25)/ WASH HANDS.
  o *07a categories EC* provides a link to *25 kindergarten/nursery* (change the label with this symbol to the appropriate name for the child's early childhood setting). This addition replaces *characters.*
  o *07b categories EC characters* is moved to this page. There are many alternatives for the *07b* categories page in this PODD book depending on the combination of options selected. Choose one that includes *ECS* in the name to indicate it has been modified to suit the addition of an early childhood or school section.
  o *09a people EC* includes a link to kinder/nursery people (change the label as required)
  o *09f EC people* a page to add the names and roles of people at the child's kinder/nursery.

- *25a* includes common early childhood setting daily routine activities and links to the sub-categories *25c make something* and *25d outside activities. Something to eat or drink* includes a link to the mealtimes activity display.
- *25b* includes common early childhood inside activities with links to associated activity displays or sections with relevant vocabulary to interact during the activity.
- *25c* includes common early childhood "making activities" with links to associated activity displays in the PODD book.
- *25d* includes common early childhood outside activities with links to the associated activity displays.
- Choose the categories pages to suit your requirements, i.e. 07a including a link to kindergarten (change name to whatever the child calls the early childhood setting); *07b* categories EC with characters moved from *07a* to *07b*, or *07b categories EC* with *opinions*, or 07b with a link to the *alphabet* display and *opinions*.

Remember to also engineer the early childhood setting's environment with a range of activity displays accessible for all children to use.

- **School pages:**
  - Need to select the appropriate *03 tell* and *07a & b categories* pages with links to the school section (in combination with the other categories you need to suit your options)
  - 03 tell school adds DO A GROUP ACTIVITY with a direct link to *25 school* section. This phrase can be used to tell children what it is time to do at school, e.g., ITS TIME TO / DO A GROUP ACTIVITY (go to p.25)/ MATH.
  - *07a categories school* a link to *25 school* replaces *characters.*
  - *07b categories school* the link to *characters* is moved to this page. There are many alternatives for the *07b* categories page in this PODD book depending on the combination of options selected. Choose one that includes *ECS* in the name to indicate it has been modified to suit the addition of an early childhood or school section.
  - *09a people school* includes a link to the subcategory school people.
  - *09f school people* a page to add the names and roles of people at the child's school
  - *09a people school* and *09f school people* pages to include the names of people and roles at the child's school.
  - *25a* includes common school daily routine activities and links to the sub-categories *25c school places* and *25d school things*.
  - *25b* includes school subjects with links from ART to the *11d make something* section of activities (then to activity displays for art activities) and from MUSIC to the *28 music* activity pages.
  - *25c* includes common places in the school.
  - *25d* includes schoolwork and personal things with a link to *25e pencil case things*.
  - *25e* includes writing and drawing items generally found in a pencil case.

26 Religion
- The example page set allows for people to include vocabulary to suit different religions. Suggested types of vocabulary are written on the templates.
- At this stage of language development, vocabulary needs to be selected to reflect the individual's life experiences. The religion section is only included in this PODD book when religious worship is a regular part of the individual's life. Some individuals / families may choose not to have a separate section for religion but decide to include their place of worship in the *places* section and vocabulary for relevant religious events or ceremonies in the *special events* section of the PODD book.

27 – 50 activity displays

- Pages 27 – 46 in the main page set include a sample range of activity displays for common early childhood activities. These displays link from the ACTIVITIES section.
  Example pages include the following activity displays:

27 TV/video	to interact when watching TV or video (on any device)
28 music	Focuses on interacting when listening to music, but also includes a list of musical instruments. Alternative music activity pages to add musical instruments and songs are included in *option – music.*
29 book	focus on participating in story book reading routines
30 game	general vocabulary to interact when playing games
31 play dough	to interact when playing with play dough. Includes a link from MAKE to a list to add ideas of what the child may be making, e.g. sausages, snake
32 draw	to interact when drawing
33 paint	to interact when painting
34 cut & paste	to interact when cutting and pasting
35 cook	focus on interacting when people are cooking
36 blocks	focus on building and knocking down block towers
37 puzzle	to interact when playing with puzzles
38 dolls	includes multiple pages for common doll play routines
39 toy cars	to interact when playing with cars and other vehicles
40 bubbles	to interact with others blowing bubbles
41 ball	to play catch/kick the ball
42 build/tools	To interact during pretend or real use of tools to build
43 water play	to interact during water play
44 dress ups	to interact when playing dress ups
45 messy play	to interact when exploring messy play
46 computer	to interact when playing on the computer

Page numbers 47-49 have been left blank in the example page set to provide space to insert additional activity displays if required.

Adding / deleting activity displays:

- Carefully consider whether the individual requires all of these activity displays to be included in their PODD book and/or they require other activity displays. Remember that activity displays are included in a PODD book for frequently occurring activities that occur in multiple environments. Every extra page adds to the thickness and weight of this PODD book that you will carry everywhere for communication at any time.

- **Separate displays for other activities** may also be placed in the environment. Separate activity displays are often used for daily routines that predominantly occur in one place (e.g., bath, bed). There is a *separate activity display grid* template included to make your own separate activity displays with the same page layout as the individual's PODD book.
  - In edit mode you can find this display by selecting the three dots in the bottom navigation toolbar and then typing "separate" in the search field.
  - To make a new page with the name of the activity select PAGE and then DUPLICATE. Then rename the page for your activity and select to position it AFTER THE LAST PAGE.

- Making a **separate activity display from an existing activity display.**
  - In edit mode find the display you want to copy by selecting the three dots in the bottom navigation toolbar and then typing the name of the activity page in the search field.
  - Select PAGE and then DUPLICATE. Then rename the page as the separate activity name and select to position it AFTER THE LAST PAGE.
  - Find the *separate activity display grid* template by selecting the three dots in the bottom navigation toolbar and then typing "separate" in the search field.
  - Select and copy the "I NEED MY COMMUNICATION BOOK" operational cell.
  - Navigate back to your new page and replace "go back to page 1 operational cell" with I NEED MY COMMUNICATION BOOK.

- When **deleting an activity display** from your PODD book, make sure to also delete all the GO TO PAGE links to that page (you may choose to keep the name of the activity, but remove the link to the activity display, you may also choose to add the name of the activity and / or vocabulary from the activity display onto the LIST in the activities section).
  To do this,
  - In edit mode, select the small cell with the number in the top right corner then select delete on your keyboard.

- When **removing activity vocabulary that has an associated activity display**, you will also need to remove the associated activity display.
  - In edit mode, find these pages by selecting the three dots in the bottom navigational toolbar and then typing "the name of the page" in the search field.
  - Select to open the page.
  - Delete the page using the trash icon on the top right editing panel.

- When **adding an activity display to a PODD book**, you will also need to add vocabulary and GO TO PAGE NUMBER links to that page. Blank grids included to make new pages.
  - If you are adding a single page activity use *grid a page no turn*.
  - If your activity requires a second page use both *grid a page* and *grid b page*.
  - In edit mode, find these pages by selecting the three dots in the bottom navigational toolbar and then typing "grid" in the search field.
  - To add the new page with the PODD page number and name:
    - select PAGE and then DUPLICATE.
    - rename the page for the new page number (either 47-49 or re-use a number for a deleted activity). Select to position it AFTER THECURRENT PAGE.
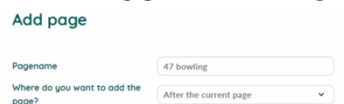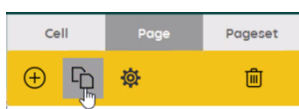
  - You will then need to position the page in the correct PODD page number position

    - select PAGE, then SETTINGS and drag or cut and paste the new page(s) in the correct PODD page number position, i.e., if new page is 47, move it after PODD page number 46.
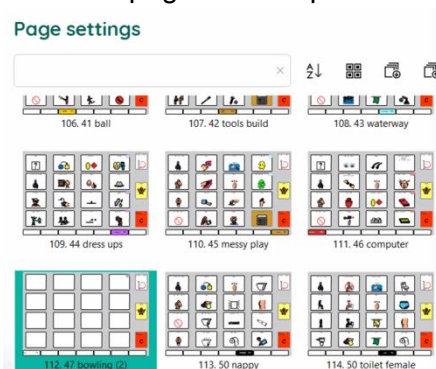
- o When you customise this new page you will need to
  - ▪ check the previous page number tab position (use the navigation toolbar to view the previous page).
  - ▪ Use the navigation toolbar to return to the new page and move the tab with the number and page name to the tab one position to the right of the previous page tab.
  - ▪ Change the name and number on this tab.
  - ▪ Select the tab cell and use the STYLE button to create a NEW style with your preferred colour for this section. (Note: Do not edit the current style as this would change all tabs with this style.)
- o Add "GO TO PAGE" vocabulary and number link to navigate to this page (probably from the activities section). To do this
  - ▪ Use the three dots in the navigation toolbar to search for the page you will add the link from (e.g., 11b activities).
  - ▪ Use a blank button to add the vocabulary and symbol,
  - ▪ Copy and paste a small number link cell and move it to the top right-hand corner of the vocabulary cell.
  - ▪ Change the number to match the new activity page number.
  - ▪ Select the small cell and use the STYLE button to create a NEW style for the border/background and font label colours with your preferred colour for this section. (If there are no small cells on the page, you can find one on the blank grid pages)

50 toilet / change
- Select whether to use the CHANGE or TOILET activity display.
- If the individual requires both options, you could change the tab on the toilet page to *50a* and on the change page to *50b.*   Then replace the item TOILET PAPER with TURN THE PAGE (navigate forward to the *grid a page* to copy the cell TURN THE PAGE). On the (now) *50b change* page change the label on the go *back to page 1* operational control button to *go back to page 50a.* Select the small cell over the top of this operational control button and change the label from *1* to *50a.*
- The word and image NAPPY on the change display may be changed to a more appropriate label and image for older individuals.
- Parental feedback suggested placing these displays in a very easy to find position for frequent fast access, so they are positioned as the last activity display in the PODD book.

(*Optional* 51 Alphabet)
- The alphabet pages were not included as a default in this PODD book because at this stage of language development the communicator is unlikely to use the alphabet section to spell for communication and to reduce the weight and thickness of the 9 per page expanded functions book.
- Pages to include the alphabet in this PODD book are included in the *option – 51 alphabet* section. These alphabet displays are included in the PODD communication book to increase the individual's control over their access to the alphabet for exploration, early writing, and spelling activities, but they do add 6 extra pages to this already thick PODD book.
- If adding this option, you will also need to select an appropriate *07b categories* page with a link to this alphabet section (with the combination of categories you require to suit all of the options you selected.
-

- This alphabet section uses a group-item approach to present the alphabet with less than 9 buttons on the page.
  - *51a* groups 5-6 letters per button on 5 large buttons in alphabetical order with associated links to pages *51b – f* and the symbols for FIRST SOUND and END, SPACE.
  - Pages *51b-51f* have 5-6 buttons with one letter per button.
  - The communicator initially indicates the letter group which includes the letter they want. Each group has an associated *GO TO PAGE (number)*. The partner turns to that page. The communicator can then directly indicate the specific letter presented individually on a button. Note that the position of these buttons on the page replicates the relative position of that letter in the letter group on page *51a*.
- If the individual can easily visually and physically manage a display with more items on the page, you could choose to import the *51 alphabet page* from the *20 expanded functions* PODD book.
- Encourage partners to write each letter the communicator selects on a piece of paper within their view. This can assist memory of what has been written so far and provides the communicator with feedback, a visual reference point, and a hard copy of their writing.
- All children should have access to the alphabet to explore spelling and these pages can be made into a separate display.
- To reduce the size and weight of the PODD communication book which is carried everywhere you could choose to
  - include only page 51a and use partner assisted scanning to identify the specific letter within the letter group
  - use these templates to create alphabet displays that are separate from the main communication book. If you choose to make a separate alphabet book, remember to
    - change the page link to alphabet in the categories section to an instruction "PLEASE GET MY ALPHABET DISPLAY"
    - change the "GO TO CATEGORIES" operational button on all the alphabet pages to read I NEED MY COMMUNICATION BOOK to enable the communicator to request their book.

(*Optional* 55 My stories)

55 story pages to enable communicators to tell pre-prepared anecdotes. More information on the use of these pages is included in the **Considerations for selecting OPINION and ANECDOTE pages** section of this document.
  - *55a* & *55b* are index grids for stories that have been included in the PODD book.
  - *55c-55r* contain spaces to write one anecdote per page. Each page includes a space to write what happened, more of what happened, who, where, when, why, what I thought, what others thought and the suggestion that the other person should have a guess (to answer other questions the partner may ask). These pages are only added when filled in with a new anecdote.
  - Specific ideas for filling in these anecdote pages are included on the optional page *55 story instructions* (note this page is not bound into the PODD book. You may print it to train key partners who co-construct and fill in these displays with the individual.)
  - Alternative *03* and *07b* pages with a link to page 55 IT'S ONE OF MY STORIES need to be used to access the anecdote pages.
  - Anecdote pages are frequently updated to include current stories. It is therefore useful to put these pages into plastic letter files (see *construction file*) or you may choose to print them onto weatherproof paper.
  - Due to concerns with the size and weight of this PODD communication book, you may also choose to make a separate "My stories" book. If you choose to put these pages in a separate book, change the IT'S ONE OF MY STORIES links to an instruction PLEASE GET MY STORIES BOOK. You will also need change the operational column on these pages in a separate "My stories" book, i.e.. replace the GO TO CATEGORIES operational commands with the message I NEED MY COMMUNICATION BOOK (you can copy this cell from the *separate activity display grid* template

Other pages
(located after the last page of the PODD book in the Page Settings view in Mind Express)

- **Grid pages.** 4 blank grid pages are included as templates to create additional pages
  - *grid a page* – template for *"a"* (first pages) in a section. Includes *TURN THE PAGE.*
  - *grid b page* – template for other, not first pages, in a section. Includes instruction to *GO BACK TO PAGE (number)A*, the beginning of the section, and *GO TO LIST*.
  - *grid a* page no turn – Used to make a single page section. It includes the operational controls for a first page in a section, but no TURN THE PAGE
  - *separate activity display grid* – used to create new separate activity displays

- **Instructions for back cover.** These pages provide examples of the type of instructions that are printed onto a sticker and attached to the inside of the back cover (see *construction file*). Example instructions are included for the three access methodologies that can be used with this page set.
  - *Instructions back cover (for direct pointing)*
  - *Instructions back cover – pick up and give/show*
  - *Instructions back cover – partner-assisted visual scanning*

  There is a space at the bottom of the page for a contact number to be added to facilitate the return of a lost communication book.

- **List.** The general *list* is used in most sections. An alternative *list symbols* is provided for individuals who do not understand spoken language and benefit from drawn pictures or graphic symbols to support understanding. Make sure to insert the individual's name and appropriate gender pronouns into the instructions. See the *construction file* for detailed instructions to print and position these lists.

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. **Be careful: Do NOT delete or alter these pages when customising your PODD book.**