

Direct Access – 36 key word, 2 page opening plus side panel



General description

This page set was primarily designed for children who can accurately point to medium size symbols with a finger or pointing tool. The organisation and language complexity of this page set is designed to support individuals learning to:

- Communicate a full range of intents (including to question, relate information, tell stories, express ideas, narrate play, instruct, request, answer, express opinions and complain).
- Express vocabulary commonly experienced in their daily lives. The vocabulary included in the example templates has a bias towards the interests of younger children approximately 2-5 years.
- Combine words to produce 3-4 key word sentences (already able to produce at least 2-word sentences, so do not need pragmatic branch starters to clarify communication intent)

This page set may also be appropriate for use by:

- Communication partners to support an individual's understanding of their partner's messages provided the individual can see and follow the partner's point to symbols on a visual display of this size and complexity.
- 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.
- Individuals who require a smaller or (slightly) larger display size with the same complexity of language and communication. The size of this page set can be modified using a printer with scaled printing options

The layout and physical make-up of this PODD communication book is two-page opening plus side panel. A similar complexity of language is available in the *20 per page one-page opening* PODD book and the *40 key word two-page opening* PODD book. Consider which style of communication book will most effectively meet the individual's requirements.

Considerations for selecting a two-page opening plus side-panel PODD book

- The *36 two page opening plus a side panel* book does not use pragmatic branches to navigate due to the availability of the categories index on the side panel. This style of book is therefore only recommended for individuals who routinely produce sentences including sufficient syntax (3+word sentences) that they no longer need to indicate the communication intent in order to clarify the specific meaning for most of their messages.
- In the *20 expanded functions one-page opening* book, the pragmatic branch starters are obligatory in the pathway to access most vocabulary in the book. This obligatory use of the pragmatic branch starters can assist partners and individuals at the earliest stages of learning to use pragmatic branch starters to clarify the communication intent of 1-3 word sentences.
- In the *40 key word two-page opening* book, pragmatic branch starters are on the first page of the book but the categories section can also be accessed via TURN THE PAGE. This reduces the obligatory use of the pragmatic branch starters and can result in less intelligible communication (without clarifying the intent) of 1-3 word sentences. Optional pages are included to make categories versions of the *40 key word* book without pragmatic branch starters. The categories version would only be selected for individuals who routinely produce sentences including sufficient syntax (3+word sentences) that they no longer need to indicate the communication intent in order to clarify the specific meaning of 1-2 key word messages.
- The main navigation (categories) index in the *20 one-page opening* PODD book is located in separate sections. It is necessary to turn to the *categories* section to navigate between sections in the communication book. The presence of the navigation (categories) index in every section in the *40 key word* PODD book enables more efficient movement between sections. The navigation (categories) index on the side panel in the *36 key word* PODD book enables faster movement to other sections from all pages.
- The *20 one-page opening* PODD book includes separate activity displays, the *36* and *40 two-page opening* PODD books do not. Vocabulary to interact during an activity is included in the predictably associated vocabulary in the activities section. However, with only 40 or 36 items on a page opening, some less frequently used vocabulary available on some activity displays in the *20 expanded functions* PODD book, may need to be on a list in the *36* and *40 key word* books.
- Individuals who rely on sliding their hand across the page to point may get their hand caught on the binding in the middle of the page of the two-page opening PODD communication books.
- There are additional sensory distracters in the two-page PODD communication books (page tags on side, binder in the middle, can easily turn pages). A one-page opening PODD communication book may enable increased focus on communication for some individuals.
- The side panel needs 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. One and two-page opening PODD communication books without side panels have more intrinsic stability.
- The symbol number, size and spacing in the 20 per page one-page opening PODD book results in a less complex visual display. This layout also requires less accurate, graded, motor skills to intelligibly point to the individual symbols.
- Two-page opening PODD books fold to a smaller size when the book is closed. They are also generally lighter, given a similar vocabulary, than the one-page opening PODD books. This results in a smaller, more convenient size to transport making it easier for some individuals to independently carry their communication book.

Language

- Vocabulary is included in the page set to express a range of pragmatic functions typically seen in the expressive communication of 3-4 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 about present, past and future events, tell stories, narrate imaginative play and instruct.
- Vocabulary is included in this 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. The range of vocabulary included to express each type of semantic meaning, focuses on vocabulary encountered by individuals in their daily life routines, environments, play and educational activities.

Vocabulary for words such as YES, NO, HELLO, THERE, is not included on the templates for this PODD book based on the assumption that the communicator will (be learning to) use unaided modes 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 an individual requires aided symbols for this type of vocabulary. Symbols for YES and NO could also be added to the side panel.

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

Auxiliary verbs, articles and grammatical morphemes are not included on the templates for this PODD communication book. Whilst these syntactical forms are typically emerging in verb and noun phrase elaboration at this stage in spoken language development, their use in aided language forms tends to be acquired at a later stage even when they are available for use. This is possibly due to the additional effort and time required to access each item on an aided language display, reducing both the models of their use and increasing the tendency to only include words that add substantially to the partner's understanding of the message. Given the space limitations of only 36 items per page opening it was decided not to include these items on every page at this stage.

- Predictably associated vocabulary supports the use of 3-4 key word sentences. More complex sentences would usually require turning to multiple pages. (NOTE: if communicators are routinely using all of the predictably associated vocabulary in multiple sections of this PODD book, with the partners not being able to expand sentences without moving between categories, it indicates that the individual may need more language – consider moving to the *48 expanded key word* book).
- The wh-question words WHY, WHAT, WHERE, WHEN, and WHO and YOU NEED TO TELL ME YES OR NO are included in all sections with the main navigation index. HOW and WHICH are located on *01b* and in other sections as required for use with the specific vocabulary in that section, e.g., HOW is located in *3a wrong*, *4a health*, *20a descriptions* and *20d numbers* to ask questions such as HOW are YOU?; HOW FAST?; HOW MANY?
- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT is positioned on the front page. This symbol is used to extend the range of vocabulary available by encouraging the partner to guess at

the required word when provided with an associated word. 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.

- Lists for fringe or new additional vocabulary are located in every section.
- The symbols in this page set primarily represent single words. This allows for multiple meanings to be interpreted from the one symbol and combination with other words to more precisely express the message. For example, a phrase “IT’S MY TURN” can only be used to request, demand or identify that it’s the communicator’s turn. The single word TURN can be interpreted from the context (or combined with other words) to express TURN IT (around/over), tell someone to TAKE TURNS, ask WHO TURN, etc. A few symbols representing whole phrases/sentences are included to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON’T KNOW; EXCUSE ME; I’M SORRY. I WANT TO DO WHAT THE OTHERS ARE DOING.

Layout

- This page set makes a two-page opening with a side panel PODD communication book. The main navigation index is on the side panel which is accessible from every page.
- There are spaces for 18 items on each page (i.e., 36 items per two-page opening).
 - The communication book page size is approximately 22.1 cm high and 12.5 cm wide plus the page tag. The open book cover dimensions are approximately 24 cm high and 50 cm wide.
 - Symbol button size is 3.3cm wide, 2.9cm high.
 - Symbol button grid spacing: width 4.4cm; height 0.5cm.
 - 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. Note that the symbols and text font in this view is smaller (they automatically re-size when creating the printable version).
 - The *Create Printable One-Page View Version* button on the first menu page will generate a one-page view file that is ready for printing in Mind Express (see *36 key word construction file* for details).
 - Using a printer with scaled printing options, it is possible to resize these templates to create a smaller or (slightly) larger communication book with the same language organisation.
- 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.
- 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.
- Other operational commands (e.g., *TURN THE PAGE*; *GO BACK TO PAGE (number)*) have a thicker border created with the style functionality in Mind Express.
- Lists are 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 index is accessible from all pages on the side panel. This allows for efficient movement to any section from all pages in the PODD book.

The links to most categories/sections in this PODD book are located on the side panel. This decision was made to support newer users of PODD communication books to locate vocabulary by reducing the number of places they need to look for the navigation buttons.

The exceptions to this are:

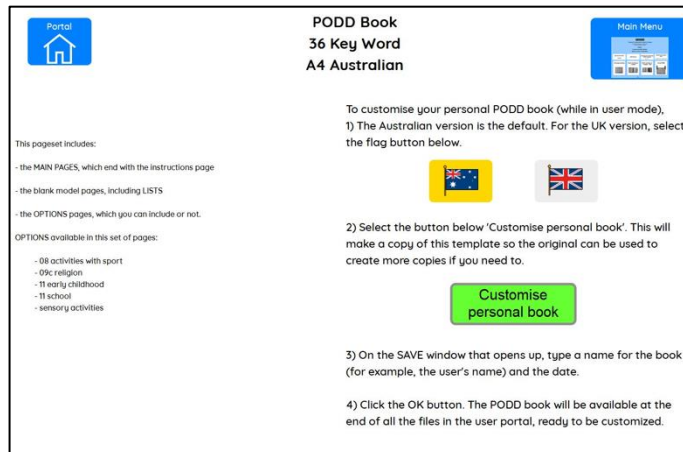
- *05 feelings* link from the *02 opinions* and *03 something's wrong* sections. At this stage of communication and language development, feelings words are often used to express opinions and complaints. This subcategorisation of *05 feelings* also maintains the number of items in the main navigation index at 18.
- When an *11 school* or *early childhood setting* section is included, *13 things* is subcategorised from *12 clothes & things*. This is done to maintain the number of items in the main navigation index at 18. Alternative side panels with these links are included in the relevant *school* or *early childhood option*.
- Alphabet pages are subcategorised from the *school* or *early childhood setting* section.
- If *09c religion* is included in the PODD communication book, it is subcategorised from *09 places* with an additional link from page *10b special events*.

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

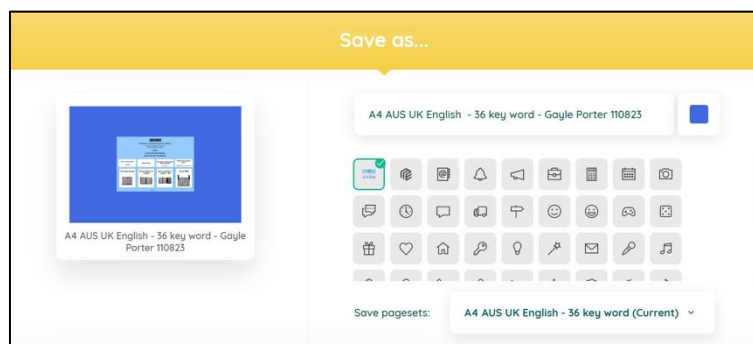
This Mind Express program includes vocabulary for Australian English and UK English. Australian English is the default. **To switch to UK English select the button with the UK flag.**



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

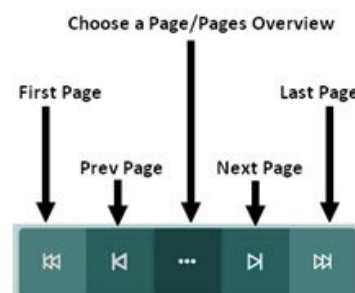
To make a copy, select the green button 'Customise personal book'.

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.

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. Additional pages for children attending **school or early childhood settings**. These options require a different **00 side panel** to include a link to the school/early childhood section. Due to limited spaces on the side panel, the THINGS category is subcategorised from the CLOTHES & THINGS category link.
2. **Religion** pages linked from alternative places 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 *01a branches/categories* and *08a activities*.
4. **Activity with the subcategory of sport** (as an alternative to toys).

Optional Pages include:

- **08 activities with sport**
 - 08a activities with sport (link to *08e sports* replaces link to *08e toys*)
 - 08b activities with sport (toys vocabulary moved onto this page)
 - 08d outside with sport (includes link to *08e sports* page)
 - 08e sports (replaces *08e toys* page)
- **09c religion**
 - 09a places religion (includes the link to the *09c religion* page)
 - 09a places religion EC (includes link to the religion page and early childhood place)
 - 09a places religion school (includes the link to the religion page and school)
 - 09c religion
 - 10b special events religion (includes the link to the religion page)
- **11 early childhood setting (EC) pages**
 - 00 side panel EC (alternative side panel with link to early childhood setting and combined link to clothes and things sections)
 - 06a people EC (includes link to *06c early childhood people* page)
 - 06c EC people (includes early childhood people)
 - 09a places EC (includes word for early childhood place)
 - 11a early childhood
 - 11b early childhood
 - 11c make EC
 - 11d outside EC
 - 11e early childhood list
 - 11f alphabet EC (lower case alphabet)
 - 11g alphabet EC (upper case alphabet)
 - 12a clothes EC (includes subcategory to 13 things – that was removed from side panel index when kindergarten/nursery was added)

- **11 school pages**

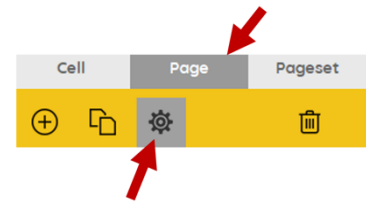
- 00 side panel school (alternative side panel with link to school and combined link to clothes and things sections)
- 06a people school (includes link to school people page)
- 06c school people (includes school people)
- 09a places school (includes word school)
- 11a school
- 11b school
- 11c school
- 11d school equipment
- 11e alphabet (lower case)
- 11f alphabet (upper case)
- 12a clothes school (includes subcategory to 13 things – that was removed from side panel index when school was added)
- 21a topic (to add topic specific vocabulary)
- 21b topic

- **Sensory Activity pages**

- 01a main sensory (link to sensory activities replaces I WANT TO DO WHAT THE OTHERS ARE DOING, I HAVE A QUESTION link changed to 01c)
- 01b main sensory (I WANT TO DO WHAT THE OTHERS ARE DOING) added to this page)
- 01c questions sensory (additional page with questions moved from 1b to 1c)
- 08a activities sensory (link to sensory activities replaces GAME sub-category link. GAME & TOYS combined onto one sub-category link)
- 08b activities sensory (go to LIST instructions changed to 8h)
- 08c make sensory (go to LIST instructions changed to 8j)
- 08d outside sensory (go to LIST instructions changed to 8h or 8i)
- 08e toys sensory (Turn the page added to access the GAME sub-category on 8f and go to LIST instructions changed to 8j)
- 08f games sensory (tabs moved to same position as 08e toys and go to LIST instructions changed to 8j)
- 08g sensory (sub-category to add sensory activity vocabulary, given own tab position)
- 08h list sensory (activities section 8g list moved to this number)
- 08i list sensory (activities section 8h list moved to this number and sensory added to the list headings)

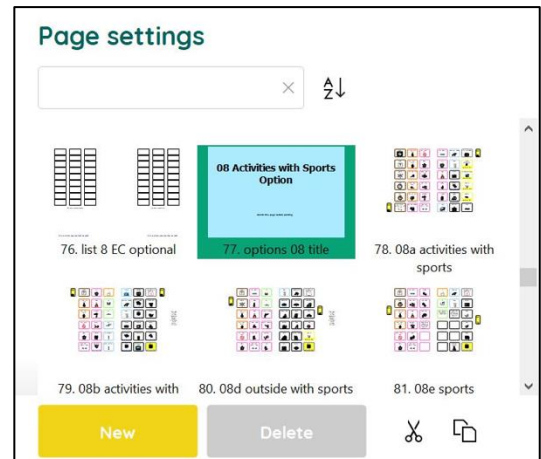
To view, select and re-order options pages in Mind Express

- 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.

00 side panel

- Items on the side panel are accessible from all other pages. The side panel in this PODD book includes items to navigate between pages
- An alternative side panel is required when a school/early childhood educational setting section is added to this PODD book. Alternative *00 side panel* templates with links to these sections are included in the relevant *option - early childhood* or *school*. On these alternative side panels, *13 things* is subcategorised from *12 clothes & things*. This is done to maintain the number of items in the main navigation index at 18.

01 main

- Includes words and phrases that are useful to say quickly or within the context of an ongoing conversation or activity.
- Page *01a left* is attached to the inside of the front cover (see *construction file* for details). Page *01a right* is the first page of the communication book.
- The left side of *01a* includes:
 - Phrases to introduce a message, e.g., I'M TELLING YOU SOMETHING; I'M TELLING A STORY; LET'S PRETEND; I HAVE AN IDEA; I WANT TO SHOW YOU SOMETHING; IT'S TIME TO/FOR..; IT'S A SECRET. These phrases have similar wording to the pragmatic branch starters, but do not include a predictive link to another page (as the main navigation index is on this page opening). Use of these phrases is optional when the individual routinely uses 3-4 key word sentences.
 - The phrase I'M ASKING A QUESTION has a link to 01b in the main page set, as this is the page with question words in this section.
 - There are no tense clues in the *01main* section in this PODD book. The communicator would need to navigate to the *19 days & times* section to set the time frame for partners to change the verb tense.
 - Words and phrases to support social interaction and communication, e.g., UH OH; GOODBYE; MAYBE; EXCUSE ME; PLEASE; THANK YOU; I DON'T KNOW. Note that I DON'T KNOW needs to be positioned on the front page to provide an efficient alternative to answer direct questions or express a difficulty understanding others or knowing what to do.
- The right side of *01a* includes:
 - Single word (core) vocabulary that is useful to say quickly or in the context of an ongoing conversation or activity.
 - This (core) vocabulary can also be used to produce common sentence starters prior to moving to another category to finish the sentence. Some of these sentence starters may also be used, instead of pragmatic branch starters, to express communicative intent, e.g. "I WANT"; "I GO".
 - Phrases for messages that need to be said quickly, e.g. "I NEED TO GO TO THE TOILET".
 - IT'S NOT IN MY BOOK. I'LL GIVE YOU A HINT. This item is located in the far-right column so that it is close to the main navigation index on the side panel which is used to access vocabulary to provide the hint.
- *01b main* includes:
 - WH-question words and phrases and YES/NO question starters with predictably associated vocabulary to ask common questions. The "I'M ASKING A QUESTION" pragmatic branch starter links to this page. "WHERE IS (person)?" includes a predictive link to *06 people* to finish the question with the name of a specific person.

- Single word (core) vocabulary to generate messages to contribute to take a quick turn, in conversations – often in relation to another person’s topic, e.g. I DID THAT; WHERE DID YOU GET THAT?; CAN I SEE IT?; WHEN DID YOU GO?; I WANT IT.
- Additional social phrases.
- Alternative *01 main* pages need to be used if adding the *option – sensory activities*. As there was not sufficient space to add I NEED A SENSORY ACTIVITY to 01a and 01b, an extra page was added *01c questions sensory*. In this alternative section, I NEED A SENSORY ACTIVITY with a link to the *08g sensory activity* page replaces I WANT TO DO WHAT THE OTHERS ARE DOING. To make room to add I WANT TO DO WHAT THE OTHERS ARE DOING to *01b*, the question words have been moved to *01c questions sensory*, creating additional spaces to add more quick chat social phrases and / or words on *01b main sensory*. The link associated with I HAVE A QUESTION on *01a main sensory* is changed to go to the(new) *01c question sensory* page. *01c question sensory* includes WH question words with (core) vocabulary to ask common questions in context, e.g., WHERE DID YOU GO?; WHAT DID YOU GET? WHOSE TURN?; WHAT’S NEXT?.
- NOTE: If an individual requires more space for additional social phrases on *01b main* in their PODD book, but not sensory activities, you could use these three alternative pages, moving I WANT TO DO WHAT THE OTHERS ARE DOING to *replace the item I NEED A SENSORY ACTIVITY* on 01a main sensory.

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 or wave for HELLO. These words can be added to the first few pages of a PODD communication book or the side panel if a communicator requires aided symbols to communicate these meanings. YES and NO are available, for use within sentences, e.g. She said there are NO more chocolates in the fridge, in the *21 little words* section of this PODD.

02 opinions

- This section includes a range of adjectives and other vocabulary to express opinions.
- Includes a link to *05 feelings* to expand the range of vocabulary available to express opinions about how people are feeling, e.g. I THINK HE (GO TO *05 feelings*) WORRIED.
- Predictably associated vocabulary to build 4-5 key word sentences and ask questions related to opinions is organised into columns according to syntactic part of speech.
- *Opinion* vocabulary is organised semantically across two pages.
 - *02a* includes more frequently used opinion vocabulary including vocabulary that is often used with the word TRY, e.g., NICE TRY. You may want to swap the individual’s favourite opinion words onto this page.
 - *02b* includes additional opinion vocabulary. More “negative” opinions are placed on the left side and more “positive” opinions are placed on the right side.
 - The contrasting vocabulary pairs DIFFICULT/EASY and RIGHT/WRONG are positioned in the far-right column.
- Adjective vocabulary is also included in other sections of the PODD book 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

There is some repetition of vocabulary between these sections to assist location and efficiency to express the same vocabulary for different purposes. 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/deleting vocabulary, you can change the words associated with some pictographs to suit the individual/family/peer group style of expressing opinions.

03 wrong

- This section includes a range of vocabulary to complain and discuss problems and concerns.
- Includes a link to *05 feelings* to expand the range of vocabulary available to complain.
- Predictably associated vocabulary to build 3-5 key word sentences to complain and ask questions about complaints is organised into columns according to syntactic part of speech.
- *Something wrong* vocabulary is organised semantically across two pages.
 - *03a* includes common complaints vocabulary and predictably associated vocabulary that is used to start sentences using words from both pages in this section.
 - *03b* includes additional complaints vocabulary and phrases to express common complaints.
- Communicators cannot always specifically identify what is causing them to feel upset. The I DON'T KNOW WHAT'S WRONG phrase is useful to enable them 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 continual guesses to discover the problem.
- 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.
- Predictive links to *04c body parts* are associated with HURT, SORE, PAIN and BUMP, BRUISE. There is no predictive link associated with SICK because it is relatively easy to access the *04 health* section from the side panel categories index.
- There is some overlap of vocabulary with other sections 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

There is some repetition of vocabulary between these sections to assist efficient location to express the same vocabulary for different purposes. 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.

- Check the vocabulary available in the health section prior to adding vocabulary. You may choose to include some vocabulary in both sections 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.
- 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.
- If you have selected to add the *sensory activities* options, you may choose to add I NEED A SENSORY ACTIVITY (with go to p. *08g*) item to the *03 wrong* section. This is not necessary as the communicator can, more efficiently, access this phrase and link from the first page. However, it can be useful if partners tend to navigate to and present the *03 wrong* section when the communicator is upset.

04 Health & body

- A direct link to the subcategory *04c body parts* is included on the first page of this section (*04a*) as the body parts page needs to be accessed (for health and non-health related messages) via this page as there is no separate link to body parts from the main navigation index.
- Vocabulary in the health section is organised onto separate pages with consideration to the most efficient use of predictably associated vocabulary.
 - *04a* includes words to start sentences including words from all pages in this section and vocabulary related to health VISITs (GO, SEE, health professionals, places) and common health problems that the communicator may HAVE, GET or FEEL.
 - *04b* includes health procedures and problems, illnesses and disability related words, including illnesses and health problems that may require the application of bandaids, bandages or cream. As body part vocabulary is frequently used with vocabulary on this page a direct link to *04c* is repeated on this page. Experience suggests that, even though this vocabulary could be accessed via the *TURN THE PAGE* operational command, people learning to use a PODD book appreciate the additional cue provided by the subcategory link.
 - *04c* includes body parts and common body part actions, i.e., WASH, BRUSH and TOUCH and the prepositions IN and ON. I, ME, MY, MINE and NOT DON'T CAN'T ARE repeated on this page to be used between other words on this page, e.g., WASH MY HANDS NOT MY ARM.
- Spaces have been left on these pages for customisation to reflect individual health experiences and requirements.
 - *04a* includes a space to add a health professional/place commonly visited by the individual. For example, you may add audiologist for an individual who has a hearing impairment.
 - *04b* includes spaces for additional health related vocabulary.
 - *04c body parts*: Need to add gender appropriate vocabulary either to the space and/or the LIST.

05 Feelings

- This section is accessed via pages *02a opinions*, *03a something's wrong* and *20a descriptions*. This section is included to expand the range of words available to describe, complain, relate information, discuss and answer questions about how people are feeling.
- Predictably associated vocabulary to start sentences and ask questions using feelings vocabulary from both pages in this section is located on the first page.
- *Feelings* vocabulary is organised semantically across two pages.
 - *05a* includes more common feelings vocabulary that is not included in a prominent location in other sections of this PODD book.
 - *05b* includes additional feelings vocabulary. More “negative” feelings are placed on toward the left side and more “positive” feelings are placed toward the right side of the two-page opening. The contrasting vocabulary pairs HUNGRY / THIRSTY and HOT / COLD are located in the far-right column.
- There is some overlap of vocabulary with other categories to express different pragmatic functions
 - *02 Opinions* – to express opinions
 - *03 Something's wrong* – to complain
 - *04 Health & body parts*
 - *21 Descriptions* – to describe things

There is some repetition of vocabulary between these sections to assist location and efficiency to express the same vocabulary for different purposes. 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.

06 People

- This section includes people's names, relationship and occupation vocabulary. This section will require considerable customisation. Follow the directions written on the templates.
- Predictably associated vocabulary to start sentences and ask questions using the people vocabulary from all pages in this section, is located on *06a*.
- *06a-b people* vocabulary is organised into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words.
- 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.
- An additional subcategory is added to the people section for children who attend school/early childhood setting. Alternative *06a*, with a link to *06c school/early childhood setting people*, and *06c* pages to add school/early childhood people are included in the *school/early childhood* option sections.
- If more LIST spaces are required, you could add another "list only" page *06c* (*06d* if you already have a *06c early childhood/school people* page) linked either from a general GO TO LIST instruction or associated with a symbol button reflecting the type of people to be found on the list, e.g., *FRIENDS, PEOPLE AT SWIMMING*. (see section *08 activities* for examples of list only pages and GO TO LIST instructions.

07 Actions (verbs)

- There is an attempt to organise the range of verb vocabulary included in this section according to semantic associations.
- *07a* includes verbs commonly used to begin sentences and questions which include other verbs, e.g. I WANT TO; YOU HAVE TO, CAN I ..., I'm GOING TO..., HE SAID TO..., HELP ME..., and a subcategory link to *07d* movements.
- *07b* includes verbs and associated prepositions commonly used to relate information about, instruct and request actions during play and other verbs frequently used with these prepositions.
- *07c* includes feeling, thinking, daily routine, work, and art related verbs.
- *07d & e* include movement, communication and other verbs that did not fit on previous pages.
- The range of possible action words (verbs) is huge. This makes it difficult to practically include all verbs in the action section. Words are prioritised for inclusion in this action word section if they are generally used to:
 - construct sentences across a range of semantic categories
 - request actions or give instructions
 - refer to a specific movement the individual performs.
- Additional verbs are located in other sections. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word section a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, SPREAD, LICK in the food/drink section

08 Activities

- The activities section in the main page set uses 4 subcategories to organise the large vocabulary required to request, talk about and interact during different activities.
 - *08c make something*
 - *08d outside activities*
 - *08e toys*
 - *08f games*
- *08a and 08b* include vocabulary for other activities that do not fit into the above subcategories, e.g., *television, 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*.
- Associated vocabulary to interact during activities 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.
- 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 *20c* to more efficiently access colour vocabulary.
- Some vocabulary items include suggestions of which page to go to access additional vocabulary to interact in this activity, e.g., the TOY CARS item has the suggestion *MAY GO TO p.16*, the transport section.
- Separate list pages *08g & 08h* are available to include the names of specific games, books, songs, TV shows, movies, and other activities. The suggestion to *GO TO LIST 8g/h* is associated with some vocabulary items to access this vocabulary. For example, the item *BOOK* has the suggestion to *GO TO 8g LIST* to access a list of the individual's favourite *BOOK* titles. A general instruction to *GO TO LIST 8g/h* is also included to access more general activities vocabulary.
- Customisation for individual preferences to watch videos and listen to music will need to be made to accommodate for the different technologies the individual does/does not use, e.g., some individuals do not watch videos or show on a TV, other individuals only listen to music on their smart phone *PLAYLIST*.
- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the template pages. There are also some optional pages available for this PODD book in the options section in *Mind Express*. These include:
 - *08e sports* as an alternative to *08e toys*. This may be a more appropriate option for some (older) individuals using this PODD book. If using this alternative, it will be necessary to also change to the *08a, 08b and 08d* pages included in with the *08e sports options*. You could also choose to keep the *08e toys* section and add the sports page as an additional page *08g sports*. Make sure to change the page number links and tabs. Check the tab positions to make sure that the last tab in activities does not cover *09 places* page tab.
 - *Sensory activity pages* including a *08g sensory activity* page. Adding this subcategory requires changing multiple pages in the activities section. (see information on *sensory activities option* in the descriptions of optional pages above.)
- It is also possible to change or add other subcategories to accommodate for individual interests. For example, you may choose to substitute *08f games* with *08f drama* for an individual who is very involved in theatrical activities but not very interested in playing games or add an additional page *08g drama* for an individual who needs all of the current pages in addition to a page about drama.
- When changing pages **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 as required**. If you add an extra subcategory remember to put an additional link to the new page on *08a activities*, change the page tag number of *08g & h lists* to *08H & i lists*, and change the numbers on all links to these lists. Also note the position of the next section *09 places* page tag **Ensure the page tag positions of any**

pages in this section 08 DO NOT cover the tab 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).

09 Places

- Aim to include vocabulary for places within the individual's life experience and places frequently referred to in stories, pretend activities, and songs.
- Predictably associated vocabulary to start sentences and questions including words from both pages in this section is located on the first page *09a places*.
- Places vocabulary is organised on pages *09a* and *09b*.
 - Vocabulary for frequently visited / talked about places is positioned on *09a*.
 - The remainder of the vocabulary is organised onto *09b* according to meaningful semantic associations, e.g., holiday places, nature places, recreational places, shops, restaurants and take away food places, health places, city places.
- 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* would be included in *10 special events*
 - place names related to animals, e.g., *STY, KENNEL*, would be included in *18 animals*

(09c Religion – optional)

- The *options section* includes templates to include **09c religion** as a subcategory in the places section. Not having a separate section number makes it easier to add/delete this section without affecting the page tab spacing
- At this stage of language development, the religion section is only included when religious worship is a regular part of the individual's life. Some individuals/families may choose not to include the religion subcategory but decide to include only the name for 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.
- The *09c religion* page allows for people to include different vocabulary to suit different religions. Vocabulary suggestions are written on the templates.
- An optional page *10b special events* with a direct link to *09c religion* is also included in the religion options section in Mind Express.

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.
- The most frequently occurring/talked about special events, e.g., birthdays, party words, prizes are on page *10a*. Other special events are included on page *10b*, organised according to the type of special event, e.g., local holidays and special days, religious ceremony and event words, and special activities.
- An alternative page *10b special events* with a link to *09c religion* is included in the religion options section in Mind Express.

11 Early childhood (EC) settings / school

- For children who attend a school or early childhood 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 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, you may leave this number blank in the PODD book for easy insertion of these pages if required. Adults using this PODD book may choose to add a section 11 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 *11 work* may be added to the book. 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, use the number 11 to add in the alphabet pages from school. In the *option- 11 school* choose to use *00 side panel school* and the *11 e & f alphabet* pages You will need to change the tab number on the alphabet pages to *11a alphabet* and *11b alphabet*. You will also need to manually change the category link in the side panel from *school* to *alphabet*. Remember to change the colour and symbol to the alphabet link (which you can copy from the school option page *11a school*).

Early childhood setting pages

- *00 side panel EC* includes a link to 11 KINDERGARTEN/NURSERY (you can change the label to suit your preferred name for your early childhood place). To maintain the number of items on the side panel at 18, the links to the clothes and things sections are combined.
- *06a people EC* includes a link to the sub-category *06c kinder/nursery people* (you can change the label to suit your preferred name for your early childhood place).
- *06c EC people* a sub-category to include the names and roles of people at the child's early childhood place.
- *09a places EC* includes the vocabulary KINDERGARTEN / NURSERY (you can change the label to suit your preferred name for your early childhood place)
- *11a early childhood* includes common early childhood setting daily routine activities and links to the subcategories *11c make something* and *11d outside* activities and a link to *06c kinder/nursery people*.
- *11b* includes vocabulary to request, talk about and interact during common early childhood inside activities. HOME CORNER suggests a link to the *14 house & garden* section to locate additional vocabulary to playhouse. DRESS UPS suggests a link to the *12 clothes* section to locate vocabulary to play dressing up. *11b* also includes a link to *11f alphabet*.
- *11c* includes vocabulary to request, talk about and interact during common early childhood "making activities".
- *11d* includes vocabulary to request, talk about and interact during common early childhood outside activities.
- *11e* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games.
- ***11f & 11g alphabet*** (alphabetical layout in columns to suit 36 per page grid) displays for children to explore the alphabet and participate in early writing and spelling activities. The alphabet is sub-categorised from the *11 kindergarten/nursery* at this stage of language development as the alphabet is unlikely to be used for interactive communication.
- *12a clothes EC* with a link to the *13 things* section.

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

School pages

- *00 side panel school* includes a link to *11 school*. To maintain the number of items on the side panel at 18, the links to the clothes and things sections are combined.
- *06a people school* includes a link to the sub-category *06c school people*.
- *06c school people* a sub-category to include the names and roles of people at the child's school.
- *09a places school* includes the vocabulary SCHOOL
- *11a school* includes school daily routine activities and predictably associated vocabulary for the items on *11a* and to ask questions and start sentences using vocabulary from all pages in the school section. There are two subcategories links from this page: *11d school things* and *11e alphabet*. There is also a link to school people page (*06c*) and the topic pages section (*21*) to access vocabulary related to a current school topic (see the description in the *21 topic* section below).
- *11b* includes subject and school places vocabulary. Predictably associated vocabulary includes verbs and things related to school subjects/work. Some of the subject names include a *MAY GO TO PAGE (number)* link to pages of vocabulary that may be useful to interact during that subject.
- *11c* includes places in the classroom and school special events.
- *11d* includes a range of school things including writing and drawing tools and personal items.
- ***11e & 11f alphabet*** (alphabetical layout in columns to suit 36 per page grid) displays for children to explore the alphabet and participate in early writing and spelling activities. Includes common phrases used to support interaction when teaching/learning to spell. The alphabet is sub-categorised from the *11 school* at this stage of language development as the alphabet is unlikely to be used for interactive communication.

12 Clothes

- This section includes clothes and things that are worn on the body, e.g., jewellery, make-up, hair products 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 to start sentences for the whole section.
 - Alternative page *12a clothes* with a subcategory link to *section 13 things* is required in PODD books that include an early childhood or school section (these alternative *12a* pages are included in the appropriate educational setting *options section* in Mind Express).
- *12b* includes some repeated predictably associated verbs and prepositions. The prepositions IN and OUT are only on this page (for use with POCKET). In addition to the names of clothing, this page includes ZIP, BUTTON and a direct link to *13c 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.
- *12c grooming & jewellery* includes a range of self-care, make-up, hair and jewellery items.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place this vocabulary on page *12a* if the item is frequently put on and taken off during the day.

13 Things

- This section includes any 'thing' that does not readily fit into another category. Vocabulary for things may be included in a number of sections. For example:
 - things that are generally found at home/school/early childhood setting would be included in those other sections
 - things related to specific activities, e.g., sports, games, would be located in the activities section
 - personal equipment that is worn, e.g., AFOs, splints, is included in the clothes 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.
- 13a includes most of the predictably associated vocabulary in this section and the things that are more frequently used or talked about. A direct link to 14f tools is also included on this page as people often look for tools in the things section.
- There is an attempt to order thing vocabulary according to likely sentence word order. For example, on page 13b FIRE and SMOKE are positioned above ALARM to produce word combinations such as FIRE ALARM / SMOKE ALARM.
- You will need to customise these pages to add 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 moving or adding vocabulary.
- A large list is included on 13c as a large number of fringe vocabulary is often added to this section.
- NOTE: In PODD communication books that include an early childhood or school section you will need to use the alternative page 12a clothes with a link to the 13 things section.

14 House & Garden

- The house and garden section in this page set uses 4 subcategories to organise this large vocabulary, based on the place things are located/occur in the house or garden.
- 14a includes the subcategory links to 14c bathroom/laundry, 14d kitchen, 14e outside and 14f tools; the names of other rooms in the house, and parts of the house/room. PHONE is also on this page, associated with the verb ANSWER. Space has been left in the column of people/personal pronouns on page 14a to add the names of family members to identify the different bedrooms in the house. MUM & DAD'S is already added. The communicator would refer to their own bedroom using the personal pronoun, MY BEDROOM.
- 14b includes furniture and things found in the bedroom and lounge room. A range of spatial prepositions are included on this page with the pronoun IT to allow the discussion of where other things are in the house (i.e., may previously have identified what IT refers to using vocabulary from another section). Verbs reflecting common actions performed on household equipment are also included on this page.
- 14c bathroom/laundry includes:
 - furniture and things found in the bathroom and toilet including actions related to washing, and a direct link to 12c grooming to access vocabulary for other things that may be found in the bathroom.
 - equipment and things related to doing laundry, including some things usually found outside such as CLOTHESLINE and cleaning equipment is located on this page.
- 14d kitchen includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. Predictably associated vocabulary includes basic cooking and cleaning related verbs and prepositions. Includes a link to 15b to access more specific cooking actions and food/drink vocabulary.
- 14e outside includes things found in the garden / yard of a house, nature, and gardening vocabulary.
- 14f tools includes gardening and workshop tools.
- Instructions to GO TO THE LIST on page 14f are included on all pages that end a subcategory section. If more LIST spaces are required, you could add another "list only" page 14g and change the LIST instruction on some pages in this section to GO TO 14g. (see the separate lists in the 11 activities section for examples)

15 Food / drink (meal)

- This section includes the names of a range of common foods and drinks and associated cooking and mealtime actions and descriptions.
- 15a provides vocabulary to interact during mealtimes (basically a mealtime activity display) and the names for mealtimes (BREAKFAST, LUNCH, DINNER, and SNACK). A suggestion to go to page 15c is associated with the word DRINK to facilitate faster, more direct, access to the names of specific drinks.
- Specific food/drink items are organised across the following 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; STRAWBERRY MILK. Predictably associated vocabulary is included on each page according to the food/drink items on that page. 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.
 - 15b includes the names for common/favourite meals with a link from this page to the MEAT and VEGETABLES vocabulary on page 15d. Predictably associated vocabulary on this page includes questions and actions related to eating and cooking. This vocabulary may be used to produce sentences using other vocabulary on this page and to start sentences using vocabulary from the following pages. A link to page 14d kitchen provides access to vocabulary for dishes, utensils and cooking equipment. Cereal and bread related items, including sandwich fillings and spreads, are also included on this page.
 - 15c includes the names of fruit, flavourings, sweets, desserts, cakes and biscuits and drinks and predictably associated verbs, POUR, CUT, PEEL, for these items.
 - 15d includes the names of meats and vegetables with predictably associated verbs and adjectives to describe the cooking/preparation of these items. 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. Double borders (pink for verb and blue for adjective) identify the dual use of these items. The LIST for this section is also included on this page.
- Spaces have been left on these template pages for the addition of the individual's food and drink preferences. Suggestions for adding vocabulary are written on the templates. If more LIST spaces are required, you could add another "list only" page 15e accessed via a TURN THE PAGE on 15d and/or add GO TO LIST 15e buttons on other pages (see the separate lists in the 11 activities section for examples)

16 Transport

- This section includes vocabulary related to transport including recreation, water, air, and road vehicles, transport places, vehicle parts, driving, road and railway words. Vocabulary to play with toy cars is also included in this section.
- Vocabulary is organised across two pages according to meaningful semantic associations. Commonly used transport words and question/sentence "starter" vocabulary is included on page 16a. GO is intentionally repeated on 16b for use in sentences with other vocabulary on this page.
- Page 16b includes an instruction to GO TO LIST on page 17b, in the CHARACTERS section to avoid adding another page for Lists in this section.

17 Characters

- Character vocabulary needs substantial customisation to include the individual's favourite story, TV, music and movie characters and personalities.
- The example pages include common story and magical characters and things and vocabulary to refer to the different character media, e.g., book, movie. You may need to change this vocabulary to the media the individual uses.

- 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.

18 Animals

- This section includes any vocabulary related to animals including animal names, places, things, body parts, and actions. Vocabulary is organised over three pages according to the type of animal.
 - *18a* includes predictably associated vocabulary to start sentences and questions for the whole section, VET and nouns related to familiar pets. Spaces are included on this page for the names of the individual's pets and anything associated with pet care. Pets not owned by, but frequently talked about by the individual, e.g., a neighbour, family member or friend's pet, may also be included on this page. Should the individual have little personal contact with any pets, commonly seen or talked about animals may be moved from other pages onto the first page.
 - *18b* includes farm animals, more local (Australian or UK) animals, birds, and insects.
 - *Page 18c* includes reptiles, zoo/wild and marine animals. The LIST for this section is also included on this page.
- BABY ANIMAL (on *18a* & *18b*) is used, as a hint, to indicate that the word wanted is the next (pointed to) animal's young, e.g., indicating BABY ANIMAL then CAT = KITTEN.
- A large number of animals are included in the templates for this page set. The decision to include this range of animal names was influenced by the frequent focus on animal names in children's play, stories, rhymes, and songs.

19 Days & Times

- This page set includes a range of commonly used time concepts. Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may be primarily used by communication partners to provide receptive input with individuals at earlier stages of receptive language development. These concepts are also commonly used in many early childhood educational settings.
- *19a* includes common time concepts, e.g., YESTERDAY, TODAY, TOMMORROW, days of the week, times of the day and adjectives and prepositions that are predictably used with these words. The general time hints IT'S ALREADY HAPPENED; IT'S GOING TO HAPPEN; IT'S ALWAYS HAPPENING, are useful to clarify the general time frame / tense of a message when the communicator is not able to identify the specific time of an event. Partners may support the individual's use of these hints, e.g., asking questions as they indicate the pictographs "Is this about NOW or "Has it ALREADY HAPPENED".
- *19b* includes words for WEEK, MONTH, YEAR, the seasons and words related to time, e.g., hour, clock and predictably associated question words, prepositions, determiners and adjectives.

20 Descriptions

- This section includes a large range of conceptual language commonly used with children. 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 receptive 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.
- 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., colour and shape words are on the same page with colour words on the left and shape

on the right side to produce messages such as RED SQUARE. Opposites are on the same page in adjacent locations, e.g. “Do you want to go FAST or SLOW?”

- 20a includes vocabulary to start questions and sentences including vocabulary from all pages in this section. Links to the Four subcategories, 20c colour & shape, 20d size, 20e numbers, and 20f weather, are located on this page. There is also a link from this page to 05 feelings section to describe how someone feels. SAME and DIFFERENT are included on this page as these words are used in combination with vocabulary on all other pages. Other commonly used descriptors are also on this page, with priority given to words that may be used with words on other pages, e.g., HOW OLD are YOU? - go to 20e numbers to answer.
- 20b includes a range of adjectival vocabulary to describe the smell, taste, look, feel, sound and general attributes of people and things.
- 20c includes vocabulary to describe colour & shape attributes.
- 20d includes vocabulary to describe size.
- 20e includes vocabulary to describe number. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during early educational activities (mathematics) to develop number concepts.
- 20f includes a range of vocabulary to describe and discuss the weather and weather reports. 02 opinions and 19 days and times vocabulary is frequently required when discussing the weather. This vocabulary can be directly accessed from this page via the categories links on the side panel.

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 communicator 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

There is some repetition of vocabulary between these sections to assist location and efficiency to express the same vocabulary for different purposes. 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.

(21 Topic – Optional pages added when school section is selected)

- This section is used, linked from the school section, to add vocabulary for the current class topic or theme. 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 of the vocabulary related to these topics may be on other pages in their PODD communication book, there is usually not space in the main page set to include all of the specific vocabulary required to discuss these topics in detail. Many school curriculum content topic specific words are lower frequency words, in slower to access locations in the main

pages. Including topic specific pages of vocabulary in the PODD book, as opposed to using a separate topic display, has the advantage of enabling easier access to other vocabulary in their PODD book with the topic specific vocabulary. For example, it is useful to have access to the food/drink section when brainstorming the foods dinosaurs ate; to all sections of the PODD book for a creative story about travelling to another planet.

- Grids that contain some common core vocabulary and blank spaces to add 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 21a is laminated (onto the back of the right side of page 20f).
- Some individuals keep previous topics in a separate folder. Other individuals may need access to multiple topic pages. If this is the case you will need to make an index on page 21a to get to these other topics. See information on using topic pages included in the *Additional vocabulary ideas* document.
- 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.

Other pages:

- **Grid pages:** 2 grid pages are included as templates to create additional pages
 - **Grid** – template for “a” pages (first pages in a section) Includes instruction to *TURN THE PAGE* and common predictably associated vocabulary to begin questions and sentences.
 - **Grid b pages** – template for other, not first pages, in a section. Includes symbol and list spaces and the instruction to *go back to ... page* (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).



Remember to change the page numbers on the page tab and the *GO BACK TO PAGE (number)* 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 36 key word 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.**