

Direct Access – 40 key word 2 page opening



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)
- Combine words to produce 1-4 key word sentences.

This page set may be used to expand the language available to individuals who have previously used a one-page opening PODD book or to introduce aided language to individuals who have not previously used a PODD communication book. An individual does not have to demonstrate expressive use of aided language prior to the introduction of a PODD book of this complexity as their current expressive language may be a reflection of previous experience rather than their underlying ability or potential for learning. Models of others using this PODD book to communicate for genuine purposes can be sufficient to stimulate expressive use of this PODD book by individuals who have the necessary visual and physical skills to locate and access pictographs in this layout.

This page set may also be appropriate for use by:

- Communication partners to support an individual's understanding of their partner's messages provided they can see and follow their partner's point to symbols on a visual display of this size and complexity.
- 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. A similar complexity of language is available in the 20 per page one-page opening PODD book and the 36 key word two-page opening plus side panel PODD book. Consider which style of communication book will most effectively meet the individual's requirements.

Considerations for selecting a two-page opening PODD communication book

- 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.
- 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.
- 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.
- 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 this 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, 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. Additional customisation to specific vocabulary will be required to accommodate for the style, activities and interests of older individuals

Vocabulary for words 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 an individual requires aided symbols for this type of vocabulary. Symbols for YES and NO could also be added to a side flap from the back cover.

- 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.
- Predictably associated vocabulary supports the use of 3-4 key word sentences. More complex sentences would usually require navigating via the categories index to access vocabulary on 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 *70 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 on *20d numbers and size* to ask question such as HOW MUCH?; HOW MANY? or HOW BIG is it?

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 40 items per page opening it was decided not to include these items on every page at this stage.

- 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 PODD communication book. The main navigation index is included in every section on the left side of the "a" page. There are two options for the placement of the main navigation in the first section (01 pages) of this PODD communication book
 1. In the **01 branches** option, the category index is located on the left side of the second page (01b). The category index is accessed from the front page (01a) via a *TURN THE PAGE* operational command. This option encourages the use of pragmatic branch starters to identify the communicative intent of the message. The templates for these pages are included with the main page set.
 2. In the **01 categories** option, the category index is positioned on the right side of the front page (01a) *categories*. The templates for these pages are included in the *01 categories options* in Mind Express.

See the section description for 01 pages to decide the most appropriate option to suit the individual's requirements.
- There are spaces for 20 items on each page (i.e., 40 items per two-page opening).
 - The communication book page size is approximately 20.3 cm high and 16.2 cm wide plus the page tag. The open book dimensions are approximately 21 cm high and 40 cm wide.
 - Symbol button size is approximately 3.5 cm high, 3.3 cm wide with the exception of the wh-question symbols which are only approximately 2.6 cm high to allow for more words in this column.
 - Button spacing is 0.5 cm width and 0.3 cm height.
 - 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 *40 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

There are two options for the placement of the main navigation in the first section (01 pages) of this PODD communication book

1. In the **01 branches** option, the category index is located on the left side of the second page (01b). The category index is accessed from the front page (01a) via a *TURN THE PAGE* operational command. This option encourages the use of pragmatic branch starters to identify the communicative intent of the message. The templates for these pages are included with the main page set.
2. In the **01 categories** option, the category index is positioned on the right side of the front page (01a) *categories*. The templates for these pages are included in the *01 categories options* in Mind Express.

See the section description for *01 branches/categories* to decide the most appropriate option to suit the individual's requirements.

The main navigation index is repeated on the left side of the "a" page in every section to enable easy navigation between sections of the PODD book. Links to most sections are located on the categories/section index with the following exceptions.

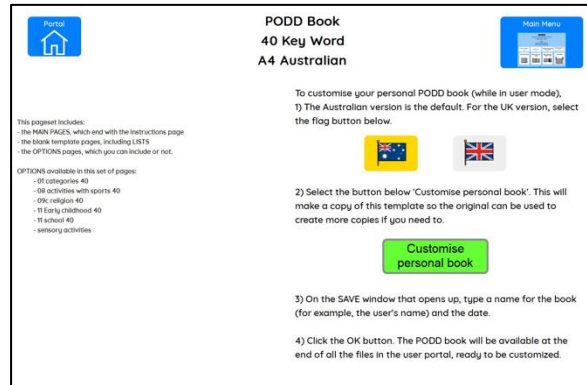
- The *people, actions, and descriptions GO TO PAGE (number)* link buttons are located at the bottom of the right side "a" page near the corresponding columns of predictably associated vocabulary. This encourages people to look for this vocabulary on the current page prior to changing pages and enables more efficient movement to the appropriate section when the required vocabulary has not been predicted on that page.
- *05 feelings* link from the *02 opinions, 03 something's wrong* and *20 descriptions* sections. At this stage of communication and language development, feelings words are often used to express opinions and complain. This sub-categorisation of *05 feelings* also maintains the number of items in the main section/categories index at 15.
- When an *11 school / early childhood* section is included, *13 things* is subcategorised from *12 clothes & things*. This is done to maintain the number of items in the main section/categories index at 15. In Mind Express, the initial menu screen when customising a personal book includes three options, *kindergarten, school* or *currently no school/preschool*. Selecting one of these options will change main navigation index in all sections to include the appropriate categories.
- *Alphabet* pages are subcategorised from the *11 school/early childhood* section
- If *09c religion* is included in the PODD communication book, it is subcategorised from *09 places*.

Operational buttons are included in every 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

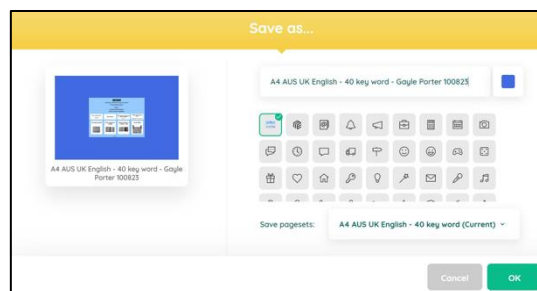
This Mind Express program includes vocabulary for Australian English and UK English. Australian English is the default. **To switch to UK English select the button with the UK flag.**



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

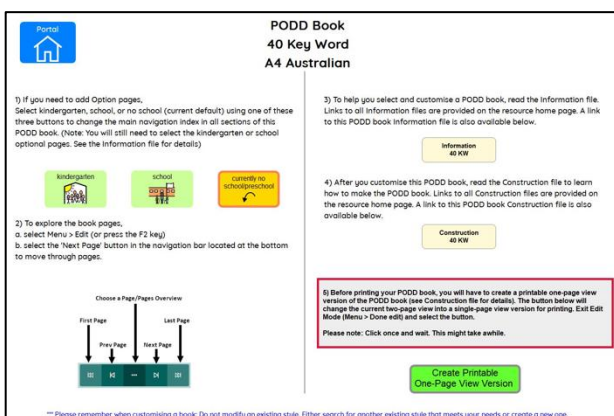
To make a copy, select the green button 'Customise personal book'.

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.

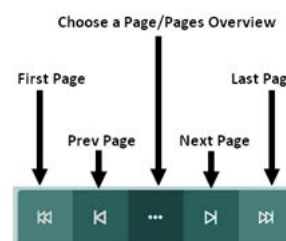


The individual's PODD book will be available at the end of all the files in the user portal, ready to be customised.

When you open the individual's PODD book files the first display will include instructions for use, links to the information and construction files for this PODD book and three cells, *kindergarten*, *school* and *currently no school/preschool*. Selecting one of these options will change the main navigation index in all sections to include the appropriate categories.



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



Select Optional Pages

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

1. **Alternative 01 categories** pages to provide a direct link to other categories/sections from the front page for individuals who routinely use 3+ key word sentences and no longer need to use a pragmatic branch starter to clarify the communication intent of a message.
2. Additional pages for children attending **school or early childhood settings**. Adding a school or early childhood section requires both selecting the appropriate cell on the opening menu of a customised book **and** including the pages found in the *school or early childhood* options in Mind Express. Alphabet pages are automatically included with the school or early childhood sections.
3. An option to include a **religion** page subcategorised from places *09c*.
4. **Sensory activity pages**. Individuals who have sensory processing challenges require access to vocabulary to request sensory experiences. Vocabulary for specific sensory activities is included as a subcategory in the activities section. This sub-category is linked from both the *01a branches/categories* and *08a activities*.
5. **Activity with the subcategory of sport** (as an alternative to toys)

Optional Pages include:

- **01 categories**
 - 01a categories (main navigation index on first page)
 - 01b chat (altered 01b chat to accommodate for changes on 01a categories)
 - 01a categories EC (categories index includes link to early childhood setting and combined link to the clothes and things categories)
 - 01a categories school (categories index includes link to school and combined link to the clothes and things categories)
- **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 plus school)
 - 09c religion
 - 10b special events religion (includes the link to the religion page)

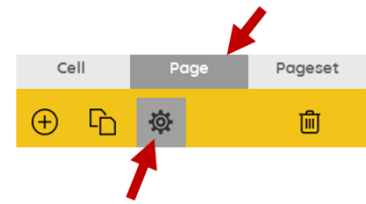
- **11 early childhood setting (ECS) pages (need to have selected *Kindergarten* on main menu to change categories index in all other sections)**
 - 06a people EC (includes link to *06c early childhood people* page)
 - 06c early childhood (includes early childhood people)
 - 09a places EC (includes early childhood place)
 - 11a early childhood (link to *11f alphabet* replaces *11 kindergarten* link in main index)
 - 11b early childhood
 - 11c make EC (early childhood)
 - 11d outside EC (early childhood)
 - 11e list EC
 - 11f alphabet EC (lower case)
 - 11g alphabet EC (upper case)
 - 12a clothes EC (link to *13 things* section replaces *12 clothes* link in main index)

- **11 school pages (need to have selected *School* on main menu to change categories index in all other sections)**
 - 06a people school (includes link to *06c school people* page)
 - 06c school people (includes school people)
 - 09a places school (includes school)
 - 11a school (Note: link to *11e alphabet* replaces *11 school* link in main index)
 - 11b school
 - 11c school
 - 11d school equipment
 - 11e alphabet (lower case)
 - 11f alphabet EC (upper case)
 - 12a clothes school (link to *13 things* section replaces *12 clothes* link in main index)
 - 21a topic (to add topic specific vocabulary)
 - 21b topic

- **Sensory Activity pages**
 - 01a branches sensory (link to sensory activities replaces I FORGOT)
 - 01b branches sensory (I FORGOT added to this page)
 - 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 *8i*)
 - 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 *8i*)
 - 08f games sensory (tabs moved to same position as 08e toys and go to LIST instructions changed to *8i*)
 - 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)
 - 01a categories sensory (link to sensory activities replaces PACK UP.) There are three versions of this page, *no education*, *EC* and *school* with different categories. Choose the one to suit the individual's educational placement.
 - 01b categories chat sensory (PACK UP added to this page)

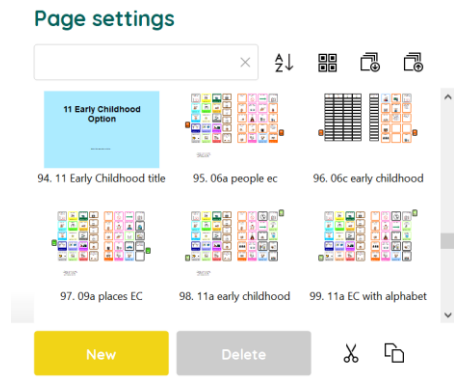
To view, select and re-order options pages in Mind Express

- 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

01a main / chat

There are two options for the first two pages in this PODD communication book

1. the main page set uses pragmatic branch starters (see 01 branches below)
2. optional pages to use a categories index on the first page (see 01 categories below)

NOTE: *01c branches* is used with both options

01 branches option

- This is the preferred option for individuals who predominantly use one-to-two-word sentences that do not contain sufficient information to clearly convey the communicative intent of their message. The use of the pragmatic branch starter sets the communicative intent of the message, allowing for more accurate interpretation of these single and two key word sentences. This significantly reduces the instances of communication breakdown.
- In this option the pragmatic branch starters link either:
 - directly to sections predicted to include the vocabulary most frequently required to express these intents. If the vocabulary is not in the predicted section, the communicator can use the categories index in that section to navigate to another section. (The I'M ASKING A QUESTION pragmatic branch starter links directly to *01c branches*.)
 - to the categories index on page *01b branches* to express less predictable messages.
- *01a branches* includes the pragmatic branch starters and social phrases and single words that are generally useful to say quickly or in the context of an ongoing conversation or activity.
- It can be useful to leave the PODD communication book open at this page during conversations with an established topic. The pragmatic branch starters on page *01a* are more important to set the context for interpretation of the communicator's key word messages message when initiating communication on an unknown topic.
- *01b branches* includes the main navigation (categories/section) index to access other pages in the communication book, tense clues to set the time frame to relate information about past and future events and single word vocabulary. This single word vocabulary is selected to include:
 - more common (core) words to talk to take a quick turn to contribute to conversations, often in relation to another person's topic e.g. I DID THAT; PLAY with ME; ITS YOUR TURN.
 - social phrases that require faster initiation or interpretation e.g. I WANT TO DO WHAT THE OTHERS ARE DOING
- *01c branches* 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?. The main category index is repeated on this page to navigate to other sections finish questions requiring more specific vocabulary (especially those that begin with HOW or WHICH.) The wh-question words WHY, WHAT, WHERE, WHEN, and WHO and YOU NEED TO TELL ME YES OR NO are also repeated with the category index in all sections. The category index would be used to navigate directly to an appropriate section to ask these questions including category specific words, e.g., use the category index to navigate to *14 house & garden* to ask the question WHERE is MY PILLOW?

01 categories option

- This option is only recommended for individuals who are currently able to routinely produce 3+ key word sentences that include sufficient information to communicate the intent of the communicator's message.
- This option can lead to more instances of communication breakdown and/or repeated questioning by partners to clarify the meaning/intent of messages if communicators use the categories index to directly access vocabulary to produce one to two key words to initiate communication without including a phrase to initially indicate the communicative intent of their message.
- This option provides access to navigate directly to other pages in the PODD communication book with the inclusion of the categories/section index on the front page.
- **01a categories** includes:
 - The main navigation (categories/section) index to access other pages in the communication book. An additional link to *01b chat words* is added to this index to access the conversational words and social phrases on the next page.
 - Phrases to introduce a message e.g., I'M TELLING YOU SOMETHING; I'M TELLING A STORY; LET'S PRETEND and IT'S TIME TO ... 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
 - There are no tense clues in the *01 categories* option. The communicator would need to navigate to the *19 days & times* section to set the time frame for partners to change the verb tense.
 - The pragmatic branch starter I'M ASKING A QUESTION has a predictive link to page *01c* branches to locate vocabulary to ask common social questions. The wh-question words WHY, WHAT, WHERE, WHEN, and WHO and YOU NEED TO TELL ME YES OR NO are also included with the category index in all sections. The category index would be used to navigate directly to an appropriate section to ask these questions including category specific words, e.g., use the category index to navigate to *14 house & garden* to ask the question WHERE is MY PILLOW?
 - The pragmatic branch starters I THINK IT'S.; SOMETHING'S WRONG are included in all category/section indexes including the one on page *01a*.
 - Vocabulary that is useful to say quickly or in the context of an ongoing conversation or activity, e.g. I DON'T KNOW, MORE.
 - Vocabulary to produce common sentence starters prior to moving to another category to finish the sentence, I WANT, I SEE....., I GO....
- **01b categories** includes:
 - more phrases and single word (core) vocabulary to produce statements that are useful to say quickly or in the context of an ongoing conversation or activity, e.g. I NEED TO GO TO THE TOILET, GIVE IT to ME, IT'S YOUR TURN.
 - Note that access to main navigation index from this page is via the *GO BACK TO PAGE 1A* operational button.
- Note that the categories option uses the same *01c branches page* as the branches option.

Alternative 01a and 01b are needed to add the phrase "I NEED A SENSORY ACTIVITY" to the front page of the PODD book for individuals with sensory processing challenges. These pages are included in the *option– Sensory activity pages*.

02 opinions

- This section includes a range of adjectives and other vocabulary to express opinions.
- *GO TO 05 feelings* replaces the *GO TO opinions* button in the categories index on the left side of *02a*. This expands 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 3-4 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. You may want to swap the individual's favourite opinion words onto this page.
 - *02b* includes additional opinion vocabulary and the word TRY, e.g., NICE TRY. 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 placed on the left page in the column closest to the middle of the two-page opening.
- Adjective vocabulary is also included in other categories to express different pragmatic functions.
 - *03 Something's wrong* – to complain
 - *04 Health & body parts*
 - *05 Feelings* – to relate, describe and discuss feelings
 - *21 Descriptions* – to describe things

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.
- *GO TO 05 feelings* replaces the *GO TO 03 something's wrong* button in the main index on the left side of *03a*. This expands the range of vocabulary available to complain.
- Predictably associated vocabulary to build 3-4 key word sentences to complain and ask questions about complaints is organised into columns according to syntactic part of speech. Predictably associated vocabulary is included on both pages in this section with some repetition of vocabulary to efficiently construct messages on the one page. For example, the repetition of NOT/DON'T/CAN'T and ME on *03b* allows for sentences such as DON'T TOUCH ME; SOMEONE HIT ME and HELP ME MOVE to be produced on the one page. Vocabulary changes need to consider the different vocabulary available on each page.
- *Something wrong* content vocabulary is organised semantically across two pages.
 - *03a* includes single word vocabulary to express more common problems and the phrase I DON'T UNDERSTAND.
 - *03b* includes additional complaints vocabulary, words to construct sentences to relate problems and request assistance, and whole phrases to express common difficulties.
- Some vocabulary items have predictable links directly to pages in the *04 health & body parts* section to more efficiently expand on their complaint, e.g., SICK (go to 4a) I HAVE A RUNNY NOSE
- 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 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 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.
- There is some overlap of vocabulary with other categories to express different pragmatic functions.
 - *02 Opinions – to express opinions*
 - *04 Health & body parts*
 - *05 Feelings – to relate, describe and discuss feelings*
 - *21 Descriptions – to describe things*

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.

- 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

- Note that a direct link to *04c body parts* replaces the link to *04 health* in the main navigation index on page *04a*.
- Vocabulary in the health section is organised onto separate pages with consideration to the most efficient use of predictably associated vocabulary.
 - *04a* includes words related to health visits (GO, SEE, VISIT, health professionals, places) and common illnesses that do not require the verb FEEL/FELT, the name of a body part for explanation or the application of bandaids, bandages or cream.
 - *04b* includes health products, procedures and problems, illnesses, and disability related words, including illnesses and health problems that may require the verb FEEL/FELT or 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 a direct link to *sores and illnesses* on *04b*.
- Spaces have been left on these pages for customisation to reflect individual 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; optometrist for an individual who has a vision impairment.
 - *04b* includes spaces for additional health related vocabulary.
 - *04c body parts*: Need to add gender appropriate vocabulary

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 and relate information 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 the PODD book.
 - *05b* includes additional feelings vocabulary. More “negative” feelings are placed on the left side and more “positive” feelings are placed on the right side. 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 personal pronouns, 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 *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 organize the range of verb vocabulary included in this section according to semantic associations.
- *07a* includes a subcategory link to *07d* movements, the preposition TO and verbs commonly used to begin sentences and questions which include other verbs and/or are frequently used with vocabulary from a range of other sections (as the main navigation index is on this page), e.g. I WANT TO; YOU HAVE TO, CAN I ..., I'm GOing TO..., HE SAID TO...; DO YOU WANT TO; I WANT TO BUY...; MAKE ME a....
- *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 (verbs that do not frequently require the range of prepositions included on *07b*)
- *07d & e* include movement, communication and other verbs that did not fit on previous pages (and do not frequently require the range of prepositions included on *07b*)
- The range of possible action words (verbs) is huge. This makes it impractical to include all verbs in this 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 instruct (for self or from partners)
 - 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 category 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 with the name of the activity in this section. This results in a larger range of predictably associated vocabulary on all pages, with vocabulary repeated on multiple pages to support more efficient interaction during activities. There are no separate activity displays in this PODD book.
- Some pages also 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 the communicator may go to access additional vocabulary to interact in the activity, e.g., *TOY CARS 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, tapes, and other activities. The suggestion to *GO TO LIST 8g* is associated with some vocabulary items to access more specific 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 example pages. There are also some optional pages available for this PODD book in the options section. 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 choose to keep the *08e toys* section and add the sports page as an additional page *08g sports*.
 - *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 within the individual's life experiences 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, take away food and restaurants, 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. Vocabulary suggestions are written on the templates.
- The most frequently occurring / talked about special events, e.g., birthday, party are on page *10a*. Other special events are on page *10b* organised according to the type of special event, e.g., competition, local holidays and special days, religious ceremony and event words, special activities, and party words.
- HAPPY is intentionally included on both pages to support efficient use with the other vocabulary on the page, e.g., *13a*, HAPPY BIRTHDAY, *13b* HAPPY NEW YEAR.
- 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 settings / school

- For children who attend an early childhood setting or school, 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 at preschool/school.
- Remember on the first display in the individual's PODD book files selecting to use *early childhood* pages to change the main navigation index in all sections of this PODD book to include a link to *11 kindergarten / nursery* (you can change the label to suit the name you use for the individual's early childhood centre). Selecting to use *school* pages to change the main navigation index in all sections of this PODD book to include a link to *11 school*. You will still need to add your optional pages to the main page set.
- 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, select to use *school* on the initial set up page. Then use the number *11* to add in the alphabet pages from school. 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 all navigation indexes (left side of the 'a' page in all sections and *01b branches* or *01a categories*) 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

- *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* includes common pre-school daily routine activities and links to the *subcategories 11c make something* and *11d outside activities* and a link to *06c kinder people* replacing the general link to the first page, *06a*, of the people section. *11f alphabet* subcategory replaces the *11 kindergarten* category in the main navigation index.
- *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 vocabulary to play house. DRESS UPS suggests a link to the *12 clothes* section to locate vocabulary to play dress ups.
- *11c* includes vocabulary to request, talk about and interact during common pre-school "making activities".
- *11d* includes vocabulary to request, talk about and interact during common pre-school outside activities.
- *11e* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games.
- ***11f & 11g alphabet*** (layout is alphabetical order to suit the 40 per page grid) for children to explore the alphabet and participate in early writing and spelling activities.
- *12a clothes EC* where *13 things* category replaces *12 clothes* in the main navigation index.

Remember to also engineer the pre-school environment with a range of activity displays accessible for all children to use.

School pages

- *06a people school* includes a link to the sub-category *06c school people*
- *06c school people* is a sub-category to include the names and roles of people at the child's school.
- *09a places EC* includes the vocabulary item SCHOOL
- *11a* includes school daily routine activities, predictably associated vocabulary for the items on *11a* and to start sentences using vocabulary from all pages in this section. There are two subcategories links from this page: *11d school things* on the right bottom corner and *11e alphabet* in the categories index replacing the link to *11 school*. There is also a link to *06c school people* replacing the general link to the first page, *06a*, of the people section.
- *11b* includes school places, school subjects and schoolwork related vocabulary. 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. The link to the subcategory *11e alphabet* is repeated on this page for easy access when SPELLING or WRITING This page also includes a link to the *21 topic* section to access vocabulary related to a current school topic (see information below).
- *11c* includes places in the classroom, more school activities and school special events.
- *11d* includes a range of school things including writing and drawing tools and personal items used at school.
- ***11e & 11f alphabet display*** (layout is alphabetical order to suit the 40 per page grid). Includes common phrases used to support communication using a spelling display and to teach/learn spelling.

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.
- *12a* includes items that are more frequently put on or taken off during the day and predictably associated vocabulary to start sentences and questions for the whole section.
 - Note that an alternative page *12a clothes* with a *subcategory link to section 13 things* is required in PODD communication books that include an early childhood or school section. The *options - early childhood and school* sections include these alternative pages.
- *12b* includes more predictably associated verbs, pronouns, prepositions, adjectives, and link to the *20c colour* page. In addition to the names of clothing, this page includes POCKET, 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 the *12a* page if the item is frequently put on and taken off during the day.
- When adding or moving frequently put on and off items onto page *12a* consider the predictably associated vocabulary DO UP, UNDO and CHANGE are only included on page *12b*. If there are no additional items to add to this section, you may want to move SHOES and SOCKS, HAT or JACKET to page *12a* and add IN and OUT (associated with POCKET) to *12b*.

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 category.
- Direct links are included from the things section to *14f tools* and *12c grooming and jewellery* as people often look for this vocabulary in the things section.
- Vocabulary is organised in the things section across 3 pages according to meaningful semantic associations such as, money things, disability equipment, AAC equipment, swim things, stationary, sewing things, camping equipment, personal technology, photo things, award things, fighting things, nature things, shopping things, and a variety of other bits and pieces.
- *13a* includes things that are more frequently used or talked about and most of the predictably associated vocabulary to start sentences and questions using vocabulary from all pages in this section.
- *13b* includes the vocabulary USE, PUT, GET, WIN, IN, OUT. Thing vocabulary that is predictably used with these words is included on this page
- *13c* includes *swim things* (also linked from *12b clothes*) and general things that did not fit on previous pages.
- There is an attempt to order *thing* vocabulary according to likely sentence word order. For example, on page *13c* FIRE and SMOKE are positioned above ALARM to produce word 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.
- The list on *13c* provides space for a larger fringe vocabulary in this 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 predictably associated words used to start sentences and questions using vocabulary from all pages in this section. 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 individual would refer to their own bedroom using the personal pronoun, MY BEDROOM.
- *14b* includes parts of the house/room, furniture and things found in the bedroom and living areas. A range of spatial prepositions are included on this page to enable the discussion of where things are in the house. 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. Vocabulary for cleaning equipment is also located on this page.
- *14d kitchen* includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. 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 and the LIST for this section. Instructions to go to the list on page *14f* are included on all pages that end a subcategory.

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 mealtimes activity display). 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 mealtimes (BREAKFAST, LUNCH, DINNER, and SNACK) and common/favourite meals with a link to *15d meat* and *15d vegetables*. 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. Additional vocabulary to interact during mealtimes, e.g., LEAVE THE TABLE, READY, is also on this page because it did not fit on page *15a*. A link to page *14d kitchen* provides access to vocabulary for dishes, utensils, and cooking equipment.

- 15c includes the names of fruit, flavourings, sweets, desserts, cakes, biscuits, cereal, and bread related items, including sandwich fillings and spreads, drinks, and the 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 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 (position in bottom right-hand corner – you may copy, paste and re-colour LIST buttons from section 14).

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.
- 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 significant 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 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 the family, 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 VET, pets, birds, farm animals, insects, and reptiles. The item BABY ANIMAL 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.
 - 18c includes local (Australian or UK), zoo/wild and marine animals. The LIST for this section is also included on this page.
- 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 individuals at earlier stages of receptive language. These concepts are also commonly used in many early childhood educational settings.
- *19a* includes common concepts related to when something may happen and nouns related to time. The general time hints IT'S ALREADY HAPPENED, IT'S GOING TO HAPPEN, ITS ALWAYS HAPPENING and A LONG TIME AGO are useful to clarify the general time frame / tense of a message when the individual is not able to identify the specific time of an event. Partners frequently support the individual's use of these hints by asking questions such as "Is this about NOW or "Has it ALREADY HAPPENED" as they indicate the pictographs. Time concepts frequently used throughout the day are also included on this page, e.g., NOW, LATER, AFTER, EARLY, SOON.
- *19b* includes words for common time concepts YESTERDAY, TODAY, TOMMORROW, TONIGHT, WEEK, MONTH, YEAR, days of the week, times of the day, seasons and adjectives and prepositions that are predictably used with these concepts, e.g., ON MONDAY, NEXT SUMMER. Question words are repeated on this page to ask common (clarifying) questions associated with this vocabulary, e.g., HOW MANY DAYS?; WHEN, WHY NOT TODAY?

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. SAME and DIFFERENT are included on this page as these words are used in combination with vocabulary on all other pages. Links to the three subcategories, *20c colour & shape*, *20d numbers and size*, and *20e weather*, are also located on this page. A link to *05 feelings* is included on this page as people sometimes navigate to the descriptions section to "describe" how someone feels and there is no direct link to this section from the main navigation index.
 - *20b* includes a range of adjectival vocabulary to describe the smell, taste, look, age, presence, speed, sound, feel, and general attributes of people and things.
 - *20c* includes vocabulary to describe colour & shape attributes.
 - *20d* includes vocabulary to describe number and size. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during early educational activities (mathematics) to develop number and size concepts.
 - *20e* includes a range of vocabulary to describe and discuss the weather and weather reports. Direct links are provided to *02 opinions* and *19 days and times* to provide faster access to other words frequently required when discussing the weather.

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

- Adjective vocabulary is also included in other categories to express different pragmatic functions.
 - *02 opinions – to express opinions*
 - *03 something's wrong – to complain*
 - *04 health & body parts*
 - *05 feelings – to relate, describe and discuss feelings*
- 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 categories to determine the need for vocabulary additions and most appropriate placement for additional words.

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

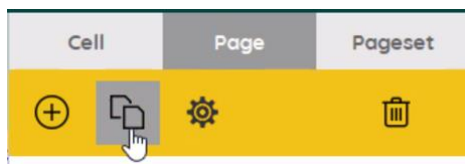
- This section is used, linked from the school section, to add vocabulary for the current class topic or theme. School age children frequently require topic specific vocabulary to participate in class discussions, assessment and writing tasks on a current topic or theme, e.g., Ancient Egypt, dinosaurs, 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 20e).
 - 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.** Two grid pages are included as templates to create additional pages:
 - **Grid a page** – template for “a” pages (first page in a section). This template includes the main navigation index, an instruction to *TURN THE PAGE* and common (core), predictably associated, question, personal pronoun, and verb vocabulary in the same positions as they are located on other pages. Remember to check this predictably associated vocabulary and make changes appropriate to the other vocabulary on the page you are creating.
 - **Grid b pages** – template for other, not first, pages in a section. Includes symbol and list spaces and the instruction to *GO BACK TO (number)A* (beginning of the section).

To use these grid pages to make new pages

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



Add page

Pagename

Where do you want to add the page?

- After the last page
- After the current page
- After the last page

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

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

Lists for stickers:

Lists for printing onto A4 stickers located at the end of the PODD book, before the options, in Mind Express. See the *40 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.**