

## Direct Access – 48 expanded key word 2 page opening plus side panel



### General description

This page set was primarily designed for children who

- are currently combining words to produce 3-4+ key word sentences to express a range of communicative intents (as they are already able to produce at least 3+ word sentences, they do not need pragmatic branch starters to clarify communication intent)
- require access to a broad vocabulary to express a full range of communication intents and varied messages
- require expansion of their expressive language with increased diversity of vocabulary and the use of more complete syntactical forms
- can accurately point to small symbols with a finger or pointing tool.

This page set may also be appropriate for use by:

- Communication partners to support an individual's understanding of their partner's messages provided they can see and follow their partner's point to symbols on a visual display of this size and complexity.
- Teenagers and adults whose current communication, language and access requirements suit this page set. Additional customisation will be required in vocabulary style and activities to accommodate for the individual's age and life experiences.
- Individuals who have not previously had a personal communication system but began to combine 2+ words after models of others using aided language during a dynamic assessment. Trial with a draft *48 Expanded functions* PODD book demonstrates the potential to learn to combine 3-4 words.
- Individuals who require a (slightly) larger display size with the same complexity of language. The page set can be re-sized using a printer with scaled printing options. Print and try a test of a two page opening to check the individual's range of movement to point to a larger display before proceeding with scaled printing the PODD book.

The layout and physical make-up of this PODD communication book is two-page opening plus a side panel. A similar complexity of language is available in the 70 two-page opening PODD book.

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

- The main navigation (categories) index is on the front page and repeated on the 'a' page in every section of the *70 expanded key word* PODD book enables more efficient movement between sections. On other pages within a section the communicator would need select **GO BACK TO THE 'A' PAGE** to access the categories index. The navigation (categories) index is on the side panel in the *48 expanded key word* PODD book means the individual access the categories index from every page in the PODD book.
- An open *48 two-page opening plus side panel* PODD book is much wider than the 70 per page book, requiring a wider range of movement to accurately access small cells.
- Not needing to repeat the navigation (categories) on the 'a' page in every section, creates more vocabulary spaces on the 'a page' of each section in the *48 expanded key word* book. However, other pages in each section have less vocabulary spaces (48 as opposed to 70).
- Side panels need to be well supported by a surface or hand. Instability of the communication book surface can be frustrating as pointing becomes more challenging and less intelligible. A stable surface is particularly important for individuals who stabilize their hand on the book page to point. The **70 per page, two-page opening PODD book has more intrinsic stability.**
- A moving side panel can become a sensory distraction for some individuals.
- The *48 expanded key word* uses small symbols and its style (with less items on a page opening) results in a smaller overall book size.
- The side panel folding over and attaching to the cover with Velcro® holds the pages together for easier carrying.

## Language

- The language and organisation of this PODD book supports the expression of a full range of communication intents.
- The range and organisation of vocabulary in this PODD book supports the production of expanded key word sentences, with beginning use of complex sentence forms (approximate spoken language age equivalency of 3-4 years, with some exceptions).
- **Predictably associated vocabulary** included in all (relevant) sections includes:
  - **Wh-questions:** WHY, WHAT, WHERE, WHEN, WHO, HOW. (WHICH is included on the *01 main* page).
  - **Personal pronouns:** I/ME/MY/MINE; YOU/YOUR/YOURS; HE/HIM/HIS; SHE/HER/HERS; WE/US/OUR; THEY/THEM/THEIR.
  - **Auxiliaries / verbs:** WILL, CAN, DO/DID/DOES, AM/IS/ARE, WANT, GET/GOT, HAVE/HAD/HAS, SEE/LOOK/WATCH/SAW, SAY/SAID, GO/WENT, LIKE, HELP.
  - **Verb tense markers (morphemes):** PAST TENSE –ED, -ING.
  - **Irregular past tense verbs** are written with the infinitive verb on the symbol cell.
  - **Negative:** NOT, CAN'T, DON'T.
  - **Prepositions:** TO is included on many pages, various other prepositions are included depending on the vocabulary requirements in that section. The aim is to include the most common prepositions used in sentences with the vocabulary in each section.
  - **Pronoun / Determiner:** IT, THAT, THIS may be included depending on the section.
  - **Section specific nouns, adjectives and adverbs.**Vocabulary is available to produce yes/no questions (inverting the auxiliary) without the need for the yes/no question marker.

Some syntactical forms typically observed at this stage in spoken language development are not included in this page set. Notable absences include *articles* (a, an, the) and the grammatical morphemes *plural* –s and *possessive* –s. Whilst these 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.

- Vocabulary is selected to provide the communicator with options to encourage the use of more diverse vocabulary.
- The items in this page set primarily represent single words, encouraging the independent construction of novel messages. Word-by-word construction of messages may be slower, but these self-generated messages are usually more varied, reflecting the personality of the individual. Variation in expression can stimulate interest and motivate some partners to interact with the individual more frequently.
- Some social and communication management messages are presented as whole phrases / sentences / questions to support more efficient communication. The primary factor influencing the decision to include a message as a whole phrase is the speed required for effective transmission of that message given the particular environmental and conversational discourse requirements to meet the specific communication intent.
- Single word symbols may be relied on to produce multi-word and compound word vocabulary items, e.g., FRUIT + SALAD for *fruit salad*.
- *Lists* for fringe or new additional vocabulary are located in every section.
- IT'S NOT IN MY BOOK. I'LL GIVE YOU A HINT is located on the side panel with the main navigation index for easy access from all pages. 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/letter. Using this phrase, the communicator indicates that the next word/letter is not really part of the message but a cue for the partner to guess another word that is not included in their communication book. Having correctly guessed a missing word, partners are encouraged to write the word on an appropriate LIST.

## Layout

- **This is a two-page opening with a side panel** PODD communication book. The main navigation (categories) index is on the side panel which is accessible from every page.
- There are spaces for 24 items on each page (i.e., 48 items per two page opening).
  - The communication book page size is approximately 18.9 cm high and 12.7 cm wide plus the page tag. The side panel is approximately 18.8 cm high and 13 cm wide. The open book cover dimensions are approximately 19 cm high and 52 cm wide.
  - Symbol button size is 2.7cm wide, 2.7cm high.
  - Symbol button grid spacing: width 0.2cm; height 0.3cm.
  - 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.
  - The on-screen view in the Mind Express editing templates shows the two pages (left and right sides) for each page opening, i.e., as seen when the PODD book is open. Being able to view both sides of a page opening can be helpful when customising this

PODD book. However, fitting both sides of the page opening on one screen means this view has very small symbols and text sizes in this PODD book with 48 small symbols on the screen. Note that the text font in this view is smaller than the text font will be when printed.

- The *Create Printable One-Page View Version* button on the first menu page of your customised book will generate a one-page view file that is ready for printing in Mind Express (see *construction file* for details). The one page at a time (i.e., only one side of a two-page opening) can make customisation decisions more challenging, however, in this view the symbols and text are bigger on the screen and this may make editing the small cells easier in the 48 PODD book (especially if you are viewing on a small screen).
- Vocabulary is organised into columns according to part of speech (wh-question word, personal pronoun, verb, preposition, pronoun, determiner, adverb/adjective, and noun), supporting English sentence production from left to right across the page.
- Predictably associated verbs are positioned on the page according to likely usage patterns (word order) in English sentences. Verbs that function as auxiliaries are positioned towards the left of the verb section (columns) to maintain the left to right (top to bottom) movement across the page to construct sentences.
- Symbol cell borders are colour coded according to part of speech to support the location of vocabulary on the page.
  - Wh-question words – brown
  - Subjects – orange
  - Verbs & negative – pink
  - Prepositions & conjunctions – green
  - Determiners & pronouns – orange
  - Adjectives, adverbs & number – blue
  - Nouns - blackSome vocabulary that can be used for multiple parts of speech, e.g., PAINT can be used as a verb or a noun. When this occurs the border colour is assigned based which part of speech the item is grouped with on the page, e.g., if PAINT is located with the verbs on the page, the border colour is pink.
- Buttons with *GO TO PAGE (number)* instructions have a background colour matching the colour of the page tag for the target section/category (see *colour master file*). A small symbol square on top of the *GO TO PAGE (number)* button includes the name and symbol for the target category/section. A matching symbol is included on the page tag for faster location of the required page.
- Operational and word morphology buttons have a thicker border created with the style functionality in Mind Express.
- Lists are generally located on the left side of the last page in a section/category. Some sections also include a separate list page, with *GO TO LIST PAGE (number)* instructions, to accommodate for a large number of fringe vocabulary. Grids to print the LISTS onto stickers are positioned after the main pages in MIND EXPRESS (see the *construction file* for instructions to print and attach list stickers).

## Navigation

The main navigation 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. The exceptions to this are:

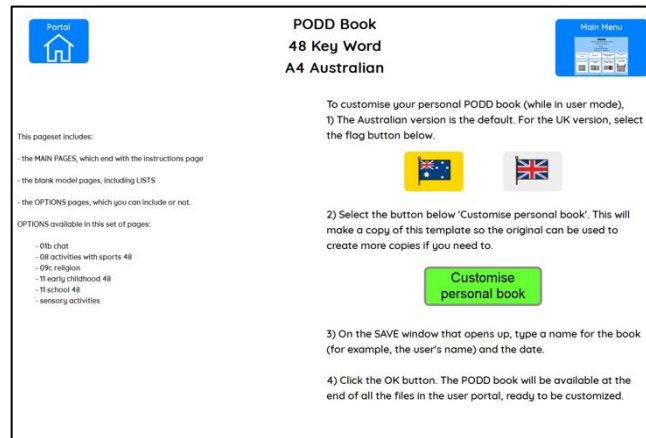
- *21 little words* is subcategorised from the *22 alphabet* section. High frequency *little words* (pronouns, determiners, prepositions, adjectives, adverbs) are included as predictably associated vocabulary in other relevant sections of the PODD book. The *21 little words* section is therefore used less frequently at this stage of language development. Subcategorising this section from the *22 alphabet* section allows for an additional, more frequently required, social/communication management phrase to be readily accessible on the side panel from all pages in the communication book.
- The link button to *07 actions* is located at the bottom of each 'a page' near the column(s) of predictably associated verbs. This encourages people to look for verbs on the current page and enables more efficient movement to the *actions* section when the required verb has not been predicted on that page. Communicators may initially find it challenging to look outside the main index for a category link. An additional link to the *07 actions* section is included on the side panel in the main page set. This link is replaced with a link to the *11 school or early childhood setting* when these sections are included in the PODD book. Side panels with links to *11 school or early childhood setting* are included in the relevant *options* section. Alternatively, you could choose to replace one of the phrases on these side panels to maintain the additional link to the *07 actions* section. Remember to relocate the deleted phrase onto the first page (*01a main*) of the PODD book.
- 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

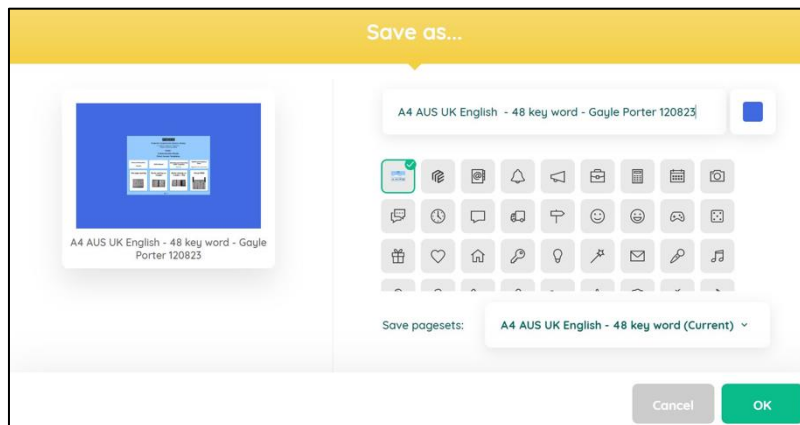
This Mind Express program includes vocabulary for Australian English and UK English. Australian English is the default. **To switch to UK English select the button with the UK flag.**



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

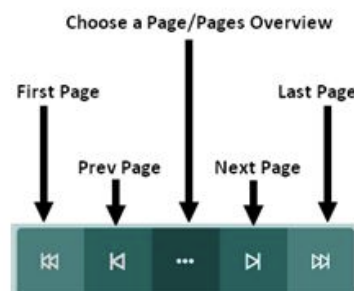
**To make a copy, select the green button 'Customise personal book'.**

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.
2. **01b chat** page to include additional social interaction / quick chat vocabulary linked from an alternative **01a main** page (with a TURN THE PAGE replacing I NEED TO GO TO THE TOILET – which is relocated to the new **01b chat** page)
3. **Religion** pages linked from alternative places pages.
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:

- **01b chat**
  - 01a main right with chat link (TURN THE PAGE replaces I NEED TO GO TO THE TOILET)
  - 01b chat (spaces to add new social interaction / quick chat plus relocated I NEED TO GO TO THE TOILET). See suggestions in the document *Additional Vocabulary Ideas*.
- **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 KINDERGARTEN/NURSERY)
  - 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 **11 early childhood** setting replacing the link to actions. Note link to **07 actions** category is also on the 'a page' in every section.)
  - 06a people EC (includes link to **06c kinder/nursery people** subcategory)
  - 06c EC people (includes **kinder/nursery people** people)
  - 09a places EC (includes KINDERGARTEN/NURSERY)
  - 11a early childhood
  - 11b early childhood
  - 11c make EC
  - 11d outside EC
  - 11e early childhood list

- **11 school pages**

- 00 side panel school (alternative side panel with link to *11 school* replacing the link to actions. Note link to *07 actions* category is also on the 'a page' in every section.)
- 06a people school (includes link to *06c school people* subcategory)
- 06c school people (includes school people)
- 09a places school (includes SCHOOL)
- 11a school
- 11b school
- 11c school
- 11d school equipment
- 23a topic
- 23b topic

- **No educational (school) section**

- 12a clothes NOECS (tab position moved to accommodate no 11 school section)
- 12b clothes NOECS (tab position moved to accommodate no 11 school section)
- 13b things NOECS (tab position moved to accommodate no 11 school section, writing and tech things vocabulary from school section replaces other vocabulary on this page)
- 13c things NOECS (tab position moved to accommodate no 11 school section, vocabulary previous on 13b replaces some list spaces on this page)

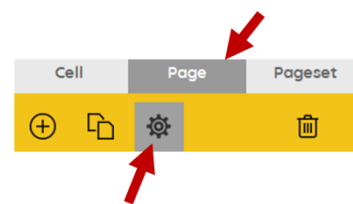
- **Sensory Activity pages**

- 01a main left sensory (link to sensory activities replaces LEAVE ME ALONE)
- 01b chat sensory (LEAVE ME ALONE added to this page)
- 08a activities sensory (link to sensory activities replaces GAME sub-category link. GAME & TOYS combined onto one subcategory link)
- 08a activities sport sensory (link to sensory activities replaces. OUTSIDE and SPORT sub-categories combined onto one subcategory link)
- 08b activities sensory (go to LIST instructions changed to *8h or 8i*)
- 08b activities with sport sensory (go to LIST instructions changed to *8h or 8i, toys* with link to LIST added to this page)
- 08c make sensory (go to LIST instructions changed to *8i*)
- 08d outside sensory (go to LIST instructions changed to *8i*)
- 08d outside sports sensory (go to LIST instructions changed to *8i*, link added to the *08e sports* subcategory)
- 08e sports sensory (when sports option is selected this page replaces the *08e toys* subcategory, go to LIST instructions changed to *8i*)
- 08e toys sensory (TURN THE PAGE added to access the GAME subcategory on *8f*)
- 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)



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

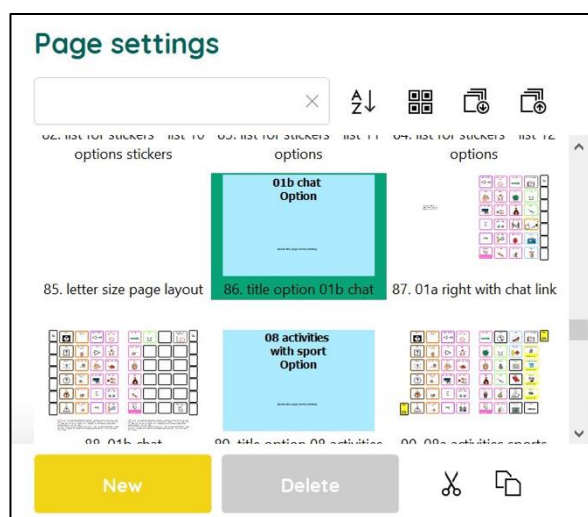
- 1) Go to Menu > Edit (or press the F2 key)
- 2) Choose the Page tab at the top of the edit panel
- 3) Select the Page settings icon (or press the F8 key)
- 4) Scroll down to the bottom of the *Page settings* window until you see blue placeholder pages for each OPTION.



- 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 includes items to navigate between pages and frequently required phrases to manage the interaction. I DON'T KNOW, MAYBE and I DON'T UNDERSTAND are located in this accessible position to efficiently provide feedback to partners, request clarification and answer/respond to questions. IT'S NOT IN MY BOOK. I'LL GIVE YOU A HINT is also on the side panel with the main navigation index for easy access from all 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, the link to *07 actions* section is replaced by the 11 *early childhood* or *school* category link. Note that the link to *07 actions* category is already available on the 'a page' (near the predictably associated verbs) in every section of this PODD book.

### 01 main / chat

- Vocabulary that is useful to say quickly or within the context of an ongoing conversation or activity is prioritised for inclusion on the first page.
- *Page 01a main left* is attached to the inside front cover (see *construction file* for details). *Page 01a main 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.
  - Single words and phrases to support social interaction and environmental control, e.g., I'M SORRY; JUST JOKING; I FORGOT; EXCUSE ME; GOODBYE; THANK YOU; MY NAME IS ...; WHAT'S YOUR NAME?; WHAT DID YOU SAY?; CAN I PLAY?; HURRY UP; GO; STOP IT; PLEASE HELP ME. Phrases for other messages that need to be said quickly, e.g. "I NEED TO GO TO THE TOILET".
  - Single word (core) WH-question words and personal pronouns. There is a space to add the individual's name.
- The right side of *01a* includes:
  - Single word (core) verb, preposition, determiner and adjective vocabulary that is useful to say quickly or in the context of an ongoing conversation or activity. Past and present progressive tense markers are also included on this page.
- The single word (core) vocabulary on both sides of *01a main* is used to generate messages to contribute to, take a quick turn, in conversations, often in relation to another person's topic, and initiate common questions, e.g. I DID THAT; I AM FINISHED; WHERE YOU GET THAT?; CAN I SEE IT?, WHEN DID YOU GO?; WHAT ARE YOU DOING?; I WANT IT.
- This (core) vocabulary can also be used to produce common sentence starters prior to moving to another category to finish the sentence.
- There is no *01b chat* in the main page set. If you require additional vocabulary for social interaction / quick chat add *01b chat* using the templates in the **option - 01b chat**. See the *Additional Vocabulary Ideas* document for suggestions of other social phrases.
- You will need to select an alternative pages for *01a main left & right* and *01b chat* to add the **option – sensory activity pages**.

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 book.

## 02 opinions

- This section includes a range of adjectives and other vocabulary to express opinions. Options are provided to express similar meanings in different ways, e.g., YUCKY, GROSS and DISGUSTING; PRETTY, BEAUTIFUL and GORGEOUS. This provides the communicator with opportunities to select the word they want to use to express their personality and explore different styles of communication with different partners.
- Predictably associated vocabulary to generate sentences and ask questions related to opinions is organised into columns on *02a* according to syntactic part of speech. A BIT and REALLY are included to quantify the intensity of the opinion. TRY and WORK are included on this page as partners frequently use the opinion page to provide feedback to children, e.g., GOOD WORK. .
- *Opinion* vocabulary is organised semantically across two pages.
  - *02a* includes more common opinion vocabulary organised into two columns (one column more “positive” opinions, the other more “negative” opinions). OK and SILLY are located in a third column.
  - *02b* includes additional opinion vocabulary. More “negative” opinions are placed on the left side and more “positive” opinions are placed on the right side. Some contrasting vocabulary pairs are positioned together, RIGHT/WRONG in the far right column and DIFFICULT/EASY in the middle columns 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 support the efficient location of vocabulary to express 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 or 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.
- Predictably associated vocabulary 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. I, ME, MY, MINE is repeated on this page for use in the middle or end of sentences such as SOMEONE HIT ME.
- Predictive links to *04c body parts* are associated with HURT, SORE, PAIN; ITCHY and CUT/BLEEDING. 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.
- 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. 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 in this section 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 in 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 in the main navigation index of this PODD book.
- Vocabulary in the health section is organised into separate pages with consideration to the most efficient use of predictably associated vocabulary.
  - *04a* includes words related to health visits (GO, SEE, VISIT, STAY SAY, health professionals, health places, common procedures) and common health problems that the individual may HAVE or FEEL. Predictably associated vocabulary to start sentences including words from all pages in this section is also included on *04a*.
  - *04b* includes disability related words, health procedures, problems and illnesses, including 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. A *list* for health words is included on this page.
  - *04c* includes body parts and common body part actions, i.e., WASH, BRUSH and TOUCH and prepositions ON and IN. A *list* for body parts is included on this page.
- There is some repetition of the predictably associated vocabulary on all pages to support more efficient sentence production without the need to change pages, e.g. I, ME, MY, MINE is included on all pages for use in the middle or end of sentences such as, I HAD MY MEDICINE, DON'T WASH MY FACE.

- Spaces have been left on these pages for customisation to reflect individual experiences and requirements. See the suggestions written on the template pages.

### **05 Feelings:**

- Feelings words are included in this separate section, primarily to relate information, tell stories and answer questions.
- Options are provided to express similar meanings in different ways, e.g., TERRIFIED, SCARED, NERVOUS, and PANICKY. This provides the communicator with opportunities to select the word they want to use to express their feelings and personality.
- 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 e.g., *02 Opinions* – to express opinions; *03 Something's wrong* – to complain; *04 Health & body parts* and *21 Descriptions* – to describe things. It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

### **06 People:**

- This section includes people’s names, relationship and occupation vocabulary. This section will require considerable customisation. See the suggestions written on the templates.
- 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, occupations.
- 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):**

- A large range of verb vocabulary is included in this section. As this page set is typically used by individuals who have not as yet developed a sound knowledge of alphabetical organisation there is an attempt to organise this vocabulary according to semantic associations and the predictably associated vocabulary on each page. Note: alphabetical

organisation also focuses the communicator (and partner) on the written word, reducing their use of symbol colour and shape cues to quickly locate items on the page.

- *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..; SHE TOLD ME TO ...; I KNOW HOW TO .... 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 the increased range of prepositions on this page.
- *07c* includes feeling, thinking, communication, state, existence, work, and game play related verbs. UP is predictably associated on this page to be used with verbs on this page e.g., ACT, GROW/GREW, WAKE/WOKE.
- *07d* includes daily routine, eating, cooking, art and writing related verbs. The *List* for this section is also on this page, accessible from previous pages using *TURN THE PAGE* operational instructions and from *07e* via the *GO TO 7D LIST* button.
- *07e* includes movement, and other verbs that did not fit on previous pages.
- The tense makers *PAST TENSE –ED* and *–ING* and negation (NOT, DON'T, CAN'T) are included on all pages in this section.
- The range of possible action words 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 used
  - to construct sentences across a range of semantic categories
  - as auxiliaries in verb phrases
  - to request actions or give instructions
  - to 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
- If more LIST spaces are required, you could add another “list only” page *07f* linked from a general GO TO LIST instruction (see section *08 activities* for examples of list only pages and GO TO LIST instructions).

## **08 Activities:**

- The activities section in the main page set uses four 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 activity display pages in this PODD book.
- 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, tapes, 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 LIST 8g* to access a list of the individual's favourite *BOOK* titles. A general instruction to *GO TO LIST 8g/h* is also included on all pages to access other, more general, activities vocabulary.
- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the templates.
- 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 to 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 *08f 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 *08e toys* with *08e drama* for an individual who is very involved in theatrical activities but not very interested in playing with toys or add an additional page *08g drama* for an individual who needs all of the current pages in addition to a page about drama. **Remember to move any vocabulary that you still require to another appropriate page in this section, change all links to the deleted/added pages and alter the page tag numbers and positions as required.** Also note the position of the next section *09 places* page tag. **Ensure the page tag positions of any pages in this section 08 DO NOT cover the tag for 09 places** (unless you want to spend a lot of time changing the positions of all other pages following this section in the PODD book).

### 09 Places:

- Aim to include a range of vocabulary for places that are visited and talked about, including places that are referred to in stories, pretend activities and songs.
- *09a* includes a range of vocabulary relevant to going to, visiting, taking things to, seeing people at, getting something from, doing things at, driving to, walking to, coming with someone to, seeing something at various places. This vocabulary is used to introduce messages or ask questions using places vocabulary from either page. The pronoun *IT* can be used to refer to things previously identified using vocabulary in another section.
- 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 on *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*.
  - health places are included in *04 health*

### **(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 tag 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 example page set allows for people to include different vocabulary to suit different religions (see suggestions 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., 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., competition, local holidays and special days, religious ceremony and event words, and special activities.
- Predictably associated vocabulary to start sentences and ask questions using vocabulary from both pages is located on page *10a*.
- The words HAPPY, PRESENT and CARD are intentionally repeated in page *10b* to reduce the need to turn between pages to produce sentences such as I GET MY (turn the page) CHRISTMAS PRESENTS on CHRISTMAS EVE and for faster production of phrases such as HAPPY NEW YEAR and HAPPY BIRTHDAY.
- 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) / school settings**

- 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 a young child 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.** Select to use the alternative *12a clothes NOECS* page located in the *option – no educational setting*. Locate and delete the placeholder page *11a Early childhood school*.

### **Adults using this PODD book**

- If the individual attends a **day placement that is primarily at one location/ centre** you may choose to keep a section 11 for this placement. Locate and move all of the pages in the option – *11 school* into the correct number position with the main pages. Modify the school section pages with appropriate vocabulary to suit the adult day placement. Remember to change the symbol and label SCHOOL to (your preferred name for the day placement) on the *00 side panel school* and change the symbol and label for *school people* to (your preferred name for the day placement) people on *06a people school*.



- If the individual goes to a **work** location, then you may choose to modify the vocabulary in 11 school to make an *11 work* section. Locate and move all of the pages in the option – *11 school* into the correct number position with the main pages. Modify the school section pages with appropriate vocabulary to suit the workplace. Remember to change the symbol and label SCHOOL to (your preferred name for the workplace) on the *00 side panel school* and change the symbol and label for *school people* to (your preferred name for the workplace) people on *06a people school*.
- If the individual **does not attend a particular place**, then vocabulary for the activities and places for their routine activities would be added to other sections in the PODD book. In this instance
  1. In Edit mode, select page settings
  2. Select and move pages in the *option – no educational setting* (i.e., *12a, 12b, 13b* and *13c* NOECS pages)
  3. Delete all pages with the same number (i.e., *12a, 12b, 13b* and *13c*)
  4. Locate and delete the placeholder page *11a Early childhood 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) replacing the link to actions. (Note link to *07 actions* category is also on the ‘a page’ in every section.)
- *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 early childhood* 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 pre-school daily routine activities and links to the subcategories *11c make something* and *11d outside activities* in this section and to *06c kinder/nursery people* in the people section. The words TEACHER FRIEND and CHILDREN are also available on page *11a* for more efficient use with other vocabulary in this section.
- *11b early childhood* includes vocabulary to request, talk about and interact during common pre-school inside activities. HOME CORNER suggests a link to the *14 house and garden* section to locate vocabulary to play house. DRESS UPS suggests a link to the *12 clothes* section to locate vocabulary to play dressing up.
- *11c make ec* includes vocabulary to request, talk about and interact during common pre-school “making activities”.
- *11d outside ec* includes vocabulary to request, talk about and interact during common pre-school outside activities.
- *11e early childhood list* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games.

**Remember to also engineer the pre-school 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 replacing the link to actions. (Note link to *07 actions* category is also on the ‘a page’ in every section.)
- *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, a subcategory link to 11d school things and links to the school people page (06c) and the school related topic pages (23). Predictably associated vocabulary is included on this page for the routines on 11a and to ask questions and start sentences using vocabulary from all pages in the school section. The words TEACHER and WHOLE CLASS are also available on page 11a for more efficient use with other vocabulary in this section.
- *11b school* includes vocabulary related to subject and school places. Predictably associated vocabulary includes verbs, prepositions and equipment related to school subjects/work. Some of the subject names include a MAY GO TO PAGE (number) link to pages of vocabulary useful to interact during this subject.
- *11c school* includes places in the classroom and school special events.
- *11d school* includes a range of school things including writing and drawing tools and personal items.
- **23a & 23b topic** pages linked to add topic specific vocabulary (see information in section description for *21 topic*).

## 12 Clothes:

- This section includes clothes and things that are worn on the body, e.g., jewellery, hair products, make-up, and personal aids such as splints.
- *12a* includes items that are more frequently put on or taken off during the day. *12a* also includes predictably associated vocabulary to ask questions and start sentences for the whole section.
- *12b* includes more vocabulary for clothes, fasteners and a direct link to *13b swim things* as people often look for this vocabulary with swimwear. You will need to add the individual's preferred label and symbol to the space for underwear. Some vocabulary is repeated from *12a* to be used between other words on this page.
- *12c grooming & jewellery* includes a range of self-care, make-up, hair and jewellery items with predictably associated links to access *04c body parts* and *14c bathroom* vocabulary.
- 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 category.
- 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 things that are more frequently used or talked about.
- *13b* includes any item that TURNS ON or OFF, is WON, FROM or needs to be FIXED as this predictably associated vocabulary is only on this page. NOTE that NOT, HAVE, PUT, AND, IN are intentionally repeated on this page.
- *13c* includes swim things and other less commonly used or talked about things with some repeated predictably associated vocabulary.

- 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 order 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 larger list is included on 13c as a wider range of fringe vocabulary is often added to this section.

#### **14 House & Garden:**

- The house and garden section in this PODD book uses four 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 and the names of other rooms in the house. The words LIGHT and SWITCH are also included on this page (because there was space). 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 parts of the house/room, 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. VACUUM and SWEEP are also included on this page as the items they clean are on this page, i.e., floor, rug, couch.
- 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. Predictably associated vocabulary includes basic cooking and cleaning related verbs and prepositions. Includes a link to 15 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, including gardening tools.
- 14f tools includes workshop tools and actions.
- Instructions to GO TO THE LIST on page 14f are included on all pages that end a subcategory section.

#### **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 an 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 four 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 express 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.
- Links to MEALS and MEAT on page 15d and VEGETABLES vocabulary on page 15e are positioned on 15b (as opposed to 15a) to enable use of the vocabulary on page 15b to begin sentences including vocabulary from these pages.
  - 15b includes cereal and bread related items, including sandwich fillings and spreads. 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.
  - 15c includes the names of fruit, flavourings, snacks, sweets, desserts and drinks, with the predictably associated verbs, POUR, CUT, PEEL and adjectives HOT & COLD. SALAD is intentionally included in the fruit section as well as the vegetable section to allow for the combination of words to say FRUIT SALAD.
  - 15d includes the names of meats, meals and associated condiments; 15e includes the names of vegetables and associated condiments. Predictably associated verbs and adjectives are included to describe the cooking, preparation of the items included on each page. The same pictograph is used for the verb and adjective referring to how food is/was prepared, e.g., MASH the potatoes and MASHED potato. SOUP is intentionally repeated on both of these pages to be used in combination with other vocabulary on these pages, e.g., CHICKEN NOODLE SOUP, TOMATO SOUP. The prepositions AND and WITH are included on all pages with food / drink items.
- A number of symbol spaces have been left on these template pages to include the individual's food and drink preferences. Suggestions for adding vocabulary are written on the templates. LIST spaces are available on both pages 15d and 15e.

## 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 predictably associated vocabulary to start questions and sentences using words from both pages is included on page 16a.
- 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 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, concert, band. You may need to change some of 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 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 pets, farm animals, birds, reptiles and insects.
  - *Page 18c* includes Australian, 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 DOG = PUPPY.

## 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. These concepts are also commonly taught in many educational programs.
- *19a* includes common time concepts, e.g., YESTERDAY, TODAY, TOMMORROW, TONIGHT, NOW, SOON, LATER, EARLY, BEFORE, AFTER, times of the day and adjectives and prepositions that are predictably used with these words. This page set includes a broader range of predictably associated wh-questions, personal pronouns, and verbs to discuss when events will/have happened. The general time hints IT'S ALREADY HAPPENED; IT'S GOING TO HAPPEN; IT'S ALWAYS HAPPENING and A LONG TIME AGO are useful to clarify the general time frame/tense of a message when communicators are not able to identify the specific time of an event. Partners frequently support the communicators' 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 the days of the week, WEEK, MONTH, YEAR, the seasons and words related to time, e.g., MINUTE, HOUR, CLOCK, WATCH, CALENDAR, and predictably associated question words, prepositions, determiners and adjectives.

## 20 Descriptions:

- This section includes a range of conceptual language used to describe things, people and the weather. Weather words are included in this section because we describe the weather.
- The concepts commonly taught in educational programs influences the vocabulary included in this section.
- 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. 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 using vocabulary from all pages in this section. Links to the three subcategories, *20c colour & shape*, *20d numbers and size*, and *20e weather*, are located on this page. 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.
  - *20b* includes a range of adjectival vocabulary to describe the smell, taste, look, age, presence, sound, feel, and general attributes of people and things

- *20c* includes vocabulary to describe colour & shape attributes. Predictably associated vocabulary includes words commonly used with colour and shape descriptors when drawing or writing.
- *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, money and size concepts.
- *20e* includes a range of vocabulary to describe and discuss the weather and weather reports. A direct link to *19 days and times* is included on this page to provide more obvious access to this frequently required vocabulary to discuss 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 sections to express different intents.
  - *02 Opinions* – to express opinions
  - *03 Something's wrong* – to complain
  - *04 Health & body parts*
  - *05 Feelings* – to relate, describe and discuss feelings
- Vocabulary may be repeated in multiple 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 Little words:**

- This section includes a range of determiner, preposition, adjective, adverb and noun vocabulary used to build sentences. Words in this section are organised alphabetically across two pages.
- *Little words* are also included in other sections as predictably associated vocabulary. The *21 little words* section is predominantly used when writing using this PODD book and to participate in educational activities. During interactive communication, it would be inefficient to navigate to and from the *22 little words* section to add a word that may not significantly improve intelligibility of the message. Generally, the communicator would use the words available in the predictably associated vocabulary in each section. The *100+* and *90+ complex syntax* PODD books provide more "little words" in every section as predictably associated vocabulary.
- The little words section is positioned adjacent to *22 alphabet* for ready access when spelling or during writing and spelling educational activities.

### **22 Alphabet:**

- QWERTY keyboard layout spelling displays:
  - Page *23a* lowercase
  - Page *23b* UPPERCASE
- The background of punctuation items is highlighted pale yellow. You may choose to highlight the vowels by changing the colour of the button border or background.
- Includes some useful, spelling-related phrases to inform and instruct the partner.
- Includes a link to the *21 little words* section.

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

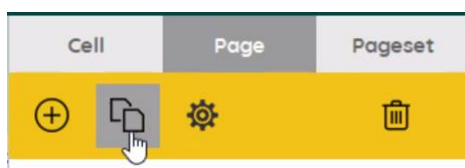
- This section is used, linked from the school section, to add vocabulary for the current class topic or theme. School age children frequently require topic specific vocabulary to participate in class discussions, assessment and writing tasks on a current topic or theme, e.g., Ancient Egypt, dinosaurs, 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 spaces to fill in with topic specific words are included in this resource.
  - To enable topic pages to be easily changed when the class topic changes, only the left side of page 23a is laminated (onto the back of the right side of page 22b). The other pages are put into plastic letter files (see *construction file* for details).
  - Some children keep previous topics in another folder. Other children may need access to multiple topic pages. If this is the case you will need to make an index on page 23a *right* to navigate 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 pages** – 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 (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)* 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 *70 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.**