

## Direct Access 70 expanded key word 2 page opening



### 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 *70 Expanded functions* PODD book demonstrates the potential to learn to combine 3-4 words.
- Individuals who require a (slightly) larger or smaller display size with the same complexity of language. The page set can be re-sized using a printer with scaled printing options. Print and try a test of a two page opening to check the individual's visual discrimination and pointing to symbols at a smaller size and the range of movement to point to a larger display before proceeding with scaled printing the PODD book.

The layout and physical make-up of this PODD communication book is two-page opening. A similar complexity of language is available in the *48 two-page opening plus side panel* PODD book.

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

- The main navigation (categories) index 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, WHICH HOW
  - **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, GOWENT, LIKE, HELP.
    - *Vocabulary is available to produce yes/no questions (inverting the auxiliary) without the need for the yes/no question marker (although this marker is also included to support this transition in development).*
  - **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.**

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 support 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 with the main navigation index for easy access in all sections. 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** PODD communication book. The main navigation index is located on the right side of *01 main* and repeated on the left side of the “a” page in all other sections.
- There are spaces for 35 items on each page (i.e., 70 items per two-page opening).
  - The communication book page size is approximately 24 cm high and 17.1 cm wide plus the page tag. The open book cover dimensions are approximately 26 cm high and 44 cm wide.
  - Symbol button size is approximately 2.7 cm wide, 2.6cm high.
  - Symbol button grid spacing: width 0.4cm; height 0.6cm.
  - 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. 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 *70 expanded 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 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 sentence production in English word order from left to right across the page.
- Predictably associated verbs are positioned on the page according to likely usage patterns (word order) in English sentences. Verbs that function as auxiliaries are positioned towards the left of the verb section (columns) to maintain the left to right (top to bottom) movement across the page to construct sentences.
- Symbol cell borders are colour coded according to part of speech to support the location of vocabulary on the page.
  - Wh-question words – brown
  - Subjects – orange
  - Verbs & negative – pink
  - Prepositions & conjunctions – green
  - Determiners & pronouns – orange
  - Adjectives, adverbs & number – blue
  - Nouns - black

Some vocabulary that can be used for multiple parts of speech, e.g., PAINT can be used as a verb or a noun. When this occurs the border colour is assigned based which part of speech the item is grouped with on the page, e.g., if PAINT is located with the verbs on the page, the border colour is pink.
- Buttons with *GO TO PAGE (number)* instructions have a background colour matching the colour of the page tag for the target section/category (see *colour master file*). A small symbol square on top of the *GO TO PAGE (number)* button includes the name and symbol for the target category/section. A matching symbol is included on the page tag for faster location of the required page.

- 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 generally located on the left side of the last page in a section/category. Some sections also include a separate list page, with *GO TO LIST PAGE* (number) instructions, to accommodate for a large number of fringe vocabulary. Grids to print the LISTS onto stickers are positioned after the main pages in MIND EXPRESS (see the *construction file* for instructions to print and attach list stickers).

## Navigation

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

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

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

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

## Customise personal PODD book

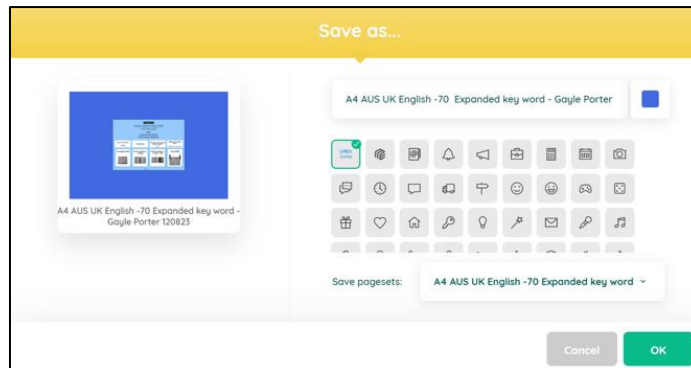
This Mind Express program includes vocabulary for Australian English and UK English. Australian English is the default. **To switch to UK English select the button with the UK flag.**

The screenshot shows a user interface for customizing a PODD book. At the top, it says 'PODD Book 70 Expanded Key Word A4 Australian'. There are two flags: the Australian flag and the UK flag. Below the flags, there is a green button labeled 'Customise personal book'. The screen also contains several paragraphs of text providing instructions on how to use the program and customize the book.

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

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

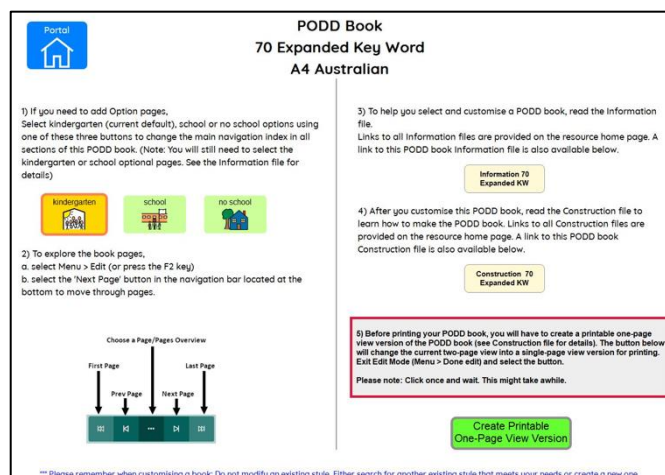
On the SAVE window that opens up, **type a name for the book** (for example, the individual's name) **and a date**. Select the OK button.



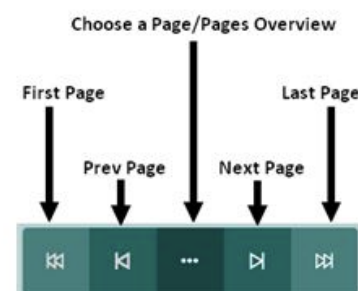
The individual's PODD book will be available at the end of all the files in the user portal, ready to be customised.

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

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



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



## Select Optional Pages

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

1. Alternatives to add **early childhood, school or no educational setting**. Adding early childhood, school or no educational setting sections requires both selecting the appropriate button on the opening menu of a customised book **and** including the pages found in the *early childhood, school or no educational setting* options in Mind Express.
2. **01b chat** page to include additional social interaction / quick chat vocabulary linked from an alternative **01a main** page (with a *go to CHAT WORDS* link replacing NEXT – which is relocated to the new *01b chat* page). See instructions written on the template pages.
3. **Religion** pages linked from alternative places pages.
4. **Activity with the subcategory of sport** (as an alternative to toys).
5. Alternative **alphabet** displays with **QWERTY** keyboard layouts.
6. **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 main* and *08a activities*.

### Optional Pages include:

- **01b chat**
  - 01a main with chat link (includes link to 01b chat)
  - 01b chat (spaces to add social interaction / quick chat words, relocated *NEXT*)
- **08 activities with sport**
  - 08a activities with sport (link to *08e sports* replaces link to *08e toys*, word *toys* with link to *list* added to this page)
  - 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)
  - 09c religion
  - 09d religion
  - 10b special events religion (includes the link to the religion page)
- **11 early childhood pages**
  - 06a people EC (includes link to *06c kinder people* page)
  - 06c kinder people (includes early childhood people)
  - 11a kindergarten
  - 11b kindergarten
  - 11c kindergarten make
  - 11d kinder outside
  - 11e list

(Note that the content of *11 Kindergarten* pages changes to *NURSERY* when the *UK* version is selected)

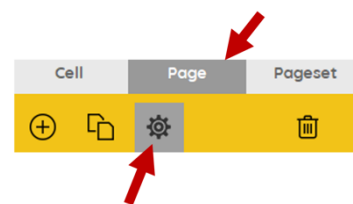
- **11 school pages**
  - 06a people school (includes link to *06c school people* page)
  - 06c school people (includes school people)
  - 11a school
  - 11b school
  - 11c school
  - 20d number school (additional vocabulary to participate in mathematical curriculum)
  
- **No educational settings**
  - 01 main NOECS is the main page modified to suit no 01b chat and no educational setting section
  - 01a main with chat NOECS (includes link to 01b chat, modified to suit no educational setting 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)
  - 12c grooming & jewel NOECS (tab position moved to accommodate no 11 school section)
  - 13a things 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)
  
- **22 QWERTY alphabet**
  - 22a qwerty alphabet (lowercase)
  - 22b qwerty alphabet (uppercase)
  - 22a qwerty alphabet NOECS (lowercase, modified for no school)
  - 22b qwerty alphabet NOECS (uppercase, modified for no school)
  
- **Sensory Activity pages**
  - 01a main with chat sensory (links to chat page 01b and sensory activities replaces I WANT TO DO WHAT THE OTHERS ARE DOING)
  - 01b chat sensory (need to add the 01b chat page to add I WANT TO DO WHAT THE OTHERS ARE DOING to this page)
  - 08a activities sensory (sensory activities sub-category added to this page)
  - 08a activities sport sensory (sensory activities sub-category added to page with sports subcategory replacing toys subcategory. Used when both sensory activities and sports options are selected.)
  - 08b activities sensory (go to LIST instructions changed to *8g*)
  - 08b activities sports sensory (go to LIST instructions changed to *8g*, *toys moved to this page*. Used when both sensory activities and sports options are selected.)
  - 08c make sensory (go to LIST instructions changed to *8g*)
  - 08d make sensory (go to LIST instructions changed to *8g*)
  - 08d outside sensory (go to LIST instructions changed to *8g*)
  - 08e toys sensory (go to LIST instructions changed to *8g*.)
  - 08e sports sensory (go to LIST instructions changed to *8g*.)
  - 08f sensory (sub-category to add sensory activity vocabulary, given own tab position)
  - 08g list sensory (activities section *8f* list moved to this number)

(Note: you will need to choose only one page for each number. When there are two options with the same number (e.g., two *8a* pages) select the page which provides the combination of options you have chosen, e.g., sensory alone or sensory with the sports option).



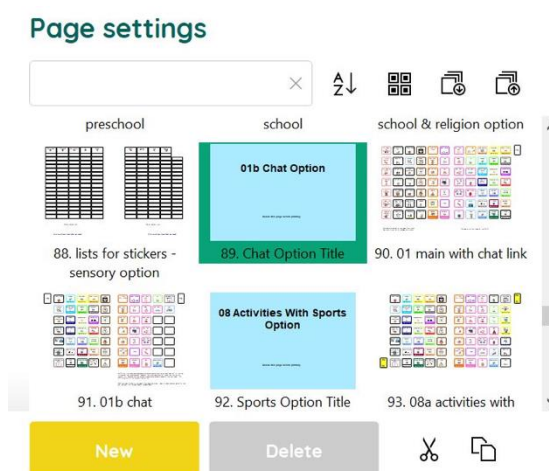
## To view, select and re-order options pages in Mind Express

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



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

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



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

## Customise the PODD book pages

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

## Section descriptions

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

### 01 main

- The left side of *01 main* is attached to the inside of the front cover (see *construction file* for details). The right side of *01 main* is the first page of the communication book.
- All sections in the PODD book need to be accessible via a *GO TO PAGE (number)* link on the right side of *01 main*.
- Includes words and phrases that are useful to say quickly or within the context of an ongoing conversation or activity. This vocabulary can also be used to produce common question/sentence starters prior to moving to another section to finish the message. A copy of the main navigation index is available on *01 right* to directly navigate to other sections.
- Phrases to introduce a message on the left side of *01 main* include: I'M TELLING YOU SOMETHING; I'M TELLING A STORY; IT'S A SECRET; I HAVE AN IDEA; LET'S PRETEND; I WANT TO SHOW YOU SOMETHING; I'M ASKING A QUESTION; IT'S TIME TO/FOR. ...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+ key word sentences. The words in the sentence structure, instead of pragmatic branch starters, convey communicative intent, e.g. "I WANT"; "I GO".
- *Opinions* and *Something's wrong* are in the main navigation index in every section.
- Whole phrases to support social interaction and communication are also located for faster access on *01 main*, e.g., GOODBYE; I'M SORRY; PLEASE; EXCUSE ME; WHAT'S YOUR NAME?; MY NAME IS.... (insert individual's name in space provided)
- The single word (core) vocabulary on this page has primarily been selected to produce messages that support the communicator to take a quick turn to contribute to conversations – often in relation to another person's topic, e.g. I DID THAT, WHERE YOU GET THAT?, CAN I SEE IT?, WHEN DID YOU GO?.

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 if an individual requires aided symbols to communicate these meanings. YES and NO are available, for use within sentences in the *22 little words* section of this PODD book.

- 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**. If you have selected to include the sensory activity pages, an alternative *01a main sensory* with the vocabulary item I NEED A SENSORY ACTIVITY linking to the *08f sensory activities* subcategory replaces I WANT TO DO WHAT THE OTHERS ARE DOING. *01b chat sensory* will also need to be included to add space to move I WANT TO DO WHAT THE OTHERS ARE DOING off the *01a main*.
- The main navigation index is relocated to the right side of this page opening to support the production of multi-word sentences in English word order. Phrases and sentences towards the left side of the page opening are used to start questions and sentences which are finished using vocabulary on other pages accessed via the navigation index on the right side of the page. For example, (beginning on *01 main*) WHY ARE WE GOING TO SPECIAL EVENTS (turn to page *10a*) a PARTY?
- Note that the links to the health and body parts sections are included on the same button in the *01 main* navigation index due to space limitations on this page. They have separate buttons on subsequent indexes.

## 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.
- *Opinion* vocabulary is organised across two pages.
  - 02a includes more common opinion vocabulary. Move the individual's preferred opinions to this page.
  - 02b includes additional opinion vocabulary. More "negative" opinions are placed on the left side and more "positive" opinions are placed on the right side. The contrasting vocabulary pairs DIFFICULT/EASY; RIGHT/WRONG; TRUE/LIE; CHEAP/EXPENSIVE, are positioned in the middle columns of the two-page opening.
  - Predictably associated noun vocabulary is included in the far right column on 02b.
- 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 categories to determine the need for vocabulary additions and determine 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 and concerns.
- 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 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. Predictably associated vocabulary is included on this page to construct sentences using complaints vocabulary on this page, e.g., SOMEONE was MEAN TO ME; I NEED TO MOVE; I NEED a REST; SOMEONE HIT ME; SOMEONE TEASED ME.
- *Note that predictive links to health or body parts associated are not associated with words such as SICK as communicators at this stage of language development are likely to require vocabulary from a range of sections to express less predictable messages. Links to the 04a health and 04b body parts sections are also readily available in the main navigation index on the left side of 03a.*
- *You will need to consider the predictably associated vocabulary available on each page when customising this section. 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.*
- 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. I DON'T WANT TO TALK ABOUT IT is also available for the communicator to terminate an upsetting conversation.

- There is some overlap of vocabulary with other categories to express different pragmatic functions.
  - *02 opinions* – to express opinions
  - *04 health & body parts*
  - *05 feelings* – to relate, describe and discuss feelings
  - *21 descriptions* – to describe things

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

#### **04 Health & body:**

- Vocabulary in the health section is organised onto separate pages with consideration to the most efficient use of predictably associated vocabulary.
  - *04a* includes words related to health visits (health professionals, places) and health problems that do not typically require the verb FEEL/FELT or the name of a body part for explanation.
  - *04b* includes body parts, health procedures and problems, illnesses and disability related words, including illnesses and health problems that may require the name of a body part for explanation and/or the verb FEEL/FELT. Predictably associated vocabulary to produce sentences using vocabulary on *04b*, including common body part actions, i.e., WASH, BRUSH and TOUCH, are also included on this page. I, ME, MY, MINE is intentionally repeated on the page as it is predictably used between other words on this page, e.g., BUMP ON MY HEAD
- *04b* includes an instruction to *GO TO 3b LIST* in the *something's wrong* section to avoid adding another page for Lists in this section. If more LIST spaces are required, you could add another "list only" page *04c* linked from the general GO TO LIST instruction on page *04b* (see section *08 activities* for examples of list only pages).
- Spaces have been left on these pages for customisation to reflect individual experiences and requirements. See the suggestions written on the templates. You will need to add gender appropriate private body parts to page *04b* or the *List*.

#### **05 Feelings:**

- Feelings words are included in this separate section, primarily to discuss emotions, relate information, tell stories and answer questions. A diverse range of feelings are included in this section with multiple options to express similar meanings in different ways.
- 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 a few common feelings. You may choose to move words that are most frequently required by the individual, and not in a prominent position in other sections of the PODD book, to this page.
  - *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. The preposition DOWN is predictably associated with CALM.
- 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.
- Most predictably associated vocabulary to start sentences and ask questions using the people vocabulary from all pages in this section is located on *06a*. Some predictable associated vocabulary is located on *06b*, primarily because it did not fit into the available spaces on *06a*. Note that THE WHOLE FAMILY replaces the category link to *06 people* at the bottom of the column of personal pronouns.
  - An additional subcategory is added to the people section for children who attend school/early childhood setting. Alternative *06a people* pages, 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.
- *06a-b people* vocabulary is organised into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words, occupations. The names of immediate family are included on page *06a*.
- 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.
- If more LIST spaces are required, you could add another "list only" page *06d* 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. Also, alphabetical organisation 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 a subcategory link to *07d movements* and 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 FEEL LIKE .... A number of extra auxiliaries are included on this page to support the early development (modelling) of more complex sentence forms with expansion of the verb phrase e.g., WAS, WERE, BE, BEEN, MIGHT.
- *07b* includes verbs and associated prepositions commonly used to relate information about, instruct and request actions during play, other verbs that are frequently used with these prepositions and thinking, work, coming or leaving verbs.
- *07c* includes communication, feeling, state, existence, shopping, reading, writing and performing related verbs.
- *07d* includes daily routine, cooking and art related verbs.
- *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.
- IT and predictably associated prepositions are included on *07b – e*. IT is included to refer to a known object, identified either by the objects in the environment or previous conversation.
- List spaces are included on *07d & 07e*. 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).

- Not all verbs in this PODD book are included in the *07 actions* section. 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. Words are prioritised for inclusion in the 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 instruct (for self or from partners)
  - to refer to a specific movement the individual performs.

## 08 Activities:

- The activities section in the main page set uses 3 subcategories to organise the large vocabulary required to request, talk about and interact during different activities.
  - *08c make something*
  - *08d outside activities*
  - *08e toys*
- *08a and 08b* include vocabulary for other activities that do not fit into the above subcategories, e.g., *video, reading a book, music, games*. 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 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 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, shape and size vocabulary.
- A separate list page *08f* is available to include the names of specific games, books, songs, TV shows, movies, tapes, and other activities. The suggestion to *GO TO LIST 8F* is associated with some vocabulary items to access more specific vocabulary. For example, the item *book* has the suggestion to *GO TO LIST 8F* to access a list of the individual's favourite book titles. A general instruction to *GO TO LIST 8F* is also included on pages *08b-e* to access more general activities vocabulary.
- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the 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 *08e toys* and add sports 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 *08f drama* for an individual who needs all of the current pages in addition to a page about drama. **Remember to move any vocabulary that you still require to another appropriate page in this section, change all links to the deleted/added pages and alter the page tag numbers and positions as required.** Also note the position of the next section *09 places* page tag. **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 commonly visited or talked about places and the predictably associated vocabulary for this section. 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 or interpreted in relation to the current topic or context.
- 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 places, restaurants, health places and 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/ early childhood setting places are included in *11 school / 11 early childhood*
  - 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 includes two pages *09c* & *09d* providing spaces for people to include different vocabulary according to their religious beliefs. 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 example pages.
- 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, special days, special activities, religious ceremonies and event words.
- Predictably associated vocabulary to start sentences and ask questions using vocabulary from both pages is located on page *10a*. Additional vocabulary specifically related to the words on *10b* is positioned on that page.
- The words HAPPY, PRESENT, PARTY 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 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 menu 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 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 **no educational setting** at the initial setup. Change the tab position on the left side of *12a clothes* to the bottom space, so it prints onto the back of the *10b special events* tab location. Locate and delete the placeholder page *11a EC 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. Modify the school section with appropriate vocabulary to suit the adult day placement. Select to use *school* in the main menu. You will then need to manually change the symbol and label SCHOOL to (your preferred name for the day placement) in every category index of this PODD book (i.e., *01*, the '*a page*' in every section and the *23a & b alphabet* pages).
- 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. Select to use *school* in the main menu. You will then need to manually change the symbol and label SCHOOL to (your preferred name for the workplace) in every category index of this PODD book (i.e., *01*, the '*a page*' in every section and the *23a & b alphabet* pages).
- If the **individual does not attend a particular place**, then vocabulary for the activities and places for their routine activities would be added to other sections in the PODD book. In this instance
  1. Select to use **no educational setting** at the initial setup to change all of the category indexes in the PODD book to not have a 11 school/EC section.
  2. In Edit mode, select page settings
  3. Select and move preferred pages in the *option – no educational setting* (i.e., *01 main NOECS* or *01 main chat NOECS*, *12 section NOECS* pages with moved page tab locations, *13 section NOECS* with moved page tab locations and the addition of *writing* and tech things vocabulary moved from school to the things section)
  4. Delete all pages with the same number (i.e., *01*, *12* & *13 section* pages)
  5. Locate and delete the placeholder page *11a EC 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 kinder people* a sub-category to include the names and roles of people at the child's early childhood place.
- *11a kindergarten* includes common pre-school daily routine activities and links to the subcategories *11c make something* and *11d outside activities*. Note that the people link (bottom left corner of the right page) has changed to link directly to *06c kinder people* as the most likely people talked about from this page. The rest of the people pages can be accessed via the *GO BACK TO PAGE 06a* from the kinder people page. The words TEACHER, FRIEND and CHILDREN replace the pronouns HE, SHE and THEY on *11a*.
- *11b kindergarten* includes vocabulary to request, talk about and interact during common pre-school 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 dressing up.
- *11c kindergarten make* includes vocabulary to request, talk about and interact during common pre-school "making activities". This page includes a direct link to the *09 people* section to enable the child to efficiently finish sentences such as I WANT to SHOW..., I MADE IT for... A direct link to *20c colour, shape and size* and *14f tools* are also located on this page.
- *11d kinder outside* includes vocabulary to request, talk about and interact during common pre-school outside activities.
- *11e list* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games. This page is accessed via *GO TO 11E LIST* instructions on pages *11b, 11c & 11d*.
- Note: Remember to delete the placeholder page *11a EC school*.

**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.
- *11a school* includes school daily routine activities, a subcategory link to *11d school things and predictably* associated vocabulary to ask questions and start sentences using vocabulary from all pages in the school section. Note that the people link (bottom left corner of the right page) has changed to link directly to *06c school people* as the most likely people talked about from this page. The rest of the people pages can be accessed via the *GO BACK TO PAGE 06a* from the school people page. The words TEACHER, FRIEND and (WHOLE) CLASS replace the pronouns HE, SHE and THEY on *11a*.
- *11b school* includes vocabulary related to school subjects, places and school special events. 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 that subject.
- *11c school* includes places in the classroom and a range of school things including writing and drawing tools and personal items.
- *20d number school*. This page includes additional mathematical functions and measurement vocabulary commonly used in a maths curriculum.
- Note: Remember to delete the placeholder page *11a EC school*.

## 12 Clothes:

- This section includes clothes and things that are worn on the body, e.g., jewellery, make-up, hair products and personal aids such as splints.
- Page *12a* includes items that are more frequently put on or taken off during the day and predictably associated vocabulary to ask questions and start sentences for the whole section.
- *12b* includes more predictably associated verbs, pronouns, prepositions, adjectives and link to the *20c colour* page. Some vocabulary is repeated from *12a* to be used between other words on this page. In addition to the names of clothing, this page includes parts of clothing, fasteners and a direct link to *13b swim things* as people often look for this vocabulary with swimwear. You will need to add the individual's preferred label and symbol to the space for underwear.
- *12c grooming & jewellery* includes a range of self-care, make-up, hair and jewellery items. A direct link to *14c bathroom* and *04b body parts* is provided to access other predictable associated vocabulary. A link to *02 opinions* is also included to enable easier access to vocabulary to give options on how someone is looking after doing their hair and make-up.
- 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*.

## 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 things that are more frequently used or talked about and most of the predictably associated vocabulary to start sentences using words from all pages in this section.
- *13b* includes money things, award things, specialised equipment that is not worn (including AAC equipment), personal technology, letter writing, photo, and other bits and pieces.
- *13c* includes swim things and camping/holiday equipment.
- There is an attempt to order thing vocabulary according to likely sentence word order. For example, on page *13b* FIRE and SMOKE are positioned above ALARM to produce word such as FIRE ALARM / SMOKE ALARM.
- You will need to customise these pages to add individual personal items and other things related to the individual's interests and experiences. You may also want to move items to different pages to suit the individual's word usage patterns. Consider the predictably associated vocabulary available on each page when moving or adding vocabulary.
- This section has more list spaces (on *13c*) as a larger number of fringe vocabulary is usually added to this section.

## 14 House & Garden:

- The house and garden section in this PODD book uses 4 subcategories to organise this large vocabulary, based on the place something is located/occurs 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 vocabulary to start sentences and questions using words from all pages in this section.
- *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.
- *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 and *04b body parts*.
  - 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. A link to *15b* is available on this page 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.
- The instruction to *GO TO THE LIST* on page *14f* is 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 a mealtime 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 words on the following pages.
- Links to MEALS, MEAT and VEGETABLES vocabulary on page *15d* are positioned on *15b* (as opposed to *15a*) to enable use of the predictably associated vocabulary on page *15b* to begin sentences including vocabulary *15d*.
  - *15b* includes cereal and bread related items, including sandwich fillings and spreads and the names for mealtimes (BREAKFAST, LUNCH, DINNER, and SNACK). 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 *14d kitchen* provides access to vocabulary for dishes, utensils and cooking equipment.

- *15c* includes the names of fruit, flavourings, sweets, desserts, cakes and biscuits and drinks, with the predictably associated words, POUR CUT, PEEL, HOT & COLD.
- *15d* includes the names of meats, meals, 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.
- Note that SALAD is intentionally included in the fruit section as well as the vegetable section to allow for the combination FRUIT SALAD.
- The prepositions AND and WITH are included on all pages with food/drink items.
- 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.

### **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*
- There is an attempt to order vocabulary according to likely word order to combine words. For example, on page *16b* PETROL and TRAIN are positioned above/to the left of STATION to produce PETROL STATION, TRAIN STATION.

### **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 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 VET. 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, insects, reptiles and marine animals. 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 DOG = PUPPY. Predictably associated verbs on this page include STING, BITE, RIDE, and HATCH. SAY is included for the common early childhood activity "What does (animal) say?" (Animal) says .....
  - *Page 18c* includes Australian and zoo/wild animals and the places that animals LIVE. The LIST for this section is also included on this page.

## 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 early childhood educational programs.
- This page set includes a range of predictably associated wh-questions, personal pronouns, and verbs to discuss when an event will/has happened. This vocabulary is included on 19a to start sentences using vocabulary from both pages in the section.
- 19a includes common time concepts, e.g., YESTERDAY, TODAY, TOMMORROW, TONIGHT, NOW, EARLY, LATE, LATER, SOON, A LONG TIME AGO, BEFORE and AFTER.
- 19b includes words for the days of the week, WEEK, MONTH, YEAR, times of the day, the seasons; numerals and the words HOUR, MINUTE, SECOND, O'CLOCK to tell the time, things related to time, e.g., clock, watch, calendar, and predictably associated question words, prepositions, determiners and adjectives. There is a space to add the individual's date of birth (birthday) on this page. (note the months can be added as written words to the list if required)

## 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 in this section 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., size, colour and shape words are on the same page with size words on the left, colour in the middle and shape on the right side of the page to produce messages such as BIG LIGHT BLUE CIRCLE. 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 & size, 20d numbers, 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 the following pages.
  - 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 & size attributes. Predictably associated vocabulary includes words commonly used with colour, shape & size descriptors when painting, drawing, and writing. There is also a link on this page to the 20d numbers page.
  - 20d includes vocabulary to describe number. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during early educational activities (mathematics) to develop number and money concepts. There is also a link on this page to the 20c colour, shape & size.
    - An alternative page 20d numbers school page is available in the *option - 11 school*. This alternative numbers page includes additional mathematical functions and measurement vocabulary.
  - 20e includes a range of vocabulary to describe and discuss the weather and weather reports. A range of weather related natural disaster words are also included on this page. A direct link to 19 days and times is included on this page to provide faster access to this other, frequently required, vocabulary 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

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 organized alphabetically across 2 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

- The alphabet display included in the main page set has an alphabetical layout organised into columns (same layout to select items as the other pages in this PODD book).
- Alternative pages using a QWERTY keyboard layout are included in the *option – 51 alphabet*. The QWERTY layout may be preferable for individuals who (are learning to) use a keyboard with this layout to access a computer or other device. The use of the same layout supports the development of automatic motor patterns for more efficient access with less cognitive attention required to locate and select items. The QWERTY layout requires 10 spaces across the page in the top row of the keyboard display. The navigation index is therefore moved from the left side of the page to the bottom of the page.
- Both layout options include two pages in the section:
  - *22a lowercase*
  - *22b UPPERCASE*
- Useful, spelling-related phrases to inform and instruct the partner are included on both pages in the section.
- The background of punctuation items on these displays is highlighted pale yellow. You may choose to highlight the vowels by changing the colour of the button border or background.

## 23 Topic

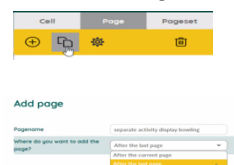
- This section is primarily used to add vocabulary for the current class topic or theme. School age children frequently require topic specific vocabulary to participate in class discussions, assessment and writing tasks on a current topic or theme, e.g., Ancient Egypt, dinosaurs, space travel, human 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.
- This section may also be used by individuals who do not attend school to add vocabulary for a current topic, event or interest.
  - 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 23a is laminated (onto the back of the right side of page 22b).
  - 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 23a 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 pages** – template for “a” pages (first page in a section). This template includes the navigation index on the left side, instruction to *TURN THE PAGE* and common, predictably associated, question, personal pronoun and verb vocabulary in the same positions as they are located on other pages. Remember to check this predictably-associated vocabulary and make changes appropriate to the other vocabulary on the page you are creating.
  - **Grid b pages** – template for other, not first pages, in a section. Includes symbol and list spaces and the instruction to *GO BACK TO (number)A* (beginning of the section)

### To use these grid pages to make new pages

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



**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 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.**