

Direct Access – 90 plus, complex syntax 2 page opening plus side panel



General description

This page set was primarily designed for school age children who can accurately point to small, closely spaced, items and require access to sufficient language to (learn to) produce syntactically complete, complex sentences.

In this PODD book:

- Vocabulary is primarily organised into categories. The main navigation (categories) index is available on the front page and repeated on the 'a page' of every section.
- Predictably associated vocabulary in every section includes WH-questions, personal pronouns, auxiliaries, verbs, negatives, prepositions, conjunctions, determiners, adverbs, and adjectives, to enable efficient production of syntactically complete, and complex, sentences.
- Predictably associated tense markers and word morphology functions are included in each section, e.g., *UN-*; *RE-*; *-ED*; *-ING*; *-EN*; *-S*; *-ES*; *-S*; *-ER*; *-EST*; *-LY*; *N'T*.
- Irregular past tense words are written on the button with the infinitive verb.
- Some high frequency words (particularly pronouns, determiners, and prepositions) are represented by the written word alone.
- A spelling display in a QWERTY keyboard layout is included.

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 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 this PODD book.
- Individuals who require symbols for some of the little words. This page set could be modified to include symbols for most words. The addition of symbols would require slightly larger squares for this vocabulary. This modification would probably result in a reduced range of predictably associated vocabulary on some pages.

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 100 plus two-page opening PODD book.

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

- The main navigation (categories) index on the front page and repeated on the 'a page' in every section of the 100+ complex syntax 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 on the side panel in the 90+ complex syntax PODD book means the individual can access the categories index from every page in the PODD book.
- An open 90+ two-page opening plus side panel PODD book is wider than the 100+ 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 90+ complex syntax book. However, other pages in each section have less vocabulary spaces (90+ as opposed to 100+).
- 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. Two-page opening PODD communication books have more intrinsic stability. The option to construct the 90+ PODD book with the navigation index on the inside cover (see *Layout* section) compensates for this instability by removing the side panel.
- A moving side panel can become a sensory distraction for some individuals.
- 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 supports the expression of a full range of communication intents.
- The language in this page set allows for the production of syntactically complete sentences, including the use of complex sentences (spoken language grammatical development equivalency approximately – 4 ½ yrs plus).
- All 14 grammatical morphemes are included in the page set.
- 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. There are spaces on page 01 to add more, individual specific, social phrases. 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 are often relied on to produce multi-word and compound word vocabulary items, e.g., the symbols ROW + BOAT for *rowboat*; SPACE + STATION for *space station*; FRUIT + SALAD for *fruit salad*.
- The presentation of this page set builds on emerging word recognition for high frequency words. Some items are represented by the written word alone.
- *Lists* for fringe or new additional vocabulary are located in every section. The communicator can request the addition of vocabulary to the list using the PLEASE ADD THAT WORD TO A LIST symbol / phrase on the side panel or page 01.
- Phrases to manage the communication interaction, provide feedback to partners and resolve communication breakdown are accessible from all pages on the side panel.
- The phrases IT'S NOT IN MY BOOK, I'LL GIVE YOU A HINT, IT'S LIKE and HAVE A GUESS are located on the side panel with the main navigation index. These phrases are 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. 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 and phrases to manage the interaction are on the side panel which is accessible from every page.
 - An alternative layout with the main navigation index located around the edges of the inside cover is available in the *option - 00 cover with navigation index*. This layout may be preferable for individuals who find the side panel too unstable for accurate access in all situations or when the increase in width is too much for accurate access or practical use in their daily environments. See additional information about this option in the section description for *00 side panel / main navigation index* section description (below).
- There are approximately 45 – 70 vocabulary items per page (i.e., 90plus per 2 page opening) depending on the number of word only and symbol buttons on the page.
 - The communication book page size is approximately 22cm high and 13.3 cm wide plus the page tag. The side panel with less categories is approximately 22cm high and 9.2 cm wide. The side panel with all categories is approximately 22cm high and 12.5 cm wide. With the navigation index on the side panel, the open book cover dimensions are approximately 23 cm high and 47-50 cm wide.
 - If you have chosen the navigation index on the inside cover, the left side of 01a main is approximately 19 cm wide and 22cm high. With the navigation index on the cover (i.e., no side panel) the open book cover dimensions are approximately 22 cm high and 41 cm wide.
 - Symbol button size is 2cm by 2 cm and word only buttons are approximately 2cm wide and .7 cm high.
 - Symbol button grid spacing: width 0.5; height 0.3. Word only buttons are placed with two in the space of one symbol button and a gap height of 0.3 between the pair.
 - 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 90+ items 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 90+ 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 - 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.
 - Operational and word morphology buttons have a thicker border created with the style functionality in Mind Express.
 - Prepositions are represented by written word only, arranged in alphabetical order with the exception of the word, TO. The high frequency word, TO, is located at the top of the column of prepositions, adjacent to verb vocabulary, to increase the efficiency of sentence construction. The background of this cell is coloured green to assist location of this item out of alphabetical order.
 - 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

Navigation buttons to all sections/categories are accessible from all pages allowing for efficient movement to multiple pages to construct a message.

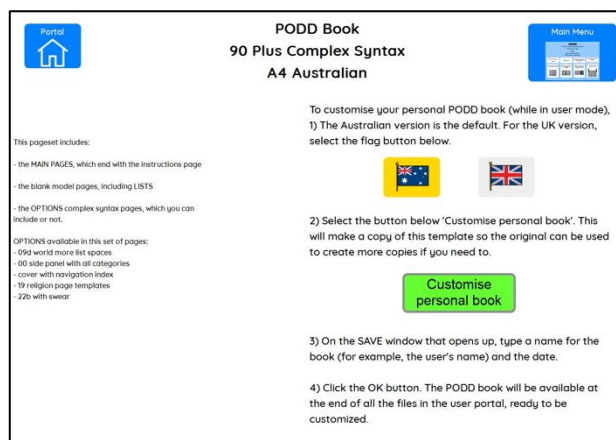
- High frequency navigation (category) links, GO BACK TO PAGE 1; PEOPLE; OPINION; SOMETHING'S WRONG; ACTIONS; LITTLE WORDS; DESCRIPTIONS; DAYS & TIMES and ALPHABET, are across the bottom of every page.
- The PEOPLE, ACTIONS, LITTLE WORDS and DESCRIPTIONS links are located at the bottom of the page near the column(s) of predictably associated vocabulary for the corresponding parts of speech. This encourages communicators (and partners) 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.
- In the main page set, other navigation buttons are located on the side panel (*OO side panel*). The side panel index also includes some direct links to the following, high frequency, subcategories: *4c body parts; 14e outside; 21e weather*.
 - *The option - Cover with navigation index* provides alternative positioning of the navigation index around the edges of the inside cover.
- The separation of the categories in different locations (on two sides of the inside cover / side panel and the bottom of the page) may be challenging for individuals and partners who do not have prior experience using the PODD vocabulary organisation as they have to look in multiple locations for items in the main navigation index. An alternative side panel with all category items (some repeated) in the side panel is available in the *option - OO side panel with all categories*.

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

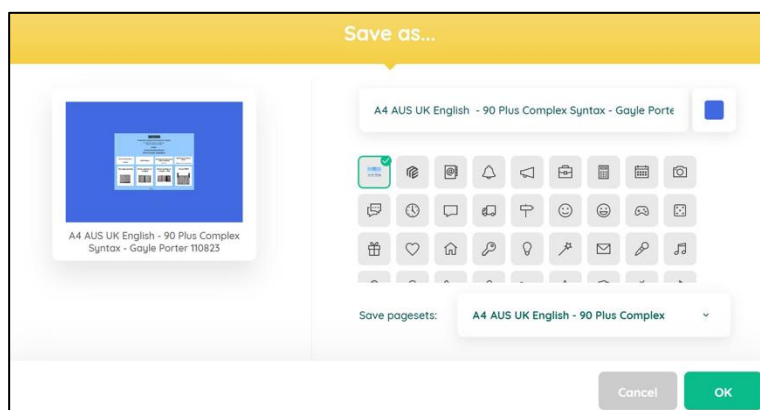
This Mind Express program includes vocabulary for Australian English and UK English. Australian English is the default. **To switch to UK English select the button with the UK flag.**



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

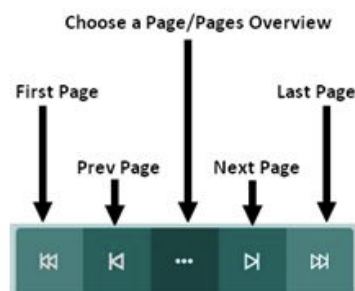
To make a copy, select the green button 'Customise personal book'.

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. Templates to make this PODD book with the **navigation index around the edges of the inside cover** to eliminate the moveable (less stable) side panel. The social interaction vocabulary/phrases that were on the side-panel, need to be moved to the *01 main* page, reducing the spaces to add additional social phrases to this page. You may choose to include an additional **01b chat** page with this option to make space for additional social phrases.
2. Alternative pages for individuals who do not attend an **educational setting**. The main pages include a *school* section. (see section description for *11 school*)
3. Alternative **side panel including all category links**.
4. Optional page to include **swear words with covers** in the *22 little words* section. The covers provide added privacy for this vocabulary, i.e., the individual may not want all partners to view this vocabulary in their communication book. The *construction file* includes special instructions to make this page using the three templates in this option.
5. **Sensory activity pages**. Individuals who have sensory processing challenges require access to vocabulary to request sensory experiences. Vocabulary for specific sensory activities is included on page 01b sensory via a link from 01a main (the first page of the book)
6. Alternative 09d world pages including the names for either Australian States and Capital cities or the names for UK countries and capitals.
7. Alternative special events pages including common Australian holidays and events.
8. Templates to create an individualized 19 religion section to suit individual requirements.

Optional Pages include:

- **Side panel including all category links**
 - *00 side panel with all categories* – alternative side panel including links to all sections of the PODD book .
- **Cover with navigation index:**
 - 01 main with cover index – alternative 01 main adapted to include part of the main navigation index on the left side of the page attached to the inside front cover. Other vocabulary on this page needed to be moved to allow space for the additional categories and communication management phrases that were previously on the side panel. This reduces the spaces available to add personal social phrases.
 - 01a main with cover and chat – alternative 01 main adapted to include part of the main navigation index on the left side of the page attached to the inside front cover. Other vocabulary on this page needed to be moved to allow space for the additional categories and communication management phrases that were previously on the side panel. This option includes a TURN THE PAGE to an *01b chat* page to provide additional space to add personal social phrases. 01b chat cover. TOILET is removed from this page.
 - 01b chat cover– an additional page to provide space for additional personal social phrases. I NEED TO GO TO THE TIOLET is added to this page. Some cells on this page are larger to provide more room to write longer sentences/phrases/questions.
 - Instructions back cover with index – alternative instructions page adapted to include part of the navigation index on the right side of the page attached to the inside back cover.
 - **Note: You will also need to delete the *00 side panel* page from the main page set before printing**

- **Note: There are alternative pages for placing the navigation index around the cover when sensory activity pages are selected. See the information on the sensory activities option below.**
- **No educational (school) section**
 - 00 side panel NOECS is the side panel with the link to the 11 school section replaced by a link to *13d writing and tech things*
 - 00 side panel with all categories NOECS is the side panel with all categories and the link to the 11 school section replaced by a link to *13d writing and tech things*
 - 01a main with cover and chat NOECS– alternative 01 main adapted to include part of the main navigation index on the left side of the page attached to the inside front cover. This version has been modified removing the link to the 11 school section. Other vocabulary on this page needed to be moved to allow space for the additional categories and communication management phrases that were previously on the side panel. This option includes a TURN THE PAGE to an *01b chat* page to provide additional space to add personal social phrases.
 - 01b chat cover NOECS– an additional page to provide space for additional personal social phrases. Modified for no educational setting.
 - **Note there are alternative 01 pages when the sensory option is also selected**
 - 06a people NOECS (sub-category link to *06c school people* removed, link to sub-category occupations change to *06c*, modified for no educational setting)
 - 06c occupations (number of sub-category changed from *06d* to *06c* , modified for no educational setting)
 - **Note you will also need to delete the *06c school people* page from the main page set before printing**
 - 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 NOECS (tab position moved to accommodate no 11 school section)
 - 13a things NOECS (sub-category link to *13d writing and tech things* added.
 - 13b things NOECS (tab position moved to accommodate no 11 school section)
 - 13c things NOECS (tab position moved to accommodate no 11 school section)
 - 13d writing and tech things this page from the deleted 11 school section is reformatted as a subcategory in the 13 things section
 - Instructions back cover with index NOECS – alternative instructions page adapted to include part of the navigation index on the right side of the page attached to the inside back cover. This version has been modified removing the link to the 11 school section.
- **19 religion page grids:**
 - One page grid – *19a* grid for a customised religion section on only one page.
 - Two page grid – *19a* & *19b* grids for a customised religion section over two pages.
- **22b little words with swear:** (see *construction file*).
 - *22b little words - swear words*.
 - *Cover for swear words - sticker* – to create a “sealed section”.
 - *Flap backers* – used to construct “sealed section”.
- **09d alternatives**
 - 09d Australian states and capitals
 - 09d UK countries and cities
- **10 Special UK /Australian**
 - 10b special Australian holidays
 - 10c special Australian holidays
 - 10b special UK holidays
 - 10c special UK holidays

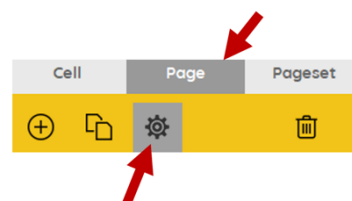
• Sensory Activity pages

- 01 main sensory (a link added to 01b sensory activities)
- 01b sensory (page includes a range of sensory activities)
- 01a main with cover chat and sensory. This page is used when the option to include the navigation (categories) index around the cover is used. It includes a TURN THE PAGE to access the additional 01b chat page required to add more social phrases because the addition of the navigation index and communication management phrases (from the side panel) to 01a main reduces space on the first page. On this sensory option for 01a main I NEED A SENSORY ACTIVITY with a link to 01c sensory activities replaces I'M SORRY.
- 01a main with cover chat and sensory NOECS. This page is used when the option to include the navigation (categories) index around the cover is used, modified for no school. It includes a TURN THE PAGE to access the additional 01b chat page required to add more social phrases because the addition of the navigation index and communication management phrases (from the side panel) to 01a main reduces space on the first page. On this sensory option for 01a main I NEED A SENSORY ACTIVITY with a link to 01c sensory activities replaces I'M SORRY.
- 01b chat cover sensory. I'M SORRY added to this page providing additional spaces for personal social phrases. (note if selected to have no school or educational setting you can use the 01b chat cover page as I'M SORRY is on *01a main with cover chat and sensory NOECS*.)
- 01c sensory for cover index chat is an alternative to the 01b sensory page to accommodate for the addition of 01b chat when main navigation index is moved to the inside cover. **Note: you will only need one sensory page. Select either 01b sensory or 01c sensory for cover index chat** depending on your selection to place the navigation index on the side panel or around the covers.

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 / main navigation index

- 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.e., instruct and provide feedback to partners, request clarification and use hinting strategies. The social phrases, I DON'T KNOW, MAYBE, GOODBYE, PLEASE and THANKS are also included on the side panel for ready access from all pages. The *00 side panel* in the main page set does not include all categories. The high frequency navigation (category) links, GO BACK TO PAGE 1; PEOPLE; OPINION; SOMETHING'S WRONG; ACTIONS; LITTLE WORDS; DESCRIPTIONS; DAYS & TIMES and ALPHABET, are across the bottom of every page in this PODD book. These categories are not repeated on *00 side panel* in the main page set.
- An alternative side panel is required when no educational (school) section is included in this PODD book. This alternative page *00 side panel NOECS* is included in the *option – no educational (school) setting*.
- Alternatives to this side panel include the *option - 00 side panel with all categories* and the *option - Cover with navigation index*.
 - **00 side panel with all categories.** The inclusion of all categories on the side panel may be preferable for users who are less familiar with all the sections/categories in the PODD communication book. New users of a PODD communication book may find it more challenging/time consuming to locate the section they require if they need to look in multiple locations, i.e., on the side panel and the bottom of the page. Familiarity with the PODD vocabulary organisation and the location of the link buttons for the different categories/sections usually makes this repetition redundant for more experienced users of the PODD system. An alternative *00 side panel with all categories NOECS* is available in the *option – no educational (school) settings*.
 - **Cover with navigation index.** The option to position the navigation buttons on the inside cover rather than have a side panel may be preferable for individuals who find the side panel too unstable for accurate access in all situations or when the increase in width is too much for accurate access or practical use in their daily environments. However, using this option requires a reasonable familiarity with the sections/categories in the PODD book, with efficient use dependent on the communicator remembering where each of the category/section link buttons are located, i.e., on the left or right side of the inside cover or on the bottom of the page. Sections represented with predictably associated vocabulary, e.g., PEOPLE,

ACTIONS, LITTLE WORDS and DESCRIPTIONS and/or used with higher frequency, e.g., GO BACK TO PAGE 1; OPINION; SOMETHING'S WRONG; DAYS & TIMES and ALPHABET, are located across the bottom of every page. Other category links are located on either the left or the right side of the inside cover, with earlier pages in the PODD book on the left and later pages on the right. For individuals who also point directly to the page tags the position of category links on the left or right is often close to where earlier and later tags are hidden under other tags when the book is open at different pages. This option requires different *instructions back cover with index and 01* section pages.

- The social and communication management vocabulary from the side panel has to be relocated onto the first page of the PODD book due to the reduced number of available spaces around the inside cover. Access to this vocabulary from other pages in the PODD book requires the use of the *GO BACK TO PAGE 1* operational button located on every page opening.
- The number of spaces on the first page to add personal social phrases, instructions is reduced with this option. It is therefore recommended to include an additional page, *01b chat cover*, with spaces to include more personal phrases. Some cells on this page are larger to provide more room to write longer sentences/phrases/questions. The alternative page *01a main with cover and chat* with a *TURN THE PAGE to access 01b chat cover* is required for this option.
- Different *01a main with cover* and *01b chat with cover* pages are required if the options *no educational environment* and *or sensory activity pages* are selected.
- **Note you will need to delete the 00 side panel and 01 main pages currently in the main page set.**

01 main / chat

- *The left side of 01 main* is attached to the inside front cover the right side is the first page of the communication book (see *construction file*)
- Includes single word vocabulary to generate messages that are useful to say quickly or in the context of an ongoing conversation or activity – 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?.
- This single word vocabulary can also be used to produce common question/sentence starters prior to moving to another section to finish the message. For example, (beginning on page *01 main*) WHY ARE WE GOING TO *SPECIAL EVENTS* (turn to page *10a*) a PARTY.

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 individual will use unaided modes more efficiently express these messages, e.g., head movements for YES and NO, look plus vocalisation for HELLO. These words can be added to the first few pages of a PODD communication book or the side panel if an individual requires aided symbols to communicate these meanings. YES and NO are available, for use within sentences in the *21 little words* section of this PODD book.

- 01 main also includes social phrases that are useful to say quickly or in the context of an ongoing conversation or activity. A number of blank spaces are available on *01 main* to insert additional social phrases to suit the individual's communication requirements. The *Additional Vocabulary Ideas* document includes a range of suggestions for social phrases and questions to suit different communication purposes.
- Alternative *01 main* pages will be required if you have selected any of the options *Cover with navigation index* and/or *sensory activity pages*.
 - See the information in the *00 side panel /main navigation index* section above for a description of how this option changes the *01main/chat* section.
 - *01a main sensory* includes I NEED A SENSORY ACTIVIVITY with a *go to link* to page *1b* and a *TURN THE PAGE*. A *01b sensory page* is also added with this option. This page includes a range of common sensory activities with the predictably associated

vocabulary to interact during these activities. There are spaces to add your own sensory activities to this page. The main navigation index would be accessed via GO BACK TO IA . Alternative sensory pages are required if the *cover with navigation index option* is also selected. As this option already includes a TURN THE PAGE to a *01b chat cover* page to add personal social phrases, the sensory activity page needs to change to *01c sensory for cover index chat* and the alternative *01b chat sensory* needs to be selected.

- Note pragmatic branch starters are not needed in this PODD book as when communicators are using this complexity of expressive language, the communication intent will be apparent within the sentence structure.

02 opinions

- This section includes a large range of adjectives and other vocabulary to express opinions. This range of vocabulary provides the communicator with more options to select the word they want to suit their mood, humour, preferred image (convey their personality) to different partners in different situations.
- *02a* includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary used to start sentences using vocabulary from all pages in this section.
- OPINION vocabulary (regardless of syntactic part of speech) is organized alphabetically across all three pages in this section, with subcategory links on page *02a* to *02b d-n* and *02c o-z*. *TURN THE PAGE* operational instructions are also included on pages *02a* and *02b* to enable the communicator to look for words when they are unsure of the initial letter.
- *02b* and *02c* include the predictably associated vocabulary A; NOT; DON'T; CAN'T; TOO; AND; OR, to be used with opinion vocabulary on these pages.
- Predictably associated word morphology functions *PAST TENSE –ED; -ING; -UN; –ER; -EST; -LY; -S, -'S* are included on all pages in this section.
- Consider the predictably associated vocabulary and functions available on each page opening and alphabetical word order when adding or moving vocabulary in this section.
- 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

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 and concerns.
- Vocabulary to complain about actions and predictably associated vocabulary to start sentences and ask questions using vocabulary from both pages in this section is organised on page *03a* according to syntactic part of speech.
- Other single word vocabulary to complain (regardless of syntactic part of speech) is organised alphabetically across two pages. You will need to consider the alphabetical word order when adding or moving vocabulary in this section.
- *03b* also includes some phrases to quickly relate common complaints. The phrases I DON'T KNOW WHAT I WANT and I DON'T WANT TO TALK ABOUT IT are included to enable the communicator to restrict further discussion or continuing guesses about a problem.

- Word morphology functions available vary to suit the vocabulary available on each page opening. *03a* includes PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S. –ER; EST, *03b* includes -S, -ES; -'S and –ER; EST.
- Note that predictive links from vocabulary such as SICK and ITCHY to the *body parts* section are not included in this page set as a direct link to *04c body parts* is readily available in the main navigation index. The communicator may, or may not, choose to independently direct movement to *04c body parts* as required.
- 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

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.

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, procedures) and common illnesses that do not require the name of a body part for explanation.
 - *04b* includes more health and disability related words, including illnesses and health problems that may require the name of a body part for explanation. A direct link to the *04c body parts* section is repeated on this page to increase the ease of location and speed of access to the names of body parts which are frequently used with the vocabulary on this page. Includes a link to the *LIST* for this section on *04c*.
 - *04c* includes the names of body parts and predictably associated vocabulary. Small buttons are used to increase the spaces available for the names of specific body parts. Vocabulary on the smaller buttons is grouped according to the location of the body part. A larger button is used to assist location of the general body part, e.g., ARM, with the names for associated specific body parts, e.g., SHOULDER, ELBOW, WRIST, HAND, on smaller buttons positioned under the general vocabulary item. The smaller buttons are square to increase the space available on the button for a label and a symbol. There is a direct link from this page back to *04b sores and illnesses*. *04c* also includes the *LIST* for this section.
- Word morphology functions available vary to suit the vocabulary available on each page opening. *04a* includes PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S and pages *04b* and *04c* include PAST TENSE –ED; -ING; -S, -ES; -'S.
- Spaces have been left on these pages for customisation to reflect individual experiences and requirements:
 - *04a* includes spaces to add health places, professionals, illnesses and/or things which are common to the individual. For example, you may add audiologist and hearing aid for an individual who has a hearing impairment; optometrist, glasses and eye test for an individual who has a vision impairment, Ventolin and asthma, seizure and medication for an individual who has epilepsy, earache for an individual who frequently has earaches.
 - *04b* includes spaces for additional health related vocabulary.
 - *04c body parts*: This section includes a pictograph for private parts and the written words for *breast, vagina, penis* plus additional spaces. You may want add symbols or re-word the labels for these body parts to suit the individual preferences.
- Consider the predictably associated vocabulary and word morphology functions available on each page opening when adding or moving vocabulary in this section.

05 Feelings

- A range of vocabulary to express feelings is included in this section, primarily to relate information, tell stories and answer questions.
- *05a* includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary to start messages using vocabulary from all pages in this section.
- Feelings vocabulary (regardless of syntactic part of speech) is organized alphabetically across both pages in this section.
- Predictably associated word morphology functions *PAST TENSE –ED; –ING; –UN; –N'T; –ER; –EST; –S, –ES, and –'S* are included on *05a*. *UN; –ER; –EST; –S, –ES, and –'S* are repeated on *05b*.
- Feelings vocabulary is also included, and may be repeated, in other categories to express different pragmatic functions e.g., *02 opinions* – to express opinions; *03 something's wrong* – to complain; *04 health; 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. Follow the directions written on the templates.
- *06a* includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start messages using vocabulary from all pages in this section. Word morphology functions on this page include *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S*.
- Predictably associated vocabulary on other pages reflects the type of people vocabulary on that page. Possessive and plural word morphology functions are included on all pages in this section.
- A link from *06a* goes to subcategories *06c school people* and *06d jobs*.
 - An alternative page *6a* is available in the *option* – no educational (school) setting. On this page the *6c school people* subcategory link is deleted and the link to the sub-category *jobs* changes from *6d* to *6c*. An alternative *06c* occupations with the page tabs change to *6c* is also required. When you add these optional pages also remember to delete the original *6a, 6c* and *6d* pages.
- TURN THE PAGE operational instructions are included on page *06a – 06c* to enable the communicator to look for words when they are unsure of the page location. This also supports a more flexible use of the *LISTS* across multiple pages.
- *06a-c people* vocabulary is organised into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words.
- *06d occupation* vocabulary is organised alphabetically. Ensure the individual's close family member's and friend's occupations are included in this section.
- 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.

07 Actions (verbs)

- A large range of verb vocabulary is included in this section. The vocabulary is subcategorised alphabetically as there are limited meaningful associations that can be used to organise such a large verb vocabulary. Also, given the extensive range of predictably associated verbs in every section of this PODD book, communicators tend to only navigate to the actions section to select a verb for less predictable sentences or movement vocabulary.
- All pages in this section can also be accessed via TURN THE PAGE operational instructions. Whilst this is a very slow method to access vocabulary, it does allow communicators to look through this section for a symbol or word when they are uncertain of the word's initial letter.
- The predictably associated vocabulary on 07a includes auxiliaries and verbs used to start questions and sentences including verbs from other pages in this section other, e.g. I WANT TO; I THINK I CAN; I AM LEARNING TO; WHO DID YOU SEE..... These verbs are also repeated in alphabetical order on other pages as people may use the "It starts with ..." alphabetical subcategory link when they have not located (looked for) the verb on the first page of the section.
- Predictably associated prepositions, determiners and adverbs are included on all pages in this section.
- Verb tense markers, past tense –ED, -ING, -S, and -EN, and the auxiliaries, WILL, AM, IS, ARE, WAS and WERE, N'T and negation are included on all pages in this section.
- Vocabulary is organised alphabetically in this section with spaces in each alphabetical listing to add words on *list* stickers (see the *construction file* for information on printing and attaching these lists). Alphabet headings are included to assist communicators to locate items on the page and remind them that the vocabulary is organised alphabetically.
- Note that the GO BACK TO 7A operational instruction in this section is not located in the top right hand corner as it is in other sections, but at the bottom of the page, replacing the 07 actions category link. This has been done to maximise use of available spaces. This change may need to be pointed out to people using this PODD book.
- The words true / truth are included in this section as experience indicates that people look for this vocabulary in the verb category even though they are not verbs.

08 Activities

- The activities section in this example 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* – outside activities that are not organised sports.
 - 08e *sports*. Sports vocabulary is organised over two pages, 08e and 08f. 08e includes predictably associated vocabulary to construct messages using vocabulary from both pages and the names of more frequently referred to *sports*. You may need to move vocabulary between the two pages to accommodate for individual sports preferences. The words SCORE, GOAL, POINT, MATCH, TEAM, and BAT/RACQUET/CLUB/STICK are intentionally repeated on pages 08d and 08e to be used in combination with the different sports vocabulary on each page. Movement between these two pages is via TURN THE PAGE on page 08e and GO BACK TO PAGE 8e on page 08f.
- 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. Vocabulary is repeated on multiple pages to support more efficient interaction during activities. There are no separate activity displays 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 *21c* to more efficiently access colour vocabulary.
- A separate list, page *08g*, is available to include the names of specific games, books, songs, TV shows, movies, tapes, and other activities. The suggestion to *GO TO LIST 8g* is associated with some vocabulary items to access more specific vocabulary. For example, the item BOOK has the suggestion to *GO TO LIST 8g* to access a list of the individual's favourite book titles. A general instruction to *GO TO LIST 8g* is also included 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 example pages.
- It is also possible to change or add subcategories to accommodate for individual interests. For example, you may choose to substitute *08e sports* with *08e drama* for an individual who is very involved in theatrical activities but not very interested in sports 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 *09a places* page tag (the third from the bottom on the *grid page* templates). **Ensure the page tag positions of added pages in this section 08 DO NOT cover the tab for 09a places** (unless you want to spend a lot of time changing the positions of all other pages following this section in the PODD book).
- Note that *sensory activities* are added to the *01 section* (not the activities section) in this PODD book.

9 Places

- At this stage of language development there is an aim to include a broad range of places which the individual may read, write, hear or talk about in addition to places they go.
- *09a* includes predictably associated vocabulary used to start messages using vocabulary from all pages in this section. . Word morphology functions on this page include *PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S*.
- The places section in this page set uses 2 subcategories to organise the large vocabulary required to request and talk about different places:
 - *09c shops* – includes retail places such as shops, take away, restaurants, bank and post office. This page also includes vocabulary related to shopping, buying and selling and a link to shopping things on *page 13c* (in the THINGS category). Word morphology functions included on this page opening include *PAST TENSE –ED; -ING; -N'T; -S, -ES; -'S, -ER and -EST*.
 - *09d world* – includes space, continent and nationality specific words. You will need to add the specific states and cities relevant to the individual's country. The *option - 09d* alternatives includes pages completed with either Australian states and capitals (*09d Australian*) or UK countries and cities (*09d UK*).
 - *09d world* also includes a link to *09e* for a list of countries in alphabetical order. Customisation of the countries included will be required to suit different individuals. The countries on *09e* should include common travel destinations, family connections and countries in the news. As the countries are presented in alphabetical order, customisation is likely to involve shifting items on the page. Additional country names can also be added to the list on that page. Word morphology functions included on *09d* and *09e* include *–ER; 'S; -S; –ES, -AN*. (e.g., Asia + *-an* = Asian) and *–ISH* (e.g., Sweden + *-ish* = Swedish).
- Other places vocabulary is organised on *pages 09a and 09b*:
 - Vocabulary for frequently visited or talked about places should be positioned on *09a*. In the example page set LIBRARY and the associated vocabulary, BOOK and LIBRARY CARD, are included on *9a* to maximise efficiency using predictably

associated vocabulary to produce sentences such as “I NEED TO GO TO THE LIBRARY TO RETURN MY BOOKS.”, without turning pages.

- The remainder of the vocabulary is organised onto *09b* according to meaningful semantic associations, e.g., types of buildings, holiday places, nature places, recreational places, educational 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, are included in *10 special events*
 - places of worship are included in *19 religion*
 - place names related to animals, e.g., sty, kennel, are included in *18 animal*.

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 *option - 10 special UK/Australian* includes alternative *10b* and *10c* pages with either Australian or UK holidays.
- The most frequently occurring or talked about special events, e.g., birthdays, prizes, are on page *10a*. Predictably associated vocabulary to ask general questions and start sentences using vocabulary from all pages in this section is also included on *10a*.
- Other special events are on page *10b* organised into type of special event, e.g., school, competition, family events, local holidays and special days, religious ceremony and event words, party words. Page *10c* includes lower frequency special events and lists to add special events as they occur, e.g., name of a ball, dance or concert.
- The *11 school* category has a separate page (*11d*) for special events that are associated with school.
- The words, HAPPY, PRESENT, PARTY, DAY, and CARD are intentionally repeated on page *10b* to reduce the need to turn between pages to produce sentences such as I GOT MY (turn the page) CHRISTMAS PRESENT AT THE CHRISTMAS PARTY ON CHRISTMAS DAY.
- Word morphology functions include *past tense –ED; -ING; -UN; -N’T; -S, -ES; -’S* and *10a* with *-S, -ES; -’S* repeated on *10b* and *10c*.

11 School (educational setting)

Due to the language complexity of this page set it is very rarely used with preschool age children so there are no prepared templates for early childhood pages included with this resource. If preschool pages are required, you will need to create pages to substitute the school section with a preschool section. Use the included grid page templates for *90+ complex syntax* layout to create the new pages and the *48 expanded key word 06c people* and *11 early childhood page templates* to provide ideas for vocabulary selection and placement. You will also need to manually change the symbol and label SCHOOL to KINDERGARTEN/NURSERY on the side panel or cover index and the label to *school people* on *06a* would need to be changed to *kinder/nursery people*)

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. You will also need to manually change the symbol and label SCHOOL to (your preferred name for the day placement) on

the side panel or cover index and the label *school people* on 06a would need to be changed to (preferred name for adult placement) people).

- If the individual goes to a workplace, then you may choose to modify the vocabulary in 11 school to make an *11 work* section. You will also need to manually change the symbol and label SCHOOL to (your preferred name for the workplace) on the side panel or cover index and the label to *school people* on 06a would need to be changed to (preferred name for workplace) people.
- 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 preferred pages in the *option – no educational setting* (i.e., 00 side panel NOECS or 01a main with cover NOECS; 06a & 06c NOECS, 12 section pages NOECS with moved page tab locations, 13 section pages NOECS with the addition of 13d writing and tech things and moved page tab locations)
 3. Delete all pages with the same number (i.e., 00, 01, 06a, 06c & 06d, 12 & 13 section pages)
 4. Locate and delete pages for section 11 (i.e., 11a, 11b, 11c and 11d.) .
 5. Locate and delete the 23 topic pages.



11 school

- The school section includes vocabulary to talk about and interact at school.
- 11a includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start sentences using vocabulary from all pages in this section and the links to the two subcategories *11c writing and tech things* and *11d school special events*.
- School related vocabulary is organized over 4 pages.
 - 11a includes subject names and school daily routine activities. Navigation links to the activities section to access *8c make something* and *8e sports* vocabulary and a link to *page 21d number and measurement* to access mathematical concepts are located adjacent to the related subject name, e.g., GYM is positioned next to the link to access sports vocabulary. Note that the *people* category link in the lower left corner of this page has been changed to link directly to the *06c school people* subcategory. An additional column of school people words has also been added to the left side of this page opening (moving the relative position of some common predictably associated verb vocabulary one column to the right on this page). Other pages in the *people* section would be accessed via the links on page 06c.
 - 11b includes a range of other school related vocabulary organised according to meaningful semantic associations, e.g., places at school, places in the classroom, personal school things, and schoolwork things. Includes *TURN THE PAGE* to access vocabulary for producing schoolwork.
 - 11c *school writing/tech things*. Includes a range of vocabulary related to reading, writing, and the use of technology at school. This includes vocabulary that may be required for the subject English.
 - 11d SPECIAL EVENTS. Includes vocabulary for a range of special events or activities at school.
- Word morphology functions on pages in this section includes *PAST TENSE –ED; -ING; RE-; UN-; -N'T; -S, -ES; -'S*. with some variation to suit the different vocabulary on each page.

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.
- Page 12a includes items that are more frequently put on or taken off during the day and/or the communicator may request others to do up or undo. Page 12a also includes predictably associated vocabulary that may be used to start sentences for the whole section. This page has a subcategory link to 12c grooming & jewellery to access self-care, make-up, hair and jewellery related 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 the first page (12a) if the item is frequently put on and taken off during the day.
- 12b includes more predictably associated verbs, pronouns, prepositions, adjectives. 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.
- Page 12c grooming & jewellery includes direct links to 14c bathroom to access other personal care/grooming vocabulary and 04c body parts.
- Word morphology functions on all pages 12a and 12c include PAST TENSE –ED; -ING; -N'T, UN; -S, -ES; - and 'S. RE- is also included on 12c to re-do hair/make-up. 12b includes plural and possessive S

13 Things

- This section includes any 'thing' that does not readily fit into another category including personal equipment that is not worn. For example, things that are generally found at home, or school would be included in those other categories; things related to specific activities, e.g., sports or games would be located in the 08 activities section.
- Direct links are included from the things section to 12c grooming & jewellery and 14f tools as people may look for this vocabulary in the things section.
- Vocabulary is organised in the things section across 3 pages according to meaningful semantic associations such as, money things, disability equipment, AAC equipment, swim things, stationary, sewing things, camping equipment, personal technology, photo things, award things, fighting things, nature things, shopping things, and a variety of other bits and pieces.
- Page 13a includes most of the predictably associated vocabulary to start sentences and "thing words" that are more frequently used. Other pages include predictably associated vocabulary for words that are likely to be required between other words on that page.
- Word morphology functions on page 13a include PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S. All pages in this section include plural and possessive 'S'.
- There is an attempt to order 'thing' vocabulary according to likely sentence word order. For example, on page 13b FIRE and SMOKE are positioned to the left of ALARM to maintain left to right movement to produce FIRE ALARM, SMOKE ALARM. ALARM is above BELL to produce ALARM BELL.
- You will need to customise these pages to add individual personal items and other things related to their 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 adding or moving vocabulary.
- Note that alternative section 13 pages with the addition of a 13d writing and tech things subcategory are used with the option – no educational (school) setting. The writing and tech things page is included in the 11 school section in the main pages, but this vocabulary needed to be moved to the things section when the school section is deleted.

14 House & Garden

- At this stage of language development, there is an aim to include a broad range of home vocabulary related to what the individual may read, write, hear or talk about in addition to vocabulary the communicator requires to instruct others, make requests and interact during daily life activities at home.
- Vocabulary is organised in this section based on the place things are located or occur in the house or garden. The house and garden section in this page set uses 4 subcategories to organise this large vocabulary, *14c bathroom and laundry*, *14d kitchen*, *14e outside* and *14f tools*.
- Page *14a* includes the subcategory links, the names of rooms in the house, a few common household items, LIGHT, STAIRS, HALL, PHONE, SWITCH, and predictably associated words used to start sentences in this section. Spaces to write the individual's address and phone number and vocabulary to ask other people for their address and phone number are also included on this page. Space is left in the column of people/personal pronouns 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.
- Page *14b* includes parts of the house, room, furniture and things found in the bedroom and lounge room and non-washing cleaning vocabulary. Things that OPEN, CLOSE and LOCK are also located on *page 14b* as these verbs are not on *page 14a*.
- *14c bathroom and laundry* - contains furniture, equipment and things found in the bathroom, toilet and laundry, including actions related to washing and some things usually found outside such as CLOTHESLINE. Vocabulary for cleaning equipment is also located on this page. A direct link to *12c grooming* is on this page to access vocabulary for other things that may be found in the bathroom.
- *14d kitchen* - includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. Predictably associated vocabulary includes a range of cooking and cleaning related verbs, prepositions and adjectives. At this stage of language development –ER is used in combination with the appropriate verb for many appliance names, e.g., MIX-ER; BLEND-ER.
- *14e outside* - includes things found in the garden of a house, nature, and gardening vocabulary. Predictably associated vocabulary allows for the construction of complete sentences or questions on this page.
- *14f tools* - includes gardening and workshop tools.
- Word morphology functions on all pages in this section include PAST TENSE –ED; -ING; -S and –ES. *14a* also includes UN; N'T; and 'S and all other pages include –ER.

15 Food/drink (meal)

- At this stage of language development, there is an aim to include a broad range of food/drink related vocabulary.
- Page *15a* includes vocabulary to interact during a mealtime and start questions and sentences using vocabulary from all pages in this section. A direct link to *p 14d kitchen* to access vocabulary for dishes, utensils and cooking and links to other pages of food/drink vocabulary is also included on this page.
- 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; STRWABERRY MILK. Predictably associated vocabulary is included on each page according to the food/drink items on that 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.
 - *15b* includes condiments, meals, meat, fast food, breads, sandwich fillings and cereals. A direct link to *14d kitchen* to access vocabulary for dishes, utensils and cooking and a link to the *15d vegetables* subcategory are also included on this page.

- 15c includes fruit, flavourings, sweets, desserts, cakes, biscuits, savoury snacks and drinks.
- 15d includes vegetables and herbs and the LIST for this category.
- Note that SALAD is intentionally included in the fruit section as well as the vegetable section to allow for the combination FRUIT SALAD. SOUP is intentionally included on both the 15b meals page and the 15d vegetables page to use other vocabulary on these pages to describe the type of soup.
- Word morphology functions on page 15a include PAST TENSE –ED; -ING; N'T; UN-; S; -S and –ES. All other pages include –S; –ES and –ER to combine with the verb to refer to the equipment performing that function, e.g., BLEND + ER = BLENDER.
- 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. LIST spaces are available on page 15d.
- 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. Remember to consider the other vocabulary available on each page to combine words for common messages when adding or relocating vocabulary in this section.

16 Transport

- This section includes any vocabulary related to transport including recreation, water, air, and road vehicles, transport places, vehicle parts, driving, road and railway words.
- 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.
- Most multi-word or compound word items are not represented as single symbols but are produced by combining the single words. For example, MOTOR + BIKE = MOTORBIKE; POLICE + CAR = POLICE CAR; RAILWAY + STATION = RAILWAY STATION; RAILWAY + CROSSING = RAILWAY CROSSING; SAIL + BOAT = SAIL BOAT. These single words are positioned on the page to support a left to right and/or top to bottom direction to create the compound word.
- Remember to consider the other vocabulary available on each page to combine words for common messages when adding or relocating vocabulary in this section.
- 16a includes the word morphology functions UN-; N'T; PAST TENSE –ED; -ING; 'S; -S and –ES. 16b includes possessive and plural S.
- Page 16b includes an instruction to GO TO LIST on page 17b, in the characters section, to avoid adding another page for Lists in this section.

17 Characters

- Character vocabulary needs substantial customisation to include the individual's favourite story, TV, music and movie characters and personalities. Character vocabulary in this page set also aims to include a range of other general character vocabulary the individual may encounter in peer conversations and class discussions. The vocabulary in this section will also be used by the communicator for creative story telling and writing.
- The example pages include common story and magical characters and things, vocabulary to describe different story or movie genre, e.g., SCI-FI, FAIRYTALE, and types of character media, e.g., BOOK, MOVIE, CD, CONCERT, BAND. You may need to change some of this vocabulary to the media the individual uses.
- Spaces have been left on both pages in this section to add more specific character vocabulary according to the individual's interests and requirements.
- 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.

- 17a includes most of the predictably associated vocabulary to start sentences, favourite characters and/or celebrities are added words that are more frequently used.
- Word morphology functions on 17a include *PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S*. 17b includes *plural and possessive 'S'*.

18 Animals

- This section includes any vocabulary related to animals including animal names, places, things, body parts, and actions. Vocabulary is organised over four pages according to type of animal/vocabulary.
 - Page 18a includes predictably associated vocabulary to start sentences and questions for the whole section and nouns related to 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 individual's family, but frequently talked about, e.g., a neighbour, family member or friend's pet, may also be included in this section. Should the individual have little contact with any pets, commonly seen or talked about animals may be moved from other pages onto the first page. Note that the word VET is located at the bottom of the column of personal pronouns. Direct links to pages 18c and 18d are also included on this page.
 - Page 18b includes more pets, farm animals, birds and insects
 - Page 18c includes marine, Australian, zoo/wild animals.
 - Page 18d includes more wild animals, places animals live and animal body parts. Note that the words BEE and SPIDER are intentionally repeated on this page to produce word BEEHIVE and SPIDERWEB.
- Word morphology functions on 18a include *PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S*. All other pages include *plural and possessive 'S'*.
- All pages in this section can be accessed via TURN THE PAGE operational instructions on pages 18a, b & c. Faster access to pages 18c and 18d is also possible via subcategory links from page 18a. A direct link to 18d *animal places, body places and list* is available on all other pages in this section in order to produce sentences combining these words with an animal name.
- A wide variety of animal symbols are included in this section as animal stories, study and discussion is common in school curriculum. You may choose to move some of the more fringe animal vocabulary onto a list to reduce the number of pages in this section.

19 Religion

- At this stage of language development, vocabulary to refer to or discuss religion and religious events beyond the individual's religious beliefs or actual experiences of religious worship may be relevant. For example, communicators may need religious words to refer to the religious ceremonies of friends, to discuss what is happening in the news.
- The main pages provide general religious vocabulary over two pages. 19a includes predictably associated vocabulary to start sentences and questions for the whole section. Spaces are included on this page for the individual to add more frequently used vocabulary reflecting the individual's religion. Should the individual no specific religious beliefs these spaces could be filled with the most talked about religious places and people. 19b includes a wide range of vocabulary covering the more common religions in the UK/Australia. Add to this any other religious vocabulary that the individual may need.
- The *option – 19 religion page templates* are provided for people who have very specific requirements for a religious section. These grids can be customised to suit the individual's requirements. Suggestions to assist in the selection of vocabulary are written on these grids.
- Word morphology functions included on 19a are *PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S; -ER; -EST*. 19b includes plural and possessive S.

20 Days & Times

- This section includes vocabulary related to time.
- *Page 20a* includes frequently used time concepts and vocabulary to refer generally to when something will happen or has happened, including the days of the week.
- *Page 20b* includes vocabulary, including numerals, to tell the time, date and season. Space is also provided to write the individual's date of birth and the current year.
- Includes predictably associated vocabulary and word morphology functions on both pages

21 Descriptions

- This section includes a large range of conceptual language used to describe things, people and the weather. Consideration of the learning occurring in the educational curriculum, particularly mathematics, influences the vocabulary included in this section.
- Weather words are included in this section because we describe the weather.
- Word morphology functions in this section include *PAST TENSE –ED, -ING, UN-, -N'T, 'A; -S; -ES; -ER; -EST; -LY; Y.*
- Vocabulary is organised according to what the word describes, e.g., size, taste, speed, feel, look, sound, temperature, colour, shape, number or weather.
- Three subcategories are used in this section: *21c colour & shape, 21d numbers and measurement* and *21e weather*
- *21a* includes vocabulary to start questions and sentences using vocabulary from all pages in this section. Links to the three subcategories, *21c colour & shape, 21d numbers and measure* and *21e weather*, are located on this page. SAME, DIFFERENT, NEW, OLD and size concepts are included on this page as these words are more frequently used in combination with adjectival vocabulary on other pages. Other commonly used descriptors are also located on this page.
- *21b* includes a range of adjectival vocabulary to describe the smell, taste, look, sound, feel, and general attributes of people and things.
- *21c* includes vocabulary to describe colour & shape attributes. Predictably associated vocabulary includes words commonly used with colour and shape descriptors when drawing or writing.
- *21d* includes vocabulary to describe number and measurement. 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 measurement concepts.
- *21e* includes a range of vocabulary to describe and discuss the weather and weather reports. Time concepts commonly referred to when discussing the weather are predictably associated on this page. Vocabulary for weather related natural disasters is also included in the weather subcategory.
- 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?" *21c colour, shape & size* includes a direct link to the subcategory *21d* to access number vocabulary. *21d numbers and measurement* includes a direct link to the subcategory *21c* to access size, colour and shape vocabulary

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.

22 Little words

- This section includes a range of determiner, preposition, adjective, adverb and noun vocabulary used to build sentences. As this vocabulary is also included in other sections as predictably associated vocabulary, this section is generally only used when vocabulary cannot be located in other places. It is positioned near the alphabet pages in the PODD book for ready access when spelling or learning to spell.
- *Page 22a* includes a range of “little words” organized alphabetically. Alphabet headings are included to assist location of words on this visually busy page. Spaces in each alphabetical listing are available to add additional list words on stickers (see the *construction file* for instructions).
- *Page 22b* Includes vocabulary to produce common compound words with ANY-; EVERY-; NO- SOME-; & -EVER and list spaces to add additional words.
- The *option – 22 little word with swear* provides templates to make an alternative page *22b little words – swear* with a “sealed section” for swear words (i.e., the actual labels are hidden under a symbol cover, so that not everyone can see the words the individual may use with other partners. See the *90+ construction file* for information on how to make a “sealed section”. This sealed section is added when individuals indicate they would like to add swear words to their PODD book. The specific swear words people used are influenced by the words used by peers. It is recommended that you ask peers to write down a list of swear words the individual may like to use. The individual can then select the words they want to add to their PODD book from the list generated by peers.

23 Alphabet

- QWERTY keyboard layout spelling displays:
 - *23a lowercase*
 - *23b uppercase*
- Includes common little words and word beginnings and endings to increase speed of spelling.
- Also includes some useful, spelling-related phrases to inform and instruct the partner.

24 Topic

- These pages are used to add topic-specific vocabulary.
- 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 core vocabulary related to these topics may be on other pages in their PODD communication book, there may not space in the main page set to include all of the specific vocabulary required to discuss a topic in detail.
- Including topic specific pages of vocabulary in the PODD book, as opposed to on a separate display, has the advantage of enabling easier access to use other vocabulary items in their PODD book with the topic specific vocabulary. For example, it is useful to have access to the *food/drink* section when discussing the foods the ancient Egyptians ate or to all sections of the PODD book for a creative story about a young pharaoh time travelling to 2006.

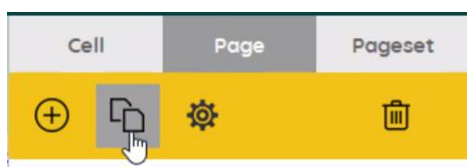
- Grids that contain some common core vocabulary and spaces to fill in with topic-specific words are included in this resource.
- To enable topic pages to be easily changed when the class topic changes, only the left side of page 24a is laminated (onto the back of the right side of page 23b). The other pages are put into plastic letter files (see *construction file* for details).
- In the sample page set 24b has longer buttons on the left side. This is done to accommodate for long written words without symbols. Topics usually include some low frequency, fringe, vocabulary that have no existing symbols and/or is not easy to represent with a pictorial symbol. If the individual has the ability to recognise the written word, no symbol is included for these items and the extra length allows for a larger font size to be used. These buttons can easily be resized if more symbol spaces are required for a topic.
- Some children keep previous topics in another folder. Other children may need access to multiple topic pages. If multiple topic page are to be placed with the PODD book you will need to make an index on 24a to get to the pages for each topic.
- 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.
- See the *Additional vocabulary ideas* document for more information on using topic pages.

Other pages:

- **Grid pages:** two grid pages are included as templates to create additional pages
 - **Grid a page** – template for “a” pages (first page in a section). This page includes the 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)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.
 - An alternative page *instructions for back cover index* is required if using the *option – navigation index on the cover* (see information in the *00 side panel/navigation index* section above)

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 90+ complex syntax 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.**