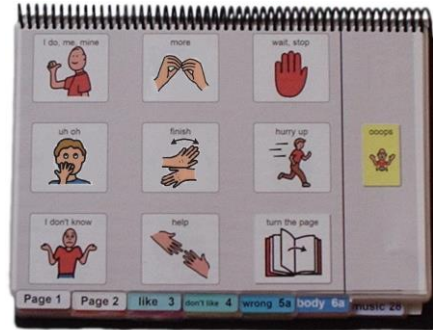


Direct Access – 9 per page early functions



General description

This page set is primarily designed as an introductory communication book for young children (1-3 years) who have some ability to directly target large areas of a display with their hand. Vocabulary in this PODD book focuses on the expression of early acquired communication intents within the contexts of the child's daily life. It is frequently used for a limited period of time as part of the assessment–intervention process.

This page set may also be appropriate for use by:

- Older individuals whose current communication, language and access requirements suit this page set. Additional customization will be required in vocabulary style and activities to accommodate for the individual's age and life experiences.
- Individuals whose access methodology is still uncertain. The availability of multiple access methodologies in the one PODD communication book enables observation, over time, to determine the most effective methodologies for an individual. The options section includes a page with grid lines that can be added to every page to emphasize the separation between columns for use with partner-assisted visual scanning (see the *Construction file 9 per page – early functions scan*).
- Individuals who require multiple access methodologies to accommodate for variability in the intelligibility/efficiency of their direct access, e.g., at different times of the day or in different positions they may be able to use direct access, whilst at other times they need to use partner-assisted visual scanning to access their PODD book.
- Individuals who pick up and give/show individual symbols to others (see the *Construction file 9 per page – early functions pick up & give*).
- Individuals who require a smaller display size with the same complexity of language and communication. This page set can be reduced in size using a printer with scaled printing options.

The 9 per page PODD communication book modified for partner-assisted visual scanning can be a useful resource in the dynamic assessment process to determine the most effective access methodology for individuals who have some ability to target a display. Using this PODD book in daily life provides opportunities to practice, explore and further develop skills, directly pointing to target large areas of a display and also (learn to) use partner-assisted visual scanning to support successful communication of their messages (developing communication and language). Some individuals may initially be able to target the columns with their hand and then use partner-assisted visual scanning to identify the item within that column. The most effective methods for the individual to access their communication book become apparent, over time, with observation of their developing skills to directly target the display and the methods that are proving most successful for the individual to communicate their messages in their daily environments.

While this page set can also be used by others to support the individual's understanding, experience suggests that partners find it more difficult to use a PODD communication book with a limited vocabulary to express a restricted range of communication intents.

- Adults communicate a full range of communication intents with young children. In addition to early communication intents, adults relate information and talk about what has or will happen in the child's daily life.
- Partners require considerable knowledge of this restricted page set in order to plan what messages they can, and cannot, express using the communication book.
- Partners often express frustration when they make the effort to use a communication book and either the vocabulary is not present or the pragmatic branches do not support their intent.
- Many partners have expressed relief when given a PODD book with expanded functions and reported more frequent use of the PODD book to communicate in their daily lives.

The *expanded functions* page set is usually the preferred option for partner use to support the individual's understanding. The *9 per page – expanded functions* page set has the same navigation, page layout and vocabulary to express early functions as this communication book, with extra pages of vocabulary available via the I'M TELLING YOU SOMETHING pragmatic branch starter. This allows for dual use of the same PODD book when there is a disparity between the individual's receptive and expressive requirements for aided language vocabulary. The individual can use fewer pages to expressively communicate for a limited range of communicative intents and the partners have access to a larger vocabulary, on pages the individual does not expressively access, to provide receptive input.

As partners find it easier to use PODD books with more vocabulary on a page opening, and additional vocabulary can further assist an individual's understanding, consider using the *12 expanded functions* PODD book for individuals who are relying on graphic symbols to support their understanding.

Remember, that individuals who do not currently understand spoken language will likely require significant amounts of receptive input to develop a meaning system using the graphic symbols (2 years of regular use is not unusual) before they begin to use the PODD book expressively. Therefore, the first PODD book prioritizes the partner's need for vocabulary to support understanding for these individuals and you may select an *expanded functions* PODD book with more vocabulary on the page even though it may be more challenging to directly access expressively (may add the scanning lines to the pages).

Language

- Vocabulary is included in the page set to express a range of pragmatic functions typically seen in the expressive communication of 1-2 yr old children.
 - attention seeking
 - request objects, action
 - request information
 - reject, protest, complain
 - respond/acknowledge
 - inform (draw attention to something)
 - comment on action/object
 - answer
- Vocabulary is included in the page set to express a range of semantic meanings typically seen in the expressive communication of children 1-2 yrs of age.
 - Announce
 - Greet
 - Vocative
 - Existence
 - Disappearance
 - Possession
 - Non-existence
 - Location
 - Agent
 - Action
 - Object
 - Recurrence
 - Cessation
 - Rejection
- A limited range of vocabulary is available to express each type of semantic meaning/pragmatic function. There is a focus on selecting vocabulary related to common daily life routines and activities.

Vocabulary for some words typically used at this stage such as YES, NO, HELLO, THERE, is not included on the templates for this page set based on the assumption that the communicator will (be learning to) use unaided modes and/or a speech generating device to more efficiently express these messages, e.g., pointing in the environment, head movements for YES/NO, look plus vocalization for HELLO. These words can be added to the first few pages of a PODD communication book if the individual requires aided symbols for this type of vocabulary. Symbols for YES and NO may also be added to the corners of every page or attached to flip out from the back cover.

- Parts of speech represented in the page set for this PODD communication book include subject and object nouns, pronouns, Wh-question words verbs, negative, interjections, adjectives, adverbs, and prepositions.
- Predictably associated vocabulary supports the use of up to 2-3 key word sentences. At this stage of language development, the children are likely to use this vocabulary as single words. Partners can use this vocabulary to model key-word sentences, expand and clarify the child's messages.
- The symbols in this page set primarily represent single words. This allows for multiple meanings to be interpreted from the one symbol. For example, the single word HELP can be interpreted to mean, "Can I help you?"; "I'm helping"; "I need some help", depending on the current context. There are a few symbols representing whole phrases/sentences to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON'T KNOW; HURRY UP.

Layout

- One page opening with spaces for nine vocabulary items plus separate operational cells.
- PODD communication book size is US letter paper landscape. Using scaled printing options, this PODD book can also be reduced in size (by percentage) to suit the size of display required by the individual.
- The page background is light grey to visually highlight the location of the symbol cells on the page. If the cost of printer ink is a concern, the grey can be removed from each page switching to Edit Mode and opening the page settings window in Mind Express®.
- The symbol cell size is approximately 2 1/8" width and 2" height.. Cell spacing has 1 1/16 width and 1/2" height gaps.
- Cells with *GO TO PAGE (number)* instructions have a small square in the top right-hand corner. The number of the page (darker colors) or the background of the small square (lighter colors) matches the color of the page tag for the target page/section (see *color master file* on resource homepage).
- Operational cells are located on the right side of every page separated from the main symbol cells with a vertical line. Each operational cell is approximately 1 13/16" high and 1 1/6" wide with a 5/8" gap between cells. The operational items included in this page set are:
 - *GO BACK TO PAGE 1* is on all pages.
 - *GO BACK TO PAGE (number)*A is included to get back to the first page in a section from all other pages in that section.
 - *OOOPS* – indicates that something has gone wrong with the communication process. This allows a communicator to indicate that something is wrong, a mistake has been made, but they require the partner to assist them to identify and fix the problem.

A communicator who has difficulty directly pointing to these cells may indicate the column and then use partner-assisted visual scanning to indicate the specific operation they want. The operational cells may also assist partners to operate the communication book.

- The operational instruction to TURN THE PAGE is located in the main symbol grid in the bottom right-hand corner. This location is chosen to increase ease of access for communicators to control the movement to the next page of vocabulary.
- List pages are attached to the back of page preceding the page with the *GO TO LIST* instruction (see the *construction file*). In these templates, the background of the *GO TO LIST* cell is colored according to the section. This highlights the operational function of this item. This may be distracting for some individuals. The color can easily be removed using the color tool in the cell's style.

Initially the operational cells are primarily used by partners to support the individual's operation of the book. Partners are instructed to point to these cells prior to turning pages when using the PODD book and when they make an error. Frequent models of the use of these operational functions is vital to support the individual's learning to independently instruct partners to navigate around their communication book and inform partners of errors. If partners just turn pages the individual will have few opportunities to learn how they can direct movement between pages in their PODD communication book.

- **The page numbering in this page set includes spaces to enable the addition of pages from the 9 per page – expanded functions page set.** This builds some automaticity (at least for partners) learning to follow the *go to page* instructions and locating the color, number, and position of the tags.

The *9 per page – expanded functions* page set directly builds on this page set, with many shared pages using the same page layout. Pages from the *9 per page – expanded functions* page set may also be used to suit an individual's vocabulary requirements. For example, a page link to the ANIMAL pages from the expanded functions page set may be added to the WANT section of this page set for a child who frequently plays with animals. Remember to make appropriate changes to the operational items in the right-hand column, e.g., delete "GO TO CATEGORIES".

Navigation

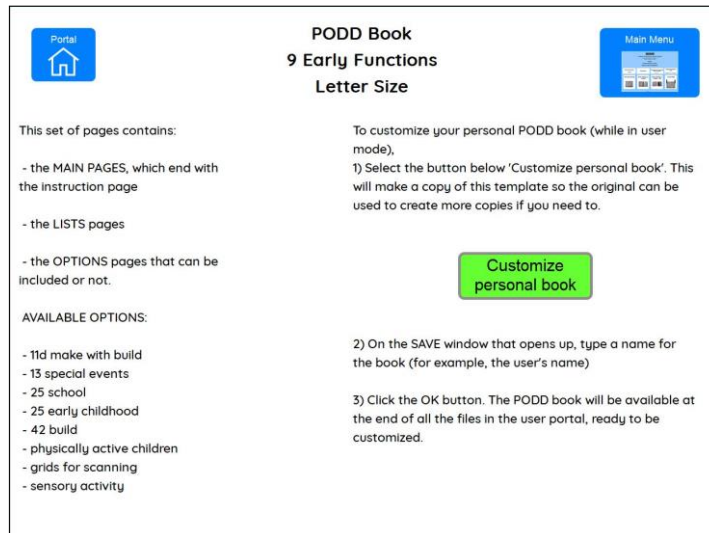
Vocabulary in this PODD communication book is organized by pragmatic branches according to the communication intent being expressed.

- First page **MORE TO SAY** – *go to page 2*
- **Pragmatic branch starters** on page 2
- Predictive links are used to assist the communicator to include sufficient information to aid partner understanding, e.g., ITCHY has a direct link to the *06 body parts* section.
- Operational commands to *GO BACK TO PAGE (number)A* and *TURN THE PAGE* to move between pages in the one section.
- Operational command to *GO BACK TO PAGE 1* is available from all sections.
- Includes **activity displays** for more efficient interaction during a range of common, daily-routine and play activities.
 - To reduce the size and weight of the PODD communication book, whole page displays for activities that only occur in one specific environment may not be included in the communication book. Increased size and weight is of more concern in PODD books modified for pick up and give/show access. The individual symbol cards and Velcro to attach the cards to the page double the thickness and weight of the communication book.

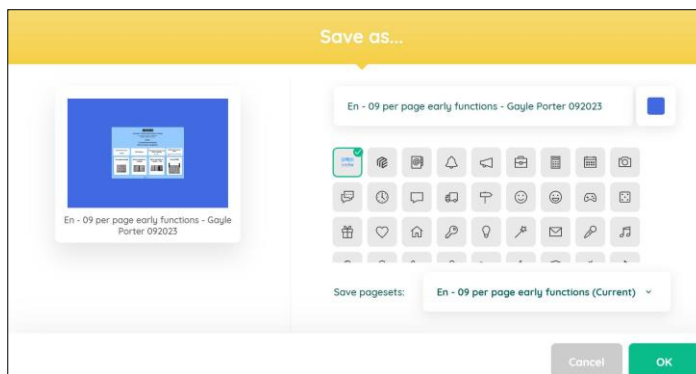
- Separate activity displays for specific games and daily routines can be positioned with the equipment and/or in the environments where that activity takes place. However, appropriate vocabulary to talk about or request these activities at other times will be included in the PODD communication book. See the *section descriptions 27 – 50 activity displays* in this document for more information.

Customize personal PODD book

You will need to make a copy of the selected PODD book templates to customize so the original can be used to create personal communication books for other individuals. **To make a copy, select the green cell 'Customize personal book'.**



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



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

When you open the individual's PODD book files the first display will include instructions for use and links to the information and construction files for this PODD book.

You will need to go to MENU – EDIT (or press the F2 key) to view and customize 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 added or selected for this PODD book include:

1. Modifications to enable the use of **partner-assisted visual scanning** by placing lines between each column. See the *Construction 9 per page early functions scan* file for detailed instructions to modify this page set for scanning access.
2. Additional pages for children attending **school or early childhood settings**. These options require different 02 pages to include a link to the school/early childhood section.
3. Additional pages to talk about **special events**. This vocabulary is more frequently used by partners to talk to children about special events at this stage of language development. The *expanded functions* page set is a more appropriate choice for individuals who are able to (learn to) expressively relate information. This option requires a different 02 page with a link to navigate to this section.
4. **Physically active pages**. Vocabulary in the main page set has a bias towards individuals who have physical challenges. Alternative pages for individuals who are more physically active are included in this options section for the pages 05a & b *something's wrong*; 10d & e *movement actions* & 18a *food drink independent*.
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 as a subcategory in the activities section. This sub-category is linked from both the SOMETHING'S WRONG and I WANT (ACTIVITIES) pragmatic branch starters to express different communicative intents.
6. Alternative activity pages (as referred to in the activity section description)

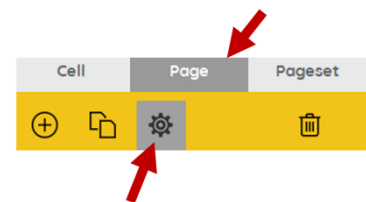
Optional Pages include:

- **13 special events**
 - 02 branches special events (includes link to *special events* section)
 - 13a special events
 - 13b special events
- **25 early childhood (EC) setting pages**
 - 02 branches EC (includes link to *early childhood setting* section)
 - 09a people EC (includes link to *09c early childhood people* subcategory)
 - 09c EC people (early childhood people)
 - 12a places EC (vocabulary and suggested link to preschool section)
 - 25a early childhood
 - 25b early childhood
 - 25c make EC (early childhood)
 - 25d outside EC (early childhood)
- **25 school pages**
 - 02 branches school (includes link to *school* section)
 - 09a people school (includes link to *09c school people* subcategory)
 - 09c school people (school people)
 - 12a places school (vocabulary and suggested link to school section)
 - 25a school
 - 25b school
 - 25c school places
 - 25d school things
 - 25e pencil case

- **Grids for scanning**
 - gridlines for scanning (lines to add to all pages to support the use of partner-assisted scanning)
- **Physically active pages**
 - 05a wrong pa (vocabulary to suit individuals who are more physically active)
 - 05b wrong pa (vocabulary to suit individuals who are more physically active)
 - 10d move pa (alternative movement vocabulary for individuals who are more physically active)
 - 10e move pa (alternative movement vocabulary for individuals who are more physically active)
 - 18 meal independent
- **Sensory activity pages**
 - 05a wrong sensory (something's wrong page with item "I NEED A SENSORY ACTIVITY" linked to the sensory activities subcategory)
 - 11a activities sensory (link to SENSORY ACTIVITY subcategory replaces COMPUTER, IPAD)
 - 11b activities sensory (COMPUTER, IPAD added to this page)
 - 11g sensory (place to add individual's preferred sensory activities)
- **Alternative make with build activity pages**
 - 11d make with build (BUILD replaces MESSY PLAY)
 - 42 build (alternative activity display to build with tools)

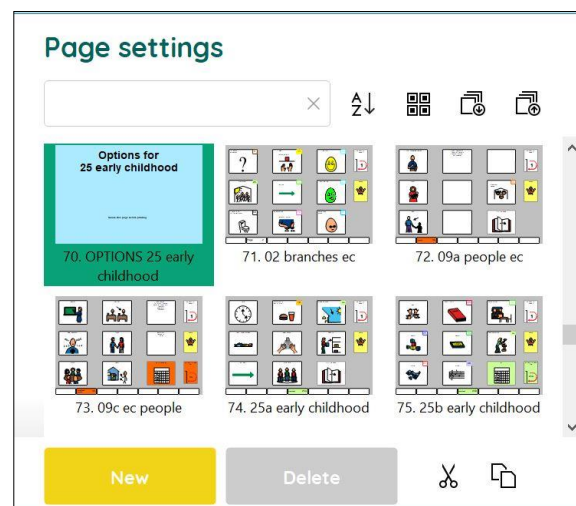
To view, select and re-order options pages in Mind Express

- 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 (i.e., you should only have one 7a).
- g. Do this for all desired optional sections/pages before customizing 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

Customize the PODD book pages

You need to be in **edit mode** to customize 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 organization 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 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/chat

- Includes single words and social phrases that are useful to say quickly or within the context of an ongoing conversation or activity. Note that I DON'T KNOW needs to be positioned on the front page to provide communicators with an efficient alternative to answer YES/NO questions.
- MORE TO SAY is used to navigate to the rest of the vocabulary in the book via the pragmatic branch starters on *page 02*.

02 branch starters

- This is the **main navigation index** in this PODD book. All pages are accessed via the pragmatic branch starters on this page. If making modifications to this page ensure that you maintain all these navigation links in order to get to other pages in the communication book.
- These pragmatic branch starters indicate the communication intent of the message with links to the pages of vocabulary required to express these intents. Pragmatic branches are essential in this PODD communication book designed to support the use of only 1-3 key word sentences. Identifying the communication intent allows partners to interpret the intended meaning of 1-3 key words.
- The addition of DO AN ACTIVITY to the I WANT.. cell and ACTIONS/VERBS to the DO SOMETHING cell assists partners to discriminate the different vocabulary located in each of these branches, i.e., activities vocabulary in the I WANT branch and verbs in the DO SOMETHING branch. This is particularly useful when partners are using these branches.
- The PCS symbols for I LIKE THIS and I DON'T LIKE THIS have been modified using different colors to increase the visual contrast for easier location and discrimination.

- The item I NEED TO GO TO THE BATHROOM is included on this page for individuals who are learning to go to the toilet. You may choose to swap this item with one from page 01 during the earliest stages of toilet training.
- The phrase PLEASE GET MY COMMUNICATOR could be included on this page for Individuals who have a speech generating device (SGD).
- **All additional pages must be accessible via this page either using an existing branch or by adding a new branch starter to this page.** Alternative 02 branches pages with links to special events, early childhood or school sections are included in the *options section* in Mind Express.

03 like

- Vocabulary to express positive opinions.
- Includes vocabulary for others to provide the individual with positive feedback (to support understanding and/or provide aided language stimulation) in addition to vocabulary commonly used by young children to express positive opinions.
- In addition to adding/deleting vocabulary, you can change the words associated with some pictographs to suit the individual/family/peer group style of expressing opinions.

04 don't like

- Vocabulary to express negative opinions and complain/protest about something the person does not like.
- The item LET'S DO SOMETHING ELSE has a predictive link directly to the 11 *want/activities* section to suggest an alternative activity (because you don't like the current activity).
- Considerable customization may be required to incorporate the individual's most common complaints.
- Note that vocabulary to complain about how the communicator is feeling is included in *section 05 something's wrong*. It is important when making changes to these pages to consider which section, *I DON'T LIKE IT* or *SOMETHING'S WRONG*, will most appropriately and frequently convey the individual's communication intent.
- In addition to adding/deleting vocabulary, you can change the words associated with some pictographs to suit the individual/family/peer group style of expressing opinions.

05 wrong

- Vocabulary and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the communicator.
- As some complaining vocabulary is located in the *I DON'T LIKE THIS* section of this PODD book, there is a link on page 05b to access the *I DON'T LIKE THIS* section. Its location on the second page ensures that the communicator has checked the vocabulary available in this section prior to changing pages.
- SICK, HURT/PAIN/SORE and ITCHY have compulsory predictable links to the body parts section; HUNGRY and THIRSTY link to a mealtimes activity page, and I WANT SOMEONE links directly to the page of people for the communicator to identify who they want.
- Individuals cannot always specifically identify what is causing them to feel upset. I DON'T KNOW WHAT'S WRONG is useful to enable the communicator to express that they are just upset but cannot tell you why. It provides the communicator with the option to not answer people's requests to know why they are upset and prevent continual guesses to discover the problem.
- The vocabulary in these template pages reflects common complaints of young children. You will need to customize 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.

- Vocabulary in the main page set has a bias towards individuals who have physical challenges. Alternative *05a & b wrong* pages with vocabulary more suited to the needs of individuals who are more physically active are included in the *option– physically active pages*.
- In addition to complaints, this section can include vocabulary for the communicator to suggest solutions to the problem. Being able to suggest solutions is especially useful for individuals who receive assistance from a wider range of people. To do this, add an extra page with a predictable link from the vocabulary item relating the problem to the page of possible solutions. For example, an individual who has significant physical challenges may provide more specific information about being uncomfortable. In this instance I'M UNCOMFORTABLE may have a link to an additional page (*05c*) including vocabulary such as PLEASE HELP ME TO SIT UP, I NEED TO LIE DOWN, MY AFO'S ARE RUBBING, I NEED TO MOVE.
- Individuals who have sensory processing challenges will need a link from a vocabulary item I NEED A SENSORY ACTIVITY in the *05 something's wrong* section to a page of preferred sensory experiences. An alternative *05a wrong* page is included in the *option– Sensory activity pages*.

06 body parts

- Includes main body parts. More specific body parts, e.g., EYELASH, ELBOW, are usually placed on the list, unless that body part causes common issues (complaints) for the individual.
- The main focus of the body parts pages in this PODD book is to provide more specific information about personal complaints. The link to this page in this book is only via the something's wrong branch. Body part vocabulary for other functions, e.g., to play "Where is body part" games, personal care routines, would be included on appropriate activity displays in this early functions PODD book. See the section description **27 – 50 activity displays**.
- A space is available on *06b* to add an appropriate gender specific body part.

07 no page

This is the categories section in the expanded function PODD book.

08 questions

- Includes wh-question words and whole questions commonly used by young children (acquired earlier in typical language development).
- At this stage of language development, communicators will tend to use single Wh-question words, with the specific meaning interpreted from the context. Partners may use speech alone or with gesture to finish questions when they are using the PODD book and suggest alternative options to determine a communicator's specific meaning.
- *Not* is predictably associated with the question words to ask WHY NOT?
- The commonly used question WHERE IS (PERSON)? links directly to the people section to enable the communicator to fill in the name, e.g., WHERE IS DAD?
- YOU NEED TO TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to the first page for the communicator to indicate what they are asking. For example, YOU NEED TO TELL ME YES/NO, (*return to page 1, more to say*) GO .. (*goes to 12*) HOME? Can be interpreted as "Can we go home?" or "Are you going home?" depending on the context.

09 people

- This section will need considerable customization.
- At this stage of language development, the aim is to add the names of people who are frequently part of the individual's daily life.
- Individuals usually know a large number of people, family, friends, teachers, neighbors, health professionals, etc. Representing every person with a pictograph symbol on their own separate cell with only 9 symbol items on each page would become very cumbersome. The people section therefore includes both separate cells and lists for people's names.
 - Add names to cells 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 or friends and family who have less frequent contact with the individual.
- Occupations may also be included on the people list. A special *09 people list* is included with headings to sub-categorize people vocabulary.
- An additional subcategory is added to the people section for children who attend school/early childhood setting. Alternative *09a*, with a link to *09c school/early childhood setting people*, and *09c* pages to add school/early childhood people are included in the options school/early childhood option sections.

10 verbs

- This actions section links from the DO SOMETHING pragmatic branch starter. It includes vocabulary to instruct/request actions from other people, suggest actions they want to do and tell others what they are doing.
- Includes common early acquired, functionally useful, verb vocabulary and associated words (NOT, ON, OFF, IN, OUT).
- The range of possible action words is huge. This makes it difficult to practically include all the required verbs in the action section with only 9 items per page. Words are prioritized for inclusion in this action word section if they are:
 - frequently used to request actions or give instructions
 - a specific movement the individual frequently performs.
- Additional verbs are located in other sections and on the activity displays. This not only increases the efficiency of using predictably associated vocabulary, but also contains the action word section to a more manageable size. For example, the verb READ is included on the book activity display; STIR, TASTE, COOK on the cooking activity display.
- MOVEMENTS the individual performs with their body, e.g., ROLL, SIT UP, CRAWL, GRASP, BEND, are subcategorized with a link from *10a* to pages *10d movements* (and *10e* via *TURN THE PAGE*). The movement vocabulary in the main page set suits individuals who have physical challenges. Alternative movement pages for individuals who are more physically active are included in the *options– physically active pages*.
- Verbs are grouped across the pages in this section according to the type of action and the predictably associated vocabulary available on each page, e.g., PUT, TAKE, and TURN, with the prepositions on page *10b*.
- The vocabulary placement in this section is also prioritized for speed of access with consideration to the verbs that are predictably associated with vocabulary on other pages. For example, WANT is on the third page (*10c*) of actions as WANT is also a branch starter and included in a number of other sections.

11 activities

- The activities section links from the I WANT... pragmatic branch starter.
- Vocabulary in this section includes a range of common play (leisure) and some daily routine activities with a focus on activities within the life experience of young children. Note that some “home routines” may be accessed via the LET’S GO .. (12) SOMEWHERE IN THE HOUSE (17) pathway, e.g., GO to the BATHTUB, GO to BED.
- The subcategories *11c toys*, *11d make something* and *11e outside activities* are used in the example page set to organize the large activity vocabulary required to request. Other subcategories may be required if adding large numbers of additional activities of a particular type, e.g., sports.
- Optional pages to include a sensory activities sub-category in activities are available in the *option– Sensory activity pages*.
- Note that activity vocabulary is positioned on page *11a* or *11b* with consideration to the predictably associated verbs WANT and PLAY.
- Many items in this section have links to pages of vocabulary to interact during the activity, i.e., activity specific displays.
- The *options section* in Mind Express includes an alternative *11d make something page* and associated activity display *42 build*, replacing the vocabulary item MESSY PLAY and associated activity display *42 messy play* for children who are more interested in building things with tools.
- The individual may not require all of these activities and their associated displays and/or may require additional vocabulary and links to new pages for other activity displays. See section description **27 – 50 activity displays** for information on adding and deleting activity vocabulary and associated activity displays to this PODD book.

12 places

- The places section links from the LET’S GO ... pragmatic branch starter.
- The example page set uses the subcategory *12c somewhere in the house* and a link to *11e outside activities* pages in the activities section. Other subcategories may be required if adding large numbers of additional places of a particular type, e.g., stores.
- The word VISIT links directly to the *09 people* page to identify who the communicator wants to visit.
- An alternative *12a places* page with vocabulary item school/preschool and suggested link to the *school places / preschool section* is required when selecting the *options – early childhood* or *school*. This supports the use of school/preschool specific locations when using the LET’S GO pragmatic branch.
- Fringe vocabulary for low frequency places, e.g., a place the individual went on holiday or visited only occasionally can be added to the places list.

(Optional 13 special events)

- Optional pages to talk about common special events are included in the *option– special events*. This vocabulary is more frequently used by partners at this stage of language development. Remember that you will need to also use the *alternative 02 branches – plus special events* page to navigate to this section.

14 - 17 no pages

These page numbers are used for the *health, clothes, things, and house & yard* categories in the *12 per page expanded function* PODD book.

18 food / drink

- The food/drink page in this PODD book is an activity display to interact during mealtimes.
- Including the names for all the foods and drinks the individual experiences with only 9 on a page would require many page turns. Specific food and drink names are therefore included on a list for partner-assisted scanning and partners are encouraged to use the real food/drink objects to provide the communicator with options during mealtimes.
- The vocabulary on the example page *18 food/drink* suits individuals who are assisted to eat. The *option – physically active* includes an alternative page, *18 meal independent*, with vocabulary more suited to someone who is independently eating and drinking.

19 - 24 no pages

These page numbers are used for the *characters, animals, days & times, feelings, and descriptions* categories in the *9 per page expanded function* PODD book.

25 Early childhood setting/school

- For children who attend an early childhood educational 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 the vocabulary in the one section to assist efficient communication at school/early childhood educational setting.
- All pages for educational settings are *options* in Mind Express. Remember that you will also need to use the *alternative 02 branches* page with a link to the appropriate section.
- **Early childhood setting pages:**
 - *02 branches ec* with a link to the early childhood setting. You may change the label on this symbol link to reflect the name used by the family to refer to the early childhood setting, e.g., Jumping Joey's, kindergarten
 - *09a & 09c ec people* to add the names and roles of people to do with the early childhood centre.
 - *25a* includes common early childhood setting routine activities and links to the subcategory *25d outside activities*. SOMETHING TO EAT OR DRINK includes a link to the *18* mealtimes activity display.
 - *25b* includes common early childhood inside activities with links to associated activity displays in the PODD book. The subcategory link to *25c make something* is also included on this page (not on the 'a' page where you would usually expect to find a subcategory link) as experience suggests that partners prefer all of the "inside play activities" on offer at the early childhood centre be offered together on one page as it appears to facilitate children to select the inside activity they want to do without having to turn pages to see all of the options.
 - *25c* includes common early childhood "making activities" with links to the associated activity displays.
 - *25d* includes common early childhood outside activities. *GO INSIDE* is included on this page to enable the child to make this request when they are presented with options of what they would like to do when they are outside and to facilitate the ease for partners to indicate that it is time to go inside when they are outside,
 - You will need to customize the activity vocabulary on these pages to suit the child's early childhood program.
 - Remember to also engineer the early childhood setting's environment with a range of separate activity displays accessible for all children to use.

• **School pages:**

- *O2 branches school* with a link to the school section
- *O9a & c people school* to add the names and roles of people at school.
- *25a* includes daily routine activities and links to the subcategories *25c school places* and *25d school things*.
- *25b* includes school subjects with links from ART to the *11c make something* pages in the *activities* section and from MUSIC to the music activity specific pages.
- *25c* includes common places in the school.
- *25d* includes school things with a link to PENCIL CASE THINGS on *page 25e*.

If the individual does not currently attend an educational setting, leave this number blank in the PODD book for easy insertion of these pages when required. Adults using this PODD book may choose to add a section 25 for their day placement if the placement is primarily at one location/ centre. Modify the school section with appropriate vocabulary to suit the adult day placement. If the individual goes to a workplace, then 25 work may be added to the book. If the individual does not attend a particular place, then vocabulary for the activities and places of their daily living would be added to other sections in the PODD book.

26 no page

This page number is used for the RELIGION category in the expanded function PODD book.

27 – 50 activity displays

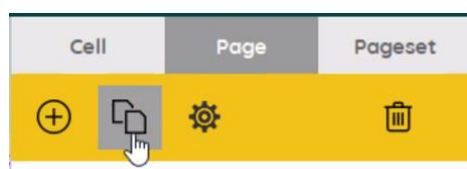
- Pages 27 – 46 in the example page set include a range of activity displays for common early childhood activities. These displays link from the ACTIVITIES section. Example pages include the following activity displays:

27 TV/video	to interact when watching TV or video (on any device)
28 music	focus on interacting when listening to music, but also includes a list of musical instruments
29 book	focus on participating in story book reading routines
30 game	general vocabulary to interact when playing games
31 play dough	to interact when playing with play dough. Includes a link from MAKE to a list to add ideas of what the child may be making, e.g. sausages, snake
32 draw	to interact when drawing
33 paint	to interact when painting
34 cut & paste	to interact when cutting and pasting
35 cook	focus on interacting when people are cooking
36 blocks	focus on building and knocking down block towers
37 puzzle	to interact when playing with puzzles
38 dolls	includes multiple pages for common doll play routines
39 toy cars	to interact when playing with cars and other vehicles
40 bubbles	to interact with others blowing bubbles
41 ball	to play catch/kick the ball
42 build/tools	alternative display in <i>options</i> for pretend or real use of tools to build
43 water play	to interact during water play
44 dress ups	to interact when playing dress ups
45 messy play	to interact when exploring messy play
46 computer	to interact when playing on the computer

Pages 47-49 have been left blank in the example page set to provide space to insert additional activity displays if required.

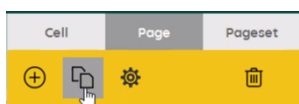
Adding / deleting activity displays:

- Carefully consider whether the individual requires all of these activity displays to be included in their PODD book and/or they require other activity displays. Remember that activity displays are included in a PODD book for frequently occurring activities that occur in multiple environments. Every extra page adds to the thickness and weight of the PODD book that you will carry everywhere for communication at any time.
- **Separate displays for other activities** may also be placed in the environment. Separate activity displays are often used for daily routines that predominantly occur in one place (e.g. bath, bed). There is a *separate activity display grid* template included to make your own separate activity displays with the same page layout as the individual's PODD book.
 - In edit mode you can find this display by selecting the three dots in the bottom navigation toolbar and then typing "separate" in the search field.
 - To make a new page with the name of the activity select PAGE and then DUPLICATE. Then rename the page for your activity and select to position it AFTER THE LAST PAGE.



- Making a **separate activity display from an existing activity display**.
 - In edit mode find the display you want to copy by selecting the three dots in the bottom navigation toolbar and then typing the name of the activity page in the search field.
 - Select PAGE and then DUPLICATE. Then rename the page as the separate activity name and select to position it AFTER THE LAST PAGE.
 - Find the *separate activity display grid* template by selecting the three dots in the bottom navigation toolbar and then typing "separate" in the search field.
 - Select and copy the "I NEED MY COMMUNICATION BOOK" operational cell.
 - Navigate back to your new page and replace "go back to page 1 operational cell" with I NEED MY COMMUNICATION BOOK.
- When **deleting an activity display** from your PODD book, make sure to also delete all the GO TO PAGE links to that page (you may choose to keep the name of the activity, but remove the link to the activity display). To do this,
 - In edit mode, select the small cell with the number in the top right corner then select delete on your keyboard.
- When **removing activity vocabulary that has an associated activity display**, you will also need to remove the associated activity display.
 - In edit mode, find these pages by selecting the three dots in the bottom navigational toolbar and then typing "the name of the page" in the search field.
 - Select to open the page.
 - Delete the page using the trash icon on the top right editing panel.

- When **adding an activity display to a PODD book**, you will also need to add vocabulary and GO TO PAGE NUMBER links to that page. Blank grids included to make new pages.
 - If you are adding a single page activity use *grid a page no turn*.
 - If your activity requires a second page use both *grid a page* and *grid b page*.
 - In edit mode, find these pages by selecting the three dots in the bottom navigational toolbar and then typing “grid” in the search field.
 - To add the new page with the PODD page number and name:
 - select PAGE and then DUPLICATE.
 - rename the page for the new page number (either 47-49 or re-use a number for a deleted activity). Select to position it AFTER THECURRENT PAGE.

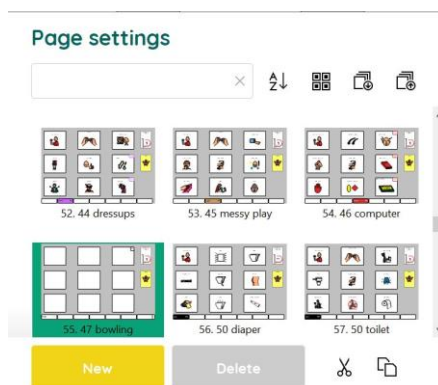


Add page

Pagename

Where do you want to add the page?

- You will then need to position the page in the correct PODD page number position
 - select PAGE, then SETTINGS and drag or cut and paste the new page(s) in the correct PODD page number position, i.e., if new page is 47, move it after PODD page number 46.



- When you customize this new page you will need to
 - check the previous page number tab position (use the navigation toolbar to view the previous page).
 - Use the navigation toolbar to return to the new page and move the tab with the number and page name to the tab one position to the right of the previous page tab.
 - Change the name and number on this tab.
 - Select the tab cell and use the STYLE button to create a NEW style with your preferred color for this section. (Note: Do not edit the current style as this would change all tabs with this style.)
- Add “GO TO PAGE” vocabulary and number link to navigate to this page (probably from the activities section). To do this
 - Use the three dots in the navigation toolbar to search for the page you will add the link from (e.g., 11b activities).
 - Use a blank cell to add the vocabulary and symbol,
 - Copy and paste a small number link cell and move it to the top right-hand corner of the vocabulary cell.
 - Change the number to match the new activity page number.
 - Select the small cell and use the STYLE button to create a NEW style for the border/background and font label colors with your preferred color for this section. (If there are no small cells on the page, you can find one on the blank grid pages)

50 toilet / change

- Select whether to use the CHANGE or TOILET activity display.
- If the individual requires both options, you could change the tab on the toilet page to *50a* and on the change page to *50b*. Then replace the item TOILET PAPER with TURN THE PAGE (navigate forward to the *grid a page* to copy the cell TURN THE PAGE). On the (now) *50b change* page change the label on the go *back to page 1* operational control cell

to go back to page 50a. Select the small cell over the top of this operational control cell and change the label from 1 to 50a.

- The word and image DIAPER on the change display may be changed to a more appropriate label and image for older individuals.
- Parental feedback suggested placing these displays in a very easy to find position for frequent fast access, so they are positioned as the last activity display in the PODD book.

51 and 55 no page

These page numbers are used for the *Alphabet and My stories* sections in the *expanded function* PODD book.

Note re: alphabet pages. All individuals should have access to an alphabet display for scribbling, exploration and learning to spell, but this display does not need to be in the PODD book at this stage of communication and language development (i.e., not using the alphabet for communication). You could print only the 51 alphabet pages included with the *09 expanded functions* direct access PODD book to create a separate alphabet display.

Other pages

(located after the last page of the PODD book in the Page Settings view in Mind Express)

- **Grid pages.** 4 blank grid pages are included as templates to create additional pages
 - *grid a page* – template for “a” (first pages) in a section. Includes *TURN THE PAGE*.
 - *grid b page* – template for other, not first pages, in a section. Includes instruction to *GO BACK TO PAGE (number)A*, the beginning of the section, and *GO TO LIST*.
 - *grid a page no turn* – Used to make a single page section. It includes the operational controls for a first page in a section, but no *TURN THE PAGE*
 - *separate activity display grid* – used to create new separate activity displays
- **Instructions for back cover.** These pages provide examples of the type of instructions that are printed onto a sticker and attached to the inside of the back cover (see *construction file*). Example instructions are included for the three access methodologies that can be used with this page set.
 - *Instructions for back cover – direct pointing*
 - *Instructions for back cover – pick up and give/show*
 - *Instructions for back cover – partner-assisted scanning*

There is a space at the bottom of the page for a contact number to be added to facilitate the return of a lost communication book.

- **List.** The general *list* is used in most sections. An alternative *list symbols* is provided for individuals who do not understand spoken language and benefit from drawn pictures or graphic symbols to support understanding. Make sure to insert the individual's name and appropriate gender pronouns into the instructions. See the *construction file* for detailed instructions to print and position these lists.