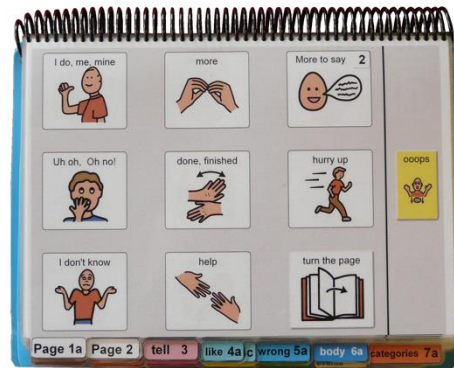


Direct Access – 9 per page expanded functions



General description

This page set was primarily designed as an introduction to expressing an expanded range of communication functions for young children (2-4 years) who have some ability to directly target large areas of a display with their hand.

This page set may also be appropriate for use by:

- Communication partners to support an individual's understanding of the partner's messages.
- 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. (see *opinions plus anecdote options*)
- 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 – expanded 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 some 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 communication book.
- Individuals who pick up and give/show individual symbols to others (see the *Construction file 9 per page – expanded functions pick up & give* for details).
- 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.

A 9 per page PODD communication book modified for partner-assisted 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 whilst they (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.

Language

- The organisation and vocabulary included in this page set supports the expression of a range of pragmatic functions typically seen in the expressive communication of 2-3 yr old children. These functions include, request object, action, assistance, cessation (stop, finish) and recurrence (more, again), ask questions, give opinions, comment, complain, reject, protest, express feelings, label, describe, respond/ acknowledge, answer, inform (draw attention to something), relate information, tell stories, narrate play, and instruct. Vocabulary is also included to express communication functions typically acquired at 3-4 years of age, e.g., to relate information about past and future events.
- Vocabulary is included in the page set to express a range of semantic meanings typically seen in the expressive communication of children 18mths – 3 years of age. Vocabulary is organized into sections based on communication function, part of speech and/or semantic grouping. A limited range of meanings is available to express each type of semantic meaning, with a focus on vocabulary that relates to the child's daily life experiences 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 express these messages more efficiently, 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 this PODD communication book include Wh-question words, subject and object nouns, pronouns, verbs, negatives, interjections, adjectives, adverbs, and prepositions.
- Predictably associated vocabulary supports the use of 2-3 key word sentences. More complex sentences would require turning to multiple pages (or a different PODD book designed with more predictably associated vocabulary for more complex sentences).
- Includes a number of strategies to compensate for some of the limitations inherent in using aided symbols and to support the production of more intelligible, socially valued communication, e.g., tense clues and predictive links.
- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT is positioned in the categories index. This symbol is used to extend the range of vocabulary available by encouraging the partner to guess at the word they require when provided with an associated word. Using this phrase indicates that the next word is not really part of the message but a cue for the partner to guess another word that is not included in their communication book. Having correctly guessed a missing word, partners are encouraged to write the word on an appropriate LIST.
- A symbol link to *GO TO LIST* (attached to the back of the previous page) is included on the end page of all sections/categories.
- 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"; etc. 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; I LOVE YOU; EXCUSE ME; I'M SORRY.

Layout

- One page opening with spaces for nine vocabulary items plus separate operational buttons.
- This PODD communication book size is US LETTER 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 buttons 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®.
- Symbol button size is approximately 2 inches high, 2 + 1/8 inches wide for symbol buttons. Button spacing is 1 + 1/16 inch width and ½ inch height.
- Buttons 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).
- Three operational buttons are located on the right side of every page separated from the main symbol buttons with a vertical line. Each operational button is approximately 1+ 13/16 inch high, 1 + 1/16 inch wide with a 5/8 inch gap between buttons. The operational items are:
 - *GO BACK TO PAGE 1* is on the first page in every section.
 - *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.
 - *GO TO CATEGORIES* – on all pages to enable access to the categories (main navigation) index to navigate to other sections of the communication book.A communicator who has difficulty directly pointing to these buttons may indicate the column and then use partner-assisted visual scanning to indicate the specific operation they want. The operational buttons 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* button 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 button's style.

Initially operational buttons are primarily used by partners to support the individual's operation of the book. Partners are instructed to point to these buttons 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.

Navigation

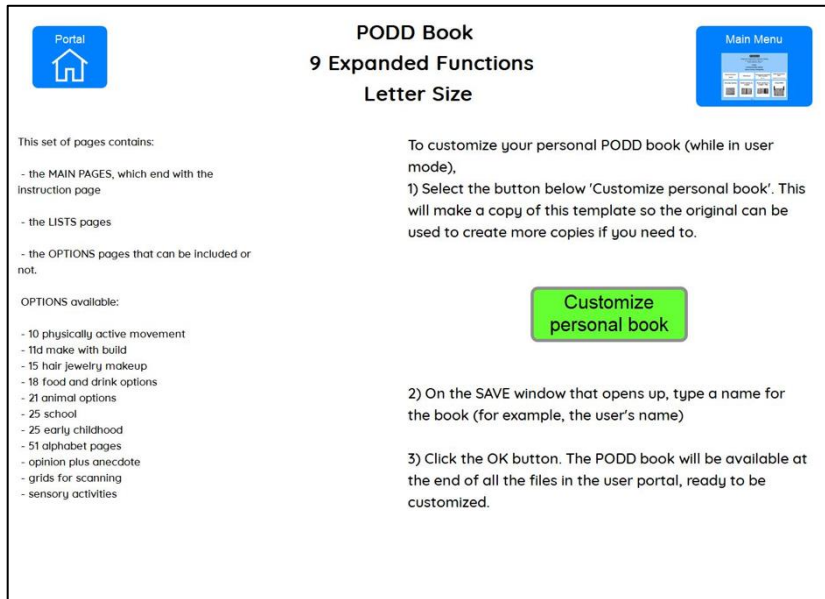

Vocabulary in this PODD communication book is organized using both pragmatic branches and a categories index according to the communication intent being expressed.

- First page **MORE TO SAY** – *go to page 2*
- **Pragmatic branch starters** on page 2
- (obligatory link to *TELL page 3* to clarify tense and message for some communication intents)
- **Category index** on page 7
- Predictive links are used to assist the communicator to include sufficient information to aid their partner's understanding, e.g., HURT, SORE, PAIN has a direct link to the *06 body parts*.
- Operational commands to *GO BACK TO PAGE (number)A* and *TURN THE PAGE* to move between pages in the one section.
- Operational commands to *GO TO CATEGORIES* and *GO BACK TO PAGE 1* are available from all sections.
- Includes **activity displays** for more efficient interaction during a range of common daily routine and play activities.
 - The 9 per page expanded functions PODD book has many pages and is already quite thick and heavy. This communication book could become impractical for daily use with the addition of many extra pages. Increased size and weight is of more concern in books modified for pick up and give/show access as the individual symbol cards and Velcro to attach the cards to the page double the thickness and weight of the book.
 - **Carefully consider the effects on the thickness and weight of the finished communication book before adding pages to the 9 per page expanded functions PODD book.** Consider using symbol / auditory scanned lists and separate activity displays as an option to provide communicators with access to additional fringe / activity specific vocabulary.
 - 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.
 - 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.
 - The section description *27 – 50 activity displays* includes specific information on adding, deleting and making separate activity displays in Mind Express.

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'.

Portal PODD BookMain Menu 

9 Expanded Functions

Letter Size

This set of pages contains:

- the MAIN PAGES, which end with the instruction page
- the LISTS pages
- the OPTIONS pages that can be included or not.

OPTIONS available:

- 10 physically active movement
- 11d make with build
- 15 hair jewelry makeup
- 18 food and drink options
- 21 animal options
- 25 school
- 25 early childhood
- 51 alphabet pages
- opinion plus anecdote
- grids for scanning
- sensory activities

To customize your personal PODD book (while in user mode),

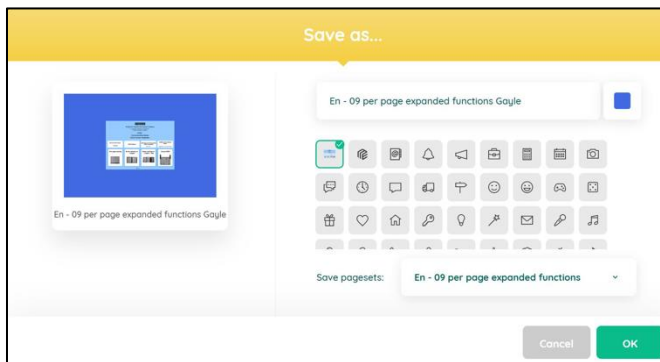
1) Select the button below 'Customize personal book'. This will make a copy of this template so the original can be used to create more copies if you need to.

Customize personal book

2) On the SAVE window that opens up, type a name for the book (for example, the user's name)

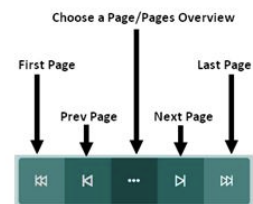
3) Click the OK button. The PODD book will be available at the end of all the files in the user portal, ready to be customized.

On the SAVE window that opens up, **type a name for the book** (for example, the user'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 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 support the use of **partner-assisted visual scanning** by placing lines between each column. See the *Construction 9 per page expanded 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 also require different *07 categories* pages to include a link to these pages.
3. **Alphabet** pages for exploration and early writing and spelling activities. A different *07c categories* page will be required to include a link to the alphabet section. Note: that the alphabet pages are not included as a default in this PODD book because at this stage of language development the communicator is unlikely to use the alphabet section to spell for communication and to reduce the weight and thickness of the 9 per page expanded functions book. All children should have access to the alphabet to explore spelling and these pages can be made into a separate display (see 51 *alphabet section* for more information).
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 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. Other alternative pages (as referred to in the section descriptions)
7. Pages to express **opinions** and **relate stories/anecdotes.** These options also require different *02, 03, 04, 05a and 07c pages.* Different activity pages may also be required to provide a direct link from the activity page to the alternative *04 opinion* section.

Considerations for selecting OPINION and ANECDOTE pages

OPINION pages

Using the phrases, I LIKE THIS and I DON'T LIKE THIS tends to be more developmentally appropriate and transparent with natural branches for young children to access opinion vocabulary. However, it is not always conversationally appropriate to initially identify whether something is liked or not liked when expressing an opinion such as SILLY, FUNNY, CRAZY, EASY, DIFFICULT, RIGHT or WRONG. The use of the single pragmatic branch starter I THINK IT'S and category name OPINION WORDS also reduces the number of spaces required on the *02 branches, 07c categories* and some activity display pages to access *opinions* vocabulary. This provides space for an additional vocabulary item/pragmatic branch starter/navigation link to other sections, e.g., *IT'S ONE OF MY STORIES.*

Vocabulary is organized in the optional *04 opinion* section over 4 pages accessed from *04a* via *TURN THE PAGE, LIKE WORDS and DON'T LIKE WORDS.* Determining which page will include the required vocabulary can be more challenging in this section. To assist partners to select (and model) the required page, the words on each page are written on the link button to that page.

ANECDOTE pages

These pages support communicators to tell pre-prepared stories and anecdotes (oral narrative) in a more time efficient manner. Word-by word construction of narrative using aided symbols is very slow and requires considerably more expressive language skill. Some individuals who use this PODD communication book may have the desire to tell their stories, but currently have insufficient language skills to do so word-by-word. Sharing personal stories with others, allows us to express our personalities and make social connections with others.

In the *55 my stories* section pages are provided with spaces to write the following parts of a narrative/anecdote.

- what happened
- more of what happened
- who
- where
- when
- why
- what I thought
- what others thought

The *55 story instructions* template in the *opinion plus anecdote options* provides specific ideas of what information to include in each square. The individual should be involved in the creation of these stories, although others may support the intelligibility of the final product by suggesting ideas and expanding the sentence forms. A small symbol in the top left-hand corner of each square reminds the communicator which part of the story is written on that button. The symbol HAVE A GUESS is also included on each page so that the communicator can suggest their partner guess the answer to specific questions when they do not have a prepared answer or vocabulary available in their main communication book to answer.

Not all of the *55 story* pages are initially included in the PODD book. New pages are added when filled in with a new anecdote. Pages *55a and 55b* provide indexes to access the different stories included in the PODD book. The name of each new story would be added to the button with the link to that stories page number. As these pages are frequently updated (written on) it is preferable to put them into clear plastic letter files or print them on waterproof paper (see *construction file*).

If the size and weight of the individual's PODD communication book is becoming impractical, you could also choose to make a separate "My Stories" book. If you choose to put these pages in a separate book, change the IT'S ONE OF MY STORIES links on page *03* and *07c* to an instruction PLEASE GET MY STORIES BOOK. Also put an instruction in the "My stories" book for the individual to request their communication book.

The *55 stories/anecdote* pages are included as an **option**, linked from the vocabulary item *IT'S ONE OF MY STORIES*, as they are not developmentally relevant for the young children who are the primary target group for this page set. This information chunking strategy is particularly useful for older children, teenagers and adults who like to tell stories, but find word-by-word construction of narrative too difficult or time consuming. Also consider using a speech generating device to store and tell stories more efficiently. (The PODD page sets for speech generating devices at this language level include these anecdote pages as a default)

Optional pages include:

- **11d make with build** (*build* replaces *messy play*)
- **15 hair, jewelry & make-up pages**
 - 15d hair
 - 15d jewelry
 - 15d make-up
- **18 food/drink optional pages**
 - 18a meal pages (meal display with links to pages of food and drink symbols)
 - 18b foods (page to add preferred foods)
 - 18b symbol list (symbol list for foods)
 - 18c drinks (page to add preferred drinks)
 - 18c symbol list (symbol list for drinks)
- **21 animal optional pages**
 - 21b animals (includes links to animal pages with symbols)
 - 21d farm (page of farm animal symbols)
 - 21e wild (page of wild animal symbols)
 - 21f wild (additional page of wild animal symbols)
 - 21g water (page of marine animal symbols)
 - 21h insects (page of insect symbols)
 - 21e reptiles (page of reptile symbols)
- **25 early childhood (EC) setting pages**
 - 07a categories EC (link to *preschool* section replaces link to *transportation*)
 - 07b categories EC (link to *transportation* moved to this page, replaces link to *food/drink*)
 - 07c categories EC (link to *food/drink* moved to this page)
 - 09a people EC (includes link to *09c preschool people* subcategory)
 - 09c EC people (preschool people)
 - 25a early childhood
 - 25b early childhood
 - 25c make EC
 - 25d outside EC
- **25 school pages**
 - 07a categories school (link to *school* section replaces link to *transportation*)
 - 07b categories school (link to *transportation* moved to this page, replaces *food/drink*)
 - 07c categories school (link to *food/drink* moved to this page)
 - 09a people school (includes link to *09c school people* subcategory)
 - 09c school people (school people)
 - 25a school
 - 25b school
 - 25c school places
 - 25d school things
 - 25e pencil case

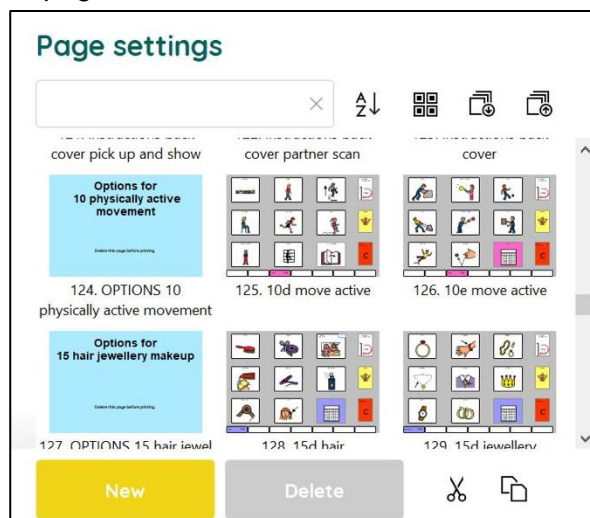
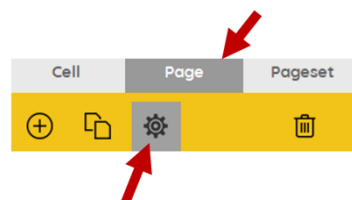
51 alphabet

- 07c catalpha NOECS (categories with link to *alphabet*, with no early childhood or school sections)
- 07c cat alpha ECS (categories with link to *alphabet* and relocated link to *food/drink* – to be used when including both alphabet and preschool/school options)
- 51a – f alphabet pages (group-item layout to access the alphabet. 51a groups 5-6 letters on 5 large buttons in alphabetical order with links to pages 51b – f and the symbols for FIRST SOUND and END, SPACE. Other pages have individual letters on 5-6 large buttons.)
- **Opinion plus anecdote:** Includes both alternative opinion pages and the pages for communicators to tell pre-prepared anecdotes
 - 02a branch opin (*02 branches* with OPINION pragmatic branch starter and LET'S PRETEND relocated from *03 tell*)
 - 03 story opinion (tell page with LET'S PRETEND removed and a link to the *55 My stories* anecdote section added – used with both opinion and stories options)
 - 03 tell opinion (tell page LET'S PRETEND removed – used with opinion option but no stories option)
 - 04a opinion female (link to *I like this* page has female version PRETTY in text)
 - 04a opinion male (link to *I like this* page has male version HANDSOME in text)
 - 04b opinion
 - 04c like female (female version PRETTY)
 - 04c like male (male version HANDSOME)
 - 04d opinion don't like
 - 05b wrong opinion (DON'T LIKE link changed to OPINION)
 - 07c cat opin ECS (links to OPINION, modified for EC/school)
 - 07c cat opin NOECS (link to OPINION, not modified for EC/school)
 - 07c cat story ECS (links to LIKE / DON'T LIKE and MY STORIES modified for EC/school)
 - 07c cat story NOECS (links to LIKE / DON'T LIKE and MY STORIES not modified for EC/school)
 - 07c cat story alpha ECS (links to LIKE/DON'T LIKE, MY STORIES and ALPHABET, modified for EC/school)
 - 07c cat story alpha NOECS (links to LIKE/DON'T LIKE, MY STORIES and ALPHABET, not modified for EC/school)
 - 07c story opin alpha ECS (links to OPINIONS, MY STORIES and ALPHABET, modified for EC/school)
 - 07c story opin alpha NOECS (links to OPINION, MY STORIES and ALPHABET, not modified for EC/school)
 - 07c story opin ECS (links to OPINION and MY STORIES, no alphabet, modified for EC/school)
 - 07c story opin NOECS (links to OPINIONS, MY STORIES, no alphabet and not modified for EC/school)
 - Alternative activity displays with links to OPINION: 27 TV opin; 28 music opin; 29 book opin; 30 game opin; 31 dough opin; 37 puzzle opin
 - 55 instruct (instructions for using anecdote pages – note print these separately to train key partners to co-construct anecdotes – do not bind into PODD book)
 - 55a & 55b story index (index to access pages for different stories).
 - 55c-55r story (pages to write personal stories/anecdotes).

- **Physically active pages**
 - 05a 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 indep (alternate meal display for individuals who independently eat/drink)
- **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)
- **Grids for scanning**
 - 01a main scan (example of how pages look with grid lines added to support the use of partner-assisted visual scanning access)
 - gridlines for scanning (lines to add to most pages to support the use of partner-assisted visual scanning access – see *construction file* for details)
 - 55 story scan lines (lines to add for scanning pages *51 alphabet* and *55 story*) – see *construction file* for details)

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,
- Scroll down to find the blue placeholder page for your required option.
 - Select the optional pages with the same PODD book number (e.g., 07a & 07b)
 - Scroll up to find the same PODD book number in the main page set
 - Drag & drop or cut & paste those pages into position in the main pages with the same PODD page number.
 - 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.
 - Delete any unwanted pages with the exact same PODD page number (i.e., you should only have one 7a).
 - Do this for all desired optional sections/pages before customizing the book.
 - 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 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

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.
- Includes the link MORE TO SAY to navigate to the rest of the vocabulary in the book via the pragmatic branch starters on page 2.
- Note that the operational link to go directly to categories has been removed from page 01a to discourage communicators (and partners) from skipping the pragmatic branch starters on page 02 branches, making it difficult to interpret the communication intent of one-to-two-word sentences.
- The item I NEED TO GO TO THE TOILET is included on page 01b. You may choose to swap this item with one from page 01a during the earliest stages of toilet training. This item could be

replaced for individuals who are not (as yet) using the toilet, or it can remain to request to be changed (linked to *50 change*).

02 branch starters

- This page is part of the **main navigation system**.
- Pragmatic branch starters indicate the communication intent of the message.
 - Some functions have predictive links to pages of vocabulary to express these intents.
 - The vocabulary required to express other functions is less predictable and the navigation needs to go through the categories index.
 - The I'M TELLING YOU SOMETHING branch starter has an obligatory link to the *03 tell* page to provide more information, e.g., tense clues, to support the partner's understanding of the communicator's key-word messages.
- Due to the limitations of only 9 symbol spaces per page, some of the pragmatic branch starters are located on the *03 tell* page accessed via I'M TELLING YOU SOMETHING. The relocated phrases to indicate communicative intent, IT'S TIME FOR..; IT'S A STORY (NOT REAL); I HAVE AN IDEA and LET'S PRETEND, conversationally suit an introductory phrase of I'M TELLING YOU SOMETHING. For example, I'M TELLING YOU SOMETHING, IT'S TIME FOR...
- The direct link to the *07 categories index* (in the operational buttons column) can be used for more direct access to vocabulary to answer questions. Communicators should be actively encouraged to indicate the communicative intent (pragmatic branch) when they initiate communication and/or introduce a new topic to provide partners with sufficient information to accurately interpret key word messages. If communicators and partners are routinely skipping the pragmatic branch starters and going straight to categories delete the categories cell from this page until they learn to use pragmatic branch starters.
- The addition of DO AN ACTIVITY to the I WANT.. button and ACTION/VERBS to the DO SOMETHING button assists partners to discriminate the different vocabulary located in each of these branches, i.e., the I WANT branch has a predictive link to the activities section and the DO SOMETHING branch has a predictive link to the actions (verbs) section.
- 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 main page set, designed for younger children, uses the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS to express opinions. The *opinion plus anecdote* options includes an alternative page *02* which uses the pragmatic branch starter I THINK IT'S ... to express opinions. This allows for the inclusion of the LET'S PRETEND pragmatic branch starter on page *02*. (LET'S PRETEND is included on page *03* via the I'M TELLING YOU SOMETHING pathway in the main page set.)
- **All additional pages must be accessible via this page using an existing pragmatic branch or by adding a new pragmatic branch starter to this page.**

02b show

- Includes vocabulary and links to other pages needed to show things and actions.
- The vocabulary on this page particularly suits individuals who have restricted mobility limiting their ability to independently get and show objects. This page enables the communicator to provide their partner with hints as to where to look in the environment for the thing or action they want to show.
- SOMEWHERE ELSE links directly to the places section (and from there to the *house and garden* section) for the communicator to suggest alternative places to look.
- WATCH ME enables the communicator to draw their partner's attention to something they can do. This phrase can also be used to cue the partner to attend to their eye or hand point to things in the environment.

- PLEASE GET MY COMMUNICATOR supports the use of a speech generating device (SGD) such as a single or sequenced message device to tell a pre-prepared message, in this case about something they want to show their partner.
- ASK SOMEONE links directly to the page of people for the communicator to identify who you can ask to help you work out what it is they want to show you.
- If the individual likes to show people photos, then bedroom (which can also be accessed via *somewhere else >places>house and garden*) could be replaced with an instruction to get the album/device they use to show photos.

03 tell

- As part of the I'M TELLING YOU SOMETHING pathway this page includes vocabulary and links to other pages needed to relate information, tell a story (IT'S A STORY, not real), express an idea (I HAVE AN IDEA) and instruct (IT'S TIME TO/FOR). The LET'S PRETEND pragmatic branch starter is included on *page 03* in the main page set because it could not fit on *page 02a branches* and can conversationally fit within the I'M TELLING YOU SOMETHING pathway.
- Tense clues IT'S ALREADY HAPPENED, IT'S ABOUT NOW, IT'S GOING TO HAPPEN, and IT'S ALWAYS HAPPENING are included to encourage communicators to provide the time frame for their message. These clues provide partners with additional information to accurately interpret the meaning and use the correct tense to expand the communicators key word messages. Omission of these tense clues can lead to more frequent instances of communication breakdown.
- All of these messages and tense clues have an associated link to the *07 categories* section to enable the communicator to generate messages for these, less predictable, functions.
- PLEASE GET MY COMMUNICATOR supports the use of a speech generating device (SGD) such as a single or sequenced message device to tell a pre-prepared message, in this case telling their partner about something that has/will happen or telling a make-believe story.
- Alternative *03 tell* pages are required when using the *opinion plus anecdote* options. LET'S PRETEND fits on *page 02a branches* when the I THINK Its pragmatic branch starter is used. This creates a space on *03 tell* for the inclusion of the symbol link, IT'S ONE OF MY STORIES, to pages (*55*) containing pre-prepared anecdotes.

04 opinions

- The main page set has vocabulary to express opinions separated into I LIKE THIS (*04a* and *04b*), and I DON'T LIKE THIS (*04c* and *04d*). *04b* LIKE has male (HANDSOME) and female (PRETTY) options as with only nine items on a page it was not possible to prioritize both words. When you customize an individual's book remember to delete the unwanted page prior to printing the book.
- The item LET'S DO SOMETHING ELSE in the DON'T LIKE section has a predictive link directly to the *11 want/activities* section to suggest an alternative activity (because I don't like the current one)
- 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 communicator's intent.
- In addition to adding/deleting vocabulary, you can change the words associated with some symbols to suit the individual/family/peer group style of expressing opinions.
- An alternative *04 opinions* section using I THINK IT'S as the pragmatic branch starter and OPINION WORDS as the category name is provided in the *opinion plus anecdote* option section. (See **considerations for selecting opinions** section in the options section above). Remember to select all of the appropriate optional pages with links to the *I think it's/opinion* section (*i.e., 02, 03, 05b, 07c, 27, 28, 29, 30; 31, 45*).

05 wrong

- Vocabulary and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the communicator.
- The main page set includes a link to I DON'T LIKE THIS vocabulary. If you have chosen to use the I THINK IT'S branch starter you will need to use the alternative *page 05b* in the *opinion plus anecdote* option section.
- HURT/PAIN/SORE has a compulsory predictable link to the body parts section; SICK links to the health 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.
- Check the vocabulary available in the health section prior to adding vocabulary. You may choose to include some vocabulary in both places if the health issue results in common complaints, e.g., an individual who has frequent reflux may require YUCKY BURP in both sections, an individual who has a hearing impairment may require I CAN'T HEAR YOU in the something's wrong section and HEARING IMPAIRMENT/HEARING AID in the health section.
- 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 a 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.
- Add appropriate gender specific body parts, either to the main page (replacing a less commonly referred to body part) or onto the list.
- BRUSH is located on the second page (*06b*) as all body parts that are typically brushed are located on this page. You may need to move BRUSH onto page (*06a*) for individuals who routinely have other body parts brushed as part of a program to address sensory processing challenges.

07 categories

- This section is part of the **main navigation system** to generate novel messages to express the I'M TELLING YOU SOMETHING, I HAVE AN IDEA, LET'S PRETEND, IT'S A STORY and IT'S TIME TO.. communicative intents and to answer questions.
- The ordering of items in the categories section is prioritized for speed of access according to the likely vocabulary usage patterns. Commonly used categories are on the first page, less commonly used vocabulary on the second page, with the third page including links to sections of vocabulary that are usually accessed more directly via a pragmatic branch starter. Note that *Food and drink* is placed later, as this section is usually accessed via the I WANT SOMETHING pragmatic branch at this stage of language development.
- You may choose to swap the location of a category to reflect the vocabulary usage patterns of an individual. For example, if the individual likes to talk about their clothes and rarely talks about transportation, you would choose to place *clothes* on page *07a* and move *transportation* to page *07b* to provide faster access to the most commonly used vocabulary. However, it is strongly recommended that you do not change the order of the categories until you have used the PODD book interactively to discover the actual vocabulary usage patterns of the individual (i.e., the real pragmatic use).
- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT replaces the *GO TO CATEGORIES* operational button on all pages in the categories index.
- As part of the main navigation system, the vocabulary required in this section changes whenever additional sections of vocabulary (categories) are added to the communication book. Alternative *07 categories* pages are included in the options - *opinion plus anecdote*; *alphabet pages*; *school pages*; and *early childhood pages*. **Ensure you choose the appropriate categories section with all the links required to match the optional sections you have included. ALL sections of the PODD book need to be accessible via a category link in this section.**
- **Note that the page tab for categories is longer than all the other page tabs. This increases the speed of locating this section as it is the only tab to extend to the right edge of the page.**

08 questions

- Includes wh-question words and commonly used whole questions.
- *Not* is predictably associated with the question words to ask WHY NOT?
- YOU NEED TO TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to categories for the communicator to indicate what they are asking. For example, YOU NEED TO TELL ME YES/NO, PLACES, GO HOME? Can be interpreted as "Can we go home?" or "Are you going home", etc. depending on the context.
- 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?
- At this stage of aided language development communicators tend to use single wh-question words, with the specific meaning interpreted from the context. Partners may suggest *GO TO CATEGORIES* to encourage the communicator to provide more specific information.

09 people

- This section will need considerable customization
- Individuals usually know a large number of people: family, friends, teachers, neighbors, health professionals, etc. Representing every person with a symbol on their own separate cell with only 9 symbol items on each page would become extremely 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.
- The names of occupations the individual frequently encounters may be included on page *09b*. Other occupations can be written on the people list.
- 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 - early childhood and school*.

10 actions (verbs)

- The actions section links from both the DO SOMETHING pragmatic branch starter and the ACTIONS category, to enable this vocabulary to be used to express a range of communicative intents.
- 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 construct sentences across a range of semantic categories
 - frequently used to request actions or give instructions
 - a specific movement the individual frequently performs.
- Additional verbs are located in other sections/activity displays. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word category a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, 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. Alternate movement pages for individuals who are more physically active are included in the *options– physically active pages*.
- Verbs are grouped across the pages according to the type of action and the predictably associated vocabulary available on each page, e.g., PUT, TAKE/TOOK 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 categories.

11 activities

- The activities section links from both the I WANT ... pragmatic branch starter and the ACTIVITIES category, enabling this vocabulary to be used to express a range of communicative intents.
- The example page set uses the subcategories *11c toys*, *11d make something* and *11e outside activities* to organize the large vocabulary required to request/talk about different activities. 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 subcategory in activities are available in the *option– Sensory activity pages*.

- More general activities vocabulary is positioned on either page *11a* or *11b* depending on the frequency of use for an individual and in relation to the verbs on each page.
- 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*, replacing the vocabulary item MESSY PLAY with BUILD for individuals who are interested in building things with tools. Remember to delete the *45 messy play* activity display page in addition to the MESSY PLAY vocabulary item. BUILD links to the page *42 build* which is already in the communication book, linked from TOOLS in the *16 things* section.
- 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 both the LET'S GO ... pragmatic branch starter and the PLACES category, enabling this vocabulary to be used to express a range of communicative intents.
- The example page set includes a link from *12a places* to the *17 house & garden* section and *11e outside activities* page, primarily to allow access to this vocabulary via the LET'S GO... pragmatic branch starter. For example, LET'S GO... - HOUSE & GARDEN – KITCHEN; LET'S GO... - OUTSIDE ACTIVITIES – DIG in the GARDEN.
- Retail places (shops, take away and restaurants) are subcategorized with a page link to *12c stores*. VISIT links directly to *09 people* to identify who the individual has/will visit.
- Not all place names are included in the *places* section
 - places found in the house or garden are included in *17 house & garden*
 - transportation places are included in *19 transportation*
 - school places are included in *25 school*
 - health places are included in *14 health*
 - some special event places, e.g., *circus*, would be included in *13 special events*
 - places of worship are included in the *26 religion* section
 - place names related to animals, e.g., VET, KENNEL, would be included in *21 animals*.
- Fringe vocabulary for less frequently visited or talked about places, e.g., a place the individual went on holiday or a special outing, can be added to the places list.

13 special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events. The vocabulary in these example pages reflects common US holidays and special events. Check this section and make appropriate vocabulary changes to suit the individual and family's requirements.
- Given the space restrictions with only 9 symbol buttons per page in this PODD book, most local holidays, celebrations, and events and less frequently occurring or talked about special events and things will need to be added to the LIST.
- You may choose to move some of the vocabulary on the example page sets onto a LIST to make space for special event vocabulary that is more frequently required by the individual. In addition to how frequently a special event occurs, consider how frequently the event is discussed. For example, there is often a lot of preparatory activity around Mother's Day in many educational settings, but New Year is less frequently discussed with young children.

14 health

- Vocabulary in the health section is organized onto separate pages according to the predictably associated verbs.
 - Nouns related to medical appointments and places are on *14a* with the verb GO. *14a* also includes a subcategory link to *14d medical things*.
 - Illness related vocabulary is on *pages 14b & c* with the verbs FEEL and HAVE on *page 14b*. Illness related words that may require access to body parts vocabulary are positioned on *page 14b* with a direct link to the BODY PARTS category.
 - *14d* and *14e* include medical products, equipment and procedures with the predictably associated verbs NEED and GET. DRUGSTORE is also included on *14d* as things on this page may need to be purchased from there.
- Instructions are written on the pages with suggestions of where to add additional, individual specific, health and medical words.
- You may choose to place some of this vocabulary on a list if the individual rarely experiences health problems to reduce the number of pages in this communication book, e.g., delete pages *14c* and/or *14e*. If deleting a page remember to move the list instruction to the last page of the section/subcategory and change the numbers on the page tags and links to any following pages, e.g., if deleting *14c* change *14d* to *14c*, on both the page tag and the subcategory link to *medical things*.

15 clothes

- This section includes clothes, things that are worn on the body and actions related to dressing and grooming.
- 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, *15a*, page if the item is frequently put on and taken off during the day.
- *15a* includes the predictably associated vocabulary to start sentences including vocabulary from all pages in this section. Single symbols are used to represent the two-word phrases PUT ON and TAKE OFF to conserve spaces in this page set with only 9 items per page.
- Two blank spaces have been left on page *15a* to add/move clothes or personal equipment that is frequently put on/taken off during the day. Items may be moved from *15b* onto this page if required.
- Pages to add separate jewelry, hair and/or make-up pages to this section are available in the *options for hair, jewelry makeup section*. All of these pages currently have the same PODD page number *15d*. If adding more than one page, you will need to change one page number to *15e*, and if adding three pages, another to *15f*. Carefully consider the individual's need for symbols for this vocabulary to be added to their PODD book as the additional pages add to the weight and bulkiness of this communication book. You may choose to add the vocabulary to the clothes list and/or print these pages to use as single displays in environment. You will also need to add sub-category links from *15a, b or c* to any pages you add.
- Note that even though the individual may not wear dresses and skirts, these words still need to be included to comment on/tell about what other people are wearing.

16 things

- Vocabulary included in the THINGS section includes any "thing" that does not fit into another category, including personal equipment that is not worn. Vocabulary for things may be included in a number of sections.
 - Things that are generally found at home/school/preschool would be included in those other sections.
 - Things related to specific activities, e.g., sports or games, would be located in the activities section.
 - Personal equipment that is worn, e.g., splints, is included in the clothes category.

- The predictably associated vocabulary on 16a is used to start sentences using vocabulary from all pages in this section.
- This example page set has a subcategory to include personal (specialist) *equipment*, including AAC equipment, on 16c with the predictably associated vocabulary USE and BREAK/BROKEN.
- There is also a link from 16b to the BUILD/TOOLS activity display (42) as people may look for tools in the *things* section.

17 house & garden

- The main page set includes vocabulary for common requests, instructions, and locations at home.
- Commonly used vocabulary is organized onto separate pages according to the predictably associated vocabulary on each page.
 - Locations in the house (rooms) and a link to the subcategory 17d outside are on page 17a with the verb GO and the preposition IN.
 - 17b includes additional locations in the house (including table & chair) and items that OPEN and CLOSE.
 - 17c includes appliances and items that are used with the verb TURN and/or the prepositions ON and OFF.
 - 17d includes places to GO and SEE outside (in the yard)
 - 17e includes gardening & nature vocabulary.
- The range of possible vocabulary in the *house & garden* section includes a large number of nouns. The example page set uses symbol lists, categorized by room, to include a wider range of this vocabulary than would be practical to include with only 9 items per page. *GO TO LIST* instructions are associated with the names for each room. These lists can be accessed using partner-assisted visual scanning if the individual is unable to intelligibly point to these small closely spaced symbols.

18 food/drink

- The food/drink page in the main page set is primarily 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 to be accessed via partner-assisted scanning. Partners are also encouraged to use the real food/drink objects to provide the communicator with options during mealtimes.
- Some individuals/families really want to include pictographs to request their favorite food/drink. Alternative pages for the food drink section that include a link from FOOD to an additional 18b page to add food symbols and a link from DRINK to an additional 18c page to add drink symbols are available in the *option - 18 food drink* section in Mind Express. *Symbol lists* to include small graphic symbols or drawings for food (sorted by type) and drink items are also included in the *option - 18 food drink* section.
- The vocabulary on the example page 18 food/drink suits individuals who are assisted to eat. An alternative page, 18 meal independent, with vocabulary more suited to an individual who independently eats and drinks is also included in the *option- physically active pages*.

19 transportation

- Includes vehicles commonly seen and talked about and predictably associated transportation actions, GO, SEE, CRASH, BEEP horn, FLY.
- The example page set also includes an activity display for playing with toy cars (page 39) linked from the *toys* subcategory in the *activities* section.

20 characters

- The example pages include some common story and magical characters.
- Character vocabulary needs significant customization to include the individual's favorite story, TV, music and movie characters and personalities.
- 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.

21 animals

- The range of possible animal names talked about with young children is huge. The example page set uses symbol lists, categorized by type of animal, to include a wider range of this vocabulary than would be practical to include with only 9 items per page. These lists can be accessed using partner-assisted visual scanning if the individual is unable to intelligibly point to these small closely spaced symbols..
- Alternative animal pages with more animal names assigned a directly accessible button with 9 items per page are available in *options – 21 animals*. Carefully consider the need for these pages as, with only 9 items on each page, the thickness and weight of this book can become unmanageable. Only use the additional pages if discussing animals is a major topic for the individual.
- The first page of the animal section (*21a*) focuses on vocabulary to talk about the individual's own pets and/or other animals which they frequently care for, interact with, talk about and/or see.
- *21b* provides links to symbol lists of animal names subcategorized according to type of animal or where the animal is usually seen, e.g., wild animals; birds; insects; reptiles (and amphibians); farm animals and water animals. VET and BABY animal are also on 21b (note baby animal can be used to indicate the young of a specific animal, e.g. BABY ANIMAL + DOG = PUPPY).
- *21c* includes a page of common pets presented on individual symbol buttons.
- Customization of these pages may need to occur to include the individual's preferred and most commonly seen/discussed animals. Remember that insects are frequently encountered in daily life.

22 days & times

- This page set includes time concepts such as NOW, LATER, AFTER, SOON, YESTERDAY, TODAY, TOMORROW, TONIGHT, MORNING, AFTERNOON and NIGHT and the related words TIME, CLOCK and HOLIDAY. Days of the week and WEEKEND are subcategorized on 21c.
- Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may be used primarily by communication partners to provide receptive input with younger children. These concepts are also commonly used in many educational settings.

23 feelings

- Feelings words are included in this section, primarily to relate information, tell stories and answer questions. Feeling words are also included in the OPINIONS, SOMETHING'S WRONG, and HEALTH categories to express other communicative intents. Common feelings that are not included in these other sections are prioritized for inclusion in this section.

24 descriptions

- This section includes a range of conceptual language commonly introduced in early childhood. Weather is also included in this section as we describe the weather.
- Children generally require many models of these concepts in order to learn their meanings. The concepts in the *descriptions* section may initially be used by communication partners to provide receptive input with younger children. These concepts are also commonly used in many early childhood stories, songs, rhymes, and educational activities.
- Vocabulary is organized according to what the word describes, e.g., size, taste, speed, feel, look, sound, temperature, color, shape, number, or weather.
- 24a includes the links to subcategories in this section.
 - 24d colors
 - 24e shapes
 - 24f size
 - 24g numbers
 - 24i feels
 - 24j tastes
 - 24k looks
 - 24l weather.
- Pages 24b and 24c include descriptive words that do not fit into any of the subcategories. These words are accessed via a TURN THE PAGE instruction on 24a (*then 24b*)
- Some relatively common description words will need to be added to the list in each section due to the limited number of spaces on each page, e.g., the colors section does not include symbols for BROWN, PURPLE, or GRAY. You may choose to create symbol lists for some sections to support the individual's learning of different concepts.
- Additional symbol buttons have been added to page of 24h numbers to enable all numerals 1-10 plus zero to be presented on the same 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.

25 Early childhood settings/school

- For children who attend a school or early childhood educational setting it is useful to have an additional section in the PODD book to include vocabulary related to this environment. Whilst there is usually significant overlap with vocabulary in other sections, particularly the activities section, it has been found useful to repeat this vocabulary in the one section to facilitate more efficient communication in the early childhood/school environment.
- All templates for educational settings are in the *options* in MIND Express.
- Remember, you will need to include the appropriate *07 categories* pages with links to this section.
- **Early childhood setting pages:**
 - Choose the categories pages to suit your requirements, i.e. *07a* including a link to *preschool* (change the label with this symbol to the appropriate name for the child's early childhood setting); *07b categories EC* with transportation moved from *07a* to *07b*, or *07c categories EC* with food/drink moved from *07b* to *07c* and/or a link to the alphabet display and opinions depending on your other selected options.)

- *09a people EC* includes a link to preschool people (change the label as required)
- *09c EC people* a page to add the names and roles of people at the child's preschool.
- *25a* includes common preschool daily routine activities and links to the subcategory *25d outside activities*. *Something to eat or drink* includes a link to the mealtimes activity display.
- *25b* includes common early childhood inside activities with links to associated activity displays or sections with relevant vocabulary to interact during the activity. 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 center be offered together on one page as it appears to facilitate children to select the 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 associated activity displays in the PODD book.
- *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 activity displays accessible for all children to use.

- **School pages:**

- Choose the categories pages to suit your requirements, i.e. *07a categories school* including a link to school; *07b categories school* with transportation moved from *07a* to *07b*, and the appropriate *07c categories school* with food/drink moved from *07b* to *07c* and the required links to the *alphabet*, *opinions* and /or *My Stories* sections.
- *09a people school* includes a link to the subcategory *school people*
- *09c school people* a page to add the names and roles of people at the child's school.
- *25a* includes common school daily routine activities and links to the subcategories *25c school places* and *25d school things*.
- *25b* includes common school subjects with links from ART to the *1 1d make something* section of activities (then to activity displays for art activities) and from MUSIC to the *28 music* activity pages.
- *25c* includes common places in the school.
- *25d* includes schoolwork and personal things with a link to *25e pencil case* things.
- *25e* includes writing and drawing items generally found in a pencil case.

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/ center. 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 Religion

- The example page set allows for people to include vocabulary to suit different religions. Suggested types of vocabulary are written on the templates.
- At this stage of language development, vocabulary needs to be selected to reflect the individual's personal experience of religion. The religion section is only included in this PODD

book when religious worship is a regular part of the individual's life. Some individuals/families may choose not to have a separate section for religion but decide to include their place of worship in the places section and vocabulary for relevant religious events or ceremonies in the *special events* section of the PODD.

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:

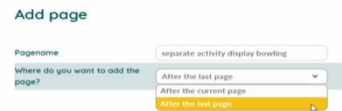
27 TV/video	to interact when watching TV / video (on any device)
28 music	Focus is on interacting when listening to music, but also includes a link to add musical instruments on a list.
29 book	focus is on participating in story book reading routines
30 game	general vocabulary to interact when playing games
31 playdough	to interact when playing with playdough. Includes a link from MAKE to a list to add ideas of what the individual 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	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, iPad, tablet

Page numbers 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 this 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. Delete the operational cell link to categories.

- 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, you may also choose to add the name of the activity and / or vocabulary from the activity display onto the LIST in the activities section).

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.

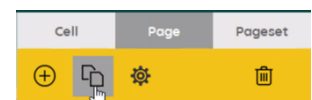
- In edit mode, find these pages by selecting the three dots in the bottom navigational toolbar and then typing “the name of the page” in the search field.
- Select to open the page.
- Delete the page using the trash icon on the top right editing panel.

- 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 THE CURRENT PAGE.

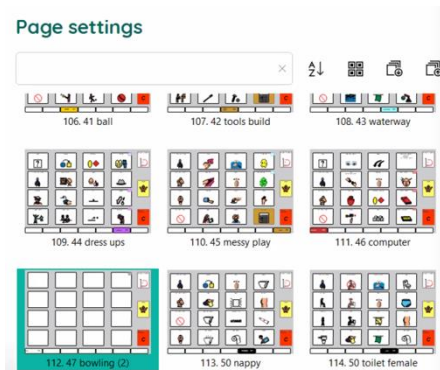


- You will then need to position the page in the correct PODD page number position

- 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 button 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 button to *go back to page 50a*. Select the small cell over the top of this operational control button 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.

(Optional 51 Alphabet)

- The alphabet pages were not included as a default in this PODD book because at this stage of language development the communicator is unlikely to use the alphabet section to spell for communication and to reduce the weight and thickness of the 9 per page expanded functions book.
- Pages to include the alphabet in this PODD book are included in the *option – 51 alphabet*. These alphabet displays are included in the PODD communication book to increase the

individual's control over their access to the alphabet for exploration, early writing, and spelling activities, but they do add 6 extra pages to this already thick PODD book.

- If adding this option, you will also need to select an appropriate *07c categories* page with a link to this alphabet section (with the combination of categories you require to suit all of the options you selected).
- This section uses a group-item approach to present the alphabet with less than 9 buttons on the page.
 - *51a* groups 5-6 letters per button on 5 large buttons in alphabetical order with associated links to pages *51b – f* and the symbols for FIRST SOUND and END, SPACE.
 - Pages *51b-51f* have 5-6 buttons with one letter per button.
 - The communicator initially indicates the letter group which includes the letter they want. Each group has an associated *GO TO PAGE (number)*. The partner turns to that page. The communicator can then directly indicate the specific letter presented individually on a button. Note that the position of these buttons on the page replicates the relative position of that letter in the letter group on page *51a*.
- If the individual can easily visually and physically manage a display with more items on the page, you could choose to use the *51 alphabet page* from the *20 expanded functions* PODD book.
- Encourage partners to write each letter the communicator selects on a piece of paper within their view. This can assist memory of what has been written so far and provides the communicator with feedback, a visual reference point, and a hard copy of their writing.
- All children should have access to the alphabet to explore spelling and these pages can be made into a separate display.
- To reduce the size and weight of the PODD communication book which is carried everywhere you could choose to
 - include only page *51a* and use partner assisted scanning to identify the specific letter within the letter group
 - use these templates to create alphabet displays that are separate from the main communication book. If you choose to make a separate alphabet book, remember to
 - change the page link to alphabet in the categories section to an instruction "PLEASE GET MY ALPHABET DISPLAY"
 - change the "GO TO CATEGORIES" operational button on all the alphabet pages to read I NEED MY COMMUNICATION BOOK to enable the communicator to request their book.

(Optional 55 My stories)

55 story pages to enable communicators to tell pre-prepared anecdotes. More information on the use of these pages is included in the **Considerations for selecting OPINION and ANECDOTE pages** section of this document.

- *55a & 55b* are index grids for stories that have been included in the PODD book.
- *55c-55r* contain spaces to write one anecdote per page. Each page includes a space to write what happened, more of what happened, who, where, when, why, what I thought, what others thought and the suggestion that the other person should have a guess (to answer other questions the partner may ask). These pages are only added when filled in with a new anecdote.
- Specific ideas for filling in these anecdote pages are included on the optional page *55 story instructions* (note this page is not bound into the PODD book. You may print it to train key partners who co-construct and fill in these displays with the individual.)
- Alternative *03* and *07c* pages with a link to page *55 IT'S ONE OF MY STORIES* need to be used to access the anecdote pages.
- Anecdote pages are frequently updated to include current stories. It is therefore useful to put these pages into plastic letter files or print on waterproof paper (see *construction file*).

- Due to concerns with the size and weight of this PODD communication book, you may also choose to make a separate “My stories” book. If you choose to put these pages in a separate book, change the IT’S ONE OF MY STORIES links to an instruction PLEASE GET MY STORIES BOOK. You will also need change the operational column on these pages in a separate “My stories” book, i.e.. replace the GO TO CATEGORIES operational commands with the message I NEED MY COMMUNICATION BOOK (you can copy this cell from the *separate activity display grid* template)

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 back cover (for direct pointing)*
 - *Instructions back cover – pick up and give/show*
 - *Instructions back cover – partner-assisted visual 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.