Group book – expanded functions

General description

This PODD book is designed for partners (teachers, assistants, therapists, parents and volunteers) to talk to groups of children learning to use aided language. The layout of this book is designed for direct pointing access.

- Note: In groups which include individuals who use partner-assisted scanning, the partner-assisted visual scanning (PAVS) group expanded functions PODD book (from the Alternative Access PODD resource) would be the preferred option to talk to the whole group. The advantage of using the PAVS group book in mixed groups is availability to model multiple access methods, at different times, using the operational conventions for each selection method.

There are two versions of this group book to suit the varying requirements and preferences of adult partners. Each version requires a different layout.

1. **VEST version –** The vest version is designed to be attached to a communication vest worn by the adult for hands-free transport during a group session. The tabs are at the top of pages to hang down when the book is open. Wearing a group PODD book on a vest facilitates more frequent, spontaneous, incidental use of aided language to support spoken communication, as the book is always readily available. Separate group books tend to be put down when adults use their hands for other purposes. People are unlikely to interrupt the flow of interaction and instruction with a child or group of children to retrieve a book that was left across the room where it was last used with a child in a different activity.

2. **BOOK version –** This version is formatted the same as personal one page opening PODD communication books with the tabs at the bottom of the page. Adults will need to problem solve how they are going to carry the book with them all the time to be prepared for communication at any time. A ribbon or other material can be threaded through the spiral or attached to the rings of the book binding to make a shoulder strap.

In Mind Express choose your preferred option for the *Expanded functions group book* in the *Group Books* menu.

The language in this group book allows the adult to model an expanded range of communication intents.

There is likely to be some diversity in the language requirements of children in the one group. This page set aims to accommodate for this variation by including two levels of language complexity in the group PODD communication book.

1. Vocabulary to express an expanded range of communication intents using 2-4 key word sentences is included on the main pages. This complexity of language is similar to that included in the *one-page opening expanded function* and the *two-page opening key word* PODD communication books.

2. More predictably associated vocabulary and word morphology is included on symbol grids opposite the first (A) page in most sections. Symbol lists, using smaller symbols more closely spaced, are also included to expand the range of vocabulary available to produce expanded key word sentences. This complexity of language is similar to that included in the *expanded key word* PODD communication books.

The aim of using a group PODD book is to increase the ease for adults to provide receptive input using aided language to model and/or support children's understanding of general, routine messages used in the class, early childhood program or intervention group. The PODD communication book supports communication at any time throughout the day.

Other aided language supports, e.g., activity displays, schedules, social scripts, to suit specific activities and individual requirements in the group, supplement the vocabulary included in this communication book. The children's personal communication books may also be used by adults to model aided language use in the class/group.

Group books are primarily used in specialist programs or classes where there are multiple children learning to use AAC. In environments, where only one child uses AAC, adults tend to use the child's communication book to talk.
- This group book could also be modified for use in adult specialist programs where there are multiple individuals learning to use AAC. Significant customisation of the vocabulary would be required to suit the adult program activities and locations.

Language

As already described, this group PODD communication book includes two levels of language complexity to accommodate for diversity in the communication requirements of individuals within a group.

In the main pages (20 larger symbol items per page):

- Vocabulary is included to express a range of pragmatic functions typically seen in the expressive communication of 3-4 yr old children. These functions include to request objects, actions, 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 about present, past and future events, tell stories, imaginative play and instruct.

- Vocabulary is included to express a range of semantic meanings typically seen in the expressive communication of children 3 - 4 yrs of age. The vocabulary focuses on

meanings encountered by children in their daily life routines, environments, stories, play and educational activities.

- Parts of speech include WH-question words, subject and object nouns, pronouns, verbs, (a few auxiliary verbs in some sections), negatives, interjections, adjectives, adverbs and prepositions.

- Predictably associated vocabulary generally supports the use of 2-4 key word sentences (depending on the section).

In the pages opposite the first (A) page in most sections

- Extends the range of vocabulary in a section to that found in the personal expanded key word PODD books.

- Extra vocabulary is included to extend the syntax (grammar) and range of meanings (semantics) available on the main pages. These include:

   o *Extended range of personal pronouns, auxiliary verbs, determiners and prepositions.*

   o *Increased range of predictably associated verbs and adjectives*

   o *Word morphology markers for past and present progressive verb tense.*

- This vocabulary supports the production of expanded key word sentences, with beginning use of complex sentence forms (approximate spoken language age equivalency of 4 years, with some exceptions).

Some syntactical forms typically observed at this stage in spoken language development are not included in this page set. Notable absences include *articles* (a, an, the) and the grammatical morphemes *plural –s* and *possessive –s.* Whilst these forms are typically emerging in verb and noun phrase elaboration at this stage in spoken language development, their use in aided language forms tends to be acquired at a later stage even when they are available for use. This is possibly due to the additional effort and time required to access each item on an aided language display, reducing both the models of their use and increasing the tendency to only include words that add substantially to the partner's understanding of the message. You may choose to add these to the page set to further stimulate their use.

Additional vocabulary on the symbol lists:

- Extends the range of vocabulary in a section to that found in the personal expanded key word PODD books.

- May include additional predictably associated vocabulary in addition to section content words.

- Repeats the verb word morphology markers for use with any verbs on the page opening.

- is selected to provide options for the use of more diverse vocabulary. Single word symbols may be relied on to produce multi-word and compound word vocabulary items, e.g., FRUIT + SALAD for *fruit salad*.

In the whole page set (main pages plus extra (A) pages and symbol lists):

- Vocabulary is organised into sections based on communication function, part of speech and/or semantic grouping.

- The items primarily represent single words, encouraging the independent construction of novel messages. Word-by-word construction of messages may be slower, but these self-generated messages are usually more varied, reflecting the personality of the individual. Variation in expression can be important to stimulate interest for some partners.

- Some social and communication management, messages are presented as whole phrases/sentences/questions to support more efficient communication. The primary factor influencing the decision to include a message as a whole phrase is the speed required for effective transmission of that message given the particular environmental and conversational discourse requirements to meet the specific communication intent.

- Strategies are available to compensate for some of the limitations inherent in using aided symbols and to support the production of more intelligible, socially valued communication. For example, tense clues, predictive links, and phrases to provide partners with feedback and suggestions.

- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT is positioned in the categories index This supports others to model the use of this symbol to extend the range of vocabulary available by encouraging another person to guess at the required word when provided with an associated word / letter.

Layout

- One page opening group communication book.

- PODD communication book size is A4 landscape. It is not recommended to change the size of this PODD book to be used in a class/group.

- The VEST version of this group book has the page tabs at the top of the page. The book pages open downwards when worn on a vest. Strips of Velcro® between the book and the vest hold the book closed with the front page showing. The Velcro® is released to turn to other pages in the book. (see the VEST construction file for details)

- The BOOK version has the page tabs at the bottom of the page.

- Note that for both versions, the tabs for pages 1 to 7 are smaller so that the 07 categories tab can be the last one on the left and be seen from the front page.

- Symbol button size on the main pages is approximately 4.2cm high, 4.6 cm wide. Button spacing is 0.3cm width and 0.2cm height.

- The size of symbol buttons on the list is approximately 3.2cm high, 3.4 cm wide. The symbol lists are organised into columns with button spacing of 0.6cm width and 0 height.

- Four operational buttons are located on the right side of each page, separated from the main symbol buttons with a vertical line. Each operational button is approximately 3.8cm high, 2.8cm wide with a 0.6cm gap between buttons. The operational items included in this page set are:
  - *GO BACK TO PAGE 1* is on every page
  - *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. The border of this button is coloured according to the section to increase differentiation from the *GO BACK TO PAGE 1* button.
  - *TURN THE PAGE* - replaces *GO BACK TO PAGE (number)A* on the *A* page.
  - *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.

- Page *01 main* has a different operational column from all other pages as there is no need for a *GO BACK TO PAGE 1* operation. GO TO CATEGORIES has been deliberately omitted from this page to reduce the likelihood of people (particularly partners modelling) bypassing the pragmatic branch staters on *02a branches* that are necessary to clarify the communication intent of a message at this language level using 1-3 key word sentences.

- Vocabulary is organised into columns according to part of speech (wh-question word, personal pronoun, verb, preposition, pronoun, determiner, adverb/adjective, and noun), supporting English sentence production from left to right across the page.

- Cell borders are colour coded according to part of speech to support the location of vocabulary on the page.
  - Wh-question words – brown
  - Subjects – orange
  - Verbs & negative – pink
  - Prepositions & conjunctions – green
  - Determiners & pronouns – orange
  - Adjectives, adverbs & number – blue
  - Nouns – black

  Some vocabulary that can be used for multiple parts of speech, e.g., PAINT can be used as a verb or a noun. When this occurs the border colour is assigned based which part of speech the item is grouped with on the page, e.g., if PAINT is located with the verbs on the page, the border colour is pink.

- Buttons with *GO TO PAGE (number)* instructions have a small square in the top right hand corner. The number of the page (darker colours) or the background of the small square (lighter colours) matches the colour of the page tag for the target page/section (see *colour master file* on resource homepage).

- Buttons with operational functions have a thicker border appearance to help discriminate them from symbol buttons that provide vocabulary to be included in the message.

- This book is designed to printed double sided on weatherproof paper (making it lighter for the adults, who should have a light on and off point, to carry). As you scroll through the page set you will find some blank pages. DO NOT remove these blank backs of pages or re-order the page files in the MIND express page settings, as this would mess up pages printing back-to-back in the correct order. (see the construction file for details on double sided printing).

- List pages are printed onto the back of the page preceding the page with the *GO TO LIST* instruction (see the *construction file*). Most sections include both small symbols and spaces to add a written list onto this page. The verb morphology markers are also on this page to be used with verbs on the same page opening. In these templates, the background of the *GO TO LIST* button is coloured according to the section. This highlights the operational function of this item. This may be distracting for some individuals. The colour can easily be removed using the colour tool in the button's style.

Navigation

Vocabulary in this PODD book is organised 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
- **Category index** on page 7
- Predictive links are used to assist the adults to model including sufficient information to aid partner understanding, e.g., HURT/SORE/PAIN has a direct link to the body parts pages.
- Operational commands on all pages to move between pages in the one section and to return to key navigational pages are *GO BACK TO PAGE (number)A, TURN THE PAGE*, GO TO CATEGORIES and GO BACK TO PAGE 1.
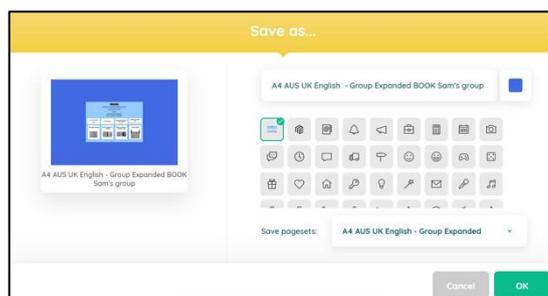
Customise PODD book

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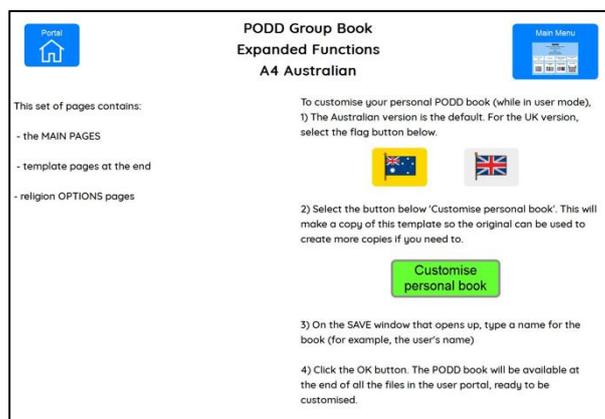

The next step consists in making a copy of the template so the original can be used to create more copies if needed. **To make a copy, select the green button 'Customise personal book'.**

On the SAVE window that opens up, **type a name for the book** (for example, the 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 customised.

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 customise the pages. Once you are in edit mode you can navigate between pages using the green toolbar at the bottom of the screen.
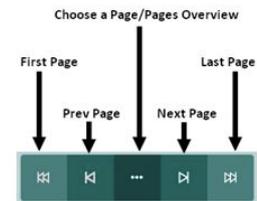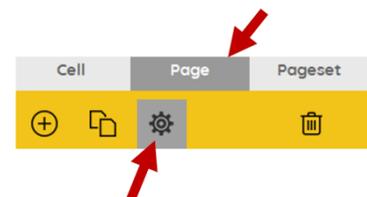

Select Optional Pages

There is only one optional sections that may be added or selected for this PODD book.

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. These pages include:

- o 05a wrong sensory (item "I NEED A SENSORY ACTIVITY" linked to the sensory activities replaces SAD).
- o 05b list on back of 5a sensory (LAZY moved to this page)
- o 05b wrong sensory (SAD replaces LAZY on this page)
- o 11a activities sensory (link to SENSORY ACTIVITY subcategory replaces GAME)
- o 11b activities sensory (GAME added to this page)
- o 11eax sensory on back 11d (page to add extended vocabulary for sensory activities)
- o 11e sensory (page to add sensory activities)

### 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.
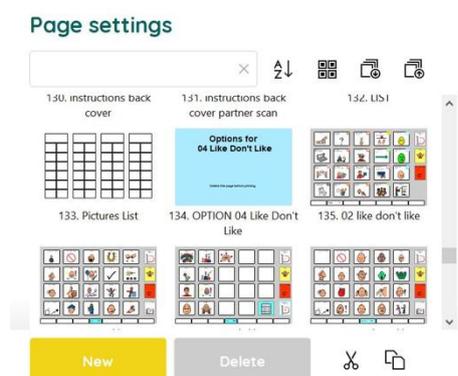
e. If you've copied multiple pages you may need to move pages within the section. For example, 7a would be pasted after the original 7a in the default list.

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 customising the book.

h. Look through all the pages to check that everything is in order according to the PODD book page name and that there are no duplicate PODD page numbers.

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

Customise the PODD book pages

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

Section descriptions

Remember to position 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.
All new pages need to be linked from the front page.

Remember   As you scroll through the page set you will find some blank pages. DO NOT remove these blank backs of pages or re-order the page files in the MIND express page settings, as this would mess up pages printing double side (back-to-back) in the correct order. (see the construction file for details on double sided printing).

01 main
- Includes (core) vocabulary that it is generally useful to say quickly or in the context of an ongoing group activity or conversation.
- *01a* includes the link MORE TO SAY to navigate to the rest of the vocabulary in the book via the pragmatic branch starters on page *02 branches*.
- The *I THINK IT'S* opinion branch starter is also on *01a* to provide adults with the option to quickly give opinions (opinions link positioned on front page in two-page opening personal books).
- The operational link to go directly to *categories* has been removed from *01a main* to ensure adults do not model skipping the pragmatic branch starters on page *02 branches*. There is no need for a *go back to page 1* operation.

- *01b contains* social phrases including some phrases to manage interaction and repair communication breakdown. Customise the vocabulary on this page to suit the requirements of the group.

02 branches
- This is a **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 of these navigation links in order to get to other pages in the communication book. **All additional pages must be accessible via this page either using an existing branch or by adding a new branch starter to this page.**
- A range of pragmatic branch starters are included for the adults to model communicating a range of message types to express a range of communication intents.
- These pragmatic branch starters indicate the communication intent of the message with links to the pages of vocabulary required to express these intents.
- A direct link to the *07 categories index* is included on this page for more direct access to vocabulary to answer questions or communicate on an established topic. Ensure adults are aware of the importance of modelling the use of the pragmatic branch starters when they initiate communication and/or introduce a new topic. Learners will use the book in the way they experience the adults use the book. Indicating the communication intent provides additional information for partners to accurately interpret communicator's 1-2 key word messages and reduces the frequency of communication breakdown.
- Includes both I THINK IT'S and I LIKE THIS / I DON'T LIKE THIS opinion branches. This enables adults to model both types of branches to meet the requirements of different individuals in the same group. (See information in the *04 opinions* section below).
- The PCS symbols for I LIKE THIS and I DON'T LIKE THIS have been modified using different colours to increase the visual contrast for easier location and discrimination.
- The I WANT… and LET'S GO… pragmatic branch starters include alternative wordings of DO AN ACTIVITY and GO. These alternative wordings are used with IT'S TIME TO.. to **instruct** and **tell** people what activity they are going to do and where they are going (as opposed to **requesting**). The addition of DO AN ACTIVITY to the I WANT …. button also assists partners to discriminate the use of this branch from the DO SOMETHING branch which leads to *actions* (verb) vocabulary. Adding the word *verbs* to DO SOMETHING further clarifies the different vocabulary found via each of these branches.
- The phrase PACK UP is also included on this page to be used with IT'S TIME TO…
- DO A GROUP ACTIVITY provides a direct link to the *group activities* section to instruct/tell the group what it is time to do.
- The item I NEED TO GO TO THE TOILET is included on page *02* to model this request.

03 show
- Includes vocabulary and links to other pages needed to show things and actions.
- The vocabulary particularly suits individuals who have restricted mobility and limited ability to independently get and show objects.
- Using this vocabulary adults can model the use of hints to indicate where to look in the environment for a thing or action they want to show. SOMEWHERE ELSE links directly to the group section to suggest alternative places to look in the group environment. There are also spaces to add common places in the group environment where things may be located, e.g., on an easel, in the storeroom, in the special sharing box.
- LOOK can be used to cue a partner to attend to the communicator's eye or hand point to things in the environment. The words WATCH plus ME may be used to draw a partner's attention to something the communicator does.
- IPAD enables the communicator to direct partners to look on their iPad for something (e.g., photos or videos) they want to share. Change the label if a different type of device

is used for this type of information. Delete or replace this item if none of the group members use a device to share this type of material.

- 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.
- Adults may also use the I WANT TO SHOW YOU SOMETHING branch to emphasise that they have something exciting to show the group, so it might be a good idea to attend now!

04 opinions

- This section is more complicated than in the personal PODD communication books as it provides the option to model both the I THINK IT'S and the LIKE/DON'T LIKE options for opinion pragmatic branches in the one book. This is done to meet the needs of a group which may include individuals who (are learning to) use different options.

04a & b opinions

- Linked from the I THINK IT'S pragmatic branch.
- These pages include a range of opinion words to comment on activities and provide feedback. TRY is predictably associated with the vocabulary on all these pages.
- 04a includes a link to *04c don't like* vocabulary.
- 04aex (opposite page 4a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, verb and preposition vocabulary to that included in the personal expanded key word PODD books.
- *04blist* includes symbols to extend the range of opinion vocabulary available in this group book. The additional symbol vocabulary is included in the I THINK IT'S branch as this is the branch used to express opinions in the expanded key word PODD communication books.

04c & d don't like

- Linked from the I DON'T LIKE THIS pragmatic branch.
- These pages are located adjacent to *04a* and *b opinions* pages as the vocabulary in these pages is also used (via an I DON'T LIKE THIS link on *04a)* to extend the vocabulary available in the pages accessed via the I THINK IT'S branch.
- Vocabulary to express negative opinions and complain/protest about something the person does not like. Adults often use this page in the group book to reference what the student is communicating informally through vocalisation, gesture or facial expression, i.e. "I THINK YOU're saying that you DON'T LIKE THIS – maybe IT'S a BIT NOISY".
- Vocabulary is located on *04d* with consideration to it being used to explain why an individual does not want to do something. There is a link to this page from the message I DON'T WANT TO DO THIS on *05b* in the *something's wrong section.* Some vocabulary items, e.g., BORING, SILLY, are repeated on this page to more efficiently express this different function.
- The *04d list* includes spaces for both symbol and written list items.

04e & f like

- Linked from the I LIKE THIS pragmatic branch.
- Vocabulary to express positive opinions and provide feedback to the child.

In addition to adding/deleting vocabulary in these sections, you can change the words associated with some pictographs to suit the children/families/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 child. Adults often use this page in the group book to reference what an individual is communicating informally through vocalisation, gesture or facial expression, i.e. "I think you're saying that SOMETHING'S WRONG".

- *05a* includes a range of common complaints. SICK, HURT/PAIN/SORE, ITCHY, BUMP and CUT/BLEEDING have compulsory predictable links to the body parts section and I WANT SOMEONE links directly to the page of people to identify who is wanted.
- 05aex (opposite page 5a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, verb and adjective vocabulary to that included in the personal expanded key word PODD books.
- 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 this other vocabulary. Its location on the second page ensures that the communicator has checked the vocabulary available in this section prior to changing pages.
- *05b* also includes a links to the HEALTH section. I DON'T WANT TO DO IT links to vocabulary on *04d* to explain why a communicator does not want to do something.
- Communicators cannot always specifically identify what is causing them to feel upset. I DON'T KNOW WHAT'S WRONG is useful to express that the communicator is just upset but cannot tell you why. It provides the communicator with the option not to answer people's requests to know why they are upset and prevent continual guesses to discover the problem. This phrase can also be used by adults to emphasize that they really don't know what is wrong, encouraging the student to tell them (use their words) or assist the adult to problem solve what's wrong.
- *05blist* includes symbols to extend the range of complaining and predictably associated vocabulary to that included in the personal expanded key word PODD books.

06 body parts
- Includes the names of body parts and common actions related to body parts.
- Most of the predictably associated verbs for this section are included on the first page (*06a*) to be used with vocabulary from both pages.
- 06aex (opposite page 6a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun and verb vocabulary to that included in the personal expanded key word PODD books.
- 06a includes most frequently referred to large body parts vocabulary. 06b includes vocabulary related to the head and face and gender body parts and SKIN, BLOOD and SALIVA. You may edit this page to suit the requirements of your group. (but make sure to move deleted words to the *06blist)*
- *06blist* includes symbols to extend the range vocabulary to include the names and symbols for more specific body parts.

07 categories
- This section is part of the **main navigation system** to generate novel messages to express communicative intents such as I'M TELLING YOU SOMETHING; I HAVE AN IDEA; LET'S PRETEND; I'M TELLING A STORY; IT'S A SECRET; REMEMBER WHEN and to answer questions.
- The tense clues IT'S ALREADY HAPPENED, IT'S ABOUT NOW, IT'S GOING TO HAPPEN, and IT'S ALWAYS HAPPENING are located with the categories in this PODD book, as opposed to their position on a *03 tell* page in the *9* and *12 per page expanded functions* page set. The location of tense clues in the *07 categories* index reduces one page turn in the navigation to relate information and allows for easier return to these items as required during communication exchanges to clarify the time frame of a message. The disadvantage of this location is that the use of tense clues is no longer obligatory in the navigation pathway, i.e., via the obligatory predictive links 02 *branches* to *03 tell*, to the categories index to relate information and tell stories. Users of the group communication book will require training to ensure that they include these tense clues in their messages

as they model to students who need to learn them in their personal PODD books. (Note that the verb word morphology markers on the extra pages in each section may also be modelled for students learning to use these markers in their expanded key word PODD books.)

- 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.
- You will need to add the preferred name and symbol for your group (e.g., school, kindergarten, nursery) to the cell at the top right position on *07a*.
- The ordering of items in the categories section is prioritised for speed of access according to the likely usage patterns of vocabulary of individuals using pragmatic branch starter. . Most commonly used categories are on the first page and categories with less frequently used vocabulary are located on the second page. Categories which are more commonly accessed directly via a pragmatic branch starter on page *02 branches* are also located on the second page.
- You may choose to swap the location of a category to reflect the vocabulary usage patterns of your group.
- Note that a link to the *26 religion* category is included in the templates. This can be removed if religion is not a topic for discussion in your group.
- As this is a **main navigation index** in this PODD book all categories/sections must be linked from the categories index. If making modifications to this section ensure that you maintain all of these navigation links in order to get to other pages in the communication book. **All additional pages must be accessible via this page either using an existing category or by adding a new category to this section.**
- If separate "anecdote" displays are routinely used (modelled) by the adults in your group, it is recommended that you also include the "It's one of my stories" symbol in the categories section of the group communication book to model how children would access these displays in their personal PODD communication book. (You can copy this symbol from the *20 PAVS expanded functions* page set, page *02 branches*)

08 questions
- Includes single word and phrase vocabulary to ask questions in the group/class.
- *08a* includes a full range of wh-question words, the *YES/NO QUESTION MARKER* and predictably associated vocabulary to generate common key-word questions.
  - The vocabulary on this page supports people to ask general questions such as WHEN are YOU GOing?; WHAT's NEXT?; WHAT DO YOU THINK?
  - More specific questions will require navigation to the categories index, via the *GO TO CATEGORIES* link, to access vocabulary in other sections.
  - A direct link to the people section is available to more efficiently ask common questions about people, e.g., WHERE is (PERSON)?
- YOU NEED TO TELL ME YES/NO functions like raising intonation to mark questions prior to the development of inverted auxiliaries. This item links directly to *07 categories* to access the vocabulary required to ask a key-word question. To model use of this marker adults:
  1. indicate the item and say "*YOU NEED TO TELL ME YES/NO* "(*GO TO 07 categories*)
  2. indicate the category, say what the question is about, e.g., point to PLACES and say "It's about a place" (*GO TO 12*)
  3. Say the whole question as they point to the symbols for the key words, e.g. "Are YOU GOing HOME?"
- 08aex (opposite page 8a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, verb preposition and adjective vocabulary to that included in the personal expanded key word PODD books.

- *08b* includes some common whole question phrases. There are spaces to add other questions frequently asked in your group. Remember to include vocabulary to model questions children may ask as well as questions asked by adults in the group. The *Additional Vocabulary Ideas* document includes a list of social questions.
- *08b list* includes some additional predictably associated verbs to ask questions, ASK and ANSWER and blank symbol and written list spaces.

09 people

- *09a* includes personal pronouns and generic people words, e.g., MAN, GIRL, FRIEND. These words can be used to model giving a hint as to who someone is talking about, e.g. It's about a WOMAN – then verbally state her name. The names of key staff are also included on the first page (*09a*). The names of the children and other people who regularly attend the group, children, therapists, teachers and regular group visitors are added to the *09c group people* subcategory (page and list). You will need to add your preferred symbol and label to the group people subcategory link.
- 09aex (opposite page 9a) includes past and present tense word morphology and extends the range of core and predictably associated verb and preposition vocabulary to that included in the personal expanded key word PODD books.
- *09b* includes an additional personal pronoun, generic people words and occupations. PRETEND is included on this page to discuss/narrate/suggest play routines.
- 09blist (opposite page 09b*)* includes small symbol vocabulary for an extended *family relationships* and predictably associated *verb and preposition* vocabulary, verb morphology markers and ABOUT, STORY, GAME, HELLO to extend the range of vocabulary to that included in the personal expanded key word PODD books. Spaces are available to add additional occupations and names.
- 09c includes general labels for staff and spaces to add the names of students and other people in the group. Predictably associated vocabulary to support the construction of key word sentences to instruct actions and describe relationships with group people.
- 09clist (opposite page 09c*)* includes more predictably associated vocabulary, the verb morphology makers, Family relationship words are repeated on this page to talk about the group's family members, e.g. DANIEL'S MUM; ELEANOR'S BROTHER.

10 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.
- Verb vocabulary is organised across pages according to the type of action and the predictably associated vocabulary available on each page
- Includes verb vocabulary at two different levels of complexity:
  1. common verb vocabulary and associated words on the main pages
  2. additional verb and predictably associated vocabulary to produce expanded key-word sentences is included on the symbol list.
- *10a* includes verbs commonly used to begin sentences and questions which include other verbs in this section, e.g. I WANT TO ….; YOU HAVE TO ……; CAN I …?; I'm GOING TO…; I SAID TO…. DO YOU WANT TO…? A link to the 10d movements subcategory is also on this page.
- 10aex (opposite page 10a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb and verb vocabulary to that included in the personal expanded key word PODD books.
- 10b includes verbs that are used with the prepositions included on this page e.g., PUT, TAKE, TURN, GET and other verbs to relate information about, instruct and request actions.

- 10blist (opposite page 10b) This page functions like extension of 10b but uses the smaller symbol list cells. It includes past and present tense word morphology extends the range of verbs and prepositions to relate information about, instruct and request actions to that included in the personal expanded key word PODD books.
- 10c includes feeling, thinking, work, coming or leaving , questioning and fighting verbs. A list instruction is on this page
- 10clist (opposite page 10c) includes past and present tense word morphology, and communication, feeling, state, existence, sleep cook, clean and performing related verbs that are included in the personal expanded key word PODD books.
- 10d movements includes a range of common body movements and a list instruction.
- 10dlist (opposite page 10d) includes past and present tense word morphology and extends the range of movements the individual performs with their body and swimming, sport verbs to that included in the personal expanded key word PODD books.
- Not all verbs in this PODD book are included in the *07 actions* section. Additional verbs are located in other sections. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word category a more manageable size. For example, the verbs FEED and PAT are included in the animals section.

11 want / 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
- In the group book, this section includes general activities the children may do in other, multiple environments, including home and the community. Group specific activities are included in section *25 group activities*.
- 11a includes the subcategory links *11c make something* and *11d outside activities,* SOMETHING TO EAT or DRINK with a link to the *18 food and drink section* and GROUP ACTIVITES with a link to the *25 group activities* section. Other subcategories may be required if adding large numbers of additional activities of a particular type, e.g., sports, games.
- 11a also includes common activities and predictably associated vocabulary for these activities and to start sentences including vocabulary from all pages in this section.
- 11aex (opposite page 11a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb, preposition and adjective vocabulary to that included in the personal expanded key word PODD books.
- 11b includes more general activities and predictably associated vocabulary for these activities. SOMEONE has a predicted link to *09 people* to identify who is wanted.
- Other activities and more specific noun and other predictably associated vocabulary may be added to the 11b symbol list.
- 11c make includes common making activities and predictably associated vocabulary.
- 11clist (opposite page 11c) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb, preposition and noun vocabulary to that included in the personal expanded key word PODD books.
- *11dlist outside* include this type of additional vocabulary.
- 11d outside includes common childhood outside activities and predictably associated vocabulary.
- 11dlist (opposite page 11d) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, verb, preposition and adjective vocabulary to that included in the personal expanded key word PODD books. Playground nouns are also included on this list.
- Note that there are no activity displays in the group book. Separate activity displays would be engineered in the group environment. They are not included in the group book

in order to reduce the weight of the PODD book worn on a vest or carried by the staff throughout the day.

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.
- This group book includes the names of places the students go during your class/group and vocabulary to talk about other places. There are spaces on page *12a* to add places individuals may go to during the group. HOME and IN THE CAR are located on this page to talk about leaving the group. VISIT links directly to *09 people* to identify who the communicator has/will visit. Other places frequently talked about during the group may also be positioned on *12a.*
- 12a also includes a link to the subcategory 12c shops and from the 12 a places section to *17 house & garden* section and *11d 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.
- 12aex (opposite page 12a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb and preposition vocabulary to that included in the personal expanded key word PODD books.
- 12b includes places that may be talked about during the group, e.g., to talk about what people did on the weekend or a holiday. Less frequently referred to places are positioned on the *12b list* with past and present tense word morphology and the prepositions AT, WITH.
- 12c includes the names of retail places (shops, take away and restaurants).
- 12clist (opposite page12c) includes past and present tense word morphology, additional verbs and prepositions.

13 special events
- Special event vocabulary is particularly sensitive to regional, family, cultural and religious events.
- The vocabulary in these example pages reflects common holidays and special events. Check this section and make appropriate vocabulary changes to suit the requirements of students in your group.
- Vocabulary for commonly occurring special events such as BIRTHDAY, CARD, PRESENT is positioned on the first page (*13a*) of this section with less frequently occurring special events on *13b*.
- 13aex (opposite page 13a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb and preposition vocabulary to that included in the personal expanded key word PODD books.
- *13blist* (opposite page 13b) includes past and present tense word morphology and vocabulary to extend the range of special events and predictably associated vocabulary to discuss events in more detail using expanded key-word sentences.

14 health
- Vocabulary in the health section includes nouns related to medical appointments, procedures, places and a range of common health complaints, sores and illnesses and health things.
- Check that the frequently occurring health problems, and related medical appointments and health things, experienced by individuals in your group are included in this section.
- Consider the predictably associated vocabulary available on each page when making vocabulary changes.

- o *14a* includes vocabulary for health visits (GO, VISIT, SEE) and health problems (FEEL) that are not associated with body parts.
- o *14b* and 1*4blist* include procedures and problems that may require the name of a body part or health product, e.g., bandaid, to complete the message and/or the verbs GET or NEED. A direct link to the BODY PARTS category is also included on the list on this page opening.
- 14aex (opposite page 14a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb, adjective and preposition vocabulary to that included in the personal expanded key word PODD books.

15 clothes
- This section includes clothes and things that are worn on the body, e.g., personal aids such as splints, and actions related to dressing and grooming.
- Predictably associated vocabulary is located on *15a* to start sentences including vocabulary from both pages. A direct link to the colour page *24c* is also included on this page.
- 15aex (opposite page 15a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb, adjective and preposition vocabulary to that included in the personal expanded key word PODD books.
- Vocabulary for any equipment aids worn by the students in the group, e.g., arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place this vocabulary on the first page of this section, *15a,* if the item is frequently put on and taken off during group/class.
- Main pages include the names for basic clothing items.
- *15blist* (opposite page 15b) includes past and present tense word morphology and symbols for jewellery, hair and / or make-up items, more specific clothing items and predictably associated vocabulary available in this group book to produce expanded key-word sentences.

16 things
- Vocabulary included in the THINGS section includes anything that does not fit into another category, including personal equipment that is not worn. AAC and other specialist aids are included in this section.
- Vocabulary for things may be included in other sections of this PODD book. For example,
  - o things specific to group activities would be included in *25 group activities*
  - o things related to specific activities (e.g., painting, games) would be located in the activities section
  - o personal equipment that's worn (e.g., AFOs, splints) is included in the clothes category.
- The predictably associated vocabulary on *16a* is used to start sentences using vocabulary from both pages in this section. Items that are frequently PUT IN and TAKEN OUT are located on *16a* with these words. CHARGE and USE are located on 15b for more frequent use with other vocabulary on this page opening.
- 16aex (opposite page 16a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb, and preposition vocabulary to that included in the personal expanded key word PODD books.
- A direct link to *17f tools* is included on page *16a* as people often look for tools vocabulary in this section.

- Remember to add additional things, including specialised equipment, used by children in the group.
- *16blist* includes the verb tense makers and symbols for more things.

17 house & garden
- The *house & garden* section includes a large number of nouns. Sub-categories used to organise this large vocabulary are:
  - *17c bath / laundry*
  - *17d kitchen*
  - *17e outside* (includes items found outside at home, gardening and nature vocabulary)
  - *17f tools*
- *17a* and *b* include the names of rooms, parts of the house (e.g., DOOR), and items found in the living room and bedroom.
- 17aex (opposite page 17a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb, and preposition vocabulary to that included in the personal expanded key word PODD books.
- *Symbol Lists* are included in all of these sections to include the verb tense markers on every page opening and increase the range of household furniture, equipment, things and places and predictably associated vocabulary available in this group book to produce expanded key-word sentences.

18 food/drink
- Vocabulary is included for food/drink in this group book to talk about cooking and food/drinks. Unlike the personal PODD communication books, this section is not primarily intended to be used to interact during mealtimes. Mealtime displays, either separate or the ones included in the individual's personal communication book, would be used to interact during snacks and meals. Vocabulary is included in the group PODD book for adults to talk about food related activities that occur in the group, e.g., snack/lunchtime, cooking, health/home economics subjects. These activities/subjects may also require separate activity/topic displays.
- There is an attempt to place the food/drink items most likely to be required in the group environment on *18a*.
- *Symbol Lists* are included with *18a* and *18b* to include the verb tense markers on every page opening and increase the range of food/drink, mealtime and food preparation vocabulary available in this group book to produce expanded key-word sentences.

19 transport
- The main pages in this section include vocabulary to talk about transport including recreation, water, air, and road vehicles, road and transport places.
- 19aex (opposite page 19a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb, preposition and adjective vocabulary to that included in the personal expanded key word PODD books.
- *19blist* includes the verb morphology markers and a wider range of vehicles, transport places, vehicle parts, driving, road and railway symbols and predictably associated vocabulary to produce expanded key-word sentences.
- Separate activity displays would be used to interact when playing with toy cars.

20 characters
- The main pages include general characters and magic tricks with general vocabulary to start common sentences about characters.

- Character vocabulary needs significant customisation to include relevant story, TV, music and movie characters and personalities.
- You will need to add the names for any group characters, e.g., puppets, and character vocabulary for group activities, e.g., songs, stories, dress-ups, toys. Spaces have been left on these pages to add your own character vocabulary.
- The predictably associated vocabulary to start sentences using vocabulary from both pages is on 20a.
- 20aex (opposite page 20a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb, preposition and adjective vocabulary to that included in the personal expanded key word PODD books.
- *20blist* (opposite page 20b) includes the verb morphology markers and spaces to add additional character vocabulary.
- 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
- This section includes any vocabulary related to animals including animal names, places, things, body parts, and actions. Vocabulary is organised over three pages according to the type of animal.
  - *21a* pets, birds, farm animals and predictably associated vocabulary to start sentences related to animal in all sections. Includes subcategory link to *21c Australian and Zoo animals.*
  - *21b* insects, reptiles and marine animals.
  - *21c* local UK/Australian and zoo/wild animals.
- *Symbol Lists* are included in all of these sections to include the verb tense markers on every page opening and less common animal names and habitat vocabulary for the types of animals on that page opening and predictably associated vocabulary to produce expanded key-word sentences.

22 days & times
- This page set includes time concepts such as now, before, after, later, soon, early, late, a long time ago, next, last, then, this, yesterday, today, tomorrow, tonight, times of the day, days of the week, week, month, year, seasons and related words time, clock, calendar and holiday.
- There is an attempt to place the vocabulary most commonly used to talk to students during the group/class on the first page of this section (*22a*). WEEK is intentionally repeated on both pages for different purposes, e.g., on *22a,* to talk about things happening NEXT WEEK or LAST WEEK and on *22b*, near the days of the week and times of the year, to participate in time related curriculum activities.
- 22aex (opposite page 22a) includes past and present tense word morphology and extends the range of core and predictably associated WH-question, pronoun, auxiliary verb, verb and preposition vocabulary to that included in the personal expanded key word PODD books.
- Classes currently teaching children to tell the time may choose to add another subcategory to this section, including numerals to tell time. This will necessitate moving or repeating "time telling" vocabulary from *22b* (*22blist)* to the new *22c tell the time* subcategory.
- *22blist* includes the verb tense markers and additional predictably associated and time vocabulary to produce expanded key-word sentences. Note that you could edit this page

to add the names of the months if this is important to the group. To make space you may need to also add a time subcategory.

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.
- 23aex (opposite page 23a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb and preposition vocabulary to that included in the personal expanded key word PODD books.
- *23blist* includes verb morphology markers, additional feelings vocabulary primarily including words that have a more prominent location in other sections and predictably associated vocabulary to produce expanded key word sentences.

24 descriptions
- This section includes a large range of conceptual language. Weather is also included in this section as we describe the weather.
- Vocabulary is organised according to what the word describes, e.g., size, taste, speed, feel, look, sound, temperature, colour, shape, number or weather.
- *24a* includes the links to subcategories in this section.
  - *24c colours*
  - *24d shape*
  - *24e size*
  - *24f numbers*
  - *24g feels*
  - *24h weather.*
- SAME and DIFFERENT are included on the first page in this section as these words are frequently used in combination with vocabulary on a number of the following pages. *24a* also includes frequently used vocabulary to describe general attributes.
- 24aex (opposite page 24a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb and preposition vocabulary to that included in the personal expanded key word PODD books.
- *24b* includes words to describe how something looks or tastes and a range of other attributes that do not fit into any of the subcategories in this section.
- The symbol lists in each section provide the verb tense markers on every page opening and more varied descriptive vocabulary and predictably associated vocabulary to support the production of expanded key word sentences. Make sure to include all the conceptual language that is being targeted in the current curriculum.

NOTE that only the numbers 1-10 and 0 are included on the *24f numbers* page. People in the individual'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 children 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 group activities

- This section includes all group specific activities. You may choose to repeat some of the vocabulary from other sections in order to more efficiently discuss what the group want to do and give instructions relating to the group schedule without the need to turn pages.
- *25a* includes predictable associated vocabulary to start questions and sentences using vocabulary from both pages**.** Common group activity vocabulary and links to *11c make something* and *18 food/drink.* Depending on the specific group activity requirements you may choose to add links to other sections in this PODD book, e.g., groups including individuals who have physical impairment may require a link to frequently access the *10d movements* vocabulary.
- 25aex (opposite page 25a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb, preposition and adjective vocabulary to that included in the personal expanded key word PODD books.
- *25b* and *25b list* have blank spaces to add vocabulary related to your group or class. Suggestions to customise this section to include the activities of the group are written on the template pages. Viewing the early childhood/school pages in personal PODD books (20 expanded functions, 48 or 70 expanded key word) may also stimulate vocabulary and layout ideas for customising this section.

26 Religion
- The example page set allows for people to include different vocabulary to suit different religions.
- 26a includes some common religious and predictably associated vocabulary and spaces to add vocabulary relevant for the groups religious worship. There are suggestions written on the example pages.
- 26aex (opposite page 26a) includes past and present tense word morphology and extends the range of core and predictably associated pronoun, auxiliary verb, verb and preposition vocabulary to that included in the personal expanded key word PODD books.
- You may want to change some symbol representation to suit the individual preferences / religion.
- You may delete these pages if discussion about religious worship is not relevant in your group.

27 Alphabet
- A lower case alphabet is included in the group predominantly for staff to model the use of the alphabet
  - to provide a hint
  - to try to (sound out) spell words that are missing from the PODD book (before writing the word on a list)
- Individuals in the group may have a range of different layouts for the alphabet in their personal PODD books. Separate copies of these layouts and the student's own personal PODD books or electronic devices would be used by adults to model writing and teaching to spell.
- There are 30 cells on this page to provide space for 26 lowercase letters organised alphabetically and the functions/phrases:
  - SPACE
  - MISTAKE, ERASE LAST LETTER. The wording is designed to represent what the communicator is asking the partner to do in the transcription. You could change this to an alternative wording that reflects local word usage to delete or erase the last

letter or use the term BACKSPACE for individuals who are familiar with computer terminology.

- o FIRST SOUND (used with the IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT to provide a clue using the first sound of word)

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

- **Grid pages.** 8 blank grid pages are included as templates to create additional pages
  - o *grid a page up to 7* – template for *"a"* (first pages) in a section with a PODD page number 1-7. Includes *TURN THE PAGE.*
  - o *grid a page after 7* – template for *"a"* (first pages) in a section with a PODD page number after 7. Includes *TURN THE PAGE.*
  - o *grid a page no turn* – Used to make a single page section. Tabs are for after 7. It includes the operational controls for a first page in a section, but no TURN THE PAGE
  - o *grid b page up to 7* – template for other, not first pages, in a section in a section with a PODD page number 1-7. Includes instruction to *GO BACK TO PAGE (number)A*, the beginning of the section, and *GO TO LIST*.
  - o *grid b page after 7* – template for other, not first pages, in a section in a section with a PODD page number 1-7. Includes instruction to *GO BACK TO PAGE (number)A*, the beginning of the section, and *GO TO LIST*.
  - o *separate activity display grid* – used to create new separate activity displays
  - o *grid group extra on back* – template for the back of pages that provide extra vocabulary and verb morphology with same cell size and main pages*.*
  - o *grid symbol list* - template for the back of pages that provide smaller cells for symbols and spaces for a written lists.

Mind Express database
In the print settings window, after all of the PODD pages, there are some additional pages that the Mind express software uses to execute some programming. For example, to make the vocabulary changes between Australian and UK languages. **Be careful: Do NOT delete or alter these pages when customising your PODD book.**

Note: there are no lists for stickers in this PODD book. Lists in this PODD book are printed onto the back of the main pages using weatherproof paper (that can be directly written on using any writing implement)