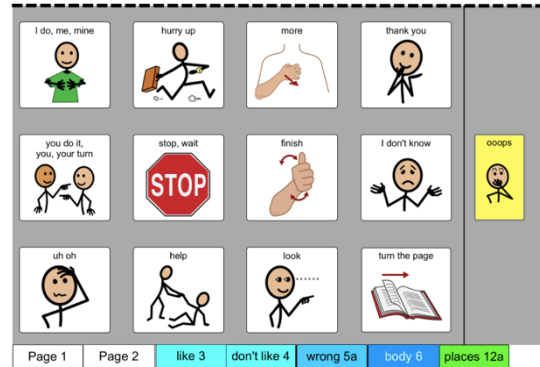


Direct Access – 12 per page early functions



General description

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

This book may also be appropriate for use by:

- Older children or adults whose current communication, language and access requirements suit this book. Customisation will be required to suit the different activities of daily life experienced by these age groups.
- Children who pick up and give/show individual symbols to others (see the *Construction file 9 per page – early functions pick up & give/show*).
- Children who require a smaller display size with the same complexity of language and communication. This book can be reduced in size using scaled printing (see the *construction file* for details).

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

- Adults communicate a full range of communication intents with children. In addition to early communication intents, adults relate information and talk about what has or will happen in the child's daily life.
- Partners require considerable knowledge of the restricted functions in order to plan what messages they can, and cannot, express using the communication book.
- Partners often express frustration when they make the effort to use a child's communication book and either the vocabulary is not present or the limited range of pragmatic branches does not support their communication intent.

- Many partners have expressed relief when given a PODD book with expanded functions and reported more frequent use of the book to communicate with the child in their daily lives.

The *expanded functions* book is usually the preferred option to enable partner use to support a child's understanding. The *12 per page – expanded functions* book has the same navigation, page layout and vocabulary to express early functions as this communication book, with extra pages of vocabulary available via the I'M TELLING YOU SOMETHING pragmatic branch starter. This allows for dual use of the same PODD book when there is a disparity between the child's receptive and expressive requirements for aided language vocabulary. The child can use fewer pages to expressively communicate for a limited range of communicative intents and the partners have access to a larger vocabulary, on pages the child may not expressively access, to provide receptive input.

The expanded functions PODD book is also the preferred option for most individuals to support their expressive language development because the additional functions and vocabulary also help partners to provide aided language stimulation. An exception is when partners find it difficult to know what type of messages to focus on modelling to support the development of early language learners. The restrictive range of pragmatic functions and vocabulary in an early functions book may support these partners to interact about ongoing, meaningful, activities.

The early functions PODD book is more frequently used with individuals who using pick up and give/show. The individual symbol cards and Velcro to attach the cards to the page double the thickness and weight of the communication book. It is not practical to add the pick up and give/show symbols to all of the additional pages in the expanded functions PODD book (see *Construction file 12 per page – expanded functions pick up & give/show*).

Language

- The organisation and vocabulary included in this book supports the expression of a range of pragmatic functions typically seen in the expressive communication of 1-2 yr old children.
 - attention seeking
 - request objects, action
 - request information
 - reject, protest, complain
 - respond/acknowledge
 - inform (draw attention to something)
 - comment on action/object
 - answer
- Vocabulary is included in the book to express a range of semantic meanings typically seen in the spoken language of children 1-2 yrs of age.

○ Announce	○ Location
○ Greet	○ Agent
○ Vocative	○ Action
○ Existence	○ Object
○ Disappearance	○ Recurrence
○ Possession	○ Cessation
○ Non-existence	○ Rejection

- A limited range of vocabulary is available to express each type of semantic meaning/pragmatic function. There is a focus on selecting vocabulary related to common daily life routines and activities.

Vocabulary for some words typically used at this stage such as YES, NO, HELLO, THERE, is not included based on the assumption that the child will (be learning to) use unaided modes and/or speech generating devices to more efficiently express these messages, e.g. pointing in the environment, head movements for YES/NO, look plus vocalization for HELLO. If required, symbols for YES and NO may be attached to flip out from the back cover of the book.

- Parts of speech represented in this PODD communication book include subject and object nouns, pronouns, Wh-question words verbs, negative, interjections, adjectives, adverbs and prepositions.
- Predictably associated vocabulary supports the use of 2-4 key word sentences. At this stage of language development children are likely to predominantly produce single word sentences. Partners can use this vocabulary to model key-word sentences, expand and clarify the child's messages.
- The symbols in this book primarily represent single words. This allows for multiple meanings to be interpreted from the one symbol. For example, the single word HELP can be interpreted to mean, "Can I help you?"; "I'm helping"; "I need some help", depending on the current context. There are a few symbols representing whole phrases/sentences to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON'T KNOW; HURRY UP.
- Includes pragmatic branch starters to clarify the intent (meaning) of 1-2 word sentences.

Layout

- One page opening with spaces for twelve vocabulary items plus separate operational buttons.
- PODD communication book size is *A4 paper* landscape. This book can be reduced in size using scaled printing options if a smaller book is required (see the *Construction file* for details). Scaled (to approximately 69%) or fit-to-page printing allows for the book to be printed on A5 paper
- The page background is light grey to visually highlight the location of the symbol buttons on the page.
- Symbol button size is approximately 4.75cm high, 5 cm wide. Button spacing is approximately 1.3cm width and 1.5cm height.
- 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 tab for the target page/section.
- 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 4.75cm high and 2.75cm wide with a 1.5cm space between buttons. The operational items included in this book are:
 - *GO BACK TO PAGE 1* is on all pages.
 - *GO BACK TO PAGE (number)A* is included to get back to the first page in a section from all other pages in that section.
 - *OOOPS* – indicates that something has gone wrong with the communication process. This allows a child 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.
- 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 the ease of access for children 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*). 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 children. If this is an issue, the button background colour can easily be changed to white in the EDIT mode of simPODD.

Initially operational buttons are primarily used by partners to support the child'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 child's learning to independently instruct partners to navigate around their communication book and inform partners of errors. If partners just turn pages the child will have few opportunities to learn how they can direct movement between pages in their PODD communication book. *Children will learn to do what they see others model!*

- **The page numbering and page tab placement in this book includes spaces to enable the addition of pages from the 12 per page – expanded functions book.** This reduces the need to re-make the whole communication book when the child requires access to more vocabulary to express a broader range of communication functions.

The *12 per page – expanded functions* book directly builds on this book, with many shared pages using the same page layout. Pages from the *12 per page – expanded functions* book can be added to this PODD book to suit an individual child’s vocabulary requirements. For example, a page link to the ANIMAL pages from the expanded functions book may be added to the WANT section of this book for a child who frequently plays with animals. Remember to make appropriate changes to the operational items in the right hand column, e.g. cover or delete “GO TO CATEGORIES”.

Navigation

Vocabulary in this BOOK is organised into pragmatic branches according to the communication intent being expressed.

- First page **TURN THE PAGE** – *go to page 2*
- **Pragmatic branch starters** on page 2 (clarifies the communication intent / meaning of 1-2 word sentences)
- Predictive links are used to assist the child to include sufficient information to aid partner understanding, e.g. ITCHY has a direct link to the *06 body parts* section.
- Operational commands to *GO BACK TO PAGE (number)A* and *TURN THE PAGE* to move between pages in the one section.
- Operational command to *GO BACK TO PAGE 1* is available from all sections.
- Includes **activity displays** for more efficient interaction during a range of common, daily-routine and play activities.
 - To reduce the size and weight of the PODD communication book, whole page displays for activities that only occur in one specific environment may not be included in the communication book. Increased size and weight is of more concern in PODD books modified for pick up and give/show access. The individual symbol cards and Velcro to attach the cards to the page double the thickness and weight of the communication book.
 - Separate activity displays for specific games and daily routines can be positioned with the equipment and/or in the environments where that activity takes place. However, appropriate vocabulary to talk about or request these activities at other times will be included in the PODD communication book.

Selecting preferences and Optional Pages

The 12 early functions PODD book has default pages that generally suit young children (1-3 years) who have some ability to directly target large areas of a display with their hand. There are also a number of options to add additional or alternative pages/sections to suit varied requirements.

When you add this book to simPODD you will be asked a number of questions to identify preferences to suit different individuals.

- 1. Does the PODD user go to school?** This identifies whether the individual needs additional pages to communicate in their educational setting. Options include:
 - Adding a section for an **early childhood setting (25 early childhood EC setting)**. Select yes to this option if the individual attends kindergarten, preschool or a day care setting. The pages included with this option include
 - Alternative 02 branches EC (includes link to *early childhood setting* section)
 - Alternative 09a people EC (includes link to *09c early childhood people* subcategory)
 - 09c EC people (early childhood people)
 - 25a early childhood
 - 25b early childhood
 - 25c make EC (early childhood)
 - 25d outside EC (early childhood)
 - Adding a section for **school (25 school)**. Select yes to this option if the individual attends school. The pages included with this option include
 - Alternative 02 branches school (includes link to *school* section)
 - Alternative 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
 - **No educational environment.** With this option the 25 section is left blank (to add the section if it is required at later.)
- 2. What access method works best for the PODD user?** There are two options for this PODD book, direct pointing and pick up and give/show. Your selection changes the communication book instructions pages.
- 3. Do you want to use the toilet or the nappy page?** There are two versions of the 50 activity page. Select the option that suits the individual. If both options apply, pick the option that is most frequently used or communicate about most with the child. The alternative pages include
 - 50 toilet
 - 50 nappy
- 4. Do you want to customise optional pages?** The optional pages in this PODD book include:
 - A. Food drink optional pages**
 - The default pages in the *18 food drink* section link to a *list* to access the specific names of food and drink via partner-assisted auditory scanning. Partners are encouraged to use the real food/drink items for the child to select their preference during mealtimes. The button option includes two extra pages with spaces for 11 favourite food items

and 11 favourite drink items and symbol lists. Remember to be aware of the weight and thickness of this PODD book when adding extra pages. The alternative pages include:

- 18 drinks list (symbol list for drinks)
- 18 food list (symbol list for foods)
- 18a meal with pages (meal display with links to pages of food and drink symbols)
- 18b foods (page to add preferred foods)
- 18c drinks (page to add preferred drinks)

B. Music optional pages

- The default pages for the *28 music* activity specific display link to a *list* to access the names of musical instruments and preferred songs. The button option includes two extra pages for interacting when playing music so that the names of musical instruments and songs can be represented in symbol buttons. Remember to be aware of the weight and thickness of this PODD book when adding extra pages. The alternative pages include:
 - 28a alt music (music activity page with links to pages of songs and instruments)
 - 28b instrum (alternative page including symbols for musical instruments)
 - 28c songs (alternative page including symbols for songs)

Section descriptions

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

01 main/chat

- Includes single words and social phrases that are useful to say quickly or within the context of an ongoing conversation or activity. Note that I DON'T KNOW needs to be positioned on the front page to provide children with an efficient alternative to answer YES/NO questions. It is also a useful phrase for partners to use to tell the communicator that they don't know what they are trying to communicate.
- TURN THE PAGE is used to navigate to the rest of the vocabulary in the book via the pragmatic branch starters on *page 02*.

02a branch starters

- This is the **main navigation index** in this 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.
- These pragmatic branch starters indicate the communication intent of the message with predictive links to the pages of vocabulary required to express these intents. Pragmatic branches are essential in this PODD communication book designed to support the use of only 1-3 key word sentences. The communication intent allows partners to interpret the intended meaning of 1-3 key words.
- IT'S TIME TO... may be used to instruct/inform people to GO somewhere, DO SOMETHING, DO AN ACTIVITY or PACK UP. NB: the verbal wording associated with the pragmatic branch starter I WANT ... is changed to DO AN ACTIVITY and LET'S GO.. is changed to GO when instructing or suggesting an activity rather than requesting.
- The addition of DO AN ACTIVITY to the I WANT.. button and VERBS to the DO SOMETHING button also assists partners to discriminate the different vocabulary located in each of these branches, i.e. leisure and daily routine activities vocabulary in the I WANT branch and verbs/action words in the DO SOMETHING branch.
- The item I NEED TO GO TO THE TOILET is included on this page for children who are learning to go to the toilet. You may choose to swap this item with one from *page 01* during the earliest stages of toilet training. This item would be deleted/replaced for children who are not as yet using a potty/toilet.
- The phrase PLEASE GET MY COMMUNICATOR may be included on this page for children who have a speech generating device (SGD).
- **All additional pages must be accessible via this page either using an existing branch or by adding a new branch starter to this page.** Alternative *02 branches* pages with links to early childhood or school sections are provided with these options.

02b show

- Includes vocabulary and links to other pages needed to show things and actions.
- The vocabulary on this page particularly suits children who have restricted mobility limiting their ability to independently get and show objects. This page enables the child 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 *12 places* section for the child to suggest alternative places to look.

- WATCH ME enables the child 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.
- ASK SOMEONE links directly to the page of people for the child to identify who you can ask to help you work out what it is they want to show you.
- 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.

03 like

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

04 don't like

- Vocabulary to express negative opinions and complain/protest about something the person does not like.
- The item LET'S DO SOMETHING ELSE has a predictive link directly to the *11 want/activities* section to suggest an alternative activity (because you don't like the current activity).
- Considerable customisation may be required to suit the individual child's most common complaints.
- Note that vocabulary to complain about how the child 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 child's communication intent.
- In addition to adding/deleting vocabulary, you can change the words associated with some pictographs to suit the individual/family/peer group style of expressing opinions.

05 wrong

- Vocabulary and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the child.
- As some complaining vocabulary is located in the *I DON'T LIKE THIS* section of this 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. The words included in the *I DON'T LIKE THIS* section are written on the link button to further assist partners to efficiently locate vocabulary.
- SICK, HURT/PAIN/SORE, ITCHY, BUMP/BRUISE and CUT/BLEEDING have compulsory predictable links to the *06 body parts* section; HUNGRY and THIRSTY link to the *18 mealtimes* activity page, and I WANT SOMEONE links directly to the *page 09 people* for the child to identify who they want.
- Young children cannot always specifically identify what is causing them to feel upset. The *I DON'T KNOW WHAT'S WRONG* is useful to enable the child to express that they are just upset, but cannot tell you why. It provides the child 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 customise this section to include the main complaints required by an individual child. It can be helpful to discuss what upsets the child with key communication partners

- In addition to complaints, this section can include vocabulary for the child to suggest solutions to the problem. Being able to suggest solutions is especially useful for children who receive care from a wide range of people. To do this, add an extra page with a predictable link from the vocabulary item relating the problem to the page of possible solutions. For example, a child 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.
- A child who has sensory processing challenges may have 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 such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET. This page could be in section 11 *want activities* to enable the child to also request these activities through the I WANT pragmatic branch.

06 body parts

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

07 no page

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

08 questions

- Includes wh-question words and whole questions commonly used by young children (acquired earlier in typical language development).
- At this stage of language development, children will tend to use single Wh-question words, with the specific meaning interpreted from the context. Partners may use speech alone to finish questions when they are using the PODD book and suggest alternative options to determine a child's specific meaning.
- *Not* is predictably associated with the question words to ask WHY NOT?
- The commonly used question WHERE IS (PERSON)? links directly to the 09 *people* section to enable the child to fill in the name, e.g. WHERE IS DAD?
- YOU NEED TO TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to the first page for the child to indicate what they are asking. For example, YOU NEED TO TELL ME YES/NO, (*return to page, turn the page*) GO .. (*goes to 12*) HOME? Can be interpreted as "Can we go home?" or "Are you going home?" depending on the context.

09 people

- This section will need considerable customisation.
- At this stage of language development, the aim is to add the names of people who are frequently part of the child's daily life. Occupations may be included on the people list.
- Children usually know a large number of people, family, friends, teachers, neighbours, health professionals, etc. Representing every person with a pictograph symbol on their own separate cell with only 12 symbol items on each page would become very cumbersome. The people section therefore includes both separate cells and lists for people's names.

- Add names to cells for people who have a close relationship or frequent contact with the child.
- Add names to lists for acquaintances or friends and family who have less frequent contact with the child.
- An additional subcategory is added to the people section for children who attend school/early childhood setting. An alternative *09a*, with a link to *09c school/early childhood setting people*, and *09c* pages to add school/early childhood people is included when these options are selected.

10 actions (verbs)

- This actions section links from the DO SOMETHING pragmatic branch starter. It includes vocabulary to instruct/request actions from other people, suggest actions they want to do and tell others what they are doing.
- Includes common early acquired, functionally useful, verb vocabulary and associated words (NOT, IT, ON, OFF, IN, OUT).
- MOVEMENTS the child performs with their body, e.g. ROLL, SIT UP, CRAWL, GRASP, BEND, are sub-categorised with a link from *10a* to pages *10d movements* (and *10e* via *TURN THE PAGE*).
- *10c* includes actions relating to personal care, e.g. WASH, BRUSH, with the word HAIR and a link to the *06 body parts*.
- Additional verbs are located in other sections and on the activity displays. This not only increases the efficiency of using predictably associated vocabulary, but also contains the action word section to a more manageable size. For example, the verb READ is included on the book activity display; STIR, TASTE, COOK on the cooking activity display.
- 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, TURN, with the prepositions on page *10b*.
- The vocabulary placement in this section is also prioritised 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 pages in this book.

11 activities

- The activities section links from the I WANT ... pragmatic branch starter.
- The subcategories *11c toys*, *11d make something* and *11e outside activities* are used to organise the large activity vocabulary required to request. Other subcategories may be required if adding large numbers of additional activities of a particular type, e.g. sports, games, sensory activities.
- Note that activity vocabulary is positioned on page *11a* or *11b* with consideration to the predictably associated verbs WANT and DO.
- Many items in this section have links to pages of vocabulary to interact during the activity, i.e. activity specific displays.
- The child may not require all of these items and their associated displays and/or may require additional vocabulary and links to new pages for other activity displays.
- When adding vocabulary for different activities, consider whether the child also requires a display to interact during the activity. If they do, consider whether it's appropriate to add the display to the book, for use in multiple environments, and/or to place a separate activity display in the child's environment. If adding a display to the book, ensure that all the *GO TO PAGE (number)* links are in place to enable the child to navigate to that page.
- When adding vocabulary for different activities, consider whether the child also requires a display to interact during the activity. If they do, consider whether it's appropriate to add the

display to the book, for use in multiple environments, and/or to place a separate activity display in the child's environment. If adding a display to the book, ensure that all the *GO TO PAGE (number)* links are in place to enable the child to navigate to that page.

- You may choose to keep a vocabulary item, e.g. BUBBLES, and decide to remove the activity display from the book as the activity does not occur frequently enough to warrant inclusion in an aid which people carry with them all the time. You may choose to use the book page to create a separate activity display by cutting off the page tag and covering the operational buttons with one button to request their communication book (to enable the child to control their access to vocabulary not included on the activity display). Remember to unlink the page from the vocabulary (e.g. BUBBLES) button to remove the small square with the *go to page number* link.
- When removing activity vocabulary that has an associated activity display, you will also need to remove the associated activity display.

12 places

- The places section links from the LET'S GO ... pragmatic branch starter.
- *12a* includes a link to the subcategory *12c somewhere in the house* and a link to *11e outside activities* pages in the activities section. The word PLAYGROUND on *12b* has a link to *11f outside activities* to access vocabulary for different playground equipment.
- Other subcategories may be required if adding large numbers of additional places of a particular type, e.g. shops.
- The word VISIT links directly to the *09 people* page to identify who the child wants to visit.
- Fringe vocabulary for low frequency places, e.g. a place the child went on holiday or visited only occasionally can be added to the places list.

13 - 17 no pages

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

18 food / drink

- The food/drink page in this book is an activity display to interact during mealtimes.
- Including the names for all the foods and drinks the child experiences with only 12 on a page would require many page turns. Specific food and drink names are therefore included on a list for partner-assisted scanning and partners are encouraged to use the real food/drink objects to provide the child with choices during mealtimes.
- Some children/families really want to include pictographs for the child to request their favourite food/drink. The button option for food/drink pages includes two extra pages with spaces for 11 favourite food items and 11 favourite drink items and symbol lists. Remember to be aware of the weight and thickness of this PODD book when adding these extra pages.

20 - 24 no pages

These page numbers are used for the *characters, animals, days & times, feelings* and *descriptions* categories in the *12 per page expanded function* PODD book.

25 Early childhood setting/school

- For children who attend an early childhood educational setting or school, it is useful to have an additional section in the PODD book to include vocabulary related to this environment. Whilst there is usually significant overlap with vocabulary in other sections, particularly the activities section, it has been found useful to repeat the vocabulary in the one section to assist efficient communication at school/early childhood educational setting.
- The educational setting options are selected when you set up your book in simPODD.

If the child does not currently attend an educational setting, leave this number blank in the book for easy insertion of these pages when required.

Early childhood setting pages:

- *O2 branches ec* with a link to the early childhood setting. You may change the label on this symbol link to reflect the name used to refer to the early childhood setting, e.g. pre-school, day care, Jumping Joey's, kindergarten.
- *O9a & c ec people* to add the names and roles of people to do with the early childhood centre.
- *25a* includes common early childhood setting daily routine activities and links to the subcategories *25c make something* and *25d outside activities*. **SOMETHING TO EAT OR DRINK** includes a link to the *18 mealtimes* activity display.
- *25b* includes common early childhood inside activities with links to associated activity displays in the book.
- *25c* includes common early childhood "making activities" with links to the associated activity displays.
- *25d* includes common early childhood "outside activities" with links to the associated activity displays.
- You will need to customise 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:

- *O2 branches school* with a link to the school section
- *O9a & c people school* to add the names and roles of people at school.
- *25a* includes common school daily routine activities and links to the subcategories *25c school places* and *25d school things*.
- *25b* includes school subjects with links from **ART** to the *11d make something* page in the *11 activities* section and from **MUSIC** to the *28 music* and from **COMPUTER** to the *46 computer* activity pages.
- *25c* includes common places at school.
- *25d* includes school things with a link to **PENCIL CASE THINGS** on *page 25e*.

26 no page

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

27 – 50 activity displays

- Pages 27 – 46 include a sample range of activity displays for common early childhood activities. These displays link from the *11 want/activities* section. Example pages include the following activity displays:

27 TV	to interact when watching TV
28 music	focus on interacting when listening to music, but also includes a list of musical instruments. Alternative music activity pages with a focus on playing musical instruments, singing and selecting songs are included in the <i>options folder</i> .
29 book	focus on participating in story book reading routines
30 game	general vocabulary to interact when playing games

31 play dough	to interact when playing with play dough. Includes a link from MAKE to a list to add ideas of what the child may be making, e.g. sausages, snake
32 draw	to interact when drawing
33 paint	to interact when painting
34 cut & paste	to interact when cutting and pasting
35 cook	focus on interacting when people are cooking
36 blocks	focus on building and knocking down block towers
37 puzzle	to interact when playing with puzzles
38 dolls	includes multiple pages for common doll play routines
39 toy cars	to interact when playing with cars and other vehicles
40 bubbles	to interact with others blowing bubbles
41 ball	to play catch/kick the ball
42 build/tools	to interact during pretend or real use of tools to build
43 water play	to interact during water play
44 dress ups	to interact when playing dress ups
45 messy play	to interact when exploring messy play
46 computer	to interact when playing on the computer

Pages 47-49 have been left blank to provide space to insert additional activity displays if required.

Adding / deleting activity displays:

- Carefully consider whether the child 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 book for frequently occurring activities that occur in multiple environments. Separate displays for other activities may also be placed in the child's environment.
- It is not possible to delete activity pages from the simPODD set up. If an activity display is not required
 1. Clear the symbol button label and unlink the page to remove both.
 2. To keep the name of the activity, but remove the link to the activity display. On the symbol button, unlink the link to the activity page. This will delete the *go to page number* instruction in the top right corner of that button.
 3. When printing from the simPODD app, in the page previews, scroll (swipe to the side) to the page you want to delete. Tap on the preview of the page and select *Skip Page(number)*. This skips the 'deleted' activity page when you print the book.

50 toilet / nappy

- Select whether to use the NAPPY CHANGING or TOILET activity display.
- 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.

51 and 55 no page

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

Note that children at this early stage of language development are not using the alphabet for communication. (If they can, you need to select a PODD book with more language than is provided in an early functions book). However, they may like to explore or scribble with the alphabet. You can print the alphabet pages from the 12 expanded functions PODD book to use alongside their communication book.

Other pages

- **Instructions for back cover.** This page provides an example of the type of instructions that are printed onto a sticker and attached to the inside of the back cover (see *construction file*). Example instructions are included for the two access methodologies that can be used with this PODD book

- *Instructions for back cover – direct pointing*
- *Instructions for back cover – pick up and give/show*

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.** This list is used in most sections. Make sure to insert the child's name, method for indicating yes/no and appropriate gender pronouns into the instructions. You can print multiple lists onto A4 stickers and handwrite the name of the list at the top of the page. See the *construction file* for detailed instructions to print and position these lists.