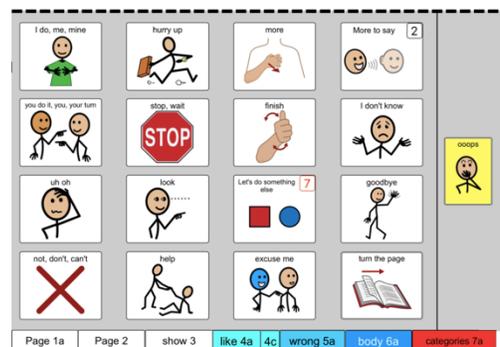


Direct Access – 16 per page expanded functions



General description

This PODD book was primarily designed for children who can accurately target mid size symbols with their hand or finger to express a range of communication intents. The language complexity of this book is designed to support children learning to:

- Communicate a full range of intents (including to question, relate information, tell stories, express ideas, narrate play, instruct, request, answer, express opinions and complain).
- Express vocabulary commonly experienced in their daily lives. (The vocabulary included in the example templates has a bias towards the interests of younger children approximately 3 - 4 years)

This PODD book may also be appropriate for use by:

- Communication partners to support a child's understanding of the partner's messages and provide models of aided language used to communicate a range of communication functions.
- 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 12 per page – expanded functions pick up & give* for details).
- 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).

Language

- The organisation and vocabulary included in this book supports the expression of pragmatic functions typically seen in the expressive communication of 3-4 year old children. These functions include, request object, action, assistance, cessation and recurrence, 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, narrate play and instruct.
- Vocabulary is included in the book to express a range of semantic meanings typically seen in the expressive communication of children 18mths – 3 years of age. Vocabulary is organised into sections based on communication function, part of speech and/or semantic grouping. The range of vocabulary included to express each type of semantic meaning, focuses on vocabulary encountered by children in their daily life routines, environments, play and educational activities.

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

- Parts of speech represented in the book for this PODD communication book include Wh-question words, subject and object nouns, pronouns, verbs, negative, interjections, adjectives, adverbs and prepositions.
- Predictably associated vocabulary supports the use of 3-5 key word sentences. Note that as this book uses pragmatic branch starters, the child is likely to be expressing only 0-3 word sentences, with the extra predictably associated vocabulary available for partner use and expansion. More complex sentences would require turning to multiple pages.
- This book incorporates a number of strategies to compensate for some of the limitations inherent in using aided symbols and to support the production of more intelligible, socially valued communication. For example, pragmatic branch starters to clarify the intent (meaning) of 1-2 word sentences, YES/NO question marker, tense clues and predictive links.
- Includes phrases to provide partners with feedback and suggestions such as I DON'T UNDERSTAND and THAT'S NOT WHAT I'M SAYING.
- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT is positioned in the categories index. This symbol is used to extend the range of vocabulary available by encouraging the partner to guess at the word they require when provided with an associated word/letter. Using this phrase the child indicates that the next word/letter is not really part of the message but a cue for the partner to guess another word that is not included in their communication book. Having correctly guessed a missing word, partners are encouraged to write the word on an appropriate LIST.
- A symbol link to *GO TO LIST* (attached to the back of the previous page) is included on the end page of all sections/categories.
- The symbols in this 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"; etc. depending on the current context. There are a few symbols representing whole phrases/sentences to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON'T KNOW; I'M SORRY.

Layout

- One page opening with spaces for sixteen vocabulary items plus separate operational buttons.
- PODD communication book size is A4 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 4cm high, 4.85 cm wide for symbol buttons. Button spacing is approximately 1.5cm width and 0.5cm 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 tag for the target page/section.
- Three 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 2.75cm wide and 4cm high, with a 2.75cm gap between buttons. The operational items included in the side column are:
 - *GO BACK TO PAGE 1* is on the first page in every section.
 - *GO BACK TO PAGE (number)A* is included to get back to the first page in a section from all other pages in that section.
 - *OOOPS* – indicates that something has gone wrong with the communication process. This allows a 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.
 - *GO TO CATEGORIES* – on all pages to enable access to the categories (main navigation) index to navigate to other sections of the communication book.

Operational buttons may initially be 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 operational instruction to *TURN THE PAGE* is located in the main symbol grid in the bottom right hand corner. This location is chosen to increase ease of access for 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.

Navigation

Vocabulary in this PODD communication 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 (clarifies the communication intent / meaning of 1-2 word sentences)
- **Category index** on page 7
- Predictive links are used to assist the child to include sufficient information to aid partner understanding, e.g. HURT, SORE, PAIN has a direct link to *06 body parts*.
- Operational commands to *GO BACK TO PAGE (number)A* and *TURN THE PAGE* to move between pages in the one section.
- Operational commands to *GO TO CATEGORIES* and *GO BACK TO PAGE 1* are available from all sections.
- Includes **activity displays** for more efficient interaction during a range of common daily routine and play activities.
- Includes **anecdote pages** to support children to tell their own stories more efficiently and/or to compensate for current limitations in expressive language restricting the child's ability to intelligibly construct (word by word) more complex narratives.

Selecting preferences and Optional Pages

The 16 expanded functions PODD book has default pages that generally suit young children (3-4 years) who can accurately target mid size symbols with their hand or finger to express a range of communication intents. 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. Sometimes the final pages included in your book will depend on the combination of options selected.

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)**. This is the default option. Select yes to this option if the individual attends kindergarten, preschool or a day care setting. The pages included with this option include
 - 02 branches EC (DO AN ACTIVITY link to *early childhood setting* section replaces GET COMMUNICATOR) Page name may change depending on other options selected
 - 07a cat EC (category link to *early childhood* section replaces link to *characters*).
 - 07b cat EC (link to *characters* moved to this page) Page name may change depending on other options selected
 - 09a people EC (includes link to *09e early childhood people* subcategory)
 - 09e EC people (early childhood people)
 - 25a & 25b early child (early childhood / preschool activities)
 - 25c make EC (early childhood / preschool making/art activities)
 - 25d outside EC (early childhood / preschool outside activities)
 - Adding a section for **school (25 school)**. Select yes to this option if the individual attends school. The pages included with this option include
 - 02 branches school (DO AN ACTIVITY link to *school* replaces GET COMMUNICATOR) Page name may change depending on other options selected
 - 02 opinion school (DO AN ACTIVITY link to *school* and *opinions*)
 - 07a cat school (link to *school* section replaces link to *characters*)
 - 07b cat school (link to *characters* moved to this page) Page name may change depending on other options selected
 - 09a people school (includes link to *09e school people* subcategory)
 - 09e school people (school people)
 - 25a & 25b school
 - 25c school places
 - 25d school things
 - 25e pencil case
 - **No educational environment.** With this option the 25 section is left blank (too add the section if it is required at later.) The categories index does not include a link to school / kinder.
 - 07a categories (link to *characters* section on this page)
 - 07b categories (the remainder of the categories)

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. **What is the PODD users gender?** Some pages include symbols and/or vocabulary specific to the users gender.
4. **Would you like to use the Toilet or nappy activity specific display?** This changes which activity specific display is included as page 50 in your PODD book.
5. **Do you want to customise optional pages?** The optional pages in this PODD book include:
 - A. **Opinion** optional pages. The options for organising opinion vocabulary in this PODD book include using either the pragmatic branch starters I LIKE THIS / I DON'T LIKE THIS or I THINK IT'S. I LIKE THIS and I DON'T LIKE THIS is the default selection as using these phrases tends to be more natural, transparent and developmentally appropriate for young children to access opinion vocabulary. However, it is not always conversationally appropriate to initially identify whether something is liked or not liked when expressing an opinion such as SILLY, FUNNY, CRAZY, EASY, DIFFICULT, RIGHT or WRONG. The use of the single pragmatic branch starter I THINK IT'S and provides space for LET'S DO SOMETHING ELSE with a link to categories to be added t this page.
 - 02a branches opinions (uses OPINION pragmatic branch starters and links)
 - 04a opinion
 - 04b opinion
 - 04c like
 - 04d don't like
 - 05a wrong opinion (links changed to OPINION)
 - 07b categories opinion (links in main navigation index changed to OPINION)
 - 07b cat opin sch EC (links to OPINION when adding school or early childhood pages)
 - Alternative 27 television; 28 music; 29 book; and 45 messy play. activity displays with links to OPINION:
 - Alternative activity displays with links to OPINION: 27 television; 29 book; 30 game; and 45 messy play
 - B. **Hair, Make-up, Jewellery** pages. This provides the option to include an additional page to the 12 clothes section of this PODD book for individuals who have a particular interest in these style and grooming activities. Only add these pages to the 9 per page expanded functions book if it is a particular interest for the individual. This book already has many pages increasing it's thickness and weight. Remember you can also add words to the clothes list. The alternative pages include:
 - 15d hair
 - 15d jewellery
 - 15d make-up
 - C. **Food drink** optional pages
 - The default pages in the 18 *food drink* section is the button option button option which includes two extra pages with spaces for 13 favourite food items and 13 favourite drink items and symbol lists 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. There is an

option to reduce the thickness and weight of the book by replaces the food / drink pages of buttons with links to a written list page. The alternative pages include:

- 18 meal list (food drink page with links to a LIST instead of pages of food/drink items)
- 18 written list

D. 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 instruments (alternative page including symbols for musical instruments)
 - 28c songs (alternative page including symbols for songs)

E. Alphabet optional pages. This book uses a group-item approach over 6 pages to present the alphabet with less than 16 buttons on the page. The default is not to include these pages in the 16 expanded functions PODD book due to the existing challenges with thickness and weight and children at this early stage of language development are less likely to use the alphabet for communication.) However, children at this stage do need access to the alphabet to explore, scribble and engage in early literacy activities. It is recommended that if you do not include these pages in the book that pages 51a-f are still printed out to be used as a separate display alongside the PODD communication book. (remember to unlink the *go to page* number in the categories index). Pages to include the alphabet pages in the book include:

- 07b categories alphabet (categories with link to *alphabet* section). Page name may change depending on other options selected
- 51a – f alphabet pages (group-item layout to access the alphabet. *51a* groups 5-6 letters on 5 large buttons in alphabetical order with links to pages 51b – f and the symbols for FIRST SOUND and END, SPACE. Other pages have individual letters on 5-6 large buttons.)

Section descriptions

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

01 main/chat

- Includes vocabulary that it is generally useful to say quickly or in the context of an ongoing conversation or activity.
- Includes the link MORE TO SAY to navigate to the rest of the vocabulary in the book via the branch starters on *page 2*. 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.
- The operational link to go directly to *categories* has been removed from *01a main* to discourage people from skipping the pragmatic branch starters on *page 02 branches*, making it difficult to interpret the communication intent of one to two word utterances.
- *01b chat* contains social phrases including some phrases to manage interaction and repair communication breakdown. The question WHAT'S YOUR NAME? and answer MY NAME IS(add the child's name to this symbol) are also on this page. Customise vocabulary on this page to suit the requirements of the individual. The *Additional vocabulary ideas* document on CD 1 provides additional examples of social phrases.
- The item I NEED TO GO TO THE TOILET is included on *page 01b* for children who are learning to go to the toilet. You may choose to swap this item with one from *page 01a* during the earliest stages of toilet training. This item would be replaced for children who are not as yet using a potty/toilet.

02 branches

- This page is part of the **main navigation system**. **All additional pages must be accessible via this page using an existing pragmatic branch or by adding a new pragmatic branch starter to this page.**
- All pragmatic branch starters in this PODD communication book are on this page. The pragmatic branch starters indicate the communicative intent of the message, providing a context for partners to interpret the meaning of a child's key word messages.
- All the pragmatic branch starters have a link to go to another page, either a predictably associated page of vocabulary to express that intent or to the categories index to express less predictable messages.
- The direct link to the *07 categories index* (in the operational buttons column) can be used for more direct access to vocabulary to answer questions and communicate on an established topic. Children should be actively encouraged to indicate the communicative intent (pragmatic branch) when they initiate communication and/or introduce a new topic to provide partners with sufficient information to accurately interpret key word messages. Partners must model the use of the pragmatic branch starters to support children's learning at earlier stages of language development (even though with their sophisticated language skills it is "easier" for them to go to categories to construct a message).
- 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 the DO SOMETHING button further clarifies the different vocabulary found in each of these branches.

- The phrase PACK UP is also included on this page to be used with IT'S TIME TO...
- The default pages, designed for younger children, uses the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS to express opinions. An alternative page 02a is provided If you have selected the option to use the pragmatic branch starter I THINK IT'S ... to express opinions.
- The *school* and *early childhood options* provide an alternative page 02 branches with the phrase DO A GROUP ACTIVITY directly linking to the vocabulary in these sections to instruct/tell children what it is time to do in the school/early childhood setting.
- On some optional pages the item PLEASE GET MY COMMUNICATOR (to access a speech generating device) is deleted from this page to provide sufficient spaces to link to other pages. The request/instruction to access the child's speech generating device is still available to the child on page 07b in the categories index.

03 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 places section (and from there to the *house and garden* 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.
- 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.
- 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.

04 opinions

- The default option has vocabulary to express opinions separated into I LIKE THIS (04a and 04b) and I DON'T LIKE THIS (04c and 04d).
- The item LET'S DO SOMETHING ELSE has a predictive link directly to the 11 *want/activities* section to suggest an alternative activity.
- Vocabulary to express why a child doesn't want to do something is collected together on page 04d. This vocabulary is positioned on the same page for easier access via a direct link from the item I DON'T WANT TO DO IT on 05a in the *something's wrong* section.
- Note that vocabulary to complain is included in section 05 *something's wrong*. It is important when making changes to these pages to consider which section, *opinions (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.
- An alternative 04 *opinions* section uses I THINK IT'S as the pragmatic branch starter and OPINION WORDS as the category name. More information to support the selection of the most appropriate alternative to meet individual requirements is included in **Selecting preferences and Optional Pages** (above).

05 wrong

- Words and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the child.
- The default pages include a link to *04c I DON'T LIKE THIS* vocabulary. If you have chosen to use the *I THINK IT'S* branch starter an alternative *page 05a* links to *04a* opinions.
- *SICK, HURT/PAIN/SORE, ITCHY, BUMP/BRUISE* and *CUT/BLEEDING* have compulsory predictable links to the body parts section; *HUNGRY* and *THIRSTY* link to a mealtimes activity page, and *I WANT SOMEONE* links directly to the page of people for the child to identify who they want. There is also a link to the *HEALTH* category from page *05a*.
- Check the vocabulary available in the health section prior to adding vocabulary. You may choose to include some vocabulary in both sections if the health issue results in common complaints, e.g. a child who has frequent reflux may require *YUCKY BURP* in both sections, a child who has a hearing impairment may require *I CAN'T HEAR YOU* in the *something's wrong* section and *HEARING IMPAIRMENT/HEARING AID* in the *health* section.
- 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.
- Young children cannot always specifically identify what is causing them to feel upset. *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 further guessing from 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 wider range of people. To do this, add an extra page with a predictable link from the vocabulary item relating the problem to the page of possible solutions. For example, a child who has significant physical challenges may provide more specific information about being uncomfortable. In this instance a link may be added to the *I'M UNCOMFORTABLE* vocabulary item to an additional page (*05c uncomfortable*) to access 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

- Includes main 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. *BRUSH* is located on the second page (*06b*) as all body parts that are typically brushed are located on this page. You may need to move *BRUSH* onto page (*06a*) for children who routinely have other body parts brushed as part of a program to address sensory processing challenges.
- 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.
- Add appropriate gender specific body parts, either to the main page (replacing a less commonly referred to body part) or onto the list.

07 categories

- This section is part of the **main navigation system** to generate novel messages to express the I'M TELLING YOU SOMETHING, I HAVE AN IDEA, LET'S PRETEND, I'M TELLING A STORY and IT'S A SECRET communicative intents 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 book, as opposed to their position on a *03 tell* page in the *9 and 12 per page expanded functions* book. 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 *07 categories* index to relate information and tell stories. The obligation to include tense clues in the message supports their use to provide partners with sufficient information to accurately interpret the meaning and use the correct tense to verbally expand the child's key word messages. Omission of these tense clues can lead to more frequent instances of communication breakdown. If this is an issue you may choose to add a *03 tell* page. If adding this page, change the number of *03 show* to *02b show* and the link numbers from the relevant pragmatic branch starters on page *02 branches* to the new *02b show* and *03 tell* pages.
- The ordering of items in the categories section is prioritised for speed of access according to the likely patterns of vocabulary use by young children. Most commonly used categories are on the first page and categories with less frequently used vocabulary are located on the second page. Commonly used categories which are more directly accessed via a pragmatic branch starter on page *02 branches* are also located on the second page. Food and drink is placed on the second page, as this section is frequently accessed via the I WANT SOMETHING pragmatic branch.
- You may choose to swap the location of a category to reflect the vocabulary usage patterns of an individual child. For example, if the child frequently talks about clothes and rarely talks about transport, you would choose to place CLOTHES on *page 07a* and move TRANSPORT to *page 07b* to provide faster access to the most commonly used vocabulary.
- The item MY STORIES on *07b* provides a link to pages containing pre-prepared anecdotes. The anecdote information chunking strategy is particularly useful for children who like to tell stories, but find word-by-word construction of narrative too difficult or time consuming. Also consider using a speech generating device for this function. PLEASE GET MY COMMUNICATOR is also included in the categories index for easier access during conversations.
- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT replaces the GO TO CATEGORIES operational button on all pages in the categories index.
- As part of the main navigation system, the vocabulary required in this section changes whenever additional sections of vocabulary (categories) are added to the communication book. Alternative *07 pages* are included depending on the options selected when setting up your book in simPODD. **ALL sections of the PODD book need to be accessible via a category link in this section.**
- **Note that the page tab for categories is longer than all the other page tabs. This increases the speed of locating this section as it is the only tab to extend to the right edge of the paper.**

08 questions

- Includes wh-question words and predictably associated vocabulary to ask common (key word) questions, e.g. WHY NOT?; WHAT'S THAT?; WHAT'S NEXT?; WHERE IS IT?
- At this stage of aided language development children tend to use single wh-question words, with the specific meaning interpreted from the context. Partners may suggest GO TO CATEGORIES to encourage the child to provide more specific information.
- YOU NEED TO TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to categories so that the child can indicate what they are asking. For example, YOU NEED TO TELL ME YES/NO, *places (12)*, GO HOME? can be interpreted as “Can we go home?” or “Are you going home” depending on the context.
- Some commonly used whole questions are included to support children to intelligibly and efficiently ask these questions with a range of partners. You may choose to include other commonly asked questions relevant to the individual child in the spaces available on 07b.
- The commonly used question WHERE IS (PERSON)? /links directly to the people section to enable the child to fill in the name, e.g. WHERE IS DAD?

09 people

- This section will need considerable customisation
- 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 16 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 closer relationship or frequent contact with the child.
 - Add names to lists for acquaintances, friends and family who have less frequent contact with the child.
- The personal pronouns and the names of immediate family members and people in frequent contact with the child are included on pages 09a and 09b.
- 2 sub-categories are used to sort the names of people / other people vocabulary
 - 09c family
 - 09d friends
- An additional subcategory is added to the people section for children who attend school/early childhood setting. Alternative 09a pages, with a link to 09e *school/early childhood setting people*, and additional 09e pages to add school/early childhood people are included when the school / early childhood setting options are selected.
- General people words such as BOY, GIRL, BABY, MAN, WOMAN, CHILDREN are located on page 09b. The names of occupations the child frequently encounters may be added to this page. Other occupations can be written on the people list. You may choose to add an additional page (with a link from either *page 09a* or *09b*) for occupations if children frequently require this vocabulary.

10 actions (verbs)

- The actions section links from both the DO SOMETHING pragmatic branch starter and the ACTIONS category, to enable this vocabulary to be used to express a range of communicative intents.
- Includes common verb vocabulary and associated words (NOT, IT, ON, OFF, IN, OUT).
- The range of verbs used by young children is huge. This makes it difficult to practically include all verbs in the action section with only 16 items per page. Words are prioritised for inclusion in this action word section if they are:
 - frequently used to construct sentences across a range of semantic categories
 - frequently used to request actions or give instructions
 - a specific movement the child frequently performs.
- 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).
- Additional verbs are located in other sections/activity displays. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word category a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, TASTE, COOK on the cooking activity display.
- Verbs are grouped across the pages according to the regular word order for verb phrase elaboration, the type of action and the predictably associated vocabulary available on each page, e.g. PUT, TAKE, TURN and GET 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 in other sections of the book.

11 activities

- The activities section links from both the I WANT ... pragmatic branch starter and the ACTIVITIES category, enabling this vocabulary to be used to express a range of communicative intents.
- Vocabulary in this section includes a range of common play (leisure) and some daily routine activities. Note that some “home routines” may be accessed via the LET’S GO .. (12) SOMEWHERE IN THE HOUSE (17) pathway, e.g. GO to the BATHTUB, GO to BED.
- Sub-categories are used to organise the large vocabulary required to request/talk about different activities. The default pages include the sub-categories 11c make something and 11d outside activities (and 11e playground). Other sub-categories may be required if adding large numbers of additional activities of a particular type e.g. sports, game, sensory activities.
- Vocabulary is positioned on either page 11a or 11b depending on both the frequency of use and the predictably associated verbs on each page.
- Many items in this section have links to pages of vocabulary to interact during the activity, i.e. activity specific displays. An individual 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, (adds more size / weight to the communication book) 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 PODD book template 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 may also need to remove the display from the book. Check whether this display is also accessed from another section in the PODD book. e.g. *page 42 tools / build* may also be accessed from the *things* category.

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.
- Includes a link from *12a places* to the *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.
- Retail places (shops, take away and restaurants) are sub-categorised with a page link to *12c shops* and VISIT links directly to *09 people* to identify who the child has/will visit. PLAYGROUND has a link to *11e playground*.
- Not all place names are included in the *places* section, e.g.
 - places found in the house or garden are included in *17 house & garden*
 - transport places are included in *19 transport*
 - health places are included in *14 health*
 - some special event places, e.g. *circus*, would be included in *13 special events*
 - places of worship are included in the *26 religion* section
 - place names related to animals, e.g. VET, KENNEL, would be included in *21 animals*.
- Fringe vocabulary for low frequency places, e.g. a place the child went on holiday, visited or talked about only occasionally can be added to the places list.

13 special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events.
- The vocabulary in these example pages reflects common Australian holidays and special events. Check this section and make appropriate vocabulary changes to suit the child and family's requirements.
- Page *13c* has spaces to add symbols for local holidays and special events.
- HAPPY, PRESENT and HOLIDAY are intentionally repeated in this section for efficient use with the other vocabulary on the same page.
- This section often includes a large fringe vocabulary for low frequency special events, e.g. an excursion, the name of a specific concert or event. This vocabulary is added to the list.

14 health

- Vocabulary in the health section is organised onto separate pages according to the predictably associated verbs.
 - Nouns related to medical appointments, procedures and places are on page *14a* with the verbs GO, HAVE, and SEE/LOOK/WATCH.
 - A range of health complaints, sores and illnesses are on page *14b* with the predictably associated vocabulary FEEL, BETTER and a direct link to the *06 body parts* category to describe the location of an injury/pain.
 - *14c Health things* are sub-categorised with a link from page *14a* and can also be accessed via a TURN THE PAGE on *14b*. *14c health things* includes the names for a range of

health related products and equipment and the predictably associated verbs HAVE, NEED and GET. CHEMIST is also on this page as the things on this page may need to be purchased from the chemist.

- Suggestions of where to add, child specific, health words are written on the pages.

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. The *options* folder includes pages to add jewellery, hair or make-up symbols (would usually add this vocabulary to a list unless it was of particular interest to the child).
- Vocabulary for any equipment aids that are worn by the child, e.g. arm wraps, leg splints, AFO's, 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 the day.
- Predictably associated vocabulary is located on *15a* to start sentences including vocabulary from both pages in this section. You may choose to add a direct link to *24c colours* to this section.
- Options to add separate jewellery, hair and/or make-up pages to this section are available. Carefully consider the child's need for symbols for this vocabulary as the additional pages add to the weight and bulkiness of this communication book – you may choose to add the vocabulary to the clothes list.
- Note that even though boys may not wear dresses and skirts, these words are included to comment on/talk about what other people are wearing.

16 things

- Vocabulary included in the THINGS section includes anything that does not fit into another category, including personal equipment that is not worn. Vocabulary for things may be included in a number of sections.
 - Things that are generally found at home / school / kindergarten would be included in those other sections.
 - Things related to specific activities, e.g. sports or games, would be located in the activities section.
 - Personal equipment that is worn, e.g. AFOs, splints, is included in the clothes category.
- The predictably associated vocabulary on *16a* is used to start sentences using vocabulary from all pages in this section. BREAK/BROKEN is included with the more breakable equipment on page *16b* and *16c*.
- This section has a sub-category to include personal (specialist) EQUIPMENT, including AAC equipment, on *16c* with the predictably associated vocabulary NEED, GO, USE and BREAK/BROKEN.
- There is also a link from *16a* to the BUILD/TOOLS activity display (42) as people may look for tools in the *things* section.

17 house & garden

- This section includes vocabulary for common requests, instructions and locations at home.
- Commonly used vocabulary is organised onto separate pages according to the predictably associated vocabulary on each page.
 - *17a* includes locations in the house (rooms), a link to the sub-category *17d outside*, the verbs GO and HAVE and the preposition IN. Family member names are added to the page to indicate the specific bedrooms in the house.
 - *17b* includes items that OPEN and CLOSE and appliances and items that are used with the verb TURN and/or the prepositions ON and OFF.

- 17c includes places and furniture inside the house to GO to, SIT ON or position things UNDER.
- 17d includes places to GO and SEE outside (in the yard)
- 17e includes gardening & nature vocabulary.
- The range of possible vocabulary in the HOUSE & GARDEN section includes a large number of nouns. In this book symbol lists, categorised by room, are used to include a wider range of this vocabulary than would be practical to include with only 16 items per page. HAVE is included on 17a to be used with the vocabulary on these lists, accessed via the GO TO LIST instructions associated with the names for each room. These lists can be accessed using partner-assisted scanning.

18 food/drink

- The food/drink section in the default pages includes
 - 18a an activity display to interact during mealtimes
 - 18b to add favourite foods
 - 18c to add favourite drinks
 - 18b and 18c symbol lists
- HOT and COLD are included on 18b and 18c to comment on the current temperature of food and to describe the type of food/drink the child is requesting, e.g. HOT MILK.
- As the range of food/drink items children experience in their daily lives (and want vocabulary to express) can be huge, symbol lists are used to add the names of other food/drink items.
- If the individual does not have specific food preferences, the list option for food/drink includes an alternative 18 food/drink page with links directly to lists. This option may be preferred when there are concerns about the weight of the book.

19 transport

- Includes a range of vehicles commonly seen and talked about by young children.
- 19a includes more frequently used/seen vehicles and predictably associated vocabulary to start sentences using vocabulary from all pages in this section.
- 19b includes the verb FLY (associated with aircraft) and a range of other vehicles, vehicle related places, ROAD, GARAGE, PETROL STATION and the word SIREN (associated with emergency services vehicles).
- The symbol TOY CARS has a link to an activity display for playing with toy cars (page 39).

20 characters

- The example pages include common story and magical characters, and vocabulary to refer to the different character media, e.g. concert, DVD.
- Character vocabulary needs significant customisation to include the individual's favourite story, TV, music and movie characters and personalities.

21 animals

- Includes a range of animals commonly talked about by young children. The decision to include this number of animals in the main pages, even though this resulted in the addition of many pages with only 16 on each page, was influenced by the frequent focus on animal names in early childhood play, stories, rhymes and songs. You could choose to reduce the number of animals pages by using symbol lists for less frequently used animal words (Animal symbol lists are included with the 9 per page expanded functions PODD templates).
- The first page of the animal section focuses on vocabulary about the child's own pets and/or other animals which they frequently care for, interact with, talk about and/or see. 21a also includes links to pages of animal names sub-categorised according to type of animal or where the animal is usually seen, 21c farm animals; 21d Australian/zoo animals; 21e bugs (insects

and predictably associated words STING/BITE and WEB); *21f water animals* (and SHELL). The word BABY ANIMAL is included on *21a* to be used with the names of animals from all pages in this section.

- *21b* includes pet, bird and reptile vocabulary and the word VET. (If the blank spaces to insert the names of the child's pets are not filled move VET to page *21a*).
- Customisation of these pages may need to occur to include the most common animals in the child's environment. Remember that insects are frequently encountered in daily life.

22 days & times

- Includes time concepts commonly used with young children. Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may primarily be used by communication partners to provide receptive input with children at earlier stages of language development. These concepts are also commonly used in many early childhood educational settings.
- Includes time concepts such as now, before, after, later, soon, a long time ago, yesterday, today, tomorrow, tonight, times of the day, days of the week, seasons and related words time, clock and calendar. Note that HOLIDAY is included only in the *10 special events* section in this book, so write HOLIDAY on the *days & times list*.
- More general time concepts are included on *22a* with days of the week, seasons and time related nouns on *22b*. School age children may require a link from the word calendar to an additional page *22c months* to include the names for the months of the year.

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.

24 descriptions

- This section includes a large range of conceptual language commonly introduced in early childhood. Weather is also included in this section as we describe the weather.
- Children generally require many models of these concepts in order to learn their meanings. The concepts in the *descriptions* section may initially be used by communication partners to provide receptive input with children at earlier stages of language development. These concepts are also commonly used in many early childhood stories, songs, rhymes and educational activities.
- 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 sub-categories in this section.
 - *24c colours*
 - *24d shapes*
 - *24e size*
 - *24f numbers*
 - *24h feels*
 - *24i tastes*
 - *24j weather*.
- SAME and DIFFERENT are included on *24a* as these words are used in combination with vocabulary on following pages. *24a* also includes some frequently used vocabulary to describe general attributes.
- *24b* includes general descriptive words that do not fit into any of the sub-categories. These words are accessed via a *TURN THE PAGE* instruction on *24a*.

- LIST pages are included for each sub-category in this section to increase ease of access to words not included as symbols.

NOTE that only the numbers 1-10 and 0 are included on the *24f numbers* page. People in the child's environment often require explanation of why children need to learn to combine numerals (0-9) to produce numbers beyond 10. Partners frequently suggest that it is easier for the child 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 Early childhood settings/school

- For children who attend a school or early childhood educational setting it is useful to have an additional section in the book to include vocabulary related to this environment. Whilst there is usually significant overlap with vocabulary in other sections, particularly the activities section, it has been found useful to repeat this vocabulary in the one section to facilitate more efficient communication in the early childhood/school environment.
- The educational setting options are selected when you set up your book in simPODD
- **Early childhood setting pages:**
 - *Alternative 07 categories* pages are required to add a link to the early childhood setting pages.
 - *09a people EC & 09e ec people* to add the names and roles of people to do with the early childhood centre.
 - *25a* includes common early childhood setting daily routines, activities (with links to associated activity displays) and links to the sub-categories *25c outside activities* and *25d make something*. The phrase SOMETHING TO EAT OR DRINK includes a link to the mealtimes activity display.
 - *25b* includes more early childhood inside activities with links to associated activity displays or sections with relevant vocabulary to interact during the activity.
 - *25c* includes common early childhood “making activities” with links to associated activity displays in the PODD book.
 - *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 environment with a range of activity displays accessible for all children to use.

- **School pages:**
 - *Alternative 07 categories* pages are required to add a link to the early childhood setting pages.
 - *Alternative 09a people school & 09f school people* to add the names and roles of people from school.
 - *25a* includes daily routine activities and links to the sub-categories *25c school places* and *25d school things*.
 - *25b* includes school subjects and special events with links from ART to the *11c make something* section of activities (then to activity displays for art activities) and from MUSIC to the *28 music* activity pages.

- 25c includes common places in the school.
- 25d includes school work and personal things with a link to 25e pencil case things.
- 25e includes writing and drawing items generally found in a pencil case.

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

26 Religion

- The book allows for people to include different vocabulary to suit different religions. There are suggestions written on the example pages.
- At this stage of language development, vocabulary needs to be selected to reflect the child's life experiences. The religion section is only included in this PODD book when religious worship is a regular part of the child's life. Some families may choose not to have a separate section for religion, but decide to include their place of worship in the *places* section and vocabulary for relevant religious events or ceremonies in the *special events* section. **27 – 50 activity displays**

27 – 50 activity displays

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

27 TV	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 using 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 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.

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 book.

(Optional 51 Alphabet)

- You can select to include the alphabet section when you are sitting up your book in simPODD.
- These pages provide access to the alphabet for exploration and participation in early writing and spelling activities.
- This section uses a group-item approach to present the alphabet with less than 9 buttons on the page.
 - 51a groups 5-6 letters per button on 5 large buttons in alphabetical order with associated links to pages 51b – f and the symbols for FIRST SOUND and END, SPACE.
 - Pages 51b-51f have 5-6 buttons with one letter per button.
 - The child initially indicates the letter group which includes the letter they want. Each group has an associated *GO TO PAGE (number)*. The partner turns to that page. The child can then directly indicate the specific letter presented individually on a button. Note that the position of these buttons on the page replicates the relative position of that letter in the letter group on page 51a.
- Encourage partners to write each letter the child selects on a piece of paper within the child's view. This can assist memory of what has been written so far and provides the child with feedback, a visual reference point, and a hard copy of their writing.
- To reduce the size and weight of the PODD communication book which is carried everywhere with the child you could choose to
 - include only page 51a and use partner assisted scanning to identify the specific letter within the letter group
 - use these templates to create alphabet displays that are separate from the main communication book. If you choose to make a separate alphabet book, remember to
 - Unlink the *go to page* from ALPHABET in the categories section. May add an instruction to the button label to "PLEASE GET MY ALPHABET DISPLAY" and cover the "GO TO CATEGORIES" operational button on all the alphabet pages to read I NEED MY COMMUNICATION BOOK to enable the child to request their communication book.

55 My stories

- These pages support children to tell pre-prepared stories and anecdotes (oral narrative) in a more time efficient manner. Word-by word construction of narrative using aided symbols is very slow and requires considerably more expressive language skills. Children who use aided language may have the desire to tell their stories, but insufficient time or capability to do so. Sharing personal stories with others, allows us to express our personalities and make social connections with others. The child should be involved in the creation of these stories, although others may support the intelligibility of the final product by suggesting ideas to the child and expanding the sentence forms.
 - 55a is an index grid for stories that have been included in the book.
 - Pages 55b-p contain spaces to write one anecdote per page. Each page includes a space to write what happened, more of what happened, who, where, when, why, what I thought, what others thought and the suggestion that the other person should have a guess (to answer other questions the partner may ask). These pages are only added when filled in with a new anecdote.
- The child needs to be involved in the creation of these stories, although others may support the intelligibility of the final product by suggesting ideas to the child and expanding the sentence forms. A small symbol in the top left hand corner of each square reminds the child which part of the story is written on that button. The symbol HAVE A GUESS is also included on each page so that the child can suggest their partner guess the answer to specific questions when they do not have a prepared answer or vocabulary available in their main communication book to answer.
- Not all of the 55 story pages are initially included in the book. New pages are added when filled in with a new anecdote. Page 55a is an index to access the different stories included in the book. The name of each new story would be added to a button with a GO TO PAGE NUMBER .. link to that stories page number. As these pages are frequently updated (written on) it is preferable to put them into heavy duty clear plastic sleeves (see *construction file*).
- If the size and weight of the child's PODD communication book is becoming impractical, you could also choose to make a separate "My Stories" book. If you choose to put these pages in a separate book, change the IT'S ONE OF MY STORIES links to an instruction PLEASE GET MY STORIES BOOK. Also put an instruction in the "My stories" book for the child to request their communication book.

Other pages

- **Instructions for back cover.** These pages provide examples of the type of instructions that are printed onto a sticker and attached to the inside of the back cover (see *construction file*). Example instructions are included for the 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.
- **Lists.** 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.