

Direct Access – 20 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 - 5 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 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).

The layout and physical make-up of this PODD communication book is one-page opening. A similar complexity of language is available in the 36 key word two-page opening plus side panel and the 40 per page two-page opening PODD books. Consider which style of communication book will most effectively meet the individual's requirements.

Considerations for selecting a one or two-page opening PODD communication book

- The 20 expanded functions one page opening PODD book has obligatory use of pragmatic branch starters to clarify the communication intent of 1-2 word sentences. Including pragmatic branch starters on the first page of the 40 key word two page opening book is the default option. This is not an option for the 36 key word two page opening book. Therefore the 20 expanded functions or the 40 key word book with branches option would be recommended for individuals who currently express only 0-2 word sentences (i.e. still require pragmatic branch starters to clarify communication intent of their messages).
- Children who rely on sliding their hand across the page to point may get their hand caught on the binding in the middle of the page of the two-page opening PODD communication books.

- There are additional sensory distracters in the two-page PODD communication books (page tabs on side, binder in the middle, can easily turn pages). A one-page opening PODD communication book may enable increased focus on communication for some children.
- The categories index in the 20 per page one-page opening book is located in a separate section. It is necessary to turn to these pages to navigate between sections in the communication book. The presence of the navigation index in every section in the 40 key word book enables more efficient movement between sections. The navigation index on the side panel in the 36 key word book enables faster movement to other sections from all pages.
- The side panel needs to be well supported by a surface or hand. Instability of the communication book surface can be frustrating as pointing becomes more challenging and less intelligible. One and two-page opening PODD communication books without side panels have more intrinsic stability.
- The symbol number, size and spacing in the 20 per page one-page opening book results in a less complex visual display. This layout also requires less accurate, graded, motor skills to intelligibly point to the individual symbols.
- Two-page opening PODD books fold to a smaller size when the book is closed. They are also generally lighter, given a similar vocabulary, than the one-page opening books. This results in a smaller, more convenient size to transport making it easier for some children to independently carry their communication book.

Language

- Vocabulary is included in this book to express a range of pragmatic functions typically seen in the expressive communication of 3-4 yr old children. These functions include, request object, action, assistance, cessation (stop, finish) and recurrence (more, again), ask questions, give opinions, comment, complain, reject, protest, express feelings, label, describe, respond/acknowledge, answer, inform (draw attention to something), relate information about present, past and future events, tell stories, imaginative play and instruct.
- Vocabulary is organised into sections based on communication function, part of speech and/or semantic grouping.
- Vocabulary is included in the book to express a range of semantic meanings typically seen in the expressive communication of children 3 - 4 yrs of age. There is a general expansion in the diversity of vocabulary used to express each semantic meaning compared to other one-page opening PODD books with fewer items per page. The vocabulary included in this PODD focuses on meanings encountered by children in their daily life routines, environments, stories, 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 this PODD communication book include Wh-question words subject and object nouns, pronouns, verbs, (and a few auxiliary verbs in some sections), negative, interjections, adjectives, adverbs and prepositions.
- Predictably associated vocabulary supports the use of 3-5 key word sentences within the one section (depending on the section). 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. More complex sentences would usually require extra page turns to return to the categories index and then navigate to another section.

Auxiliary verbs, articles and grammatical morphemes are not included on the templates for this PODD communication book. While these syntactical forms are typically emerging in verb and noun phrase elaboration at this stage in spoken language development, their use in aided language forms tends to be acquired at a later stage even when they are available for use. This is possibly due to the additional effort and time required to access each item on an aided language display, reducing both the models of their use and increasing the tendency to only include words that add substantially to the partner's understanding of the message.

- 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. These strategies include pragmatic branch starters to clarify the intent (meaning) of 1-2 word sentences, YES/NO question marker, tense clues, 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 required word 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 LOVE YOU; EXCUSE ME; I'M SORRY.

Layout

- One page opening with spaces for twenty 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, 4cm wide for symbol buttons. Button spacing is approximately 1cm 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 tab for the target page/section.
- Four operational buttons are located on the right side of each page, separated from the main symbol buttons with a vertical line. Each operational button is approximately 4cm high, 2.75cm wide with a 0.5cm gap between buttons. The operational items included in this book are:
 - *GO BACK TO PAGE 1* is on every page
 - *GO BACK TO PAGE (number)A* is included to get back to the first page in a section from all other pages in that section. The border of this button is coloured according to the section to increase differentiation from the *GO BACK TO PAGE 1* button.
 - *TURN THE PAGE* - replaces *GO BACK TO PAGE (number)A* on the *A* page.
 - *OOOPS* – indicates that something has gone wrong with the communication process. This allows a 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 support the inclusion of 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 20 expanded functions PODD book has default pages that generally suit children 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 an early childhood educational setting or school. 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
 - 07a cat EC (main navigation index with link to early childhood setting section)
 - 09a people EC (includes link to *09c early childhood people* subcategory)
 - 09c EC people (early childhood)
 - 25a EC (early childhood / preschool activities)
 - 25b EC (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
 - 07a categories school (main navigation index with link to school section)
 - 09a people school (includes link to *09c school people* subcategory)
 - 09c school people
 - 25a school
 - 25b school
 - 25c school places
 - 25d school things
 - 25e pencil case
2. **What is the PODD users gender?** Some pages include symbols and/or vocabulary specific to the users gender.
3. **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.
4. **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. Using I LIKE THIS / I DON'T LIKE THIS pragmatic branch starters tends to be more natural, transparent and developmentally appropriate for very 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 also uses less buttons allowing for the addition of other vocabulary on the page. The

default option in this book is I THINK IT'S . The option I LIKE THIS and I DON'T LIKE THIS pragmatic branch starters may be appropriate for younger children or individuals who will more easily understand this more natural branch starter . The alternative pages include:

- 02 like don't like (uses LIKE and DON'T LIKE pragmatic branch starters and links)
- 04a like
- 04b like
- 04c don't like
- 04d don't like
- 05a wrong like (links changed to LIKE and DON'T LIKE)
- 07b cat like (links in main navigation index changed to LIKE and DON'T LIKE)
- Alternative activity displays with links to LIKE/DON'T LIKE: 27 TV like; 28 music like; 29 book like; 30 game like and 45 messy like.
-

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 19 favourite food items and 19 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 fooddrink list (food/drink categories assigned to columns on a LIST)
 - 18 meal list (optional food drink page with links to a LIST instead of food & drink pages)

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)

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 *branches*. 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*, and therefore, making it difficult to interpret the communication intent of key word sentences.
- 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 the 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.
- *Note: I NEED TO GO TO THE TOILET is on page 02 branches in this book. You may choose to move this phrase to 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 the **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 these branches.
- The phrase PACK UP is also included on this page to be used with IT'S TIME TO...

- DO A GROUP ACTIVITY provides a direct link to the school/early childhood sections to instruct / tell children what it is time to do at school/early childhood setting. Delete this item if the child does not attend a group educational setting.
- ONE OF MY STORIES 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 on this page.
- The default pages use the pragmatic branch starter I THINK IT'S ... to express opinions. . An alternative page 02a is provided if you have selected the option to use the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS to express opinions
- The item I NEED TO GO TO THE TOILET is included on page 02 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 deleted/replaced for children who are not as yet using a potty/toilet.

03 show

- Includes vocabulary and links to other pages needed to show things and actions.
- The vocabulary on this page particularly suits a child who has restricted mobility with limited ability to independently get and show objects. The child can provide their partner with hints as to where to look in the environment for the thing 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.
- The sentence WATCH ME may be used to draw a partner's attention to something the child can do. LOOK can be used to cue a partner to attend to the child's 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 their partner could ask to help work out what it is they want to show you.

04 opinions

- The default option uses the I THINK IT'S .. pragmatic branch/ OPINION WORDS category.
- Using the I THINK IT'S .. pragmatic branch, opinion vocabulary is organised across three pages. Pages 04a and 04b include a range of different opinions. 04a also includes a sub-category link to 04c *I don't like this*.
- Vocabulary on 04c is selected with consideration to it being used to explain why a child does not want to do something. There is a link to this page from the message I DON'T WANT TO DO THIS on 05a in the *something's wrong* section.
- The item LET'S DO SOMETHING ELSE has a predictive link directly to the 11 *want/activities* section to suggest an alternative activity.
- 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 section for opinions using the pragmatic branch starters and categories LIKE / DON'T LIKE may be selected when setting up your PODD book in simPODD. 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 option includes a link on *05a wrong* to the *04a opinions* to access additional words to complain (note it links to the first page of opinions section, as opposed to *04c don't like*, as there are words on *04a opinions* which may be required to express dislike). If you have chosen to use the I LIKE THIS/I DON'T LIKE THIS branch starters an alternative page *05a* with a link to *04c don't like* is provided.
- 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 *14 health* section from *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 continual guesses to discover the problem.
- 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 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

- 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.
- There are spaces on the grid to add more specific body parts, e.g. EYELASH, ELBOW. Priority is given to body parts the child may need to complain about.
- Add appropriate gender specific body parts, either to the main page 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 usage patterns of vocabulary 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 that are more directly accessed via a pragmatic branch starter on page *02 branches* are also located on the second page. You may choose to swap the location of a category to reflect the vocabulary usage patterns of an individual child and the availability of more direct links to the section via a pragmatic branch starter.
- 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

- This section includes a full range of wh-question words and predictably associated vocabulary to ask common (key word) questions.
- 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)*, YOU GO HOME? can be interpreted as "Are you going home".
- A direct link to the people section is provided to more efficiently ask common questions about people, e.g. WHERE is (PERSON)?
- ARE YOU OK? is the only whole question in this section. Commonly asked social questions are located, for faster access, on page *01b chat* in this PODD communication book.

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 20 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.
- Personal pronouns and the names of immediate family members and people in frequent contact with the child are included on page *09a*.
- General people words such as BOY, GIRL, BABY, MAN, WOMAN, CHILDREN and other family, friends and professionals in frequent contact with the child are on page *09b*. The names of occupations the child frequently encounters may also be added to this page.
- 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 *09c* pages to add school/early childhood people are included when the school / early childhood setting options are selected.
- You may choose to add other sub-categories to this section for the child who has a large number of family and/or friends who need to be included with a symbol.

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 (personal pronouns, NOT, IT and spatial prepositions).
- 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 20 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
 - used as auxiliaries with other verbs in this section
 - 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, GET, with the prepositions on page *10b*.

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 with a focus on activities within the life experience of young children. Note that

some “home routines” may be accessed via the LET’S GO... (12) SOMEWHERE IN THE HOUSE (17) pathway, e.g. GO to the BATHTUB, GO to BED.

- 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*. Other sub-categories may be required if adding large numbers of additional activities of a particular type e.g. sports, sensory activities.
- Vocabulary is positioned on either page *11a* or *11b* depending on both the frequency of use and the predicably 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.
- More frequently visited places are located on the first page of this section, with less frequently visited holiday destination and entertainment places positioned on *12b*. DOCTORS and HOSPITAL are located on the second page as these words are also located on the first page of the *14 health* section.
- Not all place names are included in the *places* section
 - places found in the house or garden are included in *17 house & garden*
 - transport places are included in *19 transport*
 - school places are included in *25 school*
 - health places are included in *14 health*
 - some special event places, e.g. *circus*, would be included in *13 special events*
 - places of worship are included in the *26 religion* section
 - place names related to animals, e.g. VET, KENNEL, would be included in *21 animals*.

- Fringe vocabulary for 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 13b has spaces to add symbols for local holidays and special events. HAPPY, PRESENT and CARD are intentionally repeated on this page for efficient use with the other vocabulary on this 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, places and the general words SICK and BETTER are on page 14a with the verbs GO, VISIT, HAVE, and SEE/LOOK/WATCH, FEEL.
 - A range of health complaints, sores and illnesses are on page 14b with the predictably associated vocabulary HAVE, GET and a direct link to the 06 *body parts* category to describe the location of an injury/pain.
 - 14c *health things* is sub-categorised from page 14a. This page can also be accessed via a TURN THE PAGE on 14b.
- Suggestions of where to add, child specific, health words are written on the templates.

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.
- Vocabulary for any equipment aids that are worn by the child, e.g. arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place this vocabulary on the first page, 15a, if the item is frequently put on and taken off during the day.
- Predictably associated vocabulary, including a direct link to 24c *colour*, is located on 15a to start sentences including vocabulary from both pages in 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. You will need to manually add the vocabulary and link to any pages you add. There is space to do this on page 015a. If you are not adding any of these pages, you may move more frequently worn / talked about clothes from 15b into these spaces on 15a.
- 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 any thing that does not fit into another category, including personal equipment that is not worn. Vocabulary for things may be included in a number of sections. For example:
 - Things that are generally found at home/school/early childhood setting would be included in those other sections.
 - Things related to specific activities, e.g. sports, games, would be located in the activities section.

- Personal equipment that is worn, e.g. AFOs, splints, is included in the clothes section.
- 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 GO, USE and BREAK / BROKEN.
- There is also a link from *16a* to the BUILD/TOOLS activity display (42).

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), items that open and close, a link to the sub-category *17d outside*, the verbs OPEN, CLOSE, 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 appliances and items that are used with the verbs TURN and/or the prepositions ON and OFF and places and furniture inside the house to SIT ON or position things UNDER.
 - *17c* includes places to GO and SEE outside (in the yard)
 - *17d* includes gardening & nature vocabulary and a link back to *17c outside*.
- The range of possible vocabulary in the HOUSE & GARDEN section includes a large number of nouns. The default button option uses symbol lists, categorised by room, to include a wider range of pictographs for this vocabulary than would be practical to include with only 20 items per page. These lists can be accessed using partner-assisted scanning.

18 food/drink

- The food/drink section in the default option includes
 - *18a* an activity display to interact during mealtimes
 - *18b* to add favourite foods
 - *18c* to add favourite drinks
 - *18b* and *18c* symbol lists
- You may choose to add the words HOT and COLD to pages *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, AIRPORT, the word SIREN (associated with emergency services vehicles) and spatial prepositions to locate 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, CD.
- Character vocabulary needs significant customisation to include the child'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 20 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 of 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).
- *21b* includes pet, bird and reptile vocabulary
- The item BABY ANIMAL is included on *21a* to be used with the names of animals from all pages in this section. Specific names for young farm animals are included in this book.

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 younger children. These concepts are also commonly used in many early childhood educational settings.
- *22a* includes common time concepts, e.g. YESTERDAY, TODAY, TOMMORROW, days of the week, times of the day, NOW, LATE, LATER and SOON.
- *22b* includes words for WEEK, MONTH, YEAR, BEFORE, AFTER, EARLY, THEN, A LONG TIME AGO, HOLIDAY, the seasons, words related to time and predictably associated determiners and adjectives. School age children may require a link from the word CALENDAR to an additional page *22c months* to include 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. 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 shape
 - 24e size
 - 24f numbers
 - 24g feels
 - 24h weather.
- SAME and DIFFERENT are included on the first page in this section as these words are frequently used in combination with vocabulary on the following pages. 24a also includes frequently used vocabulary to describe general attributes.
- 24b includes words to describe how something looks or tastes and DEAD, ALIVE and GENTLE. These words are accessed via *TURN THE PAGE on 24a*

• 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:

- 07a categories with a link to early childhood setting section
- 25a includes common early childhood setting daily routines, activities (with links to associated activity displays), links to the sub-categories *25c outside activities* and *25d make something* and a link to *09c kinder (or change to another appropriate name) people* in the people section. 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 book.
- 25d includes common early childhood outside activities with links to the associated activity displays.

Remember to also engineer the early childhood environment with a range of activity displays accessible for all children to use.

• School pages:

- 07a categories with a link to the school section
- 25a includes daily routine activities and links to the sub-categories *25c school places* and *25d school things* and a link to *09c school people* in the people section.
- 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), from MUSIC to the *28 music* and from COMPUTER to the *46 computer* activity pages.
- 25c includes common places in the school.
- 25d includes school things including writing and drawing tools.

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

- Pages 27 – 46 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. Add ideas of things to make, e.g. sausages, snake, to the list.
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:

- 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.

51 Alphabet

A lower case alphabet display is included in the PODD book for exploration, early writing and spelling activities. The phrases FIRST SOUND, END OF WORD and SPACE are also included on this page.

If required this display could be copied, changed to uppercase and added to the book as *51b*. Remember to put a link from the lowercase display (*51a*) to and from the uppercase display (*51b*).

55 My stories

- These *My Stories* pages are accessed via links on pages *02* and *07b*.
- 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.** 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*). 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.