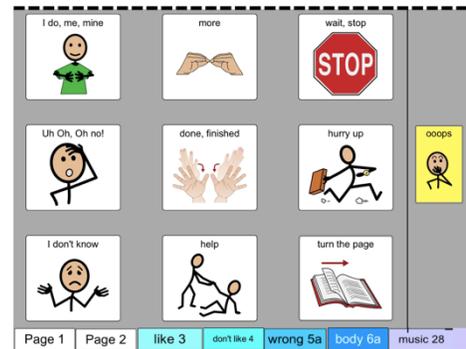


Direct Access – 9 per page early functions



General description

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

This book may also be appropriate for use by:

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

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

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

The *expanded functions* book is usually the preferred option to enable partner use to support a child's understanding. The *9 per page – expanded functions* book has the same navigation, page

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

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

The early functions PODD book is more frequently used with individuals who using pick up and give/show. The individual symbol cards and Velcro to attach the cards to the page double the thickness and weight of the communication book. It is not practical to add the pick up and give/show symbols to all of the additional pages in the expanded functions PODD book (see *Construction file 9 per page – expanded functions pick up & give/show*).

Language

- Vocabulary is included in this book to express a range of pragmatic functions typically seen in the expressive communication of 1-2 yr old children.
 - attention seeking
 - request objects, action
 - request information
 - reject, protest, complain
 - respond/acknowledge
 - inform (draw attention to something)
 - comment on action/object
 - answer
- Vocabulary is included in this book to express a range of semantic meanings typically seen in the expressive communication of children 1-2 yrs of age.
 - Announce
 - Greet
 - Vocative
 - Existence
 - Disappearance
 - Possession
 - Non-existence
 - Location
 - Agent
 - Action
 - Object
 - Recurrence
 - Cessation
 - Rejection
- A limited range of vocabulary is available to express each type of semantic meaning/pragmatic function. There is a focus on selecting vocabulary related to common daily life routines and activities.

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

- Parts of speech represented in this PODD communication book include subject and object nouns, pronouns, Wh-question words, verbs, negative, interjections, adjectives, adverbs and prepositions.
- Predictably associated vocabulary supports the use of up to 2-3 key word sentences. At this stage of language development the children are likely to use this vocabulary as single words. Partners can use this vocabulary to model key-word sentences, expand and clarify the child's messages.
- The symbols in this book primarily represent single words. This allows for multiple meanings to be interpreted from the one symbol. For example, the single word HELP can be interpreted to mean, "Can I help you?"; "I'm helping"; "I need some help", depending on the current context. There are a few symbols representing whole phrases/sentences to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON'T KNOW; HURRY UP.
- Includes pragmatic branch starters to clarify the intent (meaning) of 1-2 word sentences.

Layout

- One page opening with spaces for nine vocabulary items plus separate operational buttons.
- PODD communication book size is *A4 paper landscape*. This book can be reduced in size using scaled printing options if a smaller book is required (see the *Construction file* for details). Scaled (to approximately 69%) or fit-to-page printing allows for the book to be printed on A5 paper
- The page background is light grey to visually highlight the location of the symbol buttons on the page.
- Symbol button size is approximately 5cm high, 5.5 cm wide for symbol buttons. Button spacing is approximately 2.5cm width and 1.5cm height.
- Buttons with GO TO PAGE (number) instructions have a small square in the top right hand corner. The number of the page (darker colours) or the background of the small square (lighter colours) matches the colour of the page tab for the target page/section.
- Operational buttons are located on the right side of every page separated from the main symbol buttons with a vertical line. Each operational button is approximately 4.75cm high, 2.75cm wide with a 2cm gap between buttons. The operational items included in this book are:
 - GO BACK TO PAGE 1 on all pages.
 - GO BACK TO PAGE (number)A included to get back to the first page in a section from all other pages in that section.
 - OOOPS – to indicate that something has gone wrong with the communication process. This allows a communicator to indicate that something is wrong, a mistake has been made, but they require the partner to assist them to identify and fix the problem.
- 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.

Initially operational buttons are primarily used by partners to support the child's operation of the book. Partners are instructed to point to these buttons prior to turning pages when using the PODD book and when they make an error. Frequent models of the use of these operational functions is vital to support the child's learning to independently instruct partners to navigate around their communication book and inform partners of errors. If partners just turn pages the child will have few opportunities to learn how they can direct movement between pages in their PODD communication book. *Children will learn to do what they see others model!*

- **The page numbering and page tab placement in this book includes spaces to enable the addition of pages from the 9 per page – expanded functions book.** This reduces the need to re-make the whole communication book when the child requires access to more vocabulary to express a broader range of communication functions.

The *9 per page – expanded functions* book directly builds on this book, with many shared pages using the same page layout. This reduces the need to re-make the whole communication book when the child requires access to more vocabulary to express a broader range of communication functions. Pages from the *9 per page – expanded functions* book may also be used to suit an individual child's vocabulary requirements. For example, a page link to the ANIMAL pages from the expanded functions book may be added to the WANT section of this book for a child who frequently plays with animals. Remember to make appropriate changes to the operational items in the right hand column, e.g. cover or delete "GO TO CATEGORIES".

Navigation

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

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

Selecting preferences and Optional Pages

The 9 early functions PODD book has default pages that generally suit young children (1-3 years) who have some ability to directly target large areas of a display with their hand. There are also a number of options to add additional or alternative pages/sections to suit varied requirements.

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

- 1. Does the PODD user go to school?** This identifies whether the individual needs additional pages to communicate in their educational setting. Options include:
 - Adding a section for an **early childhood setting (25 early childhood EC setting)**. Select yes to this option if the individual attends kindergarten, preschool or a day care setting. The pages included with this option include
 - Alternative 02 branches EC (includes link to *early childhood setting* section)
 - Alternative 09a people EC (includes link to *09c early childhood people* subcategory)
 - 09c EC people (early childhood people)
 - 25a early childhood
 - 25b early childhood
 - 25c make EC (early childhood)
 - 25d outside EC (early childhood)
 - Adding a section for **school (25 school)**. Select yes to this option if the individual attends school. The pages included with this option include
 - Alternative 02 branches school (includes link to *school* section)
 - Alternative 09a people school (includes link to *09c school people* subcategory)
 - 09c school people (school people)
 - 25a school
 - 25b school
 - 25c school places
 - 25d school things
 - 25e pencil case
 - **No educational environment.** With this option the 25 section is left blank (to add the section if it is required at later.)
- 2. What access method works best for the PODD user?** There are two options for this PODD book, direct pointing and pick up and give/show. Your selection changes the communication book instructions pages.
- 3. Do you want to customise optional pages?** The optional pages in this PODD book include:
 - A. Messy play or building with tools.** This choice between which activity specific displays to include in this PODD book is made to accommodate for only 9 items per page. Including a messy play display is the default setting. Select the activity that is most likely
 - **Default Messy play**
 - 11d make with link to MESSY PLAY
 - 42 messy play (activity specific page to interact when exploring messy play)
 - **Alternative Build with tools** activity specific page to interact when playing or building with tools
 - 11d make with link to BUILD with tools (BUILD replaces MESSY PLAY)
 - 42 build (alternative activity specific page to build with tools)
 - B. Physically active pages.** Vocabulary in the default pages has a bias towards children who have more challenges with movement (one reason to choose only 9 per page).

- Default **Vocabulary for assisted movement**. The default pages include vocabulary in the something's wrong, verb movements and mealtime pages more suited to individual with physical challenges.
- The **optional vocabulary for more independent movement** pages to suit children who are more physically active. The alternative pages include.
 - 05a wrong active (vocabulary to suit children who are more physically active)
 - 05b wrong active (vocabulary to suit children who are more physically active)
 - 10d move active (vocabulary to suit children who are more physically active)
 - 10e move active (vocabulary to suit children who are more physically active)
 - 18 meal independent (vocabulary to suit individuals who independently eat & drink)

Section descriptions

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

01 main/chat

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

02 branch starters

- This is the **main navigation index** in this book. All pages are accessed via the pragmatic branch starters on this page. If making modifications to this page ensure that you maintain all of these navigation links in order to get to other pages in the communication book.
- These pragmatic branch starters indicate the communication intent of the message with predictive links to the pages of vocabulary required to express these intents. Pragmatic branches are essential in this PODD communication book designed to support the use of only 1-3 key word sentences. Identifying the communication intent allows partners to interpret the intended meaning of 1-3 key word messages.
- The addition of DO AN ACTIVITY to the I WANT.. button and ACTIONS/VERBS to the DO SOMETHING button assists partners to discriminate the different vocabulary located in each of these branches, i.e. activities vocabulary in the I WANT branch and verbs in the DO SOMETHING branch. This is particularly useful when partners are using these branches to tell children what they are going to do, as opposed to requesting an activity or action. For example, "It's time to DO AN ACTIVITY" versus "It's time to DO SOMETHING (an action)".
- The item I NEED TO GO TO THE TOILET is included on this page for children who are learning to go to the toilet. You may choose to swap this item with one from *page 01* during the earliest stages of toilet training. This item would be replaced for children who are not as yet using a potty/toilet.
- **All additional pages must be accessible via this page either using an existing branch or by adding a new branch starter to this page.** Alternative *02 branches* pages with links to early childhood or school sections are provided with these options.

03 like

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

04 don't like

- Vocabulary to express negative opinions and complain/protest about something the person does not like.
- The item LET'S DO SOMETHING ELSE has a predictive link directly to the *11 want/activities* section to suggest an alternative activity (because you don't like the current activity).
- Considerable customisation may be required to incorporate the individual child's most common complaints.
- Note that vocabulary to complain about how the child is feeling is included in *section 05 something's wrong*. It is important when making changes to these pages to consider which section, *I DON'T LIKE IT* or *SOMETHING'S WRONG*, will most appropriately and frequently convey the child's communication intent.
- In addition to adding/deleting vocabulary, you can change the words associated with some pictographs to suit the individual/family/peer group style of expressing opinions.

05 wrong

- Vocabulary and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the child.
- As some complaining vocabulary is located in the *I DON'T LIKE THIS* section of this book, there is a link on page *05b* to access these words. Its location on the second page ensures that the communicator has checked the vocabulary available in this section prior to changing pages.
- SICK and HURT/SORE/PAIN 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.
- 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.
- 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. It can be helpful to discuss what upsets the child with key communication partners.
- Vocabulary in the default pages has a bias towards children who have physical challenges. Alternative pages with **vocabulary for more independent movement** to suit the needs of children who are more physically active can be selected from the options.
- 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. 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.

- The main focus of the body parts pages in this book is to provide more specific information about personal complaints. In this book the link to this page is only via the something's wrong branch. Body part vocabulary for other functions, e.g. to play "Where is body part" games, personal care routines, would be included on appropriate activity displays. See the section description **27 – 50 activity displays**.
- A space is available on *06b* to add a child appropriate gender specific body part.

07 no page

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

08 questions

- Includes wh-question words and whole questions commonly used by young children (acquired earlier in typical language development).
- At this stage of language development, children will tend to use single Wh-question words, with the specific meaning interpreted from the context. Partners may use speech alone to finish questions when they are using the PODD book and suggest alternative options to determine a child's specific meaning.
- *Not* is predictably associated with the question words to ask WHY NOT?
- The commonly used question WHERE IS (PERSON)? links directly to the people section to enable the child to fill in the name, e.g. WHERE IS DAD?
- YOU NEED TO TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to the first page for the child to indicate what they are asking. For example, YOU NEED TO TELL ME YES/NO, (*return to page 1, turn the page*) GO .. (*goes to 12*) HOME? Can be interpreted as "Can we go home?" or "Are you going home?" depending on the context.

09 people

- This section will need considerable customisation.
- At this stage of language development, the aim is to add the names of people who are frequently part of the child's daily life. Occupations may be included on the people list.
- Children usually know a large number of people, family, friends, teachers, neighbours, health professionals, etc. Representing every person with a pictograph symbol on their own separate cell with only 9 symbol items on each page would become very cumbersome. The people section therefore includes both separate cells and lists for people's names.
 - Add names to cells for people who have a close relationship or frequent contact with the child.
 - Add names to lists for acquaintances or friends and family who have less frequent contact with the child.
- An additional subcategory is added to the people section for children who attend school/early childhood setting. An alternative *09a*, with a link to *09c school/early childhood setting people*, and *09c* pages to add school/early childhood people is included when these options are selected.

10 verbs

- This actions section links from the DO SOMETHING pragmatic branch starter. It includes vocabulary to instruct/request actions from other people, suggest actions they want to do and tell others what they are doing.
- Includes common early acquired, functionally useful, verb vocabulary and associated words (NOT, ON, OFF, IN, OUT).
- The range of possible action words is huge. This makes it difficult to practically include all the required verbs in the action section with only 9 items per page. Words are prioritised for inclusion in this action word section if they are:
 - frequently used to request actions or give instructions
 - a specific movement the child frequently performs.
- Additional verbs are located in other sections and on the activity displays. This not only increases the efficiency of using predictably associated vocabulary, but also contains the action word section to a more manageable size. For example, the verb READ is included on the book activity display; STIR, TASTE, COOK on the cooking activity display.
- MOVEMENTS the child performs with their body, e.g. ROLL, SIT UP, CRAWL, GRASP, BEND, are subcategorised with a link from 10a to pages 10d *movements* (and 10e via *TURN THE PAGE*). The movement vocabulary in the default pages suits children who have physical challenges. Alternative pages with **vocabulary for more independent movement** to suit the needs of children who are more physically active can be selected from the options.
- Verbs are grouped across the pages in this section according to the type of action and the predictably associated vocabulary available on each page, e.g. PUT, TAKE, and TURN, with the prepositions on page 10b.
- The vocabulary placement in this section is also prioritised for speed of access with consideration to the verbs that are predictably associated with vocabulary on other pages. For example, WANT is on the third page (10c) of actions as WANT is also a branch starter and included in a number of other sections.

11 activities

- The activities section links from the I WANT... pragmatic branch starter.
- The subcategories 11c *toys*, 11d *make something* and 11e *outside activities* are used to organise the large activity vocabulary required to request. Other subcategories may be required if adding large numbers of additional activities of a particular type, e.g. sports, games, sensory activities.
- Note that activity vocabulary is positioned on page 11a or 11b with consideration to the predictably associated verbs WANT and PLAY.
- Many items in this section have links to pages of vocabulary to interact during the activity, i.e. activity specific displays.
- The child may not require all of these items and their associated displays and/or may require additional vocabulary and links to new pages for other activity displays.
- You may select the option to include an alternative 11d *make something page* and associated activity display 42 *build*, replacing the vocabulary item MESSY PLAY and associated activity display 42 *messy play* for children who are more interested in building things with tools.
- When adding vocabulary for different activities, consider whether the child also requires a display to interact during the activity. If they do, consider whether it's appropriate to add the display to the book, for use in multiple environments, and/or to place a separate activity display in the child's environment. If adding a display to the book, ensure that all the *GO TO PAGE (number)* links are in place to enable the child to navigate to that page.
- You may choose to keep a vocabulary item, e.g. BUBBLES, and decide to remove the activity display from the book as the activity does not occur frequently enough to warrant inclusion in

an aid which people carry with them all the time. You may choose to use the book page to create a separate activity display by cutting off the page tag and covering the operational buttons with one button to request their communication book (to enable the child to control their access to vocabulary not included on the activity display). Remember to unlink the page from the vocabulary (e.g. BUBBLES) button to remove the small square with the *go to page number* link.

- When removing activity vocabulary that has an associated activity display, you will also need to remove the associated activity display.

12 places

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

13 - 17 no pages

These page numbers are used for the *special events, health, clothes, things* and *house & garden* categories in the *9 per page expanded function* PODD book.

18 food / drink

- The food/drink page in this book is an activity display to interact during mealtimes.
- Including the names for all the foods and drinks the child experiences with only 9 on a page would require many page turns. Specific food and drink names are therefore included on a list for partner-assisted scanning and partners are encouraged to use the real food/drink objects for the child to select their preference during mealtimes.
- The vocabulary on the example page *18 food/drink* suits children who are assisted to eat. The option to include the page, *18 meal independent*, with vocabulary more suited to a child who is independently eating and drinking may be selected.

20 - 24 no pages

These page numbers are used for the *characters, animals, days & times, feelings* and *descriptions* categories in the *9 per page expanded functions* PODD book.

25 Early childhood setting/school

- For children who attend an early childhood educational setting or school, it is useful to have an additional section in the PODD book to include vocabulary related to this environment. Whilst there is usually significant overlap with vocabulary in other sections, particularly the activities section, it has been found useful to repeat the vocabulary in the one section to assist efficient communication at school/early childhood educational setting.
- The educational setting options are selected when you set up your book in simPODD.
- **Early childhood setting pages:**
 - *O2 branches ec* with a link to the early childhood setting. You may change the label on this symbol link to reflect the name used to refer to the early childhood setting, e.g. pre-school, day care, Jumping Joey's, kindergarten.
 - *O9a & c ec people* to add the names and roles of people to do with the early childhood centre.
 - *25a* includes common early childhood setting routine activities and links to the subcategory *25d outside activities*. SOMETHING TO EAT OR DRINK includes a link to the *18* mealtimes activity display.
 - *25b* includes common early childhood inside activities with links to associated activity displays in the book. The subcategory link to *25c make something* is also included on this page (not on the 'a' page where you would usually expect to find a subcategory link) as experience suggests that partners prefer all of the "inside play activities" on offer at the early childhood centre be offered together on one page as it appears to facilitate children to select the inside activity they want to do without having to turn pages to see all of the options.
 - *25c* includes common early childhood "making activities" with links to the associated activity displays.
 - *25d* includes common early childhood outside activities. *GO INSIDE* is included on this page to enable the child to make this request when they are presented with options of what they would like to do when they are outside and to facilitate the ease for partners to indicate that it is time to go inside when they are outside,
 - You will need to customise the activity vocabulary on these pages to suit the child's early childhood program.
 - Remember to also engineer the early childhood setting's environment with a range of activity displays accessible for all children to use.
- **School pages:**
 - *O2 branches school* with a link to the school section
 - *O9a & c people school* to add the names and roles of people at school.
 - *25a* includes daily routine activities and links to the subcategories *25c school places* and *25d school things*.
 - *25b* includes school subjects with links from ART to the *11c make something* pages in the *activities* section and from MUSIC to the music activity specific pages.
 - *25c* includes common places in the school.
 - *25d* includes school things with a link to PENCIL CASE THINGS on *page 25e*.

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 no page

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

27 – 50 activity displays

- Pages 27 – 46 include a range of activity displays for common early childhood activities. These displays link from the ACTIVITIES section.

Example pages include the following activity displays:

27 TV	to interact when watching TV
28 music	focus on interacting when listening to music, but also includes a list of musical instruments
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	alternative display in <i>options folder</i> for pretend or real use of tools to build
43 water play	to interact during water play
44 dress ups	to interact when playing dress ups
45 messy play	to interact when exploring messy play
46 computer	to interact when playing on the computer

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

Adding / deleting activity displays:

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

50 toilet / nappy

- Select whether to use the NAPPY CHANGING or TOILET activity display.
- Parental feedback suggested placing these displays in a very easy to find position for frequent fast access, so they are positioned as the last activity display in the PODD book.

51 and 55 no page

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

Note that children at this early stage of language development are not using the alphabet for communication. If they can, you need to select a PODD book with more language than is provided in an early functions book). However, they may like to explore or scribble with the alphabet. You can print the alphabet pages from the 9 expanded functions PODD book to use alongside 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.

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