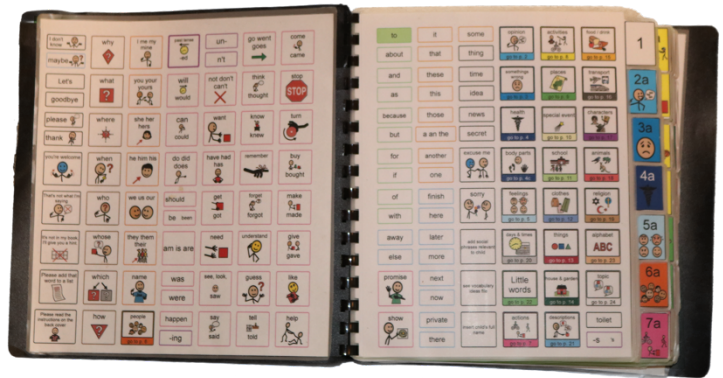


Direct Access

100+ complex syntax

2 page opening



General description

This PODD book was primarily designed for school age children who can accurately point to small, closely spaced, items and require access to sufficient language to (learn to) produce syntactically complete, complex sentences.

In this PODD book:

- Vocabulary is primarily organised into categories.
- Predictably associated vocabulary in every section includes WH-questions, personal pronouns, auxiliaries, verbs, negatives, prepositions, conjunctions, determiners, adverbs, and adjectives, to enable efficient production of syntactically complete, and complex, sentences.
- Predictably associated tense markers and word morphology functions are included in each section, e.g., *UN-*; *RE-*; *-ED*; *-ING*; *-EN*; *-S*; *-ES*; *-‘S*; *-ER*; *-EST*; *-LY*; *-N’T*.
- Irregular past tense words are written on the cell with the infinitive verb.
- Some high frequency words (particularly pronouns, determiners, and prepositions) are represented by the written word alone.
- A spelling display in a QWERTY keyboard layout is included.

This PODD book may also be appropriate for use by:

- 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 adults. (You could change the school section to WORK, UNI or other day placement). If this is done, the symbol and label on *school* category links in all sections of the PODD book would need to be changed to link to the new section.
- Pre-schoolers whose communication, language and access requirements require this complexity of language. The SCHOOL section will need to be changed to reflect the activities in their early childhood educational placement. The symbol and label on *school* category links in all sections of the PODD book would need to be changed to link to the new *kindergarten (early childhood)* section.

The layout and physical make-up of this PODD communication book is two-page opening. A similar complexity of language is available in the 90+ two-page opening plus side panel PODD book.

Consider which style of communication book will most effectively meet the individual's requirements.

- The main navigation (categories) index on the front page and repeated on the 'a page' in every section of the 100+ complex syntax PODD book enables movement between sections. On other pages within a section the communicator would need select GO BACK TO THE 'A' PAGE to access the categories index. The navigation (categories) index on the side panel in the 90+ complex syntax PODD book means the individual can access the categories index from every page in the PODD book.
- An open 90+ two-page opening plus side panel PODD book is wider than the 100+ per page book, requiring a wider range of movement to accurately access small cells.
- Not needing to repeat the navigation (categories) on the 'a' page in every section, creates more vocabulary spaces on the "a" page of each section in the 90+ complex syntax book. However, other pages in each section have less vocabulary spaces (90+ as opposed to 100+).
- Side panels need 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. A stable surface is particularly important for individuals who stabilize their hand on the book page to point.
- A moving side panel can become a sensory distraction for some individuals.
- The two-page opening 100+ PODD communication book has more intrinsic stability but there is a need to return to the 'a page' in a section to navigate to another section.
- The option to construct the 90+ PODD book with the navigation index on the inside cover compensates for instability by removing the side panel but maintains access to the navigation index from all pages. (see the 90+ information file for details on selecting this option).
- The side panel folding over and attaching to the cover with Velcro® holds the pages together for easier carrying. (A ribbon can be threaded through the comb binder of any two page opening PODD book to make a simple handle or shoulder strap.)

Language

- The language and organisation of this PODD book supports the expression of a full range of communication intents.
- The predictably associated vocabulary in this book allows for the production of syntactically complete sentences, including the use of complex sentences (spoken language grammatical development equivalency approximately – 4 ½ yrs plus).
- All 14 grammatical morphemes are included in the book.
- The items in this book primarily represent single words, encouraging the independent construction of novel messages. Word-by-word construction of messages may be slower, but these self-generated messages are usually more varied, reflecting the personality of the individual. Variation in expression can stimulate interest and motivate some partners to interact with the individual more frequently.
- Some social and communication management messages are presented as whole phrases/sentences/questions to support more efficient communication. The primary factor influencing the decision to include a message as a whole phrase is the speed required for effective transmission of that message given the particular environmental and conversational discourse requirements to meet the specific communication intent.
- Single word symbols are often relied on to produce multi-word and compound word vocabulary items, e.g., the symbols ROW + BOAT for *rowboat*; SPACE + STATION for *space station*; FRUIT + SALAD for *fruit salad*.
- The presentation of this PODD book builds on emerging word recognition for high frequency words.
- *Lists* for fringe or new additional vocabulary are located in every section. The individual can request the addition of vocabulary to the list using the PLEASE ADD THAT WORD TO A LIST symbol / phrase on the side panel or page 01.
- Phrases to manage the communication interaction, provide feedback to partners and resolve communication breakdown are on the left side of 01a *main* and repeated for easier access in all sections on the left side of the “a” page (and 01b *chat*) with the main navigation (categories) index.
- The phrases IT’S NOT IN MY BOOK, I’LL GIVE YOU A HINT, IT’S LIKE and HAVE A GUESS are located on “a” pages with the main navigation index in every section. These phrases are 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. The communicator 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.

Layout

- Two page opening PODD communication book. The main navigation index is located on the right side of *01a main* and repeated on the left side of the “a” page in all other sections.
- There are approximately 48 – 90 vocabulary items per page (100plus per 2 page opening) depending on the number of word only and symbol cells on the page.
 - The communication book page size is approximately 23 cm high and 18 cm wide plus the page tag. The open book cover dimensions are approximately 24 cm high and 44 cm wide.
 - Symbol cell size is approximately 2.25cm by 2.25 cm and word only cells are approximately 2.25cm wide and 1 cm high.
 - Symbol cell grid spacing is approximately 0.4cm width and 0.4cm height. Word only cells are positioned 2 together in the space of one symbol cell with a gap height of 0.225 cm between the pair.
- Vocabulary is organised into columns according to part of speech (wh-question word, personal pronoun, verb, preposition, pronoun, determiner, adverb/adjective, and noun), supporting English sentence production from left to right across the page.
- Predictably associated verbs are positioned on the page according to likely usage patterns (word order) in English sentences. Verbs that function as auxiliaries are positioned towards the left of the verb section (columns) to maintain the left to right (top to bottom) movement across the page to construct sentences.
- Symbol cell borders are colour coded according to part of speech to support the location of vocabulary on the page.
 - Wh-question words – brown
 - Subjects – orange
 - Verbs & negative – pink
 - Prepositions & conjunctions – green
 - Determiners & pronouns – orange
 - Adjectives, adverbs & number – blue
 - Nouns - blackVocabulary that can represent multiple parts of speech, e.g., PAINT, use the border colour reflecting the most common usage of the word and the position of the item on that page.
- Cells with *GO TO PAGE (number)* instructions have a background colour matching the colour of the page tab for the target section/category. A small symbol square on top of the *GO TO PAGE (number)* cell includes the name and symbol for the target category/section. A matching symbol is included on the page tab for faster location of the required page.
- Prepositions are represented by written word only, arranged in alphabetical order with the exception of the word, TO. The high frequency word, TO, is located at the top of the column of prepositions, adjacent to verb vocabulary, to increase the efficiency of sentence construction. The background of this cell is coloured green to assist location of this item out of alphabetical order.
- Lists are generally located on the left side of the last page in a section/category. Some sections also include a separate list page, accessed via *GO TO LIST PAGE (number)* instructions, to accommodate for a large number of fringe vocabulary. Grids to print lists onto stickers are located at the end of the list/PDF of pages in simPODD (see the *construction file* for instructions to print and attach list stickers).

Navigation

The main navigation index is located on the right side of page *01 main* and on the left side of the “a” page in all other sections (and *01b chat* if included). The index is accessed from all other pages in a section via the operational command to *GO BACK TO PAGE (number)A*.

Links to most sections/categories in this PODD communication book are located in the main navigation index. The only exceptions to this are the **links to the *people, actions, and descriptions* sections/categories are located at the bottom of every “a” page near the column(s) of predictably associated vocabulary for the corresponding parts of speech.** This encourages people to look for this vocabulary on the current page prior to changing pages. It also supports more efficient movement to the appropriate section when the required vocabulary has not been predicted on that page. All categories/sections are accessible from the “a” page in every section.

Operational cells are included in each section to direct movement between the pages in that section.

- *TURN THE PAGE*
- *GO BACK TO PAGE (number) A*
- *GO TO PAGE (number)* link cells to subcategory pages

(Note that pragmatic branch starters are not included in this PODD book as the communication intent will be apparent within the sentence structure for communicators using this complexity of expressive language.)



NOTE: Select this icon on the top left corner of the screen to view a list of the pages included in this PODD book. Scroll down the list to select a specific page

Selecting preferences and Optional Pages

The 100+ complex syntax has default pages that generally suit school-aged children and teenagers. There are a few options to add additional or alternative pages/sections to suit varied requirements.

When you add this book to simPODD you will be asked two questions.

1. **What is the preferred gender?** Selects the male or female version of *12b clothes* page.
2. **Do you want to customise optional pages?** The optional pages in this PODD book include:
 - A. **Extra chat words.** The default is for quick chat to be only on the front (*01a main*) page of this book. This default page provides only two blank spaces to add personal social phrases. The extra chat words option adds **TURN THE PAGE** on *01a main* to access an additional *01b chat* page that provides many more spaces to add personal social phrases and other messages the individual may like to say quickly (see *01 main/chat* information in the section descriptions of this document). Individuals who have sensory processing challenges may select the extra chat words option to add sensory activities to this page (see *01 main/chat* information in the section descriptions of this document) The alternative pages include:
 - *01a main with chat link (includes TURN THE PAGE to access additional 01b chat)*
 - *01b chat (spaces to add new social interaction / quick chat)*
 - B. **Extra Australian words.** This option includes extra Australian specific vocabulary for states, territories and cities to the places section and Australian specific holidays to the special events section. The alternative pages include:
 - *09d world Australian - includes Australian capital cities and states.*
 - *10b special Australian - includes Australian special event holidays.*
 - *10c special Australian - includes Australian special event holidays.*
 - C. **Optional Religion Page.** The default page for religion includes vocabulary related to a range of religions. This vocabulary not only relates to the individual's personal religious beliefs, but also provides a broad range of vocabulary to discuss religion and talk about world events related to religion. Some individuals and their families may prefer to create their own religion page that reflects their personal beliefs. The optional religion pages provide spaces to create your own page for religious worship. The alternative pages include:
 - *19a religion grid*
 - *19b religion grid*
 - D. **Extra swear words.** This option supports the individual to add their own swear words to the *22 little words* section. Covers to go over the text for the swear words are included to provide added privacy for this vocabulary, i.e., the individual may not want all partners to see this vocabulary in their communication book. A symbol without a text label is on the cover with the text written on the cell underneath (only revealed when the cover is lifted). It is important the symbol to represent the word is not too guessable. It is recommended that you select appropriate symbols to represent each word with the individual. (see the *construction file* for details on how to make a swear page). The alternative pages include:
 - *22b little words swear (spaces for swear words added to page)*
 - *Cover for swear words - sticker – to create a “sealed section”.*
 - *Flap backers – used to construct “sealed section” (see construction file).*

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

- Page *01a left* is attached to the inside front cover (see *construction file* for details). Page *01a right* is the first page of the communication book.
- Includes single word (core) vocabulary to generate messages that are useful to say quickly or in the context of an ongoing conversation or activity – often in relation to another person’s topic, e.g. I DID THAT, WHERE YOU GET THAT?, CAN I SEE IT?, WHEN DID YOU GO?. This (core) vocabulary can also be used to produce common question/sentence starters prior to moving to another section to finish the message. (It is usually more effective to go directly to a section and use the predictably associated vocabulary on that page to reduce page turns in the middle of a sentence.)
- All sections in the book need to be accessible via *GO TO PAGE (number)* links on this page. The main navigation index is located on the right side of this page opening to support the production of multi-word sentences in English word order. Phrases and sentences towards the left side of the page opening are used to start questions and sentences that can be finished using vocabulary on other pages accessed via the navigation index on the right side of the page opening. For example, (beginning on page *01 main*) WHY ARE WE GOING TO *SPECIAL EVENTS* (turn to page *10a*) a *PARTY*.
- Note that there is a slight difference in the position of category/section links on this page to accommodate for the overall layout of this page. The *people* link has moved across to maintain its relative position at the bottom of the column of pronouns. The *actions and descriptions* links remain in their standard positions placing them with other category/section links in the main navigation index. The *little words* link has moved from the third to the first column of the index (under *days and times*) to make room for the word morphology marker –s, ‘s (and the word *TOILET*) in the corner of the page.
- This page includes social phrases that are useful to say quickly or in the context of an ongoing conversation or activity. Two blank spaces have been left on page *01a right* to insert social phrases to suit the individual’s communication requirements. Individuals who have sensory processing challenges may require the addition of the phrase I NEED A SENSORY ACTIVITY with a predictive link to a page including vocabulary for preferred sensory experiences such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET. This vocabulary could be included on an (optional) *01b chat* page or to a new *08 sensory activities* subcategory (if there is a lot of sensory activities vocabulary to be added).
- There is no *01b chat* page in the default option
- An option to add **extra chat words** may be selected when setting up your book in simPODD. The **extra chat words** option adds TURN THE PAGE to (an alternative) *01a main with chat* to access an additional *01b chat* page. The *01b chat* page provides many more spaces to add personal social phrases and other messages the individual may like to say quickly.

Vocabulary for words such as YES, NO, HELLO are not included in the first pages of this book based on the assumption that the communicator will use unaided modes and/or a speech generating device to express these messages more efficiently, e.g., head movements for YES and NO, look plus vocalisation for HELLO. These types of words may be included in other sections for use within sentences. For example, HELLO is included in the *people* section for use within sentences such as “SAY HELLO TO DAD”.

- Communication management phrases are included on the left side of *01 main* and repeated with the navigation (categories) index on the left side of *01b chat* (as for all other ‘a pages’ in all sections of this PODD book.

02 opinions

- This section includes a large range of adjectives and other vocabulary to express opinions. This range of vocabulary provides the individual with more options to select the word they want to suit their mood, humour, preferred image (convey their personality) to different partners in different situations.
- 02a includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary used to start sentences using vocabulary from all pages in this section. Frequently used opinion vocabulary is also positioned on 02a for faster access.
- The remainder of the OPINION vocabulary (regardless of syntactic part of speech) is organised alphabetically across 02b a-n and 02c o-z via subcategory links on page 02a. TURN THE PAGE operational instructions are also included on page 02a and 02b to enable the communicator to look for words when they are unsure of the initial letter. Lists are on both 02a and 02b so that words can be added alphabetically.
- 02b and 02c include the predictably associated vocabulary A; NOT; DON'T; CAN'T; TASTE; SMELL; AND; OR, to be used with opinion vocabulary on these pages.
- Predictably associated word morphology functions PAST TENSE –ED; –ING; –UN; –N'T; –ER; –EST; –LY; –S, –'S are included on all pages in this section.
- A direct link to 05 feelings on pages 02b and 02c enables access to additional vocabulary that may be used to express opinions, i.e., when the required vocabulary is not found in its alphabetical location in the 02 opinions section.
- Adjective vocabulary is also included in other categories to express different pragmatic functions
 - 03 something's wrong – to complain
 - 04 health & body parts
 - 05 feelings – to relate, describe and discuss feelings
 - 21 descriptions – to describe things

It is important to consider how words will be used and view all of these sections to determine the need for vocabulary additions and the most appropriate placement for additional words.

- In addition to adding or deleting vocabulary, you can change the words associated with some symbols to suit the individual/family/peer group style of expressing opinions as required.

03 wrong

- This section includes a range of vocabulary to complain and discuss problems and concerns.
- 03a includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary used to start questions and sentences using vocabulary from all pages in this section.
- There are a number of verbs on 03a, predictably associated with the personal pronouns, to complain about what people do. NOW is included on 03a to demand immediate action.
- Additional verbs to complain are included on 03b (because they did not fit on 03a) with the predictably associated personal pronoun symbol I, ME, MY, MINE and NOT, DON'T, CAN'T repeated on this page to be used between vocabulary on this page..
- Other SOMETHING'S WRONG vocabulary is organised alphabetically on 03b.
- 03b also includes some phrases to quickly relate a complaint. The phrases I DON'T KNOW WHAT I WANT and I DON'T WANT TO TALK ABOUT IT are included to enable the individual to restrict further discussion or continuing guesses about a problem.
- Word morphology functions available vary to suit the vocabulary available on each page opening. 03a includes PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S. 03b includes PAST TENSE –ED; –ING; –UN; –S, –ES; –'S (repeated) and –ER; EST.
- Consider the predictably associated vocabulary and functions available on each page opening when adding or moving vocabulary in this section.

- There is some overlap of vocabulary with other categories to express different pragmatic functions
 - *02 opinions* – to express opinions
 - *04 health & body parts*
 - *05 feelings* – to relate, describe and discuss feelings
 - *21 descriptions* – to describe things

It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and the most appropriate placement for additional words.

- 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., an individual who has frequent reflux may require YUCKY BURP in both sections, someone 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.
- In addition to complaints, this section can include vocabulary for the communicator to suggest solutions to the problem. Being able to suggest solutions is especially useful for individuals who receive personal assistance from a wider range of people.
- An individual who has sensory processing challenges may require the addition of a vocabulary item I NEED A SENSORY ACTIVITY in the *03 something's wrong* section with a predictive link to the page including vocabulary for preferred sensory experiences such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET.

04 Health & body

- Vocabulary in the health section is organised onto separate pages with consideration to the most efficient use of predictably associated vocabulary:
 - *04a* includes words related to health visits (health professionals, places, appointments) in addition to predictably associated vocabulary that may be used to start messages including vocabulary from all pages. Word morphology functions on this page include *past tense –ED; –ING; –UN; –N'T; –S, –ES; –'S*.
 - *04b* includes health procedures, problems, things, illnesses and disability related words. Word morphology functions on this page include *PAST TENSE –ED; –ING; –S, –ES; –'S*. A direct link to *04c body parts* is included on this page. Includes a link to the *LIST* for this section on *04c*.
 - *04c* includes body parts and predictably associated personal pronouns, negation, verbs, prepositions and adjectives associated with body part words. Word morphology functions on this page include *PAST TENSE –ED; –ING; –S, –ES; –'S*. There is a direct link from this page back to *04b sores and illnesses*.
- Spaces have been left on these pages for customisation to reflect individual experiences and requirements:
 - *04a* includes spaces to add health places, professionals, illnesses and/or things which are common to the individual. For example, you may add audiologist and hearing aid for an individual who has a hearing impairment; optometrist, glasses and eye test for an individual who has a vision impairment, Ventolin and asthma, seizure and medication for an individual who has epilepsy, earache for someone who frequently has earaches.
 - *04c body parts*: This section includes written words for *private parts, breast, vagina, penis* plus additional spaces. You may want to add symbols or re-word the labels for these body parts to suit the individual preferences and/or family/peer word usage.
- Consider the predictably associated vocabulary and word morphology functions available on each page opening when adding or moving vocabulary in this section.

05 Feelings

- Feelings words are included in this separate section, primarily to relate information, tell stories and answer questions.
- 05a includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary to start messages using vocabulary from all pages in this section. Predictably associated word morphology functions *PAST TENSE –ED; –ING; –UN; –N'T; –ER; –EST; –S, –'S* are included on 05a. *UN; –N'T; –ER; –EST; –S, –'S* are repeated on 05b.
- FEELINGS vocabulary is organised alphabetically across two pages.
- There is some overlap of vocabulary with other categories to express different pragmatic functions e.g., 02 *Opinions* – to express opinions; 03 *Something's wrong* – to complain; 04 *Health & body parts* and 21 *Descriptions* – to describe things. It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

06 People:

- This section includes people's names, relationship and occupation vocabulary. This section will require considerable customisation. See the suggestions written on the templates.
- 06a includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start messages using vocabulary from all pages in this section. Word morphology functions on this page include *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S*.
- Predictably associated vocabulary on other pages reflects the type of people vocabulary on that page. 06b includes vocabulary to WRITE to people (including the word DEAR).
- A link from 06a goes to subcategories 06c *school people* and 06d *jobs*. TURN THE PAGE operational instructions are also included on page 06a – 06c to enable the individual to look for words when they are unsure of the page location. This also supports a more flexible use of the *LISTS* across multiple pages.
- 06a-c *people* vocabulary is organised into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words, school people.
- 06d *occupation* vocabulary is organised alphabetically. Ensure close family member's occupations are included in this section.
- There are 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 individual.
 - Add names to lists for acquaintances/friends and family who have less direct/frequent contact with the individual.
- Possessive and plural word morphology functions are included on all pages in this section.

07 Actions (verbs)

- A large range of verb vocabulary is included in this section. The vocabulary is subcategorised alphabetically as there are limited meaningful associations that can be used to organise such a large verb vocabulary. All pages in this section can also be accessed via TURN THE PAGE operational instructions. Whilst this is a very slow method to access vocabulary, it does allow communicators to look through this section for a symbol or word when they are uncertain of the word's initial letter.
- The predictably associated vocabulary on 07a includes auxiliaries and verbs used to start sentences including verbs from other pages in this section, e.g. I WANT TO; I THINK I CAN; I AM LEARNING TO These verbs are also repeated in alphabetical order on other pages as people may use the "It starts with ..." alphabetical subcategory link when they have not located (looked for) the verb on the first page of the section.
- Predictably associated prepositions, determiners and adverbs are included on all pages in this section.

- Word morphology functions *past tense* –ed, -ing, -s, and -en, *un-* and the auxiliaries, WILL, AM, IS, ARE, WAS and WERE, negation and -n't are included on all pages in this section.
- There are spaces in each alphabetical listing to add words on list stickers (see the *construction file* for information on printing and attaching these lists).
- Alphabet headings are included to assist people to locate items on the page and remind them that the vocabulary is organised alphabetically. This may also assist with the learning required to access verbs using alphabetical subcategories in the complex syntax electronic PODD page set.
- The words true/truth are included in this section as experience indicates that people look for this vocabulary in the verb category, with the word LIE, even though they are not verbs.
- Individuals who have severe physical challenges may choose to add a *07j movements* subcategory to this section to place movement verbs with predictably associated vocabulary required for physical therapy sessions on the same page. If doing this, on *07a* replace the word PRETEND with the subcategory link to *07j movements* (see information on adding a new subcategory in the *08 activities* section below).

08 Activities

- The activities section uses 3 subcategories to organise the large vocabulary required to request, talk about and interact during different activities.
 - *08c make something*
 - *08d outside activities*
 - *08d sports*.
- Outside activities and sports both link to *08d*. This allows them to share some predictably associated vocabulary. The vocabulary is organised over two pages, *08d* and *08e*. *08d* includes predictably associated vocabulary to construct messages using vocabulary from both pages and the names of more frequently referred to *outside activities* and *sports*. You may need to move vocabulary between the two pages to accommodate for individual activity preferences. The words SCORE, GOAL, POINT, MATCH, TEAM, and BAT/RACQUET/CLUB/STICK are intentionally repeated on pages *08d* and *08e* to be used in combination with the different sports vocabulary on each page. Movement between these two pages is via *TURN THE PAGE* on page *08d* and *GO BACK TO PAGE 8d* on page *08e*.
- *08a* and *08b* include vocabulary for other activities that do not fit into the above subcategories, e.g., *television, reading a book, music, toys*. Predictably associated vocabulary to ask general questions and start sentences using vocabulary from all pages in this section is included on *08a*.
- At this stage of language development, there is an aim to include a wide range of vocabulary for age appropriate activities, including activities the individual may see, hear or talk about with peers and family in addition to their preferred activities.
- Associated vocabulary to interact during the activity is included on the same page as the name of the activity. This results in a larger range of predictably associated vocabulary on all pages in this section, with vocabulary repeated on multiple pages to support more efficient interaction during activities. There are no separate activity displays in this PODD book.
- The available word morphology functions vary depending on the vocabulary included on each page opening. All page openings include plural and possessive 'S'. Verb tense markers are included on all pages including verbs. When adding vocabulary to these pages consider whether you also need to add any related word morphology functions for more flexible use of this vocabulary.
- Some pages include predictive links to directly access subcategory pages in other sections of this book to facilitate more efficient interaction during activities, e.g., *08c make something* includes a link to *21c* to more efficiently access colour vocabulary.
- A separate list, *page 08f*, is available to include the names of specific games, books, songs, TV shows, movies, tapes, and other activities. The suggestion to *GO TO LIST 8f* is associated with some vocabulary items to access more specific vocabulary. For example,

the item MOVIE has the suggestion to *GO TO LIST 8g* to access a list of the individual's favourite MOVIE titles. A general instruction to *GO TO LIST 8g* is also included to access more general activities vocabulary on the lists.

- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the example pages.
- It is also possible to change or add subcategories to accommodate for individual interests. For example, you may choose to substitute *08e sports* with *08e drama* for an individual who is very involved in theatrical activities but not very interested in sports, or add an additional page *08g drama* for someone who needs all of the current pages in addition to a page about drama.
- To substitute a subcategory:
 1. On *08a* edit the link cell for the subcategory you are replacing to change the label and symbol to the new subcategory
 2. Open the subcategory page you are substituting (e.g., games) note any vocabulary you will want to move to another page of the activities section. Then edit this page, changing the vocabulary to suit the new (e.g., drama) subcategory. Note that you will not be able to change the symbol on the page tab in simPODD so you may choose to manually print and paste a symbol tab for the new subcategory onto the existing tab prior to laminating the book.
 3. Add any vocabulary that you still require from the original subcategory onto another appropriate page (probably *8b*) in this section.
- To add a new subcategory:
 1. Open page *08a activities* . In Edit mode,
 - a. select the REST cell and change the symbol and label to the name of the new subcategory (e.g., *drama*).
 - b. Select *Edit* to the right of *Go to Page*,
 - c. *Select Link to New Page*. A list of possible page templates will appear with screen shots of these blank grids. Select your preferred grid.
 - d. Select *Next*, to identify the page position in the book. Scroll down to select *08 activities*
 - e. Select next to Fill in the *Tab Name* for your new subcategory (e.g., *drama*)
 - f. Select *Done*. Note that simPODD will have automatically created a subcategory link cell with a new page number.
 2. Open page *08b activities*. In *Edit* mode, add the label and symbol for REST to a blank cell. Select *Done*
 3. Open the new subcategory page (number shown created at step 1f above). Edit this page.
- If an individual who has sensory processing challenges requires a large range of vocabulary to manage their sensory diet requirements, they may require an additional *08* subcategory page of vocabulary to request and interact during sensory activities. Less vocabulary to request sensory activities can be added to *01b chat*.

09 Places

- At this stage of language development there is an aim to include a broad range of places that the individual may read, write, hear or talk about in addition to places the individual goes.
- *09a* includes predictably associated vocabulary used to start messages using vocabulary from all pages in this section. Word morphology functions on this page include *PAST TENSE -ED; -ING; -UN; -N'T; -S, -ES; -'S*.
- The places section in this book uses 2 subcategories to organise the large vocabulary required to request and talk about different places:
 - *09c shops* – includes retail places such as shops, take away, restaurants, bank and post office. This page also includes vocabulary related to shopping, buying and selling

and a link to shopping things on page 13c (in the *things* category). Word morphology functions included on this page opening include *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S, –ER and –EST.*

- *09d world* – includes space, continent and nationality specific words. You will need to add the specific states and cities relevant to the individual's country. An option is available for a page *09d* page completed for Australia. This page links to *09e* for a list of countries in alphabetical order. The countries on page *09e* should include common travel destinations, family connections and countries in the news. Customisation of the countries included will be required to suit different individuals and nationalities. As the countries are presented in alphabetical order, customisation is likely to involve shifting items on the page. Additional country names can also be added to the list on that page. Word morphology functions included on *09d* and *09e* include *PAST TENSE –ER; 'S; –S; –ES and –AN.* (NB: Asia + -an = Asian).
- Other places vocabulary is organised on pages *09a* and *09b*:
 - Vocabulary for frequently visited or talked about places should be positioned on *09a*.
 - The remainder of the vocabulary is organised onto *09b* according to meaningful semantic associations, e.g., types of buildings, holiday places, nature places, recreational places, educational places, health places, city places. Verbs specifically associated with this vocabulary are also included on this page. The words *BOOK* and *CARD* are located on this page associated with *LIBRARY*.
- Not all place names are included in the *PLACES* section:
 - places found in the house or garden are included in *14 house & garden*
 - transport places are included in *16 transport*
 - school places are included in *11 school*
 - some special event places, e.g., circus, are included in *10 special events*
 - places of worship are included in *19 religion*
 - place names related to animals, e.g., sty, kennel, are included in *18 animal*.

10 Special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events. Customisation of the vocabulary on these pages will be required to suit the individual requirements. Vocabulary suggestions are written on the example pages. Optional pages, *10b and 10c special Australian*, including common Australian holidays and events can be selected during set up.
- *10a* includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start messages using vocabulary from all pages in this section.
- Word morphology functions on all pages with verbs includes *past tense –ED; –ING; –UN; –N'T; –S, –ES; –'S.* Page *10c* has only noun vocabulary so the word morphology functions needed on this page are *plural* and *possessive 'S'.*
- The most frequently occurring or talked about special event, *BIRTHDAY*, is on page *10a*. Other special events are on page *10b* organised into type of special event, e.g., prizes, competition, family events, local holidays and special days, religious ceremony and event words, party words. This page includes verb, preposition, determiner and adjective vocabulary that is predictably used to talk about these special events. Page *10c* includes lower frequency special events and lists to add special events as they occur, e.g., name of a ball, dance or concert.
- The *11 school* category has a separate page (*11d*) for special events that are associated with school.
- The words, *HAPPY, PRESENT, PARTY,* and *CARD* are intentionally repeated on page *10a* and *10b* and *DAY, EVE, NIGHT* and *HOLIDAY* on pages *10b* and *10c* to reduce the need to turn between pages to produce sentences such as *I GOT MY (turn the page) CHRISTMAS PRESENT AT THE CHRISTMAS PARTY ON CHRISTMAS DAY; DID YOU SEE (turn the page) THE FIREWORKS AT THE NEW YEAR'S EVE PARTY?*

11 School

- The school section includes vocabulary to talk about and interact at school.
- 11a includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start sentences using vocabulary from all pages in this section.
- Word morphology functions on all pages with verbs includes *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S*. Page 11b also includes *RE–; –ER AND –EST*.
- School related vocabulary is organised over 4 pages.
 - 11a includes school daily routine activities. Links to the two subcategories 11c *writing and tech things* and 11d *school special events* are also on 11a. Note that the left side of this page includes links to both 06a *people* and the subcategory 06c *school people*, at the bottom of the question words column. The word TEACHER is located at the bottom of the column of personal pronouns.
 - 11b includes school people, subjects and places, classroom places and furniture and personal school and schoolwork things. Some of the subject names include the suggestion, *MAY GO TO PAGE...* to more directly access pages of vocabulary useful to interact during that subject. WORK is intentionally repeated on this page for use with the subjects and schoolwork vocabulary. Includes *TURN THE PAGE* to access vocabulary for producing schoolwork.
 - 11c *school writing/tech things*. Includes a range of vocabulary related to reading, writing, and the use of technology at school and vocabulary that may be required for the subject English. Includes *GO BACK TO PAGE 11C* to access subject names and schoolwork vocabulary.
 - 11d *SPECIAL EVENTS*. Includes vocabulary for a range of special events or activities at school.
- Suggestions for adding vocabulary to this section are written on the templates.

NOTE: It is not possible to delete these school pages in simPODD. If the individual does not require a *section 11* in their PODD book you will need to skip these pages when printing (see *construction file*).

Pre-schoolers using this PODD book

- Due to the language complexity of this PODD book, it is rarely used with preschool age children so there are no prepared templates for early childhood pages.
- If the **individual does attend an early childhood centre** you will need to create pages to substitute the school section with a preschool section. Use the included grid page templates for *100+ complex syntax* layout to create the new pages and the *70 expanded key word, 11 early childhood* section templates to provide ideas for vocabulary selection and placement. Remember to change the symbol and label SCHOOL to KINDERGARTEN (or the name for your early childhood centre) in all navigation indexes (*01a main*, the *'a'* page in every section, *23a & 23b alphabet* and, if included, the optional page 01b chat). Also change the symbol and label SCHOOL PEOPLE on page 06a to *KINDER PEOPLE*.
- If the **individual does not attend an early childhood centre**, then this tab number position would be left blank in the PODD book. Skip the *11 school* pages when printing.

Adults using this PODD book

- If the individual attends a **further education setting, day centre or workplace** you may choose to keep a section 11 for this place. Select to use the school pages when setting up your PODD book in simPODD. You can then edit/modify these pages to suit the vocabulary requirements for your place. Remember to change the symbol and label SCHOOL to (the name for your place) in all navigation indexes (*01a main*, the *'a'* page in every section, *23a & 23b alphabet* and, if included, the optional page 01b chat). Also change the symbol and label SCHOOL PEOPLE on page 06a to (your preferred name for the place) people.

- If the **individual does not regularly attend a specific location**, then vocabulary for the activities and places in their routine would be added to other sections in the PODD book. This tab number position would be left blank in the PODD book. Skip the *11 school* pages when printing.

12 Clothes

- This section includes clothes and things that are worn on the body, e.g., personal aids such as splints, jewellery and grooming (make-up and hair products).
- Page *12a* includes items that are more frequently put on or taken off during the day and predictably associated vocabulary that may be used to start sentences for the whole section. This page has a subcategory link to *12c grooming & jewellery* to access self-care, make-up, hair and jewellery related vocabulary.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFOs, wristband, need to be added to the clothes section. Place this vocabulary on the first page (*12a*) if the item is frequently put on and taken off during the day.
- *12b* includes a range of other clothing and clothing parts (e.g., BUTTON, POCKET) with predictably associated vocabulary to manipulate and use these items. There is a predictable link to the *20c* colours vocabulary and a direct link to *13b swim things* as people often look for this vocabulary with swimwear.
- Page *12c grooming & jewellery* includes direct links to *14c bathroom* to access other personal care/grooming vocabulary and *04c body parts*.
- Word morphology functions on all pages include *PAST TENSE –ED; –ING; –UN; –S, –ES; – and ‘S. –N’T* is also on *12a* and *RE-* on *12c* to re-do hair/make-up.

13 Things

- This section includes any thing that does not readily fit into another category including personal equipment that is not worn. For example, things that are generally found at home, school or kinder would be included in those other categories; things related to specific activities, e.g., sports or games would be located in the *08 activities* section.
- Direct links are included from the *things* section to *12c grooming & jewellery* and *14f tools* as people may look for this vocabulary in the *things* section.
- Vocabulary is organised in the THINGS section across 3 pages according to meaningful semantic associations such as, money things, disability equipment, AAC equipment, swim things, stationary, sewing things, camping equipment, personal technology, photo things, award things, nature things, shopping things, and a variety of other bits and pieces.
- Page *13a* includes most of the predictably associated vocabulary to start sentences and “thing words” that are more frequently used. Other pages include predictably associated vocabulary for words that are likely to be required between other words on that page.
- Word morphology functions on all pages with verbs includes *PAST TENSE –ED; –ING; –UN; –N’T; –S, –ES; –‘S*. All other pages in this section include plural and possessive ‘S’.
- There is an attempt to order “thing vocabulary” according to likely sentence word order. For example, on *page 13b* FIRE and SMOKE are positioned to the left of ALARM to maintain left to right movement to produce FIRE ALARM, SMOKE ALARM. ALARM is above BELL to produce ALARM BELL.
- You will need to customise these pages to add individual personal items and other things related to the individual's interests and experiences. You may also want to move items to different pages to suit the individual's word usage patterns. Consider the predictably associated vocabulary available on each page when adding or moving vocabulary.

14 House & Garden

- At this stage of language development, there is an aim to include a broad range of home vocabulary related to what the individual may read, write, hear or talk about in addition to vocabulary required to instruct others, make requests and interact during daily life activities at home.
- The house and garden section in this book uses 4 subcategories to organise this large vocabulary. Vocabulary is subcategorised based on the place things are located or occur in the house or garden.
 - *14c bathroom and laundry* - contains furniture, equipment and things found in the bathroom, toilet and laundry, including actions related to washing and some things usually found outside such as CLOTHESLINE. Vocabulary for cleaning equipment is also located on this page. A direct link to *12c grooming* is on this page to access vocabulary for other things that may be found in the bathroom.
 - *14d kitchen* - Includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. Predictably associated vocabulary includes a range of cooking and cleaning related verbs, prepositions and adjectives. A link to *15 food / drink* is available on this page to access food/drink vocabulary. At this stage of language development –ER is used in combination with the appropriate verb for many appliance names, e.g., MIX-ER; BLEND-ER.
 - *14e outside* - includes things found in the garden of a house, nature, and gardening vocabulary. Predictably associated vocabulary allows for the construction of complete sentences or questions on this page.
 - *14f tools* - includes gardening and workshop tools
- *14a* has links to all subcategories and the names of rooms in the house. Predictably associated words used to start sentences in this section are also on this page.
- *14b* includes parts of the house, room, furniture, things found in the bedroom and lounge room and non-washing cleaning vocabulary. There is a direct link to *11e writing and tech things* to access vocabulary for other things that may be found in the study. Spaces to add the individual's address and phone number are also included on this page.
- Word morphology functions on all pages in this section include *UN-*; *PAST TENSE –ED*; *-ING*; *-S AND –ES*. *14a* also includes 'S' and all other pages include *–ER*.

15 Food/drink (meal)

- At this stage of language development, there is an aim to include a broad range of food/drink related vocabulary.
- *Page 15a* includes vocabulary to interact during a mealtime and start questions and sentences for all pages in this section. A direct link to *p 14d kitchen* is available on this page to directly access vocabulary for dishes, utensils and cooking. Subcategory links to access *15c fruits and sweets* and *15d vegetables* are also on this page. The word DRINK includes the suggestion *MAY GO TO 15c* to access the names of specific drinks.
- Food/drink items are organised across 3 pages according to the type of food or drink. There is an attempt to place commonly combined food items on the same page, e.g., flavourings and fruit on the same page as desserts and drinks, to combine words such as CHOCOLATE ICE-CREAM; APPLE JUICE; STRWABERRY MILK. Predictably associated vocabulary is included each page according to the food/drink items on that page. The same symbol is used for the verb and adjective referring to how food is/was prepared, e.g., MASH the potatoes and MASHED potato.
 - *15b* includes condiments, meals, meat, fast food, savoury snacks, breads, sandwich fillings and cereals and a direct link to *15d vegetables*.
 - *15c* includes fruit, flavourings, sweets, desserts, cakes and biscuits and drinks.
 - *15d* includes vegetables, herbs, vegetable related condiments and the LIST for this category.
 - Note that SALAD is intentionally included in the fruit section as well as the vegetable section to allow for the combination FRUIT SALAD. The words SOUP and DIP are

intentionally included on both the *15b meals* page and the *15d vegetables* page to use other vocabulary on these pages to describe the type of soup or dip.

- The operational cell **TURN THE PAGE** is included on all pages to enable movement to other pages in this section as vocabulary from multiple pages is often required in the one sentence during the mealtime. This reduces the need to return to a subcategories index to access the words on the following pages. *LIST* spaces are available on both pages *15c* and *15d*.
- Word morphology functions on all pages in this section include *PAST TENSE –ED; –ING; –S AND –ES*. *14a* also includes *–UN; N'T AND 'S*. All other pages include *–ER* to combine with the verb to refer to the equipment performing that function, e.g., *BLEND + ER = BLENDER*.
- A number of symbol spaces have been left on these template pages to include the individual's food and drink preferences. Suggestions for adding vocabulary are written on the templates. Remember to consider the other vocabulary available on each page to produce common messages when adding or relocating vocabulary in this section.

16 Transport

- This section includes any vocabulary related to transport including recreation, water, air, and road vehicles, transport places, vehicle parts, driving, road and railway words.
- Vocabulary is organised across two pages according to meaningful semantic associations. Commonly used transport words and question/sentence starter vocabulary for all pages in this section are included on *page 15a*.
- Most multi-word or compound word items are not represented as single symbols but produced by combining the single words. For example, *MOTOR + BIKE = MOTORBIKE*; *POLICE + CAR = POLICE CAR*; *RAILWAY + STATION = RAILWAY STATION*; *RAILWAY + CROSSING = RAILWAY CROSSING*; *SAIL + BOAT = SAIL BOAT*.
- *16a* includes the word morphology functions *UN-; N'T; PAST TENSE –ED; –ING; 'S; –S and –ES*. *16b* includes *possessive and plural S*.
- *Page 16b* includes an instruction to *GO TO LIST* on *page 15d*, in the food/drink section, to avoid adding another page for Lists in this section.

17 Characters

- Character vocabulary needs substantial customisation to include the individual's favourite story, TV, music and movie characters and personalities. Character vocabulary in this book also aims to include a range of other general character vocabulary the individual may encounter in peer conversations and class discussions. The vocabulary in this section will also be used for creative storytelling and writing.
- Common story and magical characters and things, vocabulary to describe different story or movie genre, e.g., *SCI-FI, FAIRYTALE*, and types of character media, e.g., *BOOK, MOVIE, CONCERT, BAND* are included in this section. Spaces have been left on both pages in this section to add more specific character vocabulary according to the individual's interests and requirements.
- *17a* includes most of the predictably associated vocabulary to start sentences including words from both pages.
- Word morphology functions on *17a* includes *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S*. *17b* includes *plural and possessive 'S'*.

18 Animals

- This section includes any vocabulary related to animals including animal names, places, things, body parts, and actions. Vocabulary is organised over four pages according to type of animal/vocabulary.
 - *Page 18a* includes predictably associated vocabulary to start sentences and questions for the whole section and nouns related to pets. Spaces are included on this page for the names of the individual's pets and anything associated with their care. Pets not

owned by the individual, but frequently talked about, e.g., a neighbour, family member or friend's pet, may also be included in this section. Should the individual have little contact with any pets, commonly seen or talked about animals may be moved from other pages onto the first page. Note that the word VET is included in the personal pronouns column on the left side of this page opening (just above the category link to *06 people*). Subcategory links to *18c zoo & water animals* and *18d animal places and body parts* are also located on this page.

- Page *18b* includes more pets, farm animals, birds and insects
- Page *18c* includes predictably associated vocabulary, marine, reptile, Australian, zoo/wild animals.
- Page *18d* includes additional wild animals, places animals live, animal body parts and relevant predictably associated vocabulary. Note that the words BEE and SPIDER are intentionally repeated on this page to produce the words BEEHIVE and SPIDERWEB.
- Word morphology functions included on *18a* are *PAST TENSE –ED; –ING; –UN; –N'T; –S, –ES; –'S*. Other pages include plural and possessive S.
- All pages in this section can be accessed via TURN THE PAGE operational instructions on pages *18a, b & c*. Faster access to pages *18c* and *18d* is also possible via subcategory links from page *18a*. A direct link to *18d animal places, body places and list* is available on all other pages in this section in order to produce sentences combining these words with an animal name.
- A wide variety of animal symbols are included in this section as animal stories, study and discussion is common in school curriculum. You may choose to move some of the more fringe animal vocabulary onto a list to reduce the number of pages in this section.

19 Religion

- The choice to include a section on religion and the range of vocabulary included varies depending on the religious beliefs of the individual and their family. At this stage of language development, vocabulary to refer to or discuss religion and religious events beyond the individual's religious beliefs or actual experiences of religious worship is recommended. Individuals frequently need religious words to refer to the religious ceremonies of friends or to discuss what is happening in the news.
- Individuals and their families may:
 - Choose not to include this section. In this case, the names for common places of worship may be included in the *09 places* section and commonly referred to ceremonies may be included in *10 special events*. This option leaves a gap in the book page numbers.
 - Choose to include the default religion section. This default option includes general religion vocabulary related to a range of religions.
 - Require a religion section that reflects their personal religious beliefs and experience of religious worship. This option can be selected during the set-up of this book in simPODD. These *19 RELIGION* page grids provide blank spaces that are customised to specifically suit individual requirements. Suggestions to assist in the selection of vocabulary are written on these grids.

20 Days & Times

- This section includes vocabulary related to time.
- Page *20a* includes frequently used time concepts and vocabulary to refer generally to when something will happen or has happened.
- Page *20b* includes days of the week, months of the year, WEEK, FORTNIGHT, MONTH, YEAR, seasons, and vocabulary related to time, including numerals to tell the time and date. Space is also provided to add the individual's date of birth and the current year.
- Predictably associated vocabulary and word morphology functions are included on both pages.

21 Descriptions

- This section includes a large range of conceptual language used to describe things, people and the weather. Consideration of the learning occurring in school educational curriculums, particularly maths, influences the vocabulary included in this section.
- Weather words are included in this section because we describe the weather.
- Word morphology functions in this section include *PAST TENSE –ED, -ING, UN-, -N'T, 'A; -S; -ES; -ER; -EST; -LY; Y.*
- Three subcategories are used in this section: *21c colour, shape & size, 21d numbers & measurement* and *21e weather*
 - **21a** includes vocabulary to start questions and sentences using vocabulary from all pages in this section and the links to the three subcategories. SAME, DIFFERENT, are included on this page as these words are more frequently used in combination with the adjectives on other pages.
 - **21b** includes a range of adjectives to describe the smell, taste, look, sound, feel, and general attributes of people and things.
 - **21c** includes vocabulary to describe colour, shape & size attributes. Predictably associated vocabulary includes words commonly used with colour and shape descriptors when drawing or writing.
 - **21d** includes vocabulary to describe size, number and measurement. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during educational activities (mathematics) to develop size, number, money, and measurement concepts.

NOTE that only the numbers 0-9 are included on the *21d numbers* page. People in the communicator's environment often require explanation of why they need to learn to combine numerals (0-9) to produce numbers beyond 10. Partners frequently suggest that it is easier for the individual to use a display with whole numbers to 20 or 30 without considering the impossibility of presenting whole written numbers for every number to 100 (or 1000) on a communication display. It is often necessary to explain the importance of 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.

- **21e** includes a range of vocabulary to describe and discuss the weather and weather reports and a direct link to *20 days and times*. Vocabulary for weather related natural disasters is also included in the weather subcategory.
- There is an attempt to place vocabulary that is frequently used together on the same page to facilitate ease of sentence production and participation in common educational activities, e.g., size, colour and shape words are on the same page with size words towards the left, colour in the middle and shape on the right side of the page to produce messages such as THE BIG LIGHT BLUE CIRCLE moving left to right across the page in English word order. Opposites are on the same page in adjacent locations, e.g. "Do you want to go FAST or SLOW?" *21c colour, shape & size* includes a direct link to the subcategory *21d* to access number vocabulary. *21d numbers and measurement* includes a direct link to the subcategory *21c* to access size, colour and shape vocabulary.
- Adjective vocabulary is also included in other categories to express different pragmatic functions:
 - *02 opinions* – to express opinions
 - *03 something's wrong* – to complain
 - *04 health & body parts*
 - *05 feelings* – to relate, describe and discuss feelings

It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

22 Little words

- This section includes a range of determiner, preposition, adjective, adverb and noun vocabulary used to build sentences. This vocabulary is also included in other sections as predictably associated vocabulary. It is generally not recommended to take the extra time to navigate to this section to locate a little word during interactive communication. During interactive communication the discourse is usually supported more effectively by omitting the word if it is not in the predictable associated vocabulary in the current section. When using the PODD book to write, the time constraints of conversational discourse are not present and written language is supposed to be more grammatically correct. Therefore, this section is used more frequently when the individual is using their PODD book to write (partner transcribing written words). It is positioned near the alphabet pages in the book for ready access when spelling or learning to spell.
- “little words” are organised alphabetically across two pages. Alphabet headings are included to assist location of words on this visually busy page. Spaces in each alphabetical listing are available to add additional list words on stickers (see the *construction file* for instructions).
- *Page 22b* Includes vocabulary to produce common compound words with ANY-; EVERY-; NO- SOME-; & -EVER and list spaces to add additional words.
- The option to use an alternative page *22b little words – swear* with a “sealed section” for swear words is included and can be selected when adding this book in simPODD. See the *construction file* for information on how to make a “sealed section”.

23 Alphabet

- QWERTY keyboard layout spelling displays:
 - *23a lowercase*
 - *23b uppercase*
- The spacing of the QWERTY layout covers both pages. This requires movement of the navigation index to the bottom of the page. The letter cells are coloured to highlight the location of these items on this very busy display.
- Includes common little words and word beginnings and endings to increase speed of spelling. Punctuation symbols, and some useful, spelling-related phrases to inform and instruct the partner are also included on both pages.

24 Topic

- School age children frequently require topic-specific vocabulary to participate in class discussions, assessment and writing tasks on a current topic or theme, e.g., Ancient Egypt, dinosaurs, space travel, human digestion. As education is focussed on extending world knowledge, the vocabulary introduced in school topics is mostly rarely used, extended fringe vocabulary in other situations. As the PODD book is designed to support the individuals communication at any time in their daily lives, vocabulary that is frequently used is prioritised to be in the faster to access locations of the book. Rarely used fringe vocabulary is located in slower to access symbol cells or on LISTS in a PODD book. This is appropriate for daily communication but can make this vocabulary slow to access when studying. Topic specific displays increase the speed of communication on the topic during the period of time it is a focus for educational study. It is critical that any new vocabulary that is added to a topic display is also added to main pages (usually a LIST) in the book.
- Including topic specific pages of vocabulary in the PODD book, as opposed to on a separate display, has the advantage of enabling easier access to use other vocabulary items in their book with the topic specific vocabulary. For example, it is useful to have access to the *food/drink* section when discussing the foods the ancient Egyptians ate, or to all sections of the book for a creative story about a young pharaoh time travelling to 2024.

- Grids that contain some common core vocabulary and spaces to fill in with topic-specific words are included in this resource.
- To enable topic pages to be easily changed when the class topic changes, only the left side of page 24a is laminated (onto the back of the right side of page 23b). The other pages are put into plastic letter files (see *construction file* for details).
- 24b has longer cells on the left side. This is done to accommodate for long written words without symbols. Topics usually include some low frequency, fringe, vocabulary that have no existing symbols and/or is not easy to represent with a graphic symbol. If the individual has the ability to recognise the written word, no symbol is included for these items and the extra length allows for a larger font size to be used.
- Some individuals keep previous topics in another folder. Other individuals may need access to multiple topic pages. If multiple topic page are to be placed in the book you will need to make an index on 24a to get to the pages for each topic.

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 top of the page for a contact number to be added to facilitate the return of a lost communication book.

Lists for stickers:

These pages include only the lists for printing onto A4 stickers. These pages are positioned at the end of the list of pages and (and exported PDF file) in simPODD. See *construction file* for the use of these stickers.