

## Direct Access – 36 key word, 2 page opening plus side panel



### General description

This PODD book was primarily designed for children who can accurately point to medium size symbols with a finger or pointing tool. The organisation and language complexity of this book is designed to support individuals learning to:

- Communicate a full range of intents (including to question, relate information, tell stories, express ideas, narrate play, instruct, request, answer, express opinions and complain).
- Express vocabulary commonly experienced in their daily lives. The vocabulary included in the example templates has a bias towards the interests of younger children approximately 2-5 years.
- Combine words to produce 2-4 key word sentences.

This book may be used to expand the language available to individuals who have previously used a one-page opening PODD book or to introduce aided language to individuals who have not previously used a PODD communication book.

This PODD book may also be appropriate for use by:

- Communication partners to support an individual's understanding of their partner's messages provided they can see and follow the partner's point to symbols on a visual display of this size and complexity.
- 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.
- Individuals who require a smaller or larger display size with the same complexity of language and communication. The size of this book can be modified using a printer with scaled printing options

The layout and physical make-up of this PODD communication book is two-page opening plus a side panel. A similar complexity of language is available in the 20 per page one-page opening book and the 40 key word two-page opening book. Consider which style of communication book will most effectively meet the individual's requirements.

## Considerations for selecting a two-page opening plus side panel PODD book

- The *36 two page opening plus a side panel* book does not use pragmatic branches to navigate due to the availability of the categories index on the side panel. This style of book is therefore only recommended for individuals who routinely produce sentences including sufficient syntax (3+word sentences) that they no longer need to indicate the communication intent in order to clarify the specific meaning for most of their messages.
- In the *20 expanded functions one-page opening* book, the pragmatic branch starters are obligatory in the pathway to access most vocabulary in the book. This obligatory use of the pragmatic branch starters can assist partners and individuals at the earliest stages of learning to use pragmatic branch starters to clarify the communication intent of 1-3 word sentences.
- In the default *pragmatic branches* version of the *40 key word two-page opening* book, pragmatic branch starters are on the first page of the book but the categories section can also be accessed via TURN THE PAGE. This reduces the obligatory use of the pragmatic branch starters and can result in less intelligible communication (without clarifying the intent) of 1-3 word sentences. Optional pages are included to make categories versions of the *40 key word* book without pragmatic branch starters. The categories version would only be selected for individuals who routinely produce sentences including sufficient syntax (3+word sentences) that they no longer need to indicate the communication intent in order to clarify the specific meaning of 1-2 key word messages.
- The main navigation (categories) index in the *20 one-page opening* PODD book is located in separate sections. It is necessary to turn to the *categories* section to navigate between sections in the communication book. The presence of the navigation (categories) index in every section in the *40 key word* PODD book enables more efficient movement between sections. The navigation (categories) index on the side panel in the *36 key word* PODD book enables faster movement to other sections from all pages.
- The *20 one-page opening* PODD book includes separate activity displays, the *36* and *40 two-page opening* PODD books do not. Vocabulary to interact during an activity is included in the predictably associated vocabulary in the activities section. However, with only 40 or 36 items on a page opening, some less frequently used vocabulary available on some activity displays in the *20 expanded functions* PODD book, may need to be on a list in the *36* and *40 key word* books.
- Individuals who rely on sliding their hand across the page to point may get their hand caught on the binding in the middle of the page of the two-page opening PODD communication books.
- There are additional sensory distracters in the two-page PODD communication books (page tags on side, binder in the middle, can easily turn pages). A one-page opening PODD communication book may enable increased focus on communication for some individuals.
- The side panel needs to be well supported by a surface or hand. Instability of the communication book surface can be frustrating as pointing becomes more challenging and less intelligible. One and two-page opening PODD communication books without side panels have more intrinsic stability.
- The symbol number, size and spacing in the *20 per page one-page opening* PODD book results in a less complex visual display. This layout also requires less accurate, graded, motor skills to intelligibly point to the individual symbols.
- Two-page opening PODD books fold to a smaller size when the book is closed. They are also generally lighter, given a similar vocabulary, than the one-page opening PODD books. This results in a smaller, more convenient size to transport making it easier for some individuals to independently carry their communication book (a ribbon can be threaded through the comb binder to make a simple handle or shoulder strap).

## Language

- Vocabulary is included in this book to express a range of pragmatic functions typically seen in the expressive communication of 3-4 yr old children. These functions include, request object, action, assistance, cessation (stop, finish) and recurrence (more, again), ask questions, give opinions, comment, complain, reject, protest, express feelings, label, describe, respond/acknowledge, answer, inform (draw attention to something), relate information about present, past and future events, tell stories, narrate imaginative play and instruct.
- Vocabulary is included to express a range of semantic meanings typically seen in the expressive communication of children 2 – 3 yrs of age.

Vocabulary for words such as YES, NO, HELLO, THERE, is not included in this PODD communication book based on the assumption that the individual will (be learning to) use unaided modes or a speech generating device to express these messages more efficiently, e.g., pointing in the environment, head movements for YES/NO, look plus vocalization for HELLO. These words can be added to the first few pages of a PODD communication book if an individual requires aided symbols for this type of vocabulary. Symbols for YES and NO could also be added to the side panel

- Vocabulary is organised into sections based on communication function, part of speech and/or semantic grouping. The range of vocabulary included to express each type of semantic meaning, focuses on vocabulary encountered by children in their daily life routines, environments, play and educational activities.
- Parts of speech represented in this PODD communication book include Wh-question words, subject and object nouns, pronouns, verbs, negatives, interjections, adjectives, adverbs and prepositions.
- Predictably associated vocabulary supports the use of 3-4 key word sentences. More complex sentences would usually require turning to multiple pages. (NOTE: if communicators are routinely using all of the predictably associated vocabulary in multiple sections of this PODD book, with the partners not being able to expand sentences without moving between categories, it indicates that the individual may need more language – consider moving to the *48 expanded key word* book).

Auxiliary verbs, articles and grammatical morphemes are not included for this PODD communication book. While these syntactical forms are typically emerging in verb and noun phrase elaboration at this stage in spoken language development, their use in aided language forms tends to be acquired at a later stage even when they are available for use. This is possibly due to the additional effort and time required to access each item on an aided language display, reducing both the models of their use and increasing the tendency to only include words that add substantially to the partner's understanding of the message. Given the space limitations of only 36 items per page opening it was decided not to include these items on every page at this stage.

- The wh-question words WHY, WHAT, WHERE, WHEN, and WHO and YOU NEED TO TELL ME YES OR NO are included in all sections with the main navigation index. HOW and WHICH are located on *01b* and in other sections as required for use with the specific vocabulary in that section, e.g., HOW is located in *20a descriptions* and *20e numbers* to ask questions such as HOW FAST?, HOW OLD?, HOW MUCH?; HOW MANY?

- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT is positioned on the front page adjacent to the main navigation index on the side panel. This symbol is used to extend the range of vocabulary available by encouraging the partner to guess at the required word when provided with an associated word. Using this phrase, the communicator indicates that the next word 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.
- Lists for fringe or new additional vocabulary are located in every section.
- The symbols in this book primarily represent single words. This allows for multiple meanings to be interpreted from the one symbol and combination with other words to express the message more precisely. For example, a phrase "IT'S MY TURN" can only be used to request, demand or identify that it's the communicator's turn. The single word TURN can be interpreted from the context (or combined with other words) to express TURN IT (around/over), tell someone to TAKE TURNS, ask WHO TURN, etc. A few symbols representing whole phrases/sentences are included to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON'T KNOW; EXCUSE ME; I'M SORRY. I WANT TO DO WHAT THE OTHERS ARE DOING.

## Layout

- Two page opening with a side panel PODD communication book. The main navigation index is on the side panel so it is accessible from every page.
- There are spaces for 18 items on each page (i.e., 36 items per two page opening).
  - The communication book page size is approximately 21.5 cm high and 13 cm wide plus the page tag. The open book cover dimensions are approximately 23 cm high and 50 cm wide.
  - In simPODD both the left and right side of a page opening are printed on an A4 sheet of paper. There is a line in the middle of the page to cut the paper into the two pages (see *construction file* for details).
  - Symbol cell size is approximately 3.25cm wide, 3cm high.
  - Symbol cell grid spacing is approximately 0.4cm width, 0.5cm height.
- 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.
- 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 – black

Vocabulary 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.
- Other operational commands (e.g., *TURN THE PAGE; GO BACK TO PAGE (number)*) have a thicker border.
- 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 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 accessible from all pages on the side panel. This allows for efficient movement to multiple pages to construct a message.

The links to most categories/sections in this book are located on the side panel. This decision was made to support newer users of PODD communication books to locate vocabulary by reducing the number of places they need to look for the navigation cells. The exceptions to this are:

- *05 feelings* link from the *02 opinions*, *03 something's wrong* and *20 descriptions* sections. This subcategorization of *05 feelings* maintains the number of items in the main section/categories index at 18.
- When an *11 school* or *early childhood setting* section is included, *13 things* is subcategorised from *12 clothes & things*. This is done to maintain the number of items in the main navigation index at 18. The appropriate side panels are provided based on the options you selected when setting up your PODD book in simPODD.
- Alphabet pages are subcategorised from the *school* or *early childhood* setting section.
- If *09c religion* is included in this PODD communication book, it is subcategorised from *09 places* with an additional link from page *10b special events*.

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: 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 36 key word PODD communication book was primarily designed for individuals who can accurately point to medium size symbols with a finger or pointing tool. There are also a number of options to add additional or alternative pages/sections to suit varied requirements.

When you add this book to simPODD you will be asked a number of questions to identify preferences to suit different individuals. Sometimes the final pages included in your book will depend on the combination of options selected.

1. **Does the individual go to school?** This identifies whether the individual needs additional pages to communicate in an early childhood educational setting or school. Options include:

- Adding a section for an **early childhood setting (11 early childhood EC setting)**. This is the default option. Select yes to this option if the individual attends kindergarten, preschool or a day care setting. The pages included with this option include
  - 00 side panel EC (alternative side panel with link to early childhood setting)
  - 06a people EC (includes link to early childhood people page)
  - 06c early childhood (includes early childhood people)
  - 09a places EC (includes early childhood place)
  - 11a early childhood
  - 11b early childhood
  - 11b early childhood with alphabet (includes link to optional alphabet pages)
  - 11c make early childhood
  - 11d outside early childhood
  - 11e early childhood list
  - 11f alphabet EC
  - 11g alphabet EC
  - 12a clothes EC (includes link to the 13 things section – removed from side panel index)
- Adding a section for **school (11 school)**. Select yes to this option if the individual attends school. (You may also select and customize this section for adults who attend a day placement or workplace). The pages included with this option include
  - 00 side panel school (alternative side panel with link to school)
  - 06a people school (includes link to school people page)
  - 06c school people (includes school people)
  - 09a places school (includes school place)
  - 11a school
  - 11b school
  - 11c school
  - 11d school equipment
  - 11e alphabet
  - 11f alphabet
  - 12a clothes school (includes link to 13 things – removed from side panel index)
  - 21a topic (to add class theme / topic specific vocabulary)
  - 21b topic (to add class theme / topic specific vocabulary)
- **No educational environment.** With this option the 11 section is left blank (to add the section if it is required later). The 00 side panel includes both a direct link to 12 clothes and the link to 13 things.

2. **What is the preferred gender?** Some pages include symbols and/or vocabulary specific to the users gender.

3. **Do you want to customise optional pages?** The optional pages in this PODD book include:

- A. Option to replace the toys subcategory with a **sports subcategory in the 08 activities section**. The default option is to have a toys subcategory to suit the common activities of younger children. The alternative pages include:
- 08a activities with sport (includes link to 08e sports)
  - 08b activities with sport (toys moved onto this page)
  - 08d outside with sport (includes link to 08e sports page)
  - 08e sports
- B. **Option to add a religion section**. The default option is to not have a religion section (can add the name for the individual's place of worship in the places section and vocabulary for relevant religious events or ceremonies in the special events section). The religion section is added to the book as a subcategory in the *09 places* section. At this stage of language development, the religion section is only included when religious worship is a regular part of the individual's life. Not having a separate section number makes it easier to add/delete this section without affecting the page tab spacing. The alternative pages include:
- 09a places religion (includes the link to the religion page)
  - 09a places religion EC (includes the link to the religion page plus Early Childhood)
  - 09a places religion school (includes the link to the religion page plus school)
  - 09c religion
  - 10b special events religion (includes the link to the religion page)



## 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.

### 00 side panel

- Items on the side panel are accessible from all other pages. The side panel in this PODD book includes items to navigate between sections (categories) and back to page 1.
- An alternative side panel is used when a school or early childhood educational setting section is selected. (See description in *Navigation* above)

### 01 main

- Includes words and phrases that are useful to say quickly or within the context of an ongoing conversation or activity.
- Page *01a left* is attached to the inside of the front cover (see *construction file* for details). Page *01a right* is the first page of the communication book.
- The left side of *01a* includes:
  - Phrases to introduce a message, e.g., I'M ASKING A QUESTION; I'M TELLING YOU SOMETHING; I'M TELLING A STORY; LET'S PRETEND; I HAVE AN IDEA; I WANT TO SHOW YOU SOMETHING; IT'S TIME TO/FOR.; IT'S A SECRET. These phrases perform a similar function to pragmatic branch starters, but only "I'M ASKING A QUESTION" has a predictive link to another page (as the main navigation index is on the side panel). Use of these phrases is optional when the individual routinely uses 3-4 key word sentences. Note that the links to express *Opinions* and *Something's wrong* are accessible from all pages on the side panel.
  - There are no tense clues in the *01main* section in this PODD book. The communicator would need to navigate to the *19 days & times* section (using the index on the side panel) to set the time frame for partners to change the verb tense.
  - Words and phrases to support social interaction and communication, e.g., UH OH; GOODBYE; I'M SORRY; PLEASE; I DON'T KNOW. Note that I DON'T KNOW needs to be positioned on the front page to provide an efficient alternative to answer direct questions or express a difficulty understanding others or knowing what to do.
- The right side of *01a* includes:
  - Single word vocabulary that is useful to say quickly or in the context of an ongoing conversation or activity.
  - This vocabulary can also be used to produce common sentence starters prior to moving to another category to finish the sentence. Some of these sentence starters may also be used, instead of pragmatic branch starters, to express communicative intent, e.g. "I WANT"; "I GO".
  - Phrases for messages that need to be said quickly, e.g. "I NEED TO GO TO THE TOILET".
  - The hint IT'S NOT IN MY BOOK. I'LL GIVE YOU A HINT. This item is located in the far right column so that it is close to the main navigation index on the side panel which is used to access vocabulary to provide the hint.
- *01b main* includes:
  - WH-question words and phrases and YES/NO question marker with predictably associated vocabulary to ask common questions. The "I'M ASKING A QUESTION" pragmatic branch starter links to this page. "WHERE IS (person)?" includes a predictive link to *06 people* to finish the question with the name of a specific person.
  - Single word vocabulary to generate messages to take a quick turn, to contribute to conversations – often in relation to another person's topic, e.g. I DID THAT; WHERE DID YOU GET THAT?; CAN I SEE IT?; WHEN DID YOU GO?; I WANT IT.
  - Note that WH question words and the YES/NO question marker are predictably associated on the 'a page' of all sections in this PODD book. A communicator can



navigate directly to the required section using the category links on the side panel to ask questions requiring specific content vocabulary, e.g., *food/drink (15)*, *WHAT will WE HAVE for DINNER?*

## 02 opinions

- This section includes a range of adjectives and other vocabulary to express opinions.
- Includes a link to *05 feelings* to expand the range of vocabulary available to express opinions about how people are feeling, e.g. I THINK HE (*GO TO 05 feelings*) *WORRIED*.
- Predictably associated vocabulary to build 3-4 key word sentences and ask questions related to opinions is organised into columns according to syntactic part of speech.
- *Opinion* vocabulary is organised semantically across two pages.
  - *02a* includes more frequently used opinion vocabulary including vocabulary that is often used with the word TRY, e.g., NICE TRY. You may want to swap the individual's favourite opinion words onto this page.
  - *02b* includes additional opinion vocabulary. More “negative” opinions are placed on the left side and more “positive” opinions are placed on the right side.
  - The contrasting vocabulary pairs DIFFICULT/EASY and RIGHT/WRONG are positioned in the far right column.
- Adjective vocabulary is also included in other sections 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

There is some repetition of vocabulary between these sections to assist location and efficiency to express the same vocabulary for different purposes. 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/deleting vocabulary, you can change the words associated with some symbols to suit the individual/family/peer group style of expressing opinions.

## 03 wrong

- This section includes a range of vocabulary to complain and discuss problems and concerns.
- Includes a link to *05 feelings* to expand the range of vocabulary available to complain.
- Predictably associated vocabulary to build 3-4 key word sentences to complain and ask questions about complaints is organised into columns according to syntactic part of speech.
- *Something's wrong* vocabulary is organised semantically across two pages.
  - *03a* includes common complaints vocabulary and predictably associated vocabulary that is used to start sentences using words from both pages in this section.
  - *03b* includes additional complaints vocabulary and phrases to express common complaints.
- Young children cannot always specifically identify what is causing them to feel upset. The I DON'T KNOW WHAT'S WRONG phrase is useful to enable the communicator to express that they are just upset but cannot tell you why. It provides the communicator 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 individual with key communication partners.

- Predictive links to *04c body parts* are associated with HURT, SORE, PAIN and BUMP, BRUISE. There is no predictive link associated with SICK because it is relatively easy to access the *04 health* section from the side panel categories index.
- There is some overlap of vocabulary with other sections 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

There is some repetition of vocabulary between these sections to assist efficient location to express the same vocabulary for different purposes. 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, an individual 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.
- Individuals who have 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 a page of preferred sensory experiences such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET added to the *08 activities* section.

#### **04 Health & body**

- A direct link to the subcategory *04c body parts* is included on *04a* as the body parts page needs to be accessed (for health and non-health related messages) via this page as there is no separate link to body parts from the main navigation index.
- Vocabulary in the health section is organised onto separate pages with consideration to the most efficient use of predictably associated vocabulary.
  - *04a* includes words to start sentences including words from all pages in this section and vocabulary related to health VISITs (GO, SEE, health professionals, places) and common health problems that the individual may HAVE, GET or FEEL.
  - *04b* includes health procedures and problems, illnesses and disability related words, including illnesses and health problems that may require the application of bandaids, bandages or cream. As body part vocabulary is frequently used with vocabulary on this page a direct link to *04c* is repeated on this page. Experience suggests that, even though this vocabulary could be accessed via the *TURN THE PAGE* operational command, people learning to use a PODD book appreciate the additional cue provided by the subcategory link.
  - *04c* includes body parts and common body part actions, i.e., WASH, BRUSH and TOUCH and the prepositions IN and ON.
- Spaces have been left on these pages for customisation to reflect individual health experiences and requirements.
  - *04a* includes a space to add a health professional/place commonly visited by the individual. For example, you may add audiologist for an individual who has a hearing impairment; optometrist for an individual who has a vision impairment.
  - *04b* includes spaces for additional health related vocabulary.
  - *04c body parts*: Need to add preferred gender vocabulary.

## 05 Feelings

- This page is accessed via pages *02a opinions* and *03a something's wrong* and *20a descriptions*. This section is included to expand the range of words available to describe, complain, relate information, discuss and answer questions about how people are feeling.
- Predictably associated vocabulary to start sentences and ask questions using feelings vocabulary from both pages in this section is located on the first page.
- *Feelings* vocabulary is organised semantically across two pages.
  - *05a* includes more common feelings vocabulary that is not included in a prominent location in other sections of the book.
  - *05b* includes additional feelings vocabulary. More “negative” feelings are placed on the left side and more “positive” feelings are placed on the right side. The contrasting vocabulary pairs HUNGRY / THIRSTY and HOT / COLD are located in the far right column.
- There is some overlap of vocabulary with other categories to express different pragmatic functions
  - *02 Opinions* – to express opinions
  - *03 Something's wrong* – to complain
  - *04 Health & body parts*
  - *21 Descriptions* – to describe things

There is some repetition of vocabulary between these sections to assist location and efficiency to express the same vocabulary for different purposes. 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.

## 06 People

- This section includes people's names, relationship and occupation vocabulary. This section will require considerable customisation. Follow the directions written on the pages.
- Predictably associated vocabulary to start sentences and ask questions using the people vocabulary from all pages in this section, is located on *06a*.
- *06a-b people* vocabulary is organised into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words.
- 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 or infrequent contact with the individual.
- An additional subcategory is added to the people section for children who attend school/early childhood setting. Alternative *06a* pages, with a link to *06c school/early childhood setting people*, and additional *06c* pages to add school/early childhood people are included when the school / early childhood setting options are selected.
- If more LIST spaces are required, you could add another “list only” page *06c* (*06d* if you already have *06c early childhood/school people* page) linked either from a general GO TO LIST instruction or associated with a symbol cell reflecting the type of people to be found on the list, e.g., *FRIENDS*, *PEOPLE AT SWIMMING*. (see section *08 activities* for examples of list only pages and GO TO LIST instructions).

## 07 Actions (verbs)

- There is an attempt to organise the range of verb vocabulary included in this section according to semantic associations.
- *07a* includes verbs commonly used to begin sentences and questions which include other verbs, e.g. I WANT TO ...; YOU HAVE TO ....., CAN I ..., I'm GOing TO..., HE SAID TO..., HELP ME..., and a subcategory link to *07d* movements.

- *07b* includes verbs and associated prepositions commonly used to relate information about, instruct and request actions during play and other verbs frequently used with these prepositions.
- *07c* includes feeling, thinking, daily routine, work, and art related verbs.
- *07d & e* include movement, communication and other verbs that did not fit on previous pages.
- The range of possible action words (verbs) is huge. This makes it difficult to practically include all verbs in the action section. Words are prioritised for inclusion in this action word section if they are generally used to:
  - construct sentences across a range of semantic categories
  - request actions or give instructions
  - refer to a specific movement the individual performs.
- Additional verbs are located in other sections. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word section a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, SPREAD, LICK in the food/drink section

## 08 Activities

- The activities section uses 4 subcategories to organise the large vocabulary required to request, talk about and interact during different activities.
  - *08c make something*
  - *08d outside activities*
  - *08e toys*
  - *08 f games*
- *08a and 08b* include vocabulary for other activities that do not fit into the above subcategories, e.g., *television, reading a book, music*. Predictably associated vocabulary to ask general questions and start sentences using vocabulary from all pages in this section is included on *08a*.
- Associated vocabulary to interact during activities 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 book. You may choose to make separate activity displays to interact during some activities.
- 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 *20c* to access colour vocabulary more efficiently.
- Some vocabulary items include suggestions of which page to go to access additional vocabulary to interact in this activity, e.g., the TOY CARS item has the suggestion *MAY GO TO p.16*, the transport section.
- Separate list pages *08g & 08h* are available to include the names of specific games, books, songs, TV shows, movies, tapes, and other activities. The suggestion to *GO TO LIST 8g/h* is associated with some vocabulary items to access this vocabulary. For example, the item *DVD* has the suggestion to *GO TO LIST 8g* to access a list of the individual's favourite DVD titles. A general instruction to *GO TO LIST 8g/h* is also included on all pages to access other, more general, activities vocabulary.
- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the template pages.
- There is an option to include *08e sports* as an alternative to *08e toys*. This may be a more appropriate option for some (older) children and adults using this PODD book. You can make this selection when you set up your PODD book in simPODD.
- It is also possible to change or add other subcategories to accommodate for individual interests. For example, you may choose to substitute *08f games* with *08f drama* for an individual who is very involved in theatrical activities but not very interested in playing

games or add an additional page *08g drama* for an individual 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.
- **Individuals who have sensory processing challenges will require an additional subcategory page of vocabulary to request and interact during sensory activities.** This subcategory should be linked from an I NEED A SENSORY ACTIVITY request in the *03 something's wrong* section as well as a subcategory link on *08a*.

## 09 Places

- Aim to include vocabulary for places within the individual's life experience and places frequently referred to in stories, pretend activities and songs.
- Predictably associated vocabulary to start sentences and questions including words from both pages in this section is located on the first page *09a places*.
- Places vocabulary is organised on pages *09a* and *09b*.
- Vocabulary for frequently visited / talked about places is positioned on *09a*.
- The remainder of the vocabulary is organised onto *09b* according to meaningful semantic associations, e.g., holiday places, nature places, recreational places, shops, restaurants and take away food places, health places, city places.
- 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 would be included in *10 special events*
  - place names related to animals, e.g., STY, KENNEL, would be included in *18 animals*

### **(09c Religion – optional)**

- The default option is to not have a religion section.
- At this stage of language development, the religion section is only included when religious worship is a regular part of the individual's life. Some individuals/families may choose not to include the religion subcategory but decide to include only the name for their place of worship in the places section and vocabulary for relevant religious events or ceremonies in the special events section.
- The option to include a religion section can be selected when you set up your PODD book in simPODD. The religion section is added to the book as a subcategory in the *09 places* section. Not having a separate section number makes it easier to add/delete this section without affecting the page tab spacing in the whole PODD book.
- The example pages allow people to include vocabulary specific to their religion and worship. Suggestions are written on the pages.
- An alternative page *10b special events* with a direct link to *09c religion* is also included with the religion option.

### **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 and family's requirements. Vocabulary suggestions are written on the example pages.
- The most frequently occurring/talked about special events, e.g., birthdays, party words, prizes are on page *10a*. Other special events are included on page *10b*, organised according to the type of special event, e.g., competition, local holidays and special days, religious ceremony and event words, and special activities.
- An alternative page *10b special events* with a direct link to *09c religion* is included with the religion option.

### **11 School / Early childhood (EC) settings**

- For children who attend a school or early childhood setting, it is useful to have an additional section in the book to include vocabulary related to this environment. Whilst there is usually significant overlap with vocabulary in other sections, particularly the activities section, it has been found useful to repeat this vocabulary in the one section to facilitate efficient communication in the early childhood/school environment.
- The educational setting options are selected when you set up your book in simPODD
- **If no educational setting is selected this number is left blank in the PODD book.**

### **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 the navigation index on the side panel. 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. As the alphabet is only included with the school or early childhood sections in this PODD book, you may choose to select to add school during the simPODD set up and then skip the pages *06c school people*, *11a-d school* and *21 topic* pages when printing. You would then only print and include the **11e and f alphabet pages** in your PODD book. You would also need to change the symbol and label SCHOOL to ALPHABET on the *00 side panel school*. You would also need to edit the cell linking to a school people subcategory on *06a*.

## Early childhood setting pages

- *00 side panel EC* includes a link to *11 kindergarten* (you can change the label to suit your preferred name for your early childhood place). To maintain the number of items on the side panel at 18, the links to the clothes and things sections are combined.
- *06a people EC* includes a link to the subcategory *06c kinder people* (you can change the label to suit your preferred name for your early childhood place).
- *06c EC people* a subcategory to include the names and roles of people at the child's kindergarten.
- *09a places EC* includes the vocabulary KINDERGARTEN (you can change the label to suit your preferred name)
- *11a early childhood* includes common preschool daily routine activities and links to the subcategories *11c make something* and *11d outside activities* and a link to *06c kinder people*.
- *11b early childhood* includes vocabulary to request, talk about and interact during common early childhood inside activities. HOME CORNER suggests a link to the *14 house & yard* section to locate additional vocabulary to play house. DRESS UPS suggests a link to the *12 clothes* section to locate vocabulary to play dressing up. There is also a link to the *11f alphabet* subcategory on this page (pre-schoolers at this stage of language development are likely to use the alphabet pages in activities, not for communication, therefore the link is included on *11b* with inside activities).
- *11c make EC* includes vocabulary to request, talk about and interact during common early childhood "making activities".
- *11d outside EC* includes vocabulary to request, talk about and interact during common early childhood outside activities.
- *11e early childhood list* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games.
- *11f & 11g alphabet* provide an upper and lowercase alphabet for young children to explore the alphabet, scribble and participate in early writing and spelling activities.

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

## School pages

- *00 side panel school* includes a link to *11 school*. To maintain the number of items on the side panel at 18, the links to the clothes and things sections are combined.
- *06a people school* includes a link to the subcategory *06c school people*.
- *06c school people* page to include the names and roles of people at the child's school.
- *09a places school* includes the vocabulary SCHOOL
- *11a school* includes school daily routine activities and predictably associated vocabulary for the items on *11a* and to ask questions and start sentences using vocabulary from all pages in the school section. There are two subcategories links from this page: *11d school things* and *11e alphabet*. There is also a link to school people page (*06c*) and the topic pages section (*21*) to access vocabulary related to a current school topic (see information on *21 topic* below).
- *11b school* includes subject and school places vocabulary. Predictably associated vocabulary includes verbs and things related to school subjects/work. Some of the subject names include a *MAY GO TO PAGE (number)* link to pages of vocabulary that may be useful to interact during that subject.
- *11c school* includes places in the classroom and school special events.
- *11d school equipment* includes a range of school things including writing and drawing tools and personal items.
- ***11e & 11f alphabet display*** (alphabetical layout in columns). Includes common phrases used to support communication using a spelling display and to teach/learn spelling.
- ***(21 topic pages*** are also included when the school option is selected – see information below)



## 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).
- *12a* includes predictably associated vocabulary to start sentences for the whole section, items that are more frequently put on or taken off during the day and a link to *12c grooming & jewellery* subcategory. Note this section also includes a link to *13 things* section when the school / early childhood educational options have been selected (see information on *Navigation* above)
- *12b* includes other clothes and things worn on the body. A direct link to *13b swim things* is also included on this page as people often look for this vocabulary with swimwear.
- *12c grooming & jewellery* includes a range of self-care, make-up, hair and jewellery items.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place this vocabulary on page *12a* if the item is frequently put on and taken off during the day.

## 13 Things

- This section includes any thing that does not readily fit into another category. Vocabulary for things may be included in a number of sections. For example:
  - things that are generally found at home/school/early childhood setting would be included in those other sections
  - things related to specific activities, e.g., sports, games, would be located in the activities section
  - personal equipment that is worn, e.g., AFOs, splints, is included in the clothes section.
- 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.
- *13a* includes most of the predictably associated vocabulary in this section and the things that are more frequently used or talked about. A direct link to *14f tools* is also included on this page as people often look for *tools* in the *things* section.
- There is an attempt to order thing vocabulary according to likely sentence word order. For example, on page *13b* FIRE and SMOKE are positioned above ALARM to produce word combinations such as FIRE ALARM / SMOKE ALARM.
- 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 moving or adding vocabulary.
- A large list is included on *13c* as a large number of fringe vocabulary is often added to this section.
- NOTE: In PODD communication books that include an early childhood or school section the *13 things* section is accessed via *12a* clothes (see information on *Navigation* above)

## 14 House & Garden

- The house and garden section uses 4 subcategories to organise this large vocabulary, based on the place things are located/occur in the house or garden.
- *14a* includes the subcategory links to *14c bathroom/laundry*, *14d kitchen*, *14e outside* and *14f tools*; the names of other rooms in the house, and parts of the house/room. PHONE is also on this page, associated with the verb ANSWER. Space has been left in the column of people/personal pronouns on page *14a* to add the names of family members to identify the different bedrooms in the house. MUM & DAD'S is already added. The individual would refer to their own bedroom using the personal pronoun, MY BEDROOM.
- *14b* includes furniture and things found in the bedroom and lounge room. A range of spatial prepositions are included on this page with the pronoun IT to allow the discussion of where

other things are in the house (i.e., may previously have identified what IT refers to using vocabulary from another section). Verbs reflecting common actions performed on household equipment are also included on this page.

- *14c bathroom/laundry* includes:
  - furniture and things found in the bathroom and toilet including actions related to washing, and a direct link to *12c grooming* to access vocabulary for other things that may be found in the bathroom.
  - equipment and things related to doing laundry, including some things usually found outside such as CLOTHESLINE and cleaning equipment is located on this page.
- *14d kitchen* includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. Predictably associated vocabulary includes basic cooking and cleaning related verbs and prepositions. Includes a link to *15b* to access more specific cooking actions and food/drink vocabulary.
- *14e outside* includes things found in the garden / yard of a house, nature, and gardening vocabulary.
- *14f tools* includes gardening and workshop tools.
- Instructions to *GO TO THE LIST* on page *14f* are included on all pages that end a subcategory section.

## 15 Food / drink (meal)

- This section includes the names of a range of common foods and drinks and associated cooking and mealtime actions and descriptions.
- *15a* provides vocabulary to interact during mealtimes (basically a mealtime activity display) and the names for mealtimes (BREAKFAST, LUNCH, DINNER, and SNACK). A suggestion to go to page *15c* is associated with the word DRINK to facilitate faster, more direct, access to the names of specific drinks.
- Specific food/drink items are organised across the following 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; STRAWBERRY MILK. Predictably associated vocabulary is included on each page according to the food/drink items on that page. 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.
  - *15b* includes the names for common/favourite meals with a link from this page to the MEAT and VEGETABLES vocabulary on page *15d*. Predictably associated vocabulary on this page includes questions and actions related to eating and cooking. This vocabulary may be used to produce sentences using other vocabulary on this page and to start sentences using vocabulary from the following pages. A link to page *14d* kitchen provides access to vocabulary for dishes, utensils and cooking equipment. Cereal and bread related items, including sandwich fillings and spreads, are also included on this page.
  - *15c* includes the names of fruit, flavourings, sweets, desserts, cakes and biscuits and drinks and predictably associated verbs, POUR, CUT, PEEL, for these items.
  - *15d* includes the names of meats and vegetables with predictably associated verbs and adjectives to describe the cooking/preparation of these items. 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. The LIST for this section is also included on this page.
  - Spaces have been left on these template pages for the addition of the individual's food and drink preferences. Suggestions for adding vocabulary are written on the templates. If more LIST spaces are required, you could add another "list only" page *15e* accessed via a TURN THE PAGE on *15d* and/or add *GO TO LIST 15e* cells on other pages (position in bottom right hand corner – copy the GO TO LIST cell from section 14).

## 16 Transport

- This section includes vocabulary related to transport including recreation, water, air, and road vehicles, transport places, vehicle parts, driving, road and railway words. Vocabulary to play with toy cars is also included in this section.
- Vocabulary is organised across two pages according to meaningful semantic associations. Commonly used transport words and question/sentence “starter” vocabulary is included on page 16a. GO is intentionally repeated on 16b for use in sentences with other vocabulary on this page.
- Page 16b includes an instruction to *GO TO LIST* on page 17b, in the CHARACTERS 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.
- The example pages include common story and magical characters and things and vocabulary to refer to the different character media, e.g., book, movie, concert.

## 18 Animals

- This section includes any vocabulary related to animals including animal names, places, things, body parts, and actions. Vocabulary is organised over three pages according to the type of animal.
  - 18a includes predictably associated vocabulary to start sentences and questions for the whole section, VET and nouns related to familiar pets. Spaces are included on this page for the names of the individual’s pets and anything associated with pet care. Pets not owned by the individual’s family, but frequently talked about by the individual, e.g., a neighbour, family member or friend’s pet, may also be included on this page. Should the individual have little personal contact with any pets, commonly seen or talked about animals may be moved from other pages onto the first page.
  - 18b includes farm animals, Australian animals, birds, and insects. Page 18c includes reptiles, zoo/wild and marine animals. The LIST for this section is also included on this page.
- BABY ANIMAL (on 18a & 18b) is used, as a hint, to indicate that the word wanted is the next (pointed to) animal’s young, e.g., indicating BABY ANIMAL then CAT = KITTEN.
- A large number of animals are included in this book. The decision to include this range of animal names was influenced by the frequent focus on animal names in children’s play, stories, rhymes and songs.

## 19 Days & Times

- This section includes time concepts commonly used with young children. Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may be primarily used by communication partners to provide receptive input with individuals at earlier stages of language development. These concepts are also commonly used in many early childhood educational settings.
- 19a includes common time concepts, e.g., YESTERDAY, TODAY, TOMMORROW, days of the week, times of the day and adjectives and prepositions that are predictably used with these words. The general time hints IT’S ALREADY HAPPENED; IT’S GOING TO HAPPEN; IT’S ALWAYS HAPPENING, are useful to clarify the general time frame / tense of a message when communicators are not able to identify the specific time of an event. Partners frequently support the communicator’s use of these hints, e.g., asking questions as they indicate the symbols “Is this about NOW or “Has it ALREADY HAPPENED”.
- 19b includes words for WEEK, MONTH, YEAR, the seasons and words related to time, e.g., hour, clock and predictably associated question words, prepositions, determiners and adjectives.
- Older children and adults may need the names of months added to the LIST in this section. Write two months per list cell to allow room for other vocabulary to be added.

## 20 Descriptions

- This section includes a large range of conceptual language commonly used with young children. Weather is also included in this section as we describe the weather.
- Children generally require many models of these concepts in order to learn their meanings. The concepts in the *descriptions* section may initially be used by communication partners to provide receptive input with individuals at earlier stages of language development. These concepts are also commonly used in many early childhood stories, songs, rhymes and educational activities.
- Vocabulary is organised according to what the word describes, e.g., size, taste, speed, feel, look, sound, temperature, colour, shape number or weather.
- 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., colour and shape words are on the same page with colour words on the left and shape on the right side to produce messages such as RED SQUARE. Opposites are on the same page in adjacent locations, e.g. “Do you want to go FAST or SLOW?”
  - 20a includes vocabulary to start questions and sentences including vocabulary from all pages in this section. Links to the Four subcategories, 20c colour & shape, 20d size, 20e numbers, and 20f weather, are located on this page. There is also a link from this page to 05 feelings section to describe how someone feels. SAME and DIFFERENT are included on this page as these words are used in combination with vocabulary on all other pages. Other commonly used descriptors are also on this page, with priority given to words that may be used with words on other pages, e.g., HOW OLD are YOU? - go to 20e numbers to answer.
  - 20b includes a range of adjectival vocabulary to describe the smell, taste, look, feel, sound and general attributes of people and things.
  - 20c includes vocabulary to describe colour & shape attributes.
  - 20d includes vocabulary to describe size.
  - 20e includes vocabulary to describe number. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during early educational activities (mathematics) to develop number concepts.
  - 20f includes a range of vocabulary to describe and discuss the weather and weather reports. 02 opinions and 19 days and times vocabulary is frequently required when discussing the weather. This vocabulary can be directly accessed from this page via the section links on the side panel.

NOTE that only the numbers 1-10 and 0 are included on the numbers page. People in the individual's environment often require explanation of why individuals 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.

- 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

There is some repetition of vocabulary between these sections to assist location and efficiency to express the same vocabulary for different purposes. 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.

### **(21 Topic – included when the school option is selected)**

- Topic pages are added with the selection of the school option.
- 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 prioritized 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 21a is laminated (onto the back of the right side of page 20e). The other pages are put into plastic letter files (see *construction file* for details).
- Some individuals keep previous topics in another folder. Other individuals may need access to multiple topic pages. If this is the case you will need to make an index on page 21a to navigate to these other topics.

### **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 exported PDF file) in simPODD. See *construction file* for the use of these stickers.