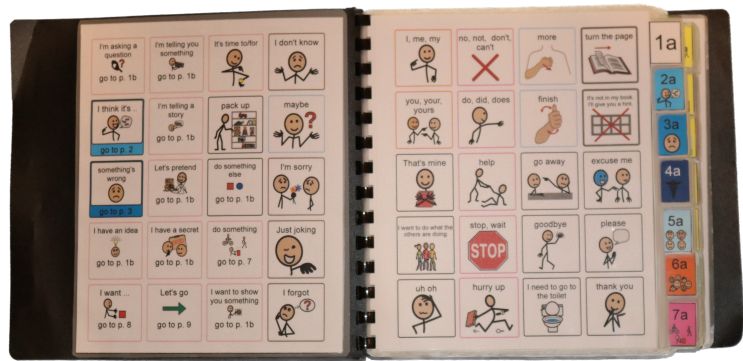


## Direct Access 40 key word 2 page opening



### 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 page set 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 PODD 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. An individual does not have to demonstrate expressive use of aided language prior to the introduction of a book of this complexity as their current expressive language may be a reflection of previous experience rather than their underlying ability or potential for learning. Models of others using this PODD book to communicate for genuine purposes can be sufficient to stimulate expressive use of this book by individuals who have the necessary visual and physical skills to locate and access symbols in this layout.

This page set may also be appropriate for use by:

- Communication partners to support an individual's understanding of their partner's messages provided the individual can see and follow the partner's point to symbols on a visual display of this size and complexity.
- Older children and adults whose current communication, language and access requirements suit this PODD 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 page set 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. A similar complexity of language is available in the *20 expanded functions* one-page opening PODD book and the *36 key word* two-page opening plus side panel PODD book. Consider which style of communication book will most effectively meet the individual's requirements.

## Considerations for selecting a two-page opening PODD communication book

- Does the individual need pragmatic branches to clarify the meaning of 1-2 word sentences or do they routinely communicate intelligible 3+ word sentences using a category index to navigate the book?
  - 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 *40 key word two-page opening book* (default option), pragmatic branch starters are on the first page of the book, however 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 if communicators bypass the pragmatic branch starters. There is an option to make a *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 *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.
- 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 on the “a page” 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 tabs on side, binder in the middle, can easily turn pages). A one-page opening PODD communication book may enable increased focus on communication for some individuals.
- The side panel in the *36 key word book* needs to be well supported by a surface or hand. Instability of the communication book surface can be frustrating as pointing becomes more challenging and less intelligible. One and two-page opening PODD communication books without side panels have more intrinsic stability.
- The symbol number, size and spacing in the *20 per page one-page opening book* results in a less complex visual display. This layout also requires less accurate, graded, motor skills to intelligibly point to the individual symbols.

- Two-page opening PODD books fold to a smaller size when the book is closed. They are also generally lighter, given a similar vocabulary, than the one-page opening books. This results in a smaller, more convenient size to transport making it easier for some individuals to independently carry their communication book (a ribbon can be threaded through the comb binder to make a simple handle or shoulder strap). The side panel folding over and attaching to the cover with Velcro® in the 36 key word book further reduces the size and holds the pages together for easier carrying. (see *construction files* for details)

## Language

- Vocabulary is included in this page set to express a range of pragmatic functions typically seen in the expressive communication of 3-4yr old children. These functions include, request object, action, assistance, cessation (stop, finish) and recurrence (more, again), ask questions, give opinions, comment, complain, reject, protest, express feelings, label, describe, respond/ acknowledge, answer, inform (draw attention to something), relate information about present, past and future events, tell stories, imaginative play and instruct.
- Vocabulary is included in this page set to express a range of semantic meanings typically seen in the expressive communication of children 18mths – 3yrs of age. Vocabulary is organised into sections based on communication function, part of speech and/or semantic grouping. The range of vocabulary included to express each type of semantic meaning, focuses on vocabulary encountered by children in their daily life routines, environments, play and educational activities.

Vocabulary for 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 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 a side flap from the back cover.

- Parts of speech represented in the page set for 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.
- 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 on *20d numbers and size* to ask question such as HOW MUCH?; HOW MANY? or HOW BIG is it?

Auxiliary verbs, articles and grammatical morphemes are not included on the templates for this PODD communication book. While these syntactical forms are typically emerging in verb and noun phrase elaboration at this stage in spoken language development, their use in aided language forms tends to be acquired at a later stage even when they are available for use. This is possibly due to the additional effort and time required to access each item on an aided language display, reducing both the models of their use and increasing the tendency to only include words that add substantially to the partner's understanding of the message. Given the space limitations of only 40 items per page opening it was decided not to include these items on every page at this stage.

- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT is positioned on the front page. 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 page set 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 PODD communication book. The main navigation index is included in every section on the left side of the “a” page. There are two options for the placement of the main navigation in the first section (01 pages) of this PODD communication book
  1. In the **01 branches** option, the category index is located on the left side of the second page (01b). The category index is accessed from the front page (01a) via a pragmatic branch starter or a *TURN THE PAGE* operational command. This option encourages the use of pragmatic branch starters to identify the communicative intent of the message.
  2. In the **01 categories** option, the category index is positioned on the right side of the front page (01a) *categories*.See the section description for *01 main/chat* to decide the most appropriate option to suit the individual’s requirements.
- There are spaces for 20 items on each page (i.e., 40 items per two page opening).
  - The communication book page size is approximately 19.5 cm high and 16.5 cm wide plus the page tag. The open book dimensions are approximately 21 cm high and 41 cm wide.
  - Symbol cell size is approximately 3.25 cm high, 3.25 cm wide with the exception of the wh-question symbols which are only approximately 2.6 cm high to allow for more words in this column.
  - Cell spacing is approximately 0.3 cm width and 0.3 cm height.
  - Using a printer with scaled printing options, it is possible to resize the printed pages to create a smaller or larger communication book with the same language organisation.
- 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 – 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 tag 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 tag 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 located on the left side of the last page in a section/category. Some sections also include a separate list page, with *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

Navigation in this PODD communication book is primarily via a categories/section index located on the left side of the “a” page in every section. There are two options for the placement of the main navigation in the first section (01 pages) of this PODD communication book

1. In the **01 branches** option, the category index is located on the left side of the second page (01b). The category index is accessed from the front page (01a) via a *TURN THE PAGE* operational command. This option encourages the use of pragmatic branch starters to identify the communicative intent of the message. The templates for these pages are included with the main page set.
2. In the **01 categories** option, the category index is located on the right side of the front page (01a) *categories*. The templates for these pages are included with the *options folder*.

See the section description for *01 main/chat* to decide the most appropriate option to suit the individual’s requirements.

Links to most sections are located on the categories/section index with the following exceptions.

- The *people, actions, and descriptions GO TO PAGE (number)* link cells are located at the bottom of the right side “a” page near the corresponding columns of predictably associated vocabulary. This encourages people to look for this vocabulary on the current page prior to changing pages and enables more efficient movement to the appropriate section when the required vocabulary has not been predicted on that page.
- *05 feelings* link from the *02 opinions, 03 something’s wrong* and *20 descriptions* sections. This subcategorisation of *05 feelings* also maintains the number of items in the main section/categories index at 15.
- When an *11 school / early childhood* section is included, *13 things* is subcategorised from *12 clothes & things*. This is done to maintain the number of items in the main section/categories index at 15. This change to the main navigation index in all sections of the PODD book is provided whenever the school/early childhood options are selected during the book set up in simPODD.
- *Alphabet* pages are subcategorised from the *11 school/early childhood* section
- If *09c religion* is included in the PODD communication book, it is subcategorised from *09 places*.

Operational cells are included in every 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 40 key word PODD communication book was primarily designed for children 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 this option if the individual attends kindergarten, preschool or a day care setting. When this option is selected a link to *11 kindergarten* replaces the *13 things* link in all main navigation indexes. The *13 things* section is subcategorised from the *12a clothes/things* page. The pages included with this option include:
  - 06a people EC (includes link to *06c early childhood people* page)
  - 06c early childhood (includes early childhood people)
  - 09a places EC (includes early childhood place)
  - 11a early childhood (Note: link to *11e alphabet* replaces *11 school* link in main index)
  - 11b EC with alphabet
  - 11b early childhood
  - 11c make EC (early childhood)
  - 11d outside EC (early childhood)
  - 11e list EC
  - 11f alphabet EC (lower case)
  - 11g alphabet EC (upper case)
  - 12a clothes EC (*13 things* section replaces *12 clothes* link in main index)
- Adding a section for **school (11 school)**. Select yes to this option if the individual attends school. (You may also select and customise this section for adults who attend a day placement or workplace). When this option is selected a link to *11 school* replaces the *13 things* link in all main navigation indexes. The *13 things* section is subcategorised from the *12a clothes/things* page. The pages included with this option include:
  - 06a people school (includes link to *06c school people* page)
  - 06c school people (includes school people)
  - 09a places school (includes school)
  - 11a school (Note: link to *11e alphabet* replaces *11 school* link in main index)
  - 11b school
  - 11c school
  - 11d school equipment
  - 11e alphabet (lower case)
  - 11f alphabet EC (upper case)
  - 12a clothes school (*13 things* section replaces *12 clothes* link in main index)
  - 21a topic (to add topic specific vocabulary)
  - 21b topic
- **No educational environment.** With this option the 11 section is left blank (to add the section if it is required later). All of the main navigation indexes include direct links to both *12 clothes* and *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. **Navigation options.** This option selects whether the user needs to use **pragmatic branch starters** with this PODD book. The selected option will depend on the users current expressive language skills.
    - The default option is to use **pragmatic branch starters**. This option is required for individuals who predominantly use (are learning to use) one and two key-word sentences that do not contain sufficient information to intelligibly convey the communicative intent of their message. The use of the pragmatic branch starter sets the communicative intent of the message, providing for more accurate interpretation of one and two key-word sentences and reducing instances of communication breakdown. The pages included with this option include:
      - 01a branches (includes pragmatic branch starters)
      - 01b branches (main navigation index on this page, accessed from 01a via a pragmatic branch starter or TURN THE PAGE)
    - The **categories** option is the provided for individuals using this PODD book who routinely produce at least 3 key-word sentences where the intent of the message is more likely to be intelligible based on the words and sentence structure alone (i.e., they no longer require pragmatic branch starters to clarify communication intent). The pages included with this option include:
      - 01a categories (includes common core vocabulary and main navigation index)
      - 01b chat (includes question words, core vocabulary and additional quick chat words and phrases). Accessed from the 01a front page via “I’M ASKING A QUESTION” and a *chat words* link.
  - B. 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 (link to 08e sports replaces link to 08e toys)
    - 08b activities with sport (toys vocabulary moved onto this page)
    - 08d outside with sport (includes link to 08e sports page)
    - 08e sports (replaces 08e toys page)
  - C. **Option to add a religion section.** The default option is to not have a religion section (can add 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 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 09c religion page)
    - 09a places religion EC (includes link to the religion page and Early Childhood place)
    - 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

### 01a main / chat

There are two options for the first pages in this PODD communication book. The default option is to use **pragmatic branch starters** as part of the navigation.

### 01 branches

- This is the preferred option for individuals who predominantly use one and two key word sentences that do not contain sufficient information to clearly convey the communicative intent of their message. The use of the pragmatic branch starter sets the communicative intent of the message, providing for more accurate interpretation of these one and two key word sentences and reducing instances of communication breakdown. In this option the pragmatic branch starters link either:
  - directly to sections predicted to include the vocabulary most frequently required to express these intents. The communicator could then use the categories index in that section to navigate to another section if required.
  - to the categories index on page *01b branches* to express less predictable messages.
- *01a branches* includes the pragmatic branch starters and social phrases and single (core) words that are generally useful to say quickly or in the context of an ongoing conversation or activity. TURN THE PAGE is included on this page to access the categories index on *01b* to answer questions and communicate on an established topic.. Communicators should be actively encouraged to indicate the communicative intent (pragmatic branch) when they initiate communication and/or introduce a new topic to provide partners with sufficient information to accurately interpret 1-3 key-word messages. Partners must model the use of the pragmatic branch starters to support individuals learning at earlier stages of language development (even though with their sophisticated language skills it is “easier” for them to go to categories to construct a message).
- *01b branches* includes the main navigation (categories/section) index to access other sections in the communication book and single word vocabulary. This single word vocabulary is selected to include words to produce:
  - common question and sentence starters prior to moving to another category to finish the sentence, e.g. I WENT ....; I SAW.....; WHEN ARE WE GOING.....
  - social phrases, questions and statements that require faster initiation or interpretation within the current context e.g., WHAT’S YOUR NAME?; GIVE IT to ME; WHAT’S NEXT?; IT’S YOUR TURN.
  - key word questions and statements to take a quick turn to contribute to conversations, often in relation to another person’s topic, e.g., WHERE YOU GET THAT?; CAN I SEE IT?; WHEN DID YOU GO?; I DID THAT.

### 01 categories option

- This option is only recommended for individuals who are currently able to routinely produce 3+ key word sentences that include sufficient information to communicate the intent of the communicator’s message.
- This option can lead to more instances of communication breakdown and/or repeated questioning by partners to clarify the meaning/intent of messages if communicators use the categories index to directly access vocabulary to produce one to two key words to initiate communication without including a phrase to initially indicate the communicative intent of their message.
- This option provides access to navigate directly to other pages in the PODD communication book with the inclusion of the categories/section index on the front page.

- *01a categories* includes:
  - The main navigation (categories/section) index to access other pages in the communication book. An additional link to *01b chat words* is added to this index to access the conversational words and social phrases on the next page.
  - Phrases to introduce a message e.g., I'M TELLING YOU SOMETHING; I'M TELLING A STORY; LET'S PRETEND and IT'S TIME TO ... These phrases have similar wording to the pragmatic branch starters, but do not include a predictive link to another page (as the main navigation index is on this page opening). Use of these phrases is optional when the individual routinely uses 3-4 key word sentences
  - The pragmatic branch starter I'M ASKING A QUESTION with a predictive link to page *01b categories* to locate vocabulary to ask common social questions. The wh-question words WHY, WHAT, WHERE, WHEN, and WHO and YOU NEED TO TELL ME YES OR NO are also included with the category index in all sections. The category index would be used to navigate directly to an appropriate section to ask these questions including category specific words, e.g., use the category index to navigate to *14 house & garden* to ask the question WHERE is MY PILLOW?
  - The pragmatic branch starters I THINK IT'S...; SOMETHING'S WRONG are included in all category/section indexes including the one on page *01a*.
  - Vocabulary that is useful to say quickly or in the context of an ongoing conversation or activity, e.g. I DON'T KNOW, MORE.
  - Vocabulary to produce common sentence starters prior to moving to another category to finish the sentence, I WANT ....., I SEE....., I GO....
- *01b categories* includes:
  - more phrases and single word vocabulary to produce questions and statements that are useful to say quickly or in the context of an ongoing conversation or activity, e.g. I NEED TO GO TO THE TOILET, WHAT'S YOUR NAME?, GIVE IT to ME, WHAT'S NEXT, IT'S YOUR TURN.
  - vocabulary to produce questions and statements to take a quick turn to contribute to conversations, often in relation to another person's topic, e.g., WHERE YOU GET THAT?; Can I SEE IT?; WHEN DID YOU GO?; I DID THAT.
  - Note that access to main navigation index from this page is via the *GO BACK TO PAGE 1A* operational cell.

## 02 opinions

- This section includes a range of adjectives and other vocabulary to express opinions.
- *GO TO 05 feelings* replaces the *GO TO opinions* cell in the categories index on the left side of *02a*. This expands 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. You may want to swap the individual's favourite opinion words onto this page.
  - *02b* includes additional opinion vocabulary and the word TRY, e.g., NICE TRY. 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 placed on the left page in the column closest to the middle of the two-page opening.
- 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

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.
- *GO TO 05 feelings* replaces the *GO TO 03 something's wrong* cell in the main index on the left side of *03a*. This expands 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. Predictably associated vocabulary is included on both pages in this section with some repetition of vocabulary to efficiently construct messages on the one page. For example, the repetition of NOT/DON'T/CAN'T and ME on *03b* allows for sentences such as DON'T TOUCH ME; SOMEONE HIT ME and HELP ME MOVE to be produced on the one page. Vocabulary changes need to consider the different vocabulary available on each page.
- *Something's wrong* vocabulary is organised semantically across two pages.
  - *03a* includes single word vocabulary to express more common problems and the phrase I DON'T UNDERSTAND.
  - *03b* includes additional complaints vocabulary, words to construct sentences to relate problems and request assistance and whole phrases to express common difficulties.
- Communicators 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.
- A predictive link *04b health* is associated with HURT, SORE, PAIN to access vocabulary to expand on what type of hurt (e.g., RASH, CUT) and to *04c body parts* from BUMP, BRUISE, CUT, BLEEDING and ITCHY. There is no predictive link associated with SICK because it is relatively easy to access the *04 health* section from the categories index on *03a*.
- 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.
- 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*

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.

- 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 individual 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 a page of preferred sensory experiences such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET added to the *08 activities* section.

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

- Note that a direct link to *04c body parts* replaces the link to 04 health in the main navigation index on page *04a*.
- 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 (GO, SEE, VISIT, health professionals, places) and common illnesses that do not require the verb FEEL/FELT, the name of a body part for explanation or the application of bandaids, bandages or cream.
  - *04b* includes health products, procedures and problems, illnesses and disability related words, including illnesses and health problems that may require the verb FEEL/FELT or 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 a direct link to *sores and illnesses* on *04b*.
- Spaces have been left on these pages for customisation to reflect individual 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 gender appropriate vocabulary.

#### **05 Feelings**

- This section is accessed via pages *02a opinions*, *03a something's wrong* and *20a descriptions*. This section is included to expand the range of words available to describe, complain and relate information 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 PODD.
  - *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 personal pronouns, people's names, relationship and occupation vocabulary. This section will require considerable customisation. Follow the directions written on the templates.
- 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 / frequent 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/preschool people*, and additional 06c pages to add school/preschool people are included when the school / early childhood setting options are selected.

## 07 Actions (verbs)

- There is an attempt to organise the range of verb vocabulary included in this section according to semantic associations. .
- 07a includes a subcategory link to 07d movements, the preposition TO and verbs commonly used to begin sentences and questions which include other verbs and/or are frequently used with vocabulary from a range of other sections (as the main navigation index is on this page), e.g. I WANT TO ....; YOU HAVE TO ....., CAN I ..., I'm GOING TO..., HE SAID TO...; DO YOU WANT TO; I WANT TO BUY...; MAKE ME a....
- 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 impractical to 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 instruct (for self or from partners)
  - 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 category 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 in the main page set 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*
  - *08f 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 with the name of the activity in this section. This results in a larger range of predictably associated vocabulary on all pages, with vocabulary repeated on multiple pages to support more efficient interaction during activities. There are no separate activity displays in this PODD book.
- Some pages also 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 more efficiently access colour vocabulary.
- Some vocabulary items include suggestions of which page to go to access additional vocabulary to interact in the activity, e.g., *TOY CARS 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, videos, and other activities. The suggestion to *GO TO LIST 8g* is associated with some vocabulary items to access more specific vocabulary. For example, the item *DVD/VIDEO* has the suggestion to *GO TO LIST 8g* to access a list of the individual's favourite VIDEO titles. A general instruction to *GO TO LIST 8g/h* is also included to access 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 example 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) individuals 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 within the individual's life experiences 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, take away food and restaurants, 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 of the book.
- 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.
- The example page set allows for people to include different vocabulary to suit different religions (see suggestions on the templates).
- An alternative page *10b special events* with a direct link to *09c religion* is added when the religion option is selected.

## 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 templates.
- The most frequently occurring / talked about special events, e.g., birthday, party are on page *10a*. Other special events are on page *10b* organised according to the type of special event, e.g., competition, local holidays and special days, religious ceremony and event words, special activities and party words.
- HAPPY is intentionally included on both pages to support efficient use with the other vocabulary on the page, e.g., *13a*, HAPPY BIRTHDAY, *13b* HAPPY NEW YEAR.
- An alternative page *10b special events* with a link to *09c religion* is provided when the religion option is selected.

## 11 Early childhood settings / school

- For children who attend an early childhood setting or school, it is useful to have an additional section in the PODD book to include vocabulary related to this environment. While 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 at preschool/school.
- The educational setting options are selected when you set up your book in simPODD
- When an *11 school / early childhood* section is included, *13 things* is subcategorized from *12 clothes & things*. This is done to maintain the number of items in the main section/categories index at *15*. This change to the main navigation index in all sections of the PODD book is provided whenever the school/early childhood options are selected during the book set up in simPODD.
- **If no educational setting is selected this page tab number is left blank in the PODD book** and *12 clothes* and *13 things* have separate cells in the main navigation index.

## 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 every navigation index in this PODD book (*01a* or *01b* and the left side of every "a" page in every section) and also on *12a* places. Also change the symbol and label for *school people* to (your preferred name for the place) people on *06a people school*.
- 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 in every navigation index in this PODD book (*01a* or *01b* and the left side of every "a" page in every section). You would also need to edit the cell linking to a school people subcategory on *06a*.



### Early childhood setting pages

- *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* 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* replacing the general link to the first page, *06a*, of the people section.
- *11b* includes vocabulary to request, talk about and interact during common early childhood inside activities. HOME CORNER suggests a link to the *14 house & garden* section to locate vocabulary to play house. DRESS UPS suggests a link to the *12 clothes* section to locate vocabulary to play dress ups.
- *11c* includes vocabulary to request, talk about and interact during common preschool "making activities".
- *11d* includes vocabulary to request, talk about and interact during common preschool outside activities.
- *11e* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games.
- **11f & 11g alphabet** (layout is alphabetical order). These pages include the alphabet for children to scribble, explore and participate in early writing and spelling activities.

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

### School pages

- *06a people school* includes a link to the subcategory *06c school people*.
- *06c school people* a subcategory to include the names and roles of people at the child's school.
- *09a places school* includes the vocabulary SCHOOL
- *11a* includes school daily routine activities, predictably associated vocabulary for the items on 11a and to start sentences using vocabulary from all pages in this section. There are two subcategories links from this page: *11d school things* on the right bottom corner and *11e alphabet* in the categories index replacing the link to *11 school*. There is also a link to *06c school people* replacing the general link to the first page, *06a*, of the people section.
- *11b* includes school places, school subjects and schoolwork related vocabulary. 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. This page also includes a link to the *21 topic* section to access vocabulary related to a current school topic (see information below).
- *11c* includes places in the classroom and school special events.
- *11d* includes a range of school things including writing and drawing tools and personal items used at school.
- **(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 items that are more frequently put on or taken off during the day and predictably associated vocabulary to start sentences and questions for the whole section.
  - On *12a clothes* the link to *12 clothes and things* changes to a link to *13 things* a when you select to add an early childhood or school section during the book setup in simPODD.
- *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 the *12a* page if the item is frequently put on and taken off during the day.
- When adding or moving frequently put on and off items onto page *12a* consider the predictably associated vocabulary DO UP, UNDO and CHANGE are only included on page *12b*. If there are no additional items to add to this section, you may want to move SHOES and SOCKS, HAT or JACKET to page *12a* and add IN and OUT (associated with POCKET) to *12b*.

## 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 category.
- Direct links are included from the things section to *14f tools* and *12c grooming and jewellery* as people often 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.
- *13a* includes things that are more frequently used or talked about and most of the predictably associated vocabulary to start sentences and questions using vocabulary from all pages in this section.
- *13b* includes the vocabulary USE, PUT, GET, WIN, IN, OUT. Thing vocabulary that is predictably used with these words is included on this page
- *13c* includes *swim things* (also linked from *12b clothes*) and general things that did not fit on previous pages.
- There is an attempt to order thing vocabulary according to likely sentence word order. For example, on page *13c* FIRE and SMOKE are positioned above ALARM to produce word such as FIRE ALARM / SMOKE ALARM.
- You will need to customise these pages to add 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.
- The list on *13c* provides space for a larger fringe vocabulary in this section.

## 14 House & Garden

- The house and garden section in this page set 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 predictably associated words used to start sentences and questions using vocabulary from all pages in this section. 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 communicator would refer to their own bedroom using the personal pronoun, MY BEDROOM.
- *14b* includes parts of the house/room, furniture and things found in the bedroom and living areas. A range of spatial prepositions are included on this page to enable the discussion of where things are in the house. 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. Vocabulary for cleaning equipment is also located on this page.
- *14d kitchen* includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. 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 and the LIST for this section. Instructions to go to the list on page *14f* are included on all pages that end a subcategory.

## 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 mealtimes activity display). 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 mealtimes (BREAKFAST, LUNCH, DINNER, and SNACK) and common/favourite meals with a link to *15d meat* and *15d vegetables*. 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. Additional vocabulary to interact during mealtimes, e.g., LEAVE THE TABLE, READY, is also on this page because it did not fit on page *15a*. A link to page *14d kitchen* provides access to vocabulary for dishes, utensils and cooking equipment.

- *15c* includes the names of fruit, flavourings, sweets, desserts, cakes, biscuits, cereal and bread related items, including sandwich fillings and spreads, drinks and the 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 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.

## 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*.
- *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 significant 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, video.

## 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 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 VET, pets, birds, farm animals, insects and reptiles. The item BABY ANIMAL 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.
  - *18c* includes Australian, zoo/wild and marine animals. The LIST for this section is also included on this page.
- A large number of animals are included in the templates for this page set. 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 page set 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 younger children. These concepts are also commonly used in many early childhood educational settings.
- *19a* includes common concepts related to when something may happen and nouns related to time. The general time hints IT'S ALREADY HAPPENED, IT'S GOING TO HAPPEN, ITS ALWAYS HAPPENING and A LONG TIME AGO are useful to clarify the general time frame / tense of a message when the communicator is not able to identify the specific time of an event. Time concepts frequently used throughout the day are also included on this page, e.g., NOW, LATER, AFTER, EARLY, SOON, BEFORE, AFTER, and TIME related words CLOCK and WATCH.
- *19b* includes words for common time concepts YESTERDAY, TODAY, TOMMORROW, TONIGHT, WEEK, MONTH, YEAR, days of the week, times of the day, seasons and adjectives and prepositions that are predictably used with these concepts, e.g., ON MONDAY, NEXT SUMMER. Question words are repeated on this page to ask common (clarifying) questions associated with this vocabulary, e.g., HOW MANY DAYS?; WHEN, WHY NOT TODAY?
- 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 younger children. 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. SAME and DIFFERENT are included on this page as these words are used in combination with vocabulary on all other pages. Links to the three subcategories, *20c colour & shape*, *20d numbers and size*, and *20e weather*, are also located on this page. A link to *05 feelings* is included on this page as people sometimes navigate to the descriptions section to "describe" how someone feels and there is no direct link to this section from the main navigation index.
  - *20b* includes a range of adjectival vocabulary to describe the smell, taste, look, age, presence, speed, sound, feel, and general attributes of people and things.
  - *20c* includes vocabulary to describe colour & shape attributes.
  - *20d* includes vocabulary to describe number and size. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during early educational activities (maths) to develop number and size concepts.
  - *20e* includes a range of vocabulary to describe and discuss the weather and weather reports. Direct links are provided to *02 opinions* and *19 days and times* to provide faster access to other words frequently required when discussing the weather.

NOTE that only the numbers 1-10 and 0 are included on the numbers page. Partners 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.

- 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 categories to determine the need for vocabulary additions and 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 focused 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.