Direct Access – 9 per page expanded functions

General description

This PODD book was primarily designed as an introduction to expressing an expanded range of communication functions for young children (2-4 years) who have some ability to directly target large areas of a display with their hand.

This PODD book may also be appropriate for use by:

- Communication partners to support an individual's understanding of the partner's messages and provide models of aided language used to communicate a range of communication functions.

- Older children or adults whose current communication, language and access requirements suit this book. Customisation will be required to suit the different activities of daily life experienced by these age groups.

- Individuals who pick up and give/show individual symbols to others (see the *Construction file 9 per page – expanded functions pick up & give* for details).

- Individuals who require a smaller display size with the same complexity of language and communication. This book can be reduced in size using scaled printing (see the *construction file* for details).

Language

- The organisation and vocabulary included in this PODD book supports the expression of a range of pragmatic functions typically seen in the expressive communication of 2-3yr 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, tell stories, narrate play and instruct. Vocabulary is also included to express communication functions typically acquired at 3-4 years of age, e.g., to relate information about past and future events, to enable partners to model and expand communication.

- Vocabulary is included in the PODD book 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. A limited range of meanings is available to express each type of semantic meaning, with a focus on vocabulary that relates to daily life experiences and activities. With only 9 symbols per page, it is necessary to prioritise which vocabulary to include on the main pages. Symbol lists are used to increase the range of vocabulary.

Vocabulary for some words typically used at this stage such as YES, NO, HELLO, THERE, is not included on the templates for this PODD book based on the assumption that the communicator will (be learning to) use unaided modes and/or 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 may also be attached to flip out from the back cover.

- Parts of speech represented in this PODD communication book include Wh-question words, subject and object nouns, pronouns, verbs, negative, interjections, adjectives, adverbs and prepositions.

- Predictably associated vocabulary supports the use of 2-3 key word sentences. More complex sentences would require turning to multiple pages.

- Includes a number of strategies to compensate for some of the limitations inherent in using aided symbols and to support the production of more intelligible, socially valued communication, e.g., pragmatic branch starters to clarify the intent (meaning) of 1-2 word sentences, YES/NO question marker, tense clues and predictive links.

- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT is positioned in the categories index. This symbol is used to extend the range of vocabulary available by encouraging the partner to guess at the word they require when provided with an associated word. Using this phrase 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.

- A symbol link to *GO TO LIST* (attached to the back of the previous page) is included on the end page of all sections/ subcategories.

- The symbols in this book primarily represent single words. This allows for multiple meanings to be interpreted from the one symbol. For example, the single word HELP can be interpreted to mean "Can I help you?"; "I'm helping"; "I need some help"; etc. depending on the current context. There are a few symbols representing whole phrases/sentences to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON'T KNOW; I LOVE YOU; EXCUSE ME; I'M SORRY.

Layout

- One page opening with spaces for nine vocabulary items plus separate operational column.

- This PODD communication book size is A4 landscape. This book can be reduced in size using scaled printing options if a smaller book is required (see the *Construction file* for details). Scaled (to approximately 69%) or fit-to-page printing allows for the book to be printed on A5 paper

- The page background is light grey to visually highlight the location of the symbol cells on the page.

- Symbol cell size is approximately 5cm high, 5.5cm wide. Cell spacing is approximately 2.5cm width and 1.5cm height.

- Cells with GO TO PAGE (number) instructions have a small square in the top right hand corner. The number of the page (darker colours) or the background of the small square (lighter colours) matches the colour of the page tab for the target page/section.

- Three operational cells are located on the right side of every page separated from the main symbol cells with a vertical line. Each operational cell is approximately 4.75cm high, 2.75cm wide with a 2cm gap between cells. The operational items included in this PODD book are:
  - *GO BACK TO PAGE 1* is on the first page in every section.
  - *GO BACK TO PAGE (number)A* is included to get back to the first page in a section from all other pages in that section.
  - *OOOPS* – indicates that something has gone wrong with the communication process. This allows a communicator to indicate that something is wrong, a mistake has been made, but they require the partner to assist them to identify and fix the problem.
  - *GO TO CATEGORIES* – on all pages to enable access to the categories (main navigation) index to navigate to other sections of the communication book.

> Operational functions may initially be primarily used by partners to support the individual's operation of the book. Partners are instructed to point to these cells prior to turning pages when using the PODD book and when they make an error. Frequent models of the use of these operational functions are vital to support the individual's learning to independently instruct partners to navigate around their communication book and inform partners of errors. If partners just turn pages the individual will have few opportunities to learn how they can direct movement between pages in their PODD communication book.

- The operational instruction to *TURN THE PAGE* is located in the main symbol grid in the bottom right hand corner. This location is chosen to increase ease of access for communicators to control the movement to the next page of vocabulary.

- List pages are attached to the back of page preceding the page with the *GO TO LIST* instruction (see the *construction file*). The background of the *GO TO LIST* cell is coloured according to the section. This highlights the operational function of this item. This may be distracting for some individuals. If this is an issue, the cell background colour can easily be changed to white in the EDIT mode of simPODD.

Navigation

Vocabulary in this PODD book is organised using both pragmatic branches and a categories index according to the communication intent being expressed.

- First page **MORE TO SAY** – *go to page 2*
- **Pragmatic branch starters** on page 2 (clarifies the communication intent / meaning of 1-2 word sentences)
- (obligatory link via *03 TELL* to clarify tense and message for some communication intents)
- **Category index** on page 7
- Predictive links are used to assist the communicator to include sufficient information to aid their partner's understanding, e.g., HURT, SORE, PAIN has a direct link to the *06 body parts*.
- Operational commands to *GO BACK TO PAGE (number)A and TURN THE PAGE* to move between pages in the one section.
- Operational commands to *GO TO CATEGORIES* and *GO BACK TO PAGE 1* are available from all sections.
- Includes **activity displays** for more efficient interaction during a range of common daily routine and play activities.
  - o The 9 per page expanded functions PODD book has many pages and is already quite thick and heavy. This communication book could become impractical for daily use with the addition of many extra pages. Increased size and weight is of more concern in PODD books modified for pick up and give/show access as the individual symbol cards and Velcro to attach the cards to the page double the thickness and weight of the book.
  - o **Carefully consider the effects on the thickness and weight of the finished communication book before adding pages to the 9 per page expanded functions book.** Consider using symbol / auditory scanned lists and separate activity displays as an option to provide access to additional fringe / activity specific vocabulary.
  - o To reduce the size and weight of the PODD communication book, whole-page displays for activities that only occur in one specific environment may not be included in the communication book.
  - o Separate activity displays for specific games and daily routines can be positioned with the equipment and/or in the environments where that activity takes place. However, appropriate vocabulary to talk about or request these activities at other times will be included in the PODD communication book.
- Has the **option** to include **anecdote pages** to support older children and adults to tell their own stories more efficiently and/or to compensate for current limitations in expressive language restricting the individual's ability to intelligibly construct (word by word) more complex narratives (see *options folder –opinion plus anecdote*).

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

When you add this book to simPODD you will be asked a number of questions to identify preferences to suit different individuals. 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 their educational setting. Options include:
   - Adding a section for an **early childhood setting (25 early childhood EC setting)**. This is the default option. Select yes to this option if the individual attends kindergarten, preschool, nursery or a day care setting. The pages included with this option include:
     - 07a cat EC (link to *early childhood* section replaces link to *transport* in categories
     - 07b cat EC (link to *transport* moved to this page, replaces link to *food/drink*)
     - 07c cat EC (link to *food/drink* moved to this page) or 07c EC opinion (if both *early childhood* and *opinion* options are selected)
     - 09a people EC (includes link to *09c early childhood people* subcategory)
     - 09c EC people (page for early childhood people)
     - 25a EC (early childhood / preschool activities)
     - 25b EC (second page early childhood / preschool activities)
     - 25c make EC (early childhood)
     - 25d outside EC (early childhood)

   - Adding a section for **school (25 school)**. Select yes to this option if the individual attends school. (You may also select and customize this section for adults who attend a day placement or workplace). The pages included with this option include:
     - 07a categories school (link to *school* section replaces link to *transport*)
     - 07b categories school (link to *transport* moved to this page, replaces *food/drink*)
     - 07c categories school (link to *food/drink* moved to this page)
     - 07c catopin sch (link to *opinions* with relocated link to *food/drink*)
     - 07c catopinionalpha sch (categories with link to *opinions*, *alphabet* and relocated link to *food/drink*)
     - 09a people school (includes link to *09c school people* subcategory)
     - 09c school people (school people)
     - 25a school
     - 25b school
     - 25c school places
     - 25d school things
     - 25e pencil case

   - **No educational environment.** With this option the 25 section is left blank (to add the section if it is required at later.) The categories index does not include a link to school / kinder.
     - 07a categories (link to *transport* section on this page)
     - 07b categories (link to *food/drink* section on this page)
     - 07c categories

2. **What access method works best for the Individual?** There are two options for this PODD book, direct pointing and pick up and give/show. Your selection changes the communication book instructions pages.

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

4. **Would you like to use the toilet or nappy activity specific display?** There are two versions of the 50 activity page. Select the option that suits the individual. If both options apply, pick the option that is most frequently used or talked about with the individual.

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

   A. **Messy play or building with tools.** This choice between which activity specific displays to link to from the *11d make something* subcategory in activities with only 9 items per page. The default activity is MESSY PLAY. Note that there is also a link to the *42 tools* page (build activity specific page) from the *13 things* section in this PODD book. Select the activity that is likely to be most frequently used
      - Default **Messy play**
         o 11d make with link to MESSY PLAY
      - **Alternative Build with tools** activity specific page to interact when interact when playing or building with tools
         o 11d make with link to BUILD with tools (BUILD replaces MESSY PLAY)

   B. **Physically active** pages. Vocabulary in the default pages has a bias towards individuals who have more challenges with movement (one reason to choose only 9 per page).
      - Default **Vocabulary for assisted movement.** The default pages include vocabulary in the verb movements more suited to individuals with physical challenges.
      - The **optional vocabulary for more independent movement** pages to suit individuals who are more physically active. The alternative pages include.
         o 10d move active (vocabulary to suit individuals who are more physically active)
         o 10e move active (vocabulary to suit individuals who are more physically active)

   C. **Hair, Make-up, Jewellery** pages. This provides the option to include an additional page to the 12 clothes section of this PODD book for individuals who have a particular interest in these style and grooming activities. **Note: in simPODD you can only select one option in the set-up menu.** If you require more than one option you will need to manually add and customise additional pages. Only add these pages to the 9 per page expanded functions book if it is a particular interest for the individual. This book already has many pages increasing its thickness and weight. Remember you can also add words to the clothes list. The alternative pages include:
         o 15d hair
         o 15d jewellery
         o 15d make-up

   D. **Independent or assisted eating.** The default page *18a food drink* includes vocabulary more suited for people being assisted to eat and drink. There is an option for people who eat and drink independently.
         o 18 meal indep (alternate meal display for individuals who independently eat/drink)

E. **Food drink** optional pages
- The default pages in the *18 food drink* section link to a *list* to access the specific names of food and drink via partner-assisted auditory scanning. Partners are encouraged to use the real food/drink items for the communicator to select their preference during mealtimes. The *button-style* option includes two extra pages with spaces for 8 favourite food items and 8 favourite drink items and symbol lists. Remember to be aware of the weight and thickness of this PODD book when adding extra pages. The alternative pages include:
  - 18a meal pages (meal display with links to pages of food and drink symbols)
  - 18b foods (page to add symbols for preferred foods)
  - 18b symbol list (symbol list for foods)
  - 18c drinks (page to add symbols for preferred drinks)
  - 18c symbol list (symbol list for drinks)

F. **Animals** optional pages. The default list pages in the *21 animals* section link to a *symbol list* to access the specific names of animals. This is done to lessen the weight and thickness of this PODD book. The *button-style* option includes six extra pages to include the names of animals on symbol separate cells. Only add these extra pages if absolutely necessary as the weight and thickness of this PODD book can already be quite challenging for practical use. The alternative pages include:
  - 21b animals (includes links to animal pages with symbols)
  - 21d farm (page of farm animal symbols)
  - 21e wild (page of wild animal symbols)
  - 21f wild (second page of wild animal symbols)
  - 21g water (page of marine animal symbols)
  - 21h insects (page of insect symbols)
  - 21i reptile (page of reptile symbols)

G. **Alphabet** optional pages. These pages provide access to the alphabet for exploration and participation in early writing and spelling activities. The default is not to include these pages in the 9 expanded functions PODD book due to the existing challenges with thickness and weight and individuals at this early stage of language development are not using the alphabet for communication. (If they can spell, you need to select a different PODD book with more language than is provided in this PODD book). However, all individuals do need access to the alphabet to explore, scribble and engage in early literacy activities. It is recommended that if you do not include these pages in the book that pages 51a-f are still printed out to be used as a separate display alongside the PODD communication book. (remember to unlink the *go to page* number in the categories index). Pages to include the alphabet pages in the book include:
  - 07c cat alpha ECsch (categories with link to alphabet and relocated link to food/drink)
  - 07c catopinionalpha ECsch (categories with link to opinions, alphabet and relocated link to food/drink)
  - 51a – f alphabet pages (group-item layout to access the alphabet. 51a groups 5-6 letters on 5 large cells in alphabetical order with links to pages 51b – f and the symbols for FIRST SOUND and END, SPACE. Other pages have individual letters on 5-6 large cells.)

H. **Opinion** optional pages. The options for organising opinion vocabulary in this PODD book include using either the pragmatic branch starters I LIKE THIS / I DON'T LIKE THIS or I THINK IT'S. I LIKE THIS and I DON'T LIKE THIS is the default selection as using these phrases tends to be more natural, transparent and developmentally appropriate for young children to access opinion vocabulary. However, it is not always conversationally appropriate to initially identify whether something is liked or

not liked when expressing an opinion such as SILLY, FUNNY, CRAZY, EASY, DIFFICULT, RIGHT or WRONG. The use of the single pragmatic branch starter I THINK IT'S and category name OPINION WORDS also reduces the number of spaces required on the *02 branches*, *07c categories* and some activity display pages to access *opinions* vocabulary. This provides space for an additional vocabulary item/pragmatic branch starter/navigation link to other sections, e.g., *IT'S ONE OF MY STORIES.*

- o 02a branch opin (02 branches with OPINION pragmatic branch starter and LET'S PRETEND relocated from 03 tell)
- o 03 tell opin (tell page LET'S PRETEND removed, relocated to 02a branch opin)
- o 04 opinion
- o 04 opinion
- o 04b opinion
- o 04c like
- o 04d don't like
- o 05a wrong opin (links changed from I DON'T LIKE THIS to OPINION)
- o 07c cat opin (links to OPINION, modified for EC/school)
- o Alternative activity displays with links to OPINION: *27 television*; 28 music; *29 book; 30 game; 31 play dough* and *37 puzzle*

I. **Anecdote** optional pages. **Note that this option can only be selected when the *I THINK IT'S* option is selected for opinions.** These pages support communicators to tell prepared stories and anecdotes (oral narrative) in a more time efficient manner. Word-by word construction of narrative using aided symbols is very slow and requires considerably more expressive language skills. Some individuals who use this PODD book may have the desire to tell their stories, but currently have insufficient language skills to do so word-by-word. Sharing personal stories with others, allows us to express our personalities and make social connections with others. Pages included to tell My stories (anecdotes) include:
- o 02a branch opin (02 branches with OPINION pragmatic branch starter and LET'S PRETEND relocated from 03 tell)
- o 03 story opin (tell page with link to My Stories anecdote section, LET'S PRETEND removed)
- o 07c category story option (links to MY STORIES – option for this page depends on what other options have been selected e.g., ALPHABET)
- o 55 instruct (instructions for using anecdote pages)
- o 55a & 55b story index (indexes to access pages for different stories).
- o 55c-55r story (pages to write personal stories/anecdotes).

In the *55 my stories* section pages are provided with spaces to write the following parts of a narrative/anecdote.
- what happened
- more of what happened
- who
- where
- when
- why
- what I thought
- what others thought

The *55 story instructions* template in the options folder provides specific ideas of what information to include in each square. The **individual should be involved in the creation of these stories**, although others may support the intelligibility of the final product by suggesting ideas and expanding the sentence forms. A small symbol in the top left hand corner of each square reminds the communicator which part of the

story is written on that cell. The symbol HAVE A GUESS is also included on each page so that the communicator can suggest their partner guess the answer to specific questions when they do not have a prepared answer or vocabulary available in their main communication book to answer.

Not all of the *55 story* pages are initially included in the book. New pages are added when filled in with a new anecdote. Page *55a* is an index to access the different stories included in the PODD book. The name of each new story would be added to a cell with a GO TO PAGE NUMBER .. link to that stories page number. As these pages are frequently updated (written on) it is preferable to put them into heavy duty clear plastic sleeves (see *construction file*).

If the size and weight of this PODD communication book is becoming impractical, you could also choose to make a separate "My Stories" book. If you choose to put these pages in a separate book, change the IT'S ONE OF MY STORIES links to an instruction PLEASE GET MY STORIES BOOK. Also put an instruction in the "My stories" book for the communicator to request their communication book.

The 55 *stories*/anecdote pages are included as an **option**, linked from the vocabulary item *IT'S ONE OF MY STORIES,* as they are not developmentally relevant for the young children who are the primary target group for this PODD book. This information chunking strategy is particularly useful for older children, teenagers and adults who like to tell stories but find word-by-word construction of narrative too difficult or time consuming. Also consider using a speech generating device to more efficiently store and tell stories. The PODD page sets for speech generating devices at this language level include these anecdote pages as a default)

Section descriptions

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

01 main/chat

- Includes single words and social phrases that are useful to say quickly or within the context of an ongoing conversation or activity. Note that I DON'T KNOW needs to be positioned on the front page to provide communicators with an efficient alternative to answer YES/NO questions. It is also a useful phrase for partners to use to tell the communicator that they don't know what they are trying to communicate.
- Includes the link MORE TO SAY to navigate to the rest of the vocabulary in the book via the branch starters on page 2.
- Note that the operational link to go directly to categories has been removed from page *01a* to discourage people from skipping the pragmatic branch starters on page *02 branches*, making it difficult to interpret the communication intent of one to two word sentences.
- The item I NEED TO GO TO THE TOILET is included on page *01b* for individuals who are learning to go to the toilet. You may choose to swap this item with one from page *01a* during the earliest stages of toilet training. The item may also be used to request changing.

02a branch starters

- This page is part of the **main navigation system**.
- Pragmatic branch starters indicate the communication intent of the message. Pragmatic branches are essential in this PODD communication book designed to support the use of only 1-3 key word sentences. Identifying the communication intent allows partners to interpret the intended meaning of 1-3 key word messages.
  - o Some functions have predictive links to pages of vocabulary to express these intents.
  - o The vocabulary required to express other functions is less predictable and the navigation needs to go through the categories index.
  - o The I'M TELLING YOU SOMETHING branch starter has an obligatory link to the *03 tell* page to provide more information, e.g., tense clues, to support the partner's understanding of the communicator's key-word messages.
- Due to the limitations of only 9 symbol spaces per page, some of the pragmatic branch starters are located on the *03 tell* page accessed via I'M TELLING YOU SOMETHING. The relocated phrases to indicate communicative intent, IT'S TIME FOR..; IT'S A STORY (NOT REAL); I HAVE AN IDEA and LET'S PRETEND, conversationally suit an introductory phrase of I'M TELLING YOU SOMETHING. For example, I'M TELLING YOU SOMETHING, IT'S TIME FOR…
- The direct link to the *07 categories index* (in the operational cells column) can be used for more direct access to vocabulary 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 key word messages. Partners must model the use of the pragmatic branch starters to support the individual's learning at earlier stages of language development (even though with their sophisticated language skills it is "easier" for them to go to categories to construct a message).
- The addition of DO AN ACTIVITY to the I WANT.. cell and VERBS to the DO SOMETHING cell assists partners to discriminate the different vocabulary located in each of these branches, i.e., activities vocabulary in the I WANT branch and verbs in the DO SOMETHING branch.
- The default pages, designed for younger children, uses the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS to express opinions. An alternative page *02a* is provided If you have selected the option to use the pragmatic branch starter I THINK IT'S … to

express opinions. This alternative allows space for the inclusion of the LET'S PRETEND pragmatic branch starter on page *02a*. (LET'S PRETEND is included on page *03* via the I'M TELLING YOU SOMETHING pathway in the default pages.)

- **All additional pages must be accessible via this page using an existing pragmatic branch or by adding a new pragmatic branch starter to this page.**

02b show

- Includes vocabulary and links to other pages needed to show things and actions.
- The vocabulary on this page particularly suits individuals who have restricted mobility limiting their ability to independently get and show objects. This page enables the communicator to provide their partner with hints as to where to look in the environment for the thing or action they want to show.
- SOMEWHERE ELSE links directly to the places section (and from there to the *house and garden* section) for the communicator to suggest alternative places to look.
- WATCH ME enables the communicator to draw their partner's attention to something they can do. This phrase can also be used to cue the partner to attend to their eye or hand point to things in the environment.
- PLEASE GET MY COMMUNICATOR supports the use of a speech generating device (SGD) to tell a prepared message, in this case about something they want to show their partner.
- ASK SOMEONE links directly to the page of people for the communicator to identify who you can ask to help you work out what it is they want to show you.
- If the individual likes to show people photos, then bedroom (which can also be accessed via *somewhere else >places>house and garden)* could be replaced with an instruction to get the album/device they use to show photos.

03 tell

- As part of the I'M TELLING YOU SOMETHING pathway this page includes vocabulary and links to other pages needed to relate information, tell a story (IT'S A STORY), express an idea (I HAVE AN IDEA) and instruct (IT'S TIME TO/FOR). The LET'S PRETEND pragmatic branch starter is included on *page 03* in the default pages because it could not fit on page *02a branches* and can conversationally fit within the I'M TELLING YOU SOMETHING pathway.
- Tense clues IT'S ALREADY HAPPENED, IT'S ABOUT NOW, IT'S GOING TO HAPPEN, and IT'S ALWAYS HAPPENING are included to encourage communicators to provide the time frame for their message. These clues provide partners with additional information to accurately interpret the meaning and use the correct tense to expand the communicator's key word messages. Omission of these tense clues can lead to more frequent instances of communication breakdown.
- All of these messages and tense clues have an associated link to the *07 categories* section to enable the communicator to generate messages for these, less predictable, functions.
- PLEASE GET MY COMMUNICATOR supports the use of a speech generating device (SGD) to tell a prepared message, in this case telling their partner about something that has/will happen or telling a make believe story.
- An alternative *03 tell* pages is used when the I THINK IT'S option is selected as LET'S PRETEND fits on page *02a branches*. This creates a space on *03 tell* for the inclusion of the symbol link, IT'S ONE OF MY STORIES*,* to pages (*55*) containing prepared anecdotes.

04 opinions

- The default pages have vocabulary to express opinions separated into I LIKE THIS (*04a* and *04b*) and I DON'T LIKE THIS (*04c* and *04d*). *04b* LIKE has male and female options.
- The item LET'S DO SOMETHING ELSE has a predictive link directly to the *11 want/activities* section to suggest an alternative activity.
- Note that vocabulary to complain about how the communicator is feeling is included in section *05 something's wrong*. It is important when making changes to these pages to consider which section, *I DON'T LIKE IT* or *SOMETHING'S WRONG*, will most appropriately and frequently convey the communicator's intent.
- 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.
- An alternative *04 opinions* section uses I THINK IT'S …. as the pragmatic branch starter and OPINION WORDS as the category name. More information to support the selection of the most appropriate alternative to meet individual requirements is included in the **Selecting preferences and Optional Pages** section of this document.

05 wrong

- Vocabulary and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the communicator.
- The default pages include a link to *04c* I DON'T LIKE THIS vocabulary. If you have chosen to use the I THINK IT'S branch starter an alternative *page 05a* links to 04a opinions.
- SICK and HURT/PAIN/SORE have compulsory predictable links to the body parts section; HUNGRY and THIRSTY link to a mealtimes activity page and I WANT SOMEONE links directly to the page of people for the communicator to identify who they want. There is also a link to the HEALTH category from page *05a.*
- Check the vocabulary available in the health section prior to adding vocabulary. You may choose to include some vocabulary in both places 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.
- 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.
- Young children cannot always specifically identify what is causing them to feel upset. I DON'T KNOW WHAT'S WRONG is useful to enable the 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.
- 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 assistance from a wider range of people. To do this, add an extra page with a predictable link from the vocabulary item relating the problem to the page of possible solutions. For example, an individual who has significant physical challenges may provide more specific information about being uncomfortable.   In this instance I'M UNCOMFORTABLE may have a link to an additional page (*05c*) including vocabulary such as PLEASE HELP ME TO SIT UP*, I NEED TO MOVE. To add this page in simPODD:
    - Select Edit, then the UNCOMFORTABLE cell.
    - Select *Edit* to the right of *Go to Page*
    - *Select Link to New Page.* A list of possible page templates will appear with screen shots of these blank grids. Select *grid b default.*
        a. Select *Next*, to identify the page position in the book. Scroll down to select *05 wrong* to place the new page in this section

b. Type "uncomfortable" in the *Tab Name,* Select *Next,* then *Done.*

c. Select ☰: to view the list of pages. Scroll down to open and edit the new page, *05c uncomfortable*

- Individuals who have sensory processing challenges may require a link from a vocabulary item I NEED A SENSORY ACTIVITY in the *05 something's wrong* section to a page of preferred sensory experiences such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET. This page could be in section *11 want activities* to enable the communicator to also request these activities through the I WANT pragmatic branch.

06 body parts

- Includes main body parts. More specific body parts, e.g., EYELASH, ELBOW, are usually placed on the list, unless that body part causes common issues (complaints) for the individual.
- Add individual appropriate gender specific body parts, either to the main page (replacing a less commonly referred to body part) or onto the list.
- BRUSH is located on the second page (*06b*) as all body parts that are typically brushed are located on this page. You may need to move BRUSH onto page (*06a*) for individuals who routinely have other body parts brushed as part of a program to address sensory processing challenges.

07 categories

- This section is part of the **main navigation system** to generate novel messages to express the I'M TELLING YOU SOMETHING, I HAVE AN IDEA, LET'S PRETEND, IT'S A STORY and IT'S TIME TO.. communicative intents and to answer questions.
- The ordering of items in the categories section is prioritised for speed of access according to the likely usage patterns of vocabulary by young children. Commonly used categories are on the first page, less commonly used vocabulary on the second page, with the third page including links to sections of vocabulary that are usually accessed more directly via a pragmatic branch starter. Food and drink is placed later, as this section is usually accessed via the I WANT SOMETHING pragmatic branch.
- You may choose to swap the location of a category to reflect the vocabulary usage patterns of an individual. For example, if the individual likes to talk about their clothes and rarely talks about transport, you would choose to place *clothes* on page *07a* and move *transport* to page *07b* to provide faster access to the most commonly used vocabulary. However, it is strongly recommended that you do not change the order of the categories until you have used the PODD book interactively to discover the actual vocabulary usage patterns of the individual (i.e., the real pragmatic use).
- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT replaces the *GO TO CATEGORIES* operational cell on all pages in the categories index.
- As part of the main navigation system, the vocabulary required in this section changes whenever additional sections of vocabulary (categories) are added to the communication book. Alternative *07 pages* are included depending on the options selected when setting up your book in simPODD. **ALL sections of the PODD book need to be accessible via a category link in this section.**
- *Note that the page tab for categories is longer than all the other page tabs. This increases the speed of locating this section as it is the only tab to extend to the right edge of the paper.*

08 questions

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

09 people

- This section will need considerable customisation
- Individuals usually know a large number of people: family, friends, teachers, neighbours, health professionals, etc. Representing every person with a symbol on their own separate cell with only 9 symbol items on each page would become extremely cumbersome. The people section therefore includes both separate cells and lists for people's names.
  - o Add names to cells for people who have a close relationship or frequent contact with the individual.
  - o Add names to lists for acquaintances or friends and family who have less frequent contact with the individual.
- An additional subcategory is added to the people section for children who attend school/early childhood setting. Alternative *09a* pages, with a link to *09c school/early childhood setting people,* and *09c* pages to add school/early childhood people are included when the school / early childhood setting options are selected.
- The names of occupations the individual frequently encounters may be included on page *09b.* Other occupations can be written on the people list.

10 actions (verbs)

- The actions section links from both the DO SOMETHING pragmatic branch starter and the ACTIONS category, to enable this vocabulary to be used to express a range of communicative intents.
- Includes common, early acquired, functionally useful, verb vocabulary and associated words (NOT, ON, OFF, IN, OUT).
- The range of possible action words is huge. This makes it difficult to practically include all the required verbs in the action section with only 9 items per page. Words are prioritised for inclusion in this action word section if they are:
  - o frequently used to construct sentences across a range of semantic categories
  - o frequently used to request actions or give instructions
  - o a specific movement the individual frequently performs.
- Additional verbs are located in other sections/activity displays. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word category a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, TASTE, COOK on the cooking activity display.
- MOVEMENTS the individual performs with their body, e.g., ROLL, SIT UP, CRAWL, GRASP, BEND, are subcategorised with a link from *10a* to pages *10d movements* (and *10e* via *TURN THE PAGE*). The movement vocabulary in the default pages suits individuals who have physical challenges. Alternative pages with **vocabulary for more**

independent movement to suit the needs of individuals who are more physically active can be selected from the options.

- Verbs are grouped across the pages according to the type of action and the predictably associated vocabulary available on each page, e.g., PUT, TAKE/TOOK and TURN with the prepositions on page *10b.*
- The vocabulary placement in this section is also prioritised for speed of access with consideration to the verbs that are predictably associated with vocabulary on other pages. For example, WANT is on the third page (*10c*) of actions as WANT is also a branch starter and included in a number of other categories.

11 activities

- The activities section links from both the I WANT … pragmatic branch starter and the ACTIVITIES category, enabling this vocabulary to be used to express a range of communicative intents.
- 12a includes links to the subcategories *11c toys*, *11d make something* and *11e outside activities* to organise the large vocabulary required to request/talk about different activities. Other subcategories may be required if adding large numbers of additional activities of a particular type e.g., sports, game, sensory activities.
- More general activities vocabulary is positioned on either page *11a* or *11b* depending on the frequency of use for an individual and in relation to the predictably associated verbs on each page.
- Many items in this section have links to pages of vocabulary to interact during the activity, i.e., activity specific displays.
- The individual may not require all of these items and their associated displays and/or may require additional vocabulary and links to new pages for other activity displays.
- You may select the option to include an alternative *11d make something*, replacing the vocabulary item MESSY PLAY with BUILD for individuals who are more interested in building things with tools. BUILD links to the page *42 build* which is already in this book, linked from TOOLS in the *16 things* section.
- When adding vocabulary for different activities, consider whether the individual also requires a display to interact during the activity. If they do, consider whether it's appropriate to add the display to the book, for use in multiple environments, (adds thickness and weight to the communication book) and/or to place a separate activity display in the individual's environment. If adding a display to the PODD, ensure that all the *GO TO PAGE (number)* links are in place to enable the individual to navigate to that page.
- You may choose to keep a vocabulary item, e.g., BUBBLES, and decide to remove the activity display from the PODD as the activity does not occur frequently enough to warrant inclusion in an aid which people carry with them all the time. You may choose to use the PODD template to create a separate activity display by cutting off the page tag and covering the operational cells with one cell to request their communication book (to enable the individual to control their access to vocabulary not included on the activity display). Remember to unlink the page from the vocabulary (e.g., BUBBLES) cell to remove the small square with the *go to page number* link.
- When removing activity vocabulary that has an associated activity display, you may also need to remove the display from the book. Check whether this display is also accessed from another section in the PODD book.
- When deciding whether to add activity pages to the book or create a separate activity display, remember that, with only 9 items per page, this communication book already has many pages and is reasonably thick and heavy.
- (Additional information on adding /deleting activity displays is included in the section description for *27 – 50 activity displays* below).

12 places

- The places section links from both the LET'S GO … pragmatic branch starter and the PLACES category, enabling this vocabulary to be used to express a range of communicative intents.
- Includes a link from *12a places* to the *17 house & garden* section and *11e outside activities* page, primarily to allow access to this vocabulary via the LET'S GO… pragmatic branch starter. For example, LET'S GO… - HOUSE & GARDEN – KITCHEN; LET'S GO… - OUTSIDE ACTIVITIES – DIG in the GARDEN.
- Retail places (shops, take away and restaurants) are subcategorised with a page link to *12c shops*. VISIT links directly to *09 people* to identify who the communicator has/will visit.
- Not all place names are included in the *places* section
    - places found in the house or garden are included in *17 house & garden*
    - transport places are included in *19 transport*
    - school places are included in *25 school*
    - health places are included in *14 health*
    - some special event places, e.g., *circus,* would be included in *13 special events*
    - places of worship are included in the 26 *religion* section
    - place names related to animals, e.g., VET, KENNEL, would be included in *21 animals.*
- Fringe vocabulary for less frequently visited or talked about places, e.g., a place the individual went on holiday or a special outing, can be added to the places list.

13 special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events. The vocabulary in these example pages reflects common Australian holidays and special events. Check this section and make appropriate vocabulary changes to suit the individual and family's requirements.
- HAPPY is intentionally repeated on page *13c* for efficient use with the other vocabulary on this page, e.g., HAPPY MOTHER'S DAY.
- Given the space restrictions with only 9 symbol cells per page in this book, most local holidays, celebrations and events and less frequently occurring or talked about special events and things will need to be added to the LIST.
- You may choose to move some of the vocabulary onto a LIST to make space for special event vocabulary that is more frequently required by the individual. In addition to how frequently a special event occurs, consider how frequently the event is discussed. For example, there is usually a lot of preparatory activity around Mother's day in many early childhood educational settings, but New Year is less frequently discussed with young children.

14 health

- Vocabulary in the health section is organised onto separate pages according to the predictably associated verbs.
    - Nouns related to medical appointments and places are on *14a* with the verb GO. *14a* also includes a subcategory link to *14d health things.*
    - Illness related vocabulary is on *pages 14b* & *c* with the verbs FEEL and HAVE on *page 14b*. Illness related words that may require access to body parts vocabulary are positioned on *page 14b* with a direct link to the BODY PARTS category.
    - *14d* and *14e* include health products, equipment and procedures with the predictably associated verbs NEED and GET. CHEMIST is also included on *14d* as things on this page maybe purchased from the chemist.
- Instructions are written on the pages with suggestions of where to add additional, individual specific, health words.
- You may choose to place some of this vocabulary on a list if the individual rarely experiences health problems to reduce the number of pages in this communication book,

e.g., delete pages *14c* and/or *14e.* If deleting a page remember to move the list instruction to the last page of the branch and change the numbers on the page tags and links to any following pages, e.g., if deleting *14c* change *14d* to *14c,* on both the page tag and the subcategory link to *health things*.

15 clothes
- This section includes clothes, things that are worn on the body and actions related to dressing and grooming.
- 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 first, *15a,* page if the item is frequently put on and taken off during the day.
- *15a* includes the predictably associated vocabulary to start sentences including vocabulary from all pages in this section. Single symbols are used to represent the two-word phrases PUT ON and TAKE OFF to conserve space with only 9 items per page.
- Options to add separate jewellery, hair and/or make-up pages to this section are available. Carefully consider the individual's need for symbols for this vocabulary as the additional pages add to the weight and bulkiness of this communication book – you may choose to add the vocabulary to the clothes list. You will need to manually add the vocabulary and link to any pages you add. There is space to do this on page *015a.* If you are not adding any of these pages, you may move more frequently worn / talked about clothes from 15b into these spaces on 15a.
- Note that even though an individual may not wear dresses and skirts, these words are included to comment on/talk about what other people are wearing.

16 things
- Vocabulary included in the THINGS section includes anything that does not fit into another category including personal equipment that is not worn. Vocabulary for things may be included in a number of sections.
  - Things that are generally found at home/school/kindergarten would be included in those other sections.
  - Things related to specific activities, e.g., sports or games, would be located in the activities section.
  - Personal equipment that is worn, e.g., splints, is included in the clothes section.
- The predictably associated vocabulary on *16a* is used to start sentences using vocabulary from all pages in this section.
- 16a includes a link to the subcategory *16c equipment* to include personal (specialist) equipment, including AAC equipment, with the predictably associated vocabulary USE and BREAK/BROKEN.
- There is also a link from *16b* to the BUILD/TOOLS activity display (*42*) as people may look for tools in the *things* section.

17 house & garden
- The default pages include vocabulary for common requests, instructions and locations at home.
- Commonly used vocabulary is organised onto separate pages according to the predictably associated vocabulary on each page.
  - Locations in the house (rooms) and a link to the subcategory *17d outside* are on page *17a* with the verb GO and the preposition IN.
  - *17b* includes additional locations in the house (including table & chair) and items that OPEN and CLOSE.
  - *17c* includes appliances and items that are used with the verb TURN and/or the prepositions ON and OFF.
  - *17d* includes places to GO and SEE outside (in the yard)
  - *17e* includes gardening & nature vocabulary.

- The range of possible vocabulary in the *house & garden* section includes a large number of nouns. Symbol lists, categorised by room, are used to include a wider range of this vocabulary than would be practical to include with only 9 items per page. *GO TO LIST* instructions are associated with the names for each room. These lists can be accessed using partner-assisted scanning.

18 food/drink

- The food/drink page in the default pages is primarily an activity display to interact during mealtimes.
- Including the names for all the foods and drinks the individual experiences with only 9 on a page would require many page turns. Specific food and drink names are therefore included on a list to be accessed via partner-assisted scanning. Partners are encouraged to use the real food/drink objects for the communicator to select their preference during mealtimes.
- Some individuals/families really want to include symbols for the individual to request their favourite food/drink. The *button-style* option for food/drink pages includes two extra pages with spaces for 9 favourite food items and 9 favourite drink items and symbol lists. Remember to be aware of the weight and thickness of this PODD book when adding these extra pages.
- The vocabulary on the default page *18 food/drink* suits individuals who are assisted to eat. There is an alternative page, *18 meal independent,* with vocabulary more suited to an individual who independently eats and drinks.

19 transport

- Includes vehicles commonly seen and talked about by young children and predictably associated transport actions, GO, SEE, CRASH, BEEP horn, FLY.
- This PODD book also includes an activity display for playing with toy cars (page *39*).

20 characters

- The example pages include some common story and magical characters.
- Character vocabulary needs significant customisation to include the individual's favourite story, TV, music and movie characters and personalities.

21 animals

- The range of possible animal names talked about with young children is huge. The default pages use symbol lists, categorised by type of animal, to include a wider range of this vocabulary than is practical to include with only 9 items per page. These lists can be accessed using partner-assisted scanning.
- Alternative animal pages with more animal names presented on individual symbol cells can be selected from the options. Carefully consider the need for these pages as, with only 9 items on each page, the thickness and weight of this book can become unmanageable. Only use the additional pages if discussing animals is a major topic for the individual.
- The first page of the animal section (*21a*) focuses on vocabulary to talk about the individual's own pets and/or other animals which they frequently care for, interact with, talk about and/or see. *21b* provides links to symbol lists of animal names subcategorised according to type of animal or where the animal is usually seen, e.g., wild/zoo animals; Australian animals; bugs/insects; reptiles; farm animals and water animals. *21c* includes a page of common pets presented on individual symbol cells.
- Customisation of these pages may need to occur to include the individual's preferred and most commonly seen/discussed animals. Remember that insects are frequently encountered in daily life.

22 days & times
- This section includes time concepts such as NOW, LATER, AFTER, SOON, YESTERDAY, TODAY, TOMORROW, TONIGHT, MORNING, AFTERNOON and NIGHT and the related words TIME, CLOCK and HOLIDAY. Days of the week and WEEKEND are subcategorised on 21c.
- Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may be used primarily by communication partners to provide receptive input with younger children. These concepts are also commonly used in many early childhood educational settings.
- If required, the names of the months of the year would be added to the *list* in this PODD book.

23 feelings
- Feelings words are included in this section, primarily to relate information, tell stories and answer questions. Feeling words are also included in the OPINIONS, SOMETHING'S WRONG, and HEALTH categories to express other communicative intents. Common feelings that are not included in these other sections are prioritised for inclusion in this section.

24 descriptions
- This section includes a range of conceptual language commonly introduced in early childhood. Weather is also included in this section as we describe the weather.
- Children generally require many models of these concepts in order to learn their meanings. 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.
- *24a* includes the links to subcategories in this section.
  - *24d colours*
  - *24e shapes*
  - *24f size*
  - *24g number*
  - *24i feels*
  - *24j tastes*
  - *24k looks*
  - *24l weather*.
- Pages *24b* and *24c* include descriptive words that do not fit into any of the subcategories. These words are accessed via a TURN THE PAGE instruction on *24a*.
- Some relatively common description words will need to be added to the list in each section due to the limited number of spaces on each page, e.g., the colours section does not include symbols for BROWN, PURPLE, or GREY. You may choose to create symbol lists for some sections to support the individual's learning of different concepts.
- Additional symbol cells have been added to page of *24h numbers* to enable all numerals 1-10 plus zero to be presented on the same page.

People in the individual's environment often require explanation of why they need to learn to combine numerals (0-9) to produce numbers beyond 10. Partners frequently suggest that it is easier 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.

25 Early childhood settings/school
- For children who attend a school or early childhood educational setting it is useful to have an additional section in the book to include vocabulary related to this environment. 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 more efficient communication in the early childhood/school environment.
- The educational setting options are selected when you set up your book in simPODD.
- If the individual does not currently attend an educational setting, leave this number blank in the book for easy insertion of these pages when required.
- Adults who attend a day centre or workplace may choose to customise the school pages for these locations.

- **Early childhood setting pages:**
  - Alternative 07 categories pages are required to add a link to the kindergarten section. You may change the label on this cell to reflect the name used to refer to the early childhood setting, e.g., preschool, nursery, day care, Jumping Joeys. (note that it is not possible to change the name of the tab in simPODD). The alternative categories pages include:
    - *07a categories EC* a link to kindergarten (change the label with this symbol to the appropriate name for the child's early childhood setting).
    - *07b categories EC* with transport moved from *07a* to *07b*,
    - *07c categories EC* with food/drink moved from *07b* to *07c* (and other section links based on your selected options)
  - *O9a people ec* a link added to the kinder people page
  - *O9c ec people* to add the names and roles of people at the child's kindergarten
  - *25a* includes common early childhood setting daily routine activities and links to the subcategory *25d outside activities. Something to eat or drink* includes a link to the mealtimes activity display.
  - *25b* includes common early childhood inside activities with links to associated activity displays or sections with relevant vocabulary to interact during the activity. The subcategory link to *25c make something* is also included on this page (not on the 'a' page where you would usually expect to find a subcategory link) as experience suggests that partners prefer all of the "inside play activities" on offer at the early childhood centre be offered together on one page as it appears to facilitate children to select the activity they want to do without having to turn pages to see all of the options.
  - *25c* includes common early childhood *making activities* with links to associated activity displays in the PODD book.
  - *25d* includes common early childhood outside activities. *GO INSIDE* is included on this page to enable the child to make this request when they are presented with options of what they would like to do when they are outside and to facilitate the ease for partners to indicate that it is time to go inside when they are outside,

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

- **School pages:**
  - Alternative 07 categories pages are required to add a link to the school section.
    - *07a categories school* with a link to the school section
    - *07b categories school* with transport moved from *07a* to *07b*,
    - *07c categories school* with food/drink moved from *07b* to *07c* (and other section links based on your selected options)
  - *O9a people school* a link added to the school people page
  - *O9c people school* to add the names and roles of people at school.
  - *25a* includes common school daily routine activities and links to the subcategories *25c school places* and *25d school things*.

o   25b includes common school subjects with links from ART to the 1*1d make something* section of activities (then to activity displays for art activities) and from MUSIC to the *28 music* activity pages.
o   *25c* includes common places in the school.
o   *25d* includes school work and personal things with a link to *25e pencil case* things.
o   *25e* includes writing and drawing items generally found in a pencil case.

26 Religion
- This section allows for people to include vocabulary to suit different religions. Suggested types of vocabulary are written on the templates.
- At this stage of language development, vocabulary needs to be selected to reflect the individual's life experiences. The religion section is only included in this book when religious worship is a regular part of the individual's life. Some families may choose not to have a separate section for religion but decide to include their place of worship in the places section and vocabulary for relevant religious events or ceremonies in the *special events* section of the PODD book.

27 – 50 activity displays
- *Pages 27 – 46* in this book include a range of activity displays for common early childhood activities. These displays link from the ACTIVITIES section. Example pages include the following activity displays:

27 TV	to interact when watching TV
28 music	Focuses on interacting when listening to music, but also includes a list of musical instruments. Alternative music activity pages with a focus on playing musical instruments, singing and selecting songs are included in the *options folder.*
29 book	focus on participating in story book reading routines
30 game	general vocabulary to interact when playing games
31 play dough	to interact when playing with play dough. Includes a link from MAKE to a list to add ideas of what the child may be making, e.g., sausages, snake
32 draw	to interact when drawing
33 paint	to interact when painting
34 cut & paste	to interact when cutting and pasting
35 cook	focus on interacting when people are cooking
36 blocks	focus on building and knocking down block towers
37 puzzle	to interact when playing with puzzles
38 dolls	includes multiple pages for common doll play routines
39 toy cars	to interact when playing with cars and other vehicles
40 bubbles	to interact with others blowing bubbles
41 ball	to play catch/kick the ball
42 build/tools	pretend or real use of tools to build
43 water play	to interact during water play
44 dress ups	to interact when playing dress ups
45 messy play	to interact when exploring messy play
46 computer	to interact when playing on the computer

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

Adding / deleting activity displays:
Carefully consider whether the individual requires all of these activity displays to be included in their PODD book and/or they require other activity displays. Remember that activity

displays are included in a book for frequently occurring activities that occur in multiple environments.

- **Deleting an activity display from your PODD book.** It is not possible to delete activity pages from the simPODD templates. If an activity display is not required
  - Open the page with the link to that page (usually in the *11 activities* section).
  - Select *Edit*, then the cell with the go to page link (e.g., BUBBLES)

    If neither the vocabulary item nor the activity display are required
    o Select *Clear*, then *Done*

    To keep the name of the activity but remove the link to the activity display.
    o Select *Edit* to the right of *Go to Page*, then select *Unlink.*
  - When printing from the simPODD app, in the page previews, scroll (swipe to the side) to the page you want to delete. Tap on the preview of the page and select *Skip Page(number)*. This skips the 'deleted' activity page when you print the book.

- Wh*en **adding** a new activity display to a PODD book*, you will also need to add vocabulary and GO TO PAGE NUMBER links to that page. Blank grids are included to make new pages.
  - Open the page to add the new activity vocabulary (usually in *11 activities* section).
  - Select Edit, then the blank cell.
  - Fill in the label for the activity and select your preferred symbol
  - Select *Edit* to the right of *Go to Page*
  - *Select Link to New Page.* A list of possible page templates will appear with screen shots of these blank grids.
    a. If you are adding a single page activity select *grid one page*.
    b. If your activity requires a second page select *grid a default* (you will later need to add a link from TURN THE PAGE to a *grid b* page)
    c. Select *Next*, to identify the page position in the book. Scroll down to select 46-49 activity to add a new activity display
    d. Fill in the *Tab Name* and select your preferred *Tab Colour.* Select *Next*
    e. Select *Done* (a label and go to page link will have been added to the cell).
    f. Select *Edit* again. Select the modified cell, then *Clear* (to restore the blank cell in the PODD book pages).
    g. Select ☰: to view the list of pages. Scroll down to open and edit the new page.

- **Separate displays for other activities** may also be placed in the environment. Separate activity displays are often used for daily routines that predominantly occur in one place (e.g., bath, bed). There is a *separate activity display grid* template included to make your own separate activity displays with the same page layout as the individual's PODD book. Because the blank template pages can only be viewed when adding a link in simPODD, you will first need to link the display from an existing blank cell and delete the link once the separate display page is made. To do this:
  - Open any page with a blank cell
  - Select Edit, then the blank cell.
  - Select *Edit* to the right of *Go to Page*
  - *Select Link to New Page.* A list of possible page templates will appear with screen shots of these blank grids.
  - Select *grid separate page.*

- Select *Next*, to identify the page position in the book. Scroll down to select 46-49 activity.
- Fill in the *Tab Name* (note that this will be the name of the separate activity display).
- Select *Edit* again. Select the modified cell, then *Clear* (to restore the blank cell in the PODD book pages).
- Select ☰: to view the list of pages. Scroll down to open and edit the new page (the name will be the label you assigned to the tab name). Note that you will need to cut off the line of tabs to make a separate activity display.

- Making a **separate activity display from an existing activity display.**
  - Print the activity display. Cut off the page tabs.
  - Print a blank *grid separate page*. Cut out the I NEED MY COMMUNICATION BOOK cell and paste it into position on the printed activity display.

50 toilet / nappy
- Select whether to use the NAPPY CHANGING or TOILET activity display.
- Parental feedback suggested placing these displays in a very easy to find position for frequent fast access, so they are positioned as the last activity display in the book.
- Older individuals will require a change of vocabulary from nappy to the words they use to request changing / name of incontinence products.

(*Optional* 51 Alphabet)
- These pages provide access to the alphabet for exploration and participation in early writing and spelling activities.
- This section uses a group-item approach to present the alphabet with less than 9 cells on the page.
  - *51a* groups 5-6 letters per cell on 5 large cells in alphabetical order with associated links to pages *51b – f* and the symbols for FIRST SOUND and END, SPACE.
  - Pages *51b-51f* have 5-6 cells with one letter per cell.
  - The communicator initially indicates the letter group which includes the letter they want. Each group has an associated *GO TO PAGE (number)*. The partner turns to that page. The communicator can then directly indicate the specific letter presented individually on a cell. Note that the position of these cells on the page replicates the relative position of that letter in the letter group on page *51a*.
- Encourage partners to write each letter the communicator selects on a piece of paper within their view. This can assist memory of what has been written so far and provides the communicator with feedback, a visual reference point, and a hard copy of their writing.
- To reduce the size and weight of the PODD communication book which is carried everywhere with the individual you could choose to
  - include only page 51a and use partner assisted scanning to identify the specific letter within the letter group
  - use these templates to create alphabet displays that are separate from the main communication book. If you choose to make a separate alphabet book, remember to
    - Unlink the *go to page* from ALPHABET in the categories section. May add an instruction to the cell label to "PLEASE GET MY ALPHABET DISPLAY"
    - cover the "GO TO CATEGORIES" operational cell on all the alphabet pages to read I NEED MY COMMUNICATION BOOK to enable the communicator to request their communication book.

(*Optional* 55 My stories)

- 55 story pages to enable communicators to tell prepared anecdotes. More information on the use of these pages is included in the **Selecting preferences and Optional Pages** section of this document.
  o *55a* & *55b* are index grids for stories that have been included in the book.
  o *55c-55r* contain spaces to write one anecdote per page. Each page includes a space to write what happened, more of what happened, who, where, when, why, what I thought, what others thought and the suggestion that the other person should HAVE A GUESS (to answer other questions the partner may ask). These pages are only added when filled in with a new anecdote.
  o Specific ideas for filling in these anecdote pages are included on the *55 story instructions* page.
  o Alternative *03* and *07c* pages with a link to page 55 IT'S ONE OF MY STORIES need to be used to access the anecdote pages.
  o Anecdote pages are frequently updated to include current stories. It is therefore useful to put these pages into plastic letter files (see construction file).
  o Due to concerns with the size and weight of this PODD communication book, you may also choose to make a separate "My stories" book. If you choose to put these pages in a separate book, change the IT'S ONE OF MY STORIES links to an instruction PLEASE GET MY STORIES BOOK. Also change the "*GO TO CATEGORIES*" operational cell on all the stories pages in the separate "My stories" book to read I NEED MY COMMUNICATION BOOK to enable the communicator to request their communication book.

Other pages

- **Instructions for back cover.** These pages provide examples of the type of instructions that are printed onto a sticker and attached to the inside of the back cover (see *construction file*). Example instructions are included for the two access methodologies that can be used with this PODD book
  o *Instructions for back cover – direct pointing*
  o *Instructions for back cover – pick up and give/show*

There is a space at the bottom of the page for a contact number to be added to facilitate the return of a lost communication book.

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