

## Direct Access – 48 expanded key word 2 page opening plus side panel



### General description

This PODD book was primarily designed for children who

- are currently combining words to produce 3-4+ key word sentences to express a range of communicative intents (as they are already able to produce at least 3+ word sentences, they do not need pragmatic branch starters to clarify communication intent)
- require access to a broad vocabulary to express a full range of communication intents and varied messages
- require expansion of their expressive language with increased diversity of vocabulary and the use of more complete syntactical forms
- can accurately point to small symbols with a finger or pointing tool.

This page set may also be appropriate for use by:

- Communication partners to support an individual's understanding of their partner's messages provided they can see and follow their partner's point to symbols on a visual display of this size and complexity.
- Teenagers and adults whose current communication, language and access requirements suit this page set. Additional customisation will be required in vocabulary style and activities to accommodate for the individual's age and life experiences.
- Individuals who have not previously had a personal communication system but began to combine 2+ words after models of others using aided language during a dynamic assessment. Trial with a draft *48 Expanded functions* PODD book demonstrates the potential to learn to combine 3-4 words.
- Individuals who require a (slightly) larger display size with the same complexity of language. The page set can be re-sized using a printer with scaled printing options. Print and try a test of a two page opening to check the individual's range of movement to point to a larger display before proceeding with scaled printing the PODD book.

The layout and physical make-up of this PODD communication book is two-page opening plus a side panel. A similar complexity of language is available in the 70 two-page opening PODD book.

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

- The navigation index on the side panel in the 48 two page opening plus side panel PODD book enables faster movement to other sections from all pages and reduces the need to repeat the categories index in all sections. The main navigation (categories) index is on the front page and repeated on the 'a' page in every section of the *70 expanded key word* PODD book enables more efficient movement between sections. On other pages within a section the communicator would need select *GO BACK TO THE 'A' PAGE* to access the categories index.
- An open *48 two-page opening plus side panel* PODD book is much wider than the 70 per page book, requiring a wider range of movement to accurately access small cells.
- Not needing to repeat the navigation (categories) on the 'a' page in every section, creates more vocabulary spaces on the 'a page' of each section in the *48 expanded key word* book. However, other pages in each section have less vocabulary spaces (48 as opposed to 70).
- Side panels need to be well supported by a surface or hand. Instability of the communication book surface can be frustrating as pointing becomes more challenging and less intelligible. A stable surface is particularly important for individuals who stabilise their hand on the book page to point. The ***70 per page, two-page opening* PODD book has more intrinsic stability.**
- A moving side panel can become a sensory distraction for some individuals.
- The *48 expanded key word* uses small symbols and its style (with less items on a page opening) results in a smaller overall book size.
- The *48 expanded key word* side panel folding over and attaching to the cover with Velcro® holds the pages together for easier carrying. (A ribbon can be threaded through the comb binder of any two page opening PODD book to make a simple handle or shoulder strap.)

## Language

- The language and organisation of this PODD book supports the expression of a full range of communication intents.
- The range and organisation of vocabulary in this PODD book supports the production of expanded key word sentences, with beginning use of complex sentence forms (approximate spoken language age equivalency of 3-4 years, with some exceptions).
- **Predictably associated vocabulary** included in all (relevant) sections includes:
  - **Wh-questions:** WHY, WHAT, WHERE, WHEN, WHO, HOW. (WHICH is included on the *01 main* page).
  - **Personal pronouns:** I/ME/MY/MINE; YOU/YOUR/YOURS; HE/HIM/HIS; SHE/HER/HERS; WE/US/OUR; THEY/THEM/THEIR.
  - **Auxiliaries / verbs:** WILL, CAN, DO/DID/DOES, AM/IS/ARE, WANT, GET/GOT, HAVE/HAD/HAS, SEE/LOOK/WATCH/SAW, SAY/SAID, GO/WENT, LIKE, HELP.
  - **Verb tense markers (morphemes):** PAST TENSE –ED, -ING.
  - **Irregular past tense verbs** are written with the infinitive verb on the symbol cell.
  - **Negative:** NOT, CAN'T, DON'T.
  - **Prepositions:** TO is included on many pages, various other prepositions are included depending on the vocabulary requirements in that section. The aim is to include the most common prepositions used in sentences with the vocabulary in each section.
  - **Pronoun / Determiner:** IT, THAT, THIS may be included depending on the section.
  - **Section specific nouns, adjectives and adverbs.**

This range of vocabulary supports the development of expanded key word sentences and allows for beginning use of complex sentence forms. Vocabulary is available to produce yes/no questions (inverting the auxiliary) without the need for the yes/no question marker.

Some syntactical forms typically observed at this stage in spoken language development are not included in this PODD book. Notable absences include *articles* (a, an, the) and the grammatical morphemes *plural* –s and *possessive* –s. While these 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.

- Vocabulary is selected to provide the communicator with options to encourage the use of more diverse vocabulary.
- The items in this book primarily represent single words, encouraging the independent construction of novel messages. Word-by-word construction of messages may be slower, but these self-generated messages are usually more varied, reflecting the personality of the individual. Variation in expression can stimulate interest and motivate some partners to interact with the individual more frequently.
- Some social and communication management messages are presented as whole phrases / sentences / questions to support more efficient communication. The primary factor influencing the decision to include a message as a whole phrase is the speed required for effective transmission of that message given the particular environmental and conversational discourse requirements to meet the specific communication intent. Words included in these phrases are also available as single words in this book for the generation of novel messages.
- Single word symbols may be relied on to produce multi-word and compound word vocabulary items, e.g., FRUIT + SALAD for *fruit salad*.
- *Lists* for fringe or new additional vocabulary are located in every section.
- IT’S NOT IN MY BOOK. I’LL GIVE YOU A HINT is located on the side panel with the main navigation index for easy access from all pages. 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 / letter. Using this phrase, the communicator indicates that the next word / letter is not really part of the message but a cue for the partner to guess another word that is not included in their communication book. Having correctly guessed a missing word, partners are encouraged to write the word on an appropriate LIST.

## Layout

- Two-page opening with a side panel PODD communication book. The main navigation index is on the side panel which is accessible from every page.
- There are spaces for 24 items on each page (i.e., 48 items per two page opening).
  - The communication book page size is approximately 18cm high and 13cm wide plus the page tag. The open book cover dimensions are approximately 19cm high and 52cm wide.
  - In simPODD both the left and right side of a page opening are printed on an A4 sheet of paper. There is a line in the middle of the page to cut the paper into the two pages (see *construction file* for details).
  - Symbol cell size is approximately 2.75cm wide, 2.5cm high.
  - Symbol cell grid spacing is approximately 0.25cm width and 0.3cm height.
  - Using a printer with scaled printing options, it is possible to resize these templates 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.
- Predictably associated verbs are positioned on the page according to likely usage patterns (word order) in English sentences. Verbs that function as auxiliaries are positioned towards the left of the verb section (columns) to maintain the left to right (top to bottom) movement across the page to construct sentences.
- Symbol cell borders are colour coded according to part of speech to support the location of vocabulary on the page.
  - Wh-question words – brown
  - Subjects – orange
  - Verbs & negative – pink
  - Prepositions & conjunctions – green
  - Determiners & pronouns – orange
  - Adjectives, adverbs & number – blue
  - Nouns – blackVocabulary that can represent multiple parts of speech, e.g., PAINT, use the border colour reflecting the most common usage of the word and the position of the item on that page.
- Cells with *GO TO PAGE (number)* instructions have a background colour matching the colour of the page 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)*) and word morphology cells have a thicker border.
- Lists are generally located on the left side of the last page in a section/category. Some sections also include a separate list page, 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

The main navigation index is accessible from all pages on the side panel. This allows for efficient movement to multiple pages to construct a message.

The links to most categories/sections in this PODD book are located on the side panel. The exceptions to this are:

- *21 little words* is subcategorised from the *22 alphabet* section. High frequency *little words* (pronouns, determiners, prepositions, adjectives, adverbs) are included as predictably associated vocabulary in other sections of the PODD book. It is inefficient to navigate to the *21 little words* section to add a little word during conversational discourse and the recommendation is to use the predictably associated vocabulary on the page with the partner adding missing *little words* in speech alone. In this expanded key word PODD communication book, the *21 little words* section is primarily used during writing and educational activities. Subcategorising this section from the *22 alphabet* section allows for an additional, more frequently required, social/communication management phrase to be readily accessible on the side panel from all pages in the communication book.
- The link cell to *07 actions* is located at the bottom of each “a” page near the column(s) of predictably associated verbs. This encourages communicators to look for verbs on the current page and enables more efficient movement to the *actions* section when the required verb has not been predicted on that page. Communicators may initially find it challenging to look outside the main index for a category link. An additional link to the *07 actions* section is included on the side panel when no educational setting is selected. This link is replaced with a link to the *11 school or early childhood setting* when these sections are included in the book. The appropriate side panels are provided based on the options you selected when setting up your PODD book in simPODD.
- If *09c religion* is included in the PODD communication book, it is subcategorised from *09 places* with an additional link from page *10b special events*.

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

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



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

## Selecting preferences and Optional Pages

The 48 expanded key word PODD communication book was primarily designed for children who can accurately point to small size symbols with a finger or pointing tool. There are also a number of options to add additional or alternative pages/sections to suit varied requirements.

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

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

- Adding a section for an **early childhood setting (11 early childhood EC setting)**. This is the default option. Select yes to this option if the individual attends kindergarten, preschool or a day care setting. The pages included with this option include:
  - 00 side panel EC (alternative side panel with link to *11 kindergarten* setting replacing the extra *07 actions* link)
  - 06a people EC (includes link to *06c kinder people* page)
  - 06c EC people (includes kinder people)
  - 09a places EC (includes word KINDERGARTEN)
  - 11a early childhood
  - 11b early childhood
  - 11c make EC
  - 11d outside EC
  - 11e early childhood list
  
- 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). The pages included with this option include:
  - 00 side panel school (alternative side panel with link to *11 school replacing* the extra *07 actions* link )
  - 06a people school (includes link to school people page)
  - 06c school people (includes school people)
  - 09a places school (includes school place)
  - 11a school
  - 11b school
  - 11c school
  - 11d school equipment
  - 23a topic
  - 23b topic
  
- **No educational environment.** With this option the 11 section is left blank (to add the section if it is required later). The 00 side panel includes an additional link to the *07 actions* (see information in *Navigation* above)

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

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

- A. Option to add **extra chat words**. The default option is to not include an additional page *01b chat* page. However, there are no spaces to add additional quick chat or social phrases to the default *01a main* page. If the individual requires fast access to additional words and phrases it is recommended to select the *extra quick chat* option. The alternative pages include:
- *01a main right with chat link* (Turn the page replaces I need to go to the toilet)
  - *01b chat* (spaces to add new social interaction / quick chat plus relocated I need to go to the toilet).
- 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 the individual's place of worship in the places section and vocabulary for relevant religious events or ceremonies in the special events section). The religion section is added to the book as a subcategory in the *09 places* section. At this stage of language development, the religion section is only included when religious worship is a regular part of the individual's life. Not having a separate section number makes it easier to add/delete this section without affecting the page tab spacing. The alternative pages include:
- An alternative *09 places page*. The specific page depends on the educational option selected.
    - 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 and school)
  - 09c religion
  - 10b special events religion (includes the link to the religion page)

## Section descriptions

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

### 00 side panel

- Items on the side panel are accessible from all other pages. The side panel includes the main navigation (categories) index and frequently required phrases to manage the interaction. I DON'T KNOW, MAYBE and I DON'T UNDERSTAND are located in this accessible position to efficiently provide feedback to partners, request clarification and answer/respond to questions. IT'S NOT IN MY BOOK. I'LL GIVE YOU A HINT is also on the side panel with the main navigation index for easy access from all pages.
- An alternative side panel is used when a school or early childhood educational setting section is selected . (See description in *Navigation* above)

### 01 main / chat

- Vocabulary that is useful to say quickly or within the context of an ongoing conversation or activity is prioritised for inclusion on the first page.
- *Page 01a main left* is attached to the inside front cover (see *construction file* for details). *Page 01a main right* is the first page of the communication book.
- *01 main* includes single word (core) vocabulary and phrases that are useful to say quickly or within the context of an ongoing conversation or activity. Past and present progressive tense markers are also on this page
  - The single word (core) vocabulary on this page has primarily been selected to produce messages that support the communicator to take a quick turn to contribute to conversations, often in relation to another person's topic, and initiate common questions, e.g. I DID THAT; I AM FINISHED; WHERE YOU GET THAT?; CAN I SEE IT?, WHEN DID YOU GO?; WHAT ARE YOU DOING?; I WANT IT, MY NAME IS ....; WHAT'S YOUR NAME, STOP IT; PLEASE HELP ME?.

Vocabulary for words such as YES, NO, HELLO are not included in the first pages of this PODD book based on the assumption that the communicator will use unaided modes and/or a speech generating device to express these messages more efficiently, e.g., head movements for YES and NO, look plus vocalisation or wave for HELLO. These words can be added to the first few pages of a PODD communication book or the side panel if an individual requires aided symbols to communicate these meanings. YES and NO are available, for use within sentences, e.g. She said there are NO more chocolates in the fridge, in the *21 little words* section of this book.

- Core vocabulary on this page can be used to start sentences prior to moving to another category to finish the sentence. However, as much of this vocabulary is repeated as predictably associated vocabulary in the category sections, it is usually more efficient to go directly to the section to produce the whole section. Producing the sentence without navigating to another section in the middle of the sentence also reduces the demands on working memory.
- Phrases to introduce a message on the left side of *01 main* include: I'M TELLING YOU SOMETHING; I'M TELLING A STORY; I HAVE AN IDEA; LET'S PRETEND; I WANT TO SHOW YOU SOMETHING; I HAVE A QUESTION; IT'S TIME TO/FOR..., IT'S A SECRET. These phrases have similar wording to 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+



key word sentences. The words in the sentence structure, instead of pragmatic branch starters, convey communicative intent, e.g. “I WANT”; “I GO”. Note that the links to express *Opinions* and *Something’s wrong* are accessible from all pages on the side panel.

- Whole phrases to support social interaction and environmental control, e.g., I’M SORRY; JUST JOKING; I FORGOT; EXCUSE ME; GOODBYE; THANK YOU; HURRY UP. Phrases for other messages that need to be said quickly, e.g. “I NEED TO GO TO THE TOILET”.
- There is no *01b chat* in the default pages. If you require additional vocabulary for social interaction / quick chat, select the option to add extra chat words during the setup for this book in the simPODD app.

## 02 opinions

- This section includes a range of adjectives and other vocabulary to express opinions. Options are provided to express similar meanings in different ways, e.g., YUCKY, GROSS and DISGUSTING; PRETTY, BEAUTIFUL and GORGEOUS. This provides the communicator with opportunities to select the word they want to use to express their personality and explore different styles of communication with different partners.
- Predictably associated vocabulary to generate sentences and ask questions related to opinions is organised into columns on *02a* according to syntactic part of speech. A BIT and REALLY are included to quantify the intensity of the opinion. TRY and WORK are included on this page as partners frequently use the opinion page to provide feedback, e.g., GOOD TRY.
- *Opinion* vocabulary is organised semantically across two pages.
  - *02a* includes more common opinion vocabulary organised into two columns (one column more “positive” opinions, the other more “negative” opinions). OK and SILLY are located in a third column.
  - *02b* includes additional opinion vocabulary. More “negative” opinions are placed on the left side and more “positive” opinions are placed on the right side. Some contrasting vocabulary pairs are positioned together, RIGHT/WRONG in the far right column and DIFFICULT/EASY in the middle columns 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 support the efficient location of vocabulary to express 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 or 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.
- Predictably associated vocabulary to complain and ask questions about complaints is organised into columns according to syntactic part of speech.
- *Something wrong* vocabulary is organised semantically across two pages.
  - *03a* includes common complaints vocabulary and predictably associated vocabulary that is used to start sentences using words from both pages in this section.
  - *03b* includes additional complaints vocabulary and phrases to express common complaints. I, ME, MY, MINE is repeated on this page for use in the middle or end of sentences such as SOMEONE HIT ME.

- 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.
- The vocabulary in these template pages reflects common complaints. You will need to customise this section to include the main complaints required by an individual. It can be helpful to discuss what upsets the individual with key communication partners.
- Predictive links to *04c body parts* are associated with HURT, SORE, PAIN; ITCY and BUMP, BRUISE. There is no predictive link associated with SICK because it is relatively easy to access the *04 health* section from the side panel categories index.
- There is some overlap of vocabulary in this section with other sections to express different pragmatic functions
  - *02 Opinions* – to express opinions
  - *04 Health & body parts*
  - *05 Feelings* – to relate, describe and discuss feelings
  - *21 Descriptions* – to describe things

There is some repetition of vocabulary in these sections to assist efficient location to express the same vocabulary for different purposes. It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and the most appropriate placement for additional words.

- Check the vocabulary available in the health section prior to adding vocabulary. You may choose to include some vocabulary in both sections if the health issue results in common complaints, e.g., an individual who has frequent reflux may require YUCKY BURP in both sections, someone who has a hearing impairment may require I CAN'T HEAR YOU in the *something's wrong* section and HEARING IMPAIRMENT/HEARING AID in the *health* section.
- In addition to complaints, this section can include vocabulary for the communicator to suggest solutions to the problem. Being able to suggest solutions is especially useful for individuals who receive personal assistance from a wider range of people.
- An individual who has sensory processing challenges may require the addition of a vocabulary item I NEED A SENSORY ACTIVITY in the *03 something's wrong* section with a predictive link to a page including vocabulary for preferred sensory experiences such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET. This vocabulary is added to the *08 activities* section, in a new *sensory activities* subcategory

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

- A direct link to the subcategory *04c body parts* is included on the first page of this section (*04a*). As the body parts page needs to be accessed (for health and non-health related messages) via this page as there is no separate link in the main navigation index of this BOOK.
- 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, STAY, SAY/SAID, health professionals, health places, common procedures) and common health problems that the individual may HAVE or FEEL. Predictably associated vocabulary to start sentences including words from all pages in this section is also included on *04a*.
  - *04b* includes disability related words, health procedures, problems and illnesses, including health problems that may require the application of bandaids, bandages or cream. As body part vocabulary is frequently used with vocabulary on this page, a direct link to *04c* is repeated on this page. A *list* for health words is included on this page.

- *04c* includes body parts and common body part actions, i.e., WASH, BRUSH and TOUCH and prepositions ON and IN. A direct link back to *04b sores and illnesses* is also included on this page. You will need to add your preferred label and symbol for gender specific /private parts vocabulary. A *list* for body parts is included on this page.
- There is some repetition of the predictably associated vocabulary on all pages to support more efficient sentence production without the need to change pages, e.g. I, ME, MY, MINE is included on all pages for use in the middle or end of sentences such as, I HAD MY MEDICINE, DON'T WASH MY FACE.
- Spaces have been left on these pages for customisation to reflect individual experiences and requirements. See the suggestions written on the template pages.

### 05 Feelings:

- Feelings words are included in this separate section, primarily to relate information, tell stories and answer questions.
- Options are provided to express similar meanings in different ways, e.g., TERRIFIED, SCARED, NERVOUS, and PANICKY. This provides the individual with opportunities to select the word they want to use to express their feelings and personality.
- Predictably associated vocabulary to start sentences and ask questions using feelings vocabulary from both pages in this section is located on the first page. A BIT and REALLY are included to quantify the intensity of the feeling.
- *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 book.
  - *05b* includes additional feelings vocabulary. More “negative” feelings are placed on the left side and more “positive” feelings are placed on the right side. The contrasting vocabulary pairs HUNGRY / THIRSTY and HOT / COLD are located in the far right column.
- There is some overlap of vocabulary with other categories to express different pragmatic functions e.g., *02 Opinions* – to express opinions; *03 Something's wrong* – to complain; *04 Health & body parts* and *21 Descriptions* – to describe things. It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

### 06 People:

- This section includes people's names, relationship and occupation vocabulary. This section will require considerable customisation. See the suggestions written on the templates.
- 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, occupations.
- 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/kinder people*, and additional *06c* pages to add school/kinder people are included when the school / early childhood setting options are selected.

## 07 Actions (verbs):

- A large range of verb vocabulary is included in this section. As this page set is typically used by individuals who have not as yet developed a sound knowledge of alphabetical organisation there is an attempt to organise this vocabulary according to semantic associations. The use of the semantic organisation also reduces the need to include some of the predictably associated vocabulary on every page in the section.
- *07a* includes verbs commonly used to begin sentences and questions which include other verbs, e.g. I WANT TO ....; YOU HAVE TO .....; CAN I ...; I'm GOING TO...; HE SAID TO...; HELP ME..; SHE TOLD ME TO ...; I KNOW HOW TO .... and a subcategory link to *07d movements*.
- *07b* includes verbs and associated prepositions commonly used to relate information about, instruct and request actions during play and other verbs frequently used with these prepositions.
- *07c* includes feeling, thinking, communication, state, existence, work, and game play related verbs.
- *07d* includes daily routine, eating, cooking, art and writing related verbs. The *List* for this section is also on this page, accessible from previous pages using *TURN THE PAGE* operational instructions and from *07e* via the *GO TO 7D LIST* cell.
- *07e* includes movement, and other verbs that did not fit on previous pages.
- The tense makers *PAST TENSE –ED* and *–ING* and negation (NOT, DON'T, CAN'T) are predictably associated on all pages in this section.
- The range of possible action words is huge. This makes it difficult to practically include all verbs in the action section. Words are prioritised for inclusion in this action word section if they are used
  - to construct sentences across a range of semantic categories
  - as auxiliaries in verb phrases
  - to request actions or give instructions
  - to 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 four 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 on the same page as the name of the activity. This results in a larger range of predictably associated vocabulary on all pages in this section, with vocabulary repeated on multiple pages to support more efficient interaction during activities. There are no activity display pages in this book. You may choose to make separate activity displays to interact during some activities.
- Some pages include predictive links to directly access subcategory pages in other sections of this PODD 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 this activity, e.g., the TOY CARS item has the suggestion *MAY GO TO p.16*, the transport section.
- Separate list pages *08g* & *08h* are available to include the names of specific games, books, songs, TV shows, movies and other activities. The suggestion to *GO TO LIST 8g/h* is associated with some vocabulary items to access this vocabulary. A general instruction to *GO TO LIST 8g/h* is also included on all pages to access other, more general, activities vocabulary.
- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the templates.
- 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 a range of vocabulary for places that are visited and talked about, including places that are referred to in stories, pretend activities and songs.
- 09a includes a range of vocabulary relevant to going to, visiting, taking things to, seeing people at, getting something from, doing things at, driving to, walking to, coming with someone to, seeing something at various places. This vocabulary is used to introduce messages or ask questions using places vocabulary from either page. The pronoun IT can be used to refer to things previously identified using vocabulary in another section.
- 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 on 09b according to meaningful semantic associations, e.g., holiday places, nature places, recreational places, shops, restaurants and take away food places, health places, city places.
- Not all place names are included in the *places* section
  - places found in the house or garden are included in *14 house & garden*
  - transport places are included in *16 transport*
  - school places are included in *11 school*
  - some special event places, e.g., *circus* would be included in *10 special events*
  - place names related to animals, e.g., *sty*, *kennel*, would be included in *18 animals*.
  - health places are included in *04 health*

## (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's requirements. Vocabulary suggestions are written on the example pages.
- The most frequently occurring / talked about special events, e.g., birthdays, party words prizes, are on page *10a*. Other special events are included on page *10b*, organised according to the type of special event, e.g., competition, local holidays and special days, religious ceremony and event words, and special activities.
- Predictably associated vocabulary to start sentences and ask questions using vocabulary from both pages is located on page *10a*.
- The words HAPPY, PRESENT and CARD are intentionally repeated in page *10b* to reduce the need to turn between pages to produce sentences such as I GET MY (turn the page) CHRISTMAS PRESENTS on CHRISTMAS EVE and for faster production of phrases such as HAPPY NEW YEAR and HAPPY BIRTHDAY.
- An alternative page *10b special events* with a link to *09c religion* is provided when the religion option is selected.

## 11 Early childhood / school

- For children who attend a school or early childhood setting, 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 in the early childhood/school environment.
- The educational setting options are selected when you set up your book in simPODD
- **If no educational setting is selected this tab page number is left blank in the PODD book.**

### Adults using this PODD book

- If the individual attends a **further education setting, day centre or workplace** you may choose to keep a section 11 for this place. Select to use the school pages when setting up your PODD book in simPODD. You can then edit/modify these pages to suit the vocabulary requirements for your place. Remember to change the symbol and label SCHOOL to (the name for your place) in the navigation index on the side panel. Also change the symbol and label SCHOOL PEOPLE on page 06a to (your preferred name for the place) people.
- If the **individual does not regularly attend a specific location**, then vocabulary for the activities and places in their routine would be added to other sections in the PODD book.

### Early childhood setting pages:

- *00 side panel EC* includes a link to *11 kindergarten* (you can change the label to suit your preferred name for your early childhood place). This replaces the repeated link to *07 actions* (for more information see *Navigation*).
- *06a people EC* includes a link to the subcategory *06c kinder people* (you can change the label to suit your preferred name for your early childhood place).
- *06c EC people* a subcategory to include the names and roles of people at the child's kindergarten.
- *09a places EC* includes the vocabulary KINDERGARTEN (you can change the label to suit your preferred name)
- *11a early childhood* includes common preschool daily routine activities and links to the subcategories *11c make something* and *11d outside activities* in this section and to *06c kinder people* in the people section. The words TEACHER, FRIEND and CHILDREN are also available on page *11a* for more efficient use with other vocabulary in this section.
- *11b early childhood* includes vocabulary to request, talk about and interact during common preschool inside activities. HOME CORNER suggests a link to the *14 house and garden* section to locate vocabulary to play house. DRESS UPS suggests a link to the *12 clothes* section to locate vocabulary to play dressing up.
- *11c make EC* includes vocabulary to request, talk about and interact during common preschool "making activities".
- *11d outside EC* includes vocabulary to request, talk about and interact during common preschool outside activities.
- *11e early childhood list* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games.

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

### School pages:

- *00 side panel school* includes a link to *11 school* replacing the repeated link to *07 actions* (for more information see *Navigation*).
- *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 school* includes school daily routine activities, a subcategory link to *11d school things* and links to the *school people* page (*06c*) and the school related *topic* pages (*23*). Predictably associated vocabulary is included on this page for the routines on *11a* and to ask questions and start sentences using vocabulary from all pages in the school section. The words TEACHER and WHOLE CLASS are also available on page *11a* for more efficient use with other vocabulary in this section.
- *11b* includes vocabulary related to subject and school places. Predictably associated vocabulary includes verbs, prepositions and equipment related to school subjects/work. Some of the subject names include a *MAY GO TO PAGE (number)* link to pages of vocabulary useful to interact during this subject.
- *11c* includes places in the classroom and school special events.
- *11d school equipment* includes a range of school things including writing and drawing tools and personal items.
- (**23 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. *12a* also includes predictably associated vocabulary to ask questions and start sentences for the whole section.
- *12b* includes a range of other clothing and clothing parts (e.g., BUTTON, POCKET) with predictably associated vocabulary to manipulate and use these items. There is a direct link to *13b swim things* as people often look for this vocabulary with swimwear.
- *12c grooming & jewellery* includes a range of self-care, make-up, hair and jewellery items with predictably associated links to access *04c body parts* and *14c bathroom* vocabulary.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place this vocabulary on page *12a* if the item is frequently put on and taken off during the day.

### 13 Things:

- This section includes any thing that does not readily fit into another category. Vocabulary for things may be included in a number of sections. For example:
  - things that are generally found at home/school/early childhood setting would be included in those other sections
  - things related to specific activities, e.g., sports, games, would be located in the activities section
  - personal equipment that is worn, e.g., AFOs, splints is located in the clothes category.
- Vocabulary is organised in the things section across 3 pages according to meaningful semantic associations such as, money things, disability equipment, AAC equipment, swim things, stationary, sewing things, camping equipment, personal technology, photo things, award things, nature things, shopping things and a variety of other bits and pieces.
- *13a* includes most of the predictably associated vocabulary in this section and things that are more frequently used or talked about.



- 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.
- A larger list is included on 13c as a wider range of fringe vocabulary is often added to this section.

#### **14 House & Garden:**

- The house and garden section in this page set uses four 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* and the names of other rooms in the house. The words LIGHT and SWITCH are also included on this page (because there was space). 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 lounge room. A range of spatial prepositions are included on this page with the pronoun IT to allow the discussion of where other things are in the house (i.e., may previously have identified what IT refers to using vocabulary from another section). Verbs reflecting common actions performed on household equipment are also included on this page. VACUUM and SWEEP are also included on this page as the items they clean are on this page, i.e., floor, rug, couch.
- 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. Predictably associated vocabulary includes basic cooking and cleaning related verbs and prepositions. Includes a link to 15 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, including gardening tools.
- 14f *tools* includes workshop tools and actions.
- Instructions to *GO TO THE LIST* on page 14f are included on all pages that end a subcategory section.

#### **15 Food / drink (meal):**

- This section includes the names of a range of common foods and drinks and associated cooking and mealtime actions and descriptions.
- 15a provides vocabulary to interact during mealtimes (basically an activity display) and the names for mealtimes (BREAKFAST, LUNCH, DINNER and SNACK). A suggestion to go to page 15c is associated with the word DRINK to facilitate faster, more direct, access to the names of specific drinks.
- Specific food/drink items are organised across the following four 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 to describe specific foods or drinks 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.
- Links to MEALS and MEAT on page 15d and VEGETABLES vocabulary on page 15e are positioned on 15b (as opposed to 15a) to enable use of the vocabulary on page 15b to begin sentences including vocabulary from these pages.
  - 15b includes cereal and bread related items, including sandwich fillings and spreads. Predictably associated vocabulary on this page includes questions and actions related to eating and cooking. This vocabulary may be used to produce sentences using other vocabulary on this page and to start sentences using vocabulary from the following pages. A link to page 14d kitchen provides access to vocabulary for dishes, utensils and cooking equipment.
  - 15c includes the names of fruit, flavourings, snacks, sweets, desserts and drinks, with the predictably associated verbs, POUR, CUT, PEEL and adjectives HOT & COLD. SALAD is intentionally included in the fruit section as well as the vegetable section to allow for the combination of words to say FRUIT SALAD.
  - 15d includes the names of meats, meals and associated condiments; 15e includes the names of vegetables and associated condiments. Predictably associated verbs and adjectives are included to describe the cooking, preparation of the items included on each page. The same symbol is used for the verb and adjective referring to how food is/was prepared, e.g., MASH the potatoes and MASHED potato. SOUP is intentionally repeated on both of these pages to be used in combination with other vocabulary on these pages, e.g., CHICKEN NOODLE SOUP, TOMATO SOUP. The prepositions AND and WITH are included on all pages with food / drink items.
- A number of symbol spaces have been left on these template pages to include the individual's food and drink preferences. Suggestions for adding vocabulary are written on the templates. LIST spaces are available on both pages 15d and 15e.

## 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 predictably associated vocabulary to start questions and sentences using words from both pages is included on page 16a.
- Page 16b includes an instruction to GO TO LIST on page 17b, in the CHARACTERS section to avoid adding another page for Lists in this section.

## 17 Characters:

- Character vocabulary needs substantial customisation to include the individual's favourite story, TV, music and movie characters and personalities.
- The example pages include common story, magical characters, things and vocabulary to refer to the different character media, e.g., book, movie, video, song, concert, band.

## 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 VET. 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, 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 pets, farm animals, birds, reptiles and insects.
  - *Page 18c* includes Australian animals, zoo/wild and marine animals. The LIST for this section is also included on this page.
- BABY ANIMAL (on *18a* & *18b*) is used, as a hint, to indicate that the word wanted is the next (pointed to) animal's young, e.g., indicating BABY ANIMAL then DOG = PUPPY.

## 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.
- *19a* includes frequently used time concepts, e.g., YESTERDAY, TODAY, TOMMORROW, TONIGHT, NOW, SOON, LATER, EARLY, BEFORE, AFTER, times of the day and adjectives and prepositions that are predictably used with these words. This page set includes a broader range of predictably associated wh-questions, personal pronouns, and verbs to discuss when events will/have happened. The general time hints IT'S ALREADY HAPPENED; IT'S GOING TO HAPPEN; IT'S ALWAYS HAPPENING and A LONG TIME AGO are useful to clarify the general time frame/tense of a message when communicators are not able to identify the specific time of an event.
- *19b* includes words for the days of the week, WEEK, MONTH, YEAR, the seasons and words related to time, e.g., MINUTE, HOUR, CLOCK, WATCH, CALENDAR, and predictably associated question words, prepositions, determiners and adjectives.
- Older children and adults may need the names of months added to this 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.
- 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. 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 using vocabulary from all pages in this section. Links to the three subcategories, *20c colour & shape*, *20d numbers and size*, and *20e weather*, are located on this page. SAME and DIFFERENT are included on this page as these words are used in combination with vocabulary on all other pages. Other commonly used descriptors are also on this page.
  - *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. Predictably associated vocabulary includes words commonly used with colour and shape descriptors when drawing or writing.
- 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, money and size concepts.
- 20e includes a range of vocabulary to describe and discuss the weather and weather reports. A direct link to *19 days and times* is included on this page to provide more obvious access to this frequently required vocabulary to discuss the weather.

NOTE that only the numbers 1-10 and 0 are included on the numbers page. People often require explanation of why communicators 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 sections to express different intents.
  - *02 Opinions* – to express opinions
  - *03 Something's wrong* – to complain
  - *04 Health & body parts*
  - *05 Feelings* – to relate, describe and discuss feelings
- Vocabulary may be repeated in multiple 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 Little words:

- This section includes a range of determiner, preposition, adjective, adverb and noun vocabulary used to build sentences. Words in this section are organised alphabetically across two pages.
- Many of these words are also included in other sections as predictably associated vocabulary. In this expanded key word book, it is generally recommended to only use the predictably associated “little words” and not to navigate to the *little word* section during interactive communication. This section is predominantly used when writing.
- The little words section is positioned adjacent to *22 alphabet* for ready access when spelling or during writing and spelling educational activities.

## 22 Alphabet:

- QWERTY keyboard layout spelling displays:
  - Page 23a lowercase
  - Page 23b UPPERCASE
- The background of punctuation items is highlighted pale yellow. You may choose to highlight the vowels by changing the colour of the cell border or background.
- Includes some useful, spelling-related phrases to inform and instruct the partner.
- Includes a link to the *21 little words* section.

### **(23 Topic - included when the school option is selected)**

- Topic pages are added with the selection of the school option.
- School age children frequently require topic-specific vocabulary to participate in class discussions, assessment and writing tasks on a current topic or theme, e.g., Ancient Egypt, dinosaurs, space travel, human digestion. As education is focussed on extending world knowledge, the vocabulary introduced in school topics is mostly rarely used, extended fringe vocabulary in other situations. As the PODD book is designed to support the individuals communication at any time in their daily lives, vocabulary that is frequently used is prioritised to be in the faster to access locations of the book. Rarely used fringe vocabulary is located in slower to access symbol cells or on LISTS in a PODD book. This is appropriate for daily communication but can make this vocabulary slow to access when studying. Topic specific displays increase the speed of communication on the topic during the period of time it is a focus for educational study. It is critical that any new vocabulary that is added to a topic display is also added to main pages (usually a LIST) in the book.
- Including topic specific pages of vocabulary in the PODD book, as opposed to on a separate display, has the advantage of enabling easier access to use other vocabulary items in their book with the topic specific vocabulary. For example, it is useful to have access to the *food/drink* section when discussing the foods the ancient Egyptians ate, or to all sections of the book for a creative story about a young pharaoh time travelling to 2024.
- Grids that contain some common core vocabulary and spaces to fill in with topic specific words are included in this resource.
- To enable topic pages to be easily changed when the class topic changes, only the left side of page 23a is laminated (onto the back of the right side of page 22b). The other pages are put into plastic letter files (see *construction file* for details).
- Some children keep previous topics in another folder. Other children may need access to multiple topic pages. If this is the case you will need to make an index on page 23a 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.