Direct Access – 90 plus, complex syntax
2 page opening plus side panel

General description

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

In this PODD book:

- Vocabulary is primarily organized into categories.

- Predictably associated vocabulary in every section includes WH-questions, personal pronouns, auxiliaries, verbs, negatives, prepositions, conjunctions, determiners, adverbs, and adjectives, to enable efficient production of syntactically complete, and complex, sentences.

- Predictably associated tense markers and word morphology functions are included in each section, e.g., *UN-; RE-; –ED; -ING; -EN; –S; -ES; -'S; -ER; -EST; -LY;- N'T.*

- Irregular past tense words are written on the cell with the infinitive verb.

- Some high frequency words (particularly pronouns, determiners, and prepositions) are represented by the written word alone.

- A spelling display in a QWERTY keyboard layout is included.

This PODD book may also be appropriate for use by:

- Adults whose current communication, language and access requirements suit this book. Customization will be required to suit the different activities of daily life experienced by adults. (You could change the school section to WORK, UNIVERSITY or other day placement).

- Pre-schoolers whose communication, language and access requirements require this complexity of language. The SCHOOL section will need to be changed to reflect the activities in their early childhood educational placement.

The layout and physical make-up of this PODD communication book is two-page opening plus a side panel. There is also an option to construct this PODD book with the navigation index available from all pages on the inside cover (see *Layout* section). A similar complexity of language is available in the 100 plus two-page opening PODD book.

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

- The navigation (categories) index on the side panel in the *90+ complex syntax* PODD book means the individual can access the categories index from every page in the PODD book.

- The main navigation (categories) index on the front page and repeated on the *'a page'* in every section of the *100+ complex syntax* PODD book enables movement between sections from the *'a page'*. On other pages within a section the communicator would need select *GO BACK TO THE 'A' PAGE* to access the categories index.

- An open *90+* two-page opening plus side panel PODD book is wider than the 100+ per page book, requiring a wider range of movement to accurately access small cells.

- Not needing to repeat the navigation (categories) on the *'a'* page in every section, creates more vocabulary spaces on the *"a"* page of each section in the *90+ complex syntax* book. However, other pages in each section have less vocabulary spaces (90+ as opposed to 100+).

- Side panels need to be well supported by a surface or hand. Instability of the communication book surface can be frustrating as pointing becomes more challenging and less intelligible. A stable surface is particularly important for individuals who stabilize their hand on the book page to point.

- A moving side panel can become a sensory distraction for some individuals.

- The two-page opening *100+* PODD communication book has more intrinsic stability but there is a need to return to the *'a page'* in a section to navigate to another section.

- The option to construct the 90+ PODD book with the navigation index on the inside cover compensates for instability by removing the side panel but maintains access to the navigation index from all pages. (see the *90+ information file* for details on selecting this option).

- The side panel folding over and attaching to the cover with Velcro® holds the pages together for easier carrying. (A ribbon can be threaded through the comb binder of any two page opening PODD book to make a simple handle or shoulder strap.)

Language

- The language and organization of this PODD book supports the expression of a full range of communication intents.

- The predictably associated vocabulary in this book allows for the production of syntactically complete sentences, including the use of complex sentences (spoken language grammatical development equivalency approximately – 4 ½ yrs plus).

- All 14 grammatical morphemes are included in the book.

- The items in this book primarily represent single words, encouraging the independent construction of novel messages. Word-by-word construction of messages may be slower, but these self-generated messages are usually more varied, reflecting the personality of the individual. Variation in expression can stimulate interest and motivate some partners to interact with the individual more frequently.

- Some social and communication management messages are presented as whole phrases/sentences/questions to support more efficient communication. There are spaces on page *01* to add more, individual specific, social phrases. The primary factor influencing the decision to include a message as a whole phrase is the speed required for effective transmission of that message given the particular environmental and conversational discourse requirements to meet the specific communication intent.

- Single word symbols are often relied on to produce multi-word and compound word vocabulary items, e.g., the symbols ROW + BOAT for *rowboat;* SPACE + STATION for *space station*; FRUIT + SALAD for *fruit salad*.

- The presentation in this PODD book builds on emerging word recognition for high frequency words.

- *Lists* for fringe or new additional vocabulary are located in every section. The individual can request the addition of vocabulary to the list using the PLEASE ADD THAT WORD TO A LIST symbol / phrase on the side panel or page *01*.

- Phrases to manage the communication interaction, provide feedback to partners and resolve communication breakdown are accessible from all pages on the side panel.

- The phrases IT'S NOT IN MY BOOK, I'LL GIVE YOU A HINT, IT'S LIKE and HAVE A GUESS are located on the side panel with the main navigation index (or the extended page *01main* if the cover option is selected). These phrases are used to extend the range of vocabulary available by encouraging the partner to guess at the required word when provided with an associated word/letter. The communicator indicates that the next word/letter is not really part of the message but a cue for the partner to guess another word that is not included in their communication book. Having correctly guessed a missing word, partners are encouraged to write the word on an appropriate LIST.

Layout

- Two-page opening with a side panel PODD communication book. The main navigation index and phrases to manage the interaction are on the side panel which is accessible from every page.
  - An alternative layout with the main navigation index located around the edges of the inside cover is an option. This layout may be preferable for individuals who find the side panel too unstable for accurate access in all situations or when the increase in width is too much for accurate access or practical use in their daily environments. See additional information about this option in the section description for 00 side panel / main navigation index and the navigation section (below).

- There are approximately 45 – 70 vocabulary items per page (90 plus per 2 page opening) depending on the number of word only and symbol cells on the page.
  - The communication book page size is approximately 8" high and 5" wide plus the page tag. With the (default) navigation index on the side panel, the open book cover dimensions are approximately 8 ¾" high and 18 ½" wide. With the optional *all categories index* on the side panel, the open book cover dimensions are approximately 8 ¾" high and 19 ½" wide. With the optional *navigation index on the inside cover*, the open book cover dimensions are approximately 8 ¾" high and 15" wide.
  - In simPODD both the left and right side of a page opening are printed on an A4 sheet of paper. There is a line in the middle of the page to cut the paper into the two pages (see *construction file* for details).
  - Symbol cell size is approximately 3/4" by 3/4" and word only cells are approximately 3/4" wide and 5/16" high.
  - Symbol cell grid spacing is approximately 1/8" width and 1/8" height. Word only cells are placed with two in the space of one symbol cell and a gap height of approximately 1/16" between the pair.

- Vocabulary is organized 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 color coded according to part of speech to support the location of vocabulary on the page.
  - Wh-question words – brown
  - Subjects – orange
  - Verbs & negative – pink
  - Prepositions & conjunctions – green
  - Determiners & pronouns – orange
  - Adjectives, adverbs & number – blue
  - Nouns - black

  Vocabulary that can represent multiple parts of speech, e.g., PAINT, use the border color reflecting the most common usage of the word and the position of the item on that page.

- Other operational commands (e.g., *TURN THE PAGE; GO BACK TO PAGE (number)*) have a thicker border.

- Cells with *GO TO PAGE (number)* instructions have a background color matching the color of the page tab for the target section/category. A small symbol square on top of the *GO TO PAGE (number)* cell includes the name and symbol for the target category/section. A matching symbol is included on the page tab for faster location of the required page.

- Prepositions are represented by written word only, arranged in alphabetical order with the exception of the word, TO. The high frequency word TO is located at the top of the column of prepositions, adjacent to verb vocabulary. This increases the efficiency of sentence construction. The background of this cell is colored green to assist location of this item out of alphabetical order.

- Lists are generally located on the left side of the last page in a section/category. Some sections also include a separate list page, accessed via *GO TO LIST PAGE (number)* instructions, to accommodate for a large number of fringe vocabulary. Grids to print onto stickers are located at the end of the list/PDF of pages in simPODD (see the *construction file* for instructions to print and attach list stickers).

Navigation

Navigation cells to all sections/categories are accessible from all pages allowing for efficient movement to multiple pages to construct a message.

- High frequency navigation links, GO BACK TO PAGE 1; PEOPLE; OPINION; SOMETHING'S WRONG; ACTIONS; LITTLE WORDS; DESCRIPTIONS; DAYS & TIMES and ALPHABET, are located across the bottom of every page.

- The PEOPLE, ACTIONS, LITTLE WORDS and DESCRIPTIONS links are located at the bottom of the page near the column(s) of predictably associated vocabulary for the corresponding parts of speech. This encourages people to look for this vocabulary on the current page prior to changing pages and enables more efficient movement to the appropriate section when the required vocabulary has not been predicted on that page.

- In the default option, other navigation cells are located on the side panel (*00 side panel*). The side panel index also includes some direct links to the following, high frequency, subcategories: *4c body parts; 14e outside*; *21e weather.*

- An option to position navigation index around the edges of the inside cover (*00 cover with navigation index)* is provided for this PODD book.

- Looking in multiple locations (on the side panel or inside cover and the bottom of the page) for items in the main navigation index can be challenging for people who less familiar with the PODD language organisation. The option to select a side panel with all categories is available (see information on *side panel options* below).

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

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

1. **What is the preferred gender?** Selects the male or female version of *12b clothes* page.

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

   A. **Side panel options**. There are a number of options for the position of the navigation (category) index in this PODD book.

      a) **Narrow side panel (default).** This option includes only the categories that are not already positioned at the bottom of every page. This option may be more challenging for individuals who are less familiar with the PODD vocabulary organization as they have to look in multiple locations (on the side panel and the bottom of the page) for items in the main navigation index. Frequently used communication management phrases are also included on this side panel.

      b) **Wide Side Panel with all categories.** In this option all category links in the main navigation index are on the side panel (i.e., repeating those that are already positioned at the bottom of every page). This results in a wider book requiring an increased range of movement to reach across the whole page opening. This option may be easier for people who are new to the PODD vocabulary organization to consider and locate the category required to access vocabulary as they can view all of the possible categories in one location. Frequently used communication management phrases are also included on this side panel.

      c) **Cover with navigation index.** In this option navigation (categories) cells are positioned in separate locations, on the bottom of the page and on the side edges of the cover. This option is designed to enable access to navigate to all sections from every page for people who find the width or instability of the side panel challenging. This option works best for individuals who are more automatic with using the categories in PODD systems to locate vocabulary in the book as it is not possible to view all of the categories in one location to consider and locate the category required to access vocabulary. Most of the frequently used communication management phrases are re-located from the side panel to the front page of the PODD book. This reduces the efficiency to access these phrases from all pages. It also reduces the available spaces to add other social phrases on the front page of this PODD book.

      d) **Cover with navigation index and extra chat.** In this option the navigation (categories) cells are relocated to the cover as per option *c)* above. An extra *01b chat* page is also added to provide more spaces for social phrases and quick chat vocabulary when space for these on *01 main* is reduced due the relocation of the communication management phrases with the navigation index moved to the cover.

B. **Optional Religion Page.** The default page for religion includes vocabulary related to a range of religions. This vocabulary not only relates to the individuals personal religious beliefs, but also provides a broad range of vocabulary to discuss religion, talk about world events related to religion. Some individuals and their families may prefer to create their own religion page that reflects their personal beliefs. The optional religion pages provide spaces to create your own page for religious worship. Optional religion pages for both a one and a two page religion section appear in the simPODD page list. When printing select to skip the page/pages you did not use. The alternative pages include:

- *One page grid – 19a grid* for a customized religion section on only one page.

- *Two page grid – 19a & 19b* grids for a customized religion section over two pages.

C. **Extra swear words.** This option supports the individual to add their own swear words to the *22 little words* section. Covers to go over the text for the swear words are included to provide added privacy for this vocabulary, i.e., the individual may not want all partners to view this vocabulary in their communication book. A symbol without a text label is on the cover with the text written on the cell underneath (only revealed when the cover is lifted). It is important the symbol to represent the word is not too guessable. It is recommended that you select appropriate symbols to represent each word with the individual. (see the *construction file* for details on how to make a swear page). The alternative pages include:

- *22b little words swear* (spaces for swear words added to page)

- *Cover for swear words - sticker* – to create a "sealed section".

- *Flap backers – used to construct "sealed section" (see construction file).*

Section descriptions

> **Remember t**o 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 / main navigation index
- Items on the side panel are accessible from all other pages. The side panel includes items to navigate between pages and frequently required phrases to manage the interaction, i.e., instruct and provide feedback to partners, request clarification and use hinting strategies. I DON'T KNOW, MAYBE, GOODBYE, PLEASE and THANKYOU are also included on the side panel for ready access from all pages.
- The default option is a *narrow side panel* that includes only the navigation links for categories that are not positioned on the bottom of every page.
- Alternatives to this side panel include a *wide side panel with all categories*, *cover with navigation index* and *cover with navigation index and extra chat.*
  - *00 wide side panel with all categories.* The inclusion of all categories on the side panel may be preferable for users who are less familiar with all the sections/categories in the PODD communication book. New users of a PODD communication book may find it more challenging/time consuming to locate the section they require if they need to look in multiple locations, i.e., on the side panel and the bottom of the page. Familiarity with the PODD vocabulary organization and the location of the link cells for the different categories/sections usually makes this repetition redundant for more experienced users of the system.
  - *00 cover with navigation index.* The option to position the navigation cells on the inside cover rather than have a side panel may be preferable for individuals who find the side panel too unstable for accurate access in all situations or when the increase in width is too much for accurate access or practical use in their daily environments. This option
    - requires different *01 main* pages. The social and communication management vocabulary from the side panel has to be relocated on the first page of the book due to the reduced number of available spaces around the inside cover. Access to this vocabulary from other pages in the book requires the use of the *GO BACK TO PAGE 1* operational cell located on every page opening.
    - requires a reasonable familiarity with the sections/categories in PODD, with efficient use dependent on the user remembering where each of the category/section link cells is located, i.e., on the left or right side of the cover or on the bottom of the page. Sections represented with predictably associated vocabulary, e.g., PEOPLE, ACTIONS, LITTLE WORDS and DESCRIPTIONS and/or used with higher frequency, e.g., GO BACK TO PAGE 1; OPINION; SOMETHING'S WRONG; DAYS & TIMES and ALPHABET, are located across the bottom of every page. Other category links are located on either the left or the right side of the inside cover, with earlier pages in the book on the left and later pages on the right. For individuals who also point directly to the page tags the position of category links on the left or right is often close to where earlier and later tags are hidden under other tags when the book is open at different pages.
  - *00 cover with navigation index and chat.* This option includes the navigation index on the cover (as above), but provides a TURN THE PAGE on *01a main* to a *01b chat* page to add extra social phrases/quick chat vocabulary (see information for *01 main/chat*)

01 main / chat

- *Page 01 main left* is attached to the inside front cover (see *construction file*). Page *01 main right* is the first page of the communication book.
- Includes single (core) word vocabulary to generate messages that are useful to say quickly or in the context of an ongoing conversation or activity – often in relation to another person's topic, e.g. I DID THAT, WHERE YOU GET THAT?, CAN I SEE IT?, WHEN DID YOU GO?.
- This single (core) word vocabulary can also be used to produce common question/sentence starters prior to moving to another section to finish the message. For example, (beginning on page *01 main*) WHY ARE WE GOING TO *SPECIAL EVENTS (*turn to page *10a)* a PARTY. However, it is usually more effective to go directly to a section and use the predictably associated vocabulary on that page to reduce the page turns in the middle of the sentence.
- Also includes social phrases that are useful to say quickly or in the context of an ongoing conversation or activity. A number of blank spaces have been left on page *01 main right* to insert additional social phrases to suit the individual's communication requirements.
- If using the alternative navigation index positioned around the inside cover, *01 main left side* vocabulary is included on the *00 cover with navigation index* page, so *page 01 main left* is not required. As some vocabulary is relocated with this option, an alternative *01a right with cover index* page is used for the first page of the communication book.
  - o Note that the option to include the navigation index around the cover significantly reduces the available spaces to add social phrases on the *01 main* page. An optional *01a right with cover chat* page includes a turn the page to an additional *01b chat cover* page. The additional *01b chat* page provides a large number of spaces to add more personalized social phrases and other words and phrases to use within ongoing contexts. See the suggestions written on the templates for these pages.

> 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 vocalization for HELLO. YES and NO can be added to the side panel or cover of this PODD communication book if the individual requires aided symbols to communicate these meanings. YES and NO are available, for use within sentences (not as single word confirmations or answers) in the *21 little words* section of this book.

- Note that pragmatic branch starters are not included in this PODD book as, for individuals using this complexity of expressive language, the communication intent will be apparent within the sentence structure. More overt expressions of communicative intent may be beneficial for individuals who may have challenges reading the communication intent of their partners messages. Phrases to clarify communication intent can be inserted in the blank spaces on page *01 main right.*

02 opinions

- This section includes a large range of adjectives and other vocabulary to express opinions. This range of vocabulary provides the communicator with more options to select the word they want to suit their mood, humor, preferred image (convey their personality) to different partners in different situations.
- *02a* includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary used to start sentences using vocabulary from all pages in this section.
- OPINION vocabulary (regardless of syntactic part of speech) is organized alphabetically across all three pages in this section, with subcategory links on page *02a* to *02b d-n* and *02c*

o-z. TURN THE PAGE operational instructions are also included on pages *02a* and *02b* to enable the communicator to look for words when they are unsure of the initial letter.

- *02b* and *02c* include the predictably associated vocabulary A; NOT; DON'T; CAN'T; TOO; AND; OR, to be used with opinion vocabulary on these pages.
- Predictably associated word morphology functions *PAST TENSE –ED*; *-ING*; *-UN*; *–ER*; *-EST*; *-LY*; *-S, -'S* are included on all pages in this section.
- Consider the predictably associated vocabulary and functions available on each page opening and alphabetical word order when adding or moving vocabulary in this section.
- Adjective vocabulary is also included in other categories to express different pragmatic functions
    - o *03 something's wrong* – to complain
    - o *04 health & body parts*
    - o *05 feelings* – to relate, describe and discuss feelings
    - o *21 descriptions* – to describe things

    It is important to consider how words will be used and view all of these sections to determine the need for vocabulary additions and the most appropriate placement for additional words.
- In addition to adding or deleting vocabulary, you can change the words associated with some symbols to suit the individual/family/peer group style of expressing opinions.

03 wrong

- This section includes a range of vocabulary to complain and discuss problems and concerns.
- Vocabulary to complain about actions and predictably associated vocabulary to start sentences and ask questions using vocabulary from both pages in this section is organized on page *03a* according to syntactic part of speech.
- Other single word vocabulary to complain (regardless of syntactic part of speech) is organized alphabetically across two pages. You will need to consider the alphabetical word order when adding or moving vocabulary in this section.
- *03b* also includes some phrases to quickly relate common complaints. The phrases I DON'T KNOW WHAT I WANT and I DON'T WANT TO TALK ABOUT IT are included to enable the communicator to restrict further discussion or continuing guesses about a problem.
- Word morphology functions available vary to suit the vocabulary available on each page opening. *03a* includes PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S. –ER; EST, *03b* includes -S, -ES; -'S and –ER; EST.
- Note that predictive links from vocabulary such as SICK and ITCHY to the *body parts* section are not included in this page set as a direct link to *04c body parts* is readily available in the main navigation index. The communicator may, or may not, choose to independently direct movement to *04c body parts* as required.
- There is some overlap of vocabulary in this section with other sections to express different pragmatic functions
    - o *02 Opinions* – to express opinions
    - o *04 Health & body parts*
    - o *05 Feelings* – to relate, describe and discuss feelings
    - o *21 Descriptions* – to describe things

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

04 Health & body
- Vocabulary in the health section is organized onto separate pages with consideration to the most efficient use of predictably associated vocabulary:
  - o *04a* includes words related to health visits (health professionals, places, procedures) and common illnesses that do not require the name of a body part for explanation.
  - o *04b* includes more health and disability related words, including illnesses and health problems that may require the name of a body part for explanation. A direct link to the *04c body parts* section is repeated on this page to increase the ease of location and speed of access to the names of body parts that are frequently used with the vocabulary on this page. Includes a link to the *LIST* for this section on *04c.*
  - o *04c* includes the names of body parts and predictably associated vocabulary related to body parts. Small cells are used to increase the spaces available for the names of specific body parts. Vocabulary on the smaller cells is grouped according to the location of the body part. A larger cell is used to assist location of the general body part, e.g., ARM, with the names for associated specific body parts, e.g., SHOULDER, ELBOW, WRIST, HAND, on smaller cells positioned under the general vocabulary item. The smaller cells are square to increase the space available on the cell for a label and a symbol. There is a direct link from this page back to *04b sores and illnesses*. *04c* also includes the *LIST* for this section.
- Word morphology functions available vary to suit the vocabulary available on each page opening. *04a* includes PAST TENSE –ED; -ING; -UN; -N'T; -S, -ES; -'S and pages *04b* and *04c* include PAST TENSE –ED; -ING; -S, -ES; -'S.
- Spaces have been left on these pages for customization to reflect individual experiences and requirements:
  - o *04a* includes spaces to add health places, professionals, illnesses and/or things that are common to the individual. For example, you may add audiologist and hearing aid for an individual who has a hearing impairment; optometrist, glasses and eye test for an individual who has a vision impairment, Ventolin and asthma, seizure and medication for an individual who has epilepsy, earache for someone who frequently has earaches.
  - o *04b* includes spaces for additional health related vocabulary.
  - o *04c body parts*: This section includes a written words for private parts *breast*, *vagina*, *penis* plus additional spaces. You may want add symbols or re-word the labels for these body parts to suit the individual preferences and/or family/peer word usage.
- Consider the predictably associated vocabulary and word morphology functions available on each page opening when adding or moving vocabulary in this section.

05 Feelings
- A range of vocabulary to express feelings is included in this section, primarily to relate information, tell stories and answer questions.
- *05a* includes question, personal pronoun, verb, preposition, determiner and adjective vocabulary to start messages using vocabulary from all pages in this section.
- Feelings vocabulary (regardless of syntactic part of speech) is organized alphabetically across both pages in this section.
- Predictably associated word morphology functions *PAST TENSE –ED*; *-ING*; *-UN*; *-N'T; –ER*; *-EST*; *-S*, -ES, and *-'S* are included on *05a*. *UN*; *–ER*; *-EST*; *-S*, -ES, and *-'S* are repeated on *05b*.
- Feelings vocabulary is also included, and may be repeated, in other categories to express different pragmatic functions e.g., *02 opinions* – to express opinions; *03 something's wrong* – to complain; *04 health; 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 customization. Follow the directions written on the templates.
- *06a* includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start messages using vocabulary from all pages in this section. Word morphology functions on this page include *PAST TENSE –ED*; *-ING*; *-UN*; *-N'T*; *-S*, -ES; -'S.
- Predictably associated vocabulary on other pages reflects the type of people vocabulary on that page. Possessive and plural word morphology functions are included on all pages in this section.
- A link from *06a* goes to subcategories *06c school people* and *06d jobs.* TURN THE PAGE operational instructions are also included on page *06a – 06c* to enable the communicator to look for words when they are unsure of the page location. This also supports a more flexible use of the *LISTS* across multiple pages.
- *06a-c people* vocabulary is organized into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words.
- *06d occupation* vocabulary is organized alphabetically. Ensure close family member's and friend's occupations are included in this section.
- There are both separate cells and lists for people's names.
  - Add names to cells for people who have a close relationship or frequent contact with the individual.
  - Add names to lists for acquaintances/friends and family who have less direct/frequent contact with the individual.

07 Actions (verbs)

- A large range of verb vocabulary is included in this section. The vocabulary is subcategorized alphabetically as there are limited meaningful associations that can be used to organize such a large verb vocabulary. All pages in this section can also be accessed via TURN THE PAGE operational instructions. While this is a very slow method to access vocabulary, it does allow communicators to look through this section for a symbol or word when they are uncertain of the word's initial letter.
- The predictably associated vocabulary on *07a* includes auxiliaries and verbs used to start questions and sentences including verbs from other pages in this section other, e.g. I WANT TO ….; I THINK I CAN ……; I AM GOING TO …...; WHEN DID YOU LEARN TO ….. These verbs are also repeated in alphabetical order on other pages as people may use the "It starts with …" alphabetical subcategory link when they have not located (looked for) the verb on the first page of the section.
- Predictably associated prepositions, determiners and adverbs are included on all pages in this section.
- Verb tense markers, past tense –ED, -ING, -S, and -EN, and the auxiliaries, WILL, AM, IS, ARE, WAS and WERE, N'T and negation are included on all pages in this section.
- Vocabulary is organized alphabetically in this section with spaces in each alphabetical listing to add words on *list* stickers (see the *construction file* for information on printing and attaching these lists). Alphabet headings are included to assist people to locate items on the page and remind them that the vocabulary is organized alphabetically. This may also assist with the learning required to access verbs using alphabetical subcategories in the complex syntax electronic PODD page set.
- Note that the *GO BACK TO 7A operational instruction* in this section is not located in the top right hand corner as it is in other sections, but at the bottom of the page, replacing the *07 actions* category link. This has been done to maximize use of available spaces. This change may need to be pointed out to people using this PODD book.

- The words true/truth are included in this section as experience indicates that people look for this vocabulary in the verb category, with the word LIE, even though they are not verbs.
- Individuals who have severe physical challenges may choose to add a *07j movements* subcategory to this section to place movement verbs with predictably associated vocabulary required for physical therapy sessions on the same page. If doing this, on *07a* replace the word PRETEND with the subcategory link to *07j movements* (see information on adding a new subcategory in the *08 activities* section below).

08 Activities
- At this stage of language development, there is an aim to include a wide range of vocabulary for age appropriate activities, including their preferred activities and other activities that the individual may see, hear or talk about with peers and family.
- The activities section in this example page set uses 3 subcategories to organize the large vocabulary required to request, talk about and interact during different activities.
  - *08c make something*
  - *08d outside activities* – outside activities that are not organized sports.
  - *08e sports.* Sports vocabulary is organized over two pages, *08e* and *08f*. *08e* includes predictably associated vocabulary to construct messages using vocabulary from both pages and the names of more frequently referred to *sports*. You may need to move vocabulary between the two pages to accommodate for individual sports preferences. The words SCORE, GOAL, POINT, MATCH, TEAM, and BAT/RACQUET/CLUB/STICK are intentionally repeated on pages *08d* and *08e* to be used in combination with the different sports vocabulary on each page. Movement between these two pages is via *TURN THE PAGE* on page *08e* and G*O BACK TO PAGE 8e* on page *08f*.
- *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.*
- Predictably 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. Vocabulary is repeated on multiple pages to support more efficient interaction during activities. There are no separate activity displays in this book.
- 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 *21c* to more efficiently access color vocabulary.
- A separate list, page *08g,* is available to include the names of specific games, books, songs, TV shows, movies, tapes, and other activities. The suggestion to *GO TO LIST 8g is* associated with some vocabulary items to access more specific vocabulary. For example, the item MOVIE has the suggestion to *GO TO LIST 8g* to access a list of the individual's favorite MOVIE titles. A general instruction to *GO TO LIST 8g* is also included to access more general activities vocabulary on the lists.
- Considerable customization is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the example pages.
- It is also possible to change or add subcategories to accommodate for individual interests. For example, you may choose to substitute *08e sports* with *08e drama* for an individual who is very involved in theatrical activities but not very interested in sports, or add an additional page *08g drama* for someone who needs all of the current pages in addition to a page about drama.

- To substitute a subcategory:
    1. On *08a* edit the link cell for the subcategory you are replacing to change the label and symbol to the new subcategory
    2. Open the subcategory page you are substituting (e.g., games) note any vocabulary you will want to move to another page of the activities section. Then edit this page, changing the vocabulary to suit the new (e.g., drama) subcategory. Note that you will not be able to change the symbol on the page tab in simPODD so you may choose to manually print and paste a symbol tab for the new subcategory onto the existing tab prior to laminating the book.
    3. Add any vocabulary that you still require from the original subcategory onto another appropriate page (probably *8b*) in this section.

- To add a new subcategory:
    1. Open page *08a activities*. In Edit mode,
        a. select the REST cell and change the symbol and label to the name of the new subcategory (e.g., *drama*).
        b. Select *Edit* to the right of *Go to Page,*
        c. *Select Link to New Page.* A list of possible page templates will appear with screen shots of these blank grids. Select your preferred grid.
        d. Select *Next*, to identify the page position in the book. Scroll down to select 08 activities
        e. Select next to Fill in the *Tab Name* for your new subcategory (e.g., drama)
        f. Select *Done.* Note that simPODD will have automatically created a subcategory link cell with a new page number.
    2. Open page *08b activities*. In *Edit* mode, add the label and symbol for REST to a blank cell. Select *Done*
    3. Open the new subcategory page (number shown created at step 1f above). Edit this page.
- If an individual who has sensory processing challenges requires a large range of vocabulary to request and interact during sensory activities, they may need an additional *08* subcategory. Less vocabulary to request sensory activities can be added to *01b chat.*

09 Places
- At this stage of language development there is an aim to include a broad range of places that the individual may read, write, hear or talk about in addition to places the individual goes.
- *09a* includes predictably associated vocabulary used to start messages using vocabulary from all pages in this section. Word morphology functions on this page include *PAST TENSE –ED*; *-ING*; *-UN*; *-N'T*; *-S, -ES*; *-'S*.
- *09a* includes links to two subcategories to organize the large vocabulary required to request and talk about different places:
    o *09c shops* – includes retail places such as stores, take-out food places, restaurants, bank and post office. This page also includes vocabulary related to shopping, buying and selling and a link to shopping things on *page 13c* (in the THINGS category). Word morphology functions included on this page opening include *PAST TENSE –ED; -ING; -N'T; -S, -ES; -'S, -ER* and *-EST.*
    o *09d world* – includes space, continent and nationality specific words. You will need to add the specific states/provinces and cities relevant to the individual's nationality. *09d world* also includes a link to *09e* for a list of countries in alphabetical order. Customization of the countries included will be required to suit different individuals and nationalities. The countries *on 09e* should include common travel destinations, family connections and countries in the news. As the countries are presented in alphabetical order, customization

is likely to involve shifting items on the page. Additional country names can also be added to the list on that page. Word morphology functions included on *09d* and *09e* include–*ER; 'S; -S*; –*ES, -AN.* (e.g., Asia + -an = Asian) and –*ISH* (e.g., Sweden + -ish = Swedish).

- Other places vocabulary is organized on *pages 09a* and *09b*:
  - o Vocabulary for frequently visited or talked about places should be positioned on *09a*. In the example page set LIBRARY and the associated vocabulary, BOOK and LIBRARY CARD, are included on *9a* to maximize efficiency using predictably associated vocabulary to produce sentences such as "I NEED TO GO TO THE LIBRARY TO RETURN MY BOOKS.", without turning pages.
  - o The remainder of the vocabulary is organized onto *09b* according to meaningful semantic associations, e.g., types of buildings, holiday places, nature places, recreational places, educational places, health places, city places.
- Not all place names are included in the PLACES section:
  - o places found in the house or yard are included in *14 house & yard*
  - o transportation places are included in *16 transportation*
  - o school places are included in *11 school*
  - o some special event places, e.g., circus, are included in *10 special events*
  - o places of worship are included in *19 religion*
  - o place names related to animals, e.g., sty, kennel, are included in *18 animal*.

10 Special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events. Customization of the vocabulary on these pages will be required to suit the individual requirements. Vocabulary suggestions are written on the example pages.
- The most frequently occurring or talked about special events, e.g., birthdays, prizes, are on page *10a*. Predictably associated vocabulary to ask general questions and start sentences using vocabulary from all pages in this section is also included on *10a.*
- Other special events are on page *10b* organized into type of special event, e.g., competition, family events, local holidays and special days, religious ceremony and event words, party words. Page *10c* includes lower frequency special events and lists to add special events as they occur, e.g., name of a ball, dance or concert.
- The *11 school* category has a separate page (*11d*) for special events that are associated with school.
- The words, HAPPY, PRESENT, PARTY, DAY, and CARD are intentionally repeated on page *10b.* EVE, NIGHT, DINNER, and VACATION, HOLIDAY are on both on *10b* and *10c.* This reduces the need to turn back/between pages to produce sentences.
- Word morphology functions include *past tense –ED*; *-ING*; *-UN*; *-N'T*; *-S, -ES*; *-'S* and *10a* with *-S*, -ES; *-'S* repeated on *10b* and *10c.*

11 School

- The school section includes vocabulary to talk about and interact at school.
- *11a* includes question, personal pronoun, verb, preposition, determiner and noun vocabulary used to start sentences using vocabulary from all pages in this section and the links to the two subcategories *11c writing and tech things* and *11d school special events*.
- School related vocabulary is organized over 4 pages.
  - o *11a* includes subject names and school daily routine activities. Navigation links to the activities section to access *8c make something* and *8e sports* vocabulary and a link to *page 21d number and measurement* to access mathematical concepts are located adjacent to the related subject name, e.g., GYM is positioned next to the link to access

sports vocabulary. Note that the *people* category link in the lower left corner of this page has been changed to link directly to the *06c school people* subcategory. An additional column of school people words has also been added to the left side of this page opening (moving the relative position of some common predictably associated verb vocabulary one column to the right on this page). Other pages in the *people* section would be accessed via the links on page *06c*.

- o *11b* includes a range of other school related vocabulary organized according to meaningful semantic associations, e.g., places at school, places in the classroom, personal school things, and schoolwork things. Includes *TURN THE PAGE* to access vocabulary for producing schoolwork.
- o *11c school writing/tech things*. Includes a range of vocabulary related to reading, writing, and the use of technology at school. This includes vocabulary that may be required for the subject English.
- o *11d* SPECIAL EVENTS. Includes vocabulary for a range of special events or activities at school.
- Word morphology functions on pages in this section includes *PAST TENSE –ED*; *-ING*; *RE-; UN-*; *-N'T*; *-S*, -ES; *-'S*. with some variation to suit the different vocabulary on each page.
- Suggestions for adding vocabulary to this section are written on the templates.

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

Pre-schoolers using this PODD book
- Due to the language complexity of this PODD book, it is rarely used with preschool age children so there are no prepared templates for early childhood pages.
- If the **individual does attend an early childhood center** you will need to create pages to substitute the school section with a preschool section. Use the included grid page templates for *90+ complex syntax* layout to create the new pages and the *48 expanded key word*, *11 early childhood* section templates to provide ideas for vocabulary selection and placement. Remember to change the symbol and label SCHOOL to KINDERGARTEN (or the name for your early childhood center) in the navigation index on the side panel (or cover). Also change the symbol and label SCHOOL PEOPLE on page *06a* to *KINDER PEOPLE.*
- If the **individual does not attend an early childhood center,** then this tab number position would be left blank in the PODD book. Skip the *11 school* pages when printing.

Adults using this PODD book
- If the individual attends a **further education setting, day center 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 the suit 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 (or cover). Also change the symbol and label SCHOOL PEOPLE on page *06a* to (your preferred name for the place) people.
- If the **individual does not regularly attend a specific location**, then vocabulary for the activities and places in their routine would be added to other sections in the PODD book. This tab number position would be left blank in the PODD book. Skip the *11 school* pages when printing.

12 Clothes

- This section includes clothes and things that are worn on the body, e.g. personal aids such as splints, jewelry and grooming (make-up and hair products).
- Page *12a* includes items that are more frequently put on or taken off during the day and/or the communicator may request others to do up or undo. Page *12a* also includes predictably associated vocabulary that may be used to start sentences for the whole section. This page has a subcategory link to *12c grooming & jewelry* to access self-care, make-up, hair and jewelry related 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 the first page (*12a*) if the item is frequently put on and taken off during the day.
- *12b* includes a range of other clothing and clothing parts 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.
- Page *12c* grooming & jewelry includes direct links to *14c bathroom* to access other personal care/grooming vocabulary and 0*4c body parts*.
- Word morphology functions on all pages *12a* and *12c* include *PAST TENSE –ED*; *-ING*; -N'T, *UN; -S*, -ES; - and *'S*. RE- is also included on *12c* to re-do hair/make-up. 12b includes *plural and possessive S*

13 Things

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

14 House & Yard

- At this stage of language development, there is an aim to include a broad range of home vocabulary related to what the individual may read, write, hear or talk about in addition to vocabulary they require to instruct others, make requests and interact during daily life activities at home.
- Vocabulary is organized in this section based on the place things are located or occur in the house or yard. The house and yard section in this page set uses 4 subcategories to organize this large vocabulary, *14c bathroom and laundry, 14d kitchen, 14e outside and 14f tools.*
- Page *14a* includes the subcategory links, the names of rooms in the house, a few common household items, LIGHT, STAIRS, HALL, PHONE, SWITCH, and predictably associated words used to start sentences in this section. Spaces to write the individual's address and phone number and vocabulary to ask other people for their address and phone number are also included on this page. Space is left in the column of people/personal pronouns to add the names of family members to identify the different bedrooms in the house. MOM & DAD'S is already added. The communicator would refer to their own bedroom using the personal pronoun MY.
- Page *14b* includes parts of the house, room, furniture and things found in the bedroom and lounge room and non-washing cleaning vocabulary. Things that OPEN, CLOSE and LOCK are also located on *page 14b* as these verbs are not on *page 14a.*
- *14c bathroom and laundry* - contains furniture, equipment and things found in the bathroom, toilet and laundry, including actions related to washing and some things usually found outside such as CLOTHESLINE. Vocabulary for cleaning equipment is also located on this page. A direct link to *12c grooming* is on this page to access vocabulary for other things that may be found in the bathroom.
- *14d kitchen* - includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. There is a direct link to 15a food/drink on this page. Predictably associated vocabulary includes a range of cooking and cleaning related verbs, prepositions and adjectives. At this stage of language development –ER is used in combination with the appropriate verb for many appliance names, e.g., MIX-ER; BLEND-ER.
- *14e outside* - includes things found in the yard of a house, nature, and gardening vocabulary. Predictably associated vocabulary allows for the construction of complete sentences or questions on this page.
- *14f tools* - includes gardening and workshop tools.
- Word morphology functions on all pages in this section include *PAST TENSE –ED; -ING; -S* and *–ES. 14a* also includes *UN; N'T; and 'S* and all other pages include *–ER.*

15 Food/drink (meal)

- At this stage of language development, there is an aim to include a broad range of food/drink related vocabulary.
- Page *15a* includes vocabulary to interact during a mealtime and start questions and sentences using vocabulary from all pages in this section. A direct link to *p 14d kitchen* to access vocabulary for dishes, utensils and cooking and links to other pages of food/drink vocabulary is also included on this page.
- Food/drink items are organized across the following 3 pages according to the type of food or drink. There is an attempt to place commonly combined food items on the same page, e.g., flavorings and fruit on the same page as desserts and drinks, to combine words such as CHOCOLATE ICE-CREAM; APPLE JUICE; STRWABERRY MILK. Predictably associated vocabulary is included on each page according to the food/drink items on that page. The same symbol is used for the verb and adjective referring to how food is/was prepared, e.g., MASH the potatoes and MASHED potato.

- o *15b* includes condiments, meals, meat, fast food, breads, sandwich fillings and cereals. A direct link to *14d kitchen* to access vocabulary for dishes, utensils and cooking and a link to the *15d vegetables* subcategory are also included on this page.
- o *15c* includes fruit, flavorings, sweets, desserts, cakes, biscuits, savory snacks and drinks.
- o *15d* includes vegetables and herbs and the LIST for this category.
- o Note that SALAD is intentionally included in the fruit section as well as the vegetable section to allow for the combination FRUIT SALAD. SOUP is intentionally included on both the *15b meals* page and the *15d vegetables* page to use other vocabulary on these pages to describe the type of soup.
- Word morphology functions on page *15a* include *PAST TENSE –ED; -ING; N'T; UN-; S; -S* and *–ES.* All other pages include *–S; –ES* and *–ER* to combine with the verb to refer to the equipment performing that function*, e.g.,* BLEND + *ER* = BLENDER*.*
- The operational cell TURN THE PAGE is included on all pages to enable movement to other pages in this section as vocabulary from multiple pages is often required in the one sentence during the mealtime. This reduces the need to return to a subcategories index to access the words on the following pages. *LIST* spaces are available on page *15d*.
- A number of symbol spaces have been left on these template pages to include the individual's food and drink preferences. Suggestions for adding vocabulary are written on the templates. Remember to consider the other vocabulary available on each page to combine words for common messages when adding or relocating vocabulary in this section.

16 Transportation
- This section includes any vocabulary related to transportation including recreation, water, air, and road vehicles, transportation places, vehicle parts, driving, road and railway words.
- Vocabulary is organized across two pages according to meaningful semantic associations. Commonly used transportation words and predictably associated vocabulary to start questions and sentences using words from both pages is included on page *16a.*
- Most multi-word or compound word items are not represented as single symbols but are produced by combining the single words. For example, POLICE + CAR = POLICE CAR; RAILWAY + STATION = RAILWAY STATION; RAILWAY + CROSSING = RAILWAY CROSSING; SAIL + BOAT = SAIL BOAT. These single words are positioned on the page to support a left to right and/or top to bottom direction to create the compound word.
- Remember to consider the other vocabulary available on each page to combine words for common messages when adding or relocating vocabulary in this section.
- *16a* includes the word morphology functions *UN-; N'T; PAST TENSE –ED; -ING; 'S; -S* and *–ES. 16b* includes *possessive and plural S.*
- *Page 16b* includes an instruction to GO TO LIST on *page 17b,* in the characters section, to avoid adding another page for Lists in this section.

17 Characters
- Character vocabulary needs substantial customization to include the individual's favorite story, TV, music and movie characters and personalities. Character vocabulary in this page set also aims to include a range of other general character vocabulary the individual may encounter in peer conversations and class discussions. The vocabulary in this section will also be used for creative storytelling and writing.
- Common story and magical characters and things, vocabulary to describe different story or movie genre, e.g., SCI-FI, FAIRYTALE, and types of character media, e.g., BOOK, MOVIE, CONCERT, BAND are included in this section. Spaces have been left on both pages in this

section to add more specific character vocabulary according to the individual's interests and requirements.

- *17a* includes most of the predictably associated vocabulary to start sentences, favorite characters and/or celebrities are added words that are more frequently used.
- Word morphology functions on *17a* include *PAST TENSE –ED*; *-ING*; *-UN*; *-N'T*; *-S*, *-ES*; *-'S*. 17b includes *plural and possessive* 'S'.

18 Animals

- This section includes any vocabulary related to animals including animal names, places, things, body parts, and actions. Vocabulary is organized over four pages according to type of animal/vocabulary.
  - *Page 18a* includes predictably associated vocabulary to start sentences and questions for the whole section and nouns related to pets. Spaces are included on this page for the names of the individual's pets and anything associated with their care. Pets not owned by the individual, but frequently talked about, e.g., a neighbor, family member or friend's pet, may also be included in this section. Should the individual have little contact with any pets, commonly seen or talked about animals may be moved from other pages onto the first page. Note that the word VETINERARIAN is located at the bottom of the column of personal pronouns. Direct links to *pages 18c* and *18d* are also included on this page.
  - Page *18b* includes more pets, farm animals, birds and insects
  - Page *18c* includes marine & wild animals.
  - Page *18d* includes more wild animals, places animals live and animal body parts. Note that the words BEE and SPIDER are intentionally repeated on this page to produce word BEEHIVE and SPIDERWEB.
- Word morphology functions on *18a* include *PAST TENSE –ED*; *-ING*; *-UN*; *-N'T*; *-S*, *-ES*; *-'S*. Al other page includes *plural and possessive* 'S.
- All pages in this section can be accessed via TURN THE PAGE operational instructions on pages *18a, b & c.* Faster access to pages *18c* and *18d* is also possible via subcategory links from page *18a*. A direct link to *18d animal places, body places and list* is available on all other pages in this section in order to produce sentences combining these words with an animal name.
- A wide variety of animal symbols are included in this section as animal stories, study and discussion is common in school curriculum.

19 Religion

- The choice to include a section on religion and the range of vocabulary included varies depending on the religious beliefs of the individual and their family. At this stage of language development, vocabulary to refer to or discuss religion and religious events beyond the individual's personal religious beliefs or actual experiences of religious worship may be relevant. For example, individuals may need religious words to refer to the religious ceremonies of friends or to discuss what is happening in the news.
- Individuals and their families may:
  - Choose not to include this section. In this case, the names for common places of worship may be included in the *09 places* section and commonly referred to ceremonies may be included in *10 special events*. This option leaves a gap in the book page numbers.
  - Choose to include a general religion section. The default option includes general religion pages with vocabulary related to a range of religions.
  - Require a religion section that reflects their personal religious beliefs and experience of religious worship. This option can be selected during the set-up of this book in simPODD.

These *19* RELIGION page grids provide blank spaces that are customized to specifically suit individual requirements. Suggestions to assist in the selection of vocabulary are written on these grids.

20 Days & Times
- This section includes vocabulary related to time.
- *Page 20a* includes frequently used time concepts and vocabulary to refer generally to when something will happen or has happened, including the days of the week.
- *Page 20b* includes vocabulary, including numerals, to tell the time, date and season. Space is also provided to add the individual's date of birth and the current year.
- Includes predictably associated vocabulary and word morphology functions on both pages

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

NOTE that only the numbers 0-9 are included on the *21d numbers* page. People in the communicator's environment often require explanation of why they need to learn to combine numerals (0-9) to produce numbers beyond 10. Partners frequently suggest that it is easier for the individual to use a display with whole numbers to 20 or 30 without considering the impossibility of presenting whole written numbers for every number to 100 (or 1000) on a communication display. It is often necessary to explain the importance of learning to understand the underlying concepts of place value for calculator and keyboard use. Children require early experiences sequencing numerals for place value, beginning with two digits for numbers in the teens, to support their learning to use a 0-9 display to produce larger numbers.

- *21e* includes a range of vocabulary to describe and discuss the weather and weather reports. Time concepts commonly referred to when discussing the weather are predictably associated

on this page. Vocabulary for weather related natural disasters is also included in the weather subcategory.

- There is an attempt to place vocabulary that is frequently used together on the same page to facilitate ease of sentence production and participation in common educational activities, e.g., color and shape words are on the same page with color 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?" *21c color, shape & size* includes a direct link to the subcategory *21d* to access number vocabulary. *21d numbers and measurement* includes a direct link to the subcategory *21c* to access size, color and shape vocabulary
- Adjective vocabulary is also included in other categories to express different pragmatic functions:
  - o *02 opinions* – to express opinions
  - o *03 something's wrong* – to complain
  - o *04 health & body parts*
  - o *05 feelings* – to relate, describe and discuss feelings

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

22 Little words

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

23 Alphabet

- QWERTY keyboard layout spelling displays:
  - o *23a lowercase*
  - o *23b uppercase*
- Includes common little words and word beginnings and endings to increase speed of spelling.
- Also includes some useful, spelling-related phrases to inform and instruct the partner.

24 Topic
- These pages are used to add topic-specific vocabulary.
- School age children frequently require topic-specific vocabulary to participate in class discussions, assessment and writing tasks on a current topic or theme, e.g., Ancient Egypt, dinosaurs, space travel, human digestion. As education is focussed on extending world knowledge, the vocabulary introduced in school topics is mostly rarely used, extended fringe vocabulary in other situations. As the PODD book is designed to support the individuals communication at any time in their daily lives, vocabulary that is frequently used is prioritized to be in the faster to access locations of the book. Rarely used fringe vocabulary is located in slower to access symbol cells or on LISTs in a PODD book. This is appropriate for daily communication but can make this vocabulary slow to access when studying. Topic specific displays increase the speed of communication on the topic during the period of time it is a focus for educational study. It is critical that any new vocabulary that is added to a topic display is also added to main pages (usually a LIST) in the book.
- Including topic specific pages of vocabulary in the PODD book, as opposed to on a separate display, has the advantage of enabling easier access to use other vocabulary items in their book with the topic specific vocabulary. For example, it is useful to have access to the *food/drink* section when discussing the foods the ancient Egyptians ate, or to all sections of the book for a creative story about a young pharaoh time travelling to 2024.
- Grids that contain some common core vocabulary and spaces to fill in with topic-specific words are included in this resource.
- To enable topic pages to be easily changed when the class topic changes, only the left side of page *24a* is laminated (onto the back of the right side of page *23b*). The other pages are put into plastic letter files (see *construction file* for details).
- In the sample page set *24b* has longer cells on the left side. This is done to accommodate for long written words without symbols. Topics usually include some low frequency, fringe, vocabulary that have no existing symbols and/or is not easy to represent with a graphic symbol. If the individual has the ability to recognize the written word, no symbol is included for these items and the extra length allows for a larger font size to be used.
- Some children keep previous topics in another folder. Other children may need access to multiple topic pages. If multiple topic pages are to be placed in the PODD book you will need to make an index on *24a* to get to the pages for each topic.

Other pages:

- **Instructions for back cover.** This page provides an example of the type of instructions that are printed onto a sticker and attached to the inside of the back cover (see *construction file*). There is a space at the top of the page for a contact number to be added to facilitate the return of a lost communication book.

Lists for stickers:

These pages include only the lists for printing onto *US Letter paper size* 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.