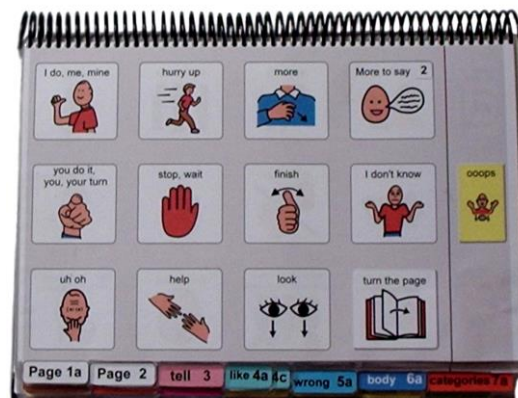


Direkte udpegning – 12 pr. side Udvidede funktioner



Generel beskrivelse

Dette sidesæt er primært udformet, så det kan bruges som en introduktion til at kunne udtrykke et større antal af kommunikative funktioner. Det henvender sig til børn (2-4 år) som har visse færdigheder i forhold til at kunne pege direkte på et felt med deres fingre eller med hånden. Dette sidesæt kan også være passende til brug for:

- Kommunikationspartneren for at støtte barnet i at forstå partnerens budskab.
- Ældre børn, hvis aktuelle kommunikation, sprog og betjeningsfærdigheder passer til dette sæt. Yderligere tilpasning vil være påkrævet i forhold til valg af ordforråd og aktiviteter for at imødekomme personens alder og livserfaring. (se valgmuligheder *mening og historier/aneddoter*).
- Personer, hvis betjeningsmetode stadig er usikker. Adgang til flere betjeningsmetoder i den samme PODD-bog muliggør observation over tid for at finde de mest effektive metoder for en person. Som valgmulighed findes en side med gitterlinjer, der kan tilføjes til alle sider for at tydeliggøre adskillelsen mellem kolonner til brug ved partnerstøttet visuel scanning (se *fremstillingsfilen til 12 pr. side udvidede funktioner med scanning*).
- Personer som har brug for forskellige betjeningsmetoder for at sikre forståelighed/effektivitet, når deres direkte betjening varierer meget, f.eks. vil de på forskellige tidspunkter af dagen, i forskellige positioner kunne bruge direkte betjening mens de på andre tidspunkter har brug for partnerstøttet visuel scanning for at betjene deres PODD-bog.
- Personer som tager og giver/viser de enkelte symboler til andre (se *fremstillingsfilen 12 pr. side – udvidede funktioner, tag og giv*).
- Børn som har brug for en mindre tavlestørrelse med den samme kompleksitet af sprog og kommunikation. Dette sæt kan gøres mindre ved at bruge en printer, som giver mulighed for at ændre størrelsen af det, der udskrives.

9 pr. side PODD-bogen tilpasset til partnerstøttet scanning, kan være en nyttig ressource i den dynamiske vurderingsproces, for at bestemme den mest effektive betjeningsmetode for børn, som har mulighed for at pege på en tavle. Brug af PODD i hverdagen, giver barnet mulighed for at øve sig, udforske og yderligere udvikle færdigheder med målrettet udpegning af store områder af en tavle og også (lære at) bruge partnerstøttet scanning til at støtte vellykket kommunikation af deres beskeder (udvikle kommunikation og sprog). Nogle børn vil i begyndelsen være i stand til at udpege kolonner med deres hånd, og så bruge partnerstøttet scanning til at finde frem til det konkrete udtryk i kolonnen. De, for barnet, mest effektive metoder til betjening af kommunikationsbogen vil blive tydeligere med tiden, med observation af de færdigheder barnet udvikler hen mod tydelig udpegning på tavlen, og de metoder, som viser sig at give barnet den største succes i kommunikationen.

Sprog

- Organisationen og ordforrådet i dette sæt støtter muligheden for at udtrykke en række pragmatiske funktioner, som typisk ses ved den kommunikation, som børn på 2-3 år bruger til at udtrykke sig med. Disse funktioner omfatter: at bede om en ting, at foreslå en handling, anmode om hjælp, anmode om ophør (stop, færdig), anmode om gentagelse (mere, igen), stille spørgsmål, give sin mening til kende, kommentere, protestere, afvise, protestere, udtrykke følelser, rubricere, beskrive, respondere/indrømme, svare, informere (tiltrække opmærksomhed på noget), forholde sig til information, fortælle historier, fortælle om lege og vejlede. Der er også taget ordforråd med, så man kan anvende kommunikative funktioner, som typisk er opnået i en alder af 3-4 år, f.eks. at kunne tale om noget der er sket eller skal ske.
- Der er taget ordforråd med i dette sæt, som gør det muligt at udtrykke en række semantiske betydninger, som typisk ses ved den kommunikation, som børn på 18 måneder – 3 år bruger. Ordforrådet er organiseret i sektioner med udgangspunkt i den kommunikative funktion, ordklasser og/eller semantisk gruppering. En begrænset række ord er tilgængelige til at udtrykke hver type af semantisk mening, med fokus på ordforråd, som har relation til rutiner og aktiviteter i et almindeligt dagligt liv.

Ordforråd for nogle typisk brugte ord på dette trin som JA, NEJ, HEJ, DER, er ikke taget med i skabelonerne til dette sæt ud fra den antagelse, at personen vil (lære at) bruge ikke støttede måder til mere effektivt at udtrykke disse beskeder, f.eks. pege på omgivelserne, bruge hovedbevægelser til JA/NEJ, SE + sige noget for HEJ. Disse ord kan føjes til på de første sider i en PODD kommunikationsbog, hvis en person har brug for støttende symboler til den slags ord. Symboler for ja og nej kan også føjes til hjørnerne på alle sider eller hæftes på omslaget, så de kan bøjes ud.

- Ordklasser, som er repræsenteret i denne PODD kommunikationsbog er hv-spørgeord, navneord i form af grundled og genstandsled, stedord, udsagnsord, negation, udråbsord, tillægsord, biord og forholdsord
- Forudsigeligt tilknyttet ordforråd støtter brugen af 2-4 ords sætninger. Mere komplekse sætninger kræver at der bladres til flere sider (eller en anden PODD-bog med et større forudsigeligt ordforråd til mere komplekse sætninger).

Bemærk, at denne bog er designet til personer, der stadig er i gang med at lære at kombinere 1-2-(3) ord og har brug for pragmatiske sætningsstartere for at tydeliggøre hensigten med deres budskab. Derfor er brugen af pragmatiske sætningsstartere obligatorisk som navigation i denne PODD-bog. Det ekstra udvalg af forudsigeligt tilknyttet ordforråd understøtter partnerens brug af ASK til at understøtte forståelse, modellering og udvidelse af personens budskaber.

- Inddrager et antal strategier til at kompensere for nogle af begrænsningerne der er ved at bruge støttende symboler og til at facilitere udviklingen af en tydelig og socialt værdsat kommunikation, f.eks. fingerpeg til tid og forudsigelige links
- .
- DET ER IKKE I MIN BOG, JEG GIVER ET VINK er placeret på kategorisiderne. Dette symbol bruges til at udvide det ordforråd, som er til rådighed ved at opfordre partneren til at gætte det ord, der er brug for, når vedkommende får vist et ord/bogstav, som kan henføres hertil. Med brug af denne sætning kan personen indikere, at det næste ord/bogstav ikke egentlig er en del af budskabet, men et vink til partneren om at gætte på et andet ord, som ikke er i kommunikationsbogen. Når ordet er gættet, opfordres partneren til at skrive ordet på en passende liste

- Et symbol med link til GÅ TIL LISTE (som er hæftet på bagsiden af den forrige side) findes på den sidste side af alle sektioner/kategorier
- Symbolerne i dette sidesæt repræsenterer primært enkeltord. Dette giver mulighed for at tolke mange betydninger ud fra det ene symbol. F.eks. ordet HJÆLP kan tolkes som, "Skal jeg hjælpe dig?", "jeg hjælper", "jeg har brug for hjælp" afhængig af den aktuelle kontekst. Der er nogle få symboler, som repræsenterer hele fraser/sætninger for at øge effekten og vedligeholde samtalens flow, når man skal udtrykke beskeder som er stærkt forudsigelige, tidsafhængige eller sociale beskeder, f.eks. "JEG VED IKKE", "JEG ELSKER DIG", "UNDSKYLD MIG", "DET ER JEG KED AF"

Layout

- Enkeltsidet bog med plads til 12 felter med sproglige emner plus separate "betjeningsknapper".
- Kommunikationsbogens sider er i A4, liggende format. Bogen kan også udskrives i andre formater med brug af printerens skaleringsfunktioner for at passe til personens behov., som har brug for mindre tavler. Sættes udskrivning til at passe til A5 papir vil det give en bog på 69 % af en A4 papir størrelse.
- Baggrunden på siderne er lysegrå for visuelt at tydeliggøre placeringen af "symbolknapperne". Hvis udgifterne til toner er et problem, kan baggrundsfarven fjernes ved at gå til redigeringsstilstand og åbne sideredigerings-vinduet i Mind Express®.
- Symbolfelterne er ca. 4.6cm høje, 5.1 cm brede. Afstanden mellem symbolerne er 1.1cm i bredden og 1.6cm i højden
- Felter med *GÅ TIL SIDE* (nummer), har en lille firkant i det højre øverste hjørne. Nummeret på siden (ved mørkere farver) eller den lille firkants baggrund (ved lysere farver) matcher farven på fanen på den side, som nummeret henviser til (se *farve-masterfilen på oversigten på startmenu-siden*).
- 3 betjeningsfelter er i højre side af en tavle og adskilt fra de øvrige felter med en lodret streg. Disse felter er 4,6 cm høje og 2,8cm brede med 1.7cm afstand mellem felterne. Til dette sidesæt er følgende betjeningsfelter taget med:
 - o *TILBAGE TIL SIDE 1* – findes på første side i alle sektioner.
 - o *TILBAGE TIL SIDE (nummer) A* er taget med, så man kan komme tilbage til første side i en sektion fra alle sider i sektionen.
 - o *UPS* – indikerer, at noget er gået galt i kommunikationsprocessen. Det giver personen mulighed for at vise, at der er noget galt, at der er sket en fejl, og at der er brug for partneren til at hjælpe med at finde fejlen og rette den.
 - o *GÅ TIL KATEGORIER* – på alle sider giver adgang til kategorioversigt (hovednavigation) for at kunne navigere til andre dele af kommunikationsbogen.
 En person, som har svært ved direkte udpegning på disse felter, kan indikere kolonnen og så bruge partnerstøttet scanning til at vise den særlige funktion, de ønsker udført. Betjeningsfelterne kan også støtte partnerne i at betjene kommunikationsbogen
- Betjeningsinstruktionen til *VEND SIDEN* er placeret i tavlens generelle del i højre nederste hjørne. Denne placering er valgt for at gøre det lettere for personen at kontrollere den bevægelse der skal til for at komme til ordforråd på næste side.

- Lister trykt på labels er klistret på bagsiden af siden før den side, som indeholder instruktionsfeltet med *GA TIL LISTE* (se fremstillingsfilen). I dette sidesæt har baggrunden af feltet *GA TIL LISTE* samme farve, som sektionen har. Det tydeliggør funktionen af dette felt. Det kan forvirre nogle børn, og kan let fjernes i med brug af farveredskabet i knappens stil.

I begyndelsen benyttes betjeningsfelterne primært af partnerne til at støtte barnets betjening af bogen. Partnerne instrueres i at pege på disse felter, før de vender siderne, når de bruger PODD, og når de laver en fejl. Hyppig modellering af brugen af disse funktioner er nødvendig for at støtte barnet i at lære, selv at kunne instruere partnere i at navigere rundt i kommunikationsbogen og fortælle partnere om fejltagelser. Hvis partnere kun vender sider, vil barnet kun have få muligheder for at lære, hvordan man kan styre skift mellem sider i sin kommunikationsbog. Barnet vil lære at gøre det de ser andre gøre/modellere

Navigering

Ordforrådet I denne PODD er organiseret til brug med både de pragmatiske sætningsstartere og en kategori oversigt alt efter den kommunikative hensigt, som ønskes udtrykt.

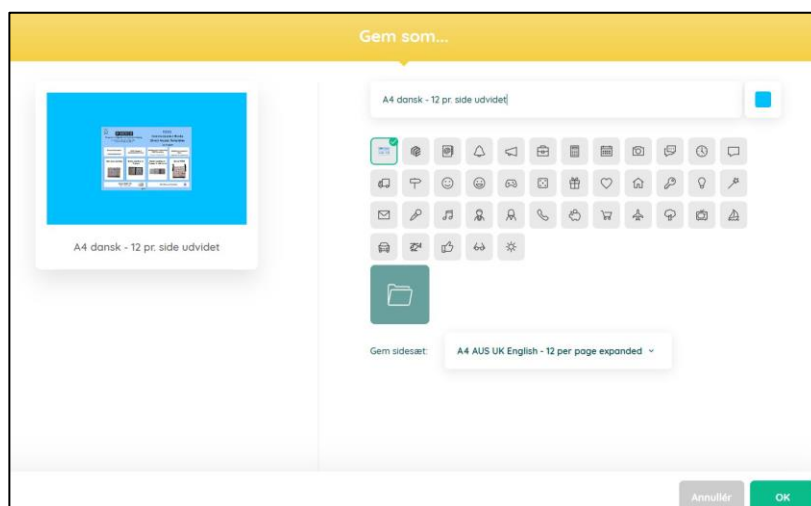
- Første side **MERE AT SIGE** – gå til side 2
- **Pragmatiske sætningsstartere** er på side 2
- (obligatorisk link til FORTÆLLE side 3 for at tydeliggøre tid og besked for nogle kommunikationshensigter)
- **Kategorioversigt** på side 7
- Forudsigelige link bruges til at hjælpe personen med at medtage tilstrækkelig information til at hjælpe partnerens forståelse, f.eks. GØR ONDT, ØM, SMERTE har direkte link til *06 kropdele*.
- Betjeningskommandoer til *TILBAGE TIL SIDE* (nummer) og *VEND SIDEN* for at skifte mellem sider i den enkelte sektion.
- Betjeningskommandoen *GÅ TIL KATEGORIER* og *TILBAGE TIL SIDE 1* er tilgængelig fra alle sektioner.
- Medtager **aktivitetssider** til mere effektivt samspil i en række almindelige dagligdags rutiner og legeaktiviteter.
 - For at begrænse størrelsen og vægten af en PODD-kommunikationsbog er sider med tavler til legeaktiviteter, som kun sker særlige steder, ikke taget med. Øget størrelse og vægt er mere problematisk i PODD-bøger, der er tilpasset til tag/giv/vis betjening. De individuelle symbolkort og Velcro® til at fastgøre kortene til siden fordobler bogens tykkelse og vægt.
 - Separate aktivitetssider til særlige spil og daglige rutiner kan placeres sammen med udstyr og/eller det sted, hvor aktiviteten finder sted. Ordforråd til at snakke om eller bede om disse aktiviteter på andre tidspunkter vil være inkluderet i PODD kommunikationsbogen.
 - Beskrivelsen af sektionerne 27 – 50 *aktivitetstavler* indeholder specifik information om tilføjelse, sletning og fremstilling af separate aktivitetstavler i Mind Express.

Tilpasning af en personlig PODD-bog.

Det første trin består i at lave en kopi af skabelonen, så originalen kan bruges til at lave flere kopier, når der er brug for det.

For at lave en kopi skal man vælge den grønne knap 'Tilpas personlig bog'.

I vinduet GEM, der åbnes, skal man **give bogen et navn** (f.eks. personens navn) og **en dato**. Vælg knappen OK.



Den personlige PODD-bog vil gemt til sidst på hjemmesiden, klar til at blive tilpasset.

Når du åbner filerne til den personlige PODD-bog, vil den første side der vises indeholde instruktioner til brug og links til denne PODD-bogs informations- og fremstillingsfiler.

Man skal vælge redigeringstilstand, MENU – rediger (eller trykke på F2-tasten), for at se og tilpasse siderne. I redigeringstilstand kan man navigere mellem siderne ved hjælp af den grønne værktøjslinje nederst på skærmen.



Mulige valgsider

De valgfrie sektioner/sider til denne PODD-bog omfatter:

1. Tilpasninger til at støtte brugen af partnerstøttet visuel scanning ved at placere linjer mellem hver kolonne. Se *Fremstillingsfilen 12 pr. side udvidede funktioner scanning* for nærmere instruktion i at tilpasse siderne til scanning.
2. Yderligere sider til børn, som går i skole eller kommer i en førskoleinstitution. Brug af disse sider kræver andre sider: *03 fortælle* og *07 kategorier* med links til disse sider.

3. Sensoriske aktivitetssider. Personer, der har udfordringer med sansebearbejdning, har brug for adgang til ordforråd for at bede om sanseoplevelser. Ordforråd for specifikke sensoriske aktiviteter indgår som en underkategori i aktivitetsafsnittet. Denne underkategori linkes til fra både de pragmatiske sætningsstartere: DER ER NOGET GALT og JEG VIL GERNE (AKTIVITETER) for at udtrykke forskellige kommunikative hensigter.
4. **Alfabet**sider til udforskning og tidlige skrive- og staveaktiviteter. Der er brug for en anden 07b-kategori side for at inkludere et link til alfabetsektionen. Bemærk: at alfabet siderne ikke er inkluderet som standard i denne Podd-bog, fordi personen på dette trin af sprogudviklingen næppe vil bruge alfabetsektionen til at stave til kommunikation og for at reducere vægten og tykkelsen af bogen. Alle børn skal have adgang til et alfabet for at udforske stavning, og disse sider kan laves om til et separat display (se sektion 51 alfabet for mere information).
5. Sider for at kunne udtrykke **meninger** og fortælle præ-tilrettede **historier/aneddoter**. Disse valg kræver også andre: 02, 03, 04, 05a og 07b sider. Der kan også blive brug for andre aktivitetssider for at give mulighed for direkte link fra aktivitetssider til sektionen 04 *mening*.
6. Andre alternative sider (som henviser til i beskrivelse af sektionerne)

Overvejelser ved valg af MENING og HISTORIE/ANEKNOTE-sider

MENING

Brug af sætningerne, JEG KAN LIDE DET og JEG KAN IKKE LIDE DET, er som oftest mere udviklingsmæssigt passende som naturlige sætningsstartere for små børn for at komme til meningsordforråd. Det er dog ikke altid samtalemæssigt hensigtsmæssigt at indledningsvis identificere, om det er noget man kan lide eller ikke lide, når man udtrykker en mening som DUMT, SJOVT, SKØRT, LET, SVÆRT, RIGTIG eller FORKERT. Brugen af den enkelte pragmatiske sætningsstarter JEG SYNES DET ER og kategorinavn MENING ORD reducerer også antallet af pladser, der kræves på 02a-sætningsstartere, 07b-kategorierne og nogle aktivitetsvisningssider for at få adgang til 04 mening ord. Dette frigiver et felt til et ekstra ord/pragmatisk starter/navigationslink til andre sektioner, f.eks. DET ER EN AF MINE HISTORIER.

I tilvalgssiderne 04 *Mening* er ordforrådet organiseret over 4 sider, der tilgås fra 04a via VEND SIDEN, KAN LIDE ORD, KAN IKKE LIDE ORD. Det kan være mere udfordrende i dette afsnit at bestemme, hvilken side der skal indeholde det påkrævede ordforråd. For at hjælpe partnere med at vælge (og modellere) den påkrævede side, er ordene på hver side skrevet på linkknappen til den pågældende side.

HISTORIER/ANEKDOTER

Disse sider understøtter personen til at fortælle på forhånd forberedte historier og anekdoter (mundtlige fortællinger) på en mere tidseffektiv måde. Ord-for-ord-konstruktion af fortælling ved hjælp af symboler er meget langsom og kræver betydeligt mere ekspressive sprogfærdigheder. Brugeren af denne Podd-kommunikationsbog, kan have et ønske om at fortælle sine historier, men har i øjeblikket ikke tilstrækkelige sprogkunderskaber til at gøre det ord-for-ord. At dele personlige historier med andre giver os mulighed for at udtrykke vores personlighed og skabe sociale forbindelser med andre.

Siderne i sektion 55 *mine historier* er udformet med plads til at skrive følgende dele af historien/aneddoten.

- Hvad skete der?
- Mere om hvad der skete?
- Hvem?
- Hvor?
- Hvornår?

- Hvorfor?
- Jeg synes
- Andre syntes

Skabelonen-siden med 55 historier-instruktioner i sektionen *mening plus historier* giver specifikke ideer til, hvilken information, der skal inkluderes i hvert felt. Personen bør involveres i skabelsen af disse historier, selvom andre kan understøtte forståeligheden af det endelige produkt ved at foreslå ideer og udvide sætninger. Et lille symbol i øverste venstre hjørne af hver firkant minder personen om, hvilken del af historien der er skrevet i dette felt. Symbolet PRØV AT GÆTTE er også inkluderet på hver side, så personen kan foreslå partneren at gætte svaret på specifikke spørgsmål, når de ikke har et forberedt svar eller et ordforråd tilgængeligt i deres primære kommunikationsbog til et svar.

Ikke alle 55 historiesider er fra starten taget med i PODD-bogen. Nye sider tilføjes, når de udfyldes med en ny anekdote. På side 55a er et indeks med adgang til de forskellige historier inkluderet i PODD-bogen. Navnet på hver ny historie vil blive tilføjet til feltet med link til den pågældende historiesidenummer. Da disse sider jævnligt opdateres (skrives på), er det at foretrække at lægge dem i klare plastiklommer (se fremstillingsfilen).

Hvis størrelsen og vægten af PODD-kommunikationsbogen er ved at blive upraktisk, kan du også vælge at lave en separat "Mine historier"-bog. Hvis du vælger at lægge disse sider i en separat bog, skal du ændre linkene DET ER EN AF MINE HISTORIER på side 02a og 07b til en instruktion HENT VENLIGST MIN HISTORIE-BOG. Læg også en instruktion i "Mine historier"-bogen, så personen kan anmode om sin kommunikationsbog.

55 historier/anekdotesider er inkluderet som en valgmulighed, linket fra feltet DET ER EN AF MINE HISTORIER, da de ikke er udviklingsrelevante for de små børn, som er den primære målgruppe for dette sidesæt. Denne strategi for opdeling af information er især nyttig for ældre børn, teenagere og voksne, der kan lide at fortælle historier, men finder ord-for-ord-konstruktion af fortællingen for svær eller tidskrævende. Overvej også at bruge en talecomputer til mere effektivt at gemme og fortælle historier. (PODD-sidesættene til elektroniske enheder på dette sprogniveau inkluderer disse historiesider som standard)

Optional pages include (ikke oversat):

- **15 hair, jewellery & make-up pages**
 - 15d hair
 - 15d jewellery
 - 15d make-up
- **18 food/drink optional pages**
 - 18a with food drink (meal display with links to pages of food and drink symbols)
 - 18b foods (page to add preferred foods)
 - 18b symbol list (symbol list for foods)
 - 18c drinks (page to add preferred drinks)
 - 18c symbol list (symbol list for drinks)
- **25 early childhood (EC) setting pages**
 - 03 tell EC (DO A GROUP ACTIVITY link to *early childhood setting* section)
 - 07a categories EC (link to *early childhood* section replaces link to *character0s*)
 - 07b categories EC (link to *characters* moved to this page)
 - 09a people EC (includes link to *09f early childhood people* sub-category)

- 09f early child people (early childhood people)
- 25a early childhood
- 25b early childhood
- 25c make EC (early childhood)
- 25d outside EC (early childhood)
- **25 school pages**
 - 03 tell school (DO A GROUP ACTIVITY link to *school* section)
 - 07a categories school (link to *school* section replaces link to *characters*)
 - 07b categories school (link to *characters* moved to this page)
 - 09a people school (includes link to *09f school people* sub-category)
 - 09f school people (school people)
 - 25a school
 - 25b school
 - 25c school places
 - 25d school things
 - 25e pencil case
- **28 music pages plus songs and instruments**
 - 28a alt music (alternate music activity page with links to pages of songs and instruments)
 - 28b instruments (alternative page including symbols for musical instruments)
 - 28c songs (alternative page including symbols for songs)
- **51 alphabet**
 - 07b categories alphabet NOECS (categories with link to *alphabet* section)
 - 07b categories alphabet ECS (link to *alphabet* section replaces link to *question* section. Note at this stage of language development, question words are more likely to be accessed from the I HAVE A QUESTION pragmatic branch starter so it was decided to omit this link from the categories section to make room for both the *early childhood / school links* on 07a that moved the *characters link* to 07b)
 - 07b opinion alpha ECS (link to *opinions* and *alphabet* with relocated link to *characters* to allow for *early childhood/school* on 07a)
 - 51a – f alphabet pages (group-item layout to access the alphabet. 51a groups 5-6 letters on 5 large buttons in alphabetical order with links to pages 51b – f and the symbols for FIRST SOUND and END, SPACE. Other pages have individual letters on 5-6 large buttons.)
- **Grids for scanning** (see the *Construction file 12 per page – expanded functions scan*)..
 - 01a main scan (example of how pages look with grid lines added to support the use of partner-assisted column-row scanning access)
 - gridlines for scan (lines to add to most pages to support the use of partner-assisted scanning access)
 - 55 story scan lines (lines to add for scanning *55 story pages*, also fit *51 alphabet*)
- **Like don't like plus anecdote** (and no school or early childhood section)
 - 03 tell anec (tell page with link to *My Stories* anecdote section)
 - 07b cat anec NOECS (categories with link to *My Stories* anecdote section)
 - 07b cat anec ECS (link to *My Stories* anecdote section replaces link to *question* section. Note at this stage of language development, question words are more likely to be accessed from the I HAVE A QUESTION pragmatic branch starter so it was decided to omit this link from the categories section to make room for both the *early childhood / school links* on 07a that moved the *characters link* to 07b)

- **Opinion plus anecdote:**

- 02a opin anecd (02 branches with OPINION and MY STORIES pragmatic branch starters and links)
- 04a opinion
- 04b opinion
- 04c like
- 04d opinion don't like
- 05a wrong opin (links changed to OPINION)
- 07b story opin alpha NOECS (links to OPINION, ALPHABET and MY STORIES not modified for EC/school)
- 07b story opin alpha ECS (links to OPINION, ALPHABET and MY STORIES modified for EC/school. Questions link is replaced. Note at this stage of language development, question words are more likely to be accessed from the I HAVE A QUESTION pragmatic branch starter so it was decided to omit this link from the categories section to make room for all these extra links on 07b.
- 07b cat opinion ECS (links to OPINION only, modified for EC/school)
- 07b cat opin NOECS (link to OPINION only, not modified for EC/school)
- 07b story opinion NOECS (links to OPINIONS, MY STORIES, no alphabet and not modified for EC/school)
- 07b story opinion ECS (links to OPINION and MY STORIES, no alphabet, modified for EC/school (need to delete question words?))
- Alternative activity displays 27, 29, 30, & 45 with links to OPINION:
- 55 story instructions (instructions for using anecdote pages)
- 55a & 55b story index (index to access pages from different stories).
- 55c-55x story (pages to write personal stories/anecdotes).

- **Sensory activity pages**

- 05a wrong sensory (item "I NEED A SENSORY ACTIVITY" linked to the sensory activities replaces GRUMPY, grumpy moved to the ANGRY, MAD cell)
- 11a activities sensory (link to SENSORY ACTIVITY subcategory replaces BOOK)
- 11b activities sensory (BOOK added to this page)
- 11g sensory (place to add individual's preferred sensory activities)

EKSTRA DANSKE SIDER:

- **15 tøj personlig pleje**

- 15a tøj kropspleje
- 15d liste kropspleje
- 15d kropspleje
- 15e liste makeup smykker

- **20 figur rolle udvidet**

- 20a figur rolle (2)
- 20b figur rolle (2)

- **22 dag og tid med måneder**

- 22b dag / tid alt
- 22b liste måneder

- **23 følelser**

- 23a følelser
- 23b følelser

- **28 musik**

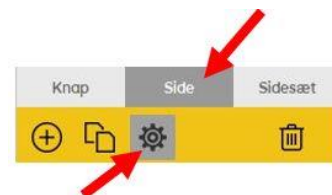
- 28a alternativ musik
- 28b instrumenter
- 28c sange

- **30 spil**

- 30 alternativ – spil uden turtagning
- 30 alternativ – spil med turtagning

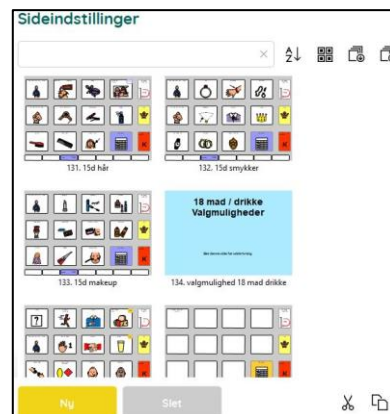
At se, vælge og reorganisere valgsider i Mind Express

- 1) Vælg Menu > Rediger (eller tryk på F2 tasten)
- 2) Vælg Sidefanen øverst i redigeringspanelet
- 3) Vælg ikonet Sideindstillinger (eller tryk på F8 tasten)
- 4) Rul ned til bunden af vinduet med sideindstillinger indtil man kan se de blå sider som start for hver deres VALG-MULIGHED.



- 5) **For at se og udskrive PODD-bogens sider i den korrekte rækkefølge skal man sætte de ønskede valgsider ind i hovedsidesættet ved hjælp af PODD-bogens sidetal (ignorer Mind Express-tallene) Gør det således:**

- a. Rul ned til den blå side som starter det ønskede valg.
- b. Vælg valgsiderne med de samme numre som PODD bogens (f.eks. 07a og 07b)
- c. Rul op for at finde de samme numre i PODD bogens hovedsidesæt.
- d. Træk og slip eller kopier og indsæt siderne i hovedsidesættet ved de samme PODD-numre.
- e. Er der kopieret flere sider skal der muligvis flyttes sider inden for sektionen. F.eks. vil 7a blive indsat efter den originale 7a i den oprindelige liste.
- f. Slet eventuelle uønskede sider med nøjagtig samme PODD sidenummer (f.eks. skal der kun være en side 7a)
- g. Gør det samme for alle de ønskede valgsektioner/sider før bogen tilpasses.
- h. Se alle siderne igennem for at kontrollere, at alle PODD-bogens sider er placeret korrekt og at der ikke er nogle dobbelte PODD sidenumre.



Bemærk: Note: Når der ikke er sider med samme nummer sorters siderne i numerisk orden efter PODD sidenumre.

Tilret PODD-bogens sider

Man skal være i redigeringsstilstand for at tilrette siderne i PODD-bogen. Gå til Menu > Rediger (eller tryk på F2 tasten). Brug den grønne navigeringslinje forinden på siden til at flytte mellem sider.

Den efterfølgende information i *Section descriptions* (ikke oversat til dansk) er en hjælp til at forstå ordforrådets organisering i denne PODD-bog så man kan lave hensigtsmæssige ændringer i den enkeltes PODD-bog.

For at lære hvordan man kan bruge Mind Express henvises til onlinemanualen, der er tilgængelig direkte fra softwaren ved at vælge Menu > Help > Online help eller se videovejledninger - [video tutorials](#) - som findes på Jabblas hjemmeside eller på [Jabbla YouTube kanal](#).

Beskrivelse af sektioner (ikke oversat)

Husk at placere eventuelle ekstra elementer, der linker til en anden side med ordforråd, på den første side af sektionen for at reducere antallet af sidevendinger, der kræves for at udtrykke hele beskeden.

01 main/chat

- Includes single words and social phrases that are useful to say quickly or within the context of an ongoing conversation or activity. Note that I DON'T KNOW needs to be positioned on the front page to provide communicators with an efficient alternative to answer YES/NO questions.
- Includes the link MORE TO SAY to navigate to the rest of the vocabulary in the book via the branch starters on page 2.
- The operational link to go directly to *categories* has been removed from *01a main* to discourage communicators (and partners) from skipping the pragmatic branch starters on page *02 branches*, making it difficult to interpret the communication intent of one-to-two-word sentences.
- The item I NEED TO GO TO THE TOILET is included on page *01b*. You may choose to swap this item with one from page *01a* during the earliest stages of toilet training. This item could be replaced for individuals who are not (as yet) using the toilet, or it can remain to request to be changed (linked to *50 change*).
- The item LET'S DO SOMETHING ELSE has a predictive link directly to the *07 categories* section to suggest an alternative activity.

02a branch starters

- This page is part of the **main navigation system**.
- Pragmatic branch starters indicate the communication intent of the message.
 - Some functions have predictive links to pages of vocabulary to express these intents.
 - The vocabulary required to express other functions is less predictable and the navigation needs to go through the categories index.
 - I'M TELLING YOU SOMETHING and I'M TELLING A STORY branch starters have an obligatory link to the *03 tell* page to provide more information, e.g., tense clues, to support the partner's understanding of the communicator's key-word messages.
- Not all messages to clarify communication intent in this page set are located on *02a branches* due to the space limitations on this page. The communicative intents to instruct, IT'S TIME TO.. and tell a secret are located on *03 tell* accessible via the I'M TELLING YOU SOMETHING branch.
- The direct link to the *07 categories index* (in the operational buttons column) can be used for more direct access to vocabulary to answer questions. Communicators should be actively encouraged to indicate the communicative intent (pragmatic branch) when they initiate communication and/or introduce a new topic to provide partners with sufficient information to accurately interpret key word messages. If communicators and partners are routinely skipping the pragmatic branch starters and going straight to categories delete the categories cell from this page until they learn to use pragmatic branch starters.
- The addition of DO AN ACTIVITY to the I WANT.. button and VERBS to the DO SOMETHING button assists partners to discriminate the different vocabulary located in each of these branches, i.e., the I WANT branch has a predictive link to the activities section and the DO SOMETHING branch has a predictive link to the actions (verbs) section.
- The PCS symbols for I LIKE THIS and I DON'T LIKE THIS have been modified using different colours to increase the visual contrast for easier location and discrimination.
- The main page set, designed for younger children, uses the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS to express opinions. An alternative page *02a branches* to use the pragmatic branch starter *I THINK IT'S ...* to express opinions and provide a link

to the pre-prepared anecdote pages from 55 *IT'S ONE OF MY STORIES* is available in the *option – opinion plus anecdote*.

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

02b show

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

03 tell

- This page includes vocabulary and links to other pages to relate information, instruct and tell stories as part of the I'M TELLING YOU SOMETHING and I'M TELLING A STORY (NOT REAL) branches. The communicator may also indicate that their message or story is a secret (ITS A SECRET).
- IT'S TIME TO ... may be used to instruct people to PACK UP, GO somewhere or do something. This page set uses a general DO SOMETHING ELSE instruction with a link to the *07 categories* section to access vocabulary to tell people what action, activity, or routine it is time to do. Alternative pages *03 tell EC or School* with the phrase DO A GROUP ACTIVITY directly linking to the vocabulary in the early childhood or school sections are included with the *25 early childhood* or *25 school* options to instruct/tell children what it is time to do at school or preschool.
- Tense clues IT'S ALREADY HAPPENED, IT'S ABOUT NOW, IT'S GOING TO HAPPEN, and IT'S ALWAYS HAPPENING and a link to the *22 days and times* section are included to encourage communicators to provide the time frame for their message. These clues provide partners with additional information to accurately interpret the meaning and use the correct tense to expand the communicator's key word messages. Omission of these tense clues can lead to more frequent instances of communication breakdown.
- All relating information and story telling communication functions link to the categories index to provide access to a broader vocabulary for the communicator to self-generate a varied, less predictable, array of messages. A direct link to the categories index is associated with all of the tense clues and ITS A SECRET.
- PLEASE GET MY COMMUNICATOR supports the use of a speech generating device (SGD), such as a single or sequenced message device to tell a pre-prepared message, in this case telling their partner about something that has/will happen or telling a make-believe story.
- An alternative page *03 tell* is included in the option - *like don't like anecdote*. This alternative page includes a symbol link, IT'S ONE OF MY STORIES, to pages containing pre-prepared anecdotes for communicators who are using the I LIKE THIS and I DON'T LIKE THIS

pragmatic branch starters. There is space for this link on *02a branches* when the I THINK IT'S... pragmatic branch starter is used.

04 opinions

- The main page set has vocabulary to express opinions separated into I LIKE THIS (*04a* and *04b*) and I DON'T LIKE THIS (*04c* and *04d*).
- LET'S DO SOMETHING ELSE in the DON'T LIKE section has a predictive link directly to the *11 want/activities* section to suggest an alternative activity (because I don't like the current one).
- Vocabulary to express why a communicator doesn't want to do something is collected together on page *04d*. This vocabulary is positioned on the same page for easier access via a direct link from the item I DON'T WANT TO DO IT on page *05a* in the *something's wrong* section.
- Note that vocabulary to complain is included in section *05 something's wrong*. It is important when making changes to these pages to consider which section, *opinions (I don't like it)* or *something's wrong*, will most appropriately and frequently convey the individual's communication intent.
- In addition to adding/deleting vocabulary, you can change the words associated with some symbols to suit the individual/family/peer group style of expressing opinions.
- An alternative *04 opinions* section using I THINK IT'S as the pragmatic branch starter and OPINION WORDS as the category name is available in the *option – opinion plus anecdote* section. (See **considerations for selecting opinions** in the options section above). Remember to select all of the appropriate optional pages with links to the *I think it's / opinion* section (i.e., *02, 05a, 07b, 27, 29, 30; 45*).
- Vocabulary in the optional *04 opinion* section is organised over 4 pages accessed from *04a* via *TURN THE PAGE* and *LIKE WORDS* and *DON'T LIKE WORDS* subcategories. Determining which page will include the required vocabulary can be more challenging in this section. To assist partners to select (and model) the required page, the words on each page are written on the link button to that page.

05 wrong

- Vocabulary and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the communicator.
- The main page set includes a link to I DON'T LIKE THIS vocabulary on *05a*. If you have chosen to use the I THINK IT'S branch starter you will need to use the alternative page *05a* in the *option- opinion anecdote* section.
- SICK, HURT/PAIN/SORE, ITCHY, BUMP/BRUISE and CUT/BLEEDING have compulsory predictable links to the body parts section; HUNGRY and THIRSTY link to a mealtimes activity page, and I WANT SOMEONE links directly to the page of people for the communicator to identify who they want. There is also a link to the HEALTH category from page *05a*.
- Check the vocabulary available in the *health* section prior to adding vocabulary to this section. You may choose to include some vocabulary in both places if the health issue results in common complaints, e.g., an individual who has frequent reflux may require YUCKY BURP in both sections, an individual who has a hearing impairment may require I CAN'T HEAR YOU in the *something's wrong* section and HEARING IMPAIRMENT / HEARING AID in the *health* section.
- The vocabulary in these template pages reflects common complaints of young children. You will need to customise this section to include the main complaints required by an individual. It can be helpful to discuss what upsets the individual with key communication

partners. A range of different complaints vocabulary is included in the *Additional vocabulary ideas* document available on the resource home page.

- Individuals cannot always specifically identify what is causing them to feel upset. I DON'T KNOW WHAT'S WRONG is useful to enable the communicator to express that they are just upset but cannot tell you why. It provides the communicator with the option to not answer people's requests to know why they are upset and prevent further guessing from partners.
- In addition to complaints, this section can include vocabulary for the communicator to suggest solutions to the problem. Being able to suggest solutions is especially useful for individuals who receive assistance from a wider range of people. To do this, add an extra page with a predictable link from the vocabulary item relating the problem to the page of possible solutions. For example, an individual who has significant physical challenges may provide more specific information about being uncomfortable. In this instance a link may be added to the I'M UNCOMFORTABLE vocabulary item to an additional page (*05c uncomfortable*) to access vocabulary such as PLEASE HELP ME TO SIT UP, I NEED TO LIE DOWN, MY AFO'S ARE RUBBING, I NEED TO MOVE.
- Individuals who have sensory processing challenges will need a link from a vocabulary item I NEED A SENSORY ACTIVITY in the *05 something's wrong* section to a page of preferred sensory experiences. An alternative *05a wrong* page is included in the *option– Sensory activity pages*.

06 body parts

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

07 categories

- This section is part of the **main navigation system** to generate novel messages to express the I'M TELLING YOU SOMETHING, I HAVE AN IDEA, LET'S PRETEND, I'M TELLING A STORY, IT'S A SECRET communicative intents and to answer questions.
- The ordering of items in the categories section is prioritised for speed of access according to the likely vocabulary usage patterns. Commonly used categories are on the first page and less frequently used categories are located on the second page. Commonly used categories which are more directly accessed via a pragmatic branch starter on page *02 branches* are also located on the second page. Food and drink are placed on the second page, as this section is more frequently accessed via the I WANT SOMETHING pragmatic branch.
- You may choose to swap the location of a category to reflect the vocabulary usage patterns of an individual. For example, if the individual frequently talks about clothes and rarely talks about transport, you would choose to place CLOTHES on page *07a* and move TRANSPORT to page *07b* to provide faster access to more commonly used vocabulary. However, it is strongly recommended that you do not change the order of the categories until you have used the PODD book interactively to discover the actual vocabulary usage patterns of the individual (i.e., the real pragmatic use).
- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT replaces the *GO TO CATEGORIES* operational button on all pages in the categories index.
- As part of the main navigation system, the vocabulary required in this section changes whenever additional sections of vocabulary (categories) are added to the communication book. Alternative *07 categories* pages are included in the options - *opinion plus anecdote; like don't like anecdote, alphabet pages; school pages; and early childhood pages*. **Ensure**

you choose the appropriate categories section with all the links required to match the optional sections you have included. ALL sections of the PODD book need to be accessible via a category link in this section.

- **Note that the page tab for categories is longer than all the other page tabs. This increases the speed of locating this section as it is the only tab to extend to the right edge of the paper.**

08 questions

- Includes wh-question words and predictably associated vocabulary to ask common (key word) questions, e.g., WHY NOT?; WHAT'S THAT?; WHERE IS IT?
- At this stage of aided language development communicators tend to use single wh-question words, with the specific meaning interpreted from the context. Partners may suggest *GO TO CATEGORIES* to encourage the communicator to provide more specific information.
- YOU NEED TO TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to categories so that the communicator can indicate what they are asking. For example, YOU NEED TO TELL ME YES/NO, *places (12)*, GO HOME? can be interpreted as "Can we go home?" or "Are you going home" depending on the context.
- Some commonly used whole questions are included to support communicators to intelligibly and efficiently ask these questions with a range of partners. You may choose to include other commonly asked questions relevant to the individual in the spaces available on *07b*. The *Additional Vocabulary Ideas* document (available on the home page) includes suggestions of other whole questions.
- The commonly used question WHERE IS (PERSON)? links directly to the people section to enable the communicator to fill in the name, e.g., WHERE IS DAD?

09 people

- This section will need considerable customisation
- Individuals usually know a large number of people: family, friends, teachers, neighbours, health professionals, etc. Representing every person with a pictograph symbol on their own separate cell with only 12 symbol items on each page would become very cumbersome. The people section therefore includes 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. PCS symbols to represent people can be found in Mind Express by typing "person" in the symbol finder window.
 - Add names to lists for acquaintances or friends and family who have less frequent contact with the individual.
- The names of immediate family members and people in frequent contact with the individual are included on pages *09a* and *09b*.
- 3 sub-categories are used to sort the names of people / other people vocabulary in this page set
 - *09c family*
 - *09d friends*
 - *09e general people* words such as BOY, GIRL, BABY, MAN, WOMAN, CHILDREN, and personal pronouns.
- An additional sub-category is added to the people section for children who attend school/early childhood setting. Alternative *09a*, with a link to *09f school/early childhood setting people*, and *09f* pages to add school/early childhood people is included in the appropriate options section.
- The names of occupations the individual frequently encounters may be included on page *09b*. Other occupations can be written on the people list.

10 actions (verbs)

- The actions section links from both the DO SOMETHING pragmatic branch starter and the ACTIONS category, to enable this vocabulary to be used to express a range of communicative intents.
- Includes common early acquired, functionally useful, verb vocabulary and associated words (NOT, IT, ON, OFF, IN, OUT).
- The range of possible action words is huge. This makes it difficult to practically include all verbs in the action section with only 12 items per page. Words are prioritised for inclusion in this action word section if they are:
 - frequently used to construct sentences across a range of semantic categories
 - frequently used to request actions or give instructions
 - a specific movement the individual frequently performs.
- MOVEMENTS the individual performs with their body, e.g., ROLL, SIT UP, CRAWL, GRASP, BEND, are sub-categorised with a link from 10a to pages 10d movements (and 10e via *TURN THE PAGE*).
- Additional verbs are located in other sections/activity displays. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word category a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, TASTE, COOK on the cooking activity display.
- Verbs are grouped across the pages according to the type of action and the predictably associated vocabulary available on each page, e.g., PUT, TAKE, TURN, with the prepositions on page 10b.
- The vocabulary placement in this section is also prioritised for speed of access with consideration to the verbs that are predictably associated with vocabulary on other pages. For example, WANT is on the third page (10c) of actions as WANT is also a pragmatic branch starter and included in a number of other sections (categories) in the PODD book.

11 activities

- The activities section links from both the I WANT ... pragmatic branch starter and the ACTIVITIES category, enabling this vocabulary to be used to express a range of communicative intents.
- Vocabulary in this section includes a range of common play (leisure) and some daily routine activities with a focus on activities within the life experience of young children. Note that some “home routines” may be accessed via the LET’S GO .. (12) SOMEWHERE IN THE HOUSE (17) pathway, e.g., GO to the BATHTUB, GO to BED.
- Sub-categories are used to organise the large vocabulary required to request/talk about different activities. The example page set uses the sub-categories 11c toys, 11d make something and 11e outside activities. Other sub-categories may be required if adding large numbers of additional activities of a particular type e.g., sports
- Optional pages to include a sensory activities sub-category in activities are available in the *option– Sensory activity pages*.
- Vocabulary is positioned on either page 11a or 11b depending on both the frequency of use and the predictably associated verbs on each page.
- Many items in this section have links to pages of vocabulary to interact during the activity, i.e., activity specific displays.
- The individual may not require all of these activities and their associated displays and/or may require additional vocabulary and links to new pages for other activity displays. See section description 27 – 50 **activity displays** for information on adding and deleting activity vocabulary and associated activity displays to this PODD book.

12 places

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

13 special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events.
- The vocabulary in these example pages reflects common Australian/UK holidays and special events Check this section and make appropriate vocabulary changes to suit the individual and family's requirements.
- HAPPY and PRESENT are intentionally repeated on page *13c* for efficient use with the other vocabulary on this page.
- This section often includes a large fringe vocabulary for low frequency special events, e.g., an excursion, the name of a specific concert or event. This fringe vocabulary is added to the list.

14 health

- Vocabulary in the health section is organised onto separate pages according to the predictably associated verbs.
 - Nouns related to medical appointments and places are on *page 14a* with the verbs GO and SEE/LOOK/WATCH. The verb FEEL/FELT is also included on *page 14a* to begin sentences using vocabulary from all pages in this section. *14a* also includes a sub-category links to *14c sick* and *14d health things*.
 - *14b* includes the verb HAVE with vocabulary for health procedures, sores, and pains. A direct link to the *06 body parts* section is also located on this page.
 - *14c* includes illnesses that do not usually require the name of a body part for clarification.
 - *14d* includes health products, equipment and procedures with the predictably associated verbs NEED and GET. CHEMIST is also included on *14d* as things on this page may need to be purchased from the chemist.
- Suggestions of where to add additional, individual specific, health words are written on the template pages.

15 clothes

- This section includes clothes, things that are worn on the body and actions related to dressing and grooming.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFO's, wristband, may need to be added to the clothes section. Place this vocabulary on the *15a page* if the item is frequently put on and taken off during the day.
- Predictably associated vocabulary is located on *15a* to start sentences including vocabulary from all pages in this section. Single symbols are used to represent the two-word phrases PUT ON and TAKE OFF to conserve spaces in this page set with only 12 items per page. A direct link to *24c colours* is located on page *15b*.
- Three blank spaces have been left on page *15a* to add/move clothes or personal equipment that is frequently put on/taken off during the day. Items may be moved from *14b* onto this page if required.
- Pages to add separate jewellery, hair and/or make-up pages to this section are available in the *options for hair, jewellery makeup section*. All of these pages currently have the same PODD page number *15d*. If adding more than one page, you will need to change one page number to *15e*, and if adding three pages, another to *15f*. Carefully consider the individual's need for symbols for this vocabulary to be added to their PODD book as the additional pages add to the weight and bulkiness of this communication book. You may choose to add the vocabulary to the clothes list and/or print these pages to use as single displays in environment. You will also need to add sub-category links to any pages you add.
- Note that even though the individual may not wear dresses and skirts, these words still need to be included to comment on/tell about what other people are wearing.

16 things

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

17 house & garden

- The main page set includes vocabulary for common requests, instructions, and locations at home.
- Commonly used vocabulary is organised onto separate pages according to the predictably associated vocabulary on each page.
 - Locations in the house (rooms) and a link to the sub-category *17d outside* are on page *17a* with the verb GO and the preposition IN.
 - *17b* includes items that OPEN and CLOSE and appliances and items that are used with the verb TURN and/or the prepositions ON and OFF.
 - *17c* includes places to GO inside the house, e.g., CHAIR, FLOOR, TABLE, and other vocabulary that did not fit on the previous pages
 - *17d* includes places to GO and SEE outside (in the yard)
 - *17e* includes gardening & nature vocabulary.

- The range of possible vocabulary in the *house & garden* section includes a large number of nouns. The example page set uses symbol lists, categorised by room, to include a wider range of this vocabulary than would be practical to include with only 12 items per page. HAVE is included on 17a to be used with the vocabulary on these lists, accessed via the *GO TO LIST* instructions associated with the names for each room. These lists can be accessed using partner-assisted visual scanning if the individual is unable to intelligibly point to these small closely spaced symbols.

18 food/drink

- The food/drink page in this page set is an activity display to interact during mealtimes.
- Including the names for all the foods and drinks the individual experiences with only 12 items on a page would require many page turns. Specific food and drink names are therefore included on a list for partner-assisted scanning. Partners are also encouraged to use the real food/drink objects to provide the communicator with options during mealtimes.
- Some individuals/families really want to include pictographs to request their favourite food/drink. Alternative pages for the food drink section that include a link from FOOD to an additional *18b* page to add food symbols and a link from DRINK to an additional *18b* page to add drink symbols are available in the *option - 18 food drink* section in Mind Express. *Symbol lists* to include small graphic symbols or drawings for food (sorted by type) and drink items are also included in the *option - 18 food drink* section.

19 transport

- Includes a range of vehicles commonly seen and talked about by young children.
- *19a* includes more frequently used / seen vehicles and predictably associated vocabulary to start sentences using vocabulary from both pages in this section.
- *19b* includes the verb FLY (associated with aircraft) and a range of other vehicles.
- The symbol TOY CARS has a link to an activity display for playing with toy cars (page 39).

20 characters

- The example pages include some common story and magical characters.
- Character vocabulary needs significant customisation to include the individual's favourite story, TV, music and movie characters and personalities.
- You may need to import graphics to use as the symbols to represent characters that are not included in the PCS symbol library. Mind express includes a direct link to *Web search*, *screenshot* images in the image finder window.

21 animals

- The example page set includes a range of animals commonly talked about by young children. The decision to include this number of animals in the main pages, even though this resulted in the addition of many pages with only 12 on each page, was influenced by the frequent focus on animal names in early childhood play, stories, rhymes, and songs. You could choose to reduce the number of animals pages by using symbol lists for less frequently used animal words. (Templates for animal symbol lists are used in the main pages in the *9 per page expanded functions* PDD communication book. You could export these pages from the *9 expanded functions* and then import them into your 12 expanded functions book in Mind Express).
- The first page of the animal section focuses on vocabulary about the individual's own pets and/or other animals which they frequently care for, interact with, talk about and/or see.

- *21b* includes common pet vocabulary and links to pages of animal names sub-categorised according to type of animal or where the animal is usually seen. These sub-categories are:
 - *21c farm animals*
 - *21d wild/zoo animals (UK zoo animals)*
 - *21e Australian animals (UK wild animals)*
 - *21f bugs (insects)*
 - *21g water animals.*
- Note that page *21c* can be accessed via both the *farm animals* sub-category link and the **TURN THE PAGE** operational command on page *21b*. This is because DINOSAUR, MOUSE and RAT are on this page with the farm animals as they didn't fit on page *21b*. Reptiles are included on various pages depending on where they are most commonly seen, e.g., *wild/zoo/Australian/water*.
- Customisation of these pages may need to occur to include the individual's preferred and most commonly seen/discussed animals. Remember that insects are frequently encountered in daily life.

22 days & times

- This page set includes time concepts such as NOW, LATER, AFTER, SOON, YESTERDAY, TODAY, TOMORROW, MORNING, AFTERNOON and NIGHT/TONIGHT; TONIGHT, Days of the week and WEEKEND. The related words TIME, CLOCK and HOLIDAY are included on *22b*.
- Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may be used primarily by communication partners to provide receptive input with individuals at earlier stages of language development. These concepts are also commonly used in many early childhood educational settings.

23 feelings

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

24 descriptions

- This section includes a range of conceptual language commonly introduced in early childhood. Weather is also included in this section as we describe the weather.
- Children generally require many models of these concepts in order to learn their meanings. The concepts in the *descriptions* section may initially be used by communication partners to provide receptive input with individuals at earlier stages of language development. These concepts are also commonly used in many early childhood stories, songs, rhymes, and educational activities.
- Vocabulary is organised according to what the word describes, e.g., size, taste, speed, feel, look, sound, temperature, colour, shape, number, or weather.
- *24a* includes the links to sub-categories in this section.
 - *24c colours*
 - *24d shapes*
 - *24e size*
 - *24f numbers*
 - *24h feels*
 - *24i tastes*
 - *24j looks*
 - *24k weather.*

- SAME and DIFFERENT are included on 24a as these words are used in combination with vocabulary on following pages.
- 24b includes general descriptive words that do not fit into any of the sub-categories. These words are accessed via a *TURN THE PAGE* instruction on 24a.
- LIST pages are included for each sub-category in this section to increase ease of access to words not included as symbols.

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.

25 Early childhood settings/school

- For children who attend a school or early childhood educational setting it is useful to have an additional section in the PODD book to include vocabulary related to this environment. Whilst there is usually significant overlap with vocabulary in other sections, particularly the activities section, it has been found useful to repeat this vocabulary in the one section to facilitate more efficient communication in the early childhood/school environment.
- All templates for educational settings are *options* in MIND Express.

If the individual does not currently attend an educational setting, leave this number blank in the PODD book for easy insertion of these pages when required. Adults using this PODD book may choose to add a section 25 for their day placement if the placement is primarily at one location/ centre. Modify the school section with appropriate vocabulary to suit the adult day placement. If the individual goes to a workplace, then *25 work* may be added to the book. If the individual does not attend a particular place, then vocabulary for the activities and places of their daily living would be added to other sections in the PODD book.

- **Early childhood setting pages:**
 - Need to select the appropriate *03 tell* and *07a & b categories* pages with links to the early childhood section (in combination with the other categories you need to suit your options).
 - *03 tell EC* adds DO A GROUP ACTIVITY with a direct link to 25 early childhood section. This phrase can be used to tell children what it is time to do at kinder/nursery, e.g., ITS TIME TO / DO A GROUP ACTIVITY (go to p.25)/ WASH HANDS.
 - *07a categories EC* provides a link to *25 kindergarten/nursery* (change the label with this symbol to the appropriate name for the child's early childhood setting). This addition replaces *characters*.
 - *07b categories EC characters* is moved to this page. There are many alternatives for the *07b categories* page in this PODD book depending on the combination of options selected. Choose one that includes *ECS* in the name to indicate it has been modified to suit the addition of an early childhood or school section.
 - *09a people EC* includes a link to kinder/nursery people (change the label as required)
 - *09f EC people* a page to add the names and roles of people at the child's kinder/nursery.

- *25a* includes common early childhood setting daily routine activities and links to the sub-categories *25c make something* and *25d outside activities*. *Something to eat or drink* includes a link to the mealtimes activity display.
- *25b* includes common early childhood inside activities with links to associated activity displays or sections with relevant vocabulary to interact during the activity.
- *25c* includes common early childhood “making activities” with links to associated activity displays in the PODD book.
- *25d* includes common early childhood outside activities with links to the associated activity displays.
- Choose the categories pages to suit your requirements, i.e. *07a* including a link to kindergarten (change name to whatever the child calls the early childhood setting); *07b* categories EC with characters moved from *07a* to *07b*, or *07b* categories EC with *opinions*, or *07b* with a link to the *alphabet* display and *opinions*.

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

- **School pages:**

- Need to select the appropriate *03 tell* and *07a & b categories* pages with links to the school section (in combination with the other categories you need to suit your options)
- *03 tell* school adds DO A GROUP ACTIVITY with a direct link to *25 school* section. This phrase can be used to tell children what it is time to do at school, e.g., ITS TIME TO / DO A GROUP ACTIVITY (go to p.25)/ MATH.
- *07a categories school* a link to *25 school* replaces *characters*.
- *07b categories school* the link to *characters* is moved to this page. There are many alternatives for the *07b* categories page in this PODD book depending on the combination of options selected. Choose one that includes *ECS* in the name to indicate it has been modified to suit the addition of an early childhood or school section.
- *09a people school* includes a link to the subcategory school people.
- *09f school people* a page to add the names and roles of people at the child’s school
- *09a people school* and *09f school people* pages to include the names of people and roles at the child’s school.
- *25a* includes common school daily routine activities and links to the sub-categories *25c school places* and *25d school things*.
- *25b* includes school subjects with links from ART to the *11d make something* section of activities (then to activity displays for art activities) and from MUSIC to the *28 music* activity pages.
- *25c* includes common places in the school.
- *25d* includes schoolwork and personal things with a link to *25e pencil case things*.
- *25e* includes writing and drawing items generally found in a pencil case.

26 Religion

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

27 – 50 activity displays

- Pages 27 – 46 in the main page set include a sample range of activity displays for common early childhood activities. These displays link from the ACTIVITIES section. Example pages include the following activity displays:

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

Page numbers 47-49 have been left blank in the example page set to provide space to insert additional activity displays if required.

Tilføjelse/sletning af aktivitetssider:

- Overvej omhyggeligt, om personen har brug for alle de aktivitetstavler der er inkluderet i PODD-bogen, og/eller der er behov for andre aktivitetstavler. Husk, at aktivitetstavler er inkluderet i en PODD-bog for hyppigt forekommende aktiviteter, der forekommer i flere miljøer. Hver ekstra side tilføjer tykkelse og vægt til denne PODD-bog, som man til enhver tid vil have med sig overalt til kommunikation.
- **Separate aktivitetstavler til andre aktiviteter** kan også placeres i miljøet. Separate aktivitetstavler bruges ofte til daglige rutiner, der overvejende forekommer ét sted (f.eks. bad, seng). Der er en separat skabelon til aktivitetstavler til at lave dine egne separate aktivitetstavler med det samme sidelayout som personens PODD-bog.
 - o I redigeringstilstand kan du finde denne visning ved at vælge de tre prikker i den nederste navigationsværktøjslinje og derefter skrive "separat" i søgefeltet.
 - o For at lave en ny side med navnet på aktiviteten, vælg SIDE og derefter KOPIER. Omdøb derefter siden for din aktivitet, og vælg at placere den EFTER DEN SIDSTE SIDE.



Tilføj side

Sidenavn

Hvor vil du tilføje siden?

- Lav en **separat aktivitetstavle fra en eksisterende aktivitetstavle**.
 - o Find den tavle, du vil kopiere i redigeringsstilstand ved at vælge de tre prikker i den nederste navigationsværktøjslinje og derefter skrive navnet på aktivitetssiden i søgefeltet.
 - o Vælg SIDE og derefter KOPIER. Omdøb derefter siden med det separate aktivitetsnavn, og vælg at placere den EFTER DEN SIDSTE SIDE.
 - o Find den separate aktivitetsskabelon ved at vælge de tre prikker i den nederste navigationsværktøjslinje og derefter skrive "separat" i søgefeltet.
 - o Vælg og kopier "JEG HAR BRUG FOR MIN PODD-BOG" fra det operationelle felt.
 - o Naviger tilbage til din nye side og erstat feltet "gå tilbage til side 1 " med JEG HAR BRUG FOR MIN PODD-BOG.
- Når du **sletter en aktivitetstavle** fra din PODD-bog, skal du sørge for også at slette alle GÅ TIL SIDE-linkene til den side (du kan vælge at beholde navnet på aktiviteten, men fjerne linket til aktivitetstavlen, du kan også vælge at tilføje navnet på aktiviteten og/eller ordforråd fra aktivitetstavlen til LISTEN i aktivitetssektionen).

At gøre dette,

 - o I redigeringsstilstand skal du vælge den lille celle med nummeret i øverste højre hjørne og derefter vælge slet på dit tastatur
- Når du **fjerner aktivitetsordforråd, der har en tilknyttet aktivitetstavle**, skal du også fjerne den tilknyttede aktivitetstavle.
 - o I redigeringsstilstand kan du finde de aktuelle sider ved at vælge de tre prikker i den nederste navigationsværktøjslinje og derefter skrive "navnet på siden" i søgefeltet.
 - o Vælg for at åbne siden.
 - o Slet siden ved hjælp af papirkurven øverst til højre i redigeringspanelet
- Når du tilføjer ny aktivitetstavle til en PODD-bog, skal du også tilføje ordforråd og GÅ TIL SIDENUMMER-links til den side. Tomme skabeloner er sat ind, så man kan lave nye sider.
 - o Hvis du tilføjer en enkelt side aktivitet, brug skabelonside uden vend siden.
 - o Hvis din aktivitet kræver en anden side, skal du bruge både skabelonsider a og b.
 - o I redigeringsstilstand, find disse sider ved at vælge de tre prikker i den nederste navigationsværktøjslinje og derefter skrive "skabelon" i søgefeltet.
 - o Sådan tilføjer du den nye side med PODD-sidenummeret og -navnet:
 - vælg SIDE og derefter KOPIER.
 - omdøb siden til det nye sidenummer (enten 47-49 eller genbrug et nummer fra en slettet aktivitet). Vælg at placere den EFTER DEN AKTUELLE SIDE

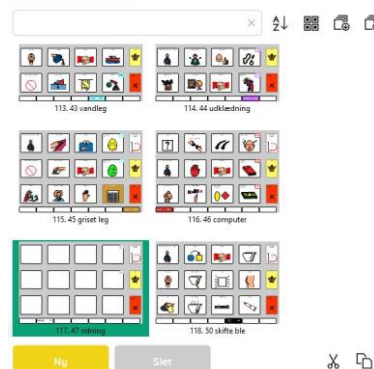


Tilføj side

Sidenavn

Hvor vil du tilføje siden?

Sideindstillinger



- o Du skal derefter placere siden på den korrekte PODD sidenummer plads:
 - vælg SIDE, derefter INDSTILLINGER, og træk eller kopier og indsæt den eller de nye sider på det korrekte PODD-sidenummer sted, dvs. hvis den nye side er 47, flyt den efter PODD-sidenummer 46
 -

- Når du tilpasser denne nye side, skal du
 - tjek placeringen af fanebladet for forrige sidenummer (brug navigationsværktøjslinjen til at se den forrige side).
 - Brug navigationsværktøjslinjen til at vende tilbage til den nye side og flyt fanen med nummeret og sidenavnet til fanen en position til højre for den forrige sidefane.
 - Skift navn og nummer på denne fane.
 - Vælg fanefeltet, og brug knappen STYLE til at oprette en NY stil med din foretrukne farve til denne sektion. (Bemærk: Rediger ikke den aktuelle stil, da dette ville ændre alle faner med denne stil.)
- Tilføj "GÅ TIL SIDE" navn og tal for at navigere til siden (sandsynligvis fra aktivitetssektionen).
For at gøre dette:
 - Brug de tre prikker på navigationsværktøjslinjen til at søge efter den side, du vil tilføje linket fra (f.eks. 11b-aktiviteter).
 - Brug et tomt felt til at tilføje navn og symbol.
 - Kopier og indsæt et lille felt med et tal, og flyt den til øverste højre hjørne af feltet.
 - Skift tallet, så det matcher det nye aktivitetssidenummer.
 - Vælg den lille celle, og brug STYLE-knappen til at oprette en NY stil til kant-/baggrunds- og skrifttype med din foretrukne farve til denne sektion. (Hvis der ikke er små celler på siden, kan du finde en på de tomme skabelonsider)

50 toilet / change (ikke oversat)

- Select whether to use the CHANGE or TOILET activity display.
- If the individual requires both options, you could change the tab on the toilet page to *50a* and on the change page to *50b*. Then replace the item TOILET PAPER with TURN THE PAGE (navigate forward to the *grid a page* to copy the cell TURN THE PAGE). On the (now) *50b change* page change the label on the *go back to page 1* operational control button to *go back to page 50a*. Select the small cell over the top of this operational control button and change the label from *1* to *50a*.
- The word and image NAPPY on the change display may be changed to a more appropriate label and image for older individuals.
- Parental feedback suggested placing these displays in a very easy to find position for frequent fast access, so they are positioned as the last activity display in the PODD book.

(Optional 51 Alphabet)

- The alphabet pages were not included as a default in this PODD book because at this stage of language development the communicator is unlikely to use the alphabet section to spell for communication and to reduce the weight and thickness of the 9 per page expanded functions book.
- Pages to include the alphabet in this PODD book are included in the *option – 51 alphabet* section. These alphabet displays are included in the PODD communication book to increase the individual's control over their access to the alphabet for exploration, early writing, and spelling activities, but they do add 6 extra pages to this already thick PODD book.
- If adding this option, you will also need to select an appropriate *07b categories* page with a link to this alphabet section (with the combination of categories you require to suit all of the options you selected).
- This alphabet section uses a group-item approach to present the alphabet with less than 9 buttons on the page.
 - *51a* groups 5-6 letters per button on 5 large buttons in alphabetical order with associated links to pages *51b – f* and the symbols for FIRST SOUND and END, SPACE.
 - Pages *51b-51f* have 5-6 buttons with one letter per button.
 - The communicator initially indicates the letter group which includes the letter they want. Each group has an associated *GO TO PAGE (number)*. The partner turns to that page. The communicator can then directly indicate the specific letter presented individually on a button. Note that the position of these buttons on the page replicates the relative position of that letter in the letter group on page *51a*.
- If the individual can easily visually and physically manage a display with more items on the page, you could choose to import the *51 alphabet page* from the *20 expanded functions* PODD book.
- Encourage partners to write each letter the communicator selects on a piece of paper within their view. This can assist memory of what has been written so far and provides the communicator with feedback, a visual reference point, and a hard copy of their writing.
- All children should have access to the alphabet to explore spelling and these pages can be made into a separate display.
- To reduce the size and weight of the PODD communication book which is carried everywhere you could choose to
 - include only page *51a* and use partner assisted scanning to identify the specific letter within the letter group

- use these templates to create alphabet displays that are separate from the main communication book. If you choose to make a separate alphabet book, remember to
 - change the page link to alphabet in the categories section to an instruction “PLEASE GET MY ALPHABET DISPLAY”
 - change the “GO TO CATEGORIES” operational button on all the alphabet pages to read I NEED MY COMMUNICATION BOOK to enable the communicator to request their book.

(Optional 55 My stories)

55 story pages to enable communicators to tell pre-prepared anecdotes. More information on the use of these pages is included in the **Considerations for selecting OPINION and ANECDOTE pages** section of this document.

- 55a & 55b are index grids for stories that have been included in the PODD book.
- 55c-55r contain spaces to write one anecdote per page. Each page includes a space to write what happened, more of what happened, who, where, when, why, what I thought, what others thought and the suggestion that the other person should have a guess (to answer other questions the partner may ask). These pages are only added when filled in with a new anecdote.
- Specific ideas for filling in these anecdote pages are included on the optional page 55 *story instructions* (note this page is not bound into the PODD book. You may print it to train key partners who co-construct and fill in these displays with the individual.)
- Alternative 03 and 07b pages with a link to page 55 IT'S ONE OF MY STORIES need to be used to access the anecdote pages.
- Anecdote pages are frequently updated to include current stories. It is therefore useful to put these pages into plastic letter files (see *construction file*) or you may choose to print them onto weatherproof paper.
- Due to concerns with the size and weight of this PODD communication book, you may also choose to make a separate “My stories” book. If you choose to put these pages in a separate book, change the IT'S ONE OF MY STORIES links to an instruction PLEASE GET MY STORIES BOOK. You will also need change the operational column on these pages in a separate “My stories” book, i.e.. replace the GO TO CATEGORIES operational commands with the message I NEED MY COMMUNICATION BOOK (you can copy this cell from the *separate activity display grid* template

Andre sider

(placeret efter den sidste side i PODD-bogen i sideoversigten i Mind Express)

- **Skabelonsider.** 4 tomme skabelonsider er inkluderet for at kunne oprette yderligere sider
 - o skabelonside a – skabelon for "a" (første sider) i en sektion. Inkluderer VEND SIDEN.
 - o skabelonside b – skabelon til andre, ikke første sider, i en sektion. Indeholder instruktion om at GÅ TILBAGE TIL SIDE (nummer) A, begyndelsen af sektionen og GÅ TIL LISTE.
 - o skabelonside a uden vend siden – Bruges til at lave en enkelt sidesektion. Inkluderer betjeningsknapper for en første side i en sektion, men ikke VEND SIDEN
 - o separat skabelon til aktivitetstavle – bruges til at oprette nye separate aktivitetstavler
- **Bagsideinstruktioner.** Disse sider giver eksempler på den type instruktioner, der er trykt på en label og fastgjort på indersiden af bagsideomslaget (se fremstillingsfil Skabelon til instruktioner er inkluderet til de tre betjeningsmetoder, der kan bruges med dette sidesæt.
 - o Bagsideinstruktion (til direkte betjening)
 - o Bagsideinstruktion – tag og giv/vis
 - o Bagsideinstruktion – partnerstøttet visuel scanningDer er plads nederst på siden til at tilføje et kontaktnummer for at lette returneringen af en mistet kommunikationsbog
- **Lister.** Den generelle liste bruges i de fleste sektioner. En alternativ liste til symboler er beregnet til personer, der ikke forstår talesprog og har glæde af tegnede billeder eller grafiske symboler for at understøtte forståelsen. Sørg for at indsætte personens navn og passende kønspronominer i instruktionerne. Se fremstillingsfilen for detaljerede instruktioner til udskrivning og placering af disse lister.

Mind Express database

I skærmsiden med udskriftsindstillinger, efter alle PODD-siderne, er der nogle ekstra sider, som Mind Express- softwaren bruger til programmeringen. F.eks. for at kunne ændre mellem to typer engelsk eller for at ændre navigationsoversigterne afhængig af valgte uddannelsesmulighed. **PAS PÅ: Man må IKKE slette eller ændre disse sider, når man tilpasser en PODD-bog!!**