

Direkte betjening – 36 nøgleord 2-sidet åbning plus sidepanel



Generel beskrivelse

Dette sæt er primært designet til personer, som kan pege præcist på i et middelstort symbol med deres hånd eller pegeredskab. Komplexiteten af sproget i dette sæt er udformet så det støtter personer i at lære at:

- Kommunikere en mængde hensigter (som stille spørgsmål, relatere information, fortælle historier, udtrykke ideer, fortælle om lege, instruere, bede om noget, svare, udtrykke meninger og gøre vrøvl).
- Benytte et ordforråd, som normalt opleves i deres dagligdag. Ordforrådet i denne skabeloner har en drejning hen imod de interesser børn på 2-5 år har.
- Kombinere ord for at producere sætninger med 3-4 nøgleord (er allerede i stand til at producere mindst 2-ords sætninger, så der behøver ikke pragmatiske sætningsstartere for at tydeliggøre kommunikationshensigten)

Dette sæt kan også være passende at bruge for:

- Kommunikationspartnere, så de kan støtte personens forståelse af deres beskeder, under forudsætning af at personen kan se og følge partnerens udpegning af symboler på en visuel tavle af denne størrelse og sværhedsgrad.
- Ældre personer hvis nuværende kommunikation og betjeningsform passer til dette sæt. Ordforrådet kan tilpasses, så det passer til interesser og kommunikationsbehov for forskellige aldersgrupper og livserfaringer.
- Personer som har brug for en mindre (eller lidt større) tavlestørrelse med den samme kompleksitet af sprog og kommunikation. Størrelsen af dette sæt kan ændres med brug af en printer med skaleringsmuligheder.

Layoutet og den fysiske udformning af denne PODD-kommunikationsbog er en to-sidet åbning plus sidepanel. En lignende kompleksitet af sprog er tilgængelig i PODD-bogen 20 pr side ensidet åbning og PODD-bogen 40 nøgleord 2-sidet åbning. Overvej hvilken form for kommunikationsbog, der mest effektivt opfylder den enkeltes krav.

Overvejelser omkring valg af en PODD-bog med to-sidet åbning plus sidepanel

- 36 med to-sidet åbning plus sidepanel anvender ikke pragmatiske startere til at navigere ud fra. I stedet bruges kategori-indekset på sidepanelet. Denne bogstil anbefales derfor kun til personer, der rutinemæssigt producerer sætninger inklusive tilstrækkelig syntaks (3+ords sætninger), til at de ikke længere behøver at angive kommunikationshensigten for at tydeliggøre den specifikke betydning af de fleste af deres meddelelser.
- I bogen 20 *udvidede funktioner* med en-sidet åbning er de pragmatiske sætningsstartere nødvendige for at få adgang til det meste ordforråd i bogen. Denne nødvendige brug af de pragmatiske sætningsstartere kan hjælpe partnere og personer på de tidligste læringsstadier at bruge pragmatiske sætningsstartere til at tydeliggøre kommunikationshensigten med 1-3 ordsætninger
- I bogen 40 *nøgleord* med to-sidet åbning er der pragmatiske sætningsstartere på bogens første side, men kategorisektionen kan også tilgås via VEND SIDEN. Dette reducerer den nødvendige brug af de pragmatiske sætningsstartere og kan resultere i mindre forståelig kommunikation af 1-3 ords sætninger (da hensigten ikke er præciseret). Valgfrie sider er inkluderet for at lave en kategoriversion af bogen 40 nøgleord uden pragmatiske sætningsstartere. Kategoriversionen vil kun blive valgt til personer, der rutinemæssigt producerer sætninger, med tilstrækkelig syntaks (3+ordssætninger), så de ikke længere behøver at angive kommunikationshensigten for at tydeliggøre den specifikke betydning af 1-2 nøgleordsmeddelelser.
- Hovednavigationsindekset (kategorier) i PODD-bogen 20 med en-sidet åbning er placeret i separat sektion. Det er nødvendigt at henvende sig til kategorisektionen for at navigere mellem afsnittene i kommunikationsbogen. Tilstedeværelsen af navigationsindekset (kategorier) i hver sektion i PODD-bogen med 40 nøgleord muliggør mere effektiv skift mellem sektioner. Navigationsindekset (kategorier) på sidepanelet i PODD-bogen med 36 nøgleord muliggør hurtigere skift til andre sektioner fra alle sider.
- PODD-bogen 20 med en-sidet åbning omfatter separate aktivitetstavler, det gør PODD-bøgerne 36 og 40 med to-sidet åbning ikke. Ordforråd til at interagere under en aktivitet er inkluderet i det forudsigteligt tilknyttede ordforråd i aktivitetsafsnittet. Men med kun 40 eller 36 felter på en sideåbning, kan noget mindre hyppigt brugt ordforråd som findes på nogle aktivitetstavler i PODD-bogen med 20 udvidede funktioner muligvis være på en liste i 36 og 40 nøgleordsbøger.
- Personer, der er afhængige af at deres hånd kan glide hen over siden for at pege, kan få deres hånd i klemme på indbindingen midt på siden af de to-sidede åbne PODD-kommunikationsbøger.
- Der er yderligere sensoriske forstyrrelser i de to-sidede PODD-kommunikationsbøger (sidefaner, ryg i midten, kan nemt komme til at bladre). En en-sidet PODD-kommunikationsbog kan give mulighed for øget fokus på kommunikation for nogle personer.
- Sidepanelet skal være godt understøttet af en overflade eller hånd. Ustabilitet i kommunikationsbogens overflade kan være frustrerende, da det at pege bliver mere udfordrende og mindre forståeligt. PODD-kommunikationsbøger med en- eller to-sidet åbning uden sidepanel har mere indbygget stabilitet.
- Antal af symboler, størrelse og afstand i PODD-bogen med 20 felter pr. side, resulterer i en mindre kompleks visuel visning. Dette layout kræver også mindre nøjagtige, graderede, motoriske færdigheder for at kunne pege på de enkelte symboler.
- PODD-bøger med to-sidet åbning foldes til en mindre størrelse, når bogen lukkes. De er også generelt lettere, med et lignende ordforråd, end PODD-bøger med en-sidet åbning. Dette resulterer i en mindre, mere bekvem størrelse at transportere, hvilket gør det lettere for nogle personer selv at bære deres kommunikationsbog.

Sprog

- Der er tilstrækkeligt ordforråd til at udtrykke en række pragmatiske funktioner som typisk bruges af 3-4 årige børn til at udtrykke sig med. Disse funktioner omfatter at bede om noget, bede om genstand, handling, hjælp, ophør (stop, færdig), gentagelse (mere, igen), stille spørgsmål, vise sin mening, kommentere, beklage, afvise, protestere, udtrykke følelser, rubricere, beskrive, respondere/erkende, svare, informere (tiltrække opmærksomhed mod noget), fortælle om oplevelse der er sket nu, sker og vil ske, fortælle historier, lade som lege og instruere
- Der er tilstrækkeligt ordforråd i dette sæt, til at man kan udtrykke en række semantiske hensigter, som typiske ses udtrykt i 1½ - 3 års alderen. Ordforrådet er organiseret i sektioner baseret på kommunikative funktioner, ordklasser og/eller semantisk gruppering. Ordforrådet i denne PODD bog fokuserer på hensigter som personer støder på i rutiner i deres hverdag, i de nære omgivelser, i historier, i leg og i undervisningsmæssige aktiviteter.

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 de første sider i en PODD kommunikationsbog, hvis et barn har brug for støttende symboler til den slags ord. Symboler for JA og NEJ kan tilføjes på sidepanelet.

- Ordklasser, som er repræsenteret i sættet til denne PODD kommunikationsbog omfatter navneord som grundled og genstandsled stedord, hv-spørgsmålsord, udsagnsord (og nogle få hjælpeverber i nogle sektioner), negation, udråbsord, tillægsord, biord og forholdsord.

Størstedelen af hjælpeverber, kendeord og grammatiske morfemer er ikke taget med i skabeloner til denne PODD-bog. Selv om disse syntaktiske former typisk udvikles i fraser med udsagnsord og verber på dette stade af udvikling af talesprog, ser det ud til at deres brug i støttede sprogformer først bliver trukket ind på et senere stade, også selv om de er til rådighed. Dette hænger muligvis sammen med den ekstra anstrengelse og tid der er brug for, for at komme frem til hvert emne på et display med støttet sprog. Det begrænser både modellering af brugen af dem og øger en tendens til kun at medtage ord, som øger partnerens forståelse af budskabet. Med plads begrænset til kun 36 felter pr sideåbning blev det besluttet ikke at medtage disse ord på alle sider på dette niveau.

- Forudsigeligt associeret ordforråd understøtter brugen af 3-4 nøgleordssætninger. Mere komplekse sætninger vil normalt kræve, at man bladrer til flere sider. (BEMÆRK: hvis personen rutinemæssigt bruger alt det forudsigeligt associerede ordforråd i flere sektioner af denne PODD-bog, hvor partnerne ikke er i stand til at udvide sætninger uden at flytte mellem kategorier, indikerer det, at personen muligvis har brug for mere sprog – overvej at flytte til *48 udvidet nøgleordsbog*).
- Hv-spørgeordene HVORFOR, HVAD, HVOR, HVORNÅR og HVEM og DU MÅ SVARE MIG JA ELLER NEJ er placeret på 1b og på alle a-sider. HVORDAN og HVILKE er placeret på 01b og i andre sektioner efter behov for brug med det specifikke ordforråd i det pågældende afsnit, f.eks. HVORDAN er placeret i *3a noget galt*, *4a sundhed*, *20a beskrivelser* og *20d tal* for at stille spørgsmål såsom HVORDAN har DU det?; HVOR HURTIGT?; HVOR MANGE?
- DET ER IKKE I MIN BOG, JEG GIVER ET VINK findes på første side. Dette symbol er brugt for at udvide mængden af ord der er til rådighed til at opmuntre partneren til at gætte på de ønskede ord, når vedkommende får et vink af et ord/bogstav. Med brug af denne frase indikerer personen, at det næste ord/bogstav ikke er en del af beskeden, men et vink

til partneren om at gætte på et andet beslægtet ord, som ikke er med i kommunikationsbogen. Når det rigtige ord er gættet, opfordres partneren til at skrive ordet på den aktuelle LISTE

- Lister til tilgrænsende eller nye ord findes i hver sektion.
- Symbolerne i dette sæt er primært repræsenteret med enkeltord. Dette giver mulighed for at tolke mange meninger ud fra det ene symbol. F.eks. kan en frase som "DET ER MIN TUR" kun bruges til bede om, forlange eller bestemme at det er den kommunikerendes tur. Ordet "TUR" kan tolkes ud fra konteksten – f.eks. bede nogen om at "TAGE SIN TUR", spørge "HVEM HAR TUR", osv. Der er nogle enkelte symboler med, som repræsenterer hele fraser/sætninger for at øge effekten og vedligeholde samtalens flow, når der udtrykkes meget forudsigelige, tidsafhængige eller sociale budskaber som "JEG VED IKKE, UNDSKYLD MIG, DET ER JEG KED AF, JEG VIL DET SAMME SOM DE ANDRE."

Layout

- PODD kommunikationsbog med to-sidet åbning og sidepanel. Hovednavigationsindekset er på sidepanelet, som kan nås fra alle sider.
- Der er plads til 18 felter på hver side (36 i alt på de to sider)
 - o Siderne er ca. 22.1 cm høje, 12.5 cm brede + sidefaner. Når bogen er åben, er den ca. 24 cm høj og 50 cm bred.
 - o Symbolfelter er 3.3 cm brede, 2.9 cm høje.
 - o Afstand mellem felterne er 0,4 cm i bredden og 0,5 cm i højden.
 - o Skærmvisningen i Mind Express-redigeringstilstand viser de to sider (venstre og højre side) for hver sideåbning, dvs. som det ses, når PODD-bogen er åben. At være i stand til at se begge sider af en sideåbning kan være nyttigt, når du tilpasser denne PODD-bog. Bemærk, at symbolerne og tekstfonten i redigeringstilstand er mindre (de ændrer automatisk størrelsen, når du opretter en printvenlig version).
 - o Knappen *Opret udskriftsvenlig en-sidet version* på den første menu-side vil generere en en-sidet visningsfil, der er klar til udskrivning i Mind Express (se 36 nøgleords fremstillingsfil for detaljer).
 - o Har man en printer med skaleringsmulighed kan man ændre størrelsen af disse skabeloner og lave mindre eller (lidt) større kommunikationsbøger med den samme organisering af sproget
- Ordforrådet er organiseret i kolonner efter ordklasser (hv-spørgeord, personlige stedord, udsagnsord, forholdsord, stedord, bestemmelsesord, biord, stedord og navneord), så det støtter dansk sætningsopbygning fra venstre til højre hen over en side.
- Cellekanterne har farve koder, som passer til de forskellige dele af tale, for at støtte lokaliseringen af ordforrådet på en side.
 - Hv-spørgeord – brun
 - grundled – orange
 - udsagnsord og negationer – pink
 - forholdsord og bindeord – grøn
 - bestemmelsesord og stedord – orange
 - tillægsord, biord og tal – blå
 - navneord – sortNogle ord/symboler, der kan tilhøre flere ordklasser, f.eks. MALE, MALING kan bruges som et verbum eller et substantiv. Når dette sker, tildeles kantfarven baseret på, hvilken

ordklasse det er grupperet med på siden, f.eks. hvis MALE, MALING er placeret med verberne på siden, er kantfarven pink.

- Felter med *GÅ TIL SIDE (nummer)* henvisning har en baggrundsfarve, som matcher farven på sidefanen til den sektion/kategori den fører hen til (*se farve-masterfilen*). En lille symbolfirkant foroven på feltet indeholder navn og symbol på den kategori/sektion den peger på. Et tilsvarende symbol er sat på sidefanen for at gøre det hurtigere at lokalisere den ønskede side
- Andre operationelle kommandoer (som, *VEND SIDEN, GÅ TILBAGE TIL SIDE (nummer)*) har en tykkere kant lavet med funktionaliteten **stil** i Mind Express.
- Lister er placeret på venstre side af den sidste side i en sektion/kategori. Nogle sektioner har en separat listeside for at give plads til flere perifere ord. Skabeloner til lister som skrives ud på labels, er placeret efter hovedsiderne i MIND EXPRESS (se fremstillingsfilen for instruktioner til at printe og vedhæfte labellister).

Navigation

Hovednavigationsoversigten på sidepanelet kan nås fra alle sider. Det giver mulighed for effektivt at flytte mellem mange sider.

Link til de fleste kategorier/sektioner i denne PODD-bog findes på sidepanelet. Denne beslutning er taget for at støtte nye brugere af PODD kommunikationsbøger. Herved begrænses det antal steder man har brug for at se efter navigeringsfelter for at finde frem til ordforråd.

Undtagelser til dette er:

- 05 følelser* har link fra sektion *02 meninger* og *03 noget galt*. På dette stadi af udvikling af kommunikation og sprog bruges ord om følelser ofte til at udtrykke meninger og beklagelser. Denne underkategorisering af *05 følelser* betyder, at antal emner i hovednavigationsoversigten kan holdes på 18.
- Når sektionen *11 skole* eller *11 førskole* er med vil *13 ting* være en underkategori, fra *12 tøj og ting*. Dette er gjort for at holde hovednavigationsoversigten på 18 emner/felter. Alternative sidepaneler med disse link er med i valgmulighederne for skole og førskole.
- Alfabetsider er underkategorier fra sektion *11 skole* eller *11 førskole*.
- Hvis *09c religion* er med i kommunikationsbogen, er det en underkategori fra 09 steder og med et yderligere link fra side *10b særlige begivenheder*.

Operationelle "knapper" er tilgængelige inden for hver sektion for at flytte direkte mellem siderne i sektionen.

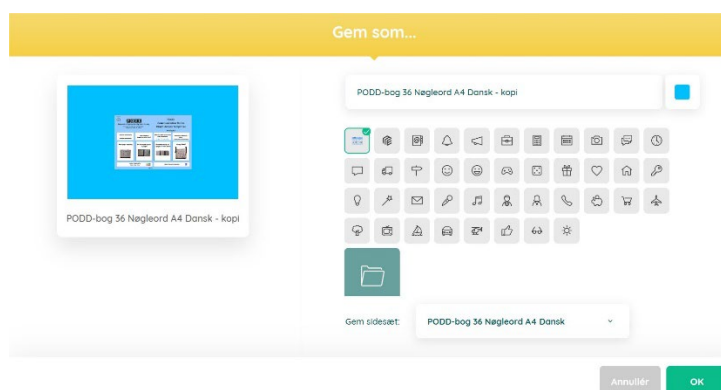
- VEND SIDEN**
- TILBAGE TIL SIDE (nummer)**A
- GÅ TIL SIDE (nummer)** knapper, som linker til sider med underkategorier.

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'.

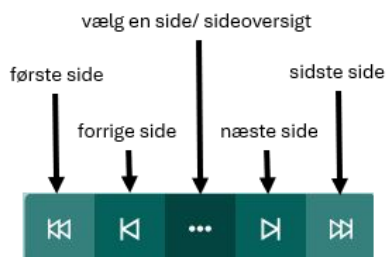
I vinduet GEM, der åbnes, skal man **give bogen et navn** (f.eks. personens navn) og **en dato**. Vælg knappen OK.



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

Man skal vælge redigeringsstilstand, MENU – rediger (eller trykke på F"-tasten), for at se og tilpasse siderne.

I redigeringsstilstand kan man navigere mellem siderne ved hjælp af den grønne værktøjslinje nederst på skærmen.



Mulige valgsider

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

1. Yderligere sider for børn, der går i **skole eller førskoleinstitution**. Disse muligheder kræver et andet 00-sidepanel for at inkludere et link til afsnittet om skole/førskole. På grund af begrænset plads på sidepanelet er kategorien TING blevet en underkategori med link fra kategorien TØJ & TING.

2. **Religionssider** nås med link fra alternative STEDER- sider.

3. **Sensoriske** aktivitetssider. Personer, der har sensoriske udfordringer, har brug for adgang til ordforråd for at anmode om sanseoplevelser. Ordforråd for specifikke sensoriske

aktiviteter indgår som en underkategori i aktivitetsafsnittet. Denne underkategori har link fra både 01a-start og 08a-aktiviteter.

4. Aktiviter med underkategorien sport (som alternativ til legetøj).

Mulige valgsider omfatter:

- **08 aktiviteter med sport**
 - 08a aktiviteter med sport (link til *08e sport* i stedet for *08e legetøj*, ordet legetøj med link til liste er tilføjet denne side)
 - 08b aktiviteter med sport (ordforråd om legetøj er flyttet til denne side)
 - 08d udenfor med sport (indeholder link til siden *08e sport*)
 - 08e sport (erstatte siden *08e legetøj*)
- **09c religion**
 - 09a steder religion (indeholder link til siden *09c religion*)
 - 09a steder religion førskole (indeholder link til siden *09c religion* og førskole)
 - 09a steder religion skole (indeholder link til siden *09c religion* og skole)
 - 09c religion
 - 10b særlige begivenheder religion (indeholder link til siden *09c religion*)
- **11 førskolesider**
 - 00 side panel førskole (alternativt sidepanel med link til førskoleinstitution og samlet link til sektionen tøj og ting)
 - 06a personer førskole (indeholder link til siden med 06c førskolepersoner)
 - 06c førskolepersoner omfatter førskolepersoner)
 - 09a steder førskole (omfatter ord for førskolested)
 - 11a førskole
 - 11b førskole
 - 11c lave førskole
 - 11d udenfor førskole
 - 11e førskole liste
 - 11f alfabet førskole (små bogstaver)
 - 11g alfabet førskole (store bogstaver)
 - 12a tøj førskole (omfatter underkategorien 13 ting – flyttet fra indekset på panelet for at give plads til førskolested)
- **11 skolesider**
 - 00 side panel skole (alternativt sidepanel med link til skole og samlet link til sektionen tøj og ting)
 - 06a personer skole (indeholder link til siden med 06c skolepersoner)
 - 06c skolepersoner omfatter skolepersoner)
 - 09a steder skole (omfatter ord for skole)
 - 11a skole
 - 11b skole
 - 11c skole
 - 11d skole
 - 11e alfabet (små bogstaver)
 - 11f alfabet (store bogstaver)
 - 12a tøj skole (omfatter underkategorien 13 ting – flyttet fra indekset på panelet for at give plads til førskolested)
 - 21a emne (for at tilføje emnerelateret ordforråd)
 - 21b emne

- **Sensoriske aktiviteter – sider**

- 01a start sensorisk (link til sensoriske aktiviteter erstatter JEG VIL DET SAMME SOM DE ANDRE, JEG VIL SPØRGE OM NOGET-link ændret til 01c)
- 01b start sensorisk (JEG VIL DET SAMME SOM DE ANDRE) tilføjet til denne side)
- 01c spørgsmål sensoriske (yderligere side med spørgsmål flyttet fra 1b til 1c)
- 08a aktiviteter sensoriske (link til sensoriske aktiviteter erstatter link til underkategorien SPIL. SPIL & LEGETØJ er samlet til en underkategori)
- 08b aktiviteter sensoriske (gå til LISTE henvisning ændret til 8h)
- 08c lave sensorisk (gå til LISTE henvisning ændret til 8i)
- 08d udenfor sensorisk (gå til LISTE henvisning ændret til 8h eller 8i)
- 08e legetøj sensorisk (Vend siden tilføjet for at få adgang til SPIL-underkategorien på 8f og gå til LISTE henvisning ændret til 8i)
- 08f spil sensorisk (fanerne flyttet til samme position som 08e legetøj og gå til LISTE henvisning ændret til 8i)
- 08g sensorisk (underkategori for at tilføje ordforråd til sensoriske aktiviteter, givet egen faneposition)
- 08h liste sensorisk (8g liste flyttet til dette nummer)
- 08i liste sensorisk (8h liste flyttet til dette nummer og sensorisk tilføjet til listeoverskrifterne)

EKSTRA DANSKE SIDER:

- **05 følelser – alternativ**

- 05a følelser alt
- 05b følelser alt

- **07 udvidede handlinger**

- 07a handlinger alt
- 07b handlinger alt
- 07c handlinger alt
- 07d handlinger alt
- 07e bevægelser alt
- 07f bevægelser alt

- **12 udvidet tøj kropspleje**

- 12c kropspleje
- 12d makeup smykker

- **19 dag og tid med måneder**

- 19b dag og tid
- 19c måneder

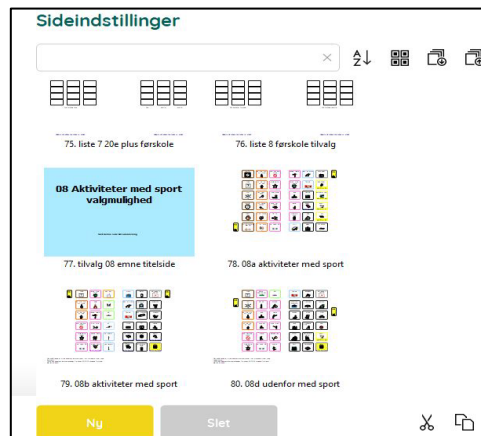
At se, vælge og reorganisere valgsider i Mind Express

- 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.



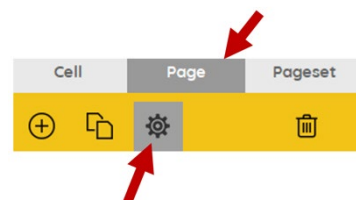
Bemærk: Note: Når der ikke er sider med samme nummer sorters siderne i numerisk orden efter PODD sidenumre.

Tilpas 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 foruden 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 enkelte 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 video-vejledninger - [video tutorials](#) - som findes på Jabblas hjemmeside eller på [Jabbla YouTube](#) kanal.



Section descriptions (ikke oversat)

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

00 side panel

- Items on the side panel are accessible from all other pages. The side panel in this PODD book includes items to navigate between pages
- An alternative side panel is required when a school/early childhood educational setting section is added to this PODD book. Alternative *00 side panel* templates with links to these sections are included in the relevant *option - early childhood* or *school*. On these alternative side panels, *13 things* is subcategorised from *12 clothes & things*. This is done to maintain the number of items in the main navigation index at 18.

01 main

- Includes words and phrases that are useful to say quickly or within the context of an ongoing conversation or activity.
- Page *01a left* is attached to the inside of the front cover (see *construction file* for details). Page *01a right* is the first page of the communication book.
- The left side of *01a* includes:
 - Phrases to introduce a message, e.g., I'M TELLING YOU SOMETHING; I'M TELLING A STORY; LET'S PRETEND; I HAVE AN IDEA; I WANT TO SHOW YOU SOMETHING; IT'S TIME TO/FOR..; IT'S A SECRET. These phrases have similar wording to the pragmatic branch starters, but do not include a predictive link to another page (as the main navigation index is on this page opening). Use of these phrases is optional when the individual routinely uses 3-4 key word sentences.
 - The phrase I'M ASKING A QUESTION has a link to 01b in the main page set, as this is the page with question words in this section.
 - There are no tense clues in the *01main* section in this PODD book. The communicator would need to navigate to the *19 days & times* section to set the time frame for partners to change the verb tense.
 - Words and phrases to support social interaction and communication, e.g., UH OH; GOODBYE; MAYBE; EXCUSE ME; PLEASE; THANK YOU; I DON'T KNOW. Note that I DON'T KNOW needs to be positioned on the front page to provide an efficient alternative to answer direct questions or express a difficulty understanding others or knowing what to do.
- The right side of *01a* includes:
 - Single word (core) vocabulary that is useful to say quickly or in the context of an ongoing conversation or activity.
 - This (core) vocabulary can also be used to produce common sentence starters prior to moving to another category to finish the sentence. Some of these sentence starters may also be used, instead of pragmatic branch starters, to express communicative intent, e.g. "I WANT"; "I GO".
 - Phrases for messages that need to be said quickly, e.g. "I NEED TO GO TO THE TOILET".
 - IT'S NOT IN MY BOOK. I'LL GIVE YOU A HINT. This item is located in the far-right column so that it is close to the main navigation index on the side panel which is used to access vocabulary to provide the hint.
- *01b main* includes:
 - WH-question words and phrases and YES/NO question starters with predictably associated vocabulary to ask common questions. The "I'M ASKING A QUESTION" pragmatic branch starter links to this page. "WHERE IS (person)?" includes a predictive link to *06 people* to finish the question with the name of a specific person.

- Single word (core) vocabulary to generate messages to contribute to take a quick turn, in conversations – often in relation to another person’s topic, e.g. I DID THAT; WHERE DID YOU GET THAT?; CAN I SEE IT?; WHEN DID YOU GO?; I WANT IT.
- Additional social phrases.
- Alternative *01 main* pages need to be used if adding the *option – sensory activities*. As there was not sufficient space to add I NEED A SENSORY ACTIVITY to 01a and 01b, an extra page was added *01c questions sensory*. In this alternative section, I NEED A SENSORY ACTIVITY with a link to the *08g sensory activity* page replaces I WANT TO DO WHAT THE OTHERS ARE DOING. To make room to add I WANT TO DO WHAT THE OTHERS ARE DOING to *01b*, the question words have been moved to *01c questions sensory*, creating additional spaces to add more quick chat social phrases and / or words on *01b main sensory*. The link associated with I HAVE A QUESTION on *01a main sensory* is changed to go to the(new) *01c question sensory* page. *01c question sensory* includes WH question words with (core) vocabulary to ask common questions in context, e.g., WHERE DID YOU GO?; WHAT DID YOU GET? WHOSE TURN?; WHAT’S NEXT?.
- NOTE: If an individual requires more space for additional social phrases on *01b main* in their PODD book, but not sensory activities, you could use these three alternative pages, moving I WANT TO DO WHAT THE OTHERS ARE DOING to *replace the item I NEED A SENSORY ACTIVITY* on 01a main sensory.

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 to more efficiently express these messages, e.g., head movements for YES and NO, look plus vocalisation or wave for HELLO. These words can be added to the first few pages of a PODD communication book or the side panel if a communicator requires aided symbols to communicate these meanings. YES and NO are available, for use within sentences, e.g. She said there are NO more chocolates in the fridge, in the *21 little words* section of this PODD.

02 opinions

- This section includes a range of adjectives and other vocabulary to express opinions.
- Includes a link to *05 feelings* to expand the range of vocabulary available to express opinions about how people are feeling, e.g. I THINK HE (GO TO *05 feelings*) WORRIED.
- Predictably associated vocabulary to build 4-5 key word sentences and ask questions related to opinions is organised into columns according to syntactic part of speech.
- *Opinion* vocabulary is organised semantically across two pages.
 - *02a* includes more frequently used opinion vocabulary including vocabulary that is often used with the word TRY, e.g., NICE TRY. You may want to swap the individual’s favourite opinion words onto this page.
 - *02b* includes additional opinion vocabulary. More “negative” opinions are placed on the left side and more “positive” opinions are placed on the right side.
 - The contrasting vocabulary pairs DIFFICULT/EASY and RIGHT/WRONG are positioned in the far-right column.
- Adjective vocabulary is also included in other sections of the PODD book to express different pragmatic functions.
 - *03 Something’s wrong* – to complain
 - *04 Health & body parts*
 - *05 Feelings* – to relate, describe and discuss feelings
 - *21 Descriptions* – to describe things

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

- In addition to adding/deleting vocabulary, you can change the words associated with some pictographs 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.
- Includes a link to *05 feelings* to expand the range of vocabulary available to complain.
- Predictably associated vocabulary to build 3-5 key word sentences to complain and ask questions about complaints is organised into columns according to syntactic part of speech.
- *Something wrong* vocabulary is organised semantically across two pages.
 - *03a* includes common complaints vocabulary and predictably associated vocabulary that is used to start sentences using words from both pages in this section.
 - *03b* includes additional complaints vocabulary and phrases to express common complaints.
- Communicators cannot always specifically identify what is causing them to feel upset. The I DON'T KNOW WHAT'S WRONG phrase is useful to enable them to express that they are just upset but cannot tell you why. It provides the communicator with the option to not answer people's requests to know why they are upset and prevent continual guesses to discover the problem.
- The vocabulary in these template pages reflects common complaints 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.
- Predictive links to *04c body parts* are associated with HURT, SORE, PAIN and BUMP, BRUISE. There is no predictive link associated with SICK because it is relatively easy to access the *04 health* section from the side panel categories index.
- There is some overlap of vocabulary with other sections to express different pragmatic functions.
 - *02 Opinions* – to express opinions
 - *04 Health & body parts*
 - *05 Feelings* – to relate, describe and discuss feelings
 - *21 Descriptions* – to describe things

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

- Check the vocabulary available in the health section prior to adding vocabulary. You may choose to include some vocabulary in both sections if the health issue results in common complaints, e.g., an individual who has frequent reflux may require YUCKY BURP in both sections, 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.
- 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.
- If you have selected to add the *sensory activities* options, you may choose to add I NEED A SENSORY ACTIVITY (with go to p. *08g*) item to the 03 wrong section. This is not necessary as the communicator can, more efficiently, access this phrase and link from the first page. However, it can be useful if partners tend to navigate to and present the *03 wrong* section when the communicator is upset.

04 Health & body

- A direct link to the subcategory *04c body parts* is included on the first page of this section (*04a*) as the body parts page needs to be accessed (for health and non-health related messages) via this page as there is no separate link to body parts from the main navigation index.
- Vocabulary in the health section is organised onto separate pages with consideration to the most efficient use of predictably associated vocabulary.
 - *04a* includes words to start sentences including words from all pages in this section and vocabulary related to health VISITs (GO, SEE, health professionals, places) and common health problems that the communicator may HAVE, GET or FEEL.
 - *04b* includes health procedures and problems, illnesses and disability related words, including illnesses and health problems that may require the application of bandaids, bandages or cream. As body part vocabulary is frequently used with vocabulary on this page a direct link to *04c* is repeated on this page. Experience suggests that, even though this vocabulary could be accessed via the *TURN THE PAGE* operational command, people learning to use a PODD book appreciate the additional cue provided by the subcategory link.
 - *04c* includes body parts and common body part actions, i.e., WASH, BRUSH and TOUCH and the prepositions IN and ON. I, ME, MY, MINE and NOT DON'T CAN'T ARE repeated on this page to be used between other words on this page, e.g., WASH MY HANDS NOT MY ARM.
- Spaces have been left on these pages for customisation to reflect individual health experiences and requirements.
 - *04a* includes a space to add a health professional/place commonly visited by the individual. For example, you may add audiologist for an individual who has a hearing impairment.
 - *04b* includes spaces for additional health related vocabulary.
 - *04c body parts*: Need to add gender appropriate vocabulary either to the space and/or the LIST.

05 Feelings

- This section is accessed via pages *02a opinions*, *03a something's wrong* and *20a descriptions*. This section is included to expand the range of words available to describe, complain, relate information, discuss and answer questions about how people are feeling.
- Predictably associated vocabulary to start sentences and ask questions using feelings vocabulary from both pages in this section is located on the first page.
- *Feelings* vocabulary is organised semantically across two pages.
 - *05a* includes more common feelings vocabulary that is not included in a prominent location in other sections of this PODD book.
 - *05b* includes additional feelings vocabulary. More “negative” feelings are placed on toward the left side and more “positive” feelings are placed toward the right side of the two-page opening. The contrasting vocabulary pairs HUNGRY / THIRSTY and HOT / COLD are located in the far-right column.
- There is some overlap of vocabulary with other categories to express different pragmatic functions
 - *02 Opinions* – to express opinions
 - *03 Something's wrong* – to complain
 - *04 Health & body parts*
 - *21 Descriptions* – to describe things

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

06 People

- This section includes people's names, relationship and occupation vocabulary. This section will require considerable customisation. Follow the directions written on the templates.
- Predictably associated vocabulary to start sentences and ask questions using the people vocabulary from all pages in this section, is located on *06a*.
- *06a-b people* vocabulary is organised into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words.
- There are both separate buttons and lists for people's names.
 - Add names to buttons 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 / friends and family who have less direct / frequent contact with the individual.
- An additional subcategory is added to the people section for children who attend school/early childhood setting. Alternative *06a*, with a link to *06c school/early childhood setting people*, and *06c* pages to add school/early childhood people are included in the *school/early childhood* option sections.
- If more LIST spaces are required, you could add another "list only" page *06c* (*06d* if you already have a *06c early childhood/school people* page) linked either from a general GO TO LIST instruction or associated with a symbol button reflecting the type of people to be found on the list, e.g., *FRIENDS*, *PEOPLE AT SWIMMING*. (see section *08 activities* for examples of list only pages and GO TO LIST instructions.

07 Actions (verbs)

- There is an attempt to organise the range of verb vocabulary included in this section according to semantic associations.
- *07a* includes verbs commonly used to begin sentences and questions which include other verbs, e.g. I WANT TO; YOU HAVE TO, CAN I ..., I'm GOING TO..., HE SAID TO..., HELP ME..., and a subcategory link to *07d* movements.
- *07b* includes verbs and associated prepositions commonly used to relate information about, instruct and request actions during play and other verbs frequently used with these prepositions.
- *07c* includes feeling, thinking, daily routine, work, and art related verbs.
- *07d & e* include movement, communication and other verbs that did not fit on previous pages.
- The range of possible action words (verbs) is huge. This makes it difficult to practically include all verbs in the action section. Words are prioritised for inclusion in this action word section if they are generally used to:
 - construct sentences across a range of semantic categories
 - request actions or give instructions
 - refer to a specific movement the individual performs.
- Additional verbs are located in other sections. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word section a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, SPREAD, LICK in the food/drink section

08 Activities

- The activities section in the main page set uses 4 subcategories to organise the large vocabulary required to request, talk about and interact during different activities.
 - *08c make something*
 - *08d outside activities*
 - *08e toys*
 - *08f games*
- *08a and 08b* include vocabulary for other activities that do not fit into the above subcategories, e.g., *television, reading a book, music*. Predictably associated vocabulary to ask general questions and start sentences using vocabulary from all pages in this section is included on *08a*.
- Associated vocabulary to interact during activities is included on the same page as the name of the activity. This results in a larger range of predictably associated vocabulary on all pages in this section, with vocabulary repeated on multiple pages to support more efficient interaction during activities. There are no separate activity displays in this page set.
- Some pages include predictive links to directly access subcategory pages in other sections of this PODD book to facilitate more efficient interaction during activities, e.g., *08c make something* includes a link to *20c* to more efficiently access colour vocabulary.
- Some vocabulary items include suggestions of which page to go to access additional vocabulary to interact in this activity, e.g., the TOY CARS item has the suggestion *MAY GO TO p.16*, the transport section.
- Separate list pages *08g & 08h* are available to include the names of specific games, books, songs, TV shows, movies, and other activities. The suggestion to *GO TO LIST 8g/h* is associated with some vocabulary items to access this vocabulary. For example, the item *BOOK* has the suggestion to *GO TO 8g LIST* to access a list of the individual's favourite *BOOK* titles. A general instruction to *GO TO LIST 8g/h* is also included to access more general activities vocabulary.
- Customisation for individual preferences to watch videos and listen to music will need to be made to accommodate for the different technologies the individual does/does not use, e.g., some individuals do not watch videos or show on a TV, other individuals only listen to music on their smart phone *PLAYLIST*.
- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the template pages. There are also some optional pages available for this PODD book in the options section in Mind Express. These include:
 - *08e sports* as an alternative to *08e toys*. This may be a more appropriate option for some (older) individuals using this PODD book. If using this alternative, it will be necessary to also change to the *08a, 08b and 08d* pages included in with the *08e sports options*. You could also choose to keep the *08e toys* section and add the sports page as an additional page *08g sports*. Make sure to change the page number links and tabs. Check the tab positions to make sure that the last tab in activities does not cover *09 places* page tab.
 - *Sensory activity pages* including a *08g sensory activity* page. Adding this subcategory requires changing multiple pages in the activities section. (see information on *sensory activities option* in the descriptions of optional pages above.)
- It is also possible to change or add other subcategories to accommodate for individual interests. For example, you may choose to substitute *08f games* with *08f drama* for an individual who is very involved in theatrical activities but not very interested in playing games or add an additional page *08g drama* for an individual who needs all of the current pages in addition to a page about drama.
- When changing pages **remember to move any vocabulary that you still require to another appropriate page in this section, change all links to the deleted/added pages and alter the page tag numbers as required.** If you add an extra subcategory remember to put an additional link to the new page on *08a activities*, change the page tag number of

08g & h lists to 08H & i lists, and change the numbers on all links to these lists. Also note the position of the next section *09 places* page tag **Ensure the page tag positions of any pages in this section 08 DO NOT cover the tab for 09 places** (unless you want to spend a lot of time changing the positions of all other pages following this section in the PODD book).

09 Places

- Aim to include vocabulary for places within the individual's life experience and places frequently referred to in stories, pretend activities, and songs.
- Predictably associated vocabulary to start sentences and questions including words from both pages in this section is located on the first page *09a places*.
- Places vocabulary is organised on pages *09a* and *09b*.
 - Vocabulary for frequently visited / talked about places is positioned on *09a*.
 - The remainder of the vocabulary is organised onto *09b* according to meaningful semantic associations, e.g., holiday places, nature places, recreational places, shops, restaurants and take away food places, health places, city places.
- Not all place names are included in the *places* section
 - places found in the house or garden are included in *14 house & garden*
 - transport places are included in *16 transport*
 - school places are included in *11 school*
 - some special event places, e.g., *circus* would be included in *10 special events*
 - place names related to animals, e.g., STY, KENNEL, would be included in *18 animals*

(09c Religion – optional)

- The *options section* includes templates to include **09c religion** as a subcategory in the places section. Not having a separate section number makes it easier to add/delete this section without affecting the page tab spacing
- At this stage of language development, the religion section is only included when religious worship is a regular part of the individual's life. Some individuals/families may choose not to include the religion subcategory but decide to include only the name for their place of worship in the places section and vocabulary for relevant religious events or ceremonies in the special events section of the PODD book.
- The *09c religion* page allows for people to include different vocabulary to suit different religions. Vocabulary suggestions are written on the templates.
- An optional page *10b special events* with a direct link to *09c religion* is also included in the religion options section in Mind Express.

10 Special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events. Customisation of the vocabulary on these pages will be required to suit the individual and family's requirements.
- The most frequently occurring/talked about special events, e.g., birthdays, party words, prizes are on page *10a*. Other special events are included on page *10b*, organised according to the type of special event, e.g., local holidays and special days, religious ceremony and event words, and special activities.
- An alternative page *10b special events* with a link to *09c religion* is included in the religion options section in Mind Express.

11 Early childhood (EC) settings / school

- For children who attend a school or early childhood setting, it is useful to have an additional section in the PODD book to include vocabulary related to this environment. 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 efficient communication in the early childhood/school environment.
- All templates for educational settings are *options* in MIND Express.

If a young child does not currently attend an educational setting, you may leave this number blank in the PODD book for easy insertion of these pages if required. Change the tab position on the left side of *12a clothes* to the top space, so it prints onto the back of the *10b special events* tab location. Locate and delete the placeholder page *11a Early childhood school*.

Adults using this PODD book

- If the individual attends a **day placement that is primarily at one location/ centre** you may choose to keep a section 11 for this placement. Locate and move all of the pages in the option – *11 school* into the correct number position with the main pages. Modify the school section pages with appropriate vocabulary to suit the adult day placement. Remember to change the symbol and label SCHOOL to (your preferred name for the day placement) on the *00 side panel school* and change the symbol and label for *school people* to (your preferred name for the day placement) people on *06a people school*.
- If the individual goes to a **work** location, then you may choose to modify the vocabulary in *11 school* to make an *11 work* section. Locate and move all of the pages in the option – *11 school* into the correct number position with the main pages. Modify the school section pages with appropriate vocabulary to suit the workplace. Remember to change the symbol and label SCHOOL to (your preferred name for the workplace) on the *00 side panel school* and change the symbol and label for *school people* to (your preferred name for the workplace) people on *06a people school*.
- If the **individual does not attend a day centre or work**, then vocabulary for the activities and places for their routine activities would be added to other sections in the PODD book. In this instance you may choose either to:
 - **leave this section number blank** in the PODD book. Change the tab position on the left side of *12a clothes* to the bottom space, so it prints onto the back of the *10b special events* tab location. Locate and delete the placeholder page *11a Early childhood school*.
 - **include an 11 alphabet section.** To do this:
 - Manually copy and paste the ALPHABET category link in place of the *00 side panel school* You can copy this link from *11a school*.
 - Locate the pages *11e school* and *11f school* in the *school options* and move them into position with the main pages.
 - Change the tab number on the alphabet pages to *11a alphabet* and *11b alphabet*. Change the tab position on the left side of *11a alphabet* to the top space, so it prints onto the back of the *10b special events* tab location.
 - Locate and delete the placeholder page *11a EC school*.

Early childhood setting pages

- *00 side panel EC* includes a link to 11 KINDERGARTEN/NURSERY (you can change the label to suit your preferred name for your early childhood place). To maintain the number of items on the side panel at 18, the links to the clothes and things sections are combined.
- *06a people EC* includes a link to the sub-category *06c kinder/nursery people* (you can change the label to suit your preferred name for your early childhood place).

- *06c EC people* a sub-category to include the names and roles of people at the child's early childhood place.
- *09a places EC* includes the vocabulary KINDERGARTEN / NURSERY (you can change the label to suit your preferred name for your early childhood place)
- *11a early childhood* includes common early childhood setting daily routine activities and links to the subcategories *11c make something* and *11d outside* activities and a link to *06c kinder/nursery people*.
- *11b early childhood* includes vocabulary to request, talk about and interact during common early childhood inside activities. HOME CORNER suggests a link to the *14 house & garden* section to locate additional vocabulary to playhouse. DRESS UPS suggests a link to the *12 clothes* section to locate vocabulary to play dressing up. *11b* also includes a link to *11f alphabet*.
- *11c make EC* includes vocabulary to request, talk about and interact during common early childhood "making activities".
- *11d outside EC* includes vocabulary to request, talk about and interact during common early childhood outside activities.
- *11e early childhood list* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games.
- **11f & 11g alphabet** (alphabetical layout in columns to suit 36 per page grid) displays for children to explore the alphabet and participate in early writing and spelling activities. The alphabet is sub-categorised from the *11 kindergarten/nursery* at this stage of language development as the alphabet is unlikely to be used for interactive communication.
- *12a clothes EC* with a link to the *13 things* section.

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

School pages

- *00 side panel school* includes a link to *11 school*. To maintain the number of items on the side panel at 18, the links to the clothes and things sections are combined.
- *06a people school* includes a link to the sub-category *06c school people*.
- *06c school people* a sub-category to include the names and roles of people at the child's school.
- *09a places school* includes the vocabulary SCHOOL
- *11a school* includes school daily routine activities and predictably associated vocabulary for the items on *11a* and to ask questions and start sentences using vocabulary from all pages in the school section. There are two subcategories links from this page: *11d school things* and *11e alphabet*. There is also a link to school people page (*06c*) and the topic pages section (*21*) to access vocabulary related to a current school topic (see the description in the *21 topic* section below).
- *11b school* includes subject and school places vocabulary. Predictably associated vocabulary includes verbs and things related to school subjects/work. Some of the subject names include a *MAY GO TO PAGE (number)* link to pages of vocabulary that may be useful to interact during that subject.
- *11c school* includes places in the classroom and school special events.
- *11d school* includes a range of school things including writing and drawing tools and personal items.
- **11e & 11f alphabet** (alphabetical layout in columns to suit 36 per page grid) displays for children to explore the alphabet and participate in early writing and spelling activities. Includes common phrases used to support interaction when teaching/learning to spell. The alphabet is sub-categorised from the *11 school* at this stage of language development as the alphabet is unlikely to be used for interactive communication.
- *12a clothes school* with a link to the *13 things* section.
- **21a & 21b topic** pages linked to add topic specific vocabulary (see information in section description for *21 topic*).

12 Clothes

- This section includes clothes and things that are worn on the body, e.g., jewellery, make-up, hair products and personal aids such as splints.
- Page 12a includes items that are more frequently put on or taken off during the day and predictably associated vocabulary to start sentences for the whole section.
 - Alternative page 12a clothes with a subcategory link to section 13 things is required in PODD books that include an early childhood or school section (these alternative 12a pages are included in the appropriate educational setting options section in Mind Express).
- 12b includes some repeated predictably associated verbs and prepositions. The prepositions IN and OUT are only on this page (for use with POCKET). In addition to the names of clothing, this page includes ZIP, BUTTON and a direct link to 13c swim things as people often look for this vocabulary with swimwear. You will need to add the individual's preferred label and symbol to the space for underwear.
- 12c grooming & jewellery includes a range of self-care, make-up, hair and jewellery items.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place this vocabulary on page 12a if the item is frequently put on and taken off during the day.

13 Things

- This section includes any 'thing' that does not readily fit into another category. Vocabulary for things may be included in a number of sections. For example:
 - things that are generally found at home/school/early childhood setting would be included in those other sections
 - things related to specific activities, e.g., sports, games, would be located in the activities section
 - personal equipment that is worn, e.g., AFOs, splints, is included in the clothes section.
- Vocabulary is organised in the things section across 3 pages according to meaningful semantic associations such as, money things, disability equipment, AAC equipment, swim things, stationary, sewing things, camping equipment, personal technology, photo things, award things, fighting things, nature things, shopping things, and a variety of other bits and pieces.
- 13a includes most of the predictably associated vocabulary in this section and the things that are more frequently used or talked about. A direct link to 14f tools is also included on this page as people often look for tools in the things section.
- There is an attempt to order thing vocabulary according to likely sentence word order. For example, on page 13b FIRE and SMOKE are positioned above ALARM to produce word combinations such as FIRE ALARM / SMOKE ALARM.
- You will need to customise these pages to add personal items and other things related to the individual's interests and experiences. You may also want to move items to different pages to suit the individual's word usage patterns. Consider the predictably associated vocabulary available on each page when moving or adding vocabulary.
- A large list is included on 13c as a large number of fringe vocabulary is often added to this section.
- NOTE: In PODD communication books that include an early childhood or school section you will need to use the alternative page 12a clothes with a link to the 13 things section.

14 House & Garden

- The house and garden section in this page set uses 4 subcategories to organise this large vocabulary, based on the place things are located/occur in the house or garden.
- 14a includes the subcategory links to 14c bathroom/laundry, 14d kitchen, 14e outside and 14f tools; the names of other rooms in the house, and parts of the house/room. PHONE is also on this page, associated with the verb ANSWER. Space has been left in the column on people/personal pronouns on page 14a to add the names of family members to identify

the different bedrooms in the house. MUM & DAD'S is already added. The communicator would refer to their own bedroom using the personal pronoun, MY BEDROOM.

- *14b* includes furniture and things found in the bedroom and lounge room. A range of spatial prepositions are included on this page with the pronoun IT to allow the discussion of where other things are in the house (i.e., may previously have identified what IT refers to using vocabulary from another section). Verbs reflecting common actions performed on household equipment are also included on this page.
- *14c bathroom/laundry* includes:
 - furniture and things found in the bathroom and toilet including actions related to washing, and a direct link to *12c grooming* to access vocabulary for other things that may be found in the bathroom.
 - equipment and things related to doing laundry, including some things usually found outside such as CLOTHESLINE and cleaning equipment is located on this page.
- *14d kitchen* includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. Predictably associated vocabulary includes basic cooking and cleaning related verbs and prepositions. Includes a link to *15b* to access more specific cooking actions and food/drink vocabulary.
- *14e outside* includes things found in the garden / yard of a house, nature, and gardening vocabulary.
- *14f tools* includes gardening and workshop tools.
- Instructions to *GO TO THE LIST* on page *14f* are included on all pages that end a subcategory section. If more LIST spaces are required, you could add another "list only" page *14g* and change the LIST instruction on some pages in this section to *GO TO 14g*. (see the separate lists in the *11 activities section* for examples)

15 Food / drink (meal)

- This section includes the names of a range of common foods and drinks and associated cooking and mealtime actions and descriptions.
- *15a* provides vocabulary to interact during mealtimes (basically a mealtime activity display) and the names for mealtimes (BREAKFAST, LUNCH, DINNER, and SNACK). A suggestion to go to page *15c* is associated with the word DRINK to facilitate faster, more direct, access to the names of specific drinks.
- Specific food/drink items are organised across the following 3 pages according to the type of food or drink. There is an attempt to place commonly combined food items on the same page, e.g., flavourings and fruit on the same page as desserts and drinks, to combine words such as CHOCOLATE ICE-CREAM; APPLE JUICE; STRAWBERRY MILK. Predictably associated vocabulary is included on each page according to the food/drink items on that page. The operational button *TURN THE PAGE* is included on all pages to enable movement to other pages in this section as vocabulary from multiple pages is often required in the one sentence during the mealtime. This reduces the need to return to a subcategories index to access the words on the following pages.
 - *15b* includes the names for common/favourite meals with a link from this page to the MEAT and VEGETABLES vocabulary on page *15d*. Predictably associated vocabulary on this page includes questions and actions related to eating and cooking. This vocabulary may be used to produce sentences using other vocabulary on this page and to start sentences using vocabulary from the following pages. A link to page *14d* kitchen provides access to vocabulary for dishes, utensils and cooking equipment. Cereal and bread related items, including sandwich fillings and spreads, are also included on this page.
 - *15c* includes the names of fruit, flavourings, sweets, desserts, cakes and biscuits and drinks and predictably associated verbs, POUR, CUT, PEEL, for these items.
 - *15d* includes the names of meats and vegetables with predictably associated verbs and adjectives to describe the cooking/preparation of these items. The same pictograph is used for the verb and adjective referring to how food is/was prepared, e.g., MASH the potatoes and MASHED potato. Double borders (pink for verb and blue for adjective)

identify the dual use of these items. The LIST for this section is also included on this page.

- Spaces have been left on these template pages for the addition of the individual's food and drink preferences. Suggestions for adding vocabulary are written on the templates. If more LIST spaces are required, you could add another "list only" page *15e* accessed via a **TURN THE PAGE** on *15d* and/or add **GO TO LIST 15e** buttons on other pages (see the separate lists in the *11 activities section* for examples)

16 Transport

- This section includes vocabulary related to transport including recreation, water, air, and road vehicles, transport places, vehicle parts, driving, road and railway words. Vocabulary to play with toy cars is also included in this section.
- Vocabulary is organised across two pages according to meaningful semantic associations. Commonly used transport words and question/sentence "starter" vocabulary is included on page *16a*. **GO** is intentionally repeated on *16b* for use in sentences with other vocabulary on this page.
- Page *16b* includes an instruction to **GO TO LIST** on page *17b*, in the **CHARACTERS** section to avoid adding another page for Lists in this section.

17 Characters

- Character vocabulary needs substantial customisation to include the individual's favourite story, TV, music and movie characters and personalities.
- The example pages include common story and magical characters and things and vocabulary to refer to the different character media, e.g., book, movie. You may need to change this vocabulary to the media the individual uses.
- 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.

18 Animals

- This section includes any vocabulary related to animals including animal names, places, things, body parts, and actions. Vocabulary is organised over three pages according to the type of animal.
 - *18a* includes predictably associated vocabulary to start sentences and questions for the whole section, **VET** and nouns related to familiar pets. Spaces are included on this page for the names of the individual's pets and anything associated with pet care. Pets not owned by, but frequently talked about by the individual, e.g., a neighbour, family member or friend's pet, may also be included on this page. Should the individual have little personal contact with any pets, commonly seen or talked about animals may be moved from other pages onto the first page.
 - *18b* includes farm animals, more local (Australian or UK) animals, birds, and insects.
 - *Page 18c* includes reptiles, zoo/wild and marine animals. The LIST for this section is also included on this page.
- **BABY ANIMAL** (on *18a* & *18b*) is used, as a hint, to indicate that the word wanted is the next (pointed to) animal's young, e.g., indicating **BABY ANIMAL** then **CAT = KITTEN**.
- A large number of animals are included in the templates for this page set. The decision to include this range of animal names was influenced by the frequent focus on animal names in children's play, stories, rhymes, and songs.

19 Days & Times

- This page set includes a range of commonly used time concepts. Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may be primarily used by communication partners to provide receptive input with individuals at earlier stages of receptive language development. These concepts are also commonly used in many early childhood educational settings.
- *19a* includes common time concepts, e.g., YESTERDAY, TODAY, TOMMORROW, days of the week, times of the day and adjectives and prepositions that are predictably used with these words. The general time hints IT'S ALREADY HAPPENED; IT'S GOING TO HAPPEN; IT'S ALWAYS HAPPENING, are useful to clarify the general time frame / tense of a message when the communicator is not able to identify the specific time of an event. Partners may support the individual's use of these hints, e.g., asking questions as they indicate the pictographs "Is this about NOW or "Has it ALREADY HAPPENED".
- *19b* includes words for WEEK, MONTH, YEAR, the seasons and words related to time, e.g., hour, clock and predictably associated question words, prepositions, determiners and adjectives.

20 Descriptions

- This section includes a large range of conceptual language commonly used with children. Weather is also included in this section as we describe the weather.
- Children generally require many models of these concepts in order to learn their meanings. The concepts in the *descriptions* section may initially be used by communication partners to provide receptive input with individuals at earlier stages of receptive 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.
- There is an attempt to place vocabulary that is frequently used together on the same page to facilitate ease of sentence production and participation in common educational activities, e.g., colour and shape words are on the same page with colour words on the left and shape on the right side to produce messages such as RED SQUARE. Opposites are on the same page in adjacent locations, e.g. "Do you want to go FAST or SLOW?"
 - *20a* includes vocabulary to start questions and sentences including vocabulary from all pages in this section. Links to the Four subcategories, *20c colour & shape*, *20d size*, *20e numbers*, and *20f weather*, are located on this page. There is also a link from this page to *05 feelings* section to describe how someone feels. SAME and DIFFERENT are included on this page as these words are used in combination with vocabulary on all other pages. Other commonly used descriptors are also on this page, with priority given to words that may be used with words on other pages, e.g., HOW OLD are YOU? - go to *20e numbers* to answer.
 - *20b* includes a range of adjectival vocabulary to describe the smell, taste, look, feel, sound and general attributes of people and things.
 - *20c* includes vocabulary to describe colour & shape attributes.
 - *20d* includes vocabulary to describe size.
 - *20e* includes vocabulary to describe number. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during early educational activities (mathematics) to develop number concepts.
 - *20f* includes a range of vocabulary to describe and discuss the weather and weather reports. 02 opinions and 19 days and times vocabulary is frequently required when discussing the weather. This vocabulary can be directly accessed from this page via the categories links on the side panel.

NOTE that only the numbers 1-10 and 0 are included on the 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 communicator to use a display with whole numbers to 20 or 30 without considering the impossibility of presenting whole written numbers for every number to 100 (or 1000) on a communication display. It is often necessary to explain the importance of learning to understand the underlying concepts of place value for calculator and keyboard use. Children require early experiences sequencing numerals for place value, beginning with two digits for numbers in the teens, to support their learning to use a 0-9 display to produce larger numbers.

- Adjective vocabulary is also included in other categories to express different pragmatic functions.
 - *02 Opinions* – to express opinions
 - *03 Something's wrong* – to complain
 - *04 Health & body parts*
 - *05 Feelings* – to relate, describe and discuss feelings

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

(21 Topic – Optional pages added when school section is selected)

- This section is used, linked from the school section, to add vocabulary for the current class topic or theme. 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. Whilst some of the vocabulary related to these topics may be on other pages in their PODD communication book, there is usually not space in the main page set to include all of the specific vocabulary required to discuss these topics in detail. Many school curriculum content topic specific words are lower frequency words, in slower to access locations in the main pages. Including topic specific pages of vocabulary in the PODD book, as opposed to using a separate topic display, has the advantage of enabling easier access to other vocabulary in their PODD book with the topic specific vocabulary. For example, it is useful to have access to the food/drink section when brainstorming the foods dinosaurs ate; to all sections of the PODD book for a creative story about travelling to another planet.
 - Grids that contain some common core vocabulary and blank spaces to add topic specific words are included in this resource.
 - To enable topic pages to be easily changed when the class topic changes, only the left side of page 21a is laminated (onto the back of the right side of page 20f).
 - Some individuals keep previous topics in a separate folder. Other individuals may need access to multiple topic pages. If this is the case you will need to make an index on page 21a to get to these other topics. See information on using topic pages included in the *Additional vocabulary ideas* document.
- Note it is important that newly learned vocabulary is not lost when topic pages are eventually replaced in the PODD book. It is good to establish a habit of discussing with the individual where in their PODD book these new words will go. As they are often lower frequency, extended or fringe vocabulary, these words are usually added to the lists in the selected sections of the PODD book.

Andre sider:

- **Skabelonsider.** Der er to sider som skabeloner til at lave yderligere sider:
 - **Skabelonside a** – skabelon til “a” sider (første side i en sektion). Denne side indeholder instruktionen VEND SIDEN og ordforråd som er generelt, forudsigteligt tilhørende, til at begynde spørgsmål og sætninger.
 - **Skabelonside b** – skabelon for andre sider end den første side i en sektion. Indeholder felter til symboler og liste samt instruktionen *GÅ TILBAGE TIL (nummer)A* (start af sektionen)

Brug af skabelonsiderne til at lave nye sider

- I redigeringstilstand kan man finde skabelonsiderne. Vælg de 3 prikker på værktøjslinjen forinden. Skriv skabelon i søgefeltet.
- For at lave en ny side, vælg SIDE og KOPIER. Omdøb siden efter indhold/aktivitet og vælg at lægge den EFTER DEN SIDSTE SIDE (Inden udskrivning skal siden flyttes til den aktuelle plads i rækkefølgen af PODD bogens numre).



Tilføj side

Sidenavn	separat aktivitetside
Hvor vil du tilføje siden?	Efter den sidste side
	Efter den nuværende side
	Efter den sidste side

Husk at ændre sidetallene på sidefanen og instruktionen GÅ TILBAGE TIL SIDE (nummer)A, når du bruger disse sideskabeloner. Tjek også fanerne på det forrige og følgende sidetal for at placere den nye sidefane i den passende højde. Bemærk, at den venstre sidefane på hver anden side åbner i den samme højde som fanen på den forrige side).

- **Bagsideinstruktion.** Denne side er et eksempel på en instruktionsside som printes på en label og slettes på indersiden af bagsideomslaget (se fremstillingsfil). Der er afsat plads for oven til at tilføje et kontakt tlf.nr. for at give mulighed for at returnere en mistet kommunikationsbog.

Listelabels:

Lister til udskrivning på A4 labels ligger i slutningen efter bagsideinstruktionen og før valgsiderne, i Mind Express. *Se fremstillingsfilen til 36 nøgleord* for brugen af disse labellister.

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 navigationsoversigterne afhængig af valgte læringspædagogiske muligheder. **PAS PÅ: Man må IKKE slette eller ændre disse sider, når man tilpasser en PODD-bog!!**