

Direkte betjening – 48 udvidede nøgleord 2-sidet åbning plus sidepanel



Generel beskrivelse

Dette sidesæt er primært designet til børn, der:

- Allerede kombinerer ord og danner 3-4 nøgleords-sætninger til at udtrykke forskellige kommunikative intentioner (da de allerede kan producere 3 ordsætninger eller mere, behøver de ikke pragmatiske sætningsstartere for at afklare kommunikative hensigter).
- Har brug for adgang til et bredt ordforråd for at kunne udtrykke alle mulige kommunikative intentioner og varierede beskeder.
- Har brug for at udvide deres ekspressive sprog med større variation i ordforråd og mere komplekse syntaktiske former.
- Kan pege præcist på små symboler med en finger eller pegeredskab.

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.
- Teenagere og voksne 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, der ikke tidligere har haft et personligt kommunikationssystem, men begyndte at kombinere 2 eller flere ord efter at have set andre bruge støttet sprog under en dynamisk vurdering. En afprøvning med en foreløbig PODD-bog 48 pr. side – udvidede nøgleord giver mulighed for at lære at kombinere 3-4 ord
- 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. Print og afprøv en test af en to-siders åbning for at tjekke personens bevægelsesområde ved udpegning på et større display, før du går videre med skalering og udskrivning af PODD-bogen.

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 70 nøgleord 2-sidet åbning. Overvej hvilken form for kommunikationsbog, der mest effektivt opfylder den enkeltes krav.

Overvej hvilken type kommunikationsbog, som mest effektivt passer til den enkeltes behov.

- Hovednavigationsindekset (kategorier) er på forsiden og gentages på 'a'-siden i hver sektion af *70 udvidede nøgleord* og muliggør mere effektiv bevægelse mellem sektioner. På øvrige sider i en sektion skal den kommunikerende vælge GÅ TILBAGE TIL 'A'-SIDEN for at få adgang til kategoriindekset. Navigations(kategorier)-indekset sidder på sideflappen i bogen *48 udvidede nøgleord* hvilket betyder, at man har adgang til kategoriindekset fra alle sider i PODD-bogen.
- En åben PODD-bog *48 to-sidet plus sideflap* er meget bredere end bogen på 70 pr. side, hvilket kræver større bevægelser for nøjagtigt at pege på små felter.
- Når der ikke skal medtages navigation (kategorier) på 'a'-siden i hver sektion, giver det plads til mere ordforråd på 'a-siden' i hver sektion i bogen *48 udvidede nøgleord*. Øvrige sider i hvert afsnit har dog færre pladser til ordforråd (48 i modsætning til 70).
- Sideflapper skal være godt understøttet af en fast overflade eller hånd. Manglende stabilitet i kommunikationsbogens overflade kan være frustrerende, da udpegning bliver mere udfordrende og mindre forståeligt. En stabil overflade er især vigtig for personer, der støtter deres hånd på bogsiden for at pege. **PODD-bogen med 70 udvidede nøgleord pr. side (tosidet åbning) har mere iboende stabilitet.**
- Et bevægeligt sidepanel kan være en sensorisk forstyrrelse for nogle personer.
- Bogen *48 udvidede nøgleord* har mindre symboler, og designet (med færre felter på en sideåbning) resulterer i en mindre størrelse.
- Sideflap, der foldes om og fastgøres til omslaget med Velcro®, holder siderne sammen så lettere at bære.

Sprog

- Sproget og organiseringen af denne PODD-bog støtter muligheden for at udtrykke en hel række af kommunikative hensigter.
- Omfang og organisation af ordforråd i denne bog støtter fremstilling af sætninger med udvidede nøgleord, hvor der begynder at blive brugt komplekse sætningsformer (nærmer sig talesprog svarende til 3-4 år, med nogle undtagelser).
- **Forudsigteligt tilknyttet ordforråd** er med i alle (relevante) sektioner inkluderer:
 - **HV- spørgsmål:** HVORFOR, HVAD, HVOR, HVORNÅR, HVEM, HVORDAN.
 - **Personlige stedord:** JEG/MIG/MIN/MIT/MINE; DU/DIG/DIN/DIT/DINE, HAN/HAM/HANS, HUN/HENDE/HENDES, VI/OS/VORES, I/ JER/JERES, DE/DEM/DERES.
 - **Hjælpeverber / verber:** VIL/VILLE, KAN/KUNNE, SKAL/SKULLE, GØRE/GØR/GJORDE, VÆRE/ER/VAR, FÅ/FIK, HAVE/HAR/HAVDE, SE/SÅ, KIGGE, SIGE/SAGDE, MÅ/MÅTTE, BLIVE/BLEV, KAN/KUNNE LIDE, HJÆLPE/HJALP
 - **Endelser for verber (morfemer):** DATID –EDE, -TE.
 - **Uregelmæssig datid af verber** er skrevet sammen med navneform i symbolfeltet.
 - **Nægtelser:** IKKE, KAN IKKE, VIL IKKE.
 - **Forholdsord:** TIL er med på mange sider, forskellige andre forholdsord er taget med, når det passer til den aktuelle sektionens ordforråd. Målet er at inddrage de mest almindelige forholdsord brugt i sætninger med ordforrådet i hver sektion.
 - **Stedord / bestemmelsesord:** DEN/DET, DEN DER/DET DER, DEN HER/DET HER kan være med afhængig af sektion.

- **Særlige navneord, tillægsord og biord som passer til en aktuel sektion.**
Ordforrådet er tilgængeligt til at danne ja/nej-spørgsmål (ved at bytte om på ordstillingen) uden behov for et ja/nej-spørgsmål-felt.

Nogle syntaktiske former som typisk ses på dette stade af udviklingen af talt sprog er ikke med i dette sæt. Det gælder *kendeord* (en, et, -(e)n, -(e)t, og de grammatiske morfemer *flertalsendelser* og *genitiv* –s. Selv om disse former typisk viser sig ved udformning af fraser med verber og navneord, på dette udviklingstrin i talt sprogudvikling, ser det ud til, at de først bruges på et senere tidspunkt, selv om de er tilgængelige. Dette hænger muligvis sammen med de udvidede anstrengelser og den nødvendige tid, der kræves for at markere hvert symbol på en tavle med støttet sprog. Det betyder, at man både begrænser modelleringen af dem, og øger tendensen til kun at medtage ord, som har betydning for partnerens forståelse af budskabet.

- Ordforrådet er valgt, så det tilbyder den kommunikerende muligheder, som støtter til brugen af mere varieret ordforråd.
- Elementerne i dette sæt repræsenterer primært enkeltord, som ansporer til selvstændig konstruktion af nye beskeder. Ord-til-ord konstruktion af beskeder vil måske være langsommere, men disse selvfremlagte beskeder er oftest mere varierede og viser personens personlighed. Varierede udtryk kan stimulere interessen og motivere nogle partnere til oftere at have samspil med personen.
- Nogle sociale og kommunikationsstyrende beskeder er med som hele fraser/ sætninger/spørgsmål for at støtte en mere effektiv kommunikation. Den primære grund er hurtigt og effektivt at sikre, at de særlige omgivelser- og samtalebehov, som er nødvendige, er til stede for at møde den specifikke hensigt med kommunikationen.
- Symboler for enkeltord kan bruges til, at man kan udforme sammensætte ord fra ordforrådet, f.eks. FRUGT + SALAT til *frugtsalat*.
- *Lister* til perifert eller nyt ordforråd findes i alle sektioner.
- **DET ER IKKE I MIN BOG, JEG GIVER ET VINK** findes i hovednavigations(kategori)indeks. Symbolet 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 egentlig del af beskeden, men et vink til partneren om at gætte på et andet ord, som ikke er med i kommunikationsbogen. Når det rigtige ord er gættet, opfordres partneren til at skrive ordet på den aktuelle LISTE.

Layout

- Dette er en PODD kommunikationsbog med to-sidet åbning og sidepanel. Hovedindekset er på sidepanelet, som kan nås fra alle sider.
- Der er plads til 24 felter på hver side (48 i alt på de to sider)
 - Kommunikationsbogens sidestørrelse er ca. 18,9 cm høj og 12,7 cm bred, plus sidepanelet. Sidepanelet er ca. 18,8 cm højt og 13 cm bredt. De samlede dimensioner for den åbne bog er ca. 19 cm høj og 52 cm bred.
 - Symbolfelterne er 2,7 cm brede og 2,7 cm høje.
 - Afstand mellem felterne: bredde 0,2 cm; højde 0,3 cm
 - 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).
 - 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 48 *udvidede nøgleords fremstillingsfil* for detaljer). Visningen af én side ad gangen (i stedet for begge sider af en to-siders åbning) kan gøre tilpasningsbeslutninger mere udfordrende. Dog vil symboler og tekst være større på skærmen i denne visning, hvilket kan gøre redigering af de små celler nemmere i en 48-pr. side PODD-bog, især hvis du bruger en lille skærm
- 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.
- Forudsigeligt tilknyttede verber er placeret på siden i overensstemmelse med sandsynlige anvendelsesmønstre (ordstilling) i danske sætninger. Verber, der fungerer som hjælpeverber, er placeret mod venstre sektionen med verber (kolonnerne) for at opretholde bevægelsen fra venstre mod højre hen over siden, når man opbygger sætninger.
- 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 stil funktionaliteten 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

Hovedindekset 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.

Undtagelser til dette er:

- Sektionen *21 små ord* er underkategoriseret fra sektionen *22 alfabet*. Højfrekvente små ord (pronominer, determinativer, præpositioner, adjektiver, adverbier) er inkluderet som forudsigeligt associeret ordforråd i andre relevante sektioner af PODD-bogen. Derfor bruges sektionen *21 små ord* mindre hyppigt på dette stadie af sprogudviklingen. Ved at underkategorisere denne sektion fra *22 alfabet*, frigøres der plads til en mere ofte anvendt social/kommunikationsstyrende sætning, som vil være let tilgængelig i sidepanelet fra alle sider i kommunikationsbogen
- Link-knappen til sektion *07 handlinger* er placeret nederst på hver 'a-side' nær kolonnen med forudsigeligt associerede verber. Dette opmuntrer brugerne til at kigge efter verber på den nuværende side og muliggør en mere effektiv overgang til handlingssektionen, når det nødvendige verbum ikke er forudset på den aktuelle side. ASK-brugere kan i starten finde det udfordrende at lede udenfor hovedindekset for at finde en kategorilink. En ekstra link til sektion *07 handlinger* er inkluderet i sidepanelet. Dette link erstattes med et link til sektion *11 skole* eller *11 førskole*, når disse sektioner inkluderes i PODD-bogen. Sidepaneler med links til sektion *11 skole* eller *11 førskole* er inkluderet i de relevante valgsider. Alternativt kan du vælge at erstatte en af sætningerne på sidepanelet for at bevare det ekstra link til sektion *07 handlinger*. Husk at flytte den slettede sætning til den første side (01a) i PODD-bogen
- Hvis *09c religion* er taget med i kommunikationsbogen, er det en underkategori fra 09 steder og med et yderligere link fra side *10b særlige begivenheder*.

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

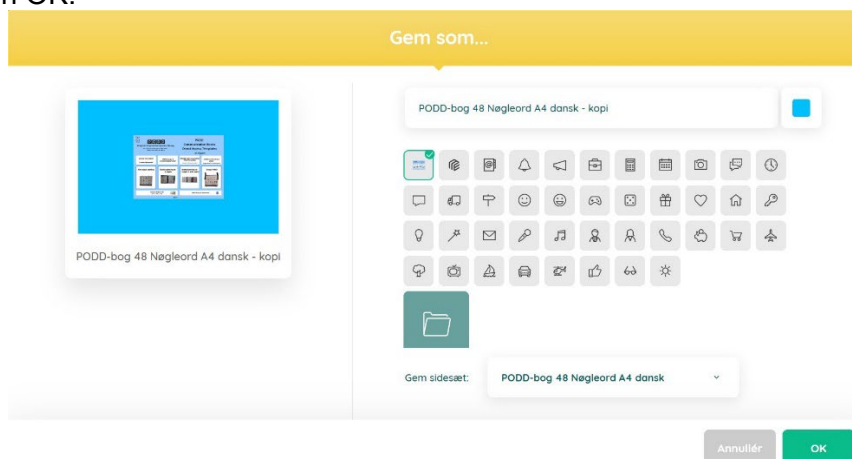
- VEND SIDEN
- TILBAGE TIL SIDE (nummer)A
- GÅ TIL SIDE (nummer) knapper, som linker til sider med underkategorier.

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'.

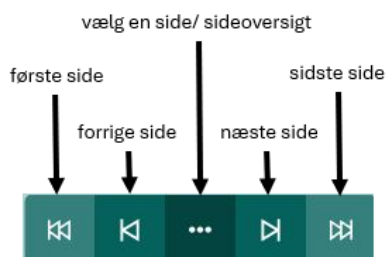
I vinduet GEM, der åbnes, skal man **give bogen et navn** (f.eks. personens navn) og **en dato**. Vælg knappen OK.



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.
2. **01b snak**-side for at medtage yderligere social interaktion / hurtig snak-ordforråd linket fra en alternativ **01a-hovedside** (med et *gå til SNAKKEORD*-link, der erstatter NÆSTE – som er flyttet til den nye *01b-snakside*).
3. **Religion**-sider med link fra siderne med alternative steder.

4. **Sensoriske aktivitetssider.** Personer, der har udfordringer med sansebearbejdnings, har brug for adgang til ordforråd for at bede om sanseoplevelser. Ordforråd til specifikke sensoriske aktiviteter indgår som en underkategori i aktivitetsafsnittet. Denne underkategori er linket fra både *01a start-* og *08a aktiviteter*.
5. **Aktiviteter med underkategorien sport** (som alternativ til legetøj).

Mulige valgsider omfatter: (ikke oversat)

- **01b chat**
 - 01a main right with chat link (TURN THE PAGE replaces I NEED TO GO TO THE TOILET)
 - 01b chat (spaces to add new social interaction / quick chat plus relocated I NEED TO GO TO THE TOILET). See suggestions in the document *Additional Vocabulary Ideas*.
- **08 activities with sport**
 - 08a activities with sport (link to *08e sports* replaces link to *08e toys*)
 - 08b activities with sport (toys vocabulary moved onto this page)
 - 08d outside with sport (includes link to *08e sports* page)
 - 08e sports (replaces *08e toys* page)
- **09c religion**
 - 09a places religion (includes the link to the *09c religion* page)
 - 09a places religion EC (includes link to the religion page and KINDERGARTEN/NURSERY)
 - 09a places religion school (includes the link to the religion page and SCHOOL)
 - 09c religion
 - 10b special events religion (includes the link to the religion page)
- **11 early childhood setting (EC) pages**
 - 00 side panel EC (alternative side panel with link to *11 early childhood* setting replacing the link to actions. Note link to *07 actions* category is also on the 'a page' in every section.)
 - 06a people EC (includes link to *06c kinder/nursery people* subcategory)
 - 06c EC people (includes *kinder/nursery people* people)
 - 09a places EC (includes KINDERGARTEN/NURSERY)
 - 11a early childhood
 - 11b early childhood
 - 11c make EC
 - 11d outside EC
 - 11e early childhood list
- **11 school pages**
 - 00 side panel school (alternative side panel with link to *11 school* replacing the link to actions. Note link to *07 actions* category is also on the 'a page' in every section.)
 - 06a people school (includes link to *06c school people* subcategory)
 - 06c school people (includes school people)
 - 09a places school (includes SCHOOL)
 - 11a school
 - 11b school
 - 11c school
 - 11d school equipment
 - 23a topic
 - 23b topic

- **No educational (school) section**

- 12a clothes NOECS (tab position moved to accommodate no 11 school section)
- 12b clothes NOECS (tab position moved to accommodate no 11 school section)
- 13b things NOECS (tab position moved to accommodate no 11 school section, writing and tech things vocabulary from school section replaces other vocabulary on this page)
- 13c things NOECS (tab position moved to accommodate no 11 school section, vocabulary previous on 13b replaces some list spaces on this page)

- **Sensory Activity pages**

- 01a main left sensory (link to sensory activities replaces LEAVE ME ALONE)
- 01b chat sensory (LEAVE ME ALONE added to this page)
- 08a activities sensory (link to sensory activities replaces GAME sub-category link. GAME & TOYS combined onto one subcategory link)
- 08a activities sport sensory (link to sensory activities replaces. OUTSIDE and SPORT sub-categories combined onto one subcategory link)
- 08b activities sensory (go to LIST instructions changed to *8h or 8i*)
- 08b activities with sport sensory (go to LIST instructions changed to *8h or 8i, toys* with link to LIST added to this page)
- 08c make sensory (go to LIST instructions changed to *8i*)
- 08d outside sensory (go to LIST instructions changed to *8i*)
- 08d outside sports sensory (go to LIST instructions changed to *8i*, link added to the *08e sports* subcategory)
- 08e sports sensory (when sports option is selected this page replaces the *08e toys* subcategory, go to LIST instructions changed to *8i*)
- 08e toys sensory (TURN THE PAGE added to access the GAME subcategory on *8f*)
- 08f games sensory (tabs moved to same position as 08e toys *and* go to LIST instructions changed to *8i*)
- 08g sensory (sub-category to add sensory activity vocabulary, given own tab position)
- 08h list sensory (activities section *8g* list moved to this number)
- 08i list sensory (activities section *8h* list moved to this number and sensory added to the list headings)

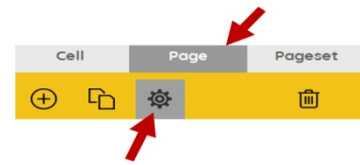
EKSTRA DANSKE SIDER:

- **05 følelser – alternativ**
 - 05a følelser alt
 - 05b følelser alt

- **19 dag og tid med måneder**
 - 19b dag og tid
 - 19c måneder

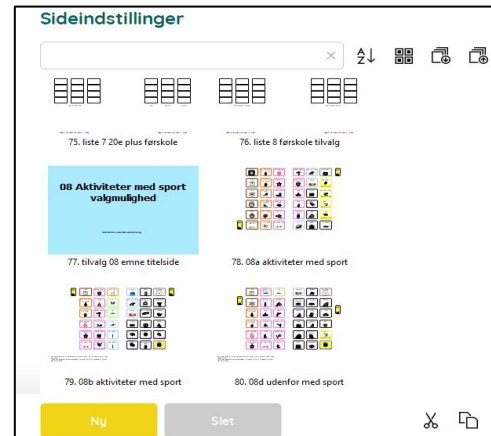
At se, vælge og reorganisere valgsider i Mind Express

- 1) Vælg Menu > Rediger (eller tryk på F2 tasten)
- 2) Vælg Sidenaven 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 (ignorerer 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 videovejledninger - [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 includes items to navigate between pages and frequently required phrases to manage the interaction. I DON'T KNOW, MAYBE and I DON'T UNDERSTAND are located in this accessible position to efficiently provide feedback to partners, request clarification and answer/respond to questions. IT'S NOT IN MY BOOK. I'LL GIVE YOU A HINT is also on the side panel with the main navigation index for easy access from all pages.
- An alternative side panel is 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, the link to *07 actions* section is replaced by the 11 *early childhood* or *school* category link. Note that the link to *07 actions* category is already available on the 'a page' (near the predictably associated verbs) in every section of this PODD book.

01 main / chat

- Vocabulary that is useful to say quickly or within the context of an ongoing conversation or activity is prioritised for inclusion on the first page.
- *Page 01a main left* is attached to the inside front cover (see *construction file* for details). *Page 01a main right* is the first page of the communication book.
- 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.
 - Single words and phrases to support social interaction and environmental control, e.g., I'M SORRY; JUST JOKING; I FORGOT; EXCUSE ME; GOODBYE; THANK YOU; MY NAME IS ...; WHAT'S YOUR NAME?; WHAT DID YOU SAY?; CAN I PLAY?; HURRY UP; GO; STOP IT; PLEASE HELP ME. Phrases for other messages that need to be said quickly, e.g. "I NEED TO GO TO THE TOILET".
 - Single word (core) WH-question words and personal pronouns. There is a space to add the individual's name.
- The right side of *01a* includes:
 - Single word (core) verb, preposition, determiner and adjective vocabulary that is useful to say quickly or in the context of an ongoing conversation or activity. Past and present progressive tense markers are also included on this page.
- The single word (core) vocabulary on both sides of *01a main* is used to generate messages to contribute to, take a quick turn, in conversations, often in relation to another person's topic, and initiate common questions, e.g. I DID THAT; I AM FINISHED; WHERE YOU GET THAT?; CAN I SEE IT?, WHEN DID YOU GO?; WHAT ARE YOU DOING?; I WANT IT.
- This (core) vocabulary can also be used to produce common sentence starters prior to moving to another category to finish the sentence.
- There is no *01b chat* in the main page set. If you require additional vocabulary for social interaction / quick chat add *01b chat* using the templates in the **option - 01b chat**. See the *Additional Vocabulary Ideas* document for suggestions of other social phrases.

- You will need to select an alternative pages for 01a main left & right and 01b chat to add the **option – sensory activity pages**.

Vocabulary for words such as YES, NO, HELLO are not included in the first pages of this PODD book based on the assumption that the communicator will use unaided modes 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 book.

02 opinions

- This section includes a range of adjectives and other vocabulary to express opinions. Options are provided to express similar meanings in different ways, e.g., YUCKY, GROSS and DISGUSTING; PRETTY, BEAUTIFUL and GORGEOUS. This provides the communicator with opportunities to select the word they want to use to express their personality and explore different styles of communication with different partners.
- Predictably associated vocabulary to generate sentences and ask questions related to opinions is organised into columns on *02a* according to syntactic part of speech. A BIT and REALLY are included to quantify the intensity of the opinion. TRY and WORK are included on this page as partners frequently use the opinion page to provide feedback to children, e.g., GOOD WORK. .
- *Opinion* vocabulary is organised semantically across two pages.
 - *02a* includes more common opinion vocabulary organised into two columns (one column more “positive” opinions, the other more “negative” opinions). OK and SILLY are located in a third column.
 - *02b* includes additional opinion vocabulary. More “negative” opinions are placed on the left side and more “positive” opinions are placed on the right side. Some contrasting vocabulary pairs are positioned together, RIGHT/WRONG in the far right column and DIFFICULT/EASY in the middle columns of the two-page opening.
 - Adjective vocabulary is also included in other categories to express different pragmatic functions
 - *03 something’s wrong* – to complain
 - *04 health & body parts*
 - *05 feelings* – to relate, describe and discuss feelings
 - *21 descriptions* – to describe things

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

- In addition to adding or deleting vocabulary, you can change the words associated with some 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.
- Predictably associated vocabulary to complain and ask questions about complaints is organised into columns according to syntactic part of speech.
- *Something wrong* vocabulary is organised semantically across two pages.
 - *03a* includes common complaints vocabulary and predictably associated vocabulary that is used to start sentences using words from both pages in this section.
 - *03b* includes additional complaints vocabulary and phrases to express common complaints. I, ME, MY, MINE is repeated on this page for use in the middle or end of sentences such as SOMEONE HIT ME.

- Predictive links to *04c body parts* are associated with HURT, SORE, PAIN; ITCHY and CUT/BLEEDING. 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.
- Communicators cannot always specifically identify what is causing them to feel upset. The I DON'T KNOW WHAT'S WRONG phrase is useful to enable the communicator to express that they are just upset but cannot tell you why. It provides the communicator with the option to not answer people's requests to know why they are upset and prevent continual guesses to discover the problem.
- The vocabulary in these template pages reflects common complaints. You will need to customise this section to include the main complaints required by an individual. It can be helpful to discuss what upsets the individual with key communication partners. A range of different complaints vocabulary is included in the *Additional vocabulary ideas* document.
- There is some overlap of vocabulary in this section with other sections to express different pragmatic functions
 - *02 Opinions* – to express opinions
 - *04 Health & body parts*
 - *05 Feelings* – to relate, describe and discuss feelings
 - *21 Descriptions* – to describe things

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

- Check the vocabulary available in the health section prior to adding vocabulary. You may choose to include some vocabulary in both sections if the health issue results in common complaints, e.g., an individual who has frequent reflux may require YUCKY BURP in both sections, 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 in the main navigation index of this PODD book.
- Vocabulary in the health section is organised into separate pages with consideration to the most efficient use of predictably associated vocabulary.
 - *04a* includes words related to health visits (GO, SEE, VISIT, STAY SAY, health professionals, health places, common procedures) and common health problems that the individual may HAVE or FEEL. Predictably associated vocabulary to start sentences including words from all pages in this section is also included on *04a*.
 - *04b* includes disability related words, health procedures, problems and illnesses, including health problems that may require the application of bandaids, bandages or cream. As body part vocabulary is frequently used with vocabulary on this page, a direct link to *04c* is repeated on this page. A *list* for health words is included on this page.
 - *04c* includes body parts and common body part actions, i.e., WASH, BRUSH and TOUCH and prepositions ON and IN. A *list* for body parts is included on this page.

- There is some repetition of the predictably associated vocabulary on all pages to support more efficient sentence production without the need to change pages, e.g. I, ME, MY, MINE is included on all pages for use in the middle or end of sentences such as, I HAD MY MEDICINE, DON'T WASH MY FACE.
- Spaces have been left on these pages for customisation to reflect individual experiences and requirements. See the suggestions written on the template pages.

05 Feelings:

- Feelings words are included in this separate section, primarily to relate information, tell stories and answer questions.
- Options are provided to express similar meanings in different ways, e.g., TERRIFIED, SCARED, NERVOUS, and PANICKY. This provides the communicator with opportunities to select the word they want to use to express their feelings and personality.
- Predictably associated vocabulary to start sentences and ask questions using feelings vocabulary from both pages in this section is located on the first page.
- *Feelings* vocabulary is organised semantically across two pages.
 - 05a includes more common feelings vocabulary that is not included in a prominent location in other sections of the PODD book.
 - 05b includes additional feelings vocabulary. More “negative” feelings are placed on the left side and more “positive” feelings are placed on the right side. The contrasting vocabulary pairs HUNGRY / THIRSTY and HOT / COLD are located in the far right column.
- There is some overlap of vocabulary with other categories to express different pragmatic functions e.g., *02 Opinions* – to express opinions; *03 Something's wrong* – to complain; *04 Health & body parts* and *21 Descriptions* – to describe things. It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

06 People:

- This section includes people's names, relationship and occupation vocabulary. This section will require considerable customisation. See the suggestions written on the templates.
- Predictably associated vocabulary to start sentences and ask questions using the people vocabulary from all pages in this section is located on *06a*.
- *06a-b people* vocabulary is organised into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words, occupations.
- There are both separate 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 *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):

- A large range of verb vocabulary is included in this section. As this page set is typically used by individuals who have not as yet developed a sound knowledge of alphabetical organisation there is an attempt to organise this vocabulary according to semantic associations and the predictably associated vocabulary on each page. Note: alphabetical organisation also focuses the communicator (and partner) on the written word, reducing their use of symbol colour and shape cues to quickly locate items on the page.
- *07a* includes verbs commonly used to begin sentences and questions which include other verbs, e.g. I WANT TO; YOU HAVE TO; CAN I ...; I'm GOING TO...; HE SAID TO...; HELP ME..; SHE TOLD ME TO ...; I KNOW HOW TO and a subcategory link to *07d movements*.
- *07b* includes verbs and associated prepositions commonly used to relate information about, instruct and request actions during play and other verbs frequently used with the increased range of prepositions on this page.
- *07c* includes feeling, thinking, communication, state, existence, work, and game play related verbs. UP is predictably associated on this page to be used with verbs on this page e.g., ACT, GROW/GREW, WAKE/WOKE.
- *07d* includes daily routine, eating, cooking, art and writing related verbs. The *List* for this section is also on this page, accessible from previous pages using *TURN THE PAGE* operational instructions and from *07e* via the *GO TO 7D LIST* button.
- *07e* includes movement, and other verbs that did not fit on previous pages.
- The tense makers *PAST TENSE –ED* and *–ING* and negation (NOT, DON'T, CAN'T) are included on all pages in this section.
- The range of possible action words is huge. This makes it difficult to practically include all verbs in the action section. Words are prioritised for inclusion in this action word section if they are used
 - to construct sentences across a range of semantic categories
 - as auxiliaries in verb phrases
 - to request actions or give instructions
 - to refer to a specific movement the individual performs.
- Additional verbs are located in other sections. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word category a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, SPREAD, LICK in the food/drink section
- If more LIST spaces are required, you could add another “list only” page *07f* linked from a general GO TO LIST instruction (see section *08 activities* for examples of list only pages and GO TO LIST instructions).

08 Activities:

- The activities section in the main page set uses four subcategories to organise the large vocabulary required to request, talk about and interact during different activities.
 - *08c Make something*
 - *08d Outside activities*
 - *08e Toys*
 - *08f Games*
- *08a and 08b* include vocabulary for other activities that do not fit into the above subcategories, e.g., *television, reading a book, music*. Predictably associated vocabulary to ask general questions and start sentences using vocabulary from all pages in this section is included on *08a*.
- Associated vocabulary to interact during activities is included on the same page as the name of the activity. This results in a larger range of predictably associated vocabulary on all pages in this section, with vocabulary repeated on multiple pages to support more efficient interaction during activities. There are no activity display pages in this PODD book.

- Some pages include predictive links to directly access subcategory pages in other sections of this PODD book to facilitate more efficient interaction during activities, e.g., *08c make something* includes a link to *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, tapes, 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 LIST 8g* to access a list of the individual's favourite *BOOK* titles. A general instruction to *GO TO LIST 8g/h* is also included on all pages to access other, more general, activities vocabulary.
- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the templates.
- There are also some optional pages available for this PODD book in the options section. 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 to the *08e sports options*. You could choose to keep the *08e toys* section and add the sports page as an additional page *08g sports*.
 - *Sensory activity pages* including a *08f 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 *08e toys* with *08e drama* for an individual who is very involved in theatrical activities but not very interested in playing with toys or add an additional page *08g drama* for an individual who needs all of the current pages in addition to a page about drama. **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 and positions as required.** 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 tag 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 a range of vocabulary for places that are visited and talked about, including places that are referred to in stories, pretend activities and songs.
- *09a* includes a range of vocabulary relevant to going to, visiting, taking things to, seeing people at, getting something from, doing things at, driving to, walking to, coming with someone to, seeing something at various places. This vocabulary is used to introduce messages or ask questions using places vocabulary from either page. The pronoun *IT* can be used to refer to things previously identified using vocabulary in another section.
- Places vocabulary is organised on pages *09a* and *09b*.
 - Vocabulary for frequently visited / talked about places is positioned on *09a*.
 - The remainder of the vocabulary is organised on *09b* according to meaningful semantic associations, e.g., holiday places, nature places, recreational places, shops, restaurants and take away food places, health places, city places.
- Not all place names are included in the *places* section
 - places found in the house or garden are included in *14 house & garden*
 - transport places are included in *16 transport*
 - school places are included in *11 school*

- some special event places, e.g., *circus* would be included in *10 special events*
- place names related to animals, e.g., *sty*, *kennel*, would be included in *18 animals*.
- health places are included in *04 health*

(09c Religion – optional)

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

11 Early childhood (EC) / school settings

- 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.

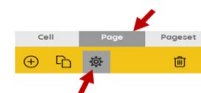
If a young child does not currently attend an educational setting, you may leave this number blank in the PODD book for easy insertion of these pages if required. Select to use the alternative *12a clothes NOECS* page located in the *option – no educational setting*. Locate and delete the placeholder 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 particular place**, then vocabulary for the activities and places for their routine activities would be added to other sections in the PODD book. In this instance
 1. In Edit mode, select page settings
 2. Select and move pages in the *option – no educational setting* (i.e., *12a, 12b, 13b* and *13c* NOECS pages)
 3. Delete all pages with the same number (i.e., *12a, 12b, 13b* and *13c*)
 4. Locate and delete the placeholder page *11a Early childhood 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) replacing the link to actions. (Note link to *07 actions* category is also on the 'a page' in every section.)
- *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 early childhood* 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 pre-school daily routine activities and links to the subcategories *11c make something* and *11d outside activities* in this section and to *06c kinder/nursery people* in the people section. The words TEACHER FRIEND and CHILDREN are also available on page *11a* for more efficient use with other vocabulary in this section.
- *11b early childhood* includes vocabulary to request, talk about and interact during common pre-school inside activities. HOME CORNER suggests a link to the *14 house and garden* section to locate vocabulary to play house. DRESS UPS suggests a link to the *12 clothes* section to locate vocabulary to play dressing up.
- *11c make ec* includes vocabulary to request, talk about and interact during common pre-school "making activities".
- *11d outside ec* includes vocabulary to request, talk about and interact during common pre-school outside activities.
- *11e early childhood list* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games.

Remember to also engineer the pre-school environment with a range of activity displays accessible for all children to use.

School pages:

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

13 Things:

- This section includes any 'thing' that does not readily fit into another category. Vocabulary for things may be included in a number of sections. For example:
 - things that are generally found at home/school/early childhood setting would be included in those other sections
 - things related to specific activities, e.g., sports, games, would be located in the activities section
 - personal equipment that is worn, e.g., AFOs, splints, is included in the clothes category.
- Vocabulary is organised in the things section across 3 pages according to meaningful semantic associations such as, money things, disability equipment, AAC equipment, swim things, stationary, sewing things, camping equipment, personal technology, photo things, award things, 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 things that are more frequently used or talked about.
- *13b* includes any item that TURNS ON or OFF, is WON, FROM or needs to be FIXED as this predictably associated vocabulary is only on this page. NOTE that NOT, HAVE, PUT, AND, IN are intentionally repeated on this page.

- 13c includes swim things and other less commonly used or talked about things with some repeated predictably associated vocabulary.
- There is an attempt to order *thing* vocabulary according to likely sentence word order. For example, on page 13c FIRE and SMOKE are positioned above ALARM to produce word order such as FIRE ALARM / SMOKE ALARM.
- You will need to customise these pages to add personal items and other things related to the individual's interests and experiences. You may also want to move items to different pages to suit the individual's word usage patterns. Consider the predictably associated vocabulary available on each page when moving or adding vocabulary.
- A larger list is included on 13c as a wider range of fringe vocabulary is often added to this section.

14 House & Garden:

- The house and garden section in this PODD book uses four subcategories to organise this large vocabulary, based on the place things are located / occur in the house or garden.
- 14a includes the subcategory links to 14c *bathroom/laundry*, 14d *kitchen*, 14e *outside* and 14f *tools* and the names of other rooms in the house. The words LIGHT and SWITCH are also included on this page (because there was space). Space has been left in the column of people/personal pronouns on page 14a to add the names of family members to identify the different bedrooms in the house. MUM & DAD'S is already added. The communicator would refer to their own bedroom using the personal pronoun MY BEDROOM.
- 14b includes parts of the house/room, furniture and things found in the bedroom and lounge room. A range of spatial prepositions are included on this page with the pronoun IT to allow the discussion of where other things are in the house (i.e., may previously have identified what IT refers to using vocabulary from another section). Verbs reflecting common actions performed on household equipment are also included on this page. VACUUM and SWEEP are also included on this page as the items they clean are on this page, i.e., floor, rug, couch.
- 14c *bathroom/laundry* includes:
 - furniture and things found in the bathroom and toilet including actions related to washing, and a direct link to 12c *grooming* to access vocabulary for other things that may be found in the bathroom
 - equipment and things related to doing laundry, including some things usually found outside such as CLOTHESLINE. Vocabulary for cleaning equipment is also located on this page.
- 14d *kitchen* includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. Predictably associated vocabulary includes basic cooking and cleaning related verbs and prepositions. Includes a link to 15 to access more specific cooking actions and food/drink vocabulary.
- 14e *outside* includes things found in the garden/yard of a house, nature, and gardening vocabulary, including gardening tools.
- 14f *tools* includes workshop tools and actions.
- Instructions to *GO TO THE LIST* on page 14f are included on all pages that end a subcategory section.

15 Food / drink (meal):

- This section includes the names of a range of common foods and drinks and associated cooking and mealtime actions and descriptions.
- 15a provides vocabulary to interact during mealtimes (basically an activity display) and the names for mealtimes (BREAKFAST, LUNCH, DINNER and SNACK). A suggestion to go to page 15c is associated with the word DRINK to facilitate faster, more direct, access to the names of specific drinks.
- Specific food/drink items are organised across the following four pages according to the type of food or drink. There is an attempt to place commonly combined food items on the

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

16 Transport:

- This section includes vocabulary related to transport including recreation, water, air, and road vehicles, transport places, vehicle parts, driving, road and railway words. Vocabulary to play with toy cars is also included in this section.
- Vocabulary is organised across two pages according to meaningful semantic associations. Commonly used transport words and predictably associated vocabulary to start questions and sentences using words from both pages is included on page 16a.
- Page 16b includes an instruction to GO TO LIST on page 17b, in the CHARACTERS section to avoid adding another page for Lists in this section.

17 Characters:

- Character vocabulary needs significant 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, concert, band. You may need to change some of 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 the family, 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 pets, farm animals, birds, reptiles and insects.
 - *Page 18c* includes Australian, zoo/wild and marine animals. The LIST for this section is also included on this page.
- BABY ANIMAL (on *18a* & *18b*) is used, as a hint, to indicate that the word wanted is the next (pointed to) animal's young, e.g., indicating BABY ANIMAL then DOG = PUPPY.

19 Days & Times:

- This page set includes a range of commonly used time concepts. Children generally require many models of these concepts used by others in order to learn their meanings. These concepts are also commonly taught in many educational programs.
- *19a* includes common time concepts, e.g., YESTERDAY, TODAY, TOMMORROW, TONIGHT, NOW, SOON, LATER, EARLY, BEFORE, AFTER, times of the day and adjectives and prepositions that are predictably used with these words. This page set includes a broader range of predictably associated wh-questions, personal pronouns, and verbs to discuss when events will/have happened. The general time hints IT'S ALREADY HAPPENED; IT'S GOING TO HAPPEN; IT'S ALWAYS HAPPENING and A LONG TIME AGO are useful to clarify the general time frame/tense of a message when communicators are not able to identify the specific time of an event. Partners frequently support the communicators' 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 the days of the week, WEEK, MONTH, YEAR, the seasons and words related to time, e.g., MINUTE, HOUR, CLOCK, WATCH, CALENDAR, and predictably associated question words, prepositions, determiners and adjectives.

20 Descriptions:

- This section includes a range of conceptual language used to describe things, people and the weather. Weather words are included in this section because we describe the weather.
- The concepts commonly taught in educational programs influences the vocabulary included in this section.
- Vocabulary is organised according to what the word describes, e.g., size, taste, speed, feel, look, sound, temperature, colour, shape, number or weather.
- There is an attempt to place vocabulary that is frequently used together on the same page to facilitate ease of sentence production and participation in common educational activities, e.g., colour and shape words are on the same page with colour words on the left and shape on the right side. Opposites are on the same page in adjacent locations, e.g. "Do you want to go FAST or SLOW?"
 - *20a* includes vocabulary to start questions and sentences using vocabulary from all pages in this section. Links to the three subcategories, *20c colour & shape*, *20d numbers and size*, and *20e weather*, are located on this page. SAME and DIFFERENT are included on this page as these words are used in combination with vocabulary on all other pages. Other commonly used descriptors are also on this page.

- *20b* includes a range of adjectival vocabulary to describe the smell, taste, look, age, presence, sound, feel, and general attributes of people and things
- *20c* includes vocabulary to describe colour & shape attributes. Predictably associated vocabulary includes words commonly used with colour and shape descriptors when drawing or writing.
- *20d* includes vocabulary to describe number and size. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during early educational activities (mathematics) to develop number, money and size concepts.
- *20e* includes a range of vocabulary to describe and discuss the weather and weather reports. A direct link to *19 days and times* is included on this page to provide more obvious access to this frequently required vocabulary to discuss the weather.

NOTE that only the numbers 1-10 and 0 are included on the numbers page. People 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.

- Adjective vocabulary is also included in other sections to express different intents.
 - *02 Opinions* – to express opinions
 - *03 Something's wrong* – to complain
 - *04 Health & body parts*
 - *05 Feelings* – to relate, describe and discuss feelings
- Vocabulary may be repeated in multiple sections to assist location and efficiency to express the same vocabulary for different purposes. It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

21 Little words:

- This section includes a range of determiner, preposition, adjective, adverb and noun vocabulary used to build sentences. Words in this section are organised alphabetically across two pages.
- *Little words* are also included in other sections as predictably associated vocabulary. The *21 little words* section is predominantly used when writing using this PODD book and to participate in educational activities. During interactive communication, it would be inefficient to navigate to and from the *22 little words* section to add a word that may not significantly improve intelligibility of the message. Generally, the communicator would use the words available in the predictably associated vocabulary in each section. The *100+* and *90+ complex syntax* PODD books provide more "little words" in every section as predictably associated vocabulary.
- The little words section is positioned adjacent to *22 alphabet* for ready access when spelling or during writing and spelling educational activities.

22 Alphabet:

- QWERTY keyboard layout spelling displays:
 - Page *23a* lowercase
 - Page *23b* UPPERCASE
- The background of punctuation items is highlighted pale yellow. You may choose to highlight the vowels by changing the colour of the button border or background.

- Includes some useful, spelling-related phrases to inform and instruct the partner.
- Includes a link to the *21 little words* section.

(23 Topic – 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 spaces to fill in with topic specific words are included in this resource.
 - To enable topic pages to be easily changed when the class topic changes, only the left side of page 23a is laminated (onto the back of the right side of page 22b). The other pages are put into plastic letter files (see *construction file* for details).
 - Some children keep previous topics in another folder. Other children may need access to multiple topic pages. If this is the case you will need to make an index on page 23a *right* to navigate 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 omfatter 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. Omfatter felter til symboler og liste samt instruktionen *GÅ TILBAGE TIL (nummer)A* (start af sektionen)

Brug af skabelonsiderne til at lave nye sider

- I redigeringsstilstand kan man finde skabelonsiderne. Vælg de 3 prikker på værktøjslinjen foruden. 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

Hvor vil du tilføje siden?

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 sættes 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 48 udvidede 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!!**