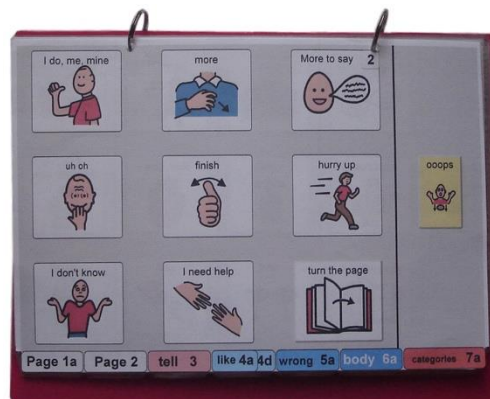


Direkte udpegning – 9 pr. side Udvidede funktioner



Generel beskrivelse

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

- Kommunikationspartneren for at støtte barnet i at forstå partnerens budskab.
- Ældre børn, hvis aktuelle kommunikation, sprog og betjeningsfærdigheder passer til dette sæt. Yderligere tilpasning vil være påkrævet i forhold til valg af ordforråd og aktiviteter for at imødekomme personens alder og livserfaring. (se valgmuligheder *mening og historier/aneddoter*).
- Personer, hvis betjeningsmetode stadig er usikker. Adgang til flere betjeningsmetoder i den samme PODD-bog muliggør observation over tid for at finde de mest effektive metoder for en person. Som valgmulighed findes en side med gitterlinjer, der kan tilføjes til alle sider for at tydeliggøre adskillelsen mellem kolonner til brug ved partnerstøttet visuel scanning (se *fremstillingsfilen til 9 pr. side udvidede funktioner med scanning*).
- Personer som har brug for forskellige betjeningsmetoder for at sikre forståelighed/effektivitet, når deres direkte betjening varierer meget, f.eks. vil de på forskellige tidspunkter af dagen, i forskellige positioner kunne bruge direkte betjening mens de på andre tidspunkter har brug for partnerstøttet visuel scanning for at betjene deres PODD-bog.
- Personer som tager og giver/viser de enkelte symboler til andre (se *fremstillingsfilen 9 pr. side – udvidede funktioner, tag og giv*).
- Børn som har brug for en mindre tavlestørrelse med den samme kompleksitet af sprog og kommunikation. Dette sæt kan gøres mindre ved at bruge en printer, som giver mulighed for at ændre størrelsen af det, der udskrives.

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

Sprog

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

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

- Ordklasser, som er repræsenteret i denne PODD kommunikationsbog er hv-spørgeord, navneord i form af grundled og genstandsled, stedord, udsagnsord, negation, udråbsord, tillægsord, biord og forholdsord
- Forudsigeligt tilknyttet ordforråd støtter brugen af 2-4 ords sætninger. Mere komplekse sætninger kræver at der bladres til flere sider (eller en anden PODD-bog med et større forudsigeligt ordforråd til mere komplekse sætninger).
- Inddrager et antal strategier til at kompensere for nogle af begrænsningerne, der er ved at bruge støttende symboler og til at facilitere udviklingen af en tydelig og socialt værdsat kommunikation, f.eks. fingerpeg til tid og forudsigelige links
- .
- DET ER IKKE I MIN BOG, JEG GIVER ET VINK er placeret på kategorisiderne. Dette symbol bruges til at udvide det ordforråd, som er til rådighed ved at opfordre partneren til at gætte det ord, der er brug for, når vedkommende får vist et ord/bogstav, som kan henføres hertil. Med brug af denne sætning kan personen indikere at det næste ord/bogstav ikke egentlig er en del af budskabet, men et vink til partneren om at gætte på et andet ord, som ikke er i kommunikationsbogen. Når ordet er gættet, opfordres partneren til at skrive ordet på en passende liste.
- Et symbol med link til GÅ TIL LISTE (som er hæftet på bagsiden af den forrige side) findes på den sidste side af alle sektioner/kategorier
- Symbolerne i dette sidesæt repræsenterer primært enkeltord. Dette giver mulighed for at tolke mange betydninger ud fra det ene symbol. F.eks. ordet HJÆLP kan tolkes som, "Skal jeg hjælpe dig?", "jeg hjælper", "jeg har brug for hjælp" afhængig af den aktuelle

kontekst. Der er nogle få symboler, som repræsenterer hele fraser/sætninger for at øge effekten og vedligeholde samtalens flow, når man skal udtrykke beskeder som er stærkt forudsigelige, tidsafhængige eller sociale beskeder, f.eks. "JEG VED IKKE", "JEG ELSKER DIG", "UNDSKYLD MIG", "DET ER JEG KED AF"

Layout

- Enkeltsidet bog med plads til 9 felter med sproglige emner plus separate "betjeningsknapper".
- Kommunikationsbogens sider er i A4, liggende format. Bogen kan også udskrives i andre formater med brug af printerens skaleringsfunktioner for at passe til personens behov, som har brug for mindre tavler. Sættes udskrivning til at passe til A5 papir vil det give en bog på 69 % af en A4 papir størrelse.
- Baggrunden på siderne er lysegrå for visuelt at tydeliggøre placeringen af "symbolknapperne". Hvis udgifterne til toner er et problem, kan baggrundsfarven fjernes ved at gå til redigeringstilstand og åbne sideredigerings-vinduet i Mind Express®.
- Symbolfelterne er ca. 4.6cm høje, 5.1 cm brede. Afstanden mellem symbolerne er 1.1cm i bredden og 1.6cm i højden
- Felter med *GA TIL SIDE* (nummer), har en lille firkant i det højre øverste hjørne. Nummeret på siden (ved mørkere farver) eller den lille firkants baggrund (ved lysere farver) matcher farven på fanen på den side, som nummeret henviser til (se *farve-masterfilen på oversigten på startmenu-siden*).
- 3 betjeningsfelter er i højre side af en tavle og adskilt fra de øvrige felter med en lodret streg. Disse felter er 4,6 cm høje og 2,8cm brede med 1.7cm afstand mellem felterne. Til dette sidesæt er følgende betjeningsfelter taget med:
 - o *TILBAGE TIL SIDE 1* – findes på første side i alle sektioner.
 - o *TILBAGE TIL SIDE (nummer) A* er taget med, så man kan komme tilbage til første side i en sektion fra alle sider i sektionen.
 - o *UPS* – indikerer, at noget er gået galt i kommunikationsprocessen. Det giver personen mulighed for at vise, at der er noget galt, at der er sket en fejl, og at der er brug for partneren til at hjælpe med at finde fejlen og rette den.
 - o *GA TIL KATEGORIER* – på alle sider giver adgang til kategorioversigt (hovednavigation) for at kunne navigere til andre dele af kommunikationsbogen.
En person, som har svært ved direkte udpegning på disse felter, kan indikere kolonnen og så bruge partnerstøttet scanning til at vise den særlige funktion, de ønsker udført. Betjeningsfelterne kan også støtte partnerne i at betjene kommunikationsbogen
- Betjeningsinstruktionen til *VEND SIDEN* er placeret i tavlens generelle del i højre nederste hjørne. Denne placering er valgt for at gøre det lettere for personen at kontrollere den bevægelse, der skal til for at komme til ordforråd på næste side.
- Lister trykt på labels er klistret på bagsiden af siden før den side, som indeholder instruktionsfeltet med *GA TIL LISTE* (se fremstillingsfilen). I dette sidesæt har baggrunden af feltet *GA TIL LISTE* samme farve, som sektionen har. Det tydeliggør funktionen af dette felt. Det kan forvirre nogle børn, og kan let fjernes i med brug af farveredskabet i knappens stil.

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

Navigation

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

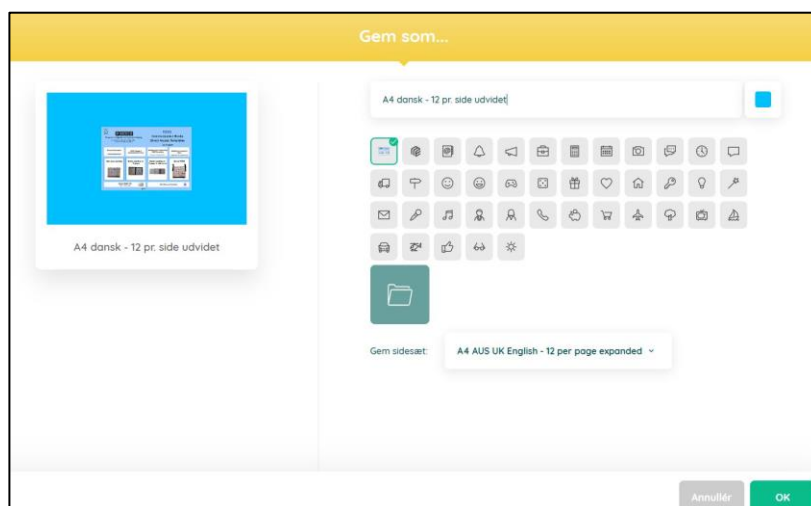
- Første side **MERE AT SIGE** – gå til side 2
- **Pragmatiske sætningsstartere** er på side 2
- (obligatorisk link til FORTÆLLE side 3 for at tydeliggøre tid og besked for nogle kommunikationshensigter)
- **Kategorioversigt** på side 7
- Forudsigelige link bruges til at hjælpe personen med at medtage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

Tilpasning af en personlig PODD-bog.

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

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

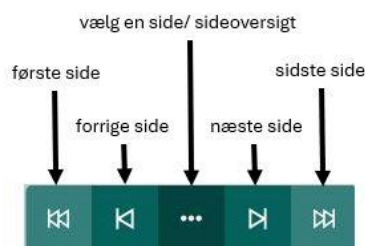
I vinduet GEM, der åbnes, skal man **give bogen et navn** (f.eks. personens navn) og **en dato**. Vælg knappen OK.



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

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

Man skal vælge redigeringsstilstand, MENU – rediger (eller trykke på F2-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 til denne PODD-bog omfatter:

1. Tilpasninger til at støtte brugen af partnerstøttet visuel scanning ved at placere linjer mellem hver kolonne. Se *Fremstillingsfilen 9 pr. side udvidede funktioner scanning* for nærmere instruktion i at tilpasse siderne til scanning.
2. Yderligere sider til børn, som går i skole eller kommer i en førskoleinstitution. Brug af disse sider kræver andre sider: *03 fortælle* og *07 kategorier* med links til disse sider.

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

Overvejelser ved valg af MENING og HISTORIE/ANEKNOTE-sider

MENING

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

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

HISTORIER/ANEKDOTER

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

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

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

- Hvorfor?
- Jeg synes
- Andre syntes

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

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

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

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

Tilvalgssider inkluderer (ikke oversat til dansk):

- **10d & 10e physically active movement** (pages including alternative movement vocabulary for individuals who are more physically active)
- **11d make with build** (build replaces messy play)

- **15 hair, jewellery & make-up pages**
 - 15d hair
 - 15d jewellery
 - 15d make-up
- **18 food/drink optional pages**
 - 18 meal indep (alternate meal display for individuals who independently eat/drink)
 - 18a with food drink (meal display with links to pages of food and drink symbols)
 - 18b foods (page to add preferred foods)
 - 18b symbol list (symbol list for foods)
 - 18c drinks (page to add preferred drinks)
 - 18c symbol list (symbol list for drinks)
- **21 animal optional pages**
 - 21b animals (includes links to animal pages with symbols)
 - 21d farm (page of farm animal symbols)
 - 21e wild/zoo (page of wild/zoo animal symbols)
 - 21f Australian (page of Australian animal symbols)
 - 21g water (page of marine animal symbols)
 - 21h insects (page of insect symbols)
 - 21e reptiles (page of reptile symbols)
- **25 early childhood (EC) setting pages**
 - 07a categories EC (link to *early childhood* section replaces link to *transport*)
 - 07b categories EC (link to *transport* moved to this page, replaces link to *food/drink*)
 - 07c categories EC (link to *food/drink* moved to this page)
 - 09a people EC (includes link to *09c early childhood people* subcategory)
 - 09c EC people (early childhood people)
 - 25a early childhood
 - 25b early childhood
 - 25c make EC (early childhood)
 - 25d outside EC (early childhood)
- **25 school pages**
 - 07a categories school (link to *school* section replaces link to *transport*)
 - 07b categories school (link to *transport* moved to this page, replaces *food/drink*)
 - 07c categories school (link to *food/drink* moved to this page)
 - 09a people school (includes link to *09c school people* subcategory)
 - 09c school people (school people)
 - 25a school
 - 25b school
 - 25c school places
 - 25d school things
 - 25e pencil case
- **51 alphabet**
 - 07c cat alpha NOECS (categories with link to *alphabet*, with no early childhood or school sections)
 - 07c cat alpha ECS (categories with link to *alphabet* and relocated link to *food/drink* – to be used when including both alphabet and early childhood/school options)

- 51a – f alphabet pages (group-item layout to access the alphabet. 51a groups 5-6 letters on 5 large buttons in alphabetical order with links to pages 51b – f and the symbols for FIRST SOUND and END, SPACE. Other pages have individual letters on 5-6 large buttons.)
- **Grids for scanning**
 - 01a main scan (example of how pages look with grid lines added to support the use of partner-assisted scanning access)
 - gridlines for scanning (lines to add to most pages to support the use of partner-assisted visual scanning access – see *construction file* for details)
 - 55 story scan lines (lines to add for scanning pages 51 *alphabet* and 55 *story*) – see *construction file* for details)
- **Opinion plus anecdote:** Includes both alternative opinion pages and the pages for communicators to tell pre-prepared anecdotes
 - 02a branch opin (02 *branches* with OPINION pragmatic branch starter and LET'S PRETEND relocated from 03 *tell*)
 - 03 story opin (tell page with LET'S PRETEND removed and a link to the 55 *My stories* anecdote section added – used with both opinion and stories options)
 - 03 tell opinion (tell page LET'S PRETEND removed – used with opinion option but no stories option)
 - 04 opinion female (link to *I like this* page has female version PRETTY in text)
 - 04 opinion male (link to *I like this* page has male version HANDSOME in text)
 - 04b opinion
 - 04c like female (female version PRETTY)
 - 04c like male (male version HANDSOME)
 - 04d opinion don't like
 - 05a wrong opinion (links changed to OPINION)
 - 07c cat opin ECS (links to OPINION, modified for EC/school)
 - 07c cat opin NOECS (link to OPINION, not modified for EC/school)
 - 07c cat story ECS (links to LIKE / DON'T LIKE and MY STORIES modified for EC/school)
 - 07c cat story NOECS (links to LIKE / DON'T LIKE and MY STORIES not modified for EC/school)
 - 07c cat story alpha ECS (links to LIKE/DON'T LIKE, MY STORIES and ALPHABET, modified for EC/school)
 - 07c cat story alpha NOECS (links to LIKE/DON'T LIKE, MY STORIES and ALPHABET, not modified for EC/school)
 - 07c story opin alpha ECS (links to OPINIONS, MY STORIES and ALPHABET, modified for EC/school)
 - 07c story opin alpha NOECS (links to OPINION, MY STORIES and ALPHABET, not modified for EC/school)
 - 07c story opin ECS (links to OPINION and MY STORIES, no alphabet, modified for EC/school)
 - 07c story opin NOECS (links to OPINIONS, MY STORIES, no alphabet and not modified for EC/school)
 - Alternative activity displays with links to OPINION: 27 TV opin; 28 music opin; 29 book opin; 30 game opin; 31 dough opin; 37 puzzle opin
 - 55 instruct (instructions for using anecdote pages – note print these separately to train key partners to co-construct anecdotes – do not bind into PODD book)
 - 55a & 55b story index (index to access pages for different stories).
 - 55c-55r story (pages to write personal stories/anecdotes).
- **Sensory activity pages**
 - 05a wrong sensory (something's wrong page with item "I NEED A SENSORY ACTIVITY" linked to the sensory activities subcategory)

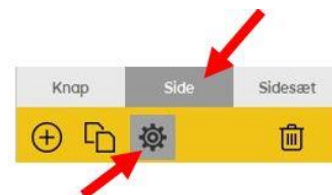
- 11a activities sensory (link to SENSORY ACTIVITY subcategory replaces COMPUTER, IPAD)
- 11b activities sensory (COMPUTER, IPAD added to this page)
- 11g sensory (place to add individual's preferred sensory activities)

EKSTRA DANSKE SIDER:

- **15 tøj personlig pleje**
 - 15a tøj kropspleje
 - 15d liste kropspleje
 - 15d kropspleje
 - 15e liste makeup smykker
- **20 figur rolle udvidet**
 - 20a figur rolle (2)
 - 20b figur rolle (2)
- **22 dag og tid med måneder**
 - 22b dag / tid alt
 - 22b liste måneder
- **23 føleler**
 - 23a følelser
 - 23b følelser

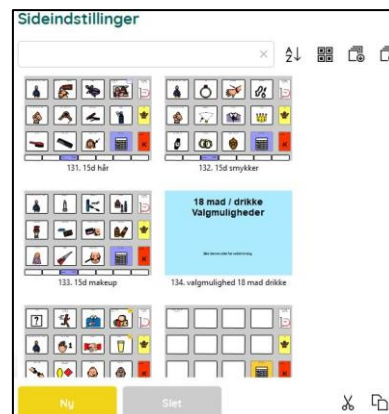
At se, vælge og reorganisere valgsider i Mind Express

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



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

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



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

Tilret PODD-bogens sider

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

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

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

Beskrivelse af sektioner (ikke oversat)

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

01 main/chat

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

02 branch starters

- This page is part of the **main navigation system**.
- Pragmatic branch starters indicate the communication intent of the message.
 - Some functions have predictive links to pages of vocabulary to express these intents.
 - The vocabulary required to express other functions is less predictable and the navigation needs to go through the categories index.
 - The I'M TELLING YOU SOMETHING branch starter has an obligatory link to the 03 tell page to provide more information, e.g., tense clues, to support the partner's understanding of the communicator's key-word messages.
- Due to the limitations of only 9 symbol spaces per page, some of the pragmatic branch starters are located on the 03 tell page accessed via I'M TELLING YOU SOMETHING. The relocated phrases to indicate communicative intent, IT'S TIME FOR..; IT'S A STORY (NOT REAL); I HAVE AN IDEA and LET'S PRETEND, conversationally suit an introductory phrase of I'M TELLING YOU SOMETHING. For example, I'M TELLING YOU SOMETHING, IT'S TIME FOR...
- The direct link to the 07 categories index (in the operational buttons column) can be used for more direct access to vocabulary to answer questions. Communicators should be actively encouraged to indicate the communicative intent (pragmatic branch) when they initiate communication and/or introduce a new topic to provide partners with sufficient information to accurately interpret key word messages. If communicators and partners are routinely skipping the pragmatic branch starters and going straight to categories delete the categories cell from this page until they learn to use pragmatic branch starters.
- The addition of DO AN ACTIVITY to the I WANT.. button and VERBS to the DO SOMETHING button assists partners to discriminate the different vocabulary located in each of these branches, i.e., the I WANT branch has a predictive link to the activities section and the DO SOMETHING branch has a predictive link to the actions (verbs) section.
- The PCS symbols for I LIKE THIS and I DON'T LIKE THIS have been modified using different colours to increase the visual contrast for easier location and discrimination.
- The main page set, designed for younger children, uses the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS to express opinions. The *opinion plus anecdote* options

includes an alternative page 02 which uses the pragmatic branch starter I THINK IT'S ... to express opinions. This allows for the inclusion of the LET'S PRETEND pragmatic branch starter on page 02. (LET'S PRETEND is included on page 03 via the I'M TELLING YOU SOMETHING pathway in the main page set.)

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

02b show

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

03 tell

- As part of the I'M TELLING YOU SOMETHING pathway this page includes vocabulary and links to other pages needed to relate information, tell a story (IT'S A STORY, not real), express an idea (I HAVE AN IDEA) and instruct (IT'S TIME TO/FOR). The LET'S PRETEND pragmatic branch starter is included on page 03 in the main page set because it could not fit on page 02a branches and can conversationally fit within the I'M TELLING YOU SOMETHING pathway.
- Tense clues IT'S ALREADY HAPPENED, IT'S ABOUT NOW, IT'S GOING TO HAPPEN, and IT'S ALWAYS HAPPENING are included to encourage communicators to provide the time frame for their message. These clues provide partners with additional information to accurately interpret the meaning and use the correct tense to expand the communicators key word messages. Omission of these tense clues can lead to more frequent instances of communication breakdown.
- All of these messages and tense clues have an associated link to the 07 categories section to enable the communicator to generate messages for these, less predictable, functions.
- PLEASE GET MY COMMUNICATOR supports the use of a speech generating device (SGD) such as a single or sequenced message device to tell a pre-prepared message, in this case telling their partner about something that has/will happen or telling a make-believe story.
- Alternative 03 tell pages are required when using the *opinion plus anecdote* options. LET'S PRETEND fits on page 02a branches when the I THINK Its pragmatic branch starter is used. This creates a space on 03 tell for the inclusion of the symbol link, IT'S ONE OF MY STORIES, to pages (55) containing pre-prepared anecdotes.

04 opinions

- The main page set has vocabulary to express opinions separated into I LIKE THIS (04a and 04b), and I DON'T LIKE THIS (04c and 04d). 04b LIKE has male (HANDSOME) and female (PRETTY) options as with only nine items on a page it was not possible to prioritise both words.
- The item LET'S DO SOMETHING ELSE in the DON'T LIKE section has a predictive link directly to the 11 want/activities section to suggest an alternative activity (because I don't like the current one)
- Note that vocabulary to complain about how the communicator is feeling is included in section 05 something's wrong. It is important when making changes to these pages to consider which section, I DON'T LIKE IT or SOMETHING'S WRONG, will most appropriately and frequently convey the communicator's intent.
- In addition to adding/deleting vocabulary, you can change the words associated with some symbols to suit the individual/family/peer group style of expressing opinions.
- An alternative 04 opinions section using I THINK IT'S as the pragmatic branch starter and OPINION WORDS as the category name is provided in the opinion plus anecdote option section. (See **considerations for selecting opinions** section in the options section above). Remember to select all of the appropriate optional pages with links to the I think it's/opinion section (i.e., 02, 03, 05a, 07c, 27, 28, 29, 30; 31, 45).

05 wrong

- Vocabulary and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the communicator.
- The main page set includes a link to I DON'T LIKE THIS vocabulary. If you have chosen to use the I THINK IT'S branch starter you will need to use the alternative page 05a in the opinion plus anecdote option section.
- SICK and HURT/PAIN/SORE have compulsory predictable links to the body parts section; HUNGRY and THIRSTY link to a mealtimes activity page and I WANT SOMEONE links directly to the page of people for the communicator to identify who they want. There is also a link to the HEALTH category from page 05a.
- Check the vocabulary available in the health section prior to adding vocabulary. You may choose to include some vocabulary in both places if the health issue results in common complaints, e.g., an individual who has frequent reflux may require YUCKY BURP in both sections, an individual who has a hearing impairment may require I CAN'T HEAR YOU in the something's wrong section and HEARING IMPAIRMENT/HEARING AID in the health section.
- The vocabulary in these template pages reflects common complaints of young children. You will need to customise this section to include the main complaints required by an individual. It can be helpful to discuss what upsets the individual with key communication partners. A range of different complaints vocabulary is included in the *Additional vocabulary ideas* available on the resource home page.
- Individuals cannot always specifically identify what is causing them to feel upset. I DON'T KNOW WHAT'S WRONG is useful to enable the communicator to express that they are just upset but cannot tell you why. It provides the communicator with the option to not answer people's requests to know why they are upset and prevent continual guesses to discover the problem.
- In addition to complaints, this section can include vocabulary for the communicator to suggest solutions to the problem. Being able to suggest solutions is especially useful for individuals who receive assistance from a wider range of people. To do this, add an extra page with a predictable link from the vocabulary item relating the problem to a page of possible solutions. For example, an individual who has significant physical challenges may provide more specific information about being uncomfortable. In this instance I'M UNCOMFORTABLE may have a link to an additional page (05c) including vocabulary such

as PLEASE HELP ME TO SIT UP, I NEED TO LIE DOWN, MY AFO'S ARE RUBBING, I NEED TO MOVE.

- Individuals who have sensory processing challenges will need a link from a vocabulary item I NEED A SENSORY ACTIVITY in the *05 something's wrong* section to a page of preferred sensory experiences. An alternative *05a wrong* page is included in the *option– Sensory activity pages*.

06 body parts

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

07 categories

- This section is part of the **main navigation system** to generate novel messages to express the I'M TELLING YOU SOMETHING, I HAVE AN IDEA, LET'S PRETEND, IT'S A STORY and IT'S TIME TO.. communicative intents and to answer questions.
- The ordering of items in the categories section is prioritised for speed of access according to the likely vocabulary usage patterns. Commonly used categories are on the first page, less commonly used vocabulary on the second page, with the third page including links to sections of vocabulary that are usually accessed more directly via a pragmatic branch starter. Food and drink is placed later, as this section is usually accessed via the I WANT SOMETHING pragmatic branch at this stage of language development.
- You may choose to swap the location of a category to reflect the vocabulary usage patterns of an individual. For example, if the individual likes to talk about their clothes and rarely talks about transport, you would choose to place *clothes* on page *07a* and move *transport* to page *07b* to provide faster access to the most commonly used vocabulary. However, it is strongly recommended that you do not change the order of the categories until you have used the PODD book interactively to discover the actual vocabulary usage patterns of the individual (i.e., the real pragmatic use).
- IT'S NOT IN MY BOOK I'LL GIVE YOU A HINT replaces the *GO TO CATEGORIES* operational button on all pages in the categories index.
- As part of the main navigation system, the vocabulary required in this section changes whenever additional sections of vocabulary (categories) are added to the communication book. Alternative *07 categories* pages are included in the options - *opinion plus anecdote*; *alphabet pages*; *school pages*; and *early childhood pages*. **Ensure you choose the appropriate categories section with all the links required to match the optional sections you have included. ALL sections of the PODD book need to be accessible via a category link in this section.**
- **Note that the page tab for categories is longer than all the other page tabs. This increases the speed of locating this section as it is the only tab to extend to the right edge of the paper.**

08 questions

- Includes wh-question words and commonly used whole questions.
- *Not* is predictably associated with the question words to ask WHY NOT?
- YOU NEED TO TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to categories for the communicator to

indicate what they are asking. For example, YOU NEED TO TELL ME YES/NO, PLACES, GO HOME? Can be interpreted as “Can we go home?” or “Are you going home”, etc. depending on the context.

- The commonly used question WHERE IS (PERSON)? links directly to the people section to enable the communicator to fill in the name, e.g., WHERE IS DAD?
- At this stage of aided language development communicators tend to use single wh-question words, with the specific meaning interpreted from the context. Partners may suggest GO TO CATEGORIES to encourage the communicator to provide more specific information.

09 people

- This section will need considerable customisation
- Individuals usually know a large number of people: family, friends, teachers, neighbours, health professionals, etc. Representing every person with a symbol on their own separate cell with only 9 symbol items on each page would become extremely cumbersome. The people section therefore includes both separate cells and lists for people’s names.
 - Add names to cells for people who have a close relationship or frequent contact with the individual. PCS symbols to represent people can be found in Mind Express by typing “person” in the symbol finder window.
 - Add names to lists for acquaintances or friends and family who have less frequent contact with the individual.
- The names of occupations the individual frequently encounters may be included on page 09b. Other occupations can be written on the people list.
- An additional subcategory is added to the people section for children who attend school/early childhood setting. Alternative 09a, with a link to 09c school/early childhood setting people, and 09c pages to add school/early childhood people are included in the options - early childhood and school.

10 actions (verbs)

- The actions section links from both the DO SOMETHING pragmatic branch starter and the ACTIONS category, to enable this vocabulary to be used to express a range of communicative intents.
- Includes common, early acquired, functionally useful, verb vocabulary and associated words (NOT, ON, OFF, IN, OUT).
- The range of possible action words is huge. This makes it difficult to practically include all the required verbs in the action section with only 9 items per page. Words are prioritised for inclusion in this action word section if they are:
 - frequently used to construct sentences across a range of semantic categories
 - frequently used to request actions or give instructions
 - a specific movement the individual frequently performs.
- Additional verbs are located in other sections/activity displays. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word category a more manageable size. For example, the verbs FEED and PAT are included in the animals section; STIR, TASTE, COOK on the cooking activity display.
- MOVEMENTS the individual performs with their body, e.g., ROLL, SIT UP, CRAWL, GRASP, BEND, are subcategorised with a link from 10a to pages 10d movements (and 10e via TURN THE PAGE). The movement vocabulary in the main page set suits individuals who have physical challenges. Alternate movement pages for individuals who are more physically active are included in the options– physically active pages.
- Verbs are grouped across the pages according to the type of action and the predictably associated vocabulary available on each page, e.g., PUT, TAKE/TOOK and TURN with the prepositions on page 10b.

- The vocabulary placement in this section is also prioritised for speed of access with consideration to the verbs that are predictably associated with vocabulary on other pages. For example, WANT is on the third page (*10c*) of actions as WANT is also a branch starter and included in a number of other categories.

11 activities

- The activities section links from both the I WANT ... pragmatic branch starter and the ACTIVITIES category, enabling this vocabulary to be used to express a range of communicative intents.
- The example page set uses the subcategories *11c toys*, *11d make something* and *11e outside activities* to organise the large vocabulary required to request/talk about different activities. Other subcategories may be required if adding large numbers of additional activities of a particular type e.g., sports.
- Optional pages to include a sensory activities sub-category in activities are available in the *option– Sensory activity pages*.
- More general activities vocabulary is positioned on either page *11a* or *11b* depending on the frequency of use for an individual and in relation to the verbs on each page.
- Many items in this section have links to pages of vocabulary to interact during the activity, i.e., activity specific displays.
- The *options section* in Mind Express includes an alternative *11d make something*, replacing the vocabulary item MESSY PLAY with BUILD for individuals who are interested in building things with tools. Remember to delete the *45 messy play* activity display page in addition to the MESSY PLAY vocabulary item. BUILD links to the page *42 build* which is already in the communication book, linked from TOOLS in the *16 things* section.
- The individual may not require all of these activities and their associated displays and/or may require additional vocabulary and links to new pages for other activity displays. See section description **27 – 50 activity displays** for information on adding and deleting activity vocabulary and associated activity displays to this PODD book.

12 places

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

13 special events

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events. The vocabulary in these example pages reflects common Australian/UK holidays and special events. Check this section and make appropriate vocabulary changes to suit the individual and family's requirements.
- HAPPY is intentionally repeated on page 13c for efficient use with the other vocabulary on this page, e.g., HAPPY MOTHER'S DAY.
- Given the space restrictions with only 9 symbol buttons per page in this PODD book, most local holidays, celebrations, and events and less frequently occurring or talked about special events and things will need to be added to the LIST.
- You may choose to move some of the vocabulary on the example page sets onto a LIST to make space for special event vocabulary that is more frequently required by the individual. In addition to how frequently a special event occurs, consider how frequently the event is discussed. For example, there is usually a lot of preparatory activity around Mother's Day in many early childhood educational settings, but New Year is less frequently discussed with young children.

14 health

- Vocabulary in the health section is organised onto separate pages according to the predictably associated verbs.
 - Nouns related to medical appointments and places are on 14a with the verb GO. 14a also includes a subcategory link to 14d *health things*.
 - Illness related vocabulary is on pages 14b & c with the verbs FEEL and HAVE on page 14b. Illness related words that may require access to body parts vocabulary are positioned on page 14b with a direct link to the BODY PARTS category.
 - 14d and 14e include health products, equipment and procedures with the predictably associated verbs NEED and GET. CHEMIST is also included on 14d as things on this page maybe purchased from the chemist.
- Instructions are written on the pages with suggestions of where to add additional, individual specific, health words.
- You may choose to place some of this vocabulary on a list if the individual rarely experiences health problems to reduce the number of pages in this communication book, e.g., delete pages 14c and/or 14e. If deleting a page remember to move the list instruction to the last page of the branch and change the numbers on the page tags and links to any following pages, e.g., if deleting 14c change 14d to 14c, on both the page tag and the subcategory link to *health things*.

15 clothes

- This section includes clothes, things that are worn on the body and actions related to dressing and grooming.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place this vocabulary on the first, 15a, page if the item is frequently put on and taken off during the day.
- 15a includes the predictably associated vocabulary to start sentences including vocabulary from all pages in this section. Single symbols are used to represent the two-word phrases PUT ON and TAKE OFF to conserve spaces in this page set with only 9 items per page.
- Two blank spaces have been left on page 15a to add/move clothes or personal equipment that is frequently put on/taken off during the day. Items may be moved from 15b onto this page if required.
- Pages to add separate jewellery, hair and/or make-up pages to this section are available in the *options for hair, jewellery makeup section*. All of these pages currently have the

same PODD page number *15d*. If adding more than one page, you will need to change one page number to *15e*, and if adding three pages, another to *15f*. Carefully consider the individual's need for symbols for this vocabulary to be added to their PODD book as the additional pages add to the weight and bulkiness of this communication book. You may choose to add the vocabulary to the clothes list and/or print these pages to use as single displays in environment. You will also need to add sub-category links from *15a, b or c* to any pages you add.

- Note that even though the individual may not wear dresses and skirts, these words still need to be included to comment on/tell about what other people are wearing.

16 things

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

17 house & garden

- The main page set includes vocabulary for common requests, instructions, and locations at home.
- Commonly used vocabulary is organised onto separate pages according to the predictably associated vocabulary on each page.
 - Locations in the house (rooms) and a link to the subcategory *17d outside* are on page *17a* with the verb GO and the preposition IN.
 - *17b* includes additional locations in the house (including table & chair) and items that OPEN and CLOSE.
 - *17c* includes appliances and items that are used with the verb TURN and/or the prepositions ON and OFF.
 - *17d* includes places to GO and SEE outside (in the yard)
 - *17e* includes gardening & nature vocabulary.
- The range of possible vocabulary in the *house & garden* section includes a large number of nouns. The example page set uses symbol lists, categorised by room, to include a wider range of this vocabulary than would be practical to include with only 9 items per page. GO TO LIST instructions are associated with the names for each room. These lists can be accessed using partner-assisted visual scanning if the individual is unable to intelligibly point to these small closely spaced symbols.

18 food/drink

- The food/drink page in the main page set is primarily an activity display to interact during mealtimes.
- Including the names for all the foods and drinks the individual experiences with only 9 on a page would require many page turns. Specific food and drink names are therefore included on a list to be accessed via partner-assisted scanning. Partners are also encouraged to use the real food/drink objects to provide the communicator with options during mealtimes.

- Some individuals/families really want to include pictographs to request their favourite food/drink. Alternative pages for the food drink section that include a link from FOOD to an additional *18b* page to add food symbols and a link from DRINK to an additional *18b* page to add drink symbols are available in the *option - 18 food drink* section in Mind Express. *Symbol lists* to include small graphic symbols or drawings for food (sorted by type) and drink items are also included in the *option - 18 food drink* section.
- The vocabulary on the example page *18 food/drink* suits individuals who are assisted to eat. An alternative page, *18 meal independent*, with vocabulary more suited to an individual who independently eats and drinks is also included in the *option - 18 food drink* section.

19 transport

- Includes vehicles commonly seen and talked about and predictably associated transport actions, GO, SEE, CRASH, BEEP horn, FLY.
- The example page set also includes an activity display for playing with toy cars (page 39).

20 characters

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

21 animals

- The range of possible animal names talked about with young children is huge. The example page set uses symbol lists, categorised by type of animal, to include a wider range of this vocabulary than would be practical to include with only 9 items per page. These lists can be accessed using partner-assisted visual scanning if the individual is unable to intelligibly point to these small closely spaced symbols..
- Alternative animal pages with more animal names assigned a directly accessible button with 9 items per page are available in *options – 21 animals*. Carefully consider the need for these pages as, with only 9 items on each page, the thickness and weight of this book can become unmanageable. Only use the additional pages if discussing animals is a major topic for the individual.
- The first page of the animal section (*21a*) focuses on vocabulary to talk about the individual's own pets and/or other animals which they frequently care for, interact with, talk about and/or see. *21b* provides links to symbol lists of animal names subcategorised according to type of animal or where the animal is usually seen, e.g., wild/zoo animals; insects; pets; Australian animals; reptiles; farm animals and water animals. *21c* includes a page of common pets presented on individual symbol buttons.
- Customisation of these pages may need to occur to include the individual's preferred and most commonly seen/discussed animals. Remember that insects are frequently encountered in daily life.

22 days & times

- This page set includes time concepts such as NOW, LATER, AFTER, SOON, YESTERDAY, TODAY, TOMORROW, TONIGHT, MORNING, AFTERNOON and NIGHT and the related words TIME, CLOCK and HOLIDAY. Days of the week and WEEKEND are subcategorised on *21c*.
- Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may be used primarily by communication partners

to provide receptive input with younger children. These concepts are also commonly used in many early childhood educational settings.

23 feelings

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

24 descriptions

- This section includes a range of conceptual language commonly introduced in early childhood. Weather is also included in this section as we describe the weather.
- Children generally require many models of these concepts in order to learn their meanings. The concepts in the *descriptions* section may initially be used by communication partners to provide receptive input with younger children. These concepts are also commonly used in many early childhood stories, songs, rhymes, and educational activities.
- Vocabulary is organised according to what the word describes, e.g., size, taste, speed, feel, look, sound, temperature, colour, shape, number, or weather.
- 24a includes the links to subcategories in this section.
 - 24d colours
 - 24e shapes
 - 24f size
 - 24g numbers
 - 24i feels
 - 24j tastes
 - 24k looks
 - 24l weather.
- Pages 24b and 24c include descriptive words that do not fit into any of the subcategories. These words are accessed via a TURN THE PAGE instruction on 24a (then 24b)
- Some relatively common description words will need to be added to the list in each section due to the limited number of spaces on each page, e.g., the colours section does not include symbols for BROWN, PURPLE, or GREY. You may choose to create symbol lists for some sections to support the individual's learning of different concepts.
- Additional symbol buttons have been added to page of 24h numbers to enable all numerals 1-10 plus zero to be presented on the same 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.

25 Early childhood settings/school

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

- Remember, you will need to include the appropriate *07 categories* pages with links to this section.
- **Early childhood setting pages:**
 - Choose the categories pages to suit your requirements, i.e. *07a* including a link to kindergarten/nursery (change the label with this symbol to the appropriate name for the child's early childhood setting); *07b* categories EC with transport moved from *07a* to *07b*, or *07c* categories EC with food/drink moved from *07b* to *07c* and/or a link to the alphabet display and opinions depending on your other selected options.)
 - *09a people EC* includes a link to kinder/nursery people (change the label as required)
 -

- *09c EC people* a page to add the names and roles of people at the child's kinder/nursery.
- *25a* includes common early childhood setting daily routine activities and links to the subcategory *25d outside activities*. *Something to eat or drink* includes a link to the mealtimes activity display.
- *25b* includes common early childhood inside activities with links to associated activity displays or sections with relevant vocabulary to interact during the activity. The subcategory link to *25c make something* is also included on this page (not on the 'a' page where you would usually expect to find a subcategory link) as experience suggests that partners prefer all of the "inside play activities" on offer at the early childhood centre be offered together on one page as it appears to facilitate children to select the activity they want to do without having to turn pages to see all of the options.
- *25c* includes common early childhood *making activities* with links to associated activity displays in the PODD book.
- *25d* includes common early childhood outside activities. *GO INSIDE* is included on this page to enable the child to make this request when they are presented with options of what they would like to do when they are outside and to facilitate the ease for partners to indicate that it is time to go inside when they are outside,

You will need to customise the activity vocabulary on these pages to suit the child's early childhood program.

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

- **School pages:**
 - Choose the categories pages to suit your requirements, i.e. *07a categories school* including a link to school; *07b categories school* with transportation moved from *07a* to *07b*, and the appropriate *07c categories school* with food/drink moved from *07b* to *07c* and the required links to the *alphabet*, *opinions* and /or *My Stories* sections.
 - *09a people school* includes a link to the subcategory *school people*
 - *09c school people* a page to add the names and roles of people at the child's school.
 - *25a* includes common school daily routine activities and links to the subcategories *25c school places* and *25d school things*.
 - *25b* includes common school subjects with links from ART to the *11d make something* section of activities (then to activity displays for art activities) and from MUSIC to the *28 music* activity pages.
 - *25c* includes common places in the school.
 - *25d* includes schoolwork and personal things with a link to *25e pencil case things*.
 - *25e* includes writing and drawing items generally found in a pencil case.

If the individual does not currently attend an educational setting, leave this number blank in the PODD book for easy insertion of these pages when required. Adults using this PODD book may choose to add a section 25 for their day placement if the placement is primarily at one location/ centre. Modify the school section with appropriate vocabulary to suit

the adult day placement. If the individual goes to a workplace, then *25 work* may be added to the book. If the individual does not attend a particular place, then vocabulary for the activities and places of their daily living would be added to other sections in the PODD book.

26 Religion

- The example page set allows for people to include vocabulary to suit different religions. Suggested types of vocabulary are written on the templates.
- At this stage of language development, vocabulary needs to be selected to reflect the individual's life experiences. The religion section is only included in this PODD book when religious worship is a regular part of the individual's life. Some individuals/families may

choose not to have a separate section for religion but decide to include their place of worship in the places section and vocabulary for relevant religious events or ceremonies in the *special events* section of the PODD.

27 – 50 activity displays

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

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

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

Tilføjelse/sletning af aktivitetssider:

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



Tilføj side

Sidenavn	<input type="text" value="separat aktivitetsside"/>
Hvor vil du tilføje siden?	<input type="text" value="Efter den sidste side"/>
	<input type="text" value="Efter den næværende side"/>
	<input type="text" value="Efter den sidste side"/>

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

At gøre dette,

 - o i redigeringsstilstand skal du vælge den lille celle med nummeret i øverste højre hjørne og derefter vælge slet på dit tastatur
- Når du **fjerner aktivitetsordforråd, der har en tilknyttet aktivitetstavle**, skal du også fjerne den tilknyttede aktivitetstavle.
 - o I redigeringsstilstand kan du finde de aktuelle sider ved at vælge de tre prikker i den nederste navigationsværktøjslinje og derefter skrive "navnet på siden" i søgefeltet.
 - o Vælg for at åbne siden.
 - o Slet siden ved hjælp af papirkurven øverst til højre i redigeringspanelet
- Når du tilføjer nt aktivitetstavle til en PODD-bog, skal du også tilføje ordforråd og GÅ TIL SIDENUMMER-links til den side. Tomme skabeloner er sat ind, så man kan lave nye sider.
 - o Hvis du tilføjer en enkelt side aktivitet, brug skabelonside uden vend siden.
 - o Hvis din aktivitet kræver en anden side, skal du bruge både skabelonsider a og b.

o I redigeringsstilstand, find disse sider ved at vælge de tre prikker i den nederste navigationsværktøjslinje og derefter skrive "skabelon" i søgefeltet.

o Sådan tilføjer du den nye side med PODD-sidenummeret og -navnet:

- vælg SIDE og derefter KOPIER.
- omdøb siden til det nye sidenummer (enten 47-49 eller genbrug et nummer fra en slettet aktivitet). Vælg at placere den EFTER DEN AKTUELLE SIDE



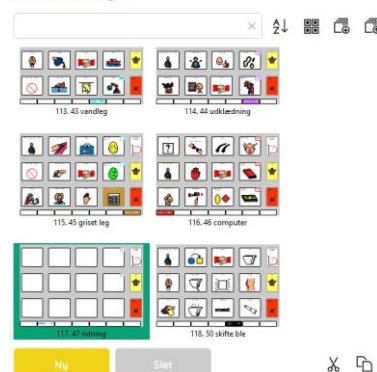
Tilføj side

Sidenavn: separat aktivitetsside

Hvor vil du tilføje siden?

- Efter den sidste side
- Efter den nuværende side
- Efter den sidste side

Sideindstillinger



o Du skal derefter placere siden på den korrekte PODD sidenummer plads:

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

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

50 toilet / change

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

(Optional 51 Alphabet)

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

(Optional 55 My stories)

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

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

Andre sider

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

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

Mind Express database

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