



PODD 15 User Manual

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PODD 15 and 15+ expanded functions for The Grid 2 – direct access

General description

PODD 15 uses a layout and vocabulary organisation similar to the one page opening, expanded functions PODD communication books.

The PODD 15 page sets are primarily designed for children who can directly target mid-sized symbols to express a range of communication intents.

The language complexity of this page set is designed to support children learning to:

- Communicate a full range of intents (including to question, relate information, tell stories, express ideas, narrate play, instruct, request, answer, express opinions and complain).
- Express vocabulary commonly experienced in their daily lives. The vocabulary included in the example templates has a bias towards the interests of younger children. Vocabulary in the page set will need to be customised to suit the interests and communication requirements of older age groups.
- Express one to three / four key-word sentences. This page set has built-in scaffolds, including pragmatic branch starters and predictable links, to support more intelligible communication at this stage of aided language development.

There are four versions of the PODD 15 page set

1. **PODD 15 preschool**
2. **PODD 15 school**
3. **PODD 15+ preschool**
4. **PODD 15+ school**

The preschool page sets include a “kindergarten” section to support participation in play based educational settings (e.g. preschool, kindergarten, day care, crèche). NOTE that the label KINDERGARTEN is used throughout the generic page set to refer to an early childhood educational environment. These labels may need to be changed to suit the child’s word e.g. preschool, day care, or the name of the centre.

The school page sets include a “school” section to support communication at school.

PODD 15 versions have similar range and placement of vocabulary to the 12 expanded functions PODD communication book. Predictably associated vocabulary supports the production of 3-4 key-word sentences. See more detailed description of this page set below.

The PODD 15+ versions include the range of vocabulary included in the 20 expanded functions PODD communication book. This page set also has extra predictably associated vocabulary for partners to use to produce more grammatically complete sentences. Predictably associated vocabulary is located on automatically closing pages linked from a single cell. Experience has indicated that partners often prefer to be able to

model and expand the child's sentences using more complete syntax when their messages are being spoken via a speech-generating device. (Note: this is less of an issue when using a communication book as the partner speaks the whole message as they point to the symbols for key-words in the sentence. The smart partner also confirms the child's key-word messages in expanded spoken English). See more detailed description of this page set below.

PODD for light-tech (paper communication book) and high-tech (electronic speech generating devices)

The PODD 15 page sets for The Grid 2 have been developed according to the same guiding principles used to support the development of Pragmatic Organisation Dynamic Display (PODD) communication books (see Porter, 2007 or www.poddcommunication.com).

Applying PODD principles to develop a page set to operate on a speech generating device (SGD) results in some variations to capitalise on, and accommodate for, innate differences between paper books and electronic devices. Differences in the 'real estate' (size and shape of device), functionality, smart-partner operating system versus computer operating system and the addition of independent speech output requires some variation from the specific layouts used for PODD communication books. **PODD page sets for speech generating devices are NOT identical to the corresponding communication book.** It would not be appropriate to merely copy a page set designed for a paper book onto a speech generating device, as the result would not meet the overriding principle of PODD design – that is, to **always select the most efficient option to enable the individual to meet their varied communication requirements.**

Size and shape of display (real estate)

Speech generating devices are generally square or rectangle in shape and do not have the capability to open out like a book or have a side panel. These differences in "real estate" often result in less items on each page on the high-tech version of PODD for individuals who use two-page opening PODD communication books. This not an issue for PODD 15 / 15+ as the style of the corresponding PODD communication book is a one-page opening which has a similar shape to SGDs.

Paper versus computer displays

Predicting likely vocabulary usage patterns to support more efficient communication is a feature of PODD. Predictably associated vocabulary is included in each section to increase efficiency to produce multiple word sentences, partner expansions (re-casting) and discourse

- Page changes in a paper communication book involve a physical page turn away from, and maybe back to, the current page. It takes partners extra time to locate and turn to a page that is distant from the current page. In PODD communication books, (core) vocabulary is repeated (predictably associated) on pages in each section to avoid time-consuming page changes to produce multiple word sentences, expansions and discourse.
- Page changes with a SGD are faster and the use of automatically closing pages enables pages to appear and automatically close after an item is selected so there is no need to move away from current page to access vocabulary on another page. Therefore it is often more efficient to organise similar types of predictably associated vocabulary onto automatically closing pages linked from multiple sections, rather than repeating these words on separate cells in each section. The use of automatically closing pages for predictably associated vocabulary can also

- Support the inclusion of a larger range of predictably associated vocabulary in a section with less page turns. PODD 15+ uses automatically closing pages to increase the vocabulary available for partners to model and expand (re-cast) the child's messages using more grammatically complete sentences.
- Accommodate for less items on a page on a high-tech device (to accommodate for size, shape and access differences between paper books and electronic devices).

Page tags and GO TO PAGE numbers on the cells are included in PODD communication books to support partners to more efficiently turn to the required pages (as directed by the child). These are not needed on the pages for SGDAs as the page links are programmed for the device to automatically follow they do not need to be viewed by the child or partner. PODD 15 / 15+ uses a folder cell shape to identify which cells are linked to another page.

Computer-operating system versus smart-partner operating system

Smart-partners can extrapolate the meaning of key-word messages using contextual cues. Extra programming and/or compromises are often required in high-tech systems to accommodate for the lack of the smart-partner.

- Some items in PODD communication books have multiple words with similar meanings on the one button and the smart partner uses context to determine the specific word required in the message, e.g. if the items "you do it, you, your turn" "look" are indicated, the smart-partner will say "you look". It is not possible to have multiple words as an option on the one button with high-tech speech generating devices where all the options would be spoken or placed in the message window. e.g. all the items "you do it, you, your turn look" are spoken or placed in the message window. There are two options to manage this:
 1. Use an associated vocabulary automatically closing page to present all the options on separate buttons. This is the preferred option for most communication partners as it enables them to use more complete sentences when they are using the device to model. This is the option used in the PODD 15+ versions and in the people section of the PODD 15.
 2. If a child at earlier stages of communication and language development is unable to manage the additional page change, or discriminate between the similar options to select the specific vocabulary item, then a single word is used for all meanings, with reliance on the partner to interpret and expand (re-cast) the meaning based on the context. This is similar to how a young child at the single word level may use the "you" to mean "you do it", "you", "yours" and "your turn". Generally the simplification commonly used in early speech development is selected. A disadvantage of this option is that partners will not have access to select the appropriate word form when they are using the device to provide receptive input. Therefore the messages spoken by partners using the device will also be in the simplified form. This is the option used in the PODD 15 versions.
- Smart-partners can use clues in the PODD, e.g. tense clues, to speak the message out loud. In the PODD 15 and PODD 15+ page sets extra pages have been programmed to scaffold the child's message to be spoken using the appropriate verb tense (see information in the section description for *03 tell*)

For some individuals the 'smart-partner operating system' has additional advantages in the earlier stages of learning.

- Human partners can observe and problem solve in ways a computer operating system cannot. For example, a partner can interpret which of the fingers touching a paper display is pointing to a symbol and which are resting. A touch screen device will respond to any touch, intentional or not. This individual may require a key guard or different spacing to access a touch screen, possibly with a reduction in the number of items they can have available on any one page. Smart partners can also interpret the

body language and facial expressions that indicate an error has been made. There is no need to access additional buttons to delete words and clear – this is automatically done by the partner.

- The human partner can provide extra processing time. The partner can hold their finger on an item before reading the label or turning a page. In addition after the child indicates an item they can hold their finger on that item as they confirm the selection. This is in contrast to high-tech dynamic display systems where a selection immediately changes the page and the original item quickly “disappears”. These faster page changes on a device can make it difficult for some children to initially learn the navigation process. Fast level changes can be especially confusing and frustrating if the child accidentally accesses linked buttons.
- For some children, the partner’s role in operating the paper-tech system supports learning about human interaction and the purpose of communication. The focus shifts to interacting with their partner rather than interacting with (producing an effect on) an aid/device.
- Individuals who are still learning to operate a high-tech system may be able to access and use more complex language and vocabulary organizations with the support of a smart-partner.

Independent speech output

The partner needs to be close to the child to read the child’s message using a light-tech communication book. Words such as HELLO, THAT, THERE are often not included in the generic templates for PODD communication books based on the assumption that the child will (be learning to) use unaided modes (e.g. pointing, waving, head movements) to more efficiently communicate these messages when using a paper communication book. SGDs enable independent speech output – including communicating with people across a distance. PODD 15 and 15+ includes extra sections of vocabulary to capitalise on the availability of speech output, e.g. calling out, greetings, pre-stored messages and phrases, joke telling, etc.

Other functions of the device

The page layout for speech generating devices needs to include operational functions such as a message window, CLEAR, DELETE WORD. These items are not needed when using a PODD communication book as the partner functions as a message window, collecting the words and automatically speaking the entire message (with expansions) from the child’s key words. Partners then automatically CLEAR the message. The child may use OOPS or a confused facial expression and the partner uses context to problem solve whether to delete the last word or go back a page.

Speech generating devices programs also need extra spaces to add device operational controls such as volume control, shut down, editing or other device specific functions, e.g. environmental control, phone access, computer access, printing.

Extra pages don’t add weight to an SGD

With paper pages each extra page adds extra weight to a PODD communication book. Therefore some situation or topic specific displays may be used alongside the PODD communication book to reduce the size and weight of a book that needs to be carried (and positioned) everywhere with a child. As this is not an issue with an SGD there are links to extra situation and topic specific pages within the PODD page set. In a communication book LISTS are used to include extended / fringe and add new vocabulary without the need to add lots of extra pages that would significantly increase the size and weight of the book. In PODD page sets for an SGD, extended/ fringe vocabulary can be included on separate cells. **Extra pages with blank spaces are added to every section, in place of lists, to add new vocabulary “on the spot”.**

Overall the **PODD vocabulary organisations in the light-tech books and high-tech devices have been found to have sufficient similarities, or transparency, to reduce teaching-learning time and facilitate easy transition between the two systems** to meet different communication requirements for both children and their communication partners.

Please remember that **it is not possible to rely on an electronic device as the only method of communication to support children's autonomous communication at any time.** The operational parameters of electronic devices present some significant limitations supporting autonomous communication at ANY TIME, e.g. only work when they are charged and need to be plugged in to charge for a certain period of the day or night. They cannot be used in extremes of temperature, around water or moisture and it may be difficult to see the screen in direct sunlight. Sometimes they break down and may be away for an extended period of time for repairs. Some children are also only able to operate their high-tech device in a restricted range of physical positions or with a very specific physical set up of the equipment. **All children require a light (paper) tech option to ensure they have a method to communicate at any time in all situations.** Multiple systems provide a child with possibilities to select the most effective / preferred method they have available to communicate in any situation.

PODD 15 expanded functions for The Grid 2 – direct access

Language

- This page set is designed to support children learning to express one to four key word sentences. The page set has built-in scaffolds, including pragmatic branch starters and predictable links, to support more intelligible communication at this stage of aided language development. Selection and placement of vocabulary in the page set is informed and influenced by:
 - The pragmatic use of aided language. In PODD vocabulary is organised according to communication function and conversational discourse requirements. Efficiency to meet communication requirements is the overriding factor determining the organisation and placement of vocabulary in the PODD. Communication requirements are peer referenced. The functions and messages children learning aided language need to express are similar to their speaking peers, but the form of communication is different.
 - Typical development of spoken English (pragmatics, semantics, syntax, morphology) is used as a guide to the pragmatics, semantics, syntax and morphology required at different stages of development.
 - Aided language development and use. Using a different, aided form of communication, results in some variation in language production and acquisition from spoken language. There is currently not a large enough evidence base to produce the type of “aided language development charts” we have for spoken languages, Researching “typical” aided language development is also affected by the catch 22 for aided language acquisition: that aided language does not naturally exist in the environment so children can only learn and demonstrate use what has been provided for them to use. However we do know of two key differences using an aided language form that influence graphic symbol word use:
 - Increased use of multi-modal communication. For example using head movements for single words YES and NO, pointing to mean THERE, THAT.
 - Speed of communication is reduced; effort to produce each word is increased. It may be strategic for aided language users to prioritise words that are necessary for meaning, especially in the earlier stages of language acquisition or if still struggling with effortful access to the communication aid. For example, including words such as A, AN, THE is relatively easy for the speaking child, but requires additional time and effort to access these words, that do not add to the listener’s understanding of the message, on a communication aid.
 - These two factors are most likely to influence the core (most frequently used) words of children who are learning to use aided language. The PODD 15 page set has taken these factors into consideration when applying information on core vocabulary that was gathered from speaking children. (The PODD 15+ page set uses automatically closing pages for partners to model more syntactically complete sentences)
 - Vocabulary selection in PODD has also been influenced by 20 years of use by 100s of children and their partners. The vocabulary added *on the spot* to the LISTS in communication books and BLANK SPACES in speech generating devices has been extremely important to inform the core and content vocabulary generally used at different developmental stages. PODD has been developed through real life use of aided language for genuine interactions.
 - The organisation and vocabulary included in this page set supports the expression of a range of pragmatic functions typically seen in the expressive communication of 2-3 yr

old children. These functions include, request object, action, assistance, cessation (stop, finish) and recurrence (more, again), ask questions, give opinions, comment, complain, reject, protest, express feelings, label, describe, respond/acknowledge, answer, inform (draw attention to something), suggest and narrate pretend play and instruct. Vocabulary is also included to express communication functions typically acquired at 3-4 yrs of age, e.g. to relate information about past and future events, joke and narrate stories, to enable partners to model and expand a child's communication. The organisation of the pragmatic branches for these functions also supports older children to express these functions using less complex syntax.

- Vocabulary is included in the page set to express a range of semantic meanings typically seen in the expressive communication of children 18mths - 3 yrs of age. Vocabulary is organised into sections based on communication function, part of speech and/or semantic grouping. A limited range of meanings is available to express each type of semantic meaning, with a focus on vocabulary that relates to common daily life experiences and activities.
 - NOTE that for items that have multiple meanings on the one cell of a PODD communication book, in most instances a single word is used for all meanings, with reliance on the partner to interpret and expand (re-cast) the meaning based on the context. Generally the word selected is the one most common simplification in early speech development. A disadvantage of this option is that partners will not have access to select the appropriate word form when they are using the device to provide receptive input. Therefore the messages spoken by partners using the device will also be in the simplified form. This is the option used in the PODD 15 versions.
- Parts of speech represented in the page set for this PODD communication book include Wh-question words, subject and object nouns, pronouns, verbs, negative, interjections, adjectives, adverbs and prepositions.
- Predictably associated vocabulary supports the use of 2-4 key word sentences. More complex sentences would require turning to multiple pages.
 - Note that vocabulary for some words typically used in spoken language at this stage of development are not included in the PODD 15.
 - Unaided modes may be used to more efficiently express some messages (multi-modal communication system), e.g. use of head movements for single words YES and NO
 - Auxiliary verbs, articles and grammatical morphemes are not included on the templates for this PODD communication book. Whilst these syntactical forms are typically emerging in verb and noun phrase elaboration at this stage in spoken language development, their use in aided language forms tends to be acquired at a later stage even when they are available for use. This is possibly due to the additional effort and time required to access each item on an aided language display, reducing both the models of their use and increasing the tendency to only include words that add substantially to the partner's understanding of the message.
- Includes a number of strategies to compensate for some of the limitations inherent in using aided symbols and to support the production of more intelligible, socially valued communication, e.g. tense clues and predictive links.
- THE WORDS NOT IN MY DEVICE. I'LL GIVE YOU A HINT is positioned in the categories index. This symbol is used to extend the range of vocabulary available by encouraging the partner to guess at the word they require when provided with an associated word/letter. Using this phrase the child indicates that the next word is not really part of the message but a clue for the partner to guess another word. Having correctly

guessed a missing word, partners are encouraged to add the word to the appropriate section of the device.

- The symbols in this page set primarily represent single words. This allows for multiple meanings to be interpreted from the one symbol. For example, the single word HELP can be interpreted to mean "Can I help you?"; "I'm helping"; "I need some help"; etc. depending on the current context. There are a few symbols representing whole phrases/sentences to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON'T KNOW; I LOVE YOU; EXCUSE ME; I'M SORRY. The chat section includes more whole phrases for speed of spoken communication IN ADDITION to the single words being included in other sections to generate different messages.
- In an electronic PODD page set, the *L**I**S**T* function is replaced by an additional *T**U**R**N* *T**H**E**P*AGE to a page of blank cells on the last page of all sections/categories. As adding extra pages does not add size and weight to an electronic PODD, additional words can be added as required to an additional blank page. For this to function effectively it is necessary to teach as many communication partners as possible how to add new vocabulary to the The GRID2. Make sure that extra, blank pages are always available in each section of a PODD. Consider possible sub-category groupings if you need more than three page turns to access the extended (LIST) vocabulary in a section or sub-category.

Layout

- 15 cells, 5 columns of 3 rows, on each page with a message window and an extra operational cell at the top of each page. The default cell spacing has been set to 32 pixels to provide space between the symbols on the page reduce the visual complexity and support more accurate location of each cell.
 - The exact cell size and spacing will be dependent on the size of the screen.
 - If required the cell spacing can be customised in The Grid 2 software in *User Settings, Cell Appearance*. Note that increasing the cell spacing will automatically reduce the size of each cell.
 - The border width is set to 2 pixels. Increasing the border size of cells is not recommended as thicker boarders add visual complexity to a page and distract from locating the symbols.
 - Text is positioned above the picture to maintain consistency with PODD communication books (where text above the symbols supports partners to read the label when the child is pointing to the cell).
- Each page background is coloured according to the section (same colours as those used for the page tags in PODD communication books). This can support, at least partners, to orientate to which page is currently open.
- Cells with different functions look different
 - Cells that link (jump) to another page use a folder shape (cell style is named *turn the page*)
 - Vocabulary cells are white rectangles with rounded corners (cell style is named *vocab cell*)
 - Operational cells, such as CLEAR, DELETE WORD, are coloured rectangles with rounded corners (cell style is named *function*)

- An extra page with blank buttons (linked from *TURN THE PAGE*) is included at the end of each section to add additional vocabulary. (Serves the same function as a list does in a paper PODD communication book).

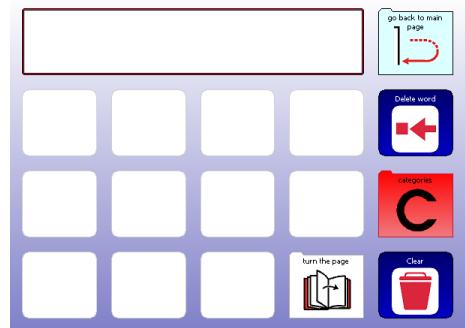
Types of pages

A number of different page grids are used in the PODD 15 to suit different communication functions. Templates for all of these grid types are included with PODD 15 to support easier creation of new pages. (Open the required grid in *Edit Mode* and save as the new grid name).

- Section page (0 page grid)**
- Automatically closing page (0 auto close grid)**
- Activity specific pages (0 activity grid & 0 activity grid 2)**
- Book pages (0 book grid and 0 book grid 2)**
- Anecdote grid (0 story grid)**
- Topic pages – school page set only (0 topic grid 1 & 0 topic grid 2)**

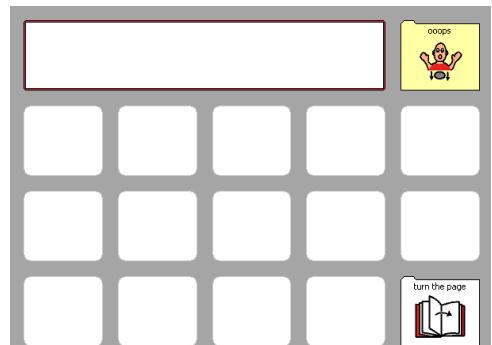
Section page (0 page grid)

- Generally used as the first page in a section.
- Four operational buttons are located on the right side of this page
 - GO BACK TO MAIN PAGE* (next to message window)
 - DELETE WORD*
 - (Go to) CATEGORIES*
 - CLEAR*
- Space to add 11 vocabulary items / link buttons plus *TURN THE PAGE* (in the bottom right corner).



Automatically closing page (0 auto close grid)

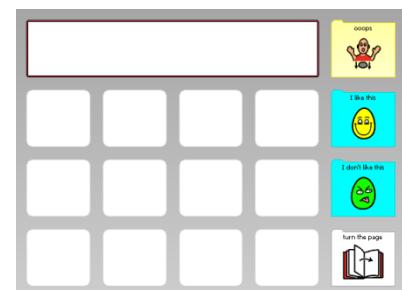
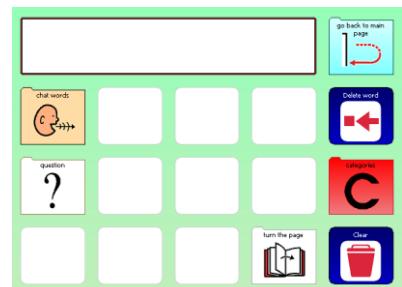
- Generally used for second and subsequent pages in a section.
- Most cells on this page are programmed to automatically close the page (jump back) when selected
- One operational button. *OOPS*, located next to the message window (jumps page back)
- Space to add 14 vocabulary items plus *TURN THE PAGE* (in the bottom right corner).



- Note: this whole grid is set to be self-closing after a selection of any cell. If wanting some cells to be selected without closing the grid
 - Open the grid in *Edit Mode*
 - Select *Edit grid Settings*
 - Deselect *Self closing grid*
 - Add a *Jump Back* command to any cells you want to close the page after selection.

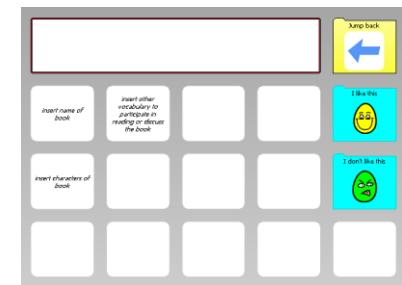
Activity specific pages (0 activity grid & 0 activity grid 2)

- Used for activity specific displays designed to support interaction during an ongoing activity.
- **0 activity grid** is used as the first page in an activity specific section. In addition to the four operational buttons located on the right side of all first pages in a section there are links to *CHAT WORDS* and *QUESTIONS* automatically closing pages to extend the vocabulary available for interaction during the activity. Space to add 9 vocabulary items / link buttons plus *TURN THE PAGE* (in the bottom right corner).
- **0 activity grid 2** is used as the second page in an activity specific section. In addition to the *OOPS* and *TURN THE PAGE* cells there are direct links to *LIKE* and *DON'T LIKE* sections to express opinions. This is a self-closing grid.
- (Note: the *0 auto close grid* would be used for other pages in an activity section.)



School Book pages (0 book grid and 0 book grid 2)

- Used for story specific displays designed to support interaction during shared / guided reading **in the school version**
- **0 book grid** is used as the first page with general vocabulary to interact during shared reading. The only change needed on this page is to edit *TURN THE PAGE* to *Jump* to the new second page for the specific book vocabulary
- **0 book grid 2** is used as the second page to add vocabulary for a specific story / book. This is not a self closing grid so *JUMP BACK* replaces *OOPS*
- (Note: the *0 auto close grid* would be used if more pages of story specific vocabulary are required)

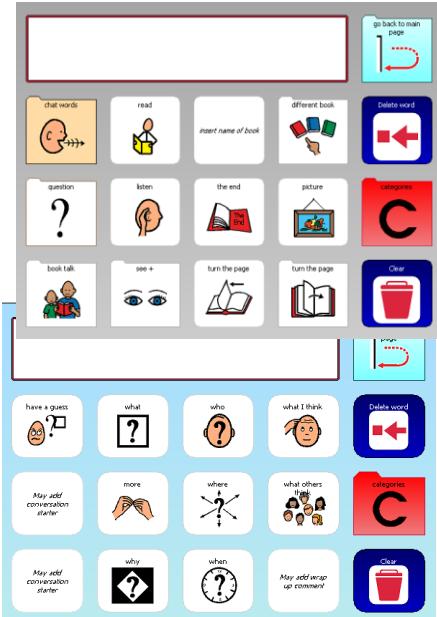


Preschool Book pages (0 book grid)

- Used for story specific displays designed to support interaction during shared reading **in the preschool version**
- 0 book grid** is used as the first page with general vocabulary to interact during shared reading. The only change needed on this page is to edit TURN THE PAGE to *Jump to* the new second page for the specific book vocabulary
- Automatically closing page (0 auto close grid)** is used for the second and subsequent pages in the preschool version.

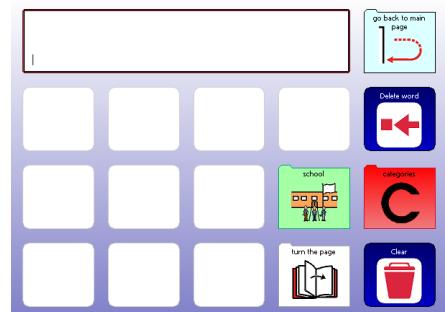
Anecdote grid (0 story grid)

- Grid used for storing prepared anecdotes and news.
- See information in section descriptions for *54 My stories*



Topic pages (0 topic grid 1 & 0 topic grid 2)

- Used to add vocabulary for school topics in the **school version** of PODD 15
- 0 topic grid** is used as the first page in a topic specific section. In addition to the four operational buttons located on the right side of all first pages in a section there is a link to the *SCHOOL* section. Space to add 10 vocabulary items / link buttons plus *TURN THE PAGE* (in the bottom right corner).
- 0 topic grid 2** is used as the second and subsequent pages in a topic section. This is a self-closing grid.
- (Note: if adding more than one page, remember to add the command *Jump back* before *Jump to* on the *TURN THE PAGE* cell.)



Navigation

Vocabulary in this PODD is organised using both pragmatic branches and a categories index according to the communication intent being expressed.

- Pragmatic branch starters** are on main page (note that the *QUICK CHAT* section links from the main page to automatically closing pages)
 - There is an obligatory link for relating information functions to *03 tell* page to access vocabulary for different verb tenses and additional pragmatic branch starters that did not fit on the main page.
- Links to the **Main page** and the **Category index** are accessible from all sections and activity displays, usually on the first page of each section (except where noted in the section descriptions).

- Predictive links are used to assist the child to include sufficient information to aid partner understanding, e.g. HURT, SORE, PAIN has a direct link to *06 body parts*.
- Operational command to *TURN THE PAGE* to move between pages in the one section. Automatically closing pages reduce the need for the GO BACK operational commands to return to the first page in a section.
 - OOPS is included on these pages to go back to the first page in the section on automatically closing pages.
 - NOTE: that when multiple TURN THE PAGE commands are used to access third or subsequent page, it is necessary to add the JUMP BACK command before the JUMP TO command on the TURN THE PAGE cell to enable the third and subsequent pages to return to the first page of the section.
- Some pages that are accessed from multiple locations include a include JUMP BACK operational command (see section descriptions for details)
- Includes **activity displays** for more efficient interaction during a range of common daily routine and play activities.
- Includes "My stories" **anecdote pages, joke pages and about me pages** to support children to tell their own stories more efficiently and/or to compensate for current limitations in expressive language restricting the child's ability to intelligibly construct (word by word) more complex narratives

Section descriptions PODD 15

00 main

- This is the main home page for this PODD and is set as the *Grid to display at start* in the *general settings, startup* in the *user settings*.
- This page is part of the **main navigation system. All additional pages must be accessible via a pragmatic branch starter on this page**
- In this electronic PODD most of the pragmatic branch starters are on the front page. In paper PODD communication books the pragmatic branch starters are on page 2 (accessed via the *MORE TO SAY* link) to allow for the *quick chat* words to be accessed (on the front page) without a physical page turn (and turn back). The use of automatic closing pages in the quick chat section in this electronic PODD allows for fast access to *quick chat* from the chat words link on main page as it does not require someone to pick up and turn pages of a book to access quick chat words. This allows for faster access to the pragmatic branches to express other types of, non-contextually dependent, messages.
 - Not all messages to clarify communication intent are located on the *main page* due to the space limitations on this page. Communicative intents to instruct IT'S TIME TO, I HAVE AN IDEA and LET'S PRETEND are located on *03 tell* accessible via the I'M TELLING YOU SOMETHING branch
- Pragmatic branch starters indicate the communication intent of the message.
 - Some functions have predictive links to pages of vocabulary to express these intents.
 - I'M TELLING YOU SOMETHING and I'M TELLING A STORY branch starters link to the *03 telling you something* page (see information under the heading **03 tell** below on this pathway).
 - The vocabulary required to express other functions is less predictable and the navigation links to the categories index. (E.g. LET'S PRETEND and I HAVE AN IDEA).
- 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 I WANT, LET'S GO and I WANT TO SHOW YOU SOMETHING pragmatic branch starters insert into the message window when selected. This is because these phrases are often used to start sentences/messages to express these intents.
- The SOMETHING'S WRONG, I'M ASKING A QUESTION, I'M TELLING YOU SOMETHING, I'M TELLING A STORY and I WANT TO SHOW YOU SOMETHING pragmatic branch starters speak a message out loud when selected. This is done to attract the partner's attention to, and clarify the intention of, the child's message. It also helps the child to mark the time of the initiation of their turn when it may take some time for them to construct their whole message. This is particularly useful if the message related to the conversation or activity at the time of initiation. It may assist partners to wait for the child to take their turn or at least assist partners to identify the context of the message. Note that the spoken message for some branches is slightly different to the label to make it sound more natural.
- In the example page set I LIKE THIS and I DON'T LIKE THIS also speak the message. This can have some limitations, as the words on these pages may not always be used to express simple like or dislike, e.g. the word SILLY may be used without a dislike judgement. If this is an issue for the child / their partners, you could delete the *speak now* command associated with these cells.
- THE CHAT WORDS, GREETINGS AND MANNERS and DO SOMETHING cells are simple links to the corresponding pages to express these messages (i.e. neither speak aloud or insert text in the message window).
- The direct link to the *Categories index* (in the operational buttons column) can be used for more direct access to vocabulary to answer questions and communicate on an established topic. It is **crucial that partners model and children use the**

pragmatic branches when initiating communication and/or introducing a new topic. Following the pragmatic branches provides predictive links to required pages of vocabulary for more efficient communication and includes strategies to support more intelligible communication of self-initiated, out of context, messages at earlier stages of language skill.

Misinterpretation of the communicative intent of 2-3 key-word messages on unknown topics is more likely if children navigate straight to the categories index.

01 controls

- This page links from the main page and provides a space for the user to add device controls.
- A few common controls are included on the template with spaces to add user / device specific controls.
- BIG WORKSPACE links to a page with a large workspace to display longer messages. This can be useful for children who rely on pictographs to support their understanding to see the all of longer messages in a larger message window.

01 questions

- Automatically closing page including WH-question words and phrases.
- TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to the *categories index* so that the child can indicate what they are asking.
- The word QUESTION is also on this page.
- This page is linked from multiple activity-based pages as predictably associated vocabulary.
- **Note that this page is a different page from the 08 questions section that is linked from the main page and the categories index.**

01j turn preps; 01k push words; 01L put; 01m take

- These are automatically closing pages are used as predictable links from the verbs TURN, PUSH, PUT and TAKE verbs in some sections.
- Each page includes prepositions and pronouns that predictably follow the corresponding VERB.

02 chat

- Includes vocabulary that it is generally useful to say quickly or in the context of an ongoing conversation or activity.
- Social phrases including some phrases to manage interaction and repair communication breakdown are also included in this section.
- This section links from the main page and other pages designed to support interaction during specific activities.
 - **Note that the school version of PODD 15 has an alternative 25 school chat page linked directly from the school section.** TURN THE PAGE on this page links to the second page of main *chat* (i.e. only the first page is different). Remember that any changes made to the vocabulary / positions of vocabulary on the first page of the main *chat* section will need to be repeated on the *school chat* page.

- I DON'T KNOW needs to be positioned on the first page of chat to provide children with an efficient alternative to answer YES/NO questions. Do not move this phrase from the first page.
 - The words YES and NO are not included in the example page set on the assumption that the majority of individuals using this page set will use a more efficient gestural mode (i.e. head nod and shake) to communicate these words as part of their multi-modal communication system. If the individual does not have a faster more efficient method of indicating YES/NO that is understood by most partners then these words would need to be added to the first page of the *chat sections*.
 - Core words such as IT and THAT are also not included in the quick *chat* section of this page set based on the assumption that children will more efficiently point (with hands and/or eyes) directly to items to quickly refer to them. Note that when IT and THAT are spoken as single words people concurrently point to the referent. It is the point that carries the meaning. Using a speech generating device the spoken word and the point need to be produced sequentially. Note that these words are located in other sections of the PODD for use to express other functions.
- The phrases I NEED MY COMMUNICATION BOOK and I NEED TO GO TO THE TOILET are also on the first page of chat for efficient access from multiple sections.
- The phrase I NEED TO GO TO THE TOILET has a predictable link to the toilet activity specific pages (*50a toilet*) to support interaction during toileting. The vocabulary on this page is particularly useful for children who need assistance with toileting or are currently learning to go to the toilet. The *50 toilet* pages also link from the *11 activities* and *25 school / kinder chat pages* sections.
- DO YOU WANT TO HEAR A JOKE? on the third page of the *chat* section links to a page to support the child to tell jokes.
 - The phrase DO YOU WANT TO HEAR A JOKE? On the link cell *speaks now*.
 - All cells on the page *speak now*. There are no commands to CLEAR or DELETE WORD on this page. If an individual would like to change the commands to insert into the message window then CLEAR would also need to be added to the page.
 - Includes social interaction phrases related to joke telling.
 - Cells to store 6 question and answer jokes (note a different format would be required for knock knock jokes).
 - Each QUESTION and ANSWER pair has a different coloured background to support child identification of which button to press. Could decide to customise with different symbols to represent each joke or the child could learn to use the general QUESTION and ANSWER symbol pairs.
 - To add jokes: In edit mode, select the cell and type the text to *Speak now*
 - The page includes JUMP BACK to return to the page the child was using to communicate before they told the jokes. As the *chat section* can be directly accessed from a range of activity and subject specific pages the child may tell a joke during a range of activities they are going to continue after telling the joke, e.g. decide to tell a joke during music and need to return to the music display.
- If the child requires messages to support behaviour regulation they would be included in the ***chat*** section for fast access during multiple activities. These messages would typically be included on the first page of ***chat*** for fastest access. Consider which of the messages on the first page can be moved to make space for these messages. Remember, do not move I DON'T KNOW and make the same changes to the *25 school chat* pages.

02 greet & manners

- In addition to general greetings and manners, includes vocabulary to call out and meet people

- This section links from the main page and other pages designed to support interaction during specific activities.
- **Note that different greet and manners pages, 25 kinder manners & greet or 25 school manners & greet are linked directly from the school / kinder section.**
- This section includes **CALL PEOPLE** pages.
 - The **CALL PEOPLE** page includes two volume control cells, YELL and TALK. YELL sets the volume to 100%. The default setting on TALK volume is 50%. This can be changed to suit the user preferences for a general talking volume. NOTE: the volume can also be manually set using the VOLUME UP and VOLUME DOWN functions on the controls page.
 - The **CALL PEOPLE** page will need to be customised to include the names of people the child is likely to frequently call out to attract their attention. There is a link to the main *people pages* to access other names. **Note that a different 25 call people page is linked directly from the school / kinder section** to call out to the people in those environments. The general call people page will be more likely to be used in other environment and needs to include the names of family, (pets), home carers and friends.
 - Items on the *call people* page have the command to *speak now*. Children may be taught to prepare their message (in the message window) ready to communicate it to the partner once they have called out, maybe repeatedly to attract their attention. Using *speak now* to call out names reduces the need to delete these words from a message window before speaking the message.
 - The first page in **CALL PEOPLE** does not automatically close, so that the volume can be returned to TALK after calling out.
- This section also includes **ABOUT ME** pages to store prepared messages about the child that can be useful when meeting new people.
 - The example page set includes cells to provide some commonly useful types of introductory information, e.g. name, school, family and likes. It will be necessary to edit the text on these cells to include child specific information.
 - A turn the page provides extra blank cells to add other types of information the child may wish to share.
 - To support more interaction when meeting new people the **ABOUT ME** section includes links to **MEET QUESTIONS** (from first page), **I LIKE THIS** and **I DON'T LIKE THIS** sections (from second page).
 - The **MEET QUESTIONS** page provides opportunities for the child to ask new partners questions to elicit similar information to what they are sharing about themselves. When adding new types of information about the child to this section, consider if there is also an appropriate question they could ask their new partner to elicit similar types of information.

03 tell

- This page includes vocabulary and links to other pages to relate information, instruct and tell stories as part of the I'M TELLING YOU SOMETHING and I'M TELLING A STORY (NOT REAL) branches.
- The communicative intents to instruct IT'S TIME TO, I HAVE AN IDEA and suggest LET'S PRETEND are located on this page due to space limitations on the *main page*.
- I HAVE AN IDEA speaks the message out loud when selected. This is done to attract the partner's attention to, and clarify the intention of, the child's message.
- PACK UP, GO and DO SOMETHING ELSE are associated with the IT'S TIME TO branch. DO SOMETHING ELSE links to the *categories* section to access vocabulary to tell people what action, activity or routine it is time to do and GO somewhere predictably links to the *places* section. Both of these insert their label into the message window to form part of the sentence. E.g. IT'S TIME TO / GO (predictive link

to *places* section) HOME. IT'S TIME TO / DO SOMETHING ELSE (predictive link to *categories* section) *activities* HAVE SOMETHING TO EAT OR DRINK.

- ONE OF MY STORIES (provides a link to pages (*54 stories index*) containing pre-prepared anecdotes. The anecdote information chunking strategy is particularly useful for children who like to tell stories, but find word-by-word construction of narrative too difficult or time consuming.
- MESSAGE provides a space to store a simple, current message. For example: to remind mum to send in the permission slip back to school or to tempt people into a conversation with a currently relevant message, E.g. (name of sports team) RULES! GUESS WHAT I GOT TODAY! The idea is to frequently change this message in collaboration with the child. To add the text for a message, enter edit mode, select the MESSAGE cell and type the sentence in the text box.
- Tense clues IT'S ALREADY HAPPENED, IT'S ABOUT NOW, IT'S GOING TO HAPPEN, and IT'S ALWAYS HAPPENING link to pages of verbs in the appropriate tense. As there is no smart-partner to automatically change the tense of the verb once given the clue, multiple copies of the *actions* section in all verb tense forms are required in an electronic PODD to achieve the same effect. Predictive links are used to scaffold the child's relating of information in the appropriate tense. The predictable links also encourage children to learn to relate information using subject, verb, object sentences.

IT'S ALREADY HAPPENED links to *past 10a actions*.

- This page is basically a copy of the actions section with the verbs in past tense. All pages from the *actions* section have been duplicated with the verbs in past tense and the links changed to jump to the past tense version.
- People links to a modified, automatically closing, version of the first page in the people section (*09a people close*). When customising this page set it will be necessary to add people's names to this page in addition to the *09a people* page linked from categories. The links to other people's names from *09a people close* lead to regular pages in the *people* section. The predictably associated vocabulary AND, and I. ME and MY are included as separate cells on *09a people close*. Selecting AND or MY does not close the page as these words are predictably followed by other words on this page.
- The negation words on NOT+ have predictable links to the regular (base form) verbs on *10a actions OOPS* as past tense verbs do not usually follow negation e.g. say DIDN'T GO not DIDN'T WENT. Note that *10a actions OOPS* is a copy of the first page in the *actions section* with OOOPS replacing GO BACK TO MAIN PAGE. This modification enables a direct return to the past tense verbs if accessing NOT+ was an error.
- After selecting the words required from the actions page, *categories* needs to be selected to finish the sentence.
 - Note: Including a predictable link to the *categories section* associated with most of the actions words was tried, but this was found to be extremely annoying whenever an access error was made as it is inefficient to navigate back via the *main page* to start the *TELL* branch again just to return to the *past tense actions* page. Repeating this branch also includes spoken messages that are pragmatically inappropriate to repeat.

IT'S ABOUT NOW links to *ing 10a actions*.

- This page is basically a copy of the actions section with the verbs in present progressive (-ing) tense. All pages from the *actions* section have been duplicated with the verbs in present progressive (-ing) tense and the links changed to jump to the -ing tense version.

- Note that WANT on the first page of this section has not been changed to WANTING as WANT is the more common verb usage when talking about NOW. WANTING has been added to the fourth page in this section in case people also want to access this verb form for less common messages.
- People links to a modified, automatically closing, version of the first page in the people section (*09a people close*). When customizing this page set it will be necessary to add people's names to this page in addition to the *09a people* page linked from categories. The links to other people's names from *09a people close* lead to regular pages in the *people* section. The predictably associated vocabulary AND, and I, ME and MY are included as separate cells on *09a people close*. Selecting AND or MY does not close the page as these words are predictably followed by other words on this page.
- Some of the negation words on NOT+ have predictable links to the regular (base form) verbs on *10a actions OOPS* as the most likely use of language when talking about now, e.g. I DON'T WANT IT. NOT jumps back to the -ing verbs, e.g. I AM NOT GOING. Note that *10a actions OOPS* is a copy of the first page in the *actions section* with OOOPS replacing GO BACK TO MAIN PAGE. This modification enables a direct return to the -ing tense verbs if accessing NOT+ was an error.
- NOTE that at this language level the auxiliary verbs AM, IS and ARE are not included.
- After selecting the words required from the actions page, *categories* needs to be selected to finish the sentence.

IT'S GOING TO HAPPEN links to ***will 10a actions***.

- This page is basically a modified copy of the actions section WILL replacing WANT and verbs changed to the -ing form.
- WILL has a predictable link to the regular (base form) verbs on *10a actions OOPS*. Note that *10a actions OOPS* is a copy of the first page in the *actions section* with OOOPS replacing GO BACK TO MAIN PAGE. This modification enables a direct return to the -ing tense verbs if accessing NOT+ was an error.
- Some of the negation words on NOT+ have predictable links to the regular (base form) verbs on *10a actions OOPS* as the most likely use of language when talking about now, e.g. I WON'T DO IT. NOT jumps back to the -ing verbs, e.g. I NOT GOING. Note that *10a actions OOPS* is a copy of the first page in the *actions section* with OOOPS replacing GO BACK TO MAIN PAGE. This modification enables a direct return to the -ing tense verbs if accessing NOT+ was an error.
- NOTE that at this language level the auxiliary verbs AM, IS and ARE are not included.
- After selecting the required the actions word, *categories* needs to be selected to finish the sentence.

IT'S ALWAYS HAPPENING links to ***third 10a actions***.

- This page is basically a copy of the actions section with the verbs in third person singular form. All pages from the *actions* section have been duplicated with the verbs in third person singular form and the links changed to jump to the third person singular version.
- *People* links to a modified, automatically closing, version of the first page in the people section (*third 09a people close*). The *third* people pages in the ALWAYS HAPPENING" pathway have predictive links to the appropriate verb form. Third person singular verbs are only used when the subject noun is one other person or thing. (Note that YOU is the second person, not the third person).
 - I, WE, YOU, WE, THEY have predictive links to *10a actions* (regular, base verbs). E.g. I GO, WE, GO, YOU GO, THEY GO.
 - HE, SHE, EVERYONE, SOMEONE and all people's names and words JUMP BACK to *third 10a actions*. E.g. HE GOES, MUM GOES, THE CLASS GOES, THE BABY GOES.

- Note that MY, YOUR, OUR and THEIR also JUMP BACK to *third 10a actions* as they are generally refer to a single third person, e.g. YOUR MUM GOES, OUR BABY GOES.
- Note that if you are adding a word to the people's section that is not a third person, repeat it on the *third* people page with the associated link to *10a actions* (regular, base verbs). E.g. CHILDREN GO
- The negation words on NOT+ have predictable links to the regular (base) verbs on *10a actions OOPS* page as the most likely language usage e.g. She DOESN'T WANT IT.
- After selecting the required the actions word, you need to select *categories* to finish the sentence.

03 show

- Includes vocabulary and links to other pages needed to show things and actions.
- The vocabulary on this page particularly suits a child who has restricted mobility with limited ability to independently get and show objects. The child can provide their partner with hints as to where to look in the environment for the thing they want to show.
- Predictably associated vocabulary to produce common sentences used to show things and actions is on the *03 show* page.
- The phrase WATCH ME may be used to draw a partner's attention to something the child can do. LOOK can be used to cue a partner to attend to the child's eye or hand point to things in the environment or in a sentence to tell the partner where to look, e.g. LOOK IN MY BAG.
- The child may use the direct link to the CATEGORIES index to tell a partner to look in other places or say/describe/talk about what they want to show them.
- ASK SOMEONE links directly to the page of people for the child to identify who their partner could ask to help work out what it is they want to show you.
- MESSAGE provides a space to store a pre-prepared message, in this case about something the child wants to show their partner.

04 like / don't like

- Opinion vocabulary is organised into "more positive" and "more negative" words linked from the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS.
- The phrase "I THINK" is included as a whole sentence starter phrase YOU and ITS are included as predictably associated vocabulary. on the first page of both the I LIKE THIS and I DON'T LIKE THIS sections. Accessing these linked cells does not automatically close the opinion section, as the predictably associated vocabulary will be followed by other words in the opinion section.
- The word NOT has a predictable link to the other section. E.g. I DON'T LIKE THIS, NOT (predictable link to the *I like this* section) GOOD.
- All of the opinion words in this section include the command to JUMP BACK, to automatically close the opinion section. This is done to support efficient communication given the most likely usage pattern of selecting one opinion word from this section.
 - If children are routinely trying to select more than one opinion word and would prefer the pages to stay open, remove the *Jump back* command from all cells on the first page of section and change the *OOPS* to *JUMP BACK*.
- The item LET'S DO SOMETHING ELSE in the *don't like* section has a predictive link directly to the 07 categories section to suggest an alternative activity.
- Note that vocabulary to complain is included in section *05 something's wrong*. It is important when making changes to these pages to consider which section, *opinions* (*I*

don't like it) or something's wrong, will most appropriately and frequently convey the child's communication intent.

- NOTE that there is a predictive link from I DON'T WANT TO DO IT in the *something's wrong* section to the second page of the *I don't like this* section so it is important that words used to explain why the child doesn't want to do things remain on this page.
- In addition to adding/deleting vocabulary, you can change the words associated with some pictographs to suit the individual/family/peer group style of expressing opinions.

05 wrong

- Words and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the child.
- Predictably associated vocabulary includes I and FEEL
- HURT, SORE, PAIN, links to an automatically closing page to select a more specific word, e.g. SORE, PAIN, BUMP, BRUISE, BLISTER, CUT, BLEEDING, CRAMP, RASH, ITCHY, SUNBURN, BROKEN. SICK and all of these pain words have compulsory predictable links to the 06 body parts automatically closing page.
- There is also a link to the 14 *health* section from the first page of *something's wrong*. The link to 14 *health* is intentionally positioned above SICK to remind children and partners that they may want to go to the health section to locate names of specific illnesses.
- 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. a child who has frequent reflux may require YUCKY BURP in both sections, a child 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.
- I DON'T LIKE IT links directly to the I DON'T LIKE THIS section.
- I DON'T WANT TO DO IT links to second page in the *don't like* section which includes words to explain why the child doesn't want to do something.
- HUNGRY and THIRSTY have predictive links to a mealtimes activity page
- I WANT SOMEONE links directly to the page of people for the child to identify who they want.
- Children cannot always specifically identify what is causing them to feel upset. I DON'T KNOW WHAT'S WRONG is useful to enable the child to express that they are just upset, but cannot tell you why. It provides the child with the option to not answer people's requests to know why they are upset and prevent continual guesses to discover the problem.
- The vocabulary in these template pages reflects common complaints of young children. You will need to customise this section to include the main complaints required by an individual child. It can be helpful to discuss what upsets the child with key communication partners. You may need to move some vocabulary locations to keep similar types of vocabulary on the same page (for easier selection), e.g. if add word MAD would want it to be on same page as angry and grumpy.
- In addition to complaints, this section can include vocabulary for the child to suggest solutions to the problem. Being able to suggest solutions is especially useful for children who receive care from a wider range of people. To do this, add an extra page with a predictable link from the vocabulary item relating the problem to the page of possible solutions. For example:
 - **A child who has significant physical challenges** may provide more specific information about being uncomfortable or needing to move. In this instance I'M UNCOMFORTABLE may have a link to an additional page including vocabulary such as, PLEASE ADJUST MY LAPSTRAP, MY AFO'S ARE RUBBING. An extra page

from I NEED TO MOVE could include vocabulary such as PLEASE HELP ME TO SIT UP, I NEED TO LIE DOWN, I NEED TO GET OUT OF MY CHAIR.

- **A child who has sensory processing challenges** may require 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 such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET. This page could be in section 11 want activities to enable the child to also request these activities through the I WANT pragmatic branch and also have a link to this page from a vocabulary item A SENSORY ACTIVITY in section 10 verbs to request these actions via the DO SOMETHING pragmatic branch.

06 body parts

- There is both a *06 body parts* page linked from the categories index and a *06 body parts close* page that is predictably linked from various pain and illness words. The links to these pages looks the same, but they have to following differences to suit different functions.
 - Selecting a body parts word **on 06 body parts close** automatically closes the page (jumps back). This page also has some predictably associated vocabulary that may be needed to communicate the location of a pain, itch, rash, etc. The predictably associated vocabulary cells do not automatically close the page, as other words on this page will be needed to express the whole message, e.g. IT'S, IN, ON, MY, YOUR are predictably followed by body parts words. DELETE WORD is included to correct any errors made while on this page.
 - **The 06 body parts page** (linked from the *categories* index) includes main body parts, and predictably associated words NOT, BRUSH, WASH. This page is used for other functions where more than one word from the section may be required; therefore the page does not automatically jump back.
- Both *06 body parts* and *06 body parts close* have the same body part words and links to automatically closing pages to access other body part vocabulary sub-categorised as HEAD; LEG, FEET; ARM SHOULDERS, HAND or TURN THE PAGE to access ungrouped vocabulary. NOTE these are the same pages linked from both options.
- Remember to add appropriate gender specific body parts.

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 and I'M TELLING A STORY communicative intents and to answer questions.
- The ordering of items in the categories index is prioritised for speed of access according to the likely usage patterns of vocabulary by young children. Most commonly used categories are on the first page and categories with less frequently used vocabulary are located on the second page. Commonly used categories which are more directly accessed via a pragmatic branch starter on the main page are also located on the second page. You may choose to swap the location of a category to reflect the vocabulary usage patterns of an individual child and the availability of more direct links to the section via a pragmatic branch starter.
- NOTE that the label KINDERGARTEN is used throughout the page set to refer to an early childhood educational environment. This Label may need to be changed to suit the child's word e.g. preschool, day care, or the name of the centre.

- IT'S NOT IN MY DEVICE. I'LL GIVE YOU A HINT replaces the *CATEGORIES* cell on the first page 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. **ALL sections of the PODD need to be accessible via a category link in this section.**

08 questions

- This section includes a full range of WH-question words and predictably associated vocabulary to ask common (key word) questions. Some questions commonly asked by children are included as whole phrases.
- This section links from both the *main page* as a pragmatic branch starter and the *categories index* to use question words in sentences to express other functions, e.g. the instruction "Go and see who is there". Children will primarily access question words via the pragmatic branch starter on the *main page*. The link to question words from the *categories index* will primarily be used by partners as WH-question words within sentences occurs only in more complex syntactical forms. So do not move the link to QUESTIONS from the second page in the categories index, as partners should easily be able to turn the page.
- TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to the *categories index* so that the child can indicate what they are asking. For example, "TELL ME YES/NO, PLACES, YOU GO HOME? can be interpreted in context as "Are you going home"; "TELL ME YES/NO, ACTIVITIES, LIKE BOOK? can be interpreted in context as "Do you like this book?"
- A direct link to the *people section* from WHERE is (PERSON)? supports more efficient asking of this common question.
- A CURRENT QUESTION provides a space to add a currently relevant whole questions that the child may ask lots of people, e.g. DID YOU HAVE A GOOD HOLIDAY? DO YOU KNOW WHERE MY CLASS IS? WHAT DO YOU THINK OF MY NEW HAIRDO? The idea is to frequently change these questions in consultation with the child. To add the text for a question, enter edit mode, select that cell and type the message in the text box.
- **Note that this section is a different page from the 01 questions automatically closing page that is linked from multiple activity-based pages as predictably associated vocabulary.**

09 people

- This section will need considerable customisation.
- Associated vocabulary, (most of which are included on the one label in a paper communication book) for personal pronouns are included on automatically closing pages
 - I, ME, MY, MINE on the first page links to an automatically closing page for the child to select the appropriate form. This page also includes space to write the child's name.
 - Other personal pronoun associated vocabulary pages are linked from the *people words* page.
 - The cell position and background colour for personal pronouns on these pages is the same as it will be in the PODD 15+ pronoun pages.
- Children usually know a large number of people: family, friends, teachers, neighbours, health professionals, etc. There are therefore a multiple sub-categories and page turns in this section.
 - Sub-categories in this section include **family**, **friends** and **school** or **kinder people** linked from the first page in the section. As the occupations vocabulary is used less frequently the link to the sub-category **jobs** is linked from the second page.

- The first page in the section has spaces to add the names of immediate family members. The names of other family members are added to the *family* sub-category.
- Add names for people who have a closer relationship or frequent contact with the child on the first page of a sub-category. Add names for acquaintances, friends and family who have less frequent contact with the child on subsequent pages. Add extra pages or sub-categories as required.
- PCS symbols to represent people can be found by selecting *change picture*, then the *PCS* tab, then typing “person” in the symbol search box.
- General people words such as BOY, GIRL, BABY, MAN, WOMAN, CHILDREN are on page *09b*, accessed via a *TURN THE PAGE*.
- On the first page of this section JUMP BACK replaces the link to CATEGORIES. This is done as the *people* section is linked from other sections (e.g. *call people*) in addition to the *categories index*. The JUMP BACK cell allows for more efficient moving between the pages being used at that time. If the *people section* was accessed via the *categories index* then JUMP BACK will go back to the *categories* page.
- **Customisation of the first page in this section will need to be repeated on pages *09a people close* and *third 09a people close*** to be used in the TELL pathway to relate information.

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 verbs and predictably associated vocabulary for *people* and IT.
 - *People* links to a modified, automatically closing, version of the first page in the *people* section (*09a people close*). When customising this page set it will be necessary to add people’s names to this page in addition to the *09a people* page linked from categories. The links to other people’s names from *09a people close* lead to regular pages in the *people* section. The predictably associated vocabulary AND, and I, ME and MY are included as separate cells on *09a people close*. Selecting AND or MY does not close the page as these words are predictably followed by other words on this page.
- The range of verbs used by young children can be huge. This makes it difficult to practically include all verbs in the action section with only 15 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
 - used as auxiliaries with other verbs in this section
 - frequently used to request actions or give instructions
 - a specific movement the child frequently performs.
- MOVEMENTS the child performs with their body, e.g. ROLL, SIT UP, CRAWL, GRASP, BEND, CLAP, WAVE, are sub-categorised with a link from the first page in the *10 actions* section
- **Associated vocabulary pages** are used to include similar meaning words (most of which are included on the one label in a paper communication book).
 - NOT+ (not, don’t, can’t won’t)
 - SEE+ (see, look, watch, show, find, hide, lose)
 - SAY+ (say, tell, talk, speak, ask, answer, guess)
- The verbs TURN, PUT and TAKE have predictable links to automatically closing pages with prepositions and pronouns that predictably follow that verb. This supports more efficient communication of commonly used phrases using these verbs, e.g. TURN IT ON.
- 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. To increase the efficiency of communication, teach children and partners to look on the section specific actions page before navigating to the *10 actions section* via the *categories index*.

- More verbs are repeated in the actions section, via the TELL branch to enable use of the appropriate verb tense.
- Please note that changes and additions to the verb pages will need to be duplicated in the appropriate tense on the *past, -ing and third person* verb pages.

11 activities

- The activities section links from both the I WANT ... pragmatic branch starter and the ACTIVITIES category, enabling this vocabulary to be used to express a range of communicative intents.
- Vocabulary in this section includes a range of common play (leisure) and some daily routine activities with a focus on activities within the life experience of young children. IT and THAT are included on the second page of this section to request things that are present or currently being talked about, e.g I WANT THAT; I WANT IT.
 - Note that some "home routines" (e.g. "go to bed", "have a bath") may be accessed via the HOUSE & GARDEN link on the second page of this section. There is also a link to the *school/ kindergarten section* to request things and activities at school/kindergarten via the I WANT.. pragmatic branch.
- Sub-categories are used to organise the large vocabulary required to request/talk about different activities. The generic page set includes the sub-categories *make something, toys* and *outside activities*. Other sub-categories may be required if adding large numbers of additional activities of a particular type e.g. sensory activities.
 - Remember to position all sub-category links on the first page of the section (will need to move vocabulary to the second page).
- Many items in this section have links to pages of vocabulary to interact during the activity, i.e. activity specific displays (see pages 27-50 for more information).
- In this example page set the decision was made **not** to insert the word into the message window in addition to changing pages for most items when activity words with a link to another page are selected. This is because the child may use these link cells to:
 - access vocabulary on the activity specific page to express other functions (via *activities* in the *categories index*). For example, the child may want to tell someone I GOT A NEW DVD and they do not want the word TELEVISION to be automatically inserted into the middle of their sentence
 - request other items/activities on the activity specific page (not the activity name). For example, a child may want to request "I WANT STORY", so they do not want the word BOOK to be automatically inserted into the middle of their sentence.

This decision requires a second selection (on the activity specific page) to make the request for that activity via the I WANT pragmatic branch starter, e.g. I WANT (BOOK) BOOK. However, it is generally easier for children at earlier stage of language development to add a needed word than it is to delete an unwanted word that has been automatically added to the message window.

- The request messages SOMETHING TO EAT AND DRINK and GET DRESSED do automatically insert into the message window as these items link to a separate category section which can be accessed via the *categories index* (FOOD & DRINK and CLOTHES) to communicate different functions and messages. These links are only included in the *activities* section to request from the I WANT pragmatic branch starter.
- SPORTS is intentionally duplicated on both the second page of this section and in the *outside activities* sub-category as sports can be both inside and outside activities.

BALL is duplicated in both the *toys* and the *outside activities* sub-categories for the same reason.

- The child may not require all of these items and their associated displays and/or may require additional vocabulary and links to new pages for other activity displays.
- When adding vocabulary for different activities, consider whether the child also requires a display to interact during the activity. If adding a display to the PODD, ensure that all the *GO TO PAGE (number)* links are in place to enable the child to navigate to that page.
- When removing activity vocabulary that has an associated activity display, you may also need to remove the display. Prior to deleting any pages check whether the page is also accessed from another section in the PODD, e.g. *page 42 tools / build* may also be accessed from the *things* category.

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 first page of this section includes links to the *house & garden* section, *kindergarten / school places* and *outside activities* pages, 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 - PICNIC.
 - NOTE that the word for school / kindergarten is also included as a vocabulary item to talk about going to that place. In each page set the word for the educational environment not currently attend is on a subsequent page so the child at school can talk about when they were at KINDERGARTEN and a child at preschool can talk about going to SCHOOL.
 - NOTE that the label KINDERGARTEN is used throughout the page set to refer to an early childhood educational environment. This Label may need to be changed to suit the child's word e.g. preschool, day care, or the name of the centre.
- Retail places (shops, take away and restaurants) are sub-categorised with a page link to *shops*
- VISIT links directly to *09 people* to identify who the child has/will visit.
- There is an aim to include more frequently visited / talked about places on the first and second pages of this section with holiday destinations on the third page. During customisation it may be necessary to move some items from the second page to make room for more frequently visited / talked about places. There is a link to *world* places from the third page, as it is anticipated that these words may be less frequently used (like putting extended/fringe vocabulary on a list in a communication book).
- HERE and THERE are included in this section to refer to places in the environment or established from the current topic, e.g. people talking about a place the child could say LET'S GO THERE (note that COME HERE PLEASE is a whole phrase in *greeting and manners*).
- 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. FAIR, are 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*.

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 holidays and special events. Check this section and make appropriate vocabulary changes to suit the child and family's requirements.
- The first page includes predictably associated vocabulary for the whole section and vocabulary related to the more frequently occurring special event of birthdays and parties.
- The second page includes other commonly occurring events and special days and a link to *party things*. Links to topic specific pages to talk about *Christmas* and *Easter* are also on this page.
 - Note that on the *party things* LIGHT, BLOW OUT and DECORATE do not automatically close on this page as there are other words on the page that predictably follow these words, e.g. DECORATE CAKE.
- The *Christmas* and *Easter* pages use activity grid layouts to support ongoing interaction about and during these special events with minimal page changes. As EASTER and CHRISTMAS function as a link cell they are not programmed to insert into the message window, just jump to the page. This requires a second selection to use these words in sentences, but eliminates the need to delete the word when the item was only being used to access other vocabulary and these words are not required in the sentence e.g. do not want the word CHRISTMAS at the beginning of the message FATHER CHRISTMAS COME or EASTER the beginning of the message I BUY EASTER EGGS.
- This section often includes a large fringe vocabulary for low frequency special events, e.g. an excursion, the name of a specific concert or event. There are two other blank pages to add additional special events as required. The final page (requiring three page turns) functions like a list to add new, extended/fringe vocabulary. If adding lots of vocabulary, consider possible sub-category groupings to reduce the number of page turns to access more frequently used words. To keep the high frequency birthday words together on the first page, place links to extra sub-categories on the second page of the section.

14 health

- There are a number of sub-categories used in the *health* section to more efficiently organise a relatively large vocabulary
- The first and second pages in this section include vocabulary for general medical appointment, procedure and health professionals, links to the sub-categories and a predictable link to the 06 body parts automatically closing page. Relevant disability related vocabulary, e.g. DEAF, EPILEPSY, AUTISM, would be included on the second page in this section (accessed via TURN THE PAGE).
- SICK/ILLESSES links to an automatically closing page to select a more specific word for the type of illness. It will be important to customise this page so that the child's most common health problems are on the first page of the sub-category.
- HURT, SORE, PAIN, links to an automatically closing page to select a more specific word, e.g. SORE, PAIN, BUMP, BRUISE, BLISTER, CUT, BLEEDING, CRAMP, RASH, ITCHY, SUNBURN, BROKEN. All of these pain words have compulsory predictable links to the 06 body parts automatically closing page.

- Note that the first page in the *health things* sub-category is not an automatically closing page words on this page are frequently combined together. JUMP BACK replaces OOPS and DELETE WORD is added to correct and access errors without returning to the first page of the section. It will be important to customise this page to include the child's most commonly used health equipment and medicines. CHEMIST is included on this page as the place where health things are purchased.

15 clothes (grooming)

- This section includes clothes and things that are worn on the body, e.g. personal aids such as splints, and other vocabulary related to dressing and grooming.
- Predictably associated vocabulary is located on the first page 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. A direct link to *colours* and an automatically closing page *clothes descriptions* are also on the first page.
- Associated vocabulary automatically closing pages are used to more efficiently access the range of vocabulary included in this section.
 - Shoes and socks
 - Tops+
 - Bottoms +
- Vocabulary for underwear is included in one of these sections according to the body part it is worn on, e.g. UNDIES in *bottoms+*
- Other clothes vocabulary that does not fit within these groupings is placed on the second page.
- Vocabulary for any equipment aids that are worn by the child, e.g. arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place any items frequently put on and taken off during the day on the second page. If more space is required on the second page, move clothes items that are not used every day to the third page. If the child has a lot of equipment they wear consider adding a *personal equipment* automatically closing page.
- Note that even though boys may not wear dresses and skirts, these words are included to comment on/talk about what other people are wearing.
- A link to the sub-category ***Grooming & Jewellery*** is included on the second page.
 - The *grooming & jewellery* sub-category uses a page grid that supports more predictably associated vocabulary to interact during grooming with minimal page changes.
 - Associated vocabulary automatically closing pages are included for *hair, make-up* and *jewellery*.
 - Predictably associated vocabulary that is used with
 - A link to the *body parts* automatically closing page and a direct link back to the first page of the *clothes* section are included on the second page.

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. For example:
 - Things that are generally found at home/school/kindergarten setting would be included in those other sections.
 - Things related to specific activities, e.g. sports, games, would be located in the activities section or on an activity specific page
 - Personal equipment that is worn, e.g. AFOs, splints, is included in the clothes section.

- Predictably associated vocabulary to start sentences using vocabulary from all sections is on the first page of this section. Because both I and MY are frequently used with things vocabulary, I, ME, MY, MINE with a link to an automatically closing page for the child to select the appropriate form has been used in the *things* section (same as the people section). If this is challenging for the individual, you could select to add either I or MY in this cell.
- This example page set has a sub-category to personal (specialist) *equipment*, including AAC equipment. Predictably associated vocabulary GO, BREAK and USE relevant to special equipment is also included on this page. The page does not close when the predictably associated vocabulary is selected. This page will probably need considerable customisation to include the child's specialist equipment. If the child does not use much specialist equipment then you may want to change the symbol for the link to equipment (on the first page) to a communication display (as the page will then include mainly AAC equipment).
- There is also a link from the first page to the BUILD/TOOLS activity display (42).

17 house & garden

- This page set includes vocabulary for common requests, instructions and locations at home.
- Predictably associated vocabulary is accessible via *pronouns*, *house actions*, *little words* and *family* (to identify whose room) links to automatically closing pages.
 - Predictably associated vocabulary on the first page is used with vocabulary from all other sub-categories.
 - There is a predictable link from the verb TURN to a page with words to finish instructions (IT, ON, OFF, UP, DOWN, IN, OVER, AROUND). Note that IT does not close the page, as it is predictably followed by other words on that page.
 - OPEN and CLOSE are on the second page (because they did not fit on the first page with all the sub-category links)
 - Vocabulary referring to items inside the house is organised across multiple automatically closing pages according to room: *bedroom*, *bathroom*, *kitchen*, *living room* (linked for the first page) and *study* and *laundry* (linked from the second page). Vocabulary that applies to multiple rooms is accessed via TURN THE PAGE.
 - The *kitchen* sub-category includes a link to a page of utensils.
 - The *bathroom* sub-category links to *hair* and *make-up* pages (from the grooming and jewellery page in the clothes section) for more efficient navigation from the house and garden section.
 - The *laundry* sub-category also includes vocabulary related to general cleaning, e.g. VACUUM, BROOM, DUSTER
- A link to the sub-category **outside** is also on the first page. The *outside* sub-category uses a page grid that allows for different predictably associated vocabulary and multiple interactions whilst outside
 - Vocabulary in this section relates to items found in the yard / garden. Nature vocabulary (plant not animal) is also included in this section with a link to *garden tools*.
 - Predictably associated vocabulary to be used with vocabulary from all pages in this sub-category is on the first page. The second page also includes verbs relating to gardening, e.g., WATER, DIG, MOW, PICK, PLANT, WEED. Note that selecting these cells does not close the page as there are other words on this page that would predictably be used after the verb.
 - On the third page of the outside sub-category, *inside* links back to the first page of the *house and garden* section and *outside activities* links to that sub-category in the *activities* section.

18 food/drink

- This section may be accessed via the I WANT ... pragmatic branch (I WANT / SOMETHING TO EAT OR DRINK) or from the categories index enabling this vocabulary to be used to express a range of communicative intents. As children are most likely to access this section via the I WANT request, the category link to FOOD / DRINK is on the second page of the categories index.
- This section uses the activity page grid to provide more predictably associated vocabulary to interact during mealtimes with minimal page changes. Predictably associated vocabulary is also accessible via links to *chat*, *meal manners*, and *questions* automatically closing pages. Links to, *dishes & utensils*, and *kitchen* automatically closing pages are also included on the second page of this section with a range of descriptions commonly used at mealtimes (taste and temperature).
- Food and drink vocabulary is sub-categorised from the links to *food* and *drink* located on the first page of this section. Food is further sub-categorised by type: *snacks & desert*, *bread & cereals*, *spreads*, *fruit*, *vegetables*, *meat & fish* and *meals*.
- The names of meals BREAKFAST, LUNCH, DINNER, SNACK are included in the *FOOD* sub-category (not on the second page of the section) because this automatically closing page is linked from other sections and activity displays where these words may be required in addition to the names of food items.
- There are a lot of spaces in this section to add the child's preferred foods and drinks (as the range of options is enormous only the most commonly used words are already included on the pages).

19 transport

- Includes a range of vehicles commonly seen and talked about by young children.
- The first page in the section includes predictably associated verbs and pronouns and more frequently used/seen vehicles. There is also a link to the *toy cars* activity specific section.
- The second page includes aircraft, emergency vehicles, public transport, and transport places.
- The third page includes boats, work vehicles, siren and parts of vehicles and roads.
- There is a blank fourth page to add extended transport vocabulary.
- The child's individual frequency of word use should be considered during the customisation, moving more frequently used words to the earlier pages.

20 characters

- The example pages include common story and magical characters, and vocabulary to refer to the different character things and media, e.g. concert, DVD, CD.
- The first page of this section includes predictably associated vocabulary, blank spaces to add the child's favourite characters and a link to the *Character things* sub-category.
- There are three sub-categories in this section
 - *Character things* to add media and the child's things that have character images. There is a link to the *clothes* section on this page.
 - *Story characters* (linked from the second page) to add names of characters in the child's favourite books and movies
 - *Fairytales characters* (linked from the second page) to add additional characters from fairy tales the child has read.
- Character vocabulary needs significant customisation to include the child'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 (in edit mode, select *change picture* then *browse for file*).

21 animals

- The example page set includes a range of animals commonly talked about by young children. The decision to include this number of animals in the main pages was influenced by the frequent focus on animal names in children's play, stories, rhymes and songs.
- The first page of this section includes predictably associated pronouns and verbs, the word VET and blank spaces to add the names of the child's pets and/or other animals that they frequently care for, interact with, talk about and/or see.
- Noun vocabulary that is predictably associated with animals is accessible via links to *animal things*, *animal body parts*, *animal places* and *little words* links to automatically closing pages linked from the third page in this section (like putting this vocabulary on a communication book LIST)
- Animal vocabulary is sub-categorised according to type of animal or where the animal is usually seen. Pets are on the second and third pages of the animal section (access via TURN THE PAGE). Links to the following sub-categories are on the second page.
 - *farm animals*
 - *wild/zoo animals*
 - *reptiles* (including dinosaur and dragon)
 - *bugs* (insects);
 - *water animals*
- Note that all the pages in the animal sub-categories are automatically closing pages (self-closing grids). This means that the child can select one word off the page and it will automatically return to the first page of the animal section. This is an efficient option for using animal vocabulary in conversation. However, when playing games, singing songs and interacting during educational tasks where multiple animal names of the same type are used one after the other it does require multiple selections to access multiple words in the same sub-category. You may choose to change the first page in each sub-category to stay open to select multiple items from the sub-category until the OOOPS cell is selected. To do this: enter *edit mode*, select *edit grid settings* then *self closing grid* (no tick in the check box here keeps the pages open). Please note that second pages in the sub-category will still close and the TURN THE PAGE cell has a *jump back* command. It is recommended that you return these pages to self-closing grids for general communication purposes.
- The item BABY ANIMAL is included on the second page to be used with the names of animals from all pages in this section. Specific names for baby animals are only included for farm animals included in this page set.

22 days & times

- This page set includes commonly used time concepts. Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may primarily be used by communication partners to provide receptive input with children at earlier stages of language development.
- NOT is included on the first page of this section as predictably associated with time words, e.g. NOT NOW. There is also a link to *time little words* automatically closing page which includes some predictably associated determiners and prepositions in addition to common time concepts (note included as time little words to support learning for PODD 15+).

- The first page in this section includes common time concepts, NOW, YESTERDAY, TOMORROW, MORNING, AFTERNOON, NIGHT and links to the following sub-categories:
 - **days** (automatically closing page including the days of the week, DAY, WEEK and WEEKEND)
 - **time** (includes TIME, HOUR, MINUTE, SECOND, O'CLOCK, CLOCK, WATCH, the questions WHAT'S THE TIME? AND WHEN and a predictably associated link to the *numbers* page.)
- The second page (accessed via TURN THE PAGE) includes words for the seasons, HOLIDAY, CALENDAR, DATE, WEEK, YEAR, MONTH, plus a separate **months** link button to an automatically closing page including the names of the months and numbers to tell the date. The example *months* page does not include symbols for the months as the symbols available in PCS only relate to the Northern hemisphere. You may choose to add your own symbols if required. You will need to customise the cell MY BIRTHDAY IS.. to add in the child's date of birth.
- On the first page of this section JUMP BACK replaces the link to CATEGORIES. This is done as the *days & times* section may link from other sections in addition to the *categories index*. The JUMP BACK cell allows for more efficient moving between the pages being used at that time. If the *days & times* was accessed via the *categories index* then JUMP BACK will go back to the *categories* page.
- There is also an alternative automatically closing page for days & times words 22a *days close* that currently links from the *weather* page.
- Note that the **days** and **months** pages are automatically closing (self-closing grids). This means that the child can select one word off the page and it will automatically return to the first page of the *time* section. This is an efficient option for using time vocabulary in conversation. However, during some educational tasks where multiple days or months are used one after the other, e.g. reciting the days of the week, it does require multiple selections to navigate back to the page. You may choose to change these pages to stay open to select multiple items until the OOOPS cell is selected. To do this: enter *edit mode*, select *edit grid settings* then *self closing grid* (no tick in the check box here keeps the pages open). It is recommended that you return these pages to self-closing grids for general communication purposes.

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 more efficiently express other communicative intents.
- The ordering of items in this section is prioritised for speed of access according to the likely usage patterns. Commonly used vocabulary which can be more directly accessed via the *opinions* or *something's wrong* pragmatic branch starters on the main page are located on later pages.
- The relative location of words in this section places words with similar meaning in the one column. This may support some children to consider which word they want to select to express their emotion.

24 descriptions

- This section includes a large range of conceptual language commonly introduced in early childhood and at school. Weather is also included in this section as we describe the weather.
- On the first page of this section JUMP BACK replaces the link to CATEGORIES. This is done as the *descriptions* section links from multiple in addition to the *categories index*. The JUMP BACK cell allows for more efficient moving between the pages being

used at that time. If the *descriptions* section was accessed via the *categories index* then JUMP BACK will go back to the *categories* page.

- NOT, SAME and DIFFERENT are included on the first page of the section as they are frequently used with vocabulary from all other pages in this section.
- Vocabulary is organised into according to what the word describes.
- The sub-category links from the first page of this section are:
 - **Colours:** All cells except LIGHT and DARK automatically jump back (close the page). LIGHT and DARK do not close the page as they are predictably followed by other words on this page, e.g. DARK BLUE.
 - **Shapes:** Automatically closing pages. In addition to shapes, includes other vocabulary associated with drawing and patterns, e.g. SPOTTY, DOT, CHECK, STRAIGHT, LINE.
 - **Size:** Automatically closing pages.. Includes FAT and THIN in addition to a range of other size descriptors.
 - **Numbers** (See information below)
 - **Feels:** All cells except FEELS automatically jump back (close the page).
 - **Tastes:** All cells except TASTES automatically jump back (close the page).
 - **Looks:** All cells except LOOKS automatically jump back (close the page).
 - **Weather:** Uses a page grid that supports more predictably associated vocabulary to discuss the weather with minimal page changes. There is also a predictable link to *22a days close* page.
- Other descriptions vocabulary that does not fit into these sub-categories is accessed via TURN THE PAGE.

Numbers sub-category:

- The first page in the *numbers* sub-category includes the numbers 1-9 and 0, SPACE and a link to number *functions* and TURN THE PAGE to access other vocabulary for number concepts and to participate in maths classes.
- The first page needs to stay open when numbers are selected to support combination of numerals to create larger numbers. For the same reason automatic spaces are not inserted after selecting a number. The SPACE cell is included to do this manually.
- A JUMP BACK command is in the top right corner of the first page (instead of go back to CATEGORIES or MAIN PAGE) as the number page is linked from multiple sections in the page set.
- You will need to customise the labels used on some items in this section to suit locally used educational practices.
- **NOTE It is important that that only the numbers 1-10 and 0 are included.** People in the child's environment often require explanation of why children need to learn to combine numerals (0-9) to produce numbers beyond 10. Partners frequently suggest that it is easier for the child 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 children 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. Extra pages to practice counting out loud using whole numbers can be linked from this section, but do not change the main page used for writing and speaking numbers.

25 Preschool/school

- 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 preschool/school environment.
- **If the child does not currently attend an educational setting**

- Replace the cell school / kinder on the first page of the categories index with a link to a frequently used category from the second page of the categories index.

25 Kindergarten (preschool page set)

- This section is designed to interact in an early childhood centre with a play-based curriculum. In the example page set the preschool centre is referred to as kindergarten (kinder) but the cell labels can be changed to reflect the name used by the child and family for their early childhood centre, e.g. day care, crèche, preschool.
 - Note that a child who is participating in a play-based curriculum at school may also find that the preschool page set has more appropriate vocabulary.
- The first page in the section uses an activity page grid to provide more predictably associated vocabulary to interact at kindergarten with minimal page changes.
- The first page of this section includes links to *questions*, *chat* and *kinder greetings and manners* automatically closing pages.
- *Kinder greetings and manners* is a different page from the *greetings and manners* page linked from the *main* page. This page includes the more formal greetings frequently used in classrooms, e.g. GOOD MORNING GOOD AFTERNOON, CAN I PLAY WITH YOU? There is also a link to *CALL OUT TO KINDER PEOPLE* on this page. There is also a link to *kinder people* section from the *call kinder people* page.
- The first page of this section also includes vocabulary to start sentences using words from all sections and links to the *make something* and *outside activities* sub-categories. Note the ME and YOU are accessed via the *chat* page link.
- A range of common inside kindergarten activities and daily routines are included on the second page of this section..
- Links to opinion words I LIKE THIS and I DON'T LIKE THIS and HOME and the word TOYS are on the third page. NOTE that this was done to keep most common inside activates on the same (second) page.
- Most of the inside activity words in this section have links to pages of vocabulary to interact during the activity, i.e. activity specific displays (see pages 27-50 for more information).
 - HOME CORNER in this page set links to an activity specific display (*25h home corner*) in the kindergarten section to provide more specific verbs and prepositions to direct and narrate home corner play than are present in the main house and garden section. There are links from the second page of *home corner* to the room sub-categories in *House and Garden*.
- The *outside activities* sub-category uses an activity page grid to provide more predictably associated vocabulary to interact during "outside play time" at kindergarten with minimal page changes.
 - The first page of this section includes links to *questions*, *chat* and *kinder greetings and manners* automatically closing pages and predictably associated vocabulary used to start sentences using words for all pages in this sub-category.
 - The activities on the first page of this section are more likely to use an electronic device during the activity and may frequently use the PUSH verb and link to instruct helpers.
 - The verb PUSH has a predictable a link to give common instructions (IT, HIGH, LOW, UP, DOWN, OVER, AROUND, BIG, LITTLE, FAST, SLOW, LEFT, RIGHT, BACK, FORWARD). when playing on a swing, slide or moving toy outside. Note that IT does not close these pages, as it is predictably followed by other words on that page.
 - BALL and WATERPLAY link to separate activity displays.
 - Please note that SANDPIT does not link to a separate page – as electronic devices cannot be used in sandy environments. (Using the device with water play is also questionable, but can often position the device a away from the splashes, but within reach). A separate paper activity display could be made for interaction in

the sandpit. There are some words for "sand toys" on the third page of this section. (Spaces were left on the second page to add other activities).

- There is a link back to *inside activities* (first page of kindergarten section) on the second page. The words INSIDE and OUTSIDE are also on this page so that children can request and partners can instruct where to go.

25 School

- The school section is designed to interact at school as well as to include a range of vocabulary related to school. The first page in the section uses an activity page grid to provide more predictably associated vocabulary to interact at school with minimal page changes.
- The first page of this section includes links to *questions*, *school chat* and *school greetings and manners* automatically closing pages.
- Please note that the first page of *school chat* is different for the main *chat* page. *School Chat* includes I MADE A MISTAKE (instead of UH OH) and I NEED A BREAK (instead of STOP). The second and third pages of *school chat* are the same pages that link from the general *chat* page that is linked from multiple sections in this page set. Therefore, be very careful when customising the *school chat* pages that you do not make changes for the school environment that will limit the use of these pages in other environments and activities.
- *School greetings and manners* is also a different page from the *greetings and manners* page linked from the *main* page. This page includes the more formal greetings frequently used in classrooms, e.g. GOOD MORNING GOOD AFTERNOON. There is also a link to CALL OUT TO SCHOOL PEOPLE on this page. There is also a link to *school people* section from the *call people* page.
- The first page of this section also includes predictably associated vocabulary (Note: ME and YOU would be accessed via the *chat* page) and links to the following sub-categories:
 - ***school places***: Automatically closing page including the names of places at school. This page also links from the *places* section as part of the *LET'S GO* pragmatic branch. ADD the name of the child's school and grade to this page.
 - ***school things***: Automatically closing page including the names of things used at school. For convenience there are links from this page to *computer things*, *pencil case things* and *equipment* automatically closing pages in other sections. There is also a link on this page, *use computer*, to access the interactive computer activity display.
- The second page of this section includes the school daily schedule, activity and subject words. You will need to customise the labels to suit local wordings for different subjects.
- This page also includes links to ***school subject displays*** and ***topic pages*** (see information on the topic section below under the heading **55 topic pages**)

School subject displays

- School subject displays aim to increase the efficiency of interaction during specific subjects at school. These displays are accessed via the *school* section: TURN THE PAGE, SCHOOL SUBJECT DISPLAYS.
- The page layout for the subject displays is similar to activity grids, with predictable links to *school chat* and *question automatically closing pages*. associated vocabulary links to interact during the activity with minimal page changes.
- School subject displays also include a direct link to return to the *school* section.
- The generic page set includes displays for some common school subjects and links to 9 other subject displays ready for the user to add vocabulary for other subjects.
- **READING** subject display (29a *school book*)
 - Based on the *book* activity display (linked from activities) with changes to the first page to include *School Chat* and a link back to the *school* section. All other pages are shared.

- The second page includes links to READING INSTRUCTION and STORY DISPLAYS.
- The *reading instruction* page includes a range of vocabulary that is generally used in early literacy instruction.
- BOOK DISPLAYS links to an index to add story specific displays for books the child is repeatedly reading as part of literacy instruction (shared or guided reading). See information on the book displays section below under the heading **56 book pages**.
- **WRITING** subject display (*25j literacy*) includes a range of vocabulary to talk about writing.
 - There is a link from the first page to the alphabet pages. The default page link is to *51a alphabet 6 LC*. Change this link if you have decided to use a different alphabet display.
- **MATHS** subject display (*25k Maths*) includes a range of vocabulary to interact during maths classes with predictable links to the *numbers*, *descriptions* and *days and times* sections. There is also a link to a *money* page as this is a common area of study in Maths class.
- **MUSIC** subject display (*28a school music*) includes a range of vocabulary interact during music.
- **ART** subject display (*25k art*) includes a range of vocabulary to interact during art class.
- **SPORTS** subject display (*47a school sports*) includes a range of vocabulary to interact during and sports classes.

26 Religion

- The example page set allows for people to include different vocabulary to suit different religions.
- At this stage of language development, vocabulary needs to be selected to reflect the child's life experiences. The religion section is only included in this PODD when religious worship is a regular part of the child's life. Some 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 – 47 & 50 in the main page set include a sample range of activity displays for common childhood activities. These displays primarily link from the ACTIVITIES section (and the kindergarten section in the **preschool page set**).
- All of these pages use the activity grid with links to the *chat* and *questions* automatically closing pages to efficiently to interact during the activity with minimal page changes. The second page of the activity displays includes links to automatically closing pages *I like this* and *I don't like this tot* express opinions.
- Note that the name of the activity is usually included in the top right vocabulary symbol cell on the first page of the activity displays. This supports the development of more efficient, automatic location of symbol cell to request the activity (see information in *08 activities* section for explanation of the navigation pathway to request).

Example activity specific pages included in this page set are:

- **27 Television:** Vocabulary to interact when watching TV and to talk about TV shows and movies at other times.

- Includes links to automatically closing pages to add the names of the child's favourite *TV shows* and *DVDs* (video files).
 - Note that there is a predictable link from the word TURN in *television actions* to a page with words to finish the instruction (IT, ON, OFF, UP, DOWN, AROUND). Note that IT does not close the page, as it is predictably followed by other words on that page.
 - If the device includes environmental control functions compatible with the child's TV, you would link a page to TV controls from this section.
- **28 Music:** Vocabulary to interact when singing, playing and listening to music and to talk about music at other times.
 - The *school subjects music display*, linked from the *school* section has a different first page (*28a school music*), but shares all the other music activity specific pages.
 - Includes links to automatically closing pages for *instruments* and to add the names of the child's *songs* and favourite *musicians* (and their music).
 - Note that there is a predictable link from the word TURN in *music actions* to a page with words to finish the instruction (IT, ON, OFF, UP, DOWN, OVER). Note that IT does not close the page, as it is predictably followed by other words on that page.
 - If the device supports playing music files or environmental control to a music player then links to a page to include the required controls would be included in this section.
 - **29 Book:** Vocabulary to interact when reading and talking about books.
 - Note: The *school subjects reading display*, linked from the *school* section, has a different first page (*29a school book*), but shares all the other book activity specific pages.
 - The second page includes a link to BOOK DISPLAYS and also links to READING INSTRUCTION in the **school page set**. See the information on the *reading instruction* pages in the **25 school subject** section and on book displays under the heading **56 book pages** below.
 - In the **preschool** version the second page has a link to BOOK TALK instead of reading instruction.
 - Also includes links to automatically closing page to add the names of the child's favourite *books*.
 - **30 Game:** Vocabulary to interact playing and talking about games.
 - Includes a range of vocabulary to instruct, comment and request during games including game equipment. A link to an automatically closing for *games* provides spaces to add the names of the child's games.
 - You may choose to create game specific pages (e.g. *Guess who*) and link them from this section.
 - **31 Play dough:** Vocabulary to interact when using play dough or clay.
 - Includes links to *colour* automatically closing page.
 - The second page includes equipment to use with play dough and ideas of what the child may try to make. Try to collect other ideas, by listening to what peers are making with their play dough, to add extra ideas to this page.
 - **32 Draw:** Vocabulary to interact when drawing
 - Includes links to *colour* and *shapes* pages.
 - The second page includes a range of common drawing tools and materials with spaces to add other tools and materials the child uses.
 - The phrase I WANT TO SHOW links directly to the people section so the child can name the person they want to show.

- **33 Paint:** Vocabulary to interact when painting and finger-painting
 - Includes links to *colour* page automatically closing page.
 - The second page includes a range of materials and equipment used when painting.
 - The phrase I WANT TO SHOW links directly to the people section so the child can name the person they want to show.
- **34 Cut and Paste:** Vocabulary to interact when cutting and/or pasting.
 - Includes links to the *descriptions* section.
 - The second page includes a range of materials and equipment used to cut and paste.
 - The phrase I WANT TO SHOW links directly to the people section so the child can name the person they want to show.
- **35 Cook:** Vocabulary to interact when cooking or interacting with someone else who is cooking.
 - Includes links to the *descriptions* section on the first page.
 - A link to the *kitchen and dishes* and *utensils* sub categories of the *house and garden section* and the *food* sub-category of the *food and drink* section is positioned on the second page with the names of foods commonly used in cooking.
 - Note that the *food* link is not on the first page to avoid people jumping to the food section to hunt for these words which could be more efficiently accessed via TURN THE PAGE. Note that other any liquids required for cooking will need to be included in this section. If needing to add a lot of liquids a link to the *drinks* sub-category in the *food and drink* section could be added to the cell under FOOD.
- **36 Blocks:** Vocabulary to interact when playing with blocks
 - Includes links to *colour* and *size* automatically closing pages are on the second page. The second page also includes things to make with the blocks. Try to collect other ideas, by listening to what peers are making with their blocks, to add extra ideas to this page.
 - The singular word BLOCK is used in this section as the most likely simplification using only one word. The plural version BLOCKS could also be added if required.
- **37 Puzzle:** Vocabulary to interact when playing with puzzles.
 - Includes a link to the *descriptions* section on the second page.
 - The first page includes comments YEAH! THAT'S IT and OH NO, DOESN'T FIT . The second page includes CAN'T FIND IT, TAKE OUT, TIP IT OUT.
 - Can add the names of favourite puzzles and other comments to the second page,
- **38 Dolls:** Vocabulary to interact when playing with dolls.
 - Multiple activity pages are required to interact during a range of common doll play routines.
 - The first page includes a links to activity displays to ***change nappy, feed, dress, bath*** and ***put dolly to bed***. These are not automatically closing pages, remaining open for interaction using multiple words on the page. DELETE WORD is included on this page to correct errors and clear messages. JUMP BACK returns to the first page of the *doll section*.
- **39 Toy cars:** Vocabulary to interact when playing with toy cars, trains or planes.
 - If the child has a train set or other vehicle that does specific functions you may want to add another activity display more specific to play with that vehicle.

- **40 Bubbles:** Vocabulary to interact when playing with bubbles.
 - Note: The *bubbles* display linked from the *kindergarten* section has a different first page (*40a kinder bubbles*), but shares all the other bubbles activity specific pages.
 - There is space on the second page to add the child's bubble toys.
- **41 Ball:** Vocabulary to interact when playing ball.
 - Includes a JUMP BACK instead of Categories because it is linked from multiple sections.
- **42 Build tools:** Vocabulary to interact during pretend or real use of tools to build
 - This page also links (as tools) from the house & garden and things sections.
- **43 Water play:** Vocabulary to interact about water play (probably need to use communication book, not the electronic device, if very wet with waterplay).
- **44 Dress ups:** Vocabulary to interact when playing with or talking about dress ups.
 - The first page includes links to *colour* and the *grooming and jewellery* subcategory (in *clothes* section).
 - The second page includes a range of clothes words and links to *shoes and socks*, *tops+ and bottoms+* associated vocabulary automatically closing pages. There is also a link on this page to *costume* to add the names of the child's special costumes / characters to dress-up as.
- **45 Messy play:** Vocabulary to interact when exploring messy play.
 - The first page includes links to *feels* automatically closing page.
- **46 Computer:** Vocabulary to interact when using the computer
 - *I need some help* links to a page of words and phrases to communicate technical and personal difficulties. Please add problems experienced by the individual.
 - A range of computer equipment and programs vocabulary is included on the second page with space to add vocabulary for more specific equipment and programs used by the individual on the next page.
- **47 Sports:** Vocabulary to interact when playing or talking about sports.
 - This section includes a wide range of verbs. The first page includes links to *movements*.
 - Space is available to add in sports and teams plus relevant equipment of interest to or played by the child.
- **50 Toilet:** Vocabulary to interact when going to the toilet, particularly relevant during toilet training or for children who require assistance.
 - JUMP BACK replaces the link to CATEGORIES because the link to this page comes from multiple sections.
 - This page is number 50 as parental feedback suggested placing the toilet display in a very easy to find position for frequent fast access, so it is positioned as the last activity display in a paper PODD communication book.

Consider whether the child requires all of these activity displays to be included in their PODD and/or they require other activity displays.

- **To delete an activity display** To delete an activity display from an electronic PODD, delete all the JUMP TO PAGE links to that page. You may choose to keep the name of the activity, but remove the link to the activity display. You can either then delete the pages with that number from the page set (in the *Grid explorer*, highlight the child's user and select *explore user*, highlight the page(s) to be deleted then select *Delete*

grids) or you could leave the unlinked activity display in the page set in case you want to re-link it to use at a later time.

- **To add an activity display** In *edit mode* open the grid 0 *activity grid*. Save that grid as the new page name (in edit mode select *file, save as*). Page numbers need to be assigned to all new activity display pages. You may use numbers from the pages you have deleted, the numbers 46 – 49 or a number larger than 56. When adding an activity display to a PODD, you will also need to add the name of the activity and *JUMP TO PAGE* command to link to that page.

51 Alphabet

- Alphabet displays are primarily included in this PODD page set for exploration, early writing and spelling activities. Children at this stage of language development do not generally have sufficient spelling skills to use spelling for interactive communication.
- There are a number of options included for alphabet displays, depending on the number of items (letters) the child can manage on a single display.

Group-item layout (6 to a page)

- **This is the default alphabet page linked from multiple sections. The first page in this group is named 51a alphabet 6 LC**
- This section uses a group-item approach to present the alphabet 6 large cells plus a column of operational cells on the page.
 - 51a groups 5-6 letters per cell on 5 large cells in alphabetical order, with links the corresponding pages 51b-f, and one large SPACE cell. A column of smaller operational cells JUMP BACK, BACKSPACE and links to the pages *edit and spell* and *upper case*.
 - Pages 51b-51f have 5-6 cells with one letter per cell.
 - The child initially indicates the letter group that includes the letter they want. Each group has an associated link to a page containing the letters from that group, one letter per cell. . The child can then directly indicate the specific letter presented individually on a cell. Note that the position of these buttons on the page replicates the relative position of that letter in the letter group on page 51a.
 - The *edit and spell* page includes the commands to DELETE WORD, CLEAR and SPEAK, links to the *main page* and *categories*, OOOPS to return to the alphabet page and the words I DON'T KNOW, SPELL, FIRST SOUND AND WORD. The **school version** of the PODD 15 also includes a link the *writing* subject page from the *school* section. There are spaces on this page to include other spelling instruction words and commands.
 - *Upper case* links to a page that repeats the above layout, but for capital letters.

2 group to 13 item layout

- **The first page in this group is named z alt 51a lowercase main**
- This section uses a two group to item approach to present the alphabet on two large buttons that link to automatically closing pages with 13 letters on individual cells.
- The first page in this section also includes a large SPACE cell, the commands SPEAK, BACKSPACE, DELETE WORDS and CLEAR and links to a *spelling instruction* page, *upper case* alphabet page, the *main page* and *categories* index.
- If using this alphabet display it will be necessary to edit all of the *ALPHABET* link buttons throughout the page set to *JUMP TO z alt 51a lowercase main*.
- *Upper case* links to a page that repeats the above layout, but uses capital letters.
- While this option uses a similar size grid to that used throughout this page set, the grouping of 13 letters on the one large cell is more visually complex than the group-item layout with six on a page. The same number of accesses (two) are required to access each letter in both options. However, it is necessary to change pages to

access some of the operational buttons on the group-item layout with only six on a page.

QWERTY Alphabet

- **The first page in this group is named z alt 51a QWERTY LC.** There is also an upper case page in the same layout **z alt 51b QWERTY UC**
- This is a typical keyboard layout
- This would be the preferred alphabet option for any child who could physically and visually manage this number of items on the page, as only one selection is required to access each letter.
- Commands on this page are SPEAK, BACKSPACE, DELETE WORDS and CLEAR and links to a *spelling instruction* page, *upper case* alphabet page, the *main page* and *categories* index.
- If using this alphabet display it will be necessary to edit all of the ALPHABET link buttons throughout the page set to **JUMP TO z alt 51a QWERTY LC.**

54 My stories

- The *My Stories* pages are accessed via *I'm telling you something* and *I'm telling a story* pragmatic branch starters and *It's one of my stories* on the 03 tell page.
- These pages support children to tell pre-prepared stories and anecdotes (oral narrative) in a more time efficient manner. Word-by word construction of narrative using aided symbols is very slow and requires considerably more expressive language skills. Children who use aided language may have the desire to tell their stories, but insufficient time or capability to do so. Sharing personal stories with others, allows us to express our personalities and make social connections. The child should be involved in the creation of these stories, although others may support the intelligibility of the final product by suggesting ideas to the child and expanding the sentence forms.
- The first page in My stories is an Story index grid for stories that have been stored in the PODD. There are spaces for links to 14 stories, plus a current story (news). When writing a new story, edit this page to include the name and a symbol representing that story. The links to 14 blank stories pages are already in place.
- A separate page is used to store each anecdote. Each page includes the following parts of a story. You do not need to fill in every part for every story.
 - **what happened:** main part of the story, introduction / outline of what happened
 - Include "set up" to story
 - *Use describing and action words to make story more interesting.
 - **more of what happened:** expand on story with extra details or information.
 - maybe include what happened next / afterwards
 - **who:** Names of people or general name for group of people
 - relationship to student, remember may be telling story to people who do not know that person
 - interesting description of central character(s)
 - **where:** where it happened
 - may use specific words to describe place (make the story more interesting)
 - may not always need this
 - **when:** May be a specific time if a recent event. For past events, maybe
 - -age at time
 - -what doing at the time, e.g. When I was in grade 1
 - **why:** Comment on why you think something might have happened
 - may not always need this
 - **what I thought:** Describe
 - how you felt

- your opinion
- May include what you thought/ felt at the time and later
- **what others thought:** describe the reactions of the other people.
 - Say what you think the other people thought / felt based on
 - what they did, said, how they said it, how they looked, etc
- The suggestion that the other person should **HAVE A GUESS** is useful to respond to any more specific questions the partner may ask, answers to which are frequently quite guessable.
- Spaces to add appropriate **conversation starters**, e.g. YOU'LL NEVER GUESS WHAT HAPPENED TO ME, I HAD THE BEST TIME ON THE WEEKEND, THAT HAPPENED TO ME, etc.
- Space to add an appropriate **wrap up comment**.
- **Remember that the "you" in the above descriptions refers to the child. Remember that it is the child's story. Encourage the child to participate in selecting the information and words to be included in the story. Write each message as a child would speak.**
- To fill in the story displays. Go into *edit mode*, select a cell to edit and then Type the message into the box under the instruction “*Type text into the active workspace*”. You do not need to change the symbols associated with each part of the message, unless the child has significant difficulties understanding the speech output.

55 Topic pages

- Topic pages are only included in the **school page set**.
- These pages are used to add vocabulary for a current class topics or themes. School age children frequently require topic specific vocabulary to efficiently participate in class discussions, assessment and writing tasks on a current topic or theme, e.g. Ancient Egypt, dinosaurs, space travel, human digestion. While the core vocabulary and some of the fringe vocabulary related to these topics may be on other pages in their PODD page set, they may need to go to multiple pages in the PODD to access the words from different sections and new, unusual extended vocabulary is likely to be stored on later pages within a section.
- While it is useful to have the topic vocabulary easily accessible on a topic page when the topic is current, locating vocabulary on old topic displays is not very efficient for general use. At the end of each topic make sure to store new words within the main section pages. If you involve the child in this process it will assist their learning the location of these new words.
- The topic pages index is linked from *school* section. The index in this page set is prepared with links to pages ready to be filled in for 15 topics.
 - The first page in a topic section using the topic page 1 grid with links to the *main page*, *categories* and the *school* section, TURN THE PAGE and DELETE WORD and CLEAR commands. Words used to start sentences would be positioned on the first page.
 - The second page using an automatically closing page
- When creating topic pages consider if there are existing automatically closing pages including the vocabulary you require that you can link to from the topic page. You can copy the link cell from one page to the other (in edit mode select the cell you want to copy and then use control+C to copy that button. Move to the topic page, select the cell and use control+V to paste the cell there.

56 Book pages

- Although most of the vocabulary in these books (apart from character names) will already be in different sections of the child's PODD, story specific displays can

increase efficiency to participate in interactions to support literacy learning (especially important during group instruction).

- The book displays are different in the **school** and **preschool page sets** to suit the literacy experiences required at different ages.

Preschool Story displays

- Linked from the *activities* and *kindergarten* sections – *BOOK* activity section / STORY DISPLAYS.
- These book displays are designed to support the child's participation in shared storybook reading.
 - If the child has difficulty understanding spoken language the book displays may also be used by partners to read text "out loud" with pictograph support to provide meaning.
 - These book displays are not to be used by children to read the book out loud word-by-word or identify words in a book.
- Story displays would only be made for the child's favourite books, the books that they request repeated readings.
- The first page is an index with links to 15 story specific grids in the examples page set. Add the name and symbol for the name of the book to this page. The general page set already has links programmed for 15 books.
- For each book the first page is a copy of the general book activity page with A DIFFERENT BOOK replacing the single word BOOK, a space for the name of the book in place of AGAIN , a link to BOOK TALK replacing I and THE END replacing CHOOSE.
 - Book talk links to automatically closing pages to include vocabulary to develop early literacy knowledge / awareness. This vocabulary is included for partners to model and children to participate in talk about books, not to test children with lots of questions.
 - DIFFERENT BOOK links back to the general book activity section for the child to select and then participate in reading another book.
 - The words PICTURE and END are also n the first page for frequent use during book reading.
- Story specific vocabulary is added to the second page. Links to the I LIKE THIS and I DON'T LIKE this are also on the second page. Vocabulary added to these displays could include the characters names and other vocabulary related to the story and pictures that the child may wish to talk about. Repeated lines and comments to interact during the shared book reading may also be added to these pages.
- If a lot of the story specific vocabulary already exists on an automatically closing page from another section, e.g. farm animals, you may choose to create a link to this page, rather than repeating every word on the story specific page. This also assists children to learn the symbol link they would use in their main page set to access this vocabulary.
 - You can copy the link cell from one page to the other. In edit mode select the cell you want to copy and then use control+C to copy that button. Move to the topic page, select the cell and use control+V to paste the cell there.

School book displays

- Linked from the second page in the *book* page (linked from the *activities* section) and the *reading* subject page (linked form the *school* section).
- These book displays are not intended to be used by children to read the book out loud word-by-word. Looking away from the text to locate each word on a display interferes with print processing and reading comprehension. The child may use the display to read a word, or occasionally a sentence in a group activity, but the primary use of story specific displays is to support more efficient interaction and discussion around the text. The book displays may also be used by partners to read text "out loud" with pictograph support to provide meaning for children who have difficulty understanding spoken language.

- The first page is an index with links to 15 story specific grids in the examples page set. Add the name and symbol for the name of the book to this page. The general page set already has links programmed for 15 books.
- For each book the first page is a copy of the general book activity page with A DIFFERENT BOOK replacing the single word BOOK, a link to READING INSTRUCTION replacing I and THE END replacing CHOOSE.
 - The *reading instruction* page includes a range of vocabulary that is generally used in early literacy instruction.
- The name of the book and story specific vocabulary is added to the second page. Links to the I LIKE THIS and I DON'T LIKE this are also on the second page. Note that an additional page could be linked from TURN the PAGE if required. Note that this is not an automatically closing page as vocabulary on this page will be combined. JUMP BACK replaces OOPS on this page.
- Links to needed vocabulary on existing automatically closing pages can also be added to the display, e.g. copy a link to the colours page for a book requiring lots of colours vocabulary.
 - Note: You can copy the link cell from one page to the other. In edit mode select the cell you want to copy and then use control+C to copy that button. Move to the story specific page, select the cell and use control+V to paste the cell there.
- When selecting vocabulary for a story specific display remember that discussion around a text includes more than just the words of the text. Consider the vocabulary that might be required to also activate background knowledge, talk about pictures and story meaning.
- Make sure to also include new vocabulary (excluding character names) in the main page set for more efficient, ongoing access to this vocabulary to express a range of functions.
- There are links to 15 story specific grids in the examples page set. When the child has finished reading a book you may re-use the pages for another book.

PODD 15+ expanded functions for The Grid 2 – direct access

Language

- This page set is designed to support children learning to express one to four key word sentences. The page set has built-in scaffolds, including pragmatic branch starters and predictable links, to support more intelligible communication at this stage of aided language development.
- Vocabulary is included in this page set to express a range of pragmatic functions typically seen in the expressive communication of 3-4 yr old children. These functions include, request object, action, assistance, cessation (stop, finish) and recurrence (more, again), ask questions, give opinions, comment, complain, reject, protest, express feelings, label, describe, respond/acknowledge, answer, inform (draw attention to something), relate information about present, past and future events, tell stories, joke, suggest and narrate imaginative play and instruct.
- Vocabulary is organised into sections based on communication function, part of speech and/or semantic grouping.
- Vocabulary is included in the page set to express a full range of semantic meanings. There is a general expansion in the diversity of vocabulary used to express each semantic meaning compared to the PODD 15 expanded functions page set. The vocabulary included in this PODD focuses on meanings encountered by children in their daily life routines, environments, stories, play and educational activities.
 - Associated vocabulary automatically closing page are used to present all the options on separate buttons for items where multiple meanings are included on the same button of a PODD communication book.
- The use of automatically closing pages for predictably associated vocabulary in the PODD 15+ supports partner modeling expanded key word sentences and full complex sentence forms (with some exceptions). **Predictably associated vocabulary** included in all sections includes:
 - **Personal pronouns:** I/ME/MY/MINE/MYSELF; YOU/YOUR/YOURS; HE/HIM/HIS; SHE/HER/HERS; WE/US/OUR/OURS; THEY/THEM/THEIR/THEIRS; SOMEONE, EVERYONE
 - **Auxiliary verbs:** WILL, CAN, DO/DID/DOES, AM/IS/ARE, WAS/WERE, SHOULD, WOULD, MIGHT
 - **Verbs** (section specific)
 - **Verb tense markers (morphemes):** PAST TENSE -ED, -ING
 - Note that the verb morphology commands are included for partner use. Children at this stage of language development are encouraged to use the tense clues in the I'M TELLING YOU SOMETHING pragmatic branch (see information under the heading **03 tell**).
 - **Negatives:** NOT, CAN'T, DON'T, WON'T
 - **Articles:** A, AN, THE
 - **Pronoun / Determiner:** IT, THAT, THIS
 - A range of core prepositions, adjectives and adverbs (see information under the heading *01 little words* in the section descriptions)
 - **Section specific nouns, adjectives and adverbs.**

- This page set also incorporates a number of strategies to compensate for some of the limitations inherent in using aided symbols and to support the production of more intelligible, socially valued communication. These strategies include tense clues, predictive links, and phrases to provide partners with feedback and suggestions such as I DON'T UNDERSTAND and THAT'S NOT WHAT I'M SAYING.
- THE WORDS NOT IN MY DEVICE. I'LL GIVE YOU A HINT is positioned in the categories index. This symbol is used to extend the range of vocabulary available by encouraging the partner to guess at the word they require when provided with an associated word/letter. Using this phrase the child indicates that the next word is not really part of the message but a clue for the partner to guess another word. Having correctly guessed a missing word, partners are encouraged to add the word to the appropriate section of the device.
- The symbols in this page set primarily represent single words. This allows for multiple meanings to be interpreted from the one symbol. For example, the single word HELP can be interpreted to mean "Can I help you?"; "I'm helping"; "I need some help"; etc. depending on the current context. There are a few symbols representing whole phrases/sentences to increase efficiency and preserve conversation flow when expressing highly predictable, time dependent or social messages, e.g. I DON'T KNOW; I LOVE YOU; EXCUSE ME; I'M SORRY. The chat section includes more whole phrases for speed of spoken communication IN ADDITION to the single words being included in other sections to generate different messages.
- In an electronic PODD page set, the *LIST* function is replaced by an additional *TURN THE PAGE* to a page of blank cells on the last page of all sections/categories. As adding extra pages does not add size and weight to an electronic PODD, additional words can be added as required to an additional blank page. For this to function effectively it is necessary to teach as many communication partners as possible how to add new vocabulary to the The GRID2. Make sure that extra, blank pages are always available in each section of a PODD. Consider possible sub-category groupings if you need more than three page turns to access the extended (*LIST*) vocabulary in a section or sub-category.
-

Layout

- 15 cells, 5 columns of 3 rows, on each page with a message window and an extra operational cell at the top of each page. The default cell spacing has been set to 32 pixels to provide space between the symbols on the page reduce the visual complexity and support more accurate location of each cell.
 - The exact cell size and spacing will be dependent on the size of the screen.
 - If required the cell spacing can be customised in The Grid 2 software in *User Settings, Cell Appearance*. Note that increasing the cell spacing will automatically reduce the size of each cell.
 - The border width is set to 2 pixels. Increasing the border size of cells is not recommended as thicker boarders add visual complexity to a page and distract from locating the symbols.
 - Text is positioned above the picture to maintain consistency with PODD communication books (where text above the symbols supports partners to read the label when the child is pointing to the cell).

- Each page background is coloured according to the section (same colours as those used for the page tags in PODD communication books). This can support, at least partners, to orientate to which page is currently open.
- Cells with different functions look different
 - Cells that link (jump) to another page use a folder shape (cell style is named *turn the page*)
 - Vocabulary cells are white rectangles with rounded corners (cell style is named *vocab cell*)
 - Operational cells, such as CLEAR, DELETE WORD, are coloured rectangles with rounded corners (cell style is named *function*)
- An extra page with blank buttons (linked from *TURN THE PAGE*) is included at the end of each section to add additional vocabulary. (Serves the same function as a list does in a paper PODD communication book).

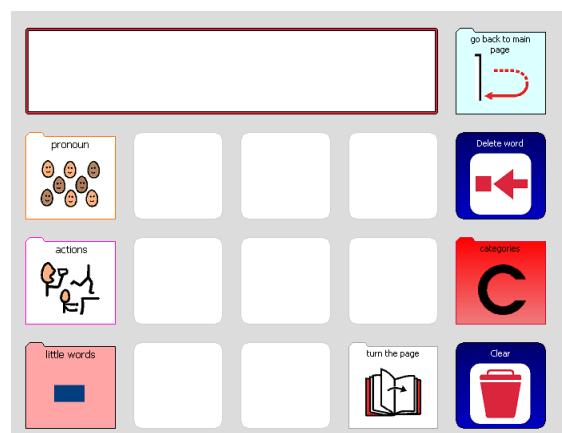
Types of pages

A number of different page grids are used in the PODD 15+ to suit different communication functions. Templates for all of these grid types are included with PODD 15+ to support easier creation of new pages. (Open the required grid in *Edit Mode* and save as the new grid name).

- **Section page (0 page grid)**
- **Actions automatically closing page (0 actions auto close grid)**
- **Automatically closing page (0 auto close grid)**
- **Activity specific pages (0 activity grid)**
- **Book pages (0 book grid)**
- **Anecdote grid (0 story grid)**
- **Topic pages (0 topic grid)**

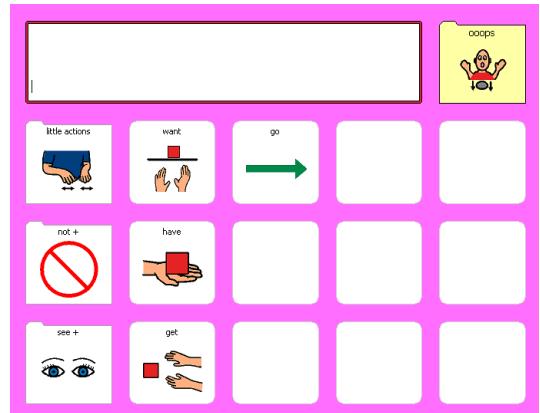
Section page (0 Page grid)

- Generally used as the first page in a section.
- Four operational buttons are located on the right side of this page
 - *GO BACK TO MAIN PAGE* (next to message window)
 - *DELETE WORD*
 - *(Go to) CATEGORIES*
 - *CLEAR*
- Cells linking to automatically closing pages to access predictably associated vocabulary
 - *PRONOUN*
 - *ACTIONS* (different page in every section)
 - *LITTLE WORDS*
- Space to add 8 vocabulary items / link buttons plus *TURN THE PAGE* (in the bottom right corner).
- In addition to customising the vocabulary on this page, the pages to actions (**0 actions auto close grid**) and the second page (**0 auto close grid**) will need to be made and then linked (Jump to) from ACTIONS and TURN THE PAGE.



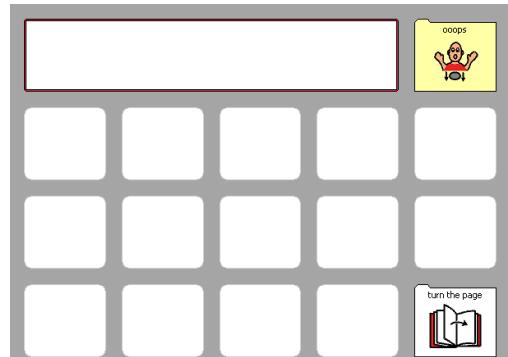
Actions automatically closing page (0 actions auto close grid)

- Used for actions automatically closing pages.
- The actions link on pages links to different actions automatically closing pages with verb vocabulary selected to suit the section (predictably associated vocabulary).
- The actions auto close grid includes frequently used action words and links in their usual position (to support automaticity to access the same items on different pages).
 - the links to automatically closing pages LITTLE ACTIONS, NOT+, SEE+ (see actions section description for details)
 - commonly used verbs WANT, HAVE, GET and GO
- There are 8 blank spaces to add section specific predictably associated verbs. NOTE that the verbs already on the page may be deleted if they are not predictably associated in that section.



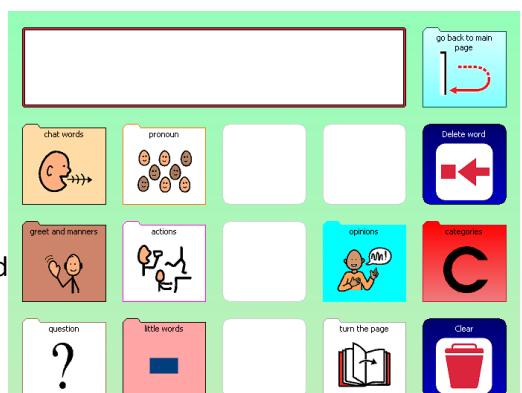
Automatically closing page (0 auto close grid)

- Generally used for second and subsequent pages in a section.
- Most cells on this page are programmed to automatically close the page (jump back) when selected
- One operational button. OOPS, located next to the message window (jumps page back)
- Space to add 14 vocabulary items plus TURN THE PAGE (in the bottom right corner).
- Note: this whole grid is set to be self-closing after a selection of any cell. If wanting some cells to be selected without closing the grid
 - Open the grid in *Edit Mode*
 - Select *Edit grid Settings*
 - Deselect *Self closing grid*
 - Add a *Jump Back* command to any cells you want to close the page after selection.



Activity specific pages (0 activity grid)

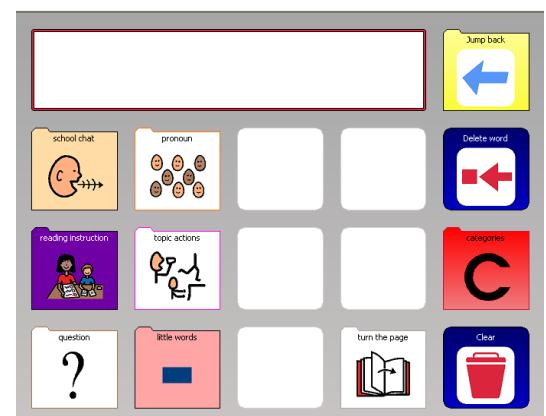
- Used for activity specific displays designed to support interaction during an ongoing activity.
- **0 activity grid** is used as the first page in an activity specific section.



- In addition to the four operational buttons located on the right side of all first pages, there are links to automatically closing pages to access more predictably associated vocabulary to support interaction during the activity.
 - **CHAT WORDS**
 - **GREETINGS AND MANNERS**
 - **QUESTIONS**
 - **PRONOUN**
 - **ACTIONS** (links to different page for each activity)
 - **LITTLE WORDS**
 - **OPINIONS** (note that in the **preschool page set** the link is to LIKE/DON'T LIKE)
- Space to add 4 vocabulary items / link buttons plus **TURN THE PAGE** (in the bottom right corner). The **0 auto close grid** would be used for other pages in an activity section.
- In addition to customising the vocabulary on this page, pages to actions (**0 actions auto close grid**) and the second page (**0 auto close grid**) need to be made and then linked (Jump to) from ACTIONS and TURN THE PAGE.

School Book pages (0 book grid)

- Used for story specific displays designed to support interaction during shared / guided reading **in the school version**
- Similar layout to the activity specific page with a link to SCHOOL CHAT (which includes links to OPINIONS and GREETINGS AND MANNERS) replacing CHAT and a link to the READING INSTRUCTION automatically closing page.
- In addition to customising the vocabulary on this page, pages to actions (**0 actions auto close grid**) and the second page (**0 auto close grid**) need to be made and then linked (Jump to) from ACTIONS and TURN THE PAGE.



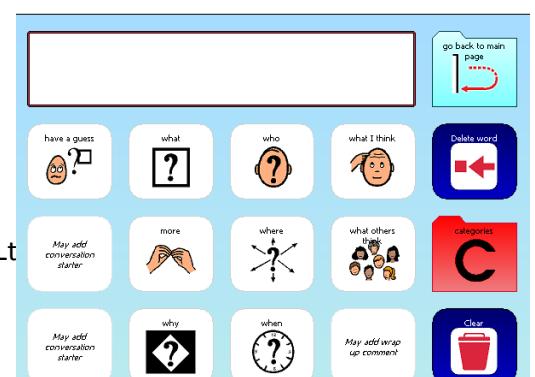
Preschool Book pages (0 book grid)

- Used for story specific displays designed to support interaction during shared reading **in the preschool version**
- **0 book grid** is used as the first page with general vocabulary to interact during shared reading. The only changes needed on this page is to add the name of the book and edit TURN THE PAGE to *Jump to* the new second page for the specific book vocabulary
- **Automatically closing page (0 auto close grid)** is used for the second and subsequent pages in the preschool version.



Anecdote grid (0 story grid)

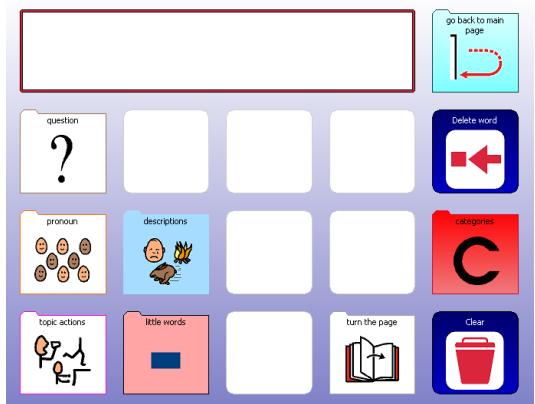
- Grid used for storing prepared anecdotes and news.



- See information in section descriptions for 54 *My stories*

Topic pages (0 topic grid 1 & 0 topic grid 2)

- Only in the **school version** of PODD 15+
- Used to add vocabulary for school topics
- **0 topic grid** is used as the first page in a topic specific section. In addition to the four operational buttons located on the right side of all first pages, there are links to the automatically closing pages
 - *QUESTIONS*
 - *PRONOUN*
 - *ACTIONS* (links to different page for each topic)
 - *DESCRIPTIONS*
 - *LITTLE WORDS*
- Space to add 6 vocabulary items / link buttons plus *TURN THE PAGE* (in the bottom right corner).
- In addition to customising the vocabulary on this page, pages to actions (**0 actions auto close grid**) and the second page (**0 auto close grid**) need to be made and then linked (Jump to) from ACTIONS and TURN THE PAGE.



Navigation

Vocabulary in this PODD is organised using both pragmatic branches and a categories index according to the communication intent being expressed.

- **Pragmatic branch starters** are on main page (note that the *QUICK CHAT* section links from the main page to automatically closing pages)
 - There is an obligatory link for relating information functions to *03 tell* page to access vocabulary for different verb tenses and additional pragmatic branch starters that did not fit on the main page.
- Links to the **Main page** and the **Category index** are accessible from all sections and activity displays, usually on the first page of each section (except where noted in the section descriptions).
- Predictive links are used to assist the child to include sufficient information to aid partner understanding, e.g. HURT, SORE, PAIN has a direct link to *06 body parts*.
- Operational command to *TURN THE PAGE* to move between pages in the one section. Automatically closing pages reduce the need for the GO BACK operational commands to return to the first page in a section.
 - OOPS is included on these pages to go back to the first page in the section on automatically closing pages.

- NOTE: that when multiple TURN THE PAGE commands are used to access third or subsequent page, it is necessary to add the JUMP BACK command before the JUMP TO command on the TURN THE PAGE cell to enable the third and subsequent pages to return to the first page of the section.
- Some pages that are accessed from multiple locations include a include JUMP BACK operational command (see section descriptions for details)
- Includes **activity displays** for more efficient interaction during a range of common daily routine and play activities.
- Includes "My stories" **anecdote pages, joke pages and about me pages** to support children to tell their own stories more efficiently and/or to compensate for current limitations in expressive language restricting the child's ability to intelligibly construct (word by word) more complex narratives.

Section descriptions PODD 15+

00 main

- This is the main home page for this PODD and is set as the *Grid to display at start* in the *general settings, startup* in the *user settings*.
- This page is part of the **main navigation system. 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.**
- In this electronic PODD the pragmatic branches are on the front page. In paper PODD communication books the pragmatic branch starters are on page 2 (accessed via the *MORE TO SAY* link) to allow for the *quick chat* words to be accessed (on the front page) without a physical page turn (and turn back). The use of automatic closing pages in the quick chat section in this electronic PODD allows for fast access to *quick chat* from the chat words link on main page as it does not require someone to pick up and turn pages of a book to access quick chat words. This allows for faster access to the pragmatic branches to express other types of, non-contextually dependent, messages.
- 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 links to the categories index.
 - I'M TELLING YOU SOMETHING and I'M TELLING A STORY branch starters link to the *03 telling you something* page (see information under the heading **03 tell** below on this pathway).
- The **School page set** uses the pragmatic branch starter I THINK IT'S ... to express opinions. The **Preschool page set** includes alternative pages uses the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS to express opinions (see information under heading **04 opinions, 04 like/don't like** below).
 - 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.
- Not all messages to clarify communication intent are located on the *main page* due to the space limitations on this page.
 - In the **School page set** the communicative intents to instruct IT'S TIME TO, tell A SECRET and LET'S PRETEND are located on *03 tell* accessible via the I'M TELLING YOU SOMETHING branch.

- In the **Preschool page set** the communicative intents to instruct IT'S TIME TO, I HAVE AN IDEA and LET'S PRETEND are located on *03 tell* accessible via the I'M TELLING YOU SOMETHING branch. IT'S A SECRET is not included as a pragmatic branch stater in this page set as the use of two pragmatic branch starters, I LIKE THIS and I DON'T LIKE THIS, to express opinions means there one less cell available for pragmatic branch starters. (The phrase I HAVE A SECRET is included in the *chat* section of the **Preschool page set**.)
- The I WANT, LET'S GO and I THINK IT'S pragmatic branch starters insert into the message window when selected. This is because these phrases can be used to start sentences to express these intents.
 - Note that in the **Preschool page set** I LIKE THIS and I DON'T LIKE THIS do not insert into the message window as these phrases are not a natural start to the sentence. (see information under heading **04 opinions, 04 like/don't like** below).
- The SOMETHING'S WRONG, I HAVE AN IDEA, I'M ASKING A QUESTION, I'M TELLING YOU SOMETHING, I'M TELLING A STORY and I WANT TO SHOW YOU SOMETHING pragmatic branch starters speak a message out loud when selected. This is done to attract the partner's attention to, and clarify the intention of, the child's message. It also helps the child to mark the time of the initiation of their turn when it may take some time for them to construct their whole message. This is particularly useful if the message related to the conversation or activity at the time of initiation. It may assist partners to wait for the child to take their turn or at least assist partners to identify the context of the message. Note that the spoken message for some branches is slightly different to the label to make it sound more natural.
 - In the example **Preschool page set** I LIKE THIS and I DON'T LIKE THIS also speak the message. This can have some limitations as the words on these pages may not always be used to express simple like or dislike, e.g. use the word SILLY without a dislike judgement. If this is an issue for the child / their partners, you could delete the *speak now* command associated with these cells or change to using I THINK IT'S.. as the branch starter. (see information under heading **04 opinions, 04 like/don't like** below).
- THE CHAT WORDS, GREETINGS AND MANNERS and DO SOMETHING cells are simple links to the corresponding pages to express these messages (i.e. neither speak aloud or insert text in the message window).
- The direct link to the *Categories index* (in the operational buttons column) can be used for more direct access to vocabulary to answer questions and communicate on an established topic. It is **crucial that partners model and children use the pragmatic branches when initiating communication and/or introducing a new topic**. Following the pragmatic branches provides predictive links to required pages of vocabulary for more efficient communication and includes strategies to support more intelligible communication of self-initiated, out of context, messages at earlier stages of language skill. Misinterpretation of the communicative intent of 2-3 key-word messages on unknown topics is more likely if children navigate straight to the categories index.

01 controls

- This page links from the main page and provides a space for the user to add device controls.
- A few common controls are included on the template with spaces to add user / device specific controls.
- BIG WORKSPACE links to a page with a large workspace to display longer messages. This can be useful for children who rely on pictographs to support their understanding to see the whole of longer messages.

01 questions

- Automatically closing page including WH-question words and phrases.
- TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to the *categories index* so that the child can indicate what they are asking.
- The word QUESTION is also on this page.
- This page is linked from multiple activity-based pages as predictably associated vocabulary.
- **Note that this page is a different page from the 08 questions section that is linked from the main page and the categories index.**

01 pronoun

- Automatically closing pages including personal pronouns.
- This section is linked from multiple sections as predictably associated vocabulary. There is no direct link to this vocabulary from the 07 CATEGORIES index to discourage people modelling less efficient pathways.
- Words are grouped together based on the person referenced, e.g. all the pronouns referring to self (I, ME, MY, MINE, MYSELF) are on the same page for easier comparison. Due to the similarity in symbol vocabulary on these pages, a very pale colour has been added to the cell backgrounds in each group in an effort to increase the efficiency of locating symbols on the page. Colouring cell backgrounds does add visual complexity to the page, so if this is distracting for a child, the cell colour can be changed back to white (in *edit mode*, select all the cells except turn the page. Under *Cell Options* (left side of grid) select *Change style*, then select to *Use a preset cell style* and use the drop down arrow to locate and select *Vocab cell*).
- The first page includes personal pronouns that are more frequently used by children talking about themselves and their immediate partner (YOU). The second page includes personal pronouns to talk about other people.
- LET'S is included on the second page for easy access to suggest "WE" do something, as the word is used in the same sentence position, instead of the personal pronoun.
- OWN is also included on the second page in this section.
- There is also a link to the *people section* on the second page of *pronouns* to more easily access people's names from multiple sections.

01 little words

- Automatically closing pages including common determiner, pronoun, preposition, adjective and adverb vocabulary used to build sentences.
- This section is linked from multiple sections as predictably associated vocabulary. There is no direct link to this vocabulary from the 07 CATEGORIES index to discourage people modelling less efficient pathways.
- Much of the vocabulary in this section is included for partners to use to produce more syntactically complete sentences. Experience has indicated that partners often prefer to be able to model and expand the child's sentences using more complete syntax when their messages are being spoken via a speech-generating device. (Note: this appears to be less of an issue for partners when using a communication book as they speak the whole message as they point to key word symbol sentences).
- Vocabulary is positioned across the multiple pages in this section with consideration to the most likely frequency of use by children at earlier stages of aided language development. The first page in the section includes frequently used "little words" and links to the following associated vocabulary pages

- Determiners and pronouns (a, an, the, its, that, that's, this, these, those, something, everything)
- Quantity related adverbs, adjectives, pronouns and determiners (e.g. all, more, another, really) plus same, different and finished
- Time related adjectives, adverbs and prepositions (e.g. later, during, before)
- Spatial (position) prepositions, adjectives, adverbs and nouns.
- The pages *01j turn preps* and *01 push words* are automatically closing pages used as predictable links from the verbs TURN and PUSH in some sections. The words on these pages are already on other pages in the *little words* section and do not link from this section.

02 chat

- Includes vocabulary that it is generally useful to say quickly or in the context of an ongoing conversation or activity.
- Social phrases including some phrases to manage interaction and repair communication breakdown are also included in this section.
- This section links from the main page and other pages designed to support interaction during specific activities.
 - **Note that different first pages of *chat*, 25 *kinder chat* or 25 *school chat*, are linked directly from the school / kinder section.** ME and YOU are not included on these pages as the link to the *pronouns* page is also readily accessible on the first page of the *school/kinder* section. TURN THE PAGE on these pages links to the second page of main *chat* (i.e. only the first page is different).
 - Remember that any changes made to the vocabulary / positions of vocabulary on the first page of the main *chat* section will need to be repeated on the *kinder/school chat* page.
- I DON'T KNOW needs to be positioned on the first page of *chat* to provide children with an efficient alternative to answer YES/NO questions. Do not move this phrase from the first page.
 - The words YES and NO are not included in the example page set on the assumption that the majority of individuals using this page set will use a more efficient gestural mode (i.e. head nod and shake) to communicate these words as part of their multi-modal communication system. If the individual does not have a faster more efficient method of indicating YES/NO that is understood by most partners then these words would need to be added to the first page of the *chat sections*.
 - Core words such as IT and THAT are also not included in the quick *chat* section of this page set based on the assumption that children will more efficiently point (with hands and/or eyes) directly to items to quickly refer to them. Note that when IT and THAT are spoken as single words people concurrently point to the referent. It is the point that carries the meaning. Using a speech generating device the spoken word and the point need to be produced sequentially. Note that these words are located in other sections of the PODD for use to express other functions.
- The phrases I NEED MY COMMUNICATION BOOK and I NEED TO GO TO THE TOILET are also on the first page of *chat* for efficient access from multiple sections.
- The phrase I NEED TO GO TO THE TOILET has a predictable link to the toilet activity specific pages (*50a toilet*) to support interaction during toileting. The vocabulary on this page is particularly useful for children who need assistance with toileting or are currently learning to go to the toilet. The *50 toilet* pages also link from the *11 activities* and *25 school / kinder chat pages* sections.
- DO YOU WANT TO HEAR A JOKE? on the third page of the *chat* section links to a page to support the child to tell jokes.
 - The phrase DO YOU WANT TO HEAR A JOKE? On the link cell *speaks now*.

- All cells on the page *speak now*. There are no commands to CLEAR or DELETE WORD on this page. If an individual would like to change the commands to insert into the message window then CLEAR would also need to be added to the page.
- Includes social interaction phrases related to joke telling.
- Cells to store 6 question and answer jokes (note a different format would be required for knock knock jokes).
- Each QUESTION and ANSWER pair has a different coloured background to support child identification of which button to press. Could decide to customise with different symbols to represent each joke or the child could learn to use the general QUESTION and ANSWER symbol pairs.
- To add jokes: In edit mode, select the cell and type the text to *Speak now*
- The page includes JUMP BACK to return to the page the child was using to communicate before they told the jokes. As the *chat section* can be directly accessed from a range of activity and subject specific pages the child may tell a joke during a range of activities they are going to continue after telling the joke, e.g. decide to tell a joke during music and need to return to the music display.
- If the child requires messages to support behaviour regulation they would be included in the ***chat*** section for fast access during multiple activities. These messages would typically be included on the first page of ***chat*** for fastest access. Consider which of the messages on the first page can be moved to make space for these messages. Remember, do not move I DON'T KNOW and make the same changes to the 25 *kinder chat* or 25 *school chat* pages.

02 greet & manners

- In addition to general greetings and manners, includes vocabulary to call out and meet people
- This section links from the main page and other pages designed to support interaction during specific activities.
- **Note that different *greet and manners* pages, 25 *kinder manners & greet* or 25 *school manners & greet* are linked directly from the school / kinder section.**
- The ***CALL PEOPLE*** page includes two volume control cells, YELL and TALK. YELL sets the volume to 100%. The default setting on TALK volume is 50%. This can be changed to suit the user preferences for a general talking volume. NOTE: the volume can also be manually set using the VOLUME UP and VOLUME DOWN functions on the controls page.
 - The *CALL PEOPLE* page will need to be customised to include the names of people the child is likely to frequently call out to attract their attention. There is a link to the main *people pages* to access other names. **Note that a different 25 *call people* page is linked directly from the school / kinder section** to call out to the people in those environments. The general call people page will be more likely to be used in other environments and needs to include the names of family, (pets), home carers and friends.
 - Items on the *call people* page have the command to *speak now*. Children may be taught to prepare their message (in the message window) ready to communicate it to the partner once they have called out, maybe repeatedly to attract their attention. Using *speak now* to call out names reduces the need to delete these words from a message window before speaking the message.
 - The first page in *CALL PEOPLE* does not automatically close, so that the volume can be returned to TALK after calling out.
- This section also includes *ABOUT ME* pages to store prepared messages about the child that can be useful when meeting new people.
 - The example page set includes cells to provide some commonly useful types of introductory information, e.g. name, school, family and likes. It will be necessary to edit the text on these cells to include child specific information.

- A turn the page provides extra blank cells to add other types of information the child may wish to share.
- To support more interaction when meeting new people the *ABOUT ME* includes links to *MEET QUESTIONS* and *OPINIONS* pages.
- The *MEET QUESTIONS* page provides opportunities for the child to ask new partners questions to elicit similar information to what they are sharing about themselves. When adding new types of information about the child to this section, consider if there is also an appropriate question they could ask their new partner to elicit similar types of information.

03 tell

- This page includes vocabulary and links to other pages to relate information, instruct and tell stories as part of the I'M TELLING YOU SOMETHING and I'M TELLING A STORY (NOT REAL) branches.
- The communicative intents to instruct IT'S TIME TO and suggest LET'S PRETEND are located on this page due to space limitations on the *main page*.
 - In the **school page set** the child may indicate that their message or story is a secret (IT'S A SECRET). This phrase does not directly link to the *categories* index as the child may want to use the *tense clues* pathways to tell their secret.
 - In the **Preschool page set** the communicative intent I HAVE AN IDEA is also included on this page as the use of two pragmatic branch starters, I LIKE THIS and I DON'T LIKE THIS, to express opinions means there is one less cell available for pragmatic branch starters on the *main page*. Due to these space limitations the phrase I HAVE A SECRET is not a pragmatic branch starter, but is included as a phrase in the *chat* section.
- PACK UP, GO and DO SOMETHING ELSE are associated with the IT'S TIME TO branch. DO SOMETHING ELSE links to the *categories* section to access vocabulary to tell people what action, activity or routine it is time to do and GO somewhere predictably links to the *places* section. Both of these insert their label into the message window to form part of the sentence. E.g. IT'S TIME TO / GO (predictive link to *places* section) HOME. IT'S TIME TO / DO SOMETHING ELSE (predictive link to *categories* section) activities HAVE SOMETHING TO EAT OR DRINK.
- ONE OF MY STORIES (provides a link to pages (*54 stories index*) containing pre-prepared anecdotes. The anecdote information chunking strategy is particularly useful for children who like to tell stories, but find word-by-word construction of narrative too difficult or time consuming.
- MESSAGE provides a space to store a simple, current message. For example: to remind mum to send in the permission slip back to school or to tempt people into a conversation with a currently relevant message, E.g. (name of sports team) RULES! GUESS WHAT I GOT TODAY! The idea is to frequently change this message in consultation with the child. To add the text for a message, enter edit mode, select the MESSAGE cell and type the sentence in the text box.
- Tense clues IT'S ALREADY HAPPENED, IT'S ABOUT NOW, IT'S GOING TO HAPPEN, and IT'S ALWAYS HAPPENING link to pages to of verbs in the appropriate tense. As there is no smart-partner to automatically change the tense of the verb once given the clue, multiple copies of the *actions* section in all verb tense forms are required in an electronic PODD to achieve the same effect. Predictive links are used to scaffold the child's relating of information in the appropriate tense. The predictable links also encourage children to learn to relate information using subject, verb, object sentences.

IT'S ALREADY HAPPENED links to ***past 10a actions***.

- This page is basically a copy of the actions section with the verbs in past tense.

- It includes the same predictably associated page *pronouns*, but replaces the link to *little words* with the automatically closing page *past 09a people*. This is a modified, automatically closing, version of the first page in the *people* section. When customizing this page set it will be necessary to add people's names to this page in addition to the *09a people* page linked from categories. The links to other people's names from *past 09a people* lead to regular pages in the *people* section. The predictably associated vocabulary A, THE, IT, AND is included on *past 09a people*.
- All pages from the *actions* section have been duplicated with the verbs in past tense and the links changed to jump to the past tense version.
- The negation words on NOT+ have predictable links to the regular (base form) verbs on *10a actions* as past tense verbs do not usually follow negation e.g say DIDN'T GO not DIDN'T WENT. HAD NOT is the exception.
- *Past little actions* also include some variation in the verbs included and the predictable links to the appropriate verb forms to complete the sentence.
- After selecting the words required from the actions page, *categories* needs to be selected to finish the sentence.
 - Note: Including a predictable link to the *categories section* associated with most of the actions words was tried, but this was found to be extremely annoying whenever an access error was made as it is inefficient to navigate back via the *main page* to start the *TELL* branch again just to return to the *past tense actions* page. Repeating this branch also includes spoken messages that are pragmatically inappropriate to repeat.

IT'S ABOUT NOW links to *ing 10a actions*.

- This page is basically a copy of the actions section with the verbs in present progressive (-ing) tense.
- It includes the same predictably associated page *pronouns*, but replaces the link to *little words* with the automatically closing page *ing 09a people*. This is a modified, automatically closing, version of the first page in the *people* section. When customising this page set it will be necessary to add people's names to this page in addition to the *09a people* page linked from categories. The links to other people's names from *ing 09a people* lead to regular pages in the *people* section. The predictably associated vocabulary A, THE, IT, AND is included on *ing 09a people*.
- All pages from the *actions* section have been duplicated with the verbs in present progressive (-ing) tense and the links changed to jump to the -ing tense version.
- Some of the negation words on NOT+ have predictable links to the regular (base) verbs on *10a actions* page as the most likely language usage when talking about now, e.g. I DON'T WANT THAT. NOT jumps back to the -ing verbs, e.g. I AM NOT GOING.
- After selecting the words required from the actions page, *categories* needs to be selected to finish the sentence.

IT'S GOING TO HAPPEN links to *going to 10a actions*.

- This page includes links to *pronouns* and *ing 09a people* pages to access the predictably associated vocabulary need to start the sentence and the auxiliary verbs WILL, AM, IS and ARE with predictable links to the type of verb that follows these auxiliaries.
 - WILL links to *10a actions* .eg. WILL GO
 - AM, IS and ARE link to *-ing 10a actions*, AM GOING
- After selecting the required the actions word, you need to select *categories* to finish the sentence.

IT'S ALWAYS HAPPENING links to *third 10a actions*.

- This page is basically a copy of the actions section with the verbs in third person singular form.
- The *third pronoun* and *third people* pages in the ALWAYS HAPPENING” pathway have predictive links to the appropriate verb form. Third person singular verbs are only used when the subject noun is one other person or thing. (Note that YOU is the second person, not the third person).
 - I, WE, YOU, WE, THEY have predictive links to *10a actions* (regular, base verbs). E.g. I GO, WE, GO, YOU GO, THEY GO.
 - HE, SHE, EVERYONE, SOMEONE and all people’s names and words JUMP BACK to *third 10a actions*. E.g. HE GOES, MUM GOES, THE CLASS GOES, THE BABY GOES.
 - Note that MY, YOUR, OUR and THEIR also JUMP BACK to *third 10a actions* as they are generally refer to a single third person, e.g. YOUR MUM GOES, OUR BABY GOES.
 - Note that if you are adding a word to the people’s section that is not a third person, repeat it on the *third people* page with the associated link to *10a actions* (regular, base verbs). E.g. CHILDREN GO
 - Note that selecting AND on the *third 09a people* page has predictable links to *10a actions* (regular, base verbs) and back to this page to access the appropriate verb form when more than one person’s name is selected.
- All pages from the *actions* section have been duplicated with the verbs in third person singular form and the links changed to jump to the third person singular version.
- The negation words on NOT+ have predictable links to the regular (base) verbs on *10a actions* page as the most likely language usage e.g. She DOESN’T WANT THAT.
- The little actions have predictable links based on typical word usage. AM, IS, ARE, and FINISHES link directly to the *categories section and* DOES, CAN, SHOULD, WOULD, and MIGHT link to *10a actions* (regular, base verbs).
- After selecting the words required from the actions page, *categories* needs to be selected to finish the sentence.

03 show

- Includes vocabulary and links to other pages needed to show things and actions.
- The vocabulary on this page particularly suits a child who has restricted mobility with limited ability to independently get and show objects. The child can provide their partner with hints as to where to look in the environment for the thing they want to show.
- Predictably associated vocabulary to produce common sentences used to show things and actions is on the *03 show* page. More predictably associated vocabulary is accessible via *pronouns* and *show actions* links to automatically closing pages. *Show actions* includes words to provide extra information about what they are showing, e.g. MADE, BOUGHT, LEARNED.
- The phrase WATCH ME may be used to draw a partner’s attention to something the child can do. LOOK can be used to cue a partner to attend to the child’s eye or hand point to things in the environment or in a sentence to tell the partner where to look, e.g. LOOK IN MY BAG.
- The child may use the direct link to the CATEGORIES index to tell a partner to look in other places or say/describe/talk about what they want to show them.
- ASK SOMEONE links directly to the page of people for the child to identify who their partner could ask to help work out what it is they want to show you.
- HAVE A GUESS is included to allow children to play a guessing game with their partner about what they want to show them.
- MESSAGE provides a space to store a pre-prepared message, in this case about something the child wants to show their partner.

04 opinions (school page set) 04 like / don't like (Preschool page set)

- The **Preschool page set** uses the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS as these familiar phrases tend to be more transparent and developmentally appropriate for young children to access opinion vocabulary. However, it is not always conversationally appropriate to initially identify whether something is liked or not liked when expressing an opinion such as SILLY, FUNNY, CRAZY, EASY, DIFFICULT, RIGHT or WRONG. I THINK IT'S provides a link to opinions vocabulary without indicating like/dislike.
- The **school page set** uses an I THINK IT'S / OPINION WORDS pragmatic branch.
- In the **school page set** (04 opinions)
 - The opinions section links from the main page and other pages designed to support interaction during specific activities.
 - The link to the opinions section on the main page inserts the commonly used (predictable) sentence starter "I THINK THAT'S" into the message window. This is done to scaffold children at the 1-2 word stage of language development to intelligibly express opinions in context using a commonly used sentence form.
 - Partners modelling more varied opinions (e.g. She thinks he is crazy) will need to delete the sentence starter (DELETE WORD) from the message window before producing their sentence.
 - If the child begins to frequently use more varied sentences to give opinions, then delete the *TEXT command* from the I THINK THAT'S cell on the main page (see instructions on editing a cell).
 - Opinion vocabulary is organised across three subsections. Pages 04a and 04b include a range of different opinions that may be positive or negative. 04a also includes a sub-category link to *like words* and *don't like words*.
 - There is a link to the *don't like* page from the message I DON'T WANT TO DO THIS in the *something's wrong* section so it is important that words used to explain why the child doesn't want to do things remain on this page.
 - A predictable link to the *opinions* section is directly linked from the cell OPINIONS located in many other sections, including *school chat* and all the activity specific sections.
- In the **Preschool page set** (04 like / don't like)
 - Opinion vocabulary is organised into "more positive" and "more negative" words linked from the pragmatic branch starters I LIKE THIS and I DON'T LIKE THIS.
 - The phrase "I THINK IT'S" is included as a whole sentence starter phrase on the first page of both the I LIKE THIS and I DON'T LIKE THIS sections.
 - The word NOT has a predictable link to the other section. E.g. I DON'T LIKE THIS, NOT (predictable link to the *I like this* section) GOOD.
 - There is a link to the second page in the *don't like* section from the message I DON'T WANT TO DO THIS in the *something's wrong* section so it is important that words used to explain why the child doesn't want to do things remain on this page.
 - A predictable link to express opinion words is directly linked from all the activity specific sections in this page set. To avoid using two cell spaces on the activity specific grids to access opinion vocabulary a single cell LIKE / DON'T LIKE links to an intermediary page (*04a opinions*) with links to the I LIKE THIS and I DON'T LIKE THIS sections.
- **In both page sets**
 - All of the opinion words include the command to JUMP BACK, to automatically close the opinion section. This is done to support efficient communication given the most likely usage pattern of selecting one opinion word from this section.
 - If children are routinely trying to select more than one opinion word and would prefer the pages to section to stay open, remove the *Jump back* command from all cells on the first page of section and change the *OOPS* to *JUMP BACK*. Remember that the *opinions* / *Like* and *Don't like* sections

link from multiple sections so need to JUMP back (not go to the main page).

- Predictably associated vocabulary in both page sets is accessible via pronouns, opinion actions and little words links to automatically closing pages. Accessing these linked cells does not automatically close the opinion section, as the predictably associated vocabulary will be followed by other words in the opinion section.
- The item LET'S DO SOMETHING ELSE in the don't like section has a predictive link directly to the 07 categories section to suggest an alternative activity.
- Note that vocabulary to complain is included in section *05 something's wrong*. It is important when making changes to these pages to consider which section, *opinions (I don't like it)* or *something's wrong*, will most appropriately and frequently convey the child's communication intent.
- In addition to adding/deleting vocabulary, you can change the words associated with some pictographs to suit the individual/family/peer group style of expressing opinions.
- If a child at school would benefit from using the LIKE / DON'T like branches or a preschool child prefer the I THINK IT'S branch it is possible to copy the pages from one page set to the other to another. To do this:
 1. Open *Grid Explorer*, highlight the user with the pages you would prefer to use then select *Explore User*.
 2. Select all pages starting with the number 04 then *save grid bundle* (select first 04 number, hold down SHIFT then select the last 04 number to select all the 04 grids at one time)
 3. Repeat step 2 for the grids *00 main* and *07b categories*
 4. Select *Tools – Open Grid Bundle*. Select the bundle you have just made (04, 00 or 07b) then select to add to existing user and select the user you want to use the new pages in.
 5. If adding the 04 opinion pages to the preschool page set, clear the link to the *topic pages* on the second page of the *categories index*.
 6. Remember that there are links to the LIKE/DON'T LIKE or OPINIONS section from many activity specific and other pages in the PODD 15+. All of these links would also need to be changed to the appropriate symbols and links to the new pages.

05 wrong

- Words and phrases to complain, protest, assert self and generally relate problems or what has gone wrong for the child.
- Predictably associated vocabulary is accessible via *pronouns, wrong actions* and *little words* links to automatically closing pages.
- HURT, SORE, PAIN, links to an automatically closing page to select a more specific word, e.g. SORE, PAIN, BUMP, BRUISE, BLISTER, CUT, BLEEDING, CRAMP, RASH, ITCHY, SUNBURN, BROKEN. SICK and all of these pain words have compulsory predictable links to the 06 body parts automatically closing page.
- There is also a link to the 14 *health* section from the first page of *something's wrong*. The link to *14 health* is intentionally positioned above SICK to remind children and partners that they may want to go to the health section to locate names of specific illnesses.
- 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. a child who has frequent reflux may require YUCKY BURP in both sections, a child 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 the **school page set**

- I DON'T LIKE IT links to *04 opinions* section (note it links to the first page of opinions as there are words on *04a opinions* which may be required to complain).
- I DON'T WANT TO DO IT links to the first page in the *don't like* sub-category which includes words to explain why the child doesn't want to do something.
- In the **Preschool page set**
 - I DON'T LIKE IT links directly to the I DON'T LIKE THIS section.
 - I DON'T WANT TO DO IT links to second page in the *don't like* section which includes words to explain why the child doesn't want to do something.
- **In both page sets**
 - HUNGRY and THIRSTY have predictive links to a mealtimes activity page
 - I WANT SOMEONE links directly to the page of people for the child to identify who they want.
 - Children cannot always specifically identify what is causing them to feel upset. I DON'T KNOW WHAT'S WRONG is useful to enable the child to express that they are just upset, but cannot tell you why. It provides the child with the option to not answer people's requests to know why they are upset and prevent continual guesses to discover the problem.
- The vocabulary in these template pages reflects common complaints of young children. You will need to customise this section to include the main complaints required by an individual child. It can be helpful to discuss what upsets the child with key communication partners. You may need to move some vocabulary locations to keep similar types of vocabulary on the same page (for easier selection), e.g. if add word MAD would want it to be on same page as angry and grumpy.
- In addition to complaints, this section can include vocabulary for the child to suggest solutions to the problem. Being able to suggest solutions is especially useful for children who receive care from a wider range of people. To do this, add an extra page with a predictable link from the vocabulary item relating the problem to the page of possible solutions. For example:
 - **a child who has significant physical challenges** may provide more specific information about being uncomfortable or needing to move. In this instance I'M UNCOMFORTABLE may have a link to an additional page including vocabulary such as, PLEASE ADJUST MY LAPSTRAP, MY AFO'S ARE RUBBING. An extra page from I NEED TO MOVE could include vocabulary such as PLEASE HELP ME TO SIT UP, I NEED TO LIE DOWN, I NEED TO GET OUT OF MY CHAIR.
 - **A child who has sensory processing challenges** may require 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 such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET. This page could be in section 11 want activities to enable the child to also request these activities through the I WANT pragmatic branch and also have a link to this page from a vocabulary item A SENSORY ACTIVITY in section 10 verbs to request these actions via the DO SOMETHING pragmatic branch.

06 body parts

- There is both a *06 body parts page* linked from the categories index and a *06 body parts close* is predictably linked from various pain and illness words. The links to these pages looks the same, but they have to following differences to suit different functions.
 - Selecting a body parts word **on 06 body parts close** automatically closes the page (jumps back). This page also has some predictably associated vocabulary that may be needed to communicate the location of a pain, itch, rash, etc. The predictably associated vocabulary cells do not automatically close the page, as other words on this page will be needed to express the whole message, e.g. IT'S,

IN, ON, MY, YOUR are predictably followed by body parts words. DELETE WORD is included to correct any errors made while on this page.

- *The 06 body parts page* (linked from the *categories index*) includes main body parts, and links to predictable associated *body actions*, *pronouns* and *little words*. This page is used for other functions where more than one word from the section may be required; therefore the page does not automatically jump back.
- Both *06 body parts* and *06 body parts close* have the same body part words and links to automatically closing pages to access other body part vocabulary sub-categorised as HEAD; LEG, FEET; ARM SHOULDERS, HAND or TURN THE PAGE to access ungrouped vocabulary. NOTE these are the same pages linked from both options.
- Add appropriate gender specific body parts

07 categories

- This section is part of the main navigation system to generate novel messages to express the I'M TELLING YOU SOMETHING, I HAVE AN IDEA, LET'S PRETEND, I'M TELLING A STORY and IT'S A SECRET communicative intents and to answer questions.
- The ordering of items in the categories index is prioritised for speed of access according to the likely usage patterns of vocabulary by young children. Most commonly used categories are on the first page and categories with less frequently used vocabulary are located on the second page. Commonly used categories which are more directly accessed via a pragmatic branch starter on the main page are also located on the second page. You may choose to swap the location of a category to reflect the vocabulary usage patterns of an individual child and the availability of more direct links to the section via a pragmatic branch starter.
- IT'S NOT IN MY DEVICE. I'LL GIVE YOU A HINT replaces the *CATEGORIES* cell on the first page 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. **ALL sections of the PODD need to be accessible via a category link in this section.**
- NOTE: the **school** and **Preschool** page sets have different the second pages in the categories index.
 - The **school** page set includes links to OPINIONS and TOPIC WORDS.
 - The **Preschool** page set needs links to both I LIKE THIS and I DON'T LIKE THIS sections. There is no *topic* section in the *Preschool* page set.

08 questions

- This section includes a full range of WH-question words and predictably associated vocabulary to ask common (key word) questions. Some questions commonly asked by children are included as whole phrases.
- Predictably associated vocabulary is accessible via *pronouns*, *question actions* and *little words* links to automatically closing pages.
- This section links from both the *main page* as a pragmatic branch starter and the *categories index* to use question words in sentences to express other functions, e.g. the instruction "Go and see who is there". Children will primarily access question words via the pragmatic branch starter on the *main page*. The link to question words from the *categories index* will primarily be used by partners as WH-question words within sentences occurs only in more complex syntactical forms. So do not move the link to QUESTIONS link the second page in the categories index, as partners should easily be able to turn the page.
- TELL ME YES/NO functions like raising intonation to mark questions in early language development. This item links directly to the *categories index* so that the child can indicate what they are asking. For example, "TELL ME YES/NO, PLACES, YOU GO

HOME? can be interpreted in context as "Are you going home"; "TELL ME YES/NO, ACTIVITIES, LIKE BOOK? can be interpreted in context as "Do you like this book?"

- A direct link to the *people section* from WHERE is (PERSON)? supports more efficient asking of this common question.
- A CURRENT QUESTION provides a space to add a currently relevant whole questions that the child may ask lots of people, e.g. DID YOU HAVE A GOOD HOLIDAY? DO YOU KNOW WHERE MY CLASS IS? WHAT DO YOU THINK OF MY NEW HAIRDO? The idea is to frequently change these questions in consultation with the child. To add the text for a question, enter edit mode, select that cell and type the message in the text box.
- **Note that this section is a different page from the 01 questions automatically closing page that is linked from multiple activity-based pages as predictably associated vocabulary.**

09 people

- This section will need considerable customisation.
- Predictably associated vocabulary is accessible via *pronouns*, *people actions* and *little words* links to automatically closing pages.
- Children usually know a large number of people: family, friends, teachers, neighbours, health professionals, etc. There are therefore a multiple sub-categories and page turns in this section.
 - Sub-categories in this section include **family**, **friends** and **school** or **kinder people** linked from the first page in the section. As the occupations vocabulary is used less frequently the link to the sub-category **jobs** is linked from the second page.
 - The first page in the section has spaces to add the child's name and the names of immediate family members. The names of other family members are added to the *family* sub-category.
 - Add names for people who have a closer relationship or frequent contact with the child on the first page of a sub-category. Add names for acquaintances, friends and family who have less frequent contact with the child on subsequent pages. Add extra pages or sub-categories as required.
 - PCS symbols to represent people can be found by selecting *change picture*, then the *PCS* tab, then typing "person" in the symbol search box.
- General people words such as BOY, GIRL, BABY, MAN, WOMAN, CHILDREN are on page 09b, accessed via a *TURN THE PAGE*.
- On the first page of this section JUMP BACK replaces the link to CATEGORIES. This is done as the *people* section is linked from other sections (e.g. *call people*) in addition to the *categories index*. The JUMP BACK cell allows for more efficient moving between the pages being used at that time. If the *people section* was accessed via the *categories index* then JUMP BACK will go back to the *categories* page.
- **Customisation of the first page in this section will need to be repeated on pages past 09a people; -ing 09a people close and third 09a people close** to be used in the TELL pathway to relate information.

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 verb vocabulary and predictably associated personal *pronouns* and *little words*.

- The range of verbs used by young children can be huge. This makes it difficult to practically include all verbs in the action section with only 15 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
 - used as auxiliaries with other verbs in this section
 - frequently used to request actions or give instructions
 - a specific movement the child frequently performs.
- MOVEMENTS the child performs with their body, e.g. ROLL, SIT UP, CRAWL, GRASP, BEND, CLAP, WAVE, are sub-categorised with a link from the first page in the *10 actions* section
- LITTLE ACTIONS: Includes auxiliary verbs, DO, CAN, WILL, AM, IS, ARE, WAS, WERE< BE, SHOULD, WOULD, MIGHT and verb morphology commands (PAST, -ING, -S). Given the target child language level for this page set, the words and functions on the *little actions* page are primarily included for partner's to produce more syntactically complete sentences. Children at this stage of language development are encouraged to use the tense clues in the I'M TELLING YOU SOMETHING pragmatic branch (see information under the heading **03 tell** above).
- **Associated vocabulary pages** are used to include similar meaning words (some of which are included on the one label in a paper communication book) and to increase the range of vocabulary available with less page turns.
 - NOT+ (not, don't, can't won't)
 - WANT+ (want, have, get, need, give, use)
 - SEE+ (see, look, watch, show, find, hide, loose)
 - SAY+ (say, tell, talk, speak, yell, call, ask, answer, guess, explain, chat, invite)
 - THINK+ (think, know, learn, remember, forget, understand, choose)
 - FEEL+ (feel, like, love, miss, hate, cry, laugh)
 - GO+ (go, gone, come, stay, leave, visit, stop, drive, ride)
- 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. DO not add verbs to the actions section if they are only used in sections where they are already included as predictably associated vocabulary on the *section actions* automatically closing page). To increase the efficiency of communication, teach children and partners to look on the section specific actions page before navigating to the *10 actions section* via the *categories index*.
 - On a PODD page set for a speech generating device, more verbs are repeated in the actions section to change the tense when accessed via the TELL branch.
- Please note that changes and additions to the verb pages will need to be duplicated in the appropriate tense on the *past, -ing and third person* verb pages.

11 activities

- The activities section links from both the I WANT ... pragmatic branch starter and the ACTIVITIES category, enabling this vocabulary to be used to express a range of communicative intents.
- Vocabulary in this section includes a range of common play (leisure) and some daily routine activities with a focus on activities within the life experience of young children. Note that some "home routines" (e.g. "go to bed", "have a bath") may be accessed via the HOUSE & GARDEN link on the second page of this section (accessed via TURN THE PAGE). There is also a link to the *school section* to request things and activities at school via the I WANT.. pragmatic branch.
- Predictably associated vocabulary is accessible via *pronouns, activities actions* and *little words* links to automatically closing pages.
- Sub-categories are used to organise the large vocabulary required to request/talk about different activities. The generic page set includes the sub-categories *make*

something, toys and outside activities. Other sub-categories may be required if adding large numbers of additional activities of a particular type e.g. sensory activities. Remember to position all sub-category links on the first page of the section (will need to move vocabulary to the second page).

- Many items in this section have links to pages of vocabulary to interact during the activity, i.e. activity specific displays (see pages 27-50 for more information).
- In this example page set the decision was made **not** to insert the word into the message window in addition to changing pages for most items when activity words with a link to another page are selected. This is because the child may use these link cells to:
 - access vocabulary on the activity specific page to express other functions (via *activities* in the *categories* index). For example, the child may want to tell someone I GOT A NEW DVD and they do not want the word TELEVISION to be automatically inserted into the middle of their sentence
 - request other items/activities on the activity specific page (not the activity name). For example, a child may want to request "I WANT STORY", so they do not want the word BOOK to be automatically inserted into the middle of their sentence.

This decision requires a second selection (on the activity specific page) to make the request for that activity via the I WANT pragmatic branch starter, e.g. I WANT (BOOK) BOOK. However, it is generally easier for children at earlier stage of language development to add a needed word than it is to delete an unwanted word that has been automatically added to the message window.

- The request messages SOMETHING TO EAT AND DRINK and GET DRESSED do automatically insert into the message window as these items link to a separate category section which can be accessed via the categories index (FOOD & DRINK and CLOTHES) to communicate different functions and messages. These links are only included in the *activities* section to request from the I WANT pragmatic branch starter.
- SPORTS is intentionally duplicated on both the second page of this section and in the *outside activities* sub-category as sports can be both inside and outside activities. BALL is duplicated in both the *toys* and the *outside activities* sub-categories for the same reason.
- The child may not require all of these items and their associated displays and/or may require additional vocabulary and links to new pages for other activity displays.
- When adding vocabulary for different activities, consider whether the child also requires a display to interact during the activity. If adding a display to the PODD, ensure that all the GO TO PAGE (number) links are in place to enable the child to navigate to that page.
- When removing activity vocabulary that has an associated activity display, you may also need to remove the display. Prior to deleting any pages check whether the page is also accessed from another section in the PODD, e.g. *page 42 tools / build* may also be accessed from the *things* category.

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.
- Predictably associated vocabulary is accessible via *pronouns, places actions* and *little words* links to automatically closing pages.
- The example page set includes a link from *12a places* to the *17 house & garden* section, *25f school places* and *11g 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 – PICNIC

- Retail places (shops, take away and restaurants) are sub-categorised with a page link to *shops*
- VISIT links directly to *09 people* to identify who the child has/will visit.
- There is an aim to include more frequently visited / talked about places on the first and second pages of this section with holiday destinations on the third page. There is a link to *world* places from the third page, as it is anticipated that these words may be less frequently used (like putting extended/fringe vocabulary on a list).
- 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*.

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 holidays and special events. Check this section and make appropriate vocabulary changes to suit the child and family's requirements.
- Predictably associated vocabulary is accessible via *pronouns*, *wrong actions*, *special descriptions* and *little words* links to automatically closing pages.
- The first page includes vocabulary related to the more frequently occurring special event of birthdays and parties. A *special descriptions* link to an automatically closing page to access common adjectives related to special events: HAPPY, MERRY, SURPRISE, NEW and a link to *numbers*. There is a link on this page to *party things* positioned near the word PARTY for easier location. Note that LIGHT, BLOW OUT and DECORATE do not automatically close on this page as there are other words on the page that predictably follow these words, e.g. DECORATE CAKE.
- The second page includes other commonly occurring events and special days. Links to topic specific pages to talk about *Christmas* and *Easter* are also on this page.
- The *Christmas* and *Easter* pages use activity grid layouts to support ongoing interaction about and during these special events with minimal page changes. As EASTER and CHRISTMAS function as a link cell they are not programmed to insert into the message window, just jump to the page. This requires a second selection to use these words in sentences, but eliminates the need to delete the word when the item was only being used to access other vocabulary and these words are not required in the sentence e.g. do not want the word CHRISTMAS at the beginning of the message FATHER CHRISTMAS COME or EASTER the beginning of the message I BUY EASTER EGGS.
- This section often includes a large fringe vocabulary for low frequency special events, e.g. an excursion, the name of a specific concert or event. There are two other blank pages to add additional special events as required. The final page (requiring three page turns) functions like a list to add new, extended/fringe vocabulary. If adding lots of vocabulary, consider possible sub-category groupings to reduce the number of page turns to access more frequently used words. To make space for a sub-category link on the first page, you could move PRIZE to the second page.

14 health

- There are a number of sub-categories used in the *health* section to more efficiently organise a relatively large vocabulary
- Predictably associated vocabulary is accessible via *pronouns*, *health actions* and *little words* links to automatically closing pages.
- The first and second pages in this section include vocabulary for general medical appointment, procedure and health professionals, links to the sub-categories and a predictable link to the 06 body parts automatically closing page. Relevant disability related vocabulary, e.g. DEAF, EPILEPSY, AUTISM, would be included on the second page in this section (accessed via TURN THE PAGE).
- SICK/ILLESSES links to an automatically closing page to select a more specific word for the type of illness. It will be important to customise this page so that the child's most common health problems are on the first page of the sub-category.
- HURT, SORE, PAIN, links to an automatically closing page to select a more specific word, e.g. SORE, PAIN, BUMP, BRUISE, BLISTER, CUT, BLEEDING, CRAMP, RASH, ITCHY, SUNBURN, BROKEN. All of these pain words have compulsory predictable links to the 06 body parts automatically closing page.
- HEALTH THINGS It will be important to customise this page to include the child's most commonly used health equipment and medicines. CHEMIST is included on this page as the place where health things are purchased.

15 clothes (grooming)

- This section includes clothes and things that are worn on the body, e.g. personal aids such as splints, and other vocabulary related to dressing and grooming.
- Predictably associated vocabulary is accessible via *pronouns*, *clothes actions*, *clothes descriptions* and *little words* links to automatically closing pages. There is also a predictive link to the *colour* page.
- A link to the sub-category *grooming & Jewellery* is included on the first page
- Associated vocabulary automatically closing pages are used to more efficiently access the range of vocabulary included in this section.
 - Shoes and socks
 - Tops+
 - Bottoms +
- Vocabulary for underwear is included in one of these sections according to the body part it is worn on, e.g. UNDIES in *bottoms+*
- Other clothes vocabulary that does not fit within these groupings is placed on the second page.
- Vocabulary for any equipment aids that are worn by the child, e.g. arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place any items frequently put on and taken off during the day on the second page. If more space is required on the second page, move clothes items that are not used every day to the third page. If the child has a lot of equipment they wear consider adding a *personal equipment* automatically closing page, linked from the first page (could move the link to grooming and jewellery to the second page).
- The *grooming & jewellery* sub-category uses a page grid that supports more predictably associated vocabulary to interact during grooming with minimal page changes. This also allows for the *actions* link to go to a different page with predictably associated related to grooming (*grooming actions*). Associated vocabulary automatically closing pages are included for *hair*, *make-up* and *jewellery*. This page has a *JUMP BACK* command as the page is accessed from both the *clothes* section and *dress ups* activity pages.
- Note that even though boys may not wear dresses and skirts, these words are included to comment on/talk 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. 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 or on an activity specific page
 - Personal equipment that is worn, e.g. AFOs, splints, is included in the clothes section.
- Predictably associated vocabulary is accessible via *pronouns*, *things actions*, *things descriptions* and *little words* links to automatically closing pages.
- This example page set has a sub-category to personal (specialist) *equipment*, including AAC equipment. This page will probably need considerable customisation to include the child's specialist equipment. If the child does not use much specialist equipment then you may want to change symbol to a communication display (as the page will then include mainly AAC equipment).
- There is also a link from the first page to the BUILD/TOOLS activity display (42).

17 house & garden

- This page set includes vocabulary for common requests, instructions and locations at home.
- Predictably associated vocabulary is accessible via *pronouns*, *house actions*, *little words* and *family* (to identify whose room) links to automatically closing pages.
- The *house* section has a lot of predictably associated verbs. Automatically closing pages are used to group verbs for cleaning (*clean+*) and cooking (*cook+*). The *want+* associated vocabulary page used in the *10 actions section* (including words *want*, *have*, *get*, *need*, *give*) is also used on the *house actions* page to make more space for house specific verbs (without adding extra page turns). There is also a predictable link from the verb *TURN* to a page with words to finish the instruction (*IT*, *ON*, *OFF*, *UP*, *DOWN*, *IN*, *OVER*, *AROUND*) without having to navigate to these words on the *little words* pages. Note that *IT* does not close the page, as it is predictably followed by other words on that page.
- Vocabulary referring to items inside the house is organised across multiple automatically closing pages according to room: *bedroom*, *bathroom*, *kitchen*, *living room*, *study* and *laundry*.
- The *kitchen* page includes a link to a page of *utensils*.
- In the *bathroom* page sub-category links to *hair* and *make-up* pages (from the *grooming and jewellery* page in the clothes section) are repeated for more efficient use from the *house and garden* section.
- The *laundry* page also includes vocabulary related to general cleaning, e.g. *VACUUM*, *MOP*, *BROOM*, *SPONGE*. Links to all of these pages are positioned on the first page of the section. Vocabulary that applies to multiple rooms is accessed via *TURN THE PAGE*.
- A link to a separate page for vocabulary for items *outside* the house is also on the first page.
 - Vocabulary in this section relates to items found in the yard / garden.
 - The *outside* sub-category uses a page grid that allows for the actions link to go to a different page with predictably associated vocabulary related to outside (*outside actions*).
 - There is a link to a page of *nature* (plant not animal) vocabulary with a link to *garden tools*.

- There are also links on the second page of this sub-category to access related vocabulary on the *laundry* page in this section and on the *outside activities* and *tools* pages in other sections.

18 food/drink

- This section may be accessed via the I WANT .. pragmatic branch (I WANT / SOMETHING TO EAT OR DRINK) or from the categories index enabling this vocabulary to be used to express a range of communicative intents. As children are most likely to access this section via the I WANT request, the category link to FOOD / DRINK is on the second page of the categories index.
- This section uses the activity page grid to provide more predictably associated vocabulary to interact during mealtimes with minimal page changes. Predictably associated vocabulary is accessible via links to *chat*, *meal manners*, *questions*, *pronouns*, *meal actions*, *meal descriptions*, and *little words* automatically closing pages. Links to frequently required at mealtimes vocabulary on *dishes & utensils*, and *kitchen* automatically closing pages are also included on the first page of this section.
- To manage the large range of predictably associated verbs related to mealtimes, automatically closing pages are used to group verbs for eating / drinking (*eat & drink+*) cleaning (*clean+*) and cooking (*cook+*). *Meal actions* The words EAT and DRINK (frequently used during mealtimes) are on the *meal actions* page for faster access and in the *eat & drink+* associated vocabulary page in case this page is linked from other section.
- Food and drink vocabulary is sub-categorised from the links to *food* and *drink* located on the first page of this section. Food is further sub-categorised by type: *snacks & desert*, *bread & cereals*, *spreads*, *fruit*, *vegetables*, *meat & fish* and *meals*.
- The names of meals BREAKFAST, LUNCH, DINNER, SNACK are included in the *FOOD* sub-category (not on the second page of the section) because this automatically closing page is linked from other sections and activity displays where these words may be required in addition to the names of food items.
- There are a lot of spaces in this section to add the child's preferred foods and drinks (as the range of options is enormous only the most commonly used words are already included on the pages).

19 transport

- Includes a range of vehicles commonly seen and talked about by young children.
- Predictably associated vocabulary is accessible via *pronouns*, *transport actions*, *transport descriptions* and *little words* links to automatically closing pages.
- The first page in the section includes more frequently used/seen vehicles. The second page includes aircraft, emergency vehicles, public transport, and transport places. The third page includes boats, work vehicles, siren and parts of vehicles and roads. There is a blank fourth page to add extended transport vocabulary. The child's individual frequency of word use should be considered during the customisation, moving more frequently used words to the earlier pages.

20 characters

- The example pages include common story and magical characters, and vocabulary to refer to the different character things and media, e.g. concert, DVD, CD.
- Predictably associated vocabulary is accessible via *pronouns*, *character actions*, and *little words* links to automatically closing pages.
- There are three sub-categories in this section

- *Story characters* to add names of characters in the child's favourite books and movies
- *Character things* to add media and the child's things that have character images. There is a link to the *clothes* section on this page.
- *Fairytales characters* (linked from the second page) to add additional characters from fairy tales the child knows.
- Character vocabulary needs significant customisation to include the child'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 (in edit mode, select *change picture* then *browse for file*).

21 animals

- The example page set includes a range of animals commonly talked about by young children. The decision to include this number of animals in the main pages was influenced by the frequent focus on animal names in early childhood play, stories, rhymes and songs.
- Predictably associated vocabulary is accessible via *pronouns*, *animal actions*, and *little words* links to automatically closing pages. Noun vocabulary that is predictably associated with animals is accessible via links to *animal things*, *animal body parts*, *animal places* and *little words* links to automatically closing pages.
- The first page of the default animal section focuses on vocabulary about the child's own pets and/or other animals which they frequently care for, interact with, talk about and/or see. **There are also optional pages, 21a,b,c animals no pets** for children who do not have any pets / animals they regularly see.
 - The default animal page has spaces to add the names of the child's pets and a link to *animal things* to include vocabulary related to pet care and play. The word bird (a frequently seen and heard animal) is also on the first page. The links to all the animal sub-categories is included on the second page.
 - The first page of the *optional animals no pets* page includes the links to the animal sub-categories .

To select optional animal no pets pages go to grid 07a categories and edit the ANIMALS cell to jump to 21a animals no pets.

- Animal vocabulary is sub-categorised according to type of animal or where the animal is usually seen:
 - *farm animals*
 - *wild/zoo animals*
 - *reptiles* (including dinosaur and dragon)
 - *bugs* (insects);
 - *water animals*
 - pets and other vocabulary are on the second page of the animal section (access via TURN THE PAGE)
- Note that all the pages in the animal sub-categories are automatically closing pages (self-closing grids). This means that the child can select one word off the page and it will automatically return to the first page of the animal section. This is an efficient option for using animal vocabulary in conversation. However, when playing games, singing songs and interacting during educational tasks where multiple animal names of the same type are used one after the other it does require multiple selections to access multiple words in the same sub-section. You may choose to change the first page in each sub-category to stay open to select multiple items from the sub-category until the OOOPS cell is selected. To do this: enter *edit mode*, select *edit grid settings* then *self closing grid* (no tick in the check box here keeps the pages open). Please note that second pages in the sub-category will still close and the TURN THE PAGE cell

has a *jump back* command. It is recommended that you return these pages to self-closing grids for general communication purposes.

- The item BABY ANIMAL is included *on* the first page to be used with the names of animals from all pages in this section. Specific names for young pets and farm animals are included in this page set. The word VET is also included on the first page.

22 days & times

- This page set includes commonly used time concepts. Children generally require many models of these concepts used by others in order to learn their meanings. The *days & times* section may primarily be used by communication partners to provide receptive input with children at earlier stages of language development.
- NOT is included on the first page of this section as predictably associated with time words, e.g. NOT NOW. There is also a link to *time little words* which includes some predictably associated determiners and prepositions in addition to time concepts that are found on the *little words* pages linked from other sections.
- The first page in this section includes common time concepts, NOW, YESTERDAY, TOMORROW, MORNING, AFTERNOON, NIGHT and links to the following sub-categories:
 - days** (automatically closing page including the days of the week, DAY, WEEK and WEEKEND)
 - time** (includes TIME, HOUR, MINUTE, SECOND, O'CLOCK, CLOCK, WATCH, the questions WHAT'S THE TIME? AND WHEN and a predictably associated link to the *numbers* page.)
- The second page (accessed via TURN THE PAGE) includes words for the seasons, HOLIDAY, CALENDAR, DATE, WEEK, YEAR, MONTH, plus a separate **months** link button to an automatically closing page including the names of the months and numbers to tell the date. The example *months* page does not include symbols for the months as the symbols available in PCS only relate to the Northern hemisphere. You may choose to add your own symbols if required. You will need to customise the cell MY BIRTHDAY IS.. to add in the child's date of birth.
- On the first page of this section JUMP BACK replaces the link to CATEGORIES. This is done as the *days & times* section may link from other sections in addition to the *categories index*. The JUMP BACK cell allows for more efficient moving between the pages being used at that time. If the *days & times* was accessed via the *categories index* then JUMP BACK will go back to the *categories* page.
- There is also an alternative automatically closing page for days & times words 22a *days close* that currently links from the *weather* page.
- Note that the **days** and **months** pages are automatically closing (self-closing grids). This means that the child can select one word off the page and it will automatically return to the first page of the *time* section. This is an efficient option for using time vocabulary in conversation. However, during some educational tasks where multiple days or months are used one after the other, e.g. reciting the days of the week, it does require multiple selections to navigate back to the page. You may choose to change these pages to stay open to select multiple items until the OOOPS cell is selected. To do this: enter *edit mode*, select *edit grid settings* then *self closing grid* (no tick in the check box here keeps the pages open). It is recommended that you return these pages to self-closing grids for general communication purposes.

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 more efficiently express other communicative intents.

- The ordering of items in this section is prioritised for speed of access according to the likely usage patterns. Commonly used vocabulary which can be more directly accessed via the *opinions or something's wrong* pragmatic branch starters on the main page are located on later pages.
- The relative location of words in this section
- Predictably associated vocabulary is accessible via *pronouns, feelings actions* and *little words* links to automatically closing pages.

24 descriptions

- This section includes a large range of conceptual language commonly introduced in early childhood and at school. Weather is also included in this section as we describe the weather.
- Predictably associated vocabulary is accessible via *pronouns, description actions*, and *little words* links to automatically closing pages.
- On the first page of this section JUMP BACK replaces the link to CATEGORIES. This is done as the *descriptions* section links from multiple sections and *topic pages* in addition to the *categories index*. The JUMP BACK cell allows for more efficient moving between the pages being used at that time. If the *descriptions section* was accessed via the *categories index* then JUMP BACK will go back to the *categories* page.
- Vocabulary is organised into according to what the word describes.
- The sub-category links from the first page of this section are:
 - **Colours:** All cells except LIGHT and DARK automatically jump back (close the page). LIGHT and DARK do not close the page as they are predictably followed by other words on this page, e.g. DARK BLUE.
 - **Shapes:** Automatically closing pages. In addition to shapes, includes other vocabulary associated with drawing and patterns, e.g. SPOTTY, DOT, CHECK, STRAIGHT, LINE.
 - **Size:** Automatically closing pages. Includes FAT and THIN in addition to a range of other size descriptors.
 - **Numbers** (See information below)
 - **Feels:** All cells except FEELS automatically jump back (close the page).
 - **Tastes:** All cells except TASTES automatically jump back (close the page).
 - **Looks:** All cells except LOOKS automatically jump back (close the page).
 - **Weather:** Uses a page grid that supports more predictably associated vocabulary to discuss the weather with minimal page changes. This also allows for the *actions* link to go to a different page with predictably associated related to weather (*weather actions*). There is also a predictable link to *22a days close* page.
- Other descriptions vocabulary that does not fit into these sub-categories is accessed via TURN THE PAGE.

Numbers sub-category:

- The first page in the *numbers* sub-category includes the numbers 1-9 and 0, SPACE and a link to number *functions* and TURN THE PAGE to access other vocabulary for number concepts and to participate in maths classes.
- The first page needs to stay open when numbers are selected to support combination of numerals to create larger numbers. For the same reason automatic spaces are not inserted after selecting a number. The SPACE cell is included to do this manually.
- A JUMP BACK command is in the top right corner of the first page (instead of go back to CATEGORIES or MAIN PAGE) as the number page is linked from multiple sections in the page set.
- Note that many of the number words on the second page (accessed via TURN THE PAGE) are also included in the *little words* section linked from most sections (that is why the first page in this section is the numerals). The second page also includes vocabulary to participate in maths classes.

- You will need to customise the labels used on some items in this section to suit locally used educational practices.
- **NOTE It is important that that only the numbers 1-10 and 0 are included.**
People in the child's environment often require explanation of why children need to learn to combine numerals (0-9) to produce numbers beyond 10. Partners frequently suggest that it is easier for the child 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 children 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. Extra pages to practice counting out loud using whole numbers can be linked from this section, but do not change the main page used for writing and speaking numbers.

25 Preschool settings/school

- 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 Preschool/school environment.
- **If the child does not currently attend an educational setting**
 - Replace the cell school / kinder on the first page of the categories index with a link to a frequently used category from the second page of the categories index.

25 Kindergarten (Preschool page set)

- This section is designed to interact in an early childhood centre with a play-based curriculum. In the example page set the early childhood centre is referred to as kindergarten (kinder) but the cell labels can be changed to reflect the name used by the child and family for their early childhood centre, e.g. day care, crèche, preschool.
 - Note that a child who is participating in a play-based curriculum at school may also use this the Preschool page set.
- The first page in the section uses an activity page grid to provide more predictably associated vocabulary to interact at kindergarten with minimal page changes.
- Predictably associated vocabulary is accessible via links to *kinder people*, *pronoun*, *question*, *little words*, *like/don't like*, *kinder actions* and *kinder chat* (with links to *call out to kinder people* and *kinder greetings and manners*) automatically closing pages.
 - Please note that the *call kinder people*, *kinder greetings and manners* and the first page of *kinder chat* are different pages, designed for communication at kindergarten are different from the corresponding pages linked from the main pages and other sections. The difference in *kinder chat* is that links to *call out to kinder people* and *kinder greetings and manners* replace ME and YOU (which are readily accessible in this section via the *pronouns* automatically closing page).
 - The second and third pages linked from *kinder chat* are the same general *chat* pages linked from other sections. Therefore, be very careful when customising the *kinder chat* pages that you do not make changes for the kindergarten environment that will limit the use of these pages in other environments and activities.
 - The *kinder actions* page includes a link to the *movements* subcategory in the *actions* section to accommodate for the large range of movements children may use playing at kindergarten.
- The first page of this section also includes the words TIME, REST and PACK UP and SOMETHING TO EAT OR DRINK (which links to the food / drink page).

- A range of common kindergarten activities and the links to the sub-categories MAKE SOMETHING and OUTSIDE ACTIVITES are accessed via TURN THE PAGE. These were positioned together on the second (and third) pages based on feedback that it was useful for children to see all (or most) of the options on the same page when selecting what they would like to do at kindergarten.
- Most of the inside activity words in this section have links to pages of vocabulary to interact during the activity, i.e. activity specific displays (see pages 27-50 for more information). There are kinder versions of the first page for most activity displays, with the addition of the link to *kinder people* and the general *chat* link replaced by the link to *kinder chat, greet, manners and call*. HOME CORNER links to an activity page that has many links to the *House and Garden* sub-categories.
- The *outside activities* sub-category uses an activity page grid to provide more predictably associated vocabulary to interact during “outside play time” at kindergarten with minimal page changes.
 - Predictably associated vocabulary is accessible via links to *kinder people, pronoun, question, little words, like/don't like, outside actions* and *kinder chat* (with links to *call out to kinder people* and *kinder greetings and manners*) automatically closing pages.
 - The *outside actions* page includes a link to the *movements* subcategory in the *actions* section to accommodate for the large range of movements children may use playing at kindergarten. There is also a predictable link from the verb TURN to a page with words to finish the instruction (IT, ON, OFF, UP, DOWN, IN, OVER, AROUND) without having to navigate to these words on the *little words* pages. The verb PUSH has a predictable a link to give common instructions (IT, HIGH, LOW, UP, DOWN, OVER, AROUND, BIG, LITTLE, FAST, SLOW, LEFT, RIGHT, BACK, FORWARD). when playing on a swing, slide or moving toy outside. Note that IT does not close these pages, as it is predictably followed by other words on that page.
 - The activities on the first page of this section are more likely to use an electronic device during the activity and may frequently use the PUSH verb and link to instruct helpers.
 - BALL and WATERPLAY link to separate activity displays (kinder versions).
 - Please note that SANDPIT does not link to a separate page – as electronic devices cannot be used in sandy environments. (Using the device with water play is also questionable, but can often position the device away from the splashes, but within reach). A separate paper activity display could be made for interaction in the sandpit. There are some words for “sand toys” on the third page of this section. (Spaces were left on the second page to add other activities).
 - MAKE SOMETHING and PLAY HOUSE (home corner) were intentionally repeated in this section as children also do these activities outside.
 - There is a link back to *inside activities* (first page of kindergarten section) on the second page. The words INSIDE and OUTSIDE are also on this page so that children can request and partners can instruct where to go.

25 School

- The school section is designed to interact at school as well as to include a range of vocabulary related to school. The first page in the section uses an activity page grid to provide more predictably associated vocabulary to interact at school with minimal page changes.
- Predictably associated vocabulary is accessible via links to *school chat* (including links to *call school people, school greetings and manners and opinions, questions, pronouns, school actions*, and *little words* automatically closing pages).

- Please note that the *call school people*, *school greetings and manners* and the first page of *school chat* are different pages designed for communication at school but the second and third pages of *school chat* are the same pages that link from the general *chat* page that is linked from multiple sections in this page set. Therefore, be very careful when customising the *school chat* pages that you do not make changes for the school environment that will limit the use of these pages in other environments and activities.
- The first page of this section also includes the words TIME, REST and PACK UP and links to the following sub-categories:
 - ***school people***: Automatically closing page with general labels for school people, e.g. TEACHER, GROUP, CLASS, FRIEND, and spaces to add people's names. Extra space for the large range of names in this section with links to *boys* and *girls* pages. This sub-category also links from the *people* section.
 - ***school places***: Automatically closing page including the names of places at school. This page also links from the *places* section as part of the *LET'S GO* pragmatic branch.
 - ***school things***: Automatically closing page including the names of things used at school. For convenience there are links from this page to *computer things*, *pencil case things* and *equipment* automatically closing pages in other sections. There is also a link on this page, *use computer*, to access the interactive computer activity display.
- The second page of this section includes the school daily schedule, activity and subject words. You will need to customise the labels to suit local wordings for different subjects.
- This page also includes links to ***school subject displays*** and ***topic pages*** (see information on the topic section below under the heading **55 topic pages**)

School subject displays

- School subject displays aim to increase the efficiency of interaction during specific subjects at school. These displays are accessed via the *school* section: TURN THE PAGE, SCHOOL SUBJECT DISPLAYS.
- The page layout for the subject displays is similar to activity grids, with predictably associated vocabulary links to interact during the activity with minimal page changes.

Predictably associated vocabulary is accessible via links to the automatically closing pages:

- ***School people***
- ***School Chat*** (includes links to *greetings and manners* and *opinions*)
- ***Questions***,
- ***Pronouns***
- ***(section specific) Actions***
- ***Little words***.
- School subject displays also include a direct link to return to the *school* section.
- The generic page set includes displays for some common school subjects and links to 9 other subject displays ready for the user to add vocabulary for other subjects.
- ***READING*** subject display (*29a school book*)
 - Based on the *book* activity display (linked from activities) with changes to the first page to include *School people* and *School Chat* and a link back to the *school section*. All other pages are shared.
 - The second page includes links to *READING INSTRUCTION* and *BOOK DISPLAYS*.
 - The *reading instruction* page includes a range of vocabulary that is generally used in early literacy instruction.
 - *BOOK DISPLAYS* links to an index to add story specific displays for books the child is repeatedly reading as part of literacy instruction (shared or guided reading). See information on the book displays section below under the heading **56 book pages**.
- ***WRITING*** subject display (*25j literacy*) includes a range of vocabulary to talk about writing.

- There is a link from the first page to the alphabet pages. The default page link is to *51a alphabet 6 LC*. Change this link if you have decided to use a different alphabet display.
- **MATHS** subject display (*25k Maths*) includes a range of vocabulary to interact during maths classes
- **MUSIC** subject display (*28a school music*) includes a range of vocabulary interact during music.
- **ART** subject display (*25k art*) includes a range of vocabulary to interact during art class.
- **SPORTS** subject display (*47a school sports*) includes a range of vocabulary to interact during and sports classes.
- There are also 9 other

26 Religion

- The example page set allows for people to include different vocabulary to suit different religions.
- At this stage of language development, vocabulary needs to be selected to reflect the child's life experiences. The religion section is only included in this PODD when religious worship is a regular part of the child's life. Some 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 – 47 & 50 in the main page set include a sample range of activity displays for common early childhood activities. These displays primarily link from the ACTIVITIES section.
- In the **Preschool page set** there are kinder versions of the first page for most activity displays.
- All of these pages use the activity grid with predictably associated vocabulary **links** to interact during the activity with minimal page changes. **Predictably associated vocabulary is accessible via links to the automatically closing pages:**
 - ***Chat***
 - ***Greet and manners***
 - ***Questions, pronouns***
 - ***(section specific) Actions***
 - ***Opinions***
 - ***Little words.***
 - In the kinder versions of the activity displays the general *chat* link is replaced by the link to *kinder chat* (with *greet*, *manners* and *call* linked from *kinder chat*) and *kinder people* replaces the direct link to *greet and manners*.
- This section uses the activity page grid to provide more predictably associated vocabulary Links to frequently required at mealtimes vocabulary on *dishes & utensils*, and *kitchen* automatically closing pages are also included on the first page of this section.
- Note that the name of the activity is usually included in the top right vocabulary symbol cell on the first page of the activity displays. This supports the development of more efficient, automatic location of symbol cell to request the activity (see

information in 08 *activities* section for explanation of the navigation pathway to request).

Example activity specific pages included in this page set are:

- **27 Television:** Vocabulary to interact when watching TV and to talk about TV shows and movies at other times.
 - Includes links to automatically closing pages to add the names of the child's favourite *TV shows* and *DVDs* (video files).
 - Note that there is a predictable link from the word TURN in *television actions* to a page with words to finish the instruction (IT, ON, OFF, UP, DOWN, AROUND) without having to navigate to these words on the *little words* pages. Note that IT does not close the page, as it is predictably followed by other words on that page.
 - If the device includes environmental control functions compatible with the child's TV, you would link a page to TV controls from this section.
- **28 Music:** Vocabulary to interact when singing, playing and listening to music and to talk about music at other times.
 - The *school subjects music display*, linked from the *school* section has a different first page (*28a school music*), but shares all the other music activity specific pages. The *music display* linked from the *kindergarten* section has a different first page (*28a kinder music*), but shares all the other music activity specific pages.
 - Includes links to automatically closing pages for *instruments* and to add the names of the child's *songs* and favourite *musicians* (and their music).
 - Note that there is a predictable link from the word TURN in *music actions* to a page with words to finish the instruction (IT, ON, OFF, UP, DOWN, OVER) without having to navigate to these words on the *little words* pages. Note that IT does not close the page, as it is predictably followed by other words on that page.
 - If the device supports playing music files or environmental control to a music player then links to a page to include the required controls would be included in this section.
- **29 Book:** Vocabulary to interact when reading and talking about books.
 - Note: The *school subjects reading display*, linked from the *school* section, has a different first page (*29a school book*), but shares all the other book activity specific pages. The *book display* linked from the *kindergarten* section has a different first page (*29a kinder book*), but shares all the other book activity specific pages.
 - The second page includes a link to BOOK DISPLAYS and also links to READING INSTRUCTION in the ***school page set***. See the information on the *reading instruction* pages in the ***25 school subject*** section and on book displays under the heading ***56 book pages*** below.
 - Also includes links to automatically closing page to add the names of the child's favourite *books*.
- **30 Game:** Vocabulary to interact playing and talking about games.
 - Note: The *game display* linked from the *kindergarten* section has a different first page (*30a kinder game*), but shares all the other game activity specific pages.
 - Includes a range of vocabulary to instruct, comment and request during games including game equipment. A link to an automatically closing for *games* provides spaces to add the names of the child's games.
 - You may choose to create game specific pages (e.g. *Guess who*) and link them from this section.

- **31 Play dough:** Vocabulary to interact when using play dough or clay.
 - Note: The *play dough* display linked from the *kindergarten* section has a different first page (*31a kinder playdough*), but shares all the other play dough activity specific pages.
 - Includes links to *colour* page and *descriptions* section.
 - The second page includes equipment to use with play dough and ideas of what the child may try to make. Try to collect other ideas, by listening to what peers are making with their play dough, to add extra ideas to this page.
- **32 Draw:** Vocabulary to interact when drawing
 - Note: The *draw* display linked from the *kindergarten* section has a different first page (*32a kinder draw*), but shares all the other draw activity specific pages.
 - Includes links to *colour* and *shapes* pages.
 - The word DRAW is repeated on the first page (in addition to being on the *draw actions* page). This is to support the use of this word to request this activity via the I WANT .. pragmatic branch (see information in 08 *activities* section for explanation of the navigation pathway to request).
 - The second page includes a range of common drawing tools and materials with spaces to add other tools and materials the child uses.
 - The phrase I WANT TO SHOW links directly to the people section so the child can name the person they want to show.
- **33 Paint:** Vocabulary to interact when painting and finger-painting
 - Note: The *paint* display linked from the *kindergarten* section has a different first page (*33a kinder paint*), but shares all the other paint activity specific pages.
 - Includes links to *colour* page and *descriptions* section.
 - The word FINGER-PAINT is positioned and PAINT is repeated on the first page (in addition to being on the *draw actions* page). This is to support the use of this word to request these activities via the I WANT .. pragmatic branch (see information in 08 *activities* section for explanation of the navigation pathway to request).
 - The second page includes a range of materials and equipment used when painting.
 - The phrase I WANT TO SHOW links directly to the people section so the child can name the person they want to show.
- **34 Cut and Paste:** Vocabulary to interact when cutting and/ or pasting.
 - Note: The *cut and paste* display linked from the *kindergarten* section has a different first page (*34a kinder cut & paste*), but shares all the other cut & paste activity specific pages.
 - Includes links to *colour* and *shapes* pages and the *descriptions* section.
 - The phrase CUT AND PASTE is positioned on the first page (to support the use of this word to request this activity via the I WANT .. pragmatic branch (see information in 08 *activities* section for explanation of the navigation pathway to request)).
 - The second page includes a range of materials and equipment used to cut and paste. The word CAREFUL is also on this page – to remind children to be careful with the scissors. There is a TURN THE PAGE link to a third page to provide spaces to add more vocabulary as required.
 - The phrase I WANT TO SHOW links directly to the people section so the child can name the person they want to show.
- **35 Cook:** Vocabulary to interact when cooking or interacting with someone else who is cooking.

- Note: The *cook* display linked from the *kindergarten* section has a different first page (*35a kinder cook*), but shares all the other cook activity specific pages.
- Includes links to the *descriptions* section and *kitchen* sub-category of the *house and garden* section on the first page.
- A link to the *food* sub-category of the *food and drink* section is positioned on the second page with the names of foods commonly used in cooking (the *food* link is not on the first page to avoid people jumping to the food section to hunt for these words which could be more efficiently accessed via TURN THE PAGE. Note that other any liquids required for cooking will need to be included in this section. If needing to add a lot of liquids a link to page *18c drinks* could be added to the cell under FOOD).
- The word COOK is repeated on the first page (in addition to being on the draw actions page). This is to support the use of this word to request this activity via the I WANT .. pragmatic branch (see information in 08 activities section for explanation of the navigation pathway to request).
- To manage the large range of predictably associated verbs related to cooking, automatically closing pages are used to group verbs for eating / drinking (eat & drink+), cooking (*cook+*) and the *want+* page.
- **36 Blocks:** Vocabulary to interact when playing with blocks
 - Note: The *blocks* display linked from the *kindergarten* section has a different first page (*36a kinder blocks*), but shares all the other block activity specific pages.
 - Includes links to *colour*, *shapes* and *size* pages on the first page and to *numbers* on the second page.
 - The second page includes things to make with the blocks. Try to collect other ideas, by listening to what peers are making with their blocks, to add extra ideas to this page. The singular word BLOCK is also included on this page. The plural, BLOCKS, is on the first page to support the use of this word to request this activity via the I WANT .. pragmatic branch (see information in 08 activities section for explanation of the navigation pathway to request).
- **37 Puzzle:** Vocabulary to interact when playing with puzzles.
 - Note: The *puzzle* display linked from the *kindergarten* section has a different first page (*37a kinder puzzle*), but shares all the other puzzle activity specific pages.
 - Includes a link to the *descriptions* section
 - The first page includes comments YEAH! THAT'S IT and OH NO, DOESN'T FIT . The second page includes CAN'T FIND IT.
 - Can add the names of favourite puzzles and other comments to the second page,
- **38 Dolls:** Vocabulary to interact when playing with dolls.
 - Note: The *doll* display linked from the *kindergarten* section has a different first page (*38a kinder dolls*), but shares all the other doll activity specific pages.
 - Multiple activity pages are required to interact during a range of common doll play routines.
 - The first page includes a links to the descriptions section and activity displays to *change nappy* and put dolly to *bed*. The *doll actions* page includes a range of actions used in doll play including to CUDDLE, KISS, FEED, BURP, PLAY, WASH and DRESS the doll as well as emotive verbs CRY, LIKE, LOVE. The *want+* page is used to make more space for doll actions.
 - The second page includes items to feed and bath dolls with links to the *bathroom* page (from *house and garden* section) and the *clothes* section (for dressing dolls). The associated actions for these words are available on the *doll actions* pages.
 - **Change nappy** has it's own separate display with links to predictably associated vocabulary on *pronouns*, *nappy actions* and *little words* automatically closing

pages. JUMP BACK is used to return to the main *doll activity* page to continue doll play.

- **Bedtime nappy** has its own separate display with links to predictably associated vocabulary on *pronouns*, *bed actions* and *little words* automatically closing pages. JUMP BACK is used to return to the main *doll activity* page to continue doll play.

- **39 Toy cars:** Vocabulary to interact when playing with toy cars, trains or planes.

- Note: The *toy cars* display linked from the *kindergarten* section has a different first page (*39a kinder toy cars*), but shares all the other toy cars activity specific pages.
- Includes a link to *transport descriptions* automatically closing page.
- If the child has a train set or other vehicle that does specific functions you may want to add another activity display more specific to play with that vehicle.

- **40 Bubbles:** Vocabulary to interact when playing with bubbles.

- Note: The *bubbles* display linked from the *kindergarten* section has a different first page (*40a kinder bubbles*), but shares all the other bubbles activity specific pages.
- Includes a link to the *size* page. A link to the *many+* (usually found as an automatically closing page of *little words*) is duplicated on the first page for more efficient access to these words, more frequently used during bubble play.
- There is space on the second page to add the child's bubble toys.

- **41 Ball:** Vocabulary to interact when playing ball.

- Note: The *ball* display linked from the *kindergarten* section has a different first page (*41a kinder ball*), but shares all the other ball activity specific pages.
- Includes a link to the *size* page. A link to the *many+* (usually found as an automatically closing page of *little words*) is duplicated on the first page for more efficient access to these words, more frequently used during ball play.

- **42 Build tools:** Vocabulary to interact during pretend or real use of tools to build

- Note: The *build* display linked from the *kindergarten* section has a different first page (*42a kinder build tools*), but shares all the other build/tools activity specific pages.
- The word BUILD is repeated on the first page (in addition to being on the *build actions* page). This is to support the use of this word to request this activity via the I WANT .. pragmatic branch (see information in 08 *activities* section for explanation of the navigation pathway to request).
- This page also links (as tools) from the house & garden and things sections.
- Note that there is predictable links from the word TURN in build actions to a page with words to finish the instruction (IT, ON, OFF, OVER, AROUND) without having to navigate to these words on the little words pages. Note that IT does not close the page, as it is predictably followed by other words on that page.

- **43 Water play:** Vocabulary to interact about water play (probably need to use communication book, not the electronic device, if very wet with waterplay).

- Note: The *water play* display linked from the *kindergarten* section has a different first page (*43a kinder waterplay*), but shares all the other water play activity specific pages.

- **44 Dress ups:** Vocabulary to interact when playing with or talking about dress ups.

- Note: The *dress ups* display linked from the *kindergarten* section has a different first page (*44a kinder dress ups*), but shares all the other dress ups activity specific pages.
- The first page includes links to *colour* and *clothes descriptions* pages and the *grooming and jewellery* subcategory (in *clothes* section).
- The second page includes a range of clothes words and links to *shoes and socks*, *tops+ and bottoms+* associated vocabulary automatically closing pages. There is also a link on this page to *costume* to add the names of the child's special costumes / characters to dress-up as.
- **45 Messy play:** Vocabulary to interact when exploring messy play.
 - Note: The *messy play* display linked from the *kindergarten* section has a different first page (*45a kinder messy play*), but shares all the other messy play activity specific pages.
- **46 Computer:** Vocabulary to interact when using the computer
 - Note: The *computer* display linked from the *kindergarten* section has a different first page (*46a kinder computer*), but shares all the other computer activity specific pages.
 - A link to the *many+* (usually found as an automatically closing page of *little words*) is duplicated on the first page for more efficient access to these words.
 - *I need some help* links to a page of words and phrases to communicate technical and personal difficulties. Please add problems experienced by the individual.
 - A range of computer equipment and programs vocabulary is included on the second page with space to add vocabulary for more specific equipment and programs used by the individual on the next page.
- **47 Sports:** Vocabulary to interact when playing or talking about sports.
 - This section includes a wide range of verbs. The first page includes links to *sports actions, movements and ball actions*.
 - Space is available on the second page to add in sports and teams plus relevant equipment of interest to or played by the child.
- **50 Toilet:** : Vocabulary to interact when going to the toilet, particularly relevant during toilet training or for children who require assistance.
 - JUMP BACK replaces the link to CATEGORIES because the link to this page comes from multiple sections.
 - This page is number 50 as parental feedback suggested placing the toilet display in a very easy to find position for frequent fast access, so it is positioned as the last activity display in a paper PODD communication book.

Consider whether the child requires all of these activity displays to be included in their PODD and/or they require other activity displays.

- **To delete an activity display** To delete an activity display from an electronic PODD, delete all the JUMP TO PAGE links to that page. You may choose to keep the name of the activity, but remove the link to the activity display. You can either then delete the pages with that number from the page set (in the *Grid explorer*, highlight the child's user and select *explore user*, highlight the page(s) to be deleted then select *Delete grids*) or you could leave the unlinked activity display in the page set in case you want to re-link it to use at a later time.
- **To add an activity display** In *edit mode* open the grid *0 activity grid*. Save that grid as the new page name (in edit mode select *file, save as*). Page numbers need to be assigned to all new activity display pages. You may use numbers from the pages you have deleted, the numbers 46 – 49 or a number larger than 56. When adding an activity display to a PODD, you will also need to add the name of the activity and *JUMP TO PAGE command* to link to that page.

51 Alphabet

- Alphabet displays are primarily included in this PODD page set for exploration, early writing and spelling activities. Children at this stage of language development do not generally have sufficient spelling skills to use spelling for interactive communication.
- There are a number of options included for alphabet displays, depending on the number of items (letters) the child can manage on a single display.

Group-item layout (6 to a page)

- **This is the default alphabet page linked from multiple sections. The first page in this group is named *51a alphabet 6 LC***
- This section uses a group-item approach to present the alphabet 6 large cells plus a column of operational cells on the page.
 - *51a* groups 5-6 letters per cell on 5 large cells in alphabetical order, with links to the corresponding pages *51b-f*, and one large SPACE cell. A column of smaller operational cells JUMP BACK, BACKSPACE and links to the pages *edit and spell* and *upper case*.
 - Pages *51b-51f* have 5-6 cells with one letter per cell.
 - The child initially indicates the letter group which includes the letter they want. Each group has an associated link to a page containing the letters from that group, one letter per cell. . The child can then directly indicate the specific letter presented individually on a cell. Note that the position of these buttons on the page replicates the relative position of that letter in the letter group on page *51a*.
 - The *edit and spell* page includes the commands to DELETE WORD, CLEAR and SPEAK, links to the *main page* and *categories*, OOOPS to return to the alphabet page and the words I DON'T KNOW, SPELL, FIRST SOUND AND WORD. There are spaces on this page to include other spelling instruction words and commands.
 - The *upper case* links to a page that repeats the above layout, but for capital letters.

2 group to 13 item layout

- **The first page in this group is named *z alt 51a lowercase main***
- This section uses a two group to item approach to present the alphabet on two large buttons that link to automatically closing pages with 13 letters on individual cells.
- The first page in this section also includes a large SPACE cell, the commands SPEAK, BACKSPACE, DELETE WORDS and CLEAR and links to a *spelling instruction* page, *upper case* alphabet page, the *main page* and *categories* index.
- If using this alphabet display it will be necessary to edit all of the *ALPHABET* link buttons throughout the page set to *JUMP TO z alt 51a lowercase main*.
- *Upper case* links to a page that repeats the above layout, but uses capital letters.
- While this option uses a similar size grid to that used throughout this page set, the grouping of 13 letters on the one large cell is more visually complex than the group-item layout with six on a page. The same number of accesses (two) are required to access each letter in both options. However, it is necessary to change pages to access some of the operational buttons on the group-item layout with only six on a page.

QWERTY Alphabet

- **The first page in this group is named *z alt 51a QWERTY LC*.** There is also an upper case page in the same layout ***z alt 51b QWERTY UC***
- This is a typical keyboard layout

- This would be the preferred alphabet option for any child who could physically and visually manage this number of items on the page, as only one selection is required to access each letter.
- Commands on this page are SPEAK, BACKSPACE, DELETE WORDS and CLEAR and links to a *spelling instruction* page, *upper case* alphabet page, the *main page* and *categories* index.
- If using this alphabet display it will be necessary to edit all of the ALPHABET link buttons throughout the page set to **JUMP TO z alt 51a QWERTY LC**.

54 My stories

- The *My Stories* pages are accessed via *I'm telling you something* and *I'm telling a story* pragmatic branch starters and *It's one of my stories* on the *03 tell* page.
- These pages support children to tell pre-prepared stories and anecdotes (oral narrative) in a more time efficient manner. Word-by word construction of narrative using aided symbols is very slow and requires considerably more expressive language skills. Children who use aided language may have the desire to tell their stories, but insufficient time or capability to do so. Sharing personal stories with others, allows us to express our personalities and make social connections. The child should be involved in the creation of these stories, although others may support the intelligibility of the final product by suggesting ideas to the child and expanding the sentence forms.
- The first page in *My stories* is an Story index grid for stories that have been stored in the PODD. There are spaces for links to 14 stories, plus a current story (news). When writing a new story, edit this page to include the name and a symbol representing that story. The links to 14 blank stories pages are already in place.
- A separate page is used to store each anecdote. Each page includes the following parts of a story. You do not need to fill in every part for every story.
 - **what happened:** main part of the story, introduction / outline of what happened
 - Include "set up" to story
 - *Use describing and action words to make story more interesting.
 - **more of what happened:** expand on story with extra details or information.
 - maybe include what happened next / afterwards
 - **who:** Names of people or general name for group of people
 - relationship to student, remember may be telling story to people who do not know that person
 - interesting description of central character(s)
 - **where:** where it happened
 - may use specific words to describe place (make the story more interesting)
 - may not always need this
 - **when:** May be a specific time if a recent event. For past events, maybe
 - -age at time
 - -what doing at the time, e.g. When I was in grade 1
 - **why:** Comment on why you think something might have happened
 - may not always need this
 - **what I thought:** Describe
 - how you felt
 - your opinion
 - May include what you thought/ felt at the time and later
 - **what others thought:** describe the reactions of the other people.
 - Say what you think the other people thought / felt based on
 - what they did, said, how they said it, how they looked, etc

- The suggestion that the other person should **HAVE A GUESS** is useful to respond to any more specific questions the partner may ask, answers to which are frequently quite guessable.
- Spaces to add appropriate **conversation starters**, e.g. YOU'LL NEVER GUESS WHAT HAPPENED TO ME, I HAD THE BEST TIME ON THE WEEKEND, THAT HAPPENED TO ME, etc.
- Space to add an appropriate **wrap up comment**.
- **Remember that the "you" in the above descriptions refers to the child. Remember that it is the child's story. Encourage the child to participate in selecting the information and words to be included in the story. Write each message as a child would speak.**
- To fill in the story displays. Go into *edit mode*, select a cell to edit and then Type the message into the box under the instruction "*Type text into the active workspace*". You do not need to change the symbols associated with each part of the message, unless the child has significant difficulties understanding the speech output.

55 Topic pages

- Topic pages are only included in the **school page set**.
- These pages are used to add vocabulary for a current class topics or themes. School age children frequently require topic specific vocabulary to efficiently participate in class discussions, assessment and writing tasks on a current topic or theme, e.g. Ancient Egypt, dinosaurs, space travel, human digestion. While the core vocabulary and some of the fringe vocabulary related to these topics may be on other pages in their PODD page set, they may need to go to multiple pages in the PODD to access the words from different sections and new, unusual extended vocabulary is likely to be stored on later pages within a section.
- While it is useful to have the topic vocabulary easily accessible on a topic page when the topic is current, locating vocabulary on old topic displays is not very efficient for general use. At the end of each topic make sure to store new words within the main section pages. If you involve the child in this process it will assist their learning the location of these new words.
- A topic pages index is linked from both the *categories* index and the *school* section. The index in this page set is prepared with links to pages ready to be filled in for 15 topics.
- Each topic uses at least three pages
 - The **first page** includes links to predictably associated (core) vocabulary automatically closing pages *questions*, *pronouns*, *topic actions* and *little words*, and to the *descriptions* section. Spaces to add topic specific words are also available on this page.
 - **Topic actions** includes some core verbs (including say+ and think+ links for participation in educational activities) and spaces to add topic specific verbs. Note that each topic has its own *topic actions* page.
 - **Second page** to add topic specific words. Note that an additional page could be linked from TURN the PAGE if required. To make an additional page save the *0 auto close grid* as the same name as the second page, but changing the 2 in the name to a 3 e.g. for topic 1 save the page as 55a3 topic 1.
- When creating topic pages consider if there are existing automatically closing pages including the vocabulary you require that you can link to from the topic page. You can copy the link cell from one page to the other (in edit mode select the cell you want to copy and then use control+C to copy that button. Move to the topic page, select the cell and use control+V to paste the cell there).

56 Book pages

- Although most of the vocabulary in these books (apart from character names) will already be in different sections of the child's PODD, story specific displays can increase efficiency to participate in interactions to support literacy learning (especially important during group instruction).
- The book displays are different in the **school** and **preschool page sets** to suit the literacy experiences required at different ages.

Preschool book displays

- Linked from the *activities* and *kindergarten* sections – *BOOK* activity displays, **STORY DISPLAYS**.
- These book displays are designed to support the child's participation in shared storybook reading.
 - If the child has difficulty understanding spoken language the book displays may also be used by partners to read text "out loud" with pictograph support to provide meaning.
 - These book displays are not to be used by children to read the book out loud word-by-word or identify words in a book.
- There are links to 15 story specific grids in the examples page set. Story displays would only be made for the child's favourite books, the books that they request repeated readings.
- These pages use the activity display grid to provide more predictably associated vocabulary to interact during story reading with minimal page changes. Predictably associated vocabulary is accessible via links to *chat*, *questions*, *pronouns*, *book actions*, *like/don't like* and *little words* automatically closing pages.
 - *Book actions* links to the same page of verbs as the general *book* display. The vocabulary focuses on the child's participation and instructing partners during book reading (not the verbs from the text)
 - There is also a link to *book talk* automatically closing pages to include vocabulary to develop early literacy knowledge / awareness. Again this vocabulary is included for partners to model and children to participate in talk about books, not to test children with lots of questions.
 - DIFFERENT BOOK links back to the general *book* activity section for the child to select and then participate in reading another book.
 - The words PICTURE and END are also on the first page for frequent use during book reading.
- Story specific vocabulary added to these displays could include the characters names and other vocabulary related to the story and pictures that the child may wish to talk about. Repeated lines and comments to interact during the shared book reading may also be added to these pages.
- If a lot of the story specific vocabulary already exists on an automatically closing page from another section, e.g. farm animals, you may choose to create a link to this page, rather than repeating every word on the story specific page. This also assists children to learn the symbol link they would use in their main page set to access this vocabulary.
 - You can copy the link cell from one page to the other. In edit mode select the cell you want to copy and then use control+C to copy that button. Move to the topic page, select the cell and use control+V to paste the cell there.

School book displays

- Linked from the second page in the *book* page (linked from the *activities* section) and the *reading* subject page (linked from the *school* section).
- These book displays are not intended to be used by children to read the book out loud word-by-word. Looking away from the text to locate each word on a display interferes with print processing and reading comprehension. The child may use the display to read a word, or occasionally a sentence in a group activity, but the primary use of story specific displays is to support more efficient interaction and discussion around

the text. The book displays may also be used by partners to read text "out loud" with pictograph support to provide meaning for children who have difficulty understanding spoken language.

- There are at least three pages required for each book
 - The **first page** includes links to predictably associated (core) vocabulary automatically closing pages *questions*, *pronouns*, *topic actions* and *little words*. There is also a link to the *reading instruction* page. A JUMP BACK command (to the *book activity display / reading subject display*) replaces GO TO MAIN PAGE on this page.
 - **Topic actions** includes some core verbs and spaces to add verbs related to the story. Note that each book has its own *topic actions* page.
 - **Second page** to add story specific words. Note that an additional page could be linked from TURN the PAGE if required.
 - When selecting vocabulary for a story specific display remember that discussion around a text includes more words of the text. Consider the vocabulary that might be required to also activate background knowledge, talk about pictures and story meaning.
 - If a lot of the story specific vocabulary is already existing on an automatically closing page from another section, e.g. farm animals, you may choose to create a link to this page, rather than repeating every word on the story specific page. This also assists children to learn the symbol link they would use in their main page set to access this vocabulary.
 - You can copy the link cell from one page to the other. In edit mode select the cell you want to copy and then use control+C to copy that button. Move to the topic page, select the cell and use control+V to paste the cell there.
 - Make sure to also include new vocabulary (excluding character names) in the main page set for more efficient access to this vocabulary to express a range of functions in the future.
 - There are links to 15 story specific grids in the examples page set. When the child has finished reading a book you may re-use the pages for another book.
-