PODD
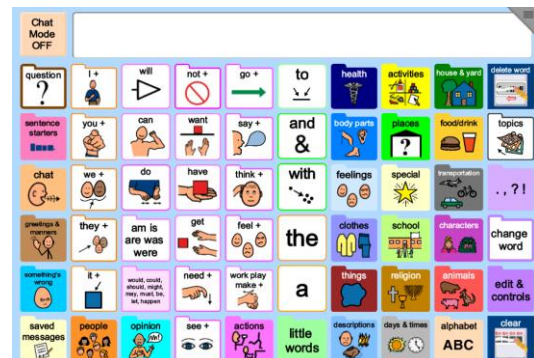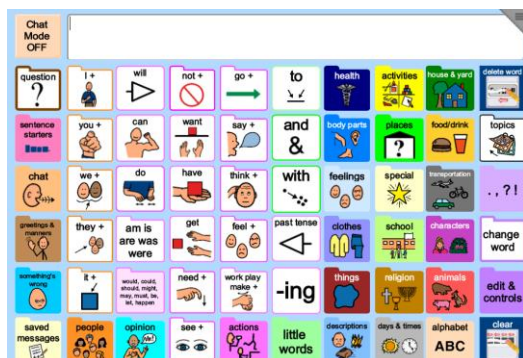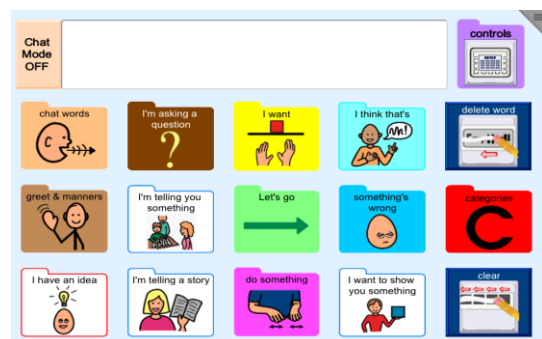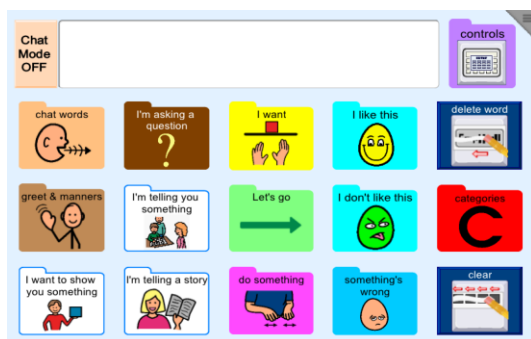
Pragmatic Organization Dynamic Display

PODD® User Guide

for

DynaVox Compass
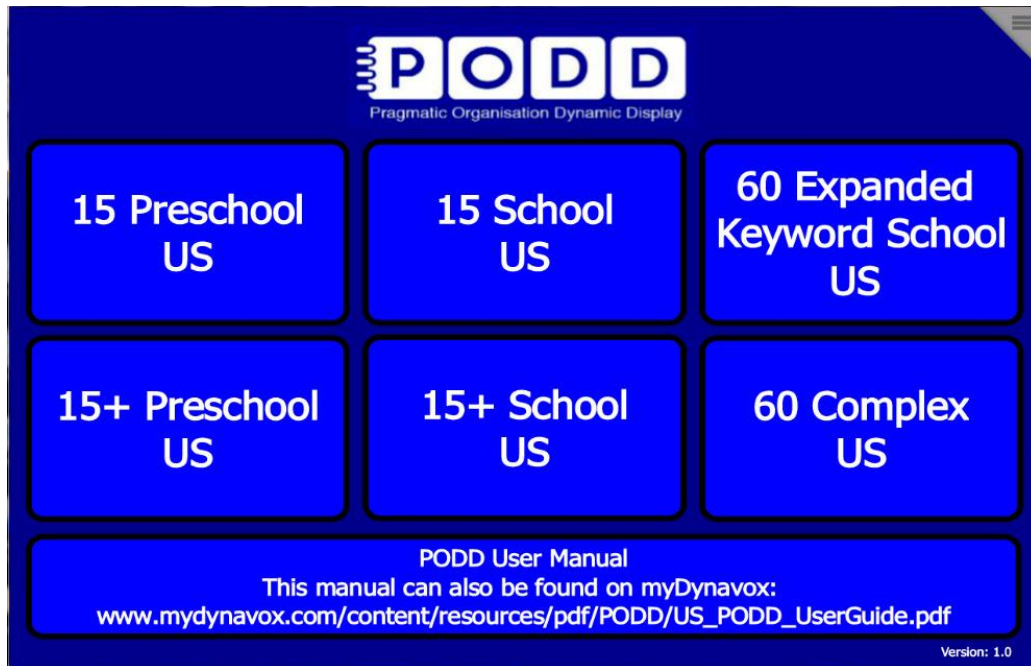
Gayle Porter

Overview

There are six PODD page sets available for DynaVox Compass

The PODD page sets will initially open at the PODD master page. All of the six page sets can be accessed from this page. Simply select the button for the page set you want to open.

To change between PODD page sets:

1. Select the Modify button (grey triangle) in the upper right corner of the page.
2. Select **Settings.**
3. Select **Page Browser.**
4. Select the Up arrow (upper left side of page).
5. Select **PODD Master Page**.
6. Select **Open.**

You can then select a different PODD page set from the master page (as shown above).

You will then be prompted to save any changes you have made to the pages.

o If you have not made any changes you wish to save, select **OK** to continue.

o If you have made changes you wish to save, select **Cancel**, return to the *Settings* menu, and select **Backup / Restore** to make a new backup file with your changes.
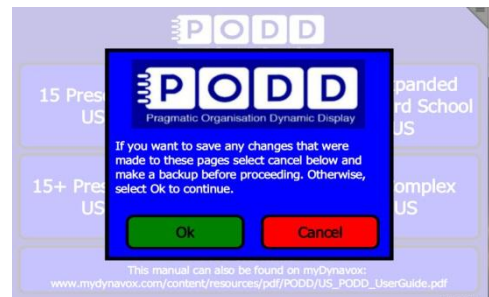
Pragmatic Organization Dynamic Displays (PODD)

The PODD page sets for DynaVox have been developed according to the same guiding principles used to support the development of Pragmatic Organization Dynamic Display (PODD) communication books (see Porter, 2008; Porter & Cafiero, 2009).

In PODD communication books and page sets for speech generating devices (SGD):

➤ **Autonomous communication is supported by:**
- A large pool of vocabulary to enable the individual to select the words they wish to say (from the vocabulary used by others in their social networks).
  - Vocabulary is available to express a full range of pragmatic functions.
  - More efficient access to core vocabulary
  - Substantial extended (fringe, content) vocabulary is available to introduce new topics, communicate specific messages and express personal style

- Strategies to collect (store) additional words "on the spot"
  - Options to customize vocabulary to reflect personal style and life experiences
  - Access to vocabulary, via navigation links in the PODD, is under the control of the person using the PODD.
  - Compatible high tech (electronic) and light tech (paper) versions enable autonomous communication at any time, whenever the person has something to say, in all environments.

➤ **Vocabulary is organized according to communication function and conversational discourse requirements.**

➤ **A range of organizational strategies may be used in the one PODD page set to suit different communication purposes.** Vocabulary organizations include:
  - Pragmatic
  - Core vocabulary
  - Category (taxonomic)
  - Activity specific (schematic)
  - Topic
  - Social and anecdotal

➤ A range of strategies are used to support **more efficient communication including:**
  - Vocabulary organization and location based on pragmatic, conversational discourse conventions
  - Use of multiple vocabulary organizations (e.g. pragmatic, core, category, activity, topic, social, anecdotal) to suit different discourse and vocabulary usage patterns
  - Core vocabulary is readily available on the main page and directly accessible on popups in other sections in the PODD 60 page sets. In the 15 & 15+ page sets, core vocabulary is available via a CHAT popup from the main page and other sections. Additional core vocabulary is available via popups in all sections of the 15+ page sets.

- Predictive links and automatically closing popups tailored to suit frequently used vocabulary usage patterns.

- Predictably associated (core) vocabulary is included in multiple sections to reduce the number of page turns required to combine words into sentences.

- Repetition of vocabulary in different sections and on multiple pages to suit predictable vocabulary usage patterns

- Predictably associated vocabulary and page links are planned for more efficient communication across multiple turns. This supports the individual and their communication partners to converse using the PODD.

- Use of sub-categories and predictably associated vocabulary to reduce the number of page turns required to access vocabulary.

- In the PODD 60 complex, predictably associated verb morphology popups.

- Organized page layout with routine placement of vocabulary reduces visual searching and supports the development of motor automaticity.

- Adjacency of vocabulary to the original page location on predictably associated vocabulary and word morphology popups to reduce visual searching and the range of hand movement required to access vocabulary on popups.

- Selection of vocabulary organizational strategies to suit pragmatic function and discourse conventions.

- Availability of common sentence starters and whole phrases to increase speed of access to produce frequently occurring messages

- Availability of strategies to store whole prepared messages to tell stories / anecdotes, relate common messages, tell jokes, store written work, etc.

- Access to the main navigation indexes from all sections

➢ **Efficiency to meet varying communication requirements is the overriding factor determining the organization and placement of vocabulary in PODD.**

➢ A range of strategies are available to **manage the limitations of aided language**, build strategic competency, and to **scaffold the individual's inclusion of sufficient information to enable partner understanding** including:

- Pragmatic branches to clarify communication intent of 1-3 key word sentence in the PODD 15 and 15+ page sets. (This accommodates for the lack of multi-modal, gesture and intonation information that typically clarifies the specific meaning of 1-3 word messages for children at the earlier stages of speech development).

- Predictive links, supporting children at the earlier stages of communication to include sufficient information in their messages to support partner understanding.

- Tense clues, to provide the time frame and change verb tense to support partner understanding of the specific message for children at earlier stages of communication who are not able to use word morphology functions to change tense.

- Yes/No question marker to compensate for the lack of intonation in AAC. The phrase TELL ME YES OR NO clarifies for the partner that a key word sentence is a question (as opposed to a statement) for children at earlier stages of language development. In typical spoken language development, YES/NO questions are marked only by intonation until approximately three years of age when children begin to invert the auxiliary, e.g. *Can I go home?* versus "*I can go home.*"

- o Information chunking to support individuals at earlier stages of language development to intelligibly and efficiently express oral narrative by co-constructing and storing parts of stories on separate buttons.
- o Vocabulary to manage interaction, e.g. provide feedback to partner, manage communication interaction, repair communication breakdown
- o Hinting to extend vocabulary
- o LISTS and blank spaces to support the collection of new extended vocabulary

- ➤ **The routine placement and availability of vocabulary assists to develop automaticity, language learning and initiation**.

- ➤ **Aided language development is supported through the provision of multiple page sets** from beginning communicators, learning to express a range of communication functions using one word, to individuals using complete complex syntax with word morphology.
  - o Skills are built on with similarity of language organizational principles between different language levels.
  - o Page sets are selected to enable the use of aided language stimulation that leads the individual's development.

- ➤ The range of page sets **reflects a developmental process as reported in the literature on both typical and aided language development.**
  - o 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.

  - o 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, i.e. that aided language does not naturally exist in the environment so children can only learn and demonstrate use of what has been provided for them to use, so our knowledge base is influenced by what we have previously tried. However we do know of two key differences using an aided language form that influences 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 on a communication aid. As these words do not add to the listener's understanding of the message, they are frequently deleted in earlier aided language use (i.e., acquired later than in speech development).

- o These two factors are likely to influence the core vocabulary of children who are learning to use aided language. These factors were taken into consideration in the PODD 15 page sets when applying information on core vocabulary that was gathered from speaking children. (Note that The PODD 15+ page set uses popups for partners to model more syntactically complete sentences)

- ➢ Vocabulary selection in PODD has also **been influenced by 20+ years of use by 100's 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.

- ➢ Vocabulary organization according to predictable discourse patterns facilitates **partners to provide receptive input using the PODD** to support the person's understanding and/or use aided language stimulation intervention strategies.

- ➢ **Literacy teaching and development is supported**
  - o Alphabet displays for scribbling and writing with word prediction
  - o Large vocabulary to generate language
  - o Reading and writing specific vocabulary included for literacy teaching, participation and discussion.

- ➢ **Communication access to the educational curriculum is supported**
  - o Specific sections and pages of vocabulary are included to enable communication participation and learning in preschool and school curriculum
  - o Strategies to add curriculum specific vocabulary on topic and school subject displays support more efficient interaction during learning activities
  - o Large vocabulary to support children's generation of language to speak and write

- • **Transparency between PODD page sets for DynaVox and PODD communication books** at the same language level reduces learning time and increases the ease of switching between systems to support autonomous communication at any time.

An integrated AAC system supporting autonomous communication at any time: PODD for light-tech (paper communication book) and high-tech (electronic speech generating devices)

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 rectangular in shape and do not have the capability to open out like a book or have a side panel. IN the PODD 60 page sets differences in "real estate" result in less items on each page opening compared to the corresponding two-page opening 70 and 100+ and two page opening with a side panel 48 & 90+ PODD 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 the electronic device display.

Paper versus computer displays

Predicting likely vocabulary usage patterns to support more efficient communication is a feature of PODD. Predictably associated (core) 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 popups in the DynaVox software enables pages to appear and automatically close after an item is selected. There is no need to move away from the current page to access vocabulary on another page, so it is more efficient to organise similar types of predictably associated vocabulary onto automatically closing popups linked from multiple sections, rather than repeating these words on separate buttons in each section. The use of automatic popups for predictably associated vocabulary can also:

  o Support the inclusion of a larger range of predictably associated vocabulary in a section with less page turns. For example, PODD 15+ uses popups to increase the vocabulary available for partners to model and expand (re-cast) the child's messages using more grammatically complete sentences.

  o Accommodate for less items on a page on the high-tech devices (to accommodate for size, shape and access differences between paper books and electronic devices).

Page tags and GO TO PAGE numbers on the buttons 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 SGDs, as the page links are programmed for the device to automatically follow - they do not need to be viewed by the child or partner. The PODD page sets for DynaVox use a folder button shape to identify which buttons are linked to another page.

Computer-operating system versus smart-partner operating system

Using a communication book, 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 "HELP" "I, ME, MY, MINE" are indicated, the smart-partner will say "*Help me*"). 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 "*help, I, me, my, mine*" 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. This is the option used in the PODD 60 and 15+ versions.

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." In most instances in the PODD page sets for DynaVox, the simplification commonly used in early speech development has been 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.

- In the PODD page sets for earlier stages of language development, strategies are available for smart-partners to use clues in the PODD to speak a more specific message out loud. For example, in the one page opening books, tense clues support partners to change verbs to the required tense in their speech output. In the PODD 15 and PODD 15+ page sets, extra pages have been programmed to scaffolds the child's message to be spoken using the appropriate verb tense.

For some individuals, the "smart-partner operating system" with the paper PODD communication books 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 touchscreen device will respond to any touch, intentional or not. This individual may require a key guard or different spacing to access a touchscreen, 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 then 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.

The transparency between the language organizations of PODD communication books and page sets for SGDs have been found to support children who may have benefitted from the smart-partner operating system to learn early communication and language skills to then add-on learning the extra skills required to operate the electronic system to communicate.

Independent speech output

With a paper communication book, the partner needs to be close to the child to read the message. 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. The PODD 15, 15+ and 60 page sets include 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 buttons 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).

These PODD page sets include a button on every page to use the DynaVox **CHAT MODE function**. The CHAT MODE function provides the option of using a second, temporary message window. This temporary message window is very useful for:

- Preparing to sequence multiple messages. For example, when wanting to gain a partner's attention before telling them a prepared message, the message can be prepared in the main window (CHAT MODE OFF) then CHAT MODE turned on to produce the attention grabbing message (individuals name / EXCUSE ME). This message can easily be repeated with one access to the message window until the person's attention is gained, then CHAT MODE turned OFF to reveal the main message window and, with one selection, speaking the prepared message.

- Managing interruptions. The availability of the temporary message window allows for production of a quick message without having to delete another message or piece of writing that the individual was preparing. For example, a child may be writing a story in the main message window when a friend interrupts and asks what they want to play at lunchtime. The child can then turn CHAT MODE ON, answer the question and maybe have an extended conversation with their friend. At the end of their conversation they can turn CHAT MODE OFF and continue writing in the main message window.

- Clarification, editing and other interactions with assistants / teachers. When preparing a message, individuals may sometimes request assistance or partners may wish to ask for clarification and attempt to expand the child's message. Using CHAT MODE, this can be done without losing the original message.

Extra pages don't add weight to a speech generating device (SGD)

With paper communication books each extra page adds extra weight so some activity specific and topic displays may be used alongside the PODD communication book. This is not an issue with a dynamic display SGD. There are links to extra situation, school subject, 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 buttons. **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 organizations 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**.

Please remember that **it is not possible to rely on an electronic device as the only method of communication to support people's autonomous communication at any time.** The operational parameters of electronic devices present some significant limitations supporting autonomous communication at ANY TIME. They 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. 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 people who use AAC 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.

References:

Porter, G. (2008) *Pragmatic Organization Dynamic Display (PODD) communication books: Direct access templates (US letter paper)* Melbourne: Cerebral Palsy Education Centre.

Porter, G & Cafiero, J. (2009) Pragmatic Organization Dynamic Display (PODD) Communication Books: A Promising Practice for Individuals with Autism Spectrum Disorders. *Perspectives on Augmentative and Alternative Communication Vol 18, No. 4, pp 121-129.*
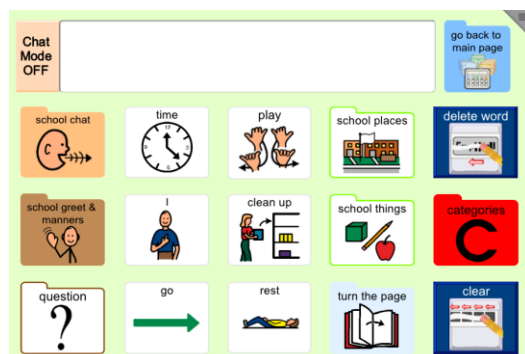
PODD 15: Preschool and School
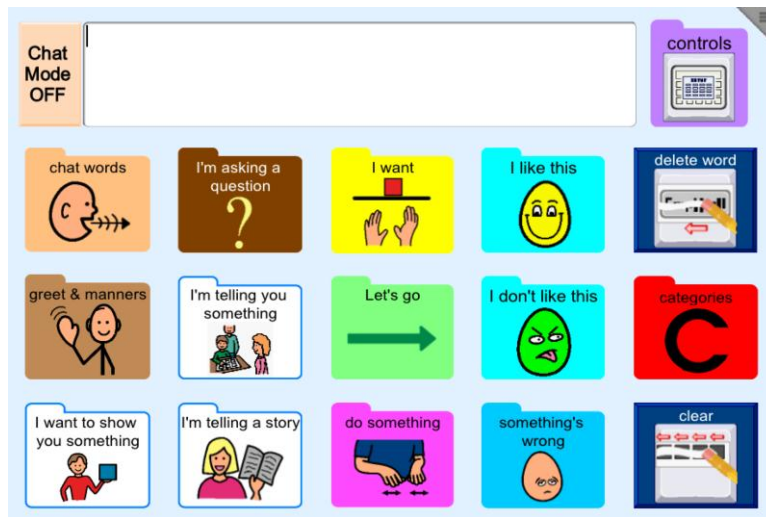
The PODD 15 page sets are designed for preschool and school age children who are beginning communicators.

These page sets have a similar vocabulary organization to the one-page opening expanded function PODD communication books. The page layout most directly matches the PODD 12 expanded functions communication book.

PODD 15 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.

There are two versions of the PODD 15:

The **preschool version** includes pages specifically designed to support communication in early childhood educational settings. Activity specific displays to participate in common early childhood play based curriculums are included in this page set.

The **school version** includes pages specifically designed to support communication at school and maximize participation in the educational curriculum. Subject-specific displays are included to maximize the efficiency of communication. Topic-specific displays are included to support more efficient communication on current curriculum topics. At the end of the topic, newly learned vocabulary is transferred into the appropriate section in the main pages for future use.

Navigation

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

- **Pragmatic branch starters** are on the main page (note that the *quick CHAT* section links from the main page to automatically closing pages).

    - There is a 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 th**e Main page** and the **Category index** are accessible from all sections and activity displays, usually on the first page of each section.

- Predictive links are used to assist the individual 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 popups 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.

    - Some pages that are accessed from multiple locations include a **PAGE BACK** operational command.

- Includes **activity displays, school subject and topic displays, anecdote pages, joke pages,** and **about me pages** for more efficient interaction. Includes alphabet pages for emergent literacy learning (scribbling).

Types of Pages

A number of different page styles are used in the PODD 15 to suit different communication functions. Templates for all of these pages are included with PODD 15 to support easier creation of new pages. In the *Settings* menu, open the **Page Creator** and select templates from the folder PODD 15, then either the SCHOOL or PRESCHOOL folder.
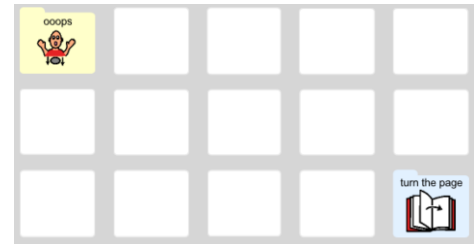
PODD 15 Page

- Generally used as the first page in a section
- CHAT MODE button at the top of the page to the left of the message window
- Four operational buttons are located on the right side of this page: *GO BACK TO MAIN PAGE; DELETE WORD*; *CATEGORIES* and *CLEAR*
- Space to add 11 vocabulary items / link buttons
- *TURN THE PAGE* (at the bottom right).
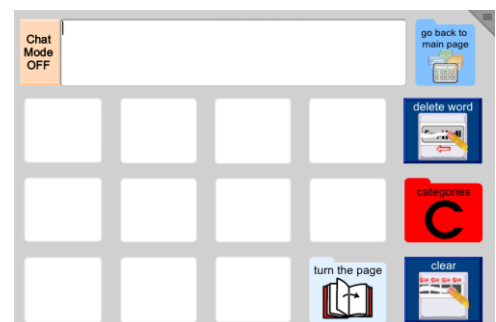
PODD 15 Popup

- Generally used for second pages in a section

- Buttons on this page are programmed to close the popup when selected.

- OOPS is located in the top left button to close the page without making a selection

- Space to add 14 vocabulary items

- *TURN THE PAGE* (at the bottom right corner).

- ***Note:*** this whole popup is set to be self-closing after a selection of any button. If some buttons need to be selected without closing the popup, modify the button to remove the CLOSE POPUP action.

PODD 15 Popup No Turn

- Generally used for last pages in a section

- Same layout as the PODD 15 popup page, without TURN THE PAGE

Activity-Specific Pages

Used for activity specific displays designed to support interaction during an ongoing activity.

- ***PODD 15 Activity first page*** is used as the first page in an activity-specific section.

- In addition to the CHAT MODE and 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 popups to extend the vocabulary available for interaction during the activity.

- Space to add nine vocabulary items / link buttons plus *TURN THE PAGE* (at the bottom right).
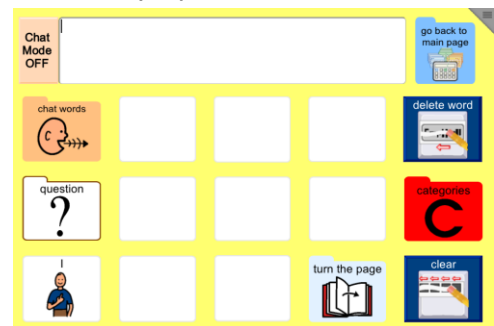
- ***PODD 15 Activity second page*** is a popup used as the second page in an activity specific section.

- In addition to OOPS, there are direct links to LIKE and DON'T LIKE sections to express opinions.
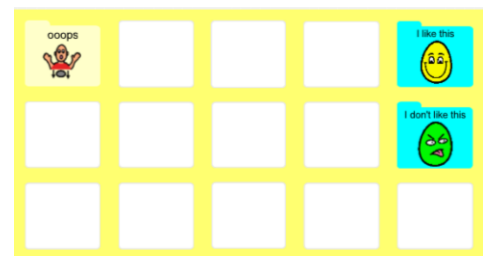
PODD 15 Story Page

- Page used for storing prepared anecdotes and news

- There are spaces to store preferred conversation starters and wrap up comments.

- Symbols represent parts of an anecdote / personal story / oral narrative.

- After co-constructing a story for this page with the child, an adult would store parts of the story onto the appropriate button.

  o   Select the Modify button at the top right corner of the page.

  o   Select the appropriate button.

  o   Select the action, *InsertText(text)*

 o   Select *(?text)* to type in the text for the message.
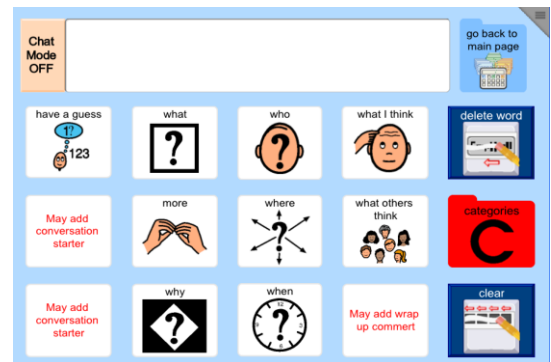
Book Pages

Used for story-specific displays designed to support interaction during shared reading **in the preschool version and literacy instruction and participation in the school version.**

- *PODD 15 book first page* is used as the first page with general vocabulary to interact during shared / guided reading.
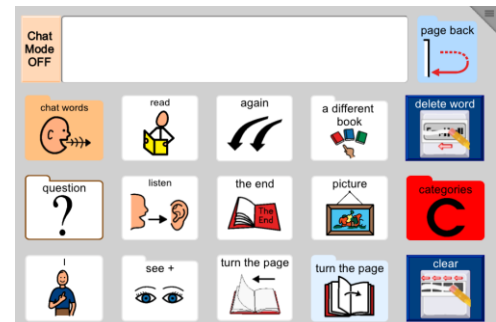
- *PODD 15 book second page* is used for the second pages. This page includes direct links to pages to LIKE, DON'T LIKE, BOOK TALK (in the preschool version), READING INSTRUCTION (in the school version).

  o   The BOOK TALK page includes vocabulary to talk about books and text (emergent literacy development).

  o   READING INSTRUCTION includes vocabulary for literacy instruction.
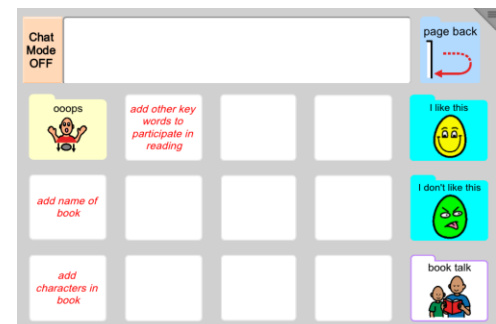
PODD 15 Topic Pages

Used to add vocabulary for school topics in the **school version** of PODD 15

- *PODD 15 topic first page* is used as the first page in a topic-specific section.

- In addition to the CHAT MODE and four operational buttons located on 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* (at the bottom right).

- *PODD 15 topic second page* is a blank popup used as the second and subsequent pages in a topic section.

PODD 15 Subject Pages

Used to add vocabulary for school subjects in the **school version** of PODD 15

- *PODD 15 topic first page* is used as the first page in a subject specific section.

- In addition to the CHAT MODE and four operational buttons located on all first pages in a section, there are link to *the* SCHOOL section, SCHOOL CHAT. QUESTIONS, the words I and NOT.

- Space to add 10 vocabulary items / link buttons plus *TURN THE PAGE* (at the bottom right).
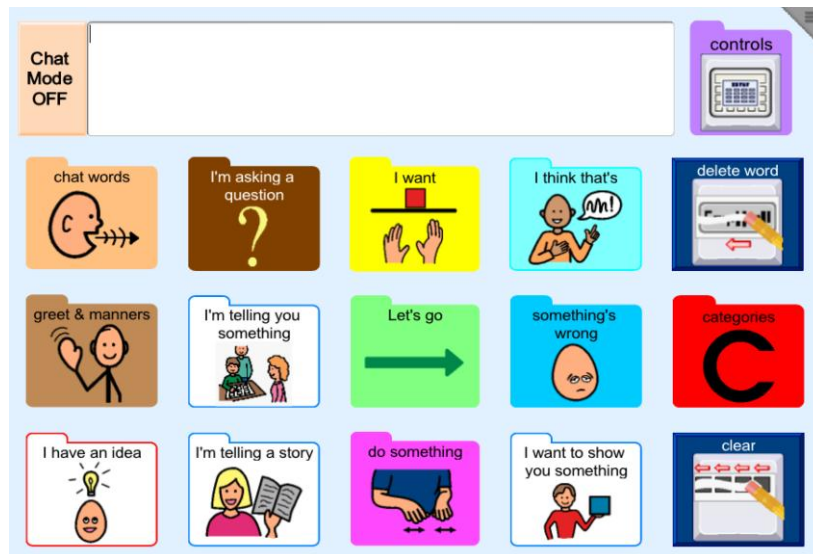
PODD 15 subject second page is a blank popup used as the second and subsequent pages in a topic section.

An additional document providing more detailed information to support effective customisation of the PODD 15 page sets is available in the myDynaVox resources section.

PODD 15+: Preschool and School

The PODD 15+ page sets are designed for preschool and school age children who are beginning to combine words into 1-2 key word sentences and / or require receptive use of pictographs to support their understanding of other people's messages.

This page set is designed to support children learning to express 1-4 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.

This page set has a similar vocabulary organization to the one-page opening expanded function PODD communication books with additional core vocabulary, accessed via popups linked from every section. This additional core vocabulary is available for partners to produce more complete sentences.

In comparison to the PODD 15, the PODD 15+

- o Uses the *I THINK THAT'S* pragmatic branch starter to express opinions, rather than the two branch starters *I LIKE THIS* and *I DON'T LIKE THIS*

- o Allows for more specific vocabulary usage with options to express meanings accessed via predictably associated vocabulary popups

- o Requires a child to manage extra popup page changes to access some vocabulary

- o Requires extra selections to access some words

- o The **additional predictably associated vocabulary popups** in the PODD 15+ supports **partner modeling** of expanded key word sentences and full complex sentence forms (with some exceptions).

    - o An increased number of selections are required for partners to produce more complete sentences using this page set.

    - o A different PODD page set would be selected for individuals who use AAC to more efficiently produce expanded key word and complex sentences.

Predictably associated (core) vocabulary is included in every section via predictably associated vocabulary popups.
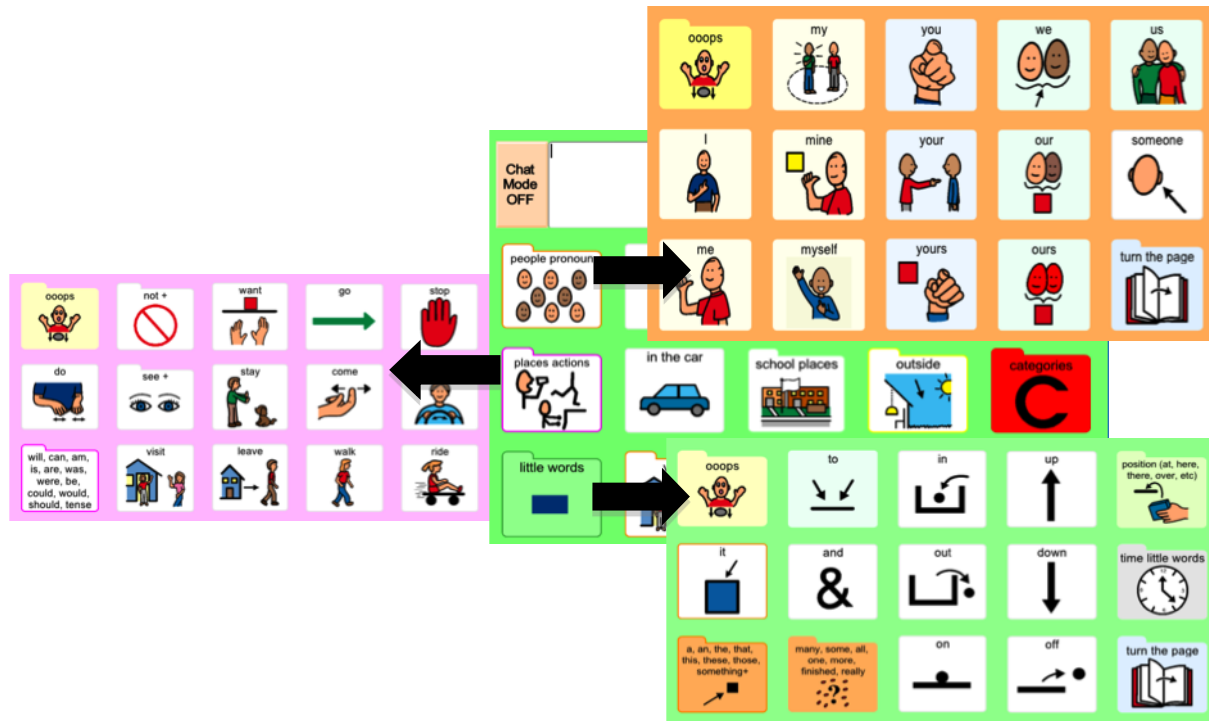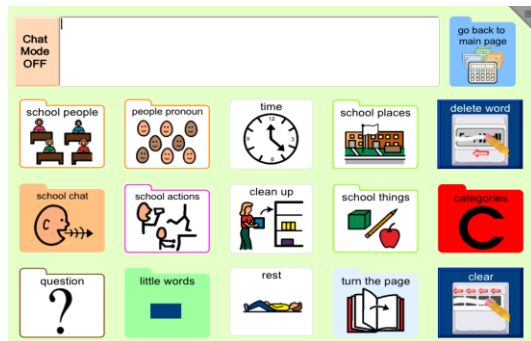

Predictably associated (core) vocabulary included in all sections includes:

o **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

o **Auxiliary verbs:** WILL, CAN, DO/DID/DOES, AM/IS/ARE, WAS/WERE, SHOULD, WOULD, MIGHT

o **Verbs** (core and section specific)

o **Verb tense markers (morphemes):** PAST TENSE –ED, -ING

  o 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

o **Negatives**: NOT, CAN'T, DON'T, WON'T

o **Articles**: A, AN, THE

o *Pronoun / Determiner:* IT, THAT, THIS

o A range of core prepositions, adjectives and adverbs

o **Section-specific nouns, adjectives and adverbs**

There are two versions of the PODD 15+:

The **preschool version** includes pages specifically designed to support communication in early childhood educational settings. Activity specific displays to participate in common early childhood play based curriculums are included in this page set.

The **school version** includes pages specifically designed to support communication at school and maximize participation in the educational curriculum. Subject specific displays are included to maximize the efficiency of communication. Topic specific displays are included to support more efficient communication on current curriculum topics. At the end of the topic, newly learned vocabulary is transferred into the appropriate section in the main pages for future use.

Navigation

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

- **Pragmatic branch starters** are on the main page (note that the quick *CHAT* section links from the main page to automatically closing popups).
    - There is a 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 th**e Main page** and th**e Category index** are accessible from all sections and activity displays, usually on the first page of each section.

- 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 popups reduce the need for the GO BACK operational commands to return to the first page in a section.
    - OOPS is included on popups to go back to the first page in the section
    - Some pages that are accessed from multiple locations include a include PAGE BACK operational command.

- Includes **activity displays, school subject and topic displays, anecdote pages, joke pages and about me pages** for more efficient interaction. Includes alphabet pages for emergent literacy learning (scribbling).

Types of Pages

A number of different page styles are used in the PODD 15+ to suit different communication functions. Templates for all of these pages are included with PODD 15 to support easier creation of new pages. In the *Settings* menu, open **Page Creator** and either select templates from the folder PODD 15+, then either the SCHOOL or PRESCHOOL folder.

PODD 15+ Page

- Generally used as the first page in a section

- CHAT MODE button at the top of the page to the left of the message window.

- Four operational buttons are located on the right side of this page: *GO BACK TO MAIN PAGE; DELETE WORD*; *CATEGORIES* and *CLEAR.*

- Buttons linking to popups to access predictably associated (core) vocabulary

  o *PRONOUN*

  o *ACTIONS* (different popup in every section)

  o *LITTLE WORDS*

- Space to add 8 vocabulary items / link buttons plus *TURN THE PAGE* (at the bottom right).
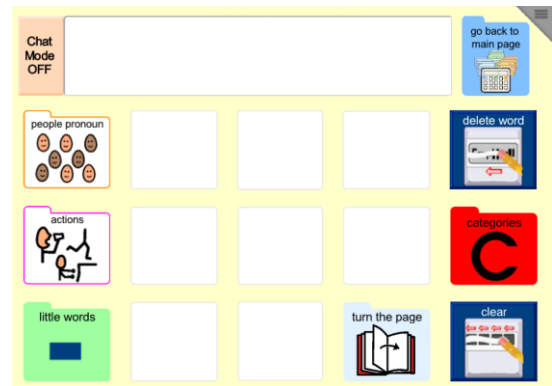
In addition to customizing the vocabulary on this page:

- An action page will need to be made (from **PODD 15+ action pop**) and linked from ACTIONS.

- A second page will need to be made (from **PODD 15+ popup**) and linked from TURN THE PAGE.

PODD 15+ action pop

- Used to add section-specific actions (verbs)

- The actions button links to different actions popups in each section, with core and section specific verb vocabulary selected to suit the section (predictably associated vocabulary).

- The actions popup includes core vocabulary verbs and links in their usual position (to support automaticity to access the same items on different pages).

- 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 with the new section.
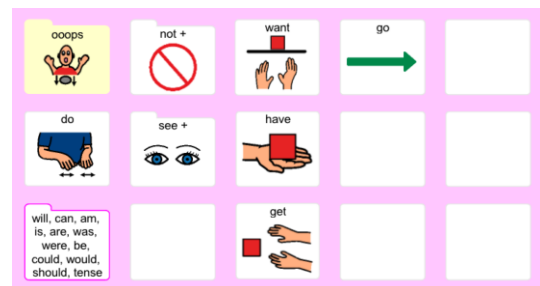
PODD 15+ popup

- Generally used for second and subsequent pages in a section

- Most buttons on this page are programmed to CLOSE POPUP when selected.

- OOPS is located on the top left button to close the page without making a selection.

- Space to add 14 vocabulary items

- *TURN THE PAGE* (at the bottom right).
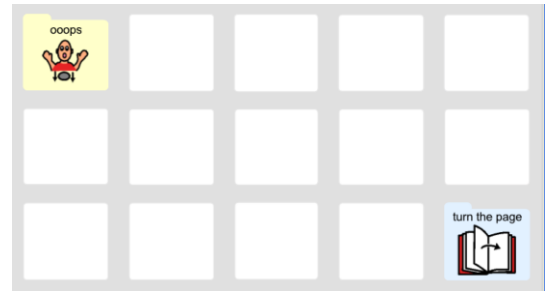
- **Note**: this whole popup is set to close after a selection of any button. If some buttons need to be selected without closing the popup, modify the button to remove the CLOSE POPUP operation.

PODD 15+ Popup no turn

- Generally used for last pages in a section. It has the same layout as the PODD 15+ popup page, without the TURN THE PAGE

Activity specific pages

Used for activity specific displays designed to support interaction during an ongoing activity.

PODD 15+ Activity first page is used as the first page in an activity specific section.

- In addition to the CHAT MODE and four operational buttons located on the right side of all first pages in a section, there are links to popups to access more predictably associated vocabulary to support interaction during the activity.

    o *CHAT WORDS*
    o GREETINGS AND MANNERS
    o *QUESTIONS*
    o *PRONOUN*
    o *ACTIONS* (links to different page for each activity)
    o *LITTLE WORDS*
    o *OPINIONS*

- Space to add 4 vocabulary items / link buttons *TURN THE PAGE* (at the bottom right).

In addition to customizing the vocabulary on this page:

- An action page will need to be made (from **PODD 15+ action pop**) and linked from ACTIONS.

- A second page will need to be made (from ***PODD 15+ activity second page***) and linked from TURN THE PAGE.

PODD 15+ activity second page is a popup used as the second page in an activity specific section.

PODD 15+ Preschool activity

An alternative activity specific page to support interaction in preschool environments with additional links to:

- o   PRESCHOOL PEOPLE

- o   *PRESCHOOL CHAT WORDS (the preschool chat words popup includes a further link to PRESCHOOL* GREETINGS AND MANNERS

PODD 15+ Story Page

- Page used for storing prepared anecdotes and news

- There are spaces to store preferred conversation starters and wrap up comments.

- Symbols represent parts of an anecdote / personal story / oral narrative.

- After co-constructing a story for this page with the individual, an assistant would store parts of the story onto the appropriate buttons:
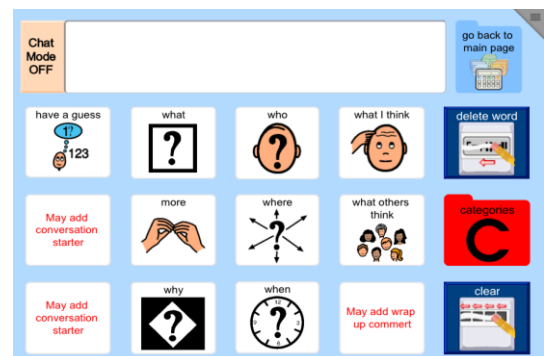
- o   Select the Modify button at the top right corner of the page.

- o   Select the appropriate button.

- o   Select the action, *InsertText(text)*

- o   Select *(?text)* to type in the text for the message.

BOOK Pages

Used for story-specific displays designed to support interaction during shared reading **in the preschool version and literacy instruction and participation in the school version.**
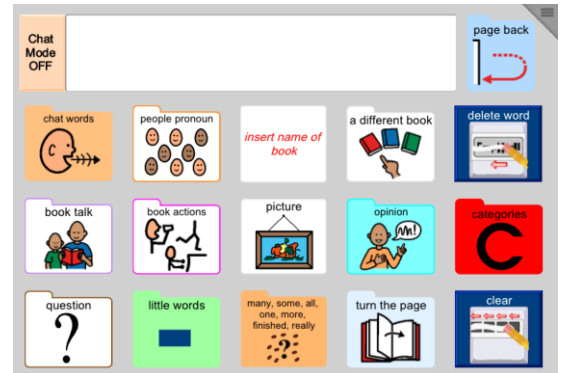
Preschool Book pages

Used for story-specific displays designed to support interaction during shared reading **in the preschool version**

- *PODD 15+ book first page* is used as the first page with general vocabulary to interact during shared reading. This page includes direct links to OPINION & BOOK TALK pages.

- The only changes needed on this page are to add the name of the book and edit TURN THE PAGE to *go to* the new second page for the specific book vocabulary.

- The BOOK TALK page includes vocabulary to talk about books and text (emergent literacy development).

- *PODD 15+ book second page* is a blank popup used to add story specific vocabulary on the second page in the preschool version.

School Book Pages

- 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.

- Five spaces to add story / text specific vocabulary

- The READING INSTRUCTION page includes a range of vocabulary for literacy instruction.

- *PODD 15+ book second page* is used for the second and subsequent pages.

PODD 15+ Topic Pages

Used to add vocabulary for school topics in the **school version** of PODD 15+

- *PODD 15+ topic* is used as the first page in a topic-specific section.

- In addition to CHAT MODE and the four operational buttons located on the right side of all first pages, there are links to the automatically closing pages.
    - *QUESTIONS*
    - *PRONOUN*
    - *ACTIONS* (different pages for each topic)
    - *DESCRIPTIONS*
    - *LITTLE WORDS*

- Space to add 6 vocabulary items / link buttons and *TURN THE PAGE* (in the bottom right corner).

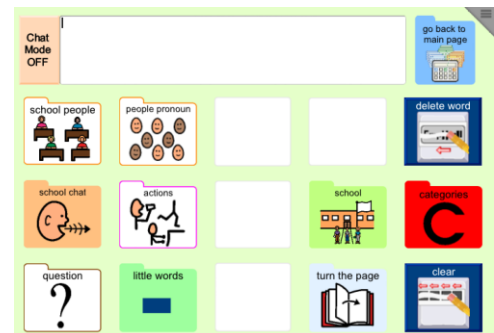In addition to customizing the vocabulary on this page:

- An action page will need to be made (from **PODD 15+ topic actions**) and linked from ACTIONS.

- A second page will need to be made (from **PODD 15+ topic second page**) and linked from TURN THE PAGE.

PODD 15+ Subject Pages

Used to add vocabulary for school subjects in the **school version** of PODD 15+

- *PODD 15+ subject first page* is used as the first page in a subject specific section.

- In addition to the CHAT MODE and four operational buttons located on all first pages in a section, there are links to the popups.
    - *SCHOOL PEOPLE*
    - *SCHOOL CHAT*
    - *QUESTIONS*
    - *PRONOUN*
    - *ACTIONS* (different popups for each subject)
    - *LITTLE WORDS*
    - *SCHOOL*

- Space to add 4 vocabulary items / link buttons and *TURN THE PAGE* (at the bottom right).

In addition to customizing the vocabulary on this page:

- An action page will need to be made (from **PODD 15+ subject actions**) and linked from ACTIONS.

- A second page will need to be made (from **PODD 15+ subject second page**) and linked from TURN THE PAGE.
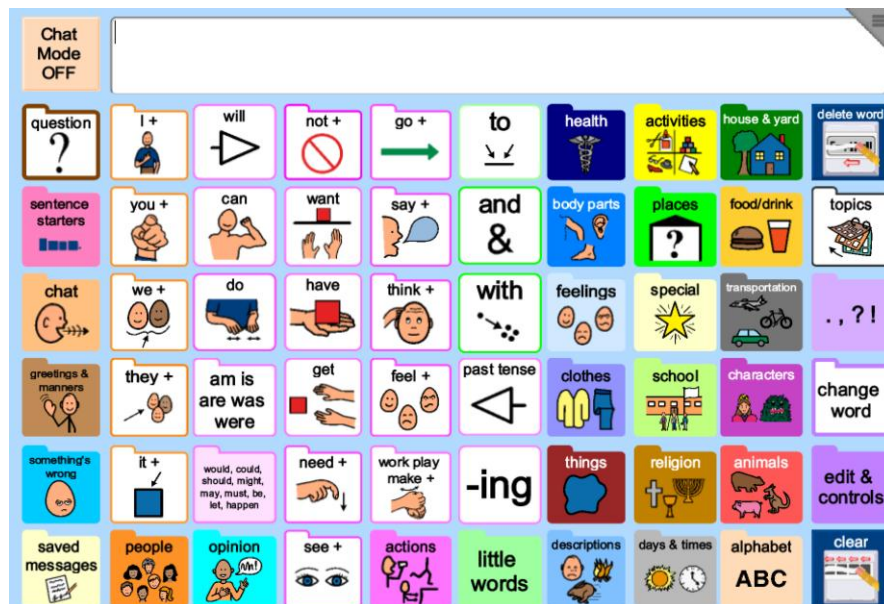

An additional document providing more detailed information to support effective customisation of the PODD 15+ page sets is available in the myDynaVox resources section.

PODD 60 Expanded Key Word

The PODD 60 expanded key word page set is designed for children and teenagers who are able to use key word sentences and are learning to use symbols and whole words, word morphology spelling and word prediction to communicate for a full range of purposes.

This page set has a similar language complexity and vocabulary organization to the two-page opening 70 and two-page opening with a side panel 48 expanded key word PODD communication books.

The PODD 60 expanded key word page set includes sentence starters, core and predictably associated vocabulary to increase the efficiency of communication.

The first page of the 60 expanded key word page set includes common core vocabulary that may be used to quickly talk in context on an established topic and the main navigation index to access vocabulary on other sections. Verb morphology operational buttons for PAST TENSE and ING are also located on this page.

Associated vocabulary popups are used to extend the range and variation of vocabulary available. For example, the variations of I, ME, MY, MINE (found on one button in a paper book with a smart-partner operating system) are accessed via a popup linked from the "I" button.

- Note that the vocabulary item "I" is in the same page location as the link to the *I popup*. This physical adjacency increases efficiency of communication, as it is not necessary to visually search or move the hand to access the word "I" after selecting the "I" link button.

- The *I popup* also includes common sentence starters beginning with I to increase efficiency of communication. Note that automaticity is reinforced with the verbs on the *I popup* being in the same location as the corresponding verbs on the main page.

- The same patterns are repeated on all the pronoun popups.

Navigation

All sections in the 60 expanded key word page set can be accessed from the main page.
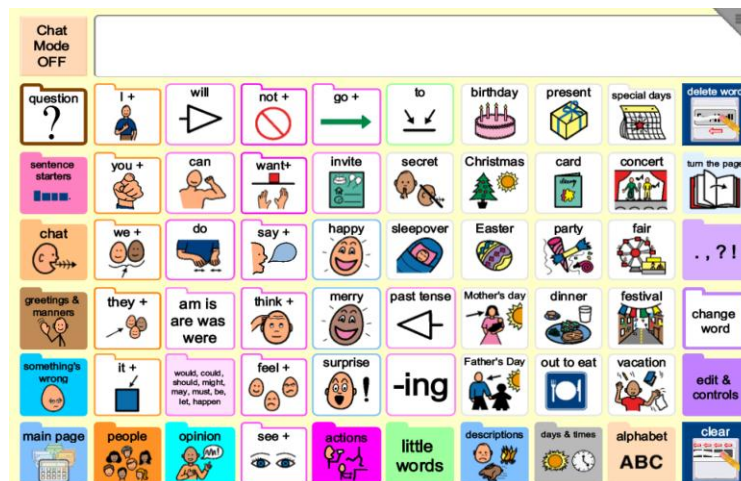
POPUP or PAGE based section?

Some sections in the PODD 60 expanded key word page set use automatically closing popups for the first page in the section. The first page in other sections is a page that requires navigation back to the main page via a MAIN PAGE link button. The choice of a page or popup section is based on the vocabulary usage patterns for the vocabulary in that section and the need for predictably associated vocabulary that is not included in the core vocabulary on the main page.

For example, the PLACES section is often accessed to select only one word from that section. Sentences using PLACES vocabulary can be started using the core vocabulary on the MAIN page and then navigation to the PLACES section is required to access one place specific word.

Places Popup

However, multiple words are often selected from the SPECIAL EVENTS section, and people may continue conversations about special events requiring vocabulary from this section across more than one turn. It is therefore more efficient to remain in this section to select more than one word from this section, without having to return to the MAIN PAGE between words.

Special Events Page

A page layout is also more efficient for activity, topic, and subject displays where multiple vocabulary items from that section are required during ongoing interactions.

For more efficient communication, links to these commonly used sections are repeated on every **PAGE:**

- QUESTIONS
- SENTENCE STARTERS
- CHAT WORDS
- GREETINGS AND MANNERS
- SOMETHING'S WRONG
- PEOPLE
- OPINION
- ACTIONS (links to different page in each section to include section specific verbs in addition to links to the main action word pages that are organized alphabetically).
- LITTLE WORDS
- DESCRIPTIONS
- DAYS & TIMES
- APLHABET
- PUNCTUATION POPUP
- WORD MORPHOLOGY POPUP
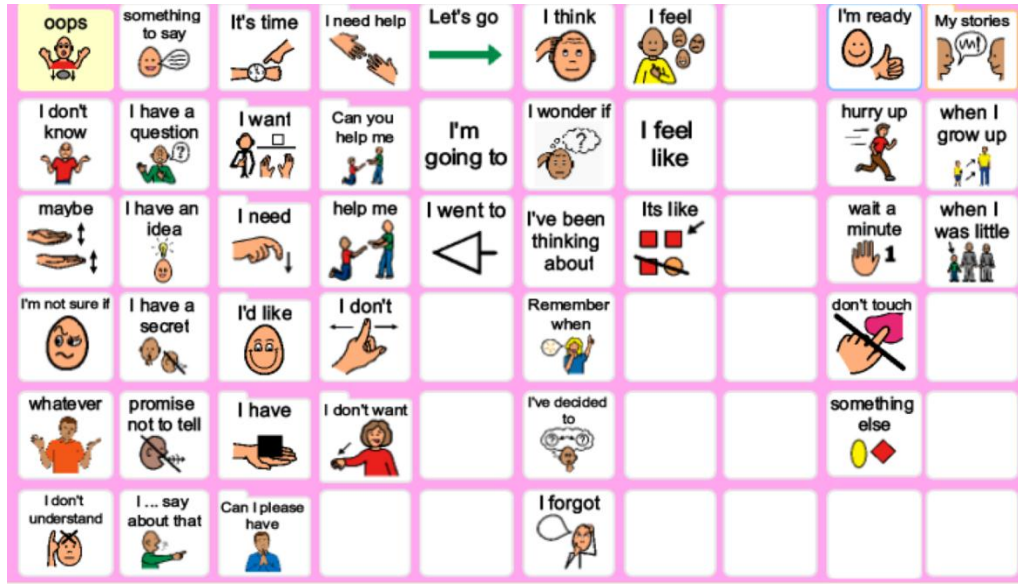- EDIT AND CONTROLS

Links to the popups to access predictably associated (core) pronoun and verb vocabulary are repeated on every page in the PODD 60. Verb morphology operational buttons for PAST TENSE and ING are also repeated on every page.
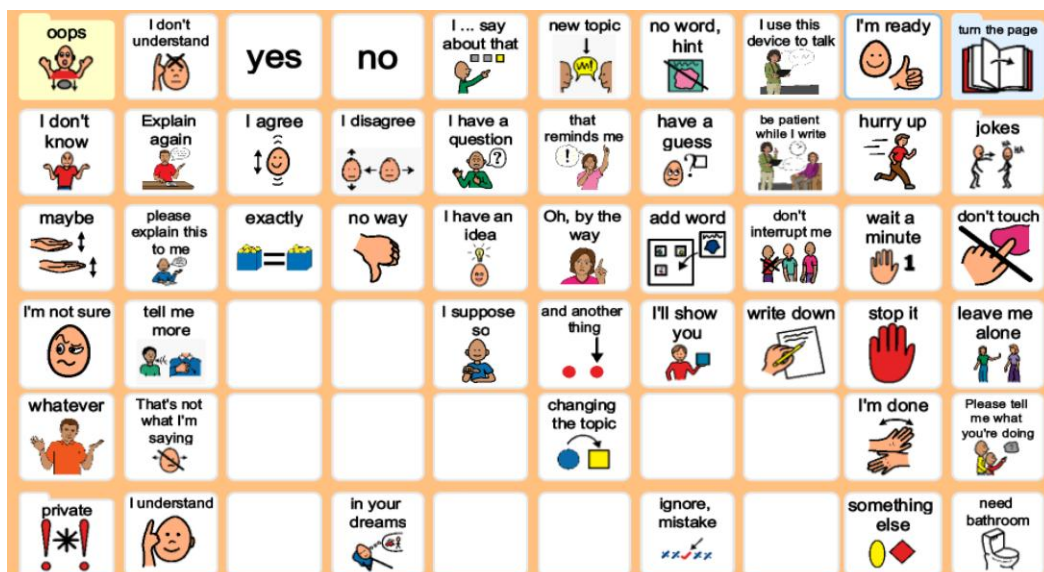
Sentence Starter Page

The *sentence starter* page includes commonly used sentence starters and topic introductions to support more efficient communication.

Some of the items on this page link to other pages of vocabulary to add further, predictable, beginnings to sentences that are then completed using vocabulary from other sections. Items on this page insert into the message window.
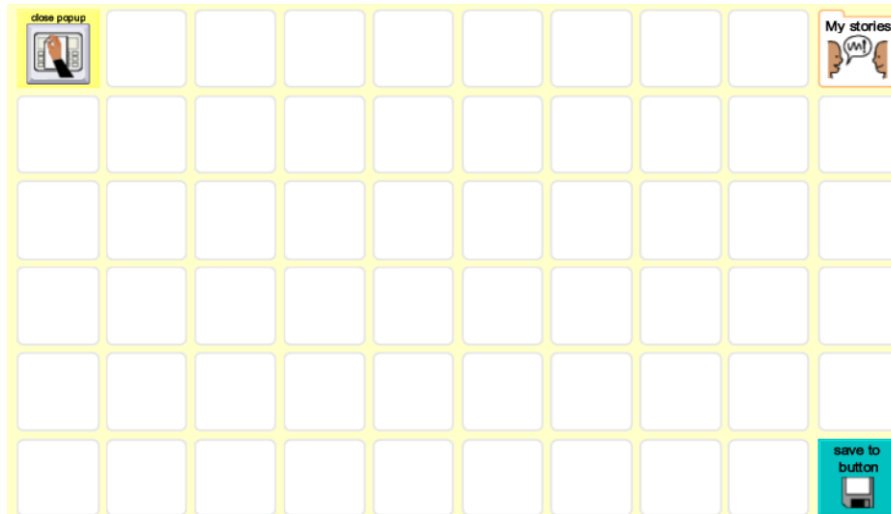

Chat Words

In the PODD 60, the Chat words section includes social and communication management and repair phrases that frequently need to be quickly spoken out loud. Items on this page are programmed to speak the label for faster initiation of communication (i.e., they do not insert into the message window). Any items that sometimes need to be inserted into the message window, to add other words, are repeated in the SENTENCE STARTER pages. There is a link to JOKES on this page.

Saved Messages

This page provides a space to save personal messages and stories.

Types of Pages

A number of different page styles are used in the PODD 60 expanded key words to suit different communication functions. Templates for all of these pages are included with PODD 60 expanded key words to support easier creation of new pages. In the *Settings* menu open the **Page Creator** and select templates from the folder PODD 60 expanded key words.

PODD 60 Page

- Generally used as the first page in a section or activity-specific page.
- Includes all of the standard links to other sections of vocabulary and links to the predictably associated vocabulary popups to access core vocabulary from consistent locations.
- Includes past and –ing, verb morphology
- Includes spaces to add 21 vocabulary items

In addition to customizing the vocabulary on this page:

    o An action page will need to be made (from **PODD 60 EKW actions popup**) and linked from ACTIONS.

    o A second page will need to be made (from ***PODD 60 EKW popup***) and linked from TURN THE PAGE.

PODD 60 Book Pages

Used for story-specific displays designed to support interaction during guided reading literacy instruction and discussion. Note these displays are desgined to increase the efficiency of interaction and group discussion around a specific story/text, not to read books out loud.

PODD 60 EKW Book

- Generally used as the first page of the story specific book page

- Includes all of the standard links to other sections of vocabulary and links to the predictably associated vocabulary popups to access core vocabulary from consistent locations.

- Includes past and –ing, verb morphology

- Includes a link to a reading instruction page to include vocabulary used in literacy instruction

- Includes spaces to add 18 vocabulary items

In addition to customizing the vocabulary on this page:

- o An action page will need to be made (from **PODD 60 EKW book actions popup**) and linked from ACTIONS.

- o A second page will need to be made (from *PODD 60 EKW book second page* and linked from TURN THE PAGE.

PODD 60 Topic Pages

Used to add vocabulary for school topics

PODD 60 EKW topic first page

- Used as the first page in a topic section

- Includes all of the standard links to other sections of vocabulary and links to the predictably associated vocabulary popups to access core vocabulary from consistent locations.

- Includes past and –ing, verb morphology

- Includes a direct link back to the SCHOOL section and a link to WRITING and TECH things

- Includes a link to a SAVED WORK page for easier saving of written work on that topic.

- Includes spaces to add 18 vocabulary items

In addition to customizing the vocabulary on this page:

- o An action page will need to be made (from **PODD 60 EKW topic actions**) and linked from ACTIONS.

- o A second page will need to be made (from *PODD 60 EKW topic second page* and linked from TURN THE PAGE.

PODD 60 School Subject Pages

Used to add vocabulary for school subjects.

There are no templates for these pages as there are multiple blank pages already available in the page set (in the SCHOOL section, select SUBJECT PAGES to view the existing and blank subject pages).

- Includes all of the standard links to other sections of vocabulary and links to the predictably associated vocabulary popups to access core vocabulary from consistent locations

- Includes past and –ing, verb morphology

- Includes a direct link back to the SCHOOL section and a link to WRITING and TECH things

- Includes a link to a SAVED WORK page for easier saving of written work produced for that subject.

- Includes a direct link to TOPIC pages.

- Blank ACTIONS and second page popups are already linked from the subject pages in the page set.
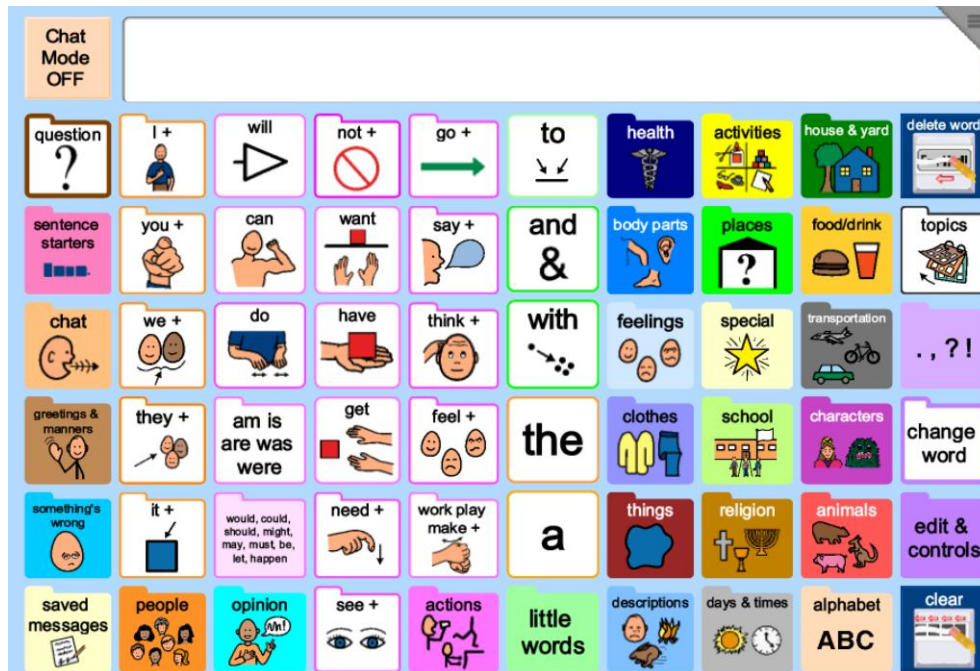
An additional document providing more detailed information to support effective customisation of the PODD 60 page sets is available in the myDynaVox resources section.

PODD 60 Complex Syntax

The PODD 60 complex page set is designed for children and teenagers who are able to use whole words, symbols, and word morphology to produce complex sentences to communicate for a full range of purposes. Spelling with word predication is available, but a large vocabulary is available for people still learning to spell and to increase efficiency for those individuals who can spell for communication.

This page set has a similar language complexity and vocabulary organization to the two-page opening 90+ and the two-page opening with a side panel 100+ complex syntax PODD communication books.

The PODD 60 complex page set sentence starters, core and predictably associated vocabulary to increase the efficiency of communication.

This page set also uses **predictably associated verb morphology popups** to increase efficiency. When any verb is selected on the PODD 60 complex page set, a small popup automatically appears adjacent to the original position of the verb on the page so the user can select the verb form they require. **This is the critical difference between the PODD 60 expanded key word page set and the PODD 60 complex page set.**

This complex version of the PODD 60 should only be selected for individuals who are established users of word morphology. Individuals who are still learning to use verb word morphology will find the Expanded Key Word version of the PODD 60 less confronting.

Other differences between the PODD 60 Complex and PODD 60 Expanded Key Word page sets include:

- A and THE as single items on the main page and accessible via a popup to A, AN THE on all other pages (these words are in the LITTLE WORDS section in the Expanded Key Word version).

- Addition of the 'LL, 'D and 'VE forms on the personal pronoun popups

- Increased use of written words, without symbols, for some vocabulary items and phrases.

The first page of the 60 complex page set includes common core vocabulary that may be used to quickly talk in context on an established topic and the main navigation index to access vocabulary on other sections.

Associated vocabulary popups are used to extend the range and variation of vocabulary available. For example, the variations of I, ME, MY, MINE (found on one button in a paper book with a smart-partner operating system) are accessed via a popup linked from the "I" button.

- Note that the vocabulary item "I" is in the same page location as the link to the *I popup*. This physical adjacency increases efficiency of communication, as it is not necessary to visually search or move the hand to access the word "I" after selecting the "I" link button.

- The *I popup* also includes common sentence starters beginning with "I" to increase efficiency of communication. Note that automaticity is reinforced with the verbs on the *I popup* being in the same location as the corresponding verbs on the main page.

- The same patterns are repeated on all the pronoun popups.

Navigation

All sections in the 60 expanded key word page set can be accessed from the main page.
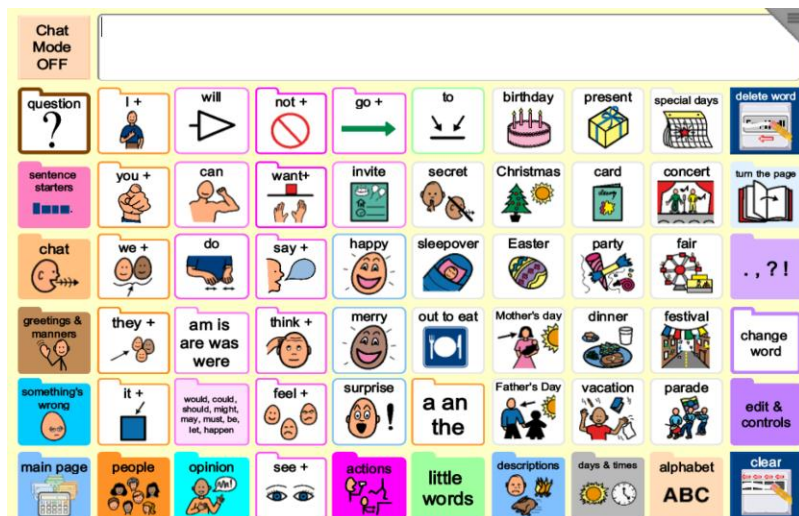
POPUP or PAGE based section?

Some sections in the 60 complex syntax page set use automatically closing popups for the first page in the section. The first page in other sections is a page that requires navigation back to the main page via a MAIN PAGE link button. The choice of a page or popup section is based on the vocabulary usage patterns for the vocabulary in that section and the need for predictably associated vocabulary that is not included in the core vocabulary on the main page.

For example, the PLACES section is often accessed to select only one word from that section. Sentences using PLACES vocabulary can be started using the core vocabulary on the MAIN page and then navigation to the PLACES section is required to access one place specific word.

Places Popup

However, multiple words are often selected from the SPECIAL EVENTS section and people may continue conversations about special events requiring vocabulary from this section across more then one turn. It is therefore more efficient to remain in this section to select more than one word from this section, without having to return to the MAIN PAGE between words.


Special Events Page

A page layout is also more efficient for activity, topic and subject displays where multiple vocabulary items from that section are required during ongoing interactions.

For more efficient communication, links to these commonly used sections are repeated on every **PAGE:**

- QUESTIONS
- SENTENCE STARTERS
- CHAT WORDS
- GREETINGS AND MANNERS
- SOMETHING'S WRONG
- PEOPLE
- OPINION
- ACTIONS (links to different page in each section to include section specific verbs in addition to links to the main action word pages that are organized alphabetically)
- LITTLE WORDS
- DESCRIPTIONS
- DAYS & TIMES
- APLHABET
- PUNCTUATION POPUP
- WORD MORPHOLOGY POPUP
- EDIT AND CONTROLS

Links to the popups to access predictably associated (core) pronoun and verb vocabulary are repeated on every page in the PODD 60. Predictably associated verb morphology popups are linked from all verb vocabulary.
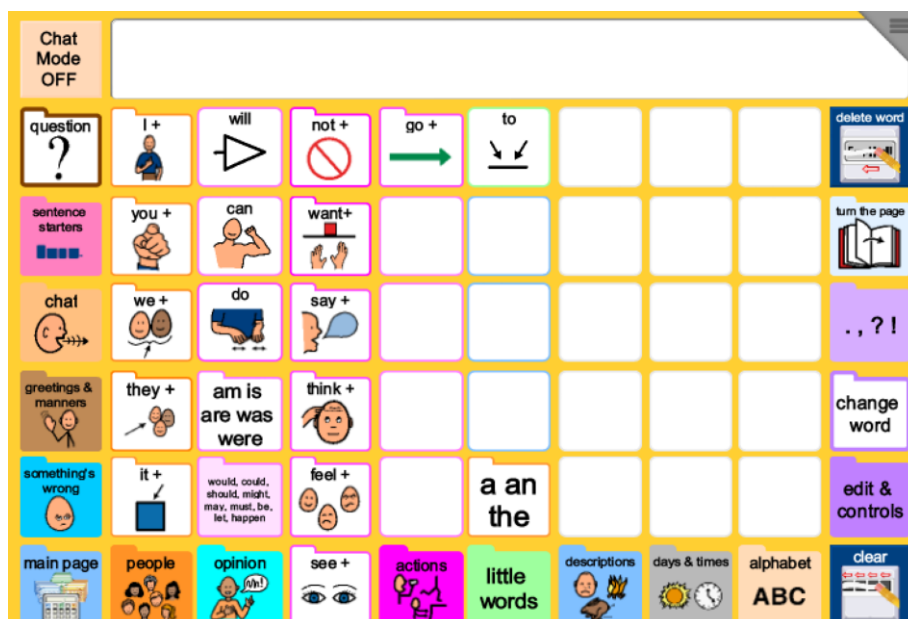
Sentence Starter Page

The sentence starter page includes commonly used sentence starter and topic introduction phrases to support more efficient communication.

Some of the items on this page link to other pages of vocabulary to add further, predictable, beginnings to sentences that are then completed using vocabulary from other sections. Items on this page insert into the message window.
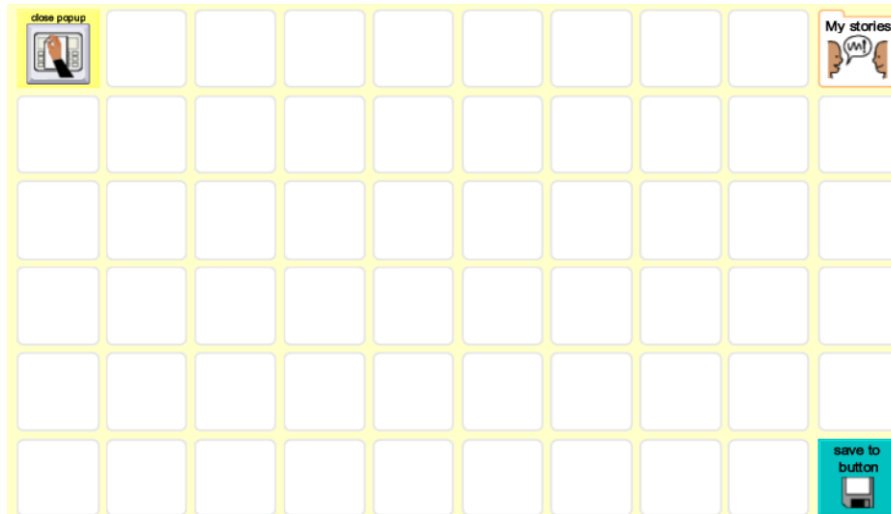

Chat Words

In the PODD 60, the Chat words section includes social and communication management and repair phrases that frequently need to be quickly spoken out loud. Items on this page are programmed to speak the label for faster initiation of communication (i.e., they do not insert into the message window). Any items that sometimes need to be inserted into the message window, to add other words, are repeated in the SENTENCE STARTER pages. There is a link to JOKES on this page.

Saved Messages

This page provides a space to save personal messages and stories.

Types of Pages

A number of different page styles are used in the PODD 60 complex syntax page set to suit different communication functions. Templates for all of these pages are included with PODD 60 complex to support easier creation of new pages. In the *Settings* menu open the **Page Creator** and select templates from the folder PODD 60 complex.

PODD 60 page grid

- Generally used as the first page in a section or activity specific page.

- Includes all of the standard links to other sections of vocabulary and links to the predictably associated vocabulary popups to access core vocabulary from consistent locations.

- Includes spaces to add 22 vocabulary items.

- Four buttons with pink borders have existing links to the verb morphology popups
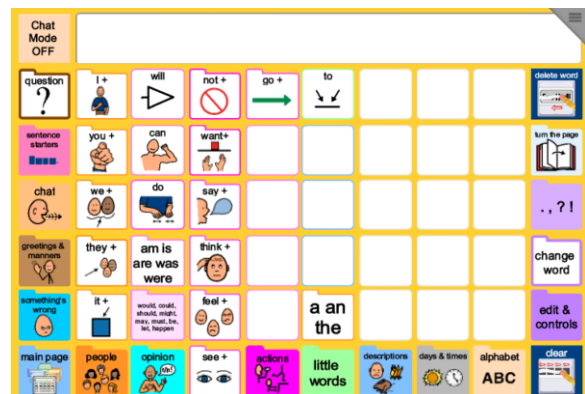
In addition to customizing the vocabulary on this page:

- o An action page will need to be made (from **PODD 60 actions popup**) and linked from ACTIONS.

- o A second page will need to be made (from *PODD 60 popup*) and linked from TURN THE PAGE.

PODD 60 Actions Popup

- Used to add section specific verb vocabulary

- Includes links to the main, alphabetically organised, section of verbs.

- All button spaces are pre-programmed to link to the appropriately positioned verb morphology popup.

- **DO NOT use button swapping when customizing verb pages as it will result in the verb morphology popup being misaligned with the verb button.**

PODD 60 Book Pages

Used for story-specific displays designed to support interaction during guided reading literacy instruction and discussion. Note these displays are designed to increase the efficiency of interaction and group discussion around a specific story/text, not to read books out loud.

PODD 60 Book First Page

- Generally used as the first page of the story-specific book page

- Includes all of the standard links to other sections of vocabulary and links to the predictably associated vocabulary popups to access core vocabulary from consistent locations

- Includes a link to a reading instruction page to include vocabulary used in literacy instruction

- Includes spaces to add 19 vocabulary items

- Four buttons with pink borders have existing links to the verb morphology popups

In addition to customizing the vocabulary on this page:

- o An action page will need to be made (from **PODD 60 book actions**) and linked from ACTIONS.

- o A second page will need to be made (from *PODD 60 book second page* and linked from TURN THE PAGE.
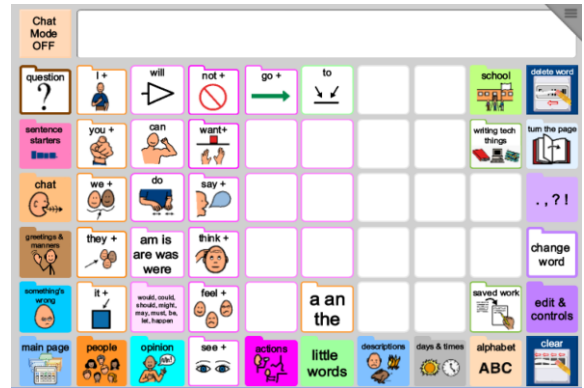
PODD 60 Topic Pages

Used to add vocabulary for school topics

PODD 60 Topic First Page

- Used as the first page in a topic section

- Includes all of the standard links to other sections of vocabulary and links to the predictably associated vocabulary popups to access core vocabulary from consistent locations

- Includes a direct link back to the SCHOOL section and a link to WRITING and TECH things

- Includes a link to a SAVED WORK page for easier saving of written work produced on that topic

- Includes spaces to add 19 vocabulary items

- Four buttons with pink borders have existing links to the verb morphology popups

In addition to customizing the vocabulary on this page:

- o An action page will need to be made (from **PODD 60 topic actions**) and linked from ACTIONS.

- o A second page will need to be made (from ***PODD 60 topic second page*** and linked from TURN THE PAGE.
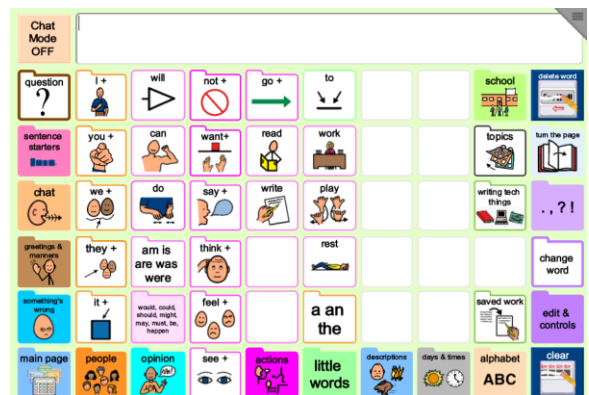
PODD 60 School Subject Pages

Used to add vocabulary for school subjects.

There are no templates for these pages as there are multiple blank pages already available in the page set (in the SCHOOL section, select SUBJECT PAGES to view the existing and blank subject pages).

- Includes all of the standard links to other sections of vocabulary and links to the predictably associated vocabulary popups to access core vocabulary from consistent locations

- Includes a direct link back to the SCHOOL section and a link to WRITING and TECH things

- Includes a link to a SAVED WORK page for easier saving of written work for that subject

- Includes a direct link to TOPIC pages

- Includes spaces to add 13 vocabulary items

- Two buttons with pink borders have existing links to the verb morphology popups.

- Blank ACTIONS and second page popups are already linked from the subject pages.

An additional document providing more detailed information to support effective customisation of the PODD 60 page sets is available in the myDynaVox resources section.