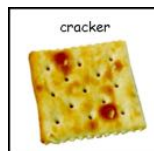


**"Light Tech" Communication part  
2 - The Power of PODD:  
Autonomous Communication for  
Beginning Communicators**

Based on the Work of Gayle Porter  
Melbourne, Australia

Linda Burkhart  
[linda@Lburkhart.com](mailto:linda@Lburkhart.com)  
[www.Lburkhart.com](http://www.Lburkhart.com)

**Currently we Often Offer a  
Limited Set of Choices**



**What Would You Really  
Rather be Doing  
Right Now?**

**Here are Your Choices:**



Play Ping Pong



Go Bowling

**AAC**  
**What is our Long Term  
Destination?**

**Being able to say:  
What I want to say,  
whenever I want to say it,  
to whomever I want to say it to**

**Will She Take it to a Party?**

**It's about building  
Language and Interaction**

Not just learning vocabulary  
or  
answering questions correctly

**Adopt these Beliefs:**

**Communication is About  
Something We Don't  
Already Know - We Can  
Not Know what Another  
Person is Thinking**

**Communication is Messy**

- Dynamic and Raw - Not Edited and Polished
- Not Sterile Like Performing a Script
- Not a One Way Process - Dependent Upon the Communication Partner's Responses - Not All Thought Out Ahead of Time
- When the Goal is Communication, We Need to Accept and Expand Upon Whatever the Child Does

**Communication Happens "At Any  
Time" - Not Just an Activity**

**Communication is Constantly  
Occurring**

- In any activity, communication may be:
  - The primary goal
  - A necessary component to achieve another goal
  - An enhancing component

**Communication Autonomy**

(von Tetzchner & Grove, 2003)

- Must be the Child's Message - Even if She Needs Help to Communicate it
- Not Just a Response to the Options Provided by Others
- Responsible for her own message

### Imagine:

- You are a teenager with Rett Syndrome
- Mom is dressing you and talking about what you are going to do this weekend
- Go to little brother's soccer game
- Go to the park and watch the kids playing
- You would like to go to the mall and buy new shoes - How do you say that?

## What is a PODD?

### Pragmatic Organization Dynamic Display (PODD) communication books

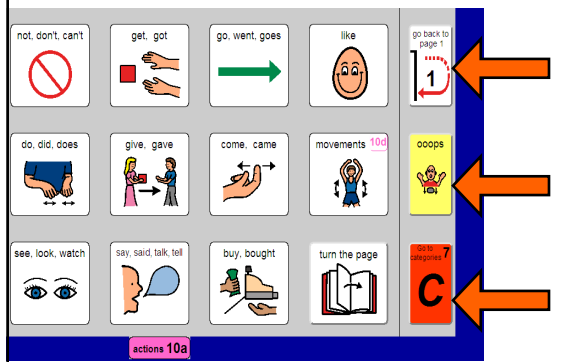


Gayle Porter

### PODD Communication Books are "Partner Powered" (partners turn the pages)



### Operational Buttons on the Side



### Child Points - Partner Turns the Page

- Increases efficiency / speed
- Decreases visual distractions
- Reduces tactile sensory distractions
- Can be done by the child, once he can turn the page directly without interrupting his thought process

### Organization of vocabulary within PODD

- According to the individual's communication function and discourse requirements
- Categories, activity specific, topic and anecdote organizations can all be used
- Efficiency to meet communication requirements is the overriding factor

### Within PODD

- Aided language development is supported -multiple page sets (communication books)
- The range of page sets reflects a developmental process as reported in the literature on both typical and aided language development
- Page sets are selected to enable the use of aided language stimulation

### PODD is a Way of Organizing Vocabulary For All Day Long in Any Context

For a Range of Access Methods  
High Tech and Light Tech



Created by: Gayle Porter -  
Melbourne, Australia

PODD is also the use of specific Methods and evidence-based Strategies for Teaching a Visual Language

How it is used matters!

- More than 20 years of development
- Gayle Porter and other colleagues with Team Input: PTs, OTs, teachers, assistants, conductors families and children
- Discussions: questions, difficulties and concerns - what did and did not work for different children

### Guiding Principles:


- Communicative:
  - Autonomy
  - Accessibility
  - Competence

- Comprehensive, multi-page communication books for communication at "any time"



- Designed to be used receptively and expressively in natural daily contexts

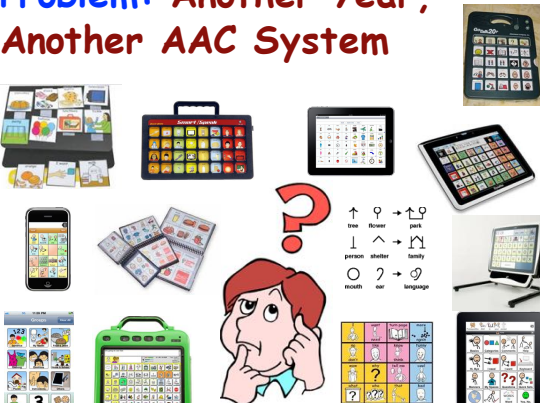
### PODD Communication Books are One Part of a Multi-Modal Communication Learning Environment



### Different Aids for Different Purposes



### Problem: Another Year, Another AAC System



### How Can anyone Learn a Language that Keeps Changing?

- We need:
  - Systems that build from early language through complex syntax - without changing patterns of vocabulary organization
  - Systems that maintain similarities across access methodologies
  - Systems that enable children to talk to each other

### Need to Stop Looking for the Magic Device to Fix or Cure

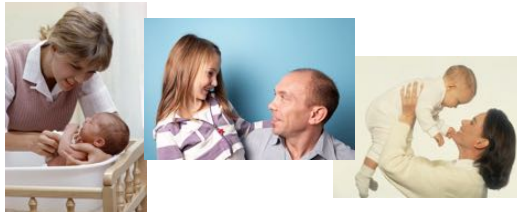
### Learning a Language Takes Time!!!!!!

**PODD provides a language structure that can grow with the child and be built upon instead of replaced**

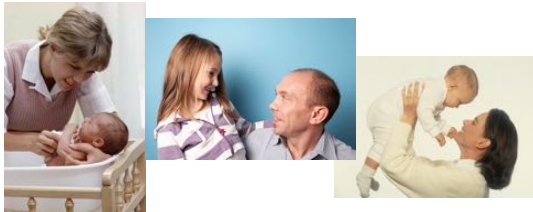
**PODD is a Graded developmental progression across different page sets**

- Increasing complexity of pragmatics, semantics, morphology and syntax.
  - Early functions (9, 12)
  - Expanded functions (9, 12, 16, 20)
  - Key word (36, 40)
  - Expanded key word (48, 70)
  - Complex syntax (90+, 100+)

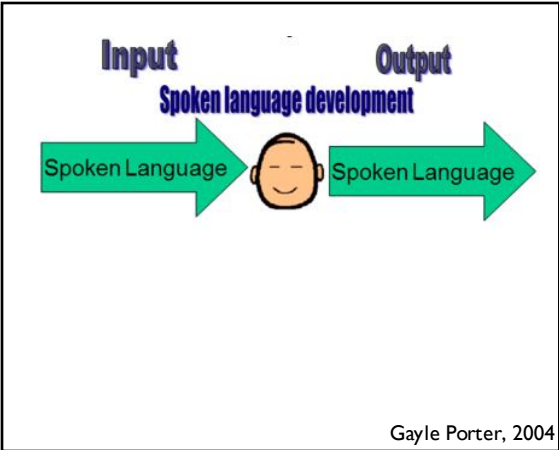
**How Do Children Learn Language?**



**Typical children learn language by being immersed in a native language learning environment, where they can freely interact with, and try out their developing skills**

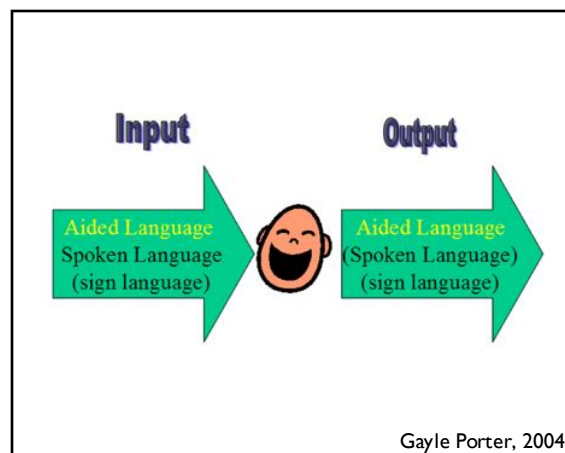
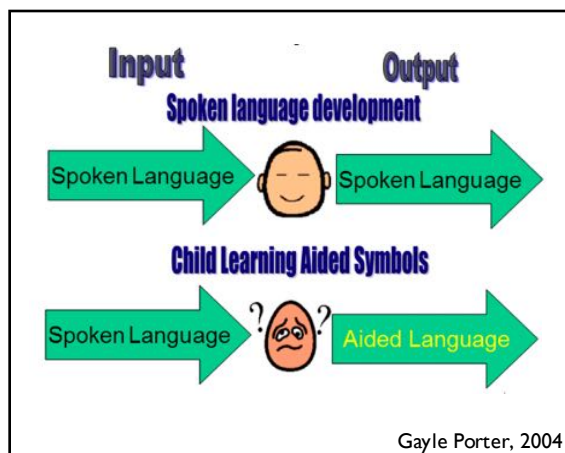


**Language Immersion**



Gayle Porter, 2004





**Receptive Input**

- Aided language stimulation (Goossens', Crain & Elder, 1992)
- System for Augmenting Language (Ronski & Sevcik, 1992)
- Natural Aided Language (Cafiero, 1998)

**Aided Language Stimulation**  
 Goossens', Crain & Elder

aided language stimulation

**Critical for Learning Language Pragmatics!**

**Model in Natural Everyday Situations**

**Children will learn to use their system in the way partners model it**

**Talking to the Child with his system:**

- Validates the child's means of communication
- Gives the partner a good perspective on what the child is facing

**Drill and practice is not very effective for learning language**

- Language concepts need an emotional and meaningful connection to be stored in, and retrieved from memory
- Learning language in functional situations facilitates generalization
- Anything that has some intrinsic motivation for the child is more likely to be practiced in different settings and used by the child.

**We Need to Create a Multi-Modal Language Learning Environment**

**The Challenge!**

“A child who uses speech will independently select the words she wishes to use from the vast array of words she hears/sees used everyday.

A child who uses AAC will independently select the words she wishes to use from the vocabulary other people have chosen to model and, for aided symbols, made available for her to use.”

*Porter & Kirkland, 1995, p.93-94*

**Aided Language learning opportunities don't just happen**

**The Responsibility Lies with Us!**

**Providing Sufficient Aided Symbol Vocabulary**

- To meet current communication requirements

and

- To stimulate further development of communication and language

**Varied communication functions**

<b>greet</b> / disagree	manipulate answer	relate information ask questions	agree
<b>instruct others</b>		ask for things	joke
	express an opinion		share information
express feelings	<b>protest</b>		describe
<b>discuss interest</b>	"MAKE SOCIAL CONTACT"	<b>bargain</b>	
comment	request / attract attention		<b>complain</b>



### Vocabulary Growth as a function of age

Age	1;0	1;6	1;9	2;0	2;6	3;0	3;6	4;0	5;0
Number of words	3	22	118	272	446	896	1222	1540	2072
Increment	2	19	96	154	174	450	326	330	532

Based on Smith (1926) as cited by Dale (1976) & Retherford (1996)

### Common forms of organization of vocabulary across multiple levels or pages

- Categories with Master Index
- Activity Specific
- Core / Fringe
- Topic / Subject (curriculum)
- Anecdote - scripts and stories

### PODD Communication Systems



- Comprehensive Personal Communication Systems -Always with the person
- Use a variety of organizational strategies based upon efficiency
- Contain core and fringe, general and individual vocabulary
- Range of communication functions
- May contain Activity Specific pages
- Enables natural branching to move through pages

### PODD Communication Systems:

High-tech + Light-tech



### One child's experience:

- age 2 - direct select 9 pictures
- age 3 - began partner-assisted scanning and some eye-pointing
- age 5-6 - began partner-assisted scan in combination with eye-pointing on a PODD with 70 items per page
- late elementary school - single switch scanning on a device as well as continued to use light tech PODD

### One child's experience:

- moved to coded access for light tech and continues to use single switch scanning on her high tech device

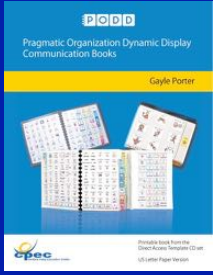


Section?  
Color?  
Number?

### One child's experience:

- I use my communication book with my friends... why?... because it gives them something to do
- I use my high tech communication device with my Mom at home... why?... because she is always saying "wait a minute"

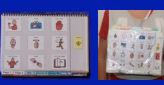

### PODD Resource Direct Access templates





- Printable book:
  - Porter (2007) Pragmatic organization Dynamic displays (PODD) communication books
- Step by step instructions
  - Information files
  - Construction files
- Additional vocabulary ideas
- Template folders

### PODD Template folders



**CD1**  
One page opening & Group books

**CD2**  
Two page opening

**CD3**  
Two page opening plus side panel





### Information Files and Construction Files

**Construction**  
9 per page expanded functions  
Modified for pick up and give/show access

**Selecting pages to include with pick up and give/show access.**

Pick up and give/show access requires two copies of each page. One copy becomes a page in the book. The second copy is cut into individual cards and attached to the book page with Velcro®. The individual cards and Velcro® add extra thickness and weight to the communication book. This precludes the use of pick up and give/show access for all pages in the 9 per page expanded functions PODD as such a book would be too thick and heavy for practical use. It is therefore necessary to prioritize and select which pages will be



### Acknowledge that Communication is a priority!

“Communication is the essence of human life”  
ASHA, 1991,

Communication allows us to:

- establish relationships
- express our personality
- demonstrate and share our knowledge
- ensure that our needs are met and our wishes are considered

### PODD Trainings 2-3 Day Introductory Course

Check my websites for US Courses:  
[www.Lburkhart.com](http://www.Lburkhart.com)

[linda@Lindaburkhart.com](mailto:linda@Lindaburkhart.com)



How are pragmatic branch starters used in PODD for beginning communicators who may be at the early one or two word phrase stage of language development?

### Pragmatic branch starters

Perform two different functions

Provide faster predictive links to pages of vocabulary commonly required to express a particular communication function.

Compensate for the reduced use of environmental supports, gesture and intonation generally used to establish the communication intent of 1-2 word utterances.

What Function are You Expressing with "store"?



**PODD**

### What functions may be expressed with this vocabulary?

**Store**

- Request - "Let's go to the store"
- Question - "Are we going to the store?"
- Relate information - "I went to the store."
- Tell a story - "We went to the store .."
- Pretend - "Let's play going to the store"
- Etc.

What type of branching organization suits each function?

**PODD**

### Category organization

Category - places

store

### Pragmatic Organization - Begin with the Pragmatic Intent - Then get to the Word

I'm asking a question 8 ?	I have an idea (I'd like to) 7 💡	I want... (do an activity) 11 👉	I like this 4a 😊	go back to page 1 1
I'm telling you something 3 👤	Let's pretend 7 👤	Let's go... 12 ➡	I don't like this 4c 😡	oops 👤
I'm telling a story (not real) 3 👤	I want to show you something 2b 👤	do something (actions/verbs) 10 👤	something's wrong 5 😞	back categories 7 C

Page 2a

### "Let's go shopping"

p. 24

I'm asking a question 8 ?	I have an idea (I'd like to) 7 💡	I want... (do an activity) 11 👉	I like this 4a 😊	go back to page 1 1
I'm telling you something 3 👤	Let's pretend 7 👤	Let's go... 12 ➡	I don't like this 4c 😡	oops 👤
I'm telling a story (not real) 3 👤	I want to show you something 2b 👤	do something (actions/verbs) 10 👤	something's wrong 5 😞	back categories 7 C

Page 2a

**"Let's go ..." - go to page 12**

### "Let's go shopping"

not, don't, can't 🚫	home 🏠	school 🎓	outside activities 11e 🌳	go back to page 1 1
go, went ➡	(for a) drive, drove 🚗	somewhere at school 25c 🎒	somewhere in the house 17 🏠	oops 👤
visit 9 👤	in the car 🚗	store, shop 12c 💰	turn the page 📖	back categories 7 C

places 12a

**store**

department store Dept. Store 👗	grocery store Groceries 🛒	clothing store Clothes Store 👕	another store 💰	go back to page 12a 12a
mall 🏬	toy store 🧸	shoe store Shoes 👠		oops 👤
out to eat, restaurant 🍴	video store 📺	gas station 🛢️	go to list 📋	back categories 7 C

stores 12c

### "Let's pretend we are going shopping"

p. 25

I'm asking a question 8 ?	I have an idea (I'd like to) 7 💡	I want... (do an activity) 11 👉	I like this 4a 😊	go back to page 1 1
I'm telling you something 3 👤	Let's pretend 7 👤	Let's go... 12 ➡	I don't like this 4c 😡	oops 👤
I'm telling a story (not real) 3 👤	I want to show you something 2b 👤	do something (actions/verbs) 10 👤	something's wrong 5 😞	back categories 7 C

Page 2a

**Let's pretend - go to page 7**

### "Let's pretend we are going shopping"

people 9 👤	activities 11 👤	health & sickness 14 🏥	characters 20 👤	go back to page 1 1
actions 10 👤	special events 13 🌟	animals 21 🐶	days & times 22 🕒	oops 👤
descriptions 24 👤	places 12 🏠	transportation 19 🚗	turn the page 📖	It's not in my book. I'll give you a hint. categories 7a

**places - go to page 12**



**"Let's pretend we are going shopping"**

not, don't, can't	home	school	outside activities 11e	go back to page 1
go, went	(for a) drive, drove	somewhere at school 25c	somewhere in the house 17	oops
visit 9	in the car	store, shop 12c	turn the page	do to categories 7

store places12a

**"Are we going shopping?"**

I'm asking a question 8	I have an idea (I'd like to) 7	I want... (to do an activity) 11	I like this 4a	go back to page 1
I'm telling you something 3	Let's pretend 7	Let's go... 12	I don't like this 4c	oops
I'm telling a story (not real) 3	I want to show you something 2b	do something (do an activity) 10	something's wrong 5	do to categories 7

Page 2a

I'm asking a question - go to page 8

**"Are we going shopping?"**

You need to tell me Yes or No 7	where	how	not, don't, can't	go back to page 1
why	when	What's happening?	it that	oops
what	who, whose	Where is (person) 9	turn the page	do to categories 7

Question 8a

You need to tell me yes/no" - go to page 7

p. 40

**Yes/No Intonation Marker**

You need to tell me Yes or No 7

- Eat?
- home?
- car?

**"Are we going shopping?"**

people 9	activities 11	health & sickness 14	characters 20	go back to page 1
actions 10	special events 13	animals 21	days & times 22	oops
descriptions 24	places 12	transportation 19	turn the page	it's not in my book. I'll give you a hint.

places - go to page 12 categories 7a

**"Are we going shopping?"**

not, don't, can't	home	school	outside activities 11e	go back to page 1
go, went	(for a) drive, drove	somewhere at school 25c	somewhere in the house 17	oops
visit 9	in the car	store, shop 12c	turn the page	do to categories 7

shop places12a

**"I went shopping"**

I'm asking a question 8 ?	I have an idea (I'd like to) 7 💡	I want... (go on an activity) 11 👉	I like this 4a 😊	go back to page 1 1
I'm telling you something 3 👤	Let's pretend 7 👤	Let's go... 12 ➡	I don't like this 4c 😬	oops 🙌
I'm telling a story (not real) 3 📖	I want to show you something 2b 👤	do something (otherwise) 10 👤	something's wrong 5 😬	go to categories 7 C

Page 2a

**I'm telling you something - go to page 3**

**"I went shopping"**

It's time to 🕒	clean up 🧹	It's already happened 7 🕒	It always happens 7 🕒	go back to page 1 1
Please get my communicator 📞	go 12 ➡	It's about now 7 🕒	days & times 22 🕒	oops 🙌
It's a secret 7 🔒	do something else 7 🔴	It's going to happen 7 🕒	Go to categories 7 C	

tell 3

**It's already happened - go to page 7**

**Tense markers**

It's already happened 7 🕒	<ul style="list-style-type: none"> <li>• Scaffold the child's inclusion of sufficient information to enable partner understanding</li> <li>• Compensate for AAC system limitations</li> </ul>
It's about now 7 🕒	
It's going to happen 7 🕒	

**"I went shopping"**

people 9 👤	activities 11 🧹	health & sickness 14 🏥	characters 20 👤	go back to page 1 1
actions 10 👤	special events 13 🌟	animals 21 🐷	days & times 22 🕒	oops 🙌
descriptions 24 👤	places 12 🏠	transportation 19 🚗	turn the page 📖	It's not in my book, I'll give you a hint. 🔍

categories 7a

**places - go to page 12**

**"I went shopping"**

not, don't, can't 🚫	home 🏠	school 🏫	outside activities 11a 🌳	go back to page 1 1
go, went ➡	(for a) drive, drove 🚗	somewhere at school 25c 📖	somewhere in 17 the house 🏠	oops 🙌
visit 9 👤	in the car 🚗	store, shop 12c 🏪	turn the page 📖	go to categories 7 C

places 12a

**store**

**Pragmatic or Communicative Intents:**

- I want something
- Something's wrong
- I'll tell you what I think (or I like and I don't like)



## Communicative Intents

- Let's chat
- I'm asking a question
- Let's pretend
- I'm telling you a story
- I have an idea

p. 24

**"This is fun!"**

I'm asking a question 8 ?	I have an idea (I'd like to) 7 💡	I want... (to do an activity) 11 👉	I like this 4a 😊	go back to page 1 1
I'm telling you something 3 👤	Let's pretend 7 🎩	Let's go... 12 ➡	I don't like this 4c 😡	oops 👤
I'm telling a story (not real) 3 👤	I want to show you something 2b 👤	do something 10 (action/verb) 👤	something's wrong 5 😞	go to categories 7 C

Page 2a

**I like this - go to page 4a**

**"This is fun!"**

not 🚫	funny 😄	yummy 😋	awesome 😍	go back to page 1 1
good, good job 👍	fun 🎈	favorite 👤	special 🌟	oops 👤
great 😍	smart, clever 🎓	OK 👌	turn the page 📖	go to categories 7 C

like 4a

**fun - go to back to page 1**

p. 24

**"This is fun!" (I think - option)**

I'm asking a question 8 ?	I have an idea (I'd like to) 7 💡	I want... (to do an activity) 11 👉	I think it's... 4 👤	go back to page 1 1
I'm telling you something 3 👤	Let's pretend 7 🎩	Let's go... 12 ➡	something's wrong 5 😞	oops 👤
I'm telling a story (not real) 3 👤	I want to show you something 2b 👤	do something 10 (action/verb) 👤	It's one of my stories 55 👤	go to categories 7 C

Page 2a

**I think it's - go to page 4a**

**"This is fun!"**

not, don't, can't 🚫	good, good job 👍	funny 😄	like words 4a 😊 <small>fun, nice, great, cute, wonderful, handsome, funny, fantastic, excellent, favorite</small>	go back to page 1 1
bad 😞	awesome 😍	silly, crazy 😜	I don't like this 4c 😡 <small>don't want to, annoying, mad, can't do, don't like, boring, don't touch, scary, mean, pretty, do something else</small>	oops 👤
naughty 😈	smart, clever 🎓	OK 👌	turn the page 📖 <small>unbelievable, exciting, lucky, difficult, easy, noisy, right, wrong, sad, special, trying</small>	go to categories 7 C

opinion 4a

**fun - go to back to page 1**

**"This is fun!"**

cool 👤	beautiful 🌈	great 😍	yummy 😋	go back to page 4a 4a
fun 🎈	handsome 👤	fantastic 😍	favorite 👤	oops 👤
nice 👤	cute 😊	excellent! 👍	go to list 📋	go to categories 7 C

like 4c

**fun - go to back to page 1**

### "I have a sore back"

I'm asking a question 8 ?	I have an idea (I'd like to) 7 💡	I want... (do an activity) 11 👉	I like this 4a 😊	go back to page 1 1
I'm telling you something 3 🗨️	Let's pretend 7 🎭	Let's go... 12 ➡️	I don't like this 4c 😬	oops 🙅
I'm telling a story (not real) 3 📖	I want to show you something 2b 👤	do something 10 (action/verb) 👤	something's wrong 5 😞	go to categories 7 C

Page 2a

**Something's wrong - go to page 5**

### "I have a sore back"

sick (I don't feel well) 6 🤒	I don't want... (to do it) 4d 🙅	angry, mad 😡	health & sickness 14 🏥	go back to page 1 1
hurt, sore, pain 6 👉	tired 😴	grumpy 😠	I don't like this 4c 😬	oops 🙅
itchy 6 👉	uncomfortable 👤	sad, upset 😞	turn the page 📖	go to categories 7 C

wrong 5a

**Hurt, sore, pain - go to page 6**

### "I have a sore back"

not, don't, can't 🚫	stomach, tummy 👤	arm 👉	leg, knee 👉	go back to page 1 1
wash, wipe 🧼	back 👤	hand 👉	foot, toe 👉	oops 🙅
head, face 👤	bottom, hip 👤	finger 👉	turn the page 📖	go to categories 7 C

body 6a

**back - go to back to page 1**

### "I want (to do) playdough"

I'm asking a question 8 ?	I have an idea (I'd like to) 7 💡	I want... (do an activity) 11 👉	I like this 4a 😊	go back to page 1 1
I'm telling you something 3 🗨️	Let's pretend 7 🎭	Let's go... 12 ➡️	I don't like this 4c 😬	oops 🙅
I'm telling a story (not real) 3 📖	I want to show you something 2b 👤	do something 10 (action/verb) 👤	something's wrong 5 😞	go to categories 7 C

Page 2a

**I want ... - go to page 11**

### "I want (to do) playdough"

not, don't, can't 🚫	hug 🤗	something to eat or drink 18 🍔	make something 11d 👤	go back to page 1 1
want 👉	rest, take a break 👤	toys 11c 🧸	outside activities 11e 🌳	oops 🙅
play 👤	watch TV 27 📺	book, story 29 📖	turn the page 📖	go to categories 7 C

activities 11a

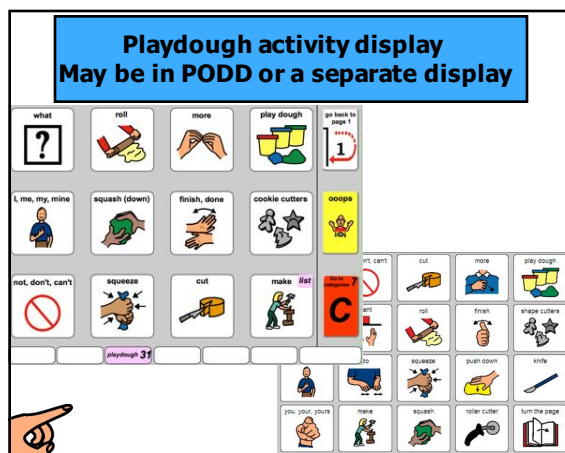
**Make something - go to page 11d**

### "I want (to do) playdough"

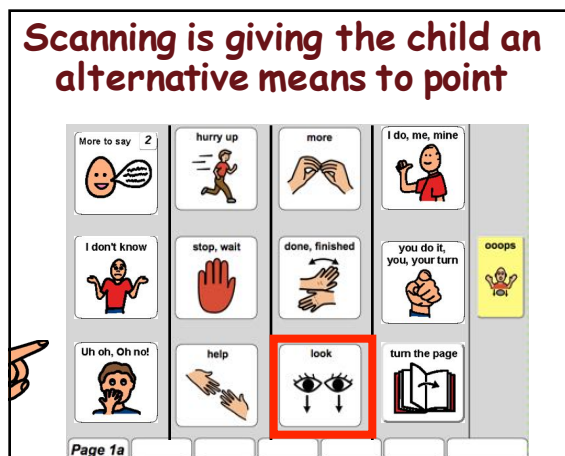
not, don't, can't 🚫	draw, drew 32 👤	play dough 31 👤	picture 🖼️	go back to page 11a 11a
want 👉	paint 33 👤	build 42 👤	messy play 45 👤	oops 🙅
do, did, does 👤	cut & glue 34 👤	cooking 35 👤	go to list 📋	go to categories 7 C

make 11d

**(do) playdough - go to page 31**



**Note: Children who do not point, can use partner-assisted scanning with a PODD book. See handout: Light Tech Communication Part 1**



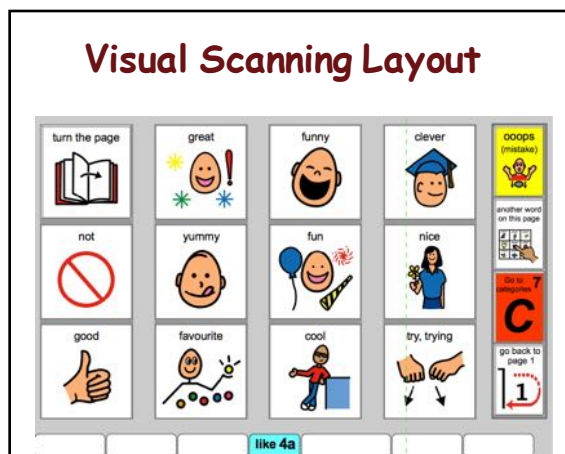
**NOT a Series of Questions**

**Scan vs. Series of Questions**

something's wrong → Is something wrong?

want something → Do you want something?

go somewhere → Do you want to go somewhere?



**PODD Trainings 2-3 Day Introductory Course**

Check my websites for US Courses:  
[www.Lburkhart.com](http://www.Lburkhart.com)

[linda@Lindaburkhart.com](mailto:linda@Lindaburkhart.com)