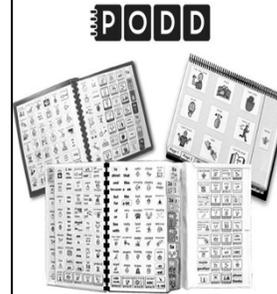


**Getting Started with PODD  
Strategies for Implementation at Home and School**

- Karen Packer, MA, CCC-SLP
  - Gaston County Schools
  - [kdpacker@gaston.k12.nc.us](mailto:kdpacker@gaston.k12.nc.us)
- Karen Casey, MA, CCC-SLP
  - Durham CDSA
  - [Karen.Casey@dhhs.nc.gov](mailto:Karen.Casey@dhhs.nc.gov)
- Lynn Carswell, MA, CCC-SLP
  - Right FIT Speech and Feeding Therapy
  - [lynn@rightfitspeech.com](mailto:lynn@rightfitspeech.com)
- Parents



**Pragmatic Organization  
Dynamic Display  
(PODD) Communication  
Books  
(Gayle Porter)**

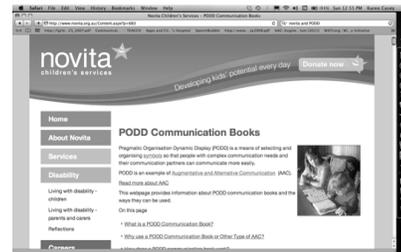
**3 CD Set of templates  
and printable manual for  
direct selectors (14  
different communication  
books); 3 styles**

**Available from Mayer-  
Johnson**

**Credits, Training, Resources**

- Gayle Porter
- Linda Burkhart
  - [Lburkhart.com](http://Lburkhart.com)
- Novita Children's Services
  - <http://www.novita.org.au/Content.aspx?p=683>
- Two day and Five day trainings

**Novita site**



**Resource: Partner Assisted  
Scanning video examples**

- <http://prAACticalAAC.org>
- August 12, 2012: A PrAACtical Look at Partner Assisted Scanning
- August 26, 2012: A PrAACtical Look at PODD

**OUTLINE**

- **What** is a PODD, **Who** is it for, **Why?**
- **PODD Types**
- **Vocabulary** Organization
- **Getting Started: Choosing** a PODD
- **Tips for Making** a PODD
- **Using** a PODD: Essentials and Conventions
- **Navigation** Tips
- **Tips for Implementing Use** of a PODD
- **Auditory & Visual Scanners**
- **Parents** Perspectives & Tips
- **Teacher's** Perspectives & Tips
- **Challenges and Discussion**

## What is a PODD?

- PODD stands for:
- Pragmatic - the ways that we use language socially
- Organisation - words and symbols arranged in a systematic way
- Dynamic Display - changing pages.

## Aim for Autonomy

- Aim is to provide vocabulary for continuous communication all the time
  - For a range of messages
  - Across a range of topics
  - In multiple environments
- Expectations for AUTHENTIC Communication

## Autonomous Communication

- "Being able to say what I want to say, to whoever I want to say it to, whenever I want to say it" (Porter, G)
- ....autonomous communication is not necessarily independent.

## Who is it For?

- PODD's have different formats
- 
- For all developmental levels
- Accommodates different physical and sensory challenges and communication needs of the person.

## Who is it For?

- Particularly powerful for the child with complex communication needs and visually impairments.
- Beginning communicators
- Struggling device users
- Children with Autism

## Why Use a PODD?

- "Language is not learned by straight imitation. It is learned thru broad experiences that provide repetitions of concepts and vocabulary. This provides a scaffold from which children can construct language." (Porter and Burkhart)
- Work together to construct a communicative exchange.
- PODD's allow the conversation to be driven by the child's intent!! You don't know what the child is thinking!!

## Why use a PODD?

- It offers MORE vocabulary than most systems.
- Goal is Autonomous conversation.
- Establishing a HABIT for authentic communication.
- Encourages initiation; not answering questions.

## Why Use a PODD? "Smart Partner"

- A "Smart Partner" can:
  - Read subtle non-verbal cues and adjust the interaction as needed.
  - Interpret movement, recognize intent and ignore associated reactions.
  - Focus on developing language and communication skills separately from motor skills.

## Chase and his PODD (2 1/2 y.o. w/Leukodystrophy)

- Mom: "A whole new way of being. Different from choice making. The using of the system is what is important"
- Chase's mom likened it to the process of making a Tibetan sand Mandala, which is created and swept away. She stated that it isn't so much the end product of the message that Chase produces, which is temporary, but the beauty of the interaction in creating communication together.

## Chase and his PODD

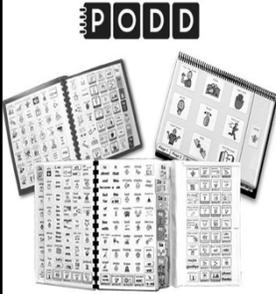
- Used PAS and looked toward mom to respond.
- Express many higher level concepts and asking questions
- "Why" he can't walk or talk.
- Asked to go to Burger King
- Said "time to clean up" to therapist
- Telling a story: Already happened, About People, About School, Going to Preschool

## Examples of Autonomous Communication

- Peter (Lydia)
- Mary (Lynn)

## PODD Types

- One Page Opening (9, 12, 16, 20)
  - Grids for Scanning
- Two Page Opening (40, 48, 70, 90, 100+)
  - Two page with a side panel
- Alternative Access (In development)
  - Partner Assisted Scanning
  - Eye Gaze
  - Combination Access (e.g. eye-gaze-partner assisted scanning)
  - Coded Access
  - Pick up & Give/Show



**PODD**

**Pragmatic Organization  
Dynamic Display  
(PODD) Communication  
Books**  
(Gayle Porter)

**3 CD Set of templates  
and printable manual for  
direct selectors (14  
different communication  
books); 3 styles**

**Available from Mayer-  
Johnson**

**Additional Option: Pull off symbols:**

- Individual symbols
- Columns



**Vocabulary Organization:  
Quick Words**

- On the first pages of PODDs
- Includes words that allow for "quick communication" (e.g. more, done, different)
- Can be used across all communicative situations.

**Vocabulary Organization:  
Pragmatic Branch Starters**

- Establish Intent: ex. Asking a question, requesting, pretending
- Compensates for lack of gestures and intonation typically used.
- Seeing all Pragmatic Branch Starters encourages use of a variety of language functions.

**Vocabulary Organization**

- Predictably associated vocabulary
  - Verbs for dressing and eating different
- Faster predictive links
  - Something's Wrong leads to complaining messages
- PODD'S Include "Sections"/Categories, Operational commands, Activity Displays and Anecdote pages
- Design of All PODDs have similar features and vocabulary placement to allow smooth transitions between.

**Considerations for Getting  
Started: Choosing a PODD**

- Communication and Language Requirements
- Vision Considerations; high contrast symbols
- Motor considerations
- Think up
- Based partially on the team expectations and ability to implement the PODD.

## Considerations for Getting Started Cont'd

- Trial PODD suggestions:
  - Black and white trial PODD
  - If using a laminated trial PODD, tape on personalized vocabulary as needed, can be easily removed later.
  - Use pockets from notebook stands as storage for notes of customization needed.

## Tips for Making a PODD

- Read the Construction File on CD
- Save a child's individual PODD with appropriate optional pages for easier printing.
- Print it and cut before laminating, then cut again
- Leave room for hole punching at top
- Adjust 3 hole punch to not cover symbol.
- Cost and time: Time is all up front

## More Tips for Making a PODD

- Weatherproof paper: saves time
  - iGage: Need laser printer
  - Caution: wore off if not fully saturated
  - Sticky backed iGage for adding custom symbols
- Non glare/matte laminate
- Consider reducing size of One page to fit two pages on One to save on iGage paper and/or make it easier to carry.
- For 2 page opener, recycle work calendar to use as cover
- For small size PODDs, use old library books as cover
- Duct tape on first pages due to wear and tear. Cloth duct tape from library store.

## More Tips for Making a PODD

- Make a stand: Easels with shoestrings
- Duct tape stand with cable ties for rings by Mary Louise Bertram (Practical AAC tip Nov 2013)



## Straps for Using PODD on the Move

## Tips for Organizing your PODD Making Workstation

- Scrap book case for each PODD
- Envelope with PODD materials labeled with Date due for "delivery"

## Essentials for Using the PODD

- Aided Language Stimulation: Input before output.
- Listener and Speaker use the book.
- NO Prerequisite skills: Learn through immersion throughout the day
- Presume Competence
- Expect that they have something to say but have no expectations as to what that might be!
- Allow response time.

## Expect They have Something to say

## Conventions for Using a PODD

- The "smart partner" turn the pages, not the individual until they show ability to navigate without being distracted.
- Begin on front page; follow the numbers to the message.

## Smart Partner Turns Pages

## Conventions for Using a PODD

- Use the child's communication book to interact
- Adults and child use book to talk to the child
- Two adults use to talk to each other
- Adults talk to peers in class.

## Conversation

## Conventions (Gayle and Linda)

- "As you Chat.."
  - Model the child's method of initiating
  - Model child's method of access some of the time
  - Speak aloud the label on the symbol as you point
  - Regularly recap (out loud) the message "thus far"
  - Repeat the message in normal English at the end.
  - Don't do "20 Questions", just state each symbol."

## Video: Choosing Music

## Navigation Tips

- Co-constructing the message
- Try to keep flipping to a minimum; page changes are based on the flow of the conversation
- Start on first page; Go to pragmatic branch starter, topic or category; Stay on specific page to communicate until a reason to leave

## Video: Bubble Play

## Navigation Tips

- Attend to color and number cues
  - The number and color on the symbol matches the color on the tab.
- Routine placement of vocabulary to assist automaticity.
  - One page: e.g. pronouns on every "A" page
  - Go to Categories on every page ( except 1<sup>st</sup>...more to say )
  - Vocabulary is in columns (questions, pronouns, verbs..) easy to find by type and easy to construct sentences left to right.
- Operational Commands: (turn page, go to categories): Model so child can learn how to get to additional vocabulary
  - Never leave the page without following the operational commands.

## Navigating: For Visual Scanning

- Scan in columns not rows
- The "more to say" and "turn the page" buttons are moved to the upper left hand corner so it is the first thing scanned on the page.
- Additional operational commands are available on the side: e.g. "That's all I have to say about that".

## Navigating for Auditory + Visual Scanners

- Quick Words are moved to page 2
- Pragmatic branch starters are moved to the first page
- A link to "Quick Words" is placed in the upper left corner as the first item scanned on page 1

## Auditory + Visual Scanners

- List vocabulary using monotone voice for scan and social voice for interaction.
- Often need "pull offs"
- "No Book Talk"
  - Model the pathways verbally even if don't have the PODD
- Lydia's wearable option

## Lydia's "No book" talk, wearable



## Tips for Implementing a PODD

- Carry it all of the time!
- Begin by using 1A and 1B pages only for 2 weeks. (Quick Words)
- Practice "Patterns". Choose a pattern to start..
  - "I like"/ don't like; sharing opinions
  - "Something's Wrong"
  - I want... Activity
- In a classroom setting, different people might focus on different branches that each can learn through observing the others modeling.

## Tips for Implementing a PODD

- Make an extra copy of Child's PODD for practice.
- Keep a Visual Reminder of your Goals Handy: At HOME
- Keep a Visual Reminder of your Goals Handy: At SCHOOL
- Cue Cards for Activity to spell out the branch to practice.
- Offer training: Webinars, Coaching Live; Train Support Staff

## Tips for Implementing a PODD Reminders might include:

- Messages to Practice
- Routines in which to Practice Using the PODD
- Skills to Focus on: (e.g. yes/no nod)
- Specific Activity or Topic Display to Practice
  - E.g. making something 8c, food/drink for mealtime 15a

## Teachers Perspective: Survey

- Why using a PODD?
- What like about PODD?
- Story about Child Using it
- Challenges
- Solutions

## Teachers Perspectives: WHY A PODD?

- "I have three students in my class with a diagnosis of Autism."
- "We initiated the PODD to have picture/symbol cues to pair with verbal interactions aiding in comprehension of directions in class."

## What do you like about PODD?

- "I like that vocabulary is available in picture/symbols within a systematic structure allowing me to combine picture cues to verbal interaction with my students." (Students with a diagnosis of autism and hearing impaired students).
- "I also like that I can add a first/then to the PODD helping with transitions within my classroom."

## Teachers: Stories

- "Just after nap time, student was sitting at table for snack and crying. I presented my PODD and tried to get student to express what was wrong. She touched get my communicator. I explained they are same and she touched get my communicator again. I did get her PODD that had been placed in her backpack for transport home.
- She turned to the TV page and touched TV and volume up. We noted that the Smartboard was on without volume. We turned on the volume which allowed her to hear the song. She stopped crying and returned to snack. It took time to go through this process but before she wouldn't have been able to communicate and would have cried and then moved to inappropriate behaviors of scratching and pinching to indicate something was wrong."

## Teachers Challenges & Solutions

- Challenge: "Using the system within all centers when we only had one PODD."
- Each teacher/teacher assistant was given a PODD to carry with them throughout the classroom.
- Placed center specific PODD Pages (activity pages) within each center for use with specific activities.
  - toileting pages in bathroom and changing area block pages in block center
  - draw, paint, glue and cut pages in art center
  - dress up and doll pages in housekeeping center

## Parents Perspective

- Why using a PODD?
- What like about PODD?
- Story about child Using it
- Challenges
- Solutions

## Meet Ayden



## Meet Libby



## Meet Peter

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Thank you!

Try a PODD!!