PODD BOOKS
(PRAGMATIC ORGANISATION DYNAMIC DISPLAY)

Gillian Hazell
AAC Consultancy
• Jonathan

• PRESUME COMPETENCE – it is the least dangerous assumption

---

**Begin by presuming competence**

“Presuming competence is a framework that says, approach each child as wanting to be fully included, wanting acceptance and appreciation, wanting to learn, wanting to be heard, wanting to contribute.

The question is no longer who can be included or who can learn, but how can we achieve inclusive education. We begin by presuming competence.”

Douglas Biklen
Quality Education for Persons with Intellectual Disabilities
PODD

Developed over the past 15 years by Gayle Porter, a speech pathologist with the Cerebral Palsy Education Centre (CPEC) in Victoria.

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

• The aim of a PODD is to provide vocabulary:
  • for continuous communication all the time – immersion
  • for a range of messages
  • across a range of topics
  • in multiple environments.

• **To develop use and understanding of language**

https://www.novita.org.au/equipment/podd-communication-books/
• PODD is that it is an all the time strategy.

• A PODD can be used for one or both of the following:
  • To assist a person to communicate more effectively
  • To assist their understanding of other people’s spoken language (a communication partner points to the symbols as they talk to the person with CCN).

• Contains pragmatic branch starters
  • Faster predictive links to vocabulary required for a particular communicative function
  • Compensates for the reduced use of environmental supports, gesture and intonation
LEAST DANGEROUS ASSUMPTION / PRESUME COMPETENCE:

- If we restrict a person's vocabulary to a smaller number of words, how will we know for sure that the person is not capable of more?

- “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.

- PODD provides a wide range of communication types e.g. requests, greetings, comments, questions, opinions

- “We can never really know what a person is capable of until we provide them with the opportunity to learn and show us” (Porter, 2009)
HOW TO USE PODD

• Always start on the first page
  For all PODDs, the person is encouraged to start on the first page to indicate their message. Some messages will indicate a page number to turn to, leading the person to more words on that topic.

• Direct access PODD books include:
  • 1 – 9 – 12 – 16 – 20 – 36 – 40 – 48 – 70 – 90 – 100 cells

• Alternative access PODD books include:
DIRECT ACCESS PODD COMMUNICATION BOOKS

• One page opening communication books
  • Symbols and words are shown on one page at a time.

• Two-page opening communication books
  • Symbols and words are shown across two pages at a time.

• Two-page opening communication books with a side panel
  • Symbols and words display across two pages with page categories always visible on a fold out side panel.
**ALTERNATIVE ACCESS PODD COMMUNICATION BOOKS**

- **Partner assisted scanning**
  - The communication partner points to or reads out the choices on each page.
  - The person with CCN then indicates when they see or hear the message they want.
  - The photos below show two types of PODDs that use partner assisted scanning.

- **Eye gaze**
  - The person with CCN indicates the symbol they want using eye pointing.
  - They look at the symbol they want and their partner watches and interprets.
  - The PODD has a hole in the middle (and a mirror for side-by-side sitting) so partners can see each others’ faces clearly.

- **Coded access**
  - Each column and row on a page is given a reference, such as a colour or number.
  - The person with CCN indicates their message by looking at the colour, then the number that matches the word they want.
ADDITIONAL ACCESS PODD BOOKS

- Pick up and give or show
  - Useful for people who are visually distractible.
  - Also useful for people who benefit by having a concrete symbol to remove and pass to their partner, or by creating sentences on a strip.
  - PODDs with pull-offs can quickly become bulky, therefore only key words are usually made removable.
  - If direct pointing can be taught, this is encouraged as soon as possible.

- Combination access
  - Combines different access methods to suit the individual, such as direct access with partner assisted scanning.

- Group PODD communication books
  - PODD Communication books may be designed for use by an individual and their partners, or for use in a class group. This picture shows a one-page opening group PODD communication book.

- Electronic PODDs
<table>
<thead>
<tr>
<th>PODD 90 CELL DIRECT ACCESS EXPANDED FUNCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2a</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
ALTERNATIVE ACCESS PODD

16 cell direct Partner Assisted Visual Scanning (PAVS)

9 cell Partner Assisted Visual Scanning (PAVS)
I don't know
You need to tell me Yes or No

I think it's...

80 cell colour coded PODD