

PODD Casestudy

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PODD explained (briefly)

- Communication books
 - Comes on 3 CDs (boardmaker)
- Symbol aided environment
- Partner-powered
 - Modelling
 - Navigation

Types of PODD books

- One page opening
- Two page opening
- Two page opening plus a side panel

Navigation



Types of vocabulary organization

- Activity-based grids for activities
- Category-based for subjects
- High frequency words for sentence starters
- Predictably associated vocabulary in sections
- Verb tense
- Word endings

Pragmatic Starters that verbal communicators use

- *Store* + rising intonation and questioning facial expression = "Can we go to the store?"
- *Store* + pointing to oneself with a telling facial expression = "I went to the store."
- *Store* + holding up a toy cash register = "Let's play going to the store."

Pragmatic Starters used in PODD

- Pragmatic starters are phrased to provide the communication partner with contextual information related to the communicative message. They use symbols representing conversational speech (e.g., I WANT SOMETHING; I WANT TO GO SOMEWHERE; I'M ASKING A QUESTION)

Predictive Links

- When he or she selects SOMETHING'S WRONG, the partner then navigates to the predictable link (page 5, as indicated on the symbol), which includes vocabulary to express various things that might be wrong. Again, the partner uses aided language input to inform the user of the available options; and, when the user selects HURT, SORE, PAIN, navigates to a second predictable link (page 6) that contains body part symbols. Using these symbols, the AAC user is then able to communicate where he/she is sore. They make the cell selection but that also makes the link to another section where then can give more detail to their message.

Conversational Repairs and Requests for Clarification

- I DON'T UNDERSTAND, PLEASE EXPLAIN THIS TO ME, and THAT'S NOT WHAT I'M SAYING. A symbol for OOPS is also included on all pages in communication books designed for individuals at the early stage of communication and language development.

Lists

- List spaces that allow the communication partner to draw in extra symbols and/or write in additional words are included in every category/section of a PODD communication book.

Casestudy

- M,
- 15 year old
- whole body dystonic CP
- Using 35/page (70 cell/display) communication book
- Pointing to one symbol
 - Not using symbols in combination

- Vocalises/gestures/signs
- 2 switch VOCA
- TROG-2
 - Showed that he understood negatives, 3 elements, and reverse SVOs (the cat is looking at the boy)
 - Didn't understand comparatives or plurals

The Book

- 90 cell display
 - Two page opening plus a side panel
- Added previous communication breakdown cells

Intervention

- 1:1 sessions
 - Picture descriptions
 - SVO and finding vocabulary
- Staff training
 - Modelling
 - In what they say to him and how he could have said the SVO to them
 - Expectation of SVO
 - Talking through the navigation

Result

- Uses SVO on main page
- Using plurals
- Requesting vocab and categories to be added
- Literacy improved
 - Asked communication partners to read through wordlists and categories
- Uses verb tense when offered/scanned
- Needs to use comparatives and “-ed” endings
 - Communication partners models use

Additional PROS

- Strong grounding in how communication books should be used
 - The symbol aided environment
 - Spoken language learners v child learning aided symbols
- Dynamic assessment
 - We won't know unless we try
- Stresses the role of the partner in using the communication book
 - Modelling and prompting

CONS

- PODD books are relatively heavy
- They can wear binders out quickly
- They take some time to build
 - A day if you are really good
- They are not for all users, yet
 - Colour-coding and auditory scanning versions coming though you can make your own
- Not every cell is consistently in the same place
- Hard to get the training

