

This week's PODD communication focus...



Requesting actions: 'Do something'

Verbs, or action words, are an essential component of developing language. Verbs allow us to combine words into sentences. They also carry much of the meaning in a sentence.

- Some verbs in PODD can be found as '*predictably associated vocabulary*' throughout its different sections. For example, in the opinions section ('I like this' or 'I think it's'), you might see the word 'think'. This allows some verbs to be more efficiently accessed to combine with other words in that section.
- The main section of verbs can be found by following the '**do something**' branch starter in the one page opening PODDs and PODD 15/15+ pagesets. You should follow this branch starter whenever you want to request or suggest an action. For example;
 - When you are about to help your child walk to the bathroom, after talking about where you are going, you might then say '**do something – movements – walk**; Let's **walk** there'
 - When you are talking about going to the shop, you might then say, '**do something – buy**; Let's **buy** some chocolate at the shop'
 - When you notice your child is tired, you might say '**do something – movements – lie (on back/tummy)**; I think you should **lie** down and rest'
 - When packing away some toys, you might suggest, '**do something – put**; let's **put** these back in the box'
 - When helping your child with their physio exercises, you might say, '**do something – movements – stretch**; let's **stretch** out your arms'
 - When clearing the table after a meal, you might say, '**do something – put**; I'm going to **put** these dishes in the sink'
 - Before getting your child their drink, you might say, '**do something – get**; I'm going to **get** your drink now'.
- You may notice that many of the early verbs in the 'do something' section are also considered 'core vocabulary'. *Core vocabulary makes up more than 80% of the words we use in every day conversation, in any language, no matter what age we are. It is only a small set of words and is used across contexts.* (Balandin & Iacono, 1999; Banajee et al, 2003; Stuart & Beukelman, 1997)
- The 'do something' section can also be accessed by going to '**actions**' from the categories page (page 7a in one page opening PODDs). This is helpful when you want to combine words in your message, by adding an action word. For example;
 - 'I'm asking a question – **What** – go to categories – actions – do; **What** did you **do**?'
 - 'I'm asking a question – **Where** – go to categories – actions – go; **Where** are you **going**?'
 - 'I like this – fantastic – go to categories – actions – movements – walk; That was a **fantastic** effort **walking** to the table.'

'Requesting actions' is a communication function that will give your child the power to tell others how they wish to be assisted in their daily lives. Use this week to get familiar with this section by modelling some of these powerful words!