

A man with a beard, wearing a dark plaid shirt, is sitting on a light-colored sofa. Two young boys are sitting on his shoulders. The boy in front is pointing towards the camera with a wide, joyful expression. The boy behind him is also smiling. The background shows a bright window with a view of trees. The overall scene is warm and happy.

PAGS[®]

**We help individuals & institutions
to provide world-class support
to neurodiverse children.**

Did you know that up to 15% of people are neurodiverse?

And yes, that includes some insanely successful people!



Yet this how most
parents & teachers
feel when they are
unable to work
effectively with a
neurodiverse
child/classroom.



Equipping parents & teachers with the right support, knowledge & tools, benefits them and their children.

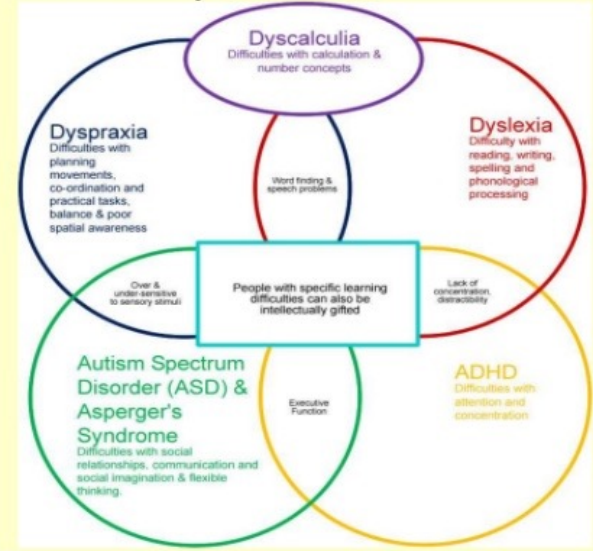


To help a child learn, you must understand how they interpret information.

And only then, can you adapt your teaching methods to fit the learning objective.

The Specific Learning Difficulties or Differences Spectrum

People with **Dyslexia** often have elements of other Specific Learning Differences (co-morbidity) eg: **ADHD; Aspergers Syndrome; Autism; Dyspraxia; Dyscalculia; Dysgraphia.**

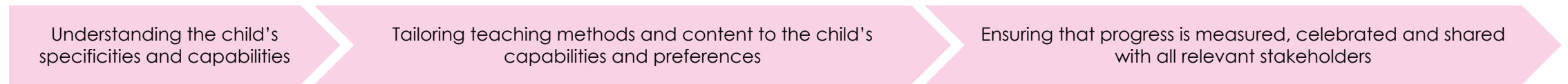


Positive Qualities

DYSLEXIA	ADHD	GIFTED	AUTISM
- Creative	- Creative	- Creative	- Creative
- Spatial awareness	- Spontaneously	- Intelligent	- Attention to detail
- Technical insight	- Empathic	- Linguistically	- Honest
- Photographic memory	- Strong intuition	- Sense of humor	- Realistic
- Cinematic memory	- Fun and humor	- Motivated	- Objective
- Fast reasoning	- Good at finding new solutions	- Headstrong	- Perfectionistic
- Oversee complex situations at first glance	- Well in crisis	- Artistic	- Analytic thinking
- Can organize well	- Not angry for long	- Musically	- Concretely
- Able to draw well	- Open	- Much knowledge	- Live by the rules
- Imaginative	- Passionate and enthusiastic	- Can organize well	- Deductive reasoning
- Picture thinking	- Honest	- Good focus	- Calculative
		- Inventive in finding explanations	- Focused on facts

Introducing PAGS: a digital companion for educators of neurodiverse children.

Best-in-class approach to special needs education:



PAGS App Flow:



In PAGS, teachers, professionals or parents answer 4 questionnaires about a child's cognitive, communication, self-regulation and social interaction abilities.

Overview | Questionnaire - Communication and Interaction

Interim _____
 Concept Operational _____
 Advanced _____
 Target indicator _____

Always
Often
Rarely
Never

Attention and Listening *Interim - Functional listening*

1 Does the learner respond to prompts to listen?

Can the learner concentrate in small groups?

Can the learner concentrate in noisy / busy environments?

Can the learner concentrate during a one-to-one interaction?

Contextual and Gestural Cues *Interim - Gestural cues*

2 Can the learner imitate simple signs/gestures fairly accurately?

Does the learner understand gestural communication such as pointing or head shaking?

Attention and Listening *Interim - Engaged*

Can the learner remain on task in order to finish a piece of work?

Harry Test (sample)

Start assessments, set-up targets and view progress
 Class/Group: 10

Birth date: 1 Jan 1970

Overview



Assessments

Begin or continue assessment for one of the modules below

Module	Assessment style		
Self Regulation (100% completed)	In-depth	162 day(s) remaining before next re-take.	Progress Charts Results
Cognition and Learning (100% completed)	In-depth	162 day(s) remaining before next re-take.	Progress Charts Results
Social Interaction and Social Awareness (100% completed)	In-depth	44 day(s) remaining before next re-take.	Progress Charts Results
Communication and Interaction (100% completed)	In-depth	162 day(s) remaining before next re-take.	Progress Charts Results

[View overall progress indicators and insights](#)

[Generate printable report](#)

PAGS generates unique insights into a child's (developmental) strengths and gaps.

Real results for a 16yr-old child. Results shown for "social interaction" module

Skills typically "mastered" by children at age 5-7

Skills typically "mastered" by children at age 7-11

Skills typically "mastered" by children at age >11

	Social Presence	Safety	Empathy	Assertiveness	Answerability	Beliefs and attitudes
Interim	3 1 Peer interaction	9 7 Privacy	6 4 Identify someone else's emotions	9 9 Recognise my needs	6 6 Meaning no	3 0 Guessing what another person will do
	6 6 Approval and rejection of others	9 4 Bullying awareness	3 3 Recognising how others are feeling	6 1 Being assertive	3 2 Managing personal success	
	9 9 Gender awareness		6 2 Sincerity			
	6 6 My important people					
Concept Operational	9 5 Friendship	6 4 My personal safety rules	3 1 Emotional understanding	6 1 Coping with negative behaviours	3 2 Influence	6 4 Company of others
	6 4 Trusting me	6 5 Safety in my community	9 3 Intent	9 5 Social behaviours		6 4 Honesty
	6 0 Dealing with conflict			6 1 Disagreeing		
Advanced	12 6 Sustaining a consistent peer relationship	9 8 Drugs, alcohol and sex	9 2 Reflective	6 3 Complaining effectively	6 5 My independence	3 0 Consequences of what I say
	9 4 Approaching social relationships		6 2 Morals	6 2 Dealing with peer pressure	3 0 My plans	3 1 Watching others and making impressions

PAGS breaks down this child's social interaction skills into component bits.

These results show that this child is unable to appreciate the consequences of what he says, because he is still unable to guess what another person will do (i.e., mastery of "sequences of events").

Thanks to PAGS, caretakers will know to first focus on sequential understanding, and only afterwards on understanding the consequences of what I say.

Our questionnaires are **scientifically valid** (using leading developmental theories) and we are **working with University College of London** on further research projects.

Key theories included in PAGS

- + Vygotsky (1978),
- + Fischer (1980),
- + Piaget (1983)
- + Karmiloff - Smith (1992),
- + Greenspan and Wieder (1999),
- + Shepard (2000)
- + Garcia (2007),
- + Boucher (2009),
- + Siraj-Blatchford (2009),
- + Bandura (2018),
- + Baken (2014)



Dr Jo Van Herwegen

ASSOCIATE PROFESSOR

PAGS® questionnaires, including social interaction and social awareness and self-regulation scales, correlated significantly with the standardised questionnaires implying strong validity in these areas. This suggests that the PAGS® provides a reliable way to measure learners' profiles in the areas of self-regulation, social interaction, and social awareness

Here's what our users have to say about PAGS.

“The Speech and Language Therapist was amazed at how the PAGS profile summary was so accurate and true to the child based on the questionnaire!”

- Caro Stover, HCPC registered Educational Psychologist, UK

“I had one of my most successful sessions with a student last week who struggles to engage using the PAGS assessment and resources which was exciting!”

- SENCO, UK



DANES EDUCATIONAL TRUST

PAGS works.

- Henry has **severe dyslexia, dyspraxia, and dyscalculia** and was struggling at school. He **finished year 6 with a year 3 ability** in numeracy and literacy
- Henry was **registered in PAGS on December 2020**. PAGS highlighted **areas of need that were previously overlooked**/not considered

Within 4 months, teachers, professionals and parents could already see a significant difference (more confidence, participation and engagement in class and at home)

- **“For the first time in his life, he has sat for his annual exams without needing anyone to read through or explain the paper to him.”** – *Henry's mother*



We are on a mission to make world-class neurodiverse support accessible for everyone.

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