

PAGS[®] Concept



V1.0 – 2019

PAGS[®] Concept

What is PAGES®?

PAGES® is designed to support schools and organizations in their efforts to meet learner potential.

PAGES® recognizes the uniqueness of learners and produces a summary of strengths and challenges as part of an overall learner profile.

PAGES® assists teachers and professionals to produce coherent, well-documented strategies and plans.

PAGES® has been developed to underpin curricular learning and set curricular targets.

PAGES® is a mapping process that highlights progress or regression thus guiding practitioners towards reaching student potential and establishing support functional skills for life.

PAGES® Supports the RTI (Response to intervention) model with empirically based evidence of progress and monitoring.

Who is PAGES® for?

The PAGES (Profile Assessment and Goal Setting) framework has been developed for the teachers and parents of children and young adults aged 5 to 25 years presenting with Neurodevelopmental conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Dyspraxia, Autism, Pervasive Developmental Disorder (PDD), conduct disorder, attachment disorder, moderate and mild learning difficulties, global developmental delay and mental health problems.

What makes PAGES® unique?

PAGES® assesses neuro-diverse children and young adults through a developmental model so that their skill deficit, based on their cognitive or neurological level can be established.

PAGES® uses neurotypical development as a benchmark to support goal setting, but is flexible and enables more discrete levels of progress to be recorded.

PAGES® pinpoints skill development in four assessment categories, thus ensuring the development of the whole child is supported.

PAGES® assessments follow a progressive developmental sequence, divided into components that secures and consolidates aspects of learning.

PAGES® assessment categories enable a focus on a specific area of need such as cognitive development, social communication or self-regulation, in order to help create a balanced profile as a consequence of maximizing targeted skills.

PAGES® provides personalised targets which are key to highlighting all four areas of development and help minimise the concept of failure from test results.

PAGES® links together information from the parents and teachers in a distinctive fashion and supports the writing of an Education Health Care Plan (ECHP).

PAGS® provides evidence to support the RTI model which can be used to monitor progress and establish the appropriate tier of intervention.

What does PAGS® provide?

PAGS® provides personalised targets with appropriate interventions to support the specific needs of each individual child as advocated by the Rochford Review (2017)

PAGS® offers more discrete level of progress, enabling clear progress to be documented and ensures the learner experiences success.

PAGS® provides an overview of the concepts mastered using three main developmental stages, Interim, concept operational and advanced. Neurotypical age groups may be delayed or absent in neuro diverse learners hence the focus instead on developmental stages.

PAGS® Assessments provide clear visual representation of progress in four distinct areas:

Communication and Interaction

- Vocabulary, and language processing
- Receptive and expressive language
- Nonverbal communication
- Comprehension

Cognition and Learning

- Problem solving in real life situations
- Use of memory and processing
- Planning and implementing ideas
- Accessing, applying and documenting learning
- Adapting and making connections

Self-Regulation

- Physical and mental health
- Adaptive behaviors, coping with change and stress
- Emotional and behavioural functioning
- Regulation of attention and executive functioning

Social Interaction and Social Awareness

- Developing and maintaining relationships
- Adaptive engagement and compromise
- Cultural engagement and development

How PAGS can help parents?

PAGS® is a digital communication platform for all professionals who are working with your son/daughter. Parents can share the PAGS® report, child's personalized goals and effective strategies with the class teacher, learning coach, private tutor or an educational consultant.

How PAGES® works

PAGES® profile focuses on acquiring skills and concepts. Each level consists of questions or statements designed to check for skill mastery.

PAGES® has been developed through empirical research and the knowledge of experienced practitioners resulting in quantifiable evidence to guide target setting.

PAGES® accommodates the variation in or lack of a developmental pattern in the acquisition of skills often experienced by Neurodiverse individuals. This may result in possible gaps in earlier learning skills which may be assumed mastered when that may not be the case. Attempting to build skills when the foundation is not secure may result in a compromised progress or development.

Research on PAGES

PAGES® has been trialled in schools and colleges in the UK and Belgium. It has been trialled on individual cases with ages 5-25y and on neurotypical children and adults. The assessment has been presented at European Conferences and in September 2019 at the 12th International Autism Congress as a Poster Presentation.

Who developed PAGES?

Felicia Jibson MEd initiated the concept of PAGES®. She is a qualified teacher with 17 years experience working with students on the autistic spectrum and challenging behaviours. Felicia was the Lead Teacher at a Centre of Excellence for students with severe and profound learning difficulties, autism, physical disabilities and complex medical needs.

June Hill BSc Speech Therapy is an Independent Speech and Language Therapist. She has developed practical communication intervention strategies for parents and professionals dealing with autism and is a highly recognised practitioner who has designed and implemented therapy programmes and training in her own clinic as well as specialist and mainstream schools. June also completes assessments and reports for tribunals in the UK.

Nazia Ansari B. Ed is an inclusive education consultant with 14 years of experience in the field of special education. She has taken on leadership roles in a range of settings and has been actively involved in the development of resources for assessment and goal setting for neurodiverse learners in the UK and in Kenya.

Dr Kwan Bruhl, PhD, is a clinical and cognitive-behavioural psychologist. She has extensive experience in Psycho-educational assessments for children and adolescents, and is a specialist in autistic spectrum disorders and social skills training for children and adolescents with Asperger syndrome in Belgium. She was the head of a specialist provision for complex communication difficulties at a mainstream secondary school in the UK. She is frequently a key note speaker at international conferences.

Two experienced Speech and Language Therapists from the UK and Belgium who specialised in assessment and treatment service for children and young adults who have communication difficulties have also contributed.

PAGS® is now a continuing collaboration with a body of professionals, pooling a wealth of experience.

Testimonials:

“In my view producing a questionnaire type test that is designed to highlight the strengths in order to produce an overall profile of the Child is a major step forward. It is consistent with the demand for a personalised approach to Intervention which targets the specific needs of each individual child, as advocated by the Rochford review 2017. The approach is firmly embedded within the concept of achieving small steps in order to make progress in line with SEND. “Review of PAGS®, June 2019, Emeritus Professor Angela Fawcett

“It is felt that the reason for the very significant improvement in his skills is due to the work on the underlying skills that Sean had not acquired at an earlier age. Being able to fill in the gaps of knowledge and skill shown by the PAGS® enabled Sean to use the higher-level abilities that he had but was unable to access”. June Hill, Speech and Language Therapist, Southampton

“PAGS is a user-friendly screening instrument which enables students to improve their life skills. Guided by teachers, students take responsibility for their own learning-process.” Tally Nuytten, director at Sint-Jozef OV4, Belgium, June 2019

“PAGS® has proven to be a useful tool in supporting learners to accessing the curriculum by highlighting crucial areas to be developed for a learner to enjoy a successful schooling experience.” Nazia Ansari, B. Ed. (Special Education), Inclusive Education Consultant, July 2019

“It has enabled me to get a better picture of where my son’s difficulties lie. A very handy tool for any parent, teacher or specialist who work with children and who have learning difficulties. The biggest advantage is that you can work on these issues much quicker. The quicker that these basic learning and life skills are taught and recognised, the quicker the child can be helped. Until now it's taken us his whole primary school life to create a better understanding on the difficulties that my son has”. Karen Verbeeck, Belgium