

THE CIRCLE INCLUSIVE CLASSROOM SCALE (CICS): THE PHYSICAL ENVIRONMENT

Items and descriptor	Rating	Criteria Statements - Please select the statement that best describes the physical environment	Notes
Accessibility of Space <i>Barrier free</i> <i>Ease of access</i>	4	Accessibility exemplary, exceptional placing of furniture, barrier free	
	3	Good accessibility to spaces, barrier free	
	2	Some barriers accessing spaces, some areas inaccessible	
	1	Barriers including clutter, significant challenges accessing spaces	
Adequacy of Space <i>Availability of spaces</i> <i>Tailored to needs</i> <i>Set up of spaces including seating</i>	4	Exemplary availability of different areas and seating for meeting needs	
	3	Variety of areas and seating available when needed, available spaces match requirements	
	2	Constraints of available space, some needs not met by spaces or seating	
	1	Spaces not matching needs, overcrowded, required spaces or seating not available	
Sensory Space <i>Temperature/noise/lighting/odour</i> <i>Adjustability</i> <i>Self-calming</i>	4	Excellent sensory conditions, temperature pleasant, lighting and/or noise levels optimised for sensory preferences	
	3	Comfortable sensory conditions e.g. temperature, light and/or noise levels adjustable	
	2	Some challenges with sensory conditions, variable ability to adjust these e.g. unwanted noise	
	1	Hot/stifling or too cold, noisy, poor lighting, distracting odours - sensory conditions not adjustable/adjusted	
Visual supports <i>Signs</i> <i>Labels</i> <i>Visual timetables</i> <i>Posters/displays</i>	4	Excellent use of visual supports meeting individual needs, consistently used and applied	
	3	Effective use of visual supports meeting needs, mostly consistent	
	2	Challenges in the number and variety of visual supports, difficult to read/understand, some needs not met, some inconsistency	
	1	Visual supports are limited/ambiguous/inconsistent, learners cannot understand, needs not met	
Availability of Objects <i>Objects accessible</i> <i>Objects suitable</i> <i>Adaptive devices</i>	4	Availability of objects exemplary, storage in close proximity, objects matched to characteristics/needs/cultures of learners, independently accessible, well maintained	
	3	Ease of access to all needed objects when desired, storage adequate, matched to personal characteristics/needs of learners, well maintained	
	2	Challenges accessing objects, variable storage, some objects not matched to personal characteristics/needs of learners	
	1	Some objects not available, objects not accessible, objects not adequate for personal characteristics/needs of learners, poorly maintained	

THE CIRCLE INCLUSIVE CLASSROOM SCALE (CICS): THE SOCIAL ENVIRONMENT

Items and descriptor	Rating	Criteria Statements - Please select the statement that best describes the social environment	Notes
Attitudes <i>Empathy</i> <i>Understanding</i> <i>Non-judgemental</i> <i>Respecting others</i>	4	Staff and peers in environment display, reinforce and value exceptional attitudes, and are highly empathic, non-judgemental	
	3	Staff and peers in environment are actively developing and modelling empathy and inclusiveness and are non-judgemental	
	2	Some challenges with negative attitudes and how these are addressed	
	1	Staff or peers are dismissive/judgemental/exclusionary/condescending/bullying	
Support and Facilitation <i>Verbal support</i> <i>Non-verbal support</i> <i>Physical support</i> <i>Appropriate communication</i>	4	Expert support using variety of prompts/encouragement/demonstration, adapted to individual needs, and promotes independence over time	
	3	Appropriate support using prompts/encouragement/demonstration, takes account of different needs, and builds confidence in learners	
	2	Limited support and/or one form of support only/support not personalised to reflect needs/support leads to increased dependence	
	1	Minimal or ineffective support and/or support does not reflect needs	
Relationships <i>Staff and peers</i> <i>Accepting atmosphere</i> <i>Sense of belonging</i> <i>Opportunities for relationship building</i>	4	Exemplary, with diverse opportunities for positive social interaction and relationship building within class, school and wider community	
	3	Good relationships and opportunities for social interaction, strong class/school identity	
	2	Some challenges with relationship building and/or conflict	
	1	Some learners are isolated, conflict, and/or opportunities for relationship building are poor	
Provision of Information <i>Accessible</i> <i>Clear</i> <i>Variety of formats</i> <i>Parents/carers and learners</i>	4	Proactive provision of information, several formats, shared and easily accessible	
	3	Information provided in a variety of formats	
	2	Challenges with sharing information, information not always clear	
	1	Minimal information and/or mixed messages, complexity or quantity inappropriate	
Empowerment <i>Support for autonomy</i> <i>Learner-centred</i> <i>Responding to needs and views</i>	4	Excellent promotion of appropriate self-direction, proactive seeking of learners views/choices	
	3	Learners actively involved in class ethos/target setting/self-assessment, learners desires/views sought	
	2	Learners inconsistently asked for views, limited follow-through or trust in utility of learners views/choices	
	1	Learners' views/choices not sought or considered, overprotectiveness, learners preference not considered	

THE CIRCLE INCLUSIVE CLASSROOM SCALE (CICS): THE STRUCTURES AND ROUTINES

Items and descriptor	Rating	Criteria Statements - Please select the statement that best describes the structures and routines	Notes
Activity Demands <i>Too easy/too hard</i> <i>Enjoyment/satisfaction</i> <i>Just right challenge</i> <i>Matched to ability</i>	4	Activities promote exceptionally appropriate and creative challenge and enjoyment with excellent engagement	
	3	Activities appropriate to allow for “just right challenge”, almost all learners engaged most of the time	
	2	Activity demands are somewhat high/low, some boredom/stress	
	1	Activity demands too high/too low, causing boredom/stress	
Expectations <i>Clarity</i> <i>Consistency</i> <i>Effect on learners</i>	4	Exceptionally clear expectations, communicated consistently by all adults in the school, and shared verbally, visually and through modeling	
	3	Clear expectations, usually communicated consistently by adults in the school, and shared verbally, visually and through modeling	
	2	Expectations, sometimes communicated consistently by adults in the school, some learner disengagement or anxiety	
	1	Unclear and/or inconsistent expectations, learners disengaged or anxious	
Appeal of Activities <i>Value</i> <i>Attraction</i> <i>Interest</i>	4	Very positive perception and understanding of the value of activities offered to learners, variety evident, tailored to interests/cultures	
	3	Attraction to the type of task offered, variety, some tasks tailored to learners’ interests/cultures	
	2	Challenge in how activities are structured which limits their appeal, learners’ interests/cultures not reflected	
	1	Activities are not appealing, learners disinterested, little or no understanding of purpose	
Routines <i>Structure</i> <i>Preferences</i> <i>Consistency</i>	4	Structured routines all exemplary, accommodates for individual preferences, high levels of consistency, promote sense of belonging	
	3	Appropriate structured routine, offers consistency, good preparation for change	
	2	Challenges with how routine is structured, variable consistency, some unpredictability	
	1	Little or no routine or structure provided throughout the class/day/week, unpredictability	
Decision-making <i>Participation in decision-making</i> <i>Encouragement for collaborative decision making</i>	4	Exemplary encouragement for learners to meaningfully participate in decisions	
	3	Encouragement for learners to meaningfully participate in decisions	
	2	Inconsistency of opportunities being afforded to learners to participate in decisions, participation not always meaningful	
	1	No involvement in decision-making, institutional decision-making/inflexible policies	

SUMMARY OF CIRCLE INCLUSIVE CLASSROOM SCALE (CICS) V I.I

Using the information from the previous pages complete the summary score sheet and keep as a record of how inclusive your classroom environment is at a given time in the school year.

This can be used to quickly identify any areas of strength and areas requiring attention. This, along with the previous pages can help you to develop a plan for any improvements required.

You can use the CIRCLE Inclusive Classroom Planning Page to document your plan for improvement. The CICS provides a score which can be used as a baseline and then repeated to show the effect of any changes made to the classroom.

Name of Evaluator

Class

Date

RATING SCALE

4

Environment **strongly supports** participation of learner(s) by providing exceptional opportunities, resources, requirements & structures

3

Environment **supports** participation of learner(s) by providing appropriate opportunities, resources, requirements & structures

2

Environment **interferes** with participation of learner(s) by providing limited opportunities, resources, requirements & structures

1

Environment **strongly interferes** with participation of learner(s) by not providing opportunities, resources, requirements & structures

STRUCTURES & ROUTINES	Decision making	4	3	2	1
	Routines	4	3	2	1
	Appeal of activities	4	3	2	1
	Expectations	4	3	2	1
	Activity demands	4	3	2	1
SOCIAL ENVIRONMENT	Empowerment	4	3	2	1
	Provision of information	4	3	2	1
	Relationships	4	3	2	1
	Support and facilitation	4	3	2	1
	Attitudes	4	3	2	1
PHYSICAL ENVIRONMENT	Availability of objects	4	3	2	1
	Visual supports	4	3	2	1
	Sensory Space	4	3	2	1
	Adequacy of space	4	3	2	1
	Accessibility of space	4	3	2	1



CIRCLE INCLUSIVE CLASSROOM SCALE (CICS) PLANNING PAGE

You could make a plan below
by writing down which areas to
target based on the information
from the CIRCLE Inclusive
Classroom Scale (CICS).

Date

Classroom

Date for review

Completed by

From your completed CICS what
are the key areas that you have
chosen to develop? (Consider
those with a score of 2 or less.)

HOW WILL IT BE ACHIEVED?

Things to implement / change / develop

Who will be involved?

Resources / Training Needed

Write down key strategies
that could be introduced or
used more consistently to
help you develop this area.

OUTCOME AT REVIEW

The CICS score in this area has increased / decreased
/ remained the same (delete as required).

Next Steps