

THE CIRCLE PARTICIPATION SCALE (CPS)

Learning Environments: Physical

a	Classroom space is suitable and engaging for learner (consider accessibility, furniture, layout)	1 2 3 4
b	Playground is suitable and engaging for learner (consider safety, accessibility, play)	1 2 3 4
c	Common areas (e.g. corridors) are suitable for learner (consider accessibility, safety, signage)	1 2 3 4
d	Required tools or equipment have been identified and are available/accessible to learner	1 2 3 4
e	Sensory elements of classroom space have been considered for learner (e.g. noise, light, clutter)	1 2 3 4

Learning Environments: Social

a	Peers include learner in class activities	1 2 3 4
b	Peers include learner in play/recreation activities	1 2 3 4
c	Relevant school staff recognise and understand learners' needs	1 2 3 4
d	Relevant school staff pro-actively provide support to meet learners' needs	1 2 3 4
e	Family circumstances allow learner to participate fully at school	1 2 3 4

Structures and Routines

a	Learner is aware of and adheres to normal school routines	1 2 3 4
b	Learner is able to move between tasks, activities and/or classes during school day	1 2 3 4
c	Learner copes well with changes to routine or patterns	1 2 3 4
d	Learner meets relevant school staff expectations	1 2 3 4
e	Learner is involved in extra roles/activities in school (e.g. clubs, or after school)	1 2 3 4

Motivation

a	Learner is aware of own skills and abilities	1 2 3 4
b	Learner seeks challenges or new activities and is optimistic about success	1 2 3 4
c	Learner shows curiosity and willingly engages in activities	1 2 3 4
d	Learner shows enthusiasm for activities at school	1 2 3 4
e	Learner shows pride in their achievements	1 2 3 4

Attention and Concentration

a	Learner remembers information and instructions	1 2 3 4
b	Learner stays focussed throughout an activity	1 2 3 4
c	Learner starts activities and keeps going until they are finished	1 2 3 4
d	Learner maintains a consistent pace when participating in class activities	1 2 3 4
e	Learner works towards achieving specific goals when required	1 2 3 4

Organisational and Planning

a	Learner chooses tools and materials and uses them as they are intended	1 2 3 4
b	Learner notices problems and if needed changes actions during activities	1 2 3 4
c	Learner keeps themselves and their workspace organised	1 2 3 4
d	Learner remembers items needed for day	1 2 3 4
e	Learner completes tasks in correct sequence	1 2 3 4

Name

DOB

Class

Date of Scoring

Person Scoring

Circle one answer for each question.

Try and answer all questions.

SCALE

4	Strongly supports school participation / Observed almost all of the time
3	Supports school participation / Observed most of the time
2	Interferes with school participation / Observed some of the time
1	Strongly interferes with school participation / Observed hardly any of the time

Posture and Mobility

a	Learner stays balanced while walking, running or playing	1 2 3 4
b	Learner sits well positioned at desk for duration of activities	1 2 3 4
c	Learner moves around classroom as required	1 2 3 4
d	Learner moves around wider school environment as required	1 2 3 4
e	Learner is well co-ordinated when completing tasks	1 2 3 4

Dexterity and Manipulation

a	Learner can effectively manipulate smaller items (e.g. pencils, scissors)	1 2 3 4
b	Learner can draw/write at a level appropriate for their developmental level/level of ability	1 2 3 4
c	Learner has good hand-eye coordination	1 2 3 4
d	Learner uses both hands well at same time	1 2 3 4
e	Learner uses appropriate force and speed during manual activities	1 2 3 4

Social, Emotional and Relationship

a	Learner socialises with classmates and gets along with peers	1 2 3 4
b	Learner has a consistent group of friends	1 2 3 4
c	Learner engages in appropriate conversations with peers and staff	1 2 3 4
d	Learner cooperates with peers on class tasks or recreational activities	1 2 3 4
e	Learner seems happy, included and calm	1 2 3 4

Verbal & nonverbal communication

a	Learner demonstrates understanding of body language (e.g. eye contact, expressions)	1 2 3 4
b	Learner speaks clearly and changes volume as needed	1 2 3 4
c	Learner verbalises their thoughts, ideas and questions appropriately	1 2 3 4
d	Learner understands spoken communication	1 2 3 4
e	Learner understands written communication (e.g. from board)	1 2 3 4



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NOTES PAGE

Name Date of Scoring

DOB Class Person Scoring

Use this space to record supports or strategies in use during the CPS assessment (e.g. a sit-and-move cushion, fidget supports, etc.)

Use this space to record any other comments regarding the CPS score (e.g. specific variations in performance, etc.)
