



# Parent Guide to the CIRCLE Framework

## What is the role of parents/carers?

The education of all children is often best served by partnership working, especially between home and school. Parents bring insight to their child's needs and how they may affect them throughout their day, which can be valuable information for schools. Working in partnership in all aspects of a learner's education can also help ensure that any successful strategies are shared and implemented consistently at school and home to highlight the importance of home/school approaches.

The four main areas of the CIRCLE Framework are detailed below.



The Environment	Structures & Routines	Motivation	Skills
<p>The environment includes both the physical and social factors. The physical environment refers to the physical layout of the classroom and the resources used within it. The social environment concerns the attitudes, expectations and actions of peers and adults.</p>	<p>Structures and routines are events that happen in the same way with regularity. Daily routines help learners to know and anticipate what comes next and social routines help them enjoy and interact with others</p>	<p>Motivation gives learners incentive, enthusiasm and interest when engaging with activities and the people around them. Learners can be motivated by their own feelings, desires, self-esteem, confidence and the responses of others.</p>	<p>Skills refer to a learner's ability in the following areas: attention and concentration; organisation and planning; motor skills; socialising, emotions and relationships; verbal and non-verbal communication.</p>
<p><b>Possible support &amp; strategies:</b></p> <p>Provide a quiet, calm &amp; predictable learning space.</p>	<p><b>Possible support &amp; strategies:</b></p> <p>Use of visual timetable to reduce anxiety.</p>	<p><b>Possible support &amp; strategies:</b></p> <p>Use peer monitoring and buddy systems within class.</p>	<p><b>Possible support &amp; strategies:</b></p> <p>Identify those who may benefit from a supported study/homework club.</p>



**Be Kind**



**Be Happy**



**Believe in Yourself**



**Achieve Your Best**

## Who is it for?

CIRCLE stands for Child Inclusion Research into Curriculum Learning Education. CIRCLE provides evidence based resources, developed through extensive qualitative research with teachers to define best universal practice for inclusion in schools and nurseries.

The CIRCLE model is for teachers, therapists, parents and children to develop evidence-based interventions and assessments to support inclusion and participation of children with additional support needs in school. The target audience of the materials varies: some have been designed for teachers, others for therapists, and others are aimed at both groups when working collaboratively.

## What is it?

The CIRCLE framework is an inclusive toolkit that will benefit all learners and this may be especially important when learners have additional support needs.

There are three CIRCLE documents available, *Up, Up and Away! Inclusive Learning and Collaborative Working for Early Years* (ages 0-5 years), *CIRCLE: Inclusive and Collaborative Working, Ideas in practice* (ages 5-11) learning and *CIRCLE: Inclusive Learning and Collaborative Working, Ideas in Practice for Secondary Schools* (ages 12-18).

## How is CIRCLE being introduced in East Dunbartonshire?

Schools in East Dunbartonshire have started to implement CIRCLE to support inclusive practice in all schools. This will provide a comprehensive grounding in staff knowledge, skills and practice in supporting all children. It will support GIRFEC and Staged Intervention and form part of the ASN Strategy in East Dunbartonshire. Further professional learning was also undertaken via training sessions and joint working across settings.



## How does it work?

The class teacher (sometimes in partnership with ASN Co-ordinator) assesses the environment and child's strengths and needs. They do this by reviewing the school environment through the use of the CIRCLE Inclusive Classroom Scale (CICS). The CIRCLE framework promotes setting up an inclusive environment as the first stage for all learners, taking account of the physical and social environment.

## How will we choose what to focus on?

For some learners who have additional support needs the CIRCLE Participation Scale (CPS) will be utilised. The CPS is a measurement tool which helps to identify the learner's strengths and areas requiring development. The CPS enables teachers to assess barriers to learning in terms of the physical environment, social environment, structures and routines, and motivation and skills. There are 6 key skills areas:



- Attention and Concentration
- Organisation and Planning
- Posture and Mobility
- Dexterity and Manipulation
- Socialising, Emotions and Relationships
- Verbal and Non-verbal Communication

For each skill area there are suggested strategies to support learners. These will be written into the child's Staged Intervention Plan.

## How can I find out more?

You can contact your child's school to ask for more information. Information about CIRCLE can be found on the third space website: <https://www.thirdspace.scot/circle/>

# Some ways we may use The Circle at Westerton Primary School

## ORGANISATIONAL & PLANNING SKILLS SUGGESTED SUPPORTS AND STRATEGIES



### Modifications to the Learning Environment

- ◆ Organise and de-clutter workspace e.g. use of central desk tidies and/or start and finish trays
- ◆ Clear labelling and consistent positioning of resources
- ◆ Colour coding e.g. to identify specific topics
- ◆ Daily or weekly planning sheets
- ◆ Whole class checklists
- ◆ Good role models
- ◆ Individual workstation to support organisation
- ◆ Simplify and shorten instructions
- ◆ Break down tasks
- ◆ Demonstration
- ◆ Visual mapping of processes and ideas
- ◆ Give thinking time
- ◆ Clear learning outcomes
- ◆ Clear physical boundaries
- ◆ ICT e.g. specific software, tablets or phones to support organisation
- ◆ Collaborate with parents/carers

### Establishing Structures and Routines

- ◆ Organise and plan activities e.g. consistent day for homework
- ◆ Structure day to encourage predictability
- ◆ Visual timetables for use both at school and at home to support organisation
- ◆ Personal checklists e.g. tick lists for completion of steps in a task
- ◆ Clear and organised worksheets or Templates
- ◆ Auditory or visual prompts for beginning and end of tasks and for transitions e.g. timers
- ◆ Peer supports e.g. for task reminders
- ◆ Regular breaks
- ◆ Practise use of strategies until routine
- ◆ Provide regular opportunities to practise problem solving
- ◆ Use home/school diary for reminders
- ◆ Homework clubs / consider reducing homework
- ◆ Consider a 'soft start' to the day

### Approaches to Enhance Motivation

- ◆ Encourage learner selection and use of organisational prompts e.g. key-ring prompts or checklists
- ◆ Use backward chaining to allow learner to experience success - break down task and teach steps in reverse order
- ◆ Give regular feedback and acknowledgment of effort
- ◆ Give individualised attention e.g. personalised comments or prompts to support tasks
- ◆ Utilise multi-sensory approaches to engage interest and capitalise on preferred ways of learning
- ◆ Give feedback on effective problem solving
- ◆ Ensure achievable goals
- ◆ Identify learner interests and use these to personalise tasks
- ◆ Notice and acknowledge effort not just success
- ◆ Develop positive peer feedback
- ◆ Gradually extend targets and expectations

