





OIM Annex



*Information taken from: *Document théorique – Module de Suivi des observations et des interventions (SOI) pour le primaire et le secondaire*, realised with the collaboration of Optania.

Classification criteria of OIM descriptors



*Information based on the [Reference Framework](#) of the Ministry of Education and Higher Education and the Response to Intervention (RTI) approach.

Categories		Descriptor criteria
Matching colors in the diagram	 Positive behaviours	<ul style="list-style-type: none"> ➤ Any improvement or positive action taken by the student. ➤ The intention is to increase self-esteem and self-confidence. ➤ The recognition of good behaviours encourages their repetition.
	 Behaviours to be monitored	<ul style="list-style-type: none"> ➤ The behaviour requires an intervention or help measures. ➤ It also requires support if the behaviours are repetitive. ➤ It refers to the process of developing the student's organisation and autonomy (methodology). ➤ It can refer to attention difficulties. ➤ It often refers to non-voluntary behaviour. ➤ These behaviours are learned and need to be modelled and educated.
	 Behaviours to be modified	<ul style="list-style-type: none"> ➤ The behaviour requires intervention. ➤ It refers to a misplaced and deliberate attitude or inappropriate behaviour. ➤ Repetition of the behaviour must be taken into consideration (gradation can be followed by automated protocols). ➤ The subsequent intervention should consider the frequency, consistency, intensity and duration of the behaviour.
	 Serious behaviours	<ul style="list-style-type: none"> ➤ The behaviour requires a mandatory and systematic intervention. ➤ It transgresses laws or social conventions. ➤ The action is an attack on integrity or safety.


Unified bank of observation and intervention descriptors by type of institution

ELEMENTARY SCHOOL			
Categories of behaviours	Descriptor list		
 Positive behaviours	<ul style="list-style-type: none"> • Accepts help • Complies with instructions • Complies with the substitute teacher • Cooperates well with others • Demonstrates constant effort • Demonstrates motivation • Demonstrates pride in his/her achievements • Does a good job in the classroom • Does not impede other students' learning process • Eats at the designated time • Encourages peers • Expresses appropriate emotion • Expresses himself/herself adequately 	<ul style="list-style-type: none"> • Handles materials with care • Helps others • Is attentive in class • Is calm when moving between classes • Is punctual • Keeps an open mind and is receptive to other's viewpoint • Keeps quiet when appropriate • Makes amends • Participates in discussions • Participates well in class • Performs well in his/her evaluation • Plays with caution • Progresses 	<ul style="list-style-type: none"> • Promotes a good class climate • Renders service • Respects deadlines • Respects personal space • Respects schoolyard limits • Responds politely • Shares • Shows dedication in tasks • Shows initiative • Sustains an active listening position • Throws away trash and recycles • Waits for his/her turn • Writes according to instructions
 Behaviours to be monitored	<ul style="list-style-type: none"> • Absent frequently • Belittles himself/herself • Breaks materials unintentionally • Chat in class • Chatters during explanations • Demonstrates impatience while waiting for his/her turn • Disrupts the classroom climate • Does not bring required school materials to class • Does not do the assignment requested • Does not hand in an assignment 	<ul style="list-style-type: none"> • Does not hand in homework • Does not have his/her physical education clothes • Does not participate actively in discussions • Fails to complete his/her routine • Fails to provide parent's signature • Gets easily distracted • Hands in incomplete homework • Hands in untidy homework • Has a disruptive behavior • Has difficulty concentrating • Has difficulty managing emotions 	<ul style="list-style-type: none"> • Insufficiently works in class • Is disruptive when moving about • Is withdraw • Lack of attention in class • Loses personal belongings • Makes noises • Moves about at inappropriate moments • Moves on his chair • Speaks using inappropriate words • Struggles to start tasks • Tease the other students



ELEMENTARY SCHOOL

Categories of behaviours	Descriptor list		
 Behaviours to be modified	<ul style="list-style-type: none"> • Argues • Breaks materials • Copies off another student • Fails to comply with an adult's request • Fails to comply with instructions given by the substitute teacher 	<ul style="list-style-type: none"> • Fails to comply with school or class rules • Forges a signature • Indecent behaviour • Lies • Makes rude comments 	<ul style="list-style-type: none"> • Runs when inappropriate • Shoves • Uses inappropriate language
 Serious behaviours	<ul style="list-style-type: none"> • Bites another student • Bystander of an act of violence • Bystander of a bullying event • Causes serious damage • Hits another student • Owns illegal substances 	<ul style="list-style-type: none"> • Perpetrator of an act of violence • Perpetrator of a bullying event • Puts himself/herself at risk • Runs away from school • Scratches another student • Shoves a student Steals 	<ul style="list-style-type: none"> • Threatens • Throw objects • Utters a targeted insult • Victim of an act of violence • Victim of a bullying event



ELEMENTARY SCHOOL

Types of interventions	Descriptor list		
 <p>Direct intervention towards the student</p>	<ul style="list-style-type: none"> • Allow student to decline answering the question • Allow student to meditate • Allow the student to leave the classroom • Allow the student to manipulate an object • Allow the student to write down their need • Allow student to stand up and stretch • Allow student to step out of class • Announce in advance the activity that will follow • Announce the consequences • Arrives late • Arrange to meet with the student • Ask a peer to explain to the student • Ask student to step out of class • Ask student to step out to the hallway • Ask the student how he is feeling • Assign the student a responsibility • Breakdown learning tasks for student • Bring the student to encourage himself • Clarify expectations • Complete a commitment contract with the student • Compliment the student • Congratulate student • Congratulate the student on his successes • Demonstrate interest in student's achievements • Encourage student to stay on task • Establish a nonverbal cue with student 	<ul style="list-style-type: none"> • Establish a signal to capture attention • Give a few extra minutes to complete a task • Give student a letter of congratulation • Give student a special permission • Give student prior notice • Greet the student • Invite student • Model an apology to the student • Offer a reward to the student • Offer student a reward • Outline classroom and school rules • Pair with a prosocial student • Practice intentional ignorance • Present positive models and success stories to student • Promote personal talent in front of the group • Provide choices for the student • Provide fidgets and manipulatives to student • Provide student with a list of personal achievements • Provide student with positive feedback • Reformulate the student's emotion and normalize it • Register student for after-school detention • Relativize the student's errors • Request that student makes amends • Request that student uses talking tokens during discussions 	<ul style="list-style-type: none"> • Secure the environment by inviting other students to go out • Send the student to the supervision room – Intervention • Send the student to the supervision room – Prevention • Set personal goals for the student • Set a predefined time frame to complete a task • Start with the tasks likely to interest the student • Student engages in a written self-reflection at home • Student engages in written self-reflection in school • Student is suspended from school • Student is suspended in school • Thank the student • Use a progress tracking sheet • Use a reward chart • Use a sign of complicity • Use a timer • Use an imagery routine (pictograms) • Use humor • Use the nurture approach room • Use the relationship with the student • Use tokens or talking sticks • Use visual cues



ELEMENTARY SCHOOL

Types of interventions	Descriptor list		
 Professional interventions and communication with parents	<ul style="list-style-type: none"> • Assess learning level • Follow up in student's planner • Meet with student and his/her parents • Meet with student and professional • Meet with student's parents • Organize a meeting with police officers • Pedagogical and psychoeducational assessments 	<ul style="list-style-type: none"> • Phone parents • Plan a case analysis • Plan a meeting for pedagogical support • Plan an individual meeting with professional • Prepare an education plan • Refer the student to the principal's office • Request a case study • Request a psychoeducational assessment 	<ul style="list-style-type: none"> • Request a psychological assessment • Request an assessment from the remedial teacher • Send parents a note • Send parents a letter of congratulation • Send parents an email • Works diligently in class • Write message in student's planner • Write message to parents
 Environment settings and particular activities	<ul style="list-style-type: none"> • Adapt student's environment • Allow student to use headphones • Assign strategic seating in class • Change student's seating in class • Change the student's place • Create a personal space 	<ul style="list-style-type: none"> • Create a positive reinforcement corner • Display the rules in class • Free the desk from distracting objects • Hold a reward workshop • Hold an educative workshop • Offer a reward activity 	<ul style="list-style-type: none"> • Organize an educational workshop • Reduce distractions in the classroom • Set up a retreat in the classroom • Suggest a moment of meditation


HIGH SCHOOL

Categories of behaviours	Descriptor list		
 Positive behaviours	<ul style="list-style-type: none"> • Accept help • Admits his/her mistakes • Attends remedial • Communicates his/her point of view at the appropriate moment • Complies with the substitute teacher • Cooperates and works with others on a voluntarily basis • Demonstrates calm when moving between classes • Demonstrates constant effort • Demonstrates motivation • Demonstrates organizational skills • Demonstrates pride in his/her achievements • Demonstrates teammanship 	<ul style="list-style-type: none"> • Encourages peers • Expresses emotions properly • Handles materials with care • Hands in a neat assignment • Hands in neat work • Helps others • Is attentive in class • Is autonomous • Is punctual • Keeps an open mind and is receptive to other's viewpoint • Keeps quiet when appropriate • Participates actively in teamwork • Participates in discussions 	<ul style="list-style-type: none"> • Participates in school life • Participates well in class • Performs well in evaluations • Progresses • Renders service • Respects deadlines • Respects instructions • Responds politely • Shows dedication in tasks • Shows initiative • Shows up during the school recovery period • Show up for the retake exam • Throws away trash and recycles • Waits for his/her turn
 Behaviours to be monitored	<ul style="list-style-type: none"> • Absent frequently • Belittles himself/herself • Claims not having studied • Claims not having studying strategies • Declines help • Does not do the job requested • Did not do the required homework • Disturb class climate • Does not bring required school materials to class • Does not hand in an assignment • Does not hand in homework • Does not have his/her physical education clothes 	<ul style="list-style-type: none"> • Does not participate actively in discussions • Does not respect cell phone rules • Does not show up for detention period • Does not show up for the resumption of the exam • Does not show up to the school recovery period • Expresses emotion inadequately • Fails to provide parent's signature • Gets easily distracted • Hands in incomplete homework • Hands in untidy homework • Hands in untidy task • Has difficulty concentrating 	<ul style="list-style-type: none"> • Has noisy behaviour • Insufficiently works in class • Is disruptive when moving about • Is withdrawn • Lack of concentration in class • Loses personal belongings • Makes an inappropriate comment • Moves about at inappropriate moments • Participates in an inadequate way • Struggles to start tasks • Submits incomplete assignment



HIGH SCHOOL

Categories of behaviours	Descriptor list		
 Behaviours to be modified	<ul style="list-style-type: none"> • Argues • Breaks materials • Chatters during explanations • Copies of another student • Disrupts others on purpose • Does not comply with the dress code • Exhibits indecent behaviour • Fails to comply with an instruction 	<ul style="list-style-type: none"> • Fails to comply with class or school rules • Fails to comply with instructions given by the substitute teacher • Forges a signature • Ignores an instruction • Leaves before the end of class without permission 	<ul style="list-style-type: none"> • Makes inappropriate remarks • Mentions not wanting to put in the effort • Plagiarises • Smokes in an unauthorized area • Uses inappropriate language
 Serious behaviours	<ul style="list-style-type: none"> • Assaults another student • Bystander of an act of violence • Bystander of a bullying event • Causes serious damage or vandalism • Commits a violent act • Indecent behaviour • Perpetrator of an act of violence 	<ul style="list-style-type: none"> • Perpetrator of a bullying event • Physical obstruction Possession of illegal substances • Puts himself/herself at risk • Self-harms • Sells illegal substances • Steals 	<ul style="list-style-type: none"> • Unsafe use of materials • Utters a targeted insult • Utters threats • Victim of an act of violence • Victim of a bullying event

HIGH SCHOOL

Types of interventions	Descriptor list		
 <p>Direct intervention towards the student</p>	<ul style="list-style-type: none"> • Allow student to decline answering the question • Allow student to meditate • Allow student to stand up and stretch • Allow student to step out of class • Allow the student to leave the classroom • Allow the student to manipulate an object • Allow the student to write down their need • Announce the activity that will follow to the student • Announce the consequences • Arrives late • Ask a peer to explain to the student • Ask student to step out class • Ask student to step out to the hallway • Ask the student how he is feeling • Assign a responsibility to student • Breakdown learning tasks for student • Clarify expectations • Complete a commitment contract with the student • Compliment the student • Congratulate student • Encourage student to stay on task • Establish a signal to capture attention • Exempt the student from a course • Give a few extra minutes to complete a task • Give student a letter of congratulation • Give student a special permission • Give student prior notice 	<ul style="list-style-type: none"> • Invite student • Meet with the student • Model an apology to the student • Motivate the student to take action • Note the frequency of a behavior for a specified period • Offer a reward to the student • Pair with a prosocial student • Plan transition activities • Practice intentional ignorance • Prepare the student before group discussions • Present positive models and success stories to student • Promote personal talent in front of the group • Provide choices for the student • Provide fidgets and manipulatives to student • Provide student with a list of personal achievements • Provide student with positive feedback • Reformulate the student's emotion and normalize it • Register student for after-school detention • Relativize the student's errors • Request that student makes amends • Secure the environment by inviting other students to go out • Send the student to the resource room – Intervention 	<ul style="list-style-type: none"> • Send the student to the resource room – Prevention • Send the student to the supervision room – Intervention • Send the student to the supervision room – Prevention • Set personal goals with the student • Set a predefined time frame to complete a task • Start with the tasks likely to interest the student • Student engages in a written self-reflection at home • Student engages in a written self-reflection in school • Student is suspended from school • Student is suspended in school • Tell the student a success story • Thank student • Use a progress tracking sheet • Use a reward chart • Use a sign of complicity • Use a timer • Use an emulation system • Use an imagery routine (pictograms) • Use humor • Use the relationship with the student • Use tokens or talking sticks • Use visual cues

HIGH SCHOOL

Types of interventions	Descriptor list		
 <p>Professional interventions and communication with parents</p>	<ul style="list-style-type: none"> • Ask for a case analysis • Follow up in student's planner • Meet the parents • Meet the student and his/her parents • Organize a meeting with the parents • Phone parents • Plan a case analysis • Plan a meeting for pedagogical support • Plan a meeting with police officers 	<ul style="list-style-type: none"> • Plan a professional assessment • Plan an individual meeting with professional • Prepare an education plan • Refer the student to the principal's office • Request a psychoeducational assessment • Request a psychological assessment • Request an assessment from a pedagogy specialist 	<ul style="list-style-type: none"> • Request pedagogical assessment • Request psychological and learning assessment • Send a letter of congratulations • Send a written note to parents • Send an email to parents • Write message in student's planner
 <p>Environment settings and particular activities</p>	<ul style="list-style-type: none"> • Allow student to use headphones • Assign strategic seating in class • Change student's seating in class • Create a personal space 	<ul style="list-style-type: none"> • Create a positive reinforcement corner • Display the rules in class • Free the desk from distracting objects • Hold a reward workshop 	<ul style="list-style-type: none"> • Offer a reward activity • Reduce distractions in the classroom • Set up a retreat in the classroom • Suggest a moment of meditation