





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 colours 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 organization 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 • Accepts the intervention without arguing • Actively listens • Cooperates well with others • Demonstrates constant effort • Demonstrates motivation • Demonstrates pride in their achievements • Disposes trash and recycles • Does a good job in the classroom • Does not impede other students' learning process • Eats at the designated time • Encourages peers • Expresses themselves appropriately • Expresses themselves adequately • Handles materials with care <ul style="list-style-type: none"> • Handles materials with caution • Helps others • Is attentive in class • Is calm when transitioning between classes • Is punctual • Keeps an open mind and is receptive to other's viewpoint • Keeps quiet when appropriate • Listens to the substitute teacher • Makes amends • Obtains an academic merit • Participates in discussions • Participates well in class • Performs well in their evaluation • Plays with caution • Progresses <ul style="list-style-type: none"> • Promotes a good class climate • Renders service • Respects deadlines • Respects instructions • Respects personal space • Respects schoolyard limits • Responds politely • Shares • Shows dedication in tasks • Shows initiative • Uses self-soothing methods • Waits for their turn • Writes in the appropriate spaces

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 Behaviours to be monitored	<ul style="list-style-type: none"> • Absents themselves frequently • Arrives late • Belittles themselves • Breaks materials unintentionally • Chats in class • Cumulative delay in delivery of work or homework • Declines help • Demonstrates impatience while waiting for their turn • Denounces the behaviors of others that are neither serious nor dangerous • Did not do their homework • Did not hand in an assignment • Did not hand in a homework • Disrupts the classroom climate • Does not bring required school materials to class • Does not do the assignment requested • Does not have their physical education clothes 	<ul style="list-style-type: none"> • Does not have lunch • Does not have snack • Does not participate actively in discussions • Does not show up for exams • Does not use the additional time as indicated in the IEP • Does not use the technological tools according to the IEP • Excessive use of video games • Fails to complete their routine • Fails to provide parent's signature • Gets easily distracted • Hands in incomplete homework • Hands in untidy homework • Hand over a sloppy assignment • Hand over a sloppy homework • Has disruptive behaviour • Has difficulty concentrating • Has difficulty getting organized 	<ul style="list-style-type: none"> • Has difficulty managing emotions • Has neglected personal hygiene • Imposes ideas on others • Is disruptive when moving about • Is not available for learning • Is withdrawn • Lacks attention in class • Lacks of sleep • Loses personal belongings • Makes noises • Moves about at inappropriate moments • Moves on his chair • Negatively influences others • Speaks using inappropriate words • Struggles to start tasks • Talks during explanations • Tease the other students • Works insufficiently in class
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ELEMENTARY SCHOOL

Categories of behaviours	Descriptor list		
 Behaviours to be modified	<ul style="list-style-type: none"> • Argues • Breaks materials • Copies off another student • Does not respect the substitute teacher's instructions • Does not respect the school or class rules 	<ul style="list-style-type: none"> • Fails to comply with school or class rules • Forges a signature • Ignores an adult's request • Indecent behaviour • Is in possession of a vape • Lies • Makes inappropriate comments 	<ul style="list-style-type: none"> • Runs when inappropriate • Shoves • Skips school • Use an electronic device inappropriately • Uses an iPad (tablet) inappropriately • Uses inappropriate language
 Serious behaviours	<ul style="list-style-type: none"> • Assaults an adult • Bites another student • Bystander of an act of violence • Bystander of a bullying event • Causes serious damage • Charges the door • Grabs people inappropriately • Has an indecent behavior • Hits another student • In possession of illegal substances • Is disorganized • Is in possession of prohibited items • Perpetrator of an act of violence 	<ul style="list-style-type: none"> • Perpetrator of a bullying event • Pinches a person • Pulls hair • Punches others • Pushes an adult • Puts themselves at risk • Runs away from class • Runs away from school • Scratches an adult • Scratches another student • Screams, yells • Seems scared • Self-harms • Shoves a student 	<ul style="list-style-type: none"> • Spits while targeting a person • Steals • Threatening to hurt themselves • Threatens • Threatens to hurt others • Throws objects • Throws oneself on the ground • Trembling • Urinates or defecates unprovoked • Utters a targeted insult • Victim of an act of violence • Victim of a bullying event

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ELEMENTARY SCHOOL

Types of interventions	Descriptor list		
 Direct intervention towards the student	<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 vent their emotions • Allow the student to write down their need • Announce in advance the activity that will follow • Apply the student's personalized protocol (routine) • 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 they are feeling • Assign the student a responsibility • Break-down learning tasks for student • Changing stakeholders in a situation • Clarify expectations • Complete a commitment contract with the student • Compliment the student • Confiscate an object • Congratulate student • Congratulate the student on his successes 	<ul style="list-style-type: none"> • Demonstrate interest in student's achievements • Develop a social scenario • Encourage student to stay on task • Encourage the student to take a means of appeasement • Establish a nonverbal cue with student • Establish a signal to capture attention • Expel the student • Foster the relationship with the student • Give a few extra minutes to complete a task • Give instructions Alpha • Give student a letter of congratulation • Give student a special permission • Give student prior notice • Greet the student • Have a reassuring and calming attitude • Identify a Pupil's Warning Sign • Introduce a reinforcer • Invite student • Isolate the student from the situation • Lead the student to encourage themselves • Maintain requirement • Model an apology to the student • Model expected behaviour • Normalize the student's errors 	<ul style="list-style-type: none"> • Offer a reward to the student • Outline classroom and school rules • Outline the consequences • 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 to the student • Provide fidgets and manipulatives to the 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 • Remind of instructions and expectations • Request that student makes amends • Request that student uses talking tokens during discussions • Return the student to class • Secure the environment by inviting other students to go out • Seek support from others • Send the student to the calming room

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| <ul style="list-style-type: none"> • Send the student to the collection room • Send the student to the motor discharge room • Send the student to the multisensory room (Example: Snoezelen) • 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 | <ul style="list-style-type: none"> • Student engages in written self-reflection in school • Student is suspended from school • Student is suspended in school • Support the student in its learning • Teach calming strategies • Teach the student the rules and expected behaviors • Thank the student • Use a coercive measure according to school or student protocol • Use a progress tracking sheet • Use a reward chart | <ul style="list-style-type: none"> • Use a sign of complicity • Use a timer • Use an imagery routine (pictograms) • Use humor • Use isolation according to school or student protocol • Use the SACCADE conceptual language • Use the support room (Nurture approach) • Use tokens or talking sticks • Use visual cues |
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ELEMENTARY SCHOOL

Types of interventions	Descriptor list		
 <p>Professional interventions and communication with parents</p>	<ul style="list-style-type: none"> Allow the student to have a meeting with the DYP Allow the student to have a meeting with an external professional Assess learning level Follow-up in student's agenda Meet with student and their parent(s)/guardian(s) Meet with student and professional Meet with student's parents Organize a meeting with police officers 	<ul style="list-style-type: none"> Pedagogical and psychoeducational assessments Phone parents Plan a case analysis Plan a meeting for pedagogical support Plan an individual meeting with professional Prepare an intervention 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 Request pedagogical assessment Send a note to the parent(s)/guardian(s) Send parents a letter of congratulation Send parents an email Works diligently in class Write message in student's planner Write message to parents
 <p>Environment settings and particular activities</p>	<ul style="list-style-type: none"> Adapt student's environment Allow student to use headphones Assign strategic seating in class Change student's seating Create a private space 	<ul style="list-style-type: none"> Display the rules in class Free the desk from distracting objects Manage student materials Offer a reward activity Organize a reward workshop 	<ul style="list-style-type: none"> Organize an educational workshop Organize the student workspace Reduce distractions in the classroom Set up a positive reinforcement space Set up a quiet place in the classroom Suggest a moment of meditation

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HIGH SCHOOL		
Categories of behaviours	Descriptor list	
 Positive behaviours	<ul style="list-style-type: none"> • Accepts help • Accepts the intervention without arguing • Admits their mistakes • Attends remedial • Communicates their point of view at the appropriate moment • Cooperates with others on a voluntarily basis • Demonstrates constant effort • Demonstrates motivation • Demonstrates organizational skills • Demonstrates pride in their achievements • Demonstrates team spirit • Deposits trash and recycles • Encourages peers • Expresses emotions properly • Handles materials with care 	<ul style="list-style-type: none"> • Hands in a neat assignment • Hands in neat work • Helps others • Interacts politely • Is attentive in class • Is autonomous • Is invested in their work • Is punctual • Keeps an open mind and is receptive to other's viewpoint • Keeps quiet when appropriate • Listens to the substitute teacher • Obtains an academic merit • Participates actively in teamwork • Participates in discussions • Participates in school life

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Behaviours to be
monitored

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| <ul style="list-style-type: none"> • Arrives late • Belittles themselves • Cumulative delay in delivery of work or homework • Declines help • Denounces the behaviours of others that are neither serious nor dangerous • Did not do the required homework • Does not bring required school materials to class • Does not do the job requested • Does not have their physical education clothes • Does not have lunch • Does not participate actively in discussions • Does not respect cell phone rules • Does not show up for an exam • Does not show up for detention period • Does not show up for the resumption of the exam • Does not show up to the school remediation period | <ul style="list-style-type: none"> • Does not use the additional time indicated in the IEP • Does not use the technological tools according to the IEP • Excessive use of video games • Express emotion inadequately • Fails to provide parent's signature • Gets easily distracted • Hand over a sloppy assignment • Hand over a sloppy homework • Hands in incomplete homework • Hands in untidy homework • Hands in untidy task • Has difficulty concentrating • Has difficulty getting organized • Has disruptive behaviour • Has noisy behaviour Is disruptive when moving about | <ul style="list-style-type: none"> • Is disruptive when moving about • Is not available for learning • Is withdrawn • Lacks concentration in class • Lacks of sleep • Leaves the classroom frequently • Loses personal belongings • Makes an inappropriate comment • Mentions not having studied • Mentions not having studying strategies • Moves about at inappropriate moments • Negatively influences others • Participates in an inadequate way • Struggles to start tasks • Submits an incomplete assignment • Works insufficiently in class |
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HIGH SCHOOL

Categories of behaviours	Descriptor list		
 Behaviours to be modified	<ul style="list-style-type: none"> • Argues • Breaks materials • Copies off of another student • Disrupts others purposely • Disturbs class climate • Does not comply with the dress code • Does not respect the class or school rules • Does not respect the substitute teacher's instructions 	<ul style="list-style-type: none"> • Exhibits indecent behaviour • Fails to comply with an instruction • Forges a signature • Ignores an instruction • Is in possession of a vape • Leaves before the end of class without permission • Makes inappropriate remarks • Mentions not wanting to put in the effort 	<ul style="list-style-type: none"> • Plagiarizes • Skips school • Smoking or vaping in an unauthorized area • Talks during explanations • Uses an electronic device inappropriately • Uses an iPad (tablet) inappropriately • Uses inappropriate language
 Serious behaviours	<ul style="list-style-type: none"> • Assaults an adult • Assaults another student • Bystander of an act of violence • Bystander of a bullying event • Causes serious damage or vandalism • Charges the door • Commits a violent act • Grabs people inappropriately • Indecent behaviour • Is disorganized • Is in possession of a prohibited item • Perpetrator of an act of violence • Perpetrator of a bullying event 	<ul style="list-style-type: none"> • Pinches a person • Possession of illegal substances • Pulls hair • Punches others • Pushes an adult • Runs away from class • Puts themselves at risk • Resists physically • Scratches an adult • Screams, yells • Seems scared • Self-harms • Sells illegal substances 	<ul style="list-style-type: none"> • Spits while targeting a person • Steals • Threatening to hurt themselves • Threatens to hurt others • Throws oneself on the ground • Trembling • Unsafe use of materials • Utters a targeted insult • Utters threats • Urinates or defecates unprovoked • Victim of an act of violence • Victim of a bullying event

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HIGH SCHOOL

Types of interventions	Descriptor list		
 Direct intervention towards the student	<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 vent their emotions • Allow the student to write down their need • Announce to the student the activity that will follow • Apply the student's personalized protocol (routine) • 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 they are feeling • Assign a responsibility to student • Break-down learning tasks for student • Changing stakeholders in a situation • Clarify expectations • Complete a commitment contract with the student • Compliment the student • Congratulate student • Deprive the student of a practice • Deprive the student of an extracurricular activity 	<ul style="list-style-type: none"> • Develop a social scenario • Encourage student to stay on task • Encourage the student to take a means of appeasement • Establish a signal to capture attention • Exempt the student from a course • Expel the student • Foster the relationship with the student • Give a few extra minutes to complete a task • Give instructions Alpha • Give student a letter of congratulation • Give student a special permission • Give student prior notice • Have a reassuring and calming attitude • Identify a Pupil's Warning Sign • Introduce a reinforcer • Invite student • Isolate the student from the situation • Lead the student to encourage themselves • Maintain requirement • Meet with the student • Model an apology to the student • Model expected behaviour • Motivate the student to take action • Name the expected behaviour 	<ul style="list-style-type: none"> • Normalize the student's errors • Note the frequency of a behaviour for a specified period • Offer a reward to the student • Outline the consequences • 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 to the student • Provide fidgets and manipulatives to the 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 • Remind of instructions and expectations • Request that student makes amends • Return the student to class • Secure the environment by inviting other students to go out • Seek support from others • Send the student to the calming room

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| | <ul style="list-style-type: none"> • Send the student to the collection room • Send the student to the motor discharge room • Send the student to the multisensory room (Example: Snoezelen) • Send the student to the resource room – Intervention • 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 for the student • Set a predefined time frame to complete a task | <ul style="list-style-type: none"> • 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 • Support the student in its learning • Teach calming strategies • Teach the student the rules and expected behaviours • Tell the student a success story • Use a coercive measure according to school or student protocol | <ul style="list-style-type: none"> • 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 isolation according to school or student protocol • Use the SACCADE conceptual language • Use tokens or talking sticks • Use visual cues |
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HIGH SCHOOL

Types of interventions	Descriptor list		
 Professional interventions and communication with parents	<ul style="list-style-type: none"> Allow the student to have a meeting with the DYP Allow the student to have a meeting with an external professional Follow up in student's agenda Meet the parents Meet the student and their parents/+/guardian(s) 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 a support plan Prepare an intervention plan Refer the student to the principal's office Request a psychoeducational assessment Request a psychological assessment Request a review of the student's file Request an assessment from the resource teacher 	<ul style="list-style-type: none"> Request pedagogical assessment Send a letter of congratulations Send a written note to parents Send parents / guardian(s) an email Write message in student's planner
 Environment settings and particular activities	<ul style="list-style-type: none"> Allow student to use headphones Assign strategic seating in class Change student's seating Create a private space Display the rules in class Free the desk from distracting objects 	<ul style="list-style-type: none"> Manage student materials Offer a reward activity Organize a reward workshop Organize an educative workshop Organize the student's workspace 	<ul style="list-style-type: none"> Reduce distractions in the classroom Set up a positive reinforcement space Set up a quiet space in the classroom Suggest a moment of meditation

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OIM: Viewing observation and intervention details for a student

Accessibility to observations and interventions depends on the user's function. Refer to the table below for the default parameters.

Mozaïk-Portal's default accessibility parameters for observations and interventions by function

Function	 Positive behaviours	 Behaviours to be monitored	 Behaviours to be modified	 Serious behaviours	 Interventions
Principal					
Psychosocial support worker					
Educational support worker				 Except for their own observations	
Homeroom teacher					
Specialized teacher					
Teacher who does not teach the student	 Except for their own observations	 Except for their own observations	 Except for their own observations	 Except for their own observations	 Except for their own observations
Non-teaching staff		 Except for their own observations	 Except for their own observations	 Except for their own observations	 Except for their own observations
Parent					
Student					

a mis en forme : Gauche

a mis en forme le tableau

a mis en forme : Gauche

a mis en forme : Gauche

a mis en forme : Gauche

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