

Youth clientele

Inactive descriptors

Primary bank

INTERVENTIONS – Direct intervention towards the student

Bring the student to encourage himself (duplicate)
Offer student a reward (duplicate of: Offer a reward to the student)
Thank student (duplicate with a mistake in French)

INTERVENTIONS – Environment settings and particular activities

Change student's place in class (duplicate of Change student's seating)

Secondary bank

INTERVENTIONS – Direct intervention towards the student

Offer student a reward (duplicate of: Offer a reward to the student)
Tell the student a success story (duplicate of: Present positive models and success stories to student)

INTERVENTIONS – Professional interventions and communications with parents

Request psychological and learning assessment (has been split in two in the past)

INTERVENTIONS – Environment settings and particular activities

Change student's place (duplicate of Change student's seating)

Modified descriptors

Primary bank

Categories	Before	Now
Observations: Positive behaviors	Complies with instructions	Respects instructions
	Complies with the substitute teacher	Listens to the substitute teacher
	Demonstrates pride in his/her achievements	Demonstrates pride in their achievements
	Expresses appropriate emotion	Expresses themselves appropriately
	Expresses himself/herself adequately	Expresses themselves adequately
	Is calm when moving between classes	Is calm when transitioning between classes
	Performs well in his/her evaluation	Performs well in their evaluation
	Respond politely	Interact politely
	Sustains an active listening position	Actively listens
	Waits for his/her turn	Waits for their turn
	Writes according to instructions	Writes in the appropriate spaces
Observations: Behaviors to be monitored	Absent frequently	Absents themselves frequently
	Belittles himself/herself	Belittles themselves
	Chatters during explanations	Talks during explanations
	Demonstrates impatience while waiting for his/her turn	Demonstrates impatience while waiting for their turn
	Does not hand in homework	Did not do their homework
	Does not have his/her physical education clothes	Does not have their physical education clothes
	Don't hand in an assignment	Did not hand in an assignment
	Don't hand in an homework	Did not hand in an homework
	Fails to complete his/her routine	Fails to complete their routine
	Insufficiently works in class	Works insufficiently in class
	Lack of attention in class	Lacks attention in class
Observations: Behaviors to be modified	Fails to comply with an adult's request	Ignores an adult's request
	Fails to comply with instructions given by the substitute teacher	Does not respect the substitute teacher's instructions
	Fails to comply with school or class rules	Does not respect the school or class rules
	Makes rude comments	Makes inappropriate comments
Observations: Serious behaviors	Owns illegal substances	In possession of illegal substances
	Puts himself/herself at risk	Put themselves at risk

Interventions: Environment settings and particular activities	Create a personal space	Create a private space
	Create a positive reinforcement corner	Set up a positive reinforcement space
	Hold a reward workshop	Organize a reward workshop
	Set up a retreat in the classroom	Set up a quiet place in the classroom
Interventions: Direct intervention towards the student	Announce the consequences	Outline the consequences
	Ask the student how he is feeling	Ask the student how they are feeling
	Bring the student to encourage himself	Lead the student to encourage himself
	Offer student a reward	Offer a reward to the student
	Relativize the student's errors	Normalize the student's errors
	Use the nurture approach room	Use the support room (Nurture approach)
	Use the relationship with the student	Foster the relationship with the student
Interventions: Professional interventions and communications with parents	Follow up in student's planner	Follow up in student's agenda
	Meet with student and his/her parents	Meet with student and their parents
	Prepare an education plan	Prepare an intervention plan
	Send parents a note	Send a note to the parent(s) / guardian(s)

Other modifications

OBSERVATIONS – Positive behaviors

2x Handles material with care

-> kept the one that in French is Prend soin du matériel.

-> Modified the other: Handles material with caution (French = Fait usage du matériel avec prudence).

OBSERVATIONS – Behaviors to be monitored

2x Hands in incomplete homework

-> one was correct (French = Remet un devoir incomplet)

-> the other was not the correct descriptor in French (Refuse l'aide proposée), we added Declines help.

2x Does not hand in an homework

-> one was modified: Did not hand in a homework (French = Ne remet pas un devoir)

-> the other was not the correct descriptor in French (N'a pas fait son devoir), we added: Did not do their homework.

Modified descriptors

Secondary bank

Categories	Before	Now
Observations: Positive behaviors	Admits his/her mistakes	Admits their mistakes
	Communicates his/her point of view at the appropriate moment	Communicates their point of view at the appropriate moment
	Complies with the substitute teacher	Listens to the substitute teacher
	Demonstrates calm when moving between classes	Remains calm when transitioning between classes
	Demonstrates pride in his/her achievements	Demonstrates pride in their achievements
	Demonstrates teammanship	Demonstrates team spirit
	Respond politely	Interact politely
	Shows up during the school recovery period	Shows up during the school remediation period
	Waits for his/her turn	Waits for their turn
Observations: Behaviors to be monitored	Absent frequently	Leaves the classroom frequently
	Belittles himself/herself	Belittles themselves
	Claims not having studied	Mentions not having studied
	Claims not having studying strategies	Mentions not having studying strategies
	Does not have his/her physical education clothes	Does not have their physical education clothes
	Does not show up to the school recovery period	Does not show up to the school remediation period
	Insufficiently works in class	Works insufficiently in class
	Lack of concentration in class	Lacks concentration in class
Observations: Behaviors to be modified	Chatters during explanations	Talks during explanations
	Copy on another student.	Copies off of another student
	Disrupts others on purpose	Disrupts others purposely
	Fails to comply with class or school rules.	Does not respect the class or school rules
	Fails to comply with instructions given by the substitute teacher	Does not respect the substitute teacher's instructions
	Smokes in an unauthorized area	Smoking or vaping in an unauthorized area
Observations: Serious behaviors	Physical obstruction	Resists physically
	Puts himself/herself at risk	Put themselves at risk
Interventions: Environment settings and	Change student's seating in class	Change the student's seating
	Create a personal space	Create a private space
	Create a positive reinforcement corner	Set up a positive reinforcement space

particular activities	Hold a reward workshop	Organize a reward workshop
	Hold an educative workshop	Organize an educative workshop
	Set up a retreat in the classroom	Set up a quiet space in the classroom
Interventions: Direct intervention towards the student	Announce the activity that will follow to the student	Announce to the student the activity that will follow
	Announce the consequences	Outline the consequences
	Ask the student how he is feeling	Ask the student how they are feeling
	Encourage the student to encourage himself	Lead the student to encourage themselves
	Relativize the student's errors	Normalize the student's errors
	Use the relationship with the student	Foster the relationship with the student
Interventions: Professional interventions and communications with parents	Ask for a case analysis	Request a review of the student's file
	Follow up in student's planner	Follow up in student's agenda
	Meet the student and his/her parents	Meet the student and their parents
	Prepare an education plan	Prepare an intervention plan
	Request an assessment from a pedagogy specialist	Request an assessment from the resource teacher
	Send an email to parents	Send parents / guardian(s) an email

Other modifications

OBSERVATIONS – Positive behaviors

2x Shows dedication in tasks

-> one was correct (French = S'applique dans ses travaux

-> the other was not the correct descriptor in French (S'investit dans son travail), we added: Is invested in their work.

Added descriptors

Primary bank

OBSERVATIONS – Positive behaviors

Accepts the intervention without arguing
Handles materials with caution
Obtains an academic merit
Uses self-soothing methods

OBSERVATIONS – Behaviors to be monitored

Cumulative delay in delivery of work or homework
Declines help
Denounces the behaviors of others that are neither serious nor dangerous
Does not have lunch
Does not have snack
Does not show up for an exam
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
Hand over a sloppy assignment
Hand over a sloppy homework
Has difficulty getting organized
Has disruptive behavior
Has neglected personal hygiene
Imposes ideas on others
Is not available for learnings
Lacks of sleep
Negatively influences others

OBSERVATIONS – Behaviors to be modified

Is in possession of a vape
Skips school
Uses an electronic device inappropriately
Uses an iPad (tablet) inappropriately

OBSERVATIONS – Serious behaviors

Assaults an adult
Charges the door
Grabs people inappropriately
Is disorganized
Is in possession of a prohibited item
Pinches a person
Pulls hair
Punches others
Pushes an adult
Runs away from class
Scratches an adult
Screams, yells
Seems scared
Self-harms
Spits while targeting a person
Threatening to hurt themselves
Threatens to hurt others
Throws oneself on the ground
Trembling
Urinate or defecates unprovoked

INTERVENTIONS – Direct intervention towards the student

Allow the student to vent their emotions
Apply the student's personalized protocol (routine)
Changing stakeholders in a situation
Confiscate an object
Develop a social scenario
Encourage the student to take a means of appeasement
Expel the student
Give instructions Alpha
Have a reassuring and calming attitude
Identify a Pupil's Warning Sign
Introduce a reinforcer
Isolate the student from the situation
Maintain requirement
Model expected behavior
Name the expected behavior
Plan transition activities
Prepare the student before group discussions
Remind of instructions and expectations
Return the student to class
Seek support from others
Send the student to the calming room
Send the student to the collection room
Send the student to the motor discharge room
Send the student to the multisensory room (Example:
Snoezelen)
Support the student in its learning
Teach calming strategies
Teach the student the rules and expected behaviors
Use a coercive measure according to school or student
protocol
Use isolation according to school or student protocol
Use the SACCADE conceptual language

INTERVENTIONS – Environment settings and particular activities

Manage student materials
Organize the student's workspace

INTERVENTIONS – Professional interventions and communications with parents

Allow the student to have a meeting with the DYP
Allow the student to have a meeting with an external
professional
Prepare a support plan

Added descriptors

Secondary bank

OBSERVATIONS – Positive behaviors

Accepts the intervention without arguing
Is invested in their work
Obtains an academic merit
Uses self-soothing methods

OBSERVATIONS – Behaviors to be monitored

Cumulative delay in delivery of work or homework
Declines help
Denounces the behaviors of others that are neither serious nor dangerous
Does not have lunch
Does not show up for an exam
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
Hand over a sloppy assignment
Hand over a sloppy homework
Has difficulty getting organized
Has neglected personal hygiene
Imposes ideas on others
Is not available for learnings
Lacks of sleep
Negatively influences others

OBSERVATIONS – Behaviors to be modified

Is in possession of a vape
Skips school
Uses an electronic device inappropriately
Uses an iPad (tablet) inappropriately

OBSERVATIONS – Serious behaviors

Assaults an adult
Charges the door
Grabs people inappropriately
Is disorganized
Is in possession of a prohibited item
Pinches a person
Pulls hair
Punches others
Pushes an adult
Runs away from class
Scratches an adult
Screams, yells
Seems scared
Spits while targeting a person
Threatening to hurt themselves
Threatens to hurt others
Throws oneself on the ground
Trembling
Urinate or defecates unprovoked

INTERVENTIONS – Direct intervention towards the student

Allow the student to vent their emotions
Apply the student's personalized protocol (routine)
Changing stakeholders in a situation
Confiscate an object
Deprive the student of a practice
Deprive the student of an extracurricular activity
Develop a social scenario
Encourage the student to take a means of appeasement
Expel the student
Give instructions Alpha
Have a reassuring and calming attitude
Identify a Pupil's Warning Sign
Introduce a reinforcer
Isolate the student from the situation
Maintain requirement
Model expected behavior
Name the expected behavior
Remind of instructions and expectations
Return the student to class
Seek support from others
Send the student to the calming room
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
Support the student in its learning
Teach calming strategies
Teach the student the rules and expected behaviors
Use a coercive measure according to school or student protocol
Use isolation according to school or student protocol
Use the SACCADE conceptual language

INTERVENTIONS – Environment settings and particular activities

Manage student materials
Organize the student's workspace

INTERVENTIONS – Professional interventions and communications with parents

Allow the student to have a meeting with the DYP
Allow the student to have a meeting with an external professional
Prepare a support plan

GEA/VT Clientele

Inactive descriptors

GEA/VT Bank (see new categories)

OBSERVATIONS: Academic Factors

Difficulty conveying his/her thoughts
Difficulty identifying important information
Difficulty transferring knowledge to other situations
Difficulty using math formulas
Difficulty with spelling and grammar
Struggles with reading comprehension

OBSERVATIONS: Emotional and Personal Factors

Needs to be constantly reassured
Demonstrates impatience when his/her needs are not met

OBSERVATIONS: Cognitive and Language Factors

Demonstrates patience (now in Positive Reinforcement)
Demonstrates the capability to assess the required assignment correctly (now in Positive Reinforcement)
Difficulty concentrating

Keeps an open mind and is receptive to other's point of view (now in Positive Reinforcement)

LANGUAGE: Difficulty conveying his/her thoughts

LANGUAGE: Difficulty following a conversation

LANGUAGE: Difficulty with vocabulary acquisition linked to the program

Loses personal belongings

MOTOR SKILLS: Spatial disorientation

Postpones their tasks until the next day

Struggles to start tasks

OBSERVATIONS: Social and People Skills Factors

Fails meet deadlines

Is withdrawn

Requests help when needed (now in Positive Reinforcement)

Interventions – Universal

Establish a relationship based on trust (duplicate)

Modified descriptors

GEA/VE bank

Categories	Before	Now
Observations: Emotional and Personal Factors	Belittles himself/herself	Belittles themselves
	Chatters during explanations	Talks during explanations
	Emotions affect the student's academic performance	Has an academic performance affected by emotions
	Ignores clear instructions	Ignores instructions
	Mentions he/she feels incompetent	Mentions they feel incompetent
Observations: Cognitive and Language Factors	Claims not having learning or studying strategies	Mentions not having learning or studying strategies
	Claims not understanding directives	Mentions not understanding directives
	Claims not understanding his/her difficulties	Mentions not understanding their difficulties
	Does not use his/her planner	Does not use their agenda
	Hand in untidy assignment or homework	Hands in an untidy assignment or homework
	ORGANISATION: Does not file his/her notes	ORGANISATION: Does not file their notes
	Struggles to identify his/her mistakes	Struggles to identify their mistakes
	Vocabulary lacks precision while conveying his/her thoughts	Inadequate vocabulary while expressing their thoughts
WORKING MEMORY: Difficulty complying with work process	WORKING MEMORY: Does not follow steps in sequence	
Observations: Social and People Skills Factors	Fails to comply with the establishment's rules	Does not respect the establishment's rules
Observations: Positive Reinforcement	Acknowledges his/her peers	Acknowledges their peers
	Admits his/her mistakes	Admits their mistakes
	Congratulatory message	Receives a congratulatory notice
	Expresses his/her dissatisfaction properly	Expresses their dissatisfaction properly
	Mentions his/her difficulties at appropriate moments	Mentions their difficulties at appropriate moments
	Uses his/her planner	Uses their agenda

Targeted Interventions	Allow student more time to do his/her readings	Allow student more time to do their readings
	Allow student to record his/her own ideas	Allow student to record their own ideas
	Ask student to rephrase the new concept in his/her own words	Ask student to rephrase the new concept in their own words
	Ask student to use post-its to determine what steps he/she has to do	Ask student to use post-its to determine what steps they have to do
	Encourage student to list out his/her strengths for the benefit of the group	Encourage student to list their strengths for the benefit of the group
	Encourage student to maintain materials in order	Encourage student to regularly organize their materials
	Encourage the student to write assignments in his/her planner	Encourage the student to write assignments in their agenda
	Enquire about underlying symptoms of absences	Enquire about underlying reasons for absences
	Get student's attention before issuing an instruction	Get student's attention before providing an instruction
	Help student come to terms with a previous conflict and reflect on his/her behavior	Help student come to terms with a previous conflict and reflect on their behavior
	Help student organize his/her weekly schedule	Help student organize their weekly schedule
	Help student recognize his/her impulsive behavior	Help student recognize their impulsive behaviour(s)
	Help student understand reactions that he/she generates in others	Help student understand how they make others feel
	Help student verbalize	Help student practice verbalization on their own
	Highlight accomplishments and encourage to go on	Highlight accomplishments and encourage the pursuit of goals
	Immediately congratulate the student when he/she demonstrates self-control	Immediately congratulate the student when they demonstrate self-control
	Provide student with means to improve himself/herself	Provide student with the means to improve themselves
	Provide student with responsibilities he/she can assume	Provide student with responsibilities they can complete
	Remind student of his/her role in the team	Remind student of their role in the team
	Suggest to the student to arrive early to be able to discuss with his/her peers	Suggest to the student to arrive early to be able to discuss with their peers
Target and explore situations in order to congratulate student	Identify situations in which the student can be congratulated	
Gather your energy by keeping focused	Maintain your energy by keeping focused	

Suggested Student Interventions	Keep positive by changing negative sentences into encouraging sentences	Think positively by changing negative sentences into encouraging sentences
	List out of reasons to respect yourself	List reasons to respect yourself
	Take time out to listen to other people's ideas	Take a time-out to listen to other people's ideas
	Use calming manipulatives to reduce tension	Use fidgets / manipulatives to remain calm
	Use planner	Use the agenda
Universal Interventions	Adopt positive class management	Adopt positive behaviour in class
	Allow students to chatter at the beginning of the class if they feel the need	Allow students to talk at the beginning of the class if they feel the need
	Alternate demanding working periods with others allowing to move around	Alternate sit down tasks with tasks that allow for movement
	Build on concrete notions to progress abstract ones	Build on concrete notions to progress towards abstract ones
	Encourage using the planner	Encourage using the agenda
	Systematically ask students at the end of a task to appreciate their performance	Systematically ask students to reflect on what went well during class
	Teach students mnemonic devices and memory aids	Teach students how to use mnemonic devices and memory aids
	Use selective attention	Give selective attention
	Value memorized information	Underline what information requires memorization
	When submitting the result, state the student's progress by commenting on the strengths and possible improvements	When providing results, indicate the student's progress, strengths and areas for improvement

Added categories and descriptors

GEA/VT

OBSERVATIONS – Basic Mathematical Language

- Cannot make the link between a text and associated mathematical language
- Does not have the notion of place value
- Does not know when or how apply mathematical formulas
- Does not master or know how to use mental math calculation
- Does not master the four basic operations
- Does not master the notions related to fractions
- Does not master the vocabulary of the four basic operations
- Does not retain common mathematical formulas
- Generalizes by applying the same strategies in all situations
- Has difficulty solving problems related of daily living

OBSERVATIONS – Communication (writing, reading and oral language skills)

- Acquires grammatical and spelling rules with difficulty
- Has difficulty adopting a new vocabulary related to the subject
- Has difficulty communicating (receiver and sender), in writing or orally
- Has difficulty decoding or understanding written information
- Has difficulty explaining an abstract notion or concept
- Has difficulty following instructions given orally or in writing
- Has difficulty following or participating in a conversation
- Has difficulty making connections between ideas
- Has difficulty organizing written speech
- Has difficulty pronouncing words, especially new vocabulary
- Has difficulty with decoding words (confuses/adds/reverses/omits)

OBSERVATIONS – Health and security

- Demonstrates reckless behavior
- Forget the required Personal Protective Equipment (PPE)
- Has difficulty adopting a safe posture
- Has difficulty demonstrating preventative reflexes (execution)
- Has difficulty recognizing hazards
- Not wearing the required personal protective equipment (PPE) properly

OBSERVATIONS – Learnings

- Difficulty in locating important information and dissecting it
- Has difficulties / doesn't master French skills prior learning trade
- Has difficulties or doesn't master mathematical skills required
- Has difficulty appropriating the lexicon related to the subject or the skill
- Has difficulty demonstrating certain skills related to the trade
- Has difficulty reinvesting previously acquired program skills
- Has difficulty transferring knowledge from one context to another
- Presents difficulties / doesn't master English skills prior learning trade

OBSERVATIONS – Attention and focus

Easily distracted by ambient noise or other stimuli
Has difficulty following instructions given orally or in writing
Has difficulty staying focused on a task for a significant period of time
Interrupts initial task to do something else
Is often distracted when called upon
Jumps from one step to another, with no obvious connection/apparent method
Omits details, tasks, commitments
Loses objects

OBSERVATIONS – Inhibition (restlessness and impulsiveness)

Can oppose, impose
Can put themselves in a dangerous situation
Does not respect instructions, rules, peers or workers
Gets disorganized in transitions
Has a low tolerance for frustration and constraints
Is impatient
Is often restless and has difficulty calming down
Interrupts or responds without waiting
Moves a lot or is frequently restless
Often makes bad decisions, acts without thinking
Talks a lot or makes inappropriate comments
Tends to lose disengage

OBSERVATIONS – Regulation of emotions and anxiety

Apprehends with fear the work to be done or the exams
Avoids tasks, classes, assessments
Exhibits palpable emotions, can be threatening to others
Feels sad, unhappy or depressed
Has impaired judgment (distorted interpretation of events)
Has significant mood swings
Is thrown off balance if there is a change in routine or schedule
Needs constant reassurance

Shows physical discomfort (sweating, tremors, pallor, tics, etc.)
Tends to isolate oneself to withdraw socially

OBSERVATIONS – Organization and planning

Does not demonstrate autonomy (repeated individual intervention)
Forgets to use known or learned strategies
Has difficulty establishing the steps of a task
Has difficulty following task instructions
Has difficulty integrating routines and procedures
Has difficulty managing private space or respecting that of others
Has difficulty ordering, caring, and planning the materials needed
Has difficulty organizing thoughts and ideas
Has difficulty respecting the allotted time and deadlines

OBSERVATIONS – Activation and perseverance on the task

Demonstrates procrastination
Does not know where to start (has no landmarks)
Gets tired quickly, loses interest
Has difficulty completing a task
Is slow to get started or does not get started
Passively waits to be told what to do, takes little initiative
Shows signs of chronic perfectionism

OBSERVATIONS – Cognitive flexibility and working memory

Doesn't remember procedures or work steps given orally or in writing
Falls behind because persists in doing things at convenience
Forgets certain instructions that have been delivered
Has difficulty adapting learned concepts to a new context
Has difficulty reproducing a sequence of tasks or a procedure
Processes information slowly or with difficulty
Seems ready to work without getting into action

OBSERVATIONS – Positive Reinforcement

Demonstrates the capacity to assess the required assignment

INTERVENTIONS – Targeted

Prepare a support plan