OIM Annex

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**	➢ 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**	➢ 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**	➢ 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**	➢ The behaviour requires a **mandatory** and systematic **intervention**. ➢ It **transgresses laws** or social conventions. ➢ The action is an **attack** on **integrity** or **safety**.

Descriptors in orange = a modified descriptor in 2023, **Descriptors in blue** = a new descriptor in 2023.

grics

Unified bank of observation and intervention descriptors by type of institution

	PRESCHOOL
Categories of behaviours	**Descriptor list**
Positive behaviours	• Accepts help • Accepts the intervention without arguing • Actively listens • Brings all necessary school supplies • Cooperates well with others • Demonstrates constant effort • Demonstrates excellence • Demonstrates improvement in quality of work • 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 • Handles materials with caution	• Has a compliant dress code • Helps others • Interacts politely • Is attentive in class • Is calm when transitioning between classes • Is punctual • Is ready when the bell rings • Keeps an open mind and is receptive to other's viewpoint • Keeps quiet when appropriate • Listens to the substitute teacher • Makes amends • Makes progress in francization • Obtains an academic merit • Participates in discussions • Participates well in class • Participates well in francization • Performs well in their evaluation • Plays with caution • Presents themselves in francization	• Progresses • Promotes a good class climate • Renders service • Respects deadlines • Respects instructions • Respects personal space • Respects schoolyard limits • Shares • Shows dedication in tasks • Shows initiative • Takes care of the premises and equipment at his disposal • Uses efficient study strategies • Uses extra time appropriately • Uses IEP strategies appropriately • Uses its electronic device properly • Uses its school supply properly • Uses its technological tools • Uses learning strategies effectively • Uses self-soothing methods • Waits for their turn • Writes in the appropriate spaces

grics

PRESCHOOL

Categories of behaviours	Descriptor list		

Behaviours to be monitored ⚠️

- Absents themselves frequently
- Arrives late
- Belittles themselves
- Breaks materials unintentionally
- Brings unauthorized material in the classroom
- Chats in class
- Cries or shows signs of sadness
- Cumulative delay in delivery of work or homework
- Declines help
- Demonstrates a rhythm of execution linked to motor difficulty
- Demonstrates flapping
- Demonstrates impatience while waiting for their turn
- Demonstrates signs of hypersensitivity
- Demonstrates signs of rigidity
- Demonstrates slowness of execution linked to difficulty in comprehension
- 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 clean workspace
- Does not do the assignment requested

- Does not have enough food
- Does not have their physical education clothes
- Does not have lunch
- Does not have snack
- Does not participate actively in discussions
- Does not respect dietary rules (school or classroom)
- Does not show up for an exam
- Does not store equipment properly
- Does not understand the work required despite explanations
- 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 difficulty compromising
- Has disruptive behavior
- Has difficulty concentrating
- Has difficulty getting organized

- Has difficulty managing emotions
- Has material to renew
- Has neglected personal hygiene
- Imposes ideas on others
- Is disruptive when moving about
- Is not available for learning
- Is withdrawn
- Isolates themselves physically or emotionally
- Lacks adequate food
- Lacks attention in class
- Lacks of sleep
- Loses personal belongings
- Makes noises
- Must complete work at home
- Moves about at inappropriate moments
- Moves on his chair
- Negatively influences others
- Presents untreated wounds
- Refuses to speak French in francization
- Shows signs of tiredness
- Solicits food
- Speaks using inappropriate words
- Struggles to start tasks
- Talks during explanations
- Teases the other students
- Wears clothing inappropriate for the season
- Works insufficiently in class

grics

PRESCHOOL

Categories of behaviours	Descriptor list		
Behaviours to be modified ⬡	• Argues • Breaks materials • Copies off another student • Demonstrates rudeness • Does not comply with rules concerning electronic devices, software or applications • Does not follow teacher's instructions • Does not respect the rules (bus) • Does not respect the substitute teacher's instructions	• Does not respect the school or class rules • Forges a signature • Has a negative attitude • Ignores an adult's request • Indecent behavior • Is abrupt with others (words or gestures) • Is in possession of a vape • Is voluntarily passive • Leaves the room without authorization • Lies	• Makes inappropriate comments • Runs when inappropriate • Shoves • Skips school • Uses a device to film, record or take photos without consent • Use an electronic device inappropriately • Uses an iPad (tablet) inappropriately • Uses inappropriate language
Serious behaviours ⬛	• Assaults an adult • Bites another student • Bystander of an act of violence • Bystander of a bullying event • Causes serious damage • Charges the door • Fights • Grabs people inappropriately • Has an inappropriate behaviour of a sexual nature • 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 • 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 • 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 inappropriate behaviour or gestures of a sexual nature • Victim of an act of violence • Victim of a bullying event • Witnesses inappropriate behaviour or gestures of a sexual nature

grics

PRESCHOOL

Types of interventions	Descriptor list		
Direct intervention towards the student	• 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 a responsibility to the student • Break down learning tasks for student • Change 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 • 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 • Help the student return to class • Help the student regain their composure • Identify a Pupil's Warning Sign • Introduce a reinforcer • Invite student • Invite the student to a remedial session • Invite the student to a retake exam • Isolate the student from the situation • Lead the student to encourage themselves • Maintain requirement • Model an apology to the student • Model expected behavior • Normalize the student's errors • Offer a reward to the student • Organize a confidential meeting with the student • Organize a mediation meeting • Organize a modelling workshop • 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 • Provide student with references or tools (activities, games, readings) • 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 • 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	

grics

	- 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 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 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

grics

PRESCHOOL

Types of interventions	Descriptor list		
Professional interventions and communication with parents	• Add a strategy to the IEP • Add an exceptional measure to an IEP • Allow the student to have a meeting with the DYP • Allow the student to have a meeting with an external professional • Assess learning level • Communicate with the tutor and resource teacher • Communicate with parents to answer their questions • File a report with the DYP • Follow up in student's agenda • Make a call to the police • 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 • Organize an individual meeting with professional 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 • Prepare a support plan • Refer the student to an external service (Health) • Refer the student to an external service (social services) • Refer the student to the principal's office	• Request a case study • Request a psychoeducational assessment 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 • Set up an individualized protocol • Suggest references or tools to parents (activities, games, readings) • Write message in student's planner • Write message to parents
Environment settings and particular activities	• Adapt student's environment • 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 • Manage student materials • Offer a reward activity • Organize a reward workshop	• 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

ELEMENTARY SCHOOL

Categories of behaviours	Descriptor list		
Positive behaviours	• Accepts help • Accepts the intervention without arguing • Actively listens • Brings all necessary school supplies • Cooperates well with others • Demonstrates constant effort • Demonstrates excellence • Demonstrates improvement in quality of work • 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 • Handles materials with caution • Has a compliant dress code • Helps others	• Interacts politely • Is attentive in class • Is calm when transitioning between classes • Is punctual • Is ready when the bell rings • Keeps an open mind and is receptive to other's viewpoint • Keeps quiet when appropriate • Listens to the substitute teacher • Makes amends • Makes progress in francization • Obtains an academic merit • Participates in a remedial period • Participates in discussions • Participates well in class • Participates well in francization • Performs well in their evaluation • Plays with caution • Presents themselves in francization • Progresses • Promotes a good class climate • Renders service	• Respects deadlines • Respects instructions • Respects personal space • Respects schoolyard limits • Shares • Shows dedication in tasks • Shows initiative • Takes care of the premises and equipment at his disposal • Uses efficient study strategies • Uses extra time appropriately • Uses IEP strategies appropriately • Uses its electronic device properly • Uses its school supply properly • Uses its technological tools • Uses learning strategies effectively • Uses self-soothing methods • Waits for their turn • Writes in the appropriate spaces	

ELEMENTARY SCHOOL

Categories of behaviours	Descriptor list		
⚠️ **Behaviours to be monitored**	• Absents themselves frequently • Arrives late • Belittles themselves • Breaks materials unintentionally • Brings unauthorized material in the classroom • Chats in class • Cries or shows signs of sadness • Cumulative delay in delivery of work or homework • Declines help • Demonstrates a rhythm of execution linked to motor difficulty • Demonstrates flapping • Demonstrates impatience while waiting for their turn • Demonstrates signs of hypersensitivity • Demonstrates signs of rigidity • Demonstrates slowness of execution linked to difficulty in comprehension • 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 clean workspace • Does not do the assignment requested • Does not have enough food • Does not have their physical education clothes	• Does not have lunch • Does not have snack • Does not participate actively in discussions • Does not respect dietary rules (school or classroom) • Does not show up for an exam • Does not store equipment properly • Does not understand the work required despite explanations • 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 behavior • Has difficulty compromising • Has difficulty concentrating • Has difficulty getting organized • Has difficulty managing emotions • Has material to renew • Has neglected personal hygiene • Imposes ideas on others	• Is disruptive when moving about • Is not available for learning • Is withdrawn • Isolates themselves physically or emotionally • Lacks adequate food • Lacks attention in class • Lacks of sleep • Loses personal belongings • Makes noises • Misses homework help • Misses tutoring service • Moves about at inappropriate moments • Moves on his chair • Must complete work at home • Negatively influences others • Presents untreated wounds • Refuses to speak French in francization • Shows signs of tiredness • Solicits food • Speaks using inappropriate words • Struggles to start tasks • Talks during explanations • Teases the other students • Uses ineffective study strategies • Wears clothing inappropriate for the season • Works insufficiently in class

grics

ELEMENTARY SCHOOL

Categories of behaviours	Descriptor list		
Behaviours to be modified	• Argues • Breaks materials • Copies off another student • Demonstrates rudeness • Does not comply with rules concerning electronic devices, software or applications • Does not follow teacher's instructions • Does not present themselves in francization • Does not respect the rules (bus) • Does not respect the substitute teacher's instructions	• Does not respect the school or class rules • Forges a signature • Has a negative attitude • Ignores an adult's request • Indecent behavior • Is abrupt with others (words or gestures) • Is in possession of a vape • Is voluntarily passive • Leaves the room without authorization	• Lies • Makes inappropriate comments Runs when inappropriate • Shoves • Skips school • Uses a device to film, record or take photos without consent • Uses an electronic device inappropriately • Uses an iPad (tablet) inappropriately • Uses inappropriate language
Serious behaviours	• Assaults an adult • Bites another student • Bystander of an act of violence • Bystander of a bullying event • Causes serious damage • Charges the door • Fights • Grabs people inappropriately • Has an inappropriate behaviour of a sexual nature • Has an indecent behavior • Hits another student • In possession of illegal substances • Is disorganized • Is in possession of prohibited items • Is under the influence of alcohol or drugs	• Perpetrator of an act of violence • 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	• 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 a bullying event • Victim of an act of violence • Victim of inappropriate behaviour or gestures of a sexual nature • Witnesses inappropriate behaviour or gestures of a sexual nature

grics

ELEMENTARY SCHOOL

Types of interventions	Descriptor list		
Direct intervention towards the student	• 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 a responsibility to the student • Break down learning tasks for student • Change 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 • 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 roadmap • 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 • Help the student return to class • Help the student regain their composure • Identify a Pupil's Warning Sign • Introduce a reinforcer • Invite student • Invite the student to a remedial session • Invite the student to a retake exam • Invite the student to recover lost time • Isolate the student from the situation • Lead the student to encourage themselves • Maintain requirement • Model an apology to the student • Model expected behavior • Normalize the student's errors • Offer a reward to the student	• Outline classroom and school rules • Outline the consequences • Organize a confidential meeting with the student • Organize a mediation meeting • Organize a modelling workshop • 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 • Provide student with references or tools (activities, games, readings) • Reformulate the student's emotion and normalize it • Register student for after-school detention • Register student to a detention (lunch) • Register the student to a detention (pedagogical day) • Register the student to a detention (recess) • Remind of instructions and expectations • Request that student makes amends • Request that student uses talking tokens during discussions • Return the student to class	

grics

	- Secure the environment by inviting other students to go out - 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 - 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 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
- 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

ELEMENTARY SCHOOL			
Types of interventions	**Descriptor list**		
Professional interventions and communication with parents	• Add a strategy to the IEP • Add an exceptional measure to an IEP • Allow the student to have a meeting with the DYP • Allow the student to have a meeting with an external professional • Assess learning level • Communicate with the tutor and resource teacher • Communicate with parents to answer their questions • File a report with the DYP • Follow up in student's agenda • Make a call to the police • 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 • Organize an individual meeting with professional 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 • Prepare a support plan • Refer the student to an external service (Health) • Refer the student to an external service (social services)	• Refer the student to the principal's office • Request a case study • Request a psychoeducational assessment 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 • Set up an individualized protocol • Suggest references or tools to parents (activities, games, readings) • Write message in student's planner • Write message to parents
Environment settings and particular activities	• Adapt student's environment • 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 • Manage student materials • Offer a reward activity • Organize a reward workshop	• 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

HIGH SCHOOL		
Categories of behaviours	**Descriptor list**	
Positive behaviours	- Accepts help - Accepts the intervention without arguing - Admits their mistakes - Attends remedial - Brings all necessary school supplies - Communicates their point of view at the appropriate moment - Cooperates with others on a voluntary basis - Demonstrates constant effort - Demonstrates excellence - Demonstrates improvement in quality of work - 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 - Hands in a neat assignment - Hands in neat work - Has a compliant dress code	- Helps others - Interacts politely - Is attentive in class - Is autonomous - Is invested in their work - Is punctual - Is ready when the bell rings - Keeps an open mind and is receptive to other's viewpoint - Keeps quiet when appropriate - Listens to the substitute teacher - Makes progress in francization - Obtains an academic merit - Participates actively in teamwork - Participates in discussions - Participates in a remedial period - Participates in school life - Participates well in class - Participates well in francization - Performs well in evaluations - Presents themselves in francization - Progresses	- Remains calm when transitioning between classes - Renders service - Respects deadlines - Respects instructions - Shows dedication in tasks - Shows initiative - Shows up during the school remediation period - Shows up for the exam retake - Takes care of the premises and equipment at his disposal - Uses efficient study strategies - Uses extra time appropriately - Uses IEP strategies appropriately - Uses its electronic device properly - Uses its school supply properly - Uses its technological tools - Uses learning strategies effectively - Uses self-soothing methods - Waits for their turn - Works assiduously on internships - Works diligently in class

grics

HIGH SCHOOL

Categories of behaviours	Descriptor list		

Behaviours to be monitored

- Absent from the classroom frequently
- Arrives late
- Belittles themselves
- Brings unauthorized material in the classroom
- Cries or shows signs of sadness
- Cumulative delay in delivery of work or homework
- Declines help
- Demonstrates a rhythm of execution linked to motor difficulty
- Demonstrates flapping
- Demonstrates signs of hypersensitivity
- Demonstrates signs of rigidity
- Demonstrates slowness of execution linked to difficulty in comprehension
- Denounces the behaviors of others that are neither serious nor dangerous
- Did not do the required homework
- Does not bring required school materials to class
- Does not clean workspace
- Does not do the job requested
- Does not have enough food
- Does not have lunch
- Does not have their physical education clothes
- Does not participate actively in discussions
- Does not respect cell phone rules
- Does not respect dietary rules (school or classroom)

- 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
- Does not store equipment properly
- Does not understand the work required despite explanations
- 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
- Expresses 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 compromising
- Has difficulty concentrating
- Has difficulty getting organized
- Has disruptive behavior
- Has material to renew
- Has noisy behavior
- Is disruptive when moving about

- Is not available for learning
- Is withdrawn
- Isolates themselves physically or emotionally
- Lacks adequate food
- Lacks concentration in class
- Lacks of sleep
- Loses personal belongings
- Makes an inappropriate comment
- Mentions not having studied
- Mentions not having studying strategies
- Misses homework help
- Misses tutoring service
- Moves about at inappropriate moments
- Must complete work at home
- Negatively influences others
- Participates in an inadequate way
- Presents untreated wounds
- Refuses to speak French in francization
- Shows signs of tiredness
- Solicits food
- Struggles to start tasks
- Submits an incomplete assignment
- Uses ineffective study strategies
- Wears clothing inappropriate for the season
- Works insufficiently in class

HIGH SCHOOL

Categories of behaviours	Descriptor list		
Behaviours to be modified (orange hexagon)	• Argues • Breaks materials • Copies off of another student • Demonstrates rudeness • Disrupts others purposely • Disturbs class climate • Does not comply with rules concerning electronic devices, software or applications • Does not comply with the dress code • Does not follow teacher's instructions • Does not present themselves in francization • Does not respect the class or school rules	• Does not respect the substitute teacher's instructions • Exhibits indecent behaviour • Fails to comply with an instruction • Forges a signature • Has a negative attitude • Ignores an instruction • Is abrupt with others (words or gestures) • Is in possession of a vape • Is voluntarily passive • Leaves classroom without permission • Leaves the room without authorization	• Makes inappropriate remarks • Mentions not wanting to put in the effort Plagiarizes • Refuses to identify themselves • Skips school • Smoking or vaping in an unauthorized area • Talks during explanations • Uses a device to film, record or take photos without consent • Uses an iPad (tablet) inappropriately • Uses inappropriate language
Serious behaviours (red square)	• 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 • Fights • Grabs people inappropriately • Has an inappropriate behaviour of a sexual nature • Indecent behavior • Is disorganized • Is in possession of a prohibited item • Is under the influence of alcohol or drugs • Perpetrator of an act of violence	• Pinches a person • Possession of illegal substances • Pulls hair • Punches others • Pushes an adult • Puts themselves at risk • Resists physically • Runs away from class • Runs away from school • Scratches an adult • Screams, yells • Seems scared • Self-harms • Sells illegal substances • Spits while targeting a person • Steals	• Threatening to hurt themselves • Threatens to hurt others • Throws objects • Throws oneself on the ground • Trembling • Unsafe use of materials • Utters a targeted insult • Utters threats • Urinates or defecates unprovoked • Uses inappropriate sexual language • Victim of a bullying event • Victim of an act of violence • Victim of inappropriate behaviour or gestures of a sexual nature • Witnesses inappropriate behaviour or gestures of a sexual nature

HIGH SCHOOL

Types of interventions	Descriptor list		
Direct intervention towards the student	• 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 the student • Break down learning tasks for student • Change 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 • Develop a social scenario • Encourage student to stay on task • Encourage the student to take a means of appeasement	• Establish a roadmap • 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 • Help the student return to class • Help the student regain their composure • Identify a Pupil's Warning Sign • Introduce a reinforcer • Invite student • Invite the student to a remedial session • Invite the student to a retake exam • Invite the student to recover lost time • 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 • Normalize the student's errors	• Note the frequency of a behaviour for a specified period • Offer a reward to the student • Organize a confidential meeting with the student • Organize a mediation meeting • Organize a modelling workshop • 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 • Provide student with references or tools (activities, games, readings) • Reformulate the student's emotion and normalize it • Register student for after-school detention • Register student to a detention (lunch) • Register the student to a detention (pedagogical day) • Register the student to a detention (recess) • Remind of instructions and expectations • Request that student makes amends • Return the student to class	

grics

	• Secure the environment by inviting other students to go out • 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 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 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 behaviors • Use a coercive measure according to school or student protocol 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

HIGH SCHOOL

Types of interventions	Descriptor list		
Professional interventions and communication with parents	• Add a strategy to the IEP • Add an exceptional measure to an IEP • Allow the student to have a meeting with the DYP • Allow the student to have a meeting with an external professional • Communicate with the tutor and resource teacher • Communicate with parents to answer their questions • File a report with the DYP • Follow up in student's agenda • Make a call to the police • 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 • Plan a professional assessment • Plan an individual meeting with professional • Prepare a support plan • Prepare an intervention plan • Refer the student to an external service (Health) • Refer the student to an external service (social services) • 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 • Request pedagogical assessment • Send a letter of congratulation • Send a written note to parents • Send parents / guardian(s) an email • Set up an individualized protocol • Suggest references or tools to parents (activities, games, readings) • Write message in student's planner
Environment settings and particular activities	• 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	• Manage student materials • Offer a reward activity • Organize a reward workshop • Organize an educative workshop • Organize the student's workspace	• Reduce distractions in the classroom • Set up a positive reinforcement space • Set up a quiet space in the classroom • Suggest a moment of meditation

grics

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 interventions
Non-teaching staff	✅	❌ Except for their own observations	❌ Except for their own observations	❌ Except for their own observations	❌ Except for their own interventions
Parent	✅	❌	❌	❌	❌
Student	✅	❌	❌	❌	❌