OIM Annex - Unified banks for the recording of observations and interventions by type of client

Description of OIM categories for GEA and VT banks

See references at the end of the document. **Descriptors in blue** = new descriptor in 2023

Categories	Description
Communication (Writing, Reading and Language Skills)	➤ **GEA** bank **only** ➤ Acquire a body of knowledge through intellectual work or experience
Basic Mathematical Language	➤ **GEA** bank **only** ➤ Acquire a body of knowledge through intellectual work or experience
Learnings	➤ **VT** bank **only** ➤ Acquire a body of knowledge through intellectual work or experience
Health and Security	➤ **VT** bank **only** ➤ Adopt appropriate behaviours related to the prevention of accidents at work and diseases
Activation and Perseverance on the Tasks	➤ GEA and VT banks ➤ Take action independently and persist in solving a problem
Attention and Focus	➤ GEA and VT banks ➤ Ensure optimal reception of information and close yourself off from anything that might distract from the task
Coordination, Motor Skills and Visual-motor Perception	➤ GEA and VT banks ➤ Locate and move in space, use objects
Cognitive Flexibility and Working Memory	➤ GEA and VT banks ➤ Remember instructions, procedures and steps, adapt to context, understand and transfer concepts
Inhibition (Restlessness / Impulsiveness)	➤ GEA and VT banks ➤ Adopt behaviours that are thoughtful and appropriate to the context, consistent with the instructions given, tolerate constraints and frustrations and assume the consequences of their actions
Organization and Planning	➤ GEA and VT banks ➤ Operate in a structured manner and follow a plan in relation to the tasks to be performed and the equipment to be used
Positive Reinforcement	➤ GEA and VT banks ➤ Positive observations (former category of the originating bank)
Regulation of Emotions and Anxiety	➤ GEA and VT banks ➤ Managing and calming worries, intrusive thoughts, and the resulting difficulties in functioning

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General Education Adult (GEA) Bank

Categories of observations	Descriptor List		
Activation and Perseverance on the Tasks	• Arrives late for class • Collaborates poorly or not at all in teamwork • Demonstrates procrastination • Does not attend mandatory remedial	• Does not hand in assignment or homework • Does not know where to start (has no landmarks) • Gets tired quickly, loses interest • Has difficulty completing a task	• Hands in an untidy assignment or homework • Is slow to get started or does not get started • Shows signs of chronic perfectionism • Waits to be told what to do, takes little initiative
Attention and Focus	• Asks to repeat • Has difficulty following instructions given orally or in writing • Has difficulty staying focused on a task for significant period of time	• Interrupts initial task to do something else • Is distracted by ambient noise or other stimuli • Is distracted when called upon • Jumps from one step to another, with no obvious connection/apparent method	• Loses objects • Omits details, tasks, commitments
Basic Mathematical Language	• Cannot make the link between a text and associated mathematical language • Does not have the notion of a 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 • Performs math operations with difficulty • Solves math problems with difficulty
Cognitive Flexibility and Working Memory	• Declines help • Difficulty understanding abstract notions • 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 reproducing a sequence of tasks or a procedure • Has difficulty adapting learned concepts to a new context • Mentions not having learning or studying strategies	• Mentions not understanding directives • Processes information slowly or with difficulty • Struggles to identify their mistakes • Seems reading to work without getting into action • Uses unproductive strategies
Communication (Writing, Reading and Language Skills)	• Acquires grammatical and spelling rules with difficulty • Difficulty in locating important information and dissecting it • Handwriting is difficult to read • 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)	• Inadequate vocabulary while expressing their thoughts • Mentions having difficulties identifying important information • Mentions struggling with note-taking • Requires extended time for written assignments • Uses a sentence structure that is difficult to understand
Coordination, Motor Skills and Visual-motor Perception	• Has a visual perception deficit (plans, 3D images, fonts, etc.) • Has difficulty orientating in space or on a map • Has difficulty performing or reproducing gestures with precision	• Has difficulty taking measurements because of motor difficulties • Has difficulty using work tools effectively • Has impaired auditory perception	• Is clumsy in their movements, lacks strength in their gestures • Presents a fatigability on the motor level Presents a slowness of execution

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Inhibition (Restlessness / Impulsiveness)	• Discredits peers • Disengages from responsibility • Does not respect instructions, rules, peers or workers • Expresses dissatisfaction inappropriately • Gets disorganized in transitions • Has a disruptive behaviour • Has a low tolerance for frustration and constraints	• Ignores other's opinions • Interrupts or responds without waiting • Is impatient • Is involved in a group conflict • Is restless and has difficulty calming down • Leaves before the end of class without permission • Makes bad decisions, acts without thinking	• Moves a lot or is restless • Must make efforts to prevent impulsive behavior • Opposes, imposes itself • Out of context • Puts themselves in a dangerous situation • Talks a lot or makes inappropriate comments • Talks during explanations
Organization and Planning	• Does not demonstrate autonomy • Does not file their notes • Does not use their agenda • 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 • Prefers to work alone
Positive Reinforcement	• Acknowledges their peers • Admits their mistakes • Attends remedial • Collaborates in teamwork • Contributes positively to discussions • Demonstrates patience • Demonstrates the capacity to assess the required assignment	• Expresses their dissatisfaction properly • Identifies important information with ease • Improves handwriting • Is on time • Mentions their difficulties at appropriate moments • Participates well in francization • Performs math operations with ease • Presents themselves in francization	• Receives a congratulatory notice • Receptive to other's point of view • Requests help when needed • Respects deadlines • Responds well to instructions • Uses clear sentence structure • Uses extra time appropriately • Uses its technological tools • Uses their agenda
Regulation of Emotions and Anxiety	• Apprehends with fear the work to be done or the exams • Avoids tasks, classes, assessments • Belittles themselves • Demonstrates anxiety • Demonstrates fear of failure • Demonstrates hostility and irritability towards others • Demonstrates signs of stress • Exhibits palpable emotions, can be threatening to others	• Expresses lack of confidence verbally • Feels sad, unhappy or depressed • Has an academic performance affected by emotions • Has impaired judgment (distorted interpretation of events) • Has significant mood swings • Is thrown off balance if there is a change in routine or schedule	• Isolates oneself to withdraw socially • Mentions not understanding their difficulties • Mentions they feel incompetent • Needs reassurance • Overestimates own capabilities regarding assignment • Shows physical discomfort (sweating, tremors, pallor, tics, etc.)

General Education Adult (GEA) Bank

Types of interventions	Descriptor List		
Suggested Student Interventions	• After a teacher's intervention, ask of there has been progress • Alternate between different types of work • Ask a classmate to read the instructions • Ask questions on the task at hand, before, during and after • Ask yourself: "Am I always right?" • Attend remedial periods • Avoid a situation • Avoid clutter and useless materials in the work area • Avoid drinking coffee, soft drinks or energy drinks during the evening • Avoid eating too much before going to bed • Avoid sitting close to people that could be a source of distraction • Be actively present on a regular basis and as expected • Before reacting, be aware of the consequences of your actions • Breathe to soothe the body • Change inner voice • Change position while listening • Comply with the teacher's instructions • Count up to five before talking • Create a checklist of elements to follow the progression of the task • Create the evolutive concept map of a new notion • Demonstrate professional ethics • Determine a moment to accomplish the work • Determine a specific moment to accomplish the work • Determine breaks during long study periods • Divide days and tasks to do into periods of time • Draw, scribble or write while listening • Eliminate distractions • Establish connections between your training and the job market • Establish connections with the job market • Exercise on a regular basis	• Express opinion calmly • Find a method to review • Find means and strategies to rectify a situation • Find means to respect rules • Find quiet means to satisfy the need to move • Find the most difficult rule for you and make it yours • Focus on achievements • Follow steps to control emotions • Follow the example given by the teacher • Foresee steps to follow in case of an emotional breakdown • Gather your energy by keeping focused • Go to bed when you feel tired and wake up at a regular time • Identify elements that can trigger anger and aggression • Imagine yourself in twenty years • Keep a clear page layout while note-taking • Keep a journal • Keep a positive attitude • Keep a regular eating schedule • Keep only the necessary materials on your desk • Keep positive by changing negative sentences into encouraging sentences • List out of reasons to respect yourself • Listen to others • Maintain a regular bedtime schedule • Make a checklist before going to bed of tasks to remember • Make transitions between one task and another • Measure your progress • Meet deadlines • Notify teachers of absences • Notify the teacher that a rule might be overlooked for a period of time and explain why • Pay attention to key sentences • Photocopy classmate's or teacher's notes • Plan a soothing activity before going to bed • Plan meals	• Preview the topic of the next lesson • Prioritize • Put yourself in someone else's shoes to understand their perspective • Question the teacher when needed • Read the statement from beginning to end and rephrase before starting the task • Recall what was learned the day before • Recognize emotions and express them efficiently • Record certain parts of the class • Record ideas on the subject • Reduce the lighting one hour before going to bed • Rephrase or illustrate the main concept • Rephrase the given information to the teacher • Respect bosses and colleagues • Respect class rules • Review the theory of the day and synthesize it • Reword the given content • Segment the work into smaller steps • Set realistic goals to achieve • Sit in front of the class • Stay on task until the end • Step back before talking or acting • Study and take exams in a quiet room • Suggest a strategy to the teacher • Suggest text-to-speech tools • Take a break • Take notes • Take notes by formulating questions • Take time out to listen to other people's ideas • Think about the three sensory mode: visual, auditory, kinesthetic • Transform unhelpful thoughts into helpful ones • Treat others as you would like to be treated • Turn off Internet, social media, and telephone when studying • Underline key words in the learning situation • Until the situation becomes calm, avoid negotiations • Use a plan or a graphic organizer • Use a reading ruler

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	• Use a visual clock • Use an appropriate language • Use an electronic dictionary • Use calming manipulatives to reduce tension • Use color codes and abbreviations for note-taking • Use colored sheets • Use colors or markers to underline important information	• Use graph paper for all mathematical operations Use graphic organizers • Use "I" when speaking • Use planner • Use post-its to take notes • Use the calculator • Use the light to wake up in the morning • Value your life	• Verbalize emotions with calm in a conflictual situation • Verbalize the steps • Visualize a soothing scene • Wear earplugs or headphones • When calm, try to be receptive to the teacher's point of view • Work on the inner voice to maintain an appropriate behavior • Write questions and comments in your planner and ask questions at the appropriate time

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General Education Adult (GEA) Bank

Types of interventions	Descriptor List		
Universal Interventions	• Act with fairness • Activate prior knowledge • Adopt positive class management • Allow the group to make choices • Allow time to think and discuss mathematical problems • Allow students to chatter at the beginning of the class if they feel the need • Alternate sit down tasks with tasks that allow for movement • As a teacher, set an example by arriving on time • Ask questions to structure the text comprehension • Ask students to anticipate content before reading the text • Assign each student a specific role • At the end of class, highlight important elements or information that need to be memorized • Avoid comparing to others • Avoid long classroom instructions • Be consistent • Build bridges with the job market • Build on concrete notions to progress abstract ones • Call on episodic memory • Choose teammates • Choose the social skill of the month you wish to focus on • Clearly state the Center's vision of attendance • Contextualize mathematical situations • Create a vocabulary list related to basic mathematical operations • Define clear expectations in teamwork • Demonstrate professional ethics • Display clear and precise classroom rules and outline basic social skills • Diversify teaching method	• Diversify vocal intensity, tone and speed. Change places in the classroom • Divide long assignments into shorter steps and validate on a regular basis • Divide longer tasks into short directives • Do vocabulary activities • Encourage cooperative learning • Emphasize key words in instructions • Encourage explicit teaching • Encourage guided practice • Encourage peer interactions • Encourage reciprocal teaching • Encourage students to make time for themselves during the week • Encourage students to summarize • Encourage using color codes and abbreviations for note-taking • Encourage using the agenda • Establish a positive relationship with students • Establish a relationship based on trust • Establish beginning and end of class routines • Find ways to congratulate students and provide regular positive attention • Focus on explicit learning • Focus on prevention • Give examples of nonverbal communication • Give multiple concrete examples • Give one instruction at a time • Give time for students to write the information • Give time reminder • Go back on previous notions frequently • Go back on process and procedure • Have clear expectations • Provide clear and well spaced texts	• Highlight accomplishments and encourage the pursuit of goals • Highlight good behavior • Highlight important words with students before reading • Highlight main ideas • Highlight the importance and the reason for each rule • Inform students of targeted objectives • Introduce new topics in small steps • Limit the number of books and storage space • Make connections with prior knowledge • Make diagrams and drawing to illustrate problems • Manage individual differences based on shared responsibilities • Meditate • Minimize surrounding materials • Notify students when planned absences are scheduled • Organize classroom space • Organize space to reduce noise levels and risks of distractions • Outline explicitly what needs to be noted • Outline the information for note-taking • Outline the purpose and duration of the task • Plan breaks • Plan classes for revision • Plan to provide a time management tool • Plan to provide self-assessment tool • Plan visual support during explanations • Prepare a code of conduct and focus on group rules • Present notes using graphic organizers • Provide a glossary • Provide a precise work plan including tasks to be accomplished • Provide a predictable environment • Provide a suitable learning environment • Provide a warm and friendly presence • Provide clear instructions • Provide example of procedures to follow	

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- Provide examples of note-taking
- Provide feedback on a regular basis
- Provide frequent feedback on assignments
- Provide frequent opportunities for students to achieve success and develop self-efficacy
- Provide models and guided practices
- Provide self-assessment and review grids
- Provide the list of steps to follow
- Provide the working procedures for long term projects
- Provide written instructions on the board or on paper
- Recall past achievements at the beginning of a new task to encourage involvement
- Reinforce good behavior
- Reinforce positive learning and behavior amongst students
- Repeat the information by making connections with other concepts
- Resent mathematical problems in simple steps
- Review on a regular basis

- Set an example
- Specify expectations
- Show that you are open-minded
- Simplify data presentation
- Structure the work that needs to be done
- Suggest a deadline
- Suggest multiple choice tasks for math situational problems
- Summarize the concepts taught at the end of the class
- Summarize what needs to be retained and transferred at the end of each lesson
- Support instructions with actions
- Systematically ask students to reflect on what went well during class
- Teach reading strategies
- Teach social and soft skills
- Teach students metacognitive strategies
- Teach students mnemonic devices and memory aids
- Teach students to verbalize their needs

- Track student's gradual progress with frequent evaluations and self-assessments
- Use a font size that is clear and easy to read
- Use a reward system
- Use concrete and significant materials for the student Value memorized information
- Use graphic organizers
- Use positive words to congratulate students
- Use selective attention
- Use the least amount of words when giving an explanation
- Use visual support as reminder of instructions
- Verify comprehension
- Verify the completion of a task after each instruction
- When submitting the result, state the student's progress by commenting on the strengths and possible improvements
- Write difficult words on the board
- Write the course outline on the board
- Write the work sequence and the estimated time for each step

General Education Adult (GEA) Bank

Types of interventions	Descriptor List		
Targeted Interventions	- Address issues after a difficult situation - Allow manipulatives and fidgets to keep students focused - Allow student more time to do their readings - Allow student to use list of procedures or a memory aid - Allow student to work while standing up - Allow student to be helped by a classmate to read instructions - Allow student to leave the class - Allow student to move about while learning - Allow student to read the questions beforehand in order to guide reading - Allow student to record their own ideas - Allow student to step out a moment - Articulate formal objectives in terms of competency development with the student - Ask student: "Which strategy can you use to remember what you have learned today?" - Ask student to complete his/her self-assessment - Ask student to repeat in his/her mind tasks to be done - Ask student to repeat information and important instructions - Ask student to repeat the rule that applies to the on-going situation - Ask student to rephrase the instruction - Ask student to rephrase the new concept in their words - Ask student to set precise and realistic goals - Ask student to use post-its to determine what steps they have to do - Assess learning aid with the student - Be aware of a student's verbal and non-verbal communication	- Capture student's attention - Determine a place in the classroom where the student will feel at ease - Determine a plan B for unforeseen situations - Discuss different ways to interact with others - Discuss workload with the student - Encourage student to develop visualization techniques - Encourage student to help out a classmate experiencing difficulties - Encourage student to list their strengths for the benefit of the group - Encourage student to regularly organize their materials - Encourage student to search for solutions in order to rectify a problem - Encourage student to visualize the task - Encourage the student to write assignments in their agenda - Encourage the use of reminder tools - Enquire about underlying reasons for absences - Establish a non-verbal code with the student in order to recognize impulsive behavior - Express empathy in the face of anxiety - Get student's attention before providing an instruction - Guide student through steps to follow in case of an emotional breakdown - File a report with the DYP - Have student sit in front of the class - Have the student repeat the instruction aloud - Have the student write the instruction - Help student come to terms with a previous conflict and reflect on their behavior - Help student deal with one problem at a time instead of all of them at once	- Help student find strategies to relax - Help student find ways to feel accepted in the group - Help student identify certain emotions - Help student organize their weekly schedule - Help student practice verbalization on their own - Help student recognize their impulsive behavior(s) - Help student understand how they make others feel - Help the student to choose appropriate clothing - Highlight accomplishments and encourage the pursuit of goals - Highlight important information in mathematical situation for the student - Highlight student's progressive changes - Identify situations in which the student can be congratulated - Immediately congratulate the student when they demonstrate self-control - Include the rule in a behavioral contract - Insure understanding of professional expectations - Introduce a personalized reward system - Invite the student to a retake exam - Invite the student to a remedial session - Let the student move about or work standing up - Make a call to the police - Make changes in teams - Make connections between the task and prior knowledge - Meet the student - Meeting with the tutor - Organize a confidential meeting with the student - Plan frequent meetings with student to discuss his/her attitude towards his/her peers - Plan personalized tutorial periods - Plan regular 5 to 10 minute meetings - Prepare a support plan - Prompt student to summarize paragraphs read - Provide a mathematical tool - Provide a problem solving template

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	• Provide handouts on lesson content before class • Provide notes in advance • Provide student with a specific work plan on tasks to do • Provide student with positive feedback • Provide student with responsibilities they can complete • Provide student with the means to improve themselves • Provide the student with a memory aid • Provide the student with an audio version of texts	• Provide student with an individualized work plan • Refer the student to an external service (Health) • Refer the student to an external service (social services) • Refer the student to appropriate resources: substance abuse • Remind student of their role in the team • Review routine and lifestyle choices with the student • Segment longer tasks into smaller steps • Set student's attention before issuing an instruction • Stay close to the student	• Suggest self-assessments regularly • Suggest text-to-speech tools Suggest to the student to arrive early to be able to discuss with their peers • Support time management and priorities • Support students through setbacks or frustrations • Teach different ways to achieve a result • Teach the difference between assertive and aggressive reactions • Use a non-verbal signal to attract the student's attention • Use proximity as a means to help student focus on the task at hand

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Vocational Training (VT) Bank

Categories of observations	Descriptor List		
Activation and Perseverance on the Tasks	• Arrives late for class • Collaborates poorly or not at all in teamwork • Demonstrates procrastination • Does not attend mandatory remedial	• Does not hand in assignment or homework • Does not know where to start (has no landmarks) • Gets tired quickly, loses interest • Has difficulty completing a task	• Hands in an untidy assignment or homework • Is slow to get started or does not get started • Shows signs of chronic perfectionism • Waits to be told what to do, takes little initiative
Attention and Focus	• Asks to repeat • Has difficulty following instructions given orally or in writing • Has difficulty staying focused on a task for significant period of time	• Interrupts initial task to do something else • Is distracted by ambient noise or other stimuli • Is distracted when called upon • Jumps from one step to another, with no obvious connection/apparent method	• Loses objects • Omits details, tasks, commitments
Cognitive Flexibility and Working Memory	• Declines help • Difficulty understanding abstract notions • 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 reproducing a sequence of tasks or a procedure • Has difficulty adapting learned concepts to a new context • Mentions not having learning or studying strategies	• Mentions not understanding directives • Processes information slowly or with difficulty • Struggles to identify their mistakes • Seems reading to work without getting into action • Uses unproductive strategies
Coordination, Motor Skills and Visual-motor Perception	• Has a visual perception deficit (plans, 3D images, fonts, etc.) • Has difficulty orientating in space or on a map • Has difficulty performing or reproducing gestures with precision	• Has difficulty taking measurements because of motor difficulties • Has difficulty using work tools effectively • Has impaired auditory perception	• Is clumsy in their movements, lacks strength in their gestures • Presents a fatigability on the motor level Presents a slowness of execution
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
Inhibition (Restlessness / Impulsiveness)	• Discredits peers • Disengages from responsibility • Does not respect instructions, rules, peers or workers • Expresses dissatisfaction inappropriately • Gets disorganized in transitions • Has a disruptive behaviour • Has a low tolerance for frustration and constraints	• Ignores other's opinions • Interrupts or responds without waiting • Is impatient • Is involved in a group conflict • Is restless and has difficulty calming down • Leaves before the end of class without permission • Makes bad decisions, acts without thinking	• Moves a lot or is restless • Must make efforts to prevent impulsive behavior • Opposes, imposes itself • Out of context • Put themselves in a dangerous situation • Talks a lot or makes inappropriate comments • Talks during explanations
Learnings	• Acquires grammatical and spelling rules with difficulty • Does not know when or how apply mathematical formulas • Difficulty in locating important information and dissecting it • Handwriting is difficult to read • Has difficulty appropriating the lexicon related to the subject or the skill	• Has difficulty decoding or understanding written information • Has difficulty demonstrating certain skills related to the trade • Has difficulty following or participating in a conversation • Has difficulty pronouncing words, especially new vocabulary • Has difficulty reinvesting previously acquired program skills	• Has difficulty transferring knowledge from one context to another • Inadequate vocabulary while expressing their thoughts • Mentions having difficulties identifying important information • Mentions struggling with note-taking • Performs math operations with difficulty • Presents difficulties / doesn't master English skills prior learning trade

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	• Presents difficulties / doesn't master French skills prior learning trade • Presents difficulties / doesn't master mathematical skills required	• Requires extended time for written assignments	• Solves math problems with difficulty
Organization and Planning	• Does not demonstrate autonomy • Does not file their notes • Does not use their agenda • 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 • Prefers to work alone
Positive Reinforcement	• Acknowledges their peers • Admits their mistakes • Attends remedial • Collaborates in teamwork • Contributes positively to discussions • Demonstrates patience • Demonstrates the capacity to assess the required assignment	• Expresses their dissatisfaction properly • Identifies important information with ease • Improves handwriting • Is on time • Mentions their difficulties at appropriate moments • Participates well in francization • Performs math operations with ease • Presents themselves in francization • Receives a congratulatory notice	• Receptive to other's point of view • Requests help when needed • Respects deadlines • Responds well to instructions • Uses clear sentence structure • Uses extra time appropriately • Uses its technological tools • Uses their agenda • Works assiduously on internships
Regulation of Emotions and Anxiety	• Apprehends with fear the work to be done or the exams • Avoids tasks, classes, assessments • Belittles themselves • Demonstrates anxiety • Demonstrates fear of failure • Demonstrates hostility and irritability towards others • Demonstrates signs of stress • Exhibits palpable emotions, can be threatening to others	• Expresses lack of confidence verbally • Feels sad, unhappy or depressed • Has an academic performance affected by emotions • Has impaired judgment (distorted interpretation of events) • Has significant mood swings • Is thrown off balance if there is a change in routine or schedule	• Isolates oneself to withdraw socially • Mentions not understanding their difficulties • Mentions they feel incompetent • Needs reassurance • Overestimates own capabilities regarding assignment • Shows physical discomfort (sweating, tremors, pallor, tics, etc.)

Vocational Training (VT) Bank

Types of interventions	Descriptor List
Suggested Student Interventions	- After a teacher's intervention, ask of there has been progress - Alternate between different types of work - Ask a classmate to read the instructions - Ask questions on the task at hand, before, during and after - Ask yourself: "Am I always right?" - Attend remedial periods - Avoid a situation - Avoid clutter and useless materials in the work area - Avoid drinking coffee, soft drinks or energy drinks during the evening - Avoid eating too much before going to bed - Avoid sitting close to people that could be a source of distraction - Be actively present on a regular basis and as expected - Before reacting, be aware of the consequences of your actions - Breathe to soothe the body - Change inner voice - Change position while listening - Comply with the teacher's instructions - Count up to five before talking - Create a checklist of elements to follow the progression of the task - Create the evolutive concept map of a new notion - Demonstrate professional ethics - Determine a moment to accomplish the work - Determine a specific moment to accomplish the work - Determine breaks during long study periods - Divide days and tasks to do into periods of time - Draw, scribble or write while listening - Eliminate distractions - Establish connections between your training and the job market - Establish connections with the job market - Exercise on a regular basis - Express opinion calmly - Find a method to review - Find means and strategies to rectify a situation - Find means to respect rules - Find quiet means to satisfy the need to move - Find the most difficult rule for you and make it yours - Focus on achievements - Follow steps to control emotions - Follow the example given by the teacher - Foresee steps to follow in case of an emotional breakdown - Gather your energy by keeping focused - Go to bed when you feel tired and wake up at a regular time - Identify elements that can trigger anger and aggression - Imagine yourself in twenty years - Keep a clear page layout while note-taking - Keep a journal - Keep a positive attitude - Keep a regular eating schedule - Keep only the necessary materials on your desk - Keep positive by changing negative sentences into encouraging sentences - List out of reasons to respect yourself - Listen to others - Maintain a regular bedtime schedule - Make a checklist before going to bed of tasks to remember - Make transitions between one task and another - Measure your progress - Meet deadlines - Notify teachers of absences - Notify the teacher that a rule might be overlooked for a period of time and explain why - Pay attention to key sentences - Photocopy classmate's or teacher's notes - Plan a soothing activity before going to bed - Plan meals - Preview the topic of the next lesson - Prioritize - Put yourself in someone else's shoes to understand their perspective - Question the teacher when needed - Read the statement from beginning to end and rephrase before starting the task - Recall what was learned the day before - Recognize emotions and express them efficiently - Record certain parts of the class - Record ideas on the subject - Reduce the lighting one hour before going to bed - Rephrase or illustrate the main concept - Rephrase the given information to the teacher - Respect bosses and colleagues - Respect class rules - Review the theory of the day and synthesize it - Reword the given content - Segment the work into smaller steps - Set realistic goals to achieve - Sit in front of the class - Stay on task until the end - Step back before talking or acting - Study and take exams in a quiet room - Suggest a strategy to the teacher - Suggest text-to-speech tools - Take a break - Take notes - Take notes by formulating questions - Take time out to listen to other people's ideas - Think about the three sensory mode: visual, auditory, kinesthetic - Transform unhelpful thoughts into helpful ones - Treat others as you would like to be treated - Turn off Internet, social media, and telephone when studying - Underline key words in the learning situation - Until the situation becomes calm, avoid negotiations - Use a plan or a graphic organizer - Use a reading ruler

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	• Use a visual clock Use the calculator • Use an appropriate language • Use an electronic dictionary • Use calming manipulatives to reduce tension • Use color codes and abbreviations for note-taking • Use colored sheets • Use colors or markers to underline important information	• Use graph paper for all mathematical operations • Use graphic organizers • Use "I" when speaking • Use planner • Use post-its to take notes • Use the light to wake up in the morning • Value your life	• Verbalize emotions with calm in a conflictual situation • Verbalize the steps • Visualize a soothing scene • Wear earplugs or headphones • When calm, try to be receptive to the teacher's point of view • Work on the inner voice to maintain an appropriate behavior • Write questions and comments in your planner and ask questions at the appropriate time

Vocational Training (VT) Bank

Types of interventions	Descriptor List		
Universal Interventions	• Act with fairness • Activate prior knowledge • Adopt positive class management • Allow the group to make choices • Allow time to think and discuss mathematical problems • Allow students to chatter at the beginning of the class if they feel the need • Alternate sit down tasks with tasks that allow for movement • As a teacher, set an example by arriving on time • Ask questions to structure the text comprehension • Ask students to anticipate content before reading the text • Assign each student a specific role • At the end of class, highlight important elements or information that need to be memorized • Avoid comparing to others • Avoid long classroom instructions • Be consistent • Build bridges with the job market • Build on concrete notions to progress abstract ones • Call on episodic memory • Change places in the classroom • Choose teammates • Choose the social skill of the month you wish to focus on • Clearly state the Center's vision of attendance • Contextualize mathematical situations • Create a vocabulary list related to basic mathematical operations • Define clear expectations in teamwork • Demonstrate professional ethics • Display clear and precise classroom rules and outline basic social skills	• Diversify teaching method • Diversify vocal intensity, tone and speed. • Divide long assignments into shorter steps and validate on a regular basis • Divide longer tasks into short directives • Do vocabulary activities • Encourage cooperative learning • Emphasize key words in instructions • Encourage explicit teaching • Encourage guided practice • Encourage peer interactions • Encourage reciprocal teaching • Encourage students to make time for themselves during the week • Encourage students to summarize • Encourage using color codes and abbreviations for note-taking • Encourage using the agenda • Establish a positive relationship with students • Establish a relationship based on trust • Establish beginning and end of class routines • Find ways to congratulate students and provide regular positive attention • Focus on explicit learning • Focus on prevention • Give examples of nonverbal communication • Give multiple concrete examples • Give one instruction at a time • Give time for students to write the information • Give time reminder • Go back on previous notions frequently • Go back on process and procedure • Have clear expectations	• Highlight accomplishments and encourage the pursuit of goals • Highlight good behavior • Highlight important words with students before reading • Highlight main ideas • Highlight the importance and the reason for each rule • Inform students of targeted objectives • Introduce new topics in small steps • Limit the number of books and storage space • Make connections with prior knowledge • Make diagrams and drawing to illustrate problems • Manage individual differences based on shared responsibilities • Meditate • Minimize surrounding materials • Notify students when planned absences are scheduled • Organize classroom space • Organize space to reduce noise levels and risks of distractions • Outline explicitly what needs to be noted • Outline the information for note-taking • Outline the purpose and duration of the task • Plan breaks • Plan classes for revision • Plan to provide a time management tool • Plan to provide self-assessment tool • Plan visual support during explanations • Prepare a code of conduct and focus on group rules • Present notes using graphic organizers • Provide a glossary • Provide a precise work plan including tasks to be accomplished • Provide a predictable environment • Provide a suitable learning environment • Provide a warm and friendly presence • Provide clear and well spaced texts • Provide clear instructions	

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- Provide example of procedures to follow
- Provide examples of note-taking
- Provide feedback on a regular basis
- Provide frequent feedback on assignments
- Provide frequent opportunities for students to achieve success and develop self-efficacy
- Provide models and guided practices
- Provide self-assessment and review grids
- Provide the list of steps to follow
- Provide the working procedures for long term projects
- Provide written instructions on the board or on paper
- Recall past achievements at the beginning of a new task to encourage involvement
- Reinforce good behavior
- Reinforce positive learning and behavior amongst students
- Repeat the information by making connections with other concepts
- Resent mathematical problems in simple steps

- Review on a regular basis
- Set an example
- Specify expectations
- Show that you are open-minded
- Simplify data presentation
- Structure the work that needs to be done
- Suggest a deadline
- Suggest multiple choice tasks for math situational problems
- Summarize the concepts taught at the end of the class
- Summarize what needs to be retained and transferred at the end of each lesson
- Support instructions with actions
- Systematically ask students to reflect on what went well during class
- Teach reading strategies
- Teach social and soft skills
- Teach students metacognitive strategies
- Teach students mnemonic devices and memory aids

- Teach students to verbalize their needs
- Track student's gradual progress with frequent evaluations and self-assessments
- Use a font size that is clear and easy to read
- Use a reward system
- Use concrete and significant materials for the student Value memorized information
- Use graphic organizers
- Use positive words to congratulate students
- Use selective attention
- Use the least amount of words when giving an explanation
- Use visual support as reminder of instructions
- Verify comprehension
- Verify the completion of a task after each instruction
- When submitting the result, state the student's progress by commenting on the strengths and possible improvements
- Write difficult words on the board
- Write the course outline on the board
- Write the work sequence and the estimated time for each step

Vocational Training (VT) Bank

Types of interventions	Descriptor List		
Targeted Interventions	• Address issues after a difficult situation • Allow manipulatives and fidgets to keep students focused • Allow student more time to do their readings • Allow student to use list of procedures or a memory aid • Allow student to work while standing up • Allow student to be helped by a classmate to read instructions • Allow student to leave the class • Allow student to move about while learning • Allow student to read the questions beforehand in order to guide reading • Allow student to record their own ideas • Allow student to step out a moment • Articulate formal objectives in terms of competency development with the student • Ask student: « Which strategy can you use to remember what you have learned today? » • Ask student to complete his/her self-assessment • Ask student to repeat in his/her mind tasks to be done • Ask student to repeat information and important instructions • Ask student to repeat the rule that applies to the on-going situation • Ask student to rephrase the instruction • Ask student to rephrase the new concept in their words • Ask student to set precise and realistic goals • Ask student to use post-its to determine what steps they have to do • Assess learning aid with the student • Be aware of a student's verbal and non-verbal communication	• Capture student's attention • Determine a place in the classroom where the student will feel at ease • Determine a plan B for unforeseen situations • Discuss different ways to interact with others • Discuss workload with the student • Encourage student to develop visualization techniques • Encourage student to help out a classmate experiencing difficulties • Encourage student to list their strengths for the benefit of the group • Encourage student to regularly organize their materials • Encourage student to search for solutions in order to rectify a problem • Encourage student to visualize the task • Encourage the student to write assignments in their agenda • Encourage the use of reminder tools • Enquire about underlying reasons for absences • Establish a non-verbal code with the student in order to recognize impulsive behavior • Express empathy in the face of anxiety • Get student's attention before providing an instruction • Guide student through steps to follow in case of an emotional breakdown • File a report with the DYP • Have student sit in front of the class • Have the student repeat the instruction aloud • Have the student write the instruction • Help student come to terms with a previous conflict and reflect on their behavior • Help student deal with one problem at a time instead of all of them at once	• Help student find strategies to relax • Help student find ways to feel accepted in the group • Help student identify certain emotions • Help student organize their weekly schedule • Help student practice verbalization on their own • Help student recognize their impulsive behavior(s) • Help student understand how they make others feel • Help the student to choose appropriate clothing • Highlight accomplishments and encourage the pursuit of goals • Highlight important information in mathematical situation for the student • Highlight student's progressive changes • Identify situations in which the student can be congratulated • Immediately congratulate the student when they demonstrate self-control • Include the rule in a behavioral contract • Insure understanding of professional expectations • Introduce a personalized reward system • Invite the student to a retake exam • Invite the student to a remedial session • Let the student move about or work standing up • Make a call to the police • Make changes in teams • Make connections between the task and prior knowledge • Meet the student • Meeting with the tutor • Organize a confidential meeting with the student • Plan frequent meetings with student to discuss his/her attitude towards his/her peers • Plan personalized tutorial periods • Plan regular 5 to 10 minute meetings • Prepare a support plan • Prompt student to summarize paragraphs read • Provide a mathematical tool • Provide a problem solving template

	• Provide handouts on lesson content before class • Provide notes in advance • Provide student with a specific work plan on tasks to do • Provide student with positive feedback • Provide student with responsibilities they can complete • Provide student with the means to improve themselves • Provide the student with a memory aid	• Provide the student with an audio version of texts • Provide student with an individualized work plan • Refer the student to an external service (Health) • Refer the student to an external service (social services) • Refer the student to appropriate resources: substance abuse • Remind student of their role in the team • Review routine and lifestyle choices with the student • Segment longer tasks into smaller steps • Set student's attention before issuing an instruction • Stay close to the student	• Suggest self-assessments regularly • Suggest text-to-speech tools Suggest to the student to arrive early to be able to discuss with their peers • Support time management and priorities • Support students through setbacks or frustrations • Teach different ways to achieve a result • Teach the difference between assertive and aggressive reactions • Use a non-verbal signal to attract the student's attention • Use proximity as a means to help student focus on the task at hand

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	GAE: Basic Mathematical Language	GAE: Communication (writing, reading and language skills)	VT: Health and Security	VT: Learnings	Activation and Perseverance on the task	Attention and Focus	Cognitive Flexibility and Working Memory	Coordination, Motor Skills, and Visual-Motor Perception	Inhibition (Restlessness and Impulsiveness)	Organisation and Planning	Regulation of Emotions and Anxiety
Principal	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅
Psychosocial support worker	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅
Pedagogical support worker	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅
Teacher Responsible of the Follow-Up of the File	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅
Teacher	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅
Teacher who does not teach to the student	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅
Non-teaching staff	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅	✅
Student	❌	❌	❌	❌	❌	❌	❌	❌	❌	❌	❌

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

Function	Suggested Student Interventions	Targeted Interventions	Universal Interventions
Principal	✅	✅	✅
Psychosocial support worker	✅	✅	✅
Pedagogical support worker	✅	✅	✅
Teacher Responsible of the Follow-Up of the File	✅	✅	✅
Teacher	✅	✅	✅
Teacher who does not teach the student	✅	✅	✅
Non-teaching staff	✅	✅	✅
Student	❌	❌	❌

The teacher roles can not be customized in the OIM Management tile of the Mozaïk-Portal Administrator console since there is only one switch (Teacher).

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