

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 August 2023 Highlighted descriptors = new descriptor January 2024


Categories	Description
Communication (Writing, Reading and Language Skills)	<ul style="list-style-type: none">➤ GEA bank only➤ Acquire a body of knowledge through intellectual work or experience
Basic Mathematical Language	<ul style="list-style-type: none">➤ GEA bank only➤ Acquire a body of knowledge through intellectual work or experience
Learnings	<ul style="list-style-type: none">➤ VT bank only➤ Acquire a body of knowledge through intellectual work or experience
Health and Security	<ul style="list-style-type: none">➤ VT bank only➤ Adopt appropriate behaviours related to the prevention of accidents at work and diseases
Activation and Perseverance on the Tasks	<ul style="list-style-type: none">➤ GEA and VT banks➤ Take action independently and persist in solving a problem
Attention and Focus	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ GEA and VT banks➤ Locate and move in space, use objects
Cognitive Flexibility and Working Memory	<ul style="list-style-type: none">➤ GEA and VT banks➤ Remember instructions, procedures and steps, adapt to context, understand and transfer concepts
Inhibition (Restlessness / Impulsiveness)	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ GEA and VT banks➤ Positive observations (former category of the originating bank)
Regulation of Emotions and Anxiety	<ul style="list-style-type: none">➤ GEA and VT banks➤ Managing and calming worries, intrusive thoughts, and the resulting difficulties in functioning

General Education Adult (GEA) Bank

Categories of observations	Descriptor List		
Activation and Perseverance on the Tasks	<ul style="list-style-type: none"> Arrives late for class Collaborates poorly or not at all in teamwork Demonstrates procrastination Does not attend mandatory remedial 	<ul style="list-style-type: none"> Does not hand in assignment or homework Does not know where to start (has no landmarks) Gets tired quickly, loses interest Hands in an untidy assignment or homework 	<ul style="list-style-type: none"> Has difficulty completing a task 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	<ul style="list-style-type: none"> Asks to repeat Has difficulty following instructions given orally or in writing Has difficulty staying focused on a task for significant period of time 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Loses objects Omits details, tasks, commitments
Basic Mathematical Language	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Forgets certain instructions that have been delivered Has difficulty adapting learned concepts to a new context Has difficulty reproducing a sequence of tasks or a procedure Mentions not having learning or studying strategies 	<ul style="list-style-type: none"> Mentions not understanding directives Processes information slowly or with difficulty Seems reading to work without getting into action Struggles to identify their mistakes Uses unproductive strategies
Communication (Writing, Reading and Language Skills)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Has difficulty taking measurements because of motor difficulties Has difficulty using work tools effectively Has impaired auditory perception 	<ul style="list-style-type: none"> Is clumsy in their movements, lacks strength in their gestures Presents a fatigability on the motor level Presents a slowness of execution


Inhibition (Restlessness / Impulsiveness)	<ul style="list-style-type: none"> Assaults an adult Assaults another student Bystander of a bullying event Bystander of an act of violence Causes serious damage or vandalism Discredits peers Disengages from responsibility Does not respect instructions, rules, peers or workers Expresses dissatisfaction inappropriately Fights Gets disorganized in transitions Has a disruptive behaviour Has a low tolerance for frustration and constraints Has an inappropriate behaviour of a sexual nature Ignores other's opinions Indecent behaviour Interrupts or responds without waiting Is impatient Is in possession of a prohibited item 	<ul style="list-style-type: none"> Is involved in a group conflict Is restless and has difficulty calming down Is under the influence of alcohol or drugs 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 Perpetrator of a bullying event Perpetrator of an act of violence Possession of illegal substances Pulls hair Punches others Pushes an adult Puts themselves in a dangerous situation Resists physically Scratches an adult Screams, yells Seems scared 	<ul style="list-style-type: none"> Self-harms Sells illegal substances Spits while targeting a person Steals Talks a lot or makes inappropriate comments Talks during explanations Threatening to hurt themselves Threatens to hurt others Throws objects Unsafe use of materials Uses inappropriate sexual language Utters a targeted insult Utters threats Victim of a bullying event Victim of an act of violence Victim of inappropriate behaviour or gestures of sexual nature Witnesses inappropriate behaviour or gestures of a sexual nature
Organization and Planning	<ul style="list-style-type: none"> Does not demonstrate autonomy Does not file their notes Does not use their agenda Forgets to use known or learned strategies 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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		
 <p>Suggested Student Interventions</p>	<ul style="list-style-type: none"> • After a teacher's intervention, ask if 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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


	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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		
 <p>Universal Interventions</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Emphasize key words in instructions • Encourage cooperative learning • 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 	<ul style="list-style-type: none"> • 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 clear and well spaced texts

	<ul style="list-style-type: none"> • Provide examples of note-taking • Provide example of procedures to follow • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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General Education Adult (GEA) Bank

Types of interventions	Descriptor List		
 <p>Targeted Interventions</p>	<ul style="list-style-type: none"> • 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 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 • Allow student to use list of procedures or a memory aid • Allow student to work while standing up • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 remedial session • Invite the student to a retake exam • 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


	<ul style="list-style-type: none">• 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 an individualized work plan• 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	<ul style="list-style-type: none">• Provide the student with an audio version of texts• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> Arrives late for class Collaborates poorly or not at all in teamwork Demonstrates procrastination Does not attend mandatory remedial 	<ul style="list-style-type: none"> Does not hand in assignment or homework Does not know where to start (has no landmarks) Gets tired quickly, loses interest Hands in an untidy assignment or homework 	<ul style="list-style-type: none"> Has difficulty completing a task 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	<ul style="list-style-type: none"> Asks to repeat Has difficulty following instructions given orally or in writing Has difficulty staying focused on a task for significant period of time 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Loses objects Omits details, tasks, commitments
Cognitive Flexibility and Working Memory	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Forgets certain instructions that have been delivered Has difficulty adapting learned concepts to a new context Has difficulty reproducing a sequence of tasks or a procedure Mentions not having learning or studying strategies 	<ul style="list-style-type: none"> Mentions not understanding directives Processes information slowly or with difficulty Seems reading to work without getting into action Struggles to identify their mistakes Uses unproductive strategies
Coordination, Motor Skills and Visual-motor Perception	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Has difficulty taking measurements because of motor difficulties Has difficulty using work tools effectively Has impaired auditory perception 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Demonstrates reckless behavior Forget the required personal protective equipment (PPE) Has difficulty adopting a safe posture 	<ul style="list-style-type: none"> Has difficulty demonstrating preventative reflexes (execution) Has difficulty recognizing hazards 	<ul style="list-style-type: none"> Not wearing the required personal protective equipment (PPE) properly
Inhibition (Restlessness / Impulsiveness)	<ul style="list-style-type: none"> Assaults an adult Assaults another student Bystander of a bullying event Bystander of an act of violence Causes serious damage or vandalism Discredits peers Disengages from responsibility Does not respect instructions, rules, peers or workers Expresses dissatisfaction inappropriately Fights Gets disorganized in transitions Has a disruptive behaviour Has a low tolerance for frustration and constraints Has an inappropriate behaviour of a sexual nature Ignores other's opinions Indecent behaviour 	<ul style="list-style-type: none"> Interrupts or responds without waiting Is impatient Is in possession of a prohibited item Is involved in a group conflict Is restless and has difficulty calming down Is under the influence of alcohol or drugs 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 Perpetrator of a bullying event Perpetrator of an act of violence Possession of illegal substances Pulls hair 	<ul style="list-style-type: none"> Punches others Pushes an adult Puts themselves in a dangerous situation Resists physically Scratches an adult Screams, yells Seems scared Self-harms Sells illegal substances Spits while targeting a person Steals Talks a lot or makes inappropriate comments Talks during explanations Threatening to hurt themselves Threatens to hurt others Throws objects Unsafe use of materials


	<ul style="list-style-type: none"> • Uses inappropriate sexual language • Utters a targeted insult • Utters threats 	<ul style="list-style-type: none"> • Victim of a bullying event • Victim of an act of violence • Victim of inappropriate behaviour or gestures of sexual nature 	<ul style="list-style-type: none"> • Witnesses inappropriate behaviour or gestures of a sexual nature
Learnings	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Mentions struggling with note-taking • Performs math operations with difficulty • Presents difficulties / doesn't master English skills prior learning trade • 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	<ul style="list-style-type: none"> • Does not demonstrate autonomy • Does not file their notes • Does not use their agenda • Forgets to use known or learned strategies 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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		
 <p>Suggested Student Interventions</p>	<ul style="list-style-type: none"> • After a teacher's intervention, ask if 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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


	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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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Vocational Training (VT) Bank

Types of interventions	Descriptor List		
 <p>Universal Interventions</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Emphasize key words in instructions • Encourage cooperative learning • 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 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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Vocational Training (VT) Bank

Types of interventions	Descriptor List		
 Targeted Interventions	<ul style="list-style-type: none"> • 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 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 • Allow student to use list of procedures or a memory aid • Allow student to work while standing up • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 remedial session • Invite the student to a retake exam • 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

	<ul style="list-style-type: none">• 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 an individualized work plan• Provide student with positive feedback• Provide student with responsibilities they can complete• Provide student with the means to improve themselves	<ul style="list-style-type: none">• Provide the student with a memory aid• Provide the student with an audio version of texts• 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	<ul style="list-style-type: none">• 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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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	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗

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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