




OIM Annex

*Information taken from: *Document théorique – Module de Suivi des observations et des interventions (SOI) pour le primaire et le secondaire*, realised with the collaboration of Optania.

Classification criteria of OIM descriptors

*Information based on the [Reference Framework](#) of the Ministry of Education and Higher Education and the Response to Intervention (RTI) approach.

Matching colours in the diagram	Categories	Descriptor criteria
	 Positive behaviours	<ul style="list-style-type: none">➤ Any improvement or positive action taken by the student.➤ The intention is to increase self-esteem and self-confidence.➤ The recognition of good behaviours encourages their repetition.
	 Behaviours to be monitored	<ul style="list-style-type: none">➤ The behaviour requires an intervention or help measures.➤ It also requires support if the behaviours are repetitive.➤ It refers to the process of developing the student's organization and autonomy (methodology).➤ It can refer to attention difficulties.➤ It often refers to non-voluntary behaviour.➤ These behaviours are learned and need to be modelled and educated.
	 Behaviours to be modified	<ul style="list-style-type: none">➤ The behaviour requires intervention.➤ It refers to a misplaced and deliberate attitude or inappropriate behaviour.➤ Repetition of the behaviour must be taken into consideration (gradation can be followed by automated protocols).➤ The subsequent intervention should consider the frequency, consistency, intensity and duration of the behaviour.
	 Serious behaviours	<ul style="list-style-type: none">➤ The behaviour requires a mandatory and systematic intervention.➤ It transgresses laws or social conventions.➤ The action is an attack on integrity or safety.

Descriptors in orange = a modified descriptor in 2025, **Descriptors in blue** = a new descriptor in 2025.

Unified bank of observation and intervention descriptors by type of institution


Categories of behaviours	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
<div><div></div><div>Positive Behaviours</div></div>	Accepts help	✓	✓	✓
	Accepts the intervention without arguing	✓	✓	✓
	Actively listens	✓	✓	
	Addresses staff using appropriate courtesy titles (Mr. / Ms.)	✓	✓	✓
	Admits their mistakes	✓	✓	✓
	Attends remedial		✓	✓
	Brings all necessary school supplies	✓	✓	✓
	Communicates in English or French	✓	✓	✓
	Communicates their point of view at the appropriate moment	✓	✓	✓
	Completes their work plan		✓	
	Cooperates well with others	✓	✓	✓
	Cooperates with the orthopedagogue	✓	✓	✓
	Demonstrates commitment to success	✓	✓	✓
	Demonstrates constant effort	✓	✓	✓
	Demonstrates excellence	✓	✓	✓
	Demonstrates improvement in behaviour	✓	✓	✓
	Demonstrates improvement in quality of work	✓	✓	✓
	Demonstrates motivation	✓	✓	✓
	Demonstrates organizational skills			✓
	Demonstrates pride in their achievements	✓	✓	✓
	Demonstrates team spirit	✓	✓	✓
	Disposes trash and recycles	✓	✓	✓
	Does a good job in the classroom	✓	✓	
	Does not impede other students' learning process	✓	✓	
	Eats at the designated time	✓	✓	
	Encourages peers	✓	✓	✓
	Expresses emotions properly			✓
	Expresses themselves adequately	✓	✓	
	Expresses themselves appropriately	✓	✓	
	Formally addresses ("vous") school staff	✓	✓	✓
	Handles materials with caution	✓	✓	

 **Positive**
Behaviours

Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
Hands in a neat assignment		✓	✓
Hands in neat work		✓	✓
Hands in their study records		✓	
Has handed in homework		✓	✓
Has a compliant dress code	✓	✓	✓
Helps others	✓	✓	✓
Interacts politely	✓	✓	✓
Invests in learning	✓	✓	✓
Is attentive in class	✓	✓	✓
Is autonomous	✓	✓	✓
Is calm when transitioning between classes	✓	✓	
Is punctual	✓	✓	✓
Is ready when the bell rings	✓	✓	✓
Keeps an open mind and is receptive to other's viewpoint	✓	✓	✓
Keeps quiet when appropriate	✓	✓	✓
Listens to the substitute teacher	✓	✓	✓
Makes amends	✓	✓	
Makes progress in francization	✓	✓	✓
Makes progress in remedial education	✓	✓	✓
Obtains an academic merit	✓	✓	✓
Participates actively in teamwork		✓	✓
Participates in a remedial period		✓	✓
Participates in discussions	✓	✓	✓
Participates in school life		✓	✓
Participates well in class	✓	✓	✓
Participates well in francization	✓	✓	✓
Participates well with the special education technician (SET)	✓	✓	✓
Performs well on their evaluation	✓	✓	✓
Plays with caution	✓	✓	
Presents themselves for remedial teaching	✓	✓	✓
Presents themselves in francization	✓	✓	✓
Progresses	✓	✓	✓

 **Positive**
Behaviours

Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
Progressing well in learning	✓	✓	✓
Promotes a good class climate	✓	✓	✓
Provides a signature	✓	✓	✓
Remains calm when transitioning between classes			✓
Renders service	✓	✓	✓
Respects deadlines	✓	✓	✓
Respects instructions	✓	✓	✓
Respects personal space	✓	✓	✓
Respects schoolyard limits	✓	✓	
Shares	✓	✓	✓
Shows dedication in tasks	✓	✓	✓
Shows initiative	✓	✓	✓
Shows up during the school remediation period			✓
Shows up for meeting with homeroom teacher		✓	✓
Shows up for the detention period		✓	✓
Shows up for the exam retake			✓
Takes care of the premises and equipment at his disposal	✓	✓	✓
Uses efficient study strategies	✓	✓	✓
Uses extra time appropriately	✓	✓	✓
Uses IEP strategies appropriately	✓	✓	✓
Uses its electronic device properly	✓	✓	✓
Uses its school supply properly	✓	✓	✓
Uses its technological tools	✓	✓	✓
Uses learning strategies effectively	✓	✓	✓
Uses self-soothing methods	✓	✓	✓
Waits for their turn	✓	✓	✓
Works assiduously on internships			✓
Works diligently in class		✓	✓
Writes in the appropriate spaces	✓	✓	

Categories of behaviours	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
 Behaviours to be monitored	Absent from the classroom frequently			✓
	Absents themselves frequently	✓	✓	
	Arrives late	✓	✓	✓
	Asks to leave the classroom	✓	✓	✓
	Belittles themselves	✓	✓	✓
	Breaks materials unintentionally	✓	✓	
	Brings unauthorized material in the classroom	✓	✓	✓
	Chats in class	✓	✓	✓
	Communicates in a language other than English or French	✓	✓	✓
	Cries or shows signs of sadness	✓	✓	✓
	Cumulative delay in the delivery of work or homework	✓	✓	✓
	Declines help	✓	✓	✓
	Demonstrates a rhythm of execution linked to motor difficulty	✓	✓	✓
	Demonstrates flapping	✓	✓	✓
	Demonstrates impatience while waiting for his/her turn	✓	✓	
	Demonstrates signs of hypersensitivity	✓	✓	✓
	Demonstrates signs of rigidity	✓	✓	✓
	Demonstrates signs of stress	✓	✓	✓
	Demonstrates slowness of execution linked to difficulty in comprehension	✓	✓	✓
	Denounces the behaviours of others that are neither serious nor dangerous	✓	✓	✓
	Did not do the required homework			✓
	Did not do their homework	✓	✓	
	Did not hand in a homework	✓	✓	
	Did not hand in an assignment	✓	✓	
	Did not take their medication	✓	✓	✓
	Disrespectful	✓	✓	✓
	Does not bring required school materials to class	✓	✓	✓
	Does not clean workspace	✓	✓	✓
	Does not complete their work plan		✓	
	Does not cooperate with the orthopedagogue	✓	✓	✓
	Does not do the assignment requested	✓	✓	
	Does not do the job requested			✓


Behaviours
to be
monitored

Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
Does not formally address (“Vous”) school staff	✓	✓	✓
Does not hand in an assignment			✓
Does not hand in homework			✓
Does not hand in their study records		✓	
Does not have enough food	✓	✓	✓
Does not have lunch	✓	✓	✓
Does not have snack	✓	✓	
Does not have their physical education clothes	✓	✓	✓
Does not participate actively in discussions	✓	✓	✓
Does not participate in catch-up		✓	✓
Does not participate in homework help		✓	✓
Does not participate in remedial period		✓	✓
Does not respect cell phone rules	✓	✓	✓
Does not respect dietary rules (school or classroom)	✓	✓	✓
Does not show up for an exam	✓	✓	✓
Does not show up for detention period			✓
Does not show up for a meeting		✓	✓
Does not show up for remedial classes	✓	✓	✓
Does not show up for the resumption of the exam			✓
Does not show up to the school remediation period			✓
Does not show up to the withdrawal room		✓	✓
Does not store equipment properly	✓	✓	✓
Does not understand the work required despite explanations	✓	✓	✓
Does not use appropriate courtesy titles (Mr. / Ms.)	✓	✓	✓
Does not use learning strategies		✓	✓
Does not use the additional time	✓	✓	✓
Does not use the technological tools	✓	✓	✓
Dozing off in class	✓	✓	✓
Excessive use of video games	✓	✓	✓
Expresses emotion inadequately	✓	✓	✓
Fails to complete their routine	✓	✓	
Fails to provide parent's signature	✓	✓	✓
Gets easily distracted	✓	✓	✓


Behaviours
to be
monitored

Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
Hand over a sloppy assignment	✓	✓	✓
Hand over a sloppy homework	✓	✓	✓
Hands in homework late		✓	✓
Hands in incomplete homework	✓	✓	✓
Hands in untidy homework	✓	✓	✓
Hands in untidy task			✓
Has academic difficulties	✓	✓	✓
Has an inappropriate behaviour of a sexual nature	✓	✓	✓
Has conflict with other students	✓	✓	✓
Has difficulty compromising	✓	✓	✓
Has difficulty getting organized	✓	✓	✓
Has difficulty managing emotions	✓	✓	✓
Has difficulty managing time during an evaluation situation		✓	✓
Has disruptive behaviour	✓	✓	✓
Has little or no commitment	✓	✓	✓
Has material to renew	✓	✓	✓
Has neglected personal hygiene	✓	✓	✓
Has noisy behaviour			✓
Has not acquired potty-training	✓	✓	
Imposes ideas on others	✓	✓	✓
Interacts with others in an awkward way	✓	✓	✓
Is a victim of mockery	✓	✓	✓
Is absent during an evaluation		✓	✓
Is disruptive when moving about	✓	✓	✓
Is in situation of failing	✓	✓	✓
Is not available for learning	✓	✓	✓
Is not in a condition to attend a class	✓	✓	✓
Is withdrawn	✓	✓	✓
Isolates themselves physically or emotionally	✓	✓	✓
Lacks adequate food	✓	✓	✓
Lacks attention or has difficulty concentrating	✓	✓	✓
Lacks of sleep	✓	✓	✓
Learning progresses with some difficulty	✓	✓	✓




 Behaviours

 to be

monitored


Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
Loses personal belongings	✓	✓	✓
Makes an inappropriate comment	✓	✓	✓
Makes noises	✓	✓	
Mentions not having studied		✓	✓
Mentions not having study strategies			✓
Misses homework help		✓	✓
Misses tutoring service		✓	✓
Misuses school materials	✓	✓	✓
Misuses social media		✓	✓
Moves about at inappropriate moments	✓	✓	✓
Moves on their chair	✓	✓	
Must complete work at home	✓	✓	✓
Negatively influences others	✓	✓	✓
Participates in an inadequate way			✓
Presents untreated wounds	✓	✓	✓
Progressing with learning difficulties	✓	✓	✓
Refuses to give their oral presentation	✓	✓	✓
Refuses to speak French in francization	✓	✓	✓
Shares a personal story or makes a disclosure	✓	✓	✓
Shows motor agitation	✓	✓	✓
Shows signs of anxiety	✓	✓	✓
Shows signs of tiredness	✓	✓	✓
Shows verbal agitation	✓	✓	✓
Shows vulnerability	✓	✓	✓
Solicits food	✓	✓	✓
Speaks using inappropriate words	✓	✓	
Struggles to start tasks	✓	✓	✓
Submits an incomplete assignment			✓
Teases the other students	✓	✓	✓
Uses ineffective study strategies		✓	✓
Wastes time	✓	✓	✓
Wears clothing inappropriate for the season	✓	✓	✓
Works insufficiently in class	✓	✓	✓

Categories of behaviours	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
 <p>Behaviours to be modified</p>	Argues disrespectfully	✓	✓	✓
	Breaks materials	✓	✓	✓
	Cheats	✓	✓	✓
	Copies off another student	✓	✓	✓
	Demonstrates rudeness	✓	✓	✓
	Disrupts others purposely			✓
	Disrupts the classroom climate	✓	✓	
	Disturbs class climate			✓
	Does not comply with conduct rules (breaks or lunch period)			✓
	Does not comply with rules concerning electronic devices, software or applications	✓	✓	✓
	Does not comply with the dress code	✓	✓	✓
	Does not follow teacher's instructions	✓	✓	✓
	Does not present themselves in francization		✓	✓
	Does not respect arrival times on school grounds	✓	✓	✓
	Does not respect non-teaching staff instructions	✓	✓	✓
	Does not respect rules of conduct (recess)	✓	✓	
	Does not respect the rules (bus)	✓	✓	✓
	Does not respect the school or class rules	✓	✓	✓
	Does not respect the substitute teacher's instructions	✓	✓	✓
	Exhibits indecent behaviour			✓
	Fails to comply with an instruction	✓	✓	✓
	Forges a signature	✓	✓	✓
	Has a negative attitude	✓	✓	✓
	Ignores an adult's request	✓	✓	✓
	Ignores an instruction			✓
	Indecent behaviour	✓	✓	
	Is abrupt with others (words or gestures)	✓	✓	✓
	Is in possession of a vape	✓	✓	✓
	Is voluntarily passive	✓	✓	✓
	Leaves classroom without permission			✓
	Leaves the room without authorization	✓	✓	✓
	Lies	✓	✓	✓




Behaviours
to be
modified


Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
Makes inappropriate comments	✓	✓	✓
Mentions not wanting to put in the effort			✓
Not wearing their uniform	✓	✓	✓
Persistently refuses to cooperate	✓	✓	✓
Plagiarizes			✓
Refuses to identify themselves	✓	✓	✓
Runs when inappropriate	✓	✓	
Seriously disrespectful	✓	✓	✓
Shoves	✓	✓	✓
Skips school	✓	✓	✓
Smoking or vaping in an unauthorized area			✓
Talks during explanations	✓	✓	✓
Uses a device to film, record or take photos without consent	✓	✓	✓
Uses an iPad (tablet) inappropriately	✓	✓	✓
Uses inappropriate language	✓	✓	✓


Categories of behaviours	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
<div>  Serious behaviours </div>	Assaults an adult (staff member)	✓	✓	✓
	Assaults an adult (non-staff member)	✓	✓	✓
	Assaults another student			✓
	Bites another student	✓	✓	
	Bystander of a bullying event	✓	✓	✓
	Bystander of an act of armed violence	✓	✓	✓
	Bystander of an act of verbal violence	✓	✓	✓
	Bystander of an act of violence	✓	✓	✓
	Bystander to an act of sexual violence	✓	✓	✓
	Causes serious damage or vandalism	✓	✓	✓
	Charges the door	✓	✓	✓
	Commits a violent act			✓
	Fights	✓	✓	✓
	Grabs people inappropriately	✓	✓	✓
	Has an indecent behaviour	✓	✓	
	Hits another student	✓	✓	✓
	In possession of illegal substances	✓	✓	
	Possession of illegal substance			✓
	Indecent behaviour			✓
	Is disorganized	✓	✓	✓
	Is in possession of a prohibited item	✓	✓	✓
	Is under the influence of alcohol or drugs		✓	✓
	Makes homophobic remarks	✓	✓	✓
	Makes racist remarks	✓	✓	✓
	Makes suicidal remarks	✓	✓	✓
	Perpetrator of a bullying event	✓	✓	✓
	Perpetrator of an act of armed violence	✓	✓	✓
	Perpetrator of an act of sexual violence	✓	✓	✓
	Perpetrator of an act of verbal violence	✓	✓	✓
	Perpetrator of an act of violence	✓	✓	✓
	Pinches a person	✓	✓	✓
	Pulls hair	✓	✓	✓


 **Serious**
behaviours

Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
Punches others	✓	✓	✓
Pushes an adult	✓	✓	✓
Puts themselves at risk	✓	✓	✓
Reacts with uncontrolled anger	✓	✓	✓
Resists physically	✓	✓	✓
Runs away from class	✓	✓	✓
Runs away from school	✓	✓	✓
Scratches an adult	✓	✓	✓
Scratches another student	✓	✓	
Screams, yells	✓	✓	✓
Seems scared	✓	✓	✓
Self-harms	✓	✓	✓
Sells illegal substances			✓
Shoves a student	✓	✓	✓
Spits while targeting a person	✓	✓	✓
Steals	✓	✓	✓
Threatening to hurt themselves	✓	✓	✓
Threatens	✓	✓	✓
Threatens to hurt others	✓	✓	✓
Throws objects	✓	✓	✓
Throws oneself on the ground	✓	✓	✓
Trembling	✓	✓	✓
Unsafe use of materials	✓	✓	✓
Urinate or defecates unprovoked	✓	✓	✓
Uses illicit substances			✓
Uses inappropriate sexual language		✓	✓
Utters an insult	✓	✓	✓
Utters threats	✓	✓	✓
Victim of a bullying event	✓	✓	✓
Victim of an act of armed violence	✓	✓	✓
Victim of an act of sexual violence	✓	✓	✓
Victim of an act of verbal violence	✓	✓	✓
Victim of an act of violence	✓	✓	✓

Categories of interventions	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
 Professional interventions and communication with parents	Add a strategy to the IEP	✓	✓	✓
	Add an exceptional measure to an IEP	✓	✓	✓
	Allow the student to have a meeting with an external professional	✓	✓	✓
	Allow the student to have a meeting with the DYP	✓	✓	✓
	Assess learning level	✓	✓	
	Communicate with parents to answer their questions	✓	✓	✓
	Communicate with the tutor and resource teacher	✓	✓	✓
	File a report with the DYP	✓	✓	✓
	Follow up in the student's agenda	✓	✓	✓
	Have a non-teaching staff conversation	✓	✓	✓
	Make a call to the police	✓	✓	✓
	Meet the parents			✓
	Meet with orthopedagogue	✓	✓	✓
	Meet the student for professional follow-up	✓	✓	✓
	Meet with student's parents	✓	✓	
	Meet with the student and their parent(s) / guardian(s)	✓	✓	✓
	Organize a meeting with police officers	✓	✓	
	Organize a meeting with the parents			✓
	Organize an individual meeting with professional	✓	✓	
	Pedagogical and psychoeducational assessments	✓	✓	
	Phone parents	✓	✓	✓
	Plan a case analysis	✓	✓	✓
	Plan a meeting for pedagogical support	✓	✓	✓
	Plan a meeting with police officers			✓
	Plan a professional assessment			✓
	Plan an individual meeting with professional	✓	✓	✓
	Plan an update of the intervention plan	✓	✓	✓
	Prepare a support plan	✓	✓	✓
	Prepare an intervention plan	✓	✓	✓
	Refer the student to an external service (Health)	✓	✓	✓
	Refer the student to an external service (social services)	✓	✓	✓
	Refer the student to the principal's office	✓	✓	✓

Categories of interventions	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
 Professional interventions and communication with parents	Request a case study	✓	✓	
	Request a psychoeducational assessment	✓	✓	✓
	Request an assessment from the remedial teacher	✓	✓	
	Request an assessment from the resource teacher			✓
	Request pedagogical assessment	✓	✓	✓
	Send a letter of congratulations			✓
	Send a note to the parent(s) / guardian(s)	✓	✓	
	Send a written note to parents			✓
	Send parents a letter of congratulation	✓	✓	
	Send parents an email	✓	✓	
	Send parents/ guardian(s) an email			✓
	Set up an individualized protocol	✓	✓	✓
	Suggest references or tools to parents (activities, games, readings)	✓	✓	✓
	Write message in student's planner	✓	✓	✓


Categories of interventions	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
 Environment settings and particular activities	Adapt student's environment	✓	✓	
	Adapt the task so that the student can access it (time/tools/load, etc.)	✓	✓	✓
	Allow student to use earshells or earplugs	✓	✓	✓
	Allow student to use headphones	✓	✓	✓
	Assign strategic seating in class	✓	✓	✓
	Change the student's seating	✓	✓	✓
	Create a private space	✓	✓	✓
	Display the rules in class	✓	✓	✓
	Free the desk from distracting objects	✓	✓	✓
	Implement concussion protocol	✓	✓	✓
	Manage student materials	✓	✓	✓
	Offer a reward activity	✓	✓	✓
	Offer the student a break (in the classroom, in the corridor, etc.)	✓	✓	✓
	Organize a reward workshop	✓	✓	✓
	Organize an educational workshop	✓	✓	
	Organize an educative workshop			✓
	Organize the student's workspace	✓	✓	✓
	Reduce distractions in the classroom	✓	✓	✓
	Remove student from concussion protocol	✓	✓	✓
	Set up a lighter timetable	✓	✓	✓
	Set up a positive reinforcement space	✓	✓	✓
	Set up a quiet place in the classroom	✓	✓	✓
	Suggest a moment of meditation	✓	✓	✓
	Withdraw the student's reduced timetable	✓	✓	✓


Categories of interventions	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
 Direct intervention towards the student	Administer medication to the student	✓	✓	✓
	Allow student to decline answering the question	✓	✓	✓
	Allow student to meditate	✓	✓	✓
	Allow student to stand up and stretch	✓	✓	✓
	Allow student to step out of class	✓	✓	✓
	Allow the student to leave the classroom	✓	✓	✓
	Allow the student to manipulate an object	✓	✓	✓
	Allow the student to vent their emotions	✓	✓	✓
	Allow the student to write down their need	✓	✓	✓
	Announce in advance the activity that will follow	✓	✓	✓
	Apply a restorative practice	✓	✓	✓
	Apply a restrictive measure	✓	✓	✓
	Apply the student's personalized protocol (routine)	✓	✓	✓
	Arrange to meet with the student	✓	✓	
	Ask a peer to explain to the student	✓	✓	✓
	Ask student to step out of class	✓	✓	✓
	Ask student to step out to the hallway	✓	✓	✓
	Ask the student how they are feeling	✓	✓	✓
	Ask the student to clean out their lockers	✓	✓	✓
	Ask the student to write a self-reflection at home	✓	✓	✓
	Ask the student to write a self-reflection at school	✓	✓	✓
	Ask verbal or written apologies	✓	✓	✓
	Assign a responsibility to the student	✓	✓	✓
	Break down learning tasks for student	✓	✓	✓
	Change stakeholders in a situation	✓	✓	✓
	Clarify expectations	✓	✓	✓
	Complete a commitment contract with the student	✓	✓	✓
	Compliment the student	✓	✓	✓
	Confiscate an object	✓	✓	✓
	Congratulate student	✓	✓	✓
	Congratulate the student on his successes	✓	✓	




Direct intervention
towards the student

Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
Demonstrate interest in student's achievements	✓	✓	
Deprive the student of a practice			✓
Deprive the student of an extracurricular activity			✓
Develop a social scenario	✓	✓	✓
Discuss with the student	✓	✓	✓
Encourage student to stay on task	✓	✓	✓
Encourage the student to take a means of appeasement	✓	✓	✓
Enforce a no-contact order	✓	✓	✓
Establish a nonverbal cue with student	✓	✓	
Establish a roadmap		✓	✓
Establish a signal to capture attention	✓	✓	✓
Exempt the student from a course			✓
Expel the student	✓	✓	✓
Foster the relationship with the student	✓	✓	✓
Give a few extra minutes to complete a task	✓	✓	✓
Give instructions Alpha	✓	✓	✓
Give student a letter of congratulation	✓	✓	✓
Give student a special permission	✓	✓	✓
Give student prior notice	✓	✓	✓
Greet the student	✓	✓	
Have a reassuring and calming attitude	✓	✓	✓
Help the student regain their composure	✓	✓	✓
Help the student return to class	✓	✓	✓
Identify a Pupil's Warning Sign	✓	✓	✓
Interclass withdrawal	✓	✓	✓
Introduce a reinforcer	✓	✓	✓
Invite student	✓	✓	✓
Invite the student to a remedial session	✓	✓	✓
Invite the student to a retake exam	✓	✓	✓
Invite the student to recover lost time		✓	✓
Isolate the student from the situation	✓	✓	✓
Lead the student to encourage themselves	✓	✓	✓

 Direct intervention towards the student	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
	Maintain requirement	✓	✓	✓
	Make a physical contact	✓	✓	✓
	Manage conflict	✓	✓	✓
	Meet the student with the principal	✓	✓	✓
	Meet with the student			✓
	Model an apology to the student	✓	✓	✓
	Model expected behaviour	✓	✓	✓
	Motivate the student to take action			✓
	Name the expected behaviour	✓	✓	✓
	Normalize the student's errors	✓	✓	✓
	Note the frequency of a behaviour for a specified period	✓	✓	✓
	Offer a reward to the student		✓	✓
	Offer student a reward	✓		
	Organize a confidential meeting with the student	✓	✓	✓
	Organize a mediation meeting	✓	✓	✓
	Organize a modelling workshop	✓	✓	✓
	Outline classroom and school rules	✓	✓	
	Outline the consequences	✓	✓	✓
	Pair with a prosocial student	✓	✓	✓
	Plan transition activities	✓	✓	✓
	Practice intentional ignorance	✓	✓	✓
	Practice the desired behaviour	✓	✓	✓
	Prepare the student before group discussions	✓	✓	✓
	Present positive models and success stories to student	✓	✓	✓
	Promote personal talent in front of the group	✓	✓	✓
	Provide choices to the student	✓	✓	✓
	Provide fidgets and manipulatives to the student	✓	✓	✓
	Provide in-class support for student	✓	✓	✓
	Provide schoolyard support for student	✓	✓	✓
	Provide student with a list of personal achievements	✓	✓	✓
	Provide student with positive feedback	✓	✓	✓
	Provide student with references or tools (activities, games, readings)	✓	✓	✓














































 Direct intervention towards the student	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
	Re-teaching the behaviour	✓	✓	✓
	Reformulate the student's emotion and normalize it	✓	✓	✓
	Register or summon the student for after school detention		✓	✓
	Register or summon the student to a detention (lunch)		✓	✓
	Register or summon the student to a detention (morning)		✓	✓
	Register or summon the student to a detention (pedagogical day)		✓	✓
	Register or summon the student to a detention (recess)		✓	✓
	Register or summon the student to a detention (weekend)		✓	✓
	Remind of instructions and expectations	✓	✓	✓
	Request that student uses talking tokens during discussions	✓	✓	
	Return the student to class	✓	✓	✓
	Secure the environment by inviting other students to go out	✓	✓	✓
	Seek support from others	✓	✓	✓
	Send the student to the calming room	✓	✓	✓
	Send the student to the collection room	✓	✓	✓
	Send the student to the motor discharge room	✓	✓	✓
	Send the student to the multisensory room (Example: Snoezelen)	✓	✓	✓
	Send the student to the resource room - Intervention			✓
	Send the student to the resource room - Prevention			✓
	Send the student to the supervision room - Intervention	✓	✓	✓
	Send the student to the supervision room - Prevention	✓	✓	✓
	Set a predefined time frame to complete a task	✓	✓	✓
	Set personal goals for the student			✓
	Set personal goals with the student	✓	✓	
	Set students back in the classroom	✓	✓	✓
	Start with the tasks likely to interest the student	✓	✓	✓
	Student is suspended from school	✓	✓	✓
	Student is suspended in school	✓	✓	✓
	Support the student in its learning	✓	✓	✓
	Suspend school transportation access	✓	✓	✓
	Teach the student the rules and expected behaviours	✓	✓	✓

 Direct intervention towards the student	Descriptor list	Preschool Bank	Elementary Bank	Secondary Bank
	Teach calming strategies	✓	✓	✓
	Thank the student	✓	✓	✓
	Train student to use technological aids	✓	✓	✓
	Tutoring meeting		✓	✓
	Use a coercive measure according to school or student protocol	✓	✓	✓
	Use a progress tracking sheet	✓	✓	✓
	Use a reward chart	✓	✓	✓
	Use a sign of complicity	✓	✓	✓
	Use a timer	✓	✓	✓
	Use an emulation system			✓
	Use an imagery routine (pictograms)	✓	✓	✓
	Use humor	✓	✓	✓
	Use isolation according to school or student protocol	✓	✓	✓
	Use non-verbal guidance	✓	✓	✓
	Use physical proximity	✓	✓	✓
	Use the SACCADE conceptual language	✓	✓	✓
	Use the support room (Nurture approach)	✓	✓	
	Use tokens or talking sticks	✓	✓	✓
	Use visual cues	✓	✓	✓

OIM: Viewing observation and intervention details for a student

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

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

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