





# 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.

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






## Unified bank of observation and intervention descriptors by type of institution





### ELEMENTARY SCHOOL

Categories of behaviours	Descriptor list		
 <p><b>Positive behaviours</b></p>	<ul style="list-style-type: none"> <li>• Accepts help</li> <li>• Complies with instructions</li> <li>• Complies with the substitute teacher</li> <li>• Cooperates and works with others on a voluntarily basis</li> <li>• Demonstrates constant effort</li> <li>• Demonstrates motivation</li> <li>• Demonstrates pride in his/her achievements</li> <li>• Does not impede other students' learning process</li> <li>• Eats at the designated time</li> <li>• Encourages peers</li> <li>• Expresses appropriate emotion</li> <li>• Expresses himself/herself adequately</li> </ul>	<ul style="list-style-type: none"> <li>• Handles materials with care</li> <li>• Helps others</li> <li>• Is attentive in class</li> <li>• Is calm when moving between classes</li> <li>• Is punctual</li> <li>• Keeps an open mind and is receptive to other's viewpoint</li> <li>• Keeps quiet when appropriate</li> <li>• Makes amends</li> <li>• Participates in discussions</li> <li>• Participates well in class</li> <li>• Performs well in his/her evaluation</li> <li>• Plays with caution</li> </ul>	<ul style="list-style-type: none"> <li>• Progresses</li> <li>• Respects deadlines</li> <li>• Respects personal space</li> <li>• Respects schoolyard limits</li> <li>• Responds politely</li> <li>• Shares</li> <li>• Shows dedication in tasks</li> <li>• Shows initiative</li> <li>• Sustains an active listening position</li> <li>• Throws away trash and recycles</li> <li>• Waits for his/her turn</li> <li>• Writes according to instructions</li> </ul>
 <p><b>Behaviours to be monitored</b></p>	<ul style="list-style-type: none"> <li>• Belittles himself/herself</li> <li>• Breaks materials unintentionally</li> <li>• Chatters during explanations</li> <li>• Demonstrates impatience while waiting for his/her turn</li> <li>• Does not bring required school materials to class</li> <li>• Does not hand in homework</li> <li>• Does not have his/her physical education clothes</li> <li>• Does not participate actively in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to complete his/her routine</li> <li>• Fails to provide parent's signature</li> <li>• Gets easily distracted</li> <li>• Hands in incomplete homework</li> <li>• Hands in untidy homework</li> <li>• Has difficulty concentrating</li> <li>• Has difficulty expressing himself/herself</li> <li>• Has difficulty managing emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Has noisy or disruptive behaviours</li> <li>• Is disruptive when moving about</li> <li>• Is withdraw</li> <li>• Loses personal belongings</li> <li>• Moves about at inappropriate moments</li> <li>• Struggles to start tasks</li> </ul>
 <p><b>Behaviours to be modified</b></p>	<ul style="list-style-type: none"> <li>• Argues</li> <li>• Breaks materials</li> <li>• Copies off another student</li> <li>• Fails to comply with an adult's request</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to comply with instructions given by the substitute teacher</li> <li>• Fails to comply with school or class rules</li> <li>• Forges a signature</li> <li>• Indecent behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Lies</li> <li>• Makes rude comments</li> <li>• Runs when inappropriate</li> <li>• Shoves</li> <li>• Uses inappropriate language</li> </ul>
 <p><b>Serious behaviours</b></p>	<ul style="list-style-type: none"> <li>• Bites another student</li> <li>• Causes serious damage</li> <li>• Hits another student</li> <li>• Indecent behaviour</li> <li>• Is in contact with illegal substances</li> </ul>	<ul style="list-style-type: none"> <li>• Puts himself/herself at risk</li> <li>• Runs away from school</li> <li>• Scratches another student</li> <li>• Shoves a student intentionally</li> <li>• Steals</li> </ul>	<ul style="list-style-type: none"> <li>• Threatens</li> <li>• Throw objects</li> <li>• Utters a targeted insult</li> </ul>




## ELEMENTARY SCHOOL

Types of interventions	Descriptor list		
 <b>Direct intervention towards the student</b>	<ul style="list-style-type: none"> <li>• Allow student to decline answering the question</li> <li>• Allow student to meditate</li> <li>• Allow student to stand up and stretch</li> <li>• Allow student to step out of class</li> <li>• Arrange to meet with the student</li> <li>• Ask student to step out of class</li> <li>• Ask student to step out to the hallway</li> <li>• Assign the student a responsibility</li> <li>• Break down learning tasks for student</li> <li>• Clarify expectations</li> <li>• Compliment and congratulate the student</li> <li>• Conclude a written agreement with student</li> <li>• Congratulate student</li> <li>• Demonstrate interest in student's achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage student to stay on task</li> <li>• Establish a nonverbal cue with student</li> <li>• Give student a letter of congratulation</li> <li>• Give student a special permission</li> <li>• Give student prior notice</li> <li>• Greet the student</li> <li>• Help student establish personal goals</li> <li>• Invite student</li> <li>• Monitor the frequency of the behaviour</li> <li>• Offer student a reward</li> <li>• Outline classroom and school rules</li> <li>• Present positive models and success stories to student</li> <li>• Provide fidgets and manipulatives to student</li> <li>• Provide student with a list of personal achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Provide student with positive feedback</li> <li>• Register student for after school detention</li> <li>• Request that student makes amends</li> <li>• Request that student uses talking tokens during discussions</li> <li>• Student engages in a written self-reflection at home</li> <li>• Student engages in written self-reflection in school</li> <li>• Student is suspended from school</li> <li>• Student is suspended in school</li> <li>• Thank student</li> <li>• Use a reward chart</li> <li>• Use the resource room</li> </ul>
 <b>Professional interventions and communication with parents</b>	<ul style="list-style-type: none"> <li>• Assess learning level</li> <li>• Follow up in student's planner</li> <li>• Meet with student and his/her parents</li> <li>• Meet with student and professional</li> <li>• Meet with student's parents</li> <li>• Organize a meeting with police officers</li> <li>• Pedagogical and psychoeducational assessments</li> <li>• Phone parents</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a case analysis</li> <li>• Plan a meeting for pedagogical support</li> <li>• Plan an individual meeting with professional</li> <li>• Prepare an education plan</li> <li>• Refer the student to the principal's office</li> <li>• Request pedagogical assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Request psychological and learning level assessments</li> <li>• Send parents a note</li> <li>• Send parents a letter of congratulation</li> <li>• Send parents an email</li> <li>• Write message in student's planner</li> <li>• Write message to parents</li> </ul>
 <b>Environment settings and particular activities</b>	<ul style="list-style-type: none"> <li>• Adapt student's environment</li> <li>• Allow student to use headphones</li> <li>• Assign strategic seating in class</li> <li>• Change student's seating in class</li> </ul>	<ul style="list-style-type: none"> <li>• Create a personal space</li> <li>• Eliminate distractions</li> <li>• Hold a reward workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a workshop</li> <li>• Offer a reward activity</li> <li>• Suggest a moment of meditation</li> </ul>

## HIGH SCHOOL

Categories of behaviours	Descriptor list		
 <b>Positive</b> behaviours	<ul style="list-style-type: none"> <li>• Admits his/her mistakes</li> <li>• Attends remedial</li> <li>• Communicates his/her point of view at the appropriate moment</li> <li>• Complies with the substitute teacher</li> <li>• Cooperates and works with others on a voluntarily basis</li> <li>• Demonstrates calm when moving between classes</li> <li>• Demonstrates constant effort</li> <li>• Demonstrates motivation</li> <li>• Demonstrates organizational skills</li> <li>• Demonstrates pride in his/her achievements</li> <li>• Demonstrates teammanship</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages peers</li> <li>• Expresses emotions properly</li> <li>• Handles materials with care</li> <li>• Hands in neat, meticulous work</li> <li>• Helps others</li> <li>• Is attentive in class</li> <li>• Is autonomous</li> <li>• Is punctual</li> <li>• Keeps an open mind and is receptive to other's viewpoint</li> <li>• Keeps quiet when appropriate</li> <li>• Participates actively in teamwork</li> <li>• Participates in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in school life</li> <li>• Participates well in class</li> <li>• Performs well in evaluations</li> <li>• Progresses</li> <li>• Respects deadlines</li> <li>• Respects instructions</li> <li>• Responds politely</li> <li>• Shows dedication in tasks</li> <li>• Shows initiative</li> <li>• Throws away trash and recycles</li> <li>• Waits for his/her turn</li> </ul>
 Behaviours to be <b>monitored</b>	<ul style="list-style-type: none"> <li>• Belittles himself/herself</li> <li>• Claims not having studied</li> <li>• Claims not having studying strategies</li> <li>• Declines help</li> <li>• Did not do the required homework</li> <li>• Does not bring required school materials to class</li> <li>• Does not hand in homework</li> <li>• Does not have his/her physical education clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Does not participate actively in discussions</li> <li>• Fails to provide parent's signature</li> <li>• Gets easily distracted</li> <li>• Hands in incomplete homework</li> <li>• Hands in untidy homework</li> <li>• Hands in untidy task</li> <li>• Has difficulty concentrating</li> <li>• Has difficulty managing emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Has noisy or disruptive behaviour</li> <li>• Is disruptive when moving about</li> <li>• Is withdrawn</li> <li>• Loses personal belongings</li> <li>• Makes an inappropriate comment</li> <li>• Moves about at inappropriate moments</li> <li>• Struggles to start tasks</li> </ul>
 Behaviours to be <b>modified</b>	<ul style="list-style-type: none"> <li>• Argues</li> <li>• Breaks materials</li> <li>• Chatters during explanations</li> <li>• Disrupts others on purpose</li> <li>• Does not comply with the dress code</li> <li>• Exhibits indecent behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to comply with an instruction</li> <li>• Fails to comply with class or school rules</li> <li>• Fails to comply with instructions given by the substitute teacher</li> <li>• Forges a signature</li> <li>• Ignores a clear instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Leaves before the end of class without permission</li> <li>• Makes inappropriate remarks</li> <li>• Mentions not wanting to put in the effort</li> <li>• Plagiarises</li> <li>• Smokes in an unauthorized area</li> <li>• Uses inappropriate language</li> </ul>
 <b>Serious</b> behaviours	<ul style="list-style-type: none"> <li>• Assaults another student</li> <li>• Causes serious damage or vandalism</li> <li>• Commits a violent act</li> <li>• Indecent behaviour</li> <li>• Physical obstruction</li> </ul>	<ul style="list-style-type: none"> <li>• Possession of illegal substances</li> <li>• Puts himself/herself at risk</li> <li>• Self-harms</li> <li>• Sells illegal substances</li> </ul>	<ul style="list-style-type: none"> <li>• Steals</li> <li>• Unsafe use of materials</li> <li>• Utters a targeted insult</li> <li>• Utters threats</li> </ul>

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 <b>Professional interventions and communication with parents</b>	<ul style="list-style-type: none"> <li>• Follow up in student's planner</li> <li>• Meet the parents</li> <li>• Meet the student and his/her parents</li> <li>• Phone parents</li> <li>• Plan a case analysis</li> <li>• Plan a meeting for pedagogical support</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a meeting with police officers</li> <li>• Plan a professional assessment</li> <li>• Plan an individual meeting with professional</li> <li>• Prepare an education plan</li> <li>• Refer the student to the principal's office</li> </ul>	<ul style="list-style-type: none"> <li>• Request pedagogical assessment</li> <li>• Request psychological and learning assessment</li> <li>• Send a letter of congratulations</li> <li>• Send a written note to parents</li> <li>• Send an email to parents</li> <li>• Write message in student's planner</li> </ul>
 <b>Environment settings and particular activities</b>	<ul style="list-style-type: none"> <li>• Allow student to use headphones</li> <li>• Assign strategic seating in class</li> <li>• Change student's seating in class</li> </ul>	<ul style="list-style-type: none"> <li>• Create a personal space</li> <li>• Eliminate distractions</li> <li>• Hold a reward workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a workshop</li> <li>• Offer a reward activity</li> <li>• Suggest a moment of meditation</li> </ul>