

Bumps for When Things Go Sideways

Based on work by Bennett and Smilanich (1994), updated and curated by

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Bump 1

Low-key response (Deals with the problem not the student)

1. Signal to begin (wait for silence and attention)
2. Proximity (keep teaching, move your body toward the student)
3. Student's name (quick, quiet)
4. Gesture (Finger on mouth)
5. The look (eye contact, quick)
6. The pause (active pause—Scan the class, wait for compliance)
7. Ignore if not harmful (motivation problem, not behaviour, see the student once others are working)

Apply bump 1 saying, "Thank you" when student complies.

Bump 2

Minimal request—when a student doesn't respond to bump 1 and bumps again?

1. Pause
2. Turn toward the student
3. Give a minimal verbal request eg "Hands to yourself please"
4. Give a polite thank you and keep going with the lesson.

Bump 3

The choice-a technique for involving the student and creating accountability. Not what you are doing TO them, but WITH them.

1. Stop teaching, turn to the student (or approach privately)
2. Offer an appropriate choice (i.e. **either** put your phone back in your bag **or** on my desk, in device parking lot, etc.) see pp 3-4
3. Wait for an answer, verbal or non-verbal.
4. Thank then review (i.e. So if you get your phone out again, you are choosing to park it on my desk.)

Caution: Notice, if your sentence starts with “if” it is most likely a threat and not a choice. (IF you don’t put that phone in your bag.....)

Bump 4

Following through —This bump has two dimensions:

1. Following through on the choice you gave earlier
2. Implied choice —A choice you gave one student applies to all students if they heard the choice.

This seems to be the hardest one for people to follow through on, so know that and follow through.

Bump 5

Steps to defuse the situation - to show that the agreement is important enough to not let it go

1. Pause or stop, give student full attention
2. Take a deep breath (you may be getting triggered by now)
3. Shift responsibility (see page 5)

4. Pause, allow student to save face

Continued defiance? You have done your best, it is time to hand this off to someone else

LO Logical/Restorative vs Punitive



Restores social order

Personal use of power; authority



Intrinsic relationship between misbehavior and consequence

Usually arbitrary with no relationship between misbehavior and consequence

No moral judgement (no sermon)

Implied morality or sermon on right and wrong



Deals with what will happen now

Often deals with past misbehavior and is frequently based on future threat

Teaches inner discipline and responsibility for own behavior

Implies adult is responsible for child's behavior and maintaining discipline

Adult remains friendly; does not withdraw from child

Adult displays anger, often withdraws from child

Choice is inherent

Forces or "makes" child obey

De-escalates the incident

Escalates the incident



Appropriate Choice or Punishment?

- 1 . YOU HAVE A CHOICE. YOU CAN PLAY NICELY OR DO 5 PAGES IN YOUR MATH BOOK

- 2 .WE DISCUSSED THE RULES OF HOW WE WALK DOWN THE HALL.
SO, YOU CAN DECIDE, EITHER STAY IN LINE WITHOUT
PUSHING, OR STAND ASIDE UNTIL THE OTHERS HAVE PASSED
AND THEN YOU CAN FOLLOW AT THE END OF THE LINE,

3. YOU CAN EITHER CHOOSE WHERE YOU SIT TO PRACTICE WITHOUT
DISRUPTING OTHERS OR SIT QUIETLY (AT YOUR DESK, BESIDE
ME)

- 4 . YOU CAN DO YOUR WORK NOW, OR I'LL DOUBLE THE NUMBER OF
QUESTIONS FOR HOMEWORK.

- 5 . SAM, YOU CAN STOP CALLING OUT THE ANSWER AND WAIT TO
BE ASKED, OR SIT (TEACHER'S CHOICE) AND COME BACK TO YOUR
DESK WHEN YOU WON'T CALL OUT.

- 6 . NICE THROW NANCY, GREAT CATCH JOHN. UNFORTUNATELY
THERE IS A RULE ABOUT THROWING THINGS IN CLASS, PLEASE
PLACE THE ERASER ON my DESK

- 7 . YOU CAN USE YOUR FIGIT QUIETLY OR PUT IT AWAY AND TRY AGAIN
LATER

8. WE HAVE DISCUSSED THE AGREEMENT THAT PHONES NEED TO BE
AWAY IN CLASS WHILE WE PRACTICE SO, YOU HAVE A CHOICE. PUT
YOUR PHONE IN YOUR BAG OR PUT IT IN MY DESK.

9. YOU HAVE A CHOICE. YOU CAN EITHER WORK QUIETLY IN CLASS
OR YOU WON'T GO ON FRIDAY'S FIELD TRIP.

EXAMPLES OF WAYS TO SHIFT RESPONSIBILITY TO STUDENT

1. I don't know how you want me to respond to that. What would you like me to do now?
2. I realize I can't make you do it, and I'm not quite sure how you want me to deal with it What would you like me to do now?
3. What's next?
4. What happens now?
5. Where do we go from here?
6. I don't know what you want me to do now.

WHAT THE STUDENT SAYS OR DOES

1. Student says: "I don't care what you do."

Response: I care. We had an agreement and I won't start teaching until it's resolved.

2. Student says: "Other kids do it"

Response: That may be, but right now the problem is between us and I won't start teaching again until solved. So where do we go from here?

3. Student says: "I don't have a problem; you do."

Response: That may be true, but the problem centres around what you are doing and I won't start teaching until we solve the problem.

4. Student says: "Do what you want"

Response: I want to teach school, but I'll only do it if the problem is solved.

5. Student says: Just leave me alone."

Response: I won't do that. We have a problem and I won't teach until it's solved, so where do we go from here?

6. Student says: "I'm not bothering anyone."

Response: What you are doing is impacting me and I won't teach until this problem is solved, so what do you want me to do now?

7. Student says: "What am I doing?"

Response: The problem right now is that I asked you to and you refused. Now I want to know what you want me to do next