

## The Bumping Model – Barrie Bennett & Peter Smilanich

### **Bump 1 – LOW-KEY responses**

- Responses should be short or shorter than the interruption and should maintain a positive or neutral atmosphere - they are non-assertive and invite the student to behave.
- These responses include: proximity, touch, gesture, using the student's name, the look, a pause, ignoring the behaviour, a signal to begin/for attention, and dealing the problem not the student.

### **Bump 2 – SQUARING OFF**

- More assertive than bump 1 and it REQUIRES the student to behave.
- Teacher does: **1)** Stop talking (pause) **2)** Turn toward the student (square off) **3)** Give a verbal request to stop (may not be needed) **4)** End with a “thank you”
- Caution – if the look is too long/intense, it may work against you and initiate a power struggle

### **Bump 3 – CHOICES**

- Teacher gives options to the student or has students come up with their own option to prevent or stop an inappropriate behaviour
- This makes the student take and “talk” the responsibility
- Teacher does: **1)** Stop teaching, pause, and turn to student **2)** Provide student with appropriate choice or allow them to make a choice by saying “A decision please” **3)** Wait for an answer **4)** Finish with “thank you” (*document*)

### **Bump 4 – IMPLIED CHOICES**

- Use a choice, classroom rule or a school rule in order to prevent or stop a misbehaviour
- Teacher does: (as the student is already misbehaving) tell the student that they have made their choice and give them an explicit instruction on what they should do (*document*)

### **Bump 5 – POWER STRUGGLE - DEFUSE**

- A tactic to prevent an unwanted power situation or to stop a power play from continuing
- Teacher does: **1)** Stop teaching and pause **2)** Square off **3)** Make eye contact **4)** Take one or more deep breaths **5)** Deal with any allies **6)** Do or say something that shifts the locus of control **7)** Pause and allow the student to save face **8)** Bring closure to the interaction with an appropriate statement (*document*)

### **Bump 6 – INFORMAL AGREEMENT**

- Response re: recurring misbehaviour - to shift the responsibility for interpreting, developing, and implementing an action plan from the teacher to the student
- Teacher does: Require the student to develop & implement an action plan for improvement (*document*)

### **Bump 7 - Formal Contracts,**

### **Bump 8 - In-School Suspensions,**

### **Bump 9 - Out-of-School Suspension,**

### **Bump 10 – District/Board Committee Decision**

- Teacher does: initiate the design of the contract, monitor the behaviour and make the decision whether or not to move to other consequence
- Principal, teacher, student, parents, counsellor/trained professional, and other staff members are all involved
- The Student signs the contract about the behaviour and therefore knows the consequences of the behaviour ahead of time