Appropriate Behaviour ELT:

I have chosen the following scenario:
"Every lesson, Billy continues to talk during your instructions distracting himself and other children. Frequently you have to repeat your instructions because children do not know what to do."

It is not stated if any efforts have been made in altering the behaviour, but I do believe that steps have been taken if this is a reoccurring behaviour. However, I will mention steps that I would take as soon as I started to see this behaviour instead of assuming anything has been done.
The first step I would take is reflecting on my own teaching practices. I would ask myself if my lessons are engaging or anything that I may need to change with my content and presentation of it. I would further reflect on what Billy's learning style may be and ensure that my teaching style supports that. Within all classes I will position myself in a way to see and hear all students, and them me. If these steps do not work I would move on to proactive strategies.

I would encourage positive behaviour by prompting my students as a group by acknowledging good behaviour (i.e., "I see Fred has his listening ears on! I see this as he is sitting quietly with hands to himself"). I would also acknowledge this times (if any) that Billy is listening well. I find that I notice disruptive behaviours a lot easier than good behaviour. I would put special effort into making sure I acknowledge his moments of success, rather than strictly focusing on the inappropriate behaviour. If Billy continues this behaviour I will ensure to make eye contact with him, then moving to be closer in proximity to him. If students have equipment, I would borrow his manipulative for class instruction.

If none of these steps have worked, I would then pull Billy aside after class as there may be unknown circumstances that are contributing to his behaviour. Life happens and our behaviours and habits may not reflect how we typically carry ourselves. This is no different with young learners, but they may not have the strategies or vocabulary to deal with what they are going through. Sometimes the increasing appropriate behaviour strategies do not work, then we must work on decreasing the negative behaviour.

If these more personal interactions with Billy do not work, I would ask Billy to please stop talking while I was giving instruction when he is demonstrating the inappropriate behaviour (desists). If this still doesn't work, I would ask Billy if he would like to build a behaviour contract that would be constructed by the both of us together. As I have expectations for my learners, they have them of me - I cannot overlook that. If nothing else has worked, then I would have to discuss the situation with the parents via letter. I would let Billy know that this would be the next step before it happens so he is aware of the consequences of his continuing inappropriate behaviour. This awareness of the next step may help stop the behaviour before this step is needed. Of course, if nothing else works and I have stressed all of my options I would need to reach out to the principal of the school.

My goal is to work with the child in a personal manner for as long as possible before acknowledging the behaviour in front of the class or reaching out to parents/the principal.