DISRUPTIVE BEHAVIORS PROCEDURE FLOWCHART

Defined as: behaviors that are disruptive, but do not pose a substantial threat to the safety of others, right of others to use and enjoy library facilities, and to library resources and/or facilities.

Adapted from ALA Guidelines for the Development of Policies and Procedures

Examples of problematic behaviors:

- Talking loudly/yelling
- Playing music/games too loud

- Running
- Making messes

Disruptive Behavior

A group of kids are talking too loudly, it looks like they're having fun

Staff intervention: 1st warning

Staff calmly approaches kids, smiles, and says "Hey everyone. It sounds like you're having a lot of fun! What's going on? I want in." (Give kids a chance to tell you.) "That does sound fun! So unfortunately, your noise level is getting a little too high. Do you think you could keep your voices down? Thank you!"

Behavior stops – hooray!

Staff calmly approaches kids, smiles, and politely says "Thank you for your keeping your voices down! I really appreciate it."

Behavior continues

The kids continue talking loudly

Staff intervention: 2nd warning

Staff calmly approaches kids and politely says "Hey guys. Your noise level is still too high, even though we all agreed to lower the volume. I want you to stay and have fun, AND let other patrons enjoy the library. If I have to say something again, you will need to leave for the day. I really want you to be able to stay here, so let's keep our voices quieter. Thank you!

Behavior continues

The kids continue talking loudly

Staff intervention: 3rd warning/time to go

Staff calmly approaches kids and politely says "Hey again! So I know you're having fun, but the noise level is still too high. Since I'm having to talk to you a third time it means I have to ask you to leave for the day. Take a few minutes to get your things and say goodbye to your friends. We'd love to have you come back tomorrow!"

Staff intervention: follow-up

The next time one of the kids comes into the library, staff makes a point to greet them and say "Hey I'm glad you're back! How are you today?" (Give them time to respond) "Yesterday I was sorry you were asked to leave. Please remember to keep your voice a little lower today. Thank you!" This helps to reestablish a connection and continue to build a relationship with them, while gently reminding them about expectations.