Reading in a Permacrisis

Navigating Book Challenges and Building Critical Literacies

A Toolkit for K–12 Teachers and Librarians

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UNIVERSITY OF CONNECTICUT 1881

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Preface



Book censorship in schools and libraries has become more prevalent, threatening intellectual freedom under the pretense of "protecting" young people. According to the 2025 data reported to ALA's Office for Intellectual Freedom (OIF), 4,235 unique titles were challenged in 2025, the second highest ever documented by ALA (2023 being the highest). Of these titles, 1,671 (40%) depict the lived experiences of LGBTQIA+ people and people of color. While censorship has indeed been rampant and normalized in the United States with new legislation allowing for increasing book bans or threatening to make it even more widespread, it is not simply an "American culture war" problem.

Such censorship has creeped into U.K. schools and libraries. Often titles censored in the U.S. are challenged in the U.K. Across both countries, there has been a palpable shift post-pandemic, creating lasting changes in parental engagement and school culture. The fraught geopolitical climate, political polarization, AI, and online sources of misinformation have contributed to this shift, making engagement within and beyond our local communities more important than ever.

Book challenges have led to quiet or self-censorship and a culture of fear, a trend that has emerged in Scottish schools. The latest research shows consistently "that this is not a fringe issue." Educators and librarians are thinking twice about teaching or displaying certain materials with controversial topics out of fear of parental pushback and losing their jobs, limiting classroom conversations and exposure to diverse materials.

Preface, contd.

Without policies in place, informal conversations and preemptive, fear-based measures are silencing voices and inhibiting access to books and critical discussions that reflect student realities and interests. Though the U.S. has been navigating book bans longer and has clear educator guidance for combatting censorship through organizations like the American Library Association (ALA) or the National Coalition Against Censorship (NCAC), legislation, policy, and culture vary greatly by state, district, and institution, with states like Florida, Texas, and Tennessee facing the most bans. Some U.S. school and library contexts lack written policies and procedures for handling contested texts. Lack of institutional and district support by way of regulation and instructional guidance for addressing sociopolitical issues are key contributing factors to why educators self-censor.

During a time when most censorship attempts originate from (conservative) organized movements, such as Moms for Liberty, it is important to get organized and have explicit policies and guidelines to fight back. Intentional leadership, institutional support, and collaboration —within our communities as well as beyond state and national borders— foster inclusive instructional practices, collections, and spaces, preserving young peoples' right to read and discover.



Introduction

Purpose

This toolkit addresses urgent conditions shaping education and democratic life: censorship, book banning, disinformation, declining literacy, and the challenges posed by AI. These interconnected pressures threaten the democratic cultures that sustain peaceful, secure, and empowered societies and undermine reading-for-pleasure. In this climate of permacrisis, teachers and librarians need research-informed tools to support the critical literacies of both young people and educators. Teachers and librarians are on the frontline of these challenges, navigating contested texts, political pressures, and questions of race, queerness, migration, and identity. This guide provides model policies, strategies for handling book challenges, a legal reference guide, a glossary of key terms, accessible scholarship, self-reflexive exercises, booklists, as well as suggestions, avenues, and editable templates for action and advocacy. This toolkit is for teachers and librarians who work in public schools and libraries in the U.S. and the U.K.

Guiding Principles

1) ***Collaborative action*** and working for the collaborative are central to social justice. International collaboration can strengthen ***critical literacies*** in times of political and cultural pressure.

2) Teachers and librarians often lack ***accessible resources*** to strengthen their professional repertoires and foster young people's critical engagement. ***Accessible scholarship*** serves as a capacity-building tool in contexts of cultural and political pressure, equipping frontline educators against censorship and disinformation.

3) ***Children's and Young Adult (YA) literature*** can be a democratic literacy tool. Providing young people with texts that act as mirrors, windows, and doors empowers them and deepens their understanding of themselves, their community, and culture.

4) ***Intellectual Freedom*** is the right of every individual to seek and receive information from all points of view without restriction.

What is Censorship?

Censorship is the suppression or prohibition of media, ideas, and information that are considered obscene, politically unacceptable, or a threat.

What is Free Speech?

Free Speech is the right to articulate opinions and ideas without interference, retaliation, or punishment from the government; includes spoken and written words as well as symbolic speech (e.g., what a person wears, reads, performs, protests, and more). It is one of the most empowering rights in a democracy and is under threat in the U.S. and the U.K.

Article 10:

"Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises." –European Convention on Human Rights

First Amendment:

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances." – U.S. Constitution



Great Oak High School students in Temecula, California protest the district's ban of critical race theory curriculum. Dec. 2022. (Photo by Watchara Phomicinda, The Press-Enterprise/SCNG).

KEY LEGAL CASES

U.S. Board of Education, Island Trees Union Free School District v. Pico (1982)

Pivotal Supreme Court case that deemed a school board's removal of books from its library because they disliked their ideas—calling them "anti-American," "anti-Christian," and "filthy"—unconstitutional.

Observer and The Guardian v United Kingdom (1991)

The UK government's attempts to use prior restraints to stop newspapers from publishing extracts from Peter Wright's memoir *Spycatcher* was found to be a violation of Article 10. It established that previous censorship is unjustified once the restricted information enters the public domain internationally.

GLBT Youth in Iowa Schools Task Force v. Reynolds (8th Cir., 2024)

An ongoing federal lawsuit filed by civil rights groups challenging Iowa's Senate File 496. Reinstating of the law that bans books depicting sex acts from school libraries and bars instruction about gender identity and sexual orientation through 6th grade.

Little v. Llano County, 125 F.4th (5th Cir. 2025, en banc)

Overturned long-standing precedent that prohibits viewpoint-based censorship in public libraries. Radical argument that public library collection decisions are a form of allowable *government speech* that is immune from constitutional scrutiny.

Penguin Random House v. Gibson (M.D. Fla., Aug. 2025)

Judge Mendoza struck down significant portions of Florida House Bill 1069, finding that its vague and overly broad prohibitions on books that "describe sexual conduct" violated the Constitution.

Censorship Definitions and Distinctions

When terminology is distorted, redefined, or conflated, it becomes a powerful weapon. In today's environment, precise language is essential for navigating censorship and safeguarding intellectual freedom.

What is the difference between a ban, challenge, and complaint?

Ban

"The removal of materials from a library based on the objections of a person or group" –ALA

Challenge

"An attempt to remove or restrict materials, based upon the objections of a person or group" –ALA

Complaint

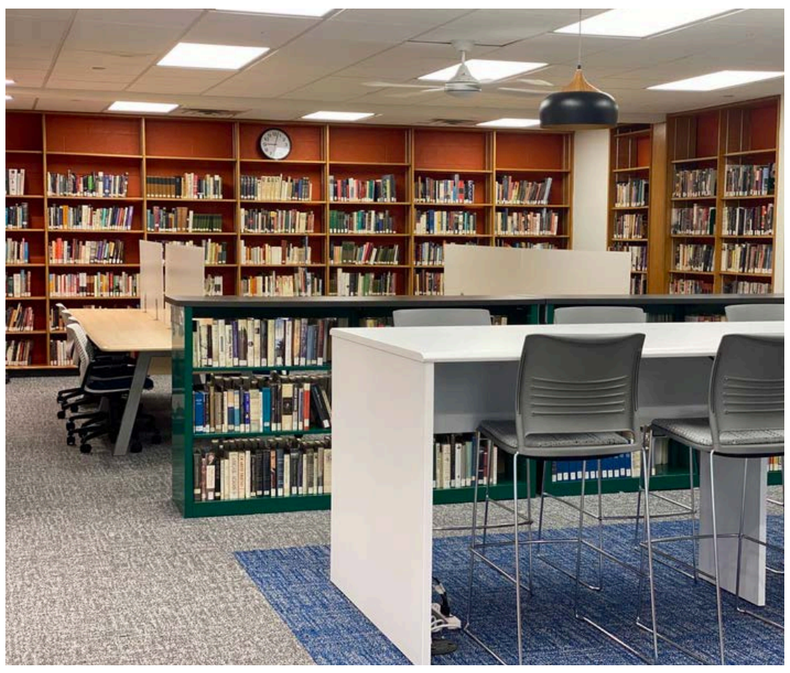
An informal expression of concern about a book or resource (e.g., a parent emailing a teacher, a comment at a board meeting, a conversation with a librarian).

Censorship Definitions and Distinctions, contd.

Request for Reconsideration
A challenge is usually formalised through a Request for Reconsideration, which is the specific document that formally launches the review process. Until that form is filed, most policies treat it as a complaint.

Shadow Ban: The silent removal or the restriction of access to books, moving them from public shelves to behind the desk without any public or government prompting. This is sometimes done to prevent controversy or public scrutiny, particularly in school libraries.

Soft or self-censorship
A librarian or teacher declining to purchase, quietly weeding, or simply not assigning a book in anticipation of a challenge that was never formally filed.



Reconsideration (the process)
The formal committee review that follows a Request for Reconsideration.

Restriction
A narrower outcome than removal: the book stays in the collection but access is limited e.g. moved to a restricted shelf, gated behind parental permission, or removed from a particular grade level while retained elsewhere.



Weeding
The systematic removal of resources from a library based on selected criteria. Weeding is not censorship; it is a vital process for an active collection because it ensures the collection stays current, relevant, and in good condition.

Keywords for Building Critical Literacies
in a Climate of Censorship

What is critical literacy?

Critical literacy invites students to draw from their own cultural knowledges when engaging with texts and the world. It encourages reading texts as socially constructed and asking questions like: Who wrote this? Who's missing? Who benefits? It is important because it:

- advocates for the **inclusion** of historically marginalized voices and perspectives, challenging existing power dynamics and inequities
- forwards student **agency**, empowering them to engage in self-reflexive practices regarding their positions
- promotes **deeper understanding** of texts, cultural narratives, and sociopolitical contexts

Access

The freedom or ability to obtain or make use of something; includes ways to make space for all individuals and groups to participate.

Allyship

Leveraging personal positions of power and privilege to fight oppression by respecting, working with, and empowering marginalized voices and communities.

Intersectionality

Recognizes how individual experience is affected by multiple axes of oppression and privilege; focuses on how folks with multiple minoritized identities experience a unique intersection of oppression.

Positionality

Where one is located in relation to their various social identities (gender, race, class, ethnicity, ability, etc.); the combination of these identities and intersections shapes how we understand and engage with the world.

Culturally Responsive Teaching

Connects students' cultures, languages, and life experiences with what they learn in school to promote student access; helps the teacher understand the cultural nuances that may affect a student's ability to learn.

Social Justice

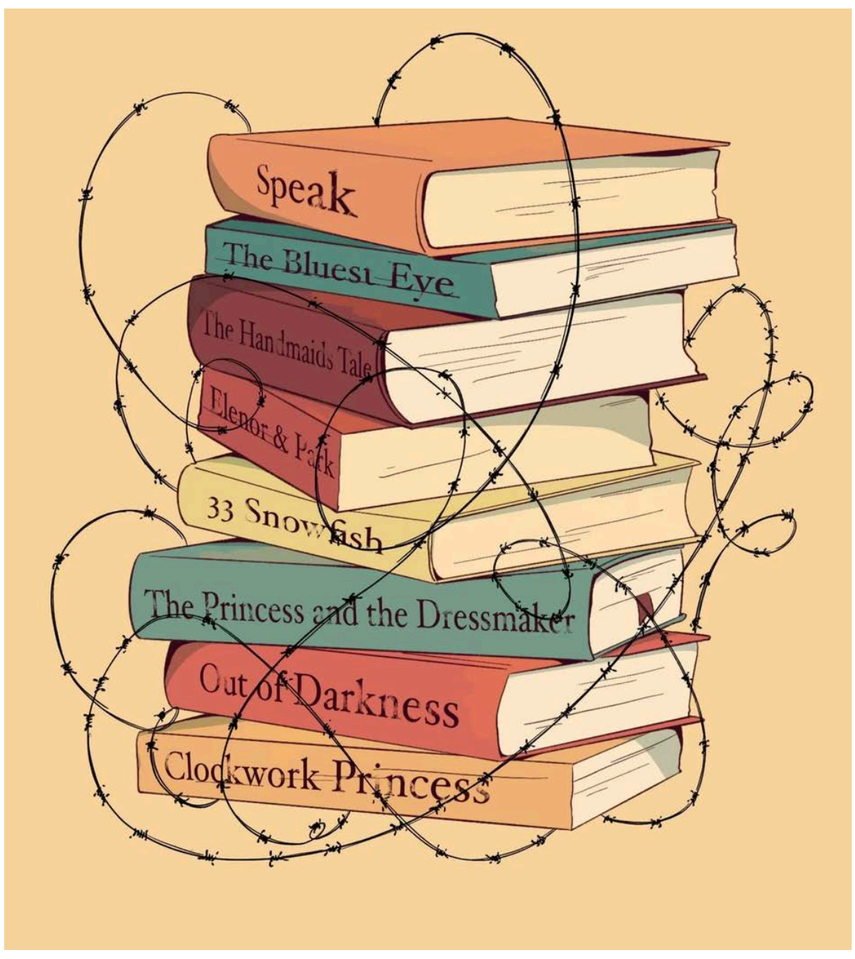
A process which seeks fair (re)distribution of resources, opportunities, and responsibilities for all individual and social groups; encompasses the principles of access, equity, diversity, participation, and human rights.

What is "Age Appropriate" Anyway?

"Age Appropriate" is often used as a vague term in book complaints and challenges. It is also used by educators and librarians in critical selection processes, at times leading to self-censorship. According to the 2022 SLJ censorship survey, age appropriateness was the number one deciding factor on the decision to purchase a book!

It can refer to reading, interest, intellectual, or emotional level; a legitimate educational decision; or a personal value. The term can be problematic because it is **subjective**. What may be affirming and necessary for one person, another may deem harmful or premature. Claims of age appropriateness are also tied to **ideological** restrictions, sociocultural context, and religious beliefs. A concern about "sexual assault" in a text may indeed be a veiled attack on LGBTQ+ representation.

According to this 2026 article from the Freedom to Read Project, **"the phrase itself is not the issue. The real question that school districts, legislatures, and the courts will continue to wrestle with is who holds the power to define it and whether that power reflects the full range of families, students, and communities it is meant to serve."**



These topics are typically deemed "inappropriate:"

- LGBTQ+ content; sexual and gender identity; sex
- drugs, alcohol
- (domestic) violence and misogyny
- death, self-harm, grief
- language/ profanity
- issues at home: divorce, running away
- conflicts to religious beliefs

What About Agency?

It's important to remember **the library is a place of CHOICE.** Libraries and books can offer young people a safe place to explore, as opposed to sheltering students possibly facing these very real issues in their lives. Shielding so-called "innocent" children from certain topics often censors minoritized voices. It compromises student agency and their right to intellectual freedom. It also inhibits **reading for pleasure**, which has been shown to have academic, social, and emotional benefits, motivating and empowering students.

Tips and Considerations:

- Know and follow your institution's selection policy.
- Consult professional reviews and resources.
- Examine your biases and positions.
- **Look for relevancy** rather than "appropriateness," serving student/patron needs and interests.
- Consider your professional role: to create access to many rather than reflect a single viewpoint.



"There is nothing age inappropriate about being LGBTQ+." — Erin Lux, Equality Network, as cited in The Ferret

See: To Add or Not to Add: An Examination of Self-Censoring Behaviors among School Librarians

Be Prepared:

Know Your District Policies and Procedures

What is the importance of policy?

Knowing the collection development and reconsideration policies of your library, school, and district are key for navigating book challenges. Policies are the responsibility of the school board or library governing board. They should be comprehensive, defining organization values, establishing a standard of service to be understood by patrons and staff, and providing guidance for putting policy into action. Policies are mandatory and require board approval to amend.

Considerations for Selection Policy

- Does it ensure that material selection reflects the institution's **mission and values**?
- Is there a framework for **consistent selection, acquisition, and weeding** based on a standard set of criteria?
- Do collection-development staff consider reputable reviewers or first-hand evaluations? What lists and **sources are consulted**?
- What is the procedure for **gifts and donations**?
- What role does **public demand or interest** as well as timeliness and **historical significance** of the material play?
- Does it ensure a **diversity of viewpoints** on all topics, including those that may be considered controversial?
- Is there language affirming the importance of **intellectual freedom?**
- Are there distinctions between **instruction v. library** materials?

Considerations for Reconsideration Policy

- Are there **written procedures** for handling complaints?
- **Who can challenge** materials (e.g., students, parent/ guardians, staff, anyone in community)?
- Does the complainant have an **opportunity to talk** with the teacher/ librarian informally **before any further steps** are taken?
- Is there a **procedure on informing parent/ guardians of the literature that will be taught** during the school year? On the student's right to use an alternative assignment (which does not prevent others from reading that text)?
- Are **reconsideration forms** available and accessible? Does the reconsideration form need to be filled out completely, including that that complainant has engaged with the entire work and identified their reason for the complaint?
- Are **materials accessible during** the reconsideration process?
- Who is part of the **reconsideration committee**? What is the decision-making criteria, and what is the format of the meetings?
- What is the **timeline** for the reconsideration process, and what does the **appeals process** look like?
- **How often** can a material be challenged?

Are selection and reconsideration policies reviewed each year by principals, teachers, librarians, and other staff?...

Consideration points above take inspiration in part from California Department of Education "District Selection Policies" and select model policy resources (next page). For a model policy evaluation rubric, see also "Be Ready for a Book Challenge: Five-Step Checklist").

Resources for Reviewing and Updating Your Organization's Selection and Reconsideration Policies:

Chart Out Your Plan for Change: School Library Policies and Procedures Review Activity I CCBC University of Wisconsin-Madison

Prepare Your Book Selection Rationale: "The Students' Right to Read" Guideline I National Council of Teachers of English (NCTE)

Draft Policy Statement: Intellectual Freedom, Freedom of Access to Information and Freedom of Expression for Librarians and Information Professionals I CILIP

Know Your Rights:

- U.K. Censorship and Intellectual Freedom in School Libraries I CILIP and SLA
- U.S. Library Bill of Rights I ALA

Explore Established Policy Toolkits:

- School Library Policy Guidance I CILIPS (in Scotland)
- Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries I ALA
- Workbook for Selection Policy Writing I ALA

Read a Sample Policy: Material Review and Reconsideration Policy I CT State Library

Create a Request for Reconsideration Form:

- Sample Form for Pubic and School Libraries I ALA
- Sample Form for Instructional Materials I Fairfax County Public Schools

Navigating Book Challenges

Before

Know your institution's selection and reconsideration policies—and have a game plan.

Communicate with colleagues, administrators, and community members about policies and intellectual freedom. Create partnerships with like-minded educators within and outside your community.

Keep updated with the latest censorship news, legislation, book bans, and challengers.

During

Listen with care, acknowledge their opinions, and ask questions about their specific concerns.

Discuss the school/library's mission, selection policy, and the rights of students and parents.

Explain the formal process if the parent asks that the material be removed, providing a copy of the procedure and request for reconsideration form.

After

Document what happened and continue to document any actions or conversations.

Inform your supervisor.

Communicate internally with colleagues and form a materials evaluation committee.

Follow up with the complainant. Provide a written decision.

Reflect on how the process went with colleagues.

Tips and Talking Points

For Handling Complaints About Materials

Do's

- DO listen with care and thank the person for sharing.
- DO view the encounter as an opportunity to converse.
- DO discuss the broader goals of the library or classroom:
    - building empathy, exposure to diverse viewpoints, encouraging critical thinking, library as a place of choice, meeting needs of wide range of students, etc.
- DO offer alternative materials to their child (only), depending on your school's policy.
- DO inform them of your district's/ institution's policies and procedures. If available at your institution, provide them with a Request for Reconsideration form if they would like to pursue the material's removal.*
- DO inform your supervisor, colleagues, and keep a record of the encounter.
- DO offer a follow-up meeting or call for questions and further discussion about your rationale/ curriculum goals for engaging with the material.

Don'ts

- DON'T agree or argue with the complainant.
- DON'T assume the person is on a mission to ban books; rather, they may just intend to "protect" their own child.
- DON'T defend the text in question outright.
- DON'T automatically hand the complainant a Request for Reconsideration form.
- DON'T keep the details of the encounter to yourself.

*If your institution does not have set reconsideration policies or documents like a Request for Reconsideration form, this is a good time to kickstart conversations on ensuring such policies and materials are in place. Additionally, demonstrate to the complainant through some communications that you are taking their concern seriously.

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NAVIGATING BOOK CHALLENGES TIPS AND TALKING POINTS

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What YOU Can Do!

Ideas for Collaborative Action

Create or Participate in a Banned-Book Club

- This is a great way to engage in important **conversations on classroom censorship**, discussions on why certain books were banned and relevant topics in the books (e.g., race, gender, sexuality), share perspectives, interrogate terms like "age appropriate," and read stories in community.
- Check out the free virtual Author's Guild Banned Book Club featuring recently banned texts in the reading lineup.
- Start with something from the Top 11 Most Challenged Books of 2025 or from this Index on Censorship's Banned Books Week UK Reading List.
- To access books, make use of libraries or find funding sources like the Books Saves Lives Grant from We Need Diverse Books.

Take action for libraries (ALA):

bitly

Amplify Student Voices

- Organize a **student group**!
- Start a **discussion** in your classroom, during lunch, or after school, inviting other students, teachers, and staff.
- **Encourage students** to attend school board meetings and share their perspectives with the public.
- Provide a **letter template** to support student writing to the school principal, superintendent, board, and wider community.
- **Inform** them about **student-activist-led wins** (i.e., Board of Education, Island Trees Union Free School District v. Pico, 1982).



What YOU Can Do!

Ideas for Collaborative Action, contd.

Mobilize Parents

- Attend Parent-Teacher-Association (PTA) meetings for **dialogue** with parents and guardians.
- Provide a **letter template** to encourage parents to write to decision makers.
- We anticipate and have protocols for when parents are *against* something, but it is also important to encourage them to **use their voices when they are *for*** something.



Assembly on Literature for Adolescents (ALAN) for NCTE

Write!

- Submit a **letter to the editor** of your local newspaper or to an online publication to publish an op-ed and **share your story** with the greater community.
- Write letters to legislators and decision makers. See the Lambda Sample Letter and guidelines. Find your representative.
- Contribute to or start a newsletter.



Find Allies (and Be an Ally!)

- Join an existing local, regional, state, or national group, organization, or coalition like the National Coalition Against Censorship (NCAC) or Unite Against Book Bans.
- Take part in Banned Books Week. Consider hosting an event like banned books trivia!
- Reach out to people individually within your personal, school, library, or other **professional networks**. Share resources, stories, and perspectives.
- Start or join a **social media** campaign like #BooksNotBans, #Freadom, or #ReadBannedBooks.
- **Post** in online forums and other community spaces.
- Partipate in a **rally.**
- **Check in** with new and pre-service teachers.
- Attend and speak at **school board meetings.**
- Research and stay up to date with people and organizations fighting censorship.

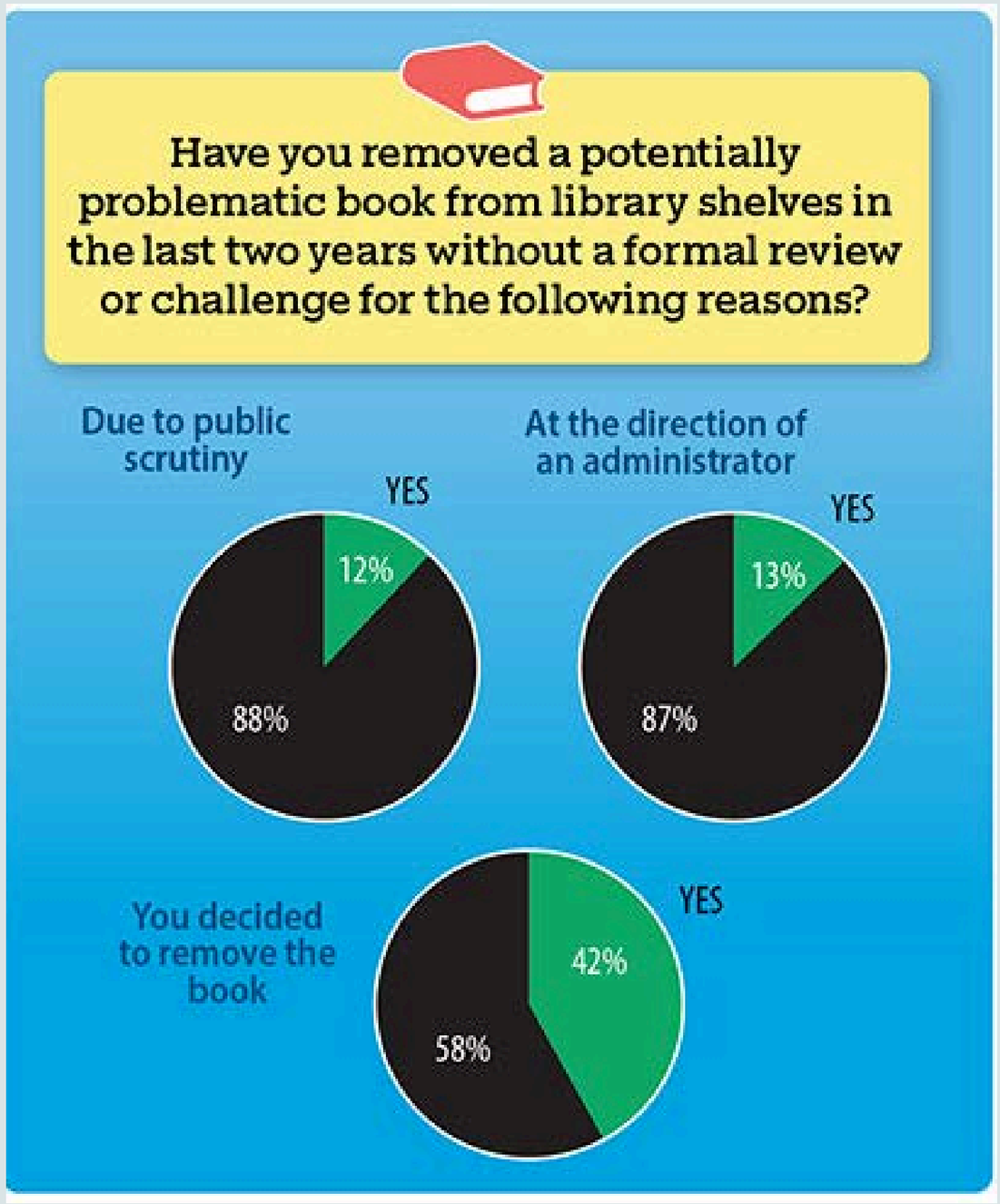
Self-Censorship

Perhaps even more insidious (and pervasive) than direct censorship, censorship of the quiet kind, known as **soft or self-censorship**, can be even harder to fight. This can look like: not acquiring or teaching materials with "controversial" themes such as gender, sexuality, violence, and race, or quietly weeding those texts from a collection or classroom. It can feel like avoiding controversy, playing it safe, self-preservation, but it really strays from the text-selection policy: it compromises intellectual freedom, the student's right to read, genuine inquiry, and limits exposure to diverse viewpoints, creating and contributing to a culture of fear and threatening the very foundation of our democracy.



From SLJ's Controversial Book Survey, which closed on June 13, 2022, with 720 U.S. school libraries responding (see more in Appendix B.).

Statistics



What causes it?

- Teachers and librarians are afraid of losing their jobs.
- Lack of support from administration.
- Vague guidelines, policies, and legislation. This is a concern in the U.K. especially, where there are no banned books or specific book censorship laws.
- A “spillover effect” of restrictive laws from a region or state (or country!) can impact those not subject to those restrictions.
- Intimidation from challengers.
- Lack of confidence about defending text selections. This is a concern especially for young, new, and pre-service teachers and librarians.
- Personal biases, lack of awareness, and assumptions about “age-appropriateness.”

Common Questions

- Why am I hesitant to teach, purchase, or display this text? Is it offensive to me or others?
- How do I prepare my classroom/ community to engage with this text in ways that promote empathy and critical thinking?
- What do I do or say if a parent complains?
- Who will have my back about this text?
- Can we review our policy in the event of…?
- Will I have my job if I teach this text or put it on display?
- Where can I turn for additional support?

How can we avoid it?

- Know the selection and reconsideration **policies** and procedures of your district and institution.
    - Try out this Text-Complexity Rationale adapted from NCTE's "This Story Matters" (more information in the article here, "Should I Teach This Text?"). This proactive and handy resource is for (instructional) materials that may spark controversy.
- Familiarize yourself with your local **legislation**.
- Consider **the roles of schools and libraries** to promote intellectual freedom and the importance of diverse ideas.
- Own your role and **responsibility** as an educator or librarian, prioritizing the standards of your profession as well as your patrons and students.
- Have a **support system** in and outside of your institution.
- **Acknowledge** when the thought to censor under the radar emerges.
- **Communicate,** sharing experiences, doubts, and resources with colleagues and administrators. Check in with new and pre-service teachers and librarians.
- **Reflect** on your sources of fear. What is influencing you: political occurrences, external pressures, self-doubt, fear of controversy?
- **Examine** your experiences, beliefs, biases and assumptions, and positions.
    - Check out this Learning Module from the University of Calgary's Taylor Institute of Teaching and Learning for positionality worksheets, open-access resources, and self-reflexive practice templates.
- Remember, that **you are not alone**.

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Appendix A.

Open-Access Scholarship

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Current Data

CCBC Diversity Statistics

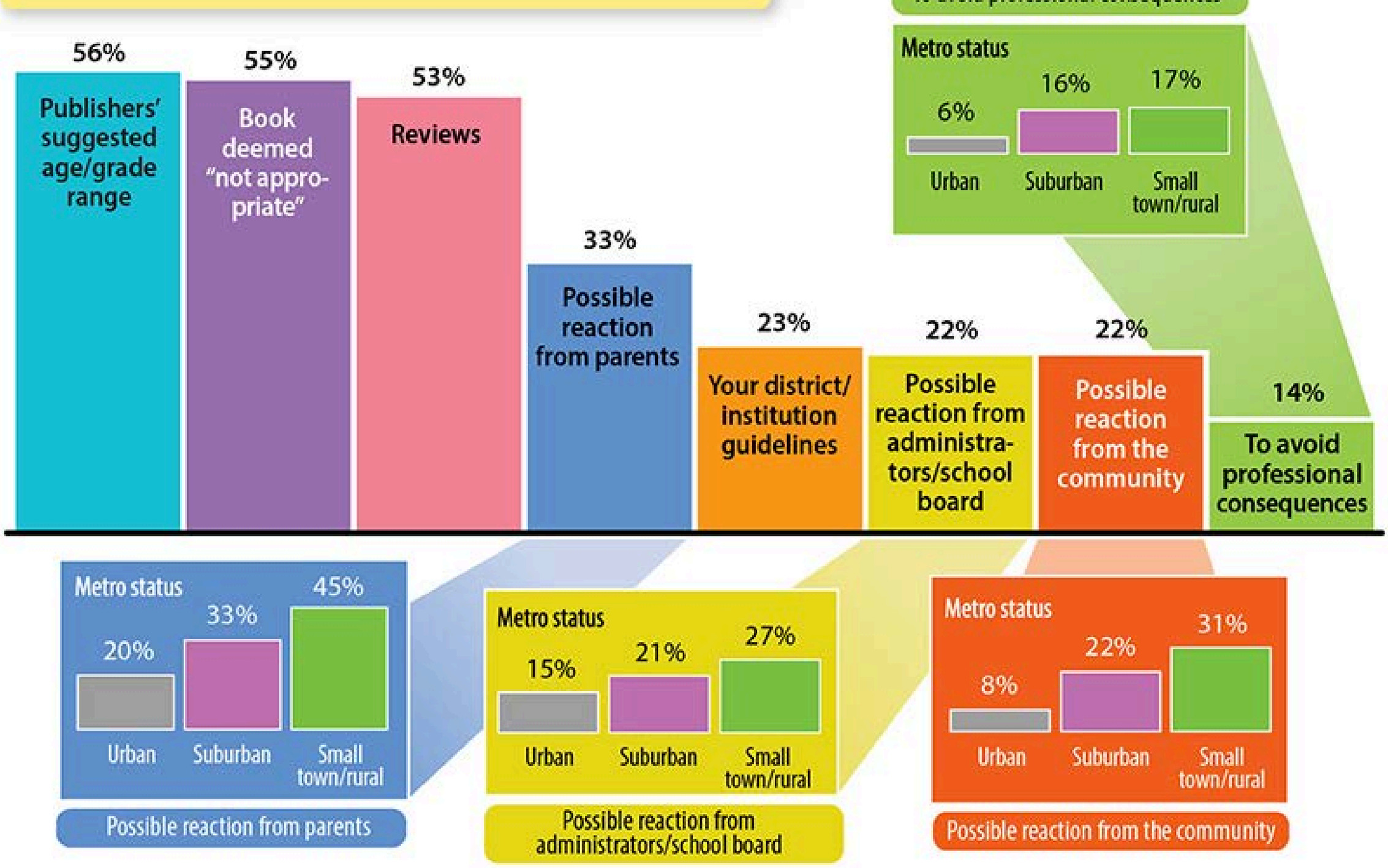
PEN America's Index of School Book Bans

NCAC Youth Censorship Database

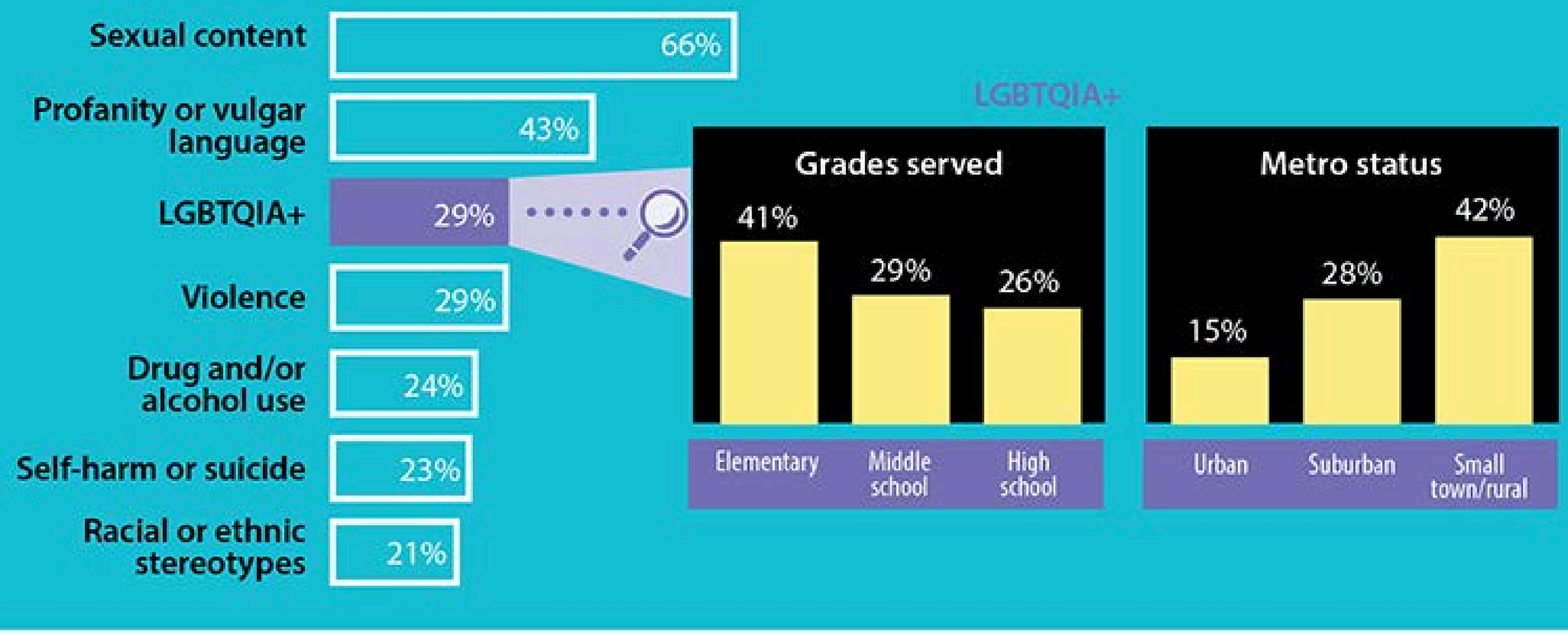
Appendix B.

SLJ's 2022 Controversial Book Survey

Which of the following has influenced your decision to NOT purchase a book?



What subject matter has led you to pass on purchasing a book?



Appendix B., contd.

Table 5 Topics Participants (*n* = 59) Wrote In as Censorable on the Survey

Topic	Number of mentions
Violence	14
Graphic/Vulgar sexual content and pornography*	12
Sexual orientation/Sexual identity*	6
Casual swearing and vulgarity	6
Sexual abuse*	4
Race*	3
Gender identity*	3
Religion	1
Poverty	1
Drug abuse	1
Nonstandard language	1
Suicide	1

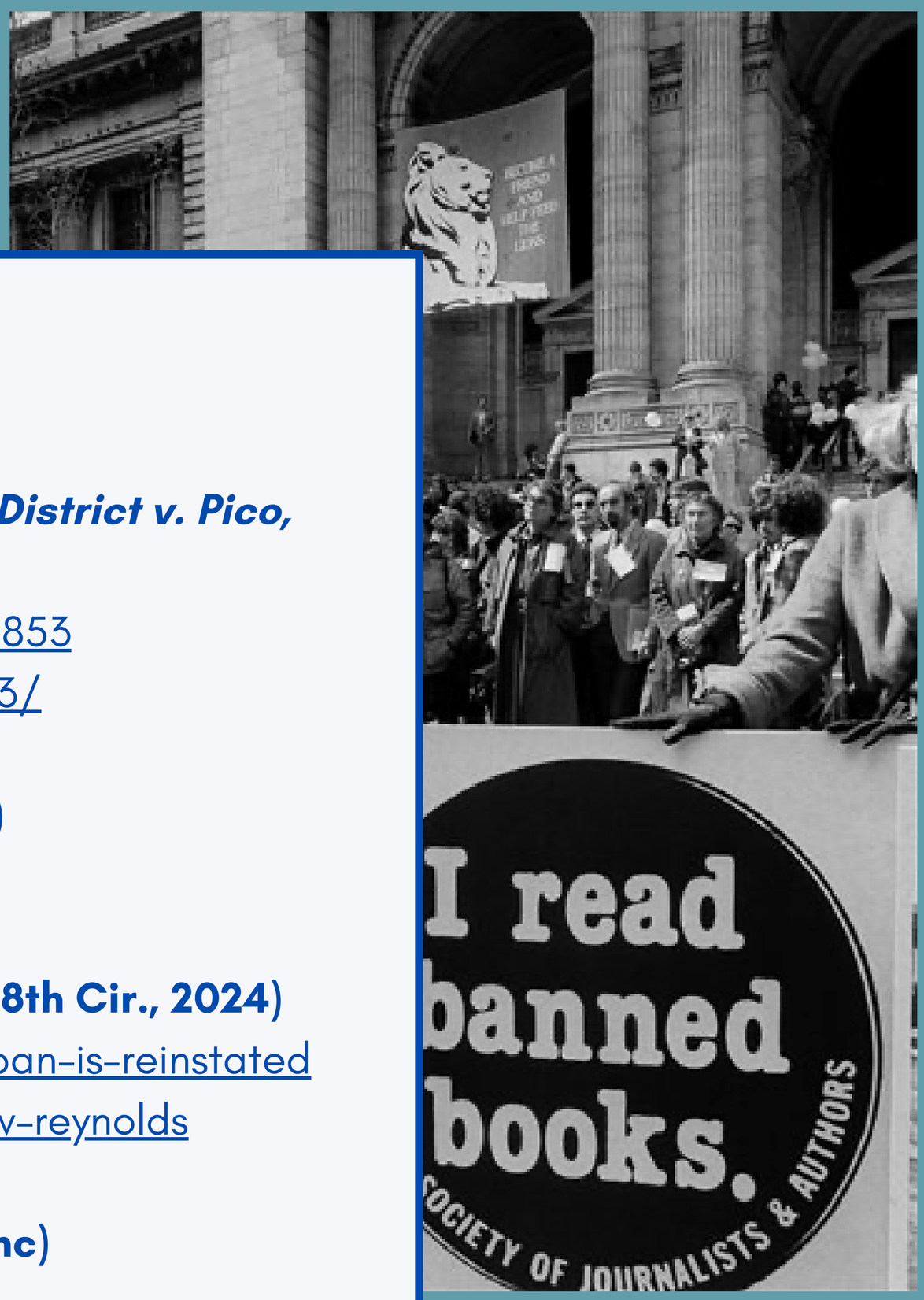
* These topics are governed by Senate Bill 3.

Thirty-eight participants (64.4%) selected "NA," indicating that they believed that no topics should be censored, while 21 respondents (35.6%) wrote in topics. Most respondents who thought that some topics were censorable wrote in multiple topics.

From Lammert and Godfrey's children's literature and self-censorship study, "Teachers' Self-Censorship of Children's Literature in Texas" (2023), which surveyed 59 educators. Scroll to Table 7 to see participant rationales for self-censorship, based on Vered et al.'s (2017) categories:

(A) Promotion of the dominant ideology and a desire for national unity.
(B) Concern regarding bringing political content into classroom spaces.
(C) Concern regarding confronting young students with unpleasant or difficult topics.
(D) Insecurity in selecting materials and guiding student discussion of controversial issues.
(E) Fear of inconsistency with institutional policies leading to sanctions and pushback.

Appendix C.



Legal References

Court Cases

***Board of Education, Island Trees Union Free School District v. Pico, 457 U.S. 853* (1982)**
https://www.law.cornell.edu/supremecourt/text/457/853
https://supreme.justia.com/cases/federal/us/457/853/

***Observer and The Guardian v United Kingdom* (1991)**
https://hudoc.echr.coe.int

***GLBT Youth in Iowa Schools Task Force v. Reynolds* (8th Cir., 2024)**
https://www.edweek.org/policy-politics/iowas-book-ban-is-reinstated
https://www.lwv.org/legal-center/iowa-safe-schools-v-reynolds

***Little v. Llano County, 125 F.4th* (5th Cir. 2025, en banc)**
https://www.ala.org/news/2025/12/little-v-llano
https://globalfreedomofexpression.columbia.edu/cases/little-v-llano-county/

***Penguin Random House v. Gibson* (M.D. Fla., Aug. 2025)**
https://www.publishersweekly.com/florida-court-upholds-freedom-to-read
https://www.libraryjournal.com/story/victory-for-freedom-to-read

ALA Notable First Amendment Court Cases

Article 10: Freedom of Expression from the Human Rights Act 1998 I Equality and Human Rights Commission & legislation.gov.uk

Public Order Act of 1986 I **Racial and Religious Hatred Act 2006** I legislation.gov.uk

First Amendment and Censorship I American Library Association

Library Bill of Rights I American Library Association

First Amendment Freedoms and Resources I National Constitution Center

Appendix D.

Books for Your Classroom and Library

[ALA Rainbow Booklists](#)

[CBC Diversity Initiative Booklists and Resources](#)

[Latinxs in KidLit](#)

[Muslim Children's Books](#)

[Social Justice Books Booklists](#)

Organizations

[American Indians in Children's Literature](#)

[Children's Literature in Contexts of Precarity](#)

[CLPE Reflecting Realities Research](#)

[Project READY: Reimagining Equity & Access for Diverse Youth](#)

[Project Zero](#)

[The Conscious Kid](#)

[We Need Diverse Books](#)







Acknowledgements

This toolkit represents the efforts and support of many people. It is made possible from the financial support of Glasgow's Global Partnership Fund and the University of Connecticut Office of Global Affairs and the Department of English at the University of Connecticut. The work started as a collaboration between the University of Glasgow's School of Education and the University of Connecticut's Department of English. We are grateful for the insights of the U.K. and U.S.-based librarians and K-12 educators who participated in the *Reading in a Permacrisis: Building Critical Literacies with Children's Literature* research study. We appreciate the University of Glasgow School of Education's invitation to learn and present at the symposium *Reading Mediation: Texts, Practices, Challenges*.

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