

DIVERSE LITERATURE IN ELEMENTARY SCHOOL  
LIBRARIES: WHO CHOOSES AND WHY?

by

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## GLOSSARY

Bisexual

Some people who are bisexual feel attraction for males and females equally, while others are more attracted to one sex than another, or more romantically attracted to one, and more sexually attracted to the other (Bisexuality, 2001; Hocker, 2010).

Cisgender

A cisgender person identifies with the gender assigned to him/her based upon his/her sex (Catalano & Griffin, 2016).

Critical Literacy

Critical literacy serves as a transformative lens through which to examine texts more closely in order to explore the power differentials in the text and in society, as well as other social justice issues (Vasquez & Vasquez, 2012).

Diversity

Diversity refers to race/ethnicity, social class, sexual orientation, gender identity or expression, disabilities, socioeconomic status, and family situation (adoption, married parents, single parents, divorced parents, foster family, and more).

Gay

A gay man is attracted to members of the same sex romantically, emotionally, intellectually, and sexually. (Gay, 2005).

## GLOSSARY CONTINUED

Gender

Many individuals and organizations conflate sex and gender, though they are separate constructs. Cultures may base expectations, roles, behaviors, and more upon specific sexes (male, female, and intersex) that are often assigned at birth based on genitalia. These expectations form the culture's definition of particular genders (American Psychological Association, 2012).

Gender Identity

Gender identity refers to the gender with which one self-identifies. It may be different from or the same as the gender expected based on one's sex (American Psychological Association, 2012; Gender Identity, 2009).

Hegemony

Hegemony refers to the processes by which supremacy is maintained and reinforced. Through hegemonic systems, majoritized identities receive greater power and privileges and appear "natural" or "default," while minoritized identities are suppressed (Davis & Harrison, 2013).

Heterosexual

A heterosexual person is exclusively attracted to people of a different sex (Heterosexual, 2013).

## GLOSSARY CONTINUED

Interest Convergence

Interest convergence refers to the ways in which the majoritized group allows gains for minoritized groups when those gains will also benefit the group in power (Delgado & Stefancic, 2012).

Lesbian

A lesbian woman is attracted exclusively to other women on various levels including romantic, emotional, intellectual, and sexual (Lesbian, 2011; Serovich & Smith, 2004).

LGBT

LGBT stands for lesbian, gay, bisexual, and transgender. Some people and organizations use different terms to refer to this group, such as LGBTQ (which includes queer and/or questioning) and longer acronyms that include a greater variety of identities. The researcher chose to use LGBT, though it does not specifically include the variety of identities in this community; this decision reflects the limited depiction of characters in children's books who belong to this community as well as the wording of the survey questions.

## GLOSSARY CONTINUED

Majoritized

A majoritized identity refers to an identity that has more power and privilege than others in a particular context. This identity often constitutes the “norm” or “default” identity (Chappell & Cahnmann-Taylor, 2013).

Minoritized

A minoritized identity has been rendered as such by society; the status as minoritized depends on the context. Identities typically minoritized in the United States include LGBT people, people of color, people with disabilities, and more (Chappell & Cahnmann-Taylor, 2013).

Self-Censorship

Self-censorship occurs when someone chooses not to purchase material due to fear of challenges, concern about reactions, or personal biases (Rickman, 2010; Sloan, 2012; Whelan, 2009).

Sexual Orientation

Sexual orientation refers to one’s abiding romantic, sexual, emotional, and intellectual attraction (Finkel-Konigsberg, 2010; Manning, 2011; Sexual Orientation, 2009) and does not necessarily refer to behavior (Finkel-Konigsberg, 2010). It manifests itself in attraction to only one sex (heterosexual or homosexual) or to more than one sex (bisexual) (Finkel-Konigsberg, 2010; Manning, 2011; Sexual Orientation, 2009).

GLOSSARY CONTINUED

Transgender

Someone who is transgender identifies with or shows characteristics of a gender that is different from the gender expectations for the sex assigned at birth (Ruspini, 2011; Transgender, 2011).

## ABSTRACT

Published children's literature in the United States overrepresents some identities while underrepresenting others, such as people of color, LGBT people, people with disabilities, people who live below the poverty line (Crisp et al., 2016), and more. Thus, some children may not encounter text representative of their identities. As literature can assist with identity development and provide ways for children to learn about those who differ from self, the lack of diversity in children's books disadvantages children with minoritized and majoritized identities (Bishop, 2012; Koss, 2015; Lifshitz, 2016; Schachter & Galili-Schachter, 2012).

School librarians function as gatekeepers through the purchase and promotion of various texts. The decisions made by these gatekeepers may enable greater access to representative literature or may limit access. This illustrative case study with a descriptive survey examines the frequency with which librarians promote diverse literature, their comfort level doing so, and how they describe the factors that impact their decisions regarding diverse text.

The researcher created an online survey on Qualtrics with both quantitative and qualitative questions and emailed 1,137 elementary school librarians in Idaho, Montana, New Mexico, Utah, and Wyoming to request participation in the survey. One hundred and sixteen librarians completed the survey. Eight participants self-selected for interviews. Librarians felt most uncomfortable promoting books with LGBT characters, and were most likely to "never" promote these books than any other type of diverse identity listed in the survey. Two main themes emerged from this study: internal and external factors impact librarian decision making regarding promotion of diverse texts, and some librarians may self-censor purchase and/or promotion of diverse texts.

This study offers insight into the factors that impact librarian decision making, as well as how frequently librarians promote diverse texts and their comfort level promoting diverse literature. The study concludes with an examination of the implications from this study, including lack of available texts reflective of LGBT identities, a possible need for training regarding intellectual freedom and the librarian code of ethics, and the impacts of budget issues. Finally, recommendations for future studies are explored, which may further illuminate this under-researched area.

## CHAPTER ONE

## INTRODUCTION

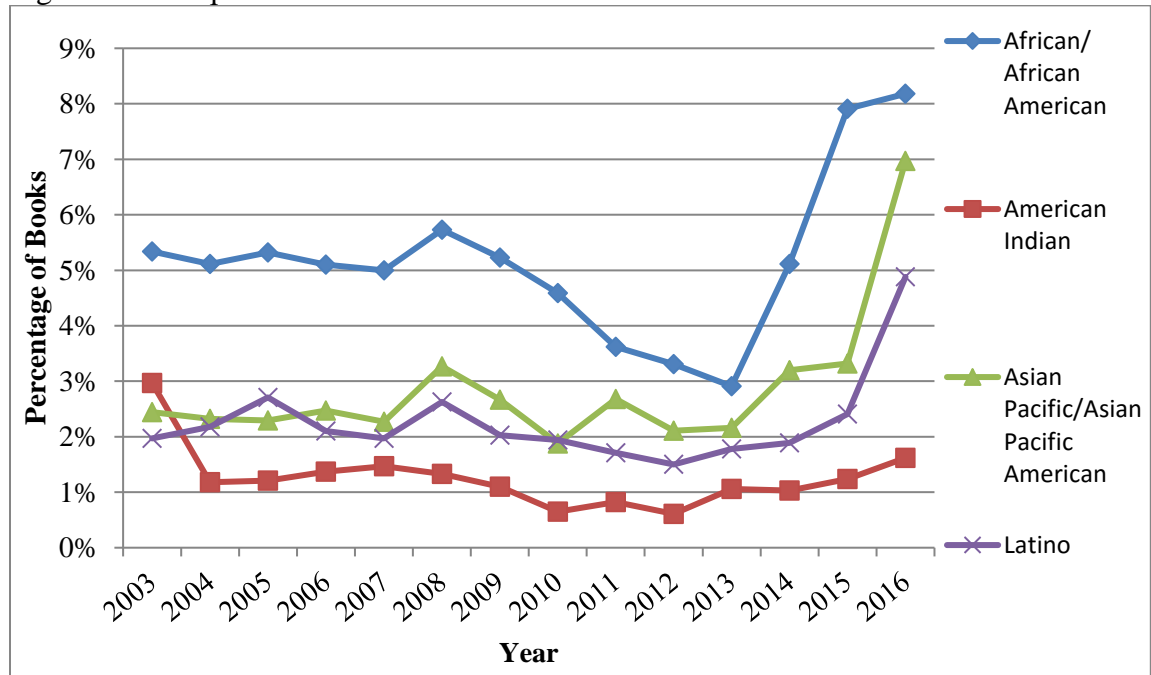
“When marginalized groups in society are absent from the stories a nation tells about itself, or when media images are rooted primarily in stereotype, inequality is normalized and is more likely to be reinforced over time through our prejudices and our practices” (Bunche Center, 2014, p. 5).

Language has the power to shape reality; exclusion of groups from texts implies a devaluation of those groups and sends an implicit message of their inherent inferiority (Koss, 2015). These ideas are reinforced by socialization, through which individuals internalize hegemony and unconsciously replicate it via words and actions (Adams & Zúñiga, 2016). Hegemonies thus appear natural, rather than created to benefit particular groups (Adams & Zúñiga, 2016). The publishing industry participates in furthering hegemony when it reproduces socially-constructed hierarchies, overrepresenting some identities while underrepresenting others (Botelho & Rudman, 2009; Taxel, 2002).

Children’s and young adult literature published in the United States tends to lack diversity (Crisp, Knezek, Quinn, Bingham, Girardeau, & Starks, 2016). Thus, children may not find representations of themselves and/or others in books. The Cooperative Children’s Book Center (CCBC) at the University of Wisconsin-Madison receives a majority of newly published children’s literature each year and provides a breakdown of the number of books with main or other significant characters of different races, the number of books written by authors of different races, and the total number of books received that year. Representation in text has increased in the past few years (see Figure 1.1). For example, in 2013, 7.91% of the books received by the CCBC featured

significant characters of color or American Indian characters, but in 2015, 14.88% did, and in 2016, 21.65% did (Cooperative Children’s Book Center, 2017).

Figure 1.1. Cooperative Children’s Book Center Publication Statistics

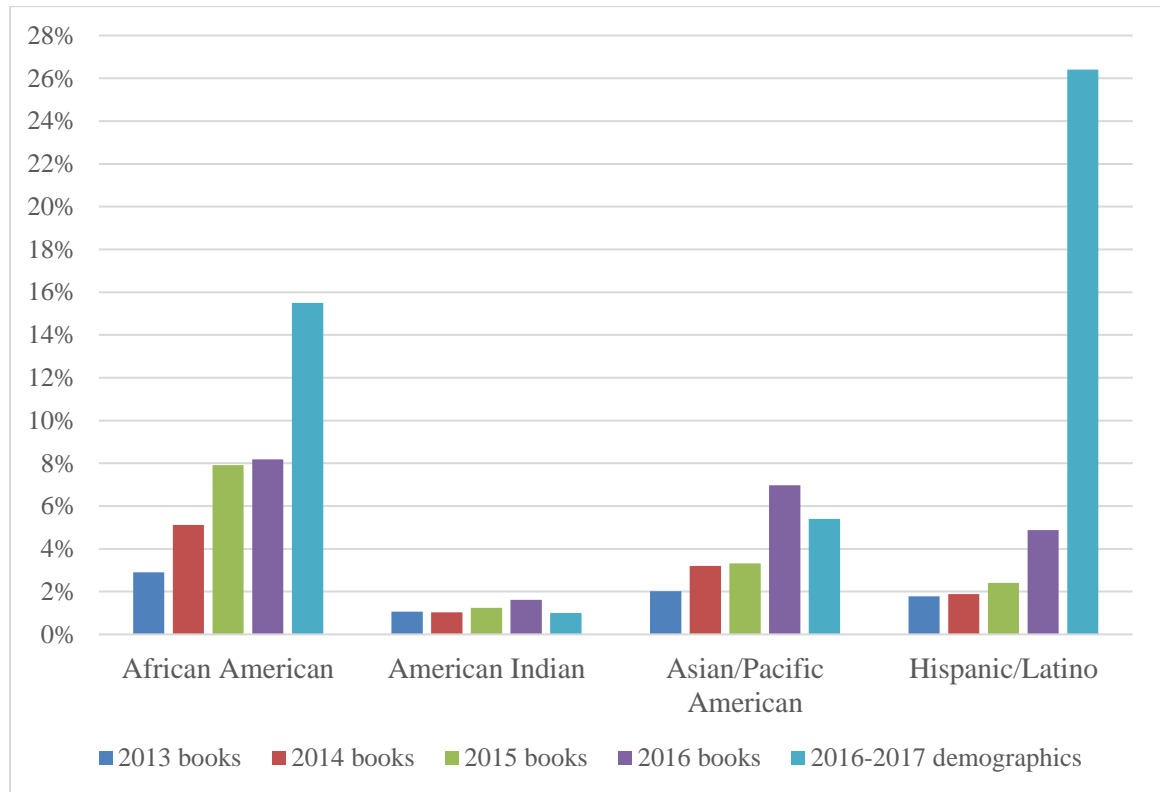


Even though representation of minoritized racial groups has increased, White characters remain overrepresented in children’s books, particularly considering demographics (Cooperative Children’s Book Center, 2017; Crisp et al., 2016). Starting in the 2014-2015 school year, White students comprised slightly fewer than half of the students in public schools. Although The National Center for Educational Statistics (2016) does not have actual percentages for any year after 2013, it has projected data for the 2016-2017 school year. The projected data estimate that 48.8% of students in public schools identify as White, 15.5% as Black, 26.4% as Hispanic, 5.4% as Asian/Pacific Islander, 1% as American Indian/Alaska Native, and 2.9% as two or more races.

Comparison of these demographics with the representation in literature received by the CCBC in the past three years shows disparities for most categories (see Figure 1.2). Although two categories show a higher percentage of books received by the CCBC representative of those identities, that does not mean that children have access to those texts. When, for example, 1.6% percent of the books received by the CCBC have American Indian characters (Cooperative Children’s Book Center, 2017), that percentage remains low and may mean that librarians, teachers, or children have difficulty locating inclusive texts that do not contain stereotypes.

The demographic categories do not precisely match between the CCBC and The National Center for Educational Statistics, as the former does not have a category for two or more races, and uses Latino instead of Hispanic. Even though they are often used interchangeably (Naidoo, 2007), these terms differ. Latino refers to someone from Latin America, while Hispanic means someone from a Spanish-speaking country. Thus, the categories might not completely align, and neither resource included both terms.

Figure 1.2 Public School Demographics and CCBC Statistics



In addition to overrepresentation of White main characters in children’s literature, other majoritized identities likewise experience greater representation, such as heterosexual and/or cisgender identities. Few books with lesbian, gay, bisexual, or transgender (LGBT) characters are published each year. Hermann-Wilmarth & Ryan (2014) found an average of one book with LGBT characters published per year for intermediate (third through sixth) grades. Lo (2014) found more representation of LGBT characters in young adult literature, with 47 books published by mainstream (including small, independent) publishers in 2014, an increase over the 29 published in 2013. Lo (2013) also states

Looking into the numbers of LGBT YA being published by major commercial publishers in the US today, I can only conclude that yes, major commercial publishers do publish LGBT YA — but not very much of it. An average of 15 LGBT YA titles per year from the US's nine biggest publishers is very low. (para. 31)

Unfortunately, publication statistics do not exist for some minoritized groups, though researchers have noted a lack of representation for various identities (Crisp et al., 2016).

### Publishing Industry

The paucity of diverse children's literature has become more well-known recently, due to various authors and other individuals and organizations discussing this topic. For instance, The We Need Diverse Books movement and organization advocates for greater diversity in published children's books and in the publishing industry (We Need Diverse Books, 2017). To facilitate this, organizations such as We Need Diverse Books and Lee and Low Books support scholarships for internships in the publishing industry as well as contests for diverse stories and authors and more, in an effort to diversify the publishing industry (Low, 2016; We Need Diverse Books, 2016). The American Library Association's Banned Books Week focused on diverse books in 2016, which also provided a spotlight on the lack of diversity in published literature as well as the frequency with which diverse literature faces challenges (Jacoby, 2016).

The publishing industry, like many corporations, exists to make money (Taxel, 2002; Yenika-Agbaw, 2014). Thus, publishers tend to focus on those books which they believe will sell (Koss 2015; Taxel, 2002). This may exclude diverse books, due to the perceptions of not only the publishing industry but also booksellers. Lo (2013) mentioned

hearing a pervasive belief that books with LGBT characters will not sell. Other authors have noted hearing a perception that only people who belong to a particular racial/ethnic group will purchase books about that group (Low, 2013). As the director of the CCBC states, “[a]nd more than one publisher has told me that they’ve heard Barnes & Noble buyers say that Black books don’t sell. And then it becomes a self-fulfilling prophecy: How can the books sell if they are not on the shelves?” (Horning, 2014, para. 15).

Most people in the publishing industry, including book reviewers, are White, heterosexual, cisgender, women, and/or do not have a disability (Low, 2016). “...[I]n publishing’s case, what is at work is the tendency—conscious or unconscious—for executives, editors, marketers, sales people, and reviewers to work with, develop, and recommend books by and about people who are like them” (Low, 2016, para. 29). The publishing industry has added additional imprints focusing upon particular minoritized groups, as well as hiring executives from minoritized groups to head the imprints (Domonoske, 2015; Gibbs, 2016). This may help change the landscape of children’s literature, albeit slowly.

### Importance of Diverse Literature

Children need to encounter texts that reflect their identities as well as texts that provide views of others’ identities (Botelho & Rudman, 2009; Turner, 2016). Literature affords a vehicle for identity validation and development (Schachter & Galili-Schachter, 2012), and can provide a way for children to learn about others, promoting empathy (Botelho & Rudman, 2009; Campbell, 2010; Hermann-Wilmarth & Ryan, 2013; Koss,

2015; Lifshitz, 2016). Depending on the way in which the reader positions him or herself, any text may provide a mirror, window, and/or door for the reader.

### Mirrors, Windows, and Doors

Literature helps readers understand themselves and others. Botelho and Rudman (2009) state, “literature can authentically mirror or reflect one’s life; look through a window to view someone else’s world; and open doors offering access both to and out of one’s everyday condition” (p. xiii). Books that are mirrors reflect aspects of self and can promote greater self-esteem and a sense of belonging (Agosto, 2007; Anderson, 2013; Botelho & Rudman, 2009; Campbell, 2010; Gray, 2009; Hermann-Wilmarth & Ryan, 2013; Hope, 2008; Smolkin & Young, 2011). Mirror books provide opportunities to connect to texts, which allow readers to better engage with literature. This may lead to greater enjoyment of literature, contribute to identity-validation, and enhance reading comprehension (Delpit, 2006; Hefflin & Barksdale-Ladd, 2001; Rich, 2012; Tschida, Ryan, & Ticknor, 2014). Moreover, having diverse literature available in a classroom or school library provides a more welcoming, safer atmosphere for students (Agosto, 2007; Lifshitz, 2016).

Unfortunately, not all readers encounter literature that authentically reflects their identities (Tschida, Ryan, & Ticknor, 2014; Turner, 2016). Those who do not encounter mirrors in texts may disengage or may feel as though their identities have less value or that they are different, insignificant, or invisible (Gray, 2009; Hermann-Wilmarth & Ryan, 2013; Naidoo, 2012; Rich, 2012). “Kids who are regarded by their peers and even by themselves as being somehow ‘other’ need to see themselves in books to know they

are not alone” (Cart, 2012, para. 11). The lack of diversity in children’s literature (Cooperative Children’s Book Center, 2017; Hehrlich, 2015) makes it challenging for minoritized groups to find books that mirror aspects of their identities. This affects their views of who belongs in text; when they do not see their identities in text, they may feel that people like themselves have no place in literature.

The lack of diversity likewise impacts the ability of some children to see identities that differ from their own. As Zetta Elliot said, “If a child grows up seeing themselves over and over and over again and they never see anyone else, they almost begin to think of themselves as the center of the universe” (Ushery, 2014). However, when readers encounter texts that portray the lives of others (windows), they have the opportunity to view other identities and worlds. This may encourage empathy and mitigate prejudice. People may fear or devalue the unfamiliar; however, when they recognize similarities in experiences, they may start feeling more comfortable with—and appreciative of—differences. Additionally, readers may start forming connections with characters that differ from self, and recognize common experiences in the human condition (Anderson, 2013; Botelho & Rudman, 2009; Campbell, 2010; Gardner, 2008; Glazier & Seo, 2005; Hermann-Wilmarth & Ryan, 2013; Lifshitz, 2016; Smolkin & Young, 2011; Wolf, 2004).

### Identity Development through Literature

“[A]s they engage texts, readers are engaging in processes of personal identity development” (Schachter & Galili-Schachter, 2012, p.3). Therefore, one way to facilitate identity development is through the use of diverse literature in the classroom or school library so that all students have the opportunity to engage with literature that functions as

mirrors, windows, and doors (Blackburn & Buckley, 2005; Glazier & Seo, 2005; Gray, 2009; Koss, 2015; Tschida, Ryan, & Ticknor, 2014; We Need Diverse Books, n.d.). As the majority of children's books published in the United States have White, heterosexual, able-bodied, neurotypical, cisgender main characters, many children do not find aspects of themselves reflected in literature (Cooperative Children's Book Center, 2017; Crisp et al., 2016; Hehrlich, 2015; Lo, 2014; Lo, 2015; We Need Diverse Books, n.d.). Texts have power to convey what is important as well as what is not; this includes which identities are valued and valuable, and conversely which are marginalized and unimportant. For example, "[o]ne key way that schools condone homophobia, discrimination, or devaluation of individuals who identify as LGBTQ is by failing to include LGBTQ literature in the curriculum" (Van Horn, 2015, p.4).

Children who feel marginalized or excluded from text may find joy when finally encountering a text that reflects an aspect of their identities. KaaVonia Hinton (2004) stated, "For the first time in my life, I realized I was not alone in the world... This one simple act—handing me a book written by and about Blacks—changed my life" (Hinton & Berry, 2004, p. 285). Thus, teachers who select books that reflect a variety of identities and provide mirrors, windows, and doors for all of their students provide a space for text-engaged identity recognition, validation, and development.

### Problem

Published children's literature in the United States lacks diversity (Cooperative Children's Book Center, 2017; Crisp et al., 2016; Hehrlich, 2015). This leads to

circumstances in which some children rarely (if ever) see their identities reflected in text, which negatively impacts them (Gray, 2009; Hermann-Wilmarth & Ryan, 2013; Koss, 2015; Naidoo, 2012; Rich, 2012). Likewise, those who constantly find representation may remain unaware of perspectives and identities that differ from their own (Elliot in Ushery, 2014).

The production and dissemination of text does not occur within a vacuum. Cultural and personal ideologies infuse text, consciously or unconsciously (Botelho & Rudman, 2009). Publishing decisions likewise occur within and are influenced by broader social and political ideologies, as well as hegemony (Botelho & Rudman, 2009; Taxel, 2002). Inclusion in literature normalizes some identities and presents them as desirable. Likewise, identities that infrequently (if at all) find representation in text are positioned by their absence as having less value than others. Children notice when their lived experiences and identities are excluded from text; this sends a message that these identities and experiences are not important enough to warrant inclusion (Jones, 2008; Koss, 2015; Shimanoff, Elia, & Yep, 2012).

Children's books can reinforce multiple systems of oppression (Taylor, 2012). The ways in which texts represent characters can validate some identities while reinforcing the oppression of others (Taylor, 2012). When the books encountered by children feature negative messages and/or stereotypes about identities, readers who do not engage in critical literacy may passively accept those messages (Botelho & Rudman, 2009). Encountering negative messages about one's own identity can lead to internalized prejudice (Wilmarth & Ryan, 2013; Naidoo, 2012; Rich, 2012). Thus, educators and

librarians must find positive representations of multiple identities so that students can access texts that function as mirrors, windows, and doors. “All children deserve to see themselves and the people they love represented (in multiple ways) in the books we bring into our classrooms” (Crisp et al., 2016, p. 40).

### Purpose and Significance of the Study

School librarians may value inclusion of diverse literature in elementary school libraries. However, barriers may exist, including a lack of awareness regarding specific types of diversity included in or excluded from available texts (Wollman-Bonilla, 1998). Those who have privileged identities and thus constantly find representation may accept it as normal and not realize that some identities lack representation (Crisp, 2014; Franklin, Boyd-Franklin, & Kelly, 2006; Wollman-Bonilla, 1998). Completion of this survey may spark reflection upon the inclusion and/or exclusion of groups from books within a school library, as noted by some participants in the pilot studies.

Decisions made by teachers and school librarians affect the availability of diverse texts (Wollman-Bonilla, 1998). Many factors influence these decisions; some may engage in the selective tradition for a variety of reasons (Jacobson, 2016), including comfort level with diverse groups (Ringel, 2016). Sometimes decisions result in few inclusive books. “Unfortunately, the types of multicultural books where children see these cultural differences and similarities are not always incorporated into our literacy curricula in elementary schools, and some teachers think they cannot or should not include diverse stories in their literacy instruction” (Turner, 2016, p. 126). While some

people consciously choose to exclude diverse books, others may do so unconsciously. Additionally, even those who deliberately exclude representative texts may not consider the roots of decisions or ramifications of these choices (Wollman-Bonilla, 1998). However, few published studies have examined the numerous factors that influence teachers' and school librarians' decisions regarding inclusion of diverse literature, especially in the past few decades (Friese, Alvermann, Parkes, & Rezak, 2008; Watkins & Ostenson, 2015). The current political climate, the increase in book challenges to diverse texts (Ringel, 2016), and the national education landscape—including Common Core State Standards and increased focus on standardized tests scores—may impact teachers' and librarians' decisions regarding literature selection (Friese et al., 2008; Watkins & Ostenson, 2015), though this remains relatively unexplored in published research.

Children need literature that provides mirrors to reflect self, windows through which to view others, and doors to promote engagement with those who differ from self (Botelho & Rudman, 2009). Literature that functions as mirrors, windows, or doors can promote greater connection to and engagement with text, as well as mitigate prejudice (Anderson, 2013; Botelho & Rudman, 2009; Campbell, 2010; Hermann-Wilmarth & Ryan, 2013; Koss, 2015; Smolkin & Young, 2011; Turner, 2016). Therefore, the types of books available or not available greatly impact children. Though comparatively few diverse books are published each year (Cooperative Children's Book Center, 2017), school librarians may seek out books inclusive of diversity to better represent their students and the world. However, few published studies have investigated the diversity of

main characters in books used in classrooms or in school libraries or comfort level with diversity in texts. The published studies that have examined these topics tend to focus on one aspect of diversity; currently no published studies exist that examine all the types of diversity included in this study, nor do published studies exist that examine these issues in elementary school libraries in the mountain region of the United States. This illustrative case study (GAO, 1990) with a descriptive survey examines the frequency with which librarians promote diverse literature, their comfort level doing so, and the factors that impact their decisions regarding diverse text, and aims to provide some insight into this understudied area.

#### Research Questions

1. How frequently do elementary school librarians promote books with diverse main characters in terms of race, disability, family structure, socio-economic status, sexual orientation, gender identity, and religion?
2. How do elementary school librarians describe the factors that influence their decision making regarding promotion of diverse texts?

#### Limitations and Delimitations

Every research study has limitations and delimitations that impact the study and influence methodology, results, and interpretations. While researchers have little control over limitations (Gay, Mills, & Airasian, 2009), delimitations occur due to researcher

choice. The survey instrument itself has both limitations and delimitations, as do other aspects of the study.

### Limitations

Survey research has various limitations. First, survey respondents may select answers that they deem socially acceptable, rather than ones that reflect their actual beliefs or practices. Since respondents voluntarily answer the survey, can stop at any time, and have anonymity, this might help them feel more comfortable answering in ways that reflect beliefs and practices. However, those who were willing to complete the survey may have different views and/or experiences than those who were not willing to complete the survey. Some items on the survey are similar, which may cause respondents to fall into a routine when answering the items or to become fatigued. Respondents can stop the survey at any time, and may come back to finish the survey later if they feel fatigued. Additionally, when a scale is presented, some people tend to choose something at the end of the scale rather than in the middle. Furthermore, a survey conducted within a specific timeframe provides information dependent upon that specific time period (Alreck & Settle, 2004; Gay, Mills, & Airasian, 2009).

Likewise, answers to interview questions refer to that specific time period in which the interview occurs. Some individuals chose not to participate in interviews; those who did may have different experiences and/or opinions than those who did not. The wording of questions, the interactions between the interviewer and the interviewee, and the level of trust can impact the ways in which interviewees respond. Likewise, interviewees may have a desire to answer in a way that they deem more socially

acceptable or that they feel the researcher wants them to answer. Researcher bias may impact the way the researcher asks questions and/or reacts to answers given by the interviewee (Alshenqeeti 2014).

Some of the terms are ones with which the respondents may be unfamiliar. For example, some people are unfamiliar with the terms heterosexual and cisgender (defined on the survey) and may not realize that characters are assumed to be heterosexual or cisgender unless explicitly mentioned otherwise. Additionally, majoritized identities are typically positioned as the default identities and not explicitly named (Crisp, 2014; Jiménez, 2015). For instance, most books do not indicate the skin color or sexual orientation of a character unless that character has a minoritized identity (Jiménez, 2015). Therefore, respondents who may frequently include texts representative of majoritized identities may not realize that they include these, such as when some respondents in the pilot studies indicated that they never included books with heterosexual or cisgender characters, despite most books having heterosexual and cisgender characters.

Another limitation concerns the number of respondents. This study only has 116 participants, which represents only a 10.20% response rate. Thus, the data in this study cannot be generalized.

### Delimitations

This study does not include all types of diverse identities. Although myriad other forms of diversity exist—such as language/dialect, immigration, etc.—this study focused on family diversity, race, sexual orientation, gender identity, disability, socioeconomic status, and religion. The researcher selected these types of diversity because children's

literature awards exist for the majority of these types of diversity, as well as the suggestions from experts who reviewed the survey. Survey length also factored into the selection of types of diversity to include in this survey, as the researcher felt concerned about possible survey fatigue. Other types of diversity can be included in future studies done by this researcher or others.

The researcher sent this survey to elementary school librarians in the mountain region of the United States. This region was selected due to time constraints, feasibility, and familiarity to the researcher who resides in one of the states. The mountain region consists of eight states: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming. These states may have different characteristics from the general population of the United States, and thus the population of elementary school librarians who completed the survey may differ from the general population.

Some of these states maintain directories of schools, while others do not. Some directories are more detailed than others. These factors may inadvertently lead to some elementary school librarians not receiving an email invitation to participate in the survey. Although Montana has a general directory of school librarians, the other seven states do not. Wyoming and New Mexico have a list of schools from which one can search for elementary schools and find contact information. However, for these three states, the research may have unintentionally missed some schools through the search option. Thus, not all elementary school librarians in these states may have received an email invitation to complete the survey.

Nevada has a list from 2010, but personal correspondence with the assistant administrator in the Nevada State Library directed the researcher to contact people for each of the seventeen school districts in Nevada (T. Westergard, personal communication, December 20, 2016). Since the school librarians in each district would not be directly emailed by the researcher, there would be no way of knowing whether all elementary school librarians received an emailed invitation to participate in the survey. Thus, the researcher chose to not contact librarians in this state.

Utah and Idaho had a database of elementary school librarians, though this database did not include email addresses. Utah had some school websites listed, though not all of the links worked. A Google search was conducted to attempt to find information for all of the schools; sometimes no information was located beyond a physical address and/or phone number. As this is an online survey, the decision was made to contact librarians through email. However, this resulted in the researcher not contacting some elementary school librarians for participation in this survey. Likewise, some schools do not have librarians listed, which means no one from those schools received an invitation to participate in the survey.

Colorado has a database of schools, but it was not clear whether this information is current, and the researcher did not get a response from the state departments contacted regarding the database. Thus, Colorado was excluded from the study. Likewise, Arizona had no database of schools. The researcher did not receive a response from the state departments contacted either, and Arizona was excluded from the study.

Four states—Montana, New Mexico, Utah, and Wyoming—had individuals who agreed to email the survey link to school librarians on a listserv for the state. As Idaho indicated there was no list, the researcher did not contact Idaho to ask whether they would email the survey. However, this means that individuals beyond elementary school librarians may have received a link to the survey. It also means that the numbers of individuals invited to participate may not be completely accurate for the study; not all librarians choose to participate in listservs, and not all of the librarians on the listservs received an invitation from the researcher, as the listservs include middle and high school librarians.

Based on the ease of gathering information, Montana, New Mexico, and Wyoming were contacted first. When few responded to the survey, the researcher chose to include Idaho and Utah, but the emails went out almost two weeks after the emails to the first three states; the survey was left open longer to provide more time for respondents from Idaho and Utah. However, this means that the school librarians in the first three states had more time to respond to the survey.

### Summary

Published children's literature reinforces hegemony through the overrepresentation of majoritized identities and underrepresentation of minoritized identities (Botelho & Rudman, 2009; Taxel, 2002). Although this lack of diversity has become more widely-discussed in the past several years, few studies have examined librarians' promotion of diverse literature. A gap also exists in the research literature

regarding comfort level with various types of minoritized identities, as well as decision making regarding diverse texts. This study aims to provide insight into how elementary school librarians decide which books to promote in their libraries.

## CHAPTER TWO

## LITERATURE REVIEW

“Invisibility is about disconnection and powerlessness. When we don’t see ourselves reflected back in our culture, we feel reduced to something so small and insignificant that we’re easily erased from the world of important things. Both the process of being reduced and the final product of that process—invisibility—can be incredibly shaming” (Brown, 2007, p.217).

Introduction

Published children’s literature in the United States lacks diversity (Cooperative Children’s Book Center, 2017; Crisp et al., 2016; Hehrlich, 2015). This leads to circumstances in which some children rarely (if ever) see their identities reflected in texts. The paucity of representation negatively impacts them (Gray, 2009; Hermann-Wilmarth & Ryan, 2013; Naidoo, 2012; Rich, 2012). Likewise, those who constantly find representation may remain unaware of perspectives and identities that differ from their own (Elliot in Ushery, 2014). Thus, educators and librarians must find positive representations of multiple identities so that all children can access texts that function as mirrors, windows, and doors. This illustrative case study (GAO, 1990) with a descriptive survey examines the use of diverse literature in elementary school libraries. It also explores the comfort levels of elementary school librarians with various types of diverse literature, as well as the factors that impact their decision making regarding the purchasing and promotion of diverse texts.

This chapter first examines the theoretical framework and the conceptual framework for this study, which focuses on factors that impact the availability of diverse texts in classroom and school libraries. Next, the importance of diverse literature as a form of social learning and identity development is explored, followed by representation in text, and examination of studies regarding diversity in school and classroom libraries.

### Theoretical Framework

Critical race theory (CRT) examines the ways in which racism remains deeply embedded in the cultural fabric of the United States, resulting in privileges for the majoritized groups based on the oppression of minoritized groups (Delgado & Stefancic, 2012). One can also apply the tenets of CRT to additional forms of oppression, such as those based on ability, sexual orientation, gender, and more. The origins of the multidisciplinary CRT formed during the 1970s, when numerous individuals noticed the ways in which progress for racial equality and equity had slowed (Delgado & Stefancic, 2012). This theory, drawn from critical legal studies and radical feminism, gained ground in the following decades. Numerous branches sprang from it, including (but not limited to): LatCrit, TribalCrit, AsianCrit, WhiteCrit, FemCrit, and QueerCrit (Delgado & Stefancic, 2012; Solorzano & Yosso, 2001). Social justice forms an essential component of CRT (Delgado & Stefancic, 2012; Solorzano & Yosso, 2001). “Unlike some academic disciplines, critical race theory contains an activist dimension. It tries not only to understand our social situation but to change it...” (Delgado & Stefancic, 2012, p. 7).

CRT includes several tenets. Those that apply to this study are: racism as ubiquitous, counter-storytelling, and interest convergence (Delgado & Stefancic, 2012). These tenets provide a framework for examination of the importance of diverse literature and the lack thereof.

### Racism is Ubiquitous

Critical race theory postulates that racism remains embedded in the institutional and social structures in this country, often operating covertly (Delgado & Stefancic, 2012); this also applies to heterosexism, sexism, classism, and additional modes of oppression (Chadderton, 2013; Solorzano & Bernal, 2001). “In a CRT analytical framework, white supremacy is a given. The question is not whether white supremacy can be identified, but how it is manifested” (Chadderton, 2013, p. 44). Likewise, other forms of supremacy, such as heterosupremacy, remain entrenched in societal and institutional structures. Supremacy renders the majoritized groups as default, othering minoritized groups (Chadderton, 2013). The groups that have been deemed default receives greater—and often unacknowledged—representation in texts, as well as more social capital and other privileges (Chaudhri & Teale, 2013; Love, 2004; Solorzano & Yasso, 2002). Those in power often take their privileges for granted, participating—consciously or unconsciously—in the continued subjugation of minoritized groups (Love, 2004).

### Counter-Storytelling

The majoritized group values itself and its stories, creating a hegemony that silences alternate voices. Privilege and supremacy help determine which stories have value, which stories dominate, and which stories are positioned as the default narratives (Love, 2004; Solorzano & Yosso, 2002). “In other words, a majoritarian story is one that privileges Whites, men, the middle and/or upper class, and heterosexuals by naming these social locations as natural or normative points of reference” (Solorzano & Yosso, 2002, p. 28). Counter-stories provide a way for minoritized people to name and describe their experiences and realities, challenging the majoritized perspective (Chaudhri & Teale, 2013; Hughes-Hassell, Barkley, & Koehler, 2009; Ladson-Billings & Tate, 1995; Love, 2004).

Counter-storytelling highlights the importance of diverse literature for children and young adults. Having majoritized perspectives repeatedly (and sometimes exclusively) represented maintains oppression as normal and devalues minoritized perspectives (Koss, 2015; Hughes-Hassell, Barkley, & Koehler, 2009; Hughes-Hassell & Cox, 2010). “[B]eginning in infancy children of color not only get the message from books that their lives and their stories are not important but also that to be white is better” (Hughes-Hassell & Cox, 2010, p. 225). Likewise, readers of all minoritized groups receive similar messages regarding their identities when literature excludes their stories. Counter-stories in diverse literature provide ways for all children to hear multiple versions of reality and serve to combat oppression (Koss, 2015; Hughes-Hassell, Barkley, & Koehler, 2009; Hughes-Hassell & Cox, 2010).

### Interest convergence

Interest convergence refers to the ways in which the majoritized group allows gains for minoritized groups when those gains will also benefit the group in power (Delgado & Stefancic, 2012). For instance, Derrick Bell (1980) examined the ways in which *Brown v. the Board of Education* (1954) met the needs of those in power by furthering the United States' narrative of equality both nationally and internationally (Bell, 1980; Delgado & Stefancic, 2012). Likewise, the diversity in published children's literature will likely increase when those in power see benefits for themselves, such as when the publishing industry sees profit in publishing counter-stories (Koss, 2015; Hughes-Hassell, Barkley, & Koehler, 2009; Hughes-Hassell & Cox, 2010; Yenika-Agbaw, 2014).

### Summary

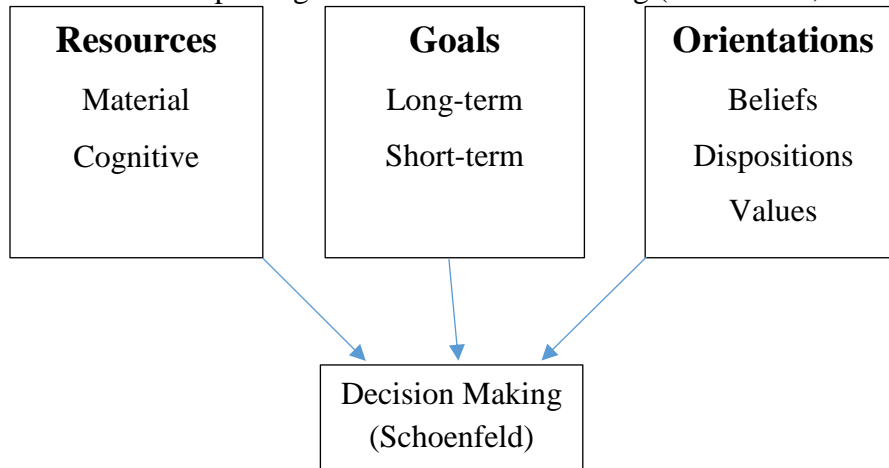
These tenets of critical race theory—racism as ubiquitous, counter-storytelling, and interest convergence—help explain not only the reasons for the lack of diverse literature, but also the importance of it. Racism and other methods of oppression, whether enacted consciously or unconsciously, provide privileges for the majoritized groups, as reflected in the publication of literature. Majoritized groups easily and constantly find representation since most books feature these groups and most published authors/illustrators belong to these groups (Koss, 2015; Hughes-Hassell, Barkley, & Koehler, 2009; Hughes-Hassell & Cox, 2010; Yenika-Agbaw, 2014). This theoretical framework provides a method for examination of the lack of diversity in published literature, as well as a way to examine elementary school librarians' promotion of diverse

literature, their comfort level using diverse literature, and the ways in which they select books for purchase and promotion in their libraries.

### Conceptual Framework

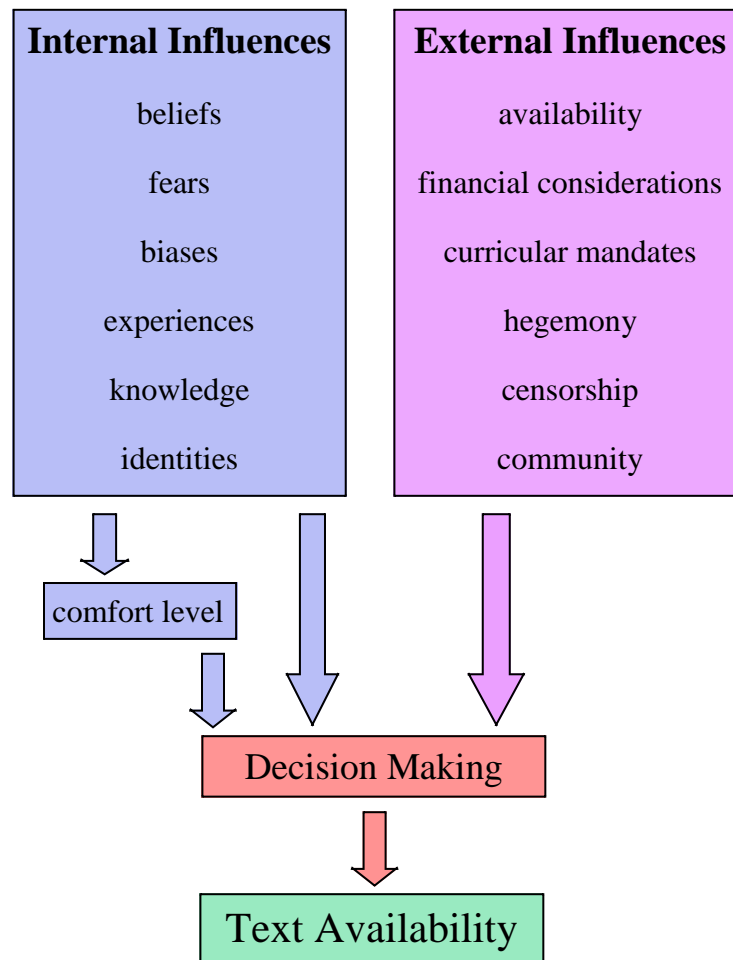
Decision making rests at the core of the study. The decisions that teachers and librarians make impact the literature used in classrooms or promoted in libraries. Shoenfeld's (2011) theory of teacher decision making encapsulates various influences that can be extrapolated to include decisions regarding types of literature to include in the classroom or promote in the library. Schoenfeld (2011) describes three main influences on teacher decision making: resources, goals, and orientations (see Figure 2.1). Resources include material (e.g. books) and cognitive (e.g. knowledge) resources, as well as constraints upon these resources (e.g. educational mandates). Schoenfeld's (2011) model acknowledges many types of knowledge, but focuses upon facts, procedures, concepts, and ways to solve mathematical problems. Teachers tend to have numerous long-term and short-term goals that have different priorities. These goals affect the decisions that a teacher makes. Orientations, or a teacher's beliefs, dispositions, and values, inform perceptions and interpretations as well as influence decisions (Schoenfeld, 2011).

Figure 2.1. Factors Impacting Teacher Decision Making (Schoenfeld, 2011)



Schoenfeld's (2011) model focused on the decisions that teachers make in mathematics education. Although it provides an excellent model for this study, it does not completely apply to the factors involved when elementary school librarians select books for purchase and promotion. Thus, the conceptual framework for this study borrows from and adds to Schoenfeld's model (see Figure 2.2).

Figure 2.2 Conceptual Framework



Both internal and external influences affect decision making, which in turn directly impacts the availability of literature in the school library. Internal factors include the librarian's personal beliefs, biases, fears, experiences, knowledge, and identities; all impact an individual's comfort level with diversity, which affects the availability of diverse literature in a classroom or school library. External factors that influence the inclusion of diverse texts include the availability of inclusive literature, financial considerations, curricular mandates, hegemony, censorship, and the community. These factors intertwine and impact the decisions made by school librarians.

### Internal Influences

When teachers select books for classroom use, there may be various conscious and unconscious influences upon those decisions, including: familiarity with the text, the theme(s), and the identity group(s) in the text (Watkins & Ostenson, 2015; Wollman-Bonilla, 1998). Personal beliefs impact the literature available in the classroom or school library. Teachers or librarians may exclude certain books based on their own beliefs, biases, and/or fears. Beliefs about the importance of diverse literature, if considered at all, impact selection. Biases—implicit or explicit—may also affect book selection (Garry, 2015; Wollman-Bonilla, 1998). When teachers and/or librarians have a bias against a minoritized group or they perceive that other stakeholders—administrators, community members, parents, students—do, they may choose not to purchase books inclusive of that group (Garry, 2015; Watkins & Ostenson, 2015; School Library Journal, 2016; Stallworth, Gibbons, & Fauber, 2006). Those who have experienced challenges to texts may feel more fearful or hesitant about including identities or experiences perceived as controversial (Garry, 2015; School Library Journal, 2016).

In addition to deliberate exclusion based on preconceived ideas, teachers or librarians may wish to include diverse literature, but hesitate to purchase or promote books inclusive of an identity with which they have little familiarity, as they may be concerned about unintentionally selecting books with stereotypes (Lehman, 2015). Although numerous resources exist that can assist teachers and librarians with selecting literature that authentically portrays various groups of individuals, teachers or librarians may not know about these resources. Teachers and librarians need to familiarize

themselves with multiple representations of diversity, as this can provide more of an insight into particular cultures/groups (Lehman, 2015).

Unintentional exclusion of diverse literature does occur. Sometimes teachers may be unaware of the lack of diversity in their classroom libraries and/or the importance of representation in the classroom. Likewise, teachers whose identities typically find representation may not notice that other identities do not (Stallworth, Gibbons, & Fauber, 2006; Wollman-Bonilla, 1998). They may also not understand the importance of literature as mirrors, windows, and doors, and thus select texts that mostly (or only) represent majoritized identities (Garry, 2015; Stallworth, Gibbons, & Fauber, 2006). Sometimes teachers may feel uncertain about how to select quality, diverse texts, and not have the resources to assist them in this endeavor (Stallworth, Gibbons, & Fauber, 2006). Librarians may face similar challenges (Adams & Magi, 2015; Garry, 2015).

### External Influences

External factors also impact teachers' and librarians' decisions about which texts to include. Some crossover between the categories of internal and external factors does exist, as some external factors impact teacher or librarian biases, fears, and experiences. Financial considerations play a role in the availability of books in the classroom and school library. For instance, the financial resources available may limit not only how many books a teacher or librarian purchases, but from where he/she purchases them (Friese et al., 2008; Watkins & Ostenson, 2015; Stallworth, Gibbons, & Fauber, 2006). If a teacher has limited funds, he/she may elect to purchase used books or books from an organization such as Scholastic, where a teacher can often earn free books. These can

limit the diversity in books (McNair, 2008). Likewise, librarians may face budget restrictions, and may need to weigh factors such as student requests and/or teacher requests for specific books, books that align with particular curricular goals for individual grade levels, and more.

In addition to financial considerations, curricular mandates may affect book purchasing. Some schools or districts may recommend certain texts for various grade levels, and teachers may need to select materials from those recommendations (Friese et al., 2008; Watkins & Ostenson, 2015). Schools or individuals may also look to the Common Core text exemplars for materials (Watkins & Ostenson, 2015). Unfortunately, the Common Core text exemplars lack diversity due to the fact that the group developing the list needed to use materials that could be excerpted for insertion in the guide “without paying large permission fees” (Short, 2013, para. 2). Schieble (2014) notes that in the high school text exemplars, most authors are white males and all are heterosexual; Strauss (2014) noted that almost 90% of the books for elementary students were written by white authors. Thus, teachers and librarians who use these lists as a basis for purchasing decisions will likely purchase more texts by majoritized writers.

The community of the school and the surrounding area influence the decisions made by teachers and librarians regarding text selection (Bertin & Davis, 2016; Watkins & Ostenson, 2015). “[T]eachers remarked that finding texts that contain ‘appropriate’ content, especially when teaching in a more conservative community, is challenging” (Watkins & Ortenson, 2015, p. 260). Librarians likewise are impacted by the community (Garry, 2015; School Library Journal, 2016). Due to politicization of LGBT identities,

some teachers and/or librarians choose to avoid books with LGBT characters, citing concern about community reactions (Garry, 2015; School Library Journal, 2016; Whelan, 2009).

The aforementioned internal and external factors impact the decision made by teachers and librarians, and thus the literature available in a classroom or school library. This study examines the types of diversity in literature used in school libraries, comfort level with using literature with diverse identities, and how school librarians make decisions regarding text selection.

### Identity Development

As noted previously, teachers and librarians decide which books children can access in classrooms or school libraries. The availability (or lack) of inclusive literature impacts children. Children learn through not just their own actions but through those of others, including characters in text (Schunk, 2012). Thus, diverse literature provides the opportunities to learn from characters similar to and different from themselves; this can allow children to explore different outcomes based on social capital, prejudices, and other social justice issues. Diverse, inclusive literature also provides a vehicle for identity exploration, validation, and development (Schachter & Galili-Schachter, 2012).

Although many people use the term *identity*, it often has different meanings for different people (Moje, Luke, Davies, & Street, 2009). Most seem to agree that individuals have a core identity (or identities) with other identities that are specific to situation and context (Moje et al., 2009). Although individuals construct self-identities

and live out those identities, this is typically not done in isolation (Jones-Walker, 2015; Moje et al., 2009). Thus, social construction of identity occurs; individuals are recognized by others as having particular identities based on the socially-constructed definitions of those identities, such as race, gender, sexual orientation, and more (Moje et al., 2009; Smith, 2008). Individuals may choose or may be assigned identities based on characteristics (Moje et al., 2009).

People often treat others in certain ways based on their understandings or constructions of those identities, which can reinforce a specific identity (Moje et al, 2009; Jones-Walker, 2015). Individuals may also enact different identities in particular contexts, and may place more importance on specific identities (Corenblum & Armstrong, 2012; Ghavami, Peplau, Fingerhut, Grant, & Wittig, 2011; Moje et al., 2009). Inclusive, diverse literature can assist with identity development (mirrors) and with learning about others' identities (windows or doors).

### Social Identity

Individuals develop numerous social identities over a lifetime, starting in childhood. Children tend to show preference for people in their group over those in another group if the groups have similar status (Abrams & Killen, 2014; Nesdale & Flessler, 2001; Robnett & Susskind, 2010). Children who place higher value and have more emotional attachment to a particular identity or group tend to hold it in higher esteem (Corenblum & Armstrong, 2012; Ghavami et al., 2011). However, if one group has higher social standing, children may prefer that group, even if they do not belong to it (Abrams & Killen, 2014; Nesdale & Flessler, 2001; Nesdale, et al., 2005).

### Racial Identity

Children typically learn at a young age to which racial (skin color) group they belong, as well as which racial groups have more privilege and social acclaim (Nesdale, et al., 2005). They also may develop a preference for people who belong to the same group as they (Nesdale, et al., 2005). This includes learning preferences as well; children show an inclination to prefer learning from those whose racial identity is similar to their own (Gaither, Corriveau, Ambady, Chen, Harris, & Sommers, 2014). However, this varies somewhat by race; White children tend to show stronger in-group bias (Corenblum & Armstrong, 2012; Gaither, et al., 2014). Additionally, children often pick up—through literature, social interactions, and more—stereotypes about race (Gaither, et al., 2014). These stereotypes can influence who children play with, sometimes resulting in children from groups who experience oppression wanting to play more with those from groups who have greater privilege (Gaither, et al., 2014).

As children’s conceptualization of racial identity is different from adults’, children tend to mirror the attitudes in those around them, such as parents/caregivers or attitudes from groups to which they belong. Children also tend to reflect attitudes depicted in various media (Corenblum & Armstrong, 2012). As children’s cognitive maturity increases, it affects their racial identity development (Corenblum & Armstrong, 2012). Additionally, the ways in which ideas about race are framed impact racial identity development in different environments. For instance, “in a typical U.S. school, White children progress through school strengthening their identities from the preferred status identity, not a racial deficit model, whereas children of color must work through White

preference” (Earick, 2010, p. 132). As literature overwhelmingly portrays White characters (Cooperative Children’s Book Center, 2017), White remains the default identity, and those who are not White may see their racial identity rarely represented, if at all.

Earick (2010) describes a situation in a kindergarten classroom where language use and a lack of representation combined to cause a child to withdraw from participation in class. This child loved to read and entered the school year excited to learn, and would often play with another child acting out stories. However, he soon became moody and withdrawn. When classmates showed concern for him, he replied, ““I am sad, and the sadness makes me not want to play or work with anyone; look, look at our classroom; nothing here looks like me! All those books in our library and the only pictures of kids like me are bad, are Black Knights!”” (Earick, 2010, p. 135).

This child had looked in vain for pictures of people with similar skin color as he, and found only negative representations in books in the room (Earick, 2010). The other children in the class and the teacher worked to counteract the negative messages; the children suggested buying more books with diverse characters, putting up pictures of people with a variety of skin colors, and borrowing books from the library with positive representations (Earick, 2010). The teacher purposely included more authentic representations and the child started engaging more in class, finishing the year in the top of the class (Earick, 2010). This anecdote demonstrates the importance of diverse, inclusive literature in the classroom; many other children likely feel the same way as the child Earick (2010) discussed.

### Gender Identity

Gender identity encompasses not just self-identification with a gender, but also perceived fit within a gender, others' expectations of that gender, and how they feel about different genders (Brinkman, Rabenstein, Rosén, & Zimmerman, 2014; Egan & Perry, 2001). Children frequently identify themselves with a gender at a very early age (Egan & Perry, 2001; Halim, Ruble, & Amodio, 2011), typically based on a binary view of gender (Wiseman & Davidson, 2011). Children usually start receiving messages at a very early age regarding expectations for different genders. The messages come from media, books, adults, and peers. They observe models of expected behavior, and may adjust behavior to conform (Brinkman, et al., 2014). Children may perform gender one way when alone and another way around particular individuals (Brinkman, et al., 2014). In other words, children's gender performance may not indicate how they self-identify; it may be a function of conforming to societal expectations.

Although children tend to have more rigid ideas of gender roles at younger ages, they often take on more flexible views of gender as they grow (Egan & Perry, 2001; Halim, Ruble, & Amodio, 2011). This may include more leniency towards gender-noncompliance (Brinkman, et al., 2014). However, those who hold hyper-masculine or hyper-feminine stereotypes of gender (whether these fit their identity or not) tend to hold negative views of those who do not conform to rigid gender roles (Pauletti, Cooper, & Perry, 2014).

Inclusive, diverse literature may help children explore their own and others' gender identities. Literature that shows a variety of genders (not just the binary) may

allow children to feel more comfortable performing outside of socially constructed gender norms.

### Sexual Orientation Identity

Sexual orientation identity development often starts in childhood (Calzo, Antonucci, Mays, & Cochran, 2011). However, unlike heterosexual children, those who are gay, lesbian, or bisexual may receive negative messages about their sexual orientation which impact their identity development (Gordon & Silva, 2015; Julian, Duys, & Wood, 2014; Zoeterman & Wright, 2014). Typically, children have had assumed heterosexuality inscribed upon them from a young age and have internalized this (Zoeterman & Wright, 2014); sometimes their identity development starts with the realization of difference (Gordon & Silva, 2015; Julian, Duys, & Wood, 2014).

Heterosexual children typically do not need to work through prejudice, discrimination, and negative messaging to develop their sexual orientation identity; society has already positioned their sexual orientation as normal and desirable (Gordon & Silva, 2015; Julian, Duys, & Wood, 2014). Furthermore, sexual orientation identity development is often presumed to be only something with which nonheterosexual people deal (Gordon & Silva, 2015), meaning that those individuals may have fewer resources and/or role models. This can cause unique challenges for gay, lesbian, and bisexual children. Likewise, heterosexual children find representation in almost every book they read; gay, lesbian, and bisexual children may rarely (if ever) encounter books representative of their sexual orientation, which might further negatively impact identity development.

### Faith/Religious Identity

Religious imagery is prevalent in United States culture; thus, most children in the United States develop some understanding of faith (Newman, 2011). Much of the research on faith or religious identity development focuses on adolescents and adults (Neuman, 2011). However, Fowler's theory of faith development does include stages in childhood (Evans, Forney, Guido, Patton, & Renn, 2010; Neuman, 2011). Young children form their first conceptions of faith through family members' stories and teachings as well as through the general culture (Evans, et al., 2010; Neuman, 2011). They typically do not question the teachings of their faith. When they become adolescents or young adults, they may examine their faith more critically, though others may still have a strong influence. Some people remain in a stage of unquestioning faith throughout their lives (Evans et al., 2010; Neuman, 2011). Text with religious characters may assist with faith or religious identity development.

### Intersectionality

Individuals have multiple social identities, each of which may have particular privileges or oppressions associated with it. The interaction of these identities is called intersectionality (Delgado & Stefancic, 2012). The complexities and interactions of various identities exert influences on individual identity development as well as the ways in which individuals negotiate the world. When different identity values conflict, that can result in stress. Intersectionality provides a caution against essentializing an individual based on one identity; the interactions of identities produce specific effects upon an

individual (Ecklund, 2012). Intersectionality, or *inclusive diversity*, occurs infrequently in published literature (Harris in Turner, 2016).

### Literature and Identity Development

Through inclusion and exclusion, implicit messages convey who and what has value (Jones, 2008). Silence about issues or identities implies that they are unimportant, negative, and/or taboo (Earick, 2010). When educators consciously or unconsciously exclude certain identities from the classroom, these choices marginalize those identities as being unworthy of conversation or acknowledgement (Earick, 2010; Flores, 2016; Gartley, 2015; Koss, 2015; Logan, Watson, Hood, & Lasswell, 2016; Page, 2016b). When curricula, conversations, and literature in a classroom reflect only specific identities and identity expressions, individuals with those identities may receive a message that their identities are normal, valued, and good; individuals with other identities may receive the opposite message.

Likewise, the ways in which published literature depicts diverse identities creates impressions of those identities; if these representations tend towards stereotypes, people with majoritized and minoritized identities tend to believe the stereotypes (Gaither, Corriveau, Ambady, Chen, Harris, & Sommers, 2014). “A child’s experience with literature is part of that child’s moral development, serving to cultivate either compassion for others or racial biases and stereotypes; either can have lasting effects for both the child and those around the child” (Welch, 2016, p. 373). Messages sent through various means reinforce expected roles or stereotypes, often positioning certain identities and/or expressions as lacking something valuable that the privileged identities and/or

expressions possess (Brinkman, et al., 2014; Earick, 2010; Gaither, et al., 2014). This also results in casting those who step outside of the expected identity expressions as transgressing, being abnormal, and/or being less than (Brinkman, et. al, 2014). Additionally, a binary view of identity essentializes it (Wiseman & Davidson, 2011), obstructing the myriad expressions of identity and making it more challenging for children to encounter mirrors in text.

“[A]s they engage texts, readers are engaging in processes of personal identity development” (Schachter & Galili-Schachter, 2012, p.3). Therefore, readers need to encounter authentic representations of themselves in literature as well as representations of others (Botelho & Rudman, 2009; Koss, 2015). Children (and adults) may have in-group biases that influence how they interact with or what they think about people who belong to a different group (Corenblum & Armstrong, 2012; Gaither, et al., 2014; Nesdale, et al., 2005; Verkuyten & De Wolf, 2007). Literature can play a role in identity development, helping readers to see others like them (mirror), as well as those who differ (window) (Anderson, 2013; Botelho & Rudman, 2009; Campbell, 2010; Koss, 2015; Naidoo, 2012; Rich, 2012; Smolkin & Young, 2011).

Children need to read books reflective of self and books that show identities that differ from self, which can encourage empathy and reduce bias (Anderson, 2013; Botelho & Rudman, 2009; Campbell, 2010; Gardner, 2008; Glazier & Seo, 2005; Hermann-Wilmarth & Ryan, 2013; Smolkin & Young, 2011; Wolf, 2004). “Reading enables us to try on, identify with, and ultimately enter for a brief time the wholly different perspective of another person’s consciousness” (Wolf, 2007, pp. 7-8). This provides readers with not

only a potential mirror, but also a window and a door in text. This may or may not cause some disequilibrium. If it does, children may assimilate or accommodate the information, which has the potential to impact self-realization and thus identity (Schachter & Galili-Schachter, 2012). For instance, when one child read about a book with characters who were refugees, she stated, “I think I have got a stereotype of refugees who struggle to get here” (Hope, 2008, p.300). This child recognized that her schema about refugees fit a certain perspective, and through exposure to other perspectives in literature, she recognized her own bias and thus will likely adjust her schema about refugees (Hope, 2008). In turn, this child may feel more empathy for refugees and/or may adjust her concept of refugee as “other.”

When children can see another’s perspective, they can also learn from the consequences that person experiences (Bandura, 1971). A child who tries on a character’s point of view may also find that the character experiences different social consequences/outcomes due to an identity characteristic. This can expand a child’s perspective as well as engage the child in examination of social justice and equity issues. “[T]he best books...change our view of ourselves; they extend that phrase ‘like me’ to include what we thought was foreign and strange” (Rochmann as quoted in Norton, 2013, p.1). However, much depends on the positioning of readers and texts.

Authors position readers in specific ways when they write texts, readers position themselves in specific ways when they approach text, and teachers or librarians position students in specific ways when they introduce texts. Text positioning can result from power and privilege, as well as societal norms, such as when texts reflect majoritized

identities and position readers as familiar with these. However, this may leave those with minoritized identities feeling marginalized (Williams, 2003). Additionally, if teachers or librarians introduce books with minoritized identities by saying that the books might make some people feel uncomfortable or allowing readers to opt out of reading books with certain minoritized identities (and only those books), it others those perspectives, implying that they are inherently discomfoting and inferior (Blackburn, 2012; Clark & Blackburn, 2009; Glazier & Seo, 2005; Lo, 2015). Teachers can mitigate this through positioning texts as potential mirrors, windows, and doors for all readers (Clark & Blackburn, 2009; Schachter & Galili-Schachter, 2012).

When texts are positioned in this manner, teachers can use literature to support children's identity development as well as empower and enfranchise students. Thus, readers examine text for aspects of identity and/or something to which they can feel a connection (Botelho & Rudman, 2009; Campbell, 2010; Gray, 2009; Schachter & Galili-Schachter, 2012). The ways in which adults use language (in spoken or text form) impact children's identity development, as well as their perceptions of identities that differ from themselves. Literature impacts children's identity development and perceptions about groups of people; thus, children need to see people with minoritized identities in multiple roles, not just in the same roles (e.g. stories about the Holocaust being the only depictions of Jews) (Strauss, 2016; We Need Diverse Books, 2016). Therefore, teachers and librarians need to carefully select (and position) texts to show a multiplicity of identities and identity performances. However, that might be challenging due to a lack of diversity in published literature.

### Representation Studies

Multiple studies have examined representation of various identities in literature. The ones selected here describe only a few aspects of identity, such as race, gender, disability, and sexual orientation, but are characteristic of other studies regarding a lack of diversity in literature. The first study examines representation of African American characters in children's books from 1937-1993 (Pescosolido, Grauerholz, & Milkie, 1997). The second explores binary gender representation in children's books during the 1900s (McCabe, Fairchild, Grauerholz, Pescosolido, & Tope, 2011). The third study investigates representation of gender, race, and disability in picture books published in 2012 (Koss, 2015). The final study explores the representation of sexual orientation in ten books published from 2004-2014 with LGBT main or secondary characters (Hermann-Wilmarth & Ryan, 2014).

Pescosolido, Grauerholz, and Milkie (1997) conducted a study in which they examined picture books ( $n=2,448$ ) for representations of African American/Black characters from 1937-1993 that had won Caldecott awards or honors, were Little Golden Books (popular during the 1900s and ubiquitous), or were included in *The Children's Catalogue*, from which they drew a stratified random sample. The researchers coded the books for whether they contained representations of Black characters (in text and/or illustrations), and found that 14.8% had at least one representation, while 1.8% had only Black characters. They also discovered that from 1958-1964, depiction of Black characters in books sharply declined, though it rose again in the late 60s through the early 90s and presented fewer stereotypes. These researchers also examined racial conflicts as

described by the New York Times, and found that in times of more racial conflicts, representation of Black characters in children's books declined, while the inverse also occurred; in times of fewer racial conflicts, Black characters appeared more frequently in children's books (Pescosolido, Grauerholz, & Milkie, 1997). Many factors likely played a role in the increasing representation in children's books, including studies about the lack of representation (i.e. Larrick, 1965), more people wanting inclusive books, and other forms of interest convergence—where those who make publishing decisions recognized that they would get something out of publishing more diverse books, such as a profit or recognition.

In addition to published children's literature likely being affected by racial conflicts in society (i.e. the Civil Rights Movement), it may also be influenced by societal constructs about gender. “[C]hildren's books reinforce, legitimate, and reproduce a patriarchal gender system” (McCabe et al., 2011, p. 198). McCabe, et al. (2011) examined gender representation for boys and girls in preschool to third grade children's books ( $n=5,618$ ) published throughout the 1900s; the books selected were published as Little Golden Books, won Caldecott Awards during the 1900s, and/or were included in *The Children's Catalogue*, a reference for librarians during the 1900s. For books in which the main characters identified as a boy/man or girl/woman (not the case for all books), more characters were boys/men than girls/women. For books with animal characters, far more animal characters were described as boys than girls, with a ratio of almost two to one. The 1930s-1960s had the greatest inequity regarding gender representation, perhaps due to social pressures during this time period. Both before and

after this time span, there was more equal representation, though boy/men characters still had greater representation than girl/women characters (McCabe, et al., 2011).

When one gender (boys/men) receives disparate representation in books, it marginalizes the other gender (girls/women), thus sending a message that gender has less value. Additionally, cultural messages about the supremacy of boys/men as well as reinforcements in the media and text can lead to children preferring boy/men characters in stories, which may then reinforce preference for those characters (McCabe, et al., 2011). The subtle—and not so subtle—messages about gender roles, expectations, and abilities influence the types of stories told, and in turn, reinforce schemas children have about those genders. However, the focus solely on the gender binary (boy/girl or man/woman) reinforces schemas/frames of reference regarding gender and renders those who do not fit into a binary as invisible or nonexistent. McCabe et al.'s (2011) study only examined the gender binary.

Koss (2015) examined original, hard-copy picture books ( $n=455$ ) published in 2012 by mainstream publishers in the United States for representations of race, gender, and disability in main and secondary characters. Not all picture books have human main characters; for those that did, White main characters comprised the vast majority (75%). Likewise, most culturally-specific books (59%) focused on White culture. The author also examined binary gender—recognizing the limitations therein—but used labels that refer to sex (male and female) instead of gender. Males were the most frequently represented main characters (60%). The author also examined gender roles in the texts and found evidence of gender role stereotyping in a majority of books (62% for women,

92% for men). Depictions of main characters with disabilities occurred in a low percentage of books (3%). More books did include peripheral characters with disabilities, though the depictions tended towards tokenism (Koss, 2015).

Hermann-Wilmarth & Ryan (2014) identified only ten books published between 2004 and 2014 with an intended audience of 3<sup>rd</sup>-6<sup>th</sup> graders that included an LGBT main character or an LGBT character who had a significant role in the story. In half of these books, the LGBT characters were parents to the main character. However, even in these books, certain identities remain privileged—white, middle-class, able-bodied—and the LGBT characters often had little or no interaction with a broader LGBT community, implying isolation from that community and reinforcing heteronormativity with LGBT people as an anomaly. In three other books, the LGBT characters are other adults, which means that in only two of these books, LGBT characters are represented as children and as the protagonist (one gay and one as gender nonconforming and possibly transgender). Furthermore, these books only depicted lesbians as parents (Hermann-Wilmarth & Ryan, 2014). In picture books, Epstein (2012) noted that most of the LGBT characters are adults and/or parents. This may make it challenging for LGBT children to find books that act as mirrors and assist with LGBT identity development.

Children may notice and internalize these implicit messages coded in children's literature. "Power is the ability not just to tell the story of another person, but to make it the definitive story of that person" (Adichie, 2009). Therefore, librarians have a responsibility to ensure that students have access to more than a single story, and that

they find mirrors, windows, and doors in text. However, sometimes people who find representation of their identities everywhere have difficulty with inclusive literature.

### Reactions to Diverse Literature

Numerous examples currently exist of individuals protesting inclusion of literature with diverse characters; despite limited representations of diversity in books, most recently challenged books include diversity (Davis, 2016). LGBT-inclusive picture books have been highly censored, and sometimes burned (Esposito, 2009; NCAC, 2015; Shimanoff, Elia, & Yep, 2012). Visible protests have likely negatively affected the inclusion of books in schools.

One library in Texas included two picture books with LGBT characters, and dozens of people challenged the books' inclusion in the library, some of whom wanted the books burned (NCAC, 2015). Some suggested that these picture books be moved from the children's section to the adult section (NCAC, 2015). Of course, this would limit children's access to these books. The characters in the books in the children's section are already overwhelmingly heterosexual and cisgender.

A teacher in North Carolina read a fairy tale to his class where a prince falls in love with a prince (Ring, 2015). The teacher chose to read this book after some of his students bullied another for not conforming to gender stereotypes. The picture book shows less affection between the two princes than most fairy tales show between heterosexual couples. However, numerous parents complained, many of whom did not have a child in that classroom. Some parents used religious reasons for protesting, some

claimed that by reading the book, the teacher bullied the students and their families, and some said that books about gay people had no place in schools (Ring, 2015; Schaub, 2015). Some parents also supported this teacher and the inclusion of diverse books. However, the teacher eventually resigned after receiving e-mails accusing him of “psycho-emotional rape” and feeling as though he had little support from the administration (Biesecker, 2015). These examples represent a small fraction of examples of people protesting books with LGBT characters/content.

Some people react negatively to books with other diverse content as well. A school district in Florida recently added new books to the curriculum that include characters from the Middle East (Thompson, 2015). Some people protested these books due to references to war and to Islam, and some claim having these books promotes Islam. Some people support the inclusion of these books, however (Thompson, 2015). The people who challenge these books seem concerned about children reading about people who differ from themselves.

#### Possible Reasons for Challenges

Many of the reactions mentioned above are negative. In a culture where majoritized identities wield so much power, expressions of other identities can seem like a threat to that power. Some people who have social and political privileges and power view equality as a loss of rights and privileges for themselves, rather than as others gaining some of the exact same rights and privileges; equality may feel like a threat to their status (Gilead & Liberman, 2014). Other people lack awareness of the privileges granted to majoritized identities (Ignite, n.d.). Constant representation is normal for them;

they may not realize that other identities do not have those same experiences (Stallworth, Gibbons, & Fauber, 2006; Wollman-Bonilla, 1998). Thus, protests may occur because those individuals may feel as though their (or their children's) identities would be marginalized.

Additionally, some religious groups/institutions turn certain identities into moral issues, which leads to some participants in those groups framing the identities as inherently immoral and wrong. Individuals who express negative opinions about lesbian, gay, and bisexual individuals often cite religion as the reason (Adamczyk & Pitt, 2009; Schulte & Battle, 2004; Whitehead, 2012). Therefore, holding negative beliefs about certain identities—such as LGBT— may be framed as part of a religion, implying that individuals who live that faith should have those beliefs or act in those ways. Thus, it becomes a matter of one's identity, and accepting LGBT individuals may seem like a betrayal of that identity.

The politicization of some identities also influences how people view those identities, and affects people who have these identities. The fact that majoritized groups have voted on whether to grant equal rights for minoritized populations implicitly positions that majoritized group as more powerful than and superior to the minority populations. The more frequent negative rhetoric that typically surrounds majority votes on minority rights—as well as state and national legislation that would serve to further oppress certain groups—can influence public opinion as well (Donovan & Tolbert, 2013). Additionally, media outlets that legitimize the views of hate group leaders

position these views as reasonable, which also affects people's frames of reference about specific identities.

All of these have impacts on ways in which certain identities are viewed, and thus affect the publication and use of literature representative of those identities. When identities are rendered controversial, teachers and school librarians can worry about including literature with those identities in the classroom or school library. Some teachers fear negative reactions from students, some fear reprisals, some equate books that mention lesbian, gay, or bisexual characters (including same-sex parents) with teaching about sex, and some fear that talking about LGBT people will result in children suddenly changing their sexual orientation or gender identity (DeWitt, 2015; Flores, 2012, 2014; Hermann-Wilmarth & Ryan, 2015; Naidoo, 2012; Rowell, 2007; Thein, 2013). Heteronormativity—as well as other forms of oppression—can result in “...adults being too afraid or hostile to share such literature with children” (Shimanoff, Elia, & Yep, 2012, p. 1006).

### School and Classroom Library Book Selections

As noted, myriad reactions exist to the inclusion of diverse literature in classrooms and in school libraries. Teachers and librarians can work to mitigate adverse reactions, though the fear of negative reactions may keep some from having inclusive libraries (DeWitt, 2015; Flores, 2012, 2014; Hermann-Wilmarth & Ryan, 2015; Rowell, 2007; Thein, 2013). The studies below focus on representation of identities in school and classroom libraries.

### School Libraries

Few published research studies have examined diversity in school libraries; only four were located, and three focused on inclusion of LGBT literature, while the other focused on controversial books, including books with LGBT characters. Hughes-Hassell, Overberg, and Harris (2013) examined 125 high school libraries in a southern state, and found few books with LGBT characters; an average of 0.4% of a library's books (35.7 books) had LGBT characters. Some libraries had a handful of LGBT-inclusive texts, if any, while others had dozens or more (Hughes-Hassell, Overberg, & Harris, 2013).

Oltmann (2015) conducted a study of 137 high school libraries in one northeastern state and one southern state. Oltmann (2015) reported an average of 22 books with LGBT characters in the northeastern state, and 22.5 in the southern state, with some libraries having few if any books. It is not clear what percentage of the library collections these numbers represent.

Page (2016a) surveyed middle and high school library media specialists in a midwestern state, with 117 respondents. Although most respondents in urban (84%) and suburban (88%) areas felt comfortable including literature with LGBT characters in the library, about half (49%) of the rural librarians felt similarly. However, comfort level with inclusion does not necessarily correlate to comfort promoting these texts: 61% of urban, 66% of suburban, and 35% of rural library media specialists felt comfortable promoting LGBT-inclusive books (Page, 2016).

School Library Journal conducted a survey of school librarians in the United States that focused on controversial books (School Library Journal, 2016). Five hundred

and seventy-four school librarians responded to the survey. Many (42%) had experience with book challenges, most of which originated from parents: 92% at the elementary level, 86% at the middle school level, and 80% at the high school level. A super majority (75%) said that challenges did not affect future book purchasing decisions.

However, some school librarians showed that they made choices to exclude some identities from the books in their libraries, which means that the children in those schools would not find inclusive texts in the school library. Slightly more than half (52%) of elementary librarians chose not to purchase a book because it had LGBT characters, with 47% of junior high librarians and 32% of high school librarians saying that they decline to purchase LGBT-inclusive books. Interestingly, the Gay, Lesbian, and Straight Education Network (GLSEN)'s 2015 school climate survey showed that 57.6% of the middle and high school students who responded were unable to locate LGBT-inclusive texts in their school libraries (Kosciw, Greytak, Giga, Villenas, Danischewski, 2016). The discrepancy could be due to several factors, including different populations taking the survey, different time periods, and more.

### Classroom Libraries

As noted with school libraries, locating studies regarding diversity in classroom libraries posed a challenge. Three articles, one dissertation, and two blog posts were located that included examinations of classroom libraries or surveys; most focused on only one type of diversity (skin color or sexual orientation), like the school library studies.

Gray (2009) surveyed seven third-fifth grade teachers to examine how the teachers used and promoted books with African American characters. Although most children in this school identified as African American, only about 10% of the books in these classrooms had African American characters. Additionally, several teachers indicated that they use these texts only during February, which sends a message of value only during one month (Gray, 2009).

Blackburn and Buckley (2005) conducted a survey that examined the use of literature inclusive of lesbians, gays, or bisexuals (LGB) in high school Language Arts classrooms. Thirty-five percent ( $n=212$ ) of those surveys were returned. Fewer than nine percent of the respondents indicated using what they considered LGB-inclusive books, most of which did not include LGB characters; however, the authors may have been LGB. Unfortunately, some texts used by these respondents contained negative stereotypes. More than 91% of the respondents declared a desire to avoid LGB-inclusive texts (Blackburn & Buckley, 2005).

Hulan (2010) surveyed second-grade classroom teachers regarding the racial diversity in their classroom libraries. Twenty-one teachers responded to the survey, and the results show that most books had White characters (Hulan, 2010). Likewise, Manger (2016) and his third-grade students examined the racial diversity in their classroom library and found more books representing White characters than other races. Lifshitz (2016) had her students examine the diversity of her classroom library. Each student grabbed a random sample of 25 books from the classroom library and looked at the race of the characters depicted on the cover. Lifshitz (2016) acknowledges the problems with

this approach, but felt it provided a way for the students to easily examine diversity in books. Lifshitz (2016) noted that although she had tried to diversify her classroom library, most of the books that the students examined had presumably White characters on the covers.

Preschool Classroom Library. Crisp et al. (2016) examined 21 libraries in preschool classrooms in Atlanta, Georgia. They coded 1,169 books ( $m=79.1$ ,  $sd=56.74$ ) for various aspects of diversity: race, socioeconomic status, disability, sexual orientation, gender, religion, and language. Their findings showed a lack of diversity in the books in these classroom libraries (Crisp et al., 2016).

These libraries did not contain many books (5.7%) that explicitly mentioned the race of the main character(s). Given that most published children's books are written by White authors (Cooperative Children's Book Center, 2016; Hehrlich, 2015) and White tends to be the default race unless specifically mentioned otherwise (Crisp et al., 2016; Smith, 2016), one can assume that most (if not all) of the books that remained silent about race focused on White characters.

Most books did not specifically mention socioeconomic status. Of the few books (2.7%) that did mention socioeconomic status, a majority (87.5%) depicted low socioeconomic status (Crisp et. al, 2016). Perhaps this demonstrates another aspect of default assumptions where the majoritized identity does not need explicit mentioning.

Likewise, relatively few texts (2.7%) had main characters with "dis/abilities, developmental differences and/or chronic illnesses" (Crisp et al, 2016, p. 34). Even fewer texts depicted nonheterosexual sexual orientation. Of the books (18.6%) that indicated a

specific sexual orientation as noted with gendered pronouns or other language, almost all focused exclusively on heterosexuality. One (0.09%) showcased different types of families, and included a page each for male same-sex parents and female same-sex parents (Crisp et al., 2016). As most texts tend not to explicitly mention sexual orientation, this likely provides another case of a majoritized identity (heterosexual) becoming the default lens, and thus not explicitly mentioned.

Gender depiction in the texts showed a favor towards cisgender boys/men (53.5%), with 28.2% featuring cisgender girls/women; 18.2% of books did not mention a gender. None of the texts had transgender characters (Crisp et. al., 2016).

Language provided another area for examination. Most books had text entirely in English (91.1%). However, some books (7.1%) featured more than one language, and 1.9% did not include any English. Additionally, religion was only mentioned in 4.9% of texts, a majority (80.7%) focused on Christianity (Crisp et.al., 2016).

Each of these studies provides information on the diversity of school and classroom libraries, though most studies focused only on one aspect of diversity, such as race or sexual orientation, or on a specific grade level. Although this researcher found one study focused on early childhood classroom libraries, she was unable to find published studies surveying school librarians regarding multiple diverse identities or comfort level with various aspects of diversity. Thus, this study provides a perspective on an under-researched area.

Summary

Through experience with text that provides mirrors and windows, children learn about themselves and others. They engage in identity development, experience perspectives and identities that differ from themselves, and may develop empathy (Botelho & Rudman, 2009; Earick, 2010; Koss, 2015; Schachter & Galili-Schachter, 2012). Teachers and librarians play a role in helping students discover books that provide mirrors and windows. However, studies have shown that some identities may not be reflected in books in the classroom or school library or there may be few books reflective of these identities (Blackburn & Buckley, 2005; Crisp et al., 2016; Gray, 2009; Hughes-Hassell, Overberg, & Harris, 2013; Hulan, 2010; Kosciw et al., 2016; Oltmann, 2015; Page, 2016; School Library Journal, 2016). Most of these studies focused on one type of diverse identity; one study focused on multiple diverse identities in preschool classroom libraries (Crisp et al., 2016), and one study focused on controversial books in K-12 school libraries (School Library Journal, 2016). Currently no published studies exist that examine multiple types of identity representation in elementary school libraries or school librarian comfort level and decision making regarding texts with these types of identities.

## CHAPTER THREE

## METHODOLOGY

“Every word that people use in telling their stories is a microcosm of their consciousness” (Seidman, 2013, p.7).

Introduction

Published children’s literature in the United States lacks diversity (Cooperative Children’s Book Center, 2017; Crisp et al., 2016; Hehrlich, 2015). This leads to circumstances in which some children rarely (if ever) see their identities reflected in text, and this lack of representation negatively impacts them, sending a message of devaluation (Gray, 2009; Hermann-Wilmarth & Ryan, 2013; Koss, 2015; Naidoo, 2012; Rich, 2012). Children who find their identities frequently (or constantly) represented in books may remain ignorant of those who differ from themselves. All children need books that function as mirrors, windows, and doors (Bishop, 2012; Botelho & Rudman, 2009).

However, elementary school librarians may not promote inclusive, diverse literature for a variety of reasons, including lack of awareness, resources, and availability. Comfort level with different types of diversity may also impact the types of literature promoted in the school library, as might additional internal and external factors, including conscious or unconscious biases, fear of reactions, censorship, personal experiences, community, and more (Garry, 2015; Watkins & Ostenson, 2015; School Library Journal, 2016; Stallworth, Gibbons, & Fauber, 2006). The availability or nonavailability of diverse literature impacts children.

“Multicultural literature helps all children see the possibility and the promise. Few White children in this country have difficulty finding books that feature who they are, but it is quite common to find African American, Latino, Native American, and Asian American youth, as well as multiracial and biracial children, who have never read a book that highlights their cultural identities. In my classes, I have had countless adult students who are from diverse ethnic groups, and they have tears in their eyes when I show them books that emphasize their experiences” (Harris in Turner, 2016, p. 128).

The purpose of this illustrative case study (GAO, 1990) with a descriptive survey is to examine the frequency with which librarians promote diverse literature, their comfort level doing so, and the factors that impact their decisions regarding diverse text.

#### Research Questions

1. How frequently do elementary school librarians promote books with diverse main characters in terms of race, disability, family structure, socio-economic status, sexual orientation, gender identity, and religion?
2. How do elementary school librarians describe the factors that influence their decision making regarding promotion of diverse texts?

#### Research Design

This illustrative case study (GAO, 1990) with a descriptive survey examines librarian decision making regarding diverse literature. “Illustrative case studies primarily describe what is happening and why,” (GAO, 1990, p. 37). As little published research exists examining the factors impacting librarian decision making, and no published studies posit a theory of decision making regarding diverse texts, this study provides an

insight into an understudied area and helps “make the unfamiliar familiar,” (GAO, 1990, p. 38), which exemplifies an illustrative case study. This case study is bounded by geographic region (five states in the mountain region) as well as elementary school librarians.

The quantitative data in this study provides information about the types of diversity in books school librarians promote in their libraries and feel comfortable promoting, but does not provide insight into the reasons. Many factors impact which types of diversity school librarians include and feel comfortable including in school libraries. A survey with strictly quantitative aspects would not address this complexity. Qualitative data, in the form of comments, open-ended questions, and eight interviews, provide more detailed insight into the quantitative data for those participants who chose to complete both aspects of this study. This study’s qualitative data do not fully address the trends in inclusion of particular types of diversity. Thus, examining both types of data provides for more in-depth examination and richer understanding of the data, as well as greater triangulation than using one form alone for this research (Creswell, 2015; Gay, Mills, & Airasian, 2009; Ponce & Pagán-Maldonado, 2015). Given the amount of qualitative data collected, this illustrative case study has more of a qualitative focus.

### Instruments

This section describes the different parts of the survey and the interview questions. The survey has five main parts, and the semi-structured interview has 16

questions. One hundred and sixteen people completed the survey, while eight people self-selected for interviews.

### Survey Description, Reliability, and Validity

This survey (see appendix A) includes structured items as well as unstructured items in the form of open-ended comments and questions (Gay, Mills, & Airasian, 2009). The survey has five main parts. The first part of the survey collects demographic information with a total of eight questions. The items for gender, race, sexual orientation, grade level, and years of experience are left open-ended to be inclusive of a range of possible identifications and to avoid unintentional exclusion or marginalization of any identity. The rest of the items in the demographic section have choices: school type (grade levels served and public, private, or charter) size (number of students), and location (state and reservation, rural, suburban, or urban). The rationale behind providing choices for these items was to provide a guide for participants and create a way to more easily use this for quantitative analysis. The demographics questions are similar to other surveys (Fehr & Argello, 2012; Jordan, 2014; School Library Journal, 2016) with the exception of sexual orientation. That was included based on feedback from some of the expert review panel, as well as the researcher wondering whether any correlations would exist between minoritized sexual orientation identities and frequency of promotion or comfort level.

The second part of the survey examines how frequently school librarians promote books inclusive of different types of diversity, with 26 identities (see appendix A). This part uses a scale that has four items resembling a Likert scale and one that does not:

zero="I don't know," one="never," two="rarely," three="sometimes," four="often." A comment box located at the end of this part allows the respondent to provide any clarification he/she desires.

Internal consistency (reliability) was examined through Cronbach's alpha (Gay, Mills, & Airasian, 2009). Cronbach's alpha "uses the mean of all the interitem correlations...to assess the stability or consistency of measurement" (Warner, 2013, p. 931). For the question regarding frequency of book promotion, the overall internal consistency for all 26 items on this survey was high ( $\alpha=.91$ ). However, most individual subsections did not have similarly high consistency. Therefore, the researcher chose to look at different subscales for the items that could be grouped together. The five items for religion had the highest internal consistency ( $\alpha=.94$ ), which means that respondents tended to provide similar answers to the items related to religion. The seven items for race had lower internal consistency ( $\alpha=.70$ ), as did the eight items for family configuration ( $\alpha=.87$ ), the two items for gender ( $\alpha=.61$ ) and the two items for sexual orientation ( $\alpha=.59$ ). However, when the two items for minoritized sexual orientation and gender (lesbian, gay, bisexual, and transgender) were grouped together, the internal consistency rose ( $\alpha=.80$ ), but that did not hold true for heterosexual and cisgender ( $\alpha=.59$ ). Generally, an acceptable Chronbach's alpha is .70 or higher (Field, 2013).

The third part of the survey explores school librarian comfort level with promotion of diverse identities. This section is closed-ended, in order to include the specific types ( $n=26$ ) of diversities mentioned in the previous section. The respondent

checks any that he/she feels comfortable promoting in the library. A comment section at the end provides room for participants to further explain their responses.

Cronbach's alpha for internal consistency is good for the question regarding comfort level ( $\alpha=.84$ ), though it is lower than for frequency of promotion ( $\alpha=.91$ ). Religion had higher consistency ( $\alpha=.95$ ), just as with frequency of promotion. However, other groups had lower reliability: race ( $\alpha=.70$ ), family configuration ( $\alpha=.33$ ), gender (.70), and sexual orientation ( $\alpha=.63$ ). Just as with frequency of promotion, combining lesbian, gay, bisexual, and transgender resulted in a higher Cronbach's alpha ( $\alpha=.88$ ), and heterosexual and cisgender had a lower alpha ( $\alpha=.61$ ).

The fourth part of the survey asks respondents to list one or more books per diverse category that they promote in the school library. The reasoning behind asking school librarians to list titles of diverse books is that sometimes people choose an answer that appears more socially acceptable on a survey (Alreck & Settle, 2004). However, if they "often" promote certain diverse identities in the library, they will likely remember a title and/or author of a book they have promoted that have characters with those identities. This open-ended part of the survey allows internal validity checks if the participants choose to participate in this part of the survey. It also provides additional data to examine.

The last part of the survey consists of four open-ended questions. These questions further probe respondents' beliefs regarding diverse literature, as well as examine whether respondents have dealt with any challenges regarding diverse literature. The

respondents also have the option to participate in a follow-up interview if they wish, and may leave their email addresses at the end of the survey.

The sensitivity of the measures on the survey provides a measure of validity (Warner, 2013). If the scores tend to pile up at one extreme or the other, this can show a lack of sensitivity of the scale, and provide an indication it may need revision (Warner, 2013). However, it can also show that specific types of diversity are overrepresented or the teacher/librarian is not aware of representation for those types of diversity. In the case of this survey, a pile up of answers likely indicated the overrepresentation of some types of diversity rather than a lack of sensitivity of the scale, though that remains a possibility as well. For example, all librarians indicated that they “sometimes” or “often” promote books with Caucasian characters, the characters most frequently represented in children’s literature (Cooperative Children’s Book Center, 2017; Crisp et al., 2016).

### Pilot Studies

The researcher developed this survey to study a greater variety of diversity in literature used by elementary school librarians. Currently, no published study exists like this one. K-12 classroom teachers and education professors who specialize in literacy reviewed this survey and provided suggestions that resulted in refinements to the survey. The researcher piloted this survey twice, once with K-12 teachers ( $n=23$ ) and once with K-12 school librarians ( $n=20$ ), and further refined it.

The first version included a section on diverse children’s literature awards and had no questions at the end of the survey. Prior to the first pilot study, two literacy professors at two state university education programs and several K-12 classroom

teachers examined the survey and provided feedback. After collecting and analyzing the data, the researcher removed the awards questions after the data showed few teachers had familiarity with the majority of the diverse literature awards listed. More demographic information was added to the survey after the first pilot study in order to examine frequencies for the demographic factors and responses. Four questions were added to the end of the survey to gain additional information regarding the respondents.

Prior to the second pilot study, additional literacy professors and classroom teachers, including the board members of a state affiliate of the National Council of Teachers of English, reviewed the revised survey. The researcher further modified the survey based on feedback, and then asked a Library Media professor to review the survey prior to piloting it with school librarians. These expert reviews provide face validity.

### Interviews

The researcher conducted semi-structured interviews (see appendix B) with eight participants who self-selected for the interviews. Semi-structured interviews include pre-planned questions, while also allowing for researcher follow-up and questions that arise during the course of an interview (Glesne, 2011). Educational professionals, including literacy professors and classroom teachers, examined the questions and provided suggestions for modification of questions. This provides face validity for this study. The researcher implemented the suggestions from the reviewers.

### Data Collection

This survey of elementary school librarians included five states in the mountain region as noted in the section on delimitations in chapter one: Idaho, Montana, New Mexico, Utah, and Wyoming. Each state has different information available regarding contact information for elementary school librarians, school websites, or a directory of schools and/or school librarians. Some states had more accessible information than others. Table 3.1 shows the numbers of possible elementary school librarians in each state (not every school has a librarian), the number of email addresses available, how many emails were returned, and the response rate. As each state provided different information and some schools had no websites and/or no librarian listed in the directory and/or no contact information for the librarian, the number of possible elementary librarians refers to the number of librarians or the number of schools that appeared on directories provided by the state, and some directories had not been updated in a while. The total number of librarians likely contacted by the researcher refers to those whose emails did not bounce back, and includes the contact forms found on some school websites in lieu of email addresses. Some school emails have strong filters and there is no guarantee how many emails made it into the librarians' email inboxes, nor does the researcher know how many librarians opened the emails if they did receive them.

Table 3.1 Numbers of Contacts by State and Response Rate

State	Possible Number of Librarians	Number of Email Addresses	Contact Forms	Returned Emails	Total Likely Contacted	Responses Included in Study	Response Rate
Idaho	485	105	4	2	107	11	10.28%
Montana	385	321	4	44	281	45	16.01%
New Mexico	405	287	34	104	217	7	3.23%
Utah	737	373	6	22	357	25	7.00%
Wyoming	182	180	0	5	175	27	15.43%
Total	2,194	1,266	48	177	1,137	116	10.20%

Montana has a directory that includes names, schools, and e-mail addresses for all school librarians in the state. There are many rural schools in this state that include more than elementary grades; these may be excluded if only searching for those schools identified as just elementary schools. Therefore, the researcher sent e-mails to those schools identified as elementary, K-8, K-12, or simply listed as the name of the town and public school ( $N=385$ ). Unfortunately, some schools had no contact information other than a physical address and phone number. Forty-four emails bounced back as undeliverable. Some of the schools had websites, some of which included email addresses for librarians and/or contact forms. Some schools had closed since the state last updated the directory.

Wyoming and New Mexico each have directories that list schools. Wyoming's list is not searchable by elementary school, and the same concern about excluding rural schools as noted previously applies here. Thus all elementary, K-8, and K-12 schools were included ( $N=182$ ). New Mexico's directory provides a searchable list that allows one to narrow it to only elementary schools ( $N=405$ ). In each state, some schools did not have email addresses for librarians; this was much more prevalent in New Mexico than in

Wyoming. Emails bounced back as undeliverable from each state, with more from New Mexico ( $n=104$ ) than Wyoming ( $n=5$ ); attempts were made to locate updated information on the school websites, if the websites existed. Some no longer listed email addresses but had contact forms on the school website for all faculty. Additionally, some schools on the list in New Mexico had closed since the last update of the list.

As the researcher more easily located information for school librarians in Montana, New Mexico, and Wyoming, she contacted these librarians first, on January 12, 2017. When emails bounced back, more research was conducted to attempt to find updated email addresses for school librarians and/or contact forms on the school websites. When few responded to the survey in a little over a week, the researcher included Idaho and Utah, but as they had 1,222 schools to search for, the emails went out almost two weeks after the emails to the first three states. She emailed librarians in Idaho on January 24, 2017, and in Utah on January 25, 2017.

Idaho ( $N=485$ ) and Utah ( $N=737$ ) each have a list of elementary schools; none had contact information beyond a phone number and/or physical address and possible a link to a website. As this was an online survey, the decision was made to contact librarians through email. Idaho's department of education does not maintain a directory of elementary school librarians (K. Everitt, personal communication, December 20, 2016), and the organization that lists schools noted that they cannot provide an e-mail list (P. Bradshaw, personal communication, December 20, 2016). Some schools did not have websites; those that did have websites did not always list a librarian or email address or contact form for a librarian.

Reminder emails were sent on January 22, 2017 and February 5, 2017 for Montana, Wyoming, and New Mexico, and on February 5, 2017 and February 17, 2017 for Idaho and Utah. In an attempt to improve participation, the researcher located individuals who were willing to email the survey invitation to school librarians who participate in listservs for Montana, New Mexico, Utah, and Wyoming. Montana and Wyoming librarians on a listserv received an email about the survey on January 30, 2017. Utah librarians on a listserv received an email about the survey on January 31, 2017. New Mexico librarians on a listserv also received an email about the survey in January, though the exact date is unknown. The researcher closed the survey on February 25, 2017. This gave all participants at least a month in which to respond to the first email from the researcher.

The researcher contacted individuals who left contact information ( $N=22$ ) for an interview within a few days to arrange an interview. Most ( $n=13$ ) did not respond, even with a second email. One responded to decline an interview, while eight agreed to participate. The researcher sent a consent form and offered interested participants the option of conducting the interview by phone, e-mail, Skype, or another method that worked for them. Interviews conducted through Skype ( $n=2$ ) or by phone ( $n=2$ ) were recorded, and the interviews transcribed and sent to the interviewees to review. Four participants chose to answer interview questions through email.

### Participants

One hundred and sixteen elementary school librarians completed this survey. One hundred and fifty-one people started the survey. Nineteen people chose to stop the survey after completing the demographic section. Fifteen people were not elementary school librarians, and thus the researcher excluded their data. One person who lived in Georgia completed the survey. Since this survey focused on five states in the mountain region of the United States, the researcher excluded her data.

A majority of the participants identified as female ( $n=106$ ), White ( $n=102$ ), and heterosexual ( $n=74$ ). Some participants chose not to answer in each of the categories, including 38 who did not respond to the question about sexual orientation or gave an answer other than sexual orientation, such as asking a question ( $n=3$ ) or writing “married,” ( $n=2$ ), “male,” ( $n=1$ ) or “female” ( $n=3$ ). They have served for librarians for as little as half a year to more than 40 years ( $M=9.93$ ,  $SD=8.14$ ). Half work in K-5 or K-6 schools, while the others work in K-8 ( $n=16$ ), K-12 ( $n=25$ ), or other (e.g. 3-6, PK-2, etc.) schools. The majority work in public schools ( $n=106$ ), and a slight majority work in rural areas ( $n=64$ , including the five who work in schools on reservations).

### Interview Participants

Eight librarians chose to participate in the interviews. All eight librarians identify as female. One identifies as more than one race, and seven identify as White. One is bisexual, while seven are heterosexual. They have between three and forty years’ experience as librarians ( $M=12$ ,  $SD=12.78$ ). Four work in rural areas, one in a suburban

area, and three in urban areas. Four live in Montana, one in Utah, and three in Wyoming. Two work in K-5 schools, one in K-6, two in K-8, and three in K-12. This section briefly describes each interview participant. Pseudonyms are used for all participants.

Jana. Jana works in a K-5 school and has over 20 years' experience as a librarian. She has over 10,000 books in her library. She stated that she values diverse literature, though she mentioned that some students may not find books that mirror all of their identities. She pointed out some challenges in finding books that accurately match her students' identities, especially when she may not know all of the identities a student has.

Amber. Amber works in a K-5 school and has over ten years' experience. Her library has over 14,500 items, including technology. She indicated valuing diverse literature and displaying it, though she promotes some types of diverse identities individually rather than to a group of students.

Kaitlyn. Kaitlyn works in a K-6 school, and is in her first year at this school, though she has prior experience as a librarian. She does not know exactly how many books she has, as she has been weeding the collection of outdated and damaged books; she had 9,600 books at the start of the year. Kaitlyn showed enthusiasm for diverse literature and plans to build a more diverse collection of books in her library.

Stephanie. Stephanie works in a K-8 school, and this is her first year at this school. She explained that her school is relatively new, and the library was built mainly on donations, and she still receives many book donations each year. She mentioned

weeding through the library collection, and has a high regard for diverse literature, which supports her school's mission statement.

Sarah. Sarah works in a K-8 school, and has around 8,000 books in her library. She also values diverse books, and weighs the values of her community regarding promotion of texts. She selects books on the basis of student interest and award winners.

Kristin. Kristin works in a K-12 school, and has over 12,000 books in her library. She stated valuing diverse literature, but feels somewhat unsure about possible pushback due to the political climate lately regarding some types of diversity. She mentioned that she would discuss some diverse texts with the staff prior to deciding whether to include them in the library.

Carolyn. Carolyn works in a K-12 school and has over 20,000 books in her library, even after weeding through her collection. She mentioned concern about a future budget for libraries, as the legislature in her state is cutting funding. She strongly values diverse literature, and has encouraged the students in her school to participate in Yang's Reading Without Walls Challenge (Yang, 2016).

Melissa. Melissa works in a K-12 school with over 38,000 books in her library. She expressed enthusiasm for diverse literature. She searches for diverse books, and does her best to find books that reflect her students' identities and the identities of others. She has community support, and her school has a policy in place for book challenges.

## Data Analysis

This illustrative case study (GAO, 1990) with a descriptive survey provides opportunities for both quantitative and qualitative analysis of data. Both methods of data analysis provide a richer picture than one method alone. The quantitative results were used to guide the qualitative interviews to better understand librarian survey responses.

### Quantitative Analysis

The researcher used SPSS, a software tool, to conduct quantitative analyses. Given the nature of the data, the researcher focused on descriptive statistics to examine the results. She created frequency tables that show the number and percentage of responses in each category for the quantitative sections of the study. Descriptive statistics also allowed the researcher to compare the responses for different states, types of school, and other demographic information (Field, 2013; Warner, 2013). She conducted crosstabulations to examine whether relationships exist among different factors, such as promotion of books in a school library and comfort level, as well as whether there are relationships among different demographics and comfort level or usage in a classroom. However, given the low expected count in multiple cells, the chi square statistic proved less reliable (Michael, 2001). Thus, she created frequency tables for the demographics instead of relying on crosstabulations.

### Qualitative Analysis

The researcher used qualitative data analysis software, NVivo, to analyze the qualitative data with the exception of the book titles provided by participants. Although

this software provides many data analysis tools, those available for the basic package are limited. The tools used for coding include word cloud, coding, and coding stripes. The word cloud provided information about the frequency of words used by participants, as well as some initial codes.

Through the initial read-through as well as the coding cycles that followed, the researcher engaged in analytic memoing in order to examine her thinking about the process and capture thoughts about the data. These memos provided a source of data as well as helped the researcher explore possible bias. Through coding memos, a researcher may uncover additional codes, better codes, and/or insights (Saldaña, 2013).

The first coding cycle included attribute coding, magnitude coding, and descriptive coding. Attribute coding involves determining significant attributes to include with the qualitative data. Demographic information (attributes) was linked to the qualitative responses, though this provided few insights with these data. Magnitude coding explores the intensity or frequency of specific phenomena, and the researcher used magnitude codes such as “yes” and “no” when coding whether participants had experienced book challenges. Descriptive coding allows for a one- or two-word summary of the main topic. The descriptive codes initially used came from word clouds as well as phrases from participants’ words. Some initial descriptive codes included “students,” “parents,” and “community.” After initial coding, the researcher examined and coded memos, as well as engaged in additional analytic memoing. She then recoded the data with the new codes. Next, she engaged in code mapping to develop categories. The

researcher recoded the data using the categories as a form of pattern coding (Saldaña, 2013). Two main themes emerged from this process.

Although the survey included a question asking respondents to list book titles with diverse main characters, not all participants did so. The list of titles, however, comprises 43 pages (see appendix G). Some participants listed authors only, some listed book titles only, and some listed famous people. The researcher could not locate author information for every title listed. Sometimes more than one book had the same title, and sometimes nothing came up with a search for the title. Given this, as well as the vast number of book titles, the researcher chose not to pursue analysis of these titles at this time. She has not read all of the books listed, but has read enough to notice that some librarians listed books in categories where only a minor (or no) character has that diverse identity. She also realized that some of the books listed contain stereotypes.

### Trustworthiness

In order to develop trustworthiness within a qualitative study, the researcher should demonstrate credibility, transferability, dependability, and confirmability (Shenton, 2004). One way to show credibility is to use data collection and analysis methods that others have used. The data collection methods are fairly common for surveys and interviews. The data analysis methods came from Saldaña (2013), and thus have been employed by other researchers previously. The use of multiple data sources and/or methods—triangulation—assists with credibility (Shenton, 2004). The data sources in this study include quantitative and qualitative questions that provide different

types of data. Interviews provide another data source that assists with triangulation. In addition, rich description also helps with credibility in qualitative research studies (Shenton, 2004). Another way to assist with credibility is having confidentiality and letting participants know they can choose to answer or not answer questions as they wish, and can withdraw from participation at any time. Additionally, peer reviews can assist with credibility, and the committee thoroughly reviewed this study and provided suggestions for improvement (Shenton, 2004).

Transferability refers to whether results apply to other populations outside of the participants in the study, while dependability shares similarities with reliability in that enough detail should be given for others to be able to replicate the methods used in the study. The researcher explained the limitations, what types of data she collected, how she collected and analyzed the data, and how many people participated in the survey and interviews. Confirmability also refers to whether a researcher has explained her biases and strove for objectivity (Shenton, 2004).

Researcher bias impacts a study, as worldviews color the lenses through which one views the world and thus influences perceptions and interpretations (Creswell, 2013; Kovach 2009, 2013). In order to thoughtfully conduct research with full awareness and disclosure of biases, one must locate oneself in the research landscape and explore the lenses through which the one views the world (Dana-Sacco, 2010; Kovach, 2009, 2013). Through this self-location, a researcher can examine underlying motivations for research choices and clarify for self and others the worldview of the researcher and how it may impact the research (Dana-Sacco, 2010; Kovach, 2009, 2013). Thus, information about a

researcher's background provides necessary self-location and allows for greater credibility.

### Researcher Background and Positionality

As a member of both majoritized (e.g. White) and minoritized (e.g. lesbian) groups, I have had experiences with being both overrepresented for an identity and underrepresented for an identity. While I was immersed in literature with White characters from birth and read voraciously, I did not encounter any text with a lesbian character until I was 21.

I grew up in a conservative community and did not hear anything positive about lesbians. I consider myself more feminine, a decent person, and have always had close friends of different genders; I did not fit the stereotypes of lesbians (evil, man-hating, masculine women) that I had heard my entire life. I hid my identity, even from myself, believing that I was defective; I preferred defectiveness to thinking of myself as evil. When I finally encountered a positive portrayal of a lesbian in text, it changed my world. Until that moment, I had no idea that any lesbian existed who did not fit the negative stereotypes. I had only heard a single—derogatory—story of lesbians. Reading about someone like me opened possibilities that I never knew existed and provided a route to self-acceptance. It also challenged the pre-conceived ideas and internalized bigotry I had absorbed from growing up in a heterocentric, heterosupremacist culture. I finally had a place in the world, as well as vehicles for identity development.

Due to this, when I became an elementary educator, I knew the power of books to shape lives, shatter prejudices, and promote growth and acceptance. I understood the

thirst for representation and the pain of invisibility. I wanted to have books representative of my students' identities, and of identities that they did not possess. However, locating quality literature that would provide mirrors, windows, and doors for all my students proved a challenge and, in some cases, an impossibility. I did not, however, understand the scope of the problem for many years.

In my master's program, my professors introduced me to research regarding the lack of diversity in children's literature. This became a passion of mine, and I conducted my master's thesis analyzing the diversity (race, sexual orientation, and gender) of the fiction books in a middle school library. What I learned on that journey created a drive to examine this topic further and advocate for more diversity in children's literature.

Although many seem to agree on the value of diverse literature in the classroom, I could not find a published study that looked at a range of diverse identities represented in literature used in a classroom or promoted in a library, nor one that examined teacher and librarian comfort level with various types of diversity.

My passion for this topic may provide an area of bias, as might the various identity groups to which I belong or have belonged that are present in this study. I identify as a White, cisgender, lower socioeconomic status lesbian with an eclectic spiritual worldview. I have no diagnosed disabilities, and I grew up with two opposite-sex parents who have been married for over 40 years. All of these identities impact the lenses through which I view the world.

As a way to help mitigate the effects of bias and my worldview on this study, I examined my identities and motivations and how these may impact my study (Creswell,

2013; Glesne, 2011; Maxwell, 2013). Research is not neutral; the experiences, beliefs, and identities of the researcher all influence the choices made at every stage of the research process (Glesne, 2011; Maxwell, 2013). Journaling through this process and examining and re-examining choices and interpretations made provided a check on researcher bias, as did having professors examine my interpretations (Glesne, 2011; Maxwell, 2013).

### Summary

This illustrative case study (GAO, 1990) with a descriptive survey examined elementary school librarians' use of diverse literature, their comfort level with different types of diversity, and factors that influence their decision making regarding diverse literature. The survey included quantitative and qualitative questions, and participants could self-select for interviews. The researcher created the survey and did two pilot studies: one with teachers and one with librarians. The researcher then modified the survey to its current form (see appendix A) based on data and on suggestions from reviewers.

## CHAPTER FOUR

## RESULTS

Data analysis is a complex process that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation. (Merriam, 1998, p. 178)

Published children's literature in the United States overrepresents some identities while underrepresenting others, such as people of color, LGBT people, people with disabilities, people who live below the poverty line (Crisp et al., 2016), and more. Thus, some children may not encounter text representative of their identities. As literature can assist with identity development and provide ways for children to learn about those who differ from self, the lack of diversity in children's books disadvantages both children with minoritized and those with majoritized identities (Bishop, 2012; Koss, 2015; Lifshitz, 2016; Schachter & Galili-Schachter, 2012).

School librarians function as gatekeepers through the purchase and promotion of various texts. The decisions made by these gatekeepers may enable greater access to representative literature or may limit access. Few published research studies have explored diversity in school libraries: three focused on LGBT-inclusive literature in middle or high school libraries (Hughes-Hassell, Overberg, & Harris, 2013; Page, 2016; Oltmann, 2015), and one examined controversial books in elementary, middle, and high school libraries (School Library Journal, 2016). One study examined comfort level with LGBT literature (Page, 2016). No published study has examined elementary school librarians' promotion of or comfort level with all types of diversity featured in this survey

or the factors that influence decision making regarding diverse text. This illustrative case study (GAO, 1990) with a descriptive survey examines the promotion of diverse literature in elementary school libraries through two main research questions:

1. How frequently do elementary school librarians promote books with diverse main characters in terms of race, disability, family structure, socio-economic status, sexual orientation, gender identity, and religion?
2. How do elementary school librarians describe the factors that influence their decision making regarding promotion of diverse texts?

This study included a survey with both quantitative and qualitative questions, as well as eight interviews with respondents who self-selected for interviews. Results are grouped according to: 1) quantitative results, 2) qualitative results, and 3) synthesis of quantitative and qualitative data.

### Quantitative Results

The survey (see appendix A) had both quantitative and qualitative questions. This section focuses on the quantitative parts of the survey. The first part consisted of demographic information for librarians and their schools. Next, the survey asked respondents to select the frequency with which they promote the listed types of diversity. The third part of the survey asked respondents to select the types of diversity that they feel comfortable promoting.

### Librarian Demographics

This section of the survey included eight questions. Four questions focused on demographic information about the individual librarians, while four asked information about the school. The demographic questions about the librarians (race, gender, sexual orientation, and years as a librarian) were left open-ended. Each person who chose to answer the question about gender listed sex (male, female) instead of gender. For the purposes of more brevity in the table (see Table 4.1), the researcher grouped the responses for years as a librarian in five-year increments.

For school demographics, the survey listed options for grade level and state (see appendix A) and provided an option for “other.” School type and school location included selected responses, though individuals could check more than one location (e.g. reservation and rural). Each librarian at a reservation school indicated he/she worked in a rural location as well. In the table, the numbers for those working in rural schools do not include the five individuals who work in reservation schools.

One hundred and sixteen elementary school librarians completed this survey. One hundred and fifty-one people started the survey. Nineteen people chose to stop the survey after completing the demographic section. Fifteen people were not elementary school librarians, and thus the researcher excluded their data. One person lives in Georgia. Since this survey focused on five states in the mountain region of the United States, the researcher chose to exclude her data.

Table 4.1 Librarian and School Demographics

Librarian Demographics	Number	School Demographics	Number
<u>Gender</u>		<u>Grade Level</u>	
Female	106	PK-2	1
Male	9	PK-5	1
No Response	1	PK-8	1
<u>Race</u>		PK-12	1
Asian	1	K-2	2
American	1	K-4	2
American Indian	2	K-5	30
Caucasian	102	K-6	28
Hispanic/Latino	4	K-8	16
Two or More Races	4	K-10	1
No Response	2	K-12	25
<u>Sexual Orientation</u>		3-6	1
Bisexual	2	5-8	4
Female	3	No Response	3
Heterosexual	74	<u>School Type</u>	
Homosexual	1	Public	106
Lesbian	1	Private—Religious	2
Male	1	Private—Nonreligious	1
Married	2	Charter	7
No Response	32	<u>School Location</u>	
<u>Years as a Librarian</u>		Reservation	5
Fewer than 5	48	Rural	59
6-10	26	Suburban	32
11-15	18	Urban	15
16-20	9	Multiple Responses	5
21-25	6	<u>State</u>	
26-30	6	Idaho	11
31-35	1	Montana	45
36-40	1	New Mexico	7
No Response	1	Utah	25
		Wyoming	27

### Frequency of Promotion

The first research question for this study asks, “How frequently do elementary school librarians promote books with diverse main characters in terms of race, disability, family structure, socio-economic status, sexual orientation, gender identity, and

religion?” This research question is answered by the first question in the survey. The directions for this question read, “For this first group of questions, please mark the number that corresponds most to how frequently you promote books in your library that include main characters belonging to different groups/family situations. The books that I promote in my library include main characters who...” The list down the side included 26 types of diversity. For each type, respondents had the opportunity to select from the following five options: “I don’t know,” “never,” “rarely,” “sometimes,” and “often.” Some respondents ( $n=14$ ) did not answer in all categories, and one respondent chose not to answer any parts of this question.

The following table (see Table 4.2) shows the number of responses in each category. Most individuals knew whether they promoted books with characters of different races in their libraries. Sexual orientation, gender identity, religion, and grandparents raising grandkids all had double-digit numbers of people who did not know whether they promote books with those characters. All respondents who knew whether they promoted books with Caucasian main characters, single parents, or divorced parents indicated that they promoted books with these characters. Every other type of diversity had at least one respondent who indicated “never” promoting books with that type of diversity. Fifty-five respondents (49.10%) replied that they “never” promote books with transgender characters, which is eighteen more respondents more than the next highest (lesbian, gay, or bisexual characters).

Table 4.2 Frequency of Responses in Each Category for Promotion of Diverse Texts

	I don't know	Never	Rarely	Some- times	Often	Number
African American	0	1	5	71	38	115
American Indian	0	2	10	65	37	114
Latino/a	0	1	14	71	27	113
Caucasian	0	0	0	27	85	112
Arab American	4	14	58	31	3	110
Asian/Pacific American	2	4	42	55	10	114
Multi-Ethnic	4	3	24	63	18	112
have a disability	2	2	17	76	17	114
heterosexual	18	13	11	24	44	110
lesbian, gay, or bisexual	16	37	36	21	2	112
cisgender	25	33	12	11	30	111
transgender	21	55	25	10	1	112
live below the poverty line	5	2	12	64	30	113
two different-sex parents	9	9	4	36	52	110
two same-sex parents	16	27	33	30	5	111
single mom or dad	5	0	6	68	32	111
divorced parents	6	0	6	68	32	112
foster family	6	3	24	63	13	109
military family	7	2	26	63	13	111
grandparents raising grandkids	10	4	25	63	11	113
adopted	3	2	31	65	11	112
Christian	19	8	20	50	13	110
Muslim	23	15	41	29	3	111
Buddhist	28	22	35	21	3	109
Jewish	19	15	26	46	5	111
Hindu	28	21	41	18	2	110

Table 4.3 shows the percentages of people responding in each of the categories. A low percentage of respondents indicated promoting books with transgender (0.89%), gay, lesbian, bisexual (1.79%), or Hindu characters (1.82%) “often.” However, these categories had double-digit percentages of people who did not know whether they promoted books featuring these characters. A high percentage of respondents (75.89%) indicated promoting books with Caucasian characters “often.” All respondents indicated promoting books with Caucasian characters “sometimes” or “often,” which is not the case for any other identity in this survey. As most children’s books feature Caucasian characters (CCBC, 2017), that provides an explanation for these frequencies.

Participants noted promoting books with Caucasian (75.89%) characters, two-different sex parents (47.27%), and heterosexual characters (40.00%) “often.” In the category for “sometimes,” the top three are characters who have a disability (66.67%), Latino/a characters (62.83%), and African American characters (61.74%). Librarians “rarely” promoted books with Arab American characters (52.73%), Hindu characters (37.27%), and Muslim characters (36.94%). The highest percentages in the “never” category include transgender characters (49.11%), lesbian, gay, or bisexual characters (33.04%), and cisgender characters (29.73%).

Table 4.3 Percentage of Responses in Each Category for Promotion of Diverse Texts

	I don't know	Never	Rarely	Some-times	Often
African American	0.00	0.87	4.35	61.74	33.04
American Indian	0.00	1.75	8.77	57.02	32.46
Latino/a	0.00	0.88	12.39	62.83	23.89
Caucasian	0.00	0.00	0.00	24.11	75.89
Arab American	3.64	12.73	52.73	28.18	2.73
Asian/Pacific American	1.75	3.51	36.84	48.25	8.77
Multi-Ethnic	3.57	2.68	21.43	56.25	16.07
have a disability	1.75	1.75	14.91	66.67	14.91
heterosexual	16.36	11.82	10.00	21.82	40.00
lesbian, gay, or bisexual	14.29	33.04	32.14	18.75	1.79
cisgender	22.52	29.73	10.81	9.91	27.03
transgender	18.75	49.11	22.32	8.93	0.89
live below the poverty line	4.42	1.77	10.62	56.64	26.55
two different-sex parents	8.18	8.18	3.64	32.73	47.27
two same-sex parents	14.41	24.32	29.73	27.03	4.50
single mom or dad	4.50	0.00	5.41	61.26	28.83
divorced parents	5.36	0.00	5.36	61.71	28.57
foster family	5.50	2.75	22.02	57.80	11.93
military family	6.31	1.80	23.42	56.76	11.71
grandparents raising grandkids	8.85	3.54	22.12	55.75	9.73
adopted	2.68	1.79	27.38	58.04	9.82
Christian	17.27	7.27	18.18	45.45	11.82
Muslim	20.72	13.51	36.94	26.13	2.70
Buddhist	25.69	20.18	32.11	19.27	2.75
Jewish	17.12	13.51	23.42	41.44	4.50
Hindu	25.45	19.09	37.27	16.36	1.82

Since some individuals did not know whether they promoted books with particular types of diversity in their libraries, Table 4.4 shows the percentages of people in each category who indicated knowing how frequently they promote books in the various categories. Of those who indicated knowing the frequency of book promotion for different categories, a majority (60.44%) indicated “never” promoting books with transgender characters. Books with Caucasian characters were most likely to be promoted “often” (75.89%).

The grouping of different factors in the survey provides insights into responses as well. For each racial category other than Caucasian, at least one person indicated “never” promoting books with characters of that race, with Arab American being the highest (13.21%). For most family configurations other than single parents or divorced parents, at least two respondents stated that they “never” promote books with these characters, with the highest percentage (28.42%) “never” promoting books with same-sex parents. Regarding texts with characters of the listed religions, double-digit percentages of individuals marked “never” promoting these books, except for Christian main characters (8.79%). Sexual orientation and gender identity had double-digit percentages of people “never” promoting them. Two respondents each reported “never” promoting books with characters who have a disability or live below the poverty line.

Table 4.4 Percentage of Book Promotion in Categories Other Than “I Don’t Know”

	Never	Rarely	Some- times	Often	Number
African American	0.87	4.35	61.74	33.04	115
American Indian	1.75	8.77	57.02	32.46	114
Latino/a	0.88	12.39	62.83	23.89	113
Caucasian	0.00	0.00	24.11	75.89	112
Arab American	13.21	54.72	29.25	2.83	106
Asian/Pacific American	3.60	37.84	49.55	9.01	111
Multi-Ethnic	2.78	22.22	58.33	16.97	108
have a disability	1.79	15.18	67.86	15.18	112
heterosexual	14.13	11.96	26.09	47.83	92
lesbian, gay, or bisexual	38.54	37.50	21.88	2.08	96
cisgender	38.37	13.95	12.79	34.88	86
transgender	60.44	27.47	10.99	1.10	91
live below the poverty line	1.85	11.11	59.26	27.78	108
two different-sex parents	8.91	3.96	35.64	51.49	101
two same-sex parents	28.42	34.74	31.58	5.26	95
single mom or dad	0.00	5.66	64.15	30.19	106
divorced parents	0.00	5.66	64.15	30.19	106
foster family	2.91	23.30	61.17	12.62	103
military family	1.92	25.00	60.58	12.50	104
grandparents raising grandkids	3.88	24.27	61.17	10.68	103
adopted	1.83	28.44	59.63	10.09	109
Christian	8.79	21.98	54.95	14.29	91
Muslim	17.05	46.59	32.95	3.41	88
Buddhist	27.16	43.21	25.93	3.70	81
Jewish	16.30	28.26	50.00	5.43	92
Hindu	25.61	50.00	21.95	2.44	82

In addition to examining the frequencies of responses in the various categories, the researcher ran crosstabulations to examine whether any demographic factors for librarians or schools showed statistical significance; none did when applying the Bonferroni correction due to running 26 analyses (Field, 2013). The low expected cell count for many of the cells posed some challenges regarding the probabilities for the chi-square statistic, given that some cells had expected counts less than one (Michael, 2001). However, frequency tables were included for the various demographics (see appendix E). The frequency tables show that a higher percentage of people of color who completed this survey ( $n=11$ ) used literature featuring people of color than White people who took this survey ( $n=105$ ).

### Comfort Level

This part of the survey stated, “I feel comfortable promoting books in my library that have characters who (please select all that apply).” The 26 types of diversity followed this statement, and the respondents were given the opportunity to select those that they felt comfortable promoting. Some respondents ( $n=7$ ) did not answer this question, and were excluded from analysis.

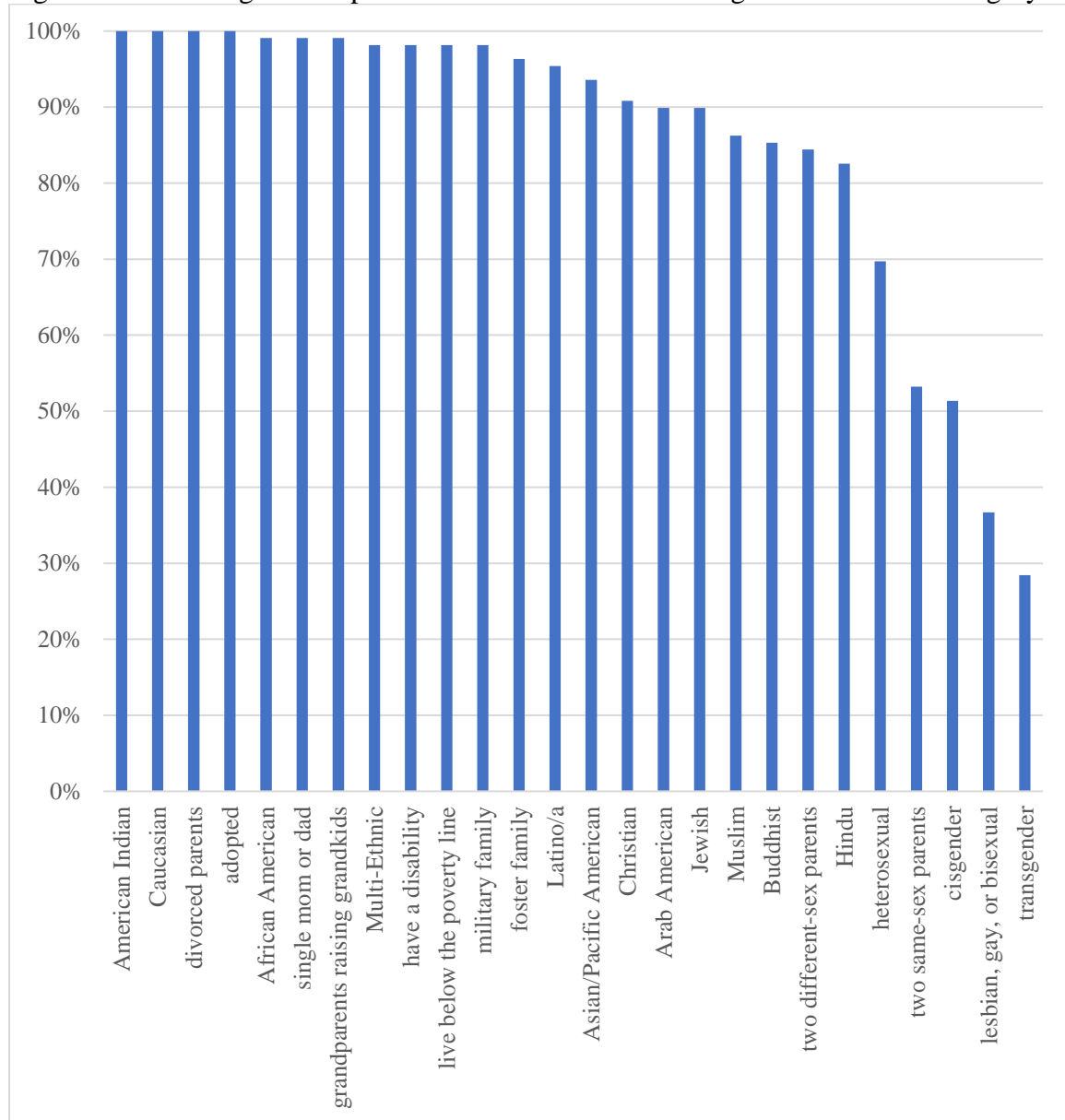
Table 4.5 shows the frequency of responses, while Figure 4.6 shows the percentages of those who feel comfortable promoting books in each category. A majority of respondents felt uncomfortable promoting books with transgender ( $n=78$ ) and gay, lesbian, or bisexual ( $n=69$ ) characters. No participant felt uncomfortable promoting books with American Indian, Caucasian, or adopted characters, or books that show divorced parents. Most respondents indicated feeling comfortable with promoting books with main

characters of different races. The only category that had double-digit responses showing discomfort was Arab American ( $n=11$ ). For different family configurations, a majority of respondents indicated feeling comfortable promoting these books. However, books with same-sex parents had the most people ( $n=51$ ) reporting discomfort. Books with religious main characters had double-digit numbers of people indicating discomfort, with Hindu having the most ( $n=19$ ), though the majority felt comfortable with books with religious characters. Two people each felt uncomfortable promoting books that have main characters with disabilities or who live below the poverty line.

Table 4.5 Frequency Table for Comfort Level Promoting Diverse Books

Type of Diversity	Not comfortable	Comfortable
African American	1	108
American Indian	0	109
Latino/a	5	104
Caucasian	0	109
Arab American	11	98
Asian/Pacific American	7	102
Multi-Ethnic	2	107
have a disability	2	107
heterosexual	33	76
lesbian, gay, or bisexual	69	40
cisgender	53	56
transgender	78	31
live below the poverty line	2	107
two different-sex parents	17	92
two same-sex parents	51	58
single mom or dad	1	108
divorced parents	0	109
foster family	4	105
military family	2	107
grandparents raising grandkids	1	108
adopted	0	109
Christian	10	99
Muslim	15	94
Buddhist	16	93
Jewish	11	98
Hindu	19	90

Figure 4.6 Percentage of Respondents Comfortable Promoting Books in Each Category



The researcher ran crosstabulations to examine whether any demographic factors for librarians or schools showed statistical significance; none did when applying the Bonferroni correction due to running 26 analyses (Field, 2013). The low expected cell count for many of the cells posed some challenges regarding the reliability of the chi-

square statistic. “No expected frequency should be less than 1 and no more than 20% of the expected frequencies should be less than 5” (Michael, 2001, p. 2). Unfortunately, several cells had expected counts less than one. However, the researcher created frequency tables for the various demographics (see appendix F). The frequency tables show that more librarians in rural areas feel comfortable with some types of diversity (including LGBT) than people in suburban areas.

### Summary

Elementary school librarians indicated promoting books with some majoritized identities “often,” such as books with Caucasian ( $n=85$ ), two different-sex parents ( $n=52$ ), and heterosexual ( $n=44$ ) characters, likely because most published children’s books feature these identities (Crisp et al., 2016). However, cisgender ( $n=30$ ) and Christian ( $n=13$ ) are also majoritized identities in the United States, yet they were promoted “often” by fewer librarians than some minoritized identities; these identities also had double-digit numbers of people who did not know whether they promoted books with these identities. While cisgender (gender aligned with sex assigned at birth) characters feature in almost all published children’s books, no readily available statistics exist regarding the percentage of books published each year with Christian main characters.

All of the respondents felt comfortable promoting books with Caucasian, American Indian, and adopted characters, as well as books that show divorced parents; of these, Caucasian is the only majoritized identity. Heterosexual ( $n=77$ ) and cisgender

( $n=57$ ) characters had some of the lowest numbers of comfort with promotion, possibly indicating unfamiliarity with the terms.

The identities that the fewest respondents felt comfortable promoting— gay, lesbian, or bisexual ( $n=40$ ) and transgender ( $n=31$ )—were the ones more librarians “never” promoted. Most respondents frequently promoted books with Caucasian main characters, and all respondents felt comfortable doing so. However, 51 respondents also indicated promoting books that they did not feel comfortable promoting. For example, some respondents felt uncomfortable promoting literature with LGBT characters, but stated that they do promote these books. On the other hand, some respondents did not promote literature they felt comfortable promoting. For instance, even though two respondents “never” promoted literature with American Indian main characters, they indicated that they feel comfortable doing so. Most librarians noted promoting the majority of diverse identities “sometimes,” or “often,” and indicated that they felt comfortable doing so.

### Qualitative Results

The qualitative data for this study came from various sources (see Table 4.7). These sources include: 1) open-ended comments after two questions, 2) five open-ended questions, and 3) eight interviews.

Table 4.7 Qualitative Data Sources

Data Source	Pages
Survey Question 1 (frequency)	9
Survey Question 2 (comfort)	6
Survey Question 3 (titles)	43
Survey Question 4 (thoughts)	9
Survey Question 5 (matching)	9
Survey Question 6 (mirrors and windows)	9
Survey Question 7 (challenges)	11
Jana's Email Interview	4.5
Amber's Email Interview	3
Kaitlyn's Skype Interview	12.5
Stephanie's Phone Interview	7
Sarah's Email Interview	2
Kristin's Email Interview	2
Carolyn's Phone Interview	13.5
Melissa's Skype Chat Interview	4
Research Memos	12
Total Page Count	156.5

*Note.* All pages are double-spaced.

The researcher used qualitative data analysis software, NVivo, to analyze these data. Although this software provides many data analysis tools, those available for the basic package are limited. The tools used for coding include word cloud, coding, and coding stripes. The word cloud provided information about the frequency of words used by participants, as well as some initial codes for descriptive coding (e.g. students, community, parents, important, appropriate). In addition to descriptive coding, initial coding included magnitude (e.g. yes and no) and attribute coding (Saldaña, 2013).

Examples of initial codes are shown in Table 4.8; this table shows some of the codes used in the tables for the comment sections on the survey. Attribute coding was not included in the table, as it simply linked comments with demographics. The quotes reported in this table represent multiple similar comments.

Table 4.8 Examples of Initial Codes

Type of Code	Code	Example Quote	Source
<u>descriptive</u>	availability	“The frequency with which I promote books is based more on availability than desire.”	survey questions and interviews
	budget	“[O]ur budget is pretty low.”	
<u>magnitude</u>	yes	“The book Drama was challenged by a parent of a 3rd grader.”	survey question
	no	“I have not had any questions regarding diversity as yet.”	

This section follows the organization of the survey. The comments from the first two quantitative questions are examined first, followed by the other open-ended questions on the survey. Information from the interviews follows the open-ended questions. The researcher explores emerging themes at the end of this section.

#### Frequency of Book Promotion

The survey included an open-ended comment section after the quantitative question asking how frequently the librarians promote books with each type of diversity. Forty-four respondents out of 116 (38%) chose to write comments. Most respondents ( $n=40$ ) identified as female, White ( $n=39$ ) and heterosexual ( $n=34$ ). The number of years

working as a librarian ranged from half a year to forty years, with a mean of 9.93, ( $SD=8.14$ ). One librarian works at a school on a rural reservation, twenty-two in a rural area, eleven in a suburban area, eight in an urban area, and the remaining two indicated both rural and suburban.

Several descriptive codes emerged from analysis of these comments (see Table 4.9) regarding favorability towards diversity, awareness of the value of diverse literature, challenges with promoting some types of diverse literature, and availability of books. The numbers of responses appear below the codes. The quotes selected represent the different viewpoints expressed. The researcher selected quotes that most concisely illustrated the variety of responses in the different categories, as well as those that represented multiple responses.

Table 4.9 Comments Regarding Frequency of Book Promotion in Survey Question 1

Code	Sample Quotes
Highly Favorable to Diverse Literature (14)	<p>“I make sure to include a lot of different types of characters in my read aloud selections.”</p> <p>“Diversity in the picture books and the chapter books are very important to me. The library environment should be welcome to all visitors.”</p>
Awareness of the Value of Diverse Literature (11)	<p>“As for the whole sexuality issue, I do have those books and I refer kids individually to them but they are available to the whole community.”</p> <p>“Don't usually give much attention to this list's point of view, but do try to convey that 'families' come in many forms.”[sic]</p>
Challenges Promoting Some Types of Diversity (12)	<p>“We are in a very isolated, conservative community. Our students will not check out a book where the protagonist is not someone they understand.”</p> <p>“These issues are not age appropriate to discuss with children in elementary school.”</p>
Availability of Diverse Literature (13)	<p>“If I typed rarely as my response, it is because I may not have found a book at the K-5 level that accurately reflects the question posed in the survey.”</p> <p>“I struggle to find books, especially for young children in grades K-6, that show diversity in conjunction with quality literature.”</p>

Half of the respondents ( $n=22$ ) mentioned specific types of diversity in their comments (see Table 4.10). About 36% of the total comments included sexual

orientation, while 23% mentioned gender and 23% discussed religion (see table 4.10).

Fifteen (34%) comments included more than one type of diverse identity. The comments selected for this table provide a sample of quotes regarding that type of diversity. Each quote represents other respondents.

Table 4.10 Types of Diversity Mentioned Most Frequently

Diversity Type	Sample Quotes
Sexual Orientation (16)	<p>“Most elementary level books do not have main characters who are exploring issues of sexuality.”</p> <p>“I am hoping to get approval to read and offer books that are more LGBTQ friendly but still at a level that is appropriate for K through 5th.”</p>
Gender (10)	<p>“So far, though, most elementary students do not seem to have much awareness about the transgender issue, so I leave it off the table for now.”</p> <p>“I can see preferences for Barbie and Princess books in some boys-often the families are the ones 'making' them check out books for 'boys.' I try to show them those 'girl' books all have princes in them.” [sic]</p>
Religion (10)	<p>“I would guess that the characters are Christian, but that doesn't seem transparent in our books. I do know that we have at least one book when a character is discussing Jewish traditions.”</p> <p>“I don't teach religious books because it is a public school. Characters may have a religion that is used to develop their character, in which case I can use those books.”</p>

### Comfort Level

The survey included an open-ended comment section after the quantitative question asking about comfort level with each type of diversity. Forty-three people out of

116 (37%) chose to respond. Three of the commenters identified as male. Two identified as American Indian, one as Hispanic, three as more than one race, and one as American. Regarding sexual orientation, one identified as bisexual, one as homosexual, one as lesbian, one as married, two as either male or female, two wrote comments, and five did not respond. The number of years as a librarian ranged from half a year to forty years, with a mean of 10.57 ( $SD=8.95$ ). One works in a school on a reservation in a rural area, twenty-one in a rural area, twelve in a suburban area, six in an urban area, and three marked combinations of rural, suburban, and/or urban.

Several descriptive codes emerged from analyses of these comments (see Table 4.11) regarding favorability towards diversity, awareness of the value of diverse literature, challenges with promoting some types of diverse literature, and availability of books. The numbers of responses appear below the code. Each response represents other responses in that code. The researcher selected the quotes to provide a representative sample of responses for each code.

Table 4.11 Descriptive Codes Regarding Comfort Level

Codes	Sample Quotes
Highly Favorable to Diverse Literature (9)	<p>“Diversity and books that accurately reflect all viewpoints and the stories of all people are important.”</p> <p>“We encourage our students to read books that promote tolerance and present other views.”</p>
Awareness of the Value of Diverse Literature (15)	<p>“In all cases, I look at the quality of writing in a book and do not recommend a book based solely on the inclusion of a topic. With younger students and books chosen for whole-class examination or listening, I tend to avoid books with overt mention of any religion (unless it is a nonfiction book showing a wide variety of religions) or books that contain references to sexuality in general.”</p> <p>“Our communities reflect all of the above-mentioned groups, and literature should not either highlight or disregard these characters.”</p>
Challenges (22)	<p>“I’m just not sure I would feel comfortable promoting transgender/cisgender books. I don’t have a problem making them available though.”</p> <p>“Sexual orientation is just not a topic I feel is appropriate for a 3-6 grade school library.”</p> <p>“I am a Christian and find the unchecked things wrong and find if I do have those books on the shelves the older students like to pull them and use them to have a laugh.”</p>
Availability (6)	<p>“However, again publishers are not producing or finding books that help promote a library of diversity because the books are not geared for younger children ages 3-8.”</p> <p>“I try to find and recommend these books anyway as children need to see people from all aspects of the diverse spectrum, but it is a little more difficult to find elementary books reflecting those diversities than race or religion differences.”</p>

A majority of respondents ( $n=28$ , 65%) mentioned a specific type of diversity in the comments. Fifteen (35%) of those who commented mentioned more than one type of diversity. Fifty-one percent of the respondents mentioned sexual orientation, while 26% mentioned gender, and 14% mentioned religion (see Table 4.12).

Table 4.12 Diverse Identities Listed in Comments After Comfort Level

Diversity Type	Sample Quotes
Sexual Orientation (22)	<p>“With elementary school, I don't think a sexual orientation is to be focused on. If it comes up in a discussion of a book or if a student asks about a character, yes, it's a teachable moment. It's important to have good books that are examples to positively show examples.”</p> <p>“I am still trying to figure out a sensitive way to approach promoting LGBTQ books in my elementary library. I do not shy away from buying well reviewed books on the subject but I do not necessarily read them aloud.”</p> <p>“Talking about same-sex partnerships is just not on the radar for the elementary school librarian!”</p>
Gender (11)	<p>“They don't mind characters who are who they are, but they didn't want discussions about sexual "activities." The transgender issue landed in this column, and I let it be since we don't have any students in our school who identify as transgender.”</p> <p>“I'm just not sure I would feel comfortable promoting transgender/cisgender books. I don't have a problem making them available though.”</p>
Religion (6)	<p>“I don't see much about families who practice Hindu or Buddhism for example.</p> <p>“I would like a recommended reading list for books about the Muslim culture.”</p>

### Thoughts on Including Diverse Literature

Sixty-six out of 116 people (57%) wrote comments in response to the fourth survey question “What are your thoughts on including diverse literature in the school library?” Most respondents strongly favored diverse literature in the library. Some individuals had mixed feelings, and two showed some concerns regarding diverse literature. The concerns were not included in the table (see Table 4.13), due to a low number of respondents.

The responses strongly favorable to diverse literature stressed the importance of building empathy and awareness through inclusive texts. Some individuals noted the need for diverse characters who feature in the stories, rather than simply “as the plucky side kick.” Though people state they promote diverse literature, this does not ensure that diverse characters star in the stories. It also does not guarantee that the stories authentically represent the characters.

For instance, the third survey question asked people to list one or more of their favorite books that they have promoted in their library with diverse main characters (see appendix G). Some people recorded titles where the character with that identity played a secondary and/or minimal role in the story, such as including the book *Drama* by Raina Telgemeier in the section for LGBT main characters. This book has gay minor characters (Telgemeier, 2012). Some individuals also listed books that include stereotypes. For example, *The Sign of the Beaver* by Elizabeth George Speare contains negative stereotypes of American Indians, including portraying them as lazy, barbaric, speaking

broken English, and more (Lambert & Lambert, 2014; Students and Teachers Against Racism, 2007).

Responses that indicated mixed feelings about diverse literature in the classroom pointed out that including diverse texts “can be difficult.” These difficulties can include concerns regarding stakeholder reactions, budget, availability, and more. Some librarians feel that the diversity in an elementary library “should reflect the diversity found in our communities.” This allows children to find books that function as mirrors and windows. However, it may also exclude some diversities from the library entirely, rendering some identities invisible. Both responses regarding concerns with diverse literature mentioned age-appropriateness of specific diverse identities. One named sexual orientation, and the other referred back to previous comments that had mentioned LGBT identities.

Table 4.13 Thoughts on Including Diverse Literature in the School Library

Descriptive Code	Sample Quotes
essential (54)	<p>“I think it is important to include diverse literature in the school library. It is especially important for our primarily Caucasian rural student population.”</p> <p>“I think that a diverse library is essential to building empathy. Patrons need to be exposed to ideas and topics outside of their world view. It is also important to make sure that your library reflects the diversity of the school you are working in. Students need to see themselves in the main characters, and not just as the plucky side kick.”</p> <p>“I can't think of a more important motivation in selection. It is my hope that showing students a wider range of people and situations outside what they witness in their own neighborhoods will build the foundation of empathy in later life.”</p>
mixed feelings (10)	<p>“Hard to do even with best of intentions.”</p> <p>“I believe the diversity level in an elementary school should mostly reflect the diversity of the student and family population. Elementary school is an introduction to literature, and it's main draw to it's readers should be familiarity and non-fiction living things to learn about.” [sic]</p>

#### Diversity of Library Books Matching Diversity of Student Body

Sixty-seven people (58%) responded to the fifth survey question, “Does the diversity of the characters in your school/district’s curricular literature match the diversity of the student body? Please explain why or why not.” Most of the comments easily classified as yes, somewhat, or no. However, ten comments did not address whether the diversity of the characters matches the diversity of the student body, but instead talked about diversity in general. Table 4.14 includes quotes representative of the comments for each magnitude code.

Forty-eight percent of the participants stated that the diversity of books in the library did match the diversity of the students in the school. Multiple commenters pointed out that the student body at their school does not have a lot of diversity. However, this means that their students may have more books that function as mirrors. Some librarians did note that the student body has diversity, as does their book collection in the library. Other commenters noted that it somewhat matches, and pointed out some difficulty finding books representative of particular types of diversity. The lack of availability factored in many comments that said that the diversities did not match. Some noted that the library features more diverse identities than student body does, while others mentioned not finding enough books about specific types of diverse identities and/or concerns with including books with diversity.

Table 4.14 Diversity in Literature Matching Diversity in the Student Body

Magnitude Code	Sample Quote
yes (32)	<p>“Our student body is not very diverse, so yes, but that does not mean that the curricular material is as diverse as it should be.”</p> <p>“In my school library, I know it does. We have many examples of literature that show different ways of life and beliefs. If a student/parent asks me if we have certain types of books I will look. If we do not have them, I will order them.”</p>
somewhat (9)	<p>“As much as it is possible to find books. It is very hard to find books about Polynesians, which make up a significant portion of our school.”</p> <p>“Much of it does but more could be done to reflect student body diversity. In elementary school, some of the topics of fiction books are not developmentally appropriate. However, I would like to include books that feature characters of all kinds of backgrounds. For example, a picture book can feature same-sex parents without specifically broaching the topic of same-sex relationships.”</p>
no (16)	<p>“No, we do try to promote tolerance to some degree, but we live in a very conservative community and do not push. Our student population is not diverse, being predominately white, and Christian.”</p> <p>“No, it does not. The library I am in is filled with books about white heterosexual characters. We have a diverse school since we get the kids from the university and that means a lot of international students. We do not have enough books about Latinos, Asians, and Muslims. Our stats are pretty strong with our African American collection. However, it could always be improved.”</p>

### Mirrors and Windows

Sixty-two out of 116 people (53%) chose to write comments in response to the sixth survey question “Should the literature offered students represent the diversities of their classes or represent different diversities? Please explain the benefits of your

answer.” While most answers could be sorted into descriptive codes, a few answers could not. Some people answered “yes” or “no” for this question. Table 4.15 shows comments representative of each category.

Some respondents focused on literature reflective of students’ identities, noting that students need to see themselves in text, which helps with feeling as though one matters and with making connections to text. “It will help them connect better and have a better understanding.” Others focused on literature representative of identities that differ from the students’, noting the potential for mitigating prejudice. “This might help us overcome much of the intolerance and ignorance when it comes to differences in our society.” More responses focused on the importance of having texts that function as both mirrors and windows, as well as inclusive representation of diverse characters. “If we don’t include books that reflect rich families and poor. Or books that tomboys or effeminate males, then we are doing a disservice to all our students who don’t fit into the accepted picture of what life is supposed to be.” [sic] This comment recognizes the importance of having nonbinary and non-monolithic representations in text.

Table 4.15 Should Literature Match Diversity of Student Body

Descriptive Code	Sample Quotes
diversities of their classes (5)	<p>“Yes, because we all need to see ourselves in the media that surrounds us. When we don't see ourselves reflected in books, magazines, television, movies, etc. it can cause us to think that we do not matter or that we are, in effect, invisible.”</p>
both (31)	<p>“Yes, I want my students to be able to see themselves in their books. If they see their characters making good choices or learning from their mistakes, then they can do that, too.”</p> <p>“Empathy is built on the ability to see the way in which other people experience the world. In order to understand one another in real life, we need to understand each other first through a variety of texts and situations. In order to believe in our ability to do something, we need to see someone like us complete it in fiction or nonfiction books.”</p>
different diversities (18)	<p>“There should be a balance. Kids are going to gravitate to the books their friends suggest or whatever is on the cover. If bias is not started at home, it definitely should not be in the books at school. Kids learn from interactions with kids in class and with kids in books. They need to have strong characters who display regular behaviors regardless of race, religion or sexual preference. It gives kids a positive outlook if the first time they read about a character of another race or religion if the book's characters are positively defined in the books.”</p> <p>“Our literature should definitely represent diversity, even if we as a community aren't diverse. We need to encourage children to read about kids who aren't like them. This would promote more open-mindedness and less bigotry in our community.”</p> <p>“I believe that students should be exposed to different diversities. They live in a diverse country and world.”</p>

### Challenges with Providing Diverse Literature

Sixty-six people out of 116 (57%) responded to the last survey question, “What challenges have you faced with providing diverse literature experiences for your students? Have you had any questions from the public concerning literature choices? Please explain.” This question had two parts; most people answered both parts, but some answered one part. Budget concerns, availability, and stakeholder considerations comprised the main descriptive codes regarding challenges with providing diverse literature (Table 4.16).

Some librarians stated that students do not wish to read about particular identities and/or “outside of their comfort zone.” Readers tend to select books to which they can feel some connection. However, for some readers, few books represent them, and thus these children may have few, if any, experiences with books as mirrors unless the librarian (or other adult) positions the books in such a way as to enable all children to make connections with text. This could also alleviate some other concerns about children not relating to books about diverse characters; when texts are positioned as potential mirrors for all children—especially during read alouds—children more easily make personal connections to text. Those whose identities constantly find representation may then feel connections with characters who differ from self, and may be more likely to select more diverse texts in the future.

Table 4.16 Challenges with Providing Diverse Literature

Descriptive Codes	Sample Quotes
budget (6)	“However, my biggest problem right now is that I can only afford to get a small chunk of the diverse texts we truly need.”
availability (12)	“I have had a difficult time finding books for the younger level that feature a diverse range of characters.”
students (19)	“The limitations for providing diverse literature seem to come as much from the publishers as from anywhere. There simply are not enough diverse books being published for elementary age children.”
students (19)	“Most of the challenges have come from getting the students to choose something outside of their comfort zone. Most cannot relate to an African-American culture, and it provides more of a challenge than they want for pleasure reading.”
students (19)	“Many students do not understand the importance of experiencing diverse individuals, and often gravitate to characters who are similar to themselves to make a quicker connection to the protagonist.”
other stakeholders (21)	“Lack of understanding on the part of parents and even administrators in regards to the need and benefits of providing students access to books that offer views of the many differences in people they may encounter. There is much work to be done in order to have more books regarding gender identity, sexual orientation, religious beliefs and so on. It's a yearly struggle without much support.”
other stakeholders (21)	“I have a hard time justifying purchasing diverse literature for my library as I am untenured. If I purchase something that will "ruffle feathers" I could be out of a job. So I am waiting until I am tenured to purchase the items that I perceive to be normal, but will be progressive for the area that I live in. I want it to reflect the school and families I have, which does not always reflect the values of the people that voice their concerns.”[sic]

Not all respondents answered the second part of the question regarding whether they have faced any questions from the public regarding diverse literature choices (see Table 4.17). Of those who answered, a majority had no questions or challenges; some said they would “welcome any such challenge or question.” Some mentioned putting “notes of permission” on some books, and others noted “sometimes I must try and sneak some items into the collection.” Of those who faced questions or challenges, most did not name a book title or type of diversity. Six named a book title and noted reasons for challenges: one had partial nudity, one contained witchcraft, one may have had a same-sex couple in an illustration, two had gay minor characters, and one had two male penguins raising a chick. Two did not name a title but mentioned the reasons for challenges: swearing and same-sex parents.

Facing challenges previously and/or fearing a challenge may or may not affect purchasing decisions. Few commented directly on the impact this had on purchasing decisions, beyond feeling more cautious and more carefully researching books, or excluding the types of diversity entirely, though one indicated “I thanked the parent for bring that to my attention and put the book behind my desk till it blew over, and then put it back on the shelf.” Other librarians indicated needing to “sneak” items in, implying that they valued diversity and included it despite facing questions or concerns regarding stakeholder reactions.

Table 4.17 Facing Challenges from the Public

Magnitude Code	Sample Quotes
yes (16)	<p>“Yes. A few people voice opinions both ways. We have too much diversity or not enough. Depends on one's point of view. You can't please everyone all the time.”[sic]</p> <p>“I have had concerned parents approach me about certain books that have characters that have different values and ideas than the community norms.”[sic]</p> <p>“I have only had a couple of challenges to books that were woefully inappropriate for this age group. Thankfully civil discussions helped us work out a solution and nothing major came out of the disagreements.”</p>
no (21)	<p>“I have not personally had questions in the past thirty years of teaching in a small community. I welcome any such challenge or question.”</p> <p>“I haven't faced any really. I put a lot of effort into communicating with the parents of the school and keeping in contact with them about what their kids are reading. I have made it my policy to tell parents that they are responsible for letting their kids know if there are books they are supposed to read, not me.”</p> <p>“I have been very lucky that no one has challenged my purchasing decisions up to this time.”</p>

### Interviews

The last question on the survey asked respondents whether they would be willing to participate in a follow-up interview, and to leave their email address if they would like to do so. Although twenty-two people indicated interest in participating in an interview, eight people ultimately chose to participate. The researcher contacted all interested participants. One wrote back that she did not wish to participate, but thirteen did not

respond. The researcher sent a second email to those individuals, but received no response.

Of the eight people who participated, four chose to complete the questions (see appendix B) through email. Two chose phone interviews, and two chose Skype interviews. One of the Skype interviews did not work, nor did the phone call, so the interview was done using the chat feature on Skype. The interviews conducted by phone or Skype (video) were transcribed and sent to the interviewees for member-checking. One had no corrections, and two slightly edited their comments to make them a little more clear and precise.

Those who participated live in Montana ( $n=4$ ), Utah ( $n=1$ ), and Wyoming ( $n=3$ ). Each of these librarians works in a public school, three of which are located in an urban area, one in a suburban area, and four in rural areas. One of the rural schools is also on a reservation. Two schools serve K-5 students, one K-6, two K-8, and three K-12. Seven of these participants identify as White, and one as more than one race. Seven identify as heterosexual, and one identifies as bisexual. All identify as female. They have been librarians for between three and forty years ( $M=12$ ,  $SD=12.78$ ), with half working as librarians for five or fewer years, and the other half working for ten or more years.

The interviews have been organized by school grade level into three groups: K-5 or K-6 librarians, K-8 librarians, and K-12 librarians. The researcher did this to see whether any common threads existed among the librarians by grade level. Those who work in K-5 or K-6 elementary schools seemed less likely to promote some types of diversity than those who worked in K-8 or K-12 schools (overall). It varies by individual

librarian, and the numbers of interviewees are too small to draw many conclusions about this. However, these interviews provide an illustration of the promotion of diverse books in school libraries.

### Librarians in K-5 or K-6 Schools

Jana. Jana has over 20 years' experience as a librarian. Her library has over 10,000 books, including professional books for educators' use. She has an annual budget for her library, and buys around 300-500 books each year. She takes student interest into account when purchasing books, as well as curricular alignment and cost. She noted, "We are a K-5 school, so some books I am more likely to leave for middle school libraries to purchase as the books may contain themes, scenes or language that I feel is more appropriate for older students."

On the survey, Jana indicated promoting most types of diversity "sometimes," books with single or divorced parents "often," and books with Asian/Pacific American, Multi-Ethnic, LGBT, cisgender, same-sex parents, and Hindu characters "rarely." She did not mark feeling comfortable with promoting books that have Asian/Pacific American, LGBT, cisgender, or Hindu characters, which corresponds to the frequency of promotion for these types of diversity. In her written interview, she stated, "I suppose the main reason I am more comfortable with some than others is familiarity with those topics in my own life."

She listed book titles for all types of diversity except for Asian/Pacific American. She listed the most titles ( $n=3$ ) in LGBT, where she included two books for young adults

and one geared towards upper elementary students that has a gay character, which she also listed for same-sex parents. The only category in which she did not list titles was Asian/Pacific American. Although she indicated on the survey that she does not feel comfortable promoting certain types of diverse literature, when she typed responses to the interview questions, she stated, “I actually feel comfortable reading and promoting about each of those areas. I usually choose ethnic / racial or socioeconomic books more often. I do not have many books that hint at LGBTQ families that are written for primary students, so that would probably be the one I don’t read.”

Jana also stated in the survey and the interview that she values diverse literature for her library, even though she does not focus exclusively or primarily on diversity as a criterion for book selection or promotion. “Diverse literature is extremely important. It opens other worlds for kids that they may never have heard of before a book was read to them or they read it themselves. It also helps to make connections between what they know and what other kids are like all over the world.” She feels that “[i]t is important that kids have really good role models of major religions and many ethnic and racial groups so there is not a bias developed through literature.”

Jana shared that some students may not find books that serve as mirrors in the library. She also noted in both the survey and interview that sometimes books with American Indian characters do not match the nation to which a particular child belongs. She wrote, “But, the book may be about the Ojibwa where the student is Crow. That doesn’t always work.” [sic] She feels free in her choices involving literature in the

library. Although she has had a verbal book challenge, it was resolved without a formal, written challenge.

Amber. Amber has over ten years' experience as a librarian. She has about 14,500 items in the library collection, and notes that some of these are technology (such as iPods) rather than books. She purchased all of the items in her library collection, as her library is relatively new. She considers numerous factors when purchasing books, such as student interests, award winners, curricular connections, and more.

On the survey, Amber indicated promoting some types of diversity "sometimes" or "often," but "never" promoting others, such as religion, heterosexual, lesbian, gay, bisexual, same-sex parents, and cisgender. She noted, "Although I may not promote all of the topics in a library class environment, I do promote them when working individually with students." She indicated feeling comfortable promoting all types of diversity with the exception of cisgender. However, when answering the interview question about whether she felt more comfortable promoting some types of diversity than others, she wrote, "I go out of my way to display all of the diverse populations."

She listed at least one book title (or author) in each of the categories, except for same-sex parents and different-sex parents. For books with American Indian characters, she listed three American Indian authors. She listed a book with two gay minor characters for LGBT books. She listed one book twice in the categories divorced parents and single parents. Amber stated on the survey that "Literature should reflect what is happening in our society."

She mentioned valuing diverse literature in her library. “My view is that the library should be the place where all students feel welcome. With that in mind, I have been carefully reading all of the picture books in my collection. I make sure to display books of a variety of cultures and backgrounds, so that everyone will see the cover images.” She feels fortunate to have the support of her administration regarding her book selection, and has not faced any challenges.

Kaitlyn. Kaitlyn has been a librarian for fewer than five years, and it is her first year at her current school. She is weeding through the library collection, as it contains some outdated books (some with stereotypes), some that have not circulated, and some that need replacement. At the start of the year, the library held about 9,600 books. The small budget she has for the library must cover not only book purchases, but supplies to protect the books, new book shelves, or any other library needs. She subscribed to some library guilds this year, but mentioned that next year she will focus on filling in gaps in diversity. She also plans to reorganize the fiction section this summer into genres, to match a focus of the new literacy program.

Kaitlyn promotes each of the types of diversity listed on the survey “sometimes” or “often,” though she also noted, “As an elementary school librarian my biggest challenge is finding books which are not white heterosexual cisgendered protagonists. When I do, I recommend them frequently, but it's the same book to every child instead of having a variety of options to choose from.” While she indicated comfort promoting all types of diversity listed on the survey, she also stated, “However, because of where I live most families still have issues with books with non-heterosexual characters or

transgender characters.” Although she keeps potential parent reactions in mind, she mentioned a commitment to including books with LGBT characters, though she currently does not have any in her library.

Despite promoting each of the types of diversity sometimes or often, Kaitlyn listed titles for only some types of diversity, such as grandparents raising grandkids, African American, Latino/a, Asian/Pacific American, Caucasian, and American Indian. However, she noted challenges finding books with American Indian characters as well. “The publishing world makes it a little difficult to find books that represent especially Native American books. They are so rarely published.” She mentioned the difficulties this poses for her American Indian students who want to read books about American Indians.

Kaitlyn values diverse literature in the library; “It is an absolute necessity to show our students themselves and others in the texts they read.” She also noted the transformative power of diverse literature.

Empathy is built on the ability to see the way in which other people experience the world. In order to understand one another in real life, we need to understand each other first through a variety of texts and situations. In order to believe in our ability to do something, we need to see someone like us complete it in fiction or nonfiction books.

Thus, diversity plays a role in the decisions about which books to purchase; she mentioned needing to increase various types of diversity related to race, religion, people with disabilities, and more. Other factors play a role in book selection as well, such as student interest, replacing worn-out books, filling in gaps in book series, the availability of books, and budget. She tries to purchase and promote books that students request

frequently, such as displaying holiday books close to holidays. She feels free in her choices about diversity in her school library.

### Librarians in K-8 Schools

Stephanie. Stephanie has been a librarian for five years, though this is her first year at this library. She noted an older average book age for her library, and wants to sort through the collection, as “many of these items are not relevant to the school community at this time. They need to be deselected and replaced with more appropriate materials as time and budget allow. And then there’s some books that are obsolete, which in any nonfiction collection you have to watch out for.” She has an annual budget for her library, and believes that between that and book donations, around 1,000 books were added to the library last year. When selecting books for the library, she considers quality books, such as those that have won awards and/or received favorable professional reviews. She also selects books that fit with the community and the curriculum, as well as expand diversity, but states that she prioritizes student interest. “The library has to be fun and awesome for the children, or they’re not going to get excited about reading.”

Stephanie promotes most types of diversity “sometimes” or “often,” with the exception of Arab American, Asian/Pacific American, Buddhist, and Hindu, each of which she promotes “rarely.” However, she notes, “Reflecting on this, I am noticing that many of the categories I promote ‘sometimes’ I would promote ‘often’ if I had sufficient materials in my collection. I buy as much as I can, but we're limited by what's available.” During the interview, she specifically noted wanting to build the collection of books with

Muslim, Latino/a, Asian/Pacific American, Indian, and LGBT characters, as well as characters who live below the poverty line. She indicated feeling comfortable promoting each of the types of diversity listed in the survey, and stated that, "It's also not about me. It's about kids, right?" She listed a book title in every diverse category except for characters who are adopted and characters whose parents are divorced.

She values diversity, stating, "It's vital, really, because the students have to be able to see themselves reflected in the collection in the library, and they also have to be able to see others reflected in the collection in the library." She incorporates various types of diversity into her promotion of books, and into any read alouds that she does in the library. She feels supported by her administration and free in her choices. She has not experienced a challenge.

Sarah. Sarah has been a librarian for fewer than five years. She has about 8,000 books in her library, and purchases 50-60 new books each year. Her priority in book selection is student interest, though she also tries to purchase each year's award winners.

She promotes most types of diversity "sometimes" or "often," with the exception of heterosexual ("rarely") and Christian ("rarely"). She noted, "We make books of as many different genres and subjects as possible available to our students but rarely actually promote them or censor them. We do sometimes encourage older students to read books that address the more sensitive areas in order to expose them to other views." She feels comfortable promoting books with each of the types of diversity listed in the survey. The only category in which she listed a title was foster family.

Sarah values diverse literature, and when asked whether diverse literature is important, she replied, “Absolutely. First our goal is to get kids to read so I want to try and hit as many interests as possible. Secondly, we encourage our students to explore new themes/genres etc. to provide them with the opportunity to learn about experiences that may be outside of their own.” However, she also noted, “We do try to promote tolerance to some degree, but we live in a very conservative community and do not push. Our student population is not diverse, being predominately White, and Christian.” She states that although she has some pushback regarding historical fiction and fantasy, she feels free in her choices involving diversity. She has not yet experienced a challenge, and her school does not have a policy to deal with challenges.

#### Librarians in K-12 Schools

Kristin. Kristin has been a librarian for fewer than five years. Her library has around 12,000 books, and she has an annual budget that results in the addition of 150-200 books a year to the library. She noted looking at the quality of the books, such as award winners, when selecting books for purchase. She also prioritizes student interest and examines the theme(s) of the book and the subject matter.

On the survey, she indicated promoting most diverse books “sometimes” or “often,” with the exception of cisgender (“I don’t know”) and transgender (“rarely”). Although she promotes books with gay, lesbian, or bisexual characters sometimes, she did not mark feeling comfortable with promoting books with lesbian, gay, or bisexual characters, including same-sex parents. She also did not mark feeling comfortable with

promoting books with transgender or cisgender characters. She noted, “I would say I feel comfortable with the ones I mentioned above, but would hesitate to buy a book, say, on same-sex parents. Not saying I wouldn’t do it, but I would discuss it with my staff.” She also stated, “As a librarian, I’m aware that I should not match myself exactly, but going outside myself is still not going very far where diversity is concerned. Again, I’m in a very conservative area and I think I need to push students outside their experiences, but not to the far, far left like other places might.”

She listed a book title and/or an author for each type of racial diversity except for Multi-Ethnic, as well as for characters with disabilities and characters who live below the poverty line. The book title she listed for American Indian characters contains negative stereotypes.

Kristin mentioned a commitment to diverse literature, adding, “I hope to stretch students, have them read about different perspectives.” She feels mostly free in her choices to include diversity, though she noted concerns regarding recent political events. “I don’t feel as free lately with all of the politics going on about immigrants, etc. It feels like people might feel more safe about speaking out AGAINST me and my diversity.” She has not experienced any challenges to the books she promotes or includes in the library.

Carolyn. Carolyn has more than ten years’ experience as a librarian. As she works in a K-12 school, she has two different libraries: one for the elementary school, and one for the middle school and high school. Although she has recently completed a weeding project with her libraries, she still has 20,000 books between the two libraries.

She typically purchases between 400-500 books a year. She has a budget this year, and has had one in the past, but mentioned concern about having a budget moving forward. Her state legislature will likely enact spending cuts that may reduce or eliminate her budget. She has located, applied for, and received multiple grants, however, so that she still has funding for new book purchases and for other library needs.

When purchasing books, Carolyn mentioned multiple factors that influence her choice of books. She looks for books that will interest her students, ones that are popular, connect to content areas, and “if one has an AR level that we’ve got less of in our collection, that may sometimes become a determining factor, but that only happens rarely.” She also shared that she looked for more diverse books for her library collection, including diversity in the form (such as graphic novels).

On the survey, Carolyn noted that she promotes most types of diversity “sometimes,” with the exceptions of Arab American (“rarely”), Muslim (“rarely”), and Hindu (“rarely”). However, she indicated feeling comfortable promoting all types of diversity, though perhaps more comfortable promoting at the high school age than younger with particular types of diversity; “I’m pretty comfortable presenting it all. Every once in a while, I don’t with the younger kids. I don’t think I’ve got any, really, same-sex marriage couple.” She did note that due to the conservatism of the community, she felt some hesitation regarding political diversity, such as purchasing a new biography of Hillary Clinton that won an award.

I still worry a little bit about whether it will circulate because she’s on the cover. I can see some kids not wanting to check it out—being interested in the book, wanting to read the book, but feeling uncomfortable checking it

out if somebody saw it in their backpack. I mean, we're that conservative that a Clinton biography would be considered taboo.

Carolyn indicated valuing diversity and has encouraged her students to participate in Yang's Reading Without Walls Challenge (Yang, 2016). This challenge asks participants to read the following: "1. Read a book about a character who doesn't look like you or live like you. 2. Read a book about a topic you don't know much about. 3. Read a book in a format that you don't normally read for fun" (Yang, 2016, para. 3). She mentioned that students have found connections to characters, topics, and book formats that they previously had not read. She also noted one student in particular has been completing books, where she had not finished books previously.

She mentioned wanting to represent not only the students in her school, but also to expose her students to people who differ from themselves. She finds it important for students to see the universality of emotions and experiences, as well as learning to accept differences. She also noted, "part of who I am as a librarian is just having as much representation as I can for my students, to, you know, have them understand that there is a global world and we live in a global society and they need to recognize that not everybody looks or thinks like you and that's okay." She has not experienced a book challenge.

Melissa. Melissa has more than twenty years' experience as a librarian. Her library has over 38,000 books, and she has an annual budget. However, she also applies for and receives grants that typically double her budget and enable her to purchase 300-600 books a year. When selecting books for inclusion in her library, Melissa focuses on

student interest, popularity, and award-winners, though she also takes additional factors into account, such as curricular connections and themes, as well as books that help build the schools' collection of American Indian books.

She indicated promoting all types of diversity listed in the survey “sometimes” or “often,” and feeling comfortable promoting all of these types of diversity. She highly values diverse literature, noting, “Diverse literature brings the world closer to our hearts. Most communities are apt to focus on issues or concerns that are evident in the immediate vicinity, but the bigger global picture is essential. Our credo is that our students and patrons will feel at home, confident in who they are, anywhere in the world.” She listed a book title in every diverse category on the survey.

As Melissa has spent time getting to know her students and their families, she tends to read books with particular students in mind, and helps guide those students to books that she feels they would enjoy. She noted a high level of community support for the books she includes in her library, and pointed out, “This is a Native community, with priorities that differ from the dominant society.” Thus, the objections that she receives relate to nudity or sexual content, rather than sexual orientation, gender, race, religion, or other aspects of identity. She wrote, “Criticism is handled by a policy of a form submitted to review an item in question...page number, specific language or situation that is offensive, preferred action to be taken. I and my committee review and make a determination [we have never banned a book here].” [sic]

### Emerging Themes

Through several iterations of coding and grouping codes into categories, distinct themes began to emerge from participants' comments on the survey and data from the interviews (see figure 4.19). Creswell (2013) suggests that prior to coding, researchers first read through the data and take notes. One such memo that the researcher wrote when first reading through the responses to the last four survey questions is, "The participants talk a lot about texts as mirrors and windows, though they don't necessarily use those terms. Some prefer texts as mirrors, and some favor windows. Some believe both are important. I wonder whether this will emerge as a theme simply because I asked about it in the survey." While the researcher did use initial codes of "mirrors," "windows," and "both," this did not emerge as a theme for the study, though beliefs about the importance of mirrors and/or windows did influence librarian decision making.

After immersion in the data, the researcher began coding. The initial codes used included attribute coding for each comment on the survey. The demographics selected for initial coding included school location (rural, suburban, urban), as well as race and gender. This coding did not yield many insights, perhaps due to the low number of people of color and males who participated in this survey. Descriptive and magnitude codes appear earlier in this chapter, and figure 4.18 shows those that informed the themes.

After initial coding, the researcher examined memos and went through the data again. One memo from this process reads, "Some mark that they feel uncomfortable promoting numerous types of diversity, yet talk about the importance of diverse literature. Huh. Some of those who feel uncomfortable still promote diverse text, but

some do not. I wonder about the discrepancy between their stated values and their actions.” After this memo, the researcher recoded data, looking for discrepancies. This meant a re-examination of both the quantitative and qualitative data.

The researcher then went back through the codes and noted which ones could be combined. For example, she combined the codes “parents,” “community,” “administration,” and “students” into “stakeholder considerations.” Throughout this process, the researcher engaged in analytic memoing. She then organized the codes into categories (see Figure 4.18). Multiple categories emerged, but the majority of codes could be organized into librarian decision making and internal and external factors. Some fit both decision making and self-censorship, as they are related. The researcher recoded the data using the categories as a form of pattern coding (Saldaña, 2013). Themes emerged from this process. Through these qualitative data, the main themes to emerge centered on librarian decision making and self-censorship (see Table 4.19).

Figure 4.18 Data Analysis

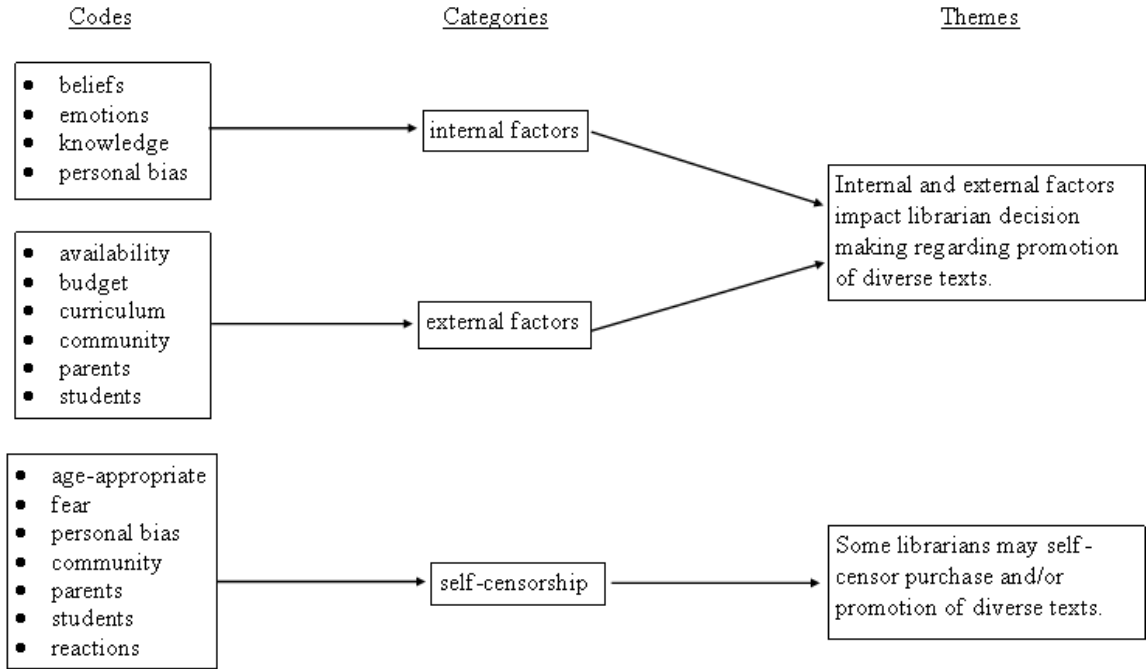


Table 4.19 Themes, Codes, Data Sources, and Research Questions

Theme	Codes	Data Source	Research Question
1. Internal and external factors impact librarian decision making regarding promotion of diverse texts.	beliefs, emotions, knowledge, personal bias, availability, budget, curriculum, community, parents, students	1, 2	2
2. Some librarians may self-censor purchase and/or promotion of diverse texts.	age-appropriate, fear, personal bias, community, parents, students, reactions	1, 2	2

*Note.* Data source 1 refers to the survey. Data source 2 refers to the interviews.

### Librarian Decision Making

Both internal and external factors affected decision making for elementary school librarians who participated in this study. The internal factors (see Table 4.20) noted in the qualitative data included worldview, emotions, and knowledge; each of these factors

may be more or less influential for individual librarians. Worldview included beliefs about the importance of diverse literature and personal biases. Emotions, such as fear, could be based on past experiences or anticipation of potential experiences. A person's knowledge regarding certain types of diversity as well as how to locate quality inclusive books impact the purchase and promotion of text. Likewise, knowledge regarding representation in literature and the default positioning of particular identities may impact awareness of the types of diversity promoted in text.

Table 4.20 Internal Factors Impacting Decision Making for Elementary Librarians

Factor	Sample Quotes
worldview	<p>“It is a personal cherished value of my own to celebrate diversity.”</p> <p>“Diversity in the picture books and the chapter books are very important to me. The library environment should be welcome to all visitors.”[sic]</p> <p>“If the story has gay or transgender issues that are not a main theme I will promote it but if that's the theme elementary kids are too young for that. I don't push a straight agenda either, just prefer not to get into that sort of stuff at all really. Politics do not belong in an elementary school library, good, wholesome, fun stories do!”[sic]</p>
emotions	<p>“I do not feel comfortable with the remaining choices because I fear parent response to reading material that features LGBT characters.”</p> <p>“I have not had any questions regarding diversity as yet, but a challenge I face is overcoming the fear of having parents or staff question my choices and, by proxy, question my ability to make professional decisions regarding the library collection.”</p>

Table 4.20 Continued

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knowledge	<p>“Sexual orientation has been a topic I have personally debated about including in my lessons with kids. But perhaps it is my own hesitations and fears that keep me from reading books with two moms or dads.”</p>
	<p>“I have not explored books in the unchecked area - if age appropriate- I would not have any problem adding them to the collection. I just have not taken the time this year to explore these titles.”[sic]</p>
	<p>“It would be nice to know other websites that find diverse books.”</p>
	<p>“I just don't know where the line of appropriateness is for K-5 students when it comes to these topics. Obviously, they need to be addressed in school and discussed with respect, but personally I have not figured it out. I am comfortable with all the other situations because they match the reality of our students and it helps build empathy when students can understand why someone else might see the world differently.”</p>

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The external factors (see Table 4.21) noted included stakeholder considerations, availability of literature, budget, and curricular mandates; sometimes these factors had a connection with the previously mentioned internal factors. The stakeholder considerations encompassed students, parents, and community. Librarians took student needs and interests into account, as well as purchasing what they think students will read. Parent and community considerations also shaped purchasing and promotion decisions; sometimes this was based on past interactions with these groups, and sometimes it was based on a librarian's perception of what might happen. Availability of literature and budget also impact what a librarian purchases for and promotes in the library (Friese et al., 2008; Watkins & Ostenson, 2015; Stallworth, Gibbons, & Fauber, 2006).

Table 4.21 External Factors Impacting Decision Making for Elementary Librarians

Factor	Sample Quotes
<u>stakeholder considerations</u> students	<p data-bbox="617 441 1421 556">“However, it has been my experience that the students don't choose books that are too far out of their comfort zone, especially at the elementary level.”</p> <p data-bbox="617 588 1421 661">“When I am considering the books for our library I mostly consider student interest.”</p>
parents	<p data-bbox="617 735 1421 850">“The challenge with LGBTQIA references in books is that kids ask their parents, and the parents complain to the principal.”</p> <p data-bbox="617 882 1421 1071">“I put a lot of effort into communicating with the parents of the school and keeping in contact with them about what their kids are reading. I have made it my policy to tell parents that they are responsible for letting their kids know if there are books they are supposed to read, not me.”</p>
community	<p data-bbox="617 1144 1421 1249">“I do feel that in some ways I must sometimes try and sneak some items into the collection, as I do not always know the response of our very conservative community.”</p> <p data-bbox="617 1281 1421 1396">“You must be aware of the social mores of your community. In other words, what is acceptable and what is not.”</p>
<u>availability</u>	<p data-bbox="617 1470 1421 1617">“I buy as much as I can, but we're limited by what's available. There are not as many books about Asian Pacific Islanders as I would wish, and not enough Arab American books either.”</p> <p data-bbox="617 1648 1421 1764">“As an elementary school librarian, my biggest challenge is finding books which are not white heterosexual cisgendered protagonists.”</p> <p data-bbox="617 1795 1421 1871">“I struggle to find books, especially for young children in grades K-6, that show diversity in conjunction with quality</p>

Table 4.21 Continued

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	literature.”
<u>budget</u>	<p>“However, my biggest problem right now is that I can only afford to get a small chunk of the diverse texts we truly need. And trying to balance buying the diverse books the library needs with the (typically) non-diverse books (as compared to our current collection) that my students want to read.”</p> <p>“Funding is an ongoing problem in updating all facets of our book offerings.”</p>

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Many factors affect a librarian’s decision making. These factors are both external and internal, and interplay between the factors occurs. For instance, stakeholder considerations can reinforce or influence a librarian’s worldview (or vice versa). Multiple respondents mentioned an agenda—usually explicitly in connection with sexual orientation, but not always—and some indicated an external influence by saying, “We aren’t allowed to promote an agenda,” while others indicated an internal influence, “I don’t promote a straight agenda either.” The librarians did not explain what they meant by the word agenda. Many mentioned feeling that sexual orientation and/or gender identity are not age-appropriate topics for elementary school children, though it is not clear whether these comments are solely their beliefs or whether external influences (e.g. stakeholder reactions) shaped these comments. It remains unclear precisely why these librarians feel LGBT identities are not age-appropriate for elementary school, especially since there are likely children in the schools (statistically speaking) who have those identities (Oltmann, 2016).

### Self-Censorship

Although only one librarian used the term self-censorship, referring to the decision to not purchase texts due to particular content or themes or identities, the ways in which other librarians responded indicated this occurred and/or they hoped they did not self-censor. For instance, five comments indicated an awareness of the possibility of self-censorship. “I hope I am also not afraid to buy a book that I know would be beneficial to students and their understanding of the world.” This individual mentioned fear regarding reactions, but also hoped that fear would not keep her from purchasing a diverse text. This implies that she has awareness of the risks of self-censorship, and possibly self-monitors when selecting texts to purchase or promote. Another wrote, “I hope that I would offer all sides to everything, but I live in a very conservative area. I think it's my job to respect that too.” This person wants to have inclusive literature, but indicates some concerns due to the community in which she lives. Self-censorship may play a role in her choices, though as she wants to offer multiple perspectives, perhaps her awareness of this leads to minimal or no self-censorship.

Out of sixty comments that indicated self-censorship, thirty-two (53%) specifically mentioned LGBT identities, and four (7%) referred back to other comments or what they marked in “comfort level,” each of which included LGBT identities. Three comments (5%) mentioned religion. The rest of the comments did not indicate any specific type of diversity. For example, one wrote, “you must be aware of the social mores of your community. In other words, what is acceptable and what is not.” [sic] Comments like this indicate that the community values, or the librarian’s perception

thereof, influence purchasing and/or promotion decisions, which may limit the types of diverse books. The librarians may pass over some texts, feeling as though the content, themes, or identities do not match community views.

Another common comment regarded the age-appropriateness of text. The individuals who mentioned age-appropriateness did not always mention a particular type of diversity, though almost half mentioned sexual orientation and/or gender. It is not clear why age-appropriateness would be linked to any diverse identity, as that implies that certain identities are not appropriate to acknowledge at some age levels. “As we do not have any same-sex parent families and as we are an elementary school, I do not have any books to reflect that type of family.” Thus, this librarian, and those who made similar comments, excluded these identities from their libraries. While there may be no same-sex parents at the school, that does not mean that there are no lesbian, gay, or bisexual children at the school; it is statistically likely that there are. Although stigma against LGBT individuals may result in a lower population estimate (Coffman, Coffman, & Ericson, 2013), at least 4.1% of the adult population identifies as LGBT, including 7.3% of millennials (Gallup, 2017). In another recent survey, 20% of millennials identified as LGBT (GLAAD, 2017). Therefore, statistically speaking, at least 1 in 25 children at the school may be LGBT, though the numbers are likely higher, based on the percentages of millennials who identify as LGBT. Unfortunately, they may not find representation in texts in their school libraries.

As noted, slightly more than half of the comments that indicated self-censorship mentioned LGBT identities. Although some comments were linked to age-

appropriateness, others mentioned different concerns prompting self-censorship. “Living in a rural, conservative area, I feel I might get a lot of backlash if I introduced characters who are transgender or anything other than heterosexual.” Not all librarians indicated support from the administration, and not all had a policy to deal with book challenges at their schools. This can make it more challenging for some to purchase or promote texts that have aspects of diversity that have been politicized or rendered controversial. This does mean, however, that they may be rendering some identities invisible. Some librarians also indicated concern regarding employment if they purchase and/or promote diverse text.

Many factors influence librarians’ tendencies to self-censor (School Library Journal, 2016). Some of these, like other impacts on decision-making, are internal, and some external. Librarians’ worldviews, emotions, and knowledge play a role, as do stakeholder considerations. Each of these may impact decisions regarding self-censorship more or less than others. Librarians have much to consider when selecting texts for their libraries. Self-censorship, regardless of the reasons behind it, limits the texts that provide mirrors and windows for students in the school.

### Summary of Qualitative Data

From the qualitative data, two main themes emerged. The major theme concerned factors influencing decision making for librarians. The majority of the data included factors that affected the ways librarians decide which books to purchase and/or promote. The most common internal factors were worldview, emotions, and knowledge. The most

common external factors were stakeholder considerations, availability, and budget.

Librarians weigh the various elements of decision making differently.

The other theme focused on self-censorship. Thirty-five percent of those whose comments implied self-censorship did not mention or refer to a specific identity. Ninety-two percent of those who noted or referred to an identity self-censored LGBT-inclusive text. The theme of self-censorship also provides insight into decision making, as librarians who engage in self-censorship make the decision to do so based on various factors. Each of these themes has support from not only the qualitative but also the quantitative data (see Table 4.19).

### Synthesis of Quantitative and Qualitative Results

The main themes from this study—librarian decision making and self-censorship—are supported by both quantitative and qualitative data, which together paint a more nuanced picture of the participants’ responses. However, careful examination reveals some discrepancies in individuals’ responses. This section examines qualitative and quantitative support for the themes, and then explores some discrepancies in interviewees’ responses and in survey responses.

#### Librarian Decision Making

The second research question for this study focused on librarian decision making: “How do elementary school librarians describe the factors that influence their decision making regarding promotion of diverse texts?” The main aspects of librarian decision making that emerged from the qualitative data focused on internal factors (worldview,

emotions, and knowledge) and external factors (stakeholder considerations, availability, and budget). These factors interact in ways that impact comfort level as well as purchasing and promotion decisions. Quantitative results add another dimension to the internal factors: identity. Although not statistically significant, no person of color ( $n=11$ ) who responded to this survey felt uncomfortable with any racial identity other than Arab American ( $n=1$ ). People of color who responded to this survey ( $n=11$ ) also indicated more frequently promoting books featuring people of color than White people who responded to this survey ( $n=105$ ) did. No respondent commented on the influence of racial identity. However, one librarian did note that when she started at the school, she noticed the absence of books about Democratic presidents in her library and asked, “But since I am one, is that why I noticed their absence?” This implies an awareness of the possible influence of identity on noticing the presence or absence of an identity reflected in the literature; those who have that identity may more readily notice underrepresentation.

Numerous factors impact librarian decision making, which may involve a balancing act when selecting literature for purchase or promotion. Librarians may need to balance multiple competing elements when choosing whether to purchase or promote specific texts. Budget issues can play a role in this. With smaller budgets, librarians may need to more carefully weigh various factors when choosing which texts to purchase. “Budget issues hold me back from ordering a wide diverse assortment, when my students want the newest in series and books that are high profile for their age groups.” This librarian implies that the books that her students request may not include diverse main

characters. Thus, when purchasing texts with a limited budget, the librarian may engage in a balancing act between her views regarding diverse literature and the students' requests. However, she also indicated feeling uncomfortable with 11 of the 26 types of diversity listed on the survey. In the comment section after this question, she noted, "I have had several parents complain on books so I am careful as to what I recommend." Perhaps another balancing act that she performs occurs regarding her values and the responses of parents, which may impact her comfort level.

The social norms (actual or perceived) of the community and school factor into decision making for at least 31 librarians in this study. For example, one participant commented, "Living in a rural, conservative area, I feel I might get a lot of backlash if I introduced characters who are transgender or anything other than heterosexual." The librarian's view of the social norms of her community impact her decision-making regarding books with LGBT characters. She values diverse literature, noting, "I think it's important to include diverse literature in the library. It's important for students to see themselves as well as those who are different reflected in the literature." Although she appreciates inclusive literature, her responses regarding frequency of promotion indicate that she never promotes books with same-sex parents or transgender characters, and does not know whether she promotes books with lesbian, gay, and bisexual characters. The balancing act here appears to be between her own value of diverse literature and her perception of the social norms of her community regarding LGBT people.

Another balancing act appears to occur with another participant who stated, "As a ranching community, with more 'outdated' thinking and tolerances, as well as a strong

fundamental Christian community, I expect to one day be called out for providing books on diversity.” This librarian feels comfortable promoting all types of diversity apart from transgender and cisgender, which are also the only ones she never promotes. However, she stated “I don’t have a problem making them available, though.” She participates in a balancing act between her own stated esteem for diverse literature and the social norms of her community. She has various books available, even though she does not promote them, despite her expectation that someone will challenge her. “I am very much in favor of including diverse literature in the school library. We are very rural and, because of being in WY, we don't have a lot of diversity in our state. Diverse literature is one way to help students learn about differences.”

As demonstrated in the examples of balancing acts, quantitative and qualitative results provide greater insight into librarian decision making, including the whys behind some of the quantitative results. For example, many respondents (63%) do not feel comfortable promoting literature with gay, lesbian, or bisexual characters. One respondent noted, “I would really like to include more sexual-based literature but am afraid to because of the sensitivity of this topic around my area.” Thus, this individual has concerns regarding possible reactions from stakeholders, which helps explain why she does not feel comfortable including (and never includes) literature with lesbian, gay, or bisexual characters. This also demonstrates a balancing act between what the librarian desires—including more books featuring one type of diversity—and the social norms or values of the community regarding that type of diversity.

### Self-Censorship

Some decisions that librarians make regarding inclusion of diverse literature lead to exclusion of that literature; the balancing act may weigh, as noted in the last example, more heavily on the side of not purchasing and/or promoting specific types of diversity. Slightly more than half (53%) specifically mentioned LGBT identities within the quote indicating self-censorship. Many participants who knew whether they promoted a specific type of diversity indicated never promoting books with transgender (61%) or gay, lesbian, or bisexual characters (39%). More people felt uncomfortable promoting these books, however, with 71% indicating they felt uncomfortable promoting books with transgender characters, and 63% with gay, lesbian, or bisexual characters. Thus, some librarians indicate promoting books with diverse characters despite not feeling comfortable. As Stephanie said, “It’s also not about me. It’s about kids, right?”

Not all librarians who feel uncomfortable promoting specific diverse identities still promoted them. Some responses implied self-censorship based on one’s own beliefs and/or the social norms for the community or school. For example,

However, why would I choose books which bring up the terms heterosexual, gay, bi, lesbian or transgender? These issues are not age appropriate to discuss with children in elementary school. If that were the case then maybe I should be teaching about abortion, drug abuse, animal abuse, torture, sex trafficking, suicide, child soldiers, genocide and any other idea that you can possibly think of to introduce to our students without examining the consequences of talking about these issues that are clearly above their developmental level and not age-appropriate.

The factors that influence this librarian’s decision making as shown on this survey include her beliefs, her knowledge regarding particular identities, and possibly her identities. She shows a desire to protect her students from what she believes is age-

inappropriate subject matter, and equates books with lesbian, gay, bisexual, or heterosexual characters to abortion, drug abuse, sex trafficking, and more. Thus, she believes that these identities do not have a place in the elementary school library, and therefore most likely engages in self-censorship, as indicated through her quantitative and qualitative responses. She feels comfortable promoting and “sometimes” promotes most types of diversity except for heterosexual, LGBT, cisgender, same-sex parents, and different-sex parents.

However, she probably chooses not to purchase books with LGBT characters only, rather than with heterosexual and cisgender characters, as the vast majority of children’s books contain those characters (Crisp et al., 2016). Given her responses, she may not realize this. Institutionalized supremacy positions the majoritized groups as the default identity and may cause them to not think of themselves as having that identity (Chadderton, 2013; Jones and Abes, 2013). Instead, the majoritized identities are seen as “...natural or normative points of reference” (Solorzano & Yasso, 2002, p. 28).

Her beliefs and knowledge regarding sexual orientation and gender affect her decision making regarding the purchase and promotion of diverse texts in her library. She chooses to include most types of diversity on this survey, though she likely self-censors LGBT-inclusive texts. As she declined an interview, it remains unknown which other factors may impact decision making regarding book purchases or promotions.

#### Discrepancies in Interviewee Responses

Some of the interviewees had discrepancies in their answers. For instance, Jana noted “never” promoting some types of diversity and not feeling comfortable promoting

some types of diversity on the survey, yet stated in her typed interview questions that she is comfortable promoting all types of diversity. She also listed titles for almost all types of diversity, including most of those she indicated feeling uncomfortable promoting and never promoting; she also mentioned the importance of diverse literature.

Amber mentioned feeling comfortable promoting all types of diversity, though she indicated in the survey she did not feel comfortable promoting books with cisgender characters. This could be due to her not clicking on the box to check it, as this is incongruent with the rest of her responses. She made statements that show a value of diverse literature, and the rest of her survey and interview support that.

Kaitlyn marked promoting every type of diversity “sometimes” or “often,” despite saying that she does not yet have any books with LGBT characters in her library. She feels comfortable promoting all types of diversity and mentioned the importance of diverse literature many times throughout her interview. She also mentioned a commitment to purchasing more diverse texts for her library. However, a discrepancy exists between her stated promotion of texts with LGBT characters and what she said in her interview. She cannot promote those books if she does not have them in her library.

Although Kristen indicated she promoted books with lesbian, gay, and bisexual characters “sometimes,” she stated that she feels uncomfortable doing so; she would “hesitate to buy a book, say, on same-sex parents” and would discuss it with other staff first. She indicated feeling comfortable promoting books with same-sex parents, though she promotes them rarely. She mentioned valuing diverse literature, though she has concerns due to the conservative area in which she lives as well as recent political events.

Her comment regarding purchasing a book with same-sex parents suggests that she may not have any in her library. If this is the case, that shows a discrepancy between her stated promotion of texts and the books in her library.

### Discrepancies in Survey Responses

Discrepancies appeared in the responses of individuals on the survey as well. Some people mentioned not feeling comfortable with some diverse identities, yet they indicated promoting those types of diversity. These individuals typically mentioned a commitment to diverse literature, so it appears as though their personal comfort level does not have much of an effect on the promotion of diverse literature in their libraries.

Numerous individuals who indicated they do not feel comfortable promoting and never promote books with particular identities in their libraries also wrote about the value of diverse literature in the library. If a librarian values diverse literature, one would imagine he/she would promote it; however, some respondents indicated this does not occur regarding some types of diversity. For example, one respondent stated, “Diverse literature is an important way for students to better understand their world.” Yet this individual never promoted books with eight types of diverse identities, rarely promoting six others, and did not feel comfortable promoting 12. Additional discrepancies exist between respondents’ answers for frequency of promotion and comfort level. Some indicating never promoting books with which they feel comfortable promoting.

Some individuals’ responses proved somewhat confusing in other ways, especially regarding the diverse identities heterosexual (attracted solely to the opposite sex) and cisgender (gender aligned with sex assigned at birth, such as a woman who was

assigned female at birth). The survey included the definitions for these terms in the questions which used them, though it did not include examples. Most texts, unless specifically stated otherwise, contain heterosexual, cisgender characters as the default (Crisp, et al., 2016). However, 13 participants said they never promote texts with heterosexual characters and 33 said they never promote text with cisgender characters. Additionally, 33 noted feeling uncomfortable promoting books with heterosexual characters, and 53 with cisgender characters. As these comprise the vast majority of all published children's literature, these responses seem incongruent.

If they “never” promote texts with heterosexual characters, that means the only texts they promote include lesbian, gay, and bisexual characters, yet these individuals also indicated “never” promoting texts with lesbian, gay, and bisexual characters. If they “never” promote books with cisgender characters, that means that they only promote books with transgender characters, yet all but two indicated “never” promoting books with transgender characters. Likewise, 32 out of the 33 people who felt uncomfortable promoting text with heterosexual characters also felt uncomfortable promoting text with lesbian, gay, and bisexual characters. Fifty-one out of 53 of those who felt uncomfortable promoting books with cisgender characters also felt uncomfortable promoting books with transgender characters.

### Summary of Results

This chapter examined the quantitative and qualitative results of a survey investigating elementary school librarians' promotion of diverse literature. Two main

research questions guided this study: 1) How frequently do elementary school librarians promote books with diverse main characters in terms of race, family structure, socio-economic status, sexual orientation, gender identity, and religion? and 2) How do elementary school librarians describe the factors that influence their decision making regarding promotion of diverse texts? The data for frequency of book promotion showed that librarians tended to promote books with Caucasian, different-sex parents, and heterosexual main characters more frequently than others, which is likely due to most books representing these identities. However, librarians less frequently indicated promotion of books with cisgender characters; this may be due to confusion regarding the term, the relative newness of the term, or the positioning of this identity as the “default.” Librarians in this study tended to promote politicized identities—such as LGBT—less frequently than others.

The influences upon librarian decision making showed that librarians balance various internal and external factors when choosing which books to purchase and/or promote. A librarian’s worldview, emotions, knowledge, and identity may impact decisions regarding promotion or purchase of texts. Likewise, stakeholder considerations, availability, and budget played a role as well, with some librarians engaging in a balancing act when selecting books.

## CHAPTER FIVE

## CONCLUSION

“I argue, however, that for those children who historically had been ignored—or worse, ridiculed—in children’s books, seeing themselves portrayed visually and textually as realistically human was essential to letting them know that they are valued in the social context in which they are growing up” (Bishop, 2012, p. 9).

In the United States, published children’s literature tends to underrepresent minoritized groups, such as people of color, LGBT people, and more (CCBC, 2017; Crisp et al., 2016; Thomas & Stornaiuolo, 2016). This not only provides barriers to finding reflections of oneself in literature, but also implies a devaluation of those identities (Koss, 2015). This lack of texts that function as mirrors and windows disadvantages children with majoritized and minoritized identities (Bishop, 2012; Tschida, Ryan, & Ticknor, 2014).

Although the lack of published literature representative of some identities provides challenges for librarians who wish to represent myriad diversities in their libraries, some librarians choose to self-censor and do not purchase literature inclusive of particular groups (Sloan, 2012; Whelan, 2009). School librarians function as gatekeepers through their decisions regarding purchasing and promotion. Their decisions may enable greater access to representative literature or may limit access. This illustrative case study with a descriptive survey examines the promotion of diverse literature in elementary school libraries through two main research questions:

1. How frequently do elementary school librarians promote books with diverse main characters in terms of race, disability, family structure, socio-economic status, sexual orientation, gender identity, and religion?
2. How do elementary school librarians describe the factors that influence their decision making regarding promotion of diverse texts?

This chapter reviews the findings of this case study and discusses them in context with published research. The results are briefly discussed in connection with literature, and implications are examined. Although this study cannot be generalized due to the low number of respondents ( $n=116$ ), it provides additional insight into influences on librarian decision making regarding the inclusion and promotion of diverse literature, as well as the types of diversity that elementary school librarians feel comfortable or uncomfortable promoting. Finally, the researcher provides recommendations for additional studies on this topic.

### Findings

The responding librarians ( $N=116$ ) indicated that they frequently promote and feel comfortable promoting many of the types of diversity listed on the survey (see appendix A). Some individuals noted that the reason they did not promote some types of diversity more frequently was due to the difficulty finding some types of diverse books, such as books with Arab American, Polynesian, Hindu, Buddhist, Muslim, and LGBT characters. Librarians felt most uncomfortable promoting books with LGBT characters, and were more likely to “never” promote these books than any other type of diverse identity. Some

noted concern about stakeholder reactions, while others noted concerns about the age-appropriateness of books featuring LGBT characters. The main themes emerging from this study are:

1. Internal and external factors impact librarian decision making regarding promotion of diverse texts.
2. Some librarians may self-censor the purchase and/or promotion of diverse texts.

### Discussion

This section first examines the results of the first research question, “How frequently do elementary school librarians promote books with diverse main characters in terms of race, disability, family structure, socio-economic status, sexual orientation, gender identity, and religion?” As no published study examines promotion of such a broad range of diverse identities, the data for this question provides insight into an understudied area, though further research is necessary.

Next, the researcher discusses the results for the second question, “How do elementary school librarians describe the factors that influence their decision making regarding promotion of diverse texts?” which leads into the first theme, “Internal and external factors impact librarian decision making regarding promotion of diverse texts.” Again, no published study examines librarian decision making regarding promotion of diverse text. However, some studies do explore factors impacting teacher and librarian decision making, and/or provide some information regarding texts deemed controversial.

In this part of the discussion, the initial conceptual framework and a revised emerging conceptual framework will be discussed as well.

The last part of this section explores the second theme for this study, “Some librarians may self-censor purchase and/or promotion of diverse texts.” Self-censorship, particularly regarding LGBT identities, does have support in the literature. Although this study did not ask specifically about self-censorship, comments indicated that some librarians practice it.

#### Frequency of Book Promotion

Respondents to this survey indicated most frequently promoting books with Caucasian main characters, as most published books feature Caucasian main characters (Cooperative Children’s Book Center, 2017). Some respondents did not know whether they promoted books with main characters of color. However, for those who knew the frequency of promotion, most librarians indicated promoting them “sometimes” or “often,” with the exception of Arab American characters; a majority (54%) indicated promoting books with these characters “rarely.” A few respondents indicated difficulty finding books with Arab American characters. For example, one librarian wrote “Can there be more main stream books with Arab characters please.” [sic] Although statistics do not exist regarding books published in the United States with Arab American characters, one can presume the number is low when some years no children’s or young adult books win the Arab American book award (Arab American National Museum, 2017).

In regard to books with religious main characters, between 19 and 28 respondents in each category marked that they do not know whether they promote books with Buddhist, Hindu, Muslim, Jewish, or Christian main characters. Of those who knew whether they promoted these books, librarians most frequently promoted books with Christian characters “often” or “sometimes,” followed by Jewish characters. The Cronbach’s alpha for religion had the highest internal consistency ( $\alpha=.94$ ), which means that participants tended to provide similar responses in this category. One respondent noted, “I don't teach religious books because it is a public school.” Some teachers and librarians feel that they cannot teach about religion due to legal issues, when in fact they can teach about different religions as long as they do not proselytize or otherwise advocate for one religion (Green & Oldendorf, 2011).

Librarians promoted books with many family configurations “sometimes” or “often.” The family configurations promoted most frequently included divorced parents and single parents (94%). The family configuration most likely to be “never” (29%) or “rarely” (34%) promoted was same-sex parents. Some also indicated not feeling comfortable promoting books with same-sex parents. “I tend to shy away from books that include controversial marriages (lesbian, gay, etc.) due to the age group I teach (8-11 year olds).” Some faced challenges for providing these books. “I have had to face up to a challenge as indicated before over a picture book showing same gender parents.” Others noted difficulty finding texts with same-sex parents. “Finding appropriate literature for elementary students when looking for books around LGBT and transgender families.” [sic] Although statistics do not exist regarding the publication of books with same-sex

parents, one can presume the number to be low. Crisp et al. (2016) note the lack of nonheterosexual characters in children's books, and the Rainbow List, a bibliography of LGBT-inclusive children's and young adult literature, has few children's books each year (GLBTRT, 2017).

Due to the lack of availability, personal discomfort, concern about reactions, and other factors, a majority of librarians reported promoting books with lesbian, gay, or bisexual characters "never" (39%) or "rarely" (37%) and transgender characters "never" (61%) or "rarely" (27%). Most librarians felt uncomfortable promoting books with lesbian, gay, or bisexual characters (63%) and with transgender characters (71%). As noted, few books contain LGBT characters (Crisp et al., 2016; GLBTRT, 2017). Some librarians expressed difficulty finding books with LGBT characters. "I'm just beginning to see books on the market that represent transgender/LGBT populations that are age appropriate for children 8-11. I bought a couple this year." Other librarians noted their personal discomfort with these books. "I am a Christian and find the unchecked things wrong." Some noted concerns regarding stakeholder reactions. "The challenge with LGTBQIA references in books is that kids ask their parents, and the parents complain to the principal." However, some librarians indicated promoting LGBT-inclusive books regardless of their comfort level.

While some respondents did not know whether they promoted books with some types of diversity, the majority did know. Some librarians indicated "never" promoting some books, thus rendering it impossible for any students who have those identities to find books that reflect that identity in the school library. Likewise, students who do not

have those identities cannot find books that serve as windows for those identities in the school library. Thus, students both with and without these identities face disadvantages due to the lack of representative books in the library, whether that lack is due to availability or another element outside of the librarian's control or to choice (Bishop, 2012; PEN America, 2016; Tschida, Ryan, & Ticknor, 2014).

### Librarian Decision Making

The second research question “How do elementary school librarians describe the factors that influence their decision making regarding promotion of diverse texts?” and the first theme, “Internal and external factors impact librarian decision making regarding promotion of diverse texts,” focused on librarian decision making. Although literature exists regarding factors that impact aspects of decision making for teachers and librarians, currently no published study puts forth a theory of the various factors that impact elementary school librarian decision making regarding diverse texts. Analysis of the qualitative and quantitative data provided insights into this process.

Through analysis, the researcher divided the influences on decision making into internal and external factors. Worldview, emotions, knowledge, and identities may comprise internal factors that affect decision making, though only one respondent specifically noted the impact of an identity on choosing diverse texts. Although not statistically significant, people of color were more likely than White people to promote text featuring people of color, which provides some additional support for the impact of identity. Likewise, although most people did not explicitly state they have a bias towards

a particular group, some did, such as one who said, “Sexual orientation and religion are not the main concern or focus of my limited budget. I keep my personal bias to myself.”

Some of these factors find support in the available literature regarding decision making. When librarians have a bias against a minoritized group or they perceive that others might, it may impact their decision making regarding texts inclusive of that group (Garry, 2015; Watkins & Ostenson, 2015; School Library Journal, 2016; Stallworth, Gibbons, & Fauber, 2006). Schoenfeld (2011), for example, examined the influence of teacher beliefs on decision making, and stressed how one’s worldview creates one’s reality. What people believe affects how they see the world and how they interpret experiences (Schoenfeld, 2011). For instance, some of the librarians who were challenged by parents about certain books in their school libraries did not let that affect decision making. Each of those librarians indicated strongly valuing diverse literature, which may or may not have influenced their reactions to the challenges. However, others who have experienced challenges to texts may feel more fearful or hesitant about including identities or experiences perceived as controversial (Garry, 2015; School Library Journal, 2016). Some librarians in this study showed concern about inclusion after facing a challenge or in anticipation of a challenge. For example, one librarian wrote, “We live in a very MORMON community and I have had several parents complain on books so I am careful as to what I recommend and use Novelist a lot to help me once I know what they like.” [sic] This person’s experiences with parent complaints led her to be cautious about what she uses in the library.

External factors included stakeholder considerations, availability of literature, budget, and curricular mandates. As noted above, stakeholder considerations can impact the availability of texts in the library. The communities in which the librarians live might influence their decision making as well. Watkins and Ostenson (2015) mentioned that teachers may feel more concern about using some texts in conservative areas. That was something echoed in this survey, such as when a librarian wrote, “These topics are difficult to promote in a conservative community.” Additionally, administrative support may make librarians feel more comfortable including diverse literature (Flores, 2016; Garry, 2015). Administrative support, or lack thereof, was noted by some librarians in this study as a reason to include or exclude diverse literature. For instance, one participant wrote, “I feel comfortable sharing all different types of lifestyles with our students and I believe our administration would back that decision.”

The budget impacts the number of texts a librarian can purchase, regardless of the librarians’ beliefs about the importance of diverse literature. The budget may limit not only the number of books purchased, but also where the books are purchased (Friese et al., 2008; Watkins & Ostenson, 2015; Stallworth, Gibbons, & Fauber, 2006). For instance, some librarians have book fairs to help raise funds for additional library purchases. However, book fairs may not have diverse texts. The survey did not ask about librarian budgets, which may provide a reason why only 17 comments on the survey mentioned budget. The interviewees had a question about their budgets, so each of them discussed this more in depth. Some interviewees noted concern about budget cuts. For example, “We have no budget to fund the purchasing of new library books.” Some

interviewees noted that their state legislature and national legislation may significantly impact library budgets. This will then limit the number of books available, even though some interviewees noted pursuing grants to supplement their budgets. “I’ve done a couple successful smaller grants, you know—a thousand here, five hundred there. But those add up, so that’s been helpful.”

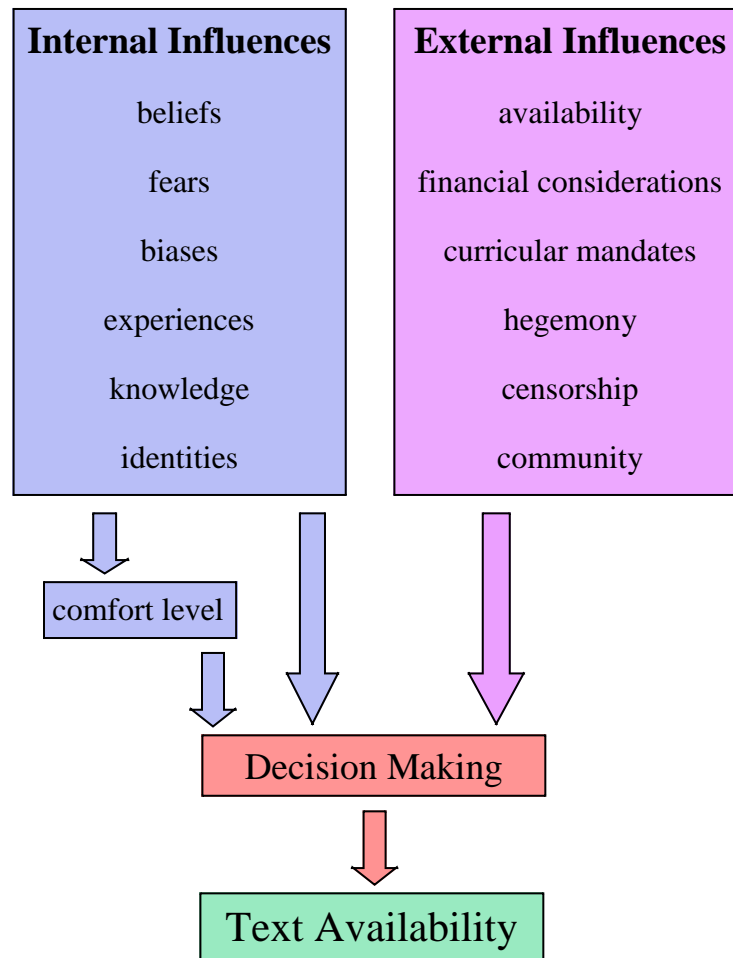
A few librarians mentioned purchasing books based on the curriculum. For instance, one person wrote, “I only have enough funds to purchase books to fill one area that is lacking, usually to support the classroom teachers’ lessons.” If a school or district recommends particular texts for reading in different grade levels, that may impact purchasing decisions as well (Friese et al., 2008; Watkins & Ostenson, 2015).

Each of these internal and external factors impact the decisions librarians make regarding the purchasing and promotion of diverse text. Prior to starting this study, the researcher created a conceptual framework for the factors that impact decision making. Based on the data collected from this study, the conceptual framework has been revised.

Original Conceptual Framework. The original conceptual framework for this study built upon Schoenfeld’s (2011) theory of teacher decision making, in which he posited three main impacts on decisions: resources (material and cognitive), goals (long-term and short-term), and orientations (beliefs, dispositions, and values). In addition to building upon this framework, the researcher examined the research that exists regarding teacher and/or librarian decision making (Bertin & Davis, 2016; Friese et al., 2008; Garry, 2015; Watkins & Ostenson, 2015; School Library Journal, 2016; Stallworth, Gibbons, & Fauber, 2006; Watkins & Ostenson, 2015; Wollman-Bonilla, 1998). This

research, along with information from the pilot studies, resulted in the initial conceptual framework for this study (see Figure 5.1). However, information from this study specific to elementary school librarians and viewed through a more qualitative lens led to a revision of the conceptual framework.

Figure 5.1 Original Conceptual Framework



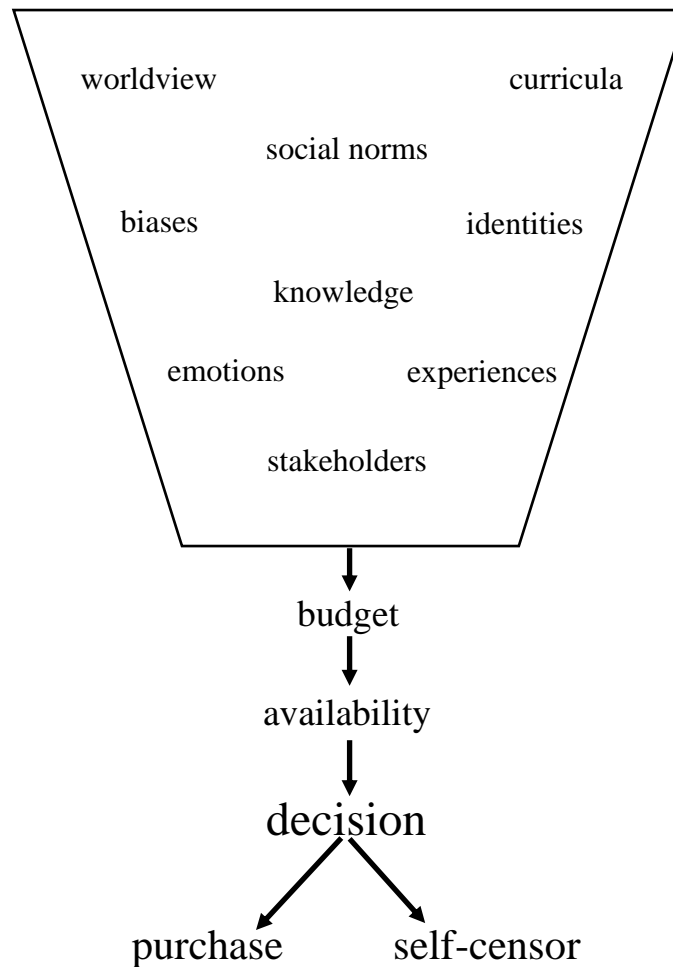
Revised Conceptual Framework. After examining the results from this study through a more qualitative lens, the original conceptual framework did not quite fit. It provided too neat of a separation between internal and external factors when they may

influence each other. Through analysis of the survey and interview data, a more nuanced picture of librarian decision making regarding the promotion and/or purchase of diverse texts began to emerge.

Multiple factors impact librarian decision making regarding the purchase and/or promotion of diverse texts in the library. Through both qualitative and quantitative analysis, the researcher divided the factors into internal and external based on the original conceptual framework. However, various factors influence others, and each librarian weighs them differently when selecting books. The librarian's worldview, biases, emotions, knowledge, experiences, and identities may interact with each other, and may affect decisions. Likewise, the social norms of the school and/or community, the stakeholders—students, parents, administration, other faculty, and the community—may impact purchasing or promotion decisions.

In addition to the interaction of these factors, the available budget influences decision making. When librarians have smaller budgets, some elements may have more of a priority than others. For example, student interest may have priority over locating more books representing a specific diverse identity. Regardless of budget, availability of books with diverse identities has the final impact on purchasing and promotion decisions. When few published books exist with authentic representations of a specific diverse identity, that provides a barrier to both purchasing and promotion decisions. When literature is available and the librarian has a budget for it, the decision the librarian makes based on the weighing of the previous factors may be to purchase diverse text or to self-censor diverse text.

Figure 5.2. Revised Conceptual Framework



This conceptual framework provides an emerging examination of the influences upon librarian decision making regarding purchasing and/or promotion of diverse texts. Although the influences may be divided into internal and external factors, that alone does not show the interaction among different elements, nor the impact of budget and availability of diverse texts. Each librarian weighs these differently, and some librarians engage in balancing acts when selecting literature.

### Self-Censorship

Theme two for this dissertation focused on self-censorship. Some librarians may self-censor the purchase and/or promotion of diverse texts. Self-censorship occurs when someone chooses not to purchase material due to fear of challenges, concern about reactions, or personal biases (Rickman, 2010; Sloan, 2012; Whelan, 2009). School Library Journal conducted a survey with school librarians ( $n=574$ ) on controversial books in 2016 and found that among the elementary school librarians who responded to the survey, 90% participated in self-censorship through exclusion of books that might be deemed controversial. When selecting reasons regarding why they did not purchase the text, 93% noted that they did not feel the content was age-appropriate (School Library Journal, 2016).

The term age-appropriate also showed up 33 times in the comments sections for this study; “There needs to be diverse books that are appropriate for the age level of the students in the school.” A slight minority of comments ( $n=16$ , 48%) did not mention a specific type of diversity in connection with age-appropriateness, while a slight majority ( $n=17$ , 52%) specifically mentioned books with lesbian, gay, bisexual, and/or transgender characters in accordance with the words age-appropriate. One person, in response to a question about challenges with diverse books, noted that a challenge was finding “age-appropriate books for the LGBTQ community.” It remains unclear why depictions of heterosexual individuals/couples and cisgender people are deemed age-appropriate, yet books with LGBT characters are singled out as not being age-appropriate.

Age-appropriate can be difficult to operationally define, and likely varies somewhat from person to person, just as recommended ages for children's books can vary depending on the source. In this study, it was not clear how librarians determine age-appropriateness, though some respondents indicated feeling that any books with LGBT themes/characters may not be age-appropriate, and thus self-censor books with these characters, such as when a respondent stated, "as we do not have any same-sex parent families and as we are an elementary school, I do not have any books to reflect that type of family." It is not clear why age-appropriateness would be linked to any diverse identity, as that implies that certain identities should remain unacknowledged in schools at particular age levels, despite the fact that children have likely heard about these identities (positively or negatively) outside of school. Those who have concerns regarding age-appropriateness of lesbian, gay, and bisexual characters in children's literature tend not have the same concerns regarding heterosexual characters (Flores, 2016). However one defines age-appropriate, it may influence decision making regarding texts in the library.

As this study did not specifically ask about self-censorship, it is difficult to say with any certainty how many practice self-censorship. Simply because a librarian feels uncomfortable promoting a particular type of diversity, it does not mean that librarian does not include those books in the library at all. For example, one librarian wrote, "I'm just not sure I would feel comfortable promoting transgender/cisgender books. I don't have a problem making them available though." However, others do engage in self-censorship, even if they do not label it as such. For example, one librarian wrote, "We

had one book, *Drama*, by Raina Telgemeier, which has homosexual characters in Jr. High. In October, this principal and I chose to remove it from the shelves in order to avoid awkward conversations with parents... students are still asking about this title in January!” [sic] This comment demonstrates the removal of books due to fear of parent reactions, even though the students showed interest in the text. Another individual noted, “With younger students and books chosen for whole-class examination or listening, I tend to avoid books with overt mention of any religion (unless it is a nonfiction book showing a wide variety of religions).” This was one of three (5%) comments regarding self-censorship of books with religious characters, which was the only other diverse identity mentioned outside of LGBT. Out of sixty comments that indicated self-censorship, thirty-two (53%) specifically mentioned LGBT identities, and four (7%) referred back to other comments or what they marked in “comfort level,” each of which included LGBT identities. This supports and expands other research showing self-censorship in regard to LGBT-inclusive literature (Hughes-Hassell, Overberg, & Harris, 2013; Oltmann, 2015, 2016; Page, 2016a; *School Library Journal*, 2016).

### Limitations

This study has various limitations. The researcher emailed those librarians in five states (Idaho, Montana, New Mexico, Utah, and Wyoming) whose email addresses she could find. Thus, no true random sample was obtained, particularly since participants self-selected for participation and for interviews. The interviewees do not represent a random sample of survey participants nor a random sample of the population. Thus, their

responses may differ from those who did not self-select. Those who indicated self-censorship and/or resistance to some diverse texts did not choose to participate in interviews. As the participants do not represent random samples and the response rate was low, the results are not generalizable. However, the results illuminate some issues regarding the promotion of diverse literature in elementary school libraries, as well as the processes through which librarians make decisions regarding the purchase and promotion of diverse texts.

Another limitation concerns the wording of questions and unexpected responses. The researcher expected the percentages for promotion of books with lesbian, gay, and bisexual characters and books with same-sex parents to be similar. However, while 29% said they “never” promoted books with same-sex parents, 39% said they “never” promoted books with lesbian, gay, or bisexual characters. That could be due to the wording of the question not making it clear that it referred to any lesbian, gay, or bisexual main characters, including parents, as same-sex parents would likely identify as lesbian, gay, bisexual, or another nonheterosexual orientation.

Another anomaly on this part of the survey concerned the responses for cisgender and heterosexual. The researcher provided a brief definition after each term: heterosexual (exclusively attracted to a different sex) and cisgender (gender identity aligns with sex assigned at birth). Some respondents did not know whether they promoted books with these identities, while others indicated that they “never” promoted books with heterosexual characters (13.98%) and cisgender characters (37.93%). Participants may not have understood the definitions provided; perhaps an example should be included

with each definition in a future rendition of this survey. These terms may be new to them. Participants may also be so used to seeing these identities reflected that they do not consider them as identities; they simply see them as “normal” and default (Chaudhri & Teale, 2013; Love, 2004; Solorzano & Yasso, 2002). Sometimes those who constantly find representation may not even notice, as it is simply their norm.

Many children’s books show different-sex couples, show crushes on characters of a different sex, etc. Heterosexuality tends to permeate most texts (Crisp et al., 2016), even though it tends to remain unnamed and the default identity, and thus tends to be considered age-appropriate. Likewise, cisgender individuals make up almost all characters in children’s text (Crisp et al., 2016). Transgender characters must be named as such; otherwise, characters are presumed cisgender. The naming of identities in text—or simply rendering certain, usually majoritized, identities as the default—can set up a situation wherein those who have been taught by society that their identities are the norm (majoritized) do not recognize the privilege of ubiquity in representation (Chaudhri & Teale, 2013; Love, 2004; Solorzano & Yasso, 2002). This may help explain why some librarians may not realize that heterosexual and cisgender characters are omnipresent in literature. Some individuals with majoritized identities do not see themselves as that identity; they see themselves as normal (Love, 2004). Given how few books have LGBT characters, it is unlikely that any librarian does not promote books with heterosexual and cisgender characters.

### Implications

This study has several implications which follow from the discussion. Due to the lack of availability of books including diverse identities (Cooperative Children's Book Center, 2017; Crisp et al., 2016) as well as librarian self-censorship (Hughes-Hassell, Overberg, & Harris, 2013; Oltmann, 2015, 2016; Page, 2016a; School Library Journal, 2016), some students may not be able to find books that serve as mirrors for their identities, while other students will not be able to find books that function as windows for those identities. A lack of mirrors and/or windows disadvantages all students in the school (Bishop, 2012; Tschida, Ryan, & Ticknor, 2014). The identities mentioned most frequently in the comments regarding self-censorship are LGBT. In addition to self-censorship regarding these identities, the low frequency of promotion of LGBT-inclusive texts can be linked to availability.

LGBT children's literature can be challenging to locate, due to the lack of inclusive texts published in the United States (GLBTRT, 2017), which provides one barrier for LGBT youth. However, in addition to an external barrier imposed through publishing hegemony, the choices made by librarians may limit access as well. GLSEN's 2015 middle and high school climate survey showed that only 29.8% of the middle school respondents could locate any LGBT-related topics in the school library (Kosciw et al., 2016). As the survey did not cover elementary school, it remains unknown how many elementary students can locate LGBT-inclusive resources in their libraries. However, the survey in the current study indicated that a majority of librarians felt uncomfortable promoting books with LGBT characters, and promoted them "never" or "rarely." Some

of the librarians who said that they promoted LGBT-inclusive texts noted that this was done on an individual level. Thus, LGBT youth in elementary schools may not readily locate books within their library with characters like them.

Literature provides a vehicle for identity development. A lack of LGBT-inclusive literature denies this vehicle for these children. Individuals who identify as lesbian, gay, bisexual, or transgender may not have readily available role models or even know anyone who is like them. Books, if available, provide a way for these children to know that they are not alone; other LGBT people exist in this world. Denying LGBT children access to representative texts renders them invisible and unimportant (Flores, 2016; Gartley, 2015; Koehler, 2011; Oltmann, 2016; Page, 2016a).

Some librarians find it challenging to locate inclusive materials, as noted previously. Some choose to self-censor and not purchase these materials due to concern about stakeholder reactions, personal bias, or a lack of knowledge regarding LGBT identities. For example, one librarian wrote, “We purchase books according to a policy of community standards. When it comes to sexual diversity, that subject would not be tolerated.” Likewise, some fear parent reactions; “I do not feel comfortable with the remaining choices because I fear parent response to reading material that features LGBT characters.” Concern about stakeholder reactions shows up in other studies in regard to self-censorship of LGBT books (Flores, 2016; Garry, 2015; Gartley, 2015; Oltmann, 2016; *School Library Journal*, 2016; Whelan, 2009).

These concerns are not unfounded. LGBT-inclusive picture books have been highly censored (Shimanoff, Elia, & Yep, 2012), and sometimes burned (Esposito, 2009;

NCAC, 2015). Four of the top ten most frequently banned or challenged books for 2015 include LGBT characters (ALA, 2017). Additionally, librarians have lost their jobs and/or been harassed on social media due to purchasing or promotion of a text some stakeholders do not like (PEN America, 2016). This may be part of why more librarians engage in self-censorship now than eight years ago (Jacobson, 2016). This means that some libraries do not have LGBT-inclusive texts, to the detriment of their students. Exclusion of LGBT books devalues LGBT people, sending a message that they are not important enough to include in the library or curriculum (Flores, 2016; Gartley, 2015; Koss, 2015; Logan, Watson, Hood, & Lasswell, 2016; Page, 2016b).

One of the greatest traumas that gender- and sexual minority students experience is not bullying but invisibility and silence. When queer students are not visible in the curriculum or in the social networks of school, when the school is silent about their experience, this creates feelings of disenfranchisement and rejection. It creates “stigmatizing messages” that these students are not valued. Students’ identities are erased and invalidated (Page, 2016b, p.2).

This message is picked up and internalized by LGBT students and non-LGBT students. LGBT-inclusive curricula tend to create safer schools for all students (Gartley, 2015; Kosciw et al., 2016; Lambda Legal, n.d.; Lifshitz, 2016). Unfortunately, some librarians may choose to exclude these texts or to remove them from the shelves. They might fear the responses from stakeholders (Flores, 2016; PEN America, 2016). If so, it can help if schools have a policy in place to deal with book challenges (Jacobson, 2016). Not all libraries in this study had policies in place to deal with challenges to books. Some policies include selecting books supported by professional reviews and/or purchasing book award winners or honors (Gartley, 2015; Jacobson, 2016; NCTE, 2017); this is also

a recommendation made specifically by Gartley (2015) regarding LGBT-inclusive texts in libraries. Supportive administration will help librarians who wish to purchase LGBT-inclusive texts for their libraries (Flores, 2016; Garry, 2015). Several librarians in this study indicated support from administration as part of a reason for their comfort level with diverse texts. Those who noted little support from administration tended to have lower comfort levels with particular minoritized identities.

Training that focuses on intellectual freedom and The American Library Association librarian code of ethics might prove beneficial. Intellectual freedom in libraries allows patrons to explore various perspectives of different issues, have access to books featuring myriad diverse identities, and more; it upholds the First Amendment (ALA, n.d.; Gartley, 2015). The librarian code of ethics includes the following statement: “We uphold the principles of intellectual freedom and resist all efforts to censor library resources” (ALA, 2008, para. 5). Some librarians may not have received training or may need re-training on these topics, especially in relation to topics or diverse identities that have been rendered controversial. “As the ‘conduit to equitable access to information,’ school libraries cannot, in good conscience, attempt to avoid controversy by pretending that one portion of the population doesn’t exist” (Gartley, 2015, para. 11). As Lambda Legal (n.d.) points out, it is illegal to remove texts simply for depicting LGBT characters. Since some librarians in this study indicated that they or their administration removed books for having LGBT characters, they might not be aware of this. Training can help.

In addition to the various implications of many librarians not promoting LGBT-inclusive texts frequently (if at all), another implication from this concerns librarian

budgets. Although overall library budgets rose in 2015-2016, budgets remain lower than six years ago, and librarians anticipated lower budgets for 2016-2017 (Barack, 2016). Some librarians noted that they do not have a budget at all (Barack, 2016). President Trump has recently proposed a budget that includes \$210 million dollars in cuts to two library programs, one of which provides grants to school libraries (Ewbank, 2017). Several participants in this study mentioned that they might not have a budget next year, and some librarians noted that they already have no budget. When budgets are cut or eliminated, librarians may be able to obtain grants, as some participants in this study did. However, if the grant program is cut, that will limit this as a source of funding. Budget cuts lead to fewer texts purchased, which may mean a focus on curricular texts rather than building up a collection of inclusive diverse texts.

### Suggestions for Further Research

Although some studies have examined inclusion of LGBT-inclusive texts in middle and high school libraries (Hughes-Hassell, Overberg, & Harris, 2013; Oltmann, 2015), much remains to be done regarding a multiplicity of diverse identities. Additional research can focus on studying inclusion of more types of diverse identities in school libraries at all levels. Likewise, although a study (Page, 2016a) examined middle and high school librarian comfort level with LGBT-inclusive texts in one midwestern state, more research could examine comfort level with other diversities and/or in elementary school libraries. Whether correlations exist between comfort level and promotion of diverse text merits research as well.

Self-censorship exists, particularly with LGBT-inclusive texts. Several studies have examined this phenomenon (Hughes-Hassell, Overberg, & Harris, 2013; Oltmann, 2015, 2016; Page, 2016a; School Library Journal, 2016). However, further research could examine the decision-making process behind self-censorship, as well as ways in which librarians guard against self-censorship, such as whether correlations exist among self-censorship, level of perceived stakeholder support, worldview (including bias), training on intellectual freedom, and existence of a school/district policy to handle challenges.

Some studies have examined various factors that impact teacher and librarian decision making (Bertin & Davis, 2016; Friese et al., 2008; Garry, 2015; Schoenfeld, 2011; School Library Journal, 2016; Stallworth, Gibbons, & Fauber, 2006; Watkins & Ostenson, 2015; Wollman-Bonilla, 1998). However, currently no published study has examined library decision making in relation to the promotion of diverse texts in the school library. Further research could examine the process by which librarians choose to promote diverse literature in school libraries.

### Researcher Reflection

Research has the power to create change. Those who participate in research studies may be impacted by their participation. The findings may impact those who read the research, and may inspire further studies that cause greater change. Additionally, researchers may be changed by their own research.

This research journey through a dissertation has changed me. My passion for this topic grew deeper as I became more aware of the systemic issues impacting minoritized

students in schools. When librarians exclude books portraying certain identities from their shelves, they effectively erase that minoritized group. The message this sends to children—those who belong to that group and those who do not—has devastating consequences. My heart hurts for these children. I know the pain of being rendered invisible, and the impact on my self-esteem and identity limited my ability to accept myself and be myself for years. I do not want to see that damage occur to others. Thus, I am even more passionate about advocating for inclusive representation.

However, changing the system is never easy. Societal and institutional prejudice against LGBT people and other minoritized groups remains firmly entrenched. LGBT identities have been politicized, rendered controversial, and highly sexualized. They have often been reduced to issues, rather than people. This can lead to consequences for librarians who choose to include texts with LGBT characters, especially in schools that have no policy in place to deal with book challenges. Some librarians who want to provide LGBT-inclusive texts shy away out of fear of these reactions.

Some of the respondents in this survey provided responses that reduced LGBT people to issues rather than people. As a lesbian, this momentarily stung, but it is not unusual to hear or read, and likely the participants did not intend to dehumanize LGBT people. Their words need to be acknowledged and interpreted fairly, while also considering their impact. These perspectives need to be heard. The librarians making these comments represent others who feel similarly, and understanding their points of view is essential to learning more about the reasons behind decisions to self-censor.

Changes in perspectives rarely occur without listening to what others say and trying to understand. When someone says something negative about an identity I hold, that can make it more challenging for me to listen, to try to understand, and to remain fair to the person making the comments while acknowledging the harm those comments cause. Analytic memoing provided a vehicle for exploration of my response, as well as how to maintain proper objectivity—as much as possible—as a researcher. My committee looked over my interpretations to examine whether the quotes were presented and interpreted fairly.

As with any research study, particularly one done within a limited timeframe, challenges arose. My committee guided me through the challenges and went above and beyond in their mentorship. This study is better because of them, and I learned that I can persevere through such challenges due to their guidance and support.

### Conclusion

Diverse, inclusive literature has the power to change lives. Unfortunately, due to a combination of factors, some school libraries do not have texts representative of various identities. Librarians in this study balance multiple internal and external factors when making decisions regarding purchasing and promotion of diverse texts, and sometimes this leads to a lack of diversity on the bookshelves. When children see themselves in text, it can promote great connections, identity-validation and formation, and enhance self-esteem. When children see others in text, it can promote empathy and mitigate prejudice (Botelho & Rudman, 2009; Lifshitz, 2016; Smolkin & Young, 2011; Tschida,

Ryan, & Ticknor, 2014). Therefore, it is imperative that all children have access to texts that feature strong characters like themselves as well as those unlike themselves. School librarians can provide safe, inclusive environments for all children where they can access texts reflective of their own and others' identities.

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APPENDICES

APPENDIX A

SURVEY

**Participation is voluntary and you can choose to not answer any questions you do not want to answer and/or you can stop at any time.**

**Demographic information**

Gender: \_\_\_\_\_

Race/Ethnicity: \_\_\_\_\_

Sexual Orientation: \_\_\_\_\_

Grade Level(s) Served: \_\_\_\_\_

I've been a school librarian for \_\_\_\_\_ years

**I am in a school that is:**

Public

Private—Religious

Private—Nonreligious

Charter

**I am in a school that has (circle one):**

fewer than 200 students

201-400 students

401-600 students

601-800 students

801-1,000 students

1,001-1,500 students

1,501-2,000 students

More than 2,000 students

**My school is located (circle all that apply):**

on a reservation      in a rural area      in a suburban area      in an urban area

in: \_\_\_\_\_ (name of state)

**Please provide your e-mail address if you are willing to consider participating in a follow-up interview \_\_\_\_\_**

For this first group of questions, please circle the number that corresponds most to how frequently you promote books in the library that include main characters belonging to different groups/family situations.

**1=I don't know                      2=never                      3=rarely                      4=sometimes  
5=often**

The books that I promote in the school library include main characters who

are African American	1	2	3	4	5
are American Indian	1	2	3	4	5
are Latino/a	1	2	3	4	5
are Caucasian	1	2	3	4	5
are Arab American	1	2	3	4	5
are Asian/Pacific American	1	2	3	4	5
are Multi-Ethnic	1	2	3	4	5
have a disability	1	2	3	4	5
are heterosexual	1	2	3	4	5
are gay, lesbian, or bisexual	1	2	3	4	5
are transgender	1	2	3	4	5
are cisgender	1	2	3	4	5
live below the poverty line	1	2	3	4	5
have two different-sex parents	1	2	3	4	5
have two same-sex parents	1	2	3	4	5
have a single mom or single dad	1	2	3	4	5
have divorced parents	1	2	3	4	5
have a foster family	1	2	3	4	5
have a military family	1	2	3	4	5
have grandparents raising grandkids	1	2	3	4	5
are adopted	1	2	3	4	5

are Christian	1	2	3	4	5
are Muslim	1	2	3	4	5
are Buddhist	1	2	3	4	5
are Jewish	1	2	3	4	5
are Hindu	1	2	3	4	5

Comments: \_\_\_\_\_

I feel comfortable promoting books in my library that have characters who (please circle all that apply):

- |                                     |                            |
|-------------------------------------|----------------------------|
| are African American                | are Caucasian              |
| are American Indian                 | are Arab American          |
| are Asian/Pacific American          | are Latino/a               |
| are Multi-Ethnic                    | are transgender            |
| are cisgender                       | are lesbian/gay/bisexual   |
| are heterosexual                    | are adopted                |
| have a disability                   | are Christian              |
| are Muslim                          | are Hindu                  |
| are Jewish                          | are Buddhist               |
| live below the poverty line         | have different-sex parents |
| have same-sex parents               | have a single mom or dad   |
| have a foster family                | have divorced parents      |
| have grandparents raising grandkids | have a military family     |

Comments: \_\_\_\_\_

Please list one or more of your favorite books that you have promoted in your library that have:

(You are welcome to list books in more than one category.)

African American characters

---

---

Latino/a characters

---

---

Asian/Pacific American characters

---

---

Arab American characters

---

---

American Indian characters

---

---

Caucasian characters

---

---

Multi-ethnic characters

---

---

Characters with disabilities

---

---

Lesbian, gay, bisexual, or transgender characters

---

---

Characters who live below the poverty line

---

---

Characters who are Muslim, Buddhist, Jewish, Hindu, or Christian

---

---

Characters who have two different-sex parents

---

---

Characters who have two same-sex parents

---

---

Characters who have a single mom or dad

---

---

Characters who are adopted

---

---

Characters who have a foster family

---

---

Characters who belong to a military family

---

---

Grandparents raising grandkids

---

---

Characters whose parents are divorced

---

---

What are your thoughts on including diverse literature in the school library?

---

---

Does the diversity of the characters in your school/district's curricular literature match the diversity of the student body? Please explain why or why not.

---

---

Should the literature offered students represent the diversities of their classes or represent different diversities? Please explain the benefits of your answer.

---

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What challenges have you faced with providing diverse literature experiences for your students? Have you had any questions from the public concerning literature choices? Please explain.

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APPENDIX B

INTERVIEW QUESTIONS

1. Which factors (cost, popularity, student interest, award winners, connection to content areas, referral by others, theme, subject matter) do you consider when selecting books for inclusion in the library?
2. Do you have an annual budget for your school library? On average, how many new books do you purchase each year?
3. How many books do you think are in your school library?
4. What types of diversity are represented in school library (racial/ethnic, religious, family type, socioeconomic status, ability, etc.)?
5. Is diverse literature important? Why or why not?
6. Do you read aloud to students? When? How often?
7. Which types of diversity are represented in books that you read aloud?
8. Which types of diversity (racial/ethnic, religious, family type, socioeconomic status, ability, etc.) do you feel more comfortable promoting in your library?
9. Why do you feel that comfort with some types of diversity and perhaps not with others?
10. How do you select books for read alouds?
11. How do you select books for promotion in the library?
12. How do you guide students to books that you feel those students would enjoy?
13. Does the diversity in the content of the books match the diversity of the students in the school? Why or why not?
14. Do you feel free in your choices that involve diversity? Do you face criticism about book choices? If so, from whom?
15. Does your school or district have a policy to deal with challenges to books?
16. Have you ever had anyone challenge a book that you have in your school library? What was the result of the challenge?

APPENDIX C

SURVEY CONSENT FORM

SUBJECT CONSENT FORM FOR  
PARTICIPATION IN HUMAN RESEARCH AT  
MONTANA STATE UNIVERSITY

**Dear Participant,**

My name is Donna Bulatowicz and I am a doctoral candidate at Montana State University. I am inviting you to be a part of a research study. This consent form will provide the information that you need in order to make an informed decision about whether you would like to participate in the study. The study will consist of a survey that should take 10-20 minutes. Once you have obtained sufficient information in order to provide informed consent, please choose whether or not you wish to participate in this study.

**Project Title:** Diverse Literature in School Libraries: Who Chooses and Why?

**Purpose of the research study:** You are being asked to participate in a research study to examine the diversity in books used in school libraries. This survey will provide a chance for you to reflect on the characters in the books you promote in your library. It will provide information about the types of diversity in books used in school libraries, which may spark conversations and guide decision-making when purchasing or selecting books for library use.

**Voluntary participation:** Your participation in this research is completely voluntary and you can choose to not answer any questions you do not want to answer and/or you can stop at any time.

**Procedures involved:** This study consists of a survey administered online. There are several different sections in this survey. The first two sections have different choices for each question and room for comments at the end in case you would like to expand upon or clarify any responses. The last section allows for short answers. There is demographic data collected as well. You can choose to not answer any questions you do not want to answer and/or you can stop at any time.

This information is anonymous, and will be used as part of a dissertation and published articles, but no identifying information will be collected in this survey.

You may self-select for a follow-up interview as well, to further explore diversity in your classroom or school library. If you self-select for an interview, you will be interviewed in a way that you choose, whether that is over the phone, through e-mail, or over the internet. If you agree, the interview will be audio-taped and transcribed. No identifying information will be linked to the participant, who will be given a pseudonym. The interviews will be transcribed (if recorded), and all recordings will be erased by May 1, 2017.

**Risks and Benefits:** Sometimes discussing diversity in literature, as well as one's comfort level with different types of diversity can cause some discomfort. If you feel

discomfort about any of the questions, you may choose to leave items blank or to terminate your participation in the survey. The study is of no benefit to you other than providing an opportunity to reflect on the diversity in your school library, as well as your comfort level with various types of diversity.

**Right to withdraw from the study:** You have the right to withdraw from this study at any time.

**Source of Funding:** NA

**Cost to Subject:** None

**Confidentiality:** There will be no identifying information collected, as the survey is anonymous. If you choose to participate in a follow-up interview, you will be given a pseudonym.

**Whom to contact if you have questions about the study**

If you have questions about this study, please contact Donna Bulatowicz: [donnabulatowicz@gmail.com](mailto:donnabulatowicz@gmail.com), (406) 850-3497.

Additional questions about the rights of human subjects can be answered by the Chairman of the Institutional Review Board, Mark Quinn, (406) 994-4707.

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AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study. I, \_\_\_\_\_ (*printed name of participant*), agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

Signed: \_\_\_\_\_

Investigator: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX D

INTERVIEW CONSENT FORM

SUBJECT CONSENT FORM FOR  
PARTICIPATION IN HUMAN RESEARCH AT  
MONTANA STATE UNIVERSITY

**Dear Participant,**

My name is Donna Bulatowicz and I am a doctoral candidate at Montana State University. I am inviting you to be a part of a research study. This consent form will provide the information that you need in order to make an informed decision about whether you would like to participate in the study. This part of the study will consist of an interview that should take 20-30 minutes. Once you have obtained sufficient information in order to provide informed consent, please choose whether or not you wish to participate in this study.

**Project Title:** Diverse Literature in School Libraries: Who Chooses and Why?

**Purpose of the research study:** You are being asked to participate in a research study to examine the diversity in books used in school libraries. This interview will provide a chance for you to reflect on the characters in the books you promote in your school library, as well as in read alouds or book talks. It will also provide the opportunity to discuss your thoughts on diversity, as well as factors that influence book selection in your classroom or school library.

**Voluntary participation:** Your participation in this research is completely voluntary and you can choose to not answer any questions you do not want to answer and/or you can stop at any time.

**Procedures involved:** This study consists of an interview. You may choose whether you want to be interviewed on the phone, over the internet, or through e-mail. You may be audio recorded, if you are comfortable with that. The audio recordings will be transcribed and then destroyed by May 1, 2017. Regardless of the method of interviewing, your name and other identifying information will not be used. A pseudonym for your name and school will be used instead.

This will be used as part of a dissertation and published articles. It may be part of presentations at conferences as well.

**Risks and Benefits:** Sometimes discussing diversity in literature, as well as one's comfort level with different types of diversity can cause some discomfort. If you feel discomfort about any of the questions, you may choose to not answer the questions or to terminate your participation. The study is of no benefit to you other than providing an opportunity to reflect on the diversity in your school library, as well as your comfort level with various types of diversity.

**Right to withdraw from the study:** You have the right to withdraw from this study at any time.

**Source of Funding:** NA

**Cost to Subject:** None

**Confidentiality:** You will be given a pseudonym, and no identifying information will be linked to you. The interviews will be transcribed (if audio recorded) and all recordings will be destroyed by May 1, 2017.

**Whom to contact if you have questions about the study**

If you have questions about this study, please contact Donna Bulatowicz: donnabulatowicz@gmail.com, (406) 850-3497.

Additional questions about the rights of human subjects can be answered by the Chairman of the Institutional Review Board, Mark Quinn, (406) 994-4707.

---

AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study. I, \_\_\_\_\_ (*printed name of participant*), agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

Signed: \_\_\_\_\_

Investigator: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX E

FREQUENCY TABLES FOR BOOK PROMOTION AND DEMOGRAPHICS

## FREQUENCY TABLES FOR FREQUENCY OF BOOK PROMOTION AND DEMOGRAPHICS

The following tables show frequency distributions for frequency of book promotion and demographics. Sexual orientation was excluded from the librarian demographics due to the missing responses ( $n=32$ ), responses based on sex or marital status ( $n=2$ ) instead of sexual orientation ( $n=4$ ), and low number of people who self-identified as something other than heterosexual ( $n=4$ ). School type was excluded due to low numbers in any categories other than public: charter ( $n=7$ ), private ( $n=3$ ). Although male and female are labels for sex rather than gender, the researcher kept these as that is how the participants identified. Although it is problematic, due to the low number of people who identified as people of color ( $n=10$ ), the researcher grouped them together for the purposes of this analysis. The tables start on the next page.

Table E.1 Frequency of Promotion by Gender

	I Don't Know	Never	Rarely	Sometimes	Often
<u>African American</u>					
female	0%	1%	4%	59%	36%
male	0%	0%	11%	89%	0%
<u>American Indian</u>					
female	0%	2%	10%	53%	35%
male	0%	0%	0%	89%	11%
<u>Latino/a</u>					
female	0%	1%	11%	63%	25%
male	0%	0%	33%	67%	0%
<u>Caucasian</u>					
female	0%	0%	0%	24%	76%
male	0%	0%	0%	33%	67%
<u>Arab American</u>					
female	4%	12%	50%	31%	3%
male	0%	22%	78%	0%	0%
<u>Asian/Pacific American</u>					
female	2%	4%	33%	51%	10%
male	0%	0%	78%	22%	0%
<u>Multi-Ethnic</u>					
female	4%	3%	20%	56%	17%
male	0%	0%	44%	56%	0%
<u>have a disability</u>					
female	1%	2%	14%	67%	17%
male	11%	0%	33%	56%	0%
<u>heterosexual</u>					
female	15%	13%	9%	22%	42%
male	33%	0%	22%	22%	22%
<u>lesbian, gay, or bisexual</u>					
female	14%	33%	31%	20%	2%
male	22%	33%	44%	0%	0%
<u>cisgender</u>					
female	22%	28%	12%	11%	27%
male	33%	44%	0%	0%	22%
<u>transgender</u>					
female	18%	50%	22%	10%	1%
male	33%	44%	22%	0%	0%
<u>live below the poverty line</u>					
female	5%	3%	11%	56%	26%
male	0%	0%	11%	67%	22%
<u>two different-sex parents</u>					
female	9%	9%	4%	31%	48%
male	0%	0%	0%	56%	44%
<u>two same-sex parents</u>					
female	15%	25%	29%	26%	5%
male	11%	22%	33%	33%	0%
<u>single mom or dad</u>					
female	5%	0%	5%	59%	31%
male	0%	0%	11%	89%	0%

Table E.1 Continued

<u>divorced parents</u>					
female	6%	0%	5%	59%	31%
male	0%	0%	11%	78%	11%
<u>foster family</u>					
female	6%	3%	21%	56%	13%
male	0%	0%	33%	67%	0%
<u>military family</u>					
female	7%	1%	4%	56%	13%
male	0%	11%	22%	67%	0%
<u>grandparents raising grandkids</u>					
female	10%	2%	24%	55%	11%
male	0%	22%	11%	67%	0%
<u>adopted</u>					
female	3%	1%	27%	58%	11%
male	0%	11%	33%	56%	0%
<u>Christian</u>					
female	19%	6%	18%	47%	10%
male	0%	22%	22%	33%	22%
<u>Muslim</u>					
female	23%	12%	35%	28%	3%
male	0%	33%	67%	0%	0%
<u>Buddhist</u>					
female	28%	17%	31%	21%	3%
male	0%	56%	44%	0%	0%
<u>Jewish</u>					
female	19%	12%	20%	45%	5%
male	0%	33%	67%	0%	0%
<u>Hindu</u>					
female	27%	16%	38%	17%	2%
male	11%	56%	33%	0%	0%

*Note:* The number of respondents per question varies. The percentages are rounded to the nearest whole number.

Table E.2 Frequency of Promotion by Race

	I Don't Know	Never	Rarely	Sometimes	Often
<u>African American</u>					
People of Color	0%	0%	0%	36%	64%
White	0%	1%	5%	64%	31%
<u>American Indian</u>					
People of Color	0%	0%	0%	27%	73%
White	0%	2%	3%	61%	27%
<u>Latino/a</u>					
People of Color	0%	0%	0%	27%	73%
White	0%	1%	13%	67%	18%
<u>Caucasian</u>					
People of Color	0%	0%	0%	9%	91%
White	0%	0%	0%	26%	74%
<u>Arab American</u>					
People of Color	9%	0%	36%	36%	18%
White	3%	13%	54%	28%	1%
<u>Asian/Pacific American</u>					
People of Color	0%	0%	27%	36%	36%
White	2%	4%	36%	51%	6%
<u>Multi-Ethnic</u>					
People of Color	9%	0%	9%	36%	46%
White	3%	3%	22%	58%	12%
<u>have a disability</u>					
People of Color	0%	0%	0%	64%	36%
White	2%	2%	16%	67%	13%
<u>heterosexual</u>					
People of Color	18%	9%	18%	27%	27%
White	16%	12%	9%	21%	41%
<u>lesbian, gay, or bisexual</u>					
People of Color	9%	18%	45%	18%	9%
White	15%	34%	30%	19%	1%
<u>cisgender</u>					
People of Color	27%	36%	9%	9%	18%
White	22%	28%	11%	9%	28%
<u>transgender</u>					
People of Color	27%	45%	18%	0%	9%
White	18%	49%	23%	10%	0%
<u>live below the poverty line</u>					
People of Color	9%	0%	0%	55%	36%
White	4%	2%	11%	58%	24%
<u>two different-sex parents</u>					
People of Color	18%	0%	9%	36%	36%
White	7%	9%	3%	33%	47%
<u>two same-sex parents</u>					
People of Color	27%	0%	45%	9%	18%
White	13%	27%	26%	30%	3%
<u>single mom or dad</u>					
People of Color	0%	0%	9%	45%	45%
White	5%	0%	4%	63%	26%

Table E.2 Continued

<u>divorced parents</u>					
People of Color	0%	0%	0%	55%	45%
White	6%	0%	6%	61%	26%
<u>foster family</u>					
People of Color	0%	9%	18%	27%	45%
White	6%	2%	22%	61%	9%
<u>military family</u>					
People of Color	0%	0%	18%	55%	27%
White	7%	2%	23%	57%	10%
<u>grandparents raising grandkids</u>					
People of Color	0%	0%	9%	64%	27%
White	10%	4%	24%	54%	8%
<u>adopted</u>					
People of Color	0%	0%	18%	64%	27%
White	3%	2%	28%	59%	8%
<u>Christian</u>					
People of Color	9%	0%	27%	45%	18%
White	18%	8%	17%	47%	10%
<u>Muslim</u>					
People of Color	18%	0%	55%	18%	9%
White	20%	15%	35%	27%	2%
<u>Buddhist</u>					
People of Color	27%	9%	27%	27%	9%
White	25%	22%	32%	19%	2%
<u>Jewish</u>					
People of Color	18%	0%	27%	45%	9%
White	17%	15%	23%	41%	4%
<u>Hindu</u>					
People of Color	27%	9%	45%	18%	9%
White	25%	21%	38%	15%	1%

*Note:* The number of respondents per question varies. The percentages are rounded to the nearest whole number.

Table E.3 Frequency of Promotion by Years as a Librarian

	I Don't Know	Never	Rarely	Sometimes	Often
<u>African American</u>					
0-4	0%	0%	3%	75%	22%
5-9	0%	0%	10%	57%	33%
10-19	0%	3%	3%	48%	45%
20+	0%	0%	0%	63%	38%
<u>American Indian</u>					
0-4	0%	3%	11%	50%	36%
5-9	0%	0%	10%	67%	23%
10-19	0%	3%	10%	52%	35%
20+	0%	0%	0%	69%	31%
<u>Latino/a</u>					
0-4	0%	0%	14%	69%	17%
5-9	0%	0%	10%	63%	27%
10-19	0%	3%	13%	57%	27%
20+	0%	0%	7%	63%	31%
<u>Caucasian</u>					
0-4	0%	0%	0%	20%	80%
5-9	0%	0%	0%	30%	70%
10-19	0%	0%	0%	17%	83%
20+	0%	0%	0%	38%	63%
<u>Arab American</u>					
0-4	3%	14%	55%	28%	0%
5-9	7%	14%	45%	31%	3%
10-19	0%	7%	55%	31%	7%
20+	7%	20%	53%	20%	0%
<u>Asian/Pacific American</u>					
0-4	0%	6%	39%	53%	3%
5-9	0%	7%	41%	41%	10%
10-19	3%	0%	26%	55%	16%
20+	6%	0%	50%	38%	6%
<u>Multi-Ethnic</u>					
0-4	3%	3%	33%	50%	12%
5-9	3%	7%	20%	50%	20%
10-19	3%	0%	7%	72%	17%
20+	6%	0%	25%	50%	19%
<u>have a disability</u>					
0-4	5%	5%	19%	57%	14%
5-9	0%	0%	10%	77%	13%
10-19	0%	0%	17%	60%	23%
20+	0%	0%	13%	81%	6%
heterosexual					
0-4	14%	17%	14%	11%	44%
5-9	17%	10%	7%	24%	41%
10-19	17%	7%	10%	24%	41%
20+	20%	13%	7%	33%	27%
<u>lesbian, gay, or bisexual</u>					
0-4	8%	44%	31%	17%	0%
5-9	14%	38%	28%	17%	3%
10-19	23%	13%	37%	23%	3%
20+	13%	38%	31%	19%	0%

Table E.3 Continued

<u>cisgender</u>					
0-4	14%	23%	9%	11%	43%
5-9	21%	45%	3%	3%	28%
10-19	30%	23%	20%	10%	17%
20+	25%	31%	13%	19%	13%
<u>transgender</u>					
0-4	14%	50%	28%	8%	0%
5-9	14%	69%	10%	3%	3%
10-19	27%	33%	23%	17%	0%
20+	25%	44%	25%	6%	0%
<u>live below the poverty line</u>					
0-4	3%	3%	9%	58%	28%
5-9	3%	3%	13%	50%	30%
10-19	3%	0%	7%	67%	23%
20+	13%	0%	19%	50%	19%
<u>two different-sex parents</u>					
0-4	3%	12%	3%	32%	50%
5-9	10%	10%	3%	24%	52%
10-19	13%	3%	3%	37%	43%
20+	6%	6%	6%	44%	38%
<u>two same-sex parents</u>					
0-4	11%	31%	29%	26%	3%
5-9	21%	21%	31%	21%	7%
10-19	17%	13%	23%	43%	3%
20+	6%	38%	38%	13%	6%
<u>single mom or dad</u>					
0-4	3%	0%	9%	69%	20%
5-9	10%	0%	3%	55%	31%
10-19	3%	0%	0%	63%	33%
20+	0%	0%	13%	50%	38%
<u>divorced parents</u>					
0-4	3%	0%	8%	64%	25%
5-9	13%	0%	7%	53%	27%
10-19	3%	0%	0%	62%	34%
20+	0%	0%	6%	63%	31%
<u>foster family</u>					
0-4	6%	0%	18%	65%	12%
5-9	10%	3%	28%	48%	10%
10-19	3%	3%	17%	63%	13%
20+	0%	7%	27%	53%	13%
<u>military family</u>					
0-4	3%	0%	31%	51%	14%
5-9	14%	0%	21%	55%	10%
10-19	7%	3%	17%	63%	10%
20+	0%	6%	19%	63%	13%
<u>grandparents raising grandkids</u>					
0-4	11%	3%	22%	53%	11%
5-9	13%	0%	30%	50%	7%
10-19	7%	3%	17%	63%	10%
20+	0%	13%	19%	56%	13%

Table E.3 Continued

<u>adopted</u>					
0-4	3%	3%	25%	58%	11%
5-9	3%	0%	38%	55%	3%
10-19	3%	0%	20%	63%	13%
20+	0%	6%	25%	56%	13%
<u>Christian</u>					
0-4	14%	6%	17%	46%	17%
5-9	24%	7%	21%	38%	10%
10-19	20%	7%	20%	47%	7%
20+	7%	13%	13%	53%	13%
<u>Muslim</u>					
0-4	17%	17%	31%	33%	3%
5-9	31%	10%	38%	17%	3%
10-19	20%	10%	37%	30%	3%
20+	13%	20%	47%	20%	0%
<u>Buddhist</u>					
0-4	19%	25%	25%	28%	3%
5-9	41%	19%	30%	7%	4%
10-19	27%	17%	37%	17%	3%
20+	13%	20%	40%	27%	0%
<u>Jewish</u>					
0-4	14%	11%	31%	39%	6%
5-9	24%	14%	24%	34%	3%
10-19	17%	17%	13%	47%	7%
20+	13%	13%	20%	53%	0%
<u>Hindu</u>					
0-4	19%	19%	33%	25%	3%
5-9	36%	21%	32%	7%	4%
10-19	30%	17%	40%	13%	0%
20+	13%	20%	47%	20%	0%

*Note:* The number of respondents per question varies. The percentages are rounded to the nearest whole number.

Table E.4 Frequency of Promotion by School Grade Levels

	I Don't Know	Never	Rarely	Sometimes	Often
<u>African American</u>					
K-5	0%	0%	4%	62%	34%
K-6	0%	0%	7%	57%	35%
K-8	0%	0%	7%	60%	33%
K-12	0%	0%	4%	76%	32%
other	0%	6%	0%	63%	32%
<u>American Indian</u>					
K-5	0%	4%	4%	59%	34%
K-6	0%	4%	19%	59%	19%
K-8	0%	0%	7%	53%	40%
K-12	0%	0%	8%	56%	36%
other	0%	0%	6%	50%	44%
<u>Latino/a</u>					
K-5	0%	0%	14%	69%	17%
K-6	0%	0%	8%	62%	31%
K-8	0%	0%	27%	67%	7%
K-12	0%	0%	16%	60%	24%
other	0%	6%	0%	56%	38%
<u>Caucasian</u>					
K-5	0%	0%	0%	36%	64%
K-6	0%	0%	0%	23%	77%
K-8	0%	0%	0%	30%	80%
K-12	0%	0%	0%	16%	84%
other	0%	0%	0%	25%	75%
<u>Arab American</u>					
K-5	4%	21%	43%	29%	4%
K-6	4%	22%	41%	26%	7%
K-8	0%	7%	67%	27%	0%
K-12	8%	4%	71%	17%	0%
other	0%	0%	43%	57%	0%
<u>Asian/Pacific American</u>					
K-5	0%	0%	52%	38%	10%
K-6	4%	11%	22%	52%	11%
K-8	7%	7%	33%	47%	7%
K-12	0%	0%	36%	60%	4%
other	0%	0%	33%	53%	13%
<u>Multi-Ethnic</u>					
K-5	4%	4%	25%	57%	11%
K-6	7%	7%	26%	33%	26%
K-8	0%	0%	27%	67%	7%
K-12	0%	0%	17%	67%	17%
other	6%	0%	13%	69%	13%
<u>have a disability</u>					
K-5	7%	0%	7%	71%	14%
K-6	0%	7%	18%	61%	14%
K-8	0%	0%	20%	60%	20%
K-12	0%	0%	16%	76%	8%
other	0%	0%	19%	56%	25%

Table E.4 Continued

<u>heterosexual</u>					
K-5	15%	22%	19%	19%	26%
K-6	21%	18%	7%	4%	50%
K-8	0%	13%	13%	33%	40%
K-12	13%	0%	9%	30%	49%
other	31%	0%	0%	48%	31%
<u>lesbian, gay, or bisexual</u>					
K-5	11%	54%	36%	0%	0%
K-6	18%	50%	25%	7%	0%
K-8	0%	13%	53%	33%	0%
K-12	13%	13%	38%	29%	8%
other	31%	19%	13%	38%	0%
<u>cisgender</u>					
K-5	18%	43%	18%	7%	14%
K-6	15%	33%	7%	4%	41%
K-8	27%	20%	7%	20%	27%
K-12	25%	17%	13%	13%	33%
other	38%	31%	6%	6%	19%
<u>transgender</u>					
K-5	18%	57%	21%	4%	0%
K-6	14%	68%	14%	4%	0%
K-8	13%	40%	33%	13%	0%
K-12	17%	29%	33%	13%	4%
other	38%	38%	6%	19%	0%
<u>live below the poverty line</u>					
K-5	4%	0%	25%	57%	14%
K-6	7%	7%	7%	52%	26%
K-8	0%	0%	7%	53%	40%
K-12	0%	0%	0%	72%	28%
other	13%	0%	13%	44%	31%
<u>two different-sex parents</u>					
K-5	4%	14%	7%	46%	29%
K-6	7%	15%	0%	22%	56%
K-8	0%	0%	7%	33%	60%
K-12	4%	0%	4%	42%	50%
other	33%	7%	0%	13%	47%
<u>two same-sex parents</u>					
K-5	18%	29%	36%	14%	4%
K-6	11%	41%	22%	22%	4%
K-8	0%	13%	53%	33%	0%
K-12	13%	17%	29%	33%	8%
other	31%	13%	6%	44%	6%
<u>single mom or dad</u>					
K-5	7%	0%	14%	54%	25%
K-6	0%	0%	0%	77%	23%
K-8	0%	0%	0%	60%	33%
K-12	4%	0%	0%	56%	40%
other	13%	0%	6%	56%	25%

Table E.4 Continued

<u>divorced parents</u>					
K-5	7%	0%	10%	56%	26%
K-6	4%	0%	0%	78%	19%
K-8	0%	0%	7%	60%	33%
K-12	4%	0%	0%	52%	44%
other	13%	0%	6%	56%	25%
<u>foster family</u>					
K-5	11%	4%	25%	54%	7%
K-6	0%	0%	28%	68%	4%
K-8	0%	0%	13%	80%	7%
K-12	4%	4%	21%	46%	25%
other	13%	6%	13%	50%	19%
<u>military family</u>					
K-5	7%	0%	21%	68%	4%
K-6	11%	0%	22%	56%	11%
K-8	0%	0%	36%	57%	7%
K-12	4%	8%	20%	44%	24%
other	6%	0%	19%	63%	13%
<u>grandparents raising grandkids</u>					
K-5	14%	4%	25%	54%	4%
K-6	7%	0%	52%	52%	11%
K-8	0%	0%	67%	67%	7%
K-12	4%	8%	52%	52%	20%
other	19%	6%	63%	63%	6%
<u>adopted</u>					
K-5	4%	4%	43%	46%	13%
K-6	0%	0%	26%	63%	11%
K-8	0%	0%	33%	60%	7%
K-12	4%	0%	16%	60%	20%
other	6%	6%	13%	69%	6%
<u>Christian</u>					
K-5	18%	11%	29%	36%	7%
K-6	27%	8%	4%	50%	12%
K-8	7%	7%	21%	50%	14%
K-12	8%	4%	17%	54%	17%
other	25%	6%	25%	44%	0%
<u>Muslim</u>					
K-5	18%	14%	43%	25%	0%
K-6	27%	19%	27%	23%	4%
K-8	13%	13%	33%	40%	0%
K-12	13%	8%	50%	21%	8%
other	38%	13%	25%	25%	0%
<u>Buddhist</u>					
K-5	19%	30%	30%	22%	0%
K-6	31%	19%	27%	19%	4%
K-8	27%	20%	33%	20%	0%
K-12	13%	17%	38%	25%	8%
other	50%	13%	31%	6%	0%

Table E.4 Continued

<u>Jewish</u>					
K-5	18%	14%	32%	32%	4%
K-6	19%	23%	23%	31%	4%
K-8	7%	7%	13%	60%	7%
K-12	13%	8%	29%	42%	8%
other	31%	13%	13%	44%	0%
<u>Hindu</u>					
K-5	26%	30%	30%	15%	0%
K-6	26%	23%	30%	19%	0%
K-8	20%	7%	47%	27%	0%
K-12	13%	17%	50%	13%	8%
other	50%	21%	31%	6%	0%

*Note:* The number of respondents per question varies. The percentages are rounded to the nearest whole number.

Table E.5 Frequency of Promotion by School Size

	I Don't Know	Never	Rarely	Sometimes	Often
<u>African American</u>					
<200	0%	0%	4%	67%	30%
201-400	0%	2%	7%	58%	33%
401-600	0%	0%	3%	62%	34%
601-800	0%	0%	0%	56%	44%
>800	0%	0%	0%	80%	20%
<u>American Indian</u>					
<200	0%	0%	11%	52%	37%
201-400	0%	2%	7%	45%	45%
401-600	0%	3%	14%	66%	17%
601-800	0%	0%	0%	89%	11%
>800	0%	0%	0%	80%	20%
<u>Latino/a</u>					
<200	0%	0%	15%	74%	11%
201-400	0%	2%	16%	61%	20%
401-600	0%	0%	7%	52%	41%
601-800	0%	0%	0%	75%	25%
>800	0%	0%	20%	60%	20%
<u>Caucasian</u>					
<200	0%	0%	0%	15%	85%
201-400	0%	0%	0%	21%	79%
401-600	0%	0%	0%	17%	83%
601-800	0%	0%	0%	56%	44%
>800	0%	0%	0%	100%	0%
<u>Arab American</u>					
<200	4%	4%	68%	24%	0%
201-400	5%	16%	51%	23%	5%
401-600	4%	11%	46%	36%	4%
601-800	0%	11%	56%	33%	0%
>800	0%	40%	20%	40%	0%
<u>Asian/Pacific American</u>					
<200	4%	0%	33%	63%	0%
201-400	2%	5%	41%	39%	14%
401-600	0%	7%	33%	50%	11%
601-800	0%	0%	44%	44%	11%
>800	0%	0%	40%	60%	0%
<u>Multi-Ethnic</u>					
<200	7%	0%	15%	74%	4%
201-400	0%	5%	29%	50%	17%
401-600	7%	3%	21%	45%	24%
601-800	0%	0%	22%	56%	22%
>800	0%	0%	0%	80%	20%
<u>have a disability</u>					
<200	0%	0%	22%	63%	15%
201-400	5%	0%	11%	68%	16%
401-600	0%	3%	17%	62%	17%
601-800	0%	0%	0%	89%	11%
>800	0%	20%	20%	60%	0%

Table E.5 Continued

<u>heterosexual</u>					
<200	26%	7%	7%	19%	41%
201-400	10%	10%	10%	26%	45%
401-600	18%	11%	14%	18%	39%
601-800	22%	22%	0%	33%	22%
>800	0%	50%	25%	0%	25%
<u>lesbian, gay, or bisexual</u>					
<200	26%	22%	37%	11%	4%
201-400	12%	26%	35%	26%	2%
401-600	7%	43%	29%	21%	0%
601-800	22%	44%	22%	11%	0%
>800	0%	80%	20%	0%	0%
<u>cisgender</u>					
<200	30%	19%	7%	11%	33%
201-400	24%	29%	10%	12%	26%
401-600	14%	32%	14%	7%	32%
601-800	33%	33%	11%	11%	11%
>800	0%	80%	20%	0%	0%
<u>transgender</u>					
<200	26%	37%	26%	7%	4%
201-400	14%	51%	21%	14%	0%
401-600	14%	54%	25%	7%	0%
601-800	44%	44%	11%	0%	0%
>800	0%	80%	20%	0%	0%
<u>live below the poverty line</u>					
<200	11%	0%	7%	63%	19%
201-400	5%	2%	9%	53%	30%
401-600	0%	0%	17%	41%	41%
601-800	0%	0%	11%	89%	0%
>800	0%	20%	0%	80%	0%
<u>two different-sex parents</u>					
<200	15%	11%	0%	37%	37%
201-400	5%	7%	5%	21%	61%
401-600	7%	4%	7%	32%	50%
601-800	11%	11%	0%	44%	33%
>800	0%	20%	80%	0%	0%
<u>two same-sex parents</u>					
<200	19%	22%	30%	22%	7%
201-400	17%	14%	33%	33%	2%
401-600	7%	39%	32%	18%	4%
601-800	22%	33%	11%	33%	0%
>800	0%	20%	20%	40%	20%
<u>single mom or dad</u>					
<200	7%	0%	0%	78%	15%
201-400	5%	0%	9%	40%	47%
401-600	4%	0%	4%	68%	25%
601-800	0%	0%	11%	78%	11%
>800	0%	0%	0%	100%	0%

Table E.5 Continued

<u>divorced parents</u>					
<200	8%	0%	0%	73%	19%
201-400	5%	0%	5%	47%	44%
401-600	7%	0%	7%	66%	21%
601-800	0%	0%	22%	67%	11%
>800	0%	0%	0%	80%	20%
<u>foster family</u>					
<200	7%	0%	11%	70%	11%
201-400	7%	2%	23%	49%	19%
401-600	4%	0%	35%	54%	8%
601-800	0%	22%	22%	56%	0%
>800	0%	0%	0%	100%	0%
<u>military family</u>					
<200	7%	4%	15%	56%	19%
201-400	5%	2%	29%	53%	12%
401-600	11%	0%	26%	56%	7%
601-800	0%	0%	33%	67%	0%
>800	0%	0%	0%	80%	20%
<u>grandparents raising grandkids</u>					
<200	15%	4%	15%	59%	7%
201-400	7%	7%	14%	58%	14%
401-600	10%	0%	38%	45%	7%
601-800	0%	0%	44%	56%	0%
>800	0%	0%	0%	80%	20%
<u>adopted</u>					
<200	7%	0%	11%	70%	11%
201-400	2%	2%	33%	51%	12%
401-600	0%	0%	43%	50%	7%
601-800	0%	11%	22%	67%	0%
>800	0%	0%	0%	80%	20%
<u>Christian</u>					
<200	19%	4%	23%	42%	12%
201-400	17%	7%	19%	45%	12%
401-600	25%	7%	18%	36%	14%
601-800	0%	22%	11%	67%	0%
>800	0%	0%	0%	80%	20%
<u>Muslim</u>					
<200	27%	8%	46%	15%	4%
201-400	21%	14%	36%	24%	5%
401-600	21%	14%	38%	28%	0%
601-800	11%	22%	33%	33%	0%
>800	0%	20%	0%	80%	0%
<u>Buddhist</u>					
<200	27%	15%	42%	12%	4%
201-400	27%	22%	29%	17%	5%
401-600	29%	18%	36%	18%	0%
601-800	22%	33%	22%	22%	0%
>800	0%	20%	0%	80%	0%

Table E.5 Continued

<u>Jewish</u>					
<200	27%	8%	27%	31%	8%
201-400	19%	14%	21%	38%	7%
401-600	14%	14%	31%	41%	0%
601-800	0%	22%	11%	67%	0%
>800	0%	20%	0%	80%	0%
<u>Hindu</u>					
<200	27%	15%	42%	12%	4%
201-400	27%	20%	41%	10%	2%
401-600	28%	17%	38%	17%	0%
601-800	22%	33%	22%	22%	0%
>800	0%	20%	0%	80%	0%

*Note:* The number of respondents per question varies. The percentages are rounded to the nearest whole number.

Table E.6 Frequency of Promotion by School Location

	I Don't Know	Never	Rarely	Sometimes	Often
<u>African American</u>					
Reservation	0%	20%	0%	40%	40%
Rural	0%	0%	9%	64%	28%
Suburban	0%	0%	0%	66%	34%
Urban	0%	0%	0%	67%	33%
<u>American Indian</u>					
Reservation	0%	0%	0%	20%	80%
Rural	0%	0%	10%	54%	35%
Suburban	0%	6%	6%	66%	22%
Urban	0%	0%	13%	60%	27%
<u>Latino/a</u>					
Reservation	0%	20%	20%	20%	40%
Rural	0%	0%	12%	70%	18%
Suburban	0%	0%	16%	63%	22%
Urban	0%	0%	7%	57%	36%
<u>Caucasian</u>					
Reservation	0%	0%	0%	0%	100%
Rural	0%	0%	0%	25%	75%
Suburban	0%	0%	0%	29%	71%
Urban	0%	0%	0%	13%	87%
<u>Arab American</u>					
Reservation	0%	20%	40%	40%	0%
Rural	7%	7%	61%	24%	0%
Suburban	0%	19%	41%	38%	3%
Urban	0%	14%	57%	29%	0%
<u>Asian/Pacific American</u>					
Reservation	0%	0%	40%	40%	20%
Rural	2%	7%	34%	54%	4%
Suburban	3%	0%	38%	47%	13%
Urban	0%	0%	53%	40%	7%
<u>Multi-Ethnic</u>					
Reservation	0%	0%	20%	60%	20%
Rural	5%	4%	22%	60%	9%
Suburban	0%	3%	19%	60%	19%
Urban	7%	0%	33%	40%	20%
<u>have a disability</u>					
Reservation	0%	0%	40%	40%	20%
Rural	2%	0%	16%	68%	14%
Suburban	3%	6%	6%	69%	16%
Urban	0%	0%	27%	67%	7%
<u>heterosexual</u>					
Reservation	0%	20%	0%	40%	40%
Rural	18%	9%	11%	20%	42%
Suburban	10%	10%	13%	23%	45%
Urban	29%	14%	7%	29%	21%
<u>lesbian, gay, or bisexual</u>					
Reservation	0%	40%	20%	40%	0%
Rural	18%	30%	29%	20%	4%
Suburban	6%	38%	41%	16%	0%
Urban	21%	29%	29%	21%	0%

Table E.6 Continued

<u>cisgender</u>					
Reservation	0%	40%	0%	0%	60%
Rural	24%	27%	7%	11%	31%
Suburban	25%	31%	22%	6%	16%
Urban	14%	29%	7%	21%	29%
<u>transgender</u>					
Reservation	0%	20%	40%	40%	0%
Rural	20%	50%	20%	9%	2%
Suburban	16%	56%	28%	0%	0%
Urban	21%	43%	14%	21%	0%
<u>live below the poverty line</u>					
Reservation	0%	0%	20%	40%	40%
Rural	4%	0%	7%	64%	25%
Suburban	3%	3%	9%	63%	22%
Urban	7%	7%	27%	20%	40%
<u>two different-sex parents</u>					
Reservation	0%	0%	0%	40%	60%
Rural	9%	7%	4%	37%	43%
Suburban	3%	6%	3%	38%	50%
Urban	14%	14%	7%	7%	57%
<u>two same-sex parents</u>					
Reservation	0%	40%	40%	0%	20%
Rural	19%	14%	22%	33%	4%
Suburban	9%	22%	44%	19%	6%
Urban	14%	29%	29%	29%	0%
<u>single mom or dad</u>					
Reservation	0%	0%	0%	60%	40%
Rural	7%	0%	5%	61%	27%
Suburban	3%	0%	3%	58%	35%
Urban	0%	0%	7%	71%	21%
<u>divorced parents</u>					
Reservation	0%	0%	20%	20%	60%
Rural	7%	0%	4%	62%	27%
Suburban	3%	0%	6%	59%	31%
Urban	7%	0%	0%	73%	20%
<u>foster family</u>					
Reservation	0%	20%	0%	40%	20%
Rural	7%	4%	24%	51%	15%
Suburban	6%	0%	16%	68%	10%
Urban	0%	0%	29%	64%	7%
<u>military family</u>					
Reservation	0%	0%	40%	40%	20%
Rural	5%	4%	24%	49%	18%
Suburban	6%	0%	16%	72%	6%
Urban	14%	0%	21%	64%	0%
<u>grandparents raising grandkids</u>					
Reservation	0%	0%	40%	20%	40%
Rural	13%	5%	18%	55%	11%
Suburban	9%	0%	22%	63%	6%
Urban	0%	7%	21%	73%	0%

Table E.6 Continued

<u>adopted</u>					
Reservation	0%	0%	40%	40%	20%
Rural	4%	2%	25%	57%	13%
Suburban	3%	0%	25%	66%	6%
Urban	0%	0%	43%	57%	0%
<u>Christian</u>					
Reservation	20%	20%	0%	60%	0%
Rural	17%	4%	23%	42%	15%
Suburban	13%	3%	16%	59%	9%
Urban	27%	13%	20%	33%	7%
<u>Muslim</u>					
Reservation	20%	40%	20%	20%	0%
Rural	22%	9%	46%	19%	4%
Suburban	13%	13%	38%	38%	0%
Urban	27%	13%	20%	40%	0%
<u>Buddhist</u>					
Reservation	20%	60%	0%	20%	0%
Rural	26%	20%	35%	15%	4%
Suburban	19%	13%	42%	26%	0%
Urban	36%	14%	21%	29%	0%
<u>Jewish</u>					
Reservation	20%	40%	0%	40%	0%
Rural	20%	11%	30%	31%	7%
Suburban	9%	9%	28%	53%	0%
Urban	20%	13%	7%	60%	0%
<u>Hindu</u>					
Reservation	20%	60%	0%	20%	0%
Rural	28%	19%	37%	13%	4%
Suburban	19%	48%	48%	19%	0%
Urban	27%	13%	40%	20%	0%

*Note:* The number of respondents per question varies. The percentages are rounded to the nearest whole number.

Table E.7 Frequency of Promotion by State

	I Don't Know	Never	Rarely	Sometimes	Often
<u>African American</u>					
Montana	0%	2%	2%	67%	29%
New Mexico	0%	0%	0%	43%	57%
Utah	0%	0%	0%	56%	44%
Wyoming	0%	0%	7%	70%	22%
Idaho	0%	0%	20%	40%	40%
<u>American Indian</u>					
Montana	0%	0%	2%	49%	49%
New Mexico	0%	0%	0%	57%	43%
Utah	0%	8%	12%	68%	12%
Wyoming	0%	0%	12%	58%	31%
Idaho	0%	0%	30%	60%	10%
<u>Latino/a</u>					
Montana	0%	2%	18%	60%	20%
New Mexico	0%	0%	0%	43%	57%
Utah	0%	0%	8%	63%	29%
Wyoming	0%	0%	8%	78%	15%
Idaho	0%	0%	10%	60%	20%
<u>Caucasian</u>					
Montana	0%	0%	0%	18%	82%
New Mexico	0%	0%	0%	29%	71%
Utah	0%	0%	0%	38%	62%
Wyoming	0%	0%	0%	19%	81%
Idaho	0%	0%	0%	30%	70%
<u>Arab American</u>					
Montana	0%	11%	55%	32%	2%
New Mexico	29%	0%	14%	43%	14%
Utah	4%	12%	56%	28%	0%
Wyoming	0%	13%	58%	25%	4%
Idaho	11%	33%	44%	11%	0%
<u>Asian/Pacific American</u>					
Montana	0%	2%	33%	53%	11%
New Mexico	0%	0%	29%	43%	29%
Utah	8%	0%	32%	56%	4%
Wyoming	0%	4%	42%	46%	8%
Idaho	0%	22%	56%	22%	0%
<u>Multi-Ethnic</u>					
Montana	2%	0%	23%	63%	12%
New Mexico	0%	0%	14%	57%	29%
Utah	8%	0%	20%	52%	20%
Wyoming	0%	4%	23%	58%	15%
Idaho	10%	20%	20%	40%	10%
<u>have a disability</u>					
Montana	0%	0%	11%	75%	14%
New Mexico	0%	0%	0%	71%	29%
Utah	4%	4%	16%	68%	8%
Wyoming	4%	0%	22%	52%	22%
Idaho	0%	10%	20%	60%	10%

Table E.7 Continued

<u>heterosexual</u>					
Montana	12%	10%	7%	36%	36%
New Mexico	33%	17%	33%	0%	17%
Utah	16%	16%	4%	20%	44%
Wyoming	22%	7%	15%	7%	48%
Idaho	10%	20%	10%	20%	40%
<u>lesbian, gay, or bisexual</u>					
Montana	11%	25%	30%	32%	2%
New Mexico	0%	17%	67%	17%	0%
Utah	20%	44%	32%	4%	0%
Wyoming	19%	26%	33%	19%	4%
Idaho	10%	70%	20%	0%	0%
<u>cisgender</u>					
Montana	16%	27%	14%	18%	25%
New Mexico	33%	33%	17%	0%	17%
Utah	24%	36%	8%	8%	24%
Wyoming	35%	23%	8%	4%	31%
Idaho	10%	40%	0%	0%	40%
<u>transgender</u>					
Montana	14%	41%	27%	18%	0%
New Mexico	33%	33%	33%	0%	0%
Utah	24%	56%	16%	4%	0%
Wyoming	24%	56%	19%	4%	4%
Idaho	10%	70%	20%	0%	0%
<u>live below the poverty line</u>					
Montana	2%	2%	11%	64%	20%
New Mexico	0%	0%	0%	57%	43%
Utah	8%	4%	4%	48%	36%
Wyoming	8%	0%	12%	58%	23%
Idaho	0%	0%	30%	50%	20%
<u>two different-sex parents</u>					
Montana	7%	2%	2%	44%	44%
New Mexico	0%	0%	0%	67%	33%
Utah	8%	16%	0%	24%	52%
Wyoming	12%	12%	4%	23%	50%
Idaho	10%	10%	20%	10%	50%
<u>two same-sex parents</u>					
Montana	9%	25%	41%	23%	2%
New Mexico	17%	0%	33%	50%	0%
Utah	16%	32%	24%	24%	4%
Wyoming	15%	15%	15%	38%	12%
Idaho	20%	40%	30%	10%	0%
<u>single mom or dad</u>					
Montana	5%	0%	7%	59%	30%
New Mexico	0%	0%	0%	57%	43%
Utah	4%	0%	0%	64%	29%
Wyoming	4%	0%	8%	58%	31%
Idaho	10%	0%	10%	70%	10%

Table E.7 Continued

<u>divorced parents</u>					
Montana	5%	0%	5%	59%	32%
New Mexico	0%	0%	0%	57%	43%
Utah	4%	0%	0%	64%	28%
Wyoming	4%	0%	8%	63%	27%
Idaho	11%	0%	22%	56%	11%
<u>foster family</u>					
Montana	7%	2%	23%	59%	9%
New Mexico	0%	14%	0%	57%	29%
Utah	4%	0%	13%	75%	8%
Wyoming	4%	0%	28%	52%	16%
Idaho	11%	11%	44%	22%	11%
<u>military family</u>					
Montana	5%	2%	26%	59%	7%
New Mexico	14%	0%	0%	57%	29%
Utah	12%	0%	16%	64%	8%
Wyoming	4%	4%	23%	46%	23%
Idaho	0%	0%	50%	50%	0%
<u>grandparents raising grandkids</u>					
Montana	11%	2%	20%	64%	2%
New Mexico	0%	0%	14%	57%	29%
Utah	4%	0%	24%	64%	8%
Wyoming	4%	12%	19%	46%	19%
Idaho	30%	0%	40%	20%	10%
<u>adopted</u>					
Montana	2%	0%	30%	66%	2%
New Mexico	0%	0%	0%	71%	29%
Utah	4%	0%	20%	68%	8%
Wyoming	4%	4%	27%	46%	19%
Idaho	0%	10%	60%	20%	10%
<u>Christian</u>					
Montana	14%	7%	24%	48%	7%
New Mexico	0%	0%	29%	43%	29%
Utah	21%	4%	8%	63%	4%
Wyoming	15%	12%	19%	35%	19%
Idaho	40%	10%	10%	30%	10%
<u>Muslim</u>					
Montana	16%	14%	44%	26%	0%
New Mexico	14%	0%	29%	29%	29%
Utah	29%	8%	25%	38%	0%
Wyoming	19%	19%	38%	19%	4%
Idaho	30%	20%	40%	10%	0%
<u>Buddhist</u>					
Montana	19%	23%	42%	16%	0%
New Mexico	14%	0%	29%	29%	29%
Utah	42%	8%	25%	25%	0%
Wyoming	24%	28%	24%	20%	4%
Idaho	30%	30%	30%	10%	0%

Table E.7 Continued

<u>Jewish</u>					
Montana	14%	9%	35%	42%	0%
New Mexico	14%	0%	29%	29%	29%
Utah	17%	12%	8%	63%	0%
Wyoming	19%	27%	15%	31%	8%
Idaho	30%	10%	10%	20%	10%
<u>Hindu</u>					
Montana	19%	19%	47%	16%	0%
New Mexico	14%	0%	29%	43%	14%
Utah	42%	8%	33%	17%	0%
Wyoming	24%	32%	28%	12%	4%
Idaho	30%	30%	40%	0%	0%

*Note:* The number of respondents per question varies. The percentages are rounded to the nearest whole number.

APPENDIX F

FREQUENCY TABLES FOR COMFORT LEVEL AND DEMOGRAPHICS

## FREQUENCY TABLES FOR COMFORT LEVEL AND DEMOGRAPHICS

The following tables show frequency distributions for how many librarians in each demographic feel comfortable promoting each type of diversity. Sexual orientation was excluded from the librarian demographics due to the missing responses ( $n=32$ ), responses based on sex or marital status ( $n=2$ ) instead of sexual orientation ( $n=4$ ), and the low number of people who self-identified as something other than heterosexual ( $n=4$ ). School type was excluded due to low numbers in any categories other than public: charter ( $n=7$ ), private ( $n=3$ ). Although male and female are labels for sex rather than gender, the researcher kept these as that is how the participants identified. Although it is problematic, due to the low number of people who identified as people of color ( $n=10$ ), the researcher grouped them together for the purposes of this analysis. The tables start on the next page.

Table F.1 Percentage of Respondents by Gender Who Feel Comfortable Promoting Books in Each Category

	Female	Male
African American	99%	100%
American Indian	100%	100%
Latino/a	96%	89%
Caucasian	100%	100%
Arab American	91%	78%
Asian/Pacific American	94%	89%
Multi-Ethnic	99%	89%
have a disability	99%	89%
heterosexual	69%	89%
lesbian, gay, or bisexual	36%	44%
cisgender	52%	56%
transgender	28%	33%
live below the poverty line	98%	100%
two different-sex parents	85%	78%
two same-sex parents	55%	33%
single mom or dad	99%	100%
divorced parents	100%	100%
foster family	98%	78%
military family	99%	89%
grandparents raising grandkids	99%	100%
adopted	100%	100%
Christian	91%	89%
Muslim	87%	78%
Buddhist	86%	78%
Jewish	90%	89%
Hindu	83%	78%

*Note:* The participants self-identified gender, and these were the terms chosen by the participants.

Table F.2 Percentage of Respondents by Race Who Feel Comfortable  
Promoting Books in Each Category

	People of Color	Caucasian
African American	100%	99%
American Indian	100%	100%
Latino/a	100%	95%
Caucasian	100%	100%
Arab American	90%	90%
Asian/Pacific American	100%	93%
Multi-Ethnic	100%	98%
have a disability	100%	98%
heterosexual	90%	70%
lesbian, gay, or bisexual	50%	36%
cisgender	70%	51%
transgender	50%	27%
live below the poverty line	100%	98%
two different-sex parents	100%	82%
two same-sex parents	70%	50%
single mom or dad	100%	99%
divorced parents	100%	100%
foster family	90%	97%
military family	100%	98%
grandparents raising grandkids	100%	99%
adopted	100%	100%
Christian	100%	90%
Muslim	90%	85%
Buddhist	90%	84%
Jewish	100%	89%
Hindu	80%	82%

Table F.3 Percentage of Respondents by Years as a Librarian Who Feel Comfortable Promoting Books in Each Category

	0-4	5-9	10-19	20+
African American	100%	100%	100%	93%
American Indian	100%	100%	100%	100%
Latino/a	100%	100%	93%	80%
Caucasian	100%	100%	100%	100%
Arab American	97%	93%	86%	73%
Asian/Pacific American	100%	97%	93%	73%
Multi-Ethnic	100%	100%	100%	87%
have a disability	100%	97%	97%	100%
heterosexual	69%	79%	69%	53%
lesbian, gay, or bisexual	25%	38%	52%	33%
cisgender	52%	52%	59%	33%
transgender	25%	28%	38%	27%
live below the poverty line	100%	97%	100%	93%
two different-sex parents	83%	90%	79%	87%
two same-sex parents	42%	59%	83%	46%
single mom or dad	100%	100%	97%	100%
divorced parents	100%	100%	100%	100%
foster family	97%	100%	97%	87%
military family	100%	97%	100%	93%
grandparents raising grandkids	100%	97%	100%	100%
adopted	100%	100%	100%	100%
Christian	97%	90%	86%	87%
Muslim	94%	83%	90%	67%
Buddhist	94%	83%	86%	67%
Jewish	97%	86%	90%	80%
Hindu	92%	79%	86%	60%

Table F.4 Percentage of Respondents by School Grade Levels Who Feel Comfortable Promoting Books in Each Category

	K-5	K-6	K-8	K-12	other
African American	97%	100%	100%	100%	100%
American Indian	100%	100%	100%	100%	100%
Latino/a	94%	96%	100%	96%	93%
Caucasian	100%	100%	100%	100%	100%
Arab American	84%	92%	92%	100%	80%
Asian/Pacific American	90%	92%	100%	100%	87%
Multi-Ethnic	97%	96%	100%	100%	100%
have a disability	94%	100%	100%	100%	100%
heterosexual	61%	72%	67%	84%	67%
lesbian, gay, or bisexual	23%	28%	50%	52%	53%
cisgender	35%	60%	58%	84%	47%
transgender	19%	20%	33%	64%	33%
live below the poverty line	97%	96%	100%	100%	100%
two different-sex parents	77%	80%	92%	96%	80%
two same-sex parents	48%	36%	92%	60%	67%
single mom or dad	100%	96%	100%	100%	100%
divorced parents	100%	100%	100%	100%	100%
foster family	90%	100%	100%	96%	100%
military family	97%	96%	100%	100%	100%
grandparents raising grandkids	100%	8%	100%	100%	93%
adopted	100%	100%	100%	100%	100%
Christian	97%	92%	92%	88%	80%
Muslim	87%	88%	83%	88%	80%
Buddhist	87%	88%	83%	84%	80%
Jewish	94%	88%	92%	88%	87%
Hindu	84%	84%	83%	100%	100%

Table F.5 Percentage of Respondents by School Size Who Feel Comfortable Promoting Books in Each Category

	<200	201-400	401-600	601-800	>800
African American	100%	100%	100%	100%	80%
American Indian	100%	100%	100%	100%	100%
Latino/a	92%	95%	96%	100%	100%
Caucasian	100%	100%	100%	100%	100%
Arab American	85%	88%	93%	100%	100%
Asian/Pacific American	88%	93%	96%	100%	100%
Multi-Ethnic	96%	100%	96%	100%	100%
have a disability	100%	57%	96%	100%	100%
heterosexual	69%	69%	71%	100%	20%
lesbian, gay, or bisexual	46%	33%	32%	63%	0%
cisgender	54%	50%	57%	63%	0%
transgender	42%	21%	25%	50%	0%
live below the poverty line	96%	100%	100%	88%	100%
two different-sex parents	81%	83%	89%	100%	60%
two same-sex parents	54%	60%	46%	63%	20%
single mom or dad	100%	100%	96%	100%	100%
divorced parents	100%	100%	100%	100%	100%
foster family	100%	69%	96%	100%	80%
military family	100%	100%	93%	100%	100%
grandparents raising grandkids	96%	100%	100%	100%	100%
adopted	100%	100%	100%	100%	100%
Christian	81%	88%	100%	100%	100%
Muslim	77%	83%	93%	100%	100%
Buddhist	73%	83%	93%	100%	100%
Jewish	81%	88%	96%	100%	100%
Hindu	69%	79%	93%	100%	100%

Table F.6 Percentage of Respondents by School Location Who Feel Comfortable Promoting Books in Each Category

	Reservation	Rural	Suburban	Urban
African American	100%	100%	97%	100%
American Indian	100%	100%	100%	100%
Latino/a	80%	95%	97%	100%
Caucasian	100%	100%	100%	100%
Arab American	60%	93%	94%	77%
Asian/Pacific American	100%	96%	94%	77%
Multi-Ethnic	100%	98%	97%	100%
have a disability	100%	96%	100%	100%
heterosexual	80%	75%	63%	54%
lesbian, gay, or bisexual	80%	42%	19%	31%
cisgender	60%	58%	38%	46%
transgender	60%	35%	9%	31%
live below the poverty line	80%	98%	100%	100%
two different-sex parents	80%	89%	75%	85%
two same-sex parents	80%	55%	34%	69%
single mom or dad	100%	100%	97%	100%
divorced parents	100%	100%	100%	100%
foster family	100%	96%	94%	100%
military family	100%	100%	94%	100%
grandparents raising grandkids	100%	98%	100%	100%
adopted	100%	100%	100%	100%
Christian	100%	87%	100%	77%
Muslim	80%	82%	94%	85%
Buddhist	80%	80%	94%	85%
Jewish	100%	84%	100%	85%
Hindu	80%	76%	91%	85%

Table F.7 Percentage of Respondents by State Who Feel Comfortable Promoting Books in Each Category

	Montana	New Mexico	Utah	Wyoming	Idaho
African American	98%	100%	100%	100%	100%
American Indian	100%	100%	100%	100%	100%
Latino/a	93%	100%	96%	96%	100%
Caucasian	100%	100%	100%	100%	100%
Arab American	86%	100%	96%	88%	90%
Asian/Pacific American	88%	100%	96%	96%	100%
Multi-Ethnic	98%	100%	96%	100%	100%
have a disability	100%	100%	100%	96%	90%
heterosexual	74%	71%	67%	68%	70%
lesbian, gay, or bisexual	40%	14%	33%	48%	20%
cisgender	50%	43%	54%	56%	50%
transgender	26%	29%	25%	40%	20%
live below the poverty line	100%	100%	96%	100%	90%
two different-sex parents	98%	71%	75%	72%	90%
two same-sex parents	60%	43%	38%	64%	40%
single mom or dad	100%	100%	96%	100%	100%
divorced parents	100%	100%	100%	100%	100%
foster family	95%	86%	100%	96%	100%
military family	98%	86%	100%	100%	100%
grandparents raising grandkids	98%	100%	100%	100%	100%
adopted	100%	100%	100%	100%	100%
Christian	86%	100%	96%	88%	100%
Muslim	81%	100%	92%	84%	90%
Buddhist	79%	100%	92%	84%	90%
Jewish	88%	100%	92%	88%	90%
Hindu	74%	86%	92%	84%	90%

APPENDIX G

BOOK TITLES

These book titles were listed by the survey participants as being their favorite titles with main characters of the diverse identity groups. Some librarians listed titles, but not authors. Some listed authors, but not titles. Some listed the names of famous people rather than book titles. If an author could be easily linked to a book title, the researcher listed the author. Otherwise, the information appears exactly as it did on the survey. If a book title is listed twice, that is because more than one person listed it.

Books with African American Characters

A Long Walk to Water by Linda Sue Park

Ada Twist, Scientist by Andrea Beaty and David Roberts

Addy series

Ali

Amazing Grace by Marry Hoffman and Caroline Binch

America

Anything by Sharon Draper or Jacqueline Woodson

Biographies: Jesse Owens, Martin Luther King, Jr.

Brown Girl Dreaming by Jacqueline Woodson

Brown Girl Dreaming by Jacqueline Woodson

Brownie & Pearl – series – by Cynthia Rylant and Brian Biggs

Bud, Not Buddy by Christopher Paul Curtis

Buffalo Soldiers

By My Brother's Side by Tiki Barber and Ronde Barber

Chains (The Seeds of America Trilogy) by Laurie Halse Anderson

Chicken Sunday by Patricia Polacco

Chris Curtis novels

Coming on Home Soon by Jacqueline Woodson

Corduroy by Don Freeman.

Crossing Bok Chitto: A Choctaw Tale of Friendship & Freedom by Tim Tingle

Dear America

Diane Shore

Donovan McNabb

Each Kindness by Jacqueline Woodson

Elijah of Buxton by Christopher Paul Curtis

EllRay Jakes the Recess King! By Sally Warner

Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson

Float Like A Butterfly by Ntozake Shange

Flossie and the Fox by Patricia McKissack

Flower Garden by Eve Bunting

Fly, Bessie, Fly by Lynn Joseph

Flying Free by Jennifer C. Gregg

Diary, Book Two, etc

Freedom in Congo Square by Carole Boston Weatherford and R. Gregory Christie

Full Cicada Moon by Marilyn Hilton

Game Changers – series by Mike Lupica

Game Day by Tiki Barber and Ronde Barber

Poet: The Remarkable Story of George Moses Horton by Don Tate

Ghost by Jason Reynolds

Goin' Someplace Special by Patricia C. McKissack and Jerry Pinkney

Happy Birthday, Martin Luther King Jr. by Jean Marzollo and J. Brian Pinkney

Harry Potter – series – J. K. Rowling

Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine

Honey... Honey... Lion! By Jan Brett

Hoodoo by Ronald L. Smith

Hot City by Barbara Joosse

I Have a Dream by Dr. Martin Luther King Jr. and Kadir Nelson

I Like Myself! By Karen Beaumont and David Castrow

In Plain Sight: A Game by Richard Jackson and Jerry Pickney

Jackie Robinson

John Henry by Julius Lester and Jerry Pinkney

Langston's Train Ride by Robert Burleigh and Leonard Jenkins

Last Stop on Market Street by Matt de la Pena

Legend of Bass Reeves by Gary Paulsen

Lily Brown's Paintings by Angela Johnson

Maebelle's secret

Maniac Magee by Jerry Spinelli

Markert place

Martin Luther King Jr.

Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport

MLK

MLK Jr, Sports figures, Tubman, Douglas, Music and Jazz

My Monster

More Than Anything Else by Marie Bradby and Chris K. Soentpiet

Mr. Lincoln's Way by Patricia Polacco

My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. by Christine King Farris and Chris Soentpiet

My Name Is Bud

Nelson Mandela by Kadir Nelson

Ninth Ward by Jewell Parker Rhodes

Not Norma

One Crazy Summer by Rita Williams-Garcia

One Hen – How One Small Loan Made a Big Difference by Katie Smith Milway and Eugenie Fernandes

One Love by Cedella Marley and Vanessa Brantley-Newton

other books by Jerry Pinckney

Pink and Say by Patricia Polacco

Rainbow Magic, Sports series

Red Pyramid or The Kane Chronicles series by Rick Riordan

Role of Thunder, Hear My Cry by Mildred D. Taylor

Ron's Big Mission by Rose Blue and Corinne Naden

Rosa Parks: My Story by Rosa Parks and Jim Haskins

Rosa Parks

Rosa Parks

Salt in His Shoes: Michael Jordan in Pursuit of a Dream by Deloris Jordan and Roslyn M. Jordan

Sense Pass King: A Story from Cameroon by Katrin Tchana and Trina Schart Hyman

Shadow Magic by Joshua Khan and Ben Hibon

Show Way by Jacqueline Woodson

Sit In: How Four Friends Stood Up by Sitting Down

Souder by William H. Armstrong and James Barkley

Stand Tall, Molly Lou Melon by Patty Lovell and David Castrow

Students by Suzanne Jurmain

Sugar by Jewell Parker Rhodes

Tar Beach by Faith Ringgold

Teammates by Peter Golenbock

The Bat Boy and His Violin by Gavin Curtis and E.B. Lewis

The Book Itch: Freedom, Truth, and Harlem's Greatest Bookstore by Vaunda Micheaux Nelson

The Crossover by Kwame Alexander

The Forbidden Schoolhouse: The True and Dramatic Story of Prudence Crandall and Her

The Girl from Felony Bay by J. E. Thompson

The Last Fifth Grade of Emerson Elementary by Laura Shovan

The Menagerie – series – by Tui T. Sutherland and Kari H. Sutherland

The Moon Over Star by Dianna Hutts Aston and Jerry Pinkney

The Other Side by Jacqueline Woodson and E. B. Lewis

The Patchwork Quilt

The People Could Fly: American Black Folktales by Virginia Hamilton and Leo Dillon

The Snowy Day by Ezra Jack Keats

The Story of Ruby Bridges: Special Anniversary Edition by Robert Coles and George Ford

The Stories Julian Tells by Ann Cameron and Ann Strugnell

The Watsons Go To Birmingham, 1963 by Christopher Paul Curtis

These Hands by Margaret H. Mason

This Is the Dream by Diane Z. Shore and Jessica Alexander

Tiki and Ronde Barber Books

Tiny Stitches: The Life of Medical Pioneer Vivien Thomas by Gwendolyn Hooks

Trombone Shorty by Troy Andrews and Bryan Collier

Underground Abductor: An Abolitionist Tale about Harriet Tubman by Nathan Hale

Visiting Day by Jacqueline Woodson and James Ransome

Walking on Thin Ice

Walter Dean Myers, All-American Boys

When Harriet Met Sojourner by Catherine Clinton and Shane W. Evans

When the Black Girl Sings by Bil Wright

White Socks Only by Evelyn Coleman and Tyrone Geter

Who was book series

Who Was Jesse Owens? By James Buckley, Jr. and Gregory Copeland

Yo! Yes? By Chris Raschka

Zane and the Hurricane: A Story of Katrina by Rodman Philbrick

Books with American Indian Characters

A Boy Called Slow by Joseph Bruchac

A Boy Named Beckoning: The True Story of Dr. Carlos Montezuma, Native American Hero, by Gina Capaldi

A Salmon for Simon by Betty Waterton

Absolutely True Diary of a Part-Time Indian by Sherman Alexie

Annie and the Old One by Miska Miles

Anything by Joseph Bruchac

Arrow to the Sun: A Pueblo Indian Tale by Gerald McDermott

Arrow to the Sun: A Pueblo Indian Tale by Gerald McDermott

Bear Dance by Will Hobbs

Black Elk's Vision: A Lakota Story, by S. D. Nelson

Blood on the River: James Town, 1607 by Elisa Carbone

Blue Birds by Caroline Starr Rose

Buffalo Bird Girl: A Hidatsa Story by S. D. Nelson

Buffalo Dance: A Blackfoot Legend by Nancy Van Laan

Buffalo Woman by Paul Goble

Cheyenne Again by Eve Bunting

Cheyenne Again by Eve Bunting

Chickadee by Louise Erdrich

Chief Joseph

Code Breakers

Code Talker: A Novel About the Navajo Marines of World War Two by Joseph Bruchac

Counting Coup: Becoming a Crow Chief on the Reservation and Beyond by Joseph Medicine Crow

Crossing Bok Chitto: A Choctaw Tale of Friendship & Freedom by Tim Tingle

Doe Sia: Bannock Girl and the Handcart Pioneers by Kenneth Thomasma

Education of Little Tree by Forrest Carter

First Strawberries by Joseph Bruchac

Fools Crow by James Welch

Greet the Dawn: The Lakota Way by S. D. Nelson

Hiawatha by Henry Wadsworth Longfellow

How Chipmunk Got His Stripes by Joseph Bruchac and James Bruchac

Indian in the Cupboard by Lynne Reid Banks

Island of the Blue Dolphins by Scott O'Dell)

Jim Thorpe's Bright Path by Joseph Bruchac

Jingle Dancer by Cynthia Leitich Smith

Kaya: An American Girl – series – Janet Beeler Shaw

Ken Thomasma books

Kirsten Learns a Lesson by Janet Shaw

Knots on a Counting Rope by Bill Martin Jr.

Kokpelli

Legend of the Bluebonnet by Tomie dePaola

Leslie Marmon Silko

Long Night Moon by Cynthia Rylant

Makoons by Louise Erdrich

Many books, These authors are popular: Joseph Bruchac, Louise Erdrich and Michael Dorris

many...by Alexie, Bruchac, Erdrich, Thomasma, Goble

Mary Red Parka by Peter Eyvindson

Meet Kaya by Janet Shaw

Moho At: Sheepeater Boy Attempts a Rescue by Kenneth Thomasma

My Five Senses by Alike

My Name is Sally Little Song by Brenda Woods

Native Elders: Sharing Their Wisdom by Kim Sigafus

Naya Nuki: Shoshoni Who Ran by Kenneth Thomasma

Pocahontas by Joseph Bruchac

Pretty-Shield: Medicine Woman of the Crows by Frank B. Linderman

Quiet Hero: The Ira Hayes Story by S. D. Nelson

Raccoon's Last Race by Joseph Bruchac

Sequoya

Shi-shi-etko by Nicola I. Campbell

Skeleton Man by Joseph Bruchac

Squanto's Journey: The Story of the First Thanksgiving by Joseph Bruchac

Star Boy by Paul Goble

Talking Leaves by Joseph Bruchac

The Birchbark House by Louise Erdrich

The Buffalo Jump by Peter Roop

The Cay by Theodore Taylore

The Crossing by Gary Paulsen

The Gift of the Sacred Dog by Paul Goble

The Girl Who Loved Wild Horses by Paul Goble

The Good Luck Cat by Joy Harjo

The Good Luck Cat by Joy Harjo

The Indian Wars

The Last Lobo by Roland Smith

The Legend of Indian Paintbrush by Tomie dePaolo

The Porcupine Year by Louise Erdrich

The Rough Face Girl by Rafe Martin

The Sign of the Beaver by Elizabeth George Speare

The Star Maiden: An Ojibway Tale by Barbara Juster Esbensen

The Table Where Rich People Sit by Byrd Baylor

Thunder Boy Jr. by Sherman Alexie

Touching Spirit Bear by Ben Mikaelson

Trail of Tears by Joseph Bruchac

Walking Two Worlds by Joseph Bruchac

Weedflower by Cynthia Kadohata

When the Legends Die by Hal Borland

Books with Arab American Characters

Aladdin and the Magic Lamp by Carl Bowen

Arabian Knights

Big Red Lollipop by Rukhsana Khan

Breadwinner by Deborah Ellis

Code of Honor by Alan Gratz

Does My Head Look Big In This? by Randa Abdel-fattah

Golden Domes and Silver Lanterns: A Muslim Book of Colors by Hena Khan

Harry Potter – series – by J. K. Rowling

Hayat Sindi: Brilliant Biochemist by Jill C. Wheeler

It Ain't So Awful, Falafel by Firoozeh Dumas

Joha Makes A Wish: A Middle Eastern Tale by Eric A. Kimmel

Keeping Corner by Kashmira Sheth

King of the Wind: The Story of the Godolphin Arabian by Marguerite Henry

Kite Runner by Khaled Hosseini

My Name is Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban  
by Malala Yousafzai

My Name is Parvana by Deborah Ellis

One Green Apple by Eve Bunting

One More River

Rebels of Kashah

Respecting Muslims in America

Shabanu: Daughter of the Wind by Suzanne Fisher Staples

Sinbad

Sinbad the Sailor

Sold by Patricia McCormick

The Copper Gauntlet (part of Magisterium series) by Holly Black and Cassandra Clare

The Friendship Swap

The Iron Trial by Holly Black and Cassandra Clare

The Kneeling Tree

The Librarian of Basra: A True Story from Iraq by Jeanette Winter

The Sandwich Swap by Queen Raina of Jordan Al Abdullah and Kelly DiPucchio

The Turtles of Oman by Naomi Shihab Nye

Towers Falling by Jewell Parker Rhodes

Written in the Stars by Aisha Seed

Books with Asian/Pacific American Characters

1001 Paper Cranes

A Single Shard by Linda Sue Park

Allen Say

American Born Chinese by Gene Luen Yang

Baseball Saved Us by Ken Mochizuki

Calvin Coconut: Trouble Magnet by Graham Salisbury

Chili Pepper

Crow Boy by Taro Yashima

Dash (Dogs of World War II) by Kirby Larson

Dragonwings by Laurence Yep

Fa Mulan: The Story of a Woman Warrior by Robert D. San Souci

Full Cicada Moon by Marilyn Hilton

Grandfather's Journey by Allen Say

Head Kick by Patrick Jones

How My Parents Learn to Eat by Ina R. Friedman

Inside Out and Back Again by Thanhha Lai

Letters from Wolfie by Patti Sherlock

Maui stories

Mauwi

Millicent Min, Girl Genius by Lisa Yee

Sadako and the Thousand Paper Cranes by Eleanor Coerr

Sylvia and Aki by Winifred Conkling

Take Me Out to the Yakyu by Aaron Meshon

The Bracelet by Yoshiko Uchida

The Dot by Peter H. Reynolds

The Endless Steppe: Growing Up in Siberia by Esther Hautzig

The White Swan Express: A Story About Adoption by Elaine M. Aoki and Jean Davies Okimoto

The Year of the Dog by Grace Lin

The Year of the Fortune Cookie by Andrea Cheng

Tikki Tikki Tembo by Arlene Mosel

Under a Blood Red Sky

When My Name Was Keoko by Linda Sue Park

Where the Mountain Meets the Moon by Grace Lin

Books with Caucasian Characters

A Long Way From Chicago by Richard Peck

A Wrinkle in Time by Madeleine L'Engle

A Year Down Yonder by Richard Peck

Absolutely Almost by Lisa Graff

Al Capone Does my Shirts by Gennifer Choldenko

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Andrew Clements Books

Anything by Lois Lowry

Artimus Fowl by Eoin Colfer

Beneath by Roland Smith

Book Scavenger by Jennifer Chambliss Bertman

Born to Rock by Gordon Korman

Bubba, The Cowboy Prince by Helen Ketteman

Clementine by Sara Pennypacker

Danny the Champion of the World by Roland Dahl

Diary of a Wimpy Kid by Jeff Kinney

El Deafo by Cece Bell

Ella Enchanted by Gail Carson Levine

Extraordinary Adventures of Alfred Kropp by Rick Yancey

Fablehaven by Brandon Mull

Fahrenheit 451 by Ray Bradbury

Fancy Nancy by Jane O'Connor

Fish in a Tree by Lynda Mullaly Hun

Flora and Ulysses: The Illuminated Adventures by Kate DiCamillo

Goosebumps by R. L. Stine

Happily Ever After

Harry Potter by J. K. Rowling

Hatchet by Gary Paulsen

Hattie Big Sky by Kirby Larson

Holes by Louis Sachar

Hoot by Carl Hiaasen

I Survived by Lauren Tarshis

Ida B by Katherine Hannigan

Jodi Picoult

Jumanji by Chris Van Allsburg

Junie B. Jones by Barbara Park

Just Grace by Charise Mericle Harper

Kinsey Millhone by author Sue Grafton

Last Apprentice by Joseph Delaney

Little House on the Prairie by Laura Ingalls Wilder

Loot by Jude Watson

Magic Tree House by Mary Pope Osborne

Magisterium by Holly Black and Cassandra Clare

Mama Seeton's Whistle by Jerry Spinelli

Maniac Magee by Jerry Spinelli

Meanwhile Back at the Ranch by Trinka Hakes Noble

Michael Vey by Richard Paul Evans

Miss Smith Under the Ocean by Michael Garland

Moon Over Manifest by Clare Vanderpool

New Kid by Mavis Jukes

Number the Stars by Lois Lowry

Pendragon by D. J. MacHale

Percy Jackson by Rick Riordan

Pictures of Hollis Woods by Patricia Reilly Giff

Pinkalicious by Victoria Kann

Ranger's Apprentice – series – by John A. Flanagan

Savvy by Ingrid Law

Shadow Magic by Joshua Khan

Sign of the Beaver by Elizabeth George Speare

Smile by Raina Telgemeier

Soar by Joan Bauer

Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are by Maria

Dismondy

Star Girl by Jerry Spinelli

Stars by Mary Lyn Ray

Stormbreaker by Anthony Horowitz

Tell Me Some More by Crosby Newell Bonsall

The Boxcar Children Mystery by Gertrude Chandler Warner

The Cat in the Hat by Dr. Seuss

The False Prince by Jennifer A. Nielsen

The Giver by Lois Lowry

The Giving Tree by Shel Silverstein

The Mark of Athena by Rick Riordan

The Menagerie by Tui T. Sutherland and Kari H. Sutherland

The One and Only Ivan by Katherine Applegate

The Polar Express by Chris Van Allsburg

The Swan

The War That Saved My Life by Kimberly Brubaker Bradley

The World From Up Here by Cecilia Galante

Theodore Boone by John Grisham

Time for Andrew: A Ghost Story by Mary Downing Hahn

Time Warp Trio by Jon Scieszka

To Kill a Mockingbird by Harper Lee

Touching Spirit Bear by Ben Mikaelson

Wayside School by Louis Sachar

Wonder by R. J. Palacio

Books with Latino/a Characters

90 Miles from Havana

A Chair for My Mother by Vera B. Williams

A Day's Work by Eve Bunting

A Gift from Papa Diego by Benjamin Alire Saenz

A Line in the Sand

A Mango Shaped Space by Wendy Mass

A Picture Book of Cesar Chavez by David A. and Michael S. Adler

A Spoon for Every Bite by Joe Hayes

Abuela by Arthur Dorros

Adelita by Tomie dePaola

Alex Rodriguez,

All in a Days Work

Allie, First at Last by Angela Cervantes

Any Small Goodness: A Novel of the Barrio by Tony Johnston

Becoming Naomi Leon by Pam Munoz Ryan

Beisol

Bless Me, Ultima by Rudolfo Anaya

books by Gallego García

Capture the Flag by Kate Messner

Cesar Chavez

Charro

Chato's Kitchen by Gary Soto and Susan Guevara

Chicharito

Claudia Cristina Cortez by Diana G. Gallagher

Dear America

Dear Primo: A Letter to My Cousin by Duncan Tonatiuh

Dolores Huerta

Dora the Explorer

Echo by Pam Munoz Ryan

Esperanza Rising by Pam Munoz Ryan

Frida by Jonah Winter

Frida Kahlo & Diego Rivera

Funny Bones: Posada and His Day of the Dead Calaveras by Duncan Tonatiuh

Gathering the Sun: An Alphabet in Spanish and English by Alma Flor Ada

Gracia the Thanksgiving Turkey

Gracias: The Thanksgiving Turkey by Joy Cowley

Green is a Chili Pepper: A Book of Colors by Roseanne Greenfield Thong

I Am Not Joey Pigza by Jack Gantos

I Survived Lauren Tarshis

Joey Pigza Loses Control by Jack Gantos

Josefina, American Girl Doll books.

Josefina saves the Day – American Girl by Valerie Tripp

Juana and Lucas by Juana Median

La Llorona

Last Stop on Market Street by Matt de la Pena

Laura

Mama Seaton's whistle

Marisol McDonald Doesn't Match by Monica Brown

Martina the Beautiful Cockroach: A Cuban Folktale by Carmen Agra Deedy

Mexican Immigrants in America

Midnighters by Scott Westerfield

Migrant by Maxine Trottier

Multi-cultural fairy tales

New Mexico Histories

No English by Jacqueline Jules

Pancho Rabbit and the Coyote: A Migrant's Tale by Duncan Tonatiuh

Red Midnight by Ben Mikaelson

Red Umbrella by Christine Gonzalez

Round is a Tortilla: A Book of Shapes by Roseanne Thong

Sandra Cisneros

Secrets of the Hills: A Josefina Mystery by Kathleen Ernst

Separate is Never Equal: Sylvia Mendez and her Family's Fight for Desegregation by

Duncan Tonatiuh

Shadowshaper by Daniel Jose Older

Sonia Sotomayor

Sylvia & Aki by Winifred Conkling

The Crossing

The Day It Snowed Tortillas by Joe Hayes and Antonio Castro Lopez

The Dream on Blanca's Wall by Jane Medina

The Fire

The House on Mango Street by Sandra Cisneros

The Living by Matt de la Pena

Too Many Tamales by Gary Soto

Tortilla Moon by Nate Miller

Viva Frida by Yuyi Morales

Waiting for the Biblioburro by Monica Brown

Zapato Power! by Jacqueline Jules

Books with Characters with Disabilities

A Corner of the Universe by Ann M. Martin

A Very Special Critter by Gina and Mercer Mayer

Al Capone Does My Shirts (Tales from Alcatraz) by Gennifer Choldenko

Be Good to Eddie Lee by Virginia Fleming

Blink Once by Cylin Busby

Bone Gap by Laura Ruby

Chasing Orion by Kathryn Lasky

Counting by 7s by Holly Goldberg Sloan

Dad and Me in the Morning by Patricia Lakin

Dancing Wheels by Patricia McMahan

Don't Call Me Special: A First Look at Disability by Pat Thomas

Don't Laugh At Me by Steve Seskin and Allen Shamblin

Dovey Coe by Frances O'Roark Dowell

El Deafo by Cece Bell

Emma-Jean Lazarus Fell Out of a Tree by Lauren Tarshis

Featherless: Desplumado by Juan Felipe Herrera

Fish in a Tree by Lynda Mullaly Hunt

Freak the Mighty by Rodman Philbrick

Girls Like Us by Gail Giles

Hellen Keller

Helping Sophia by Anastasia Suen

I Funny by James Patterson and Chris Grabenstein

Just Because by Rebecca Elliot

Knockin' on Wood: Starring Peg Leg Bates by Lynne Barasch

Knots on a Counting Rope by Bill Martin Jr. and John Archambault

Listen For the Bus by Patricia McMahon

Lumber Camp Library by Natalie Kinsey-Warnock

Mama Zooms by Jane Cowen-Fletcher

Molly Lou Melon – series – by Patty Lovell

Monster by Walter Dean Myers

Moses Goes to a Concert by Isaac Millman

My Buddy

Out My Mind by Sharon M. Draper

Pay Attention, Slosh! By Mark Smith

Petey by Ben Mikaelson

Prairie School by Avi and Bill Farnsworth

Rain, Reign by Ann M. Martin

Rules by Cynthia Lord

Rules by Cynthia Lord

Running Dream by Wendelin Van Draanen

She Is Not Invisible by Marcus Sedgwick

Six Dots: A Story of Young Louis Braille by Jen Bryant

So Be It by Sarah Weeks

Soar by Joan Bauer

Some Kids Are Blind by Lola M. Schaefer

Some Kids Are Deaf by Lola M. Schaefer

Some Kids Have Autism by Martha E. H. Rustad.  
Stargirl by Jerry Spinelli  
Stranded by Jeff Probst  
Thank You, Mr. Falker by Patricia Polacco  
The Art of Miss Chew by Patricia Polacco  
The Boy Who Could Fly by Sally Gardner  
The Iron Trial by Holly Black and Cassandra Clare  
The Junkyard Wonders by Patricia Polacco  
The Miracle Worker by William Gibson  
The Storm by Cynthia Rylant  
The View from Saturday by E. L. Konigsburg  
The War That Saved My Life by Kimberly Brubaker Bradley  
Top 10 Physically Challenged Athletes by Jeff Savage  
Underwater: A Novel by Marisa Reichardt  
We'll Paint the Octopus Red by Stephanie Stuve-Bodeen  
Wonder by R. J. Palacio  
Wonderstruck by Brian Selznick

Books with Characters who Live Below the Poverty Line

A Chair for My Mother by Vera B. Williams  
A Christmas Carol by Charles Dickens  
A Handful of Stars by Cynthia Lord

Anne of Green Gables by L. M. Montgomery

Bessie Coleman

Bud, Not Buddy by Christopher Paul Curtis

Crenshaw by Katherine Applegate

Dear America

Each Kindness by Jacqueline Woodson

Fish In A Tree by Lynda Mullaly Hunt

Fly Away Home by Eve Bunting

Fly Away Home by Eve Bunting

Harris and Me by Gary Paulsen

Hold Fast by Blue Balliett

Holes by Louis Sachar

How to Steal a Dog by Barbara O'Connor

How to Steal a Dog by Barbara O'Connor

Last Stop on Market Street by Matt de la Pena

Maniac Magee by Jerry Spinelli

Midnighters by Scott Westerfield

Moon Over Manifest by Clare Vanderpool

Navigating Early by Clare Vanderpool

No Ordinary Day by Deborah Ellis

No Place by Todd Strasser

Out Of The Dust by Karen Hesse

Poop Fountain!: The Qwikpick Papers by Tom Angleberger

Prairie Evers by Ellen Airgood

Roll of Thunder, Hear My Cry by Mildred D. Taylor

Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation by Duncan Tonatiuh

Silver Packages: An Appalachian Christmas Story by Cynthia Rylant

Small as an Elephant by Jennifer Richard Jacobson

Sold by Patricia McCormick

Souder by William H. Armstrong

Ten Cents a Dance by Christine Fletcher

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

The Day It Snowed Tortillas by Joe Hayes

The Family Under the Bridge by Natalie Savage Carlson

The Hundred Dresses by Eleanor Estes

The Little Princess by Frances Hodgson Burnett

The Mighty Miss Malone by Christopher Paul Curtis

The Orange Shoes by Trinka Hakes Noble

The Royal Bee by Frances and Ginger Parm

The Secret Life of Bees by Sue Monk Kidd

The Sixty-Eight Rooms by Marianne Malone

The War That Saved My Life by Kimberly Brubaker Bradley

Those Shoes by Maribeth Boelts

Tortilla Flat by John Steinbeck

Trash by Andy Mulligan

Walking to School by Eve Bunting

Books with LGBT Characters

Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz

A Separate Peace by John Knowles

Absolute Brightness by James Lecesne

And Tango Makes Three by Justin Richardson and Peter Parnell

Blood of Athena

Captain Underpants by Dav Pilkey

Confession of a Wallflower

Deliver Us from Evie by M. E. Kerr

Drama by Raina Telgemeier

George by Alex Gino

I Am Jazz by Jessica Herthel and Jazz Jennings

In My Mother's House

In Our Mothers' House by Patricia Polacco

Lumberjanes by Noelle Stevenson and Shannon Watters

Magnus Chase and the Gods of Asgard by Rick Riordan

Morris Micklewhite and the Tangerine Dress by Christine Baldacchino

Morris Micklewhite and the Tangerine Dress by Christine Baldacchino

My Mixed-Up Berry Blue Summer by Jennifer Gennari

My Two Moms (My Family) by Claudia Harrington

Not Otherwise Specified by Hannah Moskowitz

Putting Makeup on the Fat Boy by Bil Wright

Red: A Crayon's Story by Michael Hall

Riding Freedom by Pam Munoz Ryan

The Best Man by Richard Peck

The Hensleys

The Name of This Book is Secret by Pseudonymous Bosch

The Perks of Being a Wallflower by Stephen Chbosky

The Shared Heart: Portraits and Stories Celebrating Lesbian, Gay and Bisexual Young People by Adam Mastoon

The Thing About Jellyfish by Ali Benjamin

The War That Saved My Life by Kimberly Brubaker Bradley

What the Moon Said by Gayle Rosengren

Worm Loves Worm by J. J. Austrian

Zack's Story

Books with Characters who are Adopted

Allison by Allen Say

And Tango Makes Three by Justin Richardson and Peter Parnell

Anne of Green Gables by L.M. Montgomery

Charlie Bone – series – Jenny Nimmo

Charlie Bone and the Castle of Mirrors by Jenny Nimmo

Children of Exile by Margaret Peterson Haddix

Counting by 7s by Holly Goldberg Sloan

Dragon's Extraordinary Egg by Debi Gliori

Emma's Yucky Brother by Jean Little

Everything on a Waffle by Polly Horvath

Families, Families, Families! By Suzanne Lang

Family Under the Bridge by Natalie Savage Carlson

Found by Margaret Peterson Haddix

Half a World Away by Cynthia Kadohata

Home of the Brave by Katherine Applegate

I Love You Like Crazy Cakes by Rose A. Lewis

It's Okay to Be Different by Todd Parr

Jamie Lee Curtis books

Jin Woo by Eve Bunting

Little Lost Bat by Sandra Markle

Mandy by Julie Andrews Edwards

Maniac Magee by Jerry Spinelli

Matilda by Roald Dahl

My Family is Forever by Nancy Carlson

My Mei Mei by Ed Young

Ninth Ward by Jewell Parker Rhodes

Orphan Train by Christina Baker Kline

Permanent Rose by Hilary McKay

Pictures of Hollis Woods by Patricia Reilly Giff

Rice And Beans by Wiley Blevins

Ruby Holler by Sharon Creech

Saffy's Angel by Hilary McKay

Soar by Joan Bauer

Stuart Little by E.B. White

Take Me With You

Te Quiero, Nina Bonita by Rose A. Lewis

Tell Me Again About the Night I Was Born by Jamie Lee Curtis

The Door by the Staircase by Katherine Marsh

The Rise of Herk by Doug Ten Napel

The Thousandth Floor

The White Swan Express: A Story About Adoption by Jean Davies Okimoto

Three Times Lucky by Sheila Turnage

Through Moon and Stars and Night Skies by Ann Turner

Two Times Lucky

We All Have Different Families by Melissa Higgins

When the Black Girl Sings by Bil Wright

Worth by A. LaFaye

Books with Characters whose Parents are Divorced

42 Miles by Tracie Vaughn Zimmer

Amber Brown

Amber Brown

Booked by Kwame Alexander

Charlie Anderson by Barbara Abercrombie

Dear Mr. Henshaw by Beverly Cleary and Paul O. Zelinsky

Define “Normal” by Julie Anne Peters

Dinosaurs Divorce (A Guide for Changing Families) by Marc Brown and Laurie Krasny Brown

Dream On

Emily's Blue Period by Cathleen Daly and Lisa Brown

Everywhere, Everywhere

Fixing Delilah by Sarah Ockler

Fred Stays With Me! By Nancy Coffelt and Tricia Tusa

Hatchet by Gary Paulsen

I.Q.

It's Not the End of the World by Judy Blume

Lightning Thief by Rick Riordan

Living with Mom and Living with Dad by Melanie Walsh

One Crazy Summer by Rita Williams-Garcia

P.S. Be Eleven by Rita Williams - Garcia

Raymie Nightingale by Kate DiCamillo

Red Pyramid by Rick Riordan

Some Frog by Eve Bunting and Scott Medlock

Strider by Beverly Cleary and Paul O. Zelinsky

The Dancing Pancake by Eileen Spinelli and Joanne Lew-Vriethoff

The DUFF: (Designated Ugly Fat Friend) by Kody Keplinger

Weekends with Dad: What to Expect When Your Parents Divorce by Melissa Higgins and Wednesday Kirwan

Weekends with Max and His Dad by Linda Urban and Katie Kath

Books with Grandparents Raising Grandkids

A Chair for My Mother by Vera B. Williams

A Year Down Yonder by Richard Peck

A Year Down Yonder by Richard Peck

Belle Prater's Boy by Ruth White

Characters with a Single Mom or Dad books

Clever Jack Takes the Cake by Candace Fleming

Dead Man in Indian Creek by Mary Downing Hahn

Dear Rebecca

Die For Me by Amy Plum

Doll Bones

Everything on a Waffle by Polly Horvath

Fablehaven – series – by Brandon Mull and Brandon Dorman

Half and Half by Lensey Namioka

Hatchet by Gary Paulsen

Joey Pigza – series – by Jack Gantos

Joey Pigza Swallowed the Key by Jack Gantos

Jumped In by Patrick Flores-Scott

Last Stop on Market Street by Matt de La Pena and Christian Robinson

Love, Aubrey by Suzanne LaFleur

Love, Ruby Lavender by Deborah Wiles

Lucky Strike by Bobbie Pyron

Miss Rumphius by Barbara Cooney

Missing May by Cynthia Rylant

Moon Over Manifest by Clare Vanderpool

Pax by Sara Pennypacker

Reaching for Sun by Tracie Vaughn Zimmer

Rocky Road by Rose Kent

Small as an Elephant by Jennifer Richard Jacobson

Smokey Night by Eve Bunting

Sunny Side Up by Jennifer L. Holm and Matthew Holm

The Black Stallion by Walter Farley

The Boy On Cinnamon Street by Phoebe Stone

The Boy on Cinnamon Street by Phoebe Stone

The War That Saved My Life by Kimberly Brubaker Bradley

Those Shoes by Maribeth Boelts and Noah Z. Jones

Two Old Women

Visiting Day by Jacqueline Woodson and James Ransome

Walk Two Moons by Sharon Creech

Walk Two Moons by Sharon Creech

When the Sea Turned to Silver by Grace Lin

Winter is Here by Jean Craighead George

Yoko by Rosemary Wells

Books with Single Parent Families

Amulet – series – by Kazu Kibuishi

Are You My Mother? By P. D. Eastman

Because of Winn-Dixie by Kate DiCamillo

Breathe: A Ghost Story by Cliff McNish

Close to Famous by Joan Bauer

Coming Home Soon by Jacqueline Woodson

Diary of a Wimpy Kid by Jeff Kinney

Fred Stays With Me! by Nancy Coffelt

Free Baseball by Sue Corbett

Hatchet by Gary Paulsen

Iron Trial by Holly Black

Just the Two of Us by Will Smith

Lifting the Sky by Mackie d'Arge

Lumber Camp Library by Natalie Kinsey-Warnock

Okay for Now by Gary D. Schmidt

Percy Jackson and the Olympians by Rick Riordan

Roller Girl by Victoria Jamieson

Ruby on the Outside by Nora Raleigh Baskin

Soar by Joan Bauer

Spiderwick Chronicles by Tony DiTerlizzi and Holly Black

Stumptown Kid by Carol Gorman

The Fourteenth Goldfish by Jennifer L. Holm

The Higher Power of Lucky by Susan Patro

The New Kid by Tim Green

The Penderwicks Jeanne Birdsall

Thunder Cave by Roland Smith

Waiting for Normal by Leslie Connor

Zane and the Hurricane: A Story of Katrina by Rodman Philbrick

Books with Characters who Have Different-Sex Parents

11 Birthdays by Wendy Mass

A Bad Case of Stripes by David Shannon

A Night Divided by Jennifer A. Nielse

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

All the other books not listed in the next question!

Aunt Isabel Tells A Good One by Kate Duke

Berenstain Bears – series – by Stan, Jan and Mike Berenstain

Chronicles of Narnia – series – C. S. Lewis

Chrysanthemum by Kevin Henkes

Clementine by Sara Pennypacker

Crossover

Dead End in Norvelt by Jack Gantos

Diary of a Wimpy Kid – series – by Jeff Kinney

El Deafo by Cece Bell

Families, Families, Families! by Suzanne Lang

Grandma Maxine Remembers (What Was It Like, Grandma?) by Ann Morris

Harry Potter by J. K. Rowling

How My Parents Learned to Eat by Ina R. Friedman

I Am Not Joey Pigza by Jack Gantos

Knuffle Bunny – series – by Mo Willems

Laura Ingalls Wilder

Little House on the Prairie – series - by Laura Ingalls Wilder

Matched by Ally Condie TEENS??

Navigating Early by Clare Vanderpool

Oliva by Ian Falconer

Owen by Kevin Henkes

Ramona the Pest by Beverly Cleary

Roll of Thunder, Hear My Cry by Mildred D. Taylor

Sidewalk Flowers by JonArno Lawson

Sounder by William H. Armstrong

The Crossover by Kwame Alexander

The Giver – series – Lois Lowry

The Snow Globe Family by Jane O’Connor

The Thing About Jellyfish by Ali Benjamin

too many to name including The Giver

Too Many Toys by David Shannon

Wonder by R. J. Palacio

Books with Characters who have Same-Sex Parents

And Tango Makes Three by Justin Richardson

Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz

Beverly Cleary books

Blood of Athena

Drama by Raina Telgemeier

Henry and Mudge

Home at Last by Vera B. Williams

In My Mother’s House

In Our Mothers’ House by Patricia Polacco

My Two Moms (My Family) by Claudia Harrington

The Best Man by Richard Peck

The Family Book by Todd Parr

The Misadventures of the Family Fletcher by Dana Alison Levy

The Name of this Book Is Secret by Pseudonymous Bosch

The Popularity Papers by Amy Ignatow

Two can Tango

We All Have Different Families (Celebrating Differences) by Melissa Higgins

Zack's Story

Books with Foster Families

A Family Apart by Joan Lowery Nixon

A Long Walk to Water by Linda Sue Park

A Series of Unfortunate Events by Lemony Snicket

Anne of Green Gables by L. M. Montgomery

Bud, Not Buddy by Christopher Paul Curtis

Finding Joy

Harris and Me by Gary Paulsen

Harry Potter by J.K. Rowling

Lemony Snicket books

Locomotion by Jacqueline Woodson

Madaline by Ludwig Bemelmans

Mama, Let's Dance by Patricia Hermes

Mudville by Kurtis Scaletta

One for the Murphys by Lynda Mullaly Hunt

Onion Tears by Dianna Kidd

Over the Edge

Pictures of Hollis Woods by Patricia Reilly Giff

Ruby Holler by Sharon Creech

Ruby on The Outside by Nora Raleigh Baskin

The Blind Side by Michael Lewis

The Boy on the Porch by Sharon Creech

The Child Called It

The Cottage in the Woods by Katherine Coville

The Fantastic Secret of Owen Jester by Barbara O'Connor

The Great Gilly Hopkins by Katherine Paterson

The Higher Power of Lucky by Susan Patron

The Language of Flowers: A Novel by Vanessa Diffenbaugh

The Lost Boy: A Foster Child's Search for the Love of a Family by Dave Pelzer

The Road to Paris by Nikki Grimes

The War That Saved My Life by Kimberly Brubaker Bradley

Three Little Words: A Memoir by Ashley Rhodes-Courter

Touch Blue by Cynthia Lord

Unstoppable

We All Have Different Families (Celebrating Differences) by Melissa Higgins

Books with Military Families

100 Days and 99 Nights by Alan Madison

A Year in the Jungle- Susan Collins

An Elephant in the Garden by Michael Morpurgo

Bull Rider by Suzanne Morgan Williams

Capture the Flag by Kate Messner

Cracker! The Best Dog in Vietnam by Cynthia Kadohata

Crow Call by Lois Lowry

Dear Letters

Diary of a Wimpy Kid by Jeff Kinney

Don't Forget, God Bless Our Troops by Jill Biden

Duke (Dogs of World War II) by Kirby Larson

Eleven and Holding by Mary Penney

Fish in a Tree by Lynda Mullaly Hunt

Heart of a Shepherd by Rosanne Perry

Hero Dad by Melinda Hardin

I Live at a Military Post by Stasia Ward Kehoe

If I Ever Get Out of Here by Eric Gansworth

Little Women by Louisa May Alcott

My Daddy is a Soldier

My Daddy is a Soldier

Operation Yes by Sara Lewis Holmes

Shadow by Michael Morpurgo

Standing Tall

Stay Where You Are and Then Leave by John Boyne

The Impossible Patriotism Project by Linda Skeers

The Saturday Boy by David Fleming

The Summer Before Boys by Nora Raleigh Baskin

The War That Saved My Life by Kimberly Brubaker Bradley

Unbroken by Laura Hillenbrand

Wild Life by Cynthia DeFelice

Yankee Girl by Mary Ann Rodman

Year of the Jungle

Books with Muslim, Buddhist, Hindu, Jewish, or Christian Characters

A Single Grain of Rice

B.U.G by Jane Yolen

Boy on the Wooden Box: How the Impossible Became Possible by Leon Leyson

Breadwinner by Deborah Ellis

Brown Girl Dreaming by Jacqueline Woodson

Diary of Anne Frank

Elijah's Angel: A Story for Chanukah and Christmas by Michael J. Rosen

Finders Keepers by Keiko Kasza

Gershon's Monster: A Story for the Jewish New Year by Eric Kimmel

Golden Domes and Silver Lanterns: A Muslim Book of Colors by Hena Khan

Goldie Takes a Stand

Golem

Golem by David Wisniewski

Golem's Latkes

Grandfather's Coat

Hanukkah in Alaska by Barbara Brown

Hereville by Barry Deutsch

Hershel and the Hanukkah Goblins by Eric A. Kimmel

Homeless Bird

I am a \_\_\_\_ (a series with 8 books of third grade level books about the lives of kids in each religion)

I Am Malala: How One Girl Stood Up for Education and Changed the World by Malala Yousafzai

I am Nujood, Age 10 and Divorced by Delphine Minoui

I Survived Nazi Invasion by Lauren Tarshis

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