



**Socialstyrelsen**

Litteraturliste til temaet  
Udsatte børn og  
unges læring

januar 2021

---

Viden til gavn

**Publikationen er udgivet af**  
Socialstyrelsen  
Edisonsvej 1  
5000 Odense C  
Tlf: 72 42 37 00  
E-mail: [info@socialstyrelsen.dk](mailto:info@socialstyrelsen.dk)  
[www.socialstyrelsen.dk](http://www.socialstyrelsen.dk)

Udgivet 15. januar 2021

# Litteraturliste til temaet Udsatte børn og unges lærings

## Baggrund for søgning

År for søgning: Ultimo 2015

Tidsafgrænsning: 2010-2015

Geografisk afgrænsning: Nordisk

## Den samlede litteraturliste efter opdatering af temaet i december 2020

Berlingske (2016). *Psykologhjælp skal mindske skolebørns pjæk.* (26.04.16)

Bleses, D. et al. (2010). "Sprogvurdering af 3-årige (09) – karakteristika og risikofaktorer". Working papers, *Center for Child Language*, e-prints, 10.

Bleses, D. et al. (2016). "Early productive vocabulary predicts academic achievement 10 years later." *Applied Psycholinguistics*.

Bokspindeln (u.å.). *Letterbox Club Sverige –en investering i vår framtid.* Tilgængelig fra: <https://www.sv.se/avdelningar/sv-stockholm/nyheter/letterbox-club-sverige--en-investering-i-var-framtid/> [lokalisert 05-02-2016]

BookTrust (u.å.). *About the Letterbox Club.* Tilgængelig fra: <https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/about-letterbox-club/> [lokalisert 21-04-2020]

BookTrust (u.å.). *Letterbox Club parcels.* Tilgængelig fra: <https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/about-letterbox-club/letterbox-club-parcels/> [lokalisert 21-04-2020]

Bradley, R. H. & Corwyn, R. F. (2002). Socioeconomic Status and Child Development. *Annual Review of Psychology*, 53, pp. 371-399.

Brooks, G. (2016). *What works for children with literacy difficulties? The effectiveness of intervention schemes* (5th ed). The Dyslexia-SpLD Trust.

Brooks, G. (2016). *What works for children with literacy difficulties? The effectiveness of intervention schemes* (3rd ed). London: Department for Children, Schools and Families.

Carr, A. (2006). *The Handbook of Child and Adolescent Clinical Psychology – A Contextual Approach.* Routledge.

Christoffersen, Mogens Nygaard et al. (2014). *Daginstitutioners betydning for børns udvikling. En forskningsoversigt.* 14:23 SFI – Det Nationale Forskningscenter for Velfærd

Currie, J. (2009). Healthy, Wealthy, and Wise: Socioeconomic Status, Poor Health in Childhood and Human Capital Development. *Journal of Economic Literature*, 47(1), pp. 87-122.

- Dietrichson, Jens et al. (2015). *Skolerettede indsatser for elever med svag socioøkonomisk baggrund. En systematisk forskningskortlægning og syntese.* 15:07 SFI – Det Nationale Forskningscenter for Velfærd
- Dymoke, S. & Griffiths, R. (2010). The Letterbox Club: The impact on looked-after children and their carers of a national project aimed at raising achievements in literacy for children aged 7 to 11 in foster care. *Journal of Research in Special Educational Needs*, Vol. 10 (1): 52-60.
- Esping-Andersson et al. (2012). Child Care and School Performance in Denmark and the United States. *Children and Youth Services Review*, 34, pp. 576-589.
- Folketinget (2016). *L 124 (som fremsat): Forslag til lov om ændring af lov om social service.* (Pædagogiske læreplaner i dagtilbud til børn). (16.06.16)
- Følner, B. & Johansen, S. (2019). *Makkerlæsning for udsatte og fagligt udfordrede børn - En metodebeskrivelse til kommuner og skoler.* Udarbejdet af Als Research for Socialstyrelsen. Kbh: Als Research.
- Følner, B. & Johansen, S. (2019). *Makkerlæsning: En indføring i metoden.* Udarbejdet af Als Research for Socialstyrelsen. Kbh: Als Research.
- Forsman, Hilma (2015). Foster carers' experiences of a paired reading literacy intervention with looked-after children. *Child and Family Social Work*, Vol. 22 (1): 409-418.
- Good et al. (2003). Improving Adolescents' Standardized Test Performance: An Intervention to Reduce the Effects of Stereotype Threat. *Journal of Applied Developmental Psychology*, 24, s. 645-662.
- Griffiths et al. (2010). *The Letterbox Club 2007-2009: Final Evaluation Report.* Leicester: University of Leicester, School of Education; London: BookTrust
- Griffiths Rose & Comber, Chris (2011a). *The Letterbox Club in Wales: Evaluation Report 2009-2011.* Leicester: University of Leicester, School of Education; London: BookTrust.
- Griffiths Rose & Comber, Chris (2011b). *Letterbox Green 2010: An Evaluation of the Letterbox Club Pilot for Children in Secondary School.* Leicester: University of Leicester, School of Education; London: BookTrust.
- Griffiths, Rose & Hastings, Sue (2017). *Letterbox Purple: An evaluation of the pilot in 2016 for children aged 3 to 5.* Leicester: University of Leicester, School of Education; London: BookTrust.
- Griffiths, Rose (2012). The Letterbox Club: An account of a postal club to raise the achievement of children aged 7 to 13 in foster care. *Children and Youth Services Review*, Vol. 34 (6): 1101-1106.
- Griffiths, Rose et al. (2009). *Evaluation Report Part One.* Tilgængelig fra: [https://www.booktrust.org.uk/globalassets/resources/research/letterbox\\_evaluation\\_report-rose-griffiths-2007.pdf](https://www.booktrust.org.uk/globalassets/resources/research/letterbox_evaluation_report-rose-griffiths-2007.pdf). Leicester: University of Leicester, School of Education; London: Booktrust.
- Griffiths, Rose et al. (2009). *The Letterbox Club: Evaluation Report Part One.* Leicester: University of Leicester, School of Education; London: Booktrust.

- Hancock, A & Leslie, M. (2014). *Letterbox Club Scotland: Report to Booktrust*. Edinburgh: Moray House School of Education, The University of Edinburgh.
- Hermansen, Mads (2005). *Læringens univers*. Forlaget KLIM.
- Illeris, Knud (2006). *Læring*. København. Roskilde Universitetsforlag.
- Innovationsfonden (2016). *Børn med et stort skolefravær skal have effektiv hjælp*. (lokalisert d. 25.04.16) Side ikke længere aktiv (september 2018)
- Jacob, B. & Ludwig, J. (2008). *Improving Outcomes for Poor Children*. NBER Working Paper, no. 14550.
- KL (2016). *De udsatte børn – Nøgletal*. KL - Kommunernes Landsforening (KL)
- Kloppenborg, Hans Skov et al. (2015). *Sårbare børn – hvem er de, hvor bor de, og hvordan klarer de sig i skolen?*. KORA – Det Nationale Institut for Kommuner og Regioners Analyse og Forskning.
- Klub Penalhus (u.å.). *Om klubben*. Tilgængelig fra: <http://klubpenalhus.dk/om-klubben/> [lokalisert 23-06-2020]
- KORA, Det Nationale Institut for Kommuner og Regioners Analyse og Forskning (2016). *Årsager til skolefravær*. (25.04.16)
- Maynard, B. R. et al. (2012). Indicated truancy interventions: Effects on school attendance among chronic truant students. *Campbell Systematic Reviews*, 10. doi:10.4073/csr.2012.10.
- Maynard, Brandy R. (2011). *The absence of presence: A systematic review and meta-analysis of indicated interventions to increase student attendance*. US: ProQuest Information & Learning; 2011
- McConnell, B. M. & Kubina, R. M., Jr. (2014). Connecting with Families to Improve Students' School Attendance: A Review of the Literature. *Preventing School Failure* 2014 01/01;58(4):249-256
- Morgan, Roger (1976). 'Paired reading' tuition: a preliminary report on a technique for cases of reading deficit. *Child: Care, Health and Development*, Vol. 2 (1): 13–28.
- Morgan, Roger (1986). *Helping Children Read: The Paired Reading Handbook*. London: Methuen.
- Osborne et al. (2010). *Paired reading as a literacy intervention for foster children*. Adoption & Fostering, Vol. 34 (4): 17-26.
- Ottosen, Mai Heide et al. (2010). *Børn og unge i Danmark. Velfærd og trivsel 2010*. SFI – Det Nationale Forskningscenter for Velfærd.
- Ottosen, Mai Heide et al. (2014). *Anbragte børn og unges trivsel*. SFI – Det Nationale Forskningscenter for Velfærd
- Ploug, Niels (2007). *Socialt udsatte børn. Identifikation, viden og handlemuligheder i daginstitutioner*. SFI – Det Nationale Forskningscenter for Velfærd.

Rosholm, Michael et al. (2019). *Evaluering af skolerettede og skoleunderstøttende indsats i projekt "Styrket faglighed blandt udsatte børn i folkeskolen*. Århus: Trygfondens Børneforskningscenter.

Slates, S. L. et al. (2012). Counteracting Summer Slide: Social Capital Resources Within Socio-economically Disadvantaged Families. *Journal of Education for Students Placed at Risk*, 17(3), pp. 165-185.

Socialstyrelsen (2017). *Omkostningsvurdering af Klub Penalhus*. Odense: Socialstyrelsen.

Socialstyrelsen (2019, 19. september). *Makkerlæsning*. Tilgængelig fra: <https://socialstyrelsen.dk/born/forebyggelse-og-tidlig-indsats/Metoder/makkerlaesning> [lokalisert 21-04-20].

Socialstyrelsen (2019, 19. september). *Makkerlæsning materialer*. Tilgængelige fra: <https://socialstyrelsen.dk/born/forebyggelse-og-tidlig-indsats/Metoder/makkerlaesning/materialesamling> [lokalisert 21-04-20].

Socialstyrelsen (2019, 24. september) *Klub Penalhus materialer*. Tilgængelig fra: <https://socialstyrelsen.dk/born/forebyggelse-og-tidlig-indsats/Metoder/klub-penalhus/materialer-1> [lokalisert 21-04-2020].

Socialstyrelsen (2020, 5. februar). *Klub Penalhus*. Tilgængelig fra: <https://socialstyrelsen.dk/born/forebyggelse-og-tidlig-indsats/Metoder/klub-penalhus> [lokalisert 21-04-2020]

Tanner-Smith, E. & Wilson, S. J. (2014). A meta-analysis of the effects of dropout prevention programs on school absenteeism. *Prevention Science* 2013 10;14(5):468-478

Tideman, E. et al. (2013). *Paired Reading: Ett försök i sju kommuner med lästräning för familjehemsplacerade barn*. Stockholm: Stiftelsen Allmänna Barnhuset.

Timperley, H. S. et al. (2003). Changing and Sustaining Teachers' Expectations through Professional Development in Literacy. *Teaching and Teacher Education*, 19, pp. 627-641.

Topping, K. J. & Lindsay, G. A. (1992b). Paired reading: A review of the literature. *Research Papers in Education*, Vol. 7 (3): 199-246.

Topping, K. J. (1995). *Paired reading, spelling & writing: The handbook for teachers and parents*. London & New York: Cassell.

Topping, Keith J. & Lindsay, G. A. (1992). Paired reading: A review of the literature. *Research Papers in Education*, Vol. 7 (3): 199-246.

Topping, Keith J. (1987). Peer tutored paired reading: Outcome data from ten projects. *Educational Psychology*, Vol. 7 (2): 133-145.

Topping, Keith J. (1987). Paired reading: a powerful technique for parent use. *Reading Teacher*, Vol. 40 (7): 608-614.

Topping, Keith J. (1989). Peer tutoring and paired reading: Combining two powerful techniques. *Reading Teacher*, Vol. 42 (7): 488-494.

Topping, Keith J. (1992b). Short- and long-term follow-up of parental involvement in reading projects. *British Educational Research Journal*, Vol. 18 (4): 369-379.

Topping, Keith J. (1995). *Paired reading, spelling & writing: The handbook for teachers and parents*. London; New York: Cassell.

Topping, Keith J. (2001). *Thinking, reading, writing: A practical guide to paired learning with peers, parents and volunteers*. New York; London: Continuum.

Topping, Keith J. (2014). Paired Reading and Related Methods for Improving Fluency. *International Electronic Journal of Elementary Education*, Vol. 7(1): 57-70.

Topping, Keith J. et al. (2011). Peer tutoring in reading in Scotland: thinking big. *Literacy*, Vol. 45 (1): 3-9.

Trillingsgaard, A. (2007). Diagnosticering og case. *Psykolog Nyt*, nr. 17, 2007

Trillingsgaard, A. et al. (2010). Caseformulering – i en udviklingspsykopathologisk referenceramme. *Psyke og Logos*, 2010, 31, pp. 399-416

University of Leicester (u.å.). *The Letterbox Club: support for educational activity at home for children in foster care*. Tilgængelig fra:

<https://www2.le.ac.uk/departments/education/research/projects/the-letterbox-club-1> [lokalisert 08-02-2020].

Vinnerljung Bo, et al. (2014). Paired Reading for foster children: results from a Swedish replication of an English literacy intervention. *Adoption & Fostering*, Vol. 38 (4): 361-373.

Vinnerljung, B et al. (2010). Skolbetyg, utbildning och risker för ogyllnsam utveckling hos barn. I *Socialstyrelsen Social Rapport 2010*, kap 7, s 227-266. Stockholm: Socialstyrelsen.

Von Seelen (2014). *Opsamling på 20 projekter om fastholdelse og fravær*. KOSMOS, Det nationale Videnscenter for Kost, Sundhed og Motion for børn og unge for Undervisningsministeriet, 2014

Wilson, S. et al. (2011). *Dropout prevention and intervention programs: Effects on school completion and dropout among school-aged children and youth*. Campbell Systematic Reviews.

Winter, Karen et al. (2011). *Evaluation of the Effectiveness of the Letterbox Club in Improving Educational Outcomes among Children Aged 7-11 Years in Foster Care in Northern Ireland*. Belfast: Centre for Effective Education, School of Education, Queen's University Belfast.

Winter, Karen et al. (2011). *Evaluation of the Effectiveness of the Letterbox Club in Improving Educational Outcomes among Children Aged 7-11 Years in Foster Care in Northern Ireland*. Belfast: Centre for Effective Education, School of Education, Queen's University Belfast.

[www.socialebegreber.dk](http://www.socialebegreber.dk)

## Den samlede litteraturliste ved temaets udarbejdelse

Andersen, John & Gundelach, Søren, UdviklingsForum (2009). *Indsatsen over for socialt udsatte børn i dagtilbud: Casestudier i ni dagtilbud: Delrapport 3*. Kbh.: AKF - Anvendt KommunalForskning.

- Anderson S. et al (2015). "Helping Us Find Our Own Selves": Exploring Father-Role Construction and Early Childhood Programme Engagement. *Early Child Development and Care*, Vol. 185(3): 360-376.
- Bagner D. M. et al. (2014). Getting ready for preschool: Linking early intervention and family mental health for infants and toddlers with developmental delay. *Administration and Policy in Mental Health and Mental Health Services Research*, Vol. 41(6): 707-711.
- Barne-, ungdoms- og familielidirektoratet (2014). *Skolerapport: Hvordan bedre skoleresultatene og utdanningssituasjonen for barn og unge i barnevernet*. Tønsberg: Barne-, ungdoms- og familielidirektoratet.
- Baroody A. E. et al. (2012). Links among Home Literacy Interest, and Emergent Literacy Skills in Preschoolers at Risk for Reading Difficulties. *Topics in Early Childhood Special Education*, Vol. 32(2): 78-87.
- Baroody A. E. & Dobbs-Oates, J. (2011). Child and parent characteristics, parental expectations, and child behaviours related to preschool children's interest in literacy. *Early Child Development and Care*, Vol. 181(3): 345-359.
- Bell E. R., et al. (2013). Classroom Age Composition and Rates of Change in School Readiness for Children Enrolled in Head Start. *Early Childhood Research Quarterly*, Vol. 28(1): 1-10.
- Bergnehr, Disa (2014). *Att (sam)verka för barns hälsa och lärande i mötet mellan socialtjänst och skola: En forskningsöversikt*. Linköping: Institutionen för Tema, avdelning tema Barn, Linköpings universitet.
- Bergnehr, Disa & Osvaldsson, Karin (2012). Lärande samspel: Ett manualbaserat skolprogram med barn- och relationsperspektiv och lokal anpassning. Linköping: Linköpings universitet.
- Bjørnsrud, Halvor & Nilsen, Sven (2012). *Tidlig innsats: Bbedre læring for alle?* Oslo: Cappelen Damm.
- Blackwell A. K. M. et al. (2015). Characteristics of Parent-Child Interactions: A Systematic Review of Studies Comparing Children With Primary Language Impairment and Their Typically Developing Peers. *Communication Disorders Quarterly*, Vol. 36(2): 67-78.
- Brophy-Herb, H. et al. (2013). Longitudinal Connections of Maternal Supportiveness and Early Emotion Regulation to Children's School Readiness in Low-Income Families. *Journal of the Society for Social Work & Research*, Vol. 4(1): 2-19.
- Burger K. (2010). How Does Early Childhood Care and Education Affect Cognitive Development? An International Review of the Effects of Early Interventions for Children from Different Social Backgrounds. *Early Childhood Research Quarterly*, Vol. 25(2): 140-165.
- Bus A.G. et al. (2012). Methods for preventing early academic difficulties. I: Harris K.R. (Red.) et al., *APA Educational Psychology Handbook*, Vol. 3 (s. 527-550). Washington, DC, US: American Psychological Association.

- Buyuktakupu, S. (2012). Effect of family supported pre-reading training program given to children in preschool education period on reading success in primary school. *Educational Sciences: Theory and Practice*, Vol. 12(1): 309-316.
- Chambers, Bette et al. (2010). *Effective Early Childhood Education Programs: A Systematic Review*. Baltimore: Center for Research and Reform in Education.
- Chandler L. K. et al. (2011). Early childhood special education methods and practices for preschool-aged children and their families. I: Groark C. (Red.) et al., *Early childhood intervention: Shaping the future for children with special needs and their families*. Santa Barbara, CA, US: Praeger/ABC-CLIO.
- Child Trends (2011). Research-Based Responses to Key Questions about the 2010 Head Start Impact Study. *Child Trends: Early Childhood Highlights*, Vol. 2(1): 19 sider.
- Colvard, J. & Schmit, S. (2012). *Expanding Access to Early Head Start: State Initiatives for Infants & Toddlers at Risk*. Washington: Center for Law and Social Policy (CLASP); ZERO TO THREE.
- Cook, Krystal Tisha (2010). *Effects of parent expectations and involvement on the school readiness of children in Head Start*. Ph.D. US: Texas A & M University.
- Day, Crystal A. (2011). *Achievement motivation and self-evaluative emotions in preschool children from low-income families*. Ph.D. Louisville, Kentucky: University of Louisville.
- Day, Crystal A. & Burns, Barbara M. (2011). Characterizing the achievement motivation orientation of children from low- and middle-income families. *Early Education and Development*, Vol. 22(1): 105-127.
- DeFlorio, L & Beliakoff, A. (2015). Socioeconomic Status and Preschoolers' Mathematical Knowledge: The Contribution of Home Activities and Parent Beliefs. *Early Education and Development*, Vol. 26(3): 319-341.
- DeLoatche, K. J. et al. (2015). Increasing Parent Involvement among Head Start Families: A Randomized Control Group Study. *Early Childhood Education Journal*, Vol. 43(4): 271-279.
- Dyson, Alan et al. (Red.) (2010). *Narrowing the gap in educational achievement and improving emotional resilience for children and young people with additional needs*. Schools and Communities, Research Review 1. London: Centre for Excellence and Outcomes in Children and Young People's Services (C4EO).
- Dyssegård, C. B. et al. (2013). *Skoleparathedspunkt: Systematisk forskningskortlægning*. Aarhus: Dansk Clearinghouse for Uddannelsesforskning, IUP (Institut for Uddannelse og Pædagogik), Aarhus Universitet.
- Eilard, Angerd (2010). *Barndomens förändrade villkor: Förutsättningar för barns lärande i en ny tid*. Serie: Forskning för skolan. Solna: Skolverket.
- Elicker, J. et al. (2013). Early Head Start Relationships: Association with Program Outcomes. *Early Education and Development*, Vol. 24(4): 491-516.

Eriksson, Isabel (2015). *Föräldrafokus: En praktisk handbok för dig som vill underlätta ditt barns inlärning*. Knivsta: Vivifram.

Evans, Kelly et al. (2010). *Ensuring that all children and young people make sustained progress and remain fully engaged through all transitions between key stages*. Schools and Communities, Research Review 2. London: Centre for Excellence and Outcomes in Children and Young People's Services (C4EO).

Fernandez-Parra, A. (Red.) et al. (2013). Cognitive Abilities Adjustment and Parenting Practices in Preschoolers with Disruption Conduct Problems. *Electronic Journal of Research in Educational Psychology*, Vol. 11(3): 577-602.

Forry, N. D. et al. (2013). Ready or not: Associations between participation in subsidized child care arrangements, pre-kindergarten, and Head Start and children's school readiness. *Early Childhood Research Quarterly*, Vol. 28(3): 634-644.

Forsman, Hilma (2014). Paired Reading: Familjehemsföräldrars erfarenheter av lästräning. *Psykisk Hälsa*, Vol. 55(1):56-61.

Forsman, Hilma (2017). Foster carers' experiences of a paired reading literacy intervention with looked-after children. *Child & Family Social Work*, Vol. 22(1): 409-418.

Fredriksen, Biljana, C. (2015). *Förstå med kroppen: Barns erfarenhet som grund för allt lärande*. Stockholm: Liber.

Froyen, Laura C. (2015). *Family context and children's early literacy skills: The role of marital functioning and parent depressive symptoms*. Ph. D., Michigan State University.

Graham, A. et al. (2011). Summer Literacy for Young Vulnerable Learners: A Study of Caregiver Involvement and Program Stability. *Exceptionality Education International*, Vol. 21(1): 15-27.

Griffiths R. (2012). The Letterbox Club: An account of a postal club to raise the achievement of children aged 7 to 13 in foster care. *Children and Youth Services Review*, Vol. 34(6): 1101-1106.

Griffiths, Rose & Comber, Chris, University of Leicester School of Education (2011). *Letterbox Extra: Evaluation Report 2009 to 2011*. London: Booktrust.

Griffiths, Rose & Comber, Chris, University of Leicester School of Education (2011). *Letterbox Green 2010: An Evaluation of the Letterbox Club Pilot for Children in Secondary School*. London: Booktrust.

Griffiths, Rose & Comber, Chris, University of Leicester School of Education (2011). *The Letterbox Club in Wales: Report on the Outcomes of the Pilot in 2009 and 2010*. London: Booktrust.

Griffiths, Rose et al., University of Leicester School of Education (2010). *The Letterbox Club 2007 to 2009: Final Evaluation Report*. London: Booktrust.

Griffiths, Rose et al., University of Leicester School of Education (2009). *The Letterbox Club: Evaluation Report Part One*. London: Booktrust.

- Hallgren K. et al. (2010). *Partnering with Families for Early Learning Home Visit Observations: Better Beginnings*. Princeton: Mathematica Policy Research.
- Hasselhorn M. & Kuger, S. (2014). Effectiveness of the advancement of school relevant skills in early childhood education and care. *Zeitschrift Fur Erziehungswissenschaft*, Vol. 17(Suppl. 2): 299-314.
- Hausstätter, Rune Sarromaa (2012). *Inkluderende spesialundervisning*. Bergen: Fagbokforlaget.
- Hedegaard, M. & Fleer, M. (2013). *Play, learning, and children's development: Everyday life in families and transition to school*. Cambridge: Cambridge University Press.
- Hernes, Magdalena & Larsen, Kenneth (2013). *Den gode starten: Praktisk læring 1.-4. klasse*. Oslo: Gyldendal Akademisk.
- Hindman, A. H. et al. (2012). A Portrait of Family Involvement during Head Start: Nature, Extent, and Predictors. *Early Childhood, Research Quarterly*, Vol. 27(4): 654-667.
- Hindman, A. H. et al. (2011). Conventional and Piecewise Growth Modeling Techniques: Applications and Implications for Investigating Head Start Children's Early Literacy Learning. *Evaluation Review*, Vol. 35(3): 204-239.
- Hindman, A. H. et al. (2010). Ecological Contexts and Early Learning: Contributions of Child, Family, and Classroom Factors during Head Start, to Literacy and Mathematics Growth through First Grade. *Early Childhood Research Quarterly*, Vol. 25(2): 235-250.
- Hindman A. H. (2013). Mathematics instruction in Head Start: Nature, extent, and contributions to children's learning. *Journal of Applied Developmental Psychology*, Vol. 34(5): 230-240.
- Iruka, I. U. et al. (2014). Ethnic variations of pathways linking socioeconomic status, parenting, and preacademic skills in a nationally representative sample. *Early Education and Development*, Vol. 25(7): 973-994.
- Jackson, Sonia (2013). *Pathways through education for young people in care: Ideas from research and practice*. London: British Association for Adoption and Fostering (BAAF).
- Jensen, Bente & Brandi, Ulrik (2013). *Vidensbaseret indsats over for udsatte børn i dagtilbud: Modelprogram: VIDA-forskningsrapport*. Kbh: VIDA-Projektet, Aarhus Universitet.
- Jeon, L et al. (2014). Family and neighborhood disadvantage, home environment, and children's school readiness. *Journal of Family Psychology*, Vol. 28(5): 718-727.
- Johnson, A.D. et al. (2013). Child-Care Subsidies and School Readiness in Kindergarten. *Child Development*, Vol. 84(5): 1806-1822.
- Jordan, B. et al. (2014). Improving lifetime trajectories for vulnerable young children and families living with significant stress and social disadvantage: The early years education program randomised controlled trial. *BMC Public Health*, Vol. 14(1): 965.

Kelley, E. S. et al. (2015). Effects of automated Tier 2 storybook intervention on vocabulary and comprehension learning in preschool children with limited oral language skills. *Early Childhood Research Quarterly*, Vol. 31: 47-61.

Kennedy A. (2010). Family Support for Early Literacy and Numeracy: Examining Events in the Home and Community. *Exchange: The Early Childhood Leaders' Magazine Since 1978*, (191): 18-21.

Kirova, A. (2012). Creating shared learning spaces: An intercultural, multilingual early learning program for preschool children from refugee families. I: McCarthy, F.E. & Vickers, M.H. (Red.), *Refugee and immigrant students: Achieving equity in education* (s. 21-42). Charlotte, NC, US: IAP Information Age Publishing.

Kjellén, Gia (2010). *Att läsa är livsviktigt: Om familjehemspelade barns läsning och skolgång: Rapport från ett forskningsprojekt*. Stockholm: Stiftelsen Allmänna Barnhuset.

Knoche, L. L. et al. (2012). Getting ready: Results of a randomized trial of a relationship-focused intervention on the parent-infant relationship in rural early head start. *Infant Mental Health Journal*, Vol. 33(5): 439-458.

Kommunenes Sentralforbund (2010). *Tidlig innsats: Inspirasjon til arbeid for sosial utjevning og bedret læring*. Oslo: Kommunenes Sentralforbund (KS).

Kora (2009). *Socialt udsatte børn i dagtilbud: Indsats og effekt*. Kbh: Det Nationale Institut for Kommuner og Regioners Analyse og Forskning (KORA).

Kunnskapsdepartementet (2011, 8. april). *Meld. St. 18 (2010-2011): Melding til Stortinget :Læring og fellesskap: Tidlig innsats og gode læringsmiljøer for barn, unge og voksne med særlige behov*. Oslo: Det Kongelige Kunnskapsdepartement.

Lam, Shui-fong et al. (2013). Involving parents in paired reading with preschoolers: Results from a randomized controlled trial. *Contemporary Educational Psychology*, Vol. 38(2): 126-135.

Lambert, R. et al. (2015). An Evaluation of the Intensity of Mentoring: Child Outcomes. *Early Child Development and Care*, Vol. 185(8): 1314-1330.

Larsen, M. S. et al. (2011). *Forskningskortlægning og forskervurdering af skandinavisk forskning i året 2009 i institutioner for de 0-6 årige (førskolen)*. Aarhus: Dansk Clearinghouse for Uddannelsesforskning, DPU, Aarhus Universitet.

Larsen, M. S. et al. (2012). *Forskningskortlægning og forskervurdering af skandinavisk forskning i året 2010 i institutioner for de 0-6 årige (førskolen)*. Aarhus: Dansk Clearinghouse for Uddannelsesforskning, DPU, Aarhus Universitet.

Larsen, M. S. et al. (2013). *Forskningskortlægning og forskervurdering af skandinavisk forskning i året 2011 i institutioner for de 0-6 årige*. Aarhus: Dansk Clearinghouse for Uddannelsesforskning, DPU, Aarhus Universitet

Larsen, M. S. et al. (2011). *Programmer for 0-6årige med forældreinvolvering i dagtilbud: En forskningskortlægning*. Dansk Aarhus: Clearinghouse for Uddannelsesforskning, DPU, Aarhus Universitet.

- Lee K. (2011). Impacts of the duration of Head Start enrollment on children's academic outcomes: Moderation effects of family risk factors and earlier outcomes. *Journal of Community Psychology*, Vol. 39(6): 698-716.
- Lehrl, S. et al. (2012). Effects of the home learning environment on children's emerging literacy. *Zeitschrift für Familienforschung*, Vol. 24(2): 115-133.
- Leung, C. et al. (2014). Pilot Evaluation of Parent and Child Enhancement Program for Disadvantaged Families. *Research on Social Work Practice*. Vol. 24(4): 437-447.
- Lipscomb, S.T. et al. (2013). School readiness in children living in non-parental care: Impacts of Head Start. *Journal of Applied Developmental Psychology*, Vol. 34(1): 28-37.
- Lloyd, C. M. et al. (2014). Implementing the Foundations of Learning Project: Considerations for Preschool Intervention Research. *Journal of Prevention & Intervention in the Community*, Vol. 42(4): 282-299.
- Love, J. M. & Society for Research on Educational Effectiveness (2010). *Effects of Early Head Start Prior to Kindergarten Entry: The Importance of Early Experience*. Evanston: Society for Research on Educational Effectiveness.
- MacDonald, Pam (2010). Paired reading: A structured approach to raising attainment in literacy. *Support for Learning*, Vol. 25(1):15-23.
- McDermott, L.B. (2012). Where Children and Families Learn and Grow Together. *Young Children*, Vol. 67(2): 81-86.
- McWayne, C. et al. (2013). Father Involvement During Early Childhood and Its Association with Children's Early Learning: A Meta-Analysis. *Early Education and Development*, Vol. 24(6): 898-922.
- Marulis, L. M. & Neuman, S. B. (2013). How Vocabulary Interventions Affect Young Children at Risk: A Meta-Analytic Review. *Journal of Research on Educational Effectiveness*, Vol. 6(3): 223-262.
- Mehlbye, Jill et al. (2009). *Indsatsen over for socialt udsatte børn i dagtilbud: Teori og praksis i landets kommuner*. Kbh: AKF -Anvendt Kommunal Forskning.
- Meng, C. (2015). Home Literacy Environment and Head Start Children's Language Development: The Role of Approaches to Learning. *Early Education and Development*, Vol. 26(1): 106-124.
- Miller, David et al. (2010). Peer tutoring in reading: The effects of role and organization on two dimensions of self-esteem. *British Journal of Educational Psychology*, Vol. 80(3): 417-433.
- Miller, Sarah et al. (2012). The Effects of a Volunteer Mentoring Programme on Reading Outcomes among Eight- to Nine-Year-Old Children: A Follow up Randomized Controlled Trial. *Journal of Early Childhood Research*, Vol. 10(2): 134-144.
- Moira, Leslie & Hancock, Andy (2014). *Letterbox Club Scotland: Report to Booktrust*. Edinburgh: University of Edinburgh, Moray House School of Education.

- Monteiro, Vera (2013). Promoting reading motivation by reading together. *Reading Psychology*, Vol. 34(4): 301-335.
- Morris, A. S. et al. (2013). Effortful control, behavior problems, and peer relations: What predicts academic adjustment in kindergartners from low-income families? *Early Education and Development*, Vol. 24(6): 813-828.
- Morris, P. et al. (2014). *Impact Findings from the Head Start CARES Demonstration: National Evaluation of Three Approaches to Improving Preschoolers' Social and Emotional Competence: Executive Summary*. OPRE Report 2014-44. New York: MDRC.
- Mottram, E. et al. (2010). *A Review of the Research Evidence Underpinning Partners in Literacy*. London: National Literacy Trust.
- Måansson, Annika & Reich, Lena Rubinstein (Red.) (2014). *Barns villkor i cirkelform: Forskningscirkel om barndom, lärande, ämnesdidaktik*. Serie: Rapporter om utbildning, 2/2014. Malmö: Malmö Högskola.
- Nielsen, Hanne & Thorgaard, Thomas (2009). *Indsatsen over for socialt utsatte børn i dagtilbud: Casestudier i ti kommuner: Delrapport 2*. Kbh: AKF- Anvendt KommunalForskning.
- Niklas, F. & Schneider, W. (2014). Casting the Die before the Die Is Cast: The Importance of the Home Numeracy Environment for Preschool Children. *European Journal of Psychology of Education*, Vol. 29(3): 327-345.
- Nix, R. L. et al. (2013). Promoting Children's Social-Emotional Skills in Preschool Can Enhance Academic and Behavioral Functioning in Kindergarten: Findings from Head Start REDI. *Early Education and Development*, Vol. 24(7): 1000-1019.
- Nordenbo, S.E. et al. (2009). *Forskningskortlægning og forskervurdering af skandinavisk forskning i året 2008 i institutioner for de 0-6 årige (førskolen)*. Kbh: Dansk Clearinghouse for Uddannelsesforskning, DPU, Aarhus Universitet.
- O'Looney, Jennifer A. Magaha (2011). *A qualitative study of teacher practices and family perspectives on incorporating funds of knowledge in early literacy learning*. Ph.D. Fairfax, US: George Mason University.
- Osborne, Cara et al. (2010). Paired reading as a literacy intervention for foster children. *Adoption & Fostering*, Vol. 34(4): 17-26.
- Owsianik, Marissa (2012). *Examining underactive behaviors in a culturally-diverse, Head Start sample: A mixed methods study*. Dissertation. New York: New York University.
- Pagan, Stephanie L. (2011). Dissertation Abstracts International Section A: Humanities and Social Sciences. *Administration & Policy in Mental Health*, Vol. 31(2): 189-190.
- Pasnik, S. & Llorente, C. (2012). *Context Study of the Use of Technology and PBS KIDS Transmedia in the Home Environment: A Report to the CPB-PBS "Ready to Learn Initiative"*. Newton: Education Development Center.

- Payr, A. et al. (2014). Concepts and strategies on how to train and motivate teachers to implement a kindergarten-based, family-involved intervention to prevent obesity in early childhood. The ToyBox-study. *Obesity Reviews*, Vol. 15(SI, Suppl. 3): 40-47.
- Pears, K.C. et al. (2014). Immediate effects of a program to promote school readiness in low-income children: Results of a pilot study. *Education & Treatment of Children*, Vol. 37(3): 431-460.
- Pedersen, Ulla & Schulz, Anette (2012). *Udsatte børn og inkluderende læringsmiljøer i dagplejen: 18 konkrete værkøjer*. Frederikshavn: Dafolo.
- Peisner-Feinberg, E. et al. (2013). *Children's Growth and Classroom Experiences in Georgia's Pre-K Program: Findings from the 2011-2012 Evaluation Study*. FPG Child Development Institute, University of North Carolina at Chapel Hill.
- Powers S. (2012). From Research to Practice: Strategies for Supporting School Readiness in Programs Serving Infants and Toddlers. *Zero to Three*, Vol. 33(1): 37-43.
- Puma, M. et al. (2010). *Head Start Impact Study: Final Report*. Washington DC: US Department of Health and Human Services, Administration for Children and Families.
- Rafferty, Y. et al. (2011). Adolescent Motherhood and Developmental Outcomes of Children in Early Head Start: The Influence of Maternal Parenting Behaviors, Well-Being, and Risk Factors Within the Family Setting. *American Journal of Orthopsychiatry*, Vol. 81(2): 228-245.
- Rafferty, Y., Griffin KW. (2010). Parenting Behaviours among Low-Income Mothers of Preschool Age Children in the USA: Implications for Parenting Programmes. *International Journal of Early Years Education*, Vol. 18(2): 143-157.
- Rainbird, S. & Rowsell, J. (2011). "Literacy Nooks": Geosemiotics and Domains of Literacy in Home Spaces. *Journal of Early Childhood Literacy*, Vol. 11(2): 214-231.
- Ramey, C.T. et al. (2014). Interventions for students from low resource environments: The Abecedarian approach. I: Mascolo, J. T. (Red.) et al., *Essentials of planning, selecting, and tailoring interventions for unique learners* (s. 415-448). Hoboken, NJ, US: John Wiley & Sons.
- Reynolds, A. J. et al. (2010). *Childhood Programs and Practices in the First Decade of Life: A Human Capital Integration*. Cambridge: Cambridge University Press.
- Roy, A. L. & Raver, C. C. (2014). Are all risks equal? Early experiences of poverty-related risk and children's functioning. *Journal of Family Psychology*, Vol. 28(3): 391-400.
- Schultz, Mie Finnemann (2011). *Læsemakker: Sammen om læsning*. Kbh: Gyldendal.
- Sheridan, S. M. et al. (2014). Efficacy of the Getting Ready Intervention and the Role of Parental Depression. *Early Education and Development*, Vol. 25(5): 746-769.
- Sheridan, Sonja et al. (2010). *Förskolan: Arena för barns lärande*. Göteborgs universitet. Stockholm: Liber.

- Sime, D. & Sheridan, M. (2014). "You Want the Best for Your Kids": Improving Educational Outcomes for Children Living in Poverty through Parental Engagement. *Educational Research*, Vol. 56(3): 327-342.
- Siraj-Blatchford, Iram (2011). *Childhood education*, London: Sage.
- Siraj-Blatchford, Iram & Mayo, Aziza (2011). *Early childhood education*. Los Angeles: SAGE.
- Smith, R. (2009). How we are improving... Maths results for looked-after children in Wirral. *Children & Young People Now*, 6/18/2009, s. 25.
- Snell, E. K. et al. (2015). How Can Book Reading Close the Word Gap? Five Key Practices from Research. *Reading Teacher*, Vol. 68(7): 560-571.
- Socialstyrelsen (2013). *Evaluering af Læsemakker: Et projekt i 3 faser 2007-2010*. Odense: Socialstyrelsen.
- Squires, J. et al. (2013). Early childhood education: Improving outcomes for young children and families. I: Reynolds, W.M. (Red.) et al., *Handbook of Psychology*, Vol. 7 (2. udg.) (s. 233-256). Hoboken, NJ, US: John Wiley & Sons.
- Stark, D. R. & Pew Center on the States (2010). *Engaged Families, Effective Pre-K: State Policies That Bolster Student Success: Education Reform Series*. Washington: Pew Charitable Trusts
- Stockholm: Elanders Sverige (2015). *Att utmana och stimulera barns utveckling och lärande i förskolan: En observationsstudie i fem förskolor*. Rapport 428. Stockholm: Skolverket.
- Sundman-Wheat, Ashley (2013). *A head start to learning: Exploration of a parent-directed intervention to promote early literacy skill development*. Ph.D. Dissertation. US: ProQuest Information & Learning.
- Tallberg Broman, Ingegerd et al. (2014). *Presentation inom SKOLFORSK, Förskola: Tidig intervention*. Högskolan Kristianstad: Dialogkonferens Pedagogisk forskning i Skåne.
- Tan, M. & Dobbs-Oates, J. (2013). Relationship between emergent literacy and early social-emotional development in preschool children from low-income backgrounds. *Early Child Development and Care*, Vol. 183(11): 1509-1530.
- Topping, K. J. et al. (2012). Outcomes and process in reading tutoring. *Educational Research*, Vol. 54(3): 239-258.
- Topping, K. J. (2014). Paired Reading and Related Methods for Improving Fluency. *International Electronic Journal of Elementary Education*, Vol. 7(1): 57-70.
- Topping, Keith et al. (2011). Peer tutoring in reading in Scotland: Thinking big. *Literacy*, Vol. 45(1): 3-9.
- Tøsse, Monica Helland (2014). Tidlig innsats for livslang læring: Teori og praksis. *Spesialpedagogikk*, Vol. 79(5): 41-56.

US Department of Health and Human Services (2010). *Head Start*. Washington: US Department of Health and Human Services.

US Department of Health and Human Services (2010). *Administration for Children and Families: Early Head Start*. Washington: US Department of Health and Human Services.

Vinci Y. Serving Vulnerable Families (2012). The Important Work of Head Start Programs. Exchange. The Early Childhood Leaders.

Vinnerljung, Bo et al. (2015). *Barn kan inte vänta: Översikt av kunskapsläget och exempel på genomförbara förbättringar*. Stockholm: Nordens Välfärdscenter.

Vinnerljung, Bo et al. (2014). Paired Reading for foster children: Results from a Swedish replication of an English literacy intervention. *Adoption & Fostering*, Vol. 38(4): 361-373.

Walker, A. K. & MacPhee, D. (2011). How home gets to school: Parental control strategies predict children's school readiness. *Early Childhood Research Quarterly*, Vol. 26(3): 355-364.

Williams, Pia & Sheridan, Sonja (2011). *Barns lärande i ett livslångt perspektiv*. Stockholm: Liber.

Windsor, J. et al. (2011). Effect of Foster Care on Young Children's Language Learning. *Child Development*, Vol. 82(4): 1040-1046.

Winsler, A. et al. (2012). Child, family, and childcare predictors of delayed school entry and kindergarten retention among linguistically and ethnically diverse children. *Developmental Psychology*, Vol. 48(5): 1299-1314.

Winter, K. et al. (2011). *Evaluation of the Effectiveness of the Letterbox Club in Improving Educational Outcomes among Children Aged 7-11 Years in Foster Care in Northern Ireland*. Belfast: Centre for Effective Education, Queen's University Belfast.

Yazejian, N. et al. (2013). Implementation and replication of the Educare model of early childhood education. I: Halle, Tamara (Red.) et al., *Applying implementation science in early childhood programs and systems* (s. 209-225): Baltimore, MD, US: Paul H. Brookes Publishing.

Zhai, F. et al. (2015). Social and emotional learning services and child outcomes in third grade: Evidence from a cohort of Head Start participants. *Children and Youth Services Review*, Vol. 56: 42-51.

Zigler, E. & Finn-Stevenson, M. (2010). A new role for schools: Providing child care and family support services. I: Preiss, D. D. & Sternberg, R. J. (Red.), *Innovations in educational psychology: Perspectives on learning, teaching, and human development* (s. 359-379). New York: Springer Publishing Company.

Aalborg Kommune (2015). *Anbefalinger og Inspirationskatalog: Udsatte børns skolegang*. Udarbejdet af tværgående arbejdsgruppe, nedsat af Familie- og Beskæftigelsesforvaltningen og Skoleforvaltningen. Aalborg: Aalborg Kommune.



Socialstyrelsen  
Edisonsvej 1  
5000 Odense C  
Tlf.: 72 42 37 00

[www.socialstyrelsen.dk](http://www.socialstyrelsen.dk)