

**Inkluderede studier.**

	<b>Reference</b>	<b>Abstract</b>
1	Acar, I. H., Torquati, J. C., Encinger, A., & Colgrove, A. (2018). The role of child temperament on low-income preschool children's relationships with their parents and teachers. <i>Infant and Child Development, 27</i> (1), e2045.	The current study examined the associations between low-income preschool children's temperament (reactive and regulatory) and their relationships with parents and teachers. In particular, we focused on the moderating role of regulatory temperament on reactive temperament in the prediction of closeness and conflict with parents and teachers. Two hundred ninety-one children (M = 53.88 months, SD = 6.44 months), their parents, and teachers from 3 different preschools serving low-income children in 2 midwestern cities in the United States participated. Parents reported on temperament and parent-child relationships, and teachers reported on teacher-child relationships. Hierarchical regression models using SAS PROC MIXED were employed to allow for nesting of children within classrooms. After controlling for child age, gender, ethnicity, and parent education, children's reactive temperament was negatively associated with parent-child closeness and positively associated with parent-child conflict and teacher-child conflict. Children's regulatory temperament was positively related to teacher-child closeness and negatively associated with teacher-child conflict. Regulatory temperament moderated the association between reactive temperament and teacher-child closeness. These findings suggest that although reactive temperament potentially undermines closeness in relationships with teachers, regulatory temperament can buffer the influence of reactive temperament on teacher-child closeness.
2	Acar, I. H., Veziroglu-Celik, M., Garcia, A., Colgrove, A., Raikes, H., Gönen, M.,	The current study is an examination of the teacher–child relationships (closeness and conflict) as a predictor of children’s self-regulation in

	<p>&amp; Encinger, A. (2019). The qualities of teacher–child relationships and self-regulation of children at risk in the United States and Turkey: The moderating role of gender. <i>Early Childhood Education Journal</i>, 47(1), 75-84.</p>	<p>preschool, with a focus on child gender as moderator of associations between teacher–child relationships and children’s self-regulation. Participants were 291 low-income children (159 males; 37–70 months old) in the United States and 362 low-income children (165 males; 42–79 months) in Turkey, and their teachers. Teacher–child relationship was assessed via teacher-report and children’s self-regulation was assessed by independent researchers via structured tasks. Gender moderated the association between teacher–child conflict and self-regulation in children from the U.S. such that boys with lower levels of teacher–child conflict scored higher in self-regulation than boys who had higher levels of conflict with their teachers. Teacher–child conflict in the U.S. and teacher–child closeness in Turkey were significantly associated with children’s self-regulation. Limitations of the current study and future directions are also discussed. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
3	<p>Adair, J., K. (2012). Discrimination as a contextualized obstacle to the preschool teaching of young latino children of immigrants. <i>Contemporary Issues in Early Childhood</i>, 13(3), 163-174.</p>	<p>This article explores how discrimination acts as a barrier to providing the highest quality education to young Latino children of immigrants. Preschool teachers' concerns emerged from focus group data with 40 teachers in four US cities, collected as part of the international Children Crossing Borders study of immigration and early childhood education. Using focus group data as well as a multi-sited comparative analytic model, this study details teachers' concerns about discrimination in terms of negative discourses and harsh education and immigration policies, and explains how these forms of discrimination affect preschool teachers' efforts to teach. The findings demonstrate why and how local and national forms of discrimination can prevent teachers from reaching their full capacity to teach young Latino children of immigrants successfully, while suggesting that educational</p>

		<p>inequities facing Latino immigrant families cannot be resolved by teacher education alone, but must include cultural, societal and political changes to how Latino families are treated in the USA. (Contains 1 note and 1 table.)</p>
4	<p>Ansari, A., &amp; Winsler, A. (2014). Montessori public school pre-K programs and the school readiness of low-income Black and Latino children. <i>Journal of Educational Psychology</i>, 106(4), 1066.</p>	<p>Within the United States, there are a variety of early education models and curricula aimed at promoting young children's pre-academic, social, and behavioral skills. This study, using data from the Miami School Readiness Project (Winsler et al., 2008, 2012), examined the school readiness gains of low-income Latino (n = 7,045) and Black (n = 6,700) children enrolled in 2 different types of Title-1 public school pre-K programs: those in programs using the Montessori curriculum and those in more conventional programs using the High/Scope curriculum with a literacy supplement. Parents and teachers reported on children's socio-emotional and behavioral skills with the Devereux Early Childhood Assessment (Lebuffe &amp; Naglieri, 1999), whereas children's pre-academic skills (cognitive, motor, and language) were assessed directly with the Learning Accomplishment Profile--Diagnostic (Nehring, Nehring, Bruni, &amp; Randolph, 1992) at the beginning and end of their 4-year-old pre-K year. All children, regardless of curriculum, demonstrated gains across pre-academic, socio-emotional, and behavioral skills throughout the pre-K year; however, all children did not benefit equally from Montessori programs. Latino children in Montessori programs began the year at most risk in pre-academic and behavioral skills, yet exhibited the greatest gains across these domains and ended the year scoring above national averages. Conversely, Black children exhibited healthy gains in Montessori, but they demonstrated slightly greater gains when attending more conventional pre-K programs. Findings have implications for tailoring early childhood education programs for Latino and Black children from low-income communities.</p>

5	<p>Ansari, A.. (2017). The selection of preschool for immigrant and native-born Latino families in the United States. <i>Early Childhood Research Quarterly, 41</i>, 149-160.</p>	<p>With the national push to expand preschool education, there has been growing interest in understanding why Latino families are enrolled in preschool at lower rates than non-Latino families. This study applied the accommodations model by Meyers and Jordan (2006) to the Early Childhood Longitudinal Study-Birth Cohort ( n = 5850) to provide a more nuanced understanding of the preschool selection of U.S.- and foreign-born Latino families. Results from this investigation underscored the similarities and differences that existed in the selection behaviors of different groups of families, while also highlighting important differences within the Latino population. In general, these differences within the Latino population cut across community language use, child factors, and parents’ beliefs about school readiness. Moreover, after accounting for the various selection factors, there were no longer any consistent differences in the preschool enrollment rates between Latino children and their Black and White peers. When taken together, these findings suggest that careful attention must be paid to the heterogeneity in the experiences of Latino families in navigating the preschool market. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
6	<p>Bassok, D. (2010). Do black and Hispanic children benefit more from preschool? Understanding differences in preschool effects across racial groups. <i>Child Development, 81</i>(6), 1828-1845.</p>	<p>Recent studies suggest that the effects of attending preschool vary by race. These findings are difficult to interpret because the likelihood of enrolling a child in preschool also differs across groups. This study used newly released, nationally representative data to examine whether the impact of preschool participation at age 4 varies across racial groups after accounting for selection differences ( N = 7,400). Among a subsample of children living below a poverty threshold, no racial differences in preschool impact are detected. However, findings suggest that nonpoor Black children benefit substantially more from preschool than their nonpoor White or Hispanic</p>

		peers. Implications of these findings are discussed toward understanding the potential of large-scale preschool interventions for narrowing racial achievement gaps.
7	Becker, B., Boldin, E. & Klein, O. (2015). Formal and informal early education of Turkish-origin children in Germany. <i>Early Child Development and Care</i> , 186(1), 173-189.	A lack of adequate German language skills is often discussed as a major reason for the disadvantage of children of immigrants in the German educational system. This article analyses the access to formal and informal early education of Turkish-origin children in Germany and the influence of these early education contexts on the children's German language acquisition. We use the frequency of stimulating parent–child activities as an indicator of informal education and the attendance in language instruction programmes at preschool as an indicator of formal education. The empirical results show that the frequency of parent–child activities in Turkish-origin families depends on parents’ social background and German language skills. Language instruction programmes in preschools are most frequently used by children who most likely need such programmes: children with low levels of German language skills. For the development of German language skills, parent–child activities seem to be most important.
8	Becker, B. & Schober, P. S. (2017). Not just any child care center? Social and ethnic disparities in the use of early education institutions with a beneficial learning environment. <i>Early Education and Development</i> , 28(8), 1011-1034.	This study investigates social and ethnic differences in the use of early childhood education and care (ECEC) centers with different learning environments in an ECEC system with universal state-subsidized provision and low fees. Based on the German National Educational Panel Study—Kindergarten Cohort from 2011, we matched data on 587 groups in 253 ECEC centers with information on about 1,700 children and their parents and applied stepwise multivariate regression models. Research Findings: The results showed that social and ethnic differences tended to be small and were mostly not significant in terms of structural quality, activities, and materials in ECEC centers. In contrast, large disparities emerged regarding

		<p>the use of ECEC centers with different compositions of children: Children of low educated parents and those with a non-German family language attended institutions with higher proportions of children from families with low educated parents and from families with a non-German family language, respectively. Practice or Policy: To counteract and compensate for the large disparities in the social and ethnic composition of children in ECEC centers, state funding rules and structural quality standards should take the composition more strongly into account. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
9	<p>Becker, B., &amp; Tuppatt, J. (2018). Does ethnic bias affect kindergarten teachers' school entry recommendations?. <i>Educational Research, 60</i>(1), 17-30.</p>	<p>Background: Ethnic educational inequality is present in almost all Western societies. One possible explanation for the persisting disadvantages of children from immigrant family backgrounds is discrimination. Individual ethnic discrimination has been reported in the form of ethnic bias in school teachers' evaluations and recommendations. Children of immigrant families tend to be disadvantaged with regard to both school teachers' evaluations of their competencies as well as to recommendations of further steps in their educational career. Purpose: The aim of this research paper is to analyse whether ethnic bias is also present at earlier stages of the educational career, in kindergarten teachers' recommendations. The study, conducted in Germany, investigated (a) whether kindergartens' recommendations of school entry (early, regular or delayed school entry) differed with respect to whether the child had a Turkish migration background or was a child of German origin and (b) whether these potential differences can be explained by children's individual skill levels and family background characteristics. Design, sample and methods: The research was carried out from a quantitative secondary analysis, using data from the longitudinal project "Preschool education and educational careers among</p>

		<p>migrant children", conducted in Germany since 2006. The sample consists of 742 children, with around half of the sample being children of Turkish origin and half being children of German origin, and their parents. Parents were interviewed and children's individual skills were tested using standardised instruments from the Kaufman Assessment Battery for Children. The effect of Turkish origin on kindergarten teachers' school entry recommendations is analysed, controlling for children's social background, individual skills (non-verbal cognition, German language, mathematics) and children's social behaviour, using a stepwise multinomial logistic regression analysis. Results: The analysis indicated that, although kindergarten teachers' school entry recommendations differed according to a child's ethnic background, there was no ethnic bias evident. Children of Turkish origin were significantly less frequently recommended for early school entry than children of German origin and significantly more often for delayed school entry, but these differences vanished when the parents' educational level was controlled and disappeared when children's individual skills and social behaviour were additionally considered in the model. Conclusions: We conclude that, in the sample studied, there was no ethnic bias in kindergarten teachers' school entry recommendations. The disadvantage of children of Turkish origin as compared to the children of German origin can be fully explained by differences in parental educational level and children's individual skills and social behaviour. The remaining effect of social background, however, should be studied further to clarify whether this effect captures other characteristics such as unobserved skills of the children and differences in parental engagement.</p>
10	Bekkhus, M., Rutter, M., Maughan, B., & Borge, A. I. (2011). The effects of	Social benefits and quality of group daycare vary greatly across countries; the effects on children may depend on the social context. This study used

	<p>group daycare in the context of paid maternal leave and high-quality provision. <i>European Journal of Developmental Psychology</i>, 8(6), 681-696.</p>	<p>the prospective Norwegian cohort of 24,259 (MoBa; Norwegian Mother and Child Cohort Study) to examine predictors of group daycare, and the effects of family risk and group daycare on child behaviour at 36 months. The results showed that virtually all 9-month-olds remained in maternal care; while at 18 months over two-thirds attended some form of group daycare. High maternal education and family income very strongly predicted children's attendance in group daycare—a social selection opposite to that found in North America. Group daycare had a statistically significant effect on both distress and aggression, but the effect was very weak. Family risk was associated with both distress and aggression, but this did not differ according to type of care. The findings show a marked difference from those in North America, suggesting that social selection worked in the opposite direction. This was probably due to Norway's generous paid maternal leave and high-quality daycare.</p>
11	<p>Benzies, K., Tough, S., Edwards, N., Nagan, K., Nowicki, B., Mychasiuk, R., &amp; Donnelly, C. (2009). Effects of a two-generation Canadian preschool program on parenting stress, self-esteem, and life skills. <i>Early Childhood Services</i>, 3(1), 19-32.</p>	<p>Two-generation programs for preschool children living with low income typically include early childhood education and interventions for caregivers. These programs aim to help families lessen the impact of poverty by simultaneously helping parents learn new parenting and life skills and promoting healthy child development. Although there is clear evidence of the benefits that accrue to the children who participate in two-generation programs, information about outcomes for their parents is limited. The purpose of this study was to examine the effects on Canadian parents of a two-generation preschool program, which included center-based early childhood education (20 hours per week), parenting and life skills education (designed and implemented on site by program staff), and family support. Between 2002 and 2007, 55 caregivers of 76 children participated in the study. Using a pretest/posttest design and self-report on standardized</p>

		measures, paired t-tests showed statistically significant improvements in parental distress, self-esteem, and life skills. Implications of these results for practitioners caring for low-income families with preschool children are discussed.
12	Benzies, K., Edwards, N., Tough, S., Nagan, K., Mychasiuk, R., Keown, L. A., & Donnelly, C. (2011). Effects of a two-generation preschool programme on receptive language skill in low-income Canadian children. <i>Early Child Development and Care, 181</i> (3), 397-412.	We evaluated the effectiveness of a two-generation preschool programme (centre-based early childhood education, parenting education and family support) on receptive language skills in children living in culturally diverse families with low income. Using a with-in subject pre-test/post-test design, children (N = 112) showed a statistically significant improvement in receptive language skill as measured by the Peabody Picture Vocabulary Test, Third Edition. At post-test, the children continued to score below typically developing children of the same age. There were no statistically significant differences on receptive language skill with regard to child gender, culture, caregiver education, nor involvement in child welfare services. Only for children of Aboriginal ancestry (n = 40) was the amount of time spent in the programme significantly correlated with the amount of positive change in receptive language skill. When designing early intervention programmes for families with low income, targeting the specific needs of cultural sub-groups may improve outcomes.
13	Benzies, K., Mychasiuk, R., Kurilova, J., Tough, S., Edwards, N., & Donnelly, C. (2014). Two-generation preschool programme: Immediate and 7-year-old outcomes for low-income children and their parents. <i>Child &amp; Family Social Work, 19</i> (2), 203-214.	Preschool children living in low-income families are at increased risk for poor outcomes; early intervention programmes mitigate these risks. While there is considerable evidence of the effectiveness of centre-based programmes in other jurisdictions, there is limited research about Canadian programmes, specifically programmes that include children and parents. The purpose of this study was to evaluate a single-site, two-generation preschool demonstration programme for low-income families in Canada. A single group, pre-test (programme intake) /post-test (programme exit)

		design with a 7-year-old follow-up was used. Between intake and exit, significant improvements in receptive language and global development were found among the children, and significant improvements in self-esteem, use of community resources, parenting stress and risk for child maltreatment were found among the parents. These positive improvements were sustained until the children were 7 years old. Public investment in two-generation preschool programmes may mitigate risks for suboptimal child development and improve parental psychosocial outcomes.
14	Bingham, G. E., & Patton-Terry, N. (2013). Early language and literacy achievement of early reading first students in kindergarten and 1st grade in the United States. <i>Journal of Research in Childhood Education</i> , 27(4), 440-453.	Early literacy intervention programs are predicated on the understanding that children's early literacy performance in preschool is one of the most important early predictors of subsequent school success. As the largest U.S.-funded early literacy intervention program, Early Reading First (ERF) sought to advance the language and literacy outcomes of economically disadvantaged preschool children by improving the quality of language and literacy instruction these children received. To date, however, little research exists on the longitudinal outcomes of children who participated in ERF programs. Results reveal that children in kindergarten and 1st grade were performing at average levels on standardized reading measures. In addition, children significantly improved their oral language skills in prekindergarten, and these effects were maintained through kindergarten and 1st grade.
15	Bleses, D., Højen, A., Dale, P. S., Justice, L. M., Dybdal, L., Piasta, S., ... & Haghish, E. F. (2018). Effective language and literacy instruction: Evaluating the importance of scripting and group size components. <i>Early</i>	Identification of intervention program components most strongly associated with children's outcomes is essential for designing programs that can be taken to scale. In this effectiveness study, a population-representative sample of 5436 3–6-year-old Danish children from 154 daycare centers participated in a cluster-randomized evaluation of three variations of a language-literacy focused curriculum (LEAP) comprising 40 twice-weekly 30-min lessons. LEAP-LARGE and LEAP-SMALL conditions

	<p><i>Childhood Research Quarterly, 42, 256-269.</i></p>	<p>involved educators' implementation of a scope and sequence of objectives using scripted lessons provided to whole-class and small groups, respectively. In LEAP-OPEN, educators followed the scope and sequence but were allowed to determine the instructional activities for each of 40 lessons (i.e., they received no scripted lessons). A business-as-usual (BAU) condition served as the control. Overall, the largest effect sizes for children's language and emergent literacy outcomes were found for LEAP-OPEN, although the other two LEAP conditions had positive effects for literacy outcomes. Analysis of moderation effects showed no moderation effects for children's socioeconomic status or for non-Danish children. Finally, there was a significant association between children's amount of exposure to the program and both language and literacy outcomes, with higher exposure associated with better outcomes: specifically, non-Danish children benefitted more than native Danish children from higher exposure for language outcomes. This study indicated that an essential component in language and emerging literacy intervention at scale is an explicit sequence and scope of learning objectives, whereas group-size and provision of scripted lessons may be less important. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
16	<p>Bondebjerg, A., Jessen, A., Colling Larsen, T., Schunck, N., &amp; Vestergaard, S.. (2017). <i>Forskningskortlægning og -vurdering af skandinavisk dagtilbudsforskning for 0-6-årige i året 2015 : teknisk rapport fra Dansk Clearinghouse for Uddannelsesforskning.</i> : Dansk</p>	<p>Rapporten kortlægger og analyserer tendenserne i den skandinaviske forskning, der er udgivet på dagtilbudsområdet i 2015.</p>

	Clearinghouse for uddannelsesforskning, DPU, Aarhus Universitet	
17	Bondebjerg, A., Jessen, A., Jusufbegovic, L. & Vestergaard Stinna. (2018). <i>Forskningskortlægning og -vurdering af skandinavisk dagtilbudsforskning for 0-6-årige i året 2016 : teknisk rapport fra Dansk Clearinghouse for Uddannelsesforskning.</i> : Dansk Clearinghouse for uddannelsesforskning, DPU, Aarhus Universitet	Rapporten kortlægger og analyserer tendenserne i den skandinaviske forskning, der er udgivet på dagtilbudsområdet i 2016.
18	Bondebjerg, A., Jusufbegovic, L., Qvortrup, L. & Vestergaard, S. (2019). <i>Empirisk dagtilbudsforskning for 0-6-årige i de skandinaviske lande. Forskningskortlægning og -vurdering for året 2017.</i> København: Danish Clearinghouse for Educational Research.	Rapporten kortlægger og analyserer tendenserne i den skandinaviske forskning, der er udgivet på dagtilbudsområdet i 2017.
19	Burger, K. (2012). Do Effects of Center-Based Care and Education on Vocabulary and Mathematical Skills Vary with Children's Sociocultural	Using data from a survey on cognitive proficiency levels of first graders in Switzerland (N = 1.830), this study analyzes (1) who has access to institutional childcare, (2) whether institutional childcare affects cognitive skills of children who differ in terms of socioeconomic status, home literacy,

	<p>Background? Disparities in the Use of and Effects of Early Childhood Services. <i>International research in early childhood education</i>, 3(1), 17-40.</p>	<p>native country, and home language, and (3) how duration and intensity of childcare affect children's skills. The findings indicate sociocultural disparities in access to childcare. Multiple hierarchical regression analyses suggest that childcare experience did not enhance children's outcomes when social and cultural background characteristics were held constant. For childcare attendees, however, a longer duration of attendance had a positive effect on vocabulary and a higher intensity was related negatively to vocabulary. Children who did not speak German at home benefitted more from childcare in terms of vocabulary skills than German-speaking children. Social background was a significant predictor of vocabulary and math skills. Cultural background additionally impacted on vocabulary skills when social background was controlled for. Implications for policy are discussed.</p>
20	<p>Burger, K. (2012). A quasi-experimental study into the relations between families' social and cultural background and children's crèche experience and global cognitive competence in primary school. <i>Early child development and care</i>, 182(7), 875-906.</p>	<p>This study analysed the role of both sociocultural background and exposure to a creche on children's development of cognitive competence in Switzerland. Data were derived from a survey on children's cognitive proficiency after enrolment to primary school. Correlations and multiple linear regressions indicate that creche experience was not related to children's cognitive proficiency when sociocultural background characteristics were held constant, irrespective of duration and intensity of exposure. However, social and cultural background variables were related significantly to children's competence, suggesting that sociocultural disparities begin to affect children's skills early in life. The results are contextualised within the field of early childhood care and education research, and a number of explanations concerning the absence of effects of creche are discussed. The findings are discussed in terms of implications for policy. They might encourage policymakers to supply socially</p>

		disadvantaged children growing up in impoverished learning environments with enriched services and special interventions. (Contains 5 tables and 1 note.)
21	Celebioglu Morkoc, O., & Aktan Acar, E. (2014). Effectiveness of Multipurpose Unit Early Classroom Intervention Program for 4-5-Year-Old Children. <i>Educational Sciences: Theory and Practice</i> , 14(5), 1851-1860.	This research examined the effectiveness of Multipurpose Unit Early Classroom Intervention Program (MUECIP) prepared for 4-5-year-old (48-60 months) children whose development is at risk because of their families' socioeconomic conditions. The research adopted a preliminary test-final test control group trial model. The research participants were children born in 2006 and living in Center of Canakkale Province and Kepez Town in the 2010-2011 academic year. There were 28 children in the study group, 14 of whom were studying at the Canakkale Onsekiz Mart University ÇABA Multipurpose Early Childhood Classroom Unit and 14 of whom were studying at the Kepez Municipality Preschool Education Classroom. The groups were examined using the Children and Family Recognition Survey, Raven Progressive Matrix Test, Denver II, and Development Assessment Observation Form for 48-60 month old children. Preliminary test results and non-parametrical techniques were used to analyze the data. In the experimental group, MUECIP was conducted by the researcher 4 half days a week for 13 weeks, and for the control group, the Ministry of Education Preschool Education Program (2006) was conducted using traditional methods. The results indicated that MUECIP was effective in increasing general development levels, cognitive and psychomotor developments, self-care skills and partially effective in improving the language and personal-social development skills of the children. It is recommended that the prepared MUECIP be spread more widely and promoted as an alternative model in the early education of children from lower socioeconomic families.

22	<p>Chan, A. (2011). Critical multiculturalism: Supporting early childhood teachers to work with diverse immigrant families. <i>International Research in Early Childhood Education</i>, 2(1), 63-75.</p>	<p>As early childhood settings in many English speaking countries are becoming increasingly multi-ethnic due to global migration, this poses challenges for many early childhood teachers who work with diverse immigrant children and families. In an effort to include all families, curriculum developers and teachers often suggest and incorporate teaching strategies that are commonly considered as culturally inclusive. While these strategies may be well intended, they may be promoting and reinforcing essentialist views of immigrants and their ethnicities, and also perpetuating social inequity. This article applies theoretical perspectives and research findings from literature relating to immigrant families' parental practices and expectations to problematise some of the dominant discourses that prevail in New Zealand early childhood education. It discusses the possible application of some theoretical concepts from the domains of critical multiculturalism to assist early childhood teachers to develop better understandings of the needs of immigrant children and families, and to generate critical pedagogies that are culturally sensitive and equitable.</p>
23	<p>Chlapana, E., &amp; Tafa, E. (2014). Effective practices to enhance immigrant kindergarteners' second language vocabulary learning through storybook reading. <i>Reading and Writing</i>, 27(9), 1619-1640.</p>	<p>This study examined the impact of direct instruction and interactive instruction on immigrant kindergarten children's vocabulary learning during storybook reading. (In the present study the terms "immigrants" and "second language learners" are used alternatively meaning kindergarteners from immigrant families who are in the process of acquiring a second language besides their mother tongue.) Eighty seven immigrant kindergarten children, aged 4-6 years old (mean = 61.68 months, standard deviations = 0.51) were recruited from 12 public kindergarten classrooms located in Crete. Children were acquiring Greek as a second language. The immigrant children of the 12 kindergarten classrooms were randomly assigned to two experimental groups and one control group. During the</p>

		<p>intervention phase, six stories were read twice in whole group settings. Target and non-target words were assessed by multiple choice vocabulary measure before and after the storybook readings. In the first experimental group, children were provided brief explanations of target words by direct instruction. In the second experimental group, children were involved actively in discussing target words according to interactive instruction techniques. In the control group stories were read without any explanation of target vocabulary. Results showed that interactive instruction was more beneficial on target vocabulary learning than direct instruction and the impact was greater for instructed words than for uninstructed ones. In addition, results showed that boys and girls responded differently to the teaching procedures. Specifically, in both conditions where teaching procedures were implemented, girls outperformed boys on instructed words. Furthermore, children's initial level in Greek receptive vocabulary and target word knowledge had a significant impact on target word learning.</p>
24	<p>Christoffersen, M., Højen-Sørensen A-K. &amp; Laugesen, L. (2014). <i>Daginstitutionens betydning for børns udvikling: En forskningsoversigt</i>. : SFI-Det Nationale Forskningscenter for Velfærd.</p>	<p>I gennem de seneste årtier er der sket en omfattende udvidelse af antallet af daginstitutioner. Denne forskningsoversigt opsamler nationale og internationale forskningsresultater om effekterne af daginstitutionens betydning for børns udvikling. Forskningsoversigten viser, at ændringer af de strukturelle parametre såsom normering, gruppestørrelse, personalets uddannelse osv. har indflydelse på dagpasningens kvalitet og børnenes udvikling.</p>
25	<p>Collins, M. F., &amp; Dennis, S. E. (2009). Targeting oral language development in high-risk preschoolers. <i>NHSA DIALOG</i>, 12(3), 245-256.</p>	<p>Among risk factors associated with reading difficulties, poverty and underdeveloped oral language skills can be particularly detrimental to reading success. The City Early Reading First (CERF) project implemented a comprehensive curriculum, professional development, intensive mentoring,</p>

		<p>and home supports to enhance children's language, literacy, and cognitive skills. Participants (N = 75) were 4-year-old children and teaching staff from 8 Head Start classrooms in a large urban city in the Midwest. Within the larger project, CERF undertook an intervention--Language Enrichment Group (LEG)--that targeted at-risk preschoolers' oral language development, including vocabulary, discourse skills, and content knowledge. LEGs focused on deepening content knowledge, providing opportunities for language development, and fostering social skills. Whereas nearly half of all 4-year-olds were at risk for later reading difficulty according to fall "Peabody Picture Vocabulary Test-III" (PPVT) scores, only one fifth remained at risk by spring. Supportive features of LEGs, refinements for future projects, and implications for the field of early education are discussed. (Contains 2 figures.)</p>
26	<p>Crosby, D. A., Dowsett, C. J., Gennetian, L. A., &amp; Huston, A. C. (2010). A tale of two methods: Comparing regression and instrumental variables estimates of the effects of preschool child care type on the subsequent externalizing behavior of children in low-income families. <i>Developmental psychology</i>, 46(5), 1030-1048.</p>	<p>We apply instrumental variables (IV) techniques to a pooled data set of employment-focused experiments to examine the relation between type of preschool childcare and subsequent externalizing problem behavior for a large sample of low-income children. To assess the potential usefulness of this approach for addressing biases that can confound causal inferences in child care research, we compare instrumental variables results with those obtained using ordinary least squares (OLS) regression. We find that our OLS estimates concur with prior studies showing small positive associations between center-based care and later externalizing behavior. By contrast, our IV estimates indicate that preschool-aged children with center care experience are rated by mothers and teachers as having fewer externalizing problems on entering elementary school than their peers who were not in child care as preschoolers. Findings are discussed in relation to the literature on associations between different types of community-based</p>

		child care and children's social behavior, particularly within low-income populations. Moreover, we use this study to highlight the relative strengths and weaknesses of each analytic method for addressing causal questions in developmental research.
27	Dyssegaard, C.B. & Egelund, N. (2016). <i>Systematisk kortlægning om forældreinvolvering og forældresamarbejde, der kan fremme læring hos socialt udsatte børn og unge i dagtilbud og skole</i> . Kbh.: Dansk Clearinghouse for Uddannelsesforskning.	
28	Ertmann, B., & og Udviklingsafdelingen, F. (2016). Brief review over eksisterende forskning om udsatte børn i dagtilbud.	Reviewet er gennemført for at skabe et første overblik over danske, nordiske og engelsksprogede forskningsprojekter som inden for de seneste ti år har beskæftiget sig med det som kan betragtes som socialt, kulturelt og økonomisk udsatte børn i aldersgruppen 0-6 år og deres familier, hvor børnene går i dagtilbud eller det der svarer til dagtilbud
29	Franze, M., Biermann, J., Weitmann, K., & Hoffmann, W. (2018). Reducing developmental risks by additional staff hours: Effects of a government program to support day care centers with socially deprived children. <i>Children and Youth Services Review</i> , 93, 240-247.	To ameliorate effects of social inequalities on children's development the German federal state law for child day care and preschools provides additional funds for day care centers in socioeconomically deprived regions in Mecklenburg-Western Pomerania. The goal of these funds is to support three to six year old children with developmental risks. Day care centers can choose to use these funds for the employment of additional staff. Our study aims to investigate whether the number of weekly working hours provided by this additional staff is associated with a reduction of developmental risks

		<p>in 4 competence areas over one year. A multilevel linear model (n = 83 day care centers) reveals that additional working hours decrease the prevalence of children with developmental risks. These results provide evidence for a beneficial effect of the federal state law. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
30	<p>Froehlich-Gildhoff, K., &amp; Roennau-Boese, M. (2012). Prevention of exclusion: the promotion of resilience in early childhood institutions in disadvantaged areas. <i>Journal of Public Health, 20</i>(2), 131-139.</p>	<p>Aim: The project “Avoiding exclusion by reinforcing prevention: promotion of mental health in early childhood institutions in deprived areas” aimed to empower early childhood institutions, to promote the resilience and mental health of children who are growing up in adverse conditions or disadvantaged communities. Subjects and methods: To reach these goals, a holistic and multidimensional setting approach that included professionals, children, parents and social networks was conducted in five early childhood institutions (kindergartens), situated in areas with a high level of diversity (e.g. high percentage of immigrant families, high poverty levels). The project was evaluated in a control group design (Treatment group: 5 kindergartens, 349 children; Control group: 5 kindergartens, 367 children) with quantitative (standardised tests) and qualitative (interviews and group discussions) methods. Results: The children’s results show, compared with the control group and over time, positive effects on self-esteem, behavioural stability and cognitive development of children who participated in the project (treatment group). The parents appreciated the combination of group offers (parental courses) and the possibility of a one-to-one advisory service (counselling)—those parents who did not attend the parental courses could be addressed in counselling sessions. A change in perspective regarding the children’s resources and strengths resulted in both early-childhood teachers and parents developing a more positive perception of the children and of their own skills. Conclusion: The project</p>

		<p>shows the positive results of a multidimensional setting approach in prevention. Beside the measurable results, it shows some important general experiences that promote the development of children: early-childhood institutions have the opportunity of reaching parents successfully, to contact and motivate them to co-operate. The project shows as well which key roles professional staff can play in early-childhood institutions, schools and therapy, if they approach children in a manner that enables them to reflect on their experiences and integrate these experiences into their self-image.</p>
31	<p>Goble, P., Hanish, L. D., Martin, C. L., Eggum-Wilkens, N. D., Foster, S. A., &amp; Fabes, R. A. (2016). Preschool contexts and teacher interactions: Relations with school readiness. <i>Early education and development, 27</i>(5), 623-641.</p>	<p>The majority of early education programs promote children's learning through a mix of experiences in child- and teacher-managed contexts. The current study examined time spent in child- and teacher-managed contexts and the nature of children's experiences with teachers in these contexts as they relate to children's skill development. Participants were preschool children (N = 283, M age = 52 months, 48% girls, 70% Mexican or Mexican American) from families of a lower socioeconomic status. Observations captured children's time in child- and teacher-managed contexts and experiences with teachers in each context. School readiness was assessed directly and through teacher reports. Research Findings: Time spent in teacher-managed contexts was positively related to children's academic and social skill development. Experiences in child-managed context predicted vocabulary, math, and social skills when teachers were directly involved with children. Overall, the findings suggest that teacher engagement is related to positive outcomes even during child-managed activities. Practice or Policy: Given these findings, preservice and professional development programs for early childhood educators should have a component that</p>

		focuses on how to enhance the teacher's role during child-managed activities.
32	Goldfeld, S., O'Connor, E., O'Connor, M., Sayers, M., Moore, T., Kvalsvig, A., & Brinkman, S. (2016). The role of preschool in promoting children's healthy development: Evidence from an Australian population cohort. <i>Early Childhood Research Quarterly, 35</i> , 40-48.	A growing body of evidence suggests that engagement with quality early childhood education and care (ECEC) programs such as preschool can enhance children's early development. The Australian Early Development Census (AEDC) provides a unique opportunity to explore the relationship between ECEC and children's developmental outcomes in a full population cohort of Australian school entrants. The AEDC is a teacher-rated checklist that provides data on ECEC experiences in the year before starting school, as well as five important domains of child development at school entry: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge. In 2009, the AEDC was completed for 97.5% of Australian children in their first year of formal schooling ( N = 261,147; M = 5 years, 7 months of age). Logistic regression analyses revealed that attendance at preschool was associated with reduced odds (OR = 0.69, p < 0.001 to OR = 0.40, p < 0.001) of being in the vulnerable range (<10th percentile) on four of the five AEDC domains (with the exception of emotional maturity; OR = 0.89, p = 0.002), compared to other ECEC experiences, or care exclusively by parents. Subsequent analyses revealed that this effect was evident for children living in both advantaged and disadvantaged communities. Together, the results suggest that engagement with preschool programs in Australia may present a plausible, equitable, and modifiable approach to improving children's developmental outcomes. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
33	Golos, A., Sarid, M., Weill, M., & Weintraub, N. (2011). Efficacy of an	Objective: We report the results of a preschool-based multidisciplinary intervention program. Method: This study took place in two educational

	<p>early intervention program for at-risk preschool boys: A two-group control study. <i>American Journal of Occupational Therapy</i>, 65(4), 400-408.</p>	<p>settings and included 81 preschool boys from unique cultural backgrounds and of low social economic status (SES). The settings were randomly assigned to an intervention or control group. In the intervention group, boys identified as at risk for or with developmental delays received 8 mo. of intervention through a monitoring model. Additionally, a collaborative consultation model was used with all participants. Performance skills (visual–motor integration, motor, and cognitive) and performance and participation in preschool activities were evaluated at pretest and posttest. Results: At termination of intervention, all children in the intervention group scored significantly better than control children on most performance skills and more fully participated in preschool activities. Conclusion: A multidisciplinary preschool early intervention program appears to assist children of low SES with improving their performance skills, and participation in preschool activities.</p>
34	<p>Højen-Sørensen A-K, Kristians, L.J., Jørgensen, A-M., K. &amp; Wendt, R., E. (2016). <i>Kortlægning, kvalitetsvurdering og analyse af udviklingen i skandinavisk dagtilbudsforskning for 0-6-årige i året 2014</i>. SFI - Det Nationale Forskningscenter for Velfærd.</p>	<p>SFI har kortlagt skandinavisk dagtilbudsforskning for 0-6-årige udgivet i 2014, og har efterfølgende vurderet kvaliteten af studierne. Formålet er at lette adgangen til relevant forskning for politiske beslutningstagere, forskere og personer i praksisfeltet såsom pædagogiske konsulenter, dagtilbudsledere og undervisere på pædagogiske uddannelser.</p> <p>I 2014 blev der registreret 132 studier i institutionstilbud for de 0-6-årige. Omfanget af relevante studier i 2014-kortlægningen er øget markant sammenlignet med tidligere års registreringer. Den kraftige forøgelse tyder på, at det stigende fokus på dagtilbud og læring i dagtilbud også afspejler sig i antallet af forskningsstudier.</p> <p>Hovedparten af studierne (75 pct.) har fokus på personalegruppens vilkår, mens en lidt mindre del (57 pct.) har fokus på børnenes vilkår i dagtilbuddet. Kun ganske få studier (5 pct.) har fokus på forældrenes vilkår.</p>

		<p>Af de 132 studier er 94 vurderet til at være af god forskningsmæssig kvalitet og indgår i forskningsdatabasen Nordic Base of Early Childhood Education and Care.</p> <p>Forskningsskortlægningen er udarbejdet for Danmarks Evalueringsinstitut og finansielt støttet af Danmarks Evalueringsinstitut, Skolverket i Sverige og Utdanningsdirektoratet i Norge.</p>
35	Jensen, B. (2008). Kan daginstitutioner gøre en forskel? Danmarks Pædagogiske Universitetsforlag	Arbejdsrapport udviklet til HPA-serien. Anvendt fra 2007 som arbejdsrapport og siden udgivet med nyt forord og ISBN nummer
36	Jensen, B. (2009). <i>Udsatte børn i dagplejen: en undersøgelse af viden, hverdagsliv og udviklingsmuligheder</i> . København: Danmarks Pædagogiske Universitetsforlag.	<p>Denne bog formidler resultaterne af en landsdækkende undersøgelse af danske dagplejeres pædagogiske indsatser for udsatte børn. Hovedvægten i undersøgelsen er lagt på at belyse dagplejere og dagplejepædagogers egne opfattelser af en ny kerneopgave i dagplejen relateret til den opgave, som ligger i at støtte udsatte børns udvikling og læring. Endvidere belyses dagplejens opfattelse af muligheder og barrierer for at gennemføre den optimale indsats, og mulige innovationspotentialer afdækkes.</p> <p>Undersøgelsen har sit udspring i en serie af undersøgelser om udsatte børn i dagtilbud. Først publiceredes undersøgelsen 'Kan daginstitutioner gøre en forskel' (Jensen, 2005), der som led i Forskningsprogrammet om social arv pegede på vanskeligheder og muligheder i almentilbuddenes arbejde med udsatte børn fra dagtilbudsalderen. Senere gennemførtes fra 2005-2009 projektet 'Handlekompetence i pædagogisk arbejde med udsatte børn og unge - indsats og effekt' (HPA-projektet), som er under publicering (Jensen et al. 2009a). Projektet belyser bl.a. effekter af et egentligt interventionsprogram omsat i daginstitutioner. Endelig er et studie af kommunernes indsatser for udsatte børn gennem dagtilbud, som også belyser dagtilbuds muligheder og vanskeligheder i forhold til at styrke</p>

		<p>udsatte børn, netop afsluttet (Mehlbye &amp; Jensen, 2009). Det fælles mål for disse projekter er at indhente viden om forhold og faktorer, som påvirker udsatte børns livssituationer og dermed deres udviklingsmuligheder fra tidligste alder. I den sammenhæng kommer dagtilbud i centrum. Dagplejen indgår ikke i nogen af de pågældende undersøgelser - i de to førstnævnte af ressourcemæssige grunde, i den sidstnævnte undersøgelse var det ikke muligt at få kontakt med dagplejen. Dagplejen som selvstændig del af samfundets dagtilbud er derfor fokus for denne undersøgelse, der som mål har at belyse nogle af de samme tematikker, der er belyst i undersøgelsen 'Kan daginstitutioner gøre en forskel' samt føje flere og helt aktuelle tematikker til, nemlig dagplejens arbejde med læring og læreplaner som en del af indsatsen. Mere specifikt søges udviklingsmuligheder identificeret ved at spørge til dagplejeres oplevelser af hele situationen vedrørende udsatte børn, opgaven knyttet hertil og deres visioner for udvikling i den sammenhæng. Undersøgelsen er baseret på omfattende kvantitative og kvalitative dataindsamlinger. De kvantitative data er indsamlet ved hjælp af spørgeskemaer med spørgsmål til dagplejens syn på udsathed, organisationsformer, generelle mål og pædagogiske principper samt rammebetingelser. De kvalitative data er indsamlet gennem interview og observationer i dagplejen i udvalgte lokalområder rundt om i Danmark. Der spørges i sidstnævnte del til samme tematikker som i førstnævnte del med henblik på uddybende analyser. Derudover gør de gennemførte fokusgruppeinterview det muligt at hente data om dagplejegrupperes visioner om fremtidsmuligheder og udvikling. Undersøgelsen er gennemført af Danmarks Pædagogiske Universitetsskole (DPU), Institut for Læring ved projektleder Bente Jensen. Med henblik på at gennemføre indsamlinger af kvantitative data og analyser er der samarbejdet med Capacent/Epinion ved</p>
--	--	---

		<p>partner Thomas Yung Andersen. Forskningsassistent Jakob Haahr-Pedersen har deltaget i arbejdet med at indhente data i undersøgelsens kvalitative del, kondensere transskriberede interviewtekster og har bidraget med korrekturlæsning og sproglig finish på det samlede manuskript. Bogen, som den fremstår her, er skrevet af Bente Jensen og gennemlæst af docent Anette Sandberg, Mälardalens Högskola, Norge, i funktion af Peer Reviewer. Der skal rettes en tak til alle, der har bidraget med gode råd, kommentarer og deltagelse i projektet. Desuden skal der rettes en særlig tak til de dagplejere og dagplejepædagoger, der indgår direkte i undersøgelsen samt til de dagplejeledere fra udvalgte lokalområder, der har gjort den kvalitative del af undersøgelsen mulig, og som indgår mere indirekte i undersøgelsen. Undersøgelsen, som er gennemført 2007-2009, er finansieret af FOA. Bogen henvender sig til forskere, undervisere og studerende, men også til praktikere i dagplejen samt dagtilbudssektoren som sådan, men også politikere og forældre. Kort sagt alle med interesse for samfundets tilbud for alle børn, og ikke mindst for hvordan disse tilbud kan undersøges og kvalitetsudvikles. Bente Jensen, lektor, ph.d., projektleder Institut for Læring, Danmarks Pædagogiske Universitetsskole, Århus Universitet København, maj 2009</p>
37	Jensen, B. (2000) <i>Effekter af indsatser for socialt udsatte børn i daginstitutioner : HPA-projektet</i>	
38	Jensen, B. (2009). A Nordic approach to Early Childhood Education (ECE) and socially endangered children. <i>European Early Childhood Education Research Journal</i> , 17(1), 7-21.	In this paper I examine the Nordic model, i.e. a child-centred and holistic approach, in order to discuss Early Childhood Education (ECE) as a key policy instrument for fighting social inequality. Since 1999 it has been an important goal for the Danish government to ensure equal opportunities for all by starting with early intervention. This is especially relevant in Denmark,

		<p>where greater than 95% of all children attend day-care. International research shows that early interventions can make a positive difference, and as shown in US Randomised Controlled Trial (RCT) studies, the effects are lasting. On the other hand, international research does not address the two different main approaches to the ECE systems (holistic/academic) nor to the questions of how pedagogic initiatives and framework conditions work as prerequisites for success (best practice). An analysis of research into the situation in the Nordic countries shows growing awareness of how to identify target groups for ECE-intervention as well as an increased focus on pre-school school teachers' education and the need for new assessment and evaluation methods for determining best practice. Since it would appear that the ECE system fails to provide equal social and intellectual opportunities to all children, further development in this area is required. Based on an analysis of the Nordic situation, some preliminary results of a recent Danish intervention involving some 60 centres and 2700 pre-school children are presented and discussed.</p>
39	<p>Jensen (2009) Jensen, B. (2009). <i>Udsatte børn i dagplejen: En undersøgelse af viden, hverdagsliv og udviklingsmuligheder</i>. Danmarks Pædagogiske Universitetsforlag.</p>	<p>Dagplejere og dagplejepædagoger møder socialt udsatte børn allerede ved begyndelsen af deres livsforløb og har derfor enestående chancer for at give disse børn indgående støtte emotionelt, socialt og intellektuelt. Denne bog belyser gennem både kvantitative og kvalitative analyser dagplejens muligheder for at hjælpe de udsatte børn bedre på vej videre i livet, ind i børnehaven, skolen og videre frem. Undersøgelsen har sit udspring i en serie af forskningsprojekt om udsatte børn i dagtilbud og er den første af sin art, som fokuserer på dagplejeinstitutionen som del af samfundets samlede satsning i forsøget på at modvirke negativ social arv. Ved hjælp af spørgeskemaer og interview kortlægges dagplejernes syn på udsathed, generelle mål og pædagogiske principper samt arbejdet med læring og</p>

		læreplaner. Samtidig spørges der til dagplejernes egne opfattelser af muligheder og barrierer for at gennemføre den optimale indsats. Derved synliggør bogen en central, men ofte overset faggruppes egne visioner og ideer til forbedringer inden for arbejdet med socialt udsatte børn.
40	Jensen (2011) Jensen, B. (2011). <i>Vidensbaseret indsats over for udsatte børn i dagtilbud : modelprogram : VIDA-statusrapport. Bind 1. Design og metode.</i> Kbh.: VIDA-projektet.	
41	Jensen, B., Ploug, N., Berliner, P., Holm, A. & Larsen Michael Søgaard. (2011). <i>Effekter af interventioner med forældreinddragelse. Vida-projektet. Vidensbaseret Indsats Over for Socialt Udsatte Børn I Dagtilbud Med Forældreinddragelse.</i>	
42	Jensen, B. (2011). <i>Introduktion. Vidensbaseret Indsats Over for Udsatte Børn I Dagtilbud. Vida-statusrapport 2, , pp.13-23.</i>	
43	Jensen, B., & Berliner, P. (2011). Forældreinvolveringens pædagogik. In: Jensen Bente Haarh-Pedersen, and	

	Jakob, ed., <i>Vida-projektet. Vidensbaseret Indsats Over for Socialt Udsatte Børn I Dagtilbud Med Forældreinddragelse.</i> : Dafolo, pp.51-56.	
44	Jensen, B., Jensen, P., Rasmussen, A.W. (2013) Vidensbaseret indsats over for udsatte børn i dagtilbud – modelprogram. VIDA-forskningsrapport 1. Effekter af VIDA I: VIDA-forskningsserien 2013:5. Aarhus Universitet, IUP	
45	Jensen, N. R., Petersen, K. E. & Wind, A. (2012). <i>Daginstitutionens betydning for udsatte børn og deres familier i ghetto-lignende boligområder</i> . Institut for Uddannelse og Pædagogik (DPU), Aarhus Universitet.	Rapporten præsenterer det teoretiske og empiriske grundlag for at kunne identificere daginstitutionens betydning for udsatte børn og deres deres familier, ligesom den peger på de særlige faktorer, som daginstitutioner beliggende i udsatte boligområder skal tage højde for.
46	Jensen, B., Holm, A. & Bremberg, S. (2013). Effectiveness of a Danish early year preschool program: A randomized trial. <i>International Journal of Educational Research</i> , 62, 115-128.	A significant number of studies indicate that early year preschool programs lead to positive long-term effects. Systematic quality improvement of early year preschool may enhance these outcomes. The ASP Program was built on this principle. In this program preschool staff are supported in their efforts to critically reflect on current practices and to change these. A randomized controlled study was carried out in Denmark from September 2006 to May

		2008. The study encompassed 2323 children in 59 preschools in two municipalities. Children were assessed using the Strength and Difficulties Questionnaire at the start of the intervention, at mid term, and by the end. The results indicate that, in the intervention group, children developed fewer emotional symptoms, conduct problems, became less hyperactive and were more attentive. The effect sizes ranged between 0.15 and 0.2.
47	Jensen, N. R., Petersen, K.E. & Wind, A. K. (2015). <i>Daginstitutioner i udsatte boligområder: Pædagogisk udvikling i arbejdet med udsatte børn og familier. Et forskningsog udviklingsprojekt.</i> Institut for Uddannelse og Pædagogik (DPU), Aarhus Universitet.	Rapporten indeholder grundlaget for det gennemførte forsknings- og udviklingsprojekt og munder ud i opsummering vedr. udsatte boligområder, daginstitutionens socialpædagogiske opgaver og peger desuden på kommende forskningsopgaver
48	Jensen, B., Jensen, P. & Rasmussen, A, W. (2017). Does professional development of preschool teachers improve children's socio-emotional outcomes? <i>Labour Economics</i> , 45, 26-39.	From 2011 to 2013 a randomized controlled trial has been run in Danish preschools to obtain evidence on improvements of early childhood education by providing training to the preschool teachers. The purpose of the intervention is to improve children's socio-emotional outcomes (measured by SDQ), especially for socially disadvantaged children. The teachers in intervention preschools received extra training in implementation of new pedagogical activities and principles, whereas teachers in control preschools did not receive any training. The results show improvements in several subscales of the SDQ scale. However, heterogeneity analysis is not able to demonstrate larger improvements for socially disadvantaged children than for other children.
49	Jensen, B. & Brandi, U. (2018). Enabling professionals to change practices aimed at tackling social inequality	ABSTRACTResearch has shown the potential for early childhood education and care (ECEC) in making a difference for all children. However, research also highlights how hard overcoming the 'gaps' between children from

	<p>through professional development: results from a case study. <i>European Early Childhood Education Research Journal</i>, 26(1), 50-65</p>	<p>differing social backgrounds still is. The overall aim of this article is to examine the impact of a professional development programme on changing practices that can address social inequality in ECEC. The article explores how a professional development programme, VIDA, can contribute to enabling professionals in enhancing the change potentials in ECEC, with a view to enhancing the learning conditions and well-being of all children, and socially disadvantaged children in particular. The overall argument is that co-construction as well as openness and reflection in the ECEC field is needed when professionals are to change their pedagogical practices towards tackling the issues of social inequality. The study emphasises that practices are enhanced through professional development that makes sense for participants, is organised in communities of practices (CoP) and communities of innovation (CoI), and is facilitated and integrated in entire ECEC systems.</p>
50	<p>Johnson, A. D., &amp; Ryan, R. M. (2015). The role of child-care subsidies in the lives of low-income children. <i>Child Development Perspectives</i>, 9(4), 227-232.</p>	<p>In the United States, federally funded child-care subsidies offer a unique opportunity to influence low-income children's early education and, in so doing, affect their development. To understand the role of child-care subsidies in children's lives, we must answer the following questions about their impact: How does receiving subsidies affect (a) the type of care children receive, (b) the quality of care children receive, and (c) their developmental outcomes? Theoretically, the answers to these questions should cohere, yet they do not; though subsidies increase exposure to the type and quality of care known to predict more optimal outcomes for children, the direct effect of subsidies on outcomes has been null or negative. In this article, we review research on child-care subsidies to describe its inconsistencies and offer explanations, a timely endeavor in light of the 2014 reauthorization of legislation on child-care subsidies.</p>

51	Kløveager (2014)	<p>Dette er den syvende forskningskortlægning og forskervurdering af skandinavisk forskning i institutioner for de 0-6-årige. Kortlægningen behandler forskning publiceret i 2012. Seks tidligere kortlægninger har behandlet forskningen fra 2006-2011. Projektet er gennemført af Dansk Clearinghouse for Uddannelsesforskning som et samarbejdsprojekt med Danmarks Evalueringsinstitut. Projektet støttes af Uddannelsesdirektoratet i Norge og Skolverket i Sverige</p>
52	<p>Kultti, A. (2014). Mealtimes in Swedish preschools: pedagogical opportunities for toddlers learning a new language. <i>Early Years</i>, 34(1), 18-31.</p>	<p>This paper reports on a study which explores how routine activities in preschool can support young multilingual children's participation, communication and development of languages. The paper takes as its starting point the idea that young children's development takes place through interaction and participation, including in routine activities. Empirical data of mealtimes was gathered in eight toddler groups in a Swedish city, and analysed as a context for learning. The mealtimes were video recorded and interpreted by using an interaction analytic approach which allowed multiple layers of mealtime interactions, all of which impact on the level of participation available to children, to be explored. A detailed analysis of activities and opportunities for communication provides an additional perspective for understanding participation and language learning in institutional practices. The findings show how language learning is situated as a communicative and participatory experience, and that common and shared topics are crucial for participation. Further, a shift in children's participation status during interaction at mealtime is possible. An extended way of incorporating language teaching into multilingual preschool contexts is discussed.</p>
53	Larsen (2013)	<p>Hvad ønsker vi at få at vide? Arten og kvaliteten af skandinavisk forskning i året 2011 i dagtilbud for de 0-6 årige gennem en forskningskortlægning og</p>

forskervurdering. Hvem ønsker at vide det og hvorfor? Projektet er udført af Dansk Clearinghouse for Uddannelsesforskning som et samarbejdsprojekt med Danmarks Evalueringsinstitut. Projektet støttes af Utdanningsdirektoratet i Norge og Skolverket i Sverige. EVA anvender resultatet af den gennemførte forskningskortlægning og -vurdering til udarbejdelse af Bakspejlet, en årsrapport til dagtilbudsområdet i Danmark, hvor især nye forskningsmæssige udviklingslinjer og fund betones. Data fra projektet indgår desuden i Nordic Base of Early Childhood Education and Care (NB\_ECEC) om forskning i dagtilbud for de 0-6 årige. Hvad fandt vi frem til? Først og fremmest blev det konstateret, at den øgede opmærksom på dagtilbud, som har kunnet iagttages gennem de senere år i de skandinaviske lande, nu er slået igennem også i forskningen i form af en kraftig forøgelse af forskningen både regnet i antallet af forskellige projekter, men også regnet i antallet af store projekter. Der blev i året 2011 publiceret 73 undersøgelser om dagtilbud for de 0-6 årige. Heraf havde 16 data fra Danmark, 34 data fra Norge og 23 data fra Sverige mens 4 havde data fra ikke-skandinaviske lande. Ingen af de 4 komparative undersøgelser havde data fra mere end ét skandinavisk land. 63 af undersøgelse har god videnskabelig kvalitet. Det pædagogiske personale er undersøgelsesgenstand i 64 % af årets studier. I 48 % indgår børnene. Forældre indgik i 15 % af undersøgelse. Flertallet (96 %) af årets undersøgelser inddrager et bredere samfundsmæssigt perspektiv i undersøgelsens analyser. Et sådant perspektiv findes ikke i de resterende 4 % af undersøgelserne. 37 % af undersøgelserne anvender et etnografisk design, efterfulgt af casestudier (15 %) og holdningsundersøgelser (11 %). I årets forskning er der 37 % af studierne, som anvender kvantitativ analyse. Feltets typiske forskning har et kvalitativt design. De 63 undersøgelser om

		<p>institutioner for 0-6 årige i Skandinavien, udgivet i 2011 med tilfredsstillende forskningskvalitet, har dannet grundlag for identificering af 6 temaer. Alle undersøgelserne er sorteret i disse: • Samtaler: Kommunikation og demokrati; • Sociale kompetencer og inklusion; • Didaktik og læring; • Profession: Identitet, udvikling og holdninger; • Fysisk aktivitet, sundhed og fysisk miljø; • Organisation, økonomi og kvalitet. Hvordan kom vi frem til disse resultater? Projektet har haft tre hovedfaser: Først søgte vi i alle relevante kilder efter forskning, som er udkommet i året 2011. Derpå sorterede vi de fundne undersøgelser for at sikre, at kun relevante undersøgelser blev medtaget. Så trak vi de relevante data ud af undersøgelserne blandt andet ved hjælp af et it-software, EPPI, udviklet specielt til dette formål ved London University. Endelig blev de relevante undersøgelser sorteret og sammenlignet og på den måde kortlagt og vurderet. Hvor kan man finde mere information? Undersøgelsen indgår i Evidensbasen, som Dansk Clearinghouse for Uddannelsesforskning har etableret, se: <a href="http://edu.au.dk/forskning/omraader/danskcldclearinghouseforuddannelsesforskning/">http://edu.au.dk/forskning/omraader/danskcldclearinghouseforuddannelsesforskning/</a>. Her kan man også finde et link til det forskningsgrundlag, Konceptnotatet, som styrer forskningsprocessen i Dansk Clearinghouse for Uddannelsesforskning. Sammesteds er der også adgang til Clearinghouse 'Notat om forskningskvalitet', som redegør for grundlaget for kvalitetsvurderingen Data fra undersøgelsen indgår ligeledes i databasen NB-ECEC, der er tilgængelig på <a href="http://www.nb-ecec.org">http://www.nb-ecec.org</a> Endelig kan man læse mere om udvalgte dele af forskningen i magasinet Bakspejlet og i webartikler, der udgives af Danmarks Evalueringsinstitut.</p>
54	Lefebvre, P., Trudeau, N., & Sutton, A. (2011). Enhancing vocabulary, print	The current study compares the effects of two shared storybook reading (SSR) interventions on language and emergent literacy skills of low-income

	<p>awareness and phonological awareness through shared storybook reading with low-income preschoolers. <i>Journal of Early Childhood Literacy</i>, 11(4), 453-479.</p>	<p>preschoolers. The control intervention targeted language and print awareness, skills for which there is strong evidence of the effect of SSR. The experimental intervention added a focus on phonological awareness, a skill for which there is less evidence of the effect of SSR. Following the interventions, results indicated that the experimental group ( n = 10) outperformed the control group ( n = 13) on phonological awareness scores, but not on vocabulary and print awareness scores. The study also compared the outcomes of the experimental intervention for the low-income participants with the skills of higher-income preschoolers who did not receive intervention. The low-income children in the experimental condition outperformed their higher-income peers ( n = 12) on all three measures. The experimental intervention offers promising techniques for SSR activities in childcare centres.</p>
55	<p>Lowenstein, A. E. (2011). Early care and education as educational panacea: what do we really know about its effectiveness?. <i>Educational Policy</i>, 25(1), 92-114.</p>	<p>Most young children in the United States regularly spend time in early care and education (ECE) settings. Institutionalized messages surrounding ECE claim that it has the potential to promote children's life-long success, especially among low-income children. I examine the legitimacy of these claims by reviewing empirical evidence that bears on them and find that most are based on results of a small set of impressive but outdated studies. More recent literature reveals positive, short-term effects of ECE programs on children's development that weaken over time. Efforts to support children's long-term success must extend beyond the ECE setting into elementary school.</p>
56	<p>Magnuson, K., &amp; Waldfogel, J. (2016). Trends in income-related gaps in enrollment in early childhood</p>	<p>The academic achievement gap between children from the lowest- and highest-income families appears to have risen in recent decades in the United States. Such income-related disparities in academic skills are already present when children enter elementary school, suggesting that the</p>

	<p>education: 1968 to 2013. AERA open, 2(2), 2332858416648933.</p>	<p>explanation for changing gaps can be traced to changing experiences in children's earliest years. In this paper, the authors explore to what extent changes in enrollment in center-based early childhood education have contributed to this trend. Motivating the analysis are two stylized facts: (1) early childhood education, particularly when it is high-quality, is associated with higher levels of school readiness and subsequent achievement; and (2) historically, children from low-income families have been less likely to be enrolled in such programs than their more affluent peers. Using data on family income and school enrollment from the annual October Current Population Survey (CPS), the authors document the trends in enrollment in center-based early childhood education, which are referred to as preschool, for 3- and 4-year-old children from 1968 to the present, to examine to what extent gaps in enrollment between low-, middle-, and high-income children have widened, narrowed, or remained the same. The paper also reviews published data to examine the extent to which enrollment in early childhood education has become more or less consequential for later school achievement over this time period. Figures are appended. [SREE documents are structured abstracts of SREE conference symposium, panel, and paper or poster submissions.]</p>
57	<p>Mander (2015) Mander, D., &amp; Moore, N. D. (2015). Speech-Language Service Delivery Model in Low Socio-Economic Status Preschools: An Exploratory Evaluation. <i>Canadian Journal of Speech-Language Pathology &amp; Audiology</i>, 39(3).</p>	<p>Speech and language support in the classroom may be especially relevant for children in low-income families as these children are at risk for difficulties in health, development, and academic success. To this end, many preschools and schools have embraced community-based interventions, often resulting in speech-language pathologists (S-LPs) collaborating with educators to provide service in the classroom, which has been demonstrated to facilitate language development (Farber &amp; Klein, 1999; McEwen, 2007, Shaughnessy &amp; Sanger, 2005). In 1983, an association of</p>

		<p>preschools serving low-income families in an urban Canadian city procured speech and language services from a local children’s hospital to be delivered in the eleven preschools. The results of this survey based research reveal the perceptions of 34 early childhood educators (ECEs) about the speech and language (S-L) service delivery model. Respondents generally described the service model similarly to how the S-LPs intended it. Survey results revealed a strong collaborative relationship between S-LPs and ECEs. Aspects of this adaptive, integrated and collaborative model were judged effective but ECEs perceived that not all children received service. S-LPs interacted appropriately with families but some ECEs highlighted the need for more communication with families. Feedback provided new directions for improving the S-L service and initiatives have been implemented to increase effectiveness and strengthen collaborative relationships with ECEs and families, to the benefit of the children. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
58	<p>Marvin, C., Kuhn, M., E. &amp; Knoche, L. L. Stabilizing developmental language trajectories in infants/toddlers: A preliminary study. (2013). <i>Special Education and Communication Disorders Faculty Proceedings &amp; Presentations. 2.</i></p>	<p>Parents' interactions with their children can have influential effects on children's language outcomes. Special supports may be needed however, when young children live in poverty and show developmental delays early in life. This study analyzed data for a subset of children enrolled in Early Head Start (EHS) programs and participating in a randomized trial of the Getting Ready intervention (Sheridan, Marvin, Knoche, &amp; Edwards, 2008). These 41 children had standard scores below 85 on the Bayley Scales of Infant Development-II when the EHS and intervention services began. During each home visit or socialization with families, the early childhood educators in the treatment condition were to use a set of strategies collectively defining the Getting Ready intervention (Sheridan et al., 2008). Educators encouraged parent engagement in planned and routine activities with their</p>

		<p>children and guided parents to interact with their children in supportive learning opportunities at home during daily activities. This study analyzed data for a subset of children enrolled in Early Head Start (EHS) programs and participating in a randomized trial of the Getting Ready intervention (Sheridan, Marvin, Knoche, &amp; Edwards, 2008). These 41 children had standard scores below 85 on the Bayley Scales of Infant Development-II when the EHS and intervention services began. During each home visit or socialization with families, the early childhood educators in the treatment condition were to use a set of strategies collectively defining the Getting Ready intervention (Sheridan et al., 2008). Educators encouraged parent engagement in planned and routine activities with their children and guided parents to interact with their children in supportive learning opportunities at home during daily activities.. (Contains 1 Figure and 2 Tables.)</p>
59	<p>Mashburn, A., Justice, L. M., McGinty, A., &amp; Slocum, L. (2016). The impacts of a scalable intervention on the language and literacy development of rural pre-kindergartners. <i>Applied Developmental Science, 20</i>(1), 61-78.</p>	<p>Read It Again (RIA) is a curriculum for pre-kindergarten (pre-K) classrooms that targets children's development of language and literacy skills. A cluster randomized trial was conducted in which 104 pre-K classrooms in the Appalachian region of the United States were randomly assigned to one of three study conditions: Control (n = 30), RIA only (n = 35), or RIA with expanded professional development components (n = 39). This study tested the impacts of RIA on six measures of children's (n = 506) language and literacy development. There was a significant positive impact of RIA on print concepts, and the impacts of RIA on print knowledge and alphabet knowledge were significantly stronger in classrooms with lower-quality literacy instruction. There were no impacts of RIA on children's language development and no impacts of the professional development components. Implications of the findings for implementing scalable, effective strategies</p>

		to improve key school readiness outcomes for children from economically-disadvantaged backgrounds are discussed.
60	McKeown, K., Haase, T., & Pratschke, J. (2015). Determinants of child outcomes in a cohort of children in the Free Pre-School Year in Ireland, 2012/2013. <i>Irish Educational Studies</i> , 34(3), 245-263.	The study analyses determinants of child outcomes in a cohort of children who participated in the Free Pre-School Year. Child outcomes are measured through a before-and-after assessment of children using the Early Development Instrument. The sample comprises 448 children in 70 early years centres. The study analyses determinants of child outcomes in a cohort of children who participated in the Free Pre-School Year. Child outcomes are measured through a before-and-after assessment of children using the Early Development Instrument. The sample comprises 448 children in 70 early years centres
61	Mehlbye (2009)	Denne rapport indeholder de samlede resultater fra forskningsprojektet "Indsatsen over for socialt udsatte børn i dagtilbud".
62	Melhuish, E. C. (2004). <i>A literature review of the impact of early years provision on young children, with emphasis given to children from disadvantaged backgrounds</i> . London, United Kingdom: National Audit Ofce.	
63	Melzi, G., Schick, A., & Bostwick, E. (2013). Latino children's narrative competencies over the preschool years. <i>Actualidades en psicología</i> , 27(115), 1-14.	Narrating is a sophisticated discourse skill that emerges during the preschool years, and is both correlated with and predictive of various aspects of school performance. The existing research on children's narrative development provides a limited snapshot of the narrative trajectories of Latino children living in the United States. The present study examined the narrative skills of 118 low-income Latino children over a two-year period. Results showed that there were significant developmental changes in children's storybook retelling skills over the preschool years. By age five,

		children were more autonomous in their narration, produced more coherent and complex stories, and incorporated more sophisticated language in their narratives than did younger preschoolers. Further analyses identified those specific macro- and micro-structural skills that develop during the preschool years.
64	Middelboe, N., Hansen, S. Ø., Storgaard, R. L., Brinck, S., Iversen, K., Pedersen, H. S., & Arendt, J. N. (2016). Midtvejsevaluering af familierettede og forebyggende indsatser i "Tidlig Indsats–Livslang Effekt". KORA, København.	Det går generelt godt med at implementere fire forskellige indsatser, der skal styrke den tidlige indsats over for udsatte børn. Medarbejderne i dagpleje og daginstitutioner er positive over for indsatser, der understøtter systematikken i deres arbejde. Men der er udfordringer med videndeling og med at etablere samarbejde med de mest udsatte familier.
65	Mitchell, L., & Meagher-Lundberg, P. (2017). Brokering to support participation of disadvantaged families in early childhood education. <i>British Educational Research Journal</i> , 43(5), 952-967.	This paper discusses findings from an evaluation of the New Zealand Ministry of Education's Early Childhood Education (ECE) Participation Programme that targeted local areas where there are high numbers of children starting school who have not participated in ECE. The aim of the programme is to increase participation of these low-income "priority" children in "quality" ECE. In this paper, two policy initiatives and features that supported participation in ECE are analysed. Engaging Priority Families (EPF) involves a coordinator working with families to encourage ECE participation, home learning and a positive transition to school. Targeted Assistance for Provision (TAP) grants are intended to increase local supply by helping establish new services and child spaces in communities where they are needed. The study used mixed methods: data on enrolments, surveys of Participation Programme providers, interviews with programme staff, surveys of families engaged in each initiative and interviews with a small group of families. The results show that cost, availability and cultural

		relevance of ECE services are the main barriers to participation of 'priority' families. Through brokering, both initiatives helped address complex social issues faced by the families by connecting families with health, housing and social agencies, and brokering understanding of ECE. The results support the argument that national policy initiatives and local actions can help address inequities in participation in ECE associated with socioeconomic status.
66	Moesby-Jensen (2017)	
67	Munck (2017)	Ph.d. afhandlingen handler om hvordan små børns fællesskabelse muliggøres i vuggestuen, hvor inklusionsbestræbelser og tidlig opsporing er et vilkår i det pædagogiske arbejde. Denne problemstilling udspringer af, at der de sidste 10-15 år i bestræbelsen på at 'kvalitetsløfte' daginstitutionerne har været fokus på såvel inklusion som opsporing af bekymringsvækkende børneliv (fx Salamanca-erklæringen 1994; dagtilbudsloven 2007) medfølgende en række udviklingsprojekter rettet mod at udvikle en inkluderende pædagogik i daginstitutionerne (Madsen, 2009). Samtidig har en del forskning omhandlende inklusion i daginstitutioner været rettet mod inklusion som forebyggelse og mod udvikling af indsatser, som kan 'løfte' daginstitutionens læringsmiljø (Jensen, 2009). Denne forskning har været rettet mod at undersøge børns vanskeligheder i det almene daginstitutionsliv, samtidig med at forebyggelsesbestræbelserne har trukket forskningen i retning af at udpege og udskille det bekymringsvækkende børneliv (tidlig indsats). I forlængelse heraf bliver inklusion knyttet til at opspore børn med særlige forudsætninger, fremfor at arbejde med det almene børneliv som mangfoldigt. Inklusion i daginstitutionerne er således et flertydigt fænomen. I afhandlingen er jeg optaget af at forstå det, som børn gør med hinanden som fællesskabelse. Jeg har derfor udforsket de aktiviteter, som børnene

		deltager i, i vuggestuen, og hvordan børnene kæmper med og aktivt bidrager transformerende til det, de deltager i. Børnene deltager i pædagogiske arrangementer i vuggestuen, som er forbundet med forskellige deltagelseskrav, og hvor børns fællesskabelse muliggøres og vanskeliggøres forskelligt. Deltagelseskravene er knyttet til ideologiske udviklingsdualismer samt historiske og samfundsmæssige krav til de professionelle om at inkludere såvel som opspore de børn, hvis deltagelse bekymrer.
68	Munk (2010)	Projektet er et samarbejdsprojekt mellem KOSMOS, Tønder Kommune og Kommunernes Landsforening. Den primære målgruppe er pædagogisk personale i daginstitutioner samt andet fagligt personale med tilknytning til børn i alderen 0-6 år. Udviklingsarbejdets hypotese er, at en tidlig intervention med fokus på læring vil have en positiv effekt på børns udvikling, og at en pædagogisk praksis baseret på en række teoretiske antagelser vil medvirke til kvalitetsudvikling af dagtilbuddets kerneydelse. Dette kan bidrage til kompetenceudvikling hos udsatte børn, hvilket på sigt formodes at styrke barnets muligheder for social mobilitet og hermed bidrage til at bryde den negative sociale arv. Målet med evalueringen er dels at belyse kompetenceudviklingen og de pædagogiske udviklingsforløb; dels at belyse effekten af indsatserne i projektet.
69	Myers (2015)	Aims: To compare nutrition and active play of children aged 0–4 years attending Supported Playgroups and mainstream services and to compare access, understanding and application of health information within these families. Methods: A cross-sectional study of children aged 0–4 years attending early childhood services. Following stratified random sampling, 81 parents of children attending Supported Playgroups in two highly disadvantaged municipalities of Victoria, Australia were surveyed about

		<p>children's nutrition, active outdoor play/screen time and access to health information. Responses were dichotomised based on national recommendations and compared with 331 children attending maternal and child health and childcare centres (mainstream services). All outcomes except age were dichotomous and analysed using chi-square, relative risk and 95% confidence intervals. Results: More children from Supported Playgroups consumed sweet drinks ( P = 0.005), 'packaged' foods ( P = 0.012) and tea/coffee ( P = 0.038) than mainstream children. Supported Playgroup families reported more food insecurity ( P = 0.016) and excessive 'screen time' for children under 2 years ( P = 0.03). Fewer Supported Playgroups parents sought advice from family members ( P &lt; 0.001) and the Internet ( P = 0.014) and more experienced difficulties accessing ( P &lt; 0.001), understanding ( P = 0.002) and applying health information ( P &lt; 0.001). Conclusion: Despite comparable availability of child health information, Supported Playgroups children demonstrated more concerning child health practices, and families experienced greater difficulties accessing, understanding and applying advice than families from mainstream services despite living in the same highly disadvantaged locations.</p>
70	Nabuco (2014)	<p>This cross-sectional study attempts to investigate the effects of the Aprender em Parceria (A PAR) programme, an intervention in early childhood education and parenting support in the suburbs of Great Lisbon which aims to increase the educational achievement of disadvantaged children from birth to six-years-old. A quasi-experimental design was used in which children and their families participating in the intervention programme were compared to a comparison group of children who were not participating. The sample consisted of 103 children and their families in</p>

		<p>the first year (2008), 142 in the second year (2009) and 187 in the third year (2010). Results showed that families and children in the A PAR groups made significantly greater gains in the following areas: social support, pleasure in parenting activities, parent--child joint activities, capacity to interact with their children, able to observe their daily progress, recognise the most important moments of interaction. Children made significant progress in their cognitive and social development.</p>
71	Navarro-Cruz (2018)	<p>In recent years, the United States has made substantial progress in the quality and availability of early childhood education (ECE), especially in the areas of special education and ECE programs for low-income families. Nonetheless, there is room for improvement in terms of access and quality. To improve access and quality in ECE, the United States can look to best practices in ECE in other countries. A total of 49 sources were reviewed to develop an in-depth understanding of both ECE in the United States and international ECE best practices. Sources were chosen based on relevance and quality and included books, articles, and policy reports. These sources covered the ECE best practices in increasing funding, access, and quality. From developed to developing countries, this review provides an understanding of best practices in ECE throughout the world that the United States can learn from to enhance ECE for the wellbeing of children as well as society.</p>
72	Nergaard (2009)	<p>This article evaluates the results of a Norwegian trial scheme involving free half-day day care for all four and five-year-olds in a district of Oslo with a large immigrant population. Although the scheme applied to all children in this age group, the target group was children whose parents came from non-Western countries. The evaluation, which is based on interviews with 45 families in addition to staff (15 persons) and teachers (seven persons),</p>

		shows that almost all parents accepted the offer of free day care, with two distinctly different foci: immigrant parents focused mostly on the benefits of free day care and Norwegian language lessons for their pre-school children, whereas ethnic Norwegian parents focused primarily on the benefits of a half-day programme as opposed to the usual full-time programmes. Results show that, after two years, first-grade and second-grade teachers in the district noticed a marked improvement in the Norwegian skills of their incoming pupils whose parents were immigrants: the minority who had previously entered primary school speaking Norwegian had now become a majority.
73	Nielsen (2017)	
74	Noe (2014)	This multiple baseline design study examined the effects of a Tier 3 early literacy intervention on low-income preschool children's phonological awareness (PA). Seven preschool children who did not make progress on identifying first sounds in words during a previous Tier 2 intervention participated in a more intensive Tier 3 intervention. Children listened to stories and participated in early literacy activities led by an interventionist for approximately 15 min, 3 to 4 days per week for up to 8 weeks. Weekly progress monitoring data showed that five of seven children made progress on first sound identification as a result of the Tier 3 intervention. Children who made progress on first sound identification generally demonstrated gains on more distal measures of PA. Results demonstrate the potential benefit of providing children with multiple tiers of instruction to facilitate academic success.
75	Nordenbo (2008)	En forskningskortlægning som straten på etablering af en database om forskning i institutioner for de 0-6 årige (førskolen), der skal være tilgængelig for praktikere, forskere, politikere og policy-makers. Analysen

		satte fokus på de tilgængelige nordiske forskning som var publiceret i 2006 og vi fandt 53 undersøgelser af relevans fra de tre nordiske lande, 17 fra Danmark, 13 fra Norge, 23 fra Sverige. Et flertal af studierne beskæftiger sig med kvaliteten af den pædagogiske virksomhed i institutionerne. Over halvdelen drejer sig om de voksne i institutionerne, ikke om børnene. Kun syv undersøgelser belyser "hvad der virker", dvs er interventionsstudier eller programevalueringer. Flertallet af undersøgelserne anvender kvalitative metoder. Hvor kvantitative undersøgelser anvendes har de overvejende en deskriptiv karakter.
76	Nordenbo (2009)	
77	Nordenbo (2010)	Systematisk forskningskortlægning gennemført af Clearinghouse i samarbejde med en reviewgruppe af den skandinaviske førskoleforskning fra året 2008
78	Næsby (2009)	
79	Næsby (2017)	På det overordnede plan er der høj grad af alignment mellem ECERS 3 og den danske læreplan. Det vil sige, at vi med ECERS 3 vurderer de seks temaer i læreplanen samt dagtilbudslovens formålsbestemmelser på en måde, der dels angiver niveauet for kvalitet i dagtilbud i en form for aktuel status – en baseline – der, med den validitet vurderingen kan gennemføres med af certificerede observatører og den høje reliabilitet måleværktøjet holder, kan forudsige effekterne af dagtilbuddet i forhold til børnenes trivsel, læring og udvikling. Primært inden for dimensionerne kognitiv og socio-emotionel udvikling, sekundært inden for dimensionen sundhed og sikkerhed og som struktur og proceskvalitet. Inden for disse dimensioner placerer læreplanens temaer sig, med sproglig og kommunikativ udvikling som en tværgående underdimension, der knytter sig til de to førstnævnte overordnede dimensioner, men som vurderes både specifikt og på tværs af

		<p>hele skalaen i ECERS og derfor matcher læreplanen om sprog og dagtilbudsloven om sprogstimulering. De tre næste temaer i læreplanen: natur, kultur, krop og bevægelse vurderes også i ECERS 3. Vurderingen bygger på udfoldede kendetegn ved kvalitet inden for flere områder, end læreplanen specificerer, så der er her i højere grad tale om orienteringskvalitet med afledte konsekvenser for struktur- og proceskvalitet. Sammenlignes med de undersøgte dimensioner i "Fremtidens dagtilbud", socioemotionelle, sproglige og tidlige matematiske kompetencer og kvaliteten af interaktion mellem pædagog og barn, når den socioemotionelle og læringsmæssige understøttelse af barnets udvikling er i centrum (MBUL, 2016) og hvordan der arbejdes i dagtilbuddet med organiserede læringsituationer, er der også høj grad af overensstemmelse, om end ECERS-3 vurderer læringsmiljøet og "fremtidens dagtilbud" vurderer børnenes udbytte. De forudsætninger, der lægges til grund for ministeriets undersøgelse aligner med fundamentet for ECERS 3. Derimod vurderer ECERS 3 ikke børnenes læringsmiljø i hjemmet, overgange mellem dagtilbud og skole, ligesom den ikke har et eksplicit fokus på udsatte børn. Tankegangen i ECERS er, at høj kvalitet netop favner udsatte børn. Høj kvalitet gavner alle børn. I dagtilbudsloven er formålet at give børn omsorg og understøtte børnenes selvværd og alsidige udvikling gennem oplevelser, leg og pædagogisk tilrettelagte aktiviteter, der giver børn mulighed for fordybelse, udforskning og erfaring (Rådet for børns læring, 2016, s. 6; MBUL, 2016). I ECERS 3 er formålet at skabe omsorgsmiljøer af høj kvalitet, der kan beskytte deres sundhed og sikkerhed, understøtte opbygningen af positive relationer og skabe muligheder for at blive stimuleret og lære af erfaringer" (Clifford, Reszka &amp; Rossbach, 2010). Det er ikke helt det samme – men det ligner...</p>
--	--	---

80	Ørsted (2011)	
81	Owen, A., & Anderson, B. (2017). Informal community support for parents of pre-school children: A comparative study investigating the subjective experience of parents attending community-based toddler groups in different socio-economic situations. <i>Journal of Early Childhood Research, 15</i> (2), 212-224.	Within the United Kingdom, the importance of the appropriate parenting of children in their early years has received significant political support. However, it has been found that positive outcomes for young children, in terms of their present experience and future life chances, are often significantly weakened by the impact of poverty. A phenomenological scoping study was undertaken to explore the reasons why parents living in poverty access informal social support networks, in the form of community-based toddler groups. The study found that engagement with these networks has value for parents in terms of their mental well-being and their peer education, both of which support their ability to parent a young child appropriately.
82	Pacchiano, D. M., Whalen, S. P., Horsley, H. L., & Parkinson, K. (2016). Efficacy Study of a Professional Development Intervention to Strengthen Organizational Conditions and Effective Teaching in Early Education Settings. <i>Society for Research on Educational Effectiveness</i> .	Decades of evidence demonstrates that high-quality, well-implemented early education can positively impact the learning trajectories of vulnerable, high-needs young children. Yet, the majority of publicly-funded programs nationwide struggle to implement to quality standards with fidelity and fail to significantly advance children's early achievement. In Fall 2011 the first author was awarded a three-year Investing in Innovation (i3) development grant from the US Department of Education to implement and evaluate a Professional Development Intervention (PDI) for community-based early childhood teachers and administrators based on the five essentials supports framework. The PDI aimed to build: (1) teachers' capacities with ambitious instruction; that is, intentionally designing standards-aligned, data driven instruction, and deliberately implementing evidence-based "general" pedagogical practices such as those measured by the Classroom Assessment Scoring System; and (2) administrators' systemic supports for teachers' effectiveness by strengthening the frequency and coherency of the

		<p>instructional guidance and professional learning supports they provide teachers. Implementation occurred from January 2012 to November 2014 in five publicly-funded, community-based, birth to five early learning programs in a large, urban, city in the Midwest. Participants included 15 predominantly female administrators of color (i.e. center owners, directors, and direct supervisors); and 60 predominantly Black and Latino infant, toddler, and preschool teachers in the above five programs serving approximately 600 low-income children of color. The implementation study was to document the fidelity of implementation of the PDI at coach, teacher, supervisor, leader, center, and PDI program levels, and explore fidelity issues. Six key components were measured for fidelity of implementation, with each key component comprised of indicators specifying what is observable and able to be measured as "implemented as planned." Teacher ratings of children's development and learning were collected quarterly (Spring 2012 through Fall 2014) in treatment and comparison programs using Teaching Strategies GOLD (GOLD). The research suggests that the PDI is feasible in community-based settings, and that administrators are able to learn and cultivate specialized skills of instructional leadership and be willing to overcome related challenges of organizational development. Figures and tables are appended.</p>
83	<p>Park, B. (2008). The earlier, the better: Early intervention programs for infants and toddlers at risk. <i>Dimensions of Early Childhood</i>, 36(1), 3-7.</p>	<p>What are the characteristics of programs that have the greatest likelihood of success in promoting the development of very young children at risk? This brief review of research offers insights for policy makers and early childhood educators alike. The United States is fortunate to have well-designed early educational intervention programs that may buffer the effects of poverty and facilitate healthy development of children. The impact studies on those programs show that several conditions are</p>

		<p>necessary for early intervention to be successful: (1) When interventions begin before children reach school age, and are intensive and direct, children who are at risk may demonstrate better cognitive, behavior, and socioemotional outcomes than those who receive intervention after preschool; (2) Programs that enroll children during infancy and provide education for their families produce greater benefits; (3) Programs that are intensive and multi-generational are thought to produce better outcomes; and (4) Intensive full-day programs produce better developmental outcomes for children at risk. The Abecedarian Project and the Perry Preschool Program are excellent examples of early intervention programs for children at risk, especially with regard to infants and toddlers as well as preschoolers. These intervention programs had short- and long-term effects on the cognitive and socioemotional development of children.</p>
84	<p>Patel, S., Corter, C., Pelletier, J., &amp; Bertrand, J. (2016). 'Dose-response' relations between participation in integrated early childhood services and children's early development. <i>Early Childhood Research Quarterly</i>, 35, 49-62.</p>	<p>This study investigated the effects of participation levels (dose) on child development (response) in five school sites offering integrated early childhood services as part of the Toronto First Duty (TFD) demonstration project. The TFD model offered an integrated school-based service array for children under 6, including public school kindergarten, childcare, family literacy, parenting supports and other early childhood services. While investigating program dose effects, this study also considered the social ecology of the child, including family- and school-level characteristics that might alter the effectiveness of community-level service integration efforts to improve child development outcomes in kindergarten as children enter school. The ecology of participation effects was examined through generalized linear modeling techniques analyzing a linked dataset ( N = 272) including intake data on family demographics and parents' goals on service use, systematic tracking data on hours of program use, service integration</p>

		<p>level data across school sites, and child development data across five domains on the Early Development Instrument (EDI). The results provide evidence that the early childhood integrated service model has potential to improve children's developmental outcomes: participation dose predicted children's physical health and well-being, language and cognitive development, and communication and general knowledge, after taking into account demographic, parent engagement and site factors. Parents' being less child-centered in their goals for service use and less interested in school involvement were significant risk factors associated with children's developmental outcomes. This study has implications for understanding the ecological complexities of early human development and integrated service supports in a school-as-hub model. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
85	<p>Peeters, J., &amp; Sharmahd, N. (2014). Professional development for ECEC practitioners with responsibilities for children at risk: which competences and in-service training are needed?. <i>European Early Childhood Education Research Journal</i>, 22(3), 412-424.</p>	<p>There is growing evidence among researchers and international organisations that quality of Early Childhood Education and Care (ECEC), and ultimately the outcomes for children and families--especially disadvantaged ones--is dependent on well-educated and competent staff, and that a lack of higher pre-service training can be partly compensated by in-service training of a sufficient intensity and length. In this article an overview is given of three qualitative studies of the competences needed to work in ECEC with children and families at risk. These three studies focus on ECEC practitioners who have played an active role in a change process aimed at developing a new pedagogical approach to working with children and parents with disadvantaged backgrounds. The three studies also strengthen the view that pedagogical support, sustained over long periods of time and developed by specialised staff (such as pedagogical coaches), is seen as a successful way to develop reflective thinking on practice and to construct</p>

		new knowledge and practices when working with families and children. To conclude, the article tries to define how in-service training can be organised in a comprehensive way.
86	<p>Persson, S., Tallberg, B.,I., Vallberg Roth, A.C., Palla, L., &amp; Persson, S.(2015).  Delstudie 4 : pedagogiska relationer i förskolan. In: , ed., <i>Delrapport från SKOLFORSK-projektet : förskola tidig intervention.</i> : Delrapport från SKOLFORSK-projektet : förskola tidig intervention Vetenskapsrådet.</p>	<p>Föreliggande delstudie redovisar forskning som behandlar relationer mellan förskolepersonal och barn i förskolan. I delstudien kartläggs och analyseras forskning om relationers betydelse för barns lärande och utveckling. Syftet med denna forskningsöversikt är att få ny kunskap om relationers betydelse i förskolan och de villkor som påverkar dem. Särskild uppmärksamhet riktas mot de studier som a) belyser betydelsen av pedagogiska relationer för barns utveckling och lärande b) anlägger ett teoretiskt perspektiv för att förklara och förstå relationens kvalitet c) som formulerar vilka villkor som är viktiga för att utveckla de pedagogiska relationerna och förskolans kvalitet. Ambitionen är att utifrån en analys av dessa kunna formulera strategier för en utveckling av de pedagogiska relationerna i svensk förskola. Följande forskningsfrågor ska besvaras: ☐ Vad säger forskningen om relationens betydelse för barns lärande och utveckling? ☐ Vilka teoretiska perspektiv och begrepp används för att förstå relationen mellan förskolepersonal och barn? ☐ Vad säger forskningen om villkoren för relationens kvalitet? Tidigt har forskningen konstaterat att nära kontakter mellan vuxna och barn i förskoleverksamhet har positivt samband med barnens självständighet, positiva uppfattningar om skola och hur de lyckas i skolämnen och att goda relationer mellan barn och förskolepersonal leder till färre beteende- och lärandeproblem senare i skolan. Denna forskningsöversikt bekräftar i stort dessa slutsatser. En hög processkvalitet - de pedagogiska relationerna mellan förskolans personal och barn - har stor betydelse för barns lärande och socio-emotionella utveckling, på kort och på lång sikt. Med de pedagogiska relationerna som kvalitetens brännpunkt ses strukturer</p>

(barngruppernas storlek, personaltäthet mm) som stödjande eller hindrande för förskolans och de pedagogiska relationernas kvalitet. Flera av de här refererade studierna poängterar att en förskola och pedagogiska relationer av hög kvalitet innebär en sammanflätning av omsorg och undervisning, oftast betecknat som Edu-Care i den internationella diskursen. Den övergripande frågan om varför de pedagogiska relationerna mellan förskolepersonal och barn har betydelse för barnets lärande och utveckling på kort och lång sikt har besvarats teoretiskt på olika sätt i de forskningsstudier som refererats här. Ett multiteoretiskt närmande beskrivs i forskningsöversikten för att förstå och förklara de kortsiktiga och långsiktiga effekterna. En teoretisk utgångspunkt inom den tillämpade utvecklingspsykologin är att barn som kan reglera sina impulser och öka sin uppmärksamhet har större möjligheter att lära. Självreglering och Self-efficacy är analytiska begrepp som används för att förstå betydelsen av dessa förmågor. Forskare som använder ett socio-kulturellt perspektiv på lärande menar att lärande är en betydelsefull aspekt av alla sociala praktiker. Lärande, tänkande och vetande är relationer mellan människor genom deras interaktiva aktivitet. Lärande blir då någonting som man gör i relation till varandra. Begreppen "expansivt lärande" och "delat hållbart tänkande" används för att analysera lärande som en pedagogisk process i dialog. Forskare poängterar också att barns utveckling får ses i relation till alla de miljöer som barn vistas i och de olika erfarenheter som barn får i olika miljöer. Begreppet Social ekologi, med inspiration från Bronfenbrenners ekologiska modell, tar just barns vardagserfarenheter som utgångspunkt för att förstå hur barns olika miljöer samvarierar och påverkar varandra. De kanske viktigaste villkoren för en hög kvalitet i de pedagogiska relationerna berör förskolepersonalens formella utbildning och möjlighet till

		<p>kvalificerad fortbildning och kompetensutveckling. Forskningslitteraturen pekar på att förskolepersonalens kunskaper, pedagogiska medvetenhet, engagemang och förståelse av sitt uppdrag är relaterat till deras utbildning och möjlighet till kompetensutveckling. Andra villkor som forskningen indikerar som betydelsefulla för de pedagogiska relationerna är: organiseringen av barnens vardag, jämvikten mellan vuxenstyrda och barninitierade aktiviteter i förskolan samt barns och föräldrars inflytande. Sammanfattningsvis indikerar forskningen att strukturella faktorer som personaltäthet och barngrupper har störst betydelse för de yngsta barnen och för de utsatta barnen men att det måste sättas samman med andra parametrar. Slutsatsen blir att strukturella kvalitetsfaktorer kan ses som stödjande eller hindrande för utvecklingen av de pedagogiska relationerna. Slutligen sammanfattas forskningsöversikten i ett antal teser som konkluderar att förskolan har behov av att utveckla ett eget undervisningsbegrepp och att pedagogiska relationer innebär en sammanflätning av omsorg och undervisning.</p>
87	<p>Persson Sven. (2015). <i>En likvärdig förskola för alla barn : innebörder och indikatorer.</i> : Vetenskapsrådet.</p>	<p>The Education Act stipulates that preschool is equivalent when all children are offered a preschool of high quality. The concept of equivalence does not mean ‘the same preschool for all’; instead it should be based on an analysis of how children from different backgrounds can achieve their potential in preschool. The issue of pre-school equivalency becomes even more significant as preschool has become more important for the Swedish education system. Preschool equivalency is therefore a concern of the entire Swedish education system and should not be treated separately from the discussion of the Swedish school equivalency. The matter of equivalency is about how education function in an increasingly segregated society and its ability to promote social equality in general. A preschool that is not</p>

equivalent will reproduce and reinforce segregation and social inequality. In elementary school equivalency is measured primarily on student performance, but because the Swedish preschool curriculum has not attainment goals for the children, it requires other measures and indicators for what equivalence in preschool can mean. The need for a national survey of preschool equivalency is significant, as we do not have a comprehensive knowledge of preschool equivalency. The purpose of this research review is to create such a knowledge base in order to a) understand the meanings of equivalence of preschool and b) define the core areas of preschool equivalency and c) define indicators for preschool equivalency. The results can serve as a basis for future measurements and surveys of the Swedish preschool equivalency and to new research from an equivalence perspective. Overall, 58 Swedish, Scandinavian and international studies are included from the databases ERIC, ERC and NB-ECEC. The studies have been categorized by content into four main areas and indicators of equivalence have been designed and reported in the matrices. The importance of preschool for children's learning and development in the short and long term is verified in several of these studies referred to. Particularly and emphasized in international research is that preschool with high quality is especially important for children in deprived living areas, for vulnerable children and children from minority groups. In an analysis of the equivalence of quality, it is useful to distinguish between process qualities and structural qualities. The reported results are separated, therefore, between areas that are related to what characterizes the quality of interaction between preschool staff and children (process quality) and areas that are related to conditions for the interaction (structural quality). One conclusion to be drawn from the studies referred to is that the pedagogical

relationship between preschool staff and children are most important to children's learning and development in the short and long term. The quality of early childhood education is determined in the interaction with the child. The focal point of equivalence quality's then becomes essentially a question of how pre-school staff understand, act, listen to the child and how one is able to see the child's potential and act so that the children feels committed, capable and active in their learning. An equivalent preschool then means that all children should have the opportunity to meet preschool staff with skills, knowledge and ability to secure that the pedagogical relationships are of high quality. Process quality is also linked to how well pre-school staff is able to listen to parents' voices and encourage their participation and commitment. From an equivalence perspective, it is important that the pedagogical relationships are based on an inclusive education for all children. The conditions surrounding the pedagogical relationships may support or hinder a high quality of the pedagogical relations. The presentation of the conditions have been structured in three main areas for preschool equivalency: 1. Preschool staff education and competence 2. Preschool staff working conditions – staff-child ratio, group sizes, salary, planning time and space 3. Access to preschool For each main area indicators are formulated and presented in matrices. Indicators are an operationalization of the conditions that are most important for the preschool quality. The purpose is to illustrate a basis for further measurements and mapping of preschool equivalence. The indicators in the matrices shows that preschool equivalence means to seize on the differences and the distribution of resources between municipalities and in a municipality in relation to population structures. Finally it is discussed that preschool have a greater opportunity to promote socially equalizing for all

children if preschool is set out in the wider social and societal context. The results suggest that a mono-institutional focus is not sufficient if one wants to understand and explain the preschool's importance for a child's learning and development, or what action is most effective in creating more equal living conditions for the children. Enligt Skollagen ska förskolan vara likvärdig och erbjuda alla barn en förskoleverksamhet av hög kvalitet. Frågan om förskolans likvärdighet blir än mer betydelsefull då förskolan som institution och organisation har fått ökad betydelse för det svenska utbildningssystemet. Förskolans likvärdighet är därigenom en angelägenhet för hela det svenska utbildningssystemet och bör därför inte behandlas separat från diskussionen om den svenska skolans likvärdighet. Det handlar om utbildningens funktion i ett alltmer segregerat samhälle och dess möjlighet att verka för social jämlikhet i stort. En förskola som inte är likvärdig riskerar att reproducera och förstärka segregation och social ojämlikhet. Likvärdighetsbegreppet innebär emellertid inte att alla barn ska erbjudas en likadan förskoleverksamhet, snarare att förskolans likvärdighet bör baseras av en analys av hur barns olika villkor kan mötas av en förskoleverksamhet där alla barn kan utnyttja sin potential. I grundskolan bedöms likvärdighet främst utifrån elevers resultat, men eftersom den svenska förskolans läroplan inte har uppnåendemål för barnen utan betonar verksamhetens uppdrag och vad man ska sträva mot, behövs andra mått och indikatorer för vad likvärdighet i förskolan kan innebära.. Behovet av en nationell kartläggning av förskolans likvärdighet är stort eftersom vi inte har en samlad kunskap om förskolans likvärdighet. Syftet med denna forskningsöversikt är därför att skapa ett kunskapsunderlag för att a) förstå innebörden av likvärdighet för förskolans verksamhet och b) definiera de områden som forskningen pekar på som viktiga för förskolans likvärdighet

och c) definiera indikatorer för förskolans likvärdighet. Resultaten kan utgöra ett underlag för kommande mätningar och kartläggningar av den svenska förskolans likvärdighet samt till att nya forskningsprojekt utifrån ett likvärdighetsperspektiv startas. Sammantaget har 58 svenska, skandinaviska och internationella studier inkluderats från databaserna ERIC, ERC och NB-ECEC. Studierna har innehållskategoriserats till fyra huvudområden och indikatorer för likvärdighet inom huvudområdena har konstruerats och redovisas i matriser. Förskolans betydelse för barns lärande och utveckling på kort och lång sikt verifieras i åtskilliga av de här refererade studierna. Särskilt framhålls i internationell forskning att en förskoleverksamhet av hög kvalitet är speciellt betydelsefull för barn från missgynnade förhållanden, för utsatta barn och för barn från minoritetsgrupper. I en analys av likvärdighetens innebörder är det fruktbart att skilja på processkvaliteter och strukturkvaliteter. I resultatredovisningen skiljs därför mellan områden som är relaterade till vad som kännetecknar kvalitet i interaktion mellan förskolepersonal och barn (processkvalitet) och områden som är relaterade till likvärdighetens villkor (strukturkvalitet). En slutsats som dras utifrån de refererade studierna är att de pedagogiska relationerna mellan förskolepersonal och barn är viktigast för barns lärande och utveckling på kort och lång sikt. Kvaliteten i förskoleverksamheten avgörs därmed i det konkreta mötet med barnet. Likvärdighetens och kvalitetens brännpunkt blir då i grunden en fråga om hur förskolepersonal förstår, agerar, lyssnar på barnet, hur man förmår att se barnets potential och handla så att barnet känner sig engagerat, dugligt och aktivt i sitt lärande. En likvärdig förskola innebär att alla barn ska ha möjlighet att mötas av förskolepersonal som har kompetens, kunskap och förutsättningar att möta barnet/barnen så att de pedagogiska relationerna håller en hög kvalitet. Ur ett

		<p>likvärdighetsperspektiv är det viktigt att de pedagogiska relationerna tar sin utgångspunkt i en inkluderande pedagogik för alla barn. De pedagogiska relationerna gynnas av ett medvetet föräldrasamarbete och är kopplat till hur väl förskolepersonal förmår att lyssna på föräldrars röster, ge dem inflytande och uppmuntra deras delaktighet och engagemang. De villkor som omgärdar de pedagogiska relationerna kan stödja en hög kvalitet i relationerna eller verka försvårande för utvecklingen av dessa.</p> <p>Redovisningen av villkoren har tematiserats i tre huvudområden för förskolans likvärdighet: 1. Förskolepersonalens utbildningsnivå och kompetens 2. Förskolepersonalens villkor 3. Förskolans tillgänglighet För varje huvudområde formulerades indikatorer som presenteras i matriser. Indikatorerna är en operationalisering av de villkor som de refererade studierna framhållit som viktiga för förskolans kvalitet. Syftet är att åskådliggöra ett underlag för kommande mätningar och kartläggningar av förskolans likvärdighet. Indikatorerna i matriserna visar att förskolans likvärdighet innebär att ta fasta på de skillnader som finns mellan kommuner och i kommunerna i relation till befolkningsstrukturer. Slutligen diskuteras att en förskola av hög kvalitet riktad till alla barn har större möjlighet att verka socialt utjämnande om förskolan sätts in i ett vidare socialt och samhälleligt sammanhang. Resultaten tyder på att ett monoinstitutionellt fokus inte är tillräckligt om man vill förstå och förklara förskolebarnets lärande och utveckling eller vilka insatser som är mest effektiva för att skapa mer jämlika uppväxtvillkor för barnen.</p>
88	Petersen Kirsten Elisa. (2006). Daginstitutioners betydning for udsatte	

	børn - en forskningsoversigt. Danmarks Pædagogiske Universitet.	
89	Petersen, K. E. (2008). En empirisk undersøgelse og analyse af pædagogstuderendes faglige viden rettet mod arbejdet med socialt udsatte børn i daginstitutioner. In <i>Studier Af Pædagogisk Praksis-pædagogisk Sociologi Bind Iv.</i> Danmarks Pædagogiske Universitetsforlag.	Artiklen sætter fokus på socialt udsatte børn i daginstitutionens almenpædagogiske praksis. Der redegøres dels for internationale og danske undersøgelser, som har fokuseret på at undersøge daginstitutionens betingelser og muligheder for at arbejde på, gennem pædagogisk indsats, at forbedre socialt udsatte børns livsforhold. Og dels diskuteres forholdet mellem almenpædagogik og socialpædagogik i relation til daginstitutionen. Udgivelsesdato: november 2008
90	Petersen, K. E. (2008). Working with socially endangered children in danish daycare institutions. <i>Social Work and Society News Magazine.</i>	Artiklen knytter an til de senere års forskning, der er rettet mod socialt udsatte børn og unges opvækstvilkår og livsmuligheder, herunder forskningen om fænomenet social arv. Der tages i artiklen afsæt i daginstitutionens forandrede rolle i forhold til arbejdet med socialt udsatte børn formaliseret gennem Setrviceloven, Loven om Læreplaner, og senest Dagtilbudsloven, som stiller en række forandrede og eksplicite krav til de professionelle i arbejdet med socialt udsatte børn. Forskning inden for daginstitutionens muligheder og vanskeligheder i arbejdet med socialt udsatte børn, har bl.a medvirket til at indkredse at de professionelle vurderer at de mangler faglig viden til at kunne håndtere denne opgave. Artiklen inddrager og analyserer på baggrund af ovenstående, pædagogstuderendes faglige viden i deres fremtidige arbejde i daginstitutionens praksis - eller med andre ord fokuserer på, hvorvidt de kommende pædagoger lever op til praksisfeltets krav. Artiklen er baseret på

		en empirisk undersøgelse foretaget på tre af landets pædagogseminarier, med studerende på deres sidste studieår, dels gennem en spørgeskemaundersøgelse og dels gennem en række fokusgruppeinterview.
91	Petersen, K. E. (2009). Omsorg for socialt udsatte børn—en analyse af pædagogers kompetencer og pædagogiske arbejder med socialt udsatte børn i daginstitutioner. <i>Nordiske Udkast</i> , 37(1).	
92	Petersen, K. E. (2011). <i>Pædagogisk arbejde med socialt udsatte børn i børnehaven</i> . Akademisk Forlag.	
93	Pollard-Durodola, S. D., Gonzalez, J. E., Satterfield, T., Benki, J. R., Vaquero, J., & Ungco, C. (2017). Parent Book Talk to Accelerate Spanish Content Vocabulary Knowledge. <i>The Reading Teacher</i> , 71(3), 335-345.	This article bridges research to practice by summarizing an interactive content-enriched shared book reading approach that Spanish-speaking parents of preschool-age children can easily use in the home to accelerate content vocabulary knowledge in Spanish. The approach was implemented in preschool classrooms using a transitional bilingual education model in Central Texas and in a Saturday Spanish heritage language school in the Midwestern United States. Spanish-speaking emergent bilingual children from both lower and higher socioeconomic status backgrounds learned content-related vocabulary via parent-child discussions of Spanish storybooks and informational texts organized by compelling science and social studies themes and topics. The authors provide recommendations for how teachers can support Spanish-speaking parents' ability to develop informal knowledge-building experiences through home-based interactive book discussions in Spanish.

94	<p>Potter, C., &amp; Carpenter, J. (2010). Fathers' involvement in Sure Start: What do fathers and mothers perceive as the benefits?. <i>Practice: Social Work in Action</i>, 22(1), 3-15.</p>	<p>This paper is based on a case study of a Sure Start programme in the North East of England which was effective in engaging fathers. It details the positive views of 17 fathers and eight mothers on the benefits of father involvement. Perceived benefits included fathers' increased engagement with their young children and concern for their psychosocial development, improved relationships with children, increased social interaction with other fathers and consequently access to greater peer support, learning from the experiences of other fathers, increased knowledge and skills through education, changing understanding of the fathering role and access to a better quality of life for the whole family. Findings are discussed in relation to implications for working with fathers from poor socio-economic backgrounds.</p>
95	<p>Pölkki, P. L., &amp; Vornanen, R. H. (2016). Role and success of Finnish early childhood education and care in supporting child welfare clients: perspectives from parents and professionals. <i>Early childhood education journal</i>, 44(6), 581-594.</p>	<p>Day care in Finland comprising care, education and teaching--called Educare or the ECEC model--can be used as an open care (community care) support measure for children whose development is at risk. The general aim of the study was to investigate whether the needs of child welfare client children and their parents are fulfilled in day care services from the perspective of parents and professionals. The questions were: (1) How are the individual needs of child protection client children met in day care? (2) In what way does day care support the parenting of child welfare client parents? (3) What kind of enabling and hindering factors, processes and mechanisms are there for good outcomes from day care for children and parents? The study uses both quantitative and qualitative approaches. The methods used were a questionnaire for parents (N = 42), group-level documentary materials from day care and social services officers about the problems faced by client children and parents, and interviews with ECEC and child welfare staff (N = 28). Parents experienced many problems, including exhaustion, poor</p>

		<p>mental health, substance abuse and parenting problems. Twenty percent of the children had individual support needs. The parents were very satisfied with the ECEC service their children were receiving and the parenting support provided. The ECEC professionals highlighted many positive changes in children in day care and they were also able to support parenting. The enabling and hindering factors for good outcomes were connected with the attitudes and problems of the clients, administrative processes within sectors, and cooperation between ECEC and child welfare staff. ECEC services can considerably increase the safety and well-being of child welfare client children and support their parents in their upbringing. The role and cooperation of ECEC and child welfare staff need clarification.</p>
96	Jensen, B. (2011) Vidensbaseret indsats over for udsatte børn i dagtilbud – modelprogram.	Statusrapporten introducerer VIDA-projektets mål, baggrund og udvikling af de to modelprogrammer samt skitserer projektets valg af design og metode i forbindelse med intervention og effektforskning
97	Rasmussen (2013) Vidensbaseret indsats over for udsatte børn i dagtilbud - modelprogram - uddannelse og implementering	<p>VIDA-modelrapport 2 præsenterer den samlede uddannelses- og implementeringsproces, der har fundet sted i VIDA-projektet 2011-2013. Rapporten beskriver i detaljer, hvordan VIDA-uddannelsesforløbet er bygget op i tre faser samt det curriculum, uddannelsen var bygget op over. Rapporten er udarbejdet som del af forskningsserien knyttet til projektet. Målgruppe for rapporten er ministerier, kommuner, professionshøjskoler og andre, som ønsker at arbejde videre ud fra VIDA-modelprogrammets principper og implementere hele programmet</p>
98	Rasmussen, K. & Kjærgaard, H. (2016). Otte helt afgørende forståelser i arbejdet med udsatte børn. 0-14, 26(2), .6-11.	

99	Ravn, I., & Tange, N. (2013). VIDA-træningsprogram til ledelsesfacilitering af læreprocesser. <i>Vidensbaseret Indsats Over for Udsatte Børn I Dagtilbud – Modelprogram</i> . S. 41-49.	Som led i VIDA-projektet blev de ca. 80 deltagende ledere af daginstitutioner tilbudt træningsforløb i facilitering. Facilitering er en tilgang, der sætter ledere i stand til at guide og støtte medarbejderinddragelsen på en sådan måde, at alle føler sig hørt, og der bliver skabt resultater på kortest mulig tid. En sådan mere distinkt ledelse af arbejdspladsens samarbejdsprocesser er en forudsætning for at opdage og reflektere over gamle rutiner og blinde pletter i børnenes og de voksnes interaktionsmønstre og igangsætte eksperimenter med alternativer. Artiklen skitserer hvad træningsforløbet i facilitering indeholdt.
100	Ringsmose, C., Jensen, AM, & Olsen M., E. (2010). Dagtilbud gør en forskel. <i>Paedagogisk Psykologisk Tidsskrift</i> , 47(2), 124-132.	In the municipality of Koge, all day care institutions participated in a developmental project. Its method was to raise the quality in all institutions by training all teachers, improving physical facilities, and focusing on disadvantaged children. The evaluation documents that the teachers have improved their capacity to work innovatively and to have a generally improved focus on learning and cooperation.
101	Rogde, K., Melby-Lervåg, M., & Lervåg, A. (2016). Improving the general language skills of second-language learners in kindergarten: A randomized controlled trial. <i>Journal of Research on Educational Effectiveness</i> , 9(sup1), 150-170.	Second-language learners display poorer general language skills in the language used at school than their monolingual peers, which is a concern because general language skills (vocabulary, grammar, language expression, and comprehension) provide the foundation for later academic success. In a randomized controlled trial, we examined the efficacy of an intervention to improve second-language learners' general language skills in their second language. One hundred and fifteen children (mean age = 5.5 years) were randomly assigned to a business-as-usual control group or to an 18-week intervention program conducted by kindergarten teachers during the last semester of kindergarten. The children were assessed at pre-intervention, post-intervention and a seven-month follow-up. The children in the

		<p>treatment group demonstrated significant improvements on a custom measure of taught vocabulary. The language intervention program also produced effects that generalized to standardized measures reflecting expressive language skills. These findings suggest that intervention programs designed to enhance second-language learners' expressive language in the second language can be successfully implemented in kindergarten settings before school entry.</p>
102	<p>Rojas, N., Lloyd, C. M., &amp; Mattera, S. (2013). Fidelity and Scaling-Up in the Context of a Social-Emotional Intervention for Early Childhood Education. <i>Society for Research on Educational Effectiveness</i>.</p>	<p>Head Start, the largest federally funded early childhood education program in the United States, provides comprehensive services to low-income children and their families. These services historically have a whole child approach, fostering social-emotional well-being, physical and mental health, and cognitive and language development, as well as parent involvement and family social services. In recent years, a number of non-experimental studies have outlined the risk to social-emotional development in young children growing up in poverty. Because children in poverty are exposed to a wide range of psychological and social stressors, they have been found to be at a greater risk for developing emotional and behavioral difficulties compared with their more affluent peers. Low-income children are particularly vulnerable to behavior and emotional difficulties in preschool (Gilliam, 2007), and teachers have reported that they do not know how to address behavioral challenges (Lloyd &amp; Bangser, 2009; La Paro &amp; Pianta, 2000). Head Start has responded to the pressing need for effective tools to strengthen children's social-emotional skills and recent research has shown that well-designed professional development which includes training and coaching can enhance teachers' skills, and strengthen children's social and emotional outcomes (Hemmeter &amp; Fox, 2009; Lloyd &amp; Bangser, 2009; Morris et al, 2010; Raver et al., 2009). Head Start CARES examined</p>

		<p>enhanced curriculum improvements and professional development in the context of a large-scale random assignment study. The demonstration tested the effects of three theoretically distinct social-emotional program enhancements in Head Start settings across the country in order to determine whether it was possible to effectively implement these programs in a large number of Head Start centers and if so, how. The three structured program enhancements focused on different strategies including training teachers on delivery of classroom management procedures, enhancing children's skills to understand and respond to emotions, and a set of play-based activities designed to support self-regulation. In addition to testing classroom-based strategies, Head Start CARES served as a test of an overall system that was meant to support large-scale implementation of program enhancements in the classroom. This paper focuses on preliminary lessons learned from implementing social-emotional programs supported by a professional development model across the country in varied contexts; in particular the focus is on the training and coaching of teachers in the Head Start CARES demonstration. The seventeen Head Start delegate agencies that were selected to participate in the Head Start CARES demonstration were located in ten states across the nation. In total 307 classrooms and over 3,600 children participated in the study, with one-half receiving the CARES intervention. Training and coaching as a form of professional development offers the opportunity to greatly influence the quality of experiences that both teachers and children in early childhood education settings receive. Implementation of strong coaching and training, however, can be a complicated endeavor, due to the large number of people involved and the varied organizational contexts across grantees. In summary, implementation and scale-up of training, coaching, and the social-emotional</p>
--	--	---

		enhancements required substantial effort among all of the stakeholders involved. One table and one figure are appended.
103	Romano, E., Kohen, D., & Findlay, L. C. (2010). Associations among child care, family, and behavior outcomes in a nation-wide sample of preschool-aged children. <i>International Journal of Behavioral Development, 34</i> (5), 427-440.	Canadian data based on maternal reports for a nationally representative sample of 4,521 4–5-year-olds were used to examine associations among child care, family factors, and behaviors in preschool-aged children. Linear regressions testing for direct and moderated associations indicated that regulated home-based care was associated with less physical aggression and less prosocial behavior while high process quality in home-based care was associated with greater prosocial behavior. Among children in home-based settings, being in at least one additional current child care arrangement was linked with greater physical aggression, and low child care stability was linked to greater hyperactivity-inattention, internalizing behavior, and prosocial behaviors. For family factors, parenting behaviors and maternal depression were associated with greater behavioral problems while low household income was linked with greater hyperactivity-inattention among children in home-based care. There was a significant interaction between process quality and household income for physical aggression and internalizing behavior and between structure quality and parenting consistency for prosocial behavior for children in home-based care. Results suggest that child care matters for preschool behavioral outcomes, even after controlling for socio-demographic factors. High quality care appears particularly important for children in home-based care from low-income families so issues around child care quality and regulation should be considered. Findings also underscore the importance of family factors on young children’s behaviors and show that child care and family influences work together to impact child outcomes. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)

104	<p>Sabol, T. J., &amp; Chase-Lansdale, P. L. (2015). The influence of low-income children's participation in Head Start on their parents' education and employment. <i>Journal of Policy Analysis and Management</i>, 34(1), 136-161.</p>	<p>Head Start is the oldest and largest federally funded preschool program in the United States. From its inception in 1965, Head Start not only provided early childhood education, care, and services for children, but also sought to promote parents' success. However, almost all evaluation studies of Head Start have focused solely on children's cognitive and social outcomes rather than on parents' outcomes. The present study examines whether children's participation in Head Start promotes parents' educational advancement and employment. We use data from the Head Start Impact Study (HSIS), a randomized trial of over 4,000 newly entering three- and four-year-old children. We find that parents of children in the three-year-old cohort (but not the four-year-old cohort), who were randomly assigned to and participated in Head Start, had steeper increases in their own educational attainment by child age six years compared to parents of children in the control group. This pattern is especially strong for parents who had at least some college experience at baseline, as well as for African-American parents. We do not find evidence that Head Start helped parents enter or return to the workforce over time. Results are discussed in the context of using high-quality early childhood education as a platform for improving both child and parent outcomes.</p>
105	<p>Schmidt, T. (2016). Compensatory early childhood education for educationally disadvantaged children in Germany and beyond. <i>Early Child Development and Care</i>, 186(1), 140-152.</p>	<p>The article examines the relevance of compensatory education for educationally disadvantaged children of preschool age in Germany and beyond. The article is a shortened, adapted and translated version of the paper Schmidt, T., &amp; Smidt, W. (2014). "Kompensatorische Förderung benachteiligter Kinder--Entwicklungslinien, Forschungsbefunde und heutige Bedeutung für die Frühpädagogik." ["Compensatory education for disadvantaged children--lines of development, research findings and present significance for early childhood education"]. "Zeitschrift für</p>

		<p>Pädagogik," 60(1), 132-149. Beginning with its onset in the 1960s, key lines of the development of compensatory early childhood education in Germany are presented. Thereafter, significant national and international empirical findings on the effectiveness of compensatory early childhood education are identified. Based on that, the potential of this approach for the promotion of educationally disadvantaged young children in Germany and beyond is outlined.</p>
106	<p>Seibel, V., &amp; Hedegaard, T. F. (2017). Migrants' and natives' attitudes to formal childcare in the Netherlands, Denmark and Germany. <i>Children and Youth Services Review, 78</i>, 112-121.</p>	<p>This study is one of the first to look at migrants' attitudes towards formal childcare, and the first one to do so by means of international comparison. The social investment strategy of the EU have, among other things, focused on expanding formal childcare to improve female participation in the labor market and to include children from disadvantaged backgrounds. The strategy has received a lot of positive public response, but the success of it hinges on support from the groups it targets, which includes migrants. We therefore tested whether migrants themselves share this positive view of the strategy. Using unique data from the survey "Migrants' Welfare State Attitudes" (MIFARE), we compared the attitudes of nine migrant groups in three countries (The Netherlands, Denmark and Germany) with those of the native populations. We analyzed data in three different dimensions of attitudes towards childcare: (1) attitudes towards the organization of childcare (formal vs. informal), (2) attitudes towards public spending on childcare and (3) satisfaction with the provision of childcare. Drawing on theories concerning the effects of self-interest, gender values and country of origin, we postulated several hypotheses as to why migrants might differ from natives in their attitudes towards childcare. We found for the Netherlands and Denmark that migrants are less in favour of formal</p>

		<p>childcare than natives, though at the same time they ask for more public childcare spending and are more satisfied with the formal childcare provided than the native population. Results for Germany were more mixed. We also found that attitudes to formal childcare in the country of origin explain most of the attitude gaps between migrants and natives. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
107	<p>Shamir, A. (2009). Processes and outcomes of joint activity with e-books for promoting kindergarteners' emergent literacy. <i>Educational Media International</i>, 46(1), 81-96.</p>	<p>This research investigated the effects of an educational electronic book (e-book) on low socioeconomic status (SES) kindergarteners' emergent literacy while focusing on the relationship between process and outcomes during joint learning. The sample (96 kindergarteners, aged five to six) was randomly assigned to experimental (e-book activation) and control groups (regular kindergarten program). The experimental group's second joint learning session was recorded. Emergent literacy measures included word meaning, phonological awareness, and story comprehension. The main findings indicate an association between the process of e-book use (hotspot activation and collaboration) and educational outcomes (emergent literacy). Implications for educators and e-book designers are noted. (Contains 4 figures and 4 tables.)</p>
108	<p>Sheridan, S. M., Knoche, L. L., Edwards, C. P., Kupzyk, K. A., Clarke, B. L., &amp; Kim, E. M. (2014). Efficacy of the Getting Ready intervention and the role of parental depression. <i>Early Education and Development</i>, 25(5), 746-769.</p>	<p>Research Findings: This study reports the results of a randomized trial of a parent engagement intervention (the Getting Ready intervention) on directly observed learning-related social behaviors of children from low-income families in the context of parent-child interactions. The study explored the moderating effect of parental depression on intervention outcomes. Participants were 204 children and their parents as well as 29 Head Start teachers. Semistructured parent-child interaction tasks were videotaped 2 times annually over the course of 2 academic years.</p>

		<p>Observational codes of child behaviors included agency, persistence, activity level, positive affect, distractibility, and verbalizations. Practice or Policy: When gender and disability concerns were controlled, those in the treatment condition experienced a significant decline in activity level relative to children in the control group. Furthermore, compared to children of nondepressed mothers and to control children, those in the experimental condition whose parent reported elevated levels of depression showed greater gains in positive affect and in verbalizations.</p>
109	<p>Sime, D., &amp; Sheridan, M. (2014). 'You want the best for your kids': improving educational outcomes for children living in poverty through parental engagement. <i>Educational Research</i>, 56(3), 327-342.</p>	<p>Background: Existing evidence suggests a relationship between family social contexts, family relationships and interactions, children's social and cognitive development and educational outcomes. Interventions that assist families in relation to parenting and supporting children's development can have positive effects on both parents' skills and the educational progress of their children. Purpose: This article reports on a study conducted in an area with high levels of social and economic deprivation in Scotland, which aimed to investigate the nature and effectiveness of the services in place to support poor families. The project focused on capturing the experiences of parents and what they perceived as effective support from the nursery and school staff in terms of getting them more involved in their children's learning. Sample: There was a particular focus on the four-to-seven-year age group, thus covering the crucial transition from pre-school (or non-school) provision to primary school. A sample of three Early Education &amp; Childcare Centres (EECCs) and three schools were selected. The schools and EECCs were all from areas of high social deprivation and had a high proportion of children on free school meals. Design and methods: The study was qualitative in design and included in-depth semi-structured interviews with 19 service managers and practitioners, six focus groups with parents</p>

		<p>and six activity groups with children. Data were analysed using both pre-determined and emerging codes. Results: While all parents recognised the value of education for their children's social mobility and opportunities and were keen to engage in activities, they remained aware of the limited resources they could draw upon, mainly in terms of their restricted academic competencies, specialist knowledge and qualifications. The desire to help their children overcome their families' economic circumstances was also hampered by the absence of strong social and kinship networks that they could draw upon. Conclusions: We draw on concepts of social and cultural capital to examine parents' positioning in relation to their children's education. The conclusion highlights parents' strategic orientation to school/nurseries, often seen as a resource of cultural capital, and calls for a more positive discourse of parental engagement in relation to disadvantaged groups.</p>
110	<p>Simpson, D., Loughran, S., Lumsden, E., Mazzocco, P., Clark, R. M., &amp; Winterbottom, C. (2017). 'Seen but not heard'. Practitioners work with poverty and the organising out of disadvantaged children's voices and participation in the early years. <i>European Early Childhood Education Research Journal</i>, 25(2), 177-188.</p>	<p>Living in poverty disadvantages young children reducing school readiness. "Pedagogy of listening" can potentially support resilience remediating against poverty's negative effects. Little, though, is known about how early childhood education and care (ECEC) practitioners work with children in poverty and the attainment gap between such children and their peers remains significant within England and the US. This article reports research using a mixed methodology which explored these issues in localities across both these countries. We argue a dominant technocratic model of early years provision in these contexts creates normalisation and diversity reduction. This, and austerity measures, stymie pedagogical space and practice organising out listening to children in poverty. We suggest this may help explain why the attainment gap remains so stubbornly resistant to reduction across these countries.</p>

111	Sims, M., Saggars, S., & Frances, K. (2012). Inclusive childcare services: Meeting the challenge for Indigenous children. <i>Australasian Journal of Early Childhood, 37</i> (3), 96-104.	Child care for indigenous children provides an important site for early health and wellbeing interventions, and smooths the transition to school. It is demonstrably protective for children vulnerable to abuse and neglect. Furthermore, employment in child care and/or having access to child care in order to take up other employment provides a pathway towards a productive future. Given that formal child care provides for a range of beneficial outcomes for children in significantly disadvantaged positions, how can more Indigenous children and their families be encouraged to participate in such care, especially in a mainstream setting? The following paper draws upon a broad-based consultation funded by the Australian Government and conducted throughout 2005-2006 to respond to this question. The research methods included focus groups, community consultations, and interviews with key stakeholders in the childcare sector in order to identify the key issues regarding the challenges of childcare services for Indigenous families and service providers. The literature and the research findings highlight that, for mainstream child care to be an effective option for Indigenous children, it must take a broad role by providing high-quality, inclusive and community-specific services based on family and community involvement, and culturally relevant child care and programming. (Contains 1 footnote.)
112	Skattebol, J., Adamson, E., & Woodrow, C. (2016). Revisioning professionalism from the periphery. <i>Early Years, 36</i> (2), 116-131.	The issue of who should be included and recognised as professionals in the early childhood education and care (ECEC) service system is both contested and pressing in the current policy climate. At stake is a high-quality early childhood care and education service system that is both responsive and appropriate to the constituency it serves. A review of the history of ECEC professionalism reveals complex entanglements and debates regarding professional belonging. Services that deliver education and care to children

		<p>and families living in high poverty contexts are often excluded from ECEC professionalism debates. Drawing on notions of rationality, emotionality and criticality presented in recent accounts of ECEC professionalism, we use data collected from interviews with service providers delivering services to children and families living in high poverty contexts in Australia to develop an account of criticality that is pertinent to current funding and policy contexts. We argue that these service providers' perspectives about their own professionalism have much to offer broader debates. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
113	<p>Smith, S. C. (2014). Parental Engagement in a Reggio Emilia-Inspired Head Start Program. <i>Early childhood research &amp; practice</i>, 16(1), n1.</p>	<p>In the United States, progressive education programs have historically failed to take hold among low-income families, even when that population has been their initial focus. Instead, these programs tend to become popular among middle-class or affluent families. Some research suggests that working-class/poor families' expectations of education may be incompatible with progressive principles, at least in the United States. The Reggio Emilia early childhood programs in Italy, based in part on Deweyan progressive principles, successfully serve families across all income levels, but in the United States, most Reggio-inspired schools serve affluent populations. The author interviewed predominantly Hispanic parents and teachers in a Reggio Emilia-inspired Head Start program regarding families' understanding of the program's curriculum and pedagogy and their engagement with the program. Although a majority of parents interviewed did not articulate a full understanding of the program's approach, and some felt that elements of it were not congruent with their expectations of preschool, interviewees had positive impressions of family/teacher relationships and reported positive family engagement in children's education.</p>

114	Smith, H. C., Batten, R., McDonald, H., & Taylor, M. F. (2018). Caregivers and service providers' perspectives on a Western Australian aboriginal community's 0–3 years, early learning programme. <i>Early Child Development and Care</i> , 188(10), 1431-1441.	A broad range of initiatives including early intervention programmes have been implemented in Australia to assist disadvantaged and at-risk Indigenous parents and children. This qualitative exemplar case study details the perspectives of caregivers and service providers of one such early learning intervention programme situated within the remote Mowanjum community in Western Australia. Twelve participants were interviewed and their transcript data were analysed thematically. The findings reveal participants maintained that the Mowanjum Early Learning Program provided psychological benefits for both the attending infants and their caregivers. Additionally, that the programme facilitated learning and skill development in the children, which in turn enhanced their preschool readiness. Finally, participants maintained that a further significant benefit of the programme was that it provided caregivers with a supportive and safe respite place in which they could socialize and engage with their child free from the tribulations associated with raising children within a remote community.
115	Sosu, E. M., & Schmidt, P. (2017). Economic deprivation and its effects on childhood conduct problems: the mediating role of family stress and investment factors. <i>Frontiers in psychology</i> , 8, 1580.Sosu (2017)	This study investigated the mechanisms by which experiences of poverty influence the trajectory of conduct problems among preschool children. Drawing on two theoretical perspectives, we focused on family stress (stress and harsh discipline) and investment variables (educational investment, nutrition, and cognitive ability) as key mediators. Structural equation modeling techniques with prospective longitudinal data from the Growing Up in Scotland survey ( N = 3,375) were used. Economic deprivation measured around the first birthday of the sample children had both direct and indirect effects on conduct problems across time (ages 4, 5, and 6). In line with the family stress hypothesis, higher levels of childhood poverty predicted conduct problems across time through increased parental

		<p>stress and punitive discipline. Consistent with the investment model, childhood deprivation was associated with higher levels of conduct problems via educational investment and cognitive ability. The study extends previous knowledge on the mechanisms of this effect by demonstrating that cognitive ability is a key mediator between poverty and the trajectory of childhood conduct problems. This suggests that interventions aimed at reducing child conduct problems should be expanded to include factors that compromise parenting as well as improve child cognitive ability. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
116	<p>Speybroeck, S., Kuppens, S., Van Damme, J., Van Petegem, P., Lamote, C., Boonen, T., &amp; de Bilde, J. (2012). The role of teachers' expectations in the association between children's SES and performance in kindergarten: A moderated mediation analysis. <i>PloS one</i>, 7(4), e34502.</p>	<p>This study examines the role of teachers' expectations in the association between children's socio-economic background and achievement outcomes. Furthermore, the role of children's ethnicity in moderating this mediated relation is investigated. In the present study, 3,948 children from kindergarten are examined. Data are analysed by means of structural equation modeling. First, results show that teachers' expectations mediate the relation between children's SES and their later language and math achievement, after controlling for children's ethnicity, prior achievement and gender. This result indicates that teachers may exacerbate individual differences between children. Second, children's ethnicity moderates the mediation effect of teachers' expectations with respect to math outcomes. The role of teachers' expectations in mediating the relation between SES and math outcomes is stronger for majority children than for minority children.</p>
117	<p>St Clair, L., Jackson, B., &amp; Zweiback, R. (2012). Six Years Later: Effect of Family Involvement Training on the Language</p>	<p>This six year follow-up study to the previously published quasi-experimental study on this group of children and their migrant families examines the effects of a parent involvement program on kindergarten children's families.</p>

	<p>Skills of Children from Migrant Families. <i>School Community Journal</i>, 22(1), 9-19.</p>	<p>Parents in the original study participated in sessions available throughout their child's kindergarten year that helped them engage their children in academic activities linked to their children's curriculum in school. These parent involvement sessions were implemented as one component of a Migrant Education Even Start family literacy program. The study was conducted at a rural Midwestern elementary school with 22 kindergarten children from families participating in the parent involvement training program, and 28 kindergarten children from families not participating. This longitudinal study first followed these children through the end of first grade. Findings indicated that by the end of first grade, children from families participating in the parent involvement training program scored significantly higher on language measures than children in the control group. Now researchers at the University of Nebraska Medical Center have followed these children through 5th or 6th grade and have collected state reading assessment scaled scores. Results demonstrate that children in the treatment group again scored significantly higher than children in the control group. This suggests that equipping migrant families with new abilities to nurture their children's language skills leads to positive and lasting reading outcomes for their children. (Contains 2 figures and 2 tables.)</p>
118	<p>Stahl, J. F., Schober, P. S., &amp; Spiess, C. K. (2018). Parental socio-economic status and childcare quality: Early inequalities in educational opportunity?. <i>Early Childhood Research Quarterly</i>, 44, 304-317.</p>	<p>This study examines whether children from potentially disadvantaged families attend early childhood education and care (ECEC) centers of lower quality compared to more advantaged children in the universal and strongly state-subsidized ECEC system in Germany. We combine the representative German Socio-Economic Panel (SOEP) with the 2014 K2ID- SOEP extension study on ECEC quality. We run linear and logistic regression models of 32 quality indicators based on 818 children who attend 749 ECEC groups in 647</p>

		centers. The findings provide evidence that migrant children and in particular children of low-educated parents experience moderately lower quality levels on some structural and orientation quality characteristics. Children from income poor or single parent households receive lower quality on few, hardly observable characteristics. In conclusion, financial resources may be less critical for families' use of high-quality ECEC than knowledge, preferences, or networks which are stratified by educational qualifications and culture. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
119	Stanton-Chapman, T. L., Walker, V., & Jamison, K. R. (2014). Building social competence in preschool: The effects of a social skills intervention targeting children enrolled in head start. <i>Journal of Early Childhood Teacher Education</i> , 35(2), 185-200.	The current study evaluated the peer-to-peer interactions of at-risk children enrolled in Head Start who participated in a social pragmatic intervention targeting skills such as initiations, responses, name use, proximity, and turn-taking skills. Eight Head Start classroom teams received two workshops and two coaching sessions and were taught to use an antecedent-behavior-consequence problem-solving process to develop and implement action plans addressing prevent-teach-respond strategies to improve targeted routines. Nine out of 10 children showed increases in average percentage of interactive play behavior from baseline to intervention. Nine of the 10 children targeted for participation in the social pragmatic intervention showed decreases in average noninteractive play from baseline. Social validity ratings obtained from participants indicated that training materials and procedures were feasible for use in Head Start classrooms and intervention had positive effects on study participants.
120	Stier, J., Tryggvason, M. T., Sandström, M., & Sandberg, A. (2012). Diversity management in preschools using a	Using the critical incident approach, preschool teachers at 10 preschools in Sweden were asked to describe their work with respect to ethnic and cultural diversity. The study attempted to provide insights that go beyond commonly used models of intercultural sensitivity and intercultural

	<p>critical incident approach. <i>Intercultural Education</i>, 23(4), 285-296.</p>	<p>competence (e.g. Gudykunst and Kim; Landis, Bennett, and Bennett). Four different understandings and approaches to ethnic and cultural diversity were discernible in the empirical material (i.e. "instrumental," "co-productive," "facilitative proactive," and "agitative proactive"). The data suggest that preschool teachers, in order to be interculturally competent, need to work systematically with intercultural pedagogy, intercultural communication skills, and with their discursive awareness. Moreover, it is concluded that if preschool teachers fail to scrutinize their own values, modes of behavior, and a-priori understanding of what "is" cultural behavior, they may sustain cultural stereotypes. (Contains 1 note and 1 table.)</p>
121	<p>Stoessel, K., Titzmann, P. F., &amp; Silbereisen, R. K. (2011). Children's psychosocial development following the transitions to kindergarten and school: A comparison between natives and immigrants in Germany. <i>International Journal of Developmental Science</i>, 5(1-2), 41-55.</p>	<p>New experiences, challenges, and opportunities inherent in biographical transitions are expected to foster the psychosocial development of individuals. Our study investigated, first, developmental gains in children's language competence, social support seeking, and self control following the transitions to kindergarten and school; second, whether native Germans, ethnic German repatriates, Russian Jewish and Turkish migrants differed in developmental gains following these transitions; and third, whether differences in mother's education, financial standing, or network contacts accounted for ethnic group differences in developmental gains. In total, 111 mothers of kindergarten-aged and 179 mothers of school-aged children were interviewed twice, before and after the respective transition, with a one-year-interval. Results showed that, according to mothers' reports, children increased in language competence and self control after both transitions. The increase for some outcomes varied, however, between ethnic groups and was accounted for by differences in maternal education. Results underscore the importance of immigrants' education for the</p>

		positive development of their offspring and of institutional opportunities in compensating for early disadvantages.
122	Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2004). The effective provision of pre-school education (EPPE) project: Findings from pre-school to end of key stage 1.	
123	Søgaard Larsen, M., Jensen, B., Johansson, I., Moser, T., Ploug, N., & Kousholt, D.(2011). <i>Forskningskortlægning og forskervurdering af skandinavisk forskning i året 2009 i institutioner for de 0-6-årige (førskolen)</i> . Kbh.: Dansk Clearinghouse for uddannelsesforskning, Danmarks Pædagogiske Universitetsskole, Aarhus Universitet.	
124	Søgaard Larsen, M., Kampmann, J., Persson, S., Moser, T., Ploug, N., & Kousholt, D. (2012). <i>Forskningskortlægning og forskervurdering af skandinavisk forskning i året 2010 i institutioner for</i>	

	<p><i>de 0-6-årige (førskolen)</i>. Kbh.: Dansk Clearinghouse for uddannelsesforskning, Danmarks Pædagogiske Universitetskole, Aarhus Universitet.</p>	
125	<p>Tallberg Broman, I. (2014). Vad kan vi lära av forskning om förskola?. In: <i>Välkommen till resultatdialog 2014: Program</i>; Vetenskapsrådet.</p>	<p>Tidiga insatser i och genom förskola är av största vikt för barns utveckling, lärande och välbefinnande, framförallt för barn från socialt utsatta områden, förutsatt att kvaliteten på verksamheten är hög. I projektet belyses inledningsvis vilka frågeställningar som har varit framträdande i senare års forskning om förskola i Norden. I fyra delprojekt kartlägger vi både nationell och internationell forskning om utvalda aspekter på kvalitetsarbete i förskola och gör en bedömning av dess relevans. Vi ställer frågor som: • Föräldrasamverkan som väg till ökad måluppfyllelse? • Vad kännetecknar bedömning och bedömningskompetens i förskola? • Vilken betydelse har inkluderande specialpedagogik i förskola som tidig intervention? • Pedagogiska relationers betydelse för barns lärande och utveckling? Vi inventerar, kartlägger och analyserar avhandlingar och artiklar publicerade i vetenskapliga peer-review tidskrifter med fokus på delområdenas frågor i skandinaviska/internationella databaser på förskoleområdet mellan åren 2006-2014. Projektet utvecklas i dialog mellan högskola, kommun och professionsföreträdare i avsikt att utforma en plattform/modell för att stärka och etablera praktisknära forskning. Preliminära resultat De vanligaste temana i NB-ECEC är inlärningsprocess, Interaktion, Lek, Policy och Social kompetens. Metodiskt tycks kvalitativt inriktade studier dominera men med ökning av andelen kvantitativa och</p>

		<p>mycket få longitudinella studier. Forskningen visar betydelsen av föräldrasamverkan och speciellt för barn i svårigheter. Studier om dokumentation i förskola är mer omfattande under senare år och bedömning karakteriseras av att vara mer inriktad mot verksamhet i nationella och nordiska studier medan de kan vara mer inriktade mot bedömning av läranderesultat (learning outcomes) på individnivå i internationell forskning. Studier om specialpedagogiska frågor i nordiska förskolor fokuserar i flera fall barns rätt till en inkluderande förskolemiljö. Interaktionen mellan förskolebarn och personal har visat sig vara en av de enskilt mest betydelsefulla faktorerna för barns lärande i förskolan.</p>
126	<p>Tallberg Broman, I., Vallberg Roth, A.C, Palla, L. &amp; Persson, S. (2014). <i>Presentation inom SKOLFORSK, Förskola : Tidig intervention.</i></p>	<p>Tidiga insatser i och genom förskola är av största vikt för barns utveckling, lärande och välbefinnande. Ett flertal internationella studier med longitudinell design har påvisat att förskolan har långsiktiga positiva effekter på barns lärande och utveckling och att dessa effekter tenderar att vara stabila under lång tid. Detta projekt innefattar en inledande del som presenterar forskning om den svenska förskolan så som den kan avläsas avhandlingar mellan åren 2000-2014 samt tre delprojekt som kartlägger nationell och internationell forskning som behandlar "bedömning och dokumentation, "specialpedagogik", samt "pedagogiska relationer". Studiens design/metod bygger på inventering, kartläggning och analys av avhandlingar och artiklar publicerade i vetenskapliga tidskrifter i skandinaviska/internationella databaser på förskoleområdet mellan åren 2006- 2014. Projektet utvecklas i dialog mellan högskola, kommun och professionsföreträdare i avsikt att utforma ett exempel på plattform/modell för att utveckla, stärka, sprida och etablera praktisknära forskning. En enkätstudie där förskolepersonal redovisar förskolans forskningsbehov kompletterar kartläggningarna, liksom en analys av Skolportens intervjuer</p>

med avhandlingsförfattare inom förskoleområdet. Avhandlingarna om den svenska förskolan är i hög grad såväl professions- som praxisnära och tar sin utgångspunkt i de professionellas egna frågor. Forskningen visar bl a ett stort engagemang för värdefrågor, och kritisk granskning av förskolan som en del i en socialpedagogisk tradition. Barnets perspektiv uppmärksammas i hög grad och en återkommande förvåning över barnens kreativa förmåga och kompetens återkommer hos forskarna. Centrala dilemma mellan frihet och styrning, individ-kollektiv; inkludering-exkludering belyses. Behovet av reflektion och kommunikation utifrån den egna verksamheten framhålles som fungerande strategi för förändring. Från de fördjupande delprojekten framkommer att: Studier om dokumentation i förskola har blivit mer omfattande under senare år. Bedömningsformer karakteriseras av att vara mer inriktade mot verksamhet i nordiska studier, medan de kan vara mer inriktade mot bedömning av läranderesultat (learning outcomes) på individnivå i utomnordisk och internationell forskning. Samtidigt kan en tendens till samexistens av dessa inriktningar spåras i senare nordiska förskolestudier. Studier om specialpedagogiska frågor i nordiska förskolor fokuserar i flera fall barns rätt till en inkluderande förskolemiljö och dilemman som hänger samman med detta. Kartläggningen visar att innehållsmässigt är "inkludering och delaktighet" samt "relationer, samspel och interaktion" de mest framträdande temana. Studier om pedagogiska relationer visar att interaktionen mellan förskolebarn och personal har visat sig vara en av de enskilt mest betydelsefulla faktorerna för barns lärande i förskolan, och därmed för kvaliteten i förskolan. Kvaliteten i de pedagogiska relationerna har i forskningslitteraturen kopplats samman med strukturella faktorer som personalens utbildning och möjligheter till professionell utveckling genom riktad fortbildning, men också till förskolepersonalens

		engagemang och förståelse av läroplan, förmåga att föra dialog med barnet, deras emotionella stöd till barnet och didaktiska kompetens.
127	Tallberg Broman, I. (2015). Studie 1. Förskola till stöd för barns utveckling och lärande. In: <i>Delrapport från SKOLFORSK-projektet : Förskola tidig intervention</i> . Vetenskapsrådet.	Detta är en kunskapsöversikt rörande forskning om svensk förskola publicerad under åren 2006-2013(2014). 162 artiklar och avhandlingar ingår i underlaget för redovisningen. Denna är uppdelad i tre tema efter analys av materialet: 1- Förskola som barnmiljö: delaktighet, värden och sociala relationer 2- Förskolan som lärmiljö: läroprocesser och innehåll 3- Förskolans professioner mellan omsorg och lärande Översikten redovisar även ett omfattande register och referenslista över forskning och innehåller även en översikt över metod/design i förskoleforskningen (NB ECEC) samt en redovisningen av Skolportens intervjuer med förskoleforskare.
128	Tang, F., & Adams, L. D. (2010). "I Have F-rien-d Now": How Play Helped Two Minority Children Transition Into an English Nursery School. <i>Diaspora, Indigenous, and Minority Education</i> , 4(2), 118-130.	Nursery schools in the United Kingdom have increasingly diverse populations, in part, because of newly arrived migrants from within and outside of the European Union. This article aims to explore the role of play in helping newly arrived children with minority ethnic backgrounds to gain positive learning experiences in a nursery school setting in England. Observations of 2 children with Asian ethnicity were made over a period of 9 months; in addition, conversations took place with the children's parents. In the nursery school setting, play provided the children with a way for them to fit in and find personal space, make friends, and maintain friendships. The children increased their confidence in speaking English and improved their communication skills while they engaged in play. In addition, activities with playful elements helped the participants and their peers learn more about diverse cultures. The findings further confirm the value of play for young children generally held by early years practitioners. Implications include suggestions for training of practitioners who work with children of minority groups, the importance of practitioners being aware of the specific

		<p>play activities of newly arrived children, as well as the importance of communicating to parents the value of play in helping children learn and form positive social relationships.</p>
129	<p>Theobald, M. (2017). The work of interpreters to gain children's perspectives within culturally and linguistically diverse classrooms. <i>International Journal of Early Years Education</i>, 25(3), 257-273.</p>	<p>Working within culturally and linguistically diverse classrooms may present challenges for monolingual researchers wishing to gain children's perspectives. Consequently, children who are not fluent speakers of the dominant language are under-represented in early years' research. When linguistic boundaries exist, one recommended approach is working with an interpreter. However, little is reported about the effectiveness of this approach. For instance, how does the interpreter's presence facilitate conversation and what interactional conditions help conversations flow? This paper reports on a video ethnography that explored young children's perspectives on making friends in a multilingual preschool in Australia. Data collection involved video recording two conversational approaches: (i) semi-structured interviews with an interpreter and small groups of Japanese/English-speaking children (3–4 years) and (ii) impromptu conversations between the interpreter and children as they played. Sequential analysis, using conversation analysis, compares the two approaches. The second conversation is noticeably richer involving children having longer turns of talk and initiating topics of conversation. Findings show that while including interpreters who identify culturally and linguistically with children is important, attention to question design and an embedded research approach fosters sustained conversations. Actioning these findings can enhance research representation and participation for children from diverse communities. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>

130	Turnsek, N., Poljsak Skraban, O., Razpotnik, S., & Rapus Pavel, J. (2016). Challenges and Responses to the Vulnerability of Families in a Preschool Context. <i>CEPS Journal</i> , 6(4), 29-49.	Problems in vulnerable families are multilayered and include the intersection of physical, psychosocial and other forms of distress. The multidimensional nature of the problems of these families is closely linked to the fact that there are many institutions in the field of education, social welfare, health care and others, in which treatment and support are not satisfactory or adapted to their needs. The article presents the partial results of a large-scale qualitative research study, results that refer to the position of vulnerable families in the context of preschool education. The study examined how vulnerability is experienced by parents of preschool children, how the expert workers in the preschools involved in the study responded to the parents' vulnerability, and how they cooperated with experts from other services outside the preschool. A qualitative research method was used in the study. Data was collected partly through semi-structured interviews with various expert workers employed in two preschools, as well as with the parents of children in the preschools; the interviews were conducted individually and in focus groups. Using thematic analysis (Braun & Clarke, 2006), we have identified four representative themes: amongst parents, the two recurring themes can be subsumed under the headings "from door to door" and "adaptation/flexibility", and amongst experts, under the headings "powerlessness/incompetence/ lack of information" and "power/innovation/ sensitivity". The study finds that the ability to effectively contend with vulnerability presumes a reconceptualisation of the attitude of institutional preschool education towards the family, including a change in the professional role of preschool teachers.
131	Vallberg Roth, A. C. (2015). Bedömning och dokumentation i förskola. In	Tidiga insatser i förskola kan tolkas som specifikt relaterade till bedömning och dokumentation som stöd för barns utveckling och lärande och för

	<p><i>Delrapport från SKOLFORSK-projektet: Förskola Tidig intervention; Vetenskapsrådet.</i></p>	<p>verksamhetsutveckling. En utmaning, sedan införandet av den reviderade läroplanen i svensk förskola, är hur dokumentation av enskilda barns lärande och förändrade kunnande inom olika målområden relateras till utvärdering och kvalitetsutveckling av förskoleverksamheten i stort, och inte till att bedöma varje barn mot förutbestämda kunskapskrav, nivåer eller mål att uppnå. Denna policydrivna utmaning är föremål för professionellas intressen och frågan är hur forskningen möter behov av redskap för bedömning och dokumentation i svensk förskola. Syfte och frågeställningar Syftet med delstudie 2 är att kartlägga praktisk forskning med fokus på bedömning och dokumentation i förskola. Ett specifikt syfte är att framställa forskningsresultaten i en didaktiskt orienterad sammanställning. Övergripande fråga Vad karakteriserar forskning med fokus på bedömning och dokumentation i förskolan mellan 2006-2014? Delfrågor • Vilket innehåll studeras? Vilka teoretiska ingångar framträder i forskning om bedömning och dokumentation i förskola? • Vilka former av dokumentation och bedömning framträder? Vilka metoder används i studier av bedömning och dokumentation i förskola? • Vilka nivåer, aktörer och funktioner framträder i studier av bedömning och dokumentation i förskola? • Vilka tendenser kan identifieras? Vad säger forskning om bedömningskompetens i förskola? Hur möter forskningen behov av redskap för bedömning och dokumentation i svensk förskola? I delstudie 2 berörs avslutningsvis även frågan om hur en samverkansmodell och plattform kan vidareutvecklas som kan bidra till att skapa gemensamma mötesplatser för utbyte mellan forskning och beprövad erfarenhet gällande bedömning, dokumentation och kvalitetsarbete. Design, metod och sökresultat Designen i delstudie 2 kan betecknas som en konfiguratív kartläggning med aggregerade inslag. I denna är sökarbetet av forskning grundligt och</p>
--	--	---

systematiskt men gör inte anspråk på att vara heltäckande. Inkluderade studier baseras snarare på underlag som text än på mätdata/registerdata (statistisk/kvantitativ bearbetning). Bidragens unikheter och framväxande begrepp är framträdande. Med "praktiknära" avses studier som är handlingsrelevanta för lärare och verksamma i förskola. Studier för, av och med lärare fokuseras men det ingår också studier om lärares bedömning och dokumentation. Kartläggningens resultat presenteras i tre former: sökresultat, analysresultat och resultat i form av en plattform och samverkansmodell (BeDoK). Sökmetod redovisas i olika steg och de slutliga sökresultatet inkluderar 153 studier, med en majoritet av vetenskapliga artiklar och drygt 25 övriga studier, inkluderat avhandlingar, rapporter/forskningsöversikter. Den skandinaviska databasen på förskoleområdet; Nordic Base of Early Childhood Education and Care (NB-ECEC) fokuseras mellan 2006-2012. Inventeringen i den skandinaviska databasen kompletteras med nationella och internationella studier i andra databaser, tidskrifter och forskningsöversikter. Referee-granskade artiklar och doktorsavhandlingar inkluderas som vetenskapliga studier. Även om majoriteten av studierna är baserade i Skandinavien-Norden (ca 80) och Europa (10 utom Norden), samt Australien, Nya Zeeland och USA (ca 50), ingår även exempel på studier med bas i samtliga världsdelar, inkluderat Afrika (syd), Asien, och Sydamerika (Chile). Analysresultatet redovisas efter en didaktiskt orienterad design. Med didaktik avses en kritisk och integrativ didaktik som strävar efter att ge stöd för kritiskt tänkande genom alternativa redskap och frågor enligt följande: Nivå (var?) och aktör (vem/vilka?) Analysresultatet visar att studierna kan placeras mellan mikro-makronivå. Olika aktörer, som exempelvis OECD, stat, huvudmän, förskollärare, barn, föräldrar, chefer och konsulter, både

	<p>använder och producerar bedömning och dokumentation. Bedömning i dokumentation kan i sammanhanget belysas som gränsobjekt på och mellan mikronivå (som individ- och grupp-nivå), institutionell nivå (mellan institutioner som förskola, hem, skola och BVC), kommunal nivå (mellan huvudmän, chefer och "nyckelaktörer") och makro-nivå (stat, vetenskap, marknad och civil sfär). Gränsobjekt avser registrerade objekt (dokumentation) som utgör en länk i och mellan praktiker på olika nivåer. Innehåll och teoretiska ingångar (vad?) När det gäller innehåll kan de kartlagda studierna exempelvis fokusera språk-kommunikation, matematik, naturvetenskap, teknik, musik, bild, social kompetens, lek, normer, delaktighet och demokrati. Språk-kommunikation är ett relativt vanligt innehåll i studierna kopplat till bedömning och dokumentation. Teoretiska ingångar i studierna har stor vidd och kan vara inriktade på psykologiska, utvecklingsekologiska, sociokulturella, läroplans- och utvärderingsteoretiska, kommunikationsteoretiska, diskursteoretiska, ekonomiska, nyinstitutionella, postkonstruktionistiska och neurovetenskapliga perspektiv och närmanden. Sociokulturella och mer övergripande socialkonstruktionistiska riktmärken är framträdande. Metod och form (hur?) I studierna framträder både kvantitativ och/eller kvalitativ bearbetning av data, med betoning på kvalitativ bearbetning: inkluderat etnografiska studier, dokumentstudier, kartläggningar, fallstudier, "views study", diskursanalytiska studier, longitudinella studier och tvärsnittsstudier. Exempel på dokumentationsformer och registreringstekniker som framträder i studierna är foto, skrift, ljudregistrering, videofilm, digitala dokument och bloggar, observation, kartläggning, test, pedagogisk dokumentation, portfolio och "learning stories", checklistor, intervjuer/samtal, IUP (Individuella</p>
--	--

		<p>Utvecklings-Planer), veckobrev, enkäter (som mäter kundnöjdhet) och BVC-dokument (BarnaVårdsCentral-dokument vid hälsokontroll). Vidare exempel är standardiserade skattningsverktyg och dokumentationsredskap som TRAS (Tidig Registrering Av Språk-utveckling), StegVis (program för 4-6-åringar inriktat på social och emotionell utveckling), START (Livskunskap för 1-3-åringar), ECERS (Early Childhood Environment Rating Scale), CLASS (Classroom Assessment Scoring System), ITERS (Infant/toddler Environment Rating Scale) och BRUK (Bedömning, Reflektion, Utveckling, Kvalitet: läroplansstyrt självskattningsmaterial i Sverige). Sammantaget kan dessa dokumentationsformer ses som någon form av "pedagogisk-didaktisk dokumentation" (educational documentation). Olika bedömningsformer framträder med skiftande teoretisk bas, såsom utvecklingspsykologiskt baserade bedömningar, personbedömningar, kunskapsbedömningar och ibland graderade bedömningar av kunnighet, självbedömningar, narrativa och verksamhetsinriktade bedömningar samt graderade och standardiserade verksamhetsbedömningar (kriterierelaterade bedömningar). Bedömningsformer som är invävda i dokumentation på olika nivåer kan sammantaget vara både interna och externa, ha summativa och formativa drag och röra sig mellan linjära och icke-linjära riktningar. Funktion (varför?) I majoriteten av studier i NB-ECEC framträder företrädesvis närmanden där bedömning och dokumentation ses som resurs och stöd i förskolors kvalitetsarbete, men studier kan också vara inriktade på bedömning och dokumentation som studieobjekt ("topic") i kritiska perspektiv. Sammantaget kan förskollärarna främst tolkas se dokumentation som ett redskap för professionalisering och stöd för att genomföra sitt uppdrag (i enlighet med skollag, läroplan och riktlinjer) – ett redskap för att fånga och stödja barns perspektiv och lärande, samt</p>
--	--	--

		<p>involvera och informera föräldrar. Förskollärarna kan också uttrycka tveksamheter i förhållande till att dokumentationsarbetet tar mycket tid och att de inte haft tillräckligt med reflektionstid för att analysera dokumentationen. Tendenser, bedömningskompetens och hur forskningen möter behov i svensk förskola. Generellt framgår att studier om dokumentation i förskola, speciellt pedagogisk dokumentation, har blivit mer omfattande under senare år. Forskning om bedömning är mer blygsam, men ett ökat intresse kan noteras för processinriktad bedömning och bedömning av barns kunnande på individnivå. Bedömningsformer karakteriseras av att vara mer inriktade mot verksamhet i nordiska studier, medan de kan vara mer inriktade mot bedömning av läranderesultat (learning outcomes) på individnivå samt på externa standardiserade bedömningsformer i utomnordisk och internationell forskning. Samtidigt kan en tendens till samexistens av dessa inriktningar spåras i senare nordiska förskolestudier. Några studier belyser Transformativ bedömning, ett begrepp och redskap för kritisk-didaktisk reflektion som kan möta praktik- och professionsnära utmaningar och samtidigt fånga förskolans komplexa bedömnings- och dokumentationspraktiker i de- och recentraliserade målstyrningssystem. Transformativ bedömning rör sig mellan externa-interna och linjära-icke-linjära bedömningar i komplexa nätverk mellan olika nivåer, funktioner och filosofiska riktningar. När det gäller likvärdighetsfrågor och arbetet med att stödja varje barns utveckling och lärande, indikerar det sammanvävda analysresultatet behov av flerstämmig bedömningskompetens. Sammantaget finns ett underskott av studier som belyser bedömning och bedömningskompetens i förskola.</p>
132	Vandenbroeck, M., Geens, N., & Berten, H. (2014). The impact of policy	We conducted a study of changes in the availability, accessibility and enrolment of children from low-income, single-parent and ethnic minority

	<p>measures and coaching on the availability and accessibility of early child care: A longitudinal study. <i>International Journal of Social Welfare</i>, 23(1), 69-79.</p>	<p>families in early child care centres. The study was carried out in Brussels which offers unique possibilities to study accessibility in a context in which quality and costs are controlled across centres. A survey on access policies in 89 day care centres, and on 150 mothers regarding their search process, was complemented by two focus groups attended by centre directors. The results were compared with data from a similar study we conducted in 2005. The results show that while inequality in availability has remained, centre directors' awareness of social priority criteria has changed, resulting in a significant increase in the enrolment of children from single-parent and ethnic minority families, and—to a lesser extent—an increase in the enrolment of children from low-income families. The results support the hypothesis that policy measures, combined with support, can influence inequalities in enrolment rates.</p>
133	<p>VIDA (2011). <i>VIDA : vidensbaseret indsats over for udsatte børn i dagtilbud : Kvalifikationsmappen 2010-2012. Tillæg. :</i></p>	
134	<p>VIDA-Projektet . (2013). <i>VIDA : vidensbaseret indsats over for udsatte børn i dagtilbud - modelprogram : VIDA-modelrapport. 1. Materialer og værktøjer. : VIDA-projektet.</i></p>	

135	<p>VIDA-Projektet . (2013). <i>VIDA : vidensbaseret indsats over for udsatte børn i dagtilbud - modelprogram : VIDA-forskningsrapport. 1. Effekter af VIDA : VIDA-projektet.</i></p>	
136	<p>Vik (2014)  Vik, S. (2014). Barns deltakelse og tidlig innsats: et pedagogisk bidrag til forståelse av tidlig innsats i norske barnehager. <i>Tidsskrift for Nordisk barnehageforskning</i>, 8.</p>	<p>Tidlig innsats har fått en betydelig posisjon i det pedagogisk arbeidet i norske barnehager de siste årene. Ifølge nasjonale styringsdokumenter som beskriver tidlig innsats er bruk av standardiserte programmer og kartlegging for å identifisere og forebygge vansker på et tidlig tidspunkt i barns liv en del av satsingen(KD, 2006, 2008). Det er imidlertid reist kritikk av denne utviklingen(Arnesen, 2012 Hausstätter 2009 Pettersvold &amp; Østrem, 2012). Artikkelen drøfter hvordan tidlig innsats i barnehagen kan tolkes i samsvar med barns rett til medvirkning. Videre diskuteres utfordringer for implementering av programmer for tidlig innsats i norske barnehager.</p>
137	<p>Vik, S. (2015). Tidlig innsats i skole og barnehage: Forutsetninger for forståelser av tidlig innsats som pedagogisk prinsipp.</p>	<p>Tema for denne avhandlingen er tidlig innsats i norsk skole og barnehage. Målet er å undersøke hvilke forutsetninger som ligger til grunn for ulike måter tidlig innsats kan forstås på innenfor en pedagogisk kontekst. Tidlig innsats skal ifølge nasjonale policy- dokumenter være et sentralt prinsipp i arbeidet i barnehage og skole, men tidligere studier viser for eksempel at prinsippet er uklart formulert i skolens læreplanverk. Arbeider som problematiserer forståelser for prinsippet tidlig innsats og hvilke implikasjoner det kan ha i arbeidet med tidlig innsats er lite studert i norsk sammenheng. I og med at tidlig innsats er et prinsipp med stor politisk oppmerksomhet, er det derfor et behov for kunnskap om hvordan begrepet skal forstås. Det overordnede problemstillingen er Hvordan kan tidlig</p>

innsats forstås i skole og barnehage og hvilke forutsetninger ligger til grunn for ulike måter å forstå tidlig innsats på? Avhandlingens teoretiske fundament bygger på en konstruksjon som skiller mellom en angloamerikansk education-tradisjon og en kontinental Pädagogik-tradisjon som har svært ulik måte å forstå målet med opplæring. Begrepet tidlig innsats analyseres i henhold til dette teoretiske verktøyet. Poenget med denne konstruksjonen av de to ulike tradisjonene, og også for denne avhandlingen, er å gi det pedagogiske feltet noen kategorier eller perspektiver å diskutere tidlig innsats ut ifra. I denne avhandlingen fungerer konseptuell analyse som et metodologisk verktøy for å reflektere over hvordan begrepet tidlig innsats er forstått og håndtert. Metodene som benyttes i artiklene, litteraturstudier, kvalitative forskningsintervju og tekstitolking, er valgt ut fra at de på ulik måte belyser bruken og forståelsen av begrepet tidlig innsats i den norske samfunnskonteksten. Artikkel 1 er en review som identifiserer strukturelle og innholdsmessige kjennetegn ved internasjonal og nasjonal forskning på feltet og utfordringer ved å benytte amerikansk forskning som grunnlag for satsingen på tidlig innsats i Norge. Funn fra denne studien viser at satsingen på tidlig innsats i norsk kontekst er knyttet opp til det rammeverket for education-tradisjonen. I norsk sammenheng har man ikke klart å etablert en alternativ forskningstradisjon til den angloamerikanske tradisjonen. Artikkel 2 er en empirisk studie hvor målet er å innhente kunnskap om hvordan barnehagelærere forstår tidlig innsats som pedagogisk prinsipp og sin egen rolle som profesjonell i denne konteksten. Diskurser som kommer til uttrykk om pedagogens profesjonalitet og forståelse av sin egen rolle har elementer som bygger på forutsetninger som kjennetegner education-tradisjonen. Artikkel 3 er en teoretisk studie som problematiserer hvordan tidlig innsats

kan forstås i tråd med barns rett til deltakelse i barnehagen. Denne teori- studien reiser et teoretisk perspektiv som setter fokus på individets deltakelse og relasjonens betydning i arbeid med tidlig innsats, hvor Hans Skjervheims grunnlagsfilosofiske perspektiver benyttes som teoretisk utgangspunkt for perspektivet som skisseres. Artikkel 4 er en teoretisk studie som har fokus på å undersøke forutsetninger for forståelser av tidlig innsats gjennom teoretisk perspektivering og drøfting. Studien viser at de to tradisjonene legger grunnleggende ulike premisser for hvordan pedagogikk kan forstås i en gitt sammenheng, og svarene på hvordan pedagogikk skal forstås avhenger av hvorvidt man benytter seg av den angloamerikanske eller den kontinentale perspektivet. Avhandlingens hovedfunn er at tidlig innsats kan sees i lys av to kulturhistoriske tradisjoner, den angloamerikanske education-tradisjonen og den kontinentale Pädagogik-tradisjonen og at disse bygger på svært ulike forutsetninger og forståelser for målet med opplæring, som videre har direkte konsekvenser for hvordan tidlig innsats blir forstått og håndtert i pedagogisk teori og praksis. -----

-----Abstract The subject of this thesis is early intervention in Norwegian schools and kindergartens. The aim is to investigate what basic premises and theoretical prerequisites that underlie the understanding of early intervention within the field of pedagogy. According to state policy documents, early intervention should act as a governing principle of pedagogical work in schools and kindergartens, but the principle is insufficiently defined in the national curricula for schools, as shown in several studies. Academic work discussing the understanding of the early intervention principle and what implications this understanding has for the practice of early intervention, has been given little attention in the Norwegian field of pedagogical research. But the significant interest in this

		<p>principle in state educational policies emphasises a need for a thorough understanding of the concept itself. The main research question is How can early intervention be understood in the context of schools and kindergartens, and what are the premises for the different modes of understanding early intervention? The underpinnings of the thesis is a theoretical construction of the division between an Anglo-American tradition of “education” and a Continental tradition of “Pädagogik”, each with its clearly distinguishable aims for and purposes for education. The concept of early intervention will be analysed based on this theoretical tool, in order to provide the field of pedagogy categories or perspectives from which to discuss early intervention. The thesis used conceptual analysis as a methodological focal point for further reflection over the understandings and management of the principle of early intervention. The methods employed in the articles themselves, literature study, qualitative research interviews and text interpretation, will shed light on the use of and the understanding of the concept in a Norwegian context.</p>
138	<p>Vik, S. (2015). Tidlig innsats. <i>Barnehagefolk</i>, 32 (4), 102-103.</p>	
139	<p>Villumsen, A. M. A. (2015). Fra flertydighed til fokus. Aktionsvidenskabelig organisationsudvikling mod styrket tværprofessionelt samarbejde om udsathed hos børn.</p>	<p>Afhandlingen er baseret på et empirisk projekt med formål om at aktivere uudnyttede potentialer i tværprofessionelt samarbejde om tre- til seksårige børn i udsatte positioner. Fokus er på samarbejdet mellem dagtilbud og socialforvaltning. Projektet er designet som en organisationsudvikling, og der er således tale om en aktionsvidenskabelig metodologi. Projektet foregår i en mellemstor dansk landkommune. Projektet involverer pædagoger fra daginstitutioner, socialrådgivere fra socialforvaltningen og</p>

	<p>ledelse placeret både centralt og lokalt. En kommune betragtes som en 'human services' organisation. Der er 18 daginstitutioner i kommunen. Daginstitutionerne er fordelt over hele kommunen og varierer med hensyn til størrelse og antal af børn og medarbejdere. Familiesektionen består af i alt 18 socialrådgivere, som alle er fysisk placeret på rådhuset. Det betyder, at et stort antal professionelle fra forskellige professioner skal samarbejde over store fysiske afstande. Den primære målgruppe er organisationens medlemmer, dvs. den ledelsesmæssige styregruppe samt de professionelle, der arbejder med den udvalgte målgruppe af børn. De udgør tilsammen organisationen, og projektets omdrejningspunkt. Ledelsesgruppen består af Familiechefen, dagtilbudschefen, leder af familiesektionen, leder af sundhedsplejen, leder af dagplejen, leder af pædagogisk psykologisk rådgivning og organisationens tværfaglige konsulent. Den sekundære målgruppe er børn i alderen 3-6 år. Det er børn i en socialt og følelsesmæssigt udsat position. Det er børn, som udviser vanskeligheder med at fastholde alderssvarende stabil, følelsesmæssig og relationel interaktion og kommunikation med andre børn og voksne. Børn med diagnoser og gennemgribende udviklingsforstyrrelser er ikke en del af målgruppen. Afhandlingen bygger på Developmental Evaluation samt partcipatorisk og pragmatisk aktionsforskning. Developmental Evaluation er en langsigtet og gentagen proces med henblik på organisationsudvikling og -forbedring. Tilgangen er innovativ, fordi den betinger, at den organisatoriske udviklingsproces bestandigt er baseret på data indsamlet i organisationen. Data implementeres således i udviklingsprocessen, hvis mål er at udvikle og styrke tværprofessionelt samarbejde. Indenfor den partcipatoriske aktionsforskningstilgang ses begrebet om deltagelse. Deltagelse benyttes til at sikre, at forsknings- såvel som udviklingsproces</p>
--	--

baseres på forskellige faglige og ledelsesmæssige perspektiver i organisationen. Tværprofessionelt samarbejde er udviklet på baggrund af et dialektisk samspil af forskellige typer af viden fra forskellige professionelle perspektiver på forskellige organisatoriske niveauer. Et særligt udgangspunkt er de professionelle, som hver dag arbejder med børn og familier. Forskerens rolle er i første omgang bl.a. at indsamle data, organisere, kondensere og præsentere indholdet af disse data til organisationen. Denne konstruktion af viden har jeg valgt at betegne 'applicerbar-viden'. På baggrund af data sker en fælles konstruktion af mening mellem forsker og organisation. Denne proces skal understøtte de organisatoriske handlinger, som organisationen planlægger at udføre for at styrke det tværprofessionelle samarbejde. I anden omgang tilskrives data mening og værdi gennem en behandling og bearbejdning af teoretisk funderede analyser såvel som en sammenholdning med anden relevant forskningsbaseret viden. Denne proces konstruerer en type af viden, jeg har valgt at kalde 'generaliserbar-viden'. Denne type af viden er skabt af forskeren alene. 'Generaliserbar-viden' er rettet mod andre praksisfelter samt det øvrige forskningsfelt. Afhandlingen består af en review-artikel og tre empiriske artikler. De tre empiriske artikler fremstiller hver et organisatorisk niveau i relation til udviklingen af tværprofessionelt samarbejde om udsathed hos børn: et organisatorisk, et ledelsesmæssigt og et monofagligt niveau. Review-artiklen har titlen "Tværprofessionelt samarbejde om udsathed hos børn og unge – et kort over landskabet af forskningsbaseret viden". Artiklen konkluderer bl.a., at tværprofessionelt samarbejde som begreb såvel som fænomen i praksis er forskelligartet. Samarbejdets udførelse er omfangsrig. Tværprofessionelt samarbejde er kontekstuel bundet i relation til national kontekst, type af organisation,

	<p>typer af professioner samt professionernes opgaver og kompetencer. Tværprofessionelt samarbejde om udsathed hos børn er at betragte som en fælles ide med mange former og udtryk. Artiklen konkluderer desuden, at der findes centrale faktorer knyttet til ledelse og organisation, som har indflydelse på tværprofessionelt samarbejdes udførelse og ramme. Der blev ikke under arbejdet med artiklen fundet studier, der direkte undersøger eller udvikler på den organisatoriske og ledelsesmæssige ramme for samarbejdet. Det betyder, at det er uklart, hvordan ledelse og organisation direkte påvirker udviklingen af samarbejdet. Artikel nummer to har fået titlen "Opening up the Black Box of Multidisciplinary Collaboration: Crossing Organizational Boundaries between Day Care and Social Services". Artiklen har fokus på, at tværprofessionelt samarbejde i 'human services' organisationer synes at være en "sort boks". Fra et organisationsperspektiv har artiklen som mål at åbne denne sorte boks om tværprofessionelt samarbejde. Det sker gennem et fokus på de potentialer og udfordringer, som er relateret til at praktisere tværprofessionelt samarbejde. Artiklen konkluderer, at tværprofessionelt samarbejde er knyttet til organisationskultur, såvel som organisatorisk alignment. Der er et stort potentiale i at forstå tværprofessionelt samarbejde fra en organisatorisk vinkel, og et særligt et potentiale i at fokusere på ledelse centralt såvel som lokalt. Et andet potentiale ligger i en re-konfiguration af positionerne mellem professionerne og familie. Et tredje potentiale handler om at sikre, at den organisatoriske udvikling tager sit udgangspunkt i de lokale udfordringer, sådan som de opleves af de professionelle, der arbejder direkte med børn og familier. Det kræver, at ledelsen åbner øjnene for de specifikke og lokale udfordringer i tværprofessionelt samarbejde, som det opleves af de involverede professionelle. Endelig konkluderer artiklen, at</p>
--	---

det er nødvendigt med en klar og fælles definition og forståelse af tværprofessionelt samarbejde. Forståelsen har store konsekvenser for den måde, samarbejdet praktiseres på. Den tredje artikel har titlen "From management to leadership: A shift towards understanding the organizational complexity of multidisciplinary collaboration." Målet med artiklen var at undersøge et ledelsesperspektiv igennem den organisatoriske udviklingsproces med at rammesætte og styrke tværprofessionelt samarbejde om udsathed hos børn. Artiklen konkluderer, at tværprofessionelt samarbejde ikke kan forstås udenfor den organisatoriske og ledelsesmæssige kontekst, hvori den forekommer. Artiklen viser, hvordan ledelsen gradvist forstår kompleksiteten i tværprofessionelt samarbejde, hvor forhandlinger om forståelsen af begreb og fænomen foregår sideløbende med, at ledelsen skifter perspektiv fra et distanceret til et involveret. Det konkluderes, at tværprofessionelt samarbejde ikke kun kræver ledelse, det kræver også lederskab. Tværprofessionelt samarbejde introduceres som en ny ledelsesmæssig opgave og kompetence. Den sidste og fjerde artikel bærer titlen "When children at risk become invisible in the everyday life of day care". Fokus for artiklen er den monofaglige praksis i daginstitutioner omkring opsporing og identifikation af udsathed hos børn – og ikke mindst den underliggende professionelle analyse – som udgangspunkt for tværprofessionelt samarbejde. Artiklen konkluderer, at når børn bliver usynlige i den daglige praksis i daginstitutioner, så påvirker det ikke kun den pædagogiske indsats, disse børn modtager. Det påvirker også den tværprofessionelle indsats i forhold til barn og familie. Artiklen peger på, at organisationens kultur med sandsynlighed rammesætter en ustruktureret opsporing af udsathed hos børn. Det betyder, at opsporing synes at foregå som en intuitiv analyseproces baseret på en ikke-bevidst

	<p>selektion af information. Afslutningsvist konkluderer artiklen, at der er et stort potentiale i at udvikle en organisationskultur og rammesætning, som understøtter og motiverer en mere stringent og struktureret praksis såvel som en mere analytisk drevet proces, når det kommer til opsporing af og hjælp til udsathed hos børn og familier. Tværprofessionelt samarbejde om udsathed hos børn er et kontekstafhængigt begreb og fænomen.</p> <p>Forståelsen af tværprofessionelt samarbejde som begreb såvel som praksisfænomen er at betragte som en fælles ide med mange former og udtryk. Forståelsen af tværprofessionelt samarbejde om udsathed hos børn betinger udførelsen af det. Tværprofessionelt samarbejde er knyttet til organisationskultur samt organisatorisk alignment. Når en kompleks opgave som tværprofessionelt samarbejde bliver alles ansvar, bliver det let ingens ansvar. Tværprofessionelt samarbejde om udsathed hos børn kræver ikke kun ledelse, det kræver også lederskab. Et centralt aspekt er at placere mere eksplicit ansvar for tværprofessionelt samarbejde hos den lokale, faglige leder. Følgende uudnyttede potentialer i praksisfeltet er der endnu ikke draget nytte af: Der er et uudnyttet potentiale i, at ledelse og medarbejdere i den lokale kontekst har en tydelig, konkret og fælles terminologi omkring tværprofessionelt samarbejde om udsathed hos børn. Det må være klart, hvordan man forstår begrebet. Dernæst må det være klart, hvordan det i praksis skal udøves af hvem og hvornår. Der er et uudnyttet potentiale i at understøtte en organisatorisk alignment mellem organisationskulturen om tværprofessionelt samarbejde og målet om et styrket tværprofessionelt samarbejde. Det kræver en organisatorisk formalisering af samarbejdet og alignment mellem professionerne Der er et uudnyttet potentiale i at ansvarliggøre en faglig leder for systematik i opsporing af udsathed hos børn, initiering af tværprofessionelt samarbejde</p>
--	---

		samt afholdelsen af det tværprofessionelle møde Der er et uudnyttet potentiale i at betragte tværprofessionelt samarbejde som en særlig ledelsesopgave, der kræver særlige ledelseskompetencer Der er et uudnyttet potentiale i at skabe en organisationsstruktur omkring en mere systematisk og dokumenterende praksis såvel som en mere analytisk drevet opsporing og vurdering af udsathed i daginstitutioner
140	Vuattoux, D., Japel, C., Dion, E., & Dupéré, V. (2014). Targeting the specific vocabulary needs of at-risk preschoolers: A randomized study of the effectiveness of an educator-implemented intervention. <i>Prevention science, 15</i> (2), 156-164.	This randomized study examined the effectiveness of a preschool stimulation program created to teach words that had been selected by considering the needs of the target population of children. Twenty-two educators and their group of at-risk preschoolers ( N = 222, M age=4.27 years) were assigned to one of two conditions: control or intervention. In the latter condition, educators had to read specifically developed storybooks to their group and conduct stimulation activities. Despite the training and support they received, educators implemented the intervention with varying degrees of fidelity. Nonetheless, intent-to-treat comparison of the two conditions indicates that children in the intervention condition learned the meaning of a much greater number of words than their peers in the control condition. In addition, efficacy subset analyses that took into account fidelity of implementation show that the greatest gains were made by children who had an educator who had implemented the intervention reliably. Strategies for scaling up the intervention and optimizing its implementation are discussed.
141	Watamura, S. E., Phillips, D. A., Morrissey, T. W., McCartney, K., & Bub, K. (2011). Double jeopardy: Poorer social-emotional outcomes for children in the NICHD SECCYD	Using data from the National Institute of Child Health and Human Development Early Child Care Research Network (NICHD SECCYD), the authors examined whether interactions between home and child-care quality affect children's social-emotional adjustment at 24, 36, and 54 months (N = 771). Triadic splits on quality of home and child care were used

	<p>experiencing home and child-care environments that confer risk. <i>Child development</i>, 82(1), 48-65.</p>	<p>to examine children in specific ecological niches, with a focus on those who experience the double jeopardy of poor quality home and child-care environments. Children in this niche exhibited the highest levels of mother-reported problem behavior and the lowest levels of prosocial behavior. However, there was evidence that children from lower quality home environments were able to benefit from the compensatory influence of high-quality child care. These results suggest policies aimed at the cross-context influences of protective and risky settings.</p>
142	<p>Wendt, R. E. &amp; Jørgensen, A-M. Klint. (2015). <i>Forskningsskottlægning, kvalitetsvurdering og analyse af udviklingen i skandinavisk dagtilbudsforskning for 0-6-årige i året 2013</i>. København: SFI - Det Nationale Forskningscenter for Velfærd.</p>	<p>SFI har kortlagt forskningen, der er lavet i dagtilbud for 0-6-årige i Skandinavien i 2013 og har efterfølgende vurderet kvaliteten af studierne. Formålet er at sikre en større anvendelse af dagtilbudsforskningen, der er af høj kvalitet. I 2013 blev der registreret 82 studier i institutionstilbud for de 0-6-årige. Det er på niveau med det antal studier, der i de seneste tre år er fundet relevante. I 2013 bekræftes bl.a. den stigende udvikling gennem årene 2006-2012 i anvendelse af det etnografiske forskningsdesign. Endvidere er andelen af studier i 2013, der er vurderet til at være af middel forskningskvalitet, identisk med udviklingen fra 2008-2012. Antallet af studier i 2013 vurderet til at være af høj kvalitet er det laveste i perioden 2006-2013, mens antallet af studier vurderet til at være af lav forskningskvalitet er det højeste i samme periode. Rapporten skal lette adgangen til relevant forskning for politiske beslutningstagere, forskere og personer i praksisfeltet såsom pædagogiske konsulenter, dagtilbudsledere og undervisere på pædagogiske uddannelser.</p>
143	<p>Wilson, A. J., Dehaene, S., Dubois, O., &amp; Fayol, M. (2009). Effects of an adaptive game intervention on accessing number sense in low-</p>	<p>"The Number Race" is an adaptive game designed to improve number sense. We tested its effectiveness using a cross-over design in 53 low socioeconomic status kindergarteners in France. Children showed improvements in tasks traditionally used to assess number sense (numerical</p>

	<p>socioeconomic-status kindergarten children. <i>Mind, Brain, and Education</i>, 3(4), 224-234.</p>	<p>comparison of digits and words). However, there was no improvement on non-symbolic measures of number sense, suggesting that rather than being in number sense per se, the improvement was in number sense access; or links between symbolic and non-symbolic representations of number. Focused adaptive interventions such as this may contribute to reducing the socioeconomic gap in math achievement.</p>
144	<p>Wong, E., Steele, E., Johnson, S., Proimos, J., Batterham, A., Nolan, T., &amp; Waters, E. (2016). Socioeconomic and health factors associated with kindergarten retention in Australian children. <i>Journal of paediatrics and child health</i>, 52(3), 296-302.</p>	<p>Aim: We aimed to identify key socioeconomic and health factors that are associated with a child's likelihood of being retained in kindergarten prior to commencing first year of school in Australian children. Methods: We used data linked from the School Entrant Health Questionnaire administered to children commencing school in 2012 ( N = 42 002). Kindergarten retention here is defined by children accessing a second year of funded kindergarten prior to commencing school. We used logistic regression analysis to estimate the strength of associations between a range of socioeconomic and health factors to the likelihood of kindergarten retention. Results: Of the 25 289 children included in our analysis, 903 (3.6%) had a second year of funded kindergarten prior to commencing school. In comparison, 1680 children out of 42 002 in the Kinder-School Entrant Health Questionnaire dataset had a second year of funded kindergarten (4.0%). From our final regression model, the highest association was found in children whose parents reported a history of speech and language difficulties (odds ratio 2.25, 95% confidence interval (1.91–2.66)) (adjusting for a range of demographic, health and developmental factors). Similarly, children from an indigenous background were twice as likely to be retained in kindergarten compared with those with a non-indigenous background (odds ratio 2.06 (1.17–3.64)). Conclusion: This analysis adds to the evidence base that children who are more socially disadvantaged as well as children with</p>

		health difficulties, particularly speech and language difficulties, are more likely to be retained in kindergarten. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
145	Marks Woolfson, L., Durkin, K., & King, J. (2010). Changing cognitions in parents of two-year-olds attending Scottish Sure Start centres. <i>International Journal of Early Years Education, 18</i> (1), 3-26.	The study examined how preschool intervention programmes set up by three Scottish local authorities changed parents' cognitions. Quantitative parent outcomes were measured using Parenting Daily Hassles Scales (N = 88). A matched comparison group of parents (N = 55) recruited from the same areas of disadvantage but whose children did not attend the intervention programmes also completed questionnaires. Qualitative outcomes were evaluated using semi-structured interviews (N = 30). A significant group x time interaction effect was found for daily hassle cognitions, Parenting Task-Intensity, Challenging Behaviour-Frequency and Challenging Behaviour-Intensity, with comparison group parents showing an increase in their experience of hassles during the "terrible twos" compared with intervention group parents. Complementary qualitative data indicated that intervention group parents had gained valuable new insights into their children's behaviour, changing how they thought about their role as parents and their behavioural and developmental expectations of their children. Implications for parental engagement in preschool programmes are discussed. (Contains 4 tables and 3 figures.)
146	Yesil Dagli, U., & Jones, I. (2012). The Effects of On-Time, Delayed and Early Kindergarten Enrollment on Children's Mathematics Achievement: Differences by Gender, Race, and Family Socio-Economic Status.	This study was an examination of the effect of delayed, early, and on-time kindergarten enrollment on children's kindergarten mathematics achievement. Central for this study was to explore if the relationship between the kindergarten enrollment status and mathematics achievement varies by children's gender, race, and family SES status. It used a nationally representative sample of ECLS-K data collected in the United States of America. On average, findings of this study suggested that children with

	<i>Educational Sciences: Theory and Practice</i> , 12(4), 3061-3074.	delayed enrollment in kindergarten had stronger mathematics skills than children with on-time enrollment in kindergarten, who had stronger skills than children with early enrollment. However, this pattern of relationship appeared to be different for children from lower socioeconomic background and children from racial minority groups by their gender. (Contains 3 tables and 12 figures.)
147	Yıldırım, G., & Akamca, G. Ö. (2017). The effect of outdoor learning activities on the development of preschool children. <i>South African Journal of Education</i> , 37(2). 1-10.	Learning ought to be supported by both in class activities and outdoor activities contributing to structuring knowledge. Outdoor activities allow children to actively participate and to learn by doing. Learning requires a lot of work and activities. These activities, which provide primary experiences, help children to change theoretical knowledge into practice, record it in the long-term memory, and create solutions to problems they encounter in daily life, based on what they have learned. Children, especially preschoolers, can record things into their long-term memory in learning environments which stimulate all the senses. Based on these ideas, this study was directed towards revealing effects of outdoor activities on cognitive, motor, linguistic and social-emotional development of preschool children. Thirty-five preschool children living in disadvantageous districts in Izmir, Turkey, and not being able to get education, were offered ten-week preschool education involving outdoor activities. This research was designed according to one group pre-test and post-test model. The results show that outdoor activities improved cognitive, linguistic, social-emotional and motor skills of preschool children.
148	Zachrisson, H. D., & Dearing, E. (2015). Family income dynamics, early childhood education and care, and early child behavior problems in	The sociopolitical context of Norway includes low poverty rates and universal access to subsidized and regulated Early Childhood Education and Care (ECEC). In this context, the association between family income dynamics and changes in early child behavior problems was investigated, as

	<p>Norway. <i>Child Development</i>, 86(2), 425-440.</p>	<p>well as whether high-quality ECEC buffers children from the effects of income dynamics. In a population-based sample (N = 75,296), within-family changes in income-to-needs predicted changes in externalizing and internalizing problems (from ages 18 to 36 months), particularly for lower income children. For internalizing problems, ECEC buffered the effect of income-to-needs changes. These findings lend further support to the potential benefits of ECEC for children from lower income families.</p>
149	<p>Zembat, R., &amp; Kunday, F. S. (2010). A Comparison Of the Cognitive Development of 3–6 year-old Children who Receive Family-Supported Preschool Education, Institutional Education and no Education. <i>Gifted Education International</i>, 26(1), 61-73.</p>	<p>This study aims to examine the effects of Family Supported Preschool Education programs on the development of preschool children. By measuring the effects of family-supported preschool education on cognitive development, this study helps support alternative methods of making preschool education more widespread. The study uses the experimental model. The cognitive development of 3-6 year-old preschool children who did not undergo any education, who received institutional education, and family-supported education was compared against the Marmara Development Inventory. The first two groups were not given any special treatment, while the group receiving family-supported education was given cognitive education by the researcher through one-to-one support. The effectiveness of this program was investigated. The study group comprised a total of 173 children aged between 3 and 6 years and residing in Gaziantep between the academic years 2005-2007. Among these children, 56 did not receive any preschool education, 58 were attending an official preschool affiliated to the Ministry of Education, and 59 were receiving family-supported preschool education. The results from this two-year study were analysed by using the SPSS 11,0 package program. The results showed that family-supported education contributed to children's cognitive development in all age groups (36-48 months, 49-60 months, 61-72</p>

		months). It was also found that not having received any preschool education, having a mother who received education in child development, and the income level of the family are all variables which affect cognitive development. On the other hand, parental education levels, parental jobs, sex of the children, and the number of siblings were found to be not effective in children's cognitive development. In sum, family-supported education was found to be effective.
150	Zhai, F., Brooks-Gunn, J., & Waldfogel, J. (2011). Head Start and urban children's school readiness: A birth cohort study in 18 cities. <i>Developmental psychology, 47</i> (1), 134.	We used longitudinal data from a birth cohort study, the Fragile Families and Child Wellbeing Study, to investigate the links between Head Start and school readiness in a large and diverse sample of urban children at age 5 (N = 2,803; 18 cities). We found that Head Start attendance was associated with enhanced cognitive ability and social competence and reduced attention problems but not reduced internalizing or externalizing behavior problems. These findings were robust to model specifications (including models with city-fixed effects and propensity-scoring matching). Furthermore, the effects of Head Start varied by the reference group. Head Start was associated with improved cognitive development when compared with parental care or other nonparental care, as well as improved social competence (compared with parental care) and reduced attention problems (compared with other nonparental care). In contrast, compared with attendance at pre-kindergarten or other center-based care, Head Start attendance was not associated with cognitive gains but with improved social competence and reduced attention and externalizing behavior problems (compared with attendance at other center-based care). These associations were not moderated by child gender or race/ethnicity.
151	Zhai, F., Brooks-Gunn, J., & Waldfogel, J. (2011). Head Start and urban	Using data (n = 3,790 with 2,119 in the 3-year-old cohort and 1,671 in the 4-year-old cohort) from 353 Head Start centers in the Head Start Impact

	<p>children's school readiness: A birth cohort study in 18 cities.  <i>Developmental psychology</i>, 47(1), 134.</p>	<p>Study, the only large-scale randomized experiment in Head Start history, this article examined the impact of Head Start on children's cognitive and parent-reported social-behavioral outcomes through first grade contingent on the child care arrangements used by children who were randomly assigned to the control group (i.e., parental care, relative/nonrelative care, another Head Start program, or other center-based care). A principal score matching approach was adopted to identify children assigned to Head Start who were similar to children in the control group with a specific care arrangement. Overall, the results showed that the effects of Head Start varied substantially contingent on the alternative child care arrangements. Compared with children in parental care and relative/nonrelative care, Head Start participants generally had better cognitive and parent-reported behavioral development, with some benefits of Head Start persisting through first grade; in contrast, few differences were found between Head Start and other center-based care. The results have implications regarding the children for whom Head Start is most beneficial as well as how well Head Start compares with other center-based programs.</p>