# APPENDIKS 3. Alle inkluderede studier i metaanalysen

Bleses, D., Højen, A., Jensen, P., Dybdal, L. & Andersen, P. L. Metaanalyse af pædagogiske indsatser til at styrke det sproglige læringsmiljø for 0-5-årige

Albarran, A. S., & Reich, S. M. (2014). Using baby books to increase new mothers' self-efficacy and improve toddler language development. *Infant and Child Development, 23*, 374-387. doi:10.1002/icd.1832

Anthony, J. L., Williams, J. M., Zhang, Z., Landry, S. H., & Dunkelberger, M. J. (2014). Experimental evaluation of the value added by raising a reader and supplemental parent training in shared reading. *Early Education and Development, 25*, 493-514. doi:10.1080/10409289.2013.812484

Aram, D. (2006). Early literacy interventions: The relative roles of storybook reading, alphabetic activities, and their combination. *Reading and Writing, 19*, 489-515. doi:10.1007/s11145-006-9005-2

Aram, D., & Besser, S. (2009). Early literacy interventions: Which activities to include? At what age to start? And who will implement them? *Infancia y Aprendizaje, 32*, 171-187. doi:10.1174/021037009788001806

Aram, D., & Biron, S. (2004). Joint storybook reading and joint writing interventions among low SES preschoolers: Differential contributions to early literacy. *Early Childhood Research Quarterly, 19*, 588-610. doi:10.1016/j.ecresq.2004.10.003

Aram, D., Fine, Y., & Ziv, M. (2013). Enhancing parent–child shared book reading interactions: Promoting references to the book's plot and socio-cognitive themes. *Early Childhood Research Quarterly, 28*, 111-122. doi:10.1016/j.ecresq.2012.03.005

Ard, L. M., & Beverly, B. L. (2004). Preschool word learning during joint book reading: Effect of adult questions and comments. *Communication Disorders Quarterly, 26*, 17-28. doi:10.1177/15257401040260010101

Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994). Accelerating language development through picture book reading: Replication and extension to a videotape training format. *Journal of Educational Psychology, 86*, 235-243. doi:10.1037/0022-0663.86.2.235

Assel, M. A., Landry, S. H., Swank, P. R., & Gunnewig, S. (2007). An evaluation of curriculum, setting, and mentoring on the performance of children enrolled in pre-kindergarten. *Reading and Writing, 20*, 463-494. doi:10.1007/s11145-006-9039-5

Bailet, L. L., Repper, K., Murphy, S., Piasta, S., & Zettler-Greeley, C. (2013). Emergent literacy intervention for prekindergarteners at risk for reading failure: Years 2 and 3 of a multiyear study. *Journal of Learning Disabilities, 46*, 133-153. doi:10.1177/0022219411407925

Bailet, L. L., Repper, K. K., Piasta, S. B., & Murphy, S. P. (2009). Emergent literacy intervention for prekindergarteners at risk for reading failure. *Journal of Learning Disabilities, 42*, 336-355. doi:10.1177/0022219409335218

Baker, A. J. L., Piotrkowski, C. S., & Brooks-Gunn, J. (1998). The effects of the Home Instruction Program for Preschool Youngsters (HIPPY) on children's school performance at the end of the program and one year later. *Early Childhood Research Quarterly, 13*, 571-588. doi:10.1016/S0885-2006(99)80061-1

Barnett, W. S., Jung, K., Yarosz, D. J., Thomas, J., Hornbeck, A., Stechuk, R., & Burns, S. (2008). Educational effects of the Tools of the Mind curriculum: A randomized trial. *Early Childhood Research Quarterly, 23*, 299-313. doi:10.1016/j.ecresq.2008.03.001

Beech, J. R., Pedley, H., & Barlow, R. (1994). Training letter-to-sound connections: The efficacy of tracing. *Current Psychology, 13*, 153-164. doi:10.1007/bf02686798

Bekman, S., Aksu-Koç, A., & Erguvanlı-Taylan, E. (2011). Effectiveness of an intervention program for six-year-olds: A summer-school model. *European Early Childhood Education Research Journal, 19*, 409-431. doi:10.1080/1350293X.2011.623508

Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., . . . Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI Program. *Child Development, 79*, 1802-1817. doi:10.1111/j.1467-8624.2008.01227.x

Bierman, K. L., Nix, R. L., Heinrichs, B. S., Domitrovich, C. E., Gest, S. D., Welsh, J. A., & Gill, S. (2014). Effects of Head Start REDI on children's outcomes 1 year later in different kindergarten contexts. *Child Development, 85*, 140-159. doi:10.1111/cdev.12117

Blewitt, P., Rump, K. M., Shealy, S. E., & Cook, S. A. (2009). Shared book reading: When and how questions affect young children's word learning. *Journal of Educational Psychology, 101*, 294-304. doi:10.1037/a0013844

Borzekowski, D. L. G., & Henry, H. K. (2011). The impact of Jalan Sesama on the educational and healthy development of Indonesian preschool children: An experimental study. *International Journal of Behavioral Development, 35*, 169-179. doi:10.1177/0165025410380983

Boyce, L. K., Innocenti, M. S., Roggman, L. A., Norman, V. K. J., & Ortiz, E. (2010). Telling stories and making books: Evidence for an intervention to help parents in migrant Head Start families support their children's language and literacy. *Early Education and Development, 21*, 343-371. doi:10.1080/10409281003631142

Boyer, N., & Ehri, L. C. (2011). Contribution of phonemic segmentation instruction with letters and articulation pictures to word reading and spelling in beginners. *Scientific Studies of Reading, 15*, 440-470. doi:10.1080/10888438.2010.520778

Buschmann, A., Jooss, B., Rupp, A., Feldhusen, F., Pietz, J., & Philippi, H. (2009). Parent based language intervention for 2-year-old children with specific expressive language delay: A randomised controlled trial. *Archives of Disease in Childhood, 94*, 110-116. doi:10.1136/adc.2008.141572

Buysse, V., Castro, D. C., & Peisner-Feinberg, E. (2010). Effects of a professional development program on classroom practices and outcomes for Latino dual language learners. *Early Childhood Research Quarterly, 25*, 194-206. doi:10.1016/j.ecresq.2009.10.001

Byrne, B., & Fielding-Barnsley, R. (1991). Evaluation of a program to teach phonemic awareness to young children. *Journal of Educational Psychology, 83*, 451-455. doi:10.1037/0022-0663.83.4.451

Byrne, B., & Fielding-Barnsley, R. (1993). Evaluation of a program to teach phonemic awareness to young children: A 1-year follow-up. *Journal of Educational Psychology, 85*, 104-111. doi:10.1037/0022-0663.85.1.104

Byrne, B., Fielding-Barnsley, R., & Ashley, L. (2000). Effects of preschool phoneme identity training after six years: Outcome level distinguished from rate of response. *Journal of Educational Psychology, 92*, 659-667. doi:10.1037/0022-0663.92.4.659

Cabell, S. Q., Justice, L. M., Piasta, S. B., Curenton, S. M., Wiggins, A., Turnbull, K. P., & Petscher, Y. (2011). The impact of teacher responsivity education on preschoolers' language and literacy skills. *American Journal of Speech-Language Pathology, 20*, 315-330. doi:10.1044/1058-0360(2011/10-0104)

Cary, L., & Verhaeghe, A. (1994). Promoting phonemic analysis ability among kindergartners. *Reading and Writing, 6*, 251-278. doi:10.1007/bf01027085

Chao, P.-C., Bryan, T., Burstein, K., & Ergul, C. (2006). Family-centered intervention for young children at-risk for language and behavior problems. *Early Childhood Education Journal, 34*, 147-153. doi:10.1007/s10643-005-0032-4

Chera, P., & Wood, C. (2003). Animated multimedia ‘talking books’ can promote phonological awareness in children beginning to read. *Learning and Instruction, 13*, 33-52. doi:10.1016/S0959-4752(01)00035-4

Chow, B. W.-Y., & McBride-Chang, C. (2003). Promoting language and literacy development through parent–child reading in Hong Kong preschoolers. *Early Education and Development, 14*, 233-248. doi:10.1207/s15566935eed1402\_6

Cohen-Mimran, R., Reznik-Nevet, L., & Korona-Gaon, S. (2016). An activity-based language intervention program for kindergarten children: A retrospective evaluation. *Early Childhood Education Journal, 44*, 69-78. doi:10.1007/s10643-014-0676-z

Collins, M. F. (2010). ELL preschoolers’ English vocabulary acquisition from storybook reading. *Early Childhood Research Quarterly, 25*, 84-97. doi:10.1016/j.ecresq.2009.07.009

Connor-Kuntz, F. J., & Dummer, G. M. (1996). Teaching across the Curriculum: Language-enriched physical education for preschool children. *Adapted Physical Activity Quarterly, 13*, 302-315. doi:10.1123/apaq.13.3.302

Cooper, P. J., Vally, Z., Cooper, H., Radford, T., Sharples, A., Tomlinson, M., & Murray, L. (2014). Promoting mother–infant book sharing and infant attention and language development in an impoverished South African population: A pilot study. *Early Childhood Education Journal, 42*), 143-152. doi:10.1007/s10643-013-0591-8

Coulter, L., & Gallagher, C. (2001). Evaluation of the Hanen Early Childhood Educators Programme. *International Journal of Language & Communication Disorders, 36*(S1), 264-269. doi:10.3109/13682820109177895

Cronan, T. A., Brooks, L. B., Kilpatrick, K., Bigatti, S. M., & Tally, S. (1999). The effects of a community-based literacy program: One-year follow-up findings. *Journal of Community Psychology, 27*, 431-442. doi:10.1002/(SICI)1520-6629(199907)27:4<431::AID-JCOP5>3.0.CO;2-V

Cronan, T. A., Cruz, S. G., Arriaga, R. I., & Sarkin, A. J. (1996). The effects of a community-based literacy program on young children's language and conceptual development. *American Journal of Community Psychology, 24*, 251-272. doi:10.1007/bf02510401

DeBaryshe, B. D., & Gorecki, D. M. (2007). An experimental validation of a preschool emergent literacy curriculum. *Early Education and Development, 18*, 93-110. doi:10.1080/10409280701274741

Derri, V., Kourtessis, T., Goti-Douma, E., & Kyrgiridis, P. (2010). Physical education and language integration: Effects on oral and written speech of pre-school children. *Physical Educator, 67*, 178-186.

Dockrell, J. E., Stuart, M., & King, D. (2010). Supporting early oral language skills for English language learners in inner city preschool provision. *British Journal of Educational Psychology, 80*, 497-515. doi:10.1348/000709910X493080

Drotar, D., Robinson, J., Jeavons, L., & Lester Kirchner, H. (2009). A randomized, controlled evaluation of early intervention: The Born to Learn curriculum. *Child: Care, Health and Development, 35*, 643-649. doi:10.1111/j.1365-2214.2008.00915.x

Drouin, M. A. (2009). Parent involvement in literacy intervention: A longitudinal study of effects on preschoolers' emergent literacy skills and home literacy environment. *Early Childhood Services, 3*, 1-18.

Farver, J. A. M., Lonigan, C. J., & Eppe, S. (2009). Effective early literacy skill development for young Spanish-speaking English language learners: An experimental study of two methods. *Child Development, 80*, 703-719. doi:10.1111/j.1467-8624.2009.01292.x

Fischel, J. E., Bracken, S. S., Fuchs-Eisenberg, A., Spira, E. G., Katz, S., & Shaller, G. (2007). Evaluation of curricular approaches to enhance preschool early literacy skills. *Journal of Literacy Research, 39*, 471-501. doi:10.1080/10862960701675333

Flowers, H., Girolametto, L., Weitzman, E., & Greenberg, J. (2007). Promoting early literacy skills: Effects of in-service education for early childhood educators. *Canadian Journal of Speech-Language Pathology & Audiology, 31*, 6-18.

Ford, R. M., Evans, D., & McDougall, S. (2003). Progressing in tandem: A Sure Start initiative for enhancing the role of parents in children's early education. *Educational and Child Psychology, 20*(4), 81-96.

Ford, R. M., McDougall, S. J. P., & Evans, D. (2009). Parent-delivered compensatory education for children at risk of educational failure: Improving the academic and self-regulatory skills of a Sure Start preschool sample. *British Journal of Psychology, 100*, 773-797. doi:10.1348/000712609X406762

Foster, K. C., Erickson, G. C., Foster, D. F., Brinkman, D., & Torgesen, J. K. (1994). Computer administered instruction in phonological awareness: Evaluation of the DaisyQuest program. *Journal of Research & Development in Education, 27*, 126-137.

Gettinger, M., & Stoiber, K. (2008). Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special Education, 27*, 198-213. doi:10.1177/0271121407311238

Gettinger, M., & Stoiber, K. C. (2012). Curriculum-based early literacy assessment and differentiated instruction with high-risk preschoolers. *Reading Psychology, 33*, 11-46. doi:10.1080/02702711.2012.630605

Girolametto, L., Pearce, P. S., & Weitzman, E. (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal of Speech, Language, and Hearing Research, 39*, 1274-1283. doi:10.1044/jshr.3906.1274

Girolametto, L., Pearce, P. S., & Weitzman, E. (1997). Effects of lexical intervention on the phonology of late talkers. *Journal of Speech, Language, and Hearing Research, 40*, 338-348. doi:10.1044/jslhr.4002.338

Girolametto, L., Weitzman, E., & Greenberg, J. (2003). Training day care staff to facilitate children's language. *American Journal of Speech-Language Pathology, 12*, 299-311. doi:10.1044/1058-0360(2003/076)

Girolametto, L., Weitzman, E., & Greenberg, J. (2012). Facilitating emergent literacy: Efficacy of a model that partners speech-language pathologists and educators. *American Journal of Speech-Language Pathology, 21*, 47-63. doi:10.1044/1058-0360(2011/11-0002)

Girolametto, L., Weitzman, E., Lefebvre, P., & Greenberg, J. (2007). The effects of in-service education to promote emergent literacy in child care centers: A feasibility study. *Language, Speech, and Hearing Services in Schools, 38*, 72-83. doi:10.1044/0161-1461(2007/007)

Goodwyn, S. W., Acredolo, L. P., & Brown, C. A. (2000). Impact of symbolic gesturing on early language development. *Journal of Nonverbal Behavior, 24*, 81-103. doi:10.1023/a:1006653828895

Gray, S. (2007). Evaluation of a program to promote early literacy skills in preschool children. *Early Childhood Services, 1*, 17-31.

Hall, A. H., Toland, M. D., Grisham-Brown, J., & Graham, S. (2014). Exploring interactive writing as an effective practice for increasing Head Start students’ alphabet knowledge skills. *Early Childhood Education Journal, 42*, 423-430. doi:10.1007/s10643-013-0594-5

Hargrave, A. C., & Sénéchal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly, 15*, 75-90. doi:10.1016/S0885-2006(99)00038-1

Hindman, A. H., Erhart, A. C., & Wasik, B. A. (2012). Reducing the Matthew effect: Lessons from the ExCELL Head Start intervention. *Early Education and Development, 23*, 781-806. doi:10.1080/10409289.2010.549443

Hindman, A. H., & Wasik, B. A. (2012). Unpacking an effective language and literacy coaching intervention in Head Start. *The Elementary School Journal, 113*, 131-154. doi:10.1086/666389

Howell, K. K., Harrison, T. E., Stanford, L. D., Zahn, B. H., & Bracken, B. A. (1990). An empirical evaluation of three preschool language curricula. *Psychology in the Schools, 27*, 296-302. doi:10.1002/1520-6807(199010)27:4<296::AID-PITS2310270403>3.0.CO;2-9

Huebner, C. E. (2000). Promoting toddlers' language development through community-based intervention. *Journal of Applied Developmental Psychology, 21*, 513-535. doi:10.1016/S0193-3973(00)00052-6

Huffstetter, M., King, J. R., Onwuegbuzie, A. J., Schneider, J. J., & Powell-Smith, K. A. (2010). Effects of a computer-based early reading program on the early reading and oral language skills of at-risk preschool children. *Journal of Education for Students Placed at Risk (JESPAR), 15*, 279-298. doi:10.1080/10824669.2010.532415

Johnson, D. L., & Walker, T. (1991). A follow-up evaluation of the Houston Parent-Child Development Center: School performance. *Journal of Early Intervention, 15*, 226-236. doi:10.1177/105381519101500302

Justice, L. M., & Ezell, H. K. (2000). Enhancing children's print and word awareness through home-based parent intervention. *American Journal of Speech-Language Pathology, 9*, 257-269. doi:10.1044/1058-0360.0903.257

Justice, L. M., & Ezell, H. K. (2002). Use of storybook reading to increase print awareness in at-risk children. *American Journal of Speech-Language Pathology, 11*, 17-29. doi:10.1044/1058-0360(2002/003)

Justice, L. M., Kaderavek, J. N., Fan, X., Sofka, A., & Hunt, A. (2009). Accelerating preschoolers' early literacy development through classroom-based teacher–child storybook reading and explicit print referencing. *Language, Speech, and Hearing Services in Schools, 40*, 67-85. doi:10.1044/0161-1461(2008/07-0098)

Justice, L. M., Mashburn, A., Pence, K. L., & Wiggins, A. (2008). Experimental evaluation of a preschool language curriculum: Influence on children’s expressive language skills. *Journal of Speech, Language, and Hearing Research, 51*, 983-1001. doi:10.1044/1092-4388(2008/072)

Justice, L. M., McGinty, A. S., Cabell, S. Q., Kilday, C. R., Knighton, K., & Huffman, G. (2010). Language and literacy curriculum supplement for preschoolers who are academically at risk: A feasibility study. *Language, Speech, and Hearing Services in Schools, 41*, 161-178. doi:10.1044/0161-1461(2009/08-0058)

Justice, L. M., McGinty, A. S., Piasta, S. B., Kaderavek, J. N., & Fan, X. (2010). Print-focused read-alouds in preschool classrooms: Intervention effectiveness and moderators of child outcomes. *Language, Speech, and Hearing Services in Schools, 41*, 504-520. doi:10.1044/0161-1461(2010/09-0056)

Kirk, S. M., Vizcarra, C. R., Looney, E. C., & Kirk, E. P. (2014). Using physical activity to teach academic content: A study of the effects on literacy in Head Start preschoolers. *Early Childhood Education Journal, 42*, 181-189. doi:10.1007/s10643-013-0596-3

Klein, P. S., & Alony, S. (1993). Immediate and sustained effects of maternal mediating behaviors on young children. *Journal of Early Intervention, 17*, 177-193. doi:10.1177/105381519301700208

Korat, O. (2009). The effects of CD-ROM storybook reading on Israeli children’s early literacy as a function of age group and repeated reading. *Education and Information Technologies, 14*, 39-53. doi:10.1007/s10639-008-9063-y

Kotaman, H. (2013). Impacts of dialogical storybook reading on young children's reading attitudes and vocabulary development. *Reading Improvement, 50*, 199-204.

Landry, S. H., Anthony, J. L., Swank, P. R., & Monseque-Bailey, P. (2009). Effectiveness of comprehensive professional development for teachers of at-risk preschoolers. *Journal of Educational Psychology, 101*, 448-465. doi:10.1037/a0013842

Landry, S. H., Swank, P. R., Anthony, J. L., & Assel, M. A. (2011). An experimental study evaluating professional development activities within a state funded pre-kindergarten program. *Reading and Writing, 24*, 971-1010. doi:10.1007/s11145-010-9243-1

Landry, S. H., Zucker, T. A., Taylor, H. B., Swank, P. R., Williams, J. M., Assel, M., . . . Klein, A. (2014). Enhancing early child care quality and learning for toddlers at risk: The responsive early childhood program. *Developmental Psychology, 50*, 526-541. doi:10.1037/a0033494

Lane, C., Prokop, M. J. S., Johnson, E., Podhajski, B., & Nathan, J. (2014). Promoting early literacy through the professional development of preschool teachers. *Early Years, 34*, 67-80. doi:10.1080/09575146.2013.827157

Leung, C., Tsang, S., & Dean, S. (2011). Outcome evaluation of the Hands-On Parent Empowerment (HOPE) program. *Research on Social Work Practice, 21*, 549-561. doi:10.1177/1049731511404904

Leung, C. B. (2008). Preschoolers' acquisition of scientific vocabulary through repeated read-aloud events, retellings, and hands-on science activities. *Reading Psychology, 29*, 165-193. doi:10.1080/02702710801964090

Lonigan, C. J., Anthony, J. L., Bloomfield, B. G., Dyer, S. M., & Samwel, C. S. (1999). Effects of two shared-reading interventions on emergent literacy skills of at-risk preschoolers. *Journal of Early Intervention, 22*, 306-322. doi:10.1177/105381519902200406

Lonigan, C. J., Driscoll, K., Phillips, B. M., Cantor, B. G., Anthony, J. L., & Goldstein, H. (2003). A computer-assisted instruction phonological sensitivity program for preschool children at-risk for reading problems. *Journal of Early Intervention, 25*, 248-262. doi:10.1177/105381510302500402

Lonigan, C. J., Farver, J. M., Phillips, B. M., & Clancy-Menchetti, J. (2011). Promoting the development of preschool children’s emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models. *Reading and Writing, 24*, 305-337. doi:10.1007/s11145-009-9214-6

Lonigan, C. J., Purpura, D. J., Wilson, S. B., Walker, P. M., & Clancy-Menchetti, J. (2013). Evaluating the components of an emergent literacy intervention for preschool children at risk for reading difficulties. *Journal of Experimental Child Psychology, 114*, 111-130. doi:10.1016/j.jecp.2012.08.010

Lonigan, C. J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. *Early Childhood Research Quarterly, 13*, 263-290. doi:10.1016/S0885-2006(99)80038-6

Lunkenheimer, E. S., Dishion, T. J., Shaw, D. S., Connell, A. M., Gardner, F., Wilson, M. N., & Skuban, E. M. (2008). Collateral benefits of the family check-up on early childhood school readiness: Indirect effects of parents' positive behavior support. *Developmental Psychology, 44*, 1737-1752. doi:10.1037/a0013858

Macaruso, P., & Rodman, A. (2011). Efficacy of computer-assisted instruction for the development of early literacy skills in young children. *Reading Psychology, 32*, 172-196. doi:10.1080/02702711003608071

Mashburn, A. J., Downer, J. T., Hamre, B. K., Justice, L. M., & Pianta, R. C. (2010). Consultation for teachers and children's language and literacy development during pre-kindergarten. *Applied Developmental Science, 14*, 179-196. doi:10.1080/10888691.2010.516187

Mason, J. M., Keer, B. M., Sinha, S., & McCormick, C. (1990). *Shared book reading in an early start program for at-risk children* (Report No. 504). Retrieved from <http://nla.gov.au/nla.cat-vn4046419>

Massetti, G. M. (2009). Enhancing emergent literacy skills of preschoolers from low-income environments through a classroom-based approach. *School Psychology Review, 38*, 554-569.

McCabe, A., Boccia, J., Bennett, M. B., Lyman, N., & Hagen, R. (2010). Improving oral language and literacy skills in preschool children from disadvantaged backgrounds: Remembering, writing, reading (RWR). *Imagination, Cognition and Personality, 29*, 363-390. doi:10.2190/IC.29.4.f

McIntosh, B., Crosbie, S., Holm, A., Dodd, B., & Thomas, S. (2007). Enhancing the phonological awareness and language skills of socially disadvantaged preschoolers: An interdisciplinary programme. *Child Language Teaching and Therapy, 23*, 267-286. doi:10.1177/0265659007080678

Murray, B. A., Stahl, S. A., & Ivey, M. G. (1996). Developing phoneme awareness through alphabet books. *Reading and Writing, 8*, 307-322. doi:10.1007/bf00395111

Myant, M., & Healy, W. A. N. (2008). Can music make a difference? A small scale longitudinal study into the effects of music instruction in nursery on later reading ability *Educational & Child Psychology, 25*, 83-100.

Nelson, J. R., Sanders, E. A., & Gonzalez, J. (2009). The efficacy of supplemental early literacy instruction by community-based tutors for preschoolers enrolled in Head Start. *Journal of Research on Educational Effectiveness, 3*, 1-25. doi:10.1080/19345740903381031

Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly, 34*, 286-311. doi:10.1598/RRQ.34.3.3

Neuman, S. B., Kaefer, T., Pinkham, A., & Strouse, G. (2014). Can babies learn to read? A randomized trial of baby media. *Journal of Educational Psychology, 106*, 815-830. doi:10.1037/a0035937

Neuman, S. B., Newman, E. H., & Dwyer, J. (2011). Educational effects of a vocabulary intervention on preschoolers' word knowledge and conceptual development: A cluster-randomized trial. *Reading Research Quarterly, 46*, 249-272. doi:10.1598/RRQ.46.3.3

Neuman, S. B., & Roskos, K. (1993). Access to print for children of poverty: Differential effects of adult mediation and literacy-enriched play settings on environmental and functional print tasks. *American Educational Research Journal, 30*, 95-122. doi:10.3102/00028312030001095

Neumann, M. M. (2014). Using environmental print to foster emergent literacy in children from a low-SES community. *Early Childhood Research Quarterly, 29*, 310-318. doi:10.1016/j.ecresq.2014.03.005

Neumann, M. M., Hood, M., & Ford, R. M. (2013). Using environmental print to enhance emergent literacy and print motivation. *Reading and Writing, 26*, 771-793. doi:10.1007/s11145-012-9390-7

Opie, M., Steele, H., & Ward, S. (2004). Cognitive outcomes of Sally Ward's early language-based intervention with mothers and babies in longitudinal perspective: Lessons of Head Start revisited. *Educational and Child Psychology, 21*(2), 51-66.

Penuel, W. R., Bates, L., Gallagher, L. P., Pasnik, S., Llorente, C., Townsend, E., . . . VanderBorght, M. (2012). Supplementing literacy instruction with a media-rich intervention: Results of a randomized controlled trial. *Early Childhood Research Quarterly, 27*, 115-127. doi:10.1016/j.ecresq.2011.07.002

Piasta, S. B., Justice, L. M., Cabell, S. Q., Wiggins, A. K., Turnbull, K. P., & Curenton, S. M. (2012). Impact of professional development on preschool teachers’ conversational responsivity and children's linguistic productivity and complexity. *Early Childhood Research Quarterly, 27*, 387-400. doi:10.1016/j.ecresq.2012.01.001

Piasta, S. B., Justice, L. M., McGinty, A. S., & Kaderavek, J. N. (2012). Increasing young children’s contact with print during shared reading: Longitudinal effects on literacy achievement. *Child Development, 83*, 810-820. doi:10.1111/j.1467-8624.2012.01754.x

Piasta, S. B., Purpura, D. J., & Wagner, R. K. (2010). Fostering alphabet knowledge development: A comparison of two instructional approaches. *Reading and Writing, 23*, 607-626. doi:10.1007/s11145-009-9174-x

Podhajski, B., & Nathan, J. (2005). Promoting early literacy through professional development for childcare providers. *Early Education and Development, 16*, 1-5. doi:10.1207/s15566935eed1601\_2

Pollard-Durodola, S. D., Gonzalez, J. E., Simmons, D. C., Kwok, O., Taylor, A. B., Davis, M. J., . . . Simmons, L. (2011). The effects of an intensive shared book-reading intervention for preschool children at risk for vocabulary delay. *Exceptional Children, 77*, 161-183. doi:10.1177/001440291107700202

Powell, D. R., Diamond, K. E., Burchinal, M. R., & Koehler, M. J. (2010). Effects of an early literacy professional development intervention on head start teachers and children. *Journal of Educational Psychology, 102*, 299-312. doi:10.1037/a0017763

Roskos, K., & Burstein, K. (2011). Assessment of the design efficacy of a preschool vocabulary instruction technique. *Journal of Research in Childhood Education, 25*, 268-287. doi:10.1080/02568543.2011.580041

Ruston, H. P., & Schwanenflugel, P. J. (2010). Effects of a conversation intervention on the expressive vocabulary development of prekindergarten children. *Language, Speech, and Hearing Services in Schools, 41*, 303-313. doi:10.1044/0161-1461(2009/08-0100)

Schwanenflugel, P. J., Hamilton, C. E., Neuharth-Pritchett, S., Restrepo, M. A., Bradley, B. A., & Webb, M.-Y. (2010). PAVEd for Success: An evaluation of a comprehensive preliteracy program for four-year-old children. *Journal of Literacy Research, 42*, 227-275. doi:10.1080/1086296x.2010.503551

Sheridan, S. M., Knoche, L. L., Kupzyk, K. A., Edwards, C. P., & Marvin, C. A. (2011). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready intervention. *Journal of School Psychology, 49*, 361-383. doi:10.1016/j.jsp.2011.03.001

Silva, C., & Alves Martins, M. (2003). Relations between children's invented spelling and the development of phonological awareness. *Educational Psychology, 23*, 3-16. doi:10.1080/01443410303218

Silverman, R., Crandell, J. D., & Carlis, L. (2013). Read alouds and beyond: The effects of read aloud extension activities on vocabulary in Head Start classrooms. *Early Education and Development, 24*, 98-122. doi:10.1080/10409289.2011.649679

Sim, S. S. H., Berthelsen, D., Walker, S., Nicholson, J. M., & Fielding-Barnsley, R. (2014). A shared reading intervention with parents to enhance young children's early literacy skills. *Early Child Development and Care, 184*, 1531-1549. doi:10.1080/03004430.2013.862532

St.Pierre, R. G., Ricciuti, A. E., & Rimdzius, T. A. (2005). Effects of a family literacy program on low-literate children and their parents: Findings from an evaluation of the Even Start family literacy program. *Developmental Psychology, 41*, 953-970. doi:10.1037/0012-1649.41.6.953

Stockard, J. (2010). Promoting early literacy of preschool children: A study of the effectiveness of "Funnix Beginning Reading". *Journal of Direct Instruction, 10*, 29-48.

Strouse, G. A., O’Doherty, K., & Troseth, G. L. (2013). Effective coviewing: Preschoolers’ learning from video after a dialogic questioning intervention. *Developmental Psychology, 49*, 2368-2382. doi:10.1037/a0032463

Stuart, M. (1999). Getting ready for reading: Early phoneme awareness and phonics teaching improves reading and spelling in inner-city second language learners. *British Journal of Educational Psychology, 69*, 587-605. doi:10.1348/000709999157914

Talley, S., Lancy, D. F., & Lee, T. R. (1997). Children, storybooks and computers. *Reading Horizons, 38*, 116-128.

van den Berg, H., & Bus, A. G. (2014). Beneficial effects of BookStart in temperamentally highly reactive infants. *Learning and Individual Differences, 36*, 69-75. doi:10.1016/j.lindif.2014.10.008

van Kleeck, A., Vander Woude, J., & Hammett, L. (2006). Fostering literal and inferential language skills in Head Start preschoolers with language impairment using scripted book-sharing discussions. *American Journal of Speech-Language Pathology, 15*, 85-95. doi:10.1044/1058-0360(2006/009)

van Tuijl, C., Leseman, P. P. M., & Rispens, J. (2001). Efficacy of an intensive home-based educational intervention programme for 4- to 6-year-old ethnic minority children in the Netherlands. *International Journal of Behavioral Development, 25*, 148-159. doi:10.1080/01650250042000159

Verhallen, M. J. A. J., & Bus, A. G. (2010). Low-income immigrant pupils learning vocabulary through digital picture storybooks. *Journal of Educational Psychology, 102*, 54-61. doi:10.1037/a0017133

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. *Prevention Science, 15*, 156-164. doi:10.1007/s11121-013-0379-5

Wake, M., Tobin, S., Girolametto, L., Ukoumunne, O. C., Gold, L., Levickis, P., . . . Reilly, S. (2011). Outcomes of population based language promotion for slow to talk toddlers at ages 2 and 3 years: Let’s Learn Language cluster randomised controlled trial. *BMJ, 343*, d4741.

Waldron-Soler, K. M., Martella, R. C., Marchand-Martella, N. E., Tso, M. E., Warner, D. A., & Miller, D. E. (2002). Effects of a 15-Week Language for Learning implementation with children in an integrated preschool. *Journal of Direct Instruction, 2*, 75-86.

Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology, 93*, 243-250. doi:10.1037/0022-0663.93.2.243

Wasik, B. A., Bond, M. A., & Hindman, A. (2006). The effects of a language and literacy intervention on Head Start children and teachers. *Journal of Educational Psychology, 98*, 63-74. doi:10.1037/0022-0663.98.1.63

Wasik, B. A., & Hindman, A. H. (2011). Improving vocabulary and pre-literacy skills of at-risk preschoolers through teacher professional development. *Journal of Educational Psychology, 103*, 455-469. doi:10.1037/a0023067

Wasik, B. A., & Hindman, A. H. (2014). Understanding the active ingredients in an effective preschool vocabulary intervention: An exploratory study of teacher and child talk during book reading. *Early Education and Development, 25*, 1035-1056. doi:10.1080/10409289.2014.896064

Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development, 84*, 2112-2130. doi:10.1111/cdev.12099

Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology, 30*, 679-689. doi:10.1037/0012-1649.30.5.679

Whitehurst, G. J., Epstein, J. N., Angell, A. L., Payne, A. C., Crone, D. A., & Fischel, J. E. (1994). Outcomes of an emergent literacy intervention in Head Start. *Journal of Educational Psychology, 86*, 542-555. doi:10.1037/0022-0663.86.4.542

Whitehurst, G. J., Zevenbergen, A. A., Crone, D. A., Schultz, M. D., Velting, O. N., & Fischel, J. E. (1999). Outcomes of an emergent literacy intervention from Head Start through second grade. *Journal of Educational Psychology, 91*, 261-272. doi:10.1037/0022-0663.91.2.261

Wilson, P. (2004). A preliminary investigation of an early intervention program: Examining the intervention effectiveness of the Bracken Concept Development Program and the Bracken Basic Concept Scale-Revised with Head Start students. *Psychology in the Schools, 41*, 301-311. doi:10.1002/pits.10159

Yazejian, N., & Peisner-Feinberg, E. S. (2009). Effects of a preschool music and movement curriculum on children's language skills. *NHSA Dialog, 12*, 327-341. doi:10.1080/15240750903075255

Zevenbergen, A. A., Whitehurst, G. J., & Zevenbergen, J. A. (2003). Effects of a shared-reading intervention on the inclusion of evaluative devices in narratives of children from low-income families. *Journal of Applied Developmental Psychology, 24*, 1-15. doi:10.1016/S0193-3973(03)00021-2