

References:

- Berger, A. (2011). *Self-regulation: Brain, Cognition, and Development*. Washington, DC: American Psychological Association.
- 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 Dev*, 79(6), 1802-1817. doi: 10.1111/j.1467-8624.2008.01227.x
- Birch, S. H., & Ladd, G. W. (1997). The Teacher-Child Relationship and Children's Early School Adjustment. *Journal of School Psychology*, 35(1), 61-79.
- Buhs, E. S., Ladd, G. W., & Herald, S. L. (2006). Peer Exclusion and Victimization: Processes That Mediate the Relation Between Peer Group Rejection and Children's Classroom Engagement and Achievement? *Journal of Educational Psychology*, 98(1), 1-13.
- Calkins, S. D., & Williford, A. P. (2009). Taming the Terrible Twos: Self-regulation and School readiness. In O. A. Barbarin & B. H. Wasik (Eds.), *Handbook of Child Development and Early Education: Research to Practice* (pp. 172-197). New York: Guilford Press.
- Cameron Ponitz, C. E., McClelland, M. M., Jewkes, A. M., Connor, C. M., Farris, C. L., & Morrison, F. J. (2008). Touch your toes! Developing a direct measure of behavioral regulation in early childhood. *Early Childhood Research Quarterly*, 23(2), 141-158. doi: <http://dx.doi.org/10.1016/j.ecresq.2007.01.004>
- Carneiro, P. M., & Heckman, J. (2003). Human Capital Policy *IZA Discussion* (Vol. Paper No. 821).
- Clements, D. H., & Sarama, J. (2011). Early Childhood Mathematics Intervention. *Science*, 333(6045), 968-970. doi: 10.1126/science.1204537
- Diamond, A., & Lee, K. (2011). Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old. *Science*, 333(6045), 959-964. doi: 10.1126/science.1204529
- Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., . . . Japel, C. (2007). School Readiness and Later Achievement. *Developmental Psychology*, 43(6), 1428-1446.
- Erfjord, I., Hundeland, P., & Carlsen, M. (2012). Kindergarten teachers' accounts of their developing mathematical practice. *ZDM*, 44(5), 653-664. doi: 10.1007/s11858-012-0422-1
- Ertesvåg, S. K., & Roland, P. (2013). *Ledelse av endringsarbeid i barnehagen (Management of change in daycare centers)*. Oslo: Gyldendal Akademisk.
- Fernald, A., Marchman, V. A., & Weisleder, A. (2013). SES differences in language processing skill and vocabulary are evident at 18 months. *Developmental Science*, 16(2), 234-248. doi: 10.1111/desc.12019
- Guryan, J., Hurst, E., & Kearney, M. (2008). Parental Education and Parental Time with Children. *Journal of Economic Perspectives*, 22(3), 23-46. doi: 10.1257/jep.22.3.23
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-638.
- Harris, Y. R., Terrel, D., & Allen, G. (1999). The Influence of Education Context and Beliefs on the Teaching Behavior of African American Mothers. *Journal of Black Psychology*, 25(4), 490-503. doi: 10.1177/0095798499025004002
- Heckman, J., & Kautz, T. (2013). FOSTERING AND MEASURING SKILLS: INTERVENTIONS THAT IMPROVE CHARACTER AND COGNITION. *NATIONAL BUREAU OF ECONOMIC RESEARCH, Working Paper 19656*.

- Hirsh-Pasek, K., Michnick Golinkoff, R., Berk, L. E., & Singer, D. (2008). *A Mandate for Playful Learning in Preschool: Presenting the Evidence*. New York: Oxford University Press.
- Hundeland, P. S., Carlsen, M., & Erfjord, I. (2014). Children's Engagement with Mathematics in Kindergarten Mediated by the Use of Digital Tools. In U. Kortenkamp, B. Brandt, C. Benz, G. Krummheuer, S. Ladel & R. Vogel (Eds.), *Early Mathematics Learning* (pp. 207-221): Springer New York.
- Kalil, A., Ryan, R., & Corey, M. (2012). Diverging destinies: maternal education and the developmental gradient in time with children. *Demography*, *49*(4), 1361-1383. doi: 10.1007/s13524-012-0129-5
- Karoly, L. A., Kilburn, M. R., & Cannon, J. (2005). Early Childhood Interventions: Proven Results, Future Promise.
- Knudsen, E. I., Heckman, J. J., Cameron, J. L., & Shonkoff, J. P. (2006). Economic, neurobiological, and behavioral perspectives on building America's future workforce. *Proceedings of the National Academy of Sciences*, *103*(27), 10155-10162. doi: 10.1073/pnas.0600888103
- Lervåg, A., & Aukrust, V. G. (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. *Journal of Child Psychology and Psychiatry*, *51*(5), 612-620.
- McClelland, M. M., & Cameron, C. E. (2011). Self-regulation and academic achievement in elementary school children. In R. M. Lerner, J. V. Lerner, E. P. Bowers, S. Lewin-Bizan, S. Gestsdottir & J. B. Urban (Eds.), *Thriving in childhood and adolescence: The role of self-regulation processes. New Directions for Child and Adolescent Development*. (Vol. 133, pp. 29-44): Wiley.
- McClelland, M. M., & Cameron, C. E. (2012). Self-regulation in Early Childhood: Improving Conceptual Clarity and Developing Ecologically Valid Measures. *Child development Perspectives*, *6*(2), 136-142.
- McClelland, M. M., Cameron, C. E., McDonald Connor, C., Farris, C. L., Jewkes, A. M., & Morrison, F. J. (2007). Links Between Behavioral Regulation and Preschoolers' Literacy, Vocabulary, and Math Skills. *Developmental Psychology*, *43*(4), 947-959.
- McGinty, A. S., & Justice, L. M. (2010). Language facilitation in the preschool classroom: Rationale, goals, and strategies. In M. C. McKenna, S. Walpole & K. Conradi (Eds.), *Promoting early reading: Research, resources, and best practice*. New York: The Guilford Press.
- Melhuish, E. (2011). Preschool Matters. *Science*, *333*(6040), 299-300. doi: 10.1126/science.1209459
- Melhuish, E. (2013, March 19th 2013). *Early Childhood Experiences & School Performance*. Paper presented at the UTDANNING2020, Norwegian Research Council, March seminar, Oslo.
- Merritt, E. G., Wanless, S. B., Rimm-Kaufman, S., Cameron, C. E., & Peugh, J. L. (2012). The Contributions of Teachers' Emotional Support to Children's Social Behaviors and Self-Regulatory Skills in First Grade. *School Psychology Review*, *41*(2), 141-159.
- Mogstad, M., & Rege, M. (2009). Vedlegg 2 "Tidlig læring og sosial mobilitet" fra NOU 2009:10 - Fordelingsutvalget. Utredning fra et utvalg oppnevnt av Finansdepartementet ledet av Ådne Cappelen. Oslo.
- Mol, S. E., Bus, A. G., & de Jong, M. T. (2009). Interactive Book Reading in Early Education: A Tool to Stimulate Print Knowledge as Well as Oral Language. *Review of Educational Research*, *79*(2), 979-1007. doi: 10.3102/0034654309332561
- Pellegrini, A. D. (2011). *The Oxford Handbook of the Development of Play*. Oxford University Press.

- Norwegian Ministry of Education and Research. (2011). Framework Plan for the Content and Tasks of Kindergartens.
- Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. Washington, DC: American Psychological Association.
- Ponitz, C. C., McClelland, M. M., Matthews, J. S., & Morrison, F. J. (2009). A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. *Dev Psychol*, *45*(3), 605-619. doi: 10.1037/a0015365
- Preschool Curriculum Evaluation Research Consortium. (2008). Effects of Preschool Curriculum Programs on School Readiness. Washington, DC: Department of Education, National Center for Education Research.
- Raver, C. C., Jones, S. M., Li-Grining, C., Zhai, F., Bub, K., & Pressler, E. (2011). CSRP's Impact on Low-Income Preschoolers' Preacademic Skills: Self-Regulation as a Mediating Mechanism. *Child Development*, *82*(1), 362-378. doi: 10.1111/j.1467-8624.2010.01561.x
- Rege, M., Telle, K., & Votruba, M. (2011). Parental Job Loss and Children's School Performance. *The Review of Economic Studies*, *78*(4), 1462-1489. doi: 10.1093/restud/rdr002
- Reynolds, A. J., Temple, J. A., Ou, S.-R., Arteaga, I. A., & White, B. A. B. (2011). School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups. *Science*, *333*(6040), 360-364. doi: 10.1126/science.1203618
- Romano, E., Babchishin, L., Pagani, L. S., & Kohen, D. (2010). School readiness and later achievement: Replication and extension using a nationwide Canadian survey. *Developmental Psychology*, *46*(5), 995-1007. doi: 10.1037/a0018880
- Sabol, T. J., & Pianta, R. C. (2012). Recent trends in research on teacher-child relationships. *Attachment & Human Development*, *14*(3), 213-231. doi: 10.1080/14616734.2012.672262
- Sabol, T. J., Soliday Hong, S. L., Pianta, R. C., & Burchinal, M. R. (2013). Can Rating Pre-K Programs Predict Children's Learning? *Science*, *341*(6148), 845-846. doi: 10.1126/science.1233517
- Schjølberg, S., Lekhal, R., Wang, M. V., Zambrana, I. M., Mathiesen, K. S., Magnus, P., & Roth, C. (2008). Forsinket språkutvikling: En foreløpig oversikt basert på data fra Den norske mor og barn undersøkelsen (Vol. 10). Nasjonalt folkehelseinstitutt.
- Schmitt, S. A., McClelland, M. M., Tominey, S. L., & Acock, A. (Submitted). Strengthening school readiness for children at-risk: Evaluation of a self-regulation intervention.
- Shonkoff, J. P., & Phillips, D. A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*: The National Academies Press.
- Størksen, I., Ellingsen, I. T., Tvedt, M. S., & Idsøe, E. M. C. (2013). Norsk vokabulartest (NVT) for barn i overgangen mellom barnehage og skole: Psykometrisk vurdering av en nettbrettbasert test. *Spesialpedagogikk forskningsdel*, *04/13*, 40 - 54.
- Størksen, I., & Mosvold, R. (2013). *Assessing early math skills with tablet computers: Development of the Ani Banani Math Test (ABMT) for young children*. Paper presented at the Utdanning2020, The Norwegian Research Council, Oslo.
- Thorsen, A. A., & Størksen, I. (2010). Ethical, methodological, and practical reflections when using Q methodology in research with young children. *Operant Subjectivity: The International Journal of Q Methodolog*, *33*(1/2), 3-25.
- Tominey, S. L., & McClelland, M. M. (2011). Red Light, Purple Light: Findings From a Randomized Trial Using Circle Time Games to Improve Behavioral Self-Regulation in Preschool. *Early Education & Development*, *22*(3), 489-519. doi: 10.1080/10409289.2011.574258

- Tominey, S. L., & McClelland, M. M. (2013). Improving Behavioral Regulation in Preschool. *Dialog, RESEARCH-TO-PRACTICE-SUMMARY, 16*(3), 149-154.
- von Suchodoletz, A., Gestsdottir, S., Wanless, S. B., McClelland, M. M., Birgisdottir, F., Gunzenhauser, C., & Ragnarsdottir, H. (2013). Behavioral self-regulation and relations to emergent academic skills among children in Germany and Iceland. *Early Childhood Research Quarterly, 28*(1), 62-73. doi: <http://dx.doi.org/10.1016/j.ecresq.2012.05.003>
- Wanless, S. B., McClelland, M. M., Acock, A., Ponitz, C. C., Son, S.-H., Lan, X., . . . Li, S. (2011). Measuring behavioral regulation in four societies. *Psychological Assessment, 23*(2), 364-378.
- Weiland, C., & Yoshikawa, H. (2013). Impacts of a Prekindergarten Program on Children's Mathematics, Language, Literacy, Executive Function, and Emotional Skills. *Child Development, 84*(6), 2112-2130. doi: 10.1111/cdev.12099