

Literatur

1. Bus, A.G., van IJzendoorn, M.H. & Pellegrini, A. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65, 1-21.
2. Frijters, J., Barron, R. & Brunello, M. (2000). Direct and mediated influences of home literacy and literacy interest on prereaders' oral vocabulary and early written language skill. *Journal of Educational Psychology*, 92, 466-477.
3. Niklas, F., Cohrssen, C., Tayler, C. & Schneider, W. (2016). Erstes Vorlesen: Der frühe Vogel fängt den Wurm. *Zeitschrift für Pädagogische Psychologie*, 30, 35-44.
4. Shahaeian, A., Wang, C., Tucker-Drob, E., Geiger, V., Bus, A.G. & Harrison L.J. (2018). Early shared reading, socioeconomic status, and children's cognitive and school competencies: Six years of longitudinal evidence. *Scientific Studies of Reading*, 22, 485-502.
5. De Bondt, M.G. & Bus, A.G. (2022). Tracking long-term effects of the Bookstart intervention: Associations with temperament and book-reading habits. *Learning and Individual Differences*, 98, <https://doi.org/10.1016/j.lindif.2022.102199>
6. Van den Berg, H. & Bus, A. (2014). Beneficial effects of BookStart in temperamentally highly reactive infants. *Learning and Individual Differences*, 36, 69-75.
7. WHO (2022). Mental health. WHO <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
8. Kölch, Michael/Ziegenhain, Ute/Nöhring, Annika/Köhler-Dauner, Franziska (2022): Die psychische Gesundheit von Kindern in fröhlpädagogischen Einrichtungen unterstützen. Zentrale Diskurse, empirische Erkenntnisse und Handlungskonsequenzen. Weiterbildungsinitiative Fröhlpädagogische Fachkräfte, WiFF Expertisen, Band 56. München.
9. Brunner, J. (2017). Psychotherapie und Neurobiologie. Stuttgart: Kohlhammer.
10. Markova, G., Nguyen, T. & Hoehl, S. (2019). Neurobehavioral interpersonal synchrony in early development: The role of interactional rhythms. *Frontiers in Psychology*, 10:2078. Doi: 10.3389/fpsyg.2019.02078.
11. Petermann, F. & Wiedebusch, S. (2016). Emotionale Kompetenz bei Kindern (3. Überarb. Aufl.). Göttingen: Hogrefe.
12. Spritz, B.L., Sandberg, E.H., Maher, E. & Zajdel, R.T. (2010). Models of emotion skills and social competence in the Head Start classroom. *Early Education and Development*, 21, 495-516.
13. Denham, S.A., Bassett, H.H. & Zinsser, K. (2012). Early childhood teachers as socializers of young children's emotional competence. *Early Childhood Education Journal*, 40, 137-143.
14. Denham, S.A. (2019). Emotional competence during childhood and adolescence. In: V. LoBue, K. Pérez-Edgar & K.A. Bus (eds) *Handbook of Emotional Development* (pp. 493-541). Cham: Springer.
15. Eisenberg, N. & Fabes, R.A. (2006). Emotion regulation and children's socioemotional competence. In: L. Balter & C.S. Tamis-LeMonda (eds.) *Child Psychology: A Handbook of Contemporary Issues* (pp. 357-381). New York: Psychology Press.
16. Wiedebusch, S. (2008). Förderung sozial-emotionaler Kompetenzen. In: F. Petermann & W. Schneider (Hrs.). *Enzyklopädie der Psychologie. Angewandte Entwicklungspsychologie* (Band 7) (S. 135-161). Göttingen: Hogrefe.
17. Denham, S.A., Mitchell-Copeland, J., Strandberg, K., Auerbach, S. & Blair, K. (1997). Parental contributions to preschoolers' emotional competence: Direct and indirect effects. *Motivation and Emotion*, 21, 65-86.
18. Jester, M. (2023). „Vorlesen ist irgendwie nix für mich“ – Vorstellungen der Eltern zum Vorlesen. *ALFA Forum – Zeitschrift für Alphabetisierung und Grundbildung*, 103, 10-15.
19. O'Farrelly, C., Doyle, O., Victory, G. & Palamaro-Munsell, E. (2018). Shared reading in infancy and later development: Evidence from an early intervention. *Journal of Applied Developmental Psychology*, 54, 69-83.
20. Aram, D. & Aviram, S. (2009). Mothers' storybook reading and kindergartners' socioemotional and literacy development. *Reading Psychology*, 30, 175-194.
21. Aram, D., Deitcher, D.B., Shoshan, T.S & Ziv, M. (2017). Shared book reading interactions within families from low socioeconomic backgrounds and children's social understanding in prosocial behavior. *Journal of Cognitive Education and Psychology*, 16, 157-177.
22. Schapira, R. & Aram, D. (2019). Shared book reading at home and preschoolers' socio-emotional competence. *Early Education and Development*, 31, 819-837.
23. Wirth, A., Ehmig, S.C., Drescher, N., Guffler, S. & Niklas, F. (2019). Facets of the early home literacy environment and children's linguistic and socioemotional competencies. *Early Education and Development*, 31, 892-909.
24. Wirth, A., Ehmig, S.C. & Niklas, F. (2022). The role of home literacy environment for children's linguistic and socialemotional competencies development in the early years. *Social Development*, 31, 372-387.
25. Stiftung Lesen, Deutsche Bahn AG & Die Zeit (2015). Vorlesen – Investition in Mitgefühl und solidarisches Handeln. Repräsentative Befragung von Kindern im Alter von acht bis zwölf Jahren und ihren Müttern.
26. Scatiffe, N., Casavant, S., Vittner, D., & Cong, X. (2019). Oxytocin and early parent-infant interactions: A systematic review. *International Journal of Nursing Sciences*, 6, 445-453.
27. Gordon, I., Zagoory-Sharon, O., Leckman, J.F., & Feldman, R. (2010). Oxytocin and the development of parenting in humans. *Biological Psychiatry*, 68, 377-382.
28. Feldman, R., Gordon, I., Influs, M., Gutbir, T. & Ebstein, R.P. (2013). Parental oxytocin and early caregiving jointly shape children's oxytocin response and social reciprocity. *Neuropharmacology*, 38, 1154-1162.
29. Brockington, G., Gomes Moreira, A.P., Buso, M.S. et al. (2021). Storytelling increases oxytocin and positive emotions and decreases cortisol and pain in hospitalized children. *Proceedings of the National Academy of Sciences (PNAS)*, 118, e2018409118. <https://doi.org/10.1073/pnas.2018409118>
30. Katsantonis, I. & Symonds, J. (2023). Population heterogeneity in developmental trajectories of internalising and externalising mental health symptoms in childhood: Differential effects of parenting styles. *Epidemiology and Psychiatric Sciences*, 32, e16.
31. Martin, K.J., Beck, A.F., Xu, Y. et al. (2022). Shared reading and risk of social-emotional problems. *Pediatrics*, 149, e2020034876.
32. Canfield, C.F., Miller, E.B., Shaw, D.S. Morris, P., Alonso, A. & Mendelsohn, A.L. (2020). Beyond language: Impacts of shared reading on parenting stress and early parent-child relational health. *Developmental Psychology*, 56, 1305-1315.
33. Jimenez, M.E., Mendelsohn, A.L., Lin, Y., Shelton, P. & Reichman, N. (2019). Early shared reading is associated with less harsh parenting. *Journal of Developmental and Behavioral Pediatrics*, 40, 530-537.
34. Weisleder, A., Brockmeyer Cates, C., Harding, J.F. et al. (2019). Links between shared reading and play, parent psychosocial functioning and child behavior: Evidence from a randomized controlled trial. *Journal of Pediatrics*, 213, 187-195.
35. Mendelsohn, A.L., Brockmeyer Cates, C., Weisleder A. et al. (2018). Reading aloud, play, and social-emotional development. *Pediatrics*, 141, e20173393.
36. Xie, Q.-W., Chan, C.H.Y., Ji, Q. & Chan, C.L.W. (2018). Psychosocial effects of parent-child book reading interventions: A meta-analysis. *Pediatrics*, 141, e20172675.
37. Hoehl, S. & Markova, G. (2018). Moving developmental social neuroscience toward a second-person approach. *PLoS Biology*, 16:e3000055. <https://doi.org/10.1371/journal.pbio.3000055>
38. Feldman, R., Magori-Cohen, R., Galili, G., Singer, M. & Louzoun, Y. (2011). Mother and infant coordinate heart rhythms through episodes of interaction synchrony. *Infant Behavior and Development*, 34, 569-577.
39. Feldman, R. (2007). Parent-infant synchrony: Biological foundations and developmental outcomes. *Current Directions in Psychological Science*, 16, 340-345.
40. Hoehl, S., Fairhurst, M. & Schirmer, A. (2020). Interactional synchrony: Signals, mechanisms and benefits. *Social Cognitive and Affective Neuroscience*, 16, 5-18.
41. Nguyen, T., Schleihauf, H., Kayhan, E., Matthes, D., Vrticka, P. & Hoehl, P. (2020). The effects of interaction quality on neural synchrony during mother-child problem solving. *Cortex*, 124, 235-249.
42. Hasson, U., Ghazanfar, A.A., Galantucci, B., Garrod, S. & Keysers, C. (2012). Brain-to-brain coupling: A mechanism for creating and sharing a social world. *Trends in Cognitive Science*, 16, 114-121.
43. Papoutselou, E., Harrison, S., Mai, G., Buck, B., Patil, N., Wiggins, I., & Hartley, D. (2023). Investigating mother-child inter-brain synchrony in a naturalistic paradigm: A functional near infrared spectroscopy (fNIRS) hyperscanning study. *European Journal of Neuroscience*, 1-18. <https://doi.org/10.1111/ejn.16233>
44. Wass, S., Noreika V., Goeorgieva S., Clackson K., Brightman L. et al. (2018). Parental neural responsivity to infants' visual attention: how mature brains influence immature brains during social interaction. *PLoS Biology*, 16(12):e2006328. <https://doi.org/10.1371/journal.pbio.2006328>
45. Zhai, Y., Xie, H., Zhao, H., Wang, W. & Lu, C. (2023). Neuronal synchrony underlies the positive effect of shared reading on children's language ability. *Cerebral Cortex*, 33, 10426-10440.
46. Azhari, A., Leck, W.Q., Gabrieli, G., Bizzego, A., rigo, P., Setoh, P., Bornstein, M.H. & Esposito, G. (2019). Parenting stress undermines mother-child brain-to-brain synchrony: A hyperscanning study. *Scientific Reports*, 9:11407, <https://doi.org/10.1038/s41598-019-47810-4>
47. Weatherston, D. & Rosenblum, K.L. (2018). Promoting early relationships in infancy and early parenthood: Integrating social and emotional policy, practice, and research. In: A. Morris, & A. Williamson (Eds.), *Building early social and emotional relationships with infants and toddlers* (pp. 325-341). New York: Springer.