

Curriculum vitae

PERSONALIA

*Etternavn, fornavn:	Melby-Lervåg, Monica		
Fødselsår:	1973	Kjønn:	Kvinne
Nasjonalitet:	Norsk		

UTDANNING

	Grad / Avdeling, fakultet / Institusjon
År 2009	PhD, University of Oslo, Department of Special Needs Education
År 2000	Cand Paed Spec, University of Oslo, Department of Special Needs Education
År 1996	Cand Mag, University of Oslo

STILLINGER

Nåværende stilling

	Stillingstittel / Navn på arbeidsgiver
2012->	Professor Universitetet i Oslo
2016->	Professor UiT Norges arktiske universitet

Tidligere stillinger

	Stillingstittel / Navn på arbeidsgiver
2021-2024	Direktør SpedAims Senter for forskning på spesialpedagogikk og inkludering, UiO
2019-2021	Nestleder Institutt for Spesialpedagogikk, UiO
2013-2016	Forskningsdekan Det utdanningsvitenskapelige Fakultet, UiO
2008-2012	Postdoc Institutt for Spesialpedagogikk, UiO
2004-2008	Stipendiat Institutt for Spesialpedagogikk, UiO
2002-2004	Rådgiver nevrobiologisk team Torshov Kompetansesenter (nå Statped)
1999-2002	Pedagogisk Psykologisk rådgiver Nittedal kommune
1997-1998	Forskningsassistent Institutt for spesialpedagogikk
1995-1997	Forskningsassistent Statens senter for rusmiddelforskning

HOSPITERING/UTENLANDSOPPHOLD

Innhold	Innhold i oppholdet / Navn på institusjon / Land
Diverse utenlandsopphold/visiting researcher for undervisning og forskning	Universitetet i York (UK), Universitetet i Oxford (UK), Florida state University Learning disability Centre (US), Universitetet i Padova (Italia), University of Valencia (Spania), Universitetet i København (Danmark), Autonomous University of Barcelona (Spania), Universitetet i Bangor (Wales), Harvard (US), University College London (UK), École normale supérieure (Paris)
Opponent PhD disputaser, professorvurderinger og tenure-evalueringer internasjonalt (eksempler)	University of Tasmania (2026) University of Hong Kong (2026) Universitetet i Jyväskylä (2022, 2023, 2025, 2026) École normale supérieure (Paris) (2020) Universitetet i Stockholm (2024) Universitetet i Århus (2022) Linnéuniversitetet (2022, 2026) Linköpings Universitet (2024) Stanford University (2020) Ludwig-Maximilians-Universität München (2018)

TILLITS- OG STYREVERV

	Verv / Navn på institusjon
2026-	Deltager i evalueringspanel for Forskningsrådet i Portugal
2025	Leder evalueringspanel for pedagogisk og psykologisk forskning Universitetet i Linkøping
2024-	Styremedlem International Dyslexia Association
2023-	Redaktørgruppen i tidsskriftet «Psychological Bulletin»
2018-2022	Rådgiver for oppskalering av randomiserte kontrollerte studier Rand Europe
2015-2020	Metoderådgiver for tidsskriftet «Psychological Science»
2015-2019	Styremedlem, divisjonsstyre, Helse og samfunn, Forskningsrådet.
2015-2018	Styremedlem Atferdssenteret/NUBU (vara)
2013-2015	Styreleder forskerskolen NATED UiO/UiT/UiA/UiS
2013-2015	Styremedlem Læringsmiljøsentret Universitetet i Stavanger
2013-2015	Styreleder KIS, kunnskap i skolen, forskningsrådsfinansiert satsing Institutt for lærerutdanning og skoleforskning UiO
2013-2015	Styremedlem fakultetstyret Det Utdanningsvitenskapelige fakultet
2013-2015	Leder Rådet for forskningssaker Utdanningsvitenskapelige fakultet
2009-2012	Styremedlem Styret Institutt for Spesialpedagogikk UiO
2006-2009	Styremedlem Styret Institutt for Spesialpedagogikk UiO

PROSJEKTERFARING EKSTERNE MIDLER

	Rolle / Prosjekt / Finansiør
2026-2029	University of Oslo-ISP-CREATE PI- 60 000 euros -Forskningsrådet
2026-2029	University of Oslo-ISP-CREATE PI- 150 000 euros -DAM Stiftelsen
2023-2033	University of Oslo-ISP-CREATE-one of 4 PIs - 6.2 mil euros - Norwegian Research Council
2021-2026	University of Oslo-ISP-SpedAims - PI 3.2 mil euros - Norwegian Research Council
2020-2024	University of Oslo-ISP-Better reading - Co-PI 1.1 mil euros - Norwegian Research Council
2020-2024	UiT Norwegain Arctic University- Reading Challenges in Northern Norway - co-PI 1.2 mil euros - Norwegian Research Council
2019-2022	University of Oslo-ISP/University of Babes Bolyaj - Reading Intervention in Roma Children - Site PI 800 000 euros - EEA Grant
2016-2019	University of Oslo-ISP/University of Babes Bolyaj - Reading Development in Roma Children - co-PI 400 000 euros - EEA Grant
2019-2023	University of Oslo-ISP - Development of Literacy and Numeracy: Influence from Cognitive Skills, Social Background and Gender - Co-PI 1.1 mil euros - Norwegian Research Council
2015-2020	University of Oslo-ISP - Preventing and Improving Special Needs Education in Children with Language Problems - 1 mil euros PI - Norwegian Research Council
2010-2015	University of Oslo-ISP Preventing Literacy Problems in Second Language Learners - 800 000 euros co-PI - Norwegian Research Council
2009-2013	University of Oslo-ISP Development of Literacy in Second Language Learners - 400 000 euros PI - Norwegian Research Council

VEILEDNINGSERFARING

I tillegg til doktorgradsveiledningen nedenfor har jeg veiledet 41 masterstudenter

	Rolle	Hvem	Navn på institusjon
Nåværende	biveileder	Britt Min	UiO
Nåværende	biveileder	Camilla Porsanger	Nord
Levert	biveileder	Matt Oxman	OsloMet
Nåværende	biveileder	Mari S. Hoel	UiS

Nåværende	biveileder	Hedda Novang Dahl	UiO
Forsvart 2025	biveileder	Line W. Sørli	UiT
Nåværende	hovedveileder	Anne-Mari Høgetveit	UiA
Forsvart 2022	biveileder	Siri Bratlie, nå 1 aman.	UiO
Forsvart 2022	hovedveileder	Tonje Amland, nå postdoc	UiO
Forsvart 2021	biveileder	Anne-Cathrine Thurmann Moe, nå 1 aman.	UiO
Forsvart 2020	hovedveileder	Anita Lopez-Pedersen, nå 1 aman.	UiO
Forsvart 2020	hovedveileder	Hilde Gunnerud, nå 1 aman.	UiS
Forsvart 2019	hovedveileder	Hanne Hjetland, nå 1 aman.	UiO
Forsvart 2018	hovedveileder	Anne Arnesen, pensjonist	UiO
Forsvart 2018	biveileder	Kristin Rogde, nå 1 aman.	UiO
Forsvart 2017	biveileder	Ellen Brinkman, nå 1 aman.	UiO

Post doc ansvar

Tidspunkt	Navn
Nåværende	Louie Lei Wang
Nåværende	Junyi Yang
Nåværende	Tonje Amland
2011-2014	Åste Hagen nå prof
2012-2016	Kristin Rogde nå 1 aman
2014-2018	Dacian Dolean
2012-2014	Anders Nordahl-Hansen nå prof

UNDERVISNINGSAKTIVITET (eksempler)

	Undervisningsstilling – tema, navn på institusjon
2026-	Delt emneansvar for master kurset Språk, lese og matematikkvansker
2016-	Delt emneansvar for kurset Språk og lesevansker, UiT
2024	Evnetesting og Wisc sertifisering ISP UiO
2024-2026	Masterkurs Matematikkvansker UiT
2022-	Koordinator og leder PhD kurs Causal methodology and quantitative reasoning UV UiO
2012-	Koordinator og leder Phd kurs Meta-analysis and systematic reviews UV UiO
2016-2017	Test validity and assessment Kurs Psykologi Universitetet I Padova
2008-2012	Metodeundervisning master Institutt for spesialpedagogikk. Ansvar for temaet Kvantitativ metode og kausal metodologi
2012-2014	Master kurs Utredning og rådgivning: Leiter-r og andre evneester ISP, UiO
2012	Emneansvarlig Masterkurs emnet Språk- lese- og skrivevansker ISP, UiO
2010	Masterkurs I Språk, kommunikasjon og tekstforståelse, Pedagogisk forskningsinstitutt; UiO
2009-2011	Undervisning på kurset Metode og design I leseforskning, masterprogram Lesevitenskap UiO
2004-2006	Undervisning Bachelor kurs "Lærevansker fra et individ- og samfunnsperspektiv", ISP, UiO

Hovedforeleser konferanser (eksempler)

År	Rolle / Navn på arrangement / Antall deltakere
2025	Keynote speaker at the 9 th Nordic dyslexia conference in Stockholm, 14-16 august (ca 150)
2019	Keynote Society of research on learning disabilities, (ca 100)
2019	Keynote Ord19 København Effekten av arbeidsminnetrening (ca 400)
2016	Keynote speaker at the Modena European Dyslexia Conference (2016): Language and reading development and effects from interventions. (ca 100)
2016, 2019, 2022	Discussant Conference for scientific studies of reading

2015	Keynote speaker at the ForLearning Symposium Jyvaskyla (2015): Development of reading comprehension.
2015	Keynote speaker at the Goteborg AMBLE network conference (2015): Educational interventions in reading and math.
2014	Keynote speaker at the 7 th Nordic dyslexia conference in Stockholm, 14-16 august (2014): Language and reading interventions

KLINISK ARBEID OG SERTIFISERINGER

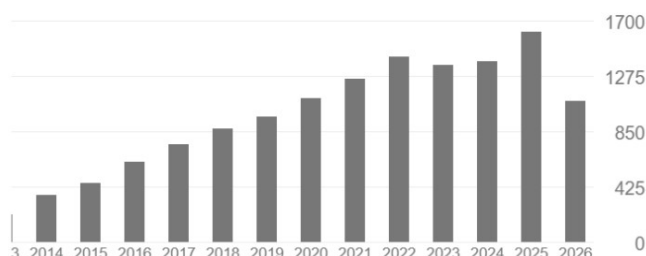
År	Arbeid/sertifisering
2008-2010	Utredning og sakkyndighetsarbeid enkeltforetak Nittedal kommune
2006-2008	Utredning og sakkyndighetsarbeid enkeltforetak Oslo kommune
2005-2006	Utredning og sakkyndighetsarbeid enkeltforetak Skedsmo kommune
2000-2003	Sertifisering pedagogisk psykologisk veileder, Norsk pedagogforening (diverse kurs pluss 150 timer mottatt veiledning)
2001	Sertifisert i utredning ADHD og Tourette syndrom, Nasjonalt Kompetansesenter for ADHD, Tourettes syndrom og narkolepsi
2001-2002	Sertifisering Marte Meo terapi/videoveiledning foreldre barn samspill
2002	Sertifisering Koas og Koap lese tester
2002	Sertifisering Reynell Språktest
1999/2000	Sertifisering for Wechsler- og Leiter evnetester

PRISER OG UTMERKELSER

	Navn
2015	Formidlingsprisen Det utdanningsvitenskapelige fakultet UiO
2008	Wiley pris for beste artikkel om språk og lesing

MERITTLISTE

Tolv år har i praksis gått siden jeg fullførte min doktorgrad (inkludert permisjon i forbindelse med fødsel av to barn). I løpet av de siste 11 årene har jeg publisert 83 fagfellevurderte artikler. Artiklene er sitert 13896 ganger (Google scholar). Disse artiklene benytter en rekke ulike metoder, og jeg har vært prosjektleder (PI) for både flere longitudinelle studier og en rekke randomiserte studier. Spesielt relevant her er det at jeg har publisert en rekke randomiserte kontrollerte undersøkelser, har erfaring med å validere tester samt å utvikle tiltak.



Jeg har alltid hatt en spesiell interesse for at forskning skal nå ut til praksis. Jeg arbeidet over 10 år også med pedagogisk psykologisk rådgivning, inkludert utredning, klinisk arbeid og tiltak for barn med ulike læringsutfordringer. Jeg hadde lenge min egen forskningsblogg, kalt «Læringsbloggen» som var svært godt besøkt. Jeg har også skrevet en grunnbok om lærevansker, «Når språk, lesing eller matematikk bli vanskelig: En grunnbok», som er pensum på 9 læresteder. I tillegg har jeg også vært redaktør for boken Innføring i Spesialpedagogikk sammen med Terje Ogden. Derfor er jeg svært opptatt av at resultater og prototyper fra våre prosjekter når bredt ut. De er derfor en av grunnene til denne prosjektsøknaden.

I senere tid har jeg blitt interessert i hvordan samspillet mellom genetikk og miljø påvirker barns utvikling. Jeg har publisert én artikkel om genetikk i lesing, en annen om matematikk er sendt inn, og jeg har også én under vurdering om matematikk og lesing (se referanse til PsychArchive nedenfor). I tillegg har jeg de siste fem årene publisert mer om lesing og matematikk, og om sammenhengen mellom disse.

Min publiseringsstrategi har alltid vært å publisere studier av høy kvalitet i kanaler som er synlige og tilgjengelige for flest mulig. Jeg har publisert mange studier i anerkjente og høyt rangerte tidsskrifter som *Psychological Bulletin* (hvor jeg også er associate editor), *Journal of Child Psychology and Psychiatry* og *Psychological Science*, og arbeidet mitt har blitt sitert 13 500 ganger. Jeg følger prinsippene for åpen vitenskap og deler alle datasett, analyser (scripts) osv.

Når det gjelder forskningsprosjekter jeg er særlig stolt av, er ett av dem at jeg som prosjektleder fikk tildelt et senter for forskning på spesialpedagogikk og inkludering. Å lede dette senteret i fire år var svært givende, og som leder bidro jeg til å etablere og utvikle en forskningslinje som nå publiserer studier i høykvalitetstidsskrifter. Et annet viktig arbeid jeg deltok i, var en ledergruppe bestående av fire forskere som søkte om og fikk tildelt et Senter for fremragende forskning (SFF) fra Norges forskningsråd. Å etablere og utvikle dette senteret har vært en svært verdifull erfaring.

Jeg ønsker å fremheve 10 publikasjoner som viser min ekspertise innen både lese- og regneferdigheter og sammenhengen mellom dem (3, 9 og 10), innen randomiserte studier i språk og matematikk (6 og 8), min kompetanse som etablert forsker med metodisk bredde innen longitudinelle studier, randomiserte studier og metaanalyser (1, 2, 3, 4, 6 og 7), samt min nyere interesse for genetisk overføring (2, 3).

UTVALGTE PUBLIKASJONER

1. Melby-Lervåg, M., Lyster, S. A. H., & Hulme, C. (2012). Phonological skills and their role in learning to read: A meta-analytic review. <i>Psychological Bulletin</i> , 138(2).
2. Grande, G., Amland, T., van Bergen, E., Melby-Lervåg, M., & Lervåg, A. (2025). The intergenerational impact of mothers and fathers on children's word reading development. <i>Journal of Child Psychology and Psychiatry</i> . https://doi.org/10.1111/jcpp.14107
3. van Bergen, E., Sunde, H.F., Rowland, C., Melby-Lervåg, M., and Torvik, F.A.. "Why educational inequality runs in families: Genetics matter more than environment." (2025). Under revision JCPP
4. Snowling, M. & Melby-Lervåg, M. (2016). Using family risk of dyslexia to uncover cognitive causal factors: A meta-analysis and systematic review. <i>Psychological Bulletin</i> , 142, 498-545
5. Hagen, Å. M., Rogde, K., Melby-Lervåg, M., & Lervåg, A. (2025). Do the effects of a preschool language intervention last in the long run? A 4-year follow-up study. <i>Psychological Science</i> , 36(12), 887-898.
6. Hagen, Å., Melby-Lervåg, M. & Lervåg, A. (2017). Improving language comprehension in preschool children with language difficulties: A cluster randomised trial. <i>Journal of Child Psychology and Psychiatry</i> , 58(19), 1132-1140.
7. Hjetland, H. Lervåg, A. Lyster, S.A.H., Hagtvet, B., Hulme, C. & Melby-Lervåg, M. (2019). Pathways to reading comprehension: A longitudinal study from 4 to 9 years of age. <i>Journal of Educational Psychology</i> , 11(5).
8. Lopez-Pedersen, A., Mononen, R., Aunio, P., Scherer, R., & Melby-Lervåg, M. (2023). Improving numeracy skills in first graders with low performance in early numeracy: A randomised controlled trial. <i>Remedial and Special Education</i> , 44(2), 126-136.
9. Amland, T., Lervåg, A., & Melby-Lervåg, M. (2021). Comorbidity between math and reading problems: Is phonological processing a mutual factor? <i>Frontiers in Human Neuroscience</i> , 14, 577304.
10. Hoff, D., Amland, T., Melby-Lervåg, M., Lervåg, A., & Protopapas, A. (2023). Early rapid naming longitudinally predicts shared variance in reading and arithmetic fluency. <i>Journal of Experimental Child Psychology</i> , 231, 105656.

SAMLEDE PUBLIKASJONER

Sammendrag

Bøker/monografier	3
Artikler	83
Bokkapitler	9
Konferansebidrag	61

Bøker/monografier

Melby-Lervåg, M. & Ogden, T. (2026). Innføring i spesialpedagogikk. Gyldendal

Melby-Lervåg, M. (2025). *Når språk, lesing eller matematikk er vanskelig En grunnbok*. Fagbokforlaget.

Melby-Lervåg, M. (2009). *Phonological representations, verbal short-term memory and reading skills* [Doctoral dissertation, monography]. Universitetet i Oslo.

Publiserte tester- og intervensjonsmateriell

ThinkMath Intervention

12 ukers tiltakspakke for elever med matematikkvansker

Lopez-Pedersen, A., Mononen, R., Korhonen, J., Aunio, P., & Melby-Lervåg, M. (2020). Validation of an Early Numeracy Screener for First Graders. *Scandinavian Journal of Educational Research*. <https://doi.org/10.1080/00313831.2019.1705901>

ThinkMath Screening

Kartlegging av matematikkvansker hos barn i tidlig barneskole

Lopez-Pedersen, A., Mononen, R., Aunio, P. A., Scherer, R., & Melby-Lervåg, M. (2022). Improving Numeracy Skills in First Graders with low performance in early numeracy: A Randomized Controlled Trial. *Remedial and special education*. <https://doi.org/10.1177/07419325221102537>

SpråkLøft

63 økter med språkstimulering for minoritetsspråklige i barnehagen

Rogde, K., Melby-Lervåg, M., & Lervåg, A. (2016). Improving the General Language Skills of Second-Language Learners in Kindergarten: A Randomized Controlled Trial. *Journal of Research on Educational Effectiveness*, 9, 150 <https://doi.org/10.1080/19345747.2016.1171935>

LURI

Kartlegging av lytteforståelse i barnehagen

Hagen, Å. M., Knoph, R., Hjetland, H. N., Rogde, K., Lawrence, J., Lervåg, A., & Melby-Lervåg, M. (2021). Measuring Listening Comprehension and Predicting Language Development in At-Risk Preschoolers. *Scandinavian Journal of Educational Research*. <https://doi.org/10.1080/00313831.2021.1939136>

ReadWell

93 økters leseintervensjon for barn som strever med lesing fra 1-3 klasse

Nergård-Nilssen, T., Furnes, B., Caglar-Ryeng, Ø., Friberg, O., & Melby-Lervåg, M. (2026). Improving reading comprehension through language comprehension and early word reading: A multisite randomized trial. *Journal of Educational Psychology*, 118(4), 503-503. <https://doi.org/10.1037/edu0001017>

SpråkHagen

30 ukers språkstimuleringstiltak for barn i barnehage med språkvansker

Hagen, Å. M., Melby-Lervåg, M., & Lervåg, A. (2017). Improving Language Comprehension in Preschool Children with Language Difficulties: A Cluster Randomized Trial. *Journal of Child Psychology and Psychiatry*, 58(10), 1132-1140. <https://doi.org/10.1111/jcpp.12762>

DIBELS

Test av leseflyt

Arnesen, A., Braeken, J., Baker, S., Meek-Hansen, W., Ogden, T., & Melby-Lervåg, M. (2017). Growth in Oral Reading Fluency in a Semitransparent Orthography: Concurrent and Predictive Relations With Reading Proficiency in Norwegian, Grades 2-5. *Reading Research Quarterly*, 52(2), 177-201. <https://doi.org/10.1002/rrq.159>

Andre tidsskriftsartikler

Amland, T., Lervåg, A., & Melby-Lervåg, M. (2021). Comorbidity Between Math and Reading Problems: Is Phonological Processing a Mutual Factor? *Frontiers in Human Neuroscience*, 14. <https://doi.org/10.3389/fnhum.2020.577304>

Amland, T., Grande, G., Scherer, R., Lervåg, A., & Melby-Lervåg, M. (2024). Cognitive Factors Underlying Mathematical Skills: A Systematic Review and Meta-Analysis. *Psychological bulletin*. <https://doi.org/10.1037/bul0000457>

Arnesen, A., Braeken, J., Ogden, T., & Melby-Lervåg, M. (2018). Assessing Children's Social Functioning and Reading Proficiency: A Systematic Review of the Quality of Educational Assessment Instruments Used in Norwegian Elementary Schools. *Scandinavian Journal of Educational Research*, 1-26. <https://doi.org/10.1080/00313831.2017.1420685>

- Arnesen, A., Smolkowski, K., Ogden, T., & Melby-Lervåg, M. (2018). Validation of the Elementary Social Behaviour Assessment: Teacher Ratings of Students' Social Skills Adapted to Norwegian, Grades 1-6. *Emotional and Behavioural Difficulties*, 23(1), 39-54. <https://doi.org/10.1080/13632752.2017.1316473>
- Bratlie, S. S., Brinchmann, E. I., Melby-Lervåg, M., & Torkildsen, J. V. K. (2022). Morphology—A Gateway to Advanced Language: Meta-Analysis of Morphological Knowledge in Language-Minority Children. *Review of Educational Research*. <https://doi.org/10.3102/00346543211073186>
- Diamanti, V., Grande, G. G., Protopapas, A., Melby-Lervåg, M., & Lervåg, A. (2024). Preschool Morphological Awareness and Developmental Change in Early Reading Ability. *Scientific Studies of Reading*. <https://doi.org/10.1080/10888438.2024.2370843>
- Dolean, D., Melby-Lervåg, M., Tincas, I., Damsa, C. I., & Lervåg, A. (2019). Achievement gap: Socioeconomic status affects reading development beyond language and cognition in children facing poverty. *Learning and Instruction*, 63. <https://doi.org/10.1016/j.learninstruc.2019.101218>
- Dolean, D., Lervåg, A., Visu-Petra, L., & Melby-Lervåg, M. (2021). Language skills, and not executive functions, predict the development of reading comprehension of early readers: evidence from an orthographically transparent language. *Reading and writing*. <https://doi.org/10.1007/s11145-020-10107-4>
- Dolean, D. D., Lervåg, A. O., & Melby-Lervåg, M. (2026). The Effectiveness of a Language Comprehension Intervention on the Language, Reading, and Writing Skills of Socioeconomically Disadvantaged Students. *Reading Research Quarterly*, 61(3). <https://doi.org/10.1002/rrq.70123>
- Donolato, E., Cardillo, R., Mammarella, I. C., & Melby-Lervåg, M. (2021). Research Review: Language and specific learning disorders in children and their co-occurrence with internalizing and externalizing problems: a systematic review and meta-analysis. *Journal of Child Psychology and Psychiatry*, 63(5), 507-518. <https://doi.org/10.1111/jcpp.13536>
- Donolato, E., Toffalini, E., Rogde, K., Nordahl-Hansen, A., Lervåg, A., Norbury, C. F., & Melby-Lervåg, M. (2023). Oral language interventions can improve language outcomes in children with neurodevelopmental disorders: A systematic review and meta-analysis. *Campbell Systematic Reviews*, 19(4), 1-48. <https://doi.org/10.1002/cl2.1368>
- Grande, G., Diamanti, V., Protopapas, A., Melby-Lervåg, M., & Lervåg, A. (2024). The development of morphological awareness and vocabulary: What influences what? *Applied Psycholinguistics*. <https://doi.org/10.1017/S0142716424000213>
- Grande, G., Amland, T., Bergen, E. V., Melby-Lervåg, M., & Lervåg, A. (2025). The intergenerational impact of mothers and fathers on children's word reading development. *Journal of Child Psychology and Psychiatry*, 66(7), 946-955. <https://doi.org/10.1111/jcpp.14107>
- Gunnerud, H. L., Braak, D. T., Reikerås, E. K. L., Donolato, E., & Melby-Lervåg, M. (2020). Is bilingualism related to a cognitive advantage in children? A systematic review and meta-analysis. *Psychological bulletin*, 146(12), 1059-1083. <https://doi.org/10.1037/bul0000301>
- Gunnerud, H. L., Foldnes, N., & Melby-Lervåg, M. (2022). Levels of skills and predictive patterns of reading comprehension in bilingual children with an early age of acquisition. *Reading and writing*. <https://doi.org/10.1007/s11145-022-10286-2>
- Hagen, Å. M. M., Melby-Lervåg, M., & Lervåg, A. (2014). Barn som strever med språk og leseferdigheter: Hvilke tiltak virker? *Norsk tidsskrift for logopedi*, 60(4), 6-13.
- Hagen, Å. M., Rogde, K., Lervåg, A., Melby-Lervåg, M., & Norbury, C. (2023). Long-term prognosis of low language proficiency in children. *Cochrane Database of Systematic Reviews*, 2023(1). <https://doi.org/10.1002/14651858.CD015268>
- Hagen, Å. M., Rogde, K., Melby-Lervåg, M., & Lervåg, A. (2025). Do the Effects of a Preschool Language Intervention Last in the Long Run? A 4-Year Follow-Up Study. *Psychological Science*, 36(12), 887-898. <https://doi.org/10.1177/09567976251392219>
- Hagen, Å. M., Rogde, K., Lervåg, A., Melby-Lervåg, M., & Norbury, C. (2026). Long-term prognosis of low language proficiency in children. *The Cochrane library*, 2026(6). <https://doi.org/10.1002/14651858.cd015268.pub2>
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Konferansebidrag (utvalg)

- Amland, T., Bergen, E. V., Melby-Lervåg, M., & Lervåg, A. (2024, July 9). The gene-environment interplay of reading: The intergenerational impact of mothers and fathers on child word reading development [Conference presentation]. SSSR-Thirty-first Annual Meeting. Copenhagen.
- Amland, T., Bergen, E. V., Melby-Lervåg, M., & Lervåg, A. O. (2024, July 11). The intergenerational impact of mothers and fathers on children's word reading development [Conference presentation]. Symposium: The gene-environment interplay of reading. Copenhagen Denmark.
- Amland, T., Bergen, E. V., Melby-Lervåg, M., & Lervåg, A. O. (2024, July 11). The intergenerational impact of mothers and fathers on children's word reading development [Conference presentation]. Symposium: The gene-environment interplay of reading. Copenhagen Denmark.
- Amland, T., Grande, G., Melby-Lervåg, M., Bergen, E. V., & Lervåg, A. (2025, August 24). The Intergenerational Impact of Mothers and Fathers on Children's Arithmetic Development [Poster presentation]. The EARLI Conference 2025. Graz.
- Arnesen, A., Smolkowski, K., Baker, S., Braeken, J., Meek-Hansen, W., Ogden, T., & Melby-Lervåg, M. (2017, March 1). Assessing Elementary Students' Social Functioning and Reading Proficiency [Poster presentation]. The 14th International Conference on Positive Behavior Support . Denver, CO.
- Bratlie, S. S., Brinchmann, E. I., Melby-Lervåg, M., & Torkildsen, J. V. K. (2019, July 17). Morphological knowledge in language minority children compared with monolingual children: A meta-analysis [Conference presentation]. Society for the Scientific Study of Reading: Twenty-Sixth Annual Meeting. Toronto.
- Dolean, Dacian, Melby-Lervåg, M., & Lervåg, A. (2025, July 15). The impact of homework and guided parental support on socioeconomically disadvantaged children [Conference presentation]. Thirty-Second Annual Conference. Calgary Canada.
- Donolato, E., Masi, A., Caviola, S., Melby-Lervåg, M., & Lervåg, A. (2023, June 5). Math-attitudes intervention programs for school-age students: A meta-analysis and overview of the literature [Conference presentation]. 6th Annual Conference of the Mathematical Cognition and Learning Society. Loughborough.
- Donolato, E., Caviola, S., Masi, A., Lervåg, A., & Melby-Lervåg, M. (2025, August 24). Improving Math Attitudes in School-Age Students: A Meta-Analysis on Intervention Studies [Conference presentation]. EARLI 2025. Graz .
- Gunnerud, H. L., Braak, D. T., & Melby-Lervåg, M. (2018, November 19). Gir det en kognitiv fordel å være flerspråklig? [Conference presentation]. Avslutningskonferanse Stavangerprosjektet- det lærende barnet. Lesesenteret, Stavanger.
- Gunnerud, H. L., Braak, D. T., Reikerås, E. K. L., & Melby-Lervåg, M. (2019, October 30). Har flerspråklighet en kognitiv fordel? Foreløpige resultater fra en meta-analyse [Conference presentation]. Bedre sammen! Partnerskap og innovasjon i barnehage- og skoleforskning. Clarion Hotel Energy.
- Gunnerud, H. L., Rønneberg, V., & Melby-Lervåg, M. (2026, July 15). The distinctiveness and prevalence of different reading comprehension profiles in Norwegian first graders [Conference presentation]. Thirty- Third Annual Conference of the Society for the Scientific Study of Reading. Rotterdam.
- Hagen, Å. M., Rogde, K., Melby-Lervåg, M., & Lervåg, A. (2024, July 10). Do the Effects of a Preschool Language Intervention Last in the Long Run? A 4-Year Follow-Up Study [Conference presentation]. Society for the Scientific Study of Reading. Copenhagen.

- Hagen, Å. M., Rogde, K., Melby-Lervåg, M., Lervåg, A., & Norbury, C. F. (2025, July 15). Long-term prognosis of low language proficiency in children: A Cochrane prognostic review [Conference presentation]. SSSR Thirty-First Annual Conference. Calgary.
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- Hjetland, H. N., Brinchmann, E. I., Lyster, S. H., Hagtvet, B. E., & Melby-Lervåg, M. (2015, August 22). Preschool predictors of later reading comprehension ability: A systematic review [Conference presentation]. 7th International Summerschool on Literacy Research. Egmond aan Zee.
- Hjetland, H. N., Lyster, S. H., & Melby-Lervåg, M. (2016, April 18). Development of language and reading comprehension ability from 4 years to 4th grade [Conference presentation]. 6th EERA Spring School on Advanced Methods in Educational Research. Oslo.
- Hjetland, H. N., Brinchmann, E. I., Lyster, S. H., & Melby-Lervåg, M. (2016, July 13). Preschool vocabulary and later reading comprehension ability: A systematic review [Poster presentation]. Twenty-Third Annual Meeting Society for the Scientific Study of Reading. Porto.
- Hjetland, H. N., Lervåg, A., Lyster, S. H., Hagtvet, B. E., Hulme, C., & Melby-Lervåg, M. (2017, July 12). Pathways to Reading Comprehension: A Longitudinal Study from 4 to 9 Years of Age [Conference presentation]. Twenty-Fourth Annual Meeting Society for the Scientific Study of Reading. Halifax .
- Hjetland, H. N., Brinchmann, E. I., Scherer, R., & Melby-Lervåg, M. (2018, August 29). Preschool predictors of later reading comprehension ability: a Campbell systematic review [Conference presentation]. EARLI SIG 5 . Berlin.
- Hjetland, H. N., Hagen, Å. M., Rogde, K., Knoph, R., & Melby-Lervåg, M. (2020, July 8). LURI: A Listening Comprehension Measure for Preschool Children [Conference presentation]. Interactive poster accepted at the Annual Meeting of the Society for Scientific Studies of Reading, Newport Beach, CA, USA (Conference canceled). Newport Beach, CA, USA (Conference canceled)..
- Hoel, M. S., Melby-Lervåg, M., & Gunnerud, H. L. (2025, September 16). Pragmatic language in children with Pragmatic Language Impairment (PLI): A systematic review and Meta-Analysis [Poster presentation]. XPRAG 2025 - 11th Experimental Pragmatics Conference. University of Cambridge, Storbritannia.
- Hoel, M. S., Melby-Lervåg, M., & Gunnerud, H. L. (2025, June 4). What characterises school-aged children with pragmatic language difficulties? A systematic review and Meta-Analysis [Poster presentation]. SpedAims-samling. Kristiansand.
- Hulme, C., Melby-Lervåg, M., Lyster, S. H., Klem, M., Hagtvet, B. E., & Lervåg, A. (2012, July 11). Nonword Repetition Ability: More a Consequence than a Cause of Children's Vocabulary Development [Conference presentation]. Nineteenth Annual Meeting for the Society for the Scientific Study of Reading. Montreal.
- Høgetveit, A. M., Donolato, E., Canrinus, E. T., & Melby-Lervåg, M. (2025, August 24). A Meta-Analysis of the Mathematical Skills in Children with Developmental Language Disorder [Conference presentation]. Earli conference 2025. Graz.
- Karlsen, J., Hjetland, H. N., Hagtvet, B. E., & Melby-Lervåg, M. (2017, July 12). Concurrent and predictive validity of the Renfrew bus story test [Poster presentation]. Twenty-Fourth Annual Meeting Society for the Scientific Study of Reading. Halifax .
- Karlsen, J., Larsen, L., Hjetland, H. N., Snowling, M., & Melby-Lervåg, M. (2018, July 18). The relationship between socioeconomic factors and language comprehension: A systematic review [Poster presentation]. Twenty-Fifth Annual Meeting Society for the Scientific Study of Reading . Brighton.
- Keles, S., Braak, D. T., Hagen, Å. M. M., & Melby-Lervåg, M. (2022, September 22). Validity and effectiveness of screening assessments within the three-tier model: Protocol for a systematic review and meta-analysis [Conference presentation]. EARLI SIG15 Conference. Ghent, Belgium.
- Keles, S., Braak, D. T., Hagen, Å. M. M., & Melby-Lervåg, M. (2023, August 22). A meta-analysis of teacher screening and progress monitoring assessments: Preliminary findings [Conference presentation]. EARLI Conference 2023 . Thessaloniki, Greece.
- Keles, S., Braak, D. T., Hagen, Å. M. M., & Melby-Lervåg, M. (2024, September 2). A Meta Analysis of Validity and Effectiveness of Screening Assessment Tools within Three Tier Model [Conference presentation]. EARLI SIG15 (Special Educational Needs) Conference. Valencia.
- Lervåg, A. O. & Melby-Lervåg, M. (2011, July 13). Oral Language Skills Moderate Nonword Repetition Skills in Children with Dyslexia: A Meta-analysis of the role of Nonword Repetition Skills in Dyslexia [Conference presentation]. Eighteenth Annual Meeting for the Society of the Scientific Studies of Reading. St. Pete Beach, Florida.
- Lervåg, A. & Melby-Lervåg, M. (2013, July 10). The structure of reading comprehension skills: A latent variable growth study from second to seventh grade [Conference presentation]. Twentieth Annual Meeting for the Society for the Scientific Study of Reading. Hong Kong.

- Lervåg, A., Melby-Lervåg, M., & Hulme, C. (2015, July 7). The role of general language skills in the development of decoding skills [Conference presentation]. The Twenty-third Annual Conference of the Society for the Scientific Study of Reading . Hawaii.
- Lopez-Pedersen, A., Mononen, R., Aunio, P., & Melby-Lervåg, M. (2016, March 30). Can early intervention ameliorate mathematical difficulties in young children? [Poster presentation]. The Child Language and Learning Jubileum. Oslo.
- Lopez-Pedersen, A., Mononen, R., Aunio, P. A., & Melby-Lervåg, M. (2018, September 12). Improving numeracy skills in low performing first graders: A randomized controlled trial [Conference presentation]. Biennial meeting of Earli/SIG 15 Special Educational Needs.
- Lopez-Pedersen, A., Amland, T., Solheim, O. J., Melby-Lervåg, M., & Rønneberg, V. (2025, August 24). Improving Reading And Mathematical Skills Through a Combined Intervention: A Multi-site Randomized Trial [Conference presentation]. The EARLI Conference 2025. Graz.
- Maurer, M. N., Wang, L., & Melby-Lervåg, M. (2024, July 10). The relation between early language skills and later listening comprehension: Examining three theories [Poster presentation]. Society for the Scientific Study of Reading (SSSR).
- Maurer, M. N., Campos, D. G., Gowenlock, A. E., Norbury, C. F., & Melby-Lervåg, M. (2025, August 24). The relationship between socioeconomic factors and oral language in children: A systematic review and meta-analysis [Poster presentation]. Language development and reading instruction. Graz.
- Melby-Lervåg, M. & Hulme, C. (2009, April 7). Language representations and verbal short-term memory [Conference presentation]. ESRC Workshop on working memory. University of York.
- Melby-Lervåg, M. & Hulme, C. (2009, July 1). Phonological representations and verbal short-term memory [Poster presentation]. Scientific studies of reading conference. Boston.
- Melby-Lervåg, M. & Hulme, C. (2009, July 12). The Relationship Between Free recall, Serial Recall and Phonological Skills [Conference presentation]. Scientific studies of reading conference. Prague.
- Melby-Lervåg, M. & Lervåg, A. O. (2010, July 7). Language and literacy skills in L2 learners: A meta-analysis [Conference presentation]. The seventeenth annual meeting of the Society for Scientific Studies of Reading. Berlin.
- Melby-Lervåg, M., Amland, T., Grande, G., Scherer, R., & Lervåg, A. (2023, July 19). Does language underlie mathematical skill development? A systematic review and meta-analysis of concurrent and longitudinal predictors [Conference presentation]. Society for the Scientific Study of Reading Conference 2023. Fort Douglass.
- Melby-Lervåg, M., Rønneberg, V., Lopez-Pedersen, A., Amland, T., Solheim, O. J., & Lervåg, A. (2025, July 15). Improving reading and mathematical skills through an integrated intervention: a multi-site randomized trial [Conference presentation]. Thirty-Second Annual Conference. Calagary .
- Nergård-Nilssen, T., Melby-Lervåg, M., & Torppa, M. (2018, July 18). Parental reading comprehension predicts children's outcomes: A longitudinal family-risk study [Conference presentation]. Twenty-Fifth Annual SSSR Meeting. Brighton.
- Nergård-Nilssen, T., Furnes, B. R., Friborg, O., Caglar-Ryeng, Ø., & Melby-Lervåg, M. (2024, July 10). Improving Reading Comprehension through Language Comprehension and Early Word Reading: A Multi-Site Randomized Trial [Conference presentation]. Thirty-First Annual Meeting. København.
- Nergård-Nilssen, T., Walquist-Sørli, L., Friborg, O., Furnes, B. R., Riise, S. G., & Melby-Lervåg, M. (2025, August 25). Evaluating the UiT-ReadWell programme's impact on reading disorders in young Norwegian students [Conference presentation]. EARLI 2025 Symposium: "Predicting and supporting children's reading across development". Graz, Austria.
- Nergård-Nilssen, T., Maurer, M. N., Friborg, O., & Melby-Lervåg, M. (2025, August 25). The Influence of Speech Sound Skills on Language and Literacy Development: A Longitudinal Study from Ages 4 to 9 [Conference presentation]. Realising Potentials through Education: Shaping the Minds and Brains for the Future. Graz, Austria.
- Nilssen, T. N., Furnes, B. R., Friborg, O., Caglar-Ryeng, Ø., & Melby-Lervåg, M. (2024, July 10). Improving reading comprehension through language comprehension and early word reading: A multi-site randomized trial [Conference presentation]. Thirty-First Annual Meeting. København.
- Nordahl-Hansen, A., Lervåg, A., Norbury, C., & Melby-Lervåg, M. (2018, June 6). Language-based interventions for improving oral Language outcomes in children With ASD and other Neurodevelopmental disorders [Conference presentation]. Tønsbergkonferansen, Nasjonal autismekonferanse. Tønsberg.
- Næss, K. B., Lyster, S. H., & Melby-Lervåg, M. (2009, October 8). Language phenotypes in children with Down syndrome: A preliminary meta-analytic review [Conference presentation]. Down syndrome Forum meeting. Portsmouth.
- Næss, K. B., Lyster, S. A. H., Hulme, C., & Melby-Lervåg, M. (2010, July 7). Language and memory skills in children with Down syndrome; A systematic meta-analytic review [Poster presentation]. SSSR-conference in Berlin. Berlin.

- Rogde, K., Melby-Lervåg, M., & Lervåg, A. (2013, July 10). Boosting second- language learners' oral language comprehension skills in preschool: A randomized trial study [Poster presentation]. Twentieth Annual Meeting for the Society for the Scientific Study of Reading. Hong Kong.
- Rogde, K., Hagen, Å. M. M., Melby-Lervåg, M., & Lervåg, A. (2014, June 16). Effect of Linguistic Comprehension Training on Language and Reading Comprehension [Poster presentation]. Campbell Colloquium. Belfast.
- Sørli, L. W., Nilssen, T. N., Caglar-Ryeng, Ø., Furnes, B. R., Melby-Lervåg, M., & Donolato, E. (2023, August 22). Are speech sound difficulties a marker of difficulties in language skills? A systematic review and meta-analysis [Poster presentation]. Education as a Hope in Uncertain Times. Thessaloniki, Greece.
- Sørli, L. W., Nilssen, T. N., Furnes, B. R., Caglar-Ryeng, Ø., Melby-Lervåg, M., & Donolato, E. (2024, July 10). Are speech sound difficulties risk factors for difficulties in language and reading skills? A systematic review and meta-analysis [Poster presentation]. Thirty-First Annual Meeting. Copenhagen, Denmark.
- Walquist-Sørli, L., Nergård-Nilssen, T., Maurer, M. N., Friborg, O., & Melby-Lervåg, M. (2025, August 25). The Influence of Speech Sound Skills on Language and Literacy Development: A Longitudinal Study from Ages 4 to 9 [Conference presentation]. The European Association for Research on Learning and Instruction (EARLI). Graz.
- Wang, L., Wang, M. V., & Melby-Lervåg, M. (2024, July 10). Exploring the relationships between parental and child factors in Norwegian children with special education in language and reading: A population-based network analysis [Conference presentation]. Society for the Scientific Study of Reading Thirty-First Annual Conference. Copenhagen.
- Wang, L., Melby-Lervåg, M., & Wang, M. V. (2025, August 24). Children and kindergarten's factors influence the allocation of special education in kindergarten [Conference presentation]. Annual Conference of the European Association for Research on Learning and Instruction (EARLI) 2025. Graz.
- Wang, L., Melby-Lervåg, M., & Wang, M. V. (2025, July 15). Special needs assistance to children with language, behavioral, and developmental difficulties in kindergarten: Predictors of how resources are allocated [Conference presentation]. Annual Conference of the Society for the Scientific Study of Reading 2025. Calgary.
- Yang, J., Melby-Lervåg, M., & Anmarkrud, Ø. (2025, August 24). Dialing in: how mothers' phone use relates to child language development [Conference presentation]. EARLI 2025 . Graz.

Annet

- Bratlie, S. S., Brinchmann, E. I., Melby-Lervåg, M., & Torkildsen, J. V. K. (2019, May 9). Morphological Knowledge of Children with Language Minority Backgrounds and Monolingual children: A Meta-Analysis [Lecture]. Open seminar: Reading – a central skill for life success. . Oslo.
- Hansen, P., Melby-Lervåg, M., & Snarby, A. (2017, July 1). Har ikke barnet begynt å snakke ennå? [Interview]. KK.no.
- Kristoffersen, S., Melby-Lervåg, M., & Mikkelsen, S. (2020, March 31). Foreslår å begrense antall søknader som blir vurdert [Interview]. Universitetsavisa.no.
- Melby-Lervåg, M. (2012, December 13). What can you learn from a world memory whiz? [Interview]. The Globe and Mail.
- Melby-Lervåg, M. (2023, April 13). Lærertil episode 13: Spesialundervisning og alle timene som forsvant [Radio/TV program]. Podkasten Lærertil.
- Melby-Lervåg, M. (2023, January 12). NRK EKKO: Hva fungerer om du strever med lesing? [Radio/TV program]. NRK P2.
- Melby-Lervåg, M. (2023, January 9). NRK Nyhetsmorgen: Dysleksi i skolen [Interview]. NRK TV.
- Melby-Lervåg, M. & Anmarkrud, Ø. (2023). Ny opplæringslov kan svekke rettighetene til barn med lærevansker [Feature article].
- Melby-Lervåg, M. (2023, February 22). Over 1 million skoletimer til de svakeste elevene ble sporeløst borte [Interview]. NRK.
- Mononen, R., Lopez-Pedersen, A., Aunio, P. A., & Melby-Lervåg, M. (2016, November 17). Norjalaisten ensiluokkalaisten matemaattisten taitojen tukeminen ThinkMath-harjoitusmateriaalilla [Lecture]. Kasvatustieteen päivät | FERA Conference on Education.
- Næss, K. B. & Melby-Lervåg, M. (2019). Manglende retningslinjer ved permisjoner kan gi kvinnefravall i akademia [Feature article].
- Rui, H. S., Ørmen, T., Sundberg, H., & Melby-Lervåg, M. (2017, February 10). Hvordan lærer hjernen? [Lecture]. Akademisk Vorspiel. Chateau Neuf, Oslo.
- Walquist-Sørli, L., Nergård-Nilssen, T., & Melby-Lervåg, M. (2025, February 11). Early speech sound difficulties and its relationship with language and reading. A meta-analysis and a longitudinal study [Lecture]. Understanding and ameliorating children's language and reading difficulties. Tromsø.
- Wandem, F. S., Melby-Lervåg, M., Sætherskar, I. K., Furnes, B. R., Næss, K. B., Rønneberg, V., Solheim, O. J., Wang, M. V., & Gannerud, H. L. (2023, June 19). Podkast: Spesialpedagogisk spørretime #1 [Radio/TV program]. Universitetet i Oslo.

- Wandem, F. S., Melby-Lervåg, M., & Solberg, E. (2024, April 23). Podkast: Erna Solberg snakker om dysleksi [Radio/TV program]. Universitetet i Oslo.
- Wandem, F. S., Melby-Lervåg, M., & Berdal, S. (2024, March 19). Podkast: Hva er egentlig dysleksi? [Radio/TV program]. Universitetet i Oslo.
- Wandem, F. S. & Melby-Lervåg, M. (2026, April 13). Kort forklart: Hvorfor er tidlig innsats så viktig? [Podcast episode]. Uio.no. <https://www.uv.uio.no/spedaims/aktuelt/podkast/det-virker/kort-forklart-tidlig-innsats.html>