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### **Parents in Sweden describe influential factors in children's reading and writing development**

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The aim of this study was to shed light on influential factors in children's reading and writing development, from the perspective of parents. Retrospective interviews with 27 parents of preschoolers obtained from a research project were used. Bronfenbrenner's Bioecological Model for human development and the Process-Person-Context-Time (PPCT) model were adopted as a theoretical framework. Extracts about children's reading and writing development were obtained from the interviews. A thematic analysis was used and generated nine themes within the preliminary results: children's abilities and engagement; genetics and parents' abilities; the presence of more able siblings and peers; involved parents and grandparents; teacher competence, attitude and collaborations; social climate in the preschool class; free play and child-initiated reading and writing activities; toys and books; extra support provisions and stimulation. This study shows that factors related to the child, to processes at home, in preschool and in preschool class, and time can influence children's reading and writing development. The study also showed that parents can be a valuable knowledge source in Nordic (special) education research.