Human Development Research Review: Aims and Scope
HELP’s Human Development Research Review (HELP Reads) aims to expand awareness of topics in human development, particularly social epigenetics, social determinants of health, socio-emotional learning, Aboriginal children and youth, and family policy. HELP Reads connects health academics, advocates, and professionals with online and publicly available research, news, and information. This review focuses on listing articles relevant to human development research activities at HELP. The review accepts and welcomes contributions provided they meet HELP Reads standards. This review is not official or peer reviewed. It does not cover all research, news, and information, and HELP is not responsible for the accuracy of the content from media or databases. How to access the items? Click on the link related to each entry and it should take you to the item. Not all links are open access; some are abstract links where paid journal subscription is required. HELP Reads is posted monthly; please see: www.earlylearning.ubc.ca/library/citations.
EDITOR PICKS

Association of childhood social-emotional functioning profiles at school entry with early-onset mental health conditions.

Kim Thomson, Graduate Student, Human Early Learning Partnership, JAMA 2019

“This study’s findings suggest that more than 40% of children enter the school system with relative vulnerabilities in social-emotional functioning that are associated with early-onset mental health conditions. The results raise important questions for using population-level early childhood development monitoring in the context of universal and proactive mental health strategies.”

Exploring continuities between family engagement and well-being in Aboriginal Head Start Programs in Canada: a qualitative inquiry.

Alison Gerlach (right) and Joan Gignac, Infants and Young Children, 2019.

“Findings highlight how family engagement practices in Aboriginal Head Start in Urban and Northern Communities are interdependent and continuous with practices aimed at supporting family well-being. [...] These findings have relevancy beyond Indigenous contexts to all early childhood and child health programs that are questioning how to engage with families who experience multifaceted forms of social disadvantage and marginalization.”

Integration of DNA methylation patterns and genetic variation in human pediatric tissues help inform EWAS design and interpretation.

Michael Kobor, Professor, Human Early Learning Partnership, and co-authors, 2019

“...we assessed DNAm variability, cross-tissue DNAm concordance and genetic determinants of DNAm across two independent early life cohorts encompassing different ages.”

Orchids and dandelions.

Tom Boyce, Professor Emeritus, Human Early Learning Partnership, 2019

“Many children are able to thrive in any environment, while others may flourish only under the most favorable conditions. New findings reveal the complex interplay of factors that creates "dandelion" and "orchid" kids.”
HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES


BIOLOGY/NEUROBIOLOGY (“early experiences”) 


CHILD DEVELOPMENT (GENERAL)


**INDIGENOUS**


**MIDDLE YEARS**


PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES


POLICY, PRACTICE, INTERVENTIONS


SCREENING (tools, methods, school readiness, etc)


SOCIAL DETERMINANTS


SOCIOEMOTIONAL

MEDIA (HELP general)

SPECIAL – Children’s Environmental Health