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**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

Examining the impacts of the COVID-19 pandemic on family mental health in Canada: findings from a national cross-sectional study.
Anne Gadernann, Assistant Professor, Human Early Learning Partnership, and co-authors
“This study identifies that families with children under 18 at home have experienced deteriorated mental health due to the pandemic.” [more]

Transactional associations between parent and late adolescent internalizing symptoms during the COVID-19 pandemic: the moderating role of avoidant coping.
Alisa Almas, Faculty Research Associate, Human Early Learning Partnership, UBC, and co-authors
“The results highlight complex family dynamics between adolescents and their parents and begin to differentiate how individual characteristics impact the response to a significant life event such as the COVID-19 pandemic.”

Kimberly Thomson, Post-Doctoral Fellow, Human Early Learning Partnership, UBC, and co-authors
“Despite substantial government investment into AVMH resources, uptake is low among both the general population and individuals who may benefit from the use of these resources as a means of coping with the adverse mental health impacts of the COVID-19 pandemic.”

Developmental health and public policy.
Martin Guhn, Interim Director, Human Early Learning Partnership, and co-authors
“To help readers to learn more about interventions that support the healthy development of children from birth to five years old, we have compiled this bibliography. This document aims to open pathways of study to public health actors interested in developmental health and the well-being of children.”

Genes, environments, and time: the biology of adversity and resilience.
W Thomas Boyce, Professor Emeritus and Honorary Affiliate, Human Early Learning Partnership, and co-authors
“…we identify 4 core concepts that provide a powerful catalyst for fresh thinking about primary health care for young children…” [more]
EDITOR PICKS, continued

Prenatal antidepressant exposure and child development at kindergarten age: a population-based study.
Tim Oberlander, Professor and Affiliate, Human Early Learning Partnership, and co-authors

“Prenatal antidepressant exposure was selectively associated with worse anxious behaviors and physical independence at kindergarten age, with no effects on other developmental domains.”

Children only 3 years old can succeed at conditional “if, then” reasoning, much earlier than anyone had thought possible.
Adele Diamond, Canada Research Chair Tier I Professor of Developmental Cognitive Neuroscience, UBC, and co-authors

“Here we show that children barely 3 years old can do conditional reasoning. All that was needed was a superficial change to the stimuli: When color was a property of the rather than of the background, 3-year-olds could succeed…”

The science of education for peace: Tools to sow peace in and around us.
Paoletti P, Diamond A.

“…now more than ever, it is necessary to educate ourselves and others utilizing the guiding light of scientific based education to become more self-aware, kind and compassionate, and at peace with ourselves and others much as Montessori education does. Looking to the future with hope, perhaps we might focus on putting the human being back at the center […]”

Exploring the data landscapes of First Nations, Inuit, and Métis children’s early learning and child care (ELCC).
Margo Greenwood, Academic Leader of the National Collaborating Centre for Aboriginal Health, and co-authors

“Drawing on Canadian and international academic and grey literature, this document aims to identify conceptual frameworks and examine indicators of Indigenous ELCC that could be useful in developing a unique framework for assessing the quality of Indigenous ELCC in the Canadian context. The identified indicators are mapped against the nine principles of the 2018 Federal Government of Canada’s Indigenous ELCC framework, highlighting significant gaps in knowledge and data and areas for future research.”
Human Early Learning Partnership webinars, videos and briefs.


Exploring 'What is' and ‘What could be’ for BC's children and families – HELP Expo Registration (Monday Feb 8, 2021) – sign up now.

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HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES

As a result of COVID-19, HELP is shifting its annual Expo online, planning a series of informative, engaging and interactive virtual presentations through the winter and spring. HELP’s Expo series kicks off on February 8, 2021 with:

Challenges and Change: Exploring ‘What is’ and ‘What could be’ for BC’s Children and Families

Registration is open

BIOLOGY/NEUROBIOLOGY (“early experiences”)


CHILD CARE, ECD SERVICES


CHILD DEVELOPMENT (GENERAL)


INDIGENOUS


MIDDLE YEARS


PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES


POLICY, PRACTICE, INTERVENTIONS


SCREENING (tools, methods, school readiness, etc)


SOCIAL DETERMINANTS


SOCIOEMOTIONAL


MEDIA (general)

SPECIAL
COVID-19


Children’s Environmental Health

