

# HUMAN DEVELOPMENT RESEARCH REVIEW

VOL 4 (4) APRIL 2020



## CONTENTS

- [HELP FACULTY and AFFILIATE](#)
- [BIOLOGY/NEUROBIOLOGY \(“early experiences”\)](#)
- [CHILDCARE, ECD SERVICES](#)
- [CHILD DEVELOPMENT \(GENERAL\)](#)
- [INDIGENOUS](#)
- [MIDDLE YEARS](#)
- [PARTNERSHIPS, HUBS, INTEGRATED SERVICES](#)
- [POLICY, PRACTICE, INTERVENTIONS](#)
- [SCREENING](#)
- [SOCIAL DETERMINANTS \(Income, Employment, Housing, Food Security, Inequity, etc\)](#)
- [SOCIOEMOTIONAL](#)
- [MEDIA](#)
- [SPECIAL](#)

### *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](http://www.earlylearning.ubc.ca/library/citations).

## EDITOR PICKS

### A glossary on building longitudinal, population-based data linkages to explore children's developmental trajectories.

Jennifer E. V. Lloyd (right), Jacqui Boonstra, Lisa Chen, Barry Forer, Ruth Hershler, Constance Milbrath, Brenda T Poon, Neda Razaz, Pippa Rowcliffe, Kim Schonert-Reichl

*"As a leading example from Canada, the University of British Columbia's Human Early Learning Partnership (HELP) has linked together individual-level data from 4 sources..."*



### Associations of Birth Factors and Socio-Economic Status with Indicators of Early Emotional Development and Mental Health in Childhood: A Population-Based Linkage Study.

Martin Guhn (right), Scott Emerson, Dorri Mahdavian, Anne M Gadermann

*'Across outcomes, low SES indicated detrimental associations with various aspects of children's emotional development and mental health...'*



### Thriving, catching up or falling behind: Immigrant and refugee children's kindergarten competencies and later academic achievement

Monique Gagne (right), Martin Guhn, Scott Emerson, Carly Magee, Constance Milbrath, Anne Gadermann

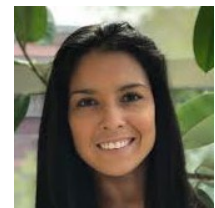
*"We found that immigrant and refugee children followed a range of academic achievement trajectories from Grade 4 to Grade 10..."*



### CoMeBack: DNA methylation array data analysis for co-methylated regions.

Evan Gatev, Nicole Gladish (right), Sara Mostafavi, Michael S Kobor

*"We developed a method named Co-Methylation with genomic CpG Background (CoMeBack) that estimates DNA co-methylation..."*



### Epidemiological study of a developmentally and culturally sensitive preschool intervention to improve school readiness of children in Addis Ababa, Ethiopia.

Negussie Deyessa, Simon Webb, Eric Duku, Ann Garland, Irving Fish, Magdalena Janus (right), Menelik Desta

*"This study evaluated the impact of a comprehensive preschool intervention on psychosocial, cognitive and behavioural school preparedness among children in Addis Ababa, Ethiopia."*



## EDITOR PICKS (WEBCASTS, WEBINARS, VIDEOS, PPTS)

### Back to School with the Middle Years Development Instrument [webinar].

Kimberly Schonert-Reichl, Director, Human Early Learning Partnership

*“Dr. Kimberly Schonert-Reichl discusses the importance of adults at school and shares 5 practical ways to connect with your new students. Special guests Janelle Zebedee and Tricia Penny from the SD 23 share their experiences with the MDI.”*



### Early Years System Leadership Concepts [slide set].

Pippa Rowcliffe, Deputy Director, Human Early Learning Partnership

*Slide set from: Early Years Conference 2020 - Changing Early Childhood Experiences Through System Change Pre Conference.”*



### Epigenetic Embedding of Early Life Experiences – How Environments Get “Under the Skin” [video].

Michael Kobor, Professor, Human Early Learning Partnership

*“Dr. Michael Kobor addresses how the environment shapes the human epigenome, and how this in turn might affect children’s susceptibilities to chronic disease and their mental health.”*



### Insights into Children’s Early Experiences – Moving CHEQ data to Action [video].

Alisa Almas, Faculty Research Associate, Human Early Learning Partnership, and co-authors

*“Learn more about the valuable information gathered from parents and caregivers across the province through the Childhood Experiences Questionnaire (CHEQ).”*



### HELP Talks: Child care in British Columbia: Research, Advocacy, and Commitment to System Transformation.

Barry Forer, Research Methodologist, Human Early Learning Partnership

*“Barry Forer, a member of the Expert Panel on Early Learning and Child Care Data and Research, discusses child care in British Columbia.”*



## HUMAN DEVELOPMENT RESEARCH REVIEW

### HELP FACULTY and AFFILIATE

1. Almas A. **Insights into Children’s Early Experiences – Moving CHEQ Data to Action**. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2019. Available from: <https://www.youtube.com/watch?v=dHMGzJAhsSQ&t=128s>.
2. Almas A. **Experiences Matter: The Childhood Experiences Questionnaire** [Early Years Conference 2020 - Changing Early Childhood Experiences Through System Change Pre Conference]. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2020. Available from: [http://earlylearning.ubc.ca/media/alisa\\_presentation\\_cheq.pdf](http://earlylearning.ubc.ca/media/alisa_presentation_cheq.pdf).
3. de Lima RMS, Barth B, Arcego DM, de Mendonça Filho EJ, Clappison A, Patel S, et al. Amygdala 5-HTT Gene Network Moderates the Effects of Postnatal Adversity on Attention Problems: Anatomofunctional Correlation and Epigenetic Changes. *Front Neurosci*. 2020;14(198). Available from: <https://www.frontiersin.org/article/10.3389/fnins.2020.00198>.
4. Deyessa N, Webb S, Duku E, Garland A, Fish I, Janus M, et al. **Epidemiological study of a developmentally and culturally sensitive preschool intervention to improve school readiness of children in Addis Ababa, Ethiopia**. *J Epidemiol Community Health*. 2020;jech-2019-213019. Available from: <https://jech.bmj.com/content/jech/early/2020/03/04/jech-2019-213019.full.pdf>.
5. Forer B. **HELP Talks Child care in British Columbia: research, advocacy, and commitment to system transformation [webcast]**. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2020. Available from: <https://mediasite.audiovisual.ubc.ca/Mediasite/Play/c9084a497772487f82e30b6567b072581d>.
6. Gagné M, Guhn M, Emerson S, Magee C, Milbrath C, Gadermann A. **Thriving, catching up or falling behind: Immigrant and refugee children’s kindergarten competencies and later academic achievement**. *International Journal of Population Data Science*. 2019;4(3). Available from: <https://ijpds.org/article/view/1222>.
7. Gagné M, Janus M, Muhajarine N, Gadermann A, Duku E, Milbrath C, et al. **Disentangling the role of income in the academic achievement of migrant children**. *Soc Sci Res*. 2020;85:102344. Available from: <http://www.sciencedirect.com/science/article/pii/S0049089X18305611>.
8. Gatev E, Gladish N, Mostafavi S, Kobor MS. **CoMeBack: DNA methylation array data analysis for co-methylated regions**. *Bioinformatics*. 2020. Available from: <https://doi.org/10.1093/bioinformatics/btaa049>.
9. Guhn M, Emerson SD, Gouzouasis P. **A population-level analysis of associations between school music participation and academic achievement**. *J Educ Psychol*. 2020;112(2):308-28.
10. Guhn M, Emerson SD, Mahdavian D, Gadermann AM. Associations of Birth Factors and Socio-Economic Status with Indicators of Early Emotional Development and Mental Health in Childhood: A Population-Based Linkage Study. *Child Psychiatry Hum Dev*. 2020;51(1):80-93. Available from: <https://doi.org/10.1007/s10578-019-00912-6>.
11. Huels A, Wedderburn CJ, Groenewold NA, Gladish N, Jones M, Koen N, et al. **Newborn Differential DNA Methylation and Subcortical Brain Volumes as Early Signs of Severe Delay in**



- Neurodevelopment.** medRxiv. 2020:2020.03.13.20035501. Available from: <https://www.medrxiv.org/content/medrxiv/early/2020/03/17/2020.03.13.20035501.full.pdf>.
12. Hüls A, Vanker A, Gray D, Koen N, Maclsaac JL, Lin DTS, et al. **Genetic susceptibility to asthma increases the vulnerability to indoor air pollution.** Eur Respir J. 2020:1901831. Available from: <https://erj.ersjournals.com/content/erj/early/2020/01/03/13993003.01831-2019.full.pdf>.
  13. Kershaw P. **How governments have underinvested in younger people for 40 years.** Vancouver, BC: Generation Squeeze; 2020 Feb 19. Available from: <https://www.gensqueeze.ca/40-years-of-underinvestment>.
  14. Kobor M. **Epigenetic Embedding of Early Life Experiences - How Environments Get “Under the Skin”.** Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2018. Available from: [https://www.youtube.com/watch?v=H\\_aJ-cWzoul](https://www.youtube.com/watch?v=H_aJ-cWzoul).
  15. Lloyd JEV, Boonstra J, Chen L, Forer B, Hershler R, Milbrath C, et al. **A glossary on building longitudinal, population-based data linkages to explore children’s developmental trajectories.** Journal of Modern Applied Statistical Methods. 2019;18:eP3180. Available from: <https://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=3180&context=jmasm>.
  16. McRae DN, Muhajarine N, Janus M, Duku E, Brownell M, Forer B, et al. **Immigrant and ethnic neighbourhood concentration and reduced child developmental vulnerability. A Canadian cohort study.** International Journal of Population Data Science. 2020;5(1). Available from: <https://ijpds.org/article/view/1147>.
  17. Ritland L, Jongbloed K, Mazzuca A, Thomas V, Richardson CG, Spittal PM, et al. **Culturally Safe, Strengths-Based Parenting Programs Supporting Indigenous Families Impacted by Substance Use—a Scoping Review.** International Journal of Mental Health and Addiction. 2020. Available from: <https://doi.org/10.1007/s11469-020-00237-9>.
  18. Ritland L, Thomas V, Teegee MP, Jongbloed K, Zamar D, Guhn M, et al. **Cedar Project: Child apprehension, historical trauma and cultural connectedness among young Indigenous mothers impacted by substance use.** APHA’s 2019 Annual Meeting and Expo (Nov 2 - Nov 6)2019. Available from: [https://apha.confex.com/apha/2019/meetingapi.cgi/Paper/443129?filename=2019\\_Abstract443129.html&template=Word](https://apha.confex.com/apha/2019/meetingapi.cgi/Paper/443129?filename=2019_Abstract443129.html&template=Word).
  19. Rowcliffe P. **Early Years System Leadership Concepts** [Early Years Conference 2020 - Changing Early Childhood Experiences Through System Change Pre Conference]. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2020. Available from: [http://earlylearning.ubc.ca/media/pippa\\_presentation\\_intro.pdf](http://earlylearning.ubc.ca/media/pippa_presentation_intro.pdf).
  20. Schonert-Reichl K, Zebedee J, Penny T. **Back to School with the Middle Years Development Instrument (MDI) [webinar].** Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2019. Available from: <https://www.youtube.com/watch?v=jKz5zmnXb34>.
  21. Schonert-Reichl K. **SEL Programs [video].** Vancouver, BC: Well-being BC; 2020; Available from: <https://www.wellbeingbc.ca/topics/sel-programs>.
  22. Webb S, Duku E, Brownell M, Enns J, Forer B, Guhn M, et al. **Sex differences in the socioeconomic gradient of children’s early development.** SSM - Population Health. 2020;10:100512. Available from: <http://www.sciencedirect.com/science/article/pii/S2352827319301314>.

23. Zou D, Lloyd JEV, Baumbusch JL. **Using SPSS to analyze complex survey data: A primer**. Journal of Modern Applied Statistical Methods,. 2019;18(1):eP3253. Available from: <https://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=3253&context=jmasm>.

## AUDIO VISUAL RESOURCES

### General

1. Boyce TW. **The Orchid and the Dandelion [presentation]**. San Francisco, CA: TEDxPaloAlto; 2019. Available from: [https://www.youtube.com/watch?v=g\\_vcWB43W7Y](https://www.youtube.com/watch?v=g_vcWB43W7Y).
2. Brussoni M. **Summer of PLEY Series Part 3: Keynotes Lecture [presentation]. Risk, Resilience and Renaissance of Play**. Halifax, NS: Dalhousie University; 2019. Available from: [https://www.youtube.com/watch?v=T1nzSiV\\_x54](https://www.youtube.com/watch?v=T1nzSiV_x54).
3. Brussoni M. **3 key ingredients for supporting children’s outdoor play**. Vancouver, BC: Dalhousie University; 2019. Available from: <https://www.youtube.com/watch?v=Z0CQxL38RE4>.
4. Dockendorf M. **System Leadership Approaches in Action in BC: The Practitioner Perspective** [Early Years Conference 2020 - Changing Early Childhood Experiences Through System Change Pre Conference]. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2020. Available from: [http://earlylearning.ubc.ca/media/maureen\\_presentation\\_cr4yc.pdf](http://earlylearning.ubc.ca/media/maureen_presentation_cr4yc.pdf).
5. Early Years Conference 2020. **Changing Early Childhood Experiences Through System Change Pre Conference**. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2020. Available from: <http://earlylearning.ubc.ca/events/>.
6. Well-being BC. **Well-Being BC Video Library**. Vancouver, BC: Well-being BC; 2020; Available from: <https://www.wellbeingbc.ca/>.

## BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Gatev E, Gladish N, Mostafavi S, Kobor MS. **CoMeBack: DNA methylation array data analysis for co-methylated regions**. Bioinformatics. 2020. Available from: <https://doi.org/10.1093/bioinformatics/btaa049>.
2. Huels A, Wedderburn CJ, Groenewold NA, Gladish N, Jones M, Koen N, et al. **Newborn Differential DNA Methylation and Subcortical Brain Volumes as Early Signs of Severe Delay in Neurodevelopment**. medRxiv. 2020:2020.03.13.20035501. Available from: <https://www.medrxiv.org/content/medrxiv/early/2020/03/17/2020.03.13.20035501.full.pdf>.
3. Hüls A, Vanker A, Gray D, Koen N, Maclsaac JL, Lin DTS, et al. **Genetic susceptibility to asthma increases the vulnerability to indoor air pollution**. Eur Respir J. 2020:1901831. Available from: <https://erj.ersjournals.com/content/erj/early/2020/01/03/13993003.01831-2019.full.pdf>.
4. Kobor M. **Epigenetic Embedding of Early Life Experiences - How Environments Get “Under the Skin”**. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2018. Available from: [https://www.youtube.com/watch?v=H\\_aJ-cWzoul](https://www.youtube.com/watch?v=H_aJ-cWzoul).
5. Phillips-Beck W, Sinclair S, Campbell R, Star L, Cidro J, Wicklow B, et al. **Early-life origins of disparities in chronic diseases among Indigenous youth: pathways to recovering health disparities from intergenerational trauma**. J Dev Orig Health Dis. 2019;10(1):115-22. Available

from: <https://www.cambridge.org/core/article/earlylife-origins-of-disparities-in-chronic-diseases-among-indigenous-youth-pathways-to-recovering-health-disparities-from-intergenerational-trauma/9B20C6EE25DBD54650E7B5CA94B3E87F>.

6. Weisberg R. **Broken places [television series broadcast]**. US: Public Broadcasting Service; 2020. Available from: <https://brokenplacesfilm.com/>.
7. Wertz J, Moffitt TE, Agnew-Blais J, Arseneault L, Belsky DW, Corcoran DL, et al. **Using DNA From Mothers and Children to Study Parental Investment in Children’s Educational Attainment**. Child Dev. 2020;n/a(n/a). Available from: <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13329>.

## CHILDCARE, ECD SERVICES

1. Bai Y, Ladd HF, Muschkin CG, Dodge KA. **Long-term effects of early childhood programs through eighth grade: Do the effects fade out or grow?** Children Youth Serv Rev. 2020;112:N.PAG-N.PAG. Available from: <https://www.sciencedirect.com/science/article/pii/S0190740919311211>.
2. Forer B. **HELP Talks Child care in British Columbia: research, advocacy, and commitment to system transformation [webcast]**. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2020. Available from: <https://mediasite.audiovisual.ubc.ca/Mediasite/Play/c9084a497772487f82e30b6567b072581d>.
3. Maitland C, Lester L, Trost SG, Rosenberg M, Schipperijn J, Trapp G, et al. **The Influence of the Early Childhood Education and Care Environment on Young Children’s Physical Activity: Development and Reliability of the PLAYCE Study Environmental Audit and Educator Survey**. Int J Environ Res Public Health. 2020;17(7). Available from: <https://www.scilit.net/article34e7c085641580184f32e8768a39f205>.
4. Rowcliffe P. **Early Years System Leadership Concepts** [Early Years Conference 2020 - Changing Early Childhood Experiences Through System Change Pre Conference]. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2020. Available from: [http://earlylearning.ubc.ca/media/pippa\\_presentation\\_intro.pdf](http://earlylearning.ubc.ca/media/pippa_presentation_intro.pdf).
5. Sokal L. **Balancing Benefits and Risks of Animal-Assisted Activities (AAA) in Child Care Centres**. Early Childhood Educ J. 2020;48(3):273-83. Available from: <https://link.springer.com/article/10.1007/s10643-019-00982-0>.

## CHILD DEVELOPMENT (GENERAL)

1. Aurini J, Missaghian R, Milian RP. **Educational Status Hierarchies, After-School Activities, and Parenting Logics: Lessons from Canada**. Sociology of Education. 2020;93(2):173-89. Available from: <https://www.asanet.org/educational-status-hierarchies-after-school-activities-and-parenting-logics-lessons-canada>.
2. Fogel A, McCrickerd K, Aris IM, Goh AT, Chong Y-S, Tan KH, et al. **Eating behaviors moderate the associations between risk factors in the first 1000 days and adiposity outcomes at 6 years of age**. The American journal of clinical nutrition. 2020. Available from: <https://academic.oup.com/ajcn/advance-article/doi/10.1093/ajcn/nqaa052/5812918>.
3. Irwin BR, Speechley M, Wilk P, Clark AF, Gilliland JA. Promoting healthy beverage consumption habits among elementary school children: results of the Healthy Kids Community Challenge ‘Water Does Wonders’ interventions in London, Ontario. Canadian Journal Of Public Health =

- Revue Canadienne De Sante Publique. 2020;111(2):257-68. Available from:  
<https://doi.org/10.17269/s41997-019-00262-9>.
4. Madigan S, McArthur BA, Anhorn C, Eirich R, Christakis DA. **Associations Between Screen Use and Child Language Skills: A Systematic Review and Meta-analysis.** JAMA Pediatrics. 2020. Available from: <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2762864>.
  5. McConnell-Nzunga J, Weatherson KA, Masse L, Carson V, Faulkner G, Lau E, et al. Child Care Setting and Its Association With Policies and Practices That Promote Physical Activity and Physical Literacy in the Early Years in British Columbia. Journal of Physical Activity & Health. 2020;17(4):429-34. Available from: <https://journals.humankinetics.com/doi/10.1123/jpah.2019-0215>.
  6. Pai S, Bahadur K. **The Impact of Food Insecurity on Child Health.** Pediatr Clin North Am. 2020;67(2):387-96. Available from: [https://www.pediatric.theclinics.com/article/S0031-3955\(19\)30180-4/pdf](https://www.pediatric.theclinics.com/article/S0031-3955(19)30180-4/pdf).
  7. Pakarinen A, Hautala L, Hamari L, Aromaa M, Kallio H, Liuksila P-R, et al. **The Association between the Preference for Active Play and Neurological Development in Toddlers: A Register-Based Study.** Int J Environ Res Public Health. 2020;17(7):2525. Available from: <https://www.mdpi.com/1660-4601/17/7/2525>.
  8. Pratte G, Couture M, Boisvert M-È, Clapperton I, Bergeron J, Roy M-A, et al. Participation in Activities Fostering Children's Development and Parental Concerns about Children's Development: Results from a Population-Health Survey of Children Aged 0–5 Years in Quebec, Canada. Int J Environ Res Public Health. 2020;17(8):2878. Available from: <https://www.mdpi.com/1660-4601/17/8/2878>.
  9. Rasmussen MGB, Pedersen J, Olesen LG, Brage S, Klakk H, Kristensen PL, et al. Short-term efficacy of reducing screen media use on physical activity, sleep, and physiological stress in families with children aged 4–14: study protocol for the SCREENS randomized controlled trial. BMC Public Health. 2020;20(1):1-18. Available from: <https://bmcpubhealth.biomedcentral.com/articles/10.1186/s12889-020-8458-6>.
  10. Shimko AN. **Sleep in Infancy: A Concept Analysis.** J Pediatr Nurs. 2019;47:100-5. Available from: <http://www.sciencedirect.com/science/article/pii/S0882596319300260>.

## Literacy

1. Dowdall N, Melendez-Torres GJ, Murray L, Gardner F, Hartford L, Cooper PJ. **Shared Picture Book Reading Interventions for Child Language Development: A Systematic Review and Meta-Analysis.** Child Dev. 2020;91(2):e383-e99. Available from: <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13225>.
2. Madigan S, Prime H, Graham SA, Rodrigues M, Anderson N, Khoury J, et al. **Parenting Behavior and Child Language: A Meta-analysis.** Pediatrics. 2019;144(4):e20183556. Available from: <https://pediatrics.aappublications.org/content/pediatrics/144/4/e20183556.full.pdf>.

## INDIGENOUS

1. Alberton AM, Angell GB, Gorey KM, Grenier S. **Homelessness among Indigenous peoples in Canada: The impacts of child welfare involvement and educational achievement.** Children Youth Serv Rev. 2020;111:N.PAG-N.PAG. Available from: <https://www.sciencedirect.com/science/article/pii/S0190740919312654>.
2. Jack EM, Chartier MJ, Ly G, Fortier J, Murdock N, Cochrane B, et al. School personnel and community members' perspectives in implementing PAX good behaviour game in first nations grade 1



- classrooms. *Int J Circumpolar Health*. 2020;79(1):1735052. Available from: <https://www.tandfonline.com/doi/full/10.1080/22423982.2020.1735052>.
3. Kiddell-Monroe R, Ranta M, Enook S, Saranchuk P. **Inuit communities can beat COVID-19 and tuberculosis**. *The Lancet*. 2020. Available from: [https://www.thelancet.com/pdfs/journals/lanpub/PIIS2468-2667\(20\)30091-8.pdf](https://www.thelancet.com/pdfs/journals/lanpub/PIIS2468-2667(20)30091-8.pdf).
  4. Munro A, Boast A, Goldstein H, Hall D, Leo G. **DFTB COVID-19 evidence review**. UK: Dont Forget the Bubbles and UK Royal College of Paediatrics and Child Health; 2020 Apr. Available from: <https://dontforgetthebubbles.com/wp-content/uploads/2020/04/COVID-data-top-10.pdf>.
  5. National Collaborating Centre for Determinants of Health. **Indigenous perspectives on COVID-19 [webinar]**. Antigonish, NS: St. Francis Xavier University; 2020 Apr 15. Available from: <http://nccdh.ca/workshops-events/entry/health-equity-determinants-of-health-and-covid-19-conversation-3>.
  6. National Collaborating Centre for Indigenous Health. **Maintaining the health and well-being of First Nations, Inuit and Métis children and teens during COVID-19**. Prince George, BC: University of Northern British Columbia; 2020 Apr. Available from: [https://www.nccih.ca/495/Maintaining\\_the\\_health\\_and\\_well-being\\_of\\_First\\_Nations,\\_Inuit\\_and\\_M%C3%A9tis\\_children\\_and\\_teens\\_during\\_COVID-19.nccih?id=296](https://www.nccih.ca/495/Maintaining_the_health_and_well-being_of_First_Nations,_Inuit_and_M%C3%A9tis_children_and_teens_during_COVID-19.nccih?id=296).
  7. National Collaborating Centre for Indigenous Health. Podcast: Voices from the Field Episode 7 Public health measures for COVID-19 in northern and remote communities: Public health roles, measures (Michael Isaac). Prince George, BC: National Collaborating Centre for Indigenous Health, University of Northern British Columbia; 2020 Mar 30. Available from: <https://nccid.ca/podcast-2019-ncov/#subMenuSection4>.
  8. National Collaborating Centre for Indigenous Health. Podcast: Voices from the Field Episode 5 Preparing in First Nations Communities for COVID-19: Pandemic preparedness in First Nations communities (Marlene Larocque, Mryle Ballard). Prince George, BC: National Collaborating Centre for Indigenous Health, University of Northern British Columbia; 2020 Mar 17. Available from: <https://nccid.ca/podcast-2019-ncov/#subMenuSection4>.
  9. Ritland L, Jongbloed K, Mazzuca A, Thomas V, Richardson CG, Spittal PM, et al. **Culturally Safe, Strengths-Based Parenting Programs Supporting Indigenous Families Impacted by Substance Use—a Scoping Review**. *International Journal of Mental Health and Addiction*. 2020. Available from: <https://doi.org/10.1007/s11469-020-00237-9>.
  10. Ritland L, Thomas V, Teegee MP, Jongbloed K, Zamar D, Guhn M, et al. Cedar Project: Child apprehension, historical trauma and cultural connectedness among young Indigenous mothers impacted by substance use. APHA's 2019 Annual Meeting and Expo (Nov 2 - Nov 6)2019. Available from: [https://apha.confex.com/apha/2019/meetingapi.cgi/Paper/443129?filename=2019\\_Abstract443129.html&template=Word](https://apha.confex.com/apha/2019/meetingapi.cgi/Paper/443129?filename=2019_Abstract443129.html&template=Word).

## MIDDLE YEARS

1. Guhn M, Emerson SD, Gouzouasis P. A population-level analysis of associations between school music participation and academic achievement. *J Educ Psychol*. 2020;112(2):308-28.
2. No authorship i. "A population-level analysis of associations between school music participation and academic achievement": Correction to Guhn, Emerson, and Gouzouasis (2019). *J Educ Psychol*. 2020;112(2):328-.

- Spanemberg L, Salum GA, Bado P. How can schools be integrated in promoting well-being, preventing mental health problems and averting substance-use disorders in urban populations? *Curr Opin Psychiatr.* 2020;33(3):255-63. Available from: [https://journals.lww.com/co-psychiatry/Fulltext/2020/05000/How\\_can\\_schools\\_be\\_integrated\\_in\\_promoting.13.aspx](https://journals.lww.com/co-psychiatry/Fulltext/2020/05000/How_can_schools_be_integrated_in_promoting.13.aspx).

## PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

### POLICY, PRACTICE, INTERVENTIONS

- Alazri Z, Hanna KM. **School personnel and child abuse and neglect reporting behavior: An integrative review.** *Children Youth Serv Rev.* 2020;112:N.PAG-N.PAG. Available from: <https://www.sciencedirect.com/science/article/pii/S0190740919312721>.
- Kershaw P. **How governments have underinvested in younger people for 40 years.** Vancouver, BC: Generation Squeeze; 2020 Feb 19. Available from: <https://www.gensqueeze.ca/40-years-of-underinvestment>.
- Townsend IM, Berger EP, Reupert AE. **Systematic review of the educational experiences of children in care: Children’s perspectives.** *Children Youth Serv Rev.* 2020;111:N.PAG-N.PAG. Available from: <https://www.sciencedirect.com/science/article/pii/S019074091931206X>.

### SCREENING (tools, methods, school readiness, etc)

- VanDashboard** [database on the Internet]. City of Vancouver. 2020. Available from: <https://opendata.vancouver.ca/pages/vandashboard/>.
- Lloyd JEV, Boonstra J, Chen L, Forer B, Hershler R, Milbrath C, et al. **A glossary on building longitudinal, population-based data linkages to explore children’s developmental trajectories.** *Journal of Modern Applied Statistical Methods.* 2019;18:eP3180. Available from: <https://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=3180&context=jmasm>.
- Schonert-Reichl K, Zebedee J, Penny T. **Back to School with the Middle Years Development Instrument (MDI) [webinar].** Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2019. Available from: <https://www.youtube.com/watch?v=jKz5zmnXb34>.
- Zou D, Lloyd JEV, Baumbusch JL. **Using SPSS to analyze complex survey data: A primer.** *Journal of Modern Applied Statistical Methods.* 2019;18(1):eP3253. Available from: <https://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=3253&context=jmasm>.

### SOCIAL DETERMINANTS

- Bell R, Khan M, Romeo-Velilla M, Stegeman I, Godfrey A, Taylor T, et al. **Ten Lessons for Good Practice for the INHERIT Triple Win: Health, Equity, and Environmental Sustainability.** *Int J Environ Res Public Health.* 2019;16(22):4546. Available from: <https://www.mdpi.com/1660-4601/16/22/4546>.
- Camden C, Héguay L, Casoli M, Roy M, Rivard L, Berbari J, et al. **Preschoolers’ Developmental Profiles and School-Readiness in a Low-Income Canadian City: A Cross-Sectional Survey.** *Int J Environ Res Public Health.* 2020;17(7):2529. Available from: <https://www.mdpi.com/1660-4601/17/7/2529>.

3. Dunn JR. **Housing and Healthy Child Development: Known and Potential Impacts of Interventions.** *Annu Rev Public Health.* 2020;41:381-96. Available from: <https://doi.org/10.1146/annurev-publhealth-040119-094050>.
4. Gagné M, Guhn M, Emerson S, Magee C, Milbrath C, Gadermann A. Thriving, catching up or falling behind: Immigrant and refugee children’s kindergarten competencies and later academic achievement. *International Journal of Population Data Science.* 2019;4(3). Available from: <https://ijpds.org/article/view/1222>.
5. Gagné M, Janus M, Muhajarine N, Gadermann A, Duku E, Milbrath C, et al. **Disentangling the role of income in the academic achievement of migrant children.** *Soc Sci Res.* 2020;85:102344. Available from: <http://www.sciencedirect.com/science/article/pii/S0049089X18305611>.
6. McRae DN, Muhajarine N, Janus M, Duku E, Brownell M, Forer B, et al. **Immigrant and ethnic neighbourhood concentration and reduced child developmental vulnerability. A Canadian cohort study.** *International Journal of Population Data Science.* 2020;5(1). Available from: <https://ijpds.org/article/view/1147>.
7. National Academies of Sciences E, Medicine. **Educating Health Professionals to Address the Social Determinants of Mental Health: Proceedings of a Workshop.** Cuff PA, Forstag EH, editors. Washington, DC: The National Academies Press; 2020. Available from: <https://www.nap.edu/catalog/25711/educating-health-professionals-to-address-the-social-determinants-of-mental-health>.
8. Poulain T, Vogel M, Kiess W. **Review on the role of socioeconomic status in child health and development.** *Curr Opin Pediatr.* 2020;32(2):308-14. Available from: <http://dx.doi.org/10.1097/MOP.0000000000000876>.
9. Webb S, Duku E, Brownell M, Enns J, Forer B, Guhn M, et al. **Sex differences in the socioeconomic gradient of children’s early development.** *SSM - Population Health.* 2020;10:100512. Available from: <http://www.sciencedirect.com/science/article/pii/S2352827319301314>.

## SOCIOEMOTIONAL

1. Guhn M, Emerson SD, Mahdavian D, Gadermann AM. Associations of Birth Factors and Socio-Economic Status with Indicators of Early Emotional Development and Mental Health in Childhood: A Population-Based Linkage Study. *Child Psychiatry Hum Dev.* 2020;51(1):80-93. Available from: <https://doi.org/10.1007/s10578-019-00912-6>.
2. Guhn M, Gagne M, Gadermann A, Emerson S, Gill R. **School and community resources in the social-emotional and academic adjustment of refugee children, report.** Halifax, NS: Dalhousie University, Child and Youth. Refugee Research Coalition (CYR RC); 2019. Available from: <https://dalspace.library.dal.ca/bitstream/handle/10222/76734/CYRRC%20Project%20Report.pdf?sequence=1&isAllowed=y>.
3. Schonert-Reichl K. **SEL Programs [video].** Vancouver, BC: Well-being BC; 2020; Available from: <https://www.wellbeingbc.ca/topics/sel-programs>.

## SPECIAL – COVID-19

1. Aten JD. **COVID-19 and Children’s Mental Health.** *Psychol Today.* 2020. Available from: <https://www.psychologytoday.com/ca/blog/hope-resilience/202004/covid-19-and-children-s-mental-health>.
2. Campbell AM. **An increasing risk of family violence during the Covid-19 pandemic: Strengthening community collaborations to save lives.** *Forensic Science International: Reports.* 2020;2:100089. Available from: <http://www.sciencedirect.com/science/article/pii/S2665910720300384>.

3. Favre GP, Léo; Qi, Xiaolong; Nielsen-Saines, Karin; Musso, Didier; Baud, David. **Guidelines for pregnant women with suspected SARS-CoV-2 infection.** The Lancet Infectious Diseases. 2020. Available from: [https://doi.org/10.1016/S1473-3099\(20\)30157-2](https://doi.org/10.1016/S1473-3099(20)30157-2).
4. United Nations. **Policy Brief: The Impact of COVID-19 on children** New York, NY: United Nations; 2020 Apr 15. Available from: [https://unsdg.un.org/sites/default/files/2020-04/160420\\_Covid\\_Children\\_Policy\\_Brief.pdf](https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf).
5. Zimmermann PC, Nigel. Coronavirus Infections in Children Including COVID-19: An Overview of the Epidemiology, Clinical Features, Diagnosis, Treatment and Prevention Options in Children. *Pediatr Infect Dis J.* 2020;39(5):355-68. Available from: [https://journals.lww.com/pidj/Fulltext/2020/05000/Coronavirus\\_Infections\\_in\\_Children\\_Including.1.aspx](https://journals.lww.com/pidj/Fulltext/2020/05000/Coronavirus_Infections_in_Children_Including.1.aspx).
6. Zussman R. **B.C. considers alternating days for students once they return to class.** Global News. 2020 Apr 20. Available from: <https://globalnews.ca/news/6845097/b-c-considers-alternating-days-for-students-once-they-return-to-class/>.

For more information visit  
[www.earlylearning.ubc.ca/library/citations](http://www.earlylearning.ubc.ca/library/citations)

**Michele Wiens, Senior Manager**  
(Knowledge Management)  
Email [michele.wiens@ubc.ca](mailto:michele.wiens@ubc.ca)

Faculty of Medicine, SPPH  
2206 East Mall, UBC  
Vancouver, BC V6T 1Z3  
**Phone** 604. 822. 1278  
**Email** [earlylearning@ubc.ca](mailto:earlylearning@ubc.ca)  
**Web** [www.earlylearning.ubc.ca](http://www.earlylearning.ubc.ca)