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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

Editorial: Pre- or post- school influences on learning adaptations, risks and disabilities in children and adolescents: overlapping challenges for public health, education and development.
Kim Schonert-Reichl, Professor, Human Early Learning Partnership, and co-authors.

“This Research Topic explores the overlapping challenges and themes related to developmental adaptations in the context of formal and informal settings for learning primarily within childhood and adolescence.”

Naturalistic development of trait mindfulness: a longitudinal examination of victimization and supportive relationships in early adolescence.
Michael Warren, Postdoctoral Research Fellow, Human Early Learning Partnership, and co-authors

“Using data from fourth and seventh grade students from 32 public school districts in British Columbia, Canada, we examined links from peer belonging, connectedness with adults at home, and peer victimization to mindfulness over time.”

Risky family climates presage increased cellular aging in young adulthood.
Michael Kobor, Professor, Human Early Learning Partnership, and co-authors

“We sought to determine whether, and how, childhood risky family climates are linked to a potential risk factor for later-life disease… As hypothesized, risky family climates were associated with greater outflows of the stress hormones…”

Examining the link between character strengths and positive and negative mental health indicators in Iranian adolescents.
Eva Oberle, Assistant Professor, Human Early Learning Partnership

“Overall, the Farsi Values in Action for Youth had acceptable psychometric properties, suggesting that it can be used in research on character strengths with Iranian youths.”

Investigating the effect of COVID-19 dissemination on symptoms of anxiety and depression among university students.
Anne Gadermann, Assistant Professor, Human Early Learning Partnership

“Propinquity of COVID-19 cases may increase the likelihood of anxiety symptoms in students, particularly among men. Most students reported coping well, but additional support is needed for an emotionally overwhelmed minority who report being unable to access help.”
EDITOR PICKS, CONTINUED

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

“The CHEQ Project provided a timely opportunity for researchers at HELP to gather information on the impact of the COVID-19 pandemic on Kindergarten children and their families in different regions of British Columbia.” (forthcoming)

Screen time and developmental health: results from an early childhood study in Canada.
Salima Kerai, PhD Student, UBC School of Population and Public Health, and co-authors
“Daily screen time that exceeds the recommended one-hour limit for young children, as suggested by the Canadian 24-hrs Movement Guidelines for Children and Youth, is negatively associated with developmental health outcomes in early childhood. Screen-based activities should thus be limited for young children.”

“I’ve seen what evil men do”: military mothering and children’s outdoor risky play.
Mariana Brussoni, Associate Professor, UBC School of Population and Public Health, and co-authors
“We conducted semi-structured interviews with 16 military mothers from across Canada. The results of our reflexive thematic analysis are threefold: (1) Outdoor risky play in close physical proximity....” more

Preschool autism services: A tale of two Canadian provinces and the implications for policy.
Charlotte Waddell, Professor, Director of the Children’s Health Policy Centre, SFU
“... Our results also suggest that provinces/territories must do more to ensure equitable access to effective services, including sharing and reporting on national comparative data...” more

Doing OK? Checking in on the mental health of BC youth.
McCreary Centre Society
This report uses data from the BC Adolescent Health Survey (BC AHS) to profile the mental health of youth across the province. The report considers the current state of youth mental health; youth who experienced barriers to accessing needed mental health services, which youth appear to be at risk; ways to support positive mental health, and reducing mental health challenges and increasing positive mental health among youth who have already...more
HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES

BIOLOGY/NEUROBIOLOGY (“early experiences”)


**CHILDCARE, ECD SERVICES**


**CHILD DEVELOPMENT (GENERAL)**


Literacy, Language, Reading
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, Rights, etc)**

Covid-19 – Children’s Mental/Physical Health and Wellbeing


Covid-19 - General


Children’s Environmental Health


4. Davis Z, Guhn M, Jarvis I, Jerrett M, Nesbitt L, Oberlander T, et al. The association between natural environments and childhood mental health and development: A systematic review and


Child Welfare/Well-being/Rights